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UNDERSTANDING QATAR'S FOREIGN POLICY: A BALANCING ACT IN THE MIDDLE EAST

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Abstract. *Understanding Qatar's Foreign Policy* This article provides a comprehensive analysis of Qatar's foreign policy, examining its evolution, regional alliances, economic strategies, global engagement, challenges, and controversies. Since gaining independence in 1971, Qatar has transitioned from a cautious stance to an active player in regional and international affairs. It maintains complex relationships with neighboring countries and regional powers, while also participating in regional organizations such as the Gulf Cooperation Council and the Arab League. Qatar's economic diversification efforts and investments abroad shape its foreign policy decisions, influencing its diplomatic engagements and partnerships. The country actively engages with major global powers and participates in international development and humanitarian initiatives, leveraging its economic resources and diplomatic networks. Despite facing challenges and controversies, including regional rivalries and allegations of supporting Islamist groups, Qatar's foreign policy remains significant in shaping regional and global dynamics, contributing to peace, stability, and development on the world stage.

Key Words: Qatar, Foreign policy, Regional alliances, Economic diversification, Global engagement, Diplomatic initiatives, Mediation efforts International diplomacy, Challenges Controversies, Geopolitics.

ПОНИМАНИЕ ВНЕШНЕЙ ПОЛИТИКИ КАТАРА: БАЛАНС НА БЛИЖНЕМ ВОСТОКЕ

Аннотация. *Понимание внешней политики Катара.* В этой статье представлен всесторонний анализ внешней политики Катара, рассматривается ее эволюция, региональные альянсы, экономические стратегии, глобальное взаимодействие, проблемы и противоречия. С момента обретения независимости в 1971 году Катар перешел от осторожной позиции к активному игроку в региональных и международных делах. Он поддерживает сложные отношения с соседними странами и региональными державами, а также участвует в региональных организациях, таких как Совет сотрудничества стран Персидского залива и Лига арабских государств. Усилия Катара по диверсификации экономики и инвестиции за рубежом формируют его внешнеполитические решения, влияя на его дипломатические обязательства и партнерство. Страна активно взаимодействует с крупными мировыми державами и участвует в международных проектах развития и гуманитарных инициативах, используя свои экономические ресурсы и дипломатические сети. Несмотря на проблемы и противоречия, включая региональное соперничество и обвинения в поддержке исламистских группировок, внешняя политика Катара остается важной в формировании региональной и глобальной динамики, способствуя миру, стабильности и развитию на мировой арене.

Ключевые слова: Катар, внешняя политика, региональные альянсы, экономическая диверсификация, глобальное взаимодействие, дипломатические инициативы, посреднические усилия, международная дипломатия, противоречия, вызовы, геополитика.

Introduction:

Understanding Qatar's Foreign Policy Qatar, a small peninsula jutting into the Persian Gulf, holds a strategic position at the crossroads of the Middle East. Surrounded by larger neighbors and blessed with significant natural resources, Qatar has emerged as a key player in regional and international affairs. Its geographical location, with vast oil and gas reserves, has not only shaped its own development but has also made it a focal point of global energy security. Historically, Qatar was a British protectorate until it gained independence in 1971. Since then, the country has undergone rapid modernization and transformation, particularly under the leadership of the Al Thani ruling family. This period has seen Qatar rise to prominence through its ambitious foreign policy initiatives and diplomatic engagements. The importance of Qatar's foreign policy cannot be overstated in the context of the volatile regional dynamics of the Middle East. Despite its small size, Qatar wields significant influence through its diplomatic maneuvering, strategic partnerships, and economic clout. Its foreign policy decisions not only impact the stability and security of the region but also have implications for global geopolitics. In this article, we will delve into Qatar's foreign policy objectives, alliances, diplomatic initiatives, and economic strategies, providing insight into how this small but dynamic nation navigates the complex landscape of international relations in the Middle East and beyond.

Historical Background: Evolution of Qatar's Foreign Policy Since gaining independence in 1971, Qatar has undergone a remarkable transformation in its foreign policy approach, evolving from a relatively cautious and neutral stance to becoming an active player in regional and international affairs.

1970s-1980s: In the early years of independence, Qatar's foreign policy focused primarily on establishing diplomatic relations with other nations and asserting its sovereignty on the global stage. It maintained a relatively low profile in regional conflicts and alliances, preferring a policy of non-alignment.

1990s: The Gulf War of 1990-91 marked a turning point in Qatar's foreign policy. While initially cautious, Qatar played a key role in hosting coalition forces during the conflict, signaling a shift towards greater engagement in regional security issues. This period also saw Qatar's growing ambition to assert its influence through soft power initiatives, such as the establishment of Al Jazeera, the influential news network.

Early 2000s: Qatar began to pursue a more assertive and independent foreign policy under the leadership of Emir Hamad bin Khalifa Al Thani. It sought to carve out a niche for itself as a mediator and facilitator of dialogue in regional conflicts, such as brokering peace talks in Sudan and Lebanon.

Arab Spring and Beyond: The Arab Spring of 2011 provided Qatar with an opportunity to further expand its influence and project itself as a champion of popular movements for change in the region. Qatar provided support to various opposition groups in countries like Libya and Syria, albeit with mixed results and criticism from some quarters.

Present Day: Qatar's foreign policy today is characterized by a delicate balancing act, maintaining relations with a diverse range of actors while navigating the complexities of regional rivalries and international alliances. It continues to play a prominent role in mediation efforts, such as its involvement in the Afghan peace process and its attempts to ease tensions between Iran and Gulf Cooperation Council states.

Key Milestones and Events:

- 1. Independence (1971):** Qatar emerges as a sovereign nation, establishing its foreign policy framework.

2. Gulf War (1990-91): Qatar's hosting of coalition forces signals a shift towards greater engagement in regional security issues.

3. Establishment of Al Jazeera (1996): Qatar launches the influential news network, expanding its soft power influence globally.

4. Arab Spring (2011): Qatar supports popular uprisings across the Arab world, signaling its ambition to shape regional politics.

5. Emir Hamad's Abdication (2013): Sheikh Hamad bin Khalifa Al Thani abdicates in favor of his son, Sheikh Tamim, ushering in a new era of leadership.

6. Blockade (2017): Qatar faces a diplomatic and economic blockade by neighboring countries, leading to a recalibration of its foreign policy priorities.

These milestones and events have played a significant role in shaping Qatar's diplomatic stance and its evolution as a key player in the Middle East and beyond.

Regional Alliances: Qatar's Diplomatic Engagements

1. Analysis of Qatar's Relationships:

Qatar maintains a complex web of relationships with neighboring countries and regional powers, each characterized by a unique set of dynamics and challenges:

- Saudi Arabia: Historically, Qatar and Saudi Arabia have had periods of cooperation and tension. While both are members of the Gulf Cooperation Council (GCC), disputes over regional policies, such as Qatar's support for Islamist groups and its relations with Iran, have strained their relationship. However, efforts to reconcile have been made in recent years, especially after the Gulf crisis in 2017.

- Iran: Qatar shares the world's largest natural gas field with Iran, fostering economic ties between the two countries. Despite this, Qatar has managed to maintain a delicate balancing act between its relations with Iran and its Gulf Arab neighbors. While it shares some common interests with Iran, particularly in natural gas production and regional stability, Qatar has also aligned itself with GCC positions on certain issues, such as the Yemen conflict.

- UAE: Qatar's relationship with the United Arab Emirates (UAE) has been particularly strained since the onset of the Gulf crisis in 2017. The UAE, along with Saudi Arabia and other Gulf states, imposed a blockade on Qatar, accusing it of supporting terrorism and aligning too closely with Iran. This rift has led to a significant deterioration in diplomatic and economic ties between the two countries.

2. Examination of Qatar's Role in Regional Organizations:

Qatar is an active participant in regional organizations, leveraging its diplomatic influence and resources to shape regional policies and initiatives:

- Gulf Cooperation Council (GCC): Qatar is one of the six member states of the GCC, an organization aimed at promoting economic cooperation and regional security among Gulf Arab states. Despite occasional tensions, Qatar remains committed to the GCC framework and continues to engage with other member states on various issues.

- Arab League: As a member of the Arab League, Qatar participates in discussions and initiatives aimed at addressing regional challenges and promoting Arab unity. Qatar has played a role in mediating conflicts within the Arab world and advocating for collective action on issues such as the Israeli-Palestinian conflict and the crisis in Syria.

3. Diplomatic Initiatives:

Qatar has actively engaged in mediation efforts and diplomatic initiatives to address regional conflicts and promote stability:

- Mediation in Yemen: Qatar has participated in efforts to mediate the Yemeni conflict, hosting peace talks and providing humanitarian assistance to alleviate the humanitarian crisis in the country. While progress has been slow, Qatar's diplomatic efforts have contributed to broader international efforts to find a peaceful resolution to the conflict.

- Support for Palestine: Qatar has consistently supported the Palestinian cause, providing financial aid and diplomatic support to Palestinian authorities and humanitarian organizations. Qatar's role in facilitating negotiations between Palestinian factions and advocating for a two-state solution underscores its commitment to regional stability and the rights of the Palestinian people.

4. Assessment of Qatar's Involvement in International Diplomacy:

Qatar actively engages in international diplomacy and multilateral forums to address global challenges and promote its interests:

- United Nations: Qatar is a member of the United Nations and actively participates in discussions and initiatives on various global issues, including peace and security, human rights, and sustainable development. Qatar has contributed troops to UN peacekeeping missions and supports efforts to address humanitarian crises around the world.

- Organization of Islamic Cooperation (OIC): As a member of the OIC, Qatar collaborates with other Muslim-majority countries to address common challenges facing the Muslim world, including conflict resolution, economic development, and cultural exchange. Qatar has hosted OIC summits and initiatives aimed at promoting solidarity and cooperation among member states.

In conclusion, Qatar's regional alliances, diplomatic initiatives, and involvement in international forums reflect its efforts to navigate complex regional dynamics, promote stability, and advance its interests on the global stage. Despite challenges and occasional tensions with neighboring countries, Qatar continues to play a significant role in shaping regional policies and initiatives aimed at addressing shared challenges and promoting cooperation.

Economic Strategies: Shaping Qatar's Foreign Policy

1. Overview of Economic Diversification Efforts: Qatar, traditionally reliant on oil and gas revenues, has embarked on ambitious economic diversification efforts to reduce its dependence on hydrocarbon exports and foster sustainable growth:

- Vision 2030: Qatar's Vision 2030 outlines a comprehensive strategy to diversify the economy, focusing on sectors such as finance, tourism, education, and technology. The Qatar National Vision aims to transform Qatar into a knowledge-based economy and a hub for innovation and entrepreneurship.

- Investments Abroad: Qatar has made significant investments abroad, particularly in sectors such as real estate, infrastructure, and finance. The Qatar Investment Authority (QIA), the country's sovereign wealth fund, plays a central role in managing these investments and maximizing returns to support Qatar's long-term economic objectives.

2. Influence of Economic Considerations on Foreign Policy:

Economic considerations play a significant role in shaping Qatar's foreign policy decisions, influencing its relationships with other countries and its engagement in regional and international affairs:

- Diversification Imperative: Qatar's efforts to diversify its economy and reduce reliance on hydrocarbon exports require strategic partnerships and investments abroad. As such, Qatar's foreign policy often seeks to promote economic cooperation and attract foreign investment to support its diversification objectives.

- Soft Power Projection: Economic strength enhances Qatar's soft power and influence on the global stage. Through investments, aid, and economic partnerships, Qatar can strengthen its diplomatic relationships and advance its foreign policy objectives, projecting itself as a responsible global actor and fostering goodwill with other nations.

Global Engagement: Qatar's Role on the World Stage

1. Examination of Engagement with Major Global Powers:

Qatar actively engages with major global powers, leveraging its economic resources, diplomatic networks, and strategic positioning to foster partnerships and advance its interests:

- United States: Qatar maintains a close military and economic relationship with the United States, hosting the Al Udeid Air Base, the largest U.S. military facility in the Middle East. This strategic partnership enhances Qatar's security and defense capabilities while facilitating cooperation on regional and global issues.

- China: Qatar has deepened its economic ties with China, becoming an important trading partner and recipient of Chinese investments in infrastructure and energy projects. Qatar's engagement with China reflects its efforts to diversify its economic partnerships and access new markets for its exports.

- Russia: Qatar has cultivated closer ties with Russia, particularly in the energy sector, with the two countries cooperating on gas projects and energy trade. Qatar's engagement with Russia allows it to expand its influence in global energy markets and navigate geopolitical dynamics in the Middle East and beyond.

2. Evaluation of Participation in International Development and Humanitarian Initiatives:

Qatar actively participates in international development projects and humanitarian initiatives, leveraging its economic resources and diplomatic networks to address global challenges and promote sustainable development:

- Humanitarian Aid: Qatar provides humanitarian assistance to countries affected by conflicts, natural disasters, and humanitarian crises, supporting initiatives such as refugee relief, healthcare, and education. Qatar's humanitarian efforts underscore its commitment to global solidarity and alleviating human suffering.

- Development Projects: Qatar invests in development projects in countries around the world, particularly in infrastructure, education, and healthcare.

Through initiatives such as the Qatar Fund for Development (QFFD), Qatar contributes to economic development and poverty alleviation in countries across Africa, Asia, and the Middle East.

Challenges and Controversies: Navigating Foreign Relations

1. Identification of Challenges:

Qatar faces a range of challenges in its foreign relations, including:

- Regional Rivalries: Qatar's regional rivalries with neighboring countries, particularly Saudi Arabia and the UAE, pose challenges to its diplomatic relations and regional stability.

- Geopolitical Tensions: Qatar navigates geopolitical tensions between major global powers, such as the United States, China, and Russia, balancing its strategic interests and maintaining independence.

2. Discussion of Controversies:

Qatar's foreign policy choices have faced criticism and controversies, including:

- Support for Islamist Groups: Qatar has been accused of supporting Islamist groups in the region, leading to tensions with other Gulf states and criticism from some Western allies.

- Allegations of Funding Terrorism: Qatar has faced allegations of funding terrorism, particularly from its neighbors, resulting in a diplomatic and economic blockade in 2017 and scrutiny from international organizations.

In conclusion, Qatar's economic strategies, global engagement, and challenges in foreign relations are intertwined, shaping its diplomatic approach and influence on the world stage. Despite facing criticism and controversies, Qatar continues to pursue a proactive foreign policy agenda, leveraging its economic resources and diplomatic networks to navigate regional complexities and promote its interests globally.

Conclusion: Understanding Qatar's Foreign Policy

In this article, we have explored the multifaceted nature of Qatar's foreign policy, examining its historical evolution, regional alliances, economic strategies, global engagement, challenges, and controversies. Here's a recap of the key points discussed:

- Historical Evolution: Qatar has transitioned from a cautious and neutral stance to an active player in regional and international affairs since gaining independence in 1971.

- Regional Alliances: Qatar maintains complex relationships with neighboring countries and regional powers, navigating geopolitical tensions while participating in regional organizations such as the Gulf Cooperation Council and the Arab League.

- Economic Strategies: Qatar's economic diversification efforts and investments abroad play a significant role in shaping its foreign policy decisions, influencing its diplomatic engagements and partnerships.

- Global Engagement: Qatar actively engages with major global powers and participates in international development and humanitarian initiatives, leveraging its economic resources and diplomatic networks to address global challenges.

- Challenges and Controversies: Qatar faces challenges in its foreign relations, including regional rivalries and allegations of supporting Islamist groups, which have led to diplomatic tensions and criticism from some quarters.

Final Thoughts: Significance of Qatar's Foreign Policy Qatar's foreign policy is of significant importance in shaping regional and global dynamics for several reasons:

1. Mediator and Facilitator: Qatar plays a crucial role in mediating regional conflicts and facilitating dialogue among conflicting parties, contributing to peace and stability in the Middle East.

2. Economic Influence: Qatar's economic strength and diversification efforts give it significant soft power on the global stage, allowing it to forge strategic partnerships and influence international agendas.

3. Humanitarian Leadership: Qatar's active participation in international development and humanitarian initiatives demonstrates its commitment to global solidarity and addressing humanitarian crises around the world.

4. Balancing Act: Qatar's ability to navigate regional rivalries and geopolitical tensions while maintaining its independence and pursuing its interests underscores its diplomatic agility and strategic acumen.

In conclusion, Qatar's foreign policy plays a pivotal role in shaping regional and global dynamics, with its diplomatic engagements, economic strategies, and humanitarian initiatives contributing to peace, stability, and development on the world stage. As Qatar continues to assert its influence and navigate complex geopolitical landscapes, its foreign policy will remain a key factor in shaping the future of the Middle East and beyond.

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INTOXICATION PSYCHOSES CAUSED BY COMBINED DRUG USE

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Abstract. *In recent years, there has been a trend in all developed countries of the world for the rapid spread of the combined consumption of psychoactive substances, the market of which is increasingly expanding due to the emergence of new synthetic drugs and drugs. Cases of the appearance of intoxicating psychoses as a result of the combined use of psychoactive substances of various pharmacological groups have become significantly more frequent, they are practically not found in the mono-consumption of classical opioids, and rarely occur with an overdose of natural cannabinoids.*

Key words: *synthetic drugs, drugs, psychoactive substances psychoses, classical opioid cannabinoid.*

ИНТОКСИКАЦИОННЫЕ ПСИХОЗЫ, ВЫЗВАННЫЕ СОЧЕТАННЫМ УПОТРЕБЛЕНИЕМ НАРКОТИКОВ

Аннотация. *В последние годы во всех развитых странах мира наметилась тенденция быстрого распространения комбинированного потребления психоактивных веществ, рынок которых все больше расширяется за счет появления новых синтетических наркотиков и наркотиков. Значительно участились случаи появления интоксикационных психозов в результате сочетанного применения психоактивных веществ различных фармакологических групп, они практически не встречаются при монопотреблении классических опиоидов и редко возникают при передозировке натуральных каннабиноидов.*

Ключевые слова: *синтетические наркотики, наркотики, психоактивные вещества, психозы, классические опиоиды каннабиноиды.*

Introduction. The clinical features of such psychoses have not been sufficiently studied, and measures to stop them have been poorly developed, a number of researchers [1] argue that the use of synthetic drugs is currently at the epidemic level, and the real level of their abuse can be assessed only indirectly – with the appearance of somatic complications and psychotic diseases. Thus, in particular, clinical observations show that people who consume synthetic catinones are more likely to develop psychotic disorders when exposed to surfactants than those who use "conventional" drugs, whose clinical manifestations have symptoms typical of schizophrenia [2-4]. At the same time, issues related to the prevalence of schizophrenia-like psychotic disorders in consumers of synthetic catinones and the possibility of transforming them into disorders of the schizophrenia spectrum have not been fully studied. Currently, great attention is paid to the biochemical mechanisms of synthetic athinones, the acute toxic effect of their intake, the description of individual clinical cases of acute poisoning, etc. in some studies, they have been combined with other designer drugs, notably synthetic cannabinoids (spaysami.)" [5-6]. There are

separate studies in which, on the contrary, mental disorders that occur during the reception of various groups of "designer drugs" are compared, but such works are of a special nature [7].

The purpose of the study: analysis of the phenomenological properties of psychotic disorders of consumers of synthetic catinones based on the results of modern research.

The results and their discussion are general data on psychotic disorders in those who take synthetic catinones. M. V. Prilutskaya and S. N. Molchanov, reviewing world literary data on publications devoted to the clinical aspects of designer drugs, found that the greatest number of health problems of users of these substances were associated with mental disorders – 64,4%. Often there were psychotic symptoms, as well as signs of darkening and mind suppression. At the same time, problems with the cardiovascular system came second with a frequency of about 17% [8]. In this regard, it should be noted that the presence of psychopathological symptoms in the reception of "traditional" psychostimulants was previously noted, but was mainly characterized as a complication of intoxication or withdrawal syndrome [9]. According to the European network for drug emergencies (Euro-DEN), the incidence rate of psychotic disorders caused by taking surfactants and leading to hospitalization is 6,3%. From the group of synthetic catinones, the following were noted: methylene dioxypirovaleron (MDPV) (27,3% of observations), mephedrone (5,7%) and methedrone (3,3%).

Thus, the ability of drugs to cause psychotic disorders differs significantly not only in substances of different groups, but also in one of them, in particular, in the group of synthetic catinones [10]. Taking catinones (in the study they were "natural catinones") was one of the first to focus on the possibility of causing the development of hallucinatory-delusional symptoms, J. Giannini and S. Castellani [11]. According to the literature, the most common acute psychopathological diseases after the adoption of SC are: anxiety, fear, symptoms of depersonalization and derealization, dysphoria, panic attacks, depressive disorders, acute paranoid reaction, sleep disorders, hallucinatory and illusory disorders, catatonic symptomatology, suicidal thoughts and actions, and convulsive seizures. It is noted that these acute psychotic disorders, as a rule, develop through the nose 0,5–2 hours after smoking or inhaling synthetic catinones and(or) immediately after intravenous administration [12].

In most sources, intoxication the appearance of psychotic disorders is indicated not only in the presence of addiction, but also with a single dose of SC [13]. However, risk factors for their occurrence are: genetic predisposition, history of opioid drug use and brain damage, intravenous and high-dose SK, experience of use, severity of addiction, early age of abuse, joint psychiatric disorders and high levels of anxiety [14]. V. D. Mendelevich noted that despite the fact that the frequency of intoxication psychotic disorders is associated with the duration and frequency of drug use, in some cases it is determined by individual sensitivity ("weakness"), since even one-time SK intake in a number of people leads to the development of psychotic diseases. In his opinion, the predisposing factors of their development were: injection or inhalation methods, repeated use in a short time, addiction, history of psychotic episodes, use along with other surfactants, long-term sleep disorders [15]. Examining clinical manifestations caused by drug use, the designer notes that intoxication is superior to withdrawal symptoms (24% to 76%) of psychotic disorders (54% to 76%). 46%) [16]. In this case, psychotic disorders usually develop within 2 weeks after drug use (according to the diagnostic categories ICD-10, F15.5x meets the criteria. "mental and behavioral disorders caused by taking psychostimulants. Psychotic disorder"). Several clinical variants of

such diseases have been noted in modern literature: polymorphic (45-91%), schizophrenia-like (up to 55%), mostly delusional (3,3-6%), Mostly hallucinatory (1,7-3,3%) [16]. Many publications emphasize the superiority of polymorphic psychotic disorders over isolated hallucinatory or delusional disorders. In addition, polymorphic intoxication psychotic disorders have been noted to contain symptomatology of the "endogenous" register, allowing them to be identified as schizophrenia-like psychotic disorders (F15.50) according to ICD-10. It has also been noted that these psychotic disorders are usually characterized by a longer and more severe course, and in some cases can develop into a disorder of the Schizophrenia Spectrum [17]. Psychotic disorders similar to schizophrenia as a result of taking synthetic catinones. In modern literature, there has been a significant increase in publications about the relationship between the increase in psychotic disorders similar to schizophrenia and the intake of certain surfactants from the mid-90s of the last century [18]. Thus, in Japan, cases have been described in which such disorders resulting from the intake of methamphetamines lasting up to 3 years, auditory hallucinations, imaginary ideas of a percecuteaneous nature, ideator automatism and spontaneous psychotic relapses (flashbacks) occur after a psychotic state [19]. Nevertheless, it has been noted that psychotic disorders resulting from "traditional "drug use are easily characterized by schizophrenia, as psychotic disorders are "moderate " and more suited to classical intoxication psychoses. V. D. Mendelevich studied the clinical picture of intoxication psychotic disorders, noting that the appearance of new synthetic surfactants has made the intoxication sixic diseases clinic more acute and diverse, which complicates their differential diagnosis with schizophrenia [20].

In modern literature, the most common clinical manifestations of psychotic disorders similar to schizophrenia are: affective-medial derealization and depersonalization, percecutor delirium, structural thinking disorder (elements of resonance, sperrung, mentism, disorder), senestopathic disorders, verbal and visual pseudogallusinations, mental syndromes ("openness" and "mind reading").) and physical automatism, imaginary ideas of superpowers, catatonic symptoms [21]. For Example, V. Colley et al. one described catatonic arousal in a 19-year-old patient, replaced by waxy stiffness and immobility after taking a suspended mephedron within 3 days [22]. In The Study, N. M. Catatonic arousal was reported in 18% of patients with draluk acute intoxication psychotic disorder [23]. Initially, cases were recorded in which the manifesto of psychotic disorder occurred according to the exogenous type, and later the clinical picture had a clear "endogenous color" (the emergence of imaginary ideas of exposure and pseudogallusinations), with a change in personality deficit [24]. In rare cases, gebephrenic arousal has been noted, as well as paraphrenization of delusional ideas [25]. In turn, some authors argue that in such cases the manifestation of mental automatism syndrome (experience of "extraordinary work of the brain", the phenomenon of "collective reading of thoughts" and "openness of thoughts", verbal and visual pseudogallusinations) is unstable, has a short-term character and decreases at the end of an acute psychotic state [26].

A. A. Andrusenko, after studying 12 patients with schizophrenia-like psychotic disorders caused by taking SC, found that patients are characterized by syntonicity, no deficiency changes, initial changes in drug-type personality, symptoms of early organic brain damage, infantilism, and deviant behavior in adulthood. The beginning of the psychotic effect between these individuals, as a rule, was acute, and at the same time there was a clear connection with the reception of SK, the secondary unopened nature of delirium, psychotic disorders had a long-lasting, oscillating

character, but ended with a complete recovery (return to the "original" painful level). The other group consisted of 8 patients who were the first psychotic episode of undifferentiated schizophrenia associated with taking PAV (primarily α -PVP). In this group of patients on the premorbid, manifestations of schizotypal diathesis, mild cognitive and negative disorders were identified, there was no direct causal relationship with intoxication. At the same time, psychotic disorders were characterized by the gradual expansion and complication of psychotic disorders, the absence of criticism, the beginning of subacute with the incompatibility of influence on the topic of delirium. Characteristic procedural changes in personality were also noted during the period of resolving the psychotic state [27-30]. In turn, I. V. Dubatova et al., examined 158 male patients on HDPE in a psychotic condition associated with the administration of designer drugs (catinones and "spices") and identified two groups of patients. The first group consisted of patients of the psychotic "exogenous" (45%), and the second group of patients of the "endogenous" (55%) type. In the first group, the severity of clinical manifestations and the duration of psychosis were clearly related to the dynamics of intoxication. In 73,6% of cases, psychotic conditions were stopped within 24 hours, and the rest within 2-3 days. The second group was formed from the very beginning by patients whose clinical picture included a combination of Affective and characteristic "schizophrenia" symptoms and often manifested by the consistent development of Affective-oneiroid attack. Thus, in 74% of patients with psychotic disorders similar to schizophrenia, the stage of Affective-delusional derealization and depersonalization was recorded with dramatization, false recognition, delusional disorders, affective and psychomotor disorders [31-33].

In 26% of patients with psychotic disorders similar to schizophrenia, the development of psychosis has reached the stage of delusional-fantastic derealization of self-awareness, disorientation, polar affective fluctuations, fantasy-fantastic perception of the environment, depersonalization with catatonic inclusions. In this group of patients, psychotic conditions, as a rule, took a long-term course (up to 4-6 weeks.) and intensive psychopharmacotherapy with antipsychotic drugs, and in some cases electroconvulsive and insulinomatous therapy were required. At the same time, there was no parallel between the reality of intoxication and the dynamics of mental disorder [34-37].

Recurrence of psychotic disorders similar to schizophrenia was mainly associated with the recovery of intoxication, but in 8% of patients they occurred autochthonically. The authors observed a large hereditary severity of mental and Narcological disorders in patients whose psychotic disorders have a clear schizophrenia-like clinical picture. It was also noted that psychotic disorders appeared in a certain group of patients independent, from the presence or absence of addiction syndrome [38]. Mental Disorders at the stage of formation of remission and in the postabstinent period. The study shows that 80% of psychotic disorders caused by taking synthetic cannabinoids and catinones persisted within a week, another 8% for 2 weeks, and 12% of patients for several months. At the same time, there is a tendency to complicate psychopathological structure, which often led to a revision of the diagnosis [39]. In turn, O. S. Yukov found that the duration of long-lasting psychoses in SK intake was an average of 2-3 months [40]. Many sources indicate that after the cessation of psychotic disorder, critical response to the past condition does not occur immediately, and some patients retain a residual delusional interpretation even after

discharge from the hospital. At the same time, partial amnesia of painful experiences was noted [41].

A. V. Pokrovskaya et al. patients dependent on synthetic psychostimulants experience schizophrenia-like symptoms during the postabstinent period, such as: hypomanic conditions, relationships, damage, harassment, as well as specific thinking disorders in the form of disorders, shifts, inconsistencies, resonances. Also, these individuals are characterized by the presence of individual signs of psychoorganic syndrome: a decrease in mental processes, a weakening of memory and attention, impoverishment of the emotional sphere, lability of influence, a decrease in mental activity, a decrease in criticism, etc. [42-45]. In turn, I. V. Pyatayeva et al. it is noted that in the postpsychotic period, thought disorders such as resonance, diversity, slippage occur in 90% of patients receiving synthetic catinones (before psychiatric hospitalization) [46]. Some researchers suggest that a number of patients addicted to "designer drugs" have hallucinogenic-persistent perceptual disorders (HPPDS), otherwise known as "flashbacks". Often such phenomena are observed at the stage of formation of remission and are very poorly stopped by antipsychotics [47]. It is noted that before the appearance of "designer drugs", these symptoms were mainly associated with the intake of hallucinogens (LSD, psilocybin, mescaline) and, in rare cases, psychostimulants [48]. Clinical manifestations, as a rule, include visual perception: geometric pseudogallusions, halos, light flashes, micropsies, subsequent images, etc [49]. Possibility of transition to schizophrenia and differential diagnostic criteria. Speaking about the similarity of psychotic disorders in the reception of synthetic catinones and effective symptoms in schizophrenia, many authors note that the totality of the pathogenetic mechanisms of the development of these mental disorders is associated with the dopaminergic neurotransmitter system.

It should be noted that most modern neurobiological theories come from the study of the effects of surfactants on neurotransmitters. The initial serotonin model was formed in the process of studying the effects of LSD on the human body, with amphetamines giving rise to the dopamine theory, the ketamine-glutamate model [50]. It is noted that dopamine-active surfactants (including SK) mainly affect effective symptoms and glutamate-active, in addition to affecting effective symptoms, has negative and cognitive effects [51]. The results of modern studies show that in schizophrenia, both systems are impaired, and these disorders are correlated [52]. It has been argued that the dopaminergic psychosis model is more typical of schizophrenia because drugs acting on D2 receptors are able to effectively suppress the psychotic disorders [53]. In a study of methamphetamine psychotic structures, it was noted that early psychosis may be associated with the risk of more severe psychotic states due to the sensitivity and development of "dopaminergic hypersensitivity", especially in "vulnerable" people (with excessive expression and sensitivity of the DRD2 dopamine receptor) [54]. It is known that before the spread of modern "designer drugs", cannabinoids were considered the main trigger of intoxication of schizophrenia [55]. Thus, the average risk of psychotic disorder resulting from cannabinoid use becoming schizophrenia was 34%, while amphetamines were 22%, as the risk of psychotic disorder in cannabinoid abuse is very low—0,5–5,0% [56]. M. S. K. Starzer et al. A study of psychotic disorders triggered by PAV (n=6788) found that in 26% of patients, within the 20 years following the recording of these disorders, it had become schizophrenia, with about half of them within 5 years. The largest conversion rate to schizophrenia and bipolar disorder was cannabinoids – 47%, amphetamines –

32.3%. Also, their research shows that the likelihood of such a change is significantly higher in the younger (16-25 years old) [57]. However, there are publications showing that increasing the population's cannabinoid intake does not increase the proportion of schizophrenia in this population [58]. In his study I. V. Dubatova et al. intoxication compared patients with "schizoform" psychotic disorders and patients with normal endogenous schizoaffective disorders, and found that those who consume psychoactive substances with schizoaffective structures lacked the specifics of the clinical picture of psychopathological disorders. True, psychotic disorders caused by the use of surfactants were reduced by 1-2 weeks, there was less hereditary weight, and relapses occurred only with drug rehabilitation [59]. Similarities between psychostimulants and psychotic disorders caused by schizophrenia have previously been noted by other researchers [60]. At the same time, psychotic disorders caused by taking met differ from schizophrenia in that, first of all, visual and tactile hallucinations are often noted, and in rare cases, symptoms of negative symptoms: impaired thinking, decency, emotional detachment, blurred effect, etc., what can be used in differential diagnosis [61]. In the diagnosis of "endogenous" and "exogenous" psychotic disorders, many authors play a key role in the fact of taking surfactants before they appear [62].

However, the prevalence of "pure" cases of "endogenous" diseases is not so significant, as patients with schizophrenia often abuse drugs [63]. Up to 60% of all patients with schizophrenia have been recorded abusing Pav [64]. And here, G. A. Fastovtsov and S. N. According to oskolokova, an important issue: at what stage of the "endogenous" violation there were "exogenous" symptoms as a result of the intake of surfactants [65]. In addition, there is evidence in modern literature that psychopathological disorders caused by SC uptake persist even after the immediate effects of surfactants have ended, i.e. sometimes there is no direct parallelism

the effects and dynamics of psychotic disorder that allow this disorder to be reclassified as "endogenous" [66]. In addition to the lack of parallelism with drunkenness, G. A. Fastovtsov and S. N. According to Oskolokova, "exogenous" psychotic diseases caused by the use of SC are not characterized by a clear sequence of syndromes, which is characteristic of "endogenous" diseases, which can serve as one of the criteria for their differential diagnosis. Also, in their opinion, in the differential diagnosis of exogenous and comorbid psychotic diseases, the "response to therapy", that is, the "main response" to antipsychotic therapy, can help. In addition, they suggest that the picture of schizophrenia has undergone patomorphosis in recent decades, masked behind neurosis-like and psychopatho-like manifestations, which can further complicate diagnosis, including differential [67-70]. One of the important criteria for differential diagnosis is proposed to use the duration and tolerance of psychotic symptoms [71]. According to the 10th revised International Classification of diseases (ICD-10), the duration of hallucinatory-delusional symptoms should be more than 10 days, but less than 6 months. If it lasts more than 6 months, it is preferable to make a diagnosis from the categories of schizophrenia, schizotypal and delusional disorders [72]. The presence of psychotic disorders in long-term (more than 6 months) surfactant consumers makes it possible to speculate that they can be converted into a disorder of the Schizophrenia Spectrum. It is no coincidence that in recent years the scientific community has been discussing the issue of introducing a separate category into ICD-11 – "psychotic disorder under the influence of surfactants", since these diseases do not always correspond to the traditional criteria of schizophrenia: these patients are critical of their condition, delusional disorders are mainly associated with incorrect perception.. and the onset of psychotic diseases, as a rule, is associated

with the consumption of acute and surfactants. Also, with these disorders, visual perception deceptions often prevail, patients experience more aggressive behavior, suicidal thoughts are more common, and affective symptoms are observed [73-76]. However, factors that contribute to the transformation of the psychotic disorder of intoxication into schizophrenia are also distinguished: the absence of criticism of its condition, low premorbid function, the presence of schizotypal personality traits and the history of psychotic disorders in relatives [77-79]. Thus, the initial conclusion can be made that high rates of transformation can be associated both with the development of psychotic disorders and with misdiagnosis. In many ways, the inaccuracy of diagnosing schizophrenia in patients with long-term intoxication psychotic disorder can be attributed to the premorbidity of psychotic disorder and its debut itself, as well as an insufficient amount of catamnestic information. Affective Disorders in patients receiving synthetic catinones.

Disturbances in the emotional sphere are characteristic of dependence on all surfactants, including psychostimulants [80]. Affective Disorders often dominate the clinical picture of removal symptoms, and are also an integral part of pathological attraction to surfactants. Often the formation of permanent remissions is hindered by disorders in the affective area of patients [81].

However, there is little research on the structure and phenomenological properties of

Affective Disorders in SK consumers. This may be due to the fact that the attention of individual researchers is often directed to the diagnosis and description of hallucinatory-delusional symptoms, as well as the fact that Affective Disorders in the reception of SC did not differ significantly from other psychostimulants. There are many studies devoted to the study of SC consumer suicide behavior. Over the past few years, more than 70 works have been published on the connection of the use of SK with suicide [82]. At the same time, a characteristic feature of Affective Disorders in patients taking synthetic catinones: a connection with drug use, uncertainty of structure, weak differentiation, daily mood swings and lack of viability of the effect. Depressive disorders resulting from the intake of synthetic catinones and cannabinoids during the Postabstinent period are mainly represented by dysphoric type – 53%, apathetic – 27%, to a lesser extent – sad variant (20%). At the same time, high levels of anxiety are identified in 23% of patients and it is noted that affective disorders are directly related to PVN [83]. O. N. According to Patrikeyeva et al. in patients taking synthetic drugs (catinones and spices), the 3-6 month depression rate during remission ("vigilance") is not statistically different from the depression rate of healthy people, and is statistically significantly less than the 6 month remission. The anxiety level was statistically much higher than that of healthy individuals, and it remained virtually unchanged by the "vigilance period" (equally high as in the 3-6 month period., and for over 6 months.) [84]. At the same time, there are separate studies showing that "depression predisposition" is higher in SC-dependent patients (without indicating a "period of vigilance") than in healthy people [85]. D. A. Lyubchenko et al. their work emphasizes that for patients using SC, the presence of signs of subclinical depression and anxiety is common: emotional imbalance, tension, inner restlessness, decreased mood, joyslessness, "the tendency to see everything through black glasses", etc. The main clinical picture of Affective Disorders in these patients, in their opinion, is depression, the second most common anxiety disorder (social phobia, panic attacks, obsessive – compulsive disorders). However, it has not been determined at what stage of treatment these patients were in [86]. M. L. Rohlina described ephedrone and primary addiction, noting that affective disorders such as clinically apparent dysphoria or sluggish-apathetic depression came to

the fore after overcoming acute removal disorders [87]. A. R. Asadullin's study mentioned 30.8% of the occurrence of "suicide depressions" during the withdrawal period, 41% of patients had at least one history of attempted suicide, and 59% of them recorded suicidal thoughts [88]. In general, according to domestic and foreign literature, the proportion of patients receiving synthetic catinones with suicidal behavior ranges from 26% to 73% [89, 90]. A. R. Asadullin's study argues that suicide thought often arose during the withdrawal period, with suicide-related death being the second most common cause of death in SC-dependent [91]. A number of researchers, on the contrary, argue that the main reason for the suicide of such patients, on the contrary, is hallucinatory-delusional symptomatology during psychotic disorders of intoxication [92]. There is also evidence that an important prognostic sign of suicidal behavior of individuals receiving SC is of constant concern both during the removal of surfactants and during the period of "long-term withdrawal" [93]. O. N. According to Patrikeyeva et al., patients with a remission duration of more than 6 months have a higher risk of suicide (3-6 months) than those with a lower risk of suicide.) and in healthy people, which is related to their level of depression. At the same time, the risk of suicide in patients with a " duration of consciousness " of 3-6 months did not differ from healthy people [94].

Conclusion thus, the following preliminary conclusions can be drawn based on a review of the published data. Currently, the literature contains a detailed description of psychopathological diseases that develop with systematic and episodic reception of SC, highlighting their high comorbidity with a violation of the Schizophrenia Spectrum. At the same time, little is known about the catamnesis of patients with psychotic disorders, as well as the results of the treatment and rehabilitation of this group of patients. Issues such as the spread and causes of psychotic disorders similar to schizophrenia, their conversion to schizophrenia and, accordingly, differential diagnosis between them are still not well understood.

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FEATURES OF ART THERAPY IN PATIENTS WITH PARANOID SCHIZOPHRENIA

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Abstract. *There is very little in the literature of scientific work dedicated to digestive disorders in patients with a schizophrenia profile, and mainly they study the clinical manifestations of this phenomenon, without focusing on gender differences and the specificity of clinical differences in syndromic aspects. The effectiveness of conducting psychotherapeutic intervention in patients with Paranoid schizophrenia with eating disorders remains a controversial issue in practical psychiatry.*

Key words: *psychiatry, Art therapy, paranoid schizophrenia, psychotherapy.*

ОСОБЕННОСТИ АРТ-ТЕРАПИИ У БОЛЬНЫХ ПАРАНОИДНОЙ ШИЗОФРЕНИЕЙ

Аннотация. *В литературе научных работ, посвященных расстройствам пищеварения у больных шизофренического профиля, очень мало, и в основном изучают клинические проявления этого явления, не акцентируя внимание на гендерных различиях и специфике клинических различий в синдромальном аспекте. Эффективность проведения психотерапевтического вмешательства у больных параноидной шизофренией с расстройствами пищевого поведения остается спорным вопросом в практической психиатрии.*

Ключевые слова: *психиатрия, Арт-терапия, параноидальная шизофрения, психотерапия.*

Introduction. The relevance of the problem of studying eating disorders in patients with Paranoid schizophrenia is one of the most important tasks of practical health care. Art therapy is an important tool in the treatment of patients with paranoid schizophrenia. The features of Art therapy for this disease help patients find inner harmony and improve the quality of life [1-4].

I am now engaged in Art therapy, and I can say with confidence that creativity can be cured of many diseases, including very useful for schizophrenia. I can offer one exercise: draw a silhouette of a person (yourself) and try to determine in which part of your body your disease is a "hive" [5-9].

Art therapy helps patients to express their feelings through the creative process, to realize their thoughts and experiences. This will help reduce anxiety, improve self-awareness and the general condition of the patient [10].

Art therapy uses a variety of techniques such as painting, sculpture, collages, musical instruments, and other forms of creativity. It is important to approach each patient individually, taking into account its needs and characteristics [11-14].

Art therapy is an important tool in the treatment of patients with paranoid schizophrenia. Let's consider the features of Art therapy when working with patients of this category [15].

Establishing a reliable connection: Art therapy helps to establish a reliable connection with the patient, an important aspect of working with people with paranoid schizophrenia [16-20].

Expression of feelings and emotions: through creativity, patients can express their feelings and emotions, which can be difficult to express in words. This will help them relieve internal tension and aggression [21-23].

Analysis and self-reflection: working with artistic materials allows patients to analyze their work and reflect on their experiences. It helps to reflect on oneself [24-27].

Some foreign psychiatrists place a leading role in psychotherapy in the treatment of schizophrenia. In this regard, there were attempts to use individual analytical psychotherapy (psychoanalysis). But its labor intensity, duration, high cost and sufficient efficiency did not popularize this method. Group forms of psychotherapy are more commonly used in this disease-group psychoanalysis, psychodrama, non-directive, behavioral, rational emotional psychotherapy, among others [28-33].

Solving problems of the first level (stimulation of emotionality, social activation and communication) is carried out using groups of creative activity (Art therapy, music therapy, projective painting, etc.), stimulation of psychomotorism, pantomime, simple forms of communicative activating therapy (literary repetition, free improvisation of dialogues and their discussion). To solve secondary problems (developing adequate forms of behavior, teaching communication and increasing self-confidence), along with the above, methods of teaching functional behavior are used. When solving tertiary problems (achieving the correct idea of disease and behavior disorders, correcting attitudes and attitudes and optimizing communication), more complex options for communicative psychotherapy and conducting problematic discussions are required [34-39].

Finally, the fourth level of tasks (revealing meaningful aspects of conflicting experiences, reconstructing the relational system, and finding adequate forms of psychological compensation) is more in line with the methodology of free oral debate. Various forms of group psychotherapy can be applied sequentially, simultaneously, or selectively, defined by a whole set of Clinical, Psychological, and social ideas about the patient and his / her illness [40-44].

The main tasks of psychotherapy in schizophrenia are the Prevention of autism and the isolation of patients in society; social activation and mitigation of patient reactions in response to situations related to illness and treatment; the formation of a critical attitude to the disease and the neutralization of psychotic experiences; strengthening the antipsychotic effect of biological treatments; preparing patients for discharge and preventing hospital hospitalization phenomena [45-49].

In psychotherapeutic work (in particular, Art therapy) with patients took into account not his individual characteristics, but a holistic approach to human nature. As one of the main tasks, the humanization of psychiatry, including the rehabilitation of people with mental disorders, the direction of therapeutic and psychotherapeutic measures to restore the patient's personality stood out. To help the patient, the psychotherapist and psychiatrist must understand what the symptoms of a particular disease mean for the patient's personality, what protective role they play, the features of the formation of the personality and at what stage of development the patient develops internal conflicts, possibly leading to illness [50-57].

Great importance is attached to the cooperation of the psychiatrist with the closest relatives of the patient in all periods of the disease, especially in the first two stages of the named. In addition to drug therapy, great importance is attached to auxiliary methods: conversations, labor therapy, ergo and physiotherapy, and later involvement in various types of creative activities [58-60].

At the heart of all psychotherapeutic actions when working with a patient with schizophrenia, it is necessary to stimulate the healthy components of his "I", which are always present, but in a psychotic state are often deeply hidden. Psychotherapeutic treatment creates a soft space where it is possible to "give" to a psychotherapist something that is very difficult to talk about outside this protected space [61-65].

It is very important for the patient to feel and understand himself again, that is, to independently understand his problems, desires, feelings, fears. At the same time, this becomes a necessary condition for him to fight with himself and start communicating with others [66-69].

A psychotherapist is a companion within the educational framework of a patient with knowledge of psychological connections. Psychotherapy can take the form of individual or group conversations that use conversational, creative and practical elements. At the same time, there are methods that put social problems in the discussion center and ensure the special training of patients. Special training programs are designed to stimulate the patient's ability to perceive and concentrate in his daily life, such as cognitive therapy. It is also important to determine how relatives are involved in treatment [70-74]. The possibility of creating a "favorable climate", which is very important for a patient with schizophrenia, depends on this. It is this climate that allows you to put real support in the family into the spotlight, and not mutual accusations [75].

Since psychotherapeutic treatment of patients can take many years, you need to worry about creating a comfortable relationship with the patient and his loved ones, as well as creating a comfortable environment in everyday life and society. Only in this way, it is possible to form a truly "protected" space in which it is possible to throw away the load, arrange experiences and thoughts. Psychotherapeutic treatment should be adapted to the individual needs of the patient. Therefore, it is important for each patient to determine what he is waiting for, wants or fears. In particular, the following should be taken into account: how often training takes place, how much is the duration of one session, what to do if the patient's condition worsens, etc [70].

The benefits of psychotherapeutic treatment are primarily determined by the location of the person, the real connection between the parties. Psychotherapy should be aimed at rehabilitation, helping to return to the previously psychologically comfortable living conditions, helping to return to work, returning to the family. During rehabilitation measures, it is important that the patient, on the one hand, feels autonomy and responsibility, and, on the other hand, believes in the help of family, doctors and social services in cases of difficulties or exacerbation of the disease. The result of this work is, ideally, the development of the patient's lifestyle, which is as close as possible to a completely healthy lifestyle with family, work, social circles, hobbies. It helps to maintain a self destroyed by illness due to stimuli that are fueled by a person's stimulating expectation of the environment and the desire to understand, recognize and self-esteem of their responsibility.

There are no mental disorders in the family and among relatives. She is born from the first pregnancy, on time, without peculiarities, breastfeeding for up to 9 months of the mother, before development is timely, material conditions in the family are moderate, housing conditions are good (each has its own room) [69].

The patient was brought up at the same time by his parents and their grandmother, who lived with them. He went to school from the age of 7, studied well, had few friends, could not control himself, spoke little. Schizoid-type premorbid features (isolation, sensitivity, suspicion), predisposition to neurosis-like diseases, sleep disorders and a predisposition to specific hobbies (which presented cartoon characters in the form of friends) have been observed. In adolescence, short-lived episodes with the ideas of "alien parents" appeared, accompanied by fear, confusion, depersonalization [70].

Later, it was noted the gradual development of the disease process, characterized by bipolar cyclothym-like fluctuations in mood, autistic fantasy, extremely expensive pathological ideas of relationships (the absence of love from loved ones for him). He graduated from school as "good" and "good". At the age of 16-17, these disorders were accompanied by the deepening of pathological ideas to the level of relational delirium, the strengthening of Affective Disorders, the growth of negative changes characteristic of schizophrenia in the form of disorganization and ineffective thinking and emotional-volitional disorders (cruelty, coldness, aggression) [71].

finish got a job as a landscape painter. After the hospital, the plot was observed by psychiatrists and sent to undergo psychotherapy. The problem presented by the patient was declared as a decrease in self-esteem, difficulties in communicative activity, poor memory, diffuse attention. Psychodiagnostics was performed, during which the following were found: infantilism, emotional lability characteristics appeared in the composition of the patient's personality; conformity, suggestion (underrepresented), as a result of which the patient was less dependent on the environment. Since the patient needed to "receive", supportive psychotherapy was performed in the first phase [72-74].

He communicates with difficulty, turning to the side during the conversation. She talks about his problems; at the same time, she blushes and lowers her eyes. Thinking is sticky, there is an emotional decline. After Anamnesis, the type of personality of the patient is determined.

In a calm, gentle, friendly form with the patient, some psychological aspects of schizophrenia were treated as a disease.

Relationship problems with parents were identified (coldness of relationships, rejection). The patient was included in individual psychotherapy, which was carried out for five years. Individual autogenic training aimed at reducing internal stress and increasing self-esteem, Art therapy training (painting), bibliotherapy were carried out, as well as work with relatives. During Art therapy, the patient independently learned the technique of batik painting, embroidered pillows, wrote poems, wrote a diary. Against the background of stabilization of well-being, the patient entered the Institute of culture, the library faculty and successfully graduated from it [76-81].

He currently works in his specialty. He has several friends, no comments at work, friendly with colleagues, communication with relatives. During illness, against the background of taking psychotropic drugs, there is constant remission, without hospitalization for 10 years.

Currently, psychotherapy sessions are assigned and supported as needed.

Art therapy sessions are aimed at solving the following tasks:

- 1) establish compliance;
- 2) increase self-esteem;

- 3) restoration of positive interpersonal interaction skills (initially with the immediate environment, and later with the distant environment);
- 4) stimulate the expression of emotions (including negative);
- 5) prevention of the manifestation of autism;
- 6) development of creative skills, etc.

Art-therapeutic training was carried out regularly (1-2 times a week, at the same time), which allowed the patient to plan and structure his activities.

It was proposed to use the following materials: sketchbooks, simple and colored pencils, watercolor paints, gouache, pastel, colored pencils, plasticine. The free choice of material is an important factor in the Art therapy process, as the materials themselves encourage the patient to see and touch. Artistic materials are part of reality and encourage the patient to interact dynamically with reality. The role of the psychotherapist in the Art-therapeutic process (in this case) is to help the patient return to reality through compassion and understanding through visual activity. "Focusing on self – expression, illustrating with an open mind and putting the artist at the center of the whole process gives the relationship objectivity, confidence, security and warmth" [82-85].

In the process of Art therapy, the artist expresses the personal feelings and feelings of the patient, which is reflected in the pictures below. With the help of a small number of drawings, positive dynamics in the patient's condition can be observed. Development of creativity: Art therapy stimulates the creativity of patients, which helps them communicate, manifest themselves and solve problems [86-89].

Increasing self-esteem: advances in creativity can improve patients' self-esteem, which is important for their overall condition. Support for the main course of treatment: Art therapy does not replace other methods of treatment, but can complement them by alleviating the condition of patients [90-92].

It should be noted that Art therapy should be carried out under the guidance of a specialist who is familiar with the peculiarities of working with patients with paranoid schizophrenia [93]. If you are engaged in Art therapy or are interested in this topic, I recommend studying more detailed materials on this topic.

Thus, Art therapy can be a valuable addition to the complex treatment of patients with paranoid schizophrenia [94].

The purpose of the study: to study the effectiveness of the use of art therapy in patients with digestive disorders found in the clinical picture of paranoid schizophrenia to improve medical and psychological support for this contingent of patients.

Research materials and methods: the study included 37 patients with paranoid schizophrenia who were receiving inpatient treatment in a psychiatric hospital. Among them were 19 female patients and 18 men with eating disorders. During the study, clinopsychopathological and catamnestic research methods were used. Psychometric methods used the Calgary scale, PANSS scale, nutrition ratio test (EAT-40). Psychocorrective work on all patients under examination Art therapy was carried out in the form of group sessions (painting of stencils with watercolor paints, application with rice, buckwheat, mash, beans, lentils grains) in combination with rational psychotherapy and music therapy.

Results of the study: 65% of the 37 patients examined were diagnosed with paranoid schizophrenia, a continuous type of F-20.00 course, while 35% of those examined were diagnosed with paranoid schizophrenia, an episodic type of F - 20.01 course. A test on the Calgary scale found that almost all of the investigated contingent had depressive disorders. 55% of patients were reported to have moderate depression. Thirty-six percent of those tested suffered from mild depression, and only 10 percent of patients were diagnosed with severe depression on the Calgary scale. The gender characteristics of digestive disorders in women were manifested mainly by the tendency to overeating, the formation of metabolic syndrome. Eating disorders in men have found significant differences in women often manifested by refusal to eat, the consumption of biologically active food supplements that help to lose weight, which led to a decrease in the complement and a relapse of the endogenous process. The main method of psychotherapeutic intervention was Art therapy using the anti-stress colors of "food"stencils. The severity of depressive symptoms was found in all patients prior to Art therapy. Art therapy sessions were conducted by clinical and medical psychologists in the closed wards of the city Clinical Hospital in Samarkand, three times a week, during a three-month follow-up of patients, lasting 45-60 minutes.

Most male patients were happy to perform the duties of a psychotherapist, mainly using bright warm colors during Art Therapy. In most cases, male patients preferred to paint meat products, fast food stencils, and in men, the use of natural, natural colors of the palette of watercolor and gouache paints was observed. Unlike female patients, men rarely used mosaics, appliqués, decorating pattern templates with beads during Art therapy sessions. Women gladly painted stencils that reflect confectionery products-cakes, cakes, candies, pizza, baked goods. The longer participation of women in group therapy sessions with creativity is explained by their perseverance, tendency to perform regular monotonous work, more patience and flattening of the emotional sphere. Using methods of application, arttherapy helped to develop subtle locomotorism and stabilize the psycho-emotional sphere of women. Unlike men, female faces chose cold colors of the color palette to paint food pictures, which explained their choice by their aversion to food and lack of appetite. In most cases, patients combined painting templates with watercolor paints with mosaic design, applique, pasting grains of rice, buckwheat, beans into pictures. The combined use of Art Therapy Methods was explained by the more effective effect of the relaxation component of women's psychocorrectional intervention. After group Art therapy sessions, there was a significant decrease in the severity of depressive pathology and a decrease in eating disorders. These studies make it possible to optimize the integrated approach to the treatment of digestive disorders in patients with paranoid schizophrenia, reduce hospitalization, prolong remission time and prevent possible somatic complications.

Conclusions. Thus, the results of the study, together with psychotherapy, help to improve the planning of pharmacotherapy. Integrated psychotherapy techniques used to account for gender differences in psychiatric hospitals for patients with Paranoid schizophrenia help optimize rehabilitation of patients with eating disorders, reduce hospitalization, and maximize remission duration.

In the process of psychotherapeutic corrective measures, Art therapy training helps to improve the quality of life of patients not only in the field of physical, but also in the field of social activity, increases self-esteem, helps to open new creative abilities, return to work, helps to

overcome apathy and initiative, forms an active life position, helps to restore positive interpersonal interaction skills.

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GENERAL CHARACTERISTICS OF PSYCHIATRIC DISORDERS IN OLDER
PEOPLE WITH SPINAL CORD TUMORS
(LITERATURE REVIEW)

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Abstract. *primary spinal cord tumors are combined with many independent tumors that develop from the spinal parenchyma, its roots, membranes, vertebrae and other structures, which are involved in the formation of the spinal canal, differing in localization, histological structure, clinical development and course prognosis. According to the International Classification of diseases, 10 revisions (ICD 10) distinguish primary spinal cord tumors as benign, malignant histological structure, and cranial nerve spinal tumors.*

Key words: *Spinal tumors, neurosurgical and mental disorders, pathology of the nervous system in adults.*

ОБЩАЯ ХАРАКТЕРИСТИКА ПСИХИЧЕСКИХ НАРУШЕНИЙ У ЛЮДЕЙ
ПОЖИЛОГО ВОЗРАСТА С ОПУХОЛЯМИ СПИННОГО МОЗГА
(ЛИТЕРАТУРНЫЙ ОБЗОР)

Аннотация. *Первичные опухоли спинного мозга сочетаются со многими самостоятельными опухолями, развивающимися из паренхимы спинного мозга, его корешков, оболочек, позвонков и других структур, участвующих в формировании позвоночного канала, различающихся по локализации, гистологическому строению, клиническому развитию и прогноз курса. Согласно Международной классификации болезней 10 ревизии (МКБ 10) различают первичные опухоли спинного мозга как доброкачественные, злокачественные по гистологической структуре и опухоли черепно-мозговых нервов.*

Ключевые слова: *опухоли позвоночника, нейрохирургические и психические расстройства, патология нервной системы у взрослых.*

Introduction. Spinal cord tumors make up 2% of all neoplasms and 3% of the pathology of the nervous system in adults, compared to brain tumors, they occur in proportion 1:9 [1]. Most often, spinal tumors are observed in a socially active group of people aged 30-50 years, which determines the relevance of this problem.

Based on the data of statistical analysis of adults with spinal cord tumors in Crimea, the following distribution of neoplasms by localization was noted. Cervical tumors accounted for 19 %, thoracic – 47 %, lumbosacral-23%, kauda equina and terminal filament – 11%, corresponding to literature data [2].

More than 4/5 of all neoplasms are localized in the thoracic and lumbosacral parts of the spinal cord, and in women 2.5 times more than in men. Two main groups of tumors were distinguished: 1) intramedules located inside the spinal substance; 2) extramedullary tumors that

grow outside the spinal cord and cause its compression. Extramedullary tumors are extradural and subdural in relation to dura mater [3].

Diagnosis of spinal cord tumors included clinical and neurological examination in conjunction with additional examination methods. Contrast magnetic resonance imaging (MRI) was the main and mandatory modern stage of neuroimaging of spinal cord tumors. Other techniques such as spinal radiography, myelography, cerebrospinal fluid testing have been included in a comprehensive examination, but have been carried out according to guidelines [4].

It should be noted that the use of Mrtangiography allows the detection of spinal vascular neoplasms such as angioma and hemangioma in 6-13% of cases [5].

Extramedullary tumors are four times more frequent than intramedullary tumors, with neurin (1/3) and meningioma (1/4) predominating. Lipomas, angiomas, dermoid cysts, epidermoids, and teratomas are less common [5].

Among intramedullary tumors, ependymomas are most common (11-12% of the total number of neoplasms). Astrocytomas, oligodendrogliomas, glioblastomas and spongioblastomas accounted for 31% of all vertebrates, the most common being astrocytomas (second only to ependym) [6].

MRI was one of the most informative diagnostic methods [7]. The use of MRI made it possible to see the spinal cord and spine along its entire length and determine the location of the tumor. The accumulation of a contrast substance in the tumor stroma allows you to assess not only the spread of the tumor process, but also the histological structure of the tumor (Figure 1). With intramedullary tumors, MRI showed an increase in the volume of the spinal cord with rigid or cystic components of the neoplasm, often with uneven contours. In the tumor infiltration zone, altered sizes of spinal diameter sometimes increased by 1.5–2 times the normal shapes [8].

In extramedullary tumors, spinal compression was found in MRI, with the expansion of the subarachnoid space in the process zone, often with the destruction of spinal canal structures. Computed tomography in some cases helped to establish a differential diagnosis between extramedullary and intramedullary tumors with osteolytic or osteoblastic changes in the spine [9-11].

In patients with spinal neoplasms, a ligurological examination made it possible to identify changes in the structure of the cerebrospinal fluid characteristic of the tumor process: protein-cell dissociation, increased clotting of the cerebrospinal fluid with normal amounts of protein in the cerebrospinal fluid (greater than 0,45 g/l) cells (fruan – Nonne phenomenon). The longer the tumor, the higher the protein content in the cerebrospinal fluid [12-14].

Ligvorodynamic samples (Quekenstedt and Stukej) made it possible to determine the degree of transition of the subarachnoid space.

The most common radiological signs in spinal tumors were: calcification of the tumor; the presence of an Elsberg –Daik symptom (narrowing and flattening of the roots of the spine from pressure by the tumor); osteoporosis or osteosclerosis with the elimination of various parts of the spine [15].

In some cases, descending and ascending myelography was used to determine the upper and lower limits of the tumor. Contrast of the subarachnoid space combined with MRI or computed tomography of water-soluble contrast agents allowed for a significant increase in the quality of diagnosis of spinal cord tumors, particularly extramedullary tumors [16].

Despite the fact that the clinical picture of spinal tumors is very diverse in their onset and direction, regardless of their histological structure and localization, the progressive course is widespread, sometimes combined with remissions. Extramedullary tumors were characterized by three stages of disease development: 1) radicular; 2) Brown-Secar syndrome; 3) paraparesis or paraplegia.

The initial or radicular stage is characterized by an increase in severe pain in the area of localization of the tumor. Most often, the source of pain is irritation of the spinal roots of the spinal cord. With tumors localized in the cervical spine and tail region, the most severe pain occurs. At the level of the upper chest, the neoplasm is often accompanied by moderate root pain [17-22].

The brown-Secar stage is characterized by the presence of a central paresis on the side of the tumor and impaired muscle-articular feeling, tactile and vibrational sensitivity. The violation of the types of superficial sensitivity is determined against: pain, temperature and less touch. The brounsecar stage is replaced by the paraparesic stage [23].

The paraparesis (paraplegia) stage is the longest. Local neurological symptoms during this period depend on the degree of location of the tumor. At this stage, the average duration of the clinical course with extramedullary tumors is 2-3 years, with cauda equina neoplasms – up to 10 years or more [24].

Intramedullary tumors were characterized by diseases of the cervix or lumbar thickening, radicular pain and dissociated sensitivity.

Pain syndrome is also observed in intramedullary tumors, but in contrast to extramedullary tumor root pain for intramedullary tumors, pain syndrome is characterized by definitions such as "pain", "break", or "bite" in the Torso or extremities [25].

Conductive is a reducing type of sensitivity, while with extramedules it is paresthesia and loss of upward sensitivity. These disorders are based on the law of the eccentric arrangement of long conductors in the spinal cord [26].

Dysfunction of the pelvic organs was due to the degree of spinal compression, which manifested relatively late in cervical thickening with the localization of intramedullary tumors [27].

The characteristic clinical picture of intramedullary tumors was muscle atrophy caused by damage to the anterior spinal cord, but with less muscle spasticity than extramedullary tumors [28].

Extramedullary tumors affecting the posterior surface of the spinal cord have led to the early occurrence of conductive disorders of muscul-articular sensation, vibration and two-dimensional sensitivity. Posterolateral localization of extramedullary tumors was manifested by pain radicular syndrome, a zone of hypesthesia in this area, followed by a complete loss of sensitivity. The initial period of radicular pain with previous localization tumors was often absent with characteristic conductive paresis and subsequent impairment of surface sensitivity [29-32].

Cervical spinal tumors were manifested by sluggish paresis or paralysis in the upper extremities, and Central paresis (paraplegia) in the lower part, impaired sensitivity below the level of injury [33].

The thoracic tumor was characterized by motor disorders of the Central type, with sensitivity disorders below the level of injury. Lumbar thickening tumors (L1 – S2) were manifested by sluggish paresis of the lower extremities, loss of sensitivity from the level of

localization of the tumor. Brain cone tumors (S3 – S5) were accompanied by loss of sensitivity in the area of the buttocks, perineum and external genital organs. Peripheral-type pelvic dysfunction (urinary incontinence, stool) has been reported [34-37].

In the practice of Neurosurgery, a topographic and anatomical classification of primary spinal tumors is used: I. in relation to the spinal cord, tumors are divided into two main groups: the spinal cord causes compression. outside these are extramedules in the spinal substance itself and intramedullary tumors that cause compression [38].

Extramedullary tumors of the spinal cord are classified relative to dura mater: intra and extradural, located in the subdural and extradural location, but with extravertebral growth [39].

Also, extramedullary tumors are divided along the spinal cord: dorsal localization, lateral, dorso-lateral, ventral and ventrolateral localization.

II. According to the degree of spinal localization, spinal tumors are divided into: tumors at the level of the upper cervical vertebrae (C1-C4) and the lower neck (C5 - Th1). tumors at the level of the thoracic vertebrae (Th2-Th10) and lower thoracic and first lumbar (Th 11 - L1). Cauda equina tumors (L2 - S5).

Epidemiological and statistical studies around the world usually focus on dangerous situations in various structures of the central nervous system for this reason, there is no real data on benign neoplasms of the spinal cord and the central nervous system in general [40-43].

Despite several projects in the world to study neoplasms of the central nervous system, epidemiological data of primary spinal cord tumors are poorly studied, there are no single indicators that indicate the actual frequency and growth of primary spinal tumors. There are several reports in the scientific literature devoted to the study of the epidemiology of primary tumors of the spine, and research data vary widely, as primary tumors of the spine have been studied as part of all tumors in different countries, regions and places. Central nervous system or localization and in separate nosological forms depending on age groups [44-47].

According to foreign and domestic literature, primary spinal cord tumors account for about 4-16 percent of all tumors originating from the central nervous system [48]. Based on the results of long-term, randomized work carried out in countries with high economic growth, the incidence rate of primary tumors of the spine is highest. According to some authors of primary spinal tumors, there is a basic localization with age, therefore, in childhood and adolescence, more than half of tumors are diagnosed in the upper cervix of the spinal cord and cauda equina roots, in the elderly and elderly - almost 90% are located in the thoracolumbar spinal cord [49]. In patients aged 20-50 years, more than 50% of primary tumors of the spine are located in the thoracic region, up to 20% are diagnosed in the cervical region, and 30% of tumors are located in the lumbar spinal cord [50].

Spinal tumors dissolve from the whitest substance intramedullary tumors make up 30-50% of primary spinal tumors, but at the same time no more than 3% of all central nervous tumors. They are most often manifested in childhood (up to 35%), and extramedules in adults [51]. The rate of occurrence of the population is on average 0,5 in females and 0,3 per 100,000 inhabitants per year in males. It is known that intramedules are represented by low levels of gliomas in which 90% of primary spinal cord tumors can be successfully removed. The most common primary spinal tumors among intramedullary spinal tumors are ependymoma (63-65%) cases, astrocytomas (24-30%) cases, and at the same time 4/5 of all intramedullary spinal tumors. Other major spinal cord tumors such as glioblastoma (7,5%) occur in cases, oligodendroglioma (3%) in cases, and the

remaining tumors (2%) in cases [51-54]. Some imo has been associated with genetic disorders such as hemangioblastomas and GIPPEL-Lindau disease (Von HippelLindau disease – VHL), which causes Type 2 neurofibromatosis (NF-2). Intramedullary tumors are observed in 19% of patients with NF2 and 20% in VHL [55].

Modern methods of pain relief, microsurgical techniques, endoscopic equipment allow you to remove a spinal tumor at any level and at almost all stages of the tumor process [56].

Surgical treatment included two steps: spinal access and tumor removal. Access is by laminectomy as part of tumor localization or hemilaminectomy. With a tumor of the vertebral body, individual parts of the vertebral body can be resected. Contraindications during surgery, a patient with impaired respiratory and cardiovascular system function was in critical condition.

Extramedules the removal of the tumor begins at the poles and frees it from the surrounding adhesions. If the tumor is subdural, then the dura mater (TMO) opens along the midline. The tumor is often soldered with TMO and sometimes with the spinal cord.

Ependymoma of all glial intramedullary spinal neoplasms accounts for up to 65% of adults and over 10% of all spinal cord tumors.

There are various histological subtypes of ependim, and most of them can be included in the second type of malignancy classified by the who.

A number of authors claim that endomedular ependymomas can be classified as extramedullary tumors, and up to 40% among spinal ependymomas. However, according to literary data, spinal subependimomas can be diagnosed very rarely and often in combination with neurofibromatosis type II [57].

Among Imo, astrocytoma is the second largest in the adult population, and up to 30% after epindem. By the age of 10, astrocytomas reach up to 90% of all glial spinal cord tumors, and this percentage is significantly reduced to 50% by the age of 15 [58]. Among the astrocytomas of the spinal cord, about 75% - benign and 25% - malignant tumors occur.

Hemangioblastomas (gab) are rarely small benign, multi-vascularized single neoplasms extending beyond one or two segments, often located on the posterior or posterolateral surface of the spinal cord. Among all spinal imo, gab is 3-8% and in about 30% of cases is associated with other diseases such as von Hippel-Lindau disease. These tumors are often identified (40-60%) in cases with spinal cysts, which are large in size and are located in the diameter of the solid component of the tumor tissue [59].

The most common (90%) of spinal cord tumors are extramedular localization, with 1,2 cases diagnosed per 100,000 inhabitants per year. Tumors such as neurinoma, Neurofibroma, meningioma occur in 80% of all extramedullary spinal tumors of intradural localization [60].

In a comprehensive study of 1,322 patients with spinal intradural tumors at the Mayo Clinic, most patients identified neuroma (29%) and meningiomas (26%), 22% intramedullary gliomas, 12% extradural sarcoma, hemangioblastoma, chordoma, epidermoid cysts [61].

Intradural extramedullary tumors, meningiomas ranged from 16,6 to 33% in children and 60% in elderly patients. Depending on age groups, neuromas accounted for 25-50% of all tumors, 25% in elderly patients, and no more than 10-11,1% in children [62].

Meningiomas are slow-growing tumors from arachnoid membranes, soft and hard shell cells, often found in middle and elderly people between the ages of 50 and 70, in childhood these tumors are almost not found (no more than 3%), among patients they are more common in women

(75-83%). A study of 7,148 patients in the United States from 2004 to 2010 found that the majority of spinal meningiomas (96,1%) were who in class I, then who in Class II (2,5%) and who in Class III (1,4%). Several meningiomas combined with Type 1 neurofibromatosis (NF i) range from 1-2% [63].

Tumors in spinal nerve roots account for about 25% -30% of all extramedullary spinal tumors in adults and 14% in children [13]. Neuroma is more common in middle-aged patients (ages 30-50), while meningiomas are more common in middle-aged and elderly people.patients [64-67].

In children, dysembriogenetic tumors (lipomas, dermoids, epidermoids, teratomas) are more common (up to 5%) than in other age groups, and in adults they make up less than 2% of spinal tumors and are often located in the lumbar part of the spinal canal. The embryonic origin of these neoplasms leads to a frequent association of the tumor with other birth defects in the development of the spine and spinal cord.

Extradural primary tumors of the spinal cord. Currently, most authors consider that the group of primary tumors of the spine includes extradural spinal tumors. The characteristics of primary extradural tumors compared to Intradural tumors are their histogenetic diversity, large size, dominance of malignant forms, and pronounced structural changes of the vertebrae. According to some data, extradural neoplasms make up 32% of all extramedullary tumors [68-74].

Hemangiomas occupy a special place among spinal cord tumors-they occur in 8.9 to 12.5% of autopsies and in a very low percentage of clinically identified cases. Up to 66% of these tumors occur in one vertebral lesion and 34% in most cases, often localized in the thoracic spine – in (60%) cases, (30%) cases localized in the cervix and (10%) cases localized in the sacral spine [75-79].

Among bone tumors, osteochondroma is most commonly diagnosed (36%) in cases and does not exceed 10% of all osteochondromas. It is detected in 75% of cases in young people under 20 years of age, almost always localized in the projection of spinous processes [80-84].

Also, in the group of bone benign tumors, osteoid-osteoma is noted, which is diagnosed in 11-12% of all tumors in the spine. In the works of a number of authors, changes in the structure of the spine with osteoid osteoma were recorded up to 20-30%, with osteoblastoma - up to 40-45%, in men it is detected 2 times more often than in women and manifests itself mainly at a young age [85-89].

Of all malignant spinal tumors, chordoma only occurs more often in the spine, not exceeding 5% of all primary malignant bone tumors and 20% of malignant tumors in the spine [90].

Conclusions. thus, primary tumors of the spine are a relatively rare pathology, but they cause great social and economic damage to society due to their impact on working-age children and adults. It should be noted that despite the increase in tumors of the central nervous system in recent decades, according to literary data, there is no single information about the epidemiological indicator of primary tumors of the spinal cord, and those with information are contradictory. Epidemiological indicators of spinal primary tumors in the Kr area have not been studied, which indicates the need to create Centers for the study of pathologies. Central nervous system. All of the above allowed us to consider this study relevant for our country.

Intramedullary tumors were often able to be partially or subtotally removed within their borders using an ultrasonic Cleaver. Cystic intracerebral tumors were removed with the opening and aspiration of the cyst contents.

Excessive radicalism in intramedullary tumors, in addition to the removal of ependymomas, can lead to a deep loss of all functions of the spinal cord in the postoperative period. Tropho-paralytic complications that occur in this regard (pneumonia, pressure ulcers, inflammatory changes in the urinary system) lead to negative consequences for the development of the disease.

Extramedullary tumors are four times more common in adults than intramedullary tumors, with predominance of anterior and anterior neurin and meningiomas with characteristic neurological manifestations of pain syndrome, motor and sensory disorders, especially in the cervical region. The radicality of surgical treatment of tumors depends not only on the location and size of the tumor, but also on its histological structure, and is 95% for neurinomas and meningiomas in the considered contingent of patients. The radicality of ependymome removal was 43% and is virtually absent in astracitomas and glioblastomas, which is N. N. According to the Burdenko Institute of Neurosurgery, the treatment results are consistent: recovery is in 43%, improvement is in 19%, postoperative mortality is in 16%, unchanged is in 7%, relapses are in 5%. The use of videoendoscopic techniques in some cases increases the radicality of operations and reduces the number of postoperative complications.

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MAHSULOT ISHLAB CHIQRISHNI QO‘LLAB QUVVATLASH VA MAHALLIYLASHTIRISHNI RIVOJLANTIRISH YO‘NALISHLARI

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Annotatsiya. Ushbu maqolada, ishlab chiqarishni mahalliyashtirish tushunchasi iqtisodchi olimlar fikrlari, mintaqa iqtisodiyotida mahalliyashtirish asosida mahsulot ishlab chiqarish, import o‘rnini bosuvchi maxsulot ishlab chiqarishuvchilarga xukumat tomonidan berilayotgan imtiyozlar, mahalliyashtirish orqali mahsulot ishlab chiqarishni jamiyat uchun tutgan o‘rni ko‘rib chiqilgan.

Kalit so‘zlar: mahalliyashtirish, raqobatbardosh mahsulot, import o‘rnini bosuvchi mahsulot, eksporga yo‘naltirilgan mahsulot.

DIRECTIONS FOR THE DEVELOPMENT OF PRODUCT PRODUCTION SUPPORT AND LOCALIZATION

Abstract. In this article, the concept of localization of production, the opinions of economists, the production of products based on localization in the regional economy, the benefits given by the government to manufacturers of products that replace imports, the role of product production through localization for society are considered.

Key words: localization, competitive product, import-substituting product, export-oriented product.

НАПРАВЛЕНИЯ РАЗВИТИЯ ПОДДЕРЖКИ И ЛОКАЛИЗАЦИИ ПРОДУКЦИОННОГО ПРОИЗВОДСТВА

Аннотация. В данной статье рассмотрено понятие локализации производства, мнения экономистов, производство продукции на основе локализации в региональной экономике, льготы, предоставляемые государством производителям продукции, замещающей импорт, роль производства продукции посредством локализации для общества считаются.

Ключевые слова: локализация, конкурентоспособный товар, импортозамещающий товар, экспортоориентированный товар.

Keyingi yillarda dunyo davlatlari orasida raqobatning keskinlashuvi, xalqaro bozorlarda innovatsiya darajasi yuqori bo‘lgan mahsulotlarga talabning ortishi xususan, jahon bozorlarida fan-texnika sig‘imi yuqori mahsulotlarga ehtiyojning kuchayishi dunyo davlatlarining milliy eksport tarkibida yuqori texnologiyali mahsulotning ulushini ko‘paytirishga bo‘lgan intilishlarini, bu esa milliy iqtisodiyot tarmoqlarini innovatsion rivojlantirish zaruriyatini yanada kuchaytirdi.

Iqtisodiy taraqqiyot va iqtisodiy faoliyat yuritishning barcha muammolari ikki fundamental vazifani xalq etish bilan bog‘lanadi. Insoniyat ehtiyojlarining cheksizligi va uni qondirish hamda tovar va xizmatlarni ishlab chiqarish uchun cheklangan iqtisodiy resurslardan samarali foydalanish vazifasi turadi. Har qanday jamiyat cheklangan resurslarni ishlab chiqarish tarmoqlari o‘rtasida qay darajada samarali, to‘g‘ri taqsimlash hamda turli ne‘matlarning qancha miqdorda ishlab chiqarishi lozimligini anglashi muhim hisoblanadi.

Iqtisodiy ne‘matlar bir-birini o‘rnini to‘ldiruvchi ne‘matlardir, chunki ularning jami hayot davomiyligi uchun zarur. Ehtiyojlar kishilarning yashashi uchun kerak bo‘lgan birlamchi zaruriy

ne'matlardan (oziq-ovqat, kiyim-kechak, uy-joy) va ikkilamchi xizmatlar (dam olish ehiyojlari, teatr, sport va x.k.)dan iborat bo'ladi. Moddiy ne'matlarni ishlab chiqarish uchun iqtisodiy resurslardan foydalaniladi va o'z navbatida ularni ishlatish natijasida tovar va xizmatlar yaratiladi.

Shunga ko'ra resurslar moddiy ne'matlarni ishlab chiqarishning muhim omillari hisoblanadi.

Mavjud mahalliy xomashyo bazasi asosida import o'rnini bosadigan mahsulotlar ishlab chiqarishni yo'lga qo'yish, jamiyatning barqaror iqtisodiy o'sishini ta'minlay olishida sezilarli ijobiy natijalarga erishilmoqda. Bu sharoitida mamlakat iqtisodiy o'sishini ta'minlashda ishlab chiqarishni mahalliyashtirish ko'lamini yanada chuqurlashtirish alohida ahamiyat kasb etadi.

Ishlab chiqarishni mahalliyashtirishda oziq-ovqat va iste'mol tovarlari hamda talab yuqori bo'lgan tovarlarni ishlab chiqarishni kengaytirishni rag'batlantirish tadbirlari alohida ahamiyat kasb etadi. Mahalliyashtirish dasturi o'z mazmuniga ko'ra korxonalarda zamonaviy talablarga javob beruvchi, raqobatbardosh va import o'rnini bosuvchi mahsulotlarni ishlab chiqarish hajmini oshirish, imkon qadar import hajmini qisqartirish, eksportbop mahsulotlarni ishlab chiqarish, yangi ish joylarini yaratish kabi maqsadlarni namoyon etadi. Mahalliyashtirish dasturlarini amalga oshirish borasida to'plagan tajribalar iqtisodiyotning tashqi omillarga bog'liqligini kamaytirish, ichki talabni shakllantirish va bozorni zarur iste'mol tovarlari hamda butlovchi mahsulotlar bilan to'ldirish, valyuta zaxiralarini tejash va ulardan oqilona foydalanish, aholi bandligini ta'minlashda muhim omil hisoblanadi.

Shuningdek, mahalliy iste'mol bozorlarini sifatli tovarlar bilan to'ldirish, bozordagi zaruriy muvozanatni ta'minlash, milliy iqtisodiyotning raqobatbardoshligini oshirish, ishlab chiqarishni mahalliyashtirish, hozirda nihoyatda muhim bo'lgan bandlik va aholi daromadlarini oshirish kabi muammolarni samarali yechishning yetakchi vositalaridan bir bo'lmoqda. Demak, yuqorida nazarda tutilgan jarayonlar mamlakatlarning ishlab chiqarish jarayonlarini innovatsion tarzda rivojlantirishni talab etmoqda.

“Mahalliyashtirish - (ingliz tilida “localization” lotin tilining “locus” so'zidan olingan bo'lib, “joy, makon” ma'nolarini ifodalaydi) - muayyan bir joyga tegishli bo'lmoq, tarqalib ketishni cheklash, me'yori va chegaralarni qurish” degan ma'noni anglatadi. A.M.Vazyanskiy ishlab chiqarishni mahalliyashtirish haqida quyidagi fikrni bildiradi: “Ishlab chiqarishni mahalliyashtirish - asl xorijda ishlab chiqariladigan mahsulotlarni boshqa mamlakat hududida ishlab chiqarishni yo'lga qo'yish jarayoni”[1].

Iqtisodiyotda amalga oshiriladigan tub tarkibiy o'zgarishlarning muhim yo'nalishlaridan biri import o'rnini bosuvchi, eksportga yo'naltirilgan ishlab chiqarishlarni vujudga keltirish va rivojlantirish hisoblanadi. Import o'rnini bosuvchi, eksportga yo'naltiruvchi ishlab chiqarishni vujudga keltirish uchun quyidagi bosqichlarda ishlar amalga oshiriladi ya'ni, mamlakatga to'g'ridan-to'g'ri xorijiy investitsiyalarni jalb qilish, xorijiy investitsiyalar ishtirokida qo'shma korxonalar yoki sof chet el kapitaliga asoslangan korxonalar tashkil etish asosida yangi turdagi, ilgari mamlakatda bo'lmagan mahsulotlar ishlab chiqarish tashkil etiladi. Navbatdagi bosqichda mamlakatda va uning hududlarida mazkur tayyor mahsulotlarning ba'zi butlovchi qismlarini mahalliy xom ashyo asosida ishlab chiqarish uchun yangi qo'shma korxonalar, milliy korxonalar tashkil etilib, import o'rnini bosuvchi, eksportga yo'naltirilgan ishlab chiqarish yo'lga qo'yiladi. Bunday mahsulotlar ishlab chiqarish rivojlantirilib, tayyor mahsulot tannarxidagi ulushi bosqichma-bosqich oshirib boriladi.

Ushbu ishlar mehnat taqsimotining rivojlantirilib, chuqurlashtirilib borishi, ishlab chiqarishni ixtisoslashtirilishi asosida uning kooperatsiyalashuvi, ya'ni sanoat kooperatsiya aloqalarining kengaytirilib borishi yo'li bilan amalga oshiriladi. Mehnat taqsimoti va ishlab chiqarishning ixtisoslashuvi, sanoat kooperatsiyalarining rivojlanishi asosida mamlakat va uning hududlarida raqobatbardosh, import o'rnini bosuvchi, eksportga yo'naltirilgan yangi ishlab chiqarishlarning tashkil etilishi jarayonlari ishlab chiqarishni mahalliyashtirish deb atash mumkin.

Mahalliyashtirish dasturlari: o'zining majmuaviyligi va keng qamrovliligi bilan xarakterlanib, unda qisqa va o'rta muddatli davrlarda sanoatni barqaror rivojlantirishning prognoz parametrlari, sanoat tuzilmasini takomillashtirish masalalari, tarmoqlararo kooperatsion aloqalarni yaxshilash va mahalliyashtirishni yanada chuqurlashtirish, iqtisodiyot raqobatdoshligini tubdan oshirish, eksportga mahsulot chiqaradigan korxonalarni qo'llab - quvvatlashni kuchaytirish, biznes va xususiy tadbirkorlik sub'ektlarining eksport faoliyatidagi ishtirokini har tomonlama rag'batlantirish hamda eksport faoliyatiga yangi ishtirokchilarni jalb qilish va yangi bozorlarga kirib borish masalalariga alohida e'tibor qaratiladi.

Milliy iqtisodiyotni isloh qilish borasida tashqi savdo, soliq va moliya siyosatini liberallashtirish, tadbirkorlikni qo'llab-quvvatlash va xususiy mulk daxlsizligini kafolatlash, qishloq xo'jaligi mahsulotlarini chuqur qayta ishlashni tashkil etish hamda hududlarni jadal rivojlantirishni ta'minlash bo'yicha ta'sirchan choralar ko'rilmogda.

Respublikamizda mahalliyashtirish faoliyati bilan shug'ullanayotgan real sektor vakillariga bir qator imtiyozlar, jumladan, bojxona va soliq imtiyozlari, banklar tomonidan maqsadli kreditlar ajratib kelinmogda. Jumladan 2024 yil 1 iyuldan boshlab nufuzli xalqaro brendlar bilan ishlab chiqarishni boshlayotgan korxonalariga, uch yil davomida nufuzli xalqaro brendlar ostida ishlab chiqariladigan mahsulotlar uchun zarur bo'lgan barcha xomashyolar mahalliyashtirish darajasini kamida 60 foizga yetkazish sharti bilan bojxona bojidan ozod etililishi belgilangan[2].

Import o'rnini bosuvchi mahsulotlarni ishlab chiqarish yoki ularni mahalliy ishlab chiqaruvchilardan xarid qilishdan asosiy maqsad bu mahsulot tannarxini kamaytirish va valyuta zaxirasini mustahkamlashda muhim o'rin tutadi.

Eksportbop va import o'rnini bosadigan mahsulotlar ishlab chiqarish, yuqori qo'shilgan qiymat yaratishga yo'naltirilgan sanoat siyosatini yuritish zarur. Mavjud xomashyo va imkoniyatlardan samarali foydalangan holda, mahalliyashtirish darajasini chuqurlashtirish va ko'lamini keskin kengaytirish ushbu sanoat siyosatining negizi bo'lishi kerak.

Mahalliyashtirishni qo'llab-quvvatlash masalasi ko'rib chiqilar ekan, bunday loyihalarni amalga oshirishda xukumat tomonidan kafillik berish va kredit foiz stavkasini qisman qoplash tizimidan foydalanish o'z samarasini berib kelmogda.

Shuningdek, bojxona to'lovlarini 120 kungacha uzaytirib to'lash, ishlab chiqarishni mahalliyashtirgan korxonalarining tayyor mahsulotlarini sertifikatlash va standartlashtirish masalalarida ko'maklashish tadbirkorlarga qo'shimcha imkoniyat mavjudligini bildiradi.

“Davlat xaridlarida mahalliy korxonalar ishtirokini kengaytirish va rag'batlantirish, tashqi savdoni tarif usuli bilan boshqarish samaradorligini oshirish bo'yicha ham ustuvor vazifalar belgilandi”.[3]

Hukumat tomonidan yaratib berilgan sharoitlar hisobiga bugungi kunda Namangan viloyatda jami 73 ta kichik sanoat va 2 ta erkin iqtisodiy zonalar tashkil etilib, hozirga qadar ushbu sanoat zonalariga qiymati 1,2 mlrd. dollarlik 1 300 tadan ortiq loyihalar joylashtirilgan. Hozirga qadar qiymati 475 mln. dollarlik 835 ta loyihalar ishga tushirilib, 50 mingta yangi ish o‘rinlari yaratildi [4].

Mazkur sanoat zonalariga birinchi navbatda import o‘rnini bosadigan, mahalliyashtirilgan mahsulotlar ishlab chiqaradigan loyihalarni joylashtirishga alohida e‘tibor qaratilmoqda. 2023 yilda sanoat zonalaridagi ishga tushgan loyihalarda jami 4,9 trln.so‘mlik, shundan 513,2 mlrd.so‘mlik mahalliyashtirilgan mahsulotlar ishlab chiqarilib, 45,4 mln. dollar importning oldi olinishiga erishildi.

Shu bilan birgalikda, Namangan viloyatida 25 ta korxonalar tomonidan 50 turdagi Yangi mahsulot ishlab chiqarish yo‘lga qo‘yildi.

Xususan, Quyosh batareyali ko‘cha yoritish chiroqlari, Tugmalar, Plastik ilgich (вышелка), Sun‘iy sintetik tola, Polietilen quvurlar, Sport kiyimlar va buyumlari, Yuqori kuchlanishdagi elektr tarmoqlari ehtiyot qismlari, Tibbiyot uchun bir martalik probirkalar va qo‘lqoplar, Elektrod, Gazoanalizatorlar, Avtomobillar uchun elektron butlovchi qismlari, Bolalar o‘yinchoqlari, Havo-moy sovutkichli kondensatorlar, Emallangan vanna va dush poddonlari, Yelimlar (silikat natriya), Maxsus texnikalar (motosikl), Avtomobillar uchun akkumulyatorlar, Bolalar tagliklari, Poyabzal tagliklari va boshqalar ishlab chiqarish yo‘lga qo‘yilgan.

Natijada, 2023 yil yakuni bilan 80 ta loyihada jami 1,9 trln. so‘mlik mahalliyashtirilgan mahsulotlar ishlab chiqarildi va 2022 yilga nisbatan 135,1 foiz o‘shishi ta‘minlandi.

Namangan viloyatida 2018-2023 yillarda mahalliyashtirilgan mahsulot ishlab chiqarish dinamikasi to‘g‘risida ma‘lumot

| № | Ko‘rsatkichlar | O‘lchov birligi | 2018 yil | 2019 yil | 2020 yil | 2021 yil | 2022 yil | 2023 yil | 2018 yilga nisbatan |
|----|---|-----------------|----------|----------|----------|----------|----------|----------|---------------------|
| 1. | Mahalliyashtirilgan mahsulot ishlab chiqarish hajmi | mlrd.so‘m | 19,9 | 109,7 | 234,4 | 569,1 | 1374,6 | 1862,2 | 93,4 barobar |
| | | mln.dollar | 1,1 | 4,9 | 11,0 | 52,7 | 121,6 | 164,7 | 93,4 barobar |
| 2. | Yangi turdagi mahsulot soni | birlik | 7 | 9 | 12 | 20 | 23 | 25 | 3,2 barobar |
| 3. | Loyiha soni | birlik | 16 | 13 | 46 | 59 | 75 | 80 | 5 barobar |
| 4. | Korxonalar soni | birlik | 7 | 4 | 28 | 44 | 61 | 62 | 8,8 barobar |

Viloyatning import mahsulotlari tahlil qilinganda, 2023 yilning 10 oyi davomida jami 509 mln.dollar mahsulotlar importi amalga oshirilib, o‘tgan yilning mos davriga nisbatan 80,6 mln.dollarga yoki 18,8 foizga ko‘paygan. Hududiy korxonalar tomonidan jami 289 turdagi 209 mln. dollarlik mahsulotlar importi amalga oshirilib, 2022 yil mos davriga nisbatan 4,3 mln. dollarga yoki 102,1 foizga ortgan. Bu o‘z navbatida imort o‘rnini bosuvichi, raqobatbardosh mahalliy mahsulotlar ishlab chiqarish zarurati yuqoriligidan dalolat bermoqda.

Ishlab chiqarishni mahalliyashtirish davlat iqtisodiyoti uchun har jihatdan foydalidir. Bu birinchi navbatda valyuta zaxiralarini tejash va ulardan oqilona foydalanish, qo‘shimcha ish o‘rinlari yaratish va tarmoqning jadal rivojlanishini ta‘minlaydi. Shuningdek, xarajatlarni kamaytirishga, buyumlarning tashishga bo‘lgan ehtiyojlarini qisqartirishga, muhimi materiallarni yetkazib berish uchun zarur vaqtni tejab, ishlab chiqarishdagi uzilishlar xavfini bartaraf etadi.

Mamlakatimizda mahalliyashtirilgan mahsulotlarni ishlab chiqarish, tarmoqlararo sanoat kooperatsiya aloqalarini yanada kengaytirish iqtisodiyotning muhim yo‘nalishlaridan biri hisoblanadi.

Ichki imkoniyatlardan foydalanib, ishlab chiqarish hajmini oshirish, yangi loyihalar evaziga mahsulot turlarini ko‘paytirish, import o‘rnini to‘ldirish bu kabi mahsulotlarni korxonaning o‘zida ishlab chiqarish lozimligini ko‘rsatmoqda. Shu bois, bugungi o‘zgaruvchan sharoitda iqtisodiyotimizning barqaror o‘shirishini ta‘minlashning eng samarali yo‘li – ichki imkoniyatlarni ishga solish, ya‘ni import bo‘layotgan tayyor mahsulotlarni yurtimizda ishlab chiqarish va mahalliy sanoatni yanada rivojlantirishdir. Bu borada sanoat kooperatsiyasi va mahalliyashtirishni yanada kengaytirish masalasi dolzarb bo‘lib qolmoqda.

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ULIWMA BILIM BERIWSHI MEKTEPLERDE PEDAGOGIKALIQ KONFLIKTLERDI SHESHIW JOLLARI.

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Annötaciya. Maqalada ulıwma bilim beriwshı ulıwma mekteplerde pedagogikalıq konfliktlerdiń payda bolıw sebepleri hám olardı sheshiw jolları óz sáwleleniwlerin tapqan. Sonday-aq oqıtıw procesinde payda bolatuǵın konfliktlerdi analiz etiw hám konfliktlerdiń aldın alıw boyınsha pedagog xızmetkerlerge metodikalıq usınıslar kórsetilgen.

Gilt sóz: konflikt, konflikttiń aldın alıw, konfliktlerdi sheshiw, óz-ara múnasebetler, situaciya, pedagog-xızmetkerler, pedagogikahq birge islesiw.

WAYS TO RESOLVE PEDAGOGICAL CONFLICTS IN COMPREHENSIVE SCHOOLS.

Abstract. The article describes the causes of pedagogical conflicts in general schools and ways to solve them. At the same time, methodical recommendations are given to pedagogic staff on the analysis of conflicts that will be useful in the teaching process and prevention of conflicts.

Key words: conflict, prevention of conflict, conflict resolution, mutual relations, situation, pedagogue-employees, pedagogical cooperation.

ПУТИ РАЗРЕШЕНИЯ ПЕДАГОГИЧЕСКИХ КОНФЛИКТОВ В ОБЩЕОБРАЗОВАТЕЛЬНОЙ ШКОЛЕ.

Аннотация. В статье описаны причины педагогических конфликтов в общеобразовательной школе и пути их решения. При этом педагогическим работникам даются методические рекомендации по анализу конфликтов, которые будут полезны в учебном процессе и профилактике конфликтов.

Ключевые слова: конфликт, предотвращение конфликта, разрешение конфликта, взаимоотношения, ситуация, педагог-работник, педагогическое сотрудничество.

Situaciya ham konfliktlerdi psixologiyalıq analiz qılıw ham onıń quralların úyreniw har bir pedagogtıń wazıypası bolıp esplanadı. Pedagogikalıq konfliktlerdi sheshiwdiń tiykarǵú buwım onı psixologiyalıq analiz qılıw bolıp tabıladı. Bunda oqıtıwshı situaciyanıń sebebin anıqlawı, onıń dawamlı konfliktke aylanıwına jol qoymawı, yaǵniy, situaciyanı onıń bilim ham tarbiyalıq funkciyasınan paydalanıw menen basqarıwdı úyreniwı múmkin.

Biraq, psixologiyalıq analiz óz-ara múnasebetlerdegi bárshe mashqalalardı sheshiwı mumkin dep esaplap bolmaydı. Onı ótkeriw tek ǵana oqıtıwshı jol qoyǵan qáteler sanın kemeytiriwi, payda bolǵan sharayatta oqıwshıǵa tásir etetuǵın sharalardı tezlik penen qollaw imkanın beredi. Psixologiyalıq analizdiń tiykarǵı maqseti payda bolǵan sharayattıń psixologiyalıq tiykarlangan sheshimin qabil etiw ushın jeterli bolǵan xabar tiykarın jaratıwdan ibarat.

Oqıtıwshınıń tezbazlıq reaktsiyası oqıwshınıń impulsiv juwabın payda etedi.

Bunday analizdiń jáne bir maqseti oqıwshınıń bezawtalanıwında dıqqatın onıń shaxsına ham onıń iskerligine, minez-qulqı hám múnasebetlerinde kórinisine qaratıwdan ibarat. Analiz etiw oqıwshılar minez-qulqın bahalawdaǵı subektivizmnen qutqaradı. Psixologiyalıq analiz arqalı «jaman» oqıwshı minez-qulqındaǵı jaqsı táreplerin biliwin hám sol arqalı hátteki eń «Qiyin»

oqıwshınıń «aqılıy tochkasın» tabıwǵa boladı. Tiykarǵı ótkerilgen psixologiyalıq analiz tekǵana sheshim variantların tabıwdı, bálki konflikttiń aldın alıwdıń yaǵnıy onı joq etiwdiń zárúr jolların tabıwda oqıtıwshıǵa járdem beredi. Sebebi konflikttiń aldın alıw, onıń pedagogikalıq sharayat dárejesin sheshiw bul situaciyadan shigıp ketiwde eń tiykarı, eki tárep ushın da durıs variant esaplanadı.

Konfliktti joq etiw onıń sebepshileri múnasebetlerin eki tárep ushın da jaqsı dárejege keltiriw kerek boladı. Sharayatlardı analiz etiwdiń mazmunı, onı sheshiw ushın usınılıp atırǵan variantlar, mektep oqıtıwshıları hám basshıları menen shólkemlestirilgen jumıslar, mekteptegi jumıs stajına tikkeley baylanıshlı ámellerin, sharayatlardı analiz etiw variantlarınan ibarat.

Birinshi variant:

- payda bolǵan situaciyanı, konfliktti, minez-qulqın bayan qılıw (qatnasıwshıları, jayı; qatnasıwshılar xızmeti h.t.b.);
- situaciyanıń payda bolıw sebepleri;
- qatnasıwshılardıń jası hám jeke ózgeshelikleri, olardıń minez-qulqı, sol waqıtta ózlerin tutıwları;
- situaciya oqıwshılar hám oqıtıwshılar arasında;
- payda bolǵan situaciyada oqıtıwshınıń jeke poziciyası (onıń oqıwshılardıń múnasebeti), oqıtıwshılardıń oqıwshılar menen múnasebetlerindeki anıq maqsetleri (ol neni qalaydı, oqıwshıdan uzaqlasadı, oǵan járdem beredi yaǵnıy oqıwshıǵa biyparıq);
- situaciyaǵa túskende oqıwshılar haqqında oqıtıwshı jańa neden xabardar boladı;
- payda bolǵan situaciya yaǵnıy konflikttiń tiykarǵı sebepleri hám onıń mazmunı (iskerlik, ózin tutıw yaǵnıy múnasebetler konflikti);
- situaciyanı aldın alıw hám sheshiw, oqıwshı ózin tutıwı hám dúzetiw variantları;
- Pedagogikalıq tásir kórsetiw qural ham usulların tańlap alıw hám aldınǵı maqsetlerdi házirgi waqıtta hám keleshekte ámelge asırıwshı konkret qatnasıwshılardı anıqlaw.

Ekinshi variant:

- situaciya hám onıń qatnasıwshılardıń táriyplew;
- oqıtıwshı situaciyanıń konfliktke qashan ótiw waqtın anıqlaw;
- bunı islewde oqıtıwshıǵa ne kesent etedi (emocional jaǵday, guwalardıń qatnası, tezbazlıq, kútilmegenlik h.t.b.);
- bul situaciyada oqıtıwshı tárepinen tásir etiwdiń qanday usulların qollaw mumkin hám olardı ol qanday qollay aldı hám bahaladı;
- oqıtıwshı óz jetiskenligi hám kemshilikleri haqqında qanday xabarǵa iye boldı; ózin situaciyada tutıwı hám qátelerin analiz etiw.

Hár bir Pedagogikalıq situaciya onıń qatnasıwshılardıń tarbiyalıq tásir kórsetedi; oqıwshı situaciyaǵa birdey shárt menen kelip kirgen bolsa, onday oz minez-qulqına basqasha bahalaw menen shigıp ketedi, ózin hám úlkenlerdiń situaciya qatnasıwshılardıń bahalawı ózgeredi.

Oqıtıwshınıń konfliktli situaciyanı analiz etiw:

A) balalardı itibarli etiwın, tımish ashıwlanbastan situaciyanı baxalaw;

V) óz variantın ótkeriw, olar iskerligine tez kirisip ketiwı, málim bir háreket arqalı jedellestiriw, mısalı, «Talantlar kórigi» qosım birgelikte aytıwı, uzaq waqt analiz etiw;

Neni aytıw? Qanday aytıw?

Oqıtıwshı oqıwshı menen sawbette neni aytıwın (dialog mazmunın tallaw), qanday aytıwın (sawbetti emocional tásirli ótkeriw), balağa mólsherlengen sóylewdiń maqsetke jetiwi ushın onı qashan aytıwın (waqıtı hám ornı), kimniń aldında hám ne ushın (nátıyjege isenim) aytıwın anıq bılıwı zarur.

Kóplegen oqıtıwshılar hár túrli jastağı oqıwshılar menen dialog ótkeriwde qıyınshılıqqa dus keledi. Oqıtıwshı dialogı kóbinshe buyırıqbazlıq-hákimshilik darejesinde alıp barıladı hám sıyqası shıqqan sózler, bular buyırıqqa-kemsitiwge, qorqıtıwğa, oqıtıwshınıń háreketine, kewli tolmaslıqqa tola boladı. Ol sıyaqlı múnásebet mektepde bir neshe jıllar ishinde dawam etedi.

Kópshilik pedagoglar sońğı waqıtlarda oqıtıwshı ham oqıwshı qarım-qatnas madeniyatınıń páseygenligin aytıp ótpekte. Olar buğan sebep qılıp turmıs, islep-shıǵarıw, shańaraq hám mektepte qarım-qatnas mádeniyatınıń páseyiwın kórsetpekte. Oqıtıwshınıń qopal, keskin esletpesi oqıwshı tárepinen hám qopal, jawaptı aladı, aqıbetke «Klasstan shıǵıp ket» penen tamam boladı. Oqıwshı menen onıń háreketi haqqında sawbetlesiwde oqıtıwshı balanıń shaxsına qalb miyirin ashıwı, bálkim háreketinde tezlik penen baha beriwge hám emociyaların ańlatıwğa, jazalaw menen qorqıtıwı asıqpawı tiyis. Bul halda oqıtıwshı qálbine kirip úlgeredi, qarım-qatnasta «Jasırınıp» aladı, yamasa juwap qaytaradı. Eger oqıwshıǵa tekǵana tártipti buzǵan, jaman minez-qulqım kórsetken ayptar dep emes, bálki jazaǵa ılayıq awır ahwalǵa túsken dep qaralsa, oǵan hamderdlik, járdem beriw keregin, ámelge asqan hadiyse ushın kúyiniwi kórsete alǵanda, málim emocional pánge iye ortalıq qalıplesip, eki tárepti de birlestire alıw olar poziciyaların jaqınlastırıw imkan tamam boladı.

Oqıtıwshı oqıwshı menen qarım-qatnasında tekǵana sóylew mazmunı, bálki áste sóylew tom, intonaciya ham ayırıqsha áhmiyetke iye, ilimpazlardıń aytıwına qaraǵanda xabardıń 40% in úlkenler qarım-qatnasın intonaciya arqalı beriler eken. Bala intonaciya arqalı oǵan qaratılǵan úlkenler qarım-qatnası arqalı aytıılǵan sózlerdi tez anlay aladı, ol «Emocional esitiwi»ne iye boladı.

Bala dáslep sóylew intonaciyasına itibarın qaratadı, soǵan mas ráwishte qarım-qatnas «Xabar»ların aytađı, ashadı yaǵnıy jabıp kúnde úlkenler sóylewinde intonaciya kuyiniw, hamdartlıq páziyletleri sezilmey atırǵan bolsa, ol bala ushın qızıǵıw payda etpeydi. Qıshqırıw hám bir túrdegi sóylew oqıtıwshınıń ansor kiriwların jasırıp qoyadı yaǵnıy emocional his ete almaydı, bul bolsa sóylewde oqıtıwshı tárepinen biyparıq bolıwın keltirip shıǵaradı.

Oqıtıwshı oqıtıwshını esite biliwi, tıńlay alıwı zárur. Sebebi, oqıtıwshı sóylewinde pikirin tolıq bayan qılıwı qıyın, bul sóylewdi úlkenlerge jetpesten úzip taslawına alıp keledi, («Boldı, hámmesi túsinkli!»), bala gápin tolıq tamamlay almaǵan boladı. Oqıtıwshı gápin aytpaqshı bolǵanda, oqıtıwshı onı úzip taslaydı. Oqıtıwshı esitpekshi bolǵan waqıttı, oqıtıwshıda ózin ashıw qálewi sóngen boladı. Pedagogikalıq situaciyalar haqqında sóz barar eken, bul hádiyse ózine tán tábiyatqa iye ekenligin umıtpawımız kerek.

Kópshilik jaǵdaylarda oqıtıwshılar menen oqıtıwshılar, perzentleri menen ata-analar ortasında kelispewshiliklerdin kelip shıǵıwı búgingi kunniń tiykarǵı mashqalalarından biri bolıp tabıladı. Mısalı:

a) mektepte uzaq jıllar dawamında islegen óz kasibin jaqsı bilgen, tajiriybeli oqıtıwshı sabaq beriwı múmkin, biraq bul oqıtıwshı oqıtıwshılar menen jaqsı qarım-qatnasta bola almaslıǵı, olarǵa qıyınalǵanda járdem bermesligi, olardıń bilimin tuwrı bahalay almaganlıǵı ushın bunday oqıtıwshı menen oqıtıwshılar arasında kelispewshilikler payda boladı;

b) oqıtıwshı menen oqıwshılar ortasında hámme waqıt hár túrli darejedegi kelispewshilikler payda boladı. Bunıń sebepleri túrlishe. Kóbinshe oqıtıwshı kelispewshiliklerdi bir ózi sheshe almay mektep direktorın, odan soń bolsa, ata- anaların xabardar qıladı.

Ayrım jaǵdaylarda oqıtıwshı ózi menen kelispewshilikke bargan oqıwshıǵa shara qollawdı talap etedi. Bunday másele sheshiw mektep basshıları ushın da qıyınshılıqlar tuwdıradı. Ol oqıwshıdan da, oqıtıwshıdan da ajralǵısı kelmeydi. Kelispewshiliklerdi sheshiw jollarınan biri har bir oqıtıwshıń ameliy xızmetin baqlawdan ibarat. Sebebi oqıtıwshı payda bolǵan konfliktli jaǵdayda ámeliy tárepten tómenligin bilip, jaǵdaydı ańlaw ushın oqıwshıǵa sezilerli tásir kórsete almaydı. Bunıń nátiyjesinde ashıwlanadı, umitsizlikke beriledi.

Natiyjede óz jumısınan keship ketedi. Bunday sharayatta oqıtıwshıǵa qanday járdem kórsetiw múmkin? Sońǵı jıllarda oqıtıwshı hám oqıwshılar, yaǵnıy, úlkenler menen balalar ortasındaǵı múnasibetler óte qıyın keshpekte. Bunday kelispewshiliklerdi sheshiw ushın birge islesiw pedagogikasınıń teoriyalıq tiykarların rawajlandırıw turmıslıq wazıypaǵa aylanbaqta.

Sonıń ushın da kelispewshiliklerdi sheshiw oqıtıwshı kúndelik turmısınan tiykarǵı bólimine aylanıwı kerek. Mektep ámeliyatshı psixologlar kelispewshiliklerdi sheshiwde oqıtıwshıǵa jaqınnan járdem beriwi kerek. Oqıtıwshı oqıwshı arasındaǵı ózara qarım-qatnaslardaǵı kelispewshiliklerdiń payda bolıwına social turmıstaǵı ózgerisler, globallasıw processı hám tásir kórsetpekte. Tájiriye belgi oqıtıwshılar oqıwshılar menen kúndelik qarım-qatnaslarda demokratiyalıq tiykarlarǵa tayanıw mexanizmlerin jaqsı biliwleri, bunıń nátiyjesinde kelispewshilikler sanın kemeytiriwleri lazım. Bunıń nátiyjesinde pedagogikalıq process bir qalıpte dawam etedi.

Bunday jumıstı ámelge asırıw ushın oqıtıwshı pedagogikalıq qarım-qatnas kónlikpelerine iye bolıwı, demokratiyalıq printsiplerdi jaqsı biliwı zárur. Ol oqıwshıǵa dostana, qadriyatlı, insaniylik qarım-qatnasta bolıwı kelispewshiliklerdi sheshiwde úlken ahmiyetke iye.

Kelispewshiliklerdin kelip shıǵıw sebepleri sıpatında-oqıtıwshılardıń oqıwshılar iskerligine qızıqpawı, olarǵa biyparılıǵı, ishki dúnyasın biliwge umılmaslıǵı kórsetilgen. Sonday jantasıwlar nátiyjesinde oqıtıwshı menen oqıwshılar arasında kelispewshilikler payda boladı ham olar óz waqtında sheshilmese, úlkeyip ketedi. Bunday jaǵday oqıtıwshılarda oqıwshılardı úyreniwge qızıǵıwdıń tómenligi nátiyjesinde payda bolǵan kelispewshiliklerdi sheshiwge uqıpsızlıqları nátiyjesinde payda boladı. Bunday jaǵday ásiyese, jas oqıtıwshılar arasında gúzetiledi.

Kelispewshilikler payda bolǵan sharayatlarda oqıtıwshılardıń oqıwshılar menen qarım-qatnaslarǵa qanshelli tayyar yamasa tayyar emesligin anıqlaw úlken ahmiyetke iye. Ayrım oqıwshılar sabaq processinde oqıtıwshıń aljastırıwı nátiyjesinde oqıw processı ózgeredi. Bul óz gezeginde, oqıtıwshıń jeterli kásipke tayar emesligin bildiredi. Oqıtıwshı óz xızmetinde pedagogikalıq ádep-ikramlılıq qaǵıydalarına boysınıwı, odan shetke shıqpawı tiyis. Payda bolǵan kelispewshiliklerden oqıtıwshı hámde oqıwshılar birdey jábir kóredi. Kelispewshilikler hám olardı sheshiwge tiyisli túrlishe ideyalar bar. Bunday jantasıwlar kelispewshiliklerdiń mazmun-mánisi, ósip atırǵan jas áwlad turmısında óz ornın bilmeslik, tuwrı bahalay almaslıq nátiyjesinde payda boladı. Olarǵa tómendegiler kiredi:

Kelispewshilikler hámme waqıt bar hádiyse. Oqıwshılar arasındaǵı kelispewshilikler tekǵana pedagogikalıq is-ilajlar jolı menen sheshiw múmkin. Kelispewshilikler eki tarepleme xarakterge iye boladı:

a) olardı Pedagogikalıq is-ilajlar qollaw jolı menen sheshiw mümkin; sebebi eki shaxs arasındığı maqsetler kelispewshiliklerdi keltirip shıǵarıwshı tiykarǵı faktor eken bul toqnasıwdı jaqsı tárepke baǵdarlaw arqalı sheshiledi.

b) kelispewshiliklerdiń sheshimin tapqan jaǵdayda oqıtıwshı onı jaqsı tárepke baǵdarlawı mümkin; sebebi oqıwshılar arasındığı hár qanday kelispewshiliklerdi pedagogikalıq tárepten tuwrı jantasqan jaǵdayda sheshiw mümkin.

Kelispewshiliklerdiń sheshimin tabıwda oqıtıwshınıń sheberligi menen bir qatarda, táreplerdiń qálewi-iradası hám ahmiyetke iye. Oqıtıwshı oqıwshılardı hámme waqıt kelispewshiliklerden uzaqlasıwǵa shaqırıwı tiyis. Eger kelispewshilikler óz waqtında sheshilmese, oqıwshılarda oǵan qaraǵanda nadurıs pikirler payda boladı. Oqıwshılar arasında kelispewshilikler payda bolǵanda usı kelispewshilikke qaraǵanda oqıtıwshı aktiv qarım-qatnasta bolıwı mümkin.

Kelispewshilikke salıstırmalı aktiv qarım-qatnasta bolıwı ushın oqıtıwshı ol haqqında jeterli bilim hám tajiriybege iye bolıwı kerek. Kelispewshilikler oqıwshılar arasındığı jaqsı ortalıqqa jaman tásir kórsetedi. Kelispewshilikler processinde oqıtıwshı qarama-qarsı táreptegi oqıwshılardı sinaqtan ótkizedi, olardıń háreketleri ham xarakteriniń ózgesheliklerin úyrenedi.

Ózara húrmet, teńlesleriniń máplerine zıyan jetkermeslik, óz maqsetlerin túsindiriwge umtılıw, jeke mápin qorǵaw, doslıq qarım-qatnaslardı payda etiw imkanın beredi.

Pedagogikalıq birge islesiw waqtında oqıtıwshı hámde oqıwshınıń nátiyjeli iskerligin kórsetiwi pedagogtıń kásiplik sheberligine baylanıshı. Oqıtıwshıda sóylew mádeniyatınıń tómenligi nátiyjesinde kóplegen kelispewshilikli jaǵdaylar payda boladı. Oqıtıwshınıń tárbiyalıq tásiiri oqıwshılar menen qarım-qatnası arqalı payda boladı. Ayrım oqıtıwshılar menen oqıwshılar arasındığı qarım-qatnas ashıq xarakterge iye bolıp, oqıwshılar olardıń sorawlarına durıs juwap beredi, kórsetpelerin sózsiz orınlaydı, zárur jaǵdaylarda paydalı másláhátler aladı, ayrım jaǵdaylarda, olar arasında kelispewshilikler payda boladı.

Oqıtıwshı ham oqıwshılar ortasındığı qarım-qatnaslar oqıwshılardıń qarım- qatnasına qaray quramalasadı. Sonıń ushın olar arasındığı túrli kelispewshiliklerdi sheshiwde «Birge islesiw pedagogikası» imkanıyatlarınan paydalanıw tiyis. Pedagogikada «tárbiya» sózi túrli mánislerde isletiledi. Misalı, tárbiya keń social mániste, social jaǵday sıpatında qollanılǵanda jamiyettiń barlıq tárbiyalıq quralların: shańaraqtı, mektepke shekemgi tárbiya orınların oqıw tárbiya orınların, miynet birlespelerin, maǵlıwmat derekleriniń tárbiya baǵdarındaǵı alıp barılatuǵın háreketlerin óz ishine aladı. Bul tárbiya quralları ósip kiyatırǵan jas áwladtı hár tárepleme kamal taptırıw jolında xizmet etedi.

Pedagogikalıq ádebiyatlarda hám ámeliyatta «tárbiya» sózi anıq tar baǵdardı belgilew ushın da isletiledi. Tap sol maniste tarbiyashılıqtıń basshılıǵı anıq maqsetke qaratılǵan processı tusiniledi. Tiykargi pedagogikalıq tusinikler: tálim, tárbiya hám maǵlıwmat. Oqıtıw - oqıtıwshı hám oqıwshınıń birgeliktegi iskerligi hám bul processte balalardıń maǵlıwmat alıwı, oqıw, kónlikpe hám tajiriybelerdi iyelewi, tárbiyalanıw, rawajlanıp barıwı názerde tutıladı. Maǵlıwmat-bunda tek oqıtıw, bálki ózine erkin bilim alıw, ǵalabalıq maǵlıwmatlar tásirinde insannıń ilimiy sistemasin iyelewi, ilimiy kóz-qarasın rawajlandırıwı kózde tutıladı.

Insan kamalati - bul insannıń keń mániste ishki ham sırtqı faktorlar tásirinde rawajlandırıw processı. Bul processte tárbiyanın úlken áhmiyetke iye ekenligi aytıladı. Insannıń rawajlanıwı - bul insan ómir jolı dawamında rawajlanıwınıń ózine say forması bolıp, arnawlı alıp barılatuǵın tárbiyalıq tásir nátiyjesi esaplanadı.

Psixologikalıq-pedagogikalıq kirisiwsheńlik tálim-tárbiya processindegi «zıyanlı hám paydalı» konfliktler. Konfliktler auditoriya misalında kelip shıǵıw sebeplerine toqtap ótemiz.

Konfliktlerdiń kelip shıǵıwında hár bir shaxstıń qulqında, háreketinde, millet, xalıqlıq ózgesheliklerinde boladı. Oqıw iskerligindegi kelispewshilikler bul iskerlik tiykarman mektep, licey, kolledj yaki joqarı oqıw orınlarında tálim-tárbiya processindegi túrli tańlawlardaǵı ayırım sabaq processindegi qarama-qarsı jaǵdaylar esaplanadı.

Konfliktlerdiń paydalı tárepleri sonnan ibarat, oqıtıwshı sabaq processin mashqalalı túrde alıp baradı. Mashqalalı jaǵdaylar kóbinese oqıwshılar aldın ózlestirilgen bilimlerinden jańa ámeliy sharayatta paydalanıwǵa májbúr bolganında júzege keledi.

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QISHLOQ XO‘JALIGI SUG‘ORILADIGAN YERLARIDAN FOYDALANISH SAMARADORLIGINI OSHIRISH

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Annotasiya. Maqolada O‘zbekiston Respublikasi qishloq xo‘jaligi yerlarning holati tahlil qilinib ularning qisqarib borish sabablari o‘rganilgan. Unda qishloq xo‘jaligi sug‘oriladigan yerlaridan maqsadli hamda samarali foydalanish masalalari va ularning meliorativ holatini yaxshilash borasida amalga oshirilayotgan chora-tadbirlar dasturlari tahlil qilinib, ulardan yanada samarali foydalanish bo‘yicha tegishli takliflar keltirilgan.

Kalit so‘zlar: qishloq xo‘jaligi, yer, yer resurslari, qishloq xo‘jaligi yerlari, sug‘oriladigan yerlar, yerlarning meliorativ holati, yerlardan maqsadli va samarali foydalanish.

IMPROVING THE EFFICIENCY OF AGRICULTURAL IRRIGATED LAND USE

Abstract. The article analyzes the state of agricultural lands of the Republic of Uzbekistan and studies the reasons for their reduction. It analyzed the issues of targeted and effective use of agricultural irrigated land and the program of implemented measures to improve their reclamation state, presented relevant proposals for their further effective use.

Key words: agriculture, land, land resources, agricultural land, reclamation state of irrigated land, targeted and efficient use of land.

ПОВЫШЕНИЕ ЭФФЕКТИВНОСТИ ИСПОЛЬЗОВАНИЯ СЕЛЬСКОХОЗЯЙСТВЕННЫХ ОРОШАЕМЫХ ЗЕМЕЛЬ

Аннотация. В статье проанализировано состояние сельскохозяйственных земель Республики Узбекистан и изучены причины их сокращения. На нем проанализированы вопросы целевого и эффективного использования сельскохозяйственных орошаемых земель и программы реализуемых мер по улучшению их мелиоративного состояния, представлены соответствующие предложения по их дальнейшему эффективному использованию.

Ключевые слова: сельское хозяйство, земля, земельные ресурсы, сельскохозяйственные угодья, мелиоративное состояние орошаемых земель, целевое и эффективное использование земель.

KIRISH.

Nar qanday jamiyat taraqqiyotining asosi yer bilan, birinchi navbatda undan foydalanish bilan bog‘liq. Negaki inson xayoti-faoliyatining asosiy vositasi hamda mamlakat boyligining boshlang‘ich manbai bo‘lgan va bundan keyin ham shunday bo‘lib qolaveradi. Shunday ekan, mavjud yer maydonlaridan, ayniqsa sug‘oriladigan yerlardan foydalanish samaradorligini oshirish bo‘yicha zaruriy ilmiy-amaliy tavsiyalar ishlab chiqish hamda joriy etish muhim ahamiyatga ega.

Aholi sonining yildan – yilga o‘sib borishi qishloq xo‘jalik mahsulotlari ishlab chiqarishini, aholini ish bilan ta‘minlashni to‘xtovsiz oshirib borishni talab qilmoqda. Bu esa o‘z navbatida ekn maydonlarini kamaytirishni hamda ular hosildorligini oshirib borishni taqozo qilmoqda.

Rasmiy ma‘lumotlarga qaraganda, 2023 yil 1 yanvar holatiga respublikamizni umumiy yer maydoni 44896,4 ming ga ni, shundan haydalma yerlar 4028,5 ming gani, ko‘p yillik daraxtzorlar

438,5 ming gani, yaylov va pichanzorlar 21215,4 ming gani tashkil etadi. Bu maydonlar bugungi kunda turli huquqlar asosida foydalanish maqsadlarida fermer xo‘jaliklariga, dehqon xo‘jaliklariga, korxonalar, muassasa va tashkilotlarga berilgan¹.

1980 yilda aholi jon boshiga o‘rtacha 0,22 gektar sug‘oriladigan yer maydoni to‘g‘ri kelgan bo‘lsa, 1990 yilga 0,20 gektar, 2000 yilda esa 0,17 ga, 2010 yilda esa 0,15 ga, 2018 yilda esa 0,1 ga, 2023 yilga kelib 0,09 gektarni tashkil etdi. Demak yildan yilga jon boshiga ekin maydonlari qisqarib bormoqda. Shu sababli, ekinlar hosildorligini oshirish qishloq xo‘jaligi ishlab chiqarishning eng dolzarb va asosiy vazifasi bo‘lib qolmoqda [2,3].

TADQIQOTNING OB‘EKTI VA USULLARI.

Tadqiqot ob‘ekti sifatida Respublika bo‘yicha qishloq xo‘jalik yer turlari maydonlari xizmat qilgan. Tadqiqotning usullari sifatida. Tadqiqot jarayonida iqtisodiy-statistik tahlil, iqtisodiy-matematik, qiyosiy tahlil, monografik va boshqa usullaridan foydalanilgan, olingan ma‘lumotlar B.A.Dospexov qo‘llanmasi bo‘yicha (1985 y.) va Microsoft Excel dasturida matematik - statistik tahlil qilingan [1].

TADQIQOT NATIJALARI.

Ma‘lumki, jamiyat qishloq xo‘jaligi asosan sug‘oriladigan dehqonchiikka asoslangan, 95-96 foiz qishloq xo‘jalik mahsulotlari aynan sug‘oriladigan yerlarga to‘g‘ri keladi. Shu sababli ham sug‘oriladigan yerlarni mahsuldorligini oshirish, ular maydonlarini kamaytirmasdan aksincha mumkin qadar kengaytirish, sug‘oriladigan tuproqlar unumdorligini tiklash va oshirish, sug‘orish suvidan samarali foydalanishni yaxshilash, doimo mamlakat iqtisodiyotini rivojlantirishning asosiy yo‘nalishlaridan biri bo‘lib kelgan. Ammo o‘tkazilgan tahlil natijalari ko‘rsatadiki, qator ob‘ektiv va sub‘ektiv sabablarga ko‘ra sug‘oriladigan yer maydonlarining ma‘lum miqdori qishloq xo‘jaligi foydalanishidan chiqib ketmoqda. Bu holat asosan noqishloq xo‘jalik ob‘ektlarini joylashtirish, aholi yashash joylarini kengaytirish, tabiiy hamda inson ta‘sirida jarayonlari ta‘sirida yerni suv va shamol eroziyasiga uchrashi, qayta sho‘rlanishi, botqoqlashishi natijasida ro‘y bermoqda.

Respublikamizda 2,7 mln ga dan ortiq qishloq xo‘jaligi yerlari suv eroziyasiga, 20,4 mln ga dan ortig‘i shamol eroziyasiga 2 mln ga dan ortiq yerlar esa bira to‘la suv va shamol eroziyasiga uchragan. Sug‘oriladigan maydonlarning 11,3 foizi suv va 54,7 foizi shamol eroziyasiga uchragan, 53,0 foizdan ortiq maydonda sho‘rlanish kuzatilmoqda [13].

Bularning natijasida 2023 yilga kelib 1990 yilga nisbatan sug‘oriladigan haydalma yerlar maydoni 4,85 foizga, qishloq xo‘jalik yerlari 2,47 foizga kamaygan bo‘lsa, ko‘p yillik daraxtzorlar maydoni 11,37 foizga, bo‘z yerlar 99,23 foizga, pichanzor va yaylovlar maydoni 12 foizga ko‘paygan [2,3] (1-jadval).

1 – jadval

Respublika bo‘yicha qishloq xo‘jalik yer turlari maydonlarining o‘zgarish²

| No | Maydoni, ming ga |
|----|------------------|
|----|------------------|

¹ O‘zbekiston Respublikasi iqtisodiyot va moliya vazirligi huzuridagi kadastr agentligining davlat kadastrlar palatasi. O‘zbekiston Respublikasi yer resurslarining holati to‘g‘risida milliy hisoboti. T., 2023.

² O‘zbekiston Respublikasi yer resurslari, geodeziya, kartografiya va davlat kadastr davlat qo‘mitasi Milliy hisobotlari 2005-2020 yy, O‘zbekiston Respublikasi iqtisodiyot va moliya vazirligi huzuridagi kadastr agentligining davlat kadastrlar palatasi. O‘zbekiston Respublikasi yer resurslarining holati to‘g‘risida milliy hisoboti. T., 2021-2023 yy.

| | Yer turlarining nomi | 1990 | 2004 | 2008 | 2012 | 2016 | 2020 | 2023 | 2023 yilni 1990 yilga nisbatan farqi |
|---|-------------------------------|---------|---------|---------|---------|---------|---------|---------|--------------------------------------|
| 1 | Haydalma yerlar | 4176,5 | 4042,7 | 4068,6 | 4064,7 | 4040,8 | 4033,5 | 4028,5 | -3,54 |
| | Shu jumladan sug'oriladigan | 3407,3 | 3297,7 | 3310,7 | 3307,3 | 3284,5 | 3259,9 | 3242,1 | -4,85 |
| 2 | Ko'p yillik daraxtzorlar | 366,8 | 337,0 | 342,3 | 356,7 | 380,8 | 403,8 | 438,5 | +19,54 |
| | Shu jumladan sug'oriladigan | 354,5 | 323,5 | 329,0 | 341,5 | 362,4 | 380,5 | 394,8 | +11,37 |
| 3 | Bo'z yerlar | 62,1 | 84,5 | 82,5 | 80,4 | 80,0 | 83,7 | 86,6 | +39,45 |
| | Shu jumladan sug'oriladigan | 25,9 | 48,3 | 48,3 | 47,0 | 46,9 | 48,7 | 51,6 | +99,23 |
| 4 | Pichanzor va yaylovlar | 23475 | 21217,1 | 20872,2 | 20720,4 | 21128,4 | 21118,0 | 21215,4 | -9,63 |
| | Shu jumladan sug'oriladigan | 37,5 | 43,9 | 43,1 | 43,0 | 43,0 | 42,9 | 42,0 | +12 |
| 5 | Qishloq xo'jalik yerlari jami | 28080,4 | 25681,3 | 25365,6 | 25252,2 | 25630 | 25639 | 25769 | -8,23 |
| | Shu jumladan sug'oriladigan | 3825,0 | 3713,4 | 3731,1 | 3738,8 | 3736,8 | 3732 | 3730,5 | -2,47 |

To'g'ri bu maydonlarning asosiy qismi fuqorolar tomorqa yerlari maydonlarini kengaytirish va sanoat tarmoqlarini qurish uchun ajratilgan. Lekin shu bilan bir vaqtda ushbu muddat ichida sug'oriladigan bo'z yerlar maydoni 25,7 ming ga, 99,2 foizga o'sgan. Bo'z yerlar tarkibiga samarasiz foydalanish natijasida, sug'orish qoidalarining buzilishi va tuproq meliorativ holatining yomonlashishi, eroziya ta'siri, kuchli sho'rlanishi gipslashishi hamda yangi o'zlashtirilgan yelar holatining yomonlashishi oqibatida, qishloq xo'jalik ishlab chiqarishi (oborot) dan chiqib qolgan sug'oriladigan va lalmi ekin yerlari kiradi. Umuman qishloq xo'jalik korxonalarini hududida bo'z yerlar mavjud bo'lishi va yildan yilga ko'payib borishi tashvishli holatdir. Bu sug'oriladigan haydalma yerlardan foydalanishda agrotexnik, tashkiliy xo'jalik jihatlardan yo'l qo'yilayotgan kamchiliklar natijasidir. Bu esa o'z navbatida, qishloq xo'jaligi ishlab chiqarishiga katta iqtisodiy zarar keltirmoqda. Jumladan, 1990 yilga nisbatan 2023 yilda 25,7 ming gektarga oshgan bo'lib bo'z yerlarning ko'payishi sug'oriladigan haydalma yerlarning kamayishiga olib kelmoqda.

Yuqoridagilar bilan bir qatorda maydonlarning sho'rlanishi va qayta sho'rlanishiga hamda sug'oriladigan yerlardan foydalanish samaradorligiga salbiy ta'sir ko'rsatmoqda. Sug'oriladigan

maydonlarning sho'rlanishi, eroziyaga uchrashi va boshqa salbiy ta'sirlar natijasida tuproqlar unumdorligi keskin pasayib bormoqda. 2020 yil 1 oktyabr holatiga O'zbekistondagi sug'oriladigan yerlarning 44,7 foizi turli darajada, xususan 31,0 foizi kuchsiz, 11,9 foizi o'rtacha, 1,9 foizi esa kuchli sho'rlangani aytilgandi. 2023 yilda qayd etilishicha, so'nggi yillarda olib borilgan tadqiqotlar respublikada sug'oriladigan yerlarning qariyb 53 foizi turli darajada sho'rlangani, 69 foizga yaqin tuproq ustki qatlamida gumus miqdori 0,5-1 foizni tashkil etgani, 600 ming gektar yaylov yerlari degradasiyaga uchraganini ko'rsatgan³. Buni Respublikamiz bo'yicha davriy o'tkazilayotgan yer baholash ishlarining natijalaridan ham ko'rish mumkin.

Olingan ma'lumotlarga qaraganda, masalan 2008 yilda 3606,878 ming ga yer maydonlari baholanib 83,693 ming ga yuqori sifatga (81-100 ball) ega bo'lgan bo'lsa 2023 yilda 3334,91 ming ga yer baholanib, uning 62,81 ming ga yuqori sifatga ega bo'lgan [2,3].

2-жадвал

| Tuproq sinflari sifati, bonitet ballari | Haydalma yerlar maydoni, ming ga | | | |
|---|----------------------------------|----------|----------|---------|
| | yillar | | | |
| | 2008 | 2013 | 2018 | 2023 |
| I-81-100 ball-yuqori | 83,693 | 75,038 | 73,091 | 62,81 |
| II-61-80 ball-yaxshi | 900,094 | 974,385 | 991,272 | 954,9 |
| III-41-60 ball-o'rtacha | 1738,199 | 1875,243 | 1947,625 | 1908,3 |
| IV-21-40 ball-o'rtachadan past | 875,130 | 736,686 | 657,056 | 408,9 |
| V-1-20 ball-yomon | 9,762 | 1,968 | 0,526 | - |
| Respublika bo'yicha | 3606,878 | 3663,32 | 3669,57 | 3334,91 |

2-jadvaldagi ma'lumotlardan ko'rinadiki, haqiqatdan ham o'tgan 16 davomida 81-100 ballik haydalma yerlar maydoni deyarli 20883 gektarga 24,95 % ga, 21-40 ballik yerlar 53,27 % ga kamaygan va aksincha 41-60 ballik yerlar maydoni 9,78 % ga oshgan. Bu ma'lumotlar haqiqatdan ham sug'oriladigan haydalma yerlar sifatini yomonlashib ketayotganligini bildiradi.

Mamlakatimiz qishloq ho'jaligi ishlab chiqarishida foydalanilayotgan asosiy yer maydonlaridagi tuproqlarning unumdorligini pasayib borayotganligini almashlab ekish tizimining qo'llanilmayotganligi, yerlarga ishlov berish sifatining pastligi, sug'orish, ayrim yerlarda ekinlardan hosil olishda faqat mineral o'g'itlar qo'llanishi (bu tuproq tarkibidagi makro va mikro ozuqa elementlarining maqbul nisbatini keskin o'zgarishiga olib keladi), hamda yer tuzishning barcha ilmiy yutuqlari bilan to'liq amalda qo'llanmasligi sabab bo'lmoqda. Buning oqibatida tuproq tarkibidagi gumusni kamayishi, tuproq strukturasi buzilishi, zichlashishi, tuproqda ekinlarga kasallik chaqiruvchi mikroorganizmlarning ko'payib borayotganligi, tuproqning zaharli moddalar bilan ifloslanishi, ikkilamchi sho'rlanish, eroziyaga uchrashi va boshqa salbiy holatlar kuzatilmoqda.

XULOSA VA TAKLIFLAR:

Yuqoridagi ko'rsatib o'tilgan salbiy holatlar shuni ko'rsatadiki, ekin maydonlaridan kutilgan hosilni olish maqsadida bugungi dehqonchilikning mavjud agrotexnikasiga aniqrog'i, agrotexnologiyasiga asoslanib olib borish, umuman olganda, yerdan foydalanishning bugungi holati, fikrimizcha tuproqlar unumdorligini pasayib ketish tendensiyasini keltirib chiqarmoqda.

³ <https://kun.uz/kr/45695026>

Vaholangki, dehqonchilik o'zining asli ta'rifi bo'yicha yerlardan yildan yilga yuqori sifatli hosil yetishtirish bilan bir qatorda tuproq unumdorligini oshirib borishga xizmat qilishi kerak. Shuning uchun ham uzoq yillar davomida olimlar tomonidan olib borilgan tadqiqotlar natijalariga suyangan holda ushbu sug'oriladigan maydonlar unumdorligini tiklash va oshirish, tuproqlar sho'rlanishini kamaytirish uchun quyidagi tadbirlarni amalga oshirish tavsiya etiladi:

- barcha turdagi qishloq xo'jalik mahsulotlari yetishtiruvchi sub'ektlar tuproq ma'lumotlariga, yer kadastrini bo'yicha aniq va to'liq axborotlarga va xaritalarga ega bo'lishi maqsadga muvofiq;

- qishloq xo'jaligida yerdan foydalanishni to'g'ri va aniq belgilash, to'g'ri tanlash va ular faoliyatini qishloq xo'jalik mahsulotlarini qayta ishlashni tashkil etish bilan birga to'g'ri yo'naltirish zarur;

- hududlarda yer tuzish ishlarini o'tkazishda atrofdagi xo'jalik yurituvchilar bilan muvofiqlashtirib, mukammal ilmiy asosda tuproq unumdorligini oshirishga yo'naltirilgan holda ishlab chiqish hamda amaliyotda qo'llash lozim;

- yer tuzishni o'tkazishda qishloq xo'jalik mahsulotlari yetishtiruvchi sub'ektlar dehqonchilik bilan chorvachilikni maqbul nisbatda bo'lishini e'tiborga olish va ularni rivojlantirish ehtiyojlarini hisobga olishlari lozim;

- xo'jaliklarda yer tuzishda ekinlarni almashlab ekish, ekinlarni joylashtirish sxemalarini qo'llash asosida tuproqning kimyoviy tarkibini yaxshilash va unumdorligini oshirib borishga mo'ljallangan bo'lishi kerak, buning uchun esa har gektar yerga har yili yoki bir necha yilda bir marta ma'lum miqdorda, ya'ni imkoniyatga qarab tuproqni moddalarga boyituvchi ekinlar ekilishi zarur;

- takroriy ekinlar ekishda tuproqqa ishlov berishni iloji boricha minimallashtirish va kam chuqurlikda (10-15 sm) olib borish, ishlov berish mexanizmlarini yangillashtirish, ularning bir marta yurganda bir necha funksiyalarni bajarishini ta'minlash zarur (Linken apparati – Angliya texnologiyasi) tuproqni ekishga tayyorlaydigan resurstejamkor kombinasiyalashgan mashina tuproqni zichlanishini oldini oladi, eroziyadan himoya kiladi, namni yo'qolishini kamaytiradi, mehnat unumdorligini oshiradi, sarf-xarajatlar va tuproqni ekishga tayyorlash muddatini keskin kamaytiradi;

- qishloq xo'jaligi ekinlarini yetishtirishda zamonaviy suv tejovchi texnologiyalarini qo'llash (suv tejaladi, ikkilamchi sho'rlanish, eroziyaga uchrash kamayadi, yerlarning meliorativ holati yaxshilanadi) kerak;

- taklif etilayotgan tavsiyalarni umumlashtirgan holda agroekotizimlarni tuproq hosil bo'lish jarayonlarida yuqori darajadagi unumdorlikka erishishini bir butun texnologik jarayon darajasiga ko'tarish zarur [4,5,6,7,8,9,10,11,12].

Shunday qilinganda to'liq komponentli unumdor tuproqqa ega bo'lgan yuksak darajada madaniylashgan agrolandshaftlar hosil bo'ladi, qishloq xo'jaligi va boshqa turdagi yer egaligida foydalaniladigan yerlar eng arzon, kompleks, har qanday nav va turdagi ekinlar talabiga muvofiq keladigan holdagi ozuqa elementlari nisbatiga ega bo'lgan organik o'g'it, go'ng, kompostlar bilan kerakli miqdorda o'z joyida ta'minlanadi, bu o'g'itlar ta'sirida esa ekologik toza sifatga ega bo'lgan har xil sara qishloq xo'jalik mahsulotlari yetishtiriladi, yengil sanoat va qayta ishlovchi ishlab chiqarish sanoati ham xomashyo bilan ta'minlanadi. Pirovard natijada, yerdan foydalanish

jarayoni to'liq, sermahsul, undan olinayotgan mahsulot ekologik toza bo'lishi ta'minlanadi, qishloq xo'jalik mahsulotlari ishlab chiqaruvchi sub'ektlarning iqtisodiy ahvoli yaxshilanadi.

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TRIGONOMETRIK FUNKSIYALARNI VA FORMULALARNI KOMPLEKS SONLAR YORDAMIDA ISBOTLASH.

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Annotatsiya. Mazkur maqolada trigonometrik funksiyalarni aniqlashda va turli trigonometrik formulalarni isbotlashda kompleks sonlar yordamida qanday isbotlash yo'llari ko'rsatilgan.

Kalit so'zlar: kompleks son, argument, Nyuton binomi, Muavr formulasi, ayniyat.

PROOF OF TRIGONOMETRIC FUNCTIONS AND FORMULAS USING COMPLEX NUMBERS.

Abstract. This article shows how to prove trigonometric functions using complex numbers and proving various trigonometric formulas.

Key words: complex number, argument, Newton's binomial, Muavr's formula, equation.

ДОКАЗАТЕЛЬСТВО ТРИГОНОМЕТРИЧЕСКИХ ФУНКЦИЙ И ФОРМУЛ С ИСПОЛЬЗОВАНИЕМ КОМПЛЕКСНЫХ ЧИСЕЛ.

Аннотация. В данной статье показано, как доказывать тригонометрические функции с помощью комплексных чисел и доказывать различные тригонометрические формулы.

Ключевые слова: комплексное число, аргумент, бином Ньютона, формула Муавра, уравнение.

Maqolada keltirilgan ma'lumotlardan iqtidorli o'quvchilar o'z bilimlarini mustahkamlashda foydalanishlari mumkin. Ma'lumotlar asosan sinus va kosinus uchun keltirilgan. Tangens va kotangenslarning xossalari quyidagi $tg\alpha = \frac{\sin\alpha}{\cos\alpha}$ va $ctg\alpha = \frac{\cos\alpha}{\sin\alpha}$ munosabatlar yordamida sinus va kosinuslarning mos xossalariidan osongina keltirib chiqarilishi mumkin.

1. Kompleks sonlar. Asosiy ta'rif va tushunchalar. **1-ta'rif.** z kompleks son deb $z = x + iy$ ko'rinishdagi ifodaga aytiladi, bunda x va y - haqiqiy sonlar i esa

$$i = \sqrt{-1} \text{ yoki } i^2 = -1 \quad (1)$$

tenglik bilan aniqlanuvchi mavhum birlik deb ataluvchi birlik.

x va y ni z kompleks sonning haqiqiy va mavhum qismlari deyiladi va bunday belgilanadi:

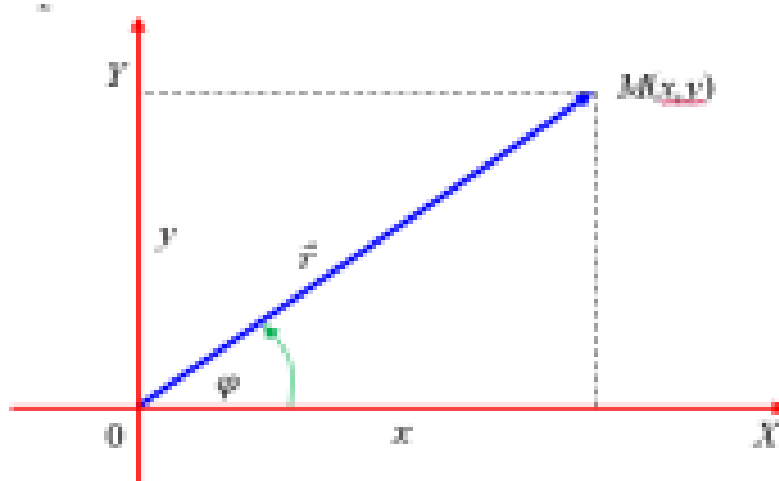
$$Re z = x, Im z = y$$

Xususiy holda, agar $x = 0$ bo'lsa, u holda $z = 0 + iy = iy$ sonni sof mavhum son, agar $y = 0$ bo'lsa, u holda $z = x + i \cdot 0 = x$, ya'ni haqiqiy son hosil bo'ladi. Shunday qilib, haqiqiy va mavhum sonlar z kompleks sonning xususiy holidir.

2 - ta'rif. Agar ikkita $z_1 = x_1 + iy_1$ va $z_2 = x_2 + iy_2$ kompleks sonlarning haqiqiy qismi alohida, mavhum qismi alohida teng bo'lsa, bu kompleks sonlar teng, ya'ni $z_1 = z_2$

$= z_2$ bo'ladi, boshqacha aytganda $Re z_1 = Re z_2$ va

$Im z_1 = Im z_2$ bo'lsa, $z_1 =$



1-chizma.

z_2 hisoblanadi.

3-ta'rif. $z = x + iy$ kompleks sonning haqiqiy va mavhum qismi nolga teng bo'lsagina, u nolga teng bo'ladi, ya'ni agar $x = 0$ va $y = 0$ bo'lsagina, $z = 0$ va aksincha. 1-chizma.

4-ta'rif. Mavhum qismlari bilan farq qiluvchi ikkita $z = x + iy$ va $\bar{z} = x - iy$ (2) kompleks son qo'shma kompleks sonlar deyiladi. 5-ta'rif. Haqiqiy va mavhum qismlarning ishorolari bilan farq qiluvchi ikkita

$$z_1 = x + iy \text{ va } z_2 = -x - iy \quad (3)$$

kompleks son qarama-qarshi kompleks sonlar deyiladi.

2. Kompleks sonning geometrik ta'sviri va trigonometrik shakli

Har qanday $z = x + iy$ kompleks sonni OXY tekislikda X va Y koordinatali $A(x, y)$ nuqta shaklida tasvirlash mumkin va, aksincha, tekislikning har bir nuqtasiga kompleks son mos keladi.

Kompleks sonlar tasvirlanadigan tekislik z kompleks o'zgaruvchining tekisligi deyiladi.

Kompleks tekislikda z sonni tasvirlovchi nuqtani z nuqta deb ataymiz (1-chizma). OX o'qda yotuvchi nuqtalarga haqiqiy sonlar mos keladi (bunda $y=0$), OY o'qda yotuvchi nuqtalar sof mavhum sonlarni tasvirlaydi (bu holda $x=0$). Shu sababli OX o'q haqiqiy o'q.

OY o'q mavhum o'q deyiladi. $A(x, y)$ nuqtani 3 koordinatalar boshi bilan birlashtirib OA vektorni hosil qilamiz, bu ham $z = x + iy$ kompleks sonning geometrik tasviri deyiladi.

Koordinatalar boshini qutb deb, OX o'qning musbat yo'nalishini qutb o'qi deb kompleks tekislikda koordinatalarning qutb sistemasini kiritamiz. φ va r larni $A(x, y)$ nuqtaning qutb koordinatalari deymiz.

A nuqtaning qutb radiusi r , ya'ni A nuqtadan qutbgacha bo'lgan masofa z kompleks sonning moduli deyiladi va z kabi belgilanadi.

$$r = |z| \quad (4)$$

ekani ravshan.

A nuqtaning qutb burchagi φ ni z kompleks sonning argumenti deyiladi va **Argz** kabi belgilanadi. Argument bir qiymatli aniqlanmay, balki 2π qo'shiluvchi qadar aniqlikda aniqlanadi, bunda k –butun son. Argumentning hamma qiymatlari orasidan $0 \leq \varphi < 2\pi$ tengsizliklarni qanoatlantiruvchi bittasini tanlaymiz. Bu qiymat bosh qiymat deyiladi va bunday belgilanadi:

$$\varphi = \operatorname{arg} z \quad (5)$$

$$\text{Ushbu} \quad (6)$$

tengliklarni hisobga olib, z kompleks sonni bunday ifodalash mumkin:

$$z = x + i \cdot y = r \cdot (\cos \varphi + i \sin \varphi), \quad (7)$$

Yozuvning (7) shakli kompleks sonning trigonometrik shakli deyiladi. $z = x + iy$ ko'rinishdagi yozuv kompleks sonning algebraik shakli deyiladi.

4. Kompleks sonni darajaga ko'tarish va ildizdan chiqarish

Ko'paytirish qoidasidan darajaga ko'tarish qoidasi kelib chiqali.

$$z = r \cdot (\cos \varphi + i \cdot \sin \varphi)$$

uchun natural n da

$$z^n = r^n \cdot (\cos n\varphi + i \cdot \sin n\varphi)$$

ekani kelib chiqadi. Bu formula Muavr formulasi deyiladi. Bu formula kompleks sonni natural darajaga ko'tarishda modul shu darajaga ko'tarilishi, argument esa daraja ko'rsatkichiga ko'paytirilishi kerakligini ko'rsatadi.

1-misol. Mavhum birlik i ning natural darajasi uchun formula toping.

Yechish. $i^1 = i$, $i^2 = -1$, $i^3 = i \cdot i^2 = -i$,

$$i^4 = i^2 \cdot i^2 = 1, \quad i^5 = i \cdot i^4 = i, \quad i^6 = i \cdot i^5 = i^2 = -1,$$

$$i^7 = i \cdot i^6 = -i, \quad i^8 = i^7 \cdot i = -i^2 = 1.$$

Umuman,

$$i^{4k} = 1, \quad i^{4k+1} = i, \quad i^{4k+2} = -1, \quad i^{4k+3} = -i$$

2-misol \sin va $\cos 2$ larni isbotlang

Yechish. Isbotlashimiz uchun z^2 topish yetarli

$$Z^2 = (r)^2 \quad \text{va bu}$$

$$Z^2 = (r^2(\cos^2 + 2i\cos\sin + i^2\sin^2)) \quad \text{yoki (1) dan kelib chiqib } Z^2 = (r^2(\cos^2 + 2i\cos\sin - \sin^2))$$

Muavr formulasiga ko'ra esa

$$Z^2 = r^2 \text{ teng bo'ladi.}$$

Haqiqiy va mavhum qismlarni tenglasak

$$= \cos^2 - \sin^2$$

$$= \cos\sin$$

kabi formulani olishimiz mumkin

3-misol z^3 darajasiga ko'tarish.

Yechish.

$$Z^3 = (r)^3 \quad \text{va bu}$$

$$Z^3 = r^3(\cos^3 + 3i\cos^2\sin + 3i^2\cos\sin^2 + i^3\sin^3)$$

(1), 5- misoldan va Muavr formulasidan kelib chiqib

$$Z^3 = r^3(\cos 3 + i\sin 3) \quad \text{ko'ra}$$

$$\cos 3 = \cos^3 - 3\cos\sin^2$$

$$\sin 3 = 3\cos^2 \sin - \sin^3$$

$\sin 3$ va $\cos 3$ formula isbotini ko'rishimiz mumkin.

4-misol $\sin 4n$ va $\cos 4n$ ni isbotlash.

Yechish. $4n$ darajaga ko'tarish kerak. Buning uchun bizga Nyuton binomi formulasini keltiramiz.

$$(a+b)^{4n} = a^{4n} + a^{4n-1}b + a^{4n-2}b^2 + a^{4n-3}b^3 + a^{4n-4}b^4 + \dots + ab^{4n-1} + b^{4n}$$

shu ko'rinishda ochib chiqilsa

$$\begin{aligned} (\cos + i\sin)^{4n} &= \cos^{4n} + i\cos^{4n-1}\sin + i^2\cos^{4n-2}\sin^2 + i^3\cos^{4n-3}\sin^3 + \\ &+ i^4\cos^{4n-4}\sin^4 + \dots + i^{4n-1}\cos\sin^{4n-1} + i^{4n}\sin^{4n} \end{aligned}$$

Kabi holatga keldi.

5-misolga keltirilganidek i ning qiymatlari qo'ysak

$$\begin{aligned} (\cos + i\sin)^{4n} &= \cos^{4n} + i\cos^{4n-1}\sin - \cos^{4n-2}\sin^2 - i\cos^{4n-3}\sin^3 + \\ &+ \cos^{4n-4}\sin^4 + \dots - i\cos\sin^{4n-1} + \sin^{4n} \end{aligned}$$

Muavr formulasiga ko'ra esa $\cos n + i\sin n$.

Demak

$$\begin{aligned} \cos n &= \cos^{4n} - \cos^{4n-2}\sin^2 + \dots - \cos^2\sin^{4n} + \sin^{4n} \\ \sin n &= \cos^{4n-1}\sin - \cos^{4n-3}\sin^3 + \dots + \cos^3\sin^{4n-3} - \cos\sin^{4n-1} \end{aligned}$$

Formula isbotlandi.

O'quvchilar mustaqil yechishlari uchun quyidagi masalalarni tavsiya qilishimiz mumkin.

1. Trigonometriyaning asosiy ayniyatidan foydalanib $\cos 2$ va $\cos 3$ bir xil nomli formulasini ko'rsating.

2. Trigonometriyaning asosiy ayniyatidan foydalanib $\sin 2$ va $\sin 3$ bir xil nomli formulasini ko'rsating.

3. kompleks sonlar yordamida $\sin 4$ va $\sin 5$ formulasini aniqlang .

4. $\cos^5 = \cos 5 + \cos 3 + \cos$ ni isbotlang

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SOMONIYLAR DAVLATINING TASHKIL TOPISHI HAQIDA MULOHAZALAR

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Annotatsiya. Ushbu maqolada milodiy IX-X asrlarda Movarounnahr va Xurosonda siyosiy vaziyatning keskinlashuvi, shuningdek, Arab xalifaligining zaiflashuvi natijasida mustaqil davlat tuzishga yuzaga kelgan tarixiy sharoit o'rganiladi. Maqolada Somoniylar davlati – uning tashkil topishi, hukmdorlari, davlat boshqaruvi haqida ma'lumotlar beriladi. Shu bilan birga Somoniylar tomonidan olib borilgan tashqi siyosat tahlil qilinadi.

Kalit so'zlar: Arab xalifaligi, Movarounnahr, Xuroson, Buxoro, Samarqand, Ahmad, Nasr, Ismoil, devonxona, dirham.

CONSIDERATIONS ON THE ORGANIZATION OF THE SOMONI STATE

Abstract. In this article, the situation that arose as a result of the creation of an independent state as a result of the aggravation of the political situation in Movarounnahr and Khorasan in the 9th-10th centuries AD, as well as the weakening of the Arab caliphate is studied. The article provides information about the Somani state - its establishment, rulers, state administration. At the same time, the foreign policy conducted by the Somonites is analyzed.

Key words: Arab caliphate, Movarounnahr, Khurasan, Bukhara, Samarkand, Ahmed, Nasr, Ismail, devankhana, dirham.

СООБРАЖЕНИЯ ПО ОРГАНИЗАЦИИ ГОСУДАРСТВА СОМОНИ

Аннотация. В статье рассматриваются исторические условия создания независимого государства в результате обострения политической ситуации в Моваруннахре и Хорасане в IX-X веках нашей эры, а также ослабления Арабского халифата. В статье представлены сведения о соманском государстве - его создании, правителях, государственном управлении. При этом анализируется внешняя политика, проводимая сомонитами.

Ключевые слова: Арабский халифат, Моваруннахр, Хорасан, Бухара, Самарканд, Ахмед, Наср, Исмаил, деванхана, дирхам.

KIRISH

Arab xalifaligi qo'l ostida bo'lgan Movarounnahr va Xurosondagi doimiy xalq qo'zg'olonlari markaziy hokimiyatning zaiflashuviga, bu yerdagi nazoratning arab noiblari qo'lidan chiqib ketishiga, mahalliy zodagonlarning asta-sekinlik bilan boshqaruv ishlariga jalb qilinishiga olib keldi. Ana shunday bir vaziyatda Somoniylar sulolasi vakillari tarix sahnasiga chiqdi. Arab xalifaligidagi taxt uchun kurashda Somoniylarning ishtiroki ularga xalifa tomonidan ma'lum imtiyozlarning berilishi, viloyatlar boshqaruvining topshirilishi, Tohiriylar orqali xalifalik xazinasiga soliq to'lab turishi bilan tugaydi. Bu vaqtda Movarounnahr va Xuroson xalifalikka nomigagina bo'ysunib, amalda mustaqil bo'lib oladilar.

ASOSIY QISM

Milodiy 809-yilda Xalifa Horun ar-Rashid vafotidan so'ng, Arab xalifaligida taxt uchun kurash boshlanib ketadi. Dastlab taxtga xalifaning katta o'g'li Amin o'tkaziladi. Ammo, Horun ar-Rashidning kichik o'g'li Ma'mun (Ma'mun laqabi, asl ismi Abdulla) ham taxt uchun da'vogar

hisoblanardi. Shu sababli 811-yildan aka-ukalar o'rtasida hokimiyat uchun kurash shiddatli tus oldi. Hirotidagi Bo'shang shahri hokimi bo'lgan Tohir ibn Husayn taxt uchun kurashda Ma'munni qo'llab-quvvatlaydi va uning qo'shinlariga boshchilik qiladi. Natijada, 813-yilda xalifalik taxti egallanib Ma'mun hukmronlik (813-833) davri boshlandi. Tohir ibn Husayn xalifa oldidagi xizmatlari uchun 815-yilda xalifalik qo'shinlari bosh qo'mondoni etib tayinlandi. 821-yilda Ma'mun Tohir ibn Husaynni Xuroson viloyatiga noib etib tayinlaydi. Viloyat markazi sifatida Nishopur shahri tanlanadi. U Xuroson va O'rta Osiyo viloyatlarini (Tabariston, Ray, Jurjon, Kirmon, Seyiston, Xuroson, Movarounnahr janubi) boshqaradi.⁴ Xalifa tomonidan bunday katta ishonch bildirilishining o'zi ham Tohir ibn Husaynning davlat boshqaruvida kuchli siyosiy va harbiy ta'sirga ega ekanligidan dalolat beradi.

Aynan shu omillar uni Abbosiylardan mustaqil faoliyat olib borishiga turtki bo'ldi. 822-yilda xalifa nomini xutba namozidan chiqarib tashladi, lekin ko'p o'tmasdan vafot etdi. Xalifalik taxtiga Ma'munning kelishida Somoniylarning ham yordami katta edi. Narshaxiyning asarida yozilishicha, xalifa buyrug'i bilan Nuh ibn Asadni Samarqandga, Ahmad ibn Asadni Marvga amir qilib tayinladi. Bu (voqea) ikki yuz ikkinchi yilda (20 iyul 817—9 iyul 818) bo'lgan edi.⁵

Keyinroq, Ahmad ibn Asad Farg'onaga, Yahyo Shosh va Usturshonaga, Ilyos esa Hirotga noib etib tayinlanadi. O'z navbatida somoniylar tohiriylar orqali xalifalik xazinasiga soliq to'lab turishgan. Sug'd hududi 326 ming dirham soliq to'lashgan, Farg'ona – 280 ming dirham, Shosh – 607 ming, Usturshona – 50 ming soliq to'lagan. Bu iqtisodiy yuksalish harbiy qudratni ham belgilagan.

Movarounnahrda 600 ming suvoriy va piyoda qo'shin bo'lgan. Bu ma'lumotlarning o'zi ham Movarounnahrning xalifalikka nomigagina bo'ysunib, amalda mustaqil hudud sifatida ajralib chiqqanligini ko'rsatadi. IX asrning birinchi yarmida turk-o'g'uzlar Movarounnahr shimolidan hosildor voha hududlariga tez-tez hujum uyushtira boshladi. Ulardan himoyalani uchun mustahkam mudofaa istehkomlari Buxoroda (Kampir devor) va Samarqandda (Qiyomat) devorlar bunyod etiladi. Yahyo va Nuh ibn Asad 840-yilda Isfijobning turk hokimiga qarshi yurish qiladilar va g'alabaga erishadilar.⁶

Dastlab, Asadning katta o'g'li Nuh ukalarining mulklarini birlashtirib, xalifalikdan mustaqil davlat barpo etish siyosatini boshlaydi. Chunki, manbalarda Nuh nomidan tangalar zarb qilingani ma'lum. Uning vafotidan so'ng ukasi Ahmad Movarounnahrni birlashtirish ishlarini davom ettiradi, tohiriylar unga qarshilik ko'rsata olmaydilar. 865-yilda Ahmadning vafotidan keyin uning ishlariga Nasr boshchilik qiladi. Nasr davlatni Samarqanddan turib boshqargan.

Buxoroga noib etib Nasr o'zining ukasi Ismoilni tayinlaydi. Ammo, Ismoil akasiga itoatsizlik qilib Samarqandga o'lpon yubormay qo'yadi. 886-yilda bo'lgan dastlabki to'qnashuvda Ismoil mag'lubiyatga uchraydi va noiblikdan tushiriladi. Oradan ikki yil o'tib, 888-yilda bo'lib o'tgan ikkinchi jangda akasi Nasr qo'shinlarini tor-mor etadi. 892-yilda akasining vafotidan so'ng Ismoil Somoniy Movarounnahrning to'laqonli hukmdoriga aylanadi. Poytaxt Samarqand shahridan Buxoroga ko'chiriladi.⁷

⁴ Eshov B. – O'zbekistonda davlat va mahalliy boshqaruv tarixi. Birinchi kitob – T:Yangi asr avlodi. 2019. 259-b.

⁵ Abu Bakr Muhammad ibn Ja'far an-Narshaxiy – BUXORO TARIXI. – Fors tilidan A. Rasulev tarjimasini, Mas'ul muharrir A. O'rinboyev. www.ziyo.uz.com kutubxonasi 43-b.

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Ismoil Somoniy – o‘z davrining yirik, aqlli va tadbirkor hukmdorlaridan biri edi. U milodiy 849-yilda Farg‘onada tavallud topgan. 14 yoshida otasi vafot etib, akasi Nasr qo‘lida qoladi. Ismoil Somoniyning siyosiy faoliyati 874-yildan boshlanib 907-yilgacha davom etadi.

Manbalar tili bilan aytganda Ismoil Somoniy “aqlli, adolatli, shafqatli, fikr va tadbir egasi” edi. Ismoil 893-yilda ko‘chmanchi turk qabilalari ustiga yurish qiladi. Bu yurishda u katta tarixiy g‘alabani qo‘lga kiritadi. Taroz (hozirgi Jambul) shahrini egallab, turklarning xonini 10 ming askari bilan asirga oladi. Bu jangda shunchalik katta o‘lja qo‘lga kiritiladiki, har bir jangchiga 10 ming dirhamdan boylik ulashib beriladi. Ismoil Somoniy Tarozdagi xristian qasrini musulmon masjidiga aylantiradi. Albatta, bu o‘zgarishlar xalifa Mutazzidga (892-902) va Xuroson hukmdori Amr ibn Laysga (879-900) yoqmad. Xalifa Ismoilni Movarounnahr hukmdorligidan tushirib,



Amr ibn Laysni Xuroson va Movarounnahr ustidan hokimligi to‘g‘risida farmon chiqardi.

Xalifaning bundan ko‘zlagan maqsadi ikki o‘rtada urush chiqarish va amalda mustaqil bo‘lib olgan bu hududlarni yana o‘zining tasarrufiga qaytarish edi. Ammo, xalifaning bu rejalari amalga oshmay, 900-yilda bo‘lib o‘tgan jangda Ismoil Somoniy g‘alaba qozondi va Xuroson hududlarini ham o‘z davlati tarkibiga qo‘shib oldi. Ismoil Somoniy o‘z davrida shunday kuchli va qudratli davlat barpo eta oldiki, endilikda mamlakatni himoya qilish uchun mudofaa devorlari kerak bo‘lmay qoldi. O‘zining qudratli qo‘shinlariga ishongan Ismoil: <<Men – Buxoroning devoriman>> deb aytgan edi. Ismoil Somoniy mamlakat manfaatlarini yo‘lida hizmat qiladigan amaldorlarni atrofiga yig‘di va mamlakatni Arab xalifaligidan to‘liq mustaqil tarzda idora qila boshladi. Mamlakat mudofaasini tashkil etishda yetakchi mavqeyni turk sarkardalari va g‘ulomlari qo‘llariga olishgan edi. Ammo, ularga doim ham ishonib bo‘lmas, istalgan vaqtda hukmdorga

qarshi bosh ko'tarishlari mumkin edi. Shuningdek, Sejiston, G'uzg'on, G'azna, Garjiston, Isfijob, Xorazm, Tojikistonning tog'li viloyatlari: Chag'oniyon va Rashtani somoniylar o'zlariga to'liq bo'ysundira olmadilar. Bu hokimliklar rasmiy hokimiyatni tan olsalar-da, amalda mustaqil siyosat yurgizdilar.

Somoniylar davlati.⁸

Ismoil Somoniy o'z davlatida boshqaruv tizimini markazlashtirishga harakat qildi. Bu tizim asosini hukmdor dargohi (saroyi) va devonlar (vazirliklar) majmui tashkil etgan. Oliy hukmdor amir unvoniga ega edi. Shu sababdan yozma manbalarda Amir Ismoil, Amir Ahmad kabi ta'kidlarni uchramiz. Bundan tashqari Xoris amiri lavozimi ham bo'lib, u oliy hukmdorning barcha hukm va topshiriqlarining ijrosini nazorat qilgan. Dargoh hamda boshqa muhim idoralarning xavfsizligi Bosh Hojib va uning xodimlari tomonidan ta'minlangan.

Dargohning xo'jalik yumushlari faoliyati bilan Vakil shug'ullangan. Bundan tashqari, dargohda dasturxonchi, eshik-og'asi, sharbatdor kabi xizmatchilar bo'lgan. Devon boshqaruvi 10 ta yo'nalishdan iborat bo'lib, poytaxt Buxoroda alohida binolarda joylashgan. Viloyatlar hokimlari hokim, shahar hokimi esa rais deb atalgan. Davlat ishlariga qabul qilishda ma'lum bir talablar o'lchovi bo'lgan: davlat tilini mukammal bilish, zamona huquq me'yorlaridan to'liq xabardorlik, tarix, adabiyot kabi ilmlardan boxabarlik, hisob-kitob ishlaridan bilimdonlik kabilar.

Harbiy lashkar ikki toifaga bo'lingan: doimiy ravishda faoliyat ko'rsatuvchi saralangan (gvardiya) va zarur hollarda yig'iladigan ko'ngillilar. Yuqoridagilardan shunday xulosa chiqarish mumkinki, somoniylar davrida davlat boshqaruvi va harbiy siyosatning o'z davri uchun murakkab va salohiyatli tizimi tashkil topgan. Boshqaruv tizimiga alohida e'tibor berilganligini shundan bilsam ham bo'ladiki, davlatning umumiy yillik daromadi 45 million dirhamni tashkil qilgani holda, shundan 20 million dirhami davlat boshqaruvi va lashkarlarga sarflangan. Somoniylar hukmronligi davrida Movarounnahr, Xorazm, Xurosonda dehqonchilik, hunarmandchilik, savdo-sotiq, tog'-kon sohalari gullab-yashnadi, bunga asosiy sabab esa markazlashgan davlatning tashkil topganligida va mamlakat aholisining xavfsizligi ta'minlanishida edi.⁹

XULOSA

Arab xalifaligining zaiflashuvi Movarounnahrning mustaqil davlat sifatida ajralib chiqishiga imkoniyat yaratdi. Somoniylar sulolasi vakillari tomonidan boshqarilayotgan viloyatlar asta-sekinlik bilan yagona markazga birlashdi. Albatta, bu jarayon uzoq davom etdi, Somoniylar birlashuv jarayonida ichki va tashqi kuchlarning qarshiligiga duch keldi. Somoniylar davlatini to'liq mustaqil va yagona markazlashgan davlat sifatida tarix sahnasiga olib chiqa olgan shaxs – Ismoil Somoniy hisoblanadi. Uning qat'iyatli siyosati natijasida markazlashgan davlat asoslari yaratildi. Somoniylar davlati O'zbek davlatchiligi tarixida muhim ahamiyatga ega va bu davrning chuqurroq o'rganilishi biz uchun noma'lum bo'lgan tarixiy ma'lumotlarni yuzaga chiqaradi.

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KIMYOVIY O'G'ITLARNING ATROF-MUHITGA TA'SIRI.

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Guliston agrotexnologiyalar texnikumi maxsus fan o'qituvchisi.

Hamdamova Xurshida Nazarqulovna

Guliston agrotexnologiyalar texnikumi maxsus fan o'qituvchisi.

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Annotatsiya. Ushbu maqolada kimyoviy o'g'itlar (azot, fosfor, kaliy) dan foydalanish natijasida tuproqdagi harakatchan oziq moddalar miqdori sezilarli darajada oshadi. Ushbu maqolada kimyoviy o'g'itlardan qishloq xo'jaligida foydalanish va uni atrof-muhitga ta'siri haqida so'z boradi.

Kalit so'zlar: kimyoviy o'g'itlar, azot, fosfor, kaliy, tuproq oziq moddasi, o'sish, rivojlanish.

ENVIRONMENTAL IMPACT OF CHEMICAL FERTILIZERS.

Abstract. In this article, as a result of the use of chemical fertilizers (nitrogen, phosphorus, potassium), the amount of mobile nutrients in the soil increases significantly. This article talks about the use of chemical fertilizers in agriculture and its impact on the environment.

Key words: chemical fertilizers, nitrogen, phosphorus, potassium, soil nutrients, growth, development.

ВЛИЯНИЕ ХИМИЧЕСКИХ УДОБРЕНИЙ НА ОКРУЖАЮЩУЮ СРЕДУ.

Аннотация. В данной статье в результате применения химических удобрений (азота, фосфора, калия) количество подвижных элементов питания в почве значительно увеличивается. В данной статье рассказывается об использовании химических удобрений в сельском хозяйстве и их влиянии на окружающую среду.

Ключевые слова: химические удобрения, азот, фосфор, калий, питательные вещества почвы, рост, развитие.

Azotli o'g'it

Azot xlorofillning muhim tarkibiy qismi va ekinlar oqsillari va fermentlarining asosiy komponentidir. Bu o'simliklar va barglarning tez va sog'lom o'sishiga, yashil va yorqin ranglarga, ekinlarning fotosintez tezligiga, ekinlarning hosildorligini oshirishga va ekin sifatini yanada yaxshilashga yordam beradi.

Qishloq xo'jaligida yetishtirilyotgan ekinlarga azotli o'g'itlar yetishmaydi, biz o'simlik maydonining kattaligidan azot yetkazib berish holatini kuzata olamiz. Ko'chatlarda azot yetishmasligi ko'pincha sekin o'sishi, qisqa o'simliklari, ingichka va mayda barglari, yashil va sariq barglari yo'qligi, och yashil o'simliklar va tagida eski barglarning sarg'ayishi bilan namoyon bo'ladi, bu esa qishloq xo'jaligida yetishtirilayotgan ekinlar uchun jiddiy muammodir. O'simlik Poyasi kalta va ingichka, shoxlari va tuplari kam, azot yetishmaydigan dalalarda ekinlarning erta qarishi kurtaklari, gullari va hosili tushishiga olib keladi, bu esa qishloq xo'jaligida ekinlar yetishtirishga jiddiy ta'sir qiladi.

Fosfat o'g'itlari

Fosforli o'g'it o'simlik yadrosi oqsili va lesitin hosil bo'lishi uchun ajralmas element hisoblanadi. U hujayra bo'linishini tezlashtirishi, ildizlar va er usti qismlarining o'sishini tezlashtirishi, gul kurtaklari differentsiatsiyasini rag'batlantirishi, erta pishishi va meva yetilish

tezligini oshirishi mumkin. Bu erta ildiz tizimlarining shakllanishi va o'sishiga yordam beradi va o'simliklarning tashqi muhit sharoitlariga tez moslashish qobiliyatini oshiradi.

Fosforning ortiqcha miqdori

Qishloq xo'jaligida forforni ortiqcha qo'llanilishi tuproqda sink yetishmasligini keltirib chiqarishi mumkin. Kalsiy fosfatning haddan tashqari ko'p ishlatilishi tuproqdagi sink va fosfor o'rtasidagi antagonizmni keltirib chiqaradi. O'simliklar sinkni o'zlashtira olmaydi, buning natijasida ekinlarda sink yetishmasligining aniq belgilari paydo bo'ladi; kalsiy-magniy-fosforli o'g'itlar va boshqa ishqoriy fosforli o'g'itlarni haddan tashqari ko'p ishlatish tuproqni ishqorlashishiga olib keladi. Bu sinkning samaradorligini pasaytiradi va o'simliklarga sinkning yetishmasligiga ta'sir qiladi, natijada ekinlar ko'chat bosqichida sekin o'sadi, barglarining sekin o'sishi va fotosintezga ta'sir qiladi.

Fosforning haddan tashqari ko'p ishlatilishi ekinlar tomonidan o'rta elementli kremniyli o'g'itning so'rilishiga ta'sir qiladi. Tadqiqot natijalariga ko'ra, fosforli o'g'itlarni haddan tashqari ko'p ishlatish tuproqdagi kremniyning qattiqlashishiga olib keladi va emilim va utilizatsiya darajasi past bo'ladi, natijada ekinlarda kremniy yetishmaydi.

Kaliyli o'g'it

Kaliy fotosintezning intensivligini oshirishi, ekinlarda moddalarning tez to'planishiga yordam beradi, ekinlarning kasalliklarga chidamliligini oshiradi, ekinlar tomonidan azotning so'rilishi va utilizatsiyasini oshirishi bilan qishloq xo'jaligida zarur kimyoviy o'g'itdir. Shuning uchun azot va kaliy qo'shimchalarining ta'siri yaxshiroqdir.

Kaliyning fiziologik ta'siri: O'simliklarda kaliyning miqdori fosforli o'g'itdan, alohida ildiz ekinlarida esa azotli o'g'itdan oshib ketadi. U asosan ion holatida mavjud. Bu o'simliklardagi turli xil fermentlarning faollashtiruvchisi, stomataning ochilishi va yopilishini tartibga soladi va uglevodlarni rag'batlantiradi. Bu o'simliklarning qurg'oqchilik, past harorat, tuz tarkibi, zararkunandalarga zarar yetkazish, turar joy va boshqalar kabi har xil salbiy sharoitlarga chidamliligini oshiradi.

Kaliyli o'g'itlarni ortiqcha qo'llash ham ekinlarning ishlab chiqarish holatini quvvatini jiddiy ravishda zaiflashtiradi va hosilni kamaytiradi. Bundan tashqari, suvni evtrofikatsiya qilish uchun suv manbalariga zarar yetkaziladi. Kaliyli o'g'itlarni haddan tashqari ko'p qo'llash zararli metallar va zararli bakteriyalarning ayrim turlarining me'yordan oshib ketishiga, tuproqdagi ozuqaviy tuzilma va muvozanatning buzilishiga, tuproq belgilarining buzilishiga, suvning ifloslanishiga olib keladi.

O'g'itlar tuproqqa solinadi, o'simlikka purkaladi (bargidan oziqlantirish) yoki urug'likka ishlov berishda qo'llaniladi. O'g'itlarni ko'p martalab katta ulushlarda solish va tuproqni madaniylashtirishning boshqa usullari (ishlov berish, almashlab ekish va boshqalar) tuproq hosil bo'lishi jarayonining yo'nalishini o'zgartirishi; yangi tuproq tipchalari — yuqori hosildorligi bilan ajralib turadigan madaniylashgan (har xil darajadagi) antropogen tuproqlar hosil bo'lishiga olib kelishi mumkin. O'g'itlar to'g'ri solinganda o'simliklar o'sishiga, rivojlanishiga ijobiy ta'sir qiladi, hosilni oshiradi va mahsulot sifatini yaxshilaydi. O'g'itlarning samaradorligi qishloq xo'jaligi ekinlarining biologik xususiyati, tuproqdagi oziq elementlar miqdori va boshqalarga bog'liq. O'g'itlar O'rta Osiyo sug'orma dehqonchiligi sharoitida qishloq xo'jaligi ekinlari hosilini oshirishning asosiy vositasidir. O'g'itlarni ilmiy asoslangan me'yorlarda ishlatish uning atrof muhitga salbiy ta'sirini bartaraf etishga yordam beradi.

O'simliklarni sog'lom rivojlanishi to'g'ri ovqatlanishga bog'liq. O'simliklarga kerak bo'lgan oзуqalar tuproqdan ularning ildizlari bilan olinadi. Agar tuproq yetarli oziqaviy xususiyatlarga ega bo'lmasa, qo'shimcha o'simlik oзуqalari tuproqqa aralashtirilishi kerak.

Ammo, agar bu moddalar bilim va texnologiyalar bilan to'g'ri ishlatilsa, kutilayotgan hosilga erishish mumkin. Aks holda, qaytarilmas muammolar boshlanadi.

Xulosa.

Hosildorlikni oshishi o'simliklar tomonidan oзуqa moddalariga bo'lgan talabni oshiradi, shuning uchun har qanday ekinning hosildorligini qancha oshirish rejalashtirilsa, shuncha ko'proq miqdorda o'g'it talab qilinadi. Lekin shuni ham e'tiborga olish kerakki, hosildorlik o'g'itning oshirilishi bilan ma'lum bir me'yor chegarasidagina mutanosiblikka ega.

Chunki har bir qishloq xo'jalik ekini turi va navi o'zida 79enetic mahkamlangan ichki oziqlanish me'yoridan ortiqcha o'g'itni o'zlashtira olmaydi. Aksincha hosildorlik pasaya boshlaydi va berilgan o'g'itlar iqtisodiy jihatdan o'zini oqlamaydi.

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BADIIY TARJIMA VA UNING O'ZIGA XOS XUSUSIYATLARI

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Annotatsiya. Ushbu maqolada badiiy tarjima va uning o'ziga xos xususiyatlari haqida ma'lumotlar keltirilgan.

Kalit so'zlar: Badiiy asar, kasb-hunar atamalari, maqol, matal va iboralar, stilistik va kommunikativ ma'no.

LITERARY TRANSLATION AND ITS CHARACTERISTICS

Abstract. This article provides information about literary translation and its specific features.

Key words: Artistic work, professional terms, proverb, language and expressions, stylistic and communicative meaning.

ХУДОЖЕСТВЕННЫЙ ПЕРЕВОД И ЕГО ОСОБЕННОСТИ.

Аннотация. В данной статье представлена информация о художественном переводе и его особенностях.

Ключевые слова: Художественное произведение, профессиональные термины, пословица, язык и выражения, стилистический и коммуникативный смысл.

Badiiy asarni tarjima qilish uchun tarjimon tilning lug'at boyligi, chunonchi sinonim va omonimlar, kasb-hunar atamalari, shevaga xos so'zlar, eskirgan va tarixiy so'zlar, maqol, matal va iboralarni hamda so'zlarning ohangdorligini, ko'p ma'noliligini, mubolag'a va kichraytirish kabi xususiyatlarini yaxshi bilishi zarur. Badiiy tarjimani ilmiy tavsiflash so'zni so'z bilan emas, balki ma'noni ma'no bilan, obrazni obraz bilan, yumorni-yumor bilan berishdan iborat. Badiiy tarjimaning boshqa turdagi tarjimalardan farqi so'z, jumla yoki butun bir asarni to'g'ri o'girish kifoya emas. Bunda tarjimon san'atkor ham bo'lishi lozim.

Tarjima jarayonida ikki til birliklarining tarjimaviy, lug'aviy uyg'unligi emas, balki matndagi funktsional, kommunikativ mosligi muhimdir. Agar bu funktsionallik va kommunikativlikka e'tibor berilmay tarjimon tomonidan asliyatdagi birlikning lug'aviy ma'nosi berilsa, tarjima tilida so'z ifodalagan stilistik va kommunikativ ma'no buziladi. Jumla asliyat tili adabiy til normalariga mos kelmay g'aliz va tushunarsiz bo'lib qolishi mumkin. Asliyatdagi so'z va iboralarni umumxalq adabiy tilida qabul qilinmagan so'zlar bilan o'girish tarjima tilini kambag'allashtirishga, badiiy ifodadorlik darajasiga salbiy ta'sir qiladi.

Badiiy matnni tarjima qilish jarayonida realiyalarning o'ziga xos xususiyatlari va me'yordan chetdan chiqmaslik hamda ma'noning asliymonand talqin etilishi ko'p jihatdan uning tarkibidagi obrazli hamda his-hayajon ifodasi uchun qo'llanilgan lisoniy vositalarning ijodiy talqin etilishiga bog'liqdir.

Til birliklarining adabiy shaklda me'yorlashuvida badiiy adabiyot va badiiy tarjimaning o'rni ham alohida bo'ladi. Badiiy ijod jarayonida shoir va yozuvchilar o'z fikr va hissiyotlarini boshqa ijodkorlardan farq qiladigan, favqulodda asl ifodalarda berishga intiladilar.

Yuqorida bayon etilgan fikrlardan xulosa qilish mumkinki, tarjimon o'zbekcha milliy realiyalarni ingliz tiliga o'g'irishda transliteratsiya usulidan ham, tarjima va izohlash usullaridan ham unumli foydalansa va o'z ishini muvaffaqiyatli amalga oshirsa badiiy matn tarjima uslubi to'g'ri bajarilgan bo'ladi.

Badiiy tarjima faoliyat sifatida o'ziga xos adabiy ijoddir. Bu jarayonda bir tilda yozilgan asar boshqa tilda, muallif matniga iloji boricha yaqin, uning barcha nuanslarini uzatish bilan qayta tiklanadi. Shunga ko'ra, biz bu jarayonning natijasini asl tilda yozilgan va tarjima tili yordamida qayta yaratilgan adabiy asar deb hisoblaymiz. Slovakiya olimi F. Mikoning fikriga ko'ra, "tarjima-adabiy asarning mavjud bo'lish shakllaridan biri". Albatta, bu holda gap badiiy tarjima haqida ketmoqda. Badiiy tarjima faoliyat sifatida o'ziga xosdir adabiy ijod, bu jarayonda bir tilda yozilgan asar boshqa tilda, muallif matniga iloji boricha yaqin, uning barcha nuanslarini uzatish bilan qayta tiklanadi. Shunga ko'ra, biz bu jarayonning natijasini asl tilda yozilgan va tarjima tili yordamida qayta yaratilgan adabiy asar deb hisoblaymiz.

Badiiy tarjimaning mohiyati asl nusxani kompensatsiyali qayta talqin qilishdir, bu mutlaq aniqlikni talab qilmaydi, masalan, uni texnik tarjimadan ajratib turadi. Badiiy asarning ideal tarjimasi, odatda, tarjimon turli xil tarjima variantlarini qidiradi, tarjima o'zgarishlaridan keng foydalanadi va ularni mohirlik bilan boshqaradi, go'yo o'ziga xos ijod bilan shug'ullanadi, matnni boshqa tilda qayta yaratadi. Binobarin, badiiy asar tarjimoni ijodiy xarakterga ega bo'lishi kerak, u muallifning asosiy g'oyasini to'liq anglash qobiliyatiga ega bo'lishi kerak.

Kirish qismida ta'kidlaganimizdek, tarjimon muallifning soyasida qolishi, iloji boricha muallifning uslubini saqlab qolishi va hech qanday holatda asl nusxaning asosiy ma'nosini buzmasligi kerak. Shunga ko'ra, qiyinchilik ortiqcha erkinlik va haddan tashqari literalizm o'rtasidagi muvozanatni saqlash qobiliyatida yotadi, bu ham asl uslub va xabarga salbiy ta'sir ko'rsatishi mumkin.

Badiiy tarjimaning navbatdagi xususiyati - bu asarning asl nuanslari bilan bog'liqligi, masalan, iboralar, frazeologik birliklar, so'zlar va boshqa turg'un iboralar, ularning so'zma-so'z tarjimasi asl nusxaning semantik yukini to'liq yoki qisman aks ettirmaydi. Tarjimon so'zlar bilan shug'ullanadi, turli xil o'zgarishlarni qo'llaydi, bu badiiy tarjimada oson emas.

Badiiy tarjimaning keyingi xususiyati uning shaxsiy xarakteri, ya'ni, badiiy adabiyotning ideal tarjimasini faqat o'ziga xos adabiy sovg'aga ega bo'lgan tarjimon amalga oshirishi mumkin.

Odatda, bunday tarjima jarayonida, avval aytib o'tilganidek, asl tarjimaning to'g'riligi muhim emas, balki kitobni o'qiganidan keyin oluvchining his-tuyg'ulari, fikrlari va taassurotlari muhim. Ular xuddi asl nusxasi o'qilganidek bo'lishi kerak.

Tarjima qilishda asosan nutq uslublarining badiiy uslubi qo'llaniladi. Lekin badiiy uslubda nutq uslubining boshqa turlari ham namoyon bo'ladi ya'ni ilmiy uslub, publitsistik uslub, so'zlashuv uslubi, rasmiy-idoraviy uslublarning elementlarini payqashimiz mumkin.

Shuning uchun ham badiiy uslubni aralash uslub ham deb atashadi. Badiiy uslub tilga asoslanadigan, adibning xarakteri, dunyoqarashi, bilimi va hayotiy tajribasini o'zida aks ettiradigan, jilolangan uslubdir.

"Tarjimon asl nusxani bo'yoqlarga bo'yamasligi, unga qo'shimchalar kiritmasligi yoki tarjima qilinishi qiyin bo'lgan joylarini qisqartirmasligi, qahramonga sun'iy ravishda milliy ust-bosh kiygizmasligi kerak. Tarjimada haqiqatdan ham milliylilikni unutish kerak emas, lekin o'zidan ham qo'shimchalar qo'shilishi bu asliyatdagi matning o'zgarib ketishiga olib keladi.

Asliyat matnda har bir xalqning milliy kiyimlari, urf-odatlar, qadriyatlar, milliy o'ziga xos so'zlari, personajlarning ismlari keltirilgan bo'ladi. Bu milliylikni o'zgartirib, unga qo'shimchalar qo'shish tarjima qilinayotgan asarga nisbatdan hurmatsizlikni namoyon qiladi.[1]

Badiiy tarjimada milliy-madaniy xususiyatga ega lisoniy birliklarni tarjima tilida qayta ifodalash uchun tarjima transformatsiyalari keng qo'llanilib, ular bir tildagi madaniyat kategoriyasini ifodalovchilarni tarjima tiliga olib o'tishda samarali hisoblanadi. Madaniyat konseptini o'zida mujassam ettirgan lisoniy birliklarda odatda milliy-madaniy o'ziga xoslik tushunchasi mavjud bo'ladi. Bu borada U.Yo'ldoshev quyidagicha fikr bildiradi: «Lingvistik adabiyotlarda «milliy-madaniy mohiyat», «milliy o'ziga xoslik», «milliy madaniyatning xususiyatlari», «milliy-madaniy o'ziga xoslik», «milliy kolorit», «milliy-madaniy semantika, etnosemalar va ijtimoiy-madaniy ma'no», «milliy o'ziga xos ma'no», «milliy aloqadorlik semasi», «hududiy-madaniy komponent yoki madaniy komponent» terminlari qo'llanadi. Ular orasida semantikada milliy o'ziga xoslikni to'liq ifodalay oladigan til birligi milliy-madaniy o'ziga xoslik termini hisoblanadi. Milliy-madaniy o'ziga xoslik tushunchasi orqali semantik-leksik birliklarning milliy o'ziga xos voqelik, xalqlarning ijtimoiy-tarixiy va iqtisodiy rivojlanish xususiyatlari, milliy madaniyat, an'ana va marosimlarning ma'lum bir xususiyatlari tushuniladi.

Milliy-madaniy o'ziga xoslik tushunchasi quyidagilarni o'z ichiga oladi:

- a) milliy-madaniy ma'noga ega leksik qatlam;
- b) madaniy komponentli ma'noga ega so'z;
- c) milliy-madaniy konnotatsiyaga ega so'z. [2].

Muallifning fikriga qo'shilgan holda o'zida madaniyat konseptini mujassam etgan barcha lisoniy birliklarda milliy-madaniy o'ziga xoslik maqomi mavjud bo'ladi. Milliy-madaniy o'ziga xos lisoniy birliklarni tarjima qilish uchun bir necha tarjima transformatsiyalarini qo'llanishini milliy va jahon miqyosida olimlar o'z tadqiqot va risolalarida e'tirof etgan. Jumladan, A. Gridler milliy-madaniy o'ziga xos lisoniy birliklar tarjimasining quyidagi usullarini taklif etadi:

- 1) yangi so'z yasash;
- 2) asliyat tili ifodasining ma'nosini tushuntirish.
- 3) asliyat tilidagi lisoniy birlikni tarjima tiliga to'g'ridan-to'g'ri olib o'tish;
- 4) asliyat tilidagi lisoniy birlikni tarjima tilidagi yaqin yoki mos keladigan ifoda bilan almashtirish [3].

“Birpasdan keyin qaddimni rostlab, tanchaga oyog'imni tiqib o'tirdim. Hojibuvi allaqanday taxir suyuqlik ichirdi.” — *After a while, I stretched my legs to the tancha. Hojibuvi made me drink something strange bitter liquid.*

* Sandal, tancha — local heating medium. It has long been used in Central Asia, Afghanistan, Iran, Turkey, Japan and other Eastern countries. For sandals, a hole is dug in one side of the room, and the inside is specially shaped and plastered. It is equipped with table and covered with a blanket. It is heated with charcoal or wood.

“Nima uchundir onam tez-tez tolqon qilardi. Sababini keyin tushunganman. Non ko'pligi uchun emas, kamligi uchun tolqon qilisharkan.” — *I wonder why my mom often prepared tolqon. Later, I realized the reason of preparing it. I found out that my parents could not supply members of our family with bread.*

* Tolqon — type of food. It is made from corn, wheat, oats, bread and fruit. Method of preparation: roasted grain, dried bread or fruit crumbs, crush them with mixer. You can add some sugar, if you want.

Chimildiq - muqaddas joy. Unga xiyonat qilishni hayolingizga ham keltirmang. — *Chimildik is a sacred place for you. Don't think about betraying.*

* Chimildik. Uzb. chimildiq and po'pak the same popuk – fringe fringed curtain used in marriage ceremony.

Tarjimonlar asosan tarjima jarayonida ishlatiladigan madaniyatga bog'liq so'zni topishlari va tarjima tiliga bu so'zga teng (qisman teng) bo'luvchi ekvivalentlikni keltirishi kerak. Madaniy so'z va protseduralar tahlili o'rtasida bog'liqlikdan kelib chiqib, biz — tarjimonlar har bir madaniy so'z sinfi turli tarjima tartibini talab qiladi, degan xulosaga kelishlari mumkin.

• Adras — Adras is a silk-and-cotton-blend fabric. It retains the luster of silk but has a tougher weave to allow for more practical uses.

• Chopon — is a quilted robe worn by many Uzbek males. They range from simple designs showing regional affiliation with cotton cloth and filling to elaborate affairs made of silk or velvet with gold embroidery.

• Paranji — is a Central Asian paranji is basically a long-armed, thin robe placed over the head with a cloth or horsehair screen, or chachvan, held up by the hands to hide the face.

• Sochpopuk — colored yarn or thread oven at the end of a braid. They could also mean gold ornaments, especially coins, that are woven into a woman's hair, primarily along the forehead.

• Surma — A herb ground into a paste and used for eye makeup. It is considered a sign of beauty to have a unborn.

Ijtimoiy fanlarning adabiyoti va boshqa sohalarida milliy o'ziga xoslik mavjud va u qanchalik mazmun, progressivlik, yorqinlikka boy bo'lsa, shunchalik ko'p ahamiyatga ega: boshqa xalqlar u bilan uchrashib, ular uchun ushbu aniq xarakterda yangi, qiziqarli, foydali va muhim narsani kashf etadilar.

Shuningdek, mamlakatga oid milliy taomlar, ichimliklar qay shaklda bo'lsa, tarjima tiliga ham shu holicha olib kiriladi va bu taom bo'yicha qisqacha tushuntirishlar berib o'tiladi:

• Xo'l norin — The soup made of straw-sliced dough and black strawsliced meat.

• Yovg'on xo'rda — A dish consisting of half a cup of sour milk, pepper and salt after boiling or frying rice in water.

• Moxora — Soup made of peas and vegetables.

• Moshxo'rda — Soup made of mosh (beans) and rice.

• Bo'za — It is a low-alcohol beverage made from fermentation of wheat, corn or millet.

• Musallas — An alcoholic beverage made by brewing fresh white and red grapes.

Xulosa o'rnida shuni aytishimiz mumkinki, badiiy matnda qo'llangan badiiy badiiy bo'yoqdorlikni kasb etgan so'z va so'zlar jamlanmasini tarjima qilishda asliyat matnida ifodalangan ma'no va mohiyatni imkon qadar yaxshi tasavvur ettira olish lozim. Bundan tashqari tarjimondan alsiyat va tarjima tillarining strukturasi jihatidan ham yetarlicha bilimga ega bo'lish talab qilinadi. Badiiy stilistikani ifodalovchi til birliklarini tarjima qilishda ekvivalentlik, shakliy ekvivalentlik, sintaktik almashinuv, inversiya, madaniy ekvivalentlik kabi tarjima transformasiyalari faol qo'llanadi.

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METAPHOR IN THE SYSTEM OF STYLISTIC METHODS

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Abstract. *The study of metaphorical translation is researched as an important object of modern linguistics and translation studies. In the article the problem of the translation of metaphors is analyzed through the researches of Russian and European scientists.*

Keywords: *Metaphor, conceptual metaphor, concept, metaphorization, scheme.*

МЕТАФОРА В СИСТЕМЕ СТИЛИСТИЧЕСКИХ ПРИЕМОВ

Аннотация. *Исследование метафорического перевода исследуется как важный объект современной лингвистики и переводоведения. В статье проблема перевода метафор анализируется на основе исследований российских и европейских ученых.*

Ключевые слова: *Метафора, концептуальная метафора, концепт, метафоризация, схема.*

First, the effect of laughter through metaphor creation and this effect is also reflected in the translation we pay attention to the issue. It is known that two subjects, some random signs of events name of one to the other on the basis of similarity a metaphor arises through transference. G. L. Abramovich metaphor as a hidden type of simile evaluates 128. According to A. Rubaylo, metaphor simile is at its core¹²⁹. According to L.T. Bobokhonova, metaphor is basic-logical and metaphorical-textual is based on the interaction of meanings¹³⁰. Various something, an animal, a bird, an insect transfer of meaning according to the sign, i.e. their names metaphorically applied to people and the hidden meanings in the text create strong laughter. In metaphors with hidden meanings that generate laughter, basically, the negative or positive attitude of the speaker is reflected is enough. [1]

Metaphor is central among other tropes because it allows the creation of broad images based on bright, unexpected associations. Metaphor can be based on the similarity of the most diverse characteristics of objects - color, shape, size, purpose, position, and so on. In metaphor, one or more properties are transferred from one object or event to another object or event, but the latter does not appear directly, but only implied. Metaphor is a hidden analogy. Unlike a simple two-part comparison, the metaphor has only the latter. [2]

Metaphor has several types as a trop.

1. A sharp metaphor is a unifier of concepts that are far apart. This metaphor is often used in speech.

2. Deleted (genetic) metaphor is a well-known metaphor, the figurative nature of which is not noticeable. The number of such metaphors is enormous, as languages have appealed to metaphor since ancient times. For example, the word "shoot" originally meant only one thing: archery. But then the verb began to be used because of the similarity of its action and purpose to firearms, but for clarity it would be necessary to create the verb "to shoot." The words "shoot" and "shooter" were originally figurative: the child's mobility was compared to the speed of a flying

bullet. But this metaphor, once new and effective, has not been used for a long time. Metaphors lose not only old but also new significance. For example, the metaphor of “wing of the house” has become a technical term and an everyday word. Such metaphors are called off because they do not affect us aesthetically and emotionally, they do not remind us of the comparison that was originally introduced to its meaning, because in fact metaphors should evoke exactly such an effect, cause a reaction.

3. The metaphor-formula is distinguished by the fact that it is very close to the metaphor in essence, but a larger stereotype, and sometimes it is impossible to move to a non-figurative construction. [3]

4. An extended metaphor is a metaphor that is performed consistently over a large part of a message or the entire message. Such metaphors are often used in a journalistic style. They give the statement a metaphorical originality and distinguish it from a number of others.

5. The metaphor that is implemented involves the use of a metaphorical phrase without regard to its figurative nature, i.e., as if the metaphor had a direct meaning. The result of implementing a metaphor is often funny. [4]

*Leaves got up in a coil and hissed,
Blindly struck at my knee and missed.*

– ‘Bereft’ by Robert Frost.

The poet uses an extended metaphor (a chain of metaphor centering around one idea or object) to create a picture of leaves *swirling up (got up in a coil)* and making soft *noise (hissed)* like a *snake and striking (Blindly struck)* against the poet’s knee.

Adjectives can similarly be used metaphorically in expressions *such as hard cash, soft music, vibrant colors, and blind followers*. Though dead metaphors today, many of them still retain traces of figurativeness.

Poets have eyes to see the reality of the world about them.

It is the banality of the literal statement – which is otherwise perfectly grammatical, and has no ‘disjunct’ categories, – which compels us to look for an alternative interpretation. We then seek to assign a figurative meaning to ‘Eyes’. This is, especially, true of a poetic metaphor which transforms into a symbol or an allegory as the poem progresses.

*And on a day, we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.*

-Mending Wall by Robert Frost.

It is a literal wall and a metaphorical wall between two neighbors that signifies absence of trust between neighbors. It is obvious that we have two kinds of metaphors: those that can be identified solely from linguistic deviation, and those in which context leads us to semantic deviation and figurativeness. Whether a statement is to be taken literally or metaphorically very often depends on our recognition of the speaker’s intention.

Similarity in metaphor works in two ways. First there is antecedent similarity, similarity which is pre-existing and apparent. Induced similarity, on the other hand, is generated by the transfer of the features of one sign to another. For example:

He burned with jealousy.

The antecedent similarity between ‘burning’ and ‘feeling of jealousy’ consists in mental and physical pain but it also induces the additional meaning of ‘self-destruction’ in the feeling of jealousy by transfer of [+destruction] from ‘burning’ to ‘jealousy’. Induced similarity is, thus, the very basis of the creative power of metaphor.

The vibrant colors of the rainbow lit up the sky,

The equivalence between the verbal signs “striking colors of the rainbow” and “vibrant notes of a symphony” is implied but not stated. In poetic metaphors, in particular, the sign representing either tenor or the vehicle has generally to be reconstructed by the reader.

A flood of protests poured in following the announcement.

A large quantity’ is the literal substitute of ‘a flood’. Now, similarity involves a paradigmatic choice, that is, selection from a set of alternatives (called a substitution set).

Theoretically, it should be possible to have a substitution set of infinite number of items from which the speaker can make their choice. Indeed, metaphysical poets have sought equivalence, in some of their bold conceits, between objects without a hint of resemblance between them. [5]

Thus, based on all the above considerations, we can conclude that metaphor is a specific principle of language that is ubiquitous. We can find metaphor not only in literary works, but also when it is presented to the reader with its brilliance and impact, as well as in ordinary colloquial speech.

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ОЦЕНКА НЕОПРЕДЕЛЁННОСТИ ИЗМЕРЕНИЯ ТОЛЩИН И НАРУЖНЫХ РАЗМЕРОВ ЭЛЕКТРИЧЕСКИХ И ВОЛОКОННО-ОПТИЧЕСКИХ КАБЕЛЕЙ

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Аннотация. Электрические и оптоволоконные кабели играют ключевую роль в современных коммуникационных и электроэнергетических системах. Однако точные измерения их толщин и внешних размеров являются сложной задачей, часто сопряженной с неопределенностью. В данной статье мы рассмотрим важность оценки неопределенности в измерениях электрических и оптоволоконных кабелей, а также вызовы, с которыми сталкиваются инженеры при проведении таких измерений.

Ключевые слова: Электрические кабели, оптоволоконные кабели, измерение толщин, внешние размеры, точность измерений, неопределенность, температурные воздействия, стандарты и нормативы.

ASSESSMENT OF UNCERTAINTY IN MEASUREMENT OF THICKNESS AND EXTERNAL DIMENSIONS OF ELECTRICAL AND FIBER OPTICAL CABLES

Abstract. Electrical and fiber optic cables play a key role in modern communications and electrical power systems. However, accurate measurements of their thickness and external dimensions are challenging and often fraught with uncertainty. In this article, we look at the importance of estimating uncertainty in electrical and fiber optic cable measurements, and the challenges engineers face when making such measurements.

Key words: Electrical cables, fiber optic cables, thickness measurement, external dimensions, measurement accuracy, uncertainty, temperature effects, standards and regulations.

Эффективное функционирование электрических и оптоволоконных кабелей напрямую зависит от их физических параметров, таких как толщина и внешний диаметр.

Точные измерения этих параметров существенны для проектирования и управления сетями передачи данных и электроэнергии. Неверные измерения могут привести к перегреву, потере сигнала или другим негативным последствиям, влияющим на надежность системы.

Электрические кабели часто имеют сложную структуру, включая изоляцию, экранирование и множество проводников. Измерение толщин таких кабелей требует точных методов, способных учитывать все слои конструкции. Измерительные устройства, такие как микрометры и лазерные метры, могут использоваться, но неопределенность в измерениях может возникнуть из-за неоднородности материалов или деформаций в процессе производства.

Оптоволоконные кабели являются основой современных высокоскоростных сетей передачи данных. Измерение внешних размеров оптоволоконного кабеля, включая его диаметр, является критическим параметром для обеспечения правильной передачи светового сигнала. Оптические микроскопы и лазерные датчики часто применяются для измерений, но неопределенность может возникнуть из-за влияния окружающей среды на световой сигнал.

| Составляющая | Распределение вероятностей | Значение, % | $u_i(y)$, % | $u_i(y)^2$, % ² | Пояснение |
|--|----------------------------------|--------------------|--------------------|-----------------------------|---|
| Суммарный вклад в измерение при горизонтальной развертке осциллографа (см. примечание 1) | Нормальное, $k = 2$ | 3,2 | 1,6 | 2,56 | По данным калибровочной лаборатории осциллографа |
| Составляющая за счет цепи "датчик тока - аттенюатор - кабель" | Нормальное, $k = 2$ | 3,62 | 1,8 | 3,24 | По данным калибровочной лаборатории осциллографа |
| Рассогласование цепи "датчик тока - аттенюатор - кабель - осциллограф" | U-образное делитель = $\sqrt{2}$ | 2 | 1,4 | 2 | Из данных калибровки или технических характеристик (см. примечание 2) |
| Низкочастотное передаточное сопротивление | Нормальное, $k = 2$ | 6×10^{-6} | 3×10^{-6} | 9×10^{-12} | Внутренняя калибровка (см. примечание 3) |
| Повторяемость измерений | Нормальное, делитель = 1 | 1,5 | 1,5 | 2,25 | Получено из оценки по типу А (см. примечание 4) |

Для снижения неопределенности в измерениях толщины и внешних размеров кабелей разработаны стандарты и рекомендации. Они устанавливают требования к методам измерений, используемым при производстве и тестировании кабелей. Внедрение стандартов способствует повышению единообразия в индустрии и обеспечивает более точные и сопоставимые результаты.

Одним из основных вызовов в измерениях толщины и внешних размеров кабелей являются температурные воздействия. Тепловые колебания могут вызвать деформации материалов кабеля, что в свою очередь влияет на точность измерений. Инженеры должны

учитывать температурные условия и применять коррекционные коэффициенты для учета этих изменений.

Современные технологии, такие как компьютерное зрение и автоматизированные системы измерений, предоставляют новые возможности для улучшения точности и эффективности измерений. Использование искусственного интеллекта для анализа данных может помочь в выявлении и устранении неопределенности, связанной с человеческим фактором.

Инженеры, занимающиеся измерением толщины и внешних размеров кабелей, должны учитывать неопределенность в каждом этапе процесса. Это начинается с выбора подходящих измерительных приборов, учитывая требования кабеля и его окружающей среды. Использование высокоточных инструментов, таких как атомные силовые микроскопы или лазерные интерферометры, может существенно снизить степень неопределенности.

Установка контрольных точек и регулярная калибровка измерительных устройств играют решающую роль в минимизации неопределенности. Периодическая проверка и коррекция системы измерений помогают поддерживать ее точность в изменяющихся условиях эксплуатации. Следовательно, инженеры должны уделять внимание не только самому процессу измерения, но и системе управления качеством.

Реальные условия эксплуатации кабелей могут существенно отличаться от лабораторных условий. Температурные колебания, воздействие влаги и механические воздействия – все это факторы, которые могут повлиять на размеры кабеля. Проведение измерений в реальных условиях позволяет учесть эти воздействия и получить более точные результаты.

Применение стандартов и нормативов в области измерения толщины и внешних размеров кабелей является ключевым аспектом обеспечения единообразия в индустрии.

Международные и национальные стандарты устанавливают методы измерений, а также требования к точности. Инженеры должны активно следить за обновлениями стандартов и применять их в своей работе.

Обучение персонала, работающего с измерительными устройствами, играет важную роль в обеспечении точности и надежности измерений. Инженеры должны быть ознакомлены с особенностями применяемых приборов, методами измерения и технологиями, используемыми в их области работы. Это содействует минимизации человеческого фактора в процессе измерения.

С развитием сенсорных технологий и применением искусственного интеллекта, возможности точных измерений существенно увеличиваются. Смарт-сенсоры и автоматизированные системы могут непрерывно мониторить состояние кабелей, предупреждая об изменениях и предоставляя более высокий уровень точности в реальном времени.

***Заключение:** Оценка неопределенности в измерениях толщины и внешних размеров электрических и оптоволоконных кабелей представляет собой сложную задачу, которую необходимо решать системно. Инженеры должны учитывать не только технические аспекты измерений, но и факторы, влияющие на точность результатов. Применение*

современных технологий, включая автоматизацию и искусственный интеллект, предоставляет новые возможности для улучшения точности и надежности измерений.

Вместе с тем, обучение персонала и строгая соблюдение стандартов остаются ключевыми факторами в обеспечении качества измерений в данной области.

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SIRDARYO VILOYATIDA TUPROQLAR UNUMDORLIGINI OSHIRISH MASALALARI

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Guliston agrotexnologiyalar texnikumi maxsus fan o'qituvchisi.

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Annotatsiya. Qishloq xo'jalik ishlab chiqarishini izchillik bilan jadallashtirish yer fondidan oqilona foydalanish, sug'oriladigan har bir gektar yerning hosildorligini, uning iqtisodiy samaradorligini oshirish bilan bog'liq muammolar yechimini ishlab chiqish g'oyat katta ahamiyat kasb etadi. Bu borada tuproq unumdorligini saqlash, tiklash va uni yil sayin muntazam oshirib borish qishloq xo'jalik mutaxassisleri zimmasidagi muhim vazifalardan hisoblanadi. Ushbu maqolada Sirdaryo viloyati tuproqlarini unumdorligini oshirish masalalari muhokama etiladi.

Kalit so'zlar: Tuproq unumdorligi, yer hosildorligi, tuproqning fizik xossalari, tuproq sho'rlanishi.

ISSUES OF INCREASING SOIL FERTILITY IN SYRDARYA REGION

Abstract. It is very important to consistently accelerate agricultural production, to develop ways to solve problems related to the rational use of land, the productivity of each hectare of irrigated land, and its economic efficiency. In this regard, maintaining, restoring and regularly increasing soil fertility is one of the important tasks of agricultural specialists. This article discusses the issues of increasing soil fertility in the Syrdarya region.

Key words: Soil fertility, soil fertility, physical properties of soils, soil salinity.

ВОПРОСЫ ПОВЫШЕНИЯ ПЛОДОРОДИЯ ПОЧВ СЫРДАРЬИНСКОЙ ОБЛАСТИ

Аннотация. Очень важно последовательно ускорять сельскохозяйственное производство, разрабатывать пути решения проблем, связанных с рациональным использованием земли, продуктивностью каждого гектара орошаемых земель, ее экономической эффективностью. В связи с этим поддержание, восстановление и регулярное повышение плодородия почв является одной из важных задач специалистов сельского хозяйства. В данной статье рассматриваются вопросы повышения плодородия почв Сырдарьинской области.

Ключевые слова: Плодородие почв, плодородие почв, физические свойства почв, засоление почв.

Bugungi kunda mamlakatimiz xalq xo'jaligining turli sohalari, jumladan, tuproqshunoslik sohasi rivojini yangi innovatsion yo'nalishlar, ishlanmalarsiz tasavvur qilib bo'lmaydi.

Tuproqshunoslik sohasida innovatsion yechimlarning qo'llanilishi, birinchi navbatda, qishloq xo'jaligi tarmog'ining asosiy bo'g'ini bo'lgan tuproqlardan samarali foydalanish, unumdorligini saqlash va oshirish, ularni sog'lomlashtirish, qishloq xo'jaligi yer egalariga tezkor va sifatli xizmat ko'rsatishga qaratilgan.

Prezidentimizning 1-aprel kuni qabul qilgan "Ilmiy va innovatsion faoliyatni rivojlantirish bo'yicha davlat boshqaruvi tizimini takomillashtirish to'g'risida"gi farmonida ham ushbu yo'nalishga alohida e'tibor qaratildi.

Unda Innovatsion rivojlanish vazirligining 2021-2022-yillardagi ustuvor faoliyat yo'nalishlaridan biri etib tuproq unumdorligini oshirish sohasida tuproqlarning agrokimyoviy, kimyoviy, fizik-kimyoviy hamda ekologik-meliorativ holatini kompleks monitoring qilish tizimi, resurstejamkor sug'orish va o'g'itlantirish agrotexnologiyalarini yaratish bo'yicha ilmiy-amaliy tavsiyalar berishning belgilanishi sohada hal etilishi lozim bo'lgan masalalar borligini ko'rsatadi.

Bunda hududlarda mobil laboratoriyalar tarmog'ini tashkil etib, tuproqlarning holatini diagnostika qilish hamda unumdorligini oshirish ayniqsa, bajarilishi zarur bo'lgan vazifalardan hisoblanadi.

Tuproq unumdorligi - tuproqning suv, oziq moddalar va boshqa bilan ta'minlash xususiyati. Tuproq tog' jinslaridan unumdorligi bilan farq qiladi.

Unumdor tuproqlarda insonga asosiy oziq-ovqat mahsulotlarini beruvchi qishloq xo'jaligi. o'simliklari o'stiriladi. Yer faqat unumdorlik xususiyati tufayli qishloq xo'jaligida ishlab chiqarish vositasiga aylangan.

Tuproq unumdorligi tuproq hosil qiluvchi omillar: iqlim, relyef, tuproq hosil qiluvchi jinslar, tabiiy va madaniy o'simliklar bilan uzviy bog'lik, ammo unumdorlik darajasida, ayniqsa, yerdan foydalanish xarakteri katta ahamiyatga ega.

Tuproq unumdorligining eng muhim omillar:

o'simlik rivojlanishi uchun zarur oziq moddalar va ular turining yetarli miqdorda bo'lishi;
o'simlik o'zlashtirishi mumkin bo'lgan namning mavjudligi;

yaxshi tuproq, aeratsiyasi;

tuproqning granulometrik tarkibi, struktura holati va tuzilishi;

zaharli moddalar (kislota, ishqor, tuz va boshqalar) miqdori;

tuproq reaksiyasi va boshqalardan iborat.

Bu xususiyatlar yigindisi tuproqning madaniylashganlik holati darajasini belgilaydi.

Unumdorlikning barcha elementlari bir-biri bilan chambarchas bog'liq. Bu elementlardan birortasining o'zgarishi boshqalariga ham ta'sir ko'rsatadi.

Har xil o'simliklarning Tuproq unumdorligiga talabi turlicha bo'lganligi sababli va o'simlik biologiyasiga bog'liq holda bir tur o'simlik uchun unumdor hisoblangan tuproq boshqa tur uchun unumdor bo'lmasligi mumkin.

Sirdaryo viloyati hududida, asosan, sug'oriladigan o'tloqi, bo'zo'tloqi, o'tloqi-bo'z tuproqlar keng tarqalgan.

Viloyat sug'oriladigan tuproqdari mexaniktarkibi bo'yicha quyidagicha:

loyli - 1,9%,

og'ir qumoqli - 11,7%,

o'rta qumoqli - 49,6%,

yengil qumoqli - 30,0%,

qumloqli tuproqlar esa-6,2%

va qumli tuproqlar 0,6% ni tashkil etadi.

Sug'oriladigan qishloq xo'jalik yerlarining 12,4 %i sho'rlanmagan (yuvilgan), 41,2 %i kuchsiz sho'rlangan, 39,2 %i o'rtacha sho'rlangan, 5,3 % kuchli sho'rlangan va 1,9 % juda kuchli sho'rlangan tuproqlar hisoblanadi.

Sirdaryo viloyati sug'oriladigan o'tloqi tuproqlarining mexanik tarkibi

1-jadval

| Kesma № | Qatlam chuqurligi, sm. | Zarrachalar o'lchami, mm, miqdori % da | | | | | | | Fizik loy, % | Tuproq mexanik tarkibi |
|---------|------------------------|--|----------|----------|--------------------|------------|-------------|--------|--------------|------------------------|
| | | >0,01mm, fizik qum | | | <0,01mm, fizik loy | | | Il | | |
| | | >0,25 | 0,25-0,1 | 0,1-0,05 | 0,05-0,01 | 0,01-0,005 | 0,005-0,001 | <0,001 | <0,01 | |
| 1 | 0-39 | 1,5 | 0,5 | 17,1 | 52,1 | 10,6 | 7,5 | 10,7 | 28,8 | yengil qumoq |
| | 39-61 | 1,8 | 0,7 | 19,7 | 50,0 | 10,9 | 7,1 | 9,8 | 27,8 | yengil qumoq |
| | 61-88 | 1,6 | 0,4 | 22,7 | 43,4 | 13,1 | 9,7 | 9,1 | 31,9 | O'rta qumoq |
| | 88-148 | 1,0 | 0,5 | 5,2 | 62,4 | 11,7 | 10,3 | 8,9 | 30,9 | O'rta qumoq |
| | 148-202 | 0,8 | 0,2 | 16,8 | 56,3 | 8,1 | 8,9 | 8,9 | 25,9 | yengil qumoq |

Sirdaryo tuproqlarining unumdorligi, asosan, tabiiy va samarali turlarga bo'linadi. Tabiiy unumdorlik tuproqdagi oziq moddalar umumiy zaxirasi bilan xarakterlanadi; uning shakllanishi esa tuproq hosil bo'lish sharoitlari va omillari hamda genezisiga bog'liq. Samarali (sun'iy) unumdorlikning inson mehnat faoliyati bilan, ya'ni yerga ishlov berish, sug'orish, o'g'itlash, sho'rini yuvish kabi agrokomples tadbirlar bilan boshqaradi. Sun'iy yo'l bilan qumlik, toshloq, botqoqlik kabi unumsiz yerlarda unumdor tuproqlar paydo qilish mumkin.

Tabiiy unumdor tuproqlar ba'zan kam samaraga ega bo'lishi mumkin va aksincha yuqori agrotexnika tadbirlarini qo'llash natijasida unumsiz tuproqlarda yuqori unumdorlikka erishish mumkin. Tuproqdagi oziq moddalar miqdori (azot, fosfor, kaliy, kaltsiy, magniy, oltingugurt, temir, bor, marganets va boshqa mikroelementlar) tuprok, hosil qiluvchi jinslar va uning tagidagi yotqizikdar (tagzamini) tarkibiga hamda tuproq hosil qiluvchi jarayonlarga bog'liq.

O'simliklarning mikroelementlarni o'zlashtirishiga tuproq reaksiyasi katta ta'sir ko'rsatadi. Tuproqdagi oziq moddalar zaxirasi mineral va organik o'g'itlar solish bilan boshqarib turiladi. Tuproqda suvda oson eruvchi tuzlar, asosan, natriy, shuningdek, magniy, kaltsiy va boshqa kationlarining ortiqcha miqdorda bo'lmasligi unumdorlikning muhim shartidir.

Tuproqda tuzlar miqdorining me'yordan oshib ketishi — tuproqning sho'rlanishi, asosan, noto'g'ri sug'orishdan vujudga keladi, natijada unumdorlik keskin pasayib ketadi. Tuproq qatlamidagi zararli tuzlarni yo'qotish uchun sho'r yerlar yuviladi. Sho'rlanishning oldini olish uchun esa tuproq xususiyati va tarkibiga qarab sug'orish rejimi belgilanadi. Qurg'oqchilik kunlarida, jumladan, sug'orma dehqonchilik zonalarida sug'orish Tuproq unumdorligini tubdan oshiradi.

Tuproq unumdorligining past bo'lishi, ko'pincha patogen organizmlar mavjudligiga ham bog'liq. Ularni kimyoviy (xasharotlarni bepust kilish, fungitsidlar sepish va boshqalar) va agrotexnik tadbirlar (almashlab ekish, tuproqqa ishlov berish) yordamida yo'q qilish tuproqning samarali unumdorligini keskin oshiradi. Tuproq unumdorligini saqlash uchun tuproqqa eroziyaga yo'l qo'ymaydigan usullarda ishlov beriladi, dala ihota o'rmonzorlari barpo qilinadi, daryo va kanallar qirgog'i mustahkamlanadi.

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IJTIMOYIY PSIXOLOGIYA TARIYXI

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Annotatsiya. Ushbu maqolaning maqsadi Ijtimoiy psixologiya fanining tarixini va uning rivojlanish yo'llarini bosqichma-bosqich o'rganishdir va Ijtimoiy psixologiya fanining rivoji uchun o'zining hissalarini qo'shgan olimlar va ularning fikrlari bilan tanishishdir.

Kalit so'zlari: Psixologiya, shaxs, Ijtimoiy psixologiya, jamiyat, xulq-atvor.

HISTORY OF SOCIAL PSYCHOLOGY

Abstract. The purpose of this article is to step-by-step study the history of the science of Social Psychology and the ways of its development, and to get acquainted with the scientists and their opinions who have made their contributions to the development of the science of Social Psychology.

Keywords: psychology, personality, Social Psychology, Society, behavior.

ИСТОРИЯ СОЦИАЛЬНОЙ ПСИХОЛОГИИ

Аннотация. Целью данной статьи является поэтапное изучение истории науки социальной психологии и путей ее развития и знакомство с учеными, внесшими свой вклад в развитие науки социальной психологии, и их мнениями.

Ключевые слова: психология, личность, социальная психология, общество, поведение.

Biz bilamiz Psixologiya fani tarixi uzoq o'tmishga borib taqaladi. Psixologiya fani 1879-yili Vilgelm Vundt tomonidan Lepsik universitetida birinchi bor Eksperiment laboratoriyaning tashkil etilishi bilan mustaqil fan sifatida e'lon qilindi. Lekin Psixologiya fani unnan ilgari ham bor bo'lganligi uning falsafa fani tarkibida rivojlanganligini bilamiz. Ana shunday Ijtimoiy psixologiyaning bir yo'nalishi bo'lgani uchun u bilan bir xil rivojlangan.

Bunga misol Amerikalik olim S.Olport ijtimoiy Psixologik g'oyalarning yaratilishi va rivojlanishi falsafa bilan, uning ko'zga ko'ringan arboblardan hisoblangan Platon nomi bilan bog'liq deb yozgan edi. Platon o'zining "Davlat va Qonunlar" ¹ deb nomlangan dialoglarida shaxsning jamiyat bilan aloqasi masalasiga to'xtalib, jamiyat individga nisbatan o'zgarimas bir birlikka, uning taraqqiyoti jamiyat rivojlanishi qonunlariga bo'ysinadi, degan fikrni himoya qilgan.

Unga qarshi fikrni Aristotel bayon etib, individni barcha ijtimoiy o'zgarishlarning sababchisi, chunki unda, imkon beruvchi psixologik tizimlar bor, deb yozadi. Bunnan ko'rinadi ki Psixologiya fanining rivojlanishida o'z hissasini qoshgan olimlar usha davrda ijtimoiy psixologiya rivojlanishida dastlabki ma'lumotlarni berib o'tkan.

Ulardan keyingi – yangi davr faylasuflari – Gobbs, Gelvetsiy, Lokk, Russo, Gegel, Makiavelli, Sharq faylasuflaridan Abu Rayhon Beruniy, Al-Farobiylar ham barcha asarlarida shaxs va jamiyat qarama-qarshiliklarini ilmiy asosda izohlashga uringanlar, lekin hech qaysisi bu muammoni ijtimoiy – psixologik muammo darajasiga ko'tara olmadilar.

Ijtimoiy psixologiya fanini faylasuflar bilan bir qatorda sotsiyoliklar ham o'rgangan.

Sotsiologiyaning asoschilari hisoblangan Ogyuns Kont, Gerbert Spenser va boshqalar jamiyatdagi ijtimoiy xodisalarni o'rganish uchun albatta o'ziga xos, ayrim psixologik holatlarni o'rganmoq lozim, degan fikrni qat'iy turib isbot qildilar. Ular har bir ijtimoiy voqeada ruhiy hodisalar borligini isbot qilishga urindilar.

Masalan, fransuz sotsiologi Gabriyel Tard har bir individda ijtimoiy fakt borligini, bu narsa uning miya doirasidagini emas, balki bir qancha miyalar aloqasi tufayli mavjuddir, deb hisoblaydi. Ijtimoiy xulq-atvor modeli, uning fikricha, doimo individlar aro munosabatni o'z ichiga olib bunda bir individ boshqa individga doimo taqlid qiladi, shuning uchun ham shaxsni o'rganish boshqa shaxslarni inkor qilmasligini talab qiladi.

Keyinchalik XX asrning boshida Ijtimoiy xulq-atvor instiklari nazariyasi Angliyada shakllandi. Uning asoschisi ingliz psixologi Vilyam Magduall bo'lib, u o'zining 1908- yilda yozgan "Ijtimoiy psixologiyaga kirish"² kitobidagi inson xulq-atvorining motivi yoki uni harakatka keltiruvchi kuch instinklardir deb yozgan. Ham shu yili Amerikalik sotsiolog E.Ross ijtimoiy Psixologiya darsligini nashirdan chiqardi. Ham shu yili ijtimoiy psixologiya tarixida katta yangilik yani ijtimoiy psixologiya fani mustaqil fan sifatida tan olindi. Ham keyinchalik bu fanga bo'lgan e'tibor yanada kuchaydi.

Shu singari bizning yurtimizda ham bu fanga bo'lgan e'tibor juda ham kuchaydi bu yorqin ko'rinishi sifatida O'zbekiston Respublikasi Oliy majlisining IX sessiyasida Respublika Prezidenti I.A.Karimov Oliy ta'limni isloh qilishda va malakali kadrlarni tayyorlashda sotsial psixologiyaning fan sifatida alohida o'rni borligiga jamoatchilik diqqatini qaratdi.

Darhaqiqat, yetuk kadr bo'lish uchun shaxs nafaqat o'z iqtidori, bilimi va saviyasini oshirishi zarur, balki jamiyatda turlicha sotsial munosabatlar tizimiga tayyor bo'lmog'i, sotsial faoliyatni boshqarishning ilmiy qonuniyatlari va qoidalarini mukammal egallamog'i zarur.

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JAS ÁWLAD TÁRBIYALAWDA MILLIY QOSIQLARDIŇ ÁHIMIYETI

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Annotatsiya. Bul maqalada jas áwlad tárbiyalawda milliy qosıqlardıń áhimiyeti, Qaraqalpaq xalqınıń namalıq shıǵarmalarında lirikalıq qosıqları haqqında sóz etilgen.

Gilt sóz: nama, tárbiya, estetika, milliy, lirika, qosiq, gozzalıq.

IMPORTANCE OF NATIONAL MUSIC IN EDUCATION OF YOUNG GENERATION

Abstract. This article talks about the importance of national songs in the education of the young generation, lyrical songs of Karakalpak residents in Tarona artistic works.

Key word: tarona, education, aesthetics, national, lyric, spoon, beauty.

ЗНАЧЕНИЕ НАЦИОНАЛЬНОЙ МУЗЫКИ В ВОСПИТАНИИ МОЛОДОГО ПОКОЛЕНИЯ

Аннотация. В данной статье говорится о значении национальных песен в воспитании молодого поколения, лирических песен каракалпаков в художественном творчестве Тароны.

Ключевые слова: тарона, воспитание, эстетика, национальное, лирика, ложка, красота.

Qaraqalpaq xalqınıń namalıq shıǵarmalarında lirikalıq qosıqlar óz ornına iye. Óziniń mazmunına qaray lirikalıq qosıqlar hár túrli bolıp keledi. Sonıń biri muxabbat haqqındađı qosıqlar.

Bul qosıqlarda (“Qız minayım”) bir birin súygen jaslardıń bir- biri haqqındađı tolǵanısları, sezimleri, jaqsı kórgen súyiklisiniń gózzallıǵı, aqıl- parasatı tuwralı aytılsa, ekinshi lirikalıq qosıqlarda ekonomikalıq hám jámiyetlik teńsizlikler saldarıman bir-birine qosıla almaǵan, jaslardıń qayǵı- uwayımı, kóz-jasları aytıladı, al basqa lirikalıq qosıqlarda tábiyat qubılsınıń hár qıylı máwsimlerde ózgeriwi, túrlenıwi hám onıń insańǵa, onıń ishki ruwxıy sezimlerine tásirı tuwralı aytıladı.

Lirikalıq qosıqlarda jaslıq dáwirlerdin qaytıp kelmesligi, eń jaqsı kórgen zatlarınıń joq bolıp ketkenligin qayǵırıp-nalıp atırǵan kórinislerde súwretlenedi. Usınday hár turi lirikalıq qosıqlarǵa “Nazlı”, “Adıńnan”, “Láy- láy”, “Sen yar gedeli” x.t.b. xalıq qosıqları jatadı. Mısalı “Sıyperde” namasınıń muzikalıq hám poetikalıq dúzilisinde tábiyattın sulıw kórinisiniń insan ruwxıy sezimlerine tásirı tuwralı aytıladı.

“Qızlar úyge kir”, “Qız minayım” qosıǵında suygen yarınıń sharayı atqan tańǵa, sholpan juldızǵa megeledi, ústindegi kiygen kiyimleri, onıń júris-turısı, boyındađı payda buyımları, sulıwlıǵı salıstırmalı túrde suwrstlenedi. Budan biz xalıqtık estetikalık tusnikleriniń, kóz-qaraslarınıń bay xám joqarı bolǵanlıǵın, naǵız sulıwlıqtı, gózzallıqtı sezıp tusine bilgenligin, óziniń kewil sezimlerin, alǵan tásirlerin, júrek tolqınların qosıq arqalı ne bir jaqsı salıstırıwlar arkalı jetkize bilgenin kóremiz.

Qaraqalpaq xalqınıń qosıq dóretiwshiliginiń barlıq janlarında jámiyetlik tensizlikke, adamdı qıynawına narazılıq, arıtp barıwı turmısqa nalıw baǵdarın ushıratamız. Kóplegen nama-qosıqlarda (“Qazı- iyshan”) feodallıq ómir dúzilisine, dástúrlerine, ekonomikalıq hám jámiyetlik teńsizliklerge narazılıq penen oǵan qarsı gúres teması jetekshi orındı alǵan. Bunday narazılıq nama-qosıqlarında jarqın keleshek, mazmunlı ómir, teńlik, ádalatlık tuóralı, óz erkin ózi sheshiw, huquq, azatlık ushın gúreske shaqırıw, birlesiw haqqında sózileti. Mısalı, “Xalıq ushın”, “Ne payda” taǵı basqalar.

Al tarixiy qosıqlar balalar menen jaslardı xalıq ómirindegi san túrli tarixiy waqıyalar menen tańıstırıp, xalıqtıńxalıq bolıp kaliplesiwine belsendi úles qosqan, el basına kiyinshılıq, túskende jan bergen batırlarǵa xúrmet penen qarawǵa tárbiyalap, ádil, hadal bolıwǵa úyretken.

Mısalı, “Amanba” qosıǵı Qońırattaǵı waqıyalarǵa baylanıslı shıqqan. Tariyx penen tıǵız baylanıslı qosıqtıń jáne birewi “Asqar batır”, “Bozataw” t.b. Bunda xalıqtıń muń-zarı, tuwıp ósken ata makanına degen súyispenshilikti, perzentlik qıymaslık sezimleri kórsetiledi.

Shınında da Qaraqalpaq xalqı ózqosıqlarında erteklerde ayılǵan qanday da bir burın bolǵan qorqınıshlı waqıyalarǵa táreplemeydi, ol ózómirin, óz sezimleri menen maqset-muratların, jamiyettegi hár bir insannın júregindegi ideyalarǵa qosıqqa qosadı. Tıńlawshılar ózgesheliklerin aytıp atırǵanlıǵı sebepli, qosıq sózleriniń sol ómirde, turmıstań alınǵanlıǵı sebepli, olar lázzet aladı.

Qosıqtıń tereń mazmunlıǵın, estetikalıq tásirin tıńlawshıǵa jetkeriw qosıqtı atqarıwshınıń kórkemlik oy-órisine, onı obrazlı túrde jetkize biliwine, atqarıwshınıń sheberligine hám dawıs qubılıslarınıń jaǵımlılıǵına da baylanıslı. Bunday talantı bar baqsılardı xalıq joqarı xúrmetlegen, olardan maqtaw sózin ayamagan, jaqsı dauıslı baqsı, tańlayına bergem baqsı dep xoshametlep otırǵan.

Bunday atqarıwshınıń baqsıshılıq óneriniń qalıplesiwine, el arasına tańılıwına sol ortalıqtıń da tásiiri kóp. Tájiriyebe baqsılar jas atqarıwshılardı ózqáwenderligine alıp, ózi ústinde kóp isletip tárbiyalaganında dep bilemiz. Olar óz izbasarların ózleri tárbiyalaydı, hár tárepleme jetilistiredi, uyretedi el arasına shıǵaradı, ózi atqarǵanday etip uyretedi, solay etip ózleriniń qosıqshılıq dásturın jalǵastırıwǵa niyet etedi. Eshan baqsı, Musa baqsı, Genjebay baqsı, Tımbay baqsı t.b. Bul baqsılardıń ózgeshelikleri-dawıslarınıń tábiyiy tayarlıǵı menen sheklenip koymay, sol tábiyiylikjetilistiripmaqsetli paydalana biliwinde jáne usı tayarlıqtı jas baqsılardıǵa úyretiwinde.

Joqarıda ayılǵan baqsı namaları namanı dóretiwshi baqsılardıń, ataqlı aytqıshlardıń atları menen baylanıslı otıradı. Kóp namalar tariyxta bolǵan waqıyalar menen dep ataladı. Ayrım namalardıń payda bolıwı, xalıq namalarınń kushi jóninde xalıq awzında tolıp atırǵan ángime ertek sózler bar. Xalıq namaları xalıq ómirinde xalıqtıń ruwxıy azıǵı retinde úlken orın tutqan. Saz sáwbet jóninde, baqsı namaları haqqında ańız ápsanalarda jiyi ushırasadı.

Ótkendeǵı xalıq legendaları:

1.Ótken zamanları bir zalım patsha saz shertken sazendelerdi óltire beripti. Onnan keyin xalıq ishinen bir baqsı patshaniń aldına duwtarın qushaqlap barıp

Saz benen sáwbetti yalǵan demeńler,

Adam ata binyaat bolǵanda bardı,

Abıl, Qabil ájesiniń qarnında

Alar hám dúnyaǵa kelgende bardı – dep saz shertip, qosıq aytqannan keyin patsha baqsı sazendelerdi óltiriwdi koypıtı- deydi.

Nama menen jirdiń quwatı jóninde eski túrk qoljazba miyraslarda yaǵnıy Abılǵazı baxadr xannıń Túrkk shejiresiniń akademik Bartoldtin bastırıp shıǵarǵan nuskasında bir ullı jırshınıń Shıǵısxannın balası Jojı ólgende, saz kúshi menen jırshınıń Shıǵısxanǵa túsindirgeni tuwralı legenda bılay deydi:

Ullı jırshı: Teńiz bashtın bolǵandı kim tárguzur a xanım
Tırak tuptın jgildi kim tuguzur a xanım
Shıǵıs: Teńiz bashtıńbolǵansa tondoror olom jojodır
Tırak toptın jıǵlsa torgozor olom koolm jojdr
Kozın yashın bokitor konın toldı bolǵım
Dırın konlokitor jojı oldı bolımı

Mine bunda Shıǵıs xan ullı jırshınıń sózi menen naması arkalı ulı Joshınıń ólgenin tusingeni jóninde sóz etiledi.

Qaraqalpaq baqsılarınıń shertetuǵın, aytatuǵın namalarınıń payda bolıwı jónidegi kóp qana ápsanalar bar:

Jeti asırım. Qaraqalpaqlarda Muwsa baqsı saz shertip, baqsı bolıwdıń talabında júrgende bir awılda úlken toy boladı, toyǵa jan- jaqtań kóp adamlar qatnasadı. Tamashagóylerge qızıq kórsetiw maqsetinde bul toyǵa Musa da shaqırıladı. Úlken maydansha. Qır dógerek otırǵan adamlardıń ortasında Musa baqsı saz shertip qosıq aytıp otır.

Biraq ol qosıqtı jaqsı aytqanı menen duwtardı durıslap sherte almaydı. Qurda otırǵan bir ǵarrı Musanın janına kelip saz shertseń durıslar shert-dep Muwsanıń qolındaǵı duwtardı alıp ózi duwtar menen hár túrli namanı shertip Muwsaǵa kórsetedi hám onı dálkek qılıp kúledi. Muwsa ózine ustaz kerek ekenin sol waqıtta ǵana tusıedi. Soytip ol ózine ustaz izley baslaydı. Aradan kóp kún ótpey-aq Muwsa baqsı Shoraxannan jayawlap Shımbay átirapındaǵı ataqlı baqsı Aqımbetke shákirt bolıw ushın jol tartadı. Mina keń jazıq dalada Muwsa piyada kiyatır. Sarı espe kum. Ǵarǵa adımı mıń bolsa da Muwsa duwtarın qushaqlap alǵa qarap umtılıp júrip kiyatır.

Munarlanıp kórinip turǵan Qara taw. Uzaq jollar artta qaldı. “Ariq balıqtıń duzı menen “qállı jagıs” tıńarasındaǵı “Jeti asırım” qumda Muwsa jol azabın tartadı. Sarı kumlardan óte almay, óziniń sharshaǵanda kuwatı bolǵanduwtarın kolına alıp shertip inıranıp qosıq aytadı. Musa baqsı bul shertken namasına “jeti asırım”-dep at qoyǵan eken- deydi. Bul jeti asırım namasın Muwsa baqsı dóretip shertkennen keyin xalıq ishinde keńnen tarqarǵan eken.

Qoshım palwan. Ótken zamanlarda Qoshım palwan degen ataklı palwanbolǵan. Bunı xalıq “Qos barmaqılı Qoshım! Qosım palwan”-dep atarǵan. Ol hár waqt gúreske túser aldında ol óziniń en jaksı kórgen namasın shertedi eken. Duwtar shertip bolıp gúreske tuskende palwandardı jıǵa beretuǵın bolǵan. Solay etip Qoshım palwannın gureske túsep aldındaǵı shertetuǵın naması, “Qoshım palwan naması” dep atalıp ketken delinedi.

Jaman shıǵanaq. Bul jaman shıǵanaq namasınıń payda bolıwı jonide xalıqtıń kópshiligi jerinen suwı tayıp, egin ege almay asharsılıqqa ushırap Amiwdáryanıń órine joqarıǵa qaray jol jurip sapar shegedi. Ol zamandaǵı tiykarǵı kólik keme bolǵan. Adamlar dáryanıńórine qarap kemesin súyrep saldaw tartıp awır azaplar shekken Kemeshiler dáryanıń qaytpasında kúshli aǵısqa, qaytpa iyrimlerge ushırap órlep júre almay dáryanıń aǵısı menen gúresip, dárıya menen tiresip saldawshılar kúshin biriktirip arqan tartıp barlıǵı birigip qosıq aytadı eken. Dáryanıń aylanba, qaytpasındaǵı saldawshılardıń usı aytqan qosıǵınıń naması Jaman shıǵanaq bolıp atalǵan-deydi.

Arıwxan. XIX ásirde ómir súrgen qaraqalpaqlardıń eń ataqlı baqsısı Musa baqsınıń ustazı Aqımbet baqsınıń deretken “Arıwxan” naması tuwralı xalıq legendalarında bılay deydi: - Aqımbet baqsıdan burın qaraqalpaqlarda Baysarı baqsı degen baqsı bolǵan. Baysarı baqsı toyǵa shaqırılǵanda toyda qosıq aytqanı ushın haqısına bir ógiz alıp aytadı eken. Bir toyǵa Aqımbet kırık jigiti penen baradı. Aqımbet sol qırıq jigittin aǵa biyi eken. Baysarı baqsı aytqan haqıma bir ogiz bermese barmayman- dep toyǵa kelmepti. Bul awqaldı qırıq Jigittin aǵası Aqımbet kórip óziniń qırıq jigiti bir-bir namadan shertip qosıq aytıwdı buyırıptı.

Aqımbettin qırıq jigiti qosıq aytıp bolǵannan keyin Aqımbetózi, “Arıwxan” degen namaǵa qosıq aytqan Aqımbet bul namanı aytqanı ushın Arıwxan degen qızǵa úylengen-deydi.

Aqımbet óziniń kırık jigiti menen hár qaysısı bir nama shıǵarıp aytıp qaraqalpaqlardıń baqsı namasın bayıtqan, “Arıwxan” naması Aqımbet baqsınıń shıǵarǵan naması, Arıwxan Aqımbettin alǵan xayalın atı, sol toydan baslap Aqımbettin aǵabiy laqabınıń ornına Aqımbet baqsı bolıp atalıp ketken. Jáne bir legenda bir kempirdin bes qızı bar eken, bir qızınıń atı Arıwxan eken, Bir toyda Aqımbet namanı jaqsı shertip aytqanı ushın kempir Arıwxan degen qızın Aqımbetke toyda inam etipti- deydi

“Nar iydirgen”. Qaraqalpaqlardıń kóshpeli ómir surgen zamanları bir kız botası ólgen ingendi sawıp ingennen sút shıǵara almay kıynalıp otırǵan awqalın bir baqsı kórip túye sawıp otırǵan qızdıń qasına kelip duwtarı menen nama shertipti. Baqsınıń shertken namasına qız sawıp otırǵan ingeni iyip sút beripti, mine sol belgisiz baqsının bul shertken naması “Nar iydirgen” bolıp atalıptı-deydi.

Tawdan asqan. Buringı zamanları qaraqalpaqlar kóship baratırǵanda ǵarri kempirler kóshke ere almay, bel taulardan asa almay, kóshke erip jure almay jolda sharshap atırǵan kempirlerdin kewlin kóterip, beline dárman endirip, kóship baratırǵan kóshke jetkeriw ushın bir ǵarri kolına duwtaralıp nama shertipti, ǵarri bul naması, “Tawdan asqan” bolıp atalıp ketipti.

Sanalı keldi. Ótken zamanları Qarajan baqsı qosıq aytıp otırǵanda bir otkir qız qızlardı baslap kelgen, sol ótkir, sulıw kızıń juris-turısın kólde jurgen (sanaga) uqsatıp saz shertip qosıq aytqan, mine sol Qarajan baqsının aytqan, shertken naması “sonalı (sanalı) keldi” bolıp atalıp ketken.

Ilme Sultań. Aqımbet baqsının bir qızdıń otırıp-turısına arnap bir nama shıǵarǵan hám ilme bolıp shertilgendikten, “Ilme Sultań” bolıp atalıp ketken.

Bozataw. Boz atauǵa sırttań jau topılıp xalıqtı postırıptı. Sol waqıttaǵı qaraqalpaq xalqınıń ataqlı shayırı Ajiniyaz xalıq kórgen xorlıqtı birge kórip bul bolǵan waqıyaga arnap qosıq jazǵan, bul qosıqtıń arnawlı naması Boz atawnaması bolıp qaraqalpaq baqsılarınıń naması qatarınan orın alǵan. Bul “Boz ataw” naması júz jil dawamında umıtmastań aytilish kelmekte.

Ala qayıs. Jigitler atqa er-júwen salıp bezep at mingende onıń aylı quyıskanları, sidemetleri túrli reńli temirlermenenáshekóylengen, bunıń barın ala qayıs dep ataydı. Ala qayıs penen bezelgen atka bir baqsınıń arnap shıǵarǵan naması- “Ala qayıs” delingen. Al taǵı bir legendada: Aqımbet baqsı Xiywa xanınıń Bambur- degen baqsısın SHırwan namasına aytıp jengeni ushın xan Aqımbetke ala qayıs salǵan at beripti, soǵan arnap Aqımbet, “Ala qayıs” degen nama shıǵarǵan deydi.

Kór qız. Buringı zamanlarda bir qız baqsı bolǵan, ol qızdıń baqsı bolǵanına din adamlarınıń aytıwı menen kızıń aǵalarınıń namısı kelip qızǵa awır azaplar berip, qızdıń eki kózin oyıp alıptı. Qız eki kózden ayırılǵannan keyin óziniń kórgen xorlıq-zorlıklarına narazı bolıp, zaman

teńsizligine shıdamay óziniń zarın qosıq qılıp namaǵa salıp jırlaǵan eken, mine sol qız baqsının aytqan naması, “Kór qız” naması bolıp atalıp ketipti- deydi.

Saltıq. VIII ásirler shamasında turkmenler arasında Niyazımbet kórsheniń Eshbay, nurjan Atash, Saltıq degen shákiritleri bolǵan. Sol shákirilerinini ishinen Saltıq degen shákiriti bir namanı jaqsı shertken. Saltıqtıń jaqsı shertken naması saltık naması bolıp atalıp ketken- deydi.

Kanipe. Ótken zamanları bir jarlı diyqan Amiwdáryanıń órine shıǵıp kóship ketken eken, onıń Qánipe degen qızı el-jurtın saǵınıp qosıq shıǵarıp dauısqa salıp qosıq aytqan. Kánipe kızıń aytqan qosıǵı “Kanipe” naması bolıp atalıp ketken.

Dem bermes. Dem bermes naması bir legendalarda kisi esigine jallanıp júrgen jalshınıń shıǵarǵan naması deydi. Al jáne bir legenda qosıq aytqanda dem almastań ayılǵanlıqtań dem bermes bolıp atalǵan bolıwı kerek- deydi.

Qızlar úyge kir. Qızlar toy-merekege kelgende úyge kiriwge uyalıp turǵanda bir baqsı maydanda turǵan qızlardı úyge kirin dep qosıq penen nama qaytargan. Bul “Qızlar úyge kir” namasın toy baslanar aldında aytıw barlıq baqsılar ushın dástúr bolıp ketken- deydi.

Yaǵlı báhár. Bul nama eki adam náubet penen, gezeklesip aytqan tarizde ayılǵanlıqtań bul nama “yaǵlı báhár” dep atalıp ketken.

Láy- láy. Baqsılar qosıq aytqanda qosıqtıń qaytarması “láy- láy” bolıp kelip otıradı, sonlıqtań lay- lay bolıp atalǵan- deydi.

Suw serper. Dárya boyında qıp-jigitler bir-birine suw serpip oynap otırǵanıń ústine bir baqsı shıǵıp, bular oynaǵan oyınına nama qosıp, duwtar shertipty, sonlıqtań bul nama “suw serper” bolıp atalıp ketken.

Gubbátdiyın. Bul nama attıń bawırına taǵılatuǵın sidemetke, gúmisten oyılǵan naǵısqa, gubbaǵa, gúmbezge, onıń atqa jarasıp turǵanına arnap shıǵarılgan nama eken- deydi.

Aq qalqan. Aq qalqan degen sulıw qızǵa arnalıp shıǵarılgan bir sazende baqsınıń naması eken.

Adınnan. Bul nama bir zatqa yamasa bir háreketke suysinip tań qalǵanda jaqsı kórip aytqan nama eken- deydi.

Qara jorǵa. Bir jorǵa júrisli qara attıń súrgen jorǵasına bir baqsı duwtarı menen nama qosıp shernken eken- deydi.

Boz torǵay (poshsha torǵay, molla torǵay). Báhár ayında boz torǵaylar kógergen kóktiń ústinde pál-pállep ushıp sayrap turǵanına eliklep baqsılar nama qosıp shertken. Geyde bul namanı torǵay balasın jılannan qorǵaǵandaǵı janı ashıǵan háreketine arnalıp shıǵarılgan depte aytıadı.

Xoja bala. Bir jas bala baqsı Qaraqalpaqstańnıń Xoja kól degen jerinen shıǵıp baqsıshılıq etken. Bul balanıń aytqan naması xalıqqa jaqqanlıqtań “Xoja bala” naması bolıp atalıp ketken.

Bes perde. Bes perde naması duwtardı shertkende duwtardıń joqarǵı bes perdesinde kóbirek shertiledi, sonlıqtań bes perde bolıp atalǵan.

Muqalles. Mukam dep sózbasın ataǵan. Muqalles naması namalardıń aldında keledi, burın shertiledi, baqsılar qosıqtımukalles namasınan baslaydı, namalardı baslawshı nama mukalles bolǵan.

Tarlan. Qusshılardıń qusına arnap shıǵarǵan naması.

Solay etip túrli janrdaǵı duwtar namaları xalıqtıń estetikalık kóz-qarasların hám sezim túsiniǵin bildire otırıp, balalar menen jaslarǵa muzikalıq-estetikalık tárbiya beriwdiń tiykarǵı

jollarınıń biri boldı. Olar ózleriniń ápiwayılıǵı menen, lazımlıǵı menen, syujetlerinińbaylıǵı, ómirdiń, tábiyattıń, turmıstıń álwan túrli qubılısına hár túrli muzikalıq ses (ún qosıp) ájayıp poetikalıq forması menen jáne tereń mazmunı menen dógerektegi turmıs qubılıslarına dóretiwshilik kózqarasların qalıplestiriwge járdemdesedi.

Házirgi kúnde kóplegen xalıq qosıqları professional baqsılardıń, kórkem óner xızmetkerleriniń, mektep oqıwshılarınıń repertuarlarınan úlken orın alıp, el súygen baqsılardıǵa aynalıp atır. Qaraqalpaqlar qosıqlardıń basım kepsiliginxalıq ásbaplarında atqarǵan. Biraq, tariyxıy jaǵdaylarǵa baylanıslı kóplegen xalıq ásbapları joǵalıp ketti. Biraq usı taraw boyınsha izertlewshilerdin miynetiniń arqasında házirgi kúnde kóplegen burın joq bolıp ketken xalıq ásbapları ómirge qayta kelmekte. Máselen, ilimiy dálil boyınsha xalıq ásbapları sanı otızdan asadı.

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QARAQALPAQ FOLKLORINDA MILLIY MUZIKA ÓNERI TIYKARINDA OQIWSHILARDI RUWXIY-ETIKALIQ TÁRBIYALAW NÁTIYJELIGINIŇ ANALIZI

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Annotatsiya. Bul maqalada Qaraqalpaq xalqınıń milliy mádeniyatı, folklorı, Qaraqalpaq folklorında milliy muzıka óneri tiykarında oqıwshılardı ruwxıy-etikalıq tárbiyalaw nátiyjeligi analizi haqqında sóz etilgen.

Gilt sóz: xalq qosıqları, etika, milliy muzıka, tárbiya, analiz,

ANALYSIS OF THE EFFECTIVENESS OF SPIRITUAL AND MORAL EDUCATION OF STUDENTS BASED ON NATIONAL MUSIC ART IN KARAKALPAK FOLKLORE

Abstract. This article talks about the national culture and folklore of the Karakalpak people, the analysis of the effectiveness of spiritual and moral education of students based on the national music art in Karakalpak folklore.

Key words: folk songs, ethics, national music, education, analysis.

АНАЛИЗ ЭФФЕКТИВНОСТИ ДУХОВНО-ПРАВСТВЕННОГО ВОСПИТАНИЯ СТУДЕНТОВ НА ОСНОВЕ НАЦИОНАЛЬНОГО МУЗЫКАЛЬНОГО ИСКУССТВА В КАРАКАЛПАКСКОМ ФОЛЬКЛОРЕ

Аннотация. В данной статье говорится о национальной культуре и фольклоре каракалпакского народа, анализируется эффективность духовно-нравственного воспитания учащихся на основе национального музыкального искусства в каракалпакском фольклоре.

Ключевые слова: народные песни, этика, национальная музыка, образование, анализ.

Qaraqalpaq xalıq qosıqları ayılǵanda ózine say namaǵa salınıp ayıladı.

Aqıl-násiyat qosıqları yaki termeler xalıq qosıqlarınıń belgili bir túrin qurap turadı. Bul qosıqlarda adamǵa bárinende burın aqıl aytıp, násiyat berip ata-babalarımızdıń ásirler boyı toplaǵan tájriybesin, minez qulqın kórsetedi.

Jıraw baqsılar aytqan qosıqlar jas áwladtı, tárbiyalawda úlken áhmiyetke iye bolǵan.

Termeler aqıl násiyat qosıqlar Á.Tájimuratovtıń aytıwı boyınsha filosofiyalıq mánisine iyeligin bildiredi. Xalqımız bul qosıqlardan estetik zawıq aladı. Siyasiy jámietlik ádep ikramlıq, tárbiya, dúnyaǵa progressiv demokratiyalıq kóz qarasta bolıwǵa úlken tásirin kórsetken.

Misalı

Bir degende ne jaman,
Bilimsiz ósken ul jaman,
Ekilenshiden ne jaman,
Erkelep ósken qız jaman.
Úshlenshiden ne jaman,
Úshliksiz pishken ton jaman,
Tórtlenshiden ne jaman,
Tórde otırǵan Tóre biy,
Terisin buzsa sol jaman,

Beslenshiden ne jaman,
Bes waqitli bes namaz,
Qaza qilsa sol jaman,

Bilegimde kúshim bar,
Batirman dep maqtanba,
Baxit qondi basima,
Úlkeydim dep maqtanba
Dún`ya jiyip úyińe
Kórkeydim dep maqtanba
Kóp maqtanğan bolmaydi
Sózdiń durisin aytqanda

Aqil násiyat qosiqlariniń baqsi jolina aytilatǵın variantlari da júdá kóp ushrasadi. Olarǵa tómondagi qosiqlar misal bola aladi.

Qaraqalpaq shayiri Ájiniyaz tárepinen jazılǵan «Megzer» qosıǵı xalıq namasi, «Bes perde» ge salinip aytiladi. Qosiq tiykarinan aqıl-násiyattan ibarat bolip, tárbiyalıq áhmiyeti júdá kúshli qosiqlardan bolip esaplanadi.

Xalayıqlar oylap qara
Tatiwlasar kem kem ara
Dus bolsańız yaqshi yara
Wómiriń Gúlistanǵa megzer

Abadandur ońli solıń
Jetedi hár jerge qoliń
Bolsa jedeli márt ulıń
Kewliń bálent tawǵa megzer

Bul qatarlardan ańlawimizǵa boladi, xalqimiz ázelden tataiwliqti dosliqti birinshi orıǵa qoyip kelgen, abadan turmis, gúlistan ómir, xalqimizdiń ázeliy ármanlarinan esaplanadi. Bul qosiq baqsilarimiz tárepinen júdá súyip atqariladi hám bul qosiqti úyreniw ańsat.

Kúnxoja shayir sózine «Bes perde» namasina atqarilatuǵın «Nege kerek» qosıǵıda tiykarinan tárbiyalıq áhmiyetke iye. Wómir boyi ádillik kórmegen xalıq ádillik kúsep jasaydi.

Misali` Eki jaqti teń kórmese
Tuwri ádillik bermese
Xalıq penen oynap kúlmese
Kát qudalar nege kerek

Degen qatarlar arqali, bul qosiq adamlardi ádil bolıwǵa shaqiradi.
Gúldey bolip jaynamasa,
Búlbil bolip sayramasa,
Quwanisip oynamasa
Bul ómirler nege kerek.

Wómirdiń qiziqli hám mazmunli bolip ótiwini, hámmede qáleydi. Bul qosiqtiń aytiliwi baǵdari «Megzer» qosıǵı menen birdey.

Watandi súyiwge oǵan xizmet etiwge xalqimiz ázelden, áwladlarǵa násiyatlap kelgen, watanniń kelbeti oniń bay tábiyati, onda jasawshi insanlardiń táriypi arqali qosiqlar bárhulla xalıqti ruwhlandirip kelgen. A.Musaev sózine «Táriyp» qosıǵı qaraqalpaq xalıq namalari «láy-láy»

hámde «Ne dađı dos» namasına salınıı baqsılar tápinen súyip atqarılıp kelmekte. Házirgi kúnde bul qosıq ayırım jas baqsılarımızdıń giminine aylanbaqta.

Arjaq berjaq bolıp eki sán bolǵan,
Bólim -bólim erler Qarqalpaqta,
Úyrek uship ǵanqıldasıp ǵaz qonǵan,
Aydın-aydın kóller Qaraqalpaqta.
Shárwaları kóship ataw jaylaǵan,
Biye sawıp qatar qulın baylaǵan,
Qulan kiyikleriń sekirip oynaǵan,
Qiya qiya shóller Qaraqalpaqta.

Qızları bar qıya-qıya qasları,
Iynın jabar órim- órim shashları,
Shash bawında hinji gáwhar tasları,
Perizattay qızlar Qaraqalpaqtıń.

Ǵárip aytar ótti neshe jáhángir
Hár kim elin jaman demes jaqsı der
Mir Alisher Jiyrenshege taqabbil
Ataqlı shayılar Qaraqalpaqta

«Bes perde» namasına Maqtum qulı sózine, «Miymandur» qosıǵıda mánisi jaǵınan aqıl násiyat qosıqları, qatarına kiredi.

Qaraqas astında badam qabaǵıń
Kiprigińniń túgi kózge miymandur
Kelgennen qızǵanba pisken tamaǵıń
Nanǵa mútáj emes sizge miymandur.

Xalqımızda miymandoslıq páziyleti, qádirlenip kelgen. «Hár bir úyge kelgen qonaq-nesebesi menen keledi»-degen danalıq gáp bar.

Maqtumqulı aytqıl duwrı sózińdi
Siz bizlik siylasıq qaldı izińde
Kim bop jasasańda jerdiń júzinde
Adam bir bes kúnlık duzǵa miymandur

Bul qatarlar arqalı hátte adamnıń ózi de, bul bes kúnlık dúnyaya miyman ekenligi, waqti kelip kim boliwına qaramastan bul dúnyadan ótetuǵınlıǵı haqqında sóz etiledi.

Qaraqalpaq muzıka folklorı járdeminde estetik tárbiyalaw natıyjeliligin kepillik beriwdi názerde tutıp, arnawlı metodika islep shıǵıwǵa bólek itibar qaratıldı. Metodikanı tikkeley ámeliyatqa qollanıw tájiriye-sınaw jumısları sheńberinde alıp barıldı. Sonın menen birge, tájiriye-sınaw jumısların izbe-iz, úzliksiz shólkemlestiriw maqsetinde isshi dástúr dúzildi.

Izertlewdiń tiykarǵı “ózegi”in shólkemlesken tájiriye-sınaw jumısları rejesi hám dástúrin dúziwde Nókis qalası ulıwma orta bilim beriw mekteplerinde alıp barǵan baqlawlarımız nátiyjesinde shıǵarǵan juwmaqlarımız zárúrli áhmiyetke iye.

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COMMUNICATIVE LANGUAGE TEACHING APPROACH IN TEACHING ENGLISH

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Abstract. *The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities.*

Key Words: *Linguistic Theory of Communication, Language Acquisition, Second Language Acquisition, Grammatical Knowledge.*

КОММУНИКАТИВНЫЙ ПОДХОД ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация. *Истоки коммуникативного преподавания языка (CLT) можно найти в изменениях в британской традиции преподавания языка, начиная с конца 1960-х годов. До этого ситуационный язык представлял собой основной британский подход к преподаванию английского языка как иностранного. В рамках ситуационного преподавания языка язык преподавал путем отработки базовых структур в значимых ситуативно-ориентированных действиях.*

Ключевые слова: *лингвистическая теория коммуникации, овладение языком, овладение вторым языком, грамматические знания.*

Introduction. Communicative language teaching (CLT) is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. CLT emerged in the 1970s as a reaction to the perceived shortcomings of traditional grammar-translation language teaching methods. Traditional methods focused on teaching grammar and vocabulary in isolation, with little emphasis on the communicative use of the language. CLT, on the other hand, focuses on the development of students' ability to communicate effectively in real-life situations.

The teacher in a communicative language classroom acts as a guide or facilitator and students engage in class activities to learn the language. Development of Language Teaching The communicative approach in language teaching starts from a theory of language as communication.

The goal of language teaching is to develop what Hymes referred to as "communicative competence." Hymes coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language.

Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes's

theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. [11:235]

In Hymes's view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to

1. Whether (and to what degree) something is formally possible;
2. Whether (and to what degree) something is feasible in virtue of the means of implementation available;
3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;
4. Whether (and to what degree) something is in fact done, actually performed, and what it is doing entails.

In a number of influential books and papers, a second element is the task principle:

Activities in which language is used for carrying out meaningful tasks promote learning.

A third element is the meaningfulness principle: Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns). These principles, we suggest, can be inferred from CLT practices.

They address the conditions needed to promote second language learning, rather than the processes of language acquisition. More recent accounts of Communicative Language Teaching, however, have attempted to describe theories of language learning processes that are compatible with the communicative approach. Savignon surveys second language acquisition research as a source for learning theories and considers the role of linguistic, social, cognitive, and individual variables in language acquisition. [11:76]

Other theorists (e.g., Stephen Krashen, who is not directly associated with Communicative Language Teaching) have developed theories cited as compatible with the principles of CLT.

Krashen sees acquisition as the basic process involved in developing language proficiency and distinguishes this process from learning. Acquisition refers to the unconscious development of the target language system as a result of using the language for real communication.

Learning is the conscious representation of grammatical knowledge that has resulted from instruction, and it cannot lead to acquisition. It is the acquired system that we call upon to create utterances during spontaneous language use. The learned system can serve only as a monitor of the output of the acquired system. [3]

Krashen and other second language acquisition theorists typically stress that language learning comes about through using language communicatively, rather than through practicing language skills Johnson and Littlewood consider an alternative learning theory that they also see as compatible with CLT—a skill-learning model of learning. According to this theory, the acquisition of communicative competence in a language is an example of skill development. [4:541]

This involves both a cognitive and a behavioral aspect: The cognitive aspect involves the internalization of plans for creating appropriate behavior. For language use, these plans derive mainly from the language system — they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This

occurs mainly through practice in converting plans into performance. This theory thus encourages an emphasis on practice as a way of developing communicative skills.

Communicative Principles

1. Language learning is learning to communicate using the target language.
2. The language used to communicate must be appropriate to the situation, the roles of the speakers, the setting and the register. The learner needs to differentiate between a formal and an informal style.
3. Communicative activities are essential.
Activities should be presented in a situation or context and have a communicative purpose. Typical activities of this approach are: games, problem-solving tasks, and role-play. There should be information gap, choice and feedback involved in the activities.
4. Learners must have constant interaction with and exposure to the target language.
5. Development of the four macro skills — speaking, listening, reading and writing — is integrated from the beginning, since communication integrates the different skills.
6. The topics are selected and graded regarding age, needs, level, and students' interest.
7. Motivation is central. Teachers should raise students' interest from the beginning of the lesson.
8. The role of the teacher is that of a guide, a facilitator or an instructor.
9. Trial and error is considered part of the learning process.
10. Evaluation concerns not only the learners' accuracy but also their fluency.

Communicative Features

1. Meaning is paramount.
2. Dialogues, if used, enter around communicative functions and are not normally memorized.
3. Contextualization is a basic premise. (Meaning cannot be understood out of context. Teachers using this approach will present a grammar topic in a meaningful context.
Example: If the new topic to teach is Present Continuous, the teacher will not mime the action of 'walking' and ask: What am I doing? I am walking. Instead, the teacher will show, say, pictures of her last trip and tell the students something like: I have pictures of my vacation. Look, in the picture I am with my friends. We are having lunch at a very expensive restaurant. In this other picture, we are swimming at the beach.
4. Language learning is learning to communicate and effective communication is sought. (When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.)
5. Drilling may occur, but peripherally.
6. Comprehensible pronunciation is sought.
7. Translation may be used where students need or benefit from it.
8. Reading and writing can start from the first day.
9. Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately).
10. Teachers help learners in any way that motivates them to work with the language.
11. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.

Communicative Approaches

As the language theories underlying the Audio-lingual method and the Situational method were questioned by prominent linguists like Chomsky during the 1960s, a new trend of language teaching paved its way into classrooms. Communicative Language Teaching (CLT), which is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “Communicative Approach”. Historically, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity.

Structuralism And Behaviorism The theories underlying the audio-lingual method and the situational language teaching were widely criticized during the 1960s. Noam Chomsky, for instance, rejected the structuralism view of language and demonstrated that there is a distinction between performance and competence. The goal of the linguist is to study the linguistic competence native speakers are endowed with. He also showed, rightly, that structuralism and behaviorism were unable to account for one fundamental aspect of language, namely the creativity and uniqueness of individual sentences.

A child is able to produce an infinite number of sentences that s/he has never encountered.

This makes the factors of imitation, repetition and habit formation weak arguments to account for any language learning theory. Proficiency of Communicative The increasing interdependency between the European countries necessitated a need for a greater effort to teach adults the principal languages of the continent. New goals were set in language teaching profession:

The paramount importance of communication aspects of language.

The increasing interest in meaningful learning. c. The growing centrality of the learner in teaching processes. d. The subordinate importance of structural teaching of language. Notional language Applied linguists and philosophers addressed another fundamental dimension of language: the functional and communicative potential of language. The speech act theory showed that we do something when we speak a language. We use language

- ✓ to get things,
- ✓ to control behavior,
- ✓ to create interaction with others,
- ✓ to express personal feelings,
- ✓ to learn,
- ✓ to create a world of imagination,
- ✓ to communicate information.

Besides applied linguists emphasized a teaching of language based on communicative proficiency rather than mastery of structures. Instead of describing the core of language through traditional concepts of grammar and vocabulary, they attempted to show the systems of meaning underlying the communicative use of language. They described two kinds of meanings.

Notional categories: concepts such as time, sequence; quantity, location, frequency.

Functional categories: requests offers, complaints, invitation ... In other words, a “notion” is a particular context in which people communicate. A “function” is a specific purpose for a

speaker in a given context. For example, the “notion,” of shopping requires numerous language “functions,” such as asking about prices or features of a product and bargaining.

Language Competence

For Chomsky the focus of linguistics was to describe the linguistic competence that enables speakers to produce grammatically correct sentences. Dell Hymes held, however, that such a view of linguistic theory was sterile and that it failed to picture all the aspects of language. He advocated the need of a theory that incorporate communication competence. It must be a definition of what a speaker needs to know in order to be communicatively competent in a speech community.

- ✓ Grammatical competence: refers to what Chomsky calls linguistic competence.
- ✓ Sociolinguistic competence: refers to an understanding of the social context in which communication takes place (role relationships, shared beliefs and information between participants ...)
- ✓ Discourse competence: refers to the interpretation of individual message elements in terms of their interconnectedness and how meaning is represented in relationship to the entire discourse or text.
- ✓ Strategic competence: refers to the coping strategies that participants use to initiate terminate, maintain, repair and redirect communication Learning Theory According to the communicative approach, in order for learning to take place, emphasis must be put on the importance of these variables:
 - ✓ Communication: activities that involve real communication promote learning.
 - ✓ Tasks: An activity in which language is used to carry out meaningful tasks supports the learning process.

Meaning: language that is meaningful and authentic to the learner boosts learning. Stephen Krashen later advocated in his language learning theory that there should be a distinction between learning and acquiring. He sees acquisition as the basic process involved in developing language proficiency and distinguishes this process from learning. Acquisition is an unconscious process that involves the naturalistic development of language proficiency while learning is the conscious internalization of the rules of language. It results in explicit knowledge about the forms of language and the ability to verbalize this knowledge. Learning according to Krashen cannot lead to acquisition. Advantages of Teaching. There are many advantages in teaching according to the communicative approach:

CLT is a holistic approach. It does not focus only on the traditional structural syllabus. It takes into consideration communicative dimension of language. [6:279]

CLT provides vitality and motivation within the classroom.

CLT is a learner-centered approach. It capitalizes on the interests and needs of the learner. [6:279]

In a world where communication of information and information technology has broken new considerable ground, CLT can play an important role in education. **Conclusion.** In sum up CLT is the best considered an approach rather than a method.

Thus although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit. It could be that one version among the various proposals for syllabus models, exercise types, and classroom activities may

gain wider approval in the future, giving Communicative Language Teaching a status similar to other teaching methods. On the other hand, divergent interpretations might lead to homogeneous subgroups.

Communicative Language Teaching appeared at a time when British language teaching was ready for a paradigm shift. Situational Language Teaching was no longer felt to reflect a methodology appropriate for the seventies and beyond. CLT appealed to those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority., language specialists, publishers, as well as institutions, such as the British Council.

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ABDUVALI QUTBIDDIN IJODIDA MODERNISTIK TASVIRLAR

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Annotatsiya. Ushbu maqolada hozirgi o'zbek she'riyatida modernizm yo'nalishida ijod qilgan Abduvali Qutbiddin hayoti va ijodi tadqiq etilgan. Shoirning she'rlaridagi modern yo'nalishlaridagi she'rlari tahlil etilgan.

Tayanch so'z va iboralar: modernizm, tasvir, ramz, metafora, badiiylik, obraz, lirik qahramon.

MODERNIST IMAGES IN THE CREATION OF ABDUVALI QUTBIDDIN

Abstract. In this article, the life and work of Abduvali Qutbiddin, who created modernism in modern Uzbek poetry, is studied. The poems of the poet in the modern direction of his poems are analyzed.

Key words and phrases: modernism, image, symbol, metaphor, artistry, image, lyrical hero.

МОДЕРНИСТСКИЕ ОБРАЗЫ В ТВОРЧЕСТВЕ АБДУВАЛИ КУТБИДДИНА

Аннотация. В данной статье исследуется жизнь и творчество Абдували Кутбиддина, создавшего модернизм в современной узбекской поэзии. Анализируются стихи поэта в современном направлении его поэзии.

Ключевые слова и фразы: модернизм, образ, символ, метафора, художественность, образ, лирический герой.

Mustaqillik davri o'zbek she'riyati yangicha uslub, yangicha obrazlar, lirik mening kechinmalariga boy she'riyat sanaladi. "XX asr boshlari o'zbek adabiyotida yangi davrni berdi.

O'zbek she'riyatining yulduzi Cho'lpon haqiqatan ham o'zbek she'riyatida buyuk ingilob qildi"[1.576]. Ayni modernizm kurtaklari uning ijodi bilan bog'liqdir.

Abduvali Qutbiddin o'zbek she'riyatida yorqin iz qoldirgan shoirdir. U har bir she'rida, yangi ranglar, ohanglar izlab topishga intiladi. Shoir kechinmalarini ilg'ash qiyindek, tasavvuringizga bu ingichka holatlar bir-biri bilan uzviy emasdek tuyulishi mumkin. Favqulodda o'xshatishlar, kinoyalar, istioralar...o'qib ajablanasiz, bu she'rlar boshqalarning she'rlariga sira o'xshamaydi. Hatto bir qaraganda "qovushmagandek" bo'ladi. Bu shoirning ilk kitobi dastlabki sahifalaridagi Vatan haqidagi she'rida namoyon bo'ladi. O'z tug'ilgan, kindik qoni to'kilgan tuprog'idan olisda yurgan lirik qahramon bahorning ilk kunlarida ona - zaminga oyoq qo'yadi.

U ona qishlog'ini juda sog'ingan edi. Uning diydoridan bahramand bo'layotib butun vujudini ajib bir nur chulg'agandek ko'zlari charaqlab qalbi yayrab ketgandek bo'ldi. Nogahon u vatanning ko'z qorachig'idek aziz ekanligini his etdi.

Nurim, qorachiqqinam

Yorim, onajonginam...[1]

Lirik qahramon atrofga boqib tabiatning tengsiz rassomligidan hayratda qoladi. Bahor qishloqqa o'zining ilk yomg'irlarini sovg'a qilgan va bu bilan u yanada iforli, shukuhli qiyofa kasb etgandi. Shoir ham Darg'omga yuragining shabnamdek toza yomg'iri – naysonni hadya etadi

Bahorning ilk yomg'irlaridan

Ko'ngli toshib ketganday Darg'om
To'kay dedim men ham bag'rimni
Yuragimning yomg'iri - Nayson.[1]

A.Qutbiddin siyqa qofiyabozlik, quruq va'z, soxta ba landparvozliliklardan qochadi. U o'y kechinmalarini oshkora bayon etmaydi, she'rlarida g'oya va ma'no "mana men" deb bo'y ko'rsatmaydi. Balki bu asarlar she'rxonni o'ylashga, mushohada yuritishga majbur qiladi.

O'zining rangin olamiga oshno etadi.

Adabiyotshunos olim Qozoqboy Yo'ldosh shoirning lirik qahramoni haqida shunday yozadi:"A.Qutbiddinning lirik qahramoni – 80 yillar farzandini turg'unlik yillari tarbiyalab, hayotga yo'l ko'rsatgan edi. 80 yillar avlodi oldida mashaqqatli vazifa – juda ko'p yolg'on aralashgan kechagi va bugungi hayotdan insoniy haqiqatni zarra-zarralab terib Buyuk Haqiqatning yaxlit vujudini yaratish zarur edi. Bunga esa buyuk va sohir badiiyat qodir, xolos.

Faqat ugina sohir aqlidan ilgarilab ketishi, tarix sahifalari bo'ylab sochilib ketgan hayotni faqatgina badiiy obrazlar bir nuqtaga jamlab, ko'ngil mulkiga aylantirishi mumkin".

She'riyat - ko'ngil mulki, yurak, sog'inch farzandi. U sog'inchdan yaraladi. Ko'ngil esa hamisha mehrga, sevgiga tashna. Shoirning lirik qahramoni yuragida ham ishq – tashnalikdir. U qalbini o'zgalarga, uni yaxshi ko'rgan odamga hadya qiladi, "dilini sevgiga sotadi".

"Bir qiz olib ketdi uni uzoqqa
U qizning qalbida kunday oqadi,
U baxtdan ketadi endi semirib,
Qiz uni muhabbat bilan boqadi".[1]

Inson tabiati ruhiyati bilan tirik. Ruhiyatidan ayrilgan odam faqat jism bilan yolg'iz qoladi. Ba'zan yuraging dardga, iztirobga to'lgan vaqtlarda yolg'izlikni qo'msab qolasan.

O'zbekiston xalq shoiri Usmon Azim [] aytganidek: "yolg'izlik yarashar faqat xudoga".

Yolg'izlik, telbalik bir orol...
Mushtday kabutarga bir armon.
O'ylaysan dunyoda zo'r qirol –
Nahotki Robinzon, Robinzon.[1]

Robinzon kimsasiz orolda taqdir hukmi bilan yigirma yetti yil yashagan, lekin hech qachon insonlik qiyofasini yo'qotmagan. Ammo lirik qahramon Robinzon taqdiriga buysunolmaydi.

Yolg'izlik, telbalik sho'r taqdir.
Mushtday kabutarga bir armon.
Sen sog'inib kelgan oroldan
Ketib qolgan ekan Robinzon...[1]

Yolg'izlik tushunchasi shoirning "Sevilmagan ayol" she'rida o'ziga xos yo'sinda ifodalanadi. Aslida bu dunyo g'alati. Sevsangu sevilmasang? Sevilib sevmasang?

Kunlar yozingizni tark etib qo'ydi,
Chiroq yog'dusida yuzingiz o'chiq.
Mo'riday seruchqun umid yopildi,
Tutun yo'q
Kulga aylanibdi xushbo'y isiriq...[1]

Shoir she'rda ohori to'kilmagan tashbih, metafora va oksimoron birikmalarni qo'llaydi.

Masalan;”ko‘zingiz yulduzsiz qolgan munajjim”, “dovul muzli toshlar yumalatadi”kabi. She’r qanday sokin manzara bilan boshlangan bo‘lsa, shunday sokin holatda yakun topadi.

Kunlar yozingizni tark etib qo‘ydi,
Yolg‘iz alam qoldi siz bilan achchiq.
Lablar xo‘rsindiyu, asta bekildi
Siz yolg‘iz.
Yo‘q, yo‘q, ozgina dud hamda isiriq...[1]

Bahor yomg‘irining shivalab yog‘ishi ko‘ngilga sokin bir qo‘shiqdek quyuladi. Go‘dak qalbiga mehr baxsh etgan tuyg‘ular ona allasi orqali qo‘shiq bo‘lib ko‘ngildan joy oladi. “Nayson”da ham bir qancha qo‘shiqlar o‘rin olgan: “Qo‘shiq haqida qo‘shiq”, “O‘tinch haqida qo‘shiq”, “Umid haqida qo‘shiq”, “Eng ko‘hna qo‘shiq”, “Visol haqida qo‘shiq”, “O‘layotgan hindu qo‘shig‘i”, “Hijron haqida qo‘shiq”. Shoirning dunyoda yagona oshig‘i – yurak. Qo‘shiq ham yurakdan sizilib chiqadi.

Kuylashdan tinarmi ravon, ohangboz
Dunyoda yagona oshig‘im – yurak.
Qarg‘alar yeyarmi bulbullar tilin,
Bo‘larmi daraxtning barglari g‘ijjak.[1]

Shoirning “O‘tinch haqida qo‘shiq” she’ri xalq baxshisi Shoberdi baxshi Boltaevga bag‘ishlangan. “Alpomish” ohanglaridan kelib chiqilgan ushbu she’rni o‘qir ekanmiz shoirning mahorat sirlaridan voqif bo‘lamiz.

Alpomish ko‘ylagi – yoyilgan osmon.
Barchinning qoshlari – tortilgan kamon.
Ko‘zini yoy qilib otdi qay tomon,
Ayt senga tegdimi, do‘mbira-do‘mbir,
Torlaring tortilsin zorlatib kuldir.[1]

O‘zbekiston xalq shoiri Usmon Azim ijodida ham “xalqimizning uzoq o‘tmish tarixini aks ettirgan “Alpomish” eposining o‘rni katta. Ushbu doston ta’sirida yaratilgan mashhur “Baxshiyona” turkumida doston qahramonlari – Alpomish va Barchin obrazlari stilizatsiyasi kuzatiladi”[6:69]. Ushbu parchada biz A. Qutbiddin ijodida ayni yuqoridgi qahramonlar nomini ko‘ramiz. Shoir tabiat va inson munosabatini nihoyatda betakror istioraviy tasvirlar “Alpomish ko‘ylagi”, “Barchinning qoshlari – tortilgan kamon”, “do‘mbira-do‘mbir” kabi tasvirlarda aks ettirgan. she’riyatida inson va tabiat, makon va zamon, hayot va o‘lim, visol va hijron tushunchalari bir-biri bilan qo‘shilib, yo‘g‘rilib ketgan. Hijron qancha uzoq bo‘lsa visol shuncha go‘zal bo‘ladi.

Hijron qish tuniday cho‘zilganida,
Kunlar ko‘k bag‘ridan uzilganida,
Yoshim piyoladan suzilganida,
Kapalak qonini topinglar menga.[1]

Lirik qahramon nazarida hijronning cheki yo‘q, yo‘llari uzun, shuning uchun u “kapalak qonini so‘raydi”. Kapalakning esa qoni yo‘q. Bu – ramziy, majoziy obraz. Lirik “men” hayotdan o‘ziga hamdard odam izlaydi. Lekin hijron dardida iztirob chekayotgan lirik qahramonning orzusi o‘zgarmas armon bo‘lib qolaveradi. Shoir she’rlarida davr jarayonlari, inson o‘y-

kechinmalari, idrok va g'oyalari, his-tuyg'ulari va xayollari haqidagi qarashlar aks etgan [7:84] ko'ramiz.

Xulosa qilib aytganda, shoir Abduvali Qutbiddin o'zbek she'riyatining "...munosib izdoshi bo'lib, so'zdan durdona asarlar yozadiganlar katta iste'dod egasi bo'ldi"[8:1034] oddiy she'riyati ramziy ifodalarga, kutilmagan holatlarga, tasavvur lahzalariga boyligi bilan milliy she'riyatimizda modernizmni namoyon etadi.

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ARALASH TIPDAGI TENGLAMA UCHUN TRIKOMI MASALASI.

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Annotatsiya. Aralash tipdagi tenglama uchun Triкоми masalasining qo'yilishi, ta'riflangan masalalarning yechimlarining yagonaligi yekstremum printsipli asosida isbotlanishi keltirilgan, Trikomidan keyingi ishlar va ular yechimlari haqida so'z yuritilgan.

Kalit so'zlar: aralash tipdagi tenglama, Triкоми masalasi, xarakteristika, singulyar integral tenglama, Bitsadze-Samarskiy masalasi.

TRICOMI'S PROBLEM FOR A MIXED-TYPE EQUATION.

Abstract. Tricomi's problem for a mixed type equation is presented, the uniqueness of the solutions of the described problems is proved based on the extremum principle, works after Tricomi and their solutions are discussed.

Key words: equation of mixed type, Tricomi problem, characteristic, singular integral equation, Bitsadze-Samarsky problem.

ЗАДАЧА ТРИКОМИ ДЛЯ УРАВНЕНИЯ СМЕШАННОГО ТИПА.

Аннотация. Представлена задача Трикоми для уравнения смешанного типа, доказана единственность решения описанных задач на основе принципа экстремума, обсуждаются работы после Трикоми и их решения.

Ключевые слова: уравнение смешанного типа, задача Трикоми, характеристика, сингулярное интегральное уравнение, задача Бицадзе-Самарского.

Ko'plab ilmiy-amaliy tadqiqotlar aralash turdagi tenglamalar uchun lokal va nolokal chegaraviy masalalarni tadqiq etishga olib keladi. Bu masalalar ko'plab fizik, ximik va biologik jarayonlarning tabiiy matematik modeli hisoblanadi va ular gaz dinamikasida, aerodinamikada, gidrodinamikada, sirlarning cheksiz kichik egilishi nazariyasida, matematik biologiyada va fanning boshqa bo'limlarida o'z tadbirlarini topgandir. Tabiiy jarayonlarning matematik modellarini tadqiq etish aralash turdagi tenglamalarning nazariy asosini tashkil etadi.

Singulyar koeffitsientli aralash turdagi tenglamalar uchun, kichik hadlar oldidagi koeffitsientlari qabul qiladigan qiymatlariga qarab korrekt masalalarni qo'yish va ularni tadqiq etish ilmiy izlanishlarning muhim yo'nalishlaridan hisoblanadi. Aralash tipdagi tenglama deb, u o'rganilayotgan sohaning bir qismida yelliptik, qolgan qismida yesa giperbolik tipga tegishli bo'lgan tenglamaga aytiladi. Sohaning bu qismlari o'tish chiziqlari bilan ajratilgan bo'lib, unda tenglama parabolik tipda bo'ladi yoki tenglama aniqlanmagan.

Aralash turdagi tenglamalar uchun chegaraviy masalani 1920-yilda birinchi bo'lib italyan matematigi Franchesko Triкоми o'rgandi.

Ushbu Triкоми tenglamasi

$$y \frac{\partial^2 u}{\partial x^2} + \frac{\partial^2 u}{\partial y^2} = 0 \quad (1)$$

$y > 0$ yarim tekislikda uchlari $A(-1,0)$ va $B(1,0)$ nuqtada bo'lgan va $y > 0$ yarim tekislikda yotuvchi $\Gamma: y = f(x)$ chiziq bilan, $y < 0$ yarim tekislikda yesa (1) tenglamaning A va B nuqtalardan chiquvchi

$$AC: x - \frac{2}{3}(-y)^{\frac{3}{2}} = 0$$

$$BC: x + \frac{2}{3}(-y)^{\frac{3}{2}} = 1$$

xarakteristikalar bilan chegaralangan bir bog'lamli D sohada o'rganiladi.

Trikomi masalasi: D sohada (1) tenglamanig ushbu

$$u|_{\Gamma} = \varphi(s), \quad 0 \leq s \leq l$$

$$u|_{AC} = \psi(x), \quad 0 \leq x \leq \frac{1}{2}$$

chegaraviy shartlarni qanoatlantiruvchi regulyar yechimi topilsin, bu yerda s Γ chiziqning $B(1;0)$ nuqtdan boshlab hisoblanga \overline{BM} yoyi uzunligi $\left(\left(M \left(\frac{x}{s} \right), y(s) \right) \in \Gamma \right)$, $\varphi(s)$, $\psi(x)$ berilgan uzliksiz silliq funksiyalar.

Izoh: $u(x, y)$ funksiya (1) tenglamaning regulyar yechimi deyiladi, agarda bu funksiya ushbu shartlarni qanoarlantirsa:

- 1) $u(x, y) \overline{D}$ yopiq sohada uzluksiz;
- 2) u_x, u_y – birinchi tartibli hosilalar \overline{D} yopiq sohaning barcha (A va B nuqtadan tashqari) nuqtalarida uzluksiz;
- 3) ikkinchi tartibli hosilalar D - ochiq sohaning barcha (balkim parabolik buzilish chizig'idan tashqari) nuqtalarda uzluksiz;
- 4) $u(x, y)$ funksiya $D|_{AB}$ sohada (1) tenglamani qanoatlantiradi.

Trikomi o'z masalasini Γ chiziq

$$\left(x - \frac{1}{2} \right)^2 + \frac{4}{9} y^3 = \frac{1}{4}$$

normal chiziqning ixtiyoriy kichik uzunlikdagi AA' va BB' yoylar bilan tugaydi, sohaning qolgan qismida yesa normal soha D_0 dan tashqarida yotibdi deb faraz qilib o'rgangan. Trikomi masalasi

$$v(x) = \frac{\partial u(x, 0)}{\partial y}$$

noma'lun funksiyaga nisbatan ushbu

$$v(x) = \frac{1}{\pi\sqrt{3}} \int_0^1 \left(\frac{t}{x}\right)^{\frac{2}{3}} \left(\frac{1}{t-x} - \frac{1}{t+x-2xt}\right) v(t) dt + \int_0^1 k(x,t)v(t) dt = F(x) \quad (2)$$

singulyar integral tenglamani yechishga olib kelinadi, bu yerda $k(x,t)$ – Fredgol’ m yadrosi.

Trikomi masalasi uchun ushbu yekstrimum prinsipi o’rinlidir: Trikomi masalasining yechimi, agar u AC haraktristikada nolga teng bo’lsa, o’zining musbat maksimumini va manfiy minimumini AB ochiq kesmada yerishmaydi. Bu prinsip birinchi marta A. B. Bitsadze tomonidan isbotlangan.

Trikomi masalasi uchun ekstremum printsipini

$$yu_{xx} + u_{yy} + a(x, y)u_x + b(x, y)u_y + c(x, y)u = 0 \quad (3)$$

$a(x, y) = 0, b(x, y) = 0$ shart asosida isbotlanadi.

Ekstremum prinsipining ahamiyati shundan iboratki, undan Trikomi masalasi yechimining yagonaligi kelib chiqadi.

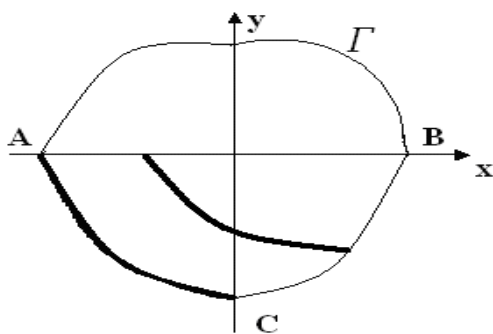
Aralash turdagi tenglamalar sohasida faoliyat yuritayotgan mutaxassislar uchun singulyar koeffitsientli aralash turdagi tenglamalar uchun nolokal masalalarni tadqiq etish ular faoliyatining ajralmas qismiga aylanib qoldi. Singulyar koeffitsientli buziluvchan va aralash turdagi tenglamalar uchun chegaraviy masalalar nazariyasi o’ziga xos muhim xususiyatlarga ega, masalalarning korrekt qo’yilishiga tenglamaning kichik hadlari oldidagi koeffitsientlar kuchli ta’sir ko’rsatadi, ya’ni kichik hadlar oldidagi koeffitsientlarning qabul qiladigan qiymatlariga qarab, tenglama yechimi yoki ularning hosilalari tenglama tipi o’zgaradigan chiziq atrofida chegaralangan yoki chegaralanmagan bo’lishi mumkin, va bu holda boshlang’ich shartlar bu tenglamalar uchun salmoq bilan beriladi.

Frankl-Bitsadze-Samarskiy masalasi.

Ushbu

$$\text{signy} |y|^m u_{xx} + u_{yy} + (\beta_0 / y)u_y = 0 \quad (4)$$

tenglamani o’rganildi. (4) tenglama $z = x + iy$, kompleks tekisligining $\text{Im} z > 0$ yuqori yarim tekisligida uchlari $A(-1,0)$ va $B(1,0)$ nuqtalarda va yuqori yarim tekislikda joylashgan $\Gamma: y = f(x)$ chizig’i bilan, $\text{Im} z < 0$ pastki yarim tekislikda yesa (4) tenglamaning AC va BC xarakteristikalari bilan chegaralangan bir bog’lamli D sohada o’rganiladi.



Ishda (4) tenglama uchun Bitsadze-Samarskiy masalasining shartlarini parallel xarakteristikalaridagi qiymatlarining kasr tartibli xosilarini o'zida birlashtirgan masalaning korrektiligi o'rganilgan. Ta'riflangan masalaning yagonaligi yekstremum printsiipi yordamida, mavjudligi yesa integral tenglamalar usulida isbotlangan. Integral tenglamalardan singulyar integral tenglamalar, Viner-Xopf integral tenglamasi, Fredgol'mning II-tur integral tenglamalar nazariyalaridan foydalanilgan.

D^+ va D^- orqali D sohaning mos ravishda $y > 0$ va $y < 0$ yarim tekislikda yotuvchi qismlarini belgilaymiz, C_0 va C_1 orqali yesa $E(c,0)$ nuqtadan chiquvchi xarakteristikalarining mos ravishda AC va BC xarakteristikalar bilan kesishish nuqtasini belgilaymiz, bu yerda $c \in I = (-1,1) - y = 0$ o'qining intervali.

$q(x)$ orqali $[c,1]$ kesmani $[-1,c]$ kesmaga akslantiruvchi funksiyani kiritamiz. Bu yerda $q'(x) < 0, q(1) = -1, q(c) = c$. Bu xossalarga yega bo'lgan funktsiya sifatida ushbu chiziqli funktsiyani keltiramiz $q(x) = \rho - kx$, bu yerda $k = (1+c)/(1-c), \rho = 2c/(1-c)$.

FBS masalasining qo'yilishi. D sohada ushbu shartlarni qanoatlantiruvchi $u(x, y)$ funktsiya topilsin:

1. $u(x, y) \in C(\bar{D})$;
2. $u(x, y) \in C^2(D^+)$ va bu sohada (4) tenglamani qanoatlantiradi;
3. $u(x, y)$ funktsiya D^- sohada (4) tenglamaning D^- sohada R_1 sinfga tegishli yachimi;
4. I intervalda ushbu ulanish sharti bajariladi

$$\lim_{y \rightarrow 0} (-y)^{\beta_0} \frac{\partial u}{\partial y} = \lim_{y \rightarrow +0} y^{\beta_0} \frac{\partial u}{\partial y}, \quad x \in I \setminus \{c\}, \quad (5)$$

shu bilan birga bu limitlar $x = \pm 1, x = c$ nuqtalarda $1 - 2\beta$ kichik tartibdagi maxsuslikka yega bo'lishi mumkin. Bu yerda $\beta = (m + 2\beta_0) / 2(m + 2)$ ushbu shartlar bajariladi

$$5. \quad u(x, y)|_{\sigma} = \varphi(x), \quad -1 \leq x \leq 1 \quad (6)$$

$$a_0(x)D_{-1,x}^{1-\beta}u[\theta(q(x))] + b_0(x)D_{c,x}^{1-\beta}u[\theta^*(x)] = c_0(x), \quad x \in [c,1] \quad c \leq x \leq 1. \quad (7)$$

$$u(q(x), 0) = \mu u(x, 0) + f(x), \quad x \in [c,1] \quad (8)$$

Bu yerda $D_{c,x}^{1-\beta}, D_{-1,x}^{1-\beta}$ - kasr tartibli differentsial operatorlar $\theta_0(x), \theta_1(x), AC$ va BC xarakteristikalarini $M(x_0, 0), x_0 \in [c,1]$ nuqtadan chiquvchi xarakteristikalar bilan kesishish nuqtasining affiksi

$$\theta(x_0) = \frac{x_0 - 1}{2} - i \left(\frac{m+2}{4} (1+x_0) \right)^{\frac{2}{m+2}}, \quad \theta^*(x_0) = \frac{x_0 - c}{2} - i \left(\frac{m+2}{4} (x_0 + c) \right)^{\frac{2}{m+2}} \quad (9)$$

$\varphi(x), \psi(x), a_0(x), b_0(x), c_0(x)$ o'zining aniqlanish sohasi yopig'ida uzluksiz differentsiallanuvchi funktsiyalar bo'lib ular uchun ushbu shartlar bajariladi

$$a_0^2(x) + b_0^2(x) \neq 0 \quad (10)$$

$\varphi(x)$ funktsiya esa ushbu ko'rinishda ifodalanadi

$$\varphi(x) = (1 - x^2)\tilde{\varphi}(x). \quad (11)$$

Ta'riflangan masalalarning yechimlarining yagonaligi ekstremum printsipli asosida, mavjudligi esa singulyar integral tenglamalar nazariyasi, Viner-Xopf tenglamalar nazariyasi va Fredgol'm integral tenglamalar nazariyasi yordamida isbotlangan. Ko'pgina duch kelingan nostandart holatlar muvofiqiyatli hal etilgan.

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ENHANCING ENGLISH LANGUAGE LEARNING THROUGH PEDAGOGICAL TECHNOLOGIES.

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Abstract. The article discusses the transformative impact of technology on English language education. The article highlights the diverse array of pedagogical technologies available to educators and learners, including interactive platforms, digital resources, collaborative environments, assessment tools. By leveraging these technologies, educators can create dynamic and engaging learning experiences that cater to the diverse needs and preferences of learners.

Key words: interactive technology, interactive method, communication, discussion, experience, educator, proficiency.

ПОВЫШЕНИЕ ЭФФЕКТИВНОСТИ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА С ПОМОЩЬЮ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ.

Аннотация. В данной статье рассматривается преобразующее влияние технологий на обучение английскому языку. В статье освещается широкий спектр педагогических технологий, доступных преподавателям и учащимся, включая интерактивные платформы, цифровые ресурсы. Используя эти технологии, преподаватели могут создавать динамичный и увлекательный опыт обучения, отвечающий разнообразным потребностям и предпочтениям учащихся.

Ключевые слова: интерактивная технология, интерактивный метод, коммуникация, дискуссия, опыт, образование, мастерство.

Introduction: Nowadays, the significance of teaching a foreign language efficient has grown importantly in the world, especially in developing countries, such as Uzbekistan.

Considering the state of English as an international language, to encourage its study to spread public access to the world's social, economic, educational and cultural opportunities offered by the knowledge and use of English, ensuring the integration of Republic of Uzbekistan into the world economic, political, scientific and educational space. In today's digital age, pedagogical technologies have become invaluable assets in the realm of education, offering innovative tools and resources to enhance teaching and learning experiences.

Among the many disciplines benefiting from these advancements, English language learning stands out as an area ripe for transformation. This article explores the myriad ways in which pedagogical technologies are revolutionizing English language education, providing educators and learners with new opportunities for engagement, interaction, and proficiency development. Pedagogical technology has transformed the landscape of education, offering innovative tools and resources to enhance teaching and learning experiences. In the realm of language education, pedagogical technology plays a pivotal role in facilitating English language acquisition and proficiency development.

This article explores the ways in which pedagogical technology can be effectively utilized to teach English language skills, from vocabulary acquisition to communicative competence, in diverse educational settings.

The main objective of the article is analyzing the methodology aspects and the peculiarities of modern interactive pedagogical technologies such as a role-play, case study usage, revealing their potential for stimulation of the learning process in higher education establishments as well as outlining the forms and means of introducing into teaching foreign languages for professional and communication training of future specialists.

According to the Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev on «Measures for further enhancement of the System of teaching of foreign languages» the system of teaching the foreign languages has been considered. As it is said in the decree to highlight that a complex system for learning and teaching of foreign languages lead on improving of comprehensively developed, advanced, educated and intellectual youth, and further penetration of the Republic of Uzbekistan with the global society has been established within the framework of the Law on Education and the National Programme for Personnel Training. Based on this Decree a new approach of teaching the foreign languages has been set in higher education in Uzbekistan.

So, as a result of discussions in higher education on the quality of teaching and learning, universities have recently begun a new to determine their goal and directions by which they reach these. A significant item of this policy has been to describe the disciplinary knowledge and skills, critical thinking skills, attributes and attitudes students are expected to acquire during their study, that's why new approaches were needed to fulfill the task. As it is known, today there is a significant direction from passive to active learning. Therefore, special attention is paid to improving the technological aspects of specialist training and implementation-centered approach to the learning process where the student takes a key role in cognitive activity.

Foreign language teachers must find tools to develop the level of students' involvement in the process of studying, to raise their motivation for learning languages. One way to achieve these goals is using interactive technologies at classes. It provides to develop students' imagination; creativity increase their cognitive interest in studying foreign languages and improve their communicative skills.

We have now discussed that the interactive technologies of teaching foreign languages are based on activity-based approach and comprise the use of interactive teaching methods, including dialogue and game, simulation, analysis of situations, auction ideas; organic combination in the educational process of various learning tools, distance-learning and traditional forms of education on the principles of the appropriateness of their implementation.

As we all know very well, the basis of interactive learning is a direct dialogue student - teacher, student-student, students-guest. It can be one lesson, a series of lessons or the whole course. Such classification reflects the main features of interactive methods of teaching foreign languages: activity, collectivity and situational training activities; developing students' reflective skills, attention, imagination, observation, innovative thinking; educational consistency, logic, critical thinking and creativity, efficiency, curiosity, cognitive independence and persistence in achieving goals.

In order to train highly skilled specialists, lectures, seminars, laboratories and practical classes, as well as other forms of training, including role plays and case studies as interactive methods of teaching foreign languages to students are held. It is noted that when presenting the studying material in a game form, students are active and interested in the results of their educational activities. In addition to the abovementioned information, we would like to consider closely useful materials and research methods, which are used to help the students to gain the knowledge and help them to achieve their learning targets and to describe the teaching techniques that were applied in classroom.

In learning speaking skill, the student often found some problems. The problem frequently found is that their native language causes them difficult to use the foreign language.

They are also too shy and afraid to take part in the conversation. Many techniques can be applied including role play because many research finding say that this technique is effective to use in teaching speaking. In learning speaking skill, the student often found some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. They are also too shy and afraid to take part in the conversation. Many techniques can be applied including role play because many research finding say that these techniques are effective to use in teaching speaking.

The abstract term 'motivation' on its own is rather difficult to define. It is easier and more useful to think in terms of the 'motivated' learner: one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive: hence the importance of the topic for teachers. And as to the question whether motivation is more or less important than language aptitude: motivation is not measurable and even language aptitude is apparently much more difficult to assess than was once thought, so that the question is probably unanswerable. In any case, perhaps it was not a very helpful one in the first place: our job is to do all we can to encourage the development of ability and enhance motivation, on the understanding that each will contribute to the other.

The authors of a classic study of successful language learning came to the conclusion that the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation.

Interactive activities provide opportunities for learners to use the target language in a communicative way for meaningful activities (giving importance to messages being created or activities being completed) rather than form (correctness of language and language structure). It will lead students to acquire what they need and what they want actually to be used in real life situations. Thus, interactive activities include any activity in which a participant addresses an audience orally.

The two types of interactive activities employed in the classroom and focused on in this paper are:

- Group Discussion and Presentation
- Role playing

Both are interactive activities because they require learners' participation and involvement and provide opportunities to produce the target language to become effective communicators. The

terms ‘speaking’, is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs. We generally use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity.

Thus, speaking is considered to be inseparable to something we call communication.

Communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.

Interactive Language Learning Platforms: Pedagogical technologies have given rise to a plethora of interactive language learning platforms that offer dynamic and engaging experiences for learners. These platforms, such as Duolingo, Rosetta Stone, and Babbel, leverage gamification elements, adaptive algorithms, and multimedia resources to create immersive language learning environments. Learners can engage in a variety of activities, including vocabulary drills, grammar exercises, and simulated conversations, all designed to reinforce language skills in an interactive and enjoyable manner.

Digital Language Learning Resources: The internet has become a treasure trove of digital resources for English language learners, providing access to authentic language materials and cultural content from around the world. Online dictionaries, grammar guides, and language blogs offer valuable reference tools, while podcasts, videos, and online articles provide opportunities for listening and reading practice. Educators can leverage these digital resources to supplement classroom instruction, encourage self-directed learning, and expose learners to diverse linguistic and cultural contexts.

Collaborative Learning Platforms: Pedagogical technologies also facilitate collaboration and communication among language learners through platforms like Google Classroom, Microsoft Teams, and Edmodo. These virtual learning environments enable educators to create online communities where learners can engage in collaborative projects, discussions, and peer feedback.

By fostering a sense of community and interaction, collaborative learning platforms promote social learning, cultural exchange, and language fluency development.

Digital Assessment Tools: Assessment is an integral part of the language learning process, and pedagogical technologies offer a range of digital tools to streamline and enhance the assessment process. Online quizzes, automated grading systems, and data analytics platforms enable educators to assess learners' language proficiency, track their progress, and identify areas for improvement. By providing timely feedback and personalized learning recommendations, digital assessment tools empower learners to take ownership of their learning and make continuous progress toward their language learning goals.

Conclusion: Pedagogical technologies have transformed English language learning, offering innovative solutions to age-old challenges and opening up new possibilities for educators and learners alike. By leveraging interactive platforms, digital resources, collaborative environments, assessment tools, and immersive experiences, educators can create dynamic and engaging learning experiences that cater to the diverse needs and preferences of learners. As pedagogical technologies continue to evolve English language education, empowering learners to achieve their language learning goals in the digital age.

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YANGI O'ZBEKISTONDA JISMONIY TARBIYA VA SPORT SOHASIDA MUTAXASSISLARNI TAYYORALASHGA OID DAVLAT SIYOSATI

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Annotatsiya. Mazkur maqolada 2017-2023-yillarda O'zbekistonda jismoniy tarbiya va sport sohasida mutaxassislarni tayyorlash borasida amalga oshirilgan islohotlar, ushbu yo'nalishda qabul qilingan me'yoriy-huquqiy hujjatlar, ularda belgilangan ustuvor yo'nalishlar va vazifalar tahlil qilingan.

Kalit so'zlar: jismoniy tarbiya, sport, mutaxassis, trenerlar, sportchilar, konsepsiya, seleksiya, ta'lim, ilm, kompetensiya, transfer.

STATE POLICY ON TRAINING SPECIALISTS IN THE FIELD OF PHYSICAL EDUCATION AND SPORTS IN THE NEW UZBEKISTAN

Abstract. This article analyzes the reforms carried out in Uzbekistan in 2017-2023 regarding the training of specialists in the field of physical culture and sports, the regulatory documents adopted in this direction, the priorities and tasks set in them.

Key words: physical education, sports, specialist, coaches, athletes, concept, selection, education, science, competence, transfer.

ГОСУДАРСТВЕННАЯ ПОЛИТИКА ПО ПОДГОТОВКЕ СПЕЦИАЛИСТОВ В ОБЛАСТИ ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА В НОВОМ УЗБЕКИСТАНЕ

Аннотация. В данной статье анализируются реформы, проводимые в Узбекистане в 2017-2023 гг. в части подготовки специалистов в области физической культуры и спорта, нормативно-правовые документы, принятые в этом направлении, приоритеты и поставленные в них задачи.

Ключевые слова: физкультура, спорт, специалист, тренеры, спортсмены, концепция, селекция, образование, наука, компетентность, трансфер.

Kasbiy madaniyatga ega bo'lgan yuqori malakali mutaxassislar har sohada bo'lgani kabi jismoniy tarbiya va sport sohasi rivojiga ta'sir ko'rsatuvchi muhim omillardan biri hisoblanadi.

Shu bois mamlakatimizda ham ushbu soha bo'yicha mutaxassislarni tayyorlash, ular ko'lamini oshirish masalasiga davlat siyosati darajasida e'tibor qaratib kelinmoqda. Eng avvalo, sohaning huquqiy asoslarini mustahkamlash maqsadida so'ngi yillarda mamlakatimizda sohaga oid bir qator me'yoriy huquqiy hujjatlar qabul qilindi [8].

O'zbekiston Respublikasi Vazirlar Mahkamasining tegishli qarori bilan "2019-2023-yillar davrida O'zbekiston Respublikasida jismoniy tarbiya va ommaviy sportni rivojlantirish konsepsiyasi" va "2019-2023-yillar davrida O'zbekiston Respublikasida jismoniy tarbiya va ommaviy sportni rivojlantirish konsepsiyasini amalga oshirish chora-tadbirlari dasturi" tasdiqlandi [1].

Yangicha fikrlaydigan trener kadrlarni tanlash va tayyorlashni tashkil etish, seleksiya yo'li bilan iqtidorli sportchilarni tanlash, seleksioner trenerlar faoliyatini qo'llab-quvvatlash chora-

tadbirlarini kuchaytirish Konsepsiyani va Dasturni amalga oshirish doirasidagi ustuvor yo‘nalishlar va vazifalardan biri etib belgilandi.

Konsepsiyada yangicha fikrlaydigan trener kadrlarni tanlash va tayyorlashni tashkil etish maqsadida quyidagi vazifalar belgilangan:

1. Muayyan ko‘nikma va sifatlarga ega bo‘lgan abituriyentlarning trenerlik kasbida ishlashga ishtiyoqini aniqlash uchun O‘zbekiston davlat jismoniy tarbiya va sport universitetiga talabalarni tanlash jarayonini takomillashtirish.

2. Oliy ta‘lim muassasalari va malaka oshirish markazlarida jismoniy tarbiya va sport yo‘nalishlari bo‘yicha o‘quv dasturlarini yangilash, amaliy komponentlar ulushini ko‘paytirish, yuqori natijalarni namoyish qiluvchi eng tajribali trenerlar rahbarligida mashg‘ulotlarni muntazamlilik asosida o‘tkazish amaliyotini joriy etish.

3. Respublikada hamma joyda o‘quv-mashq jarayoniga yetakchi jahon mutaxassislarini tizimli asosda jalb etishni tashkil etishga ko‘maklashish.

4. Sport tayyorgarligi eng muvaffaqiyatli tizimga ega bo‘lgan mamlakatlardan mutaxassislarni jalb etib, yangicha fikrlaydigan trenerlar va ma‘muriy kadrlarni tayyorlash uchun eng yangi sport texnologiyalaridan foydalanib, sport ixtisosligidagi xorijiy oliy ta‘lim muassasalari va sportchilarni tayyorlash markazlarining filiallarini tashkil etish.

5. Jismoniy tarbiya va sport yo‘nalishi bo‘yicha sirtqi bo‘limlarga oliy ta‘lim muassasalariga o‘qishga qabul qilish kvotalarini ko‘paytirish, shuningdek, O‘zbekiston Respublikasi Jismoniy tarbiya va sport vazirligining taqdimnomasi bo‘yicha respublikaning trener kadrlar yetishmaydigan chekka tog‘li va cho‘l tumanlaridan (shaharlaridan) abituriyentlarni imtiyozli o‘qishga qabul qilish uchun kvotalar ajratish.

6. Trener kasbining yuqori maqomi va nufuzini ta‘minlashga qaratilgan chora-tadbirlar ko‘rish, o‘zini o‘zi to‘laqonli namoyon qilish va professional o‘shish uchun qulay shart-sharoitlar va imkoniyatlar yaratish, davlatning muvaffaqiyatli rivojlanishi uchun yosh avlodni tarbiyalash bilan shug‘ullanadigan inson sifatida trenerning ijobiy qiyofasini shakllantirish.

2020-yil 24-yanvarda qabul qilingan O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasida jismoniy tarbiya va sportni yanada takomillashtirish va ommalashtirish chora-tadbirlari to‘g‘risida”gi Qaroriga asosan “O‘zbekiston Respublikasida jismoniy tarbiya va sportni 2025-yilgacha rivojlantirish konsepsiyasi” tasdiqlandi [2]. Qarorga ko‘ra, davlat sport ta‘limi muassasalarida trener va mutaxassislarning sifat tarkibi, xususan oliy ma‘lumotli xodimlar sonini bosqichma-bosqich 80 foizgacha yetkazish jismoniy tarbiya va sport tizimini isloh qilishning 2025-yilgacha asosiy yo‘nalishlaridan biri etib belgilandi.

Konsepsiyada sohani rivojlantirishning asosiy yo‘nalishlari sifatida quyidagilar belgilandi: jismoniy tarbiya va sport yo‘nalishidagi oliy ta‘lim muassasalarining ma‘lum bir sport turi bo‘yicha mutaxassislar tayyorlashga alohida e‘tiborini qaratgan holda kadrlar tayyorlash tizimini takomillashtirish;

sport mashg‘ulotlari o‘tishning zamonaviy nazariyalarini o‘zlashtirish, sport psixologiyasini tushunish, sport tayyorgarligi davrida tibbiy nazoratni amalga oshirish nuqtai nazaridan trenerlarni tayyorlash va qayta tayyorlash markazlari faoliyatini yo‘lga qo‘yish;

bo‘lajak trener va mutaxassis kadrlarda o‘z faoliyatiga moyillik va ijodkorlik qobiliyatlari mavjudligini aniqlash va baholash imkonini beruvchi uslublarni ishlab chiqish;

sport ta'limi muassasalarida trener va mutaxassislarning sifat tarkibini, xususan oliy ma'lumotga (bakalavr, magistr) ega bo'lganlar sonini bosqichma-bosqich oshirish;

yosh trener va mutaxassislarni kasbiy qo'llab-quvvatlash mexanizmini takomillashtirish.

Jismoniy tarbiya va sport sohasida xalqaro standartlarga muvofiq kompleks bilimlarga ega malakali kadrlar tayyorlash sifatini yaxshilash, sportda ilm-fanni jadal rivojlantirish, yuqori malakali raqobatbardosh trener-o'qituvchilar, mutaxassislar hamda ilmiy xodimlarni tayyorlash jarayonlarini yanada takomillashtirish maqsadida 2020-yil 3-noyabrda qabul qilingan O'zbekiston Respublikasi Prezidentining "Jismoniy tarbiya va sport sohasida kadrlar tayyorlash tizimini takomillashtirish va ilmiy salohiyatni oshirish chora-tadbirlari to'g'risida"gi Qarori soha rivojiga qaratilgan muhim me'yoriy-huquqiy hujjatlardan biri hisoblanadi [3].

Ushbu qarorga ko'ra, Sportchilarning texnik-taktik, psixofiziologik holatini o'rganish va tahlil qilish bo'yicha maxsus ilmiy laboratoriyasi negizida O'zbekiston davlat jismoniy tarbiya va sport universiteti huzuridagi Jismoniy tarbiya va sport ilmiy tadqiqotlar instituti tashkil etildi [9].

Shuningdek, O'zbekiston davlat jismoniy tarbiya va sport universitetida oliy ma'lumotli kadrlar tayyorlash tizimini tubdan takomillashtirish bo'yicha "yo'l xaritasi" tasdiqlandi.

2022-2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi 67-maqsadida O'zbekiston davlat jismoniy tarbiya va sport universiteti hamda uning filiallariga qabul ko'rsatkichlarini oshirish hisobiga faoliyat yuritayotgan oliy ma'lumotli trenerlarning amaldagi 54 foizlik ulushini 2022-yilda 62 foizga, 2026-yilda 85 foizga oshirish va O'zbekiston davlat jismoniy tarbiya va sport universiteti va uning filiallari bitiruvchilarini sport ta'limi muassasalariga jalb etish belgilab qo'yilgan [4]. Ushbu chora-tadbirlar orqali sport-ta'lim muassasalarida trener va mutaxassislarning sifat tarkibini oshirish nazarda tutilgan.

2022-yil 6-iyunda O'zbekiston Respublikasi Prezidentining "Oliy sport mahorati instituti faoliyatini tashkil qilish chora-tadbirlari to'g'risida" Qarori qabul qilindi [5].

Ushbu qarordan ko'zlangan asosiy maqsad – Olimpiya va parolimpiya sport turlari bo'yicha yuqori malakali hamda zamonaviy bilim va texnologiyalarni o'zlashtirgan trener, hakam, seleksioner va boshqa mutaxassislarni tayyorlashdir. Institutga olimpiya va parolimpiya sport turlari bo'yicha milliy terma jamoa a'zosi bo'lgan yoshlar ularning sport natijalariga qarab hamda seleksiya bo'yicha davlat granti asosida o'qishga qabul qilinadi.

Institutning asosiy vazifalari etib quyidagilar belgilandi:

- ta'limning zamonaviy innovatsion texnologiyalarini joriy qilgan holda va ilg'or xorijiy tajribani inobatga olib jismoniy tarbiya va sport sohasida yuqori malakali kadrlarni tayyorlash, jumladan Xalqaro toifadagi O'zbekiston sport ustasi hamda O'zbekiston sport ustasi, shuningdek, O'zbekiston sport ustaligiga nomzod sportchilarni tayyorlash;

- jismoniy tarbiya va sport sohasida kadrlar tayyorlash tizimini takomillashtirish va modernizatsiya qilishga qaratilgan yangi ta'lim dasturlarini hamda o'quv mashg'ulotlarining innovatsion shakllarini ishlab chiqish va joriy etish;

- talabalarining kasbiy moyilligi, mahorati va ko'nikmalarini chuqur rivojlantirish va h.k.

Jismoniy tarbiya va sport sohasida malakali kadrlar tayyorlash, ta'lim jarayonini xalqaro standartlarga moslashtirish va boshqaruv tizimini raqamlashtirish, pedagogik va ilmiy salohiyatni yanada oshirish hamda ilmiy-tadqiqot ishlari sifatini tubdan yaxshilash, ilg'or xorijiy sport-ta'lim texnologiyalarining transferini amalga oshirish orqali yuqori natijalarga erishish maqsadida 2022-yil 3-noyabrda O'zbekiston Respublikasi Prezidentining "Jismoniy tarbiya va sport sohasida

kadrlarni tayyorlash hamda ilmiy tadqiqotlar tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi Qarori qabul qilindi [6].

Qarorga asosan, talabalarda sport mahoratini doimiy ravishda yuksaltirish hamda ularning personal trayektoriyalar bo'yicha variativ (o'zgaruvchan) o'quv rejaları asosida ta'lim olishlari uchun o'quv jarayoni kredit-modul tizimi asosida tashkil etilib, mazkur tizim 2024/2025 o'quv yiliga qadar to'liq joriy qilinadi.

Shuningdek, 2024/2025 o'quv yiliga qadar barcha bakalavriat ta'lim yo'nalishlari va magistratura mutaxassisliklariga oid malaka talablari qayta ko'rib chiqiladi, shu jumladan bitiruvchi bakalavr va magistrantlarning bilimi, mahorati va pedagogik ko'nikmalarini baholovchi kompetensiyalarni sertifikatlash tizimi ham joriy etiladi.

O'zbekiston davlat jismoniy tarbiya va sport universitetida o'quv va mashg'ulotlar jarayoniga federatsiyalarning tajribali mutaxassislari hamda xorijiy ekspertlar jalb qilinadi. Sport sohasida faxriy unvon va toifa darajasiga ega bo'lgan, nufuzli xalqaro musobaqalarda g'olib bo'lgan abituriyentlar kasbiy imtihonlarni topshirishdan ozod qilinadi.

Talabalarni rag'batlantirish uchun jismoniy tarbiya va sport yo'nalishlarida 2023-yil 1-yanvardan boshlab Pahlavon Mahmud nomidagi davlat stipendiyasi joriy etildi. Iqtidorli bitiruvchilarga sport bo'yicha hakam hamda ikkinchi toifali trener maqomi beriladi.

Ta'lim va ilm bog'liqligini mustahkamlash uchun yagona kuzatuv kengashi tuzish rejalashtirilgan. Bu kengash sport muassasalarining boshqaruv, o'quv-uslubiy, ilmiy-tadqiqot va ma'naviy-ma'rifiy faoliyatini samarali tashkil qilishga bosh-qosh bo'ladi.

Shuningdek, Jismoniy tarbiya va sport universitetining ilmiy salohiyatini 45 foizgacha chiqarish, professor-o'qituvchilarning faoliyati natijadorligini oshirish, yangi ishlanma va texnologiyalarni joriy etib, xalqaro reytinglarga kirish maqsadlari belgilanmoqda [10].

Jismoniy tarbiya va sport ilmiy tadqiqotlari institutiga sport biomexanikasi, fiziologiyasi, farmakologiyasi va genetikasi bo'yicha tadqiqotlar olib borish, ilmiy-innovatsion faoliyat natijalarini transfer qilish va tijoratlashtirish, startap loyihalarni amalga oshirish kabi yangi vazifalar yuklatilmoqda. Ilmiy izlanishlarni qo'llab-quvvatlash va natijadorligini oshirish, yosh kadrlarni xorijiy o'quv yurtlariga falsafa doktori (PhD) darajasini himoya qilish uchun yuborish ham nazarda tutilgan.

Qaror asosida 2022-2025-yillarda O'zbekiston davlat jismoniy tarbiya va sport universiteti faoliyatini rivojlantirishning asosiy maqsadli ko'rsatkichlari va universitet faoliyatini kompleks rivojlantirish dasturi tasdiqlandi. 2024-yil 1-yanvarda universitet tuzilmasida Kompetensiyalarni baholash markazi tashkil qilindi.

Sport-ta'lim va oliy ta'lim muassasalari professor-o'qituvchilari, ilmiy xodimlari, trenerlari, metodistlari, boshqa xodimlari hamda bitiruvchilarining bilim va amaliy ko'nikmalari darajasini baholash, ularning pedagogik va ilmiy salohiyatini yanada oshirish bo'yicha tavsiyalar ishlab chiqish Kompetensiyalarni baholash markazining asosiy vazifalari etib belgilandi [11].

Umuman olganda, respublikamizda jismoniy tarbiya va sport sohasida xalqaro standartlarga muvofiq kompleks bilimlarga ega malakali kadrlar tayyorlash sifatini yaxshilash, sportda ilm-fanni jadal rivojlantirish, yuqori malakali raqobatbardosh trener-o'qituvchilar, mutaxassislar hamda ilmiy xodimlarni tayyorlash jarayonlarini yanada takomillashtirish maqsadida bir qator muhim me'yoriy-huquqiy hujjatlar qabul qilingan bo'lib, ular asosida sohada tub islohotlar amalga oshirilmoqda.

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TA'LIM JARAYONIDA BO'LAJAK MUTAXASSISLARNI INNOVATSION
FAOLIYATGA TAYYORLASHDA ZAMONAVIY TEXNOLOGIYALARDAN
FOYDALANISH SAMARADORLIGI VA O'ZINI RIVOJLANTIRISH
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Annotatsiya. Maqolada universitet o'quv jarayonida bo'lajak mutaxassislarni innovatsion faoliyatga tayyorlashda zamonaviy texnologiyalardan foydalanish samaradorligi va o'zini rivojlantirishning tarkibiy va mazmunli xususiyatlari ko'rib chiqilgan. Shu bilan birga, kasbni to'g'ri tanlashda ular shaxsiy fazilatlar va qobiliyatlarni shaxsiy taqdirini belgilash asosi ekanligi belgilangan.

Tayanch iboralar: tarkibiy va mazmunli xususiyatlari, faoliyat, bo'lajak mutaxassis, qobiliyat, innovatsiya, o'z-o'zini rivojlantirish.

EFFECTIVENESS OF USE OF MODERN TECHNOLOGIES AND
CHARACTERISTICS OF SELF-DEVELOPMENT IN PREPARING FUTURE
SPECIALISTS FOR INNOVATIVE ACTIVITY IN THE EDUCATIONAL PROCESS.

Abstract. The article examines the effectiveness of the use of modern technologies and the structural and substantive features of self-development in the preparation of future specialists for innovative activities in the university educational process. At the same time, it is determined that personal qualities and abilities are the basis for determining personal destiny when choosing the right profession.

Key words: structural and substantive features, activity, future specialist, ability, innovation, self-development.

ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ СОВРЕМЕННЫХ ТЕХНОЛОГИЙ
И ОСОБЕННОСТЕЙ САМОРАЗВИТИЯ ПРИ ПОДГОТОВКЕ БУДУЩИХ
СПЕЦИАЛИСТОВ К ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ В
ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ.

Аннотация. В статье рассматривается эффективность использования современных технологий, а также структурные и содержательные особенности саморазвития при подготовке будущих специалистов к инновационной деятельности в период вузовского образования. При этом определено, что личностные качества и способности являются основой определения личной судьбы при выборе правильной профессии.

Ключевые слова: структурные и содержательные особенности, деятельность, будущий специалист, способности, новаторство, саморазвитие.

O'quv dasturida talabalarning ta'lim va kognitiv faoliyatning samarali usullarini o'zlashtirishlari va bo'lajak kasbning kasbiy muammolari, ko'nikma va malakalarini hamda o'z-o'zini o'qitish va o'zini rivojlantirish usullarini o'zlashtirishga yetarlicha e'tibor berilmagan.

Talabalarning ijodiy faolligini rivojlantirish muammosini ko'rib chiqish doirasida shaxsiy rivojlanishning shaxsiy va faolliklarini nazariy tahlilini chuqurlashtirish va shaxsning tayyorgarligini rivojlantirishning ilmiy asoslangan modelini ishlab chiqish zarurati tug'iladi. Bu o'quv jarayonida Talabaining o'z o'zini tashkil etish va o'zini o'zi rivojlantirish jarayonlari, bu uning bilim pozitsiyasi va ijodiy faolligining namoyon bo'lishi bilan bog'liqdir.

Shaxsning rivojlanishi va o'zini o'zi rivojlanishi—bu tarkibiy qismlar bir xil jarayonning ikki bosqichi va tomoni vazifasini bajaradigan ajralmas jarayondir. O'qish va o'z-o'zini o'rganish shaxsning o'zini o'zi rivojlantirish vositasi va tarkibiy qismlari sifatida dialektik tarzda o'zaro bog'liqdir: faol bo'lish va harakat qilish orqali talaba o'zini boshqalar ishtirokida o'rgatadi.

Pedagogikada o'z-o'zini o'qitish tushunchasi kognitiv, kommunikativ va boshqa faoliyat turlarini o'zlashtirish, shu asosda zarur bilim, ko'nikma va ko'nikmalarni egallash va sifatlarni shakllantirishni ta'minlaydigan chuqur ongli ijodiy faoliyat sifatida rivojlandi. O'z-o'zini rivojlantirish muammosiga e'tiborni oshirish, uning shaxsiyatni rivojlantirishdagi hal qiluvchi rolini tushunish, mustaqillik, tashabbuskorlik, faollik va o'zini rivojlantirish qobiliyati kabi fazilatlariga yuqori talablarni taqdim etish bilan bog'liq. O'z-o'zini rivojlantirish va talabanning shaxsiy salohiyatidan foydalanish muammosi hozirgi vaqtda sifat jihatidan yangi bosqichga ko'tarilmoqda. Ta'limning madaniy-gumanistik funktsiyalarini ochib berib, talabalarning o'zini o'zi tashkil qilishi va o'zini o'zi rivojlanishi uchun oliy kasbiy ta'lim tizimida sharoit yaratish zarurligini qayd etadi.

Maqolada ta'kidlanishicha, oliy ta'limning maqsadi bo'lajak mutaxassisning individual o'ziga xosligini aks ettirish va o'zini o'zi rivojlantirish asosida ko'riladi, bu esa talabalarning kasbiy faoliyatida raqobatbardosh va malakali bo'lishlariga zamin yaratadi. Oliy kasbiy ta'limning maqsadi – talabalar tomonidan hodisalar va jarayonlar qonunlarini, ko'plab usul va harakatlarni o'zlashtirish, shu jumladan bilimlarni mustaqil egallash usullari va ulardan mohirona amaliy foydalanish. Bilimlarni mustaqil egallash, bilish faoliyati qobiliyati ijodiy jarayonlar asosida yotadi: o'z-o'zini o'qitish va o'z-o'zini tarbiyalash. O'z-o'zini o'rganish va o'z-o'zini tarbiyalash odamni voqelikni ob'yektiv bilishga, o'zini o'zi bilishga, o'z-o'zini tashkil qilishga, o'z-o'zini qurishga va o'z taqdirini o'zi belgilashga yo'naltiradi.

Bu jarayonlar insonning yetukligi va faolligining ko'rsatkichidir. Shu bilan birga, mahalliy psixologlar va o'qituvchilar o'z-o'zini anglash jarayonida mustaqillik shu darajada shakllanishini isbotladiki, u o'ziga va o'z faoliyatiga yangicha munosabatni tug'diradi, insonni o'zini rivojlantirish va faollikka undaydi. O'zining yangi ehtiyojlari va imkoniyatlarini anglab, talaba ularni kognitiv faoliyatda amalga oshirishga intiladi va o'rganishdan o'z-o'zini o'rganishga o'tadi.

Ular bir -biridan sezilarli farq qiladi: birinchisi - ikkinchisini shakllantirish vositasi, ikkinchisi - mahsulot, birinchisining natijasi. Ta'lim o'qituvchi va talabanning o'zaro ta'siri bilan tavsiflanadi.

O'z-o'zini o'qitishda talaba faol o'ylanishni keltirib chiqaradigan va bu faoliyatning tarkibiy tarkibiy qismlarining o'ziga xosligini belgilaydigan faoliyat sub'yekti ham, ob'yekti hamdir.

Tadqiqotlar shuni ko'rsatadiki, ta'lim standartlariga muvofiq zamonaviy ta'limning maqsadi nafaqat o'quv fanlarini o'zlashtirish, balki o'z-o'zini tarbiyalash, o'zini rivojlantirish, fikrlash, individual intellektual resurslarni kengaytirish va murakkablashtirish qobiliyatini rivojlantirishdir. Universitetda bu muammoga yetarlicha e'tibor berilmaydi.

Ta'lim standartlari talabalarning mustaqil ishlashiga ko'p vaqt ajratadigan o'z-o'zini tarbiyalash komponentiga ega. Mustaqil ish o'zo'zini o'qitish ko'nikmalarini rivojlantirishning asosiy vositasi, uzluksiz o'z-o'zini tarbiyalashga qaratilgan. "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish kontseptsiyasi" hujjati "talabalarning mustaqil ishi va o'zo'zini o'rganishning rolini oshirish" vazifasini qo'yadi. Motivatsion struktura murakkablashadi, takomillashadi, motivlarning tartiblanishi, bo'ysunishi va qayta bo'ysunishi bo'ladi, ya'ni, shaxsni shakllantirish jarayoni mavjud. O'qitishda o'qituvchi o'quv jarayonini tashkillashtiradi va olib boradi, o'quvchi faoliyatining vositalari va usullarini tanlaydi, uning boshqa odamlar bilan o'zaro munosabatlar tartibini belgilaydi. O'z-o'zini o'rganadigan odamning o'zi uning kognitiv ishini tashkil qiladi, tartibga soladi va nazorat qiladi, uning faoliyat usullari muqarrar ravishda uning shaxsiy xususiyatlariga muvofiq individualdir.

O'z-o'zini o'rganishga o'tish imkoniyatlari o'quvchining kognitiv faoliyatini tashkil etish jarayonida yuzaga keladi, u ikki maqsadli: o'quvchining shaxsiyat xususiyatlari sifatida ijodiy faoliyatini rivojlantirish va qobiliyat, ko'nikmalarni rivojlantirish, bilim va ko'nikmalarni egallash. Agar siz talabalarning o'z-o'zini o'qitish usullarini ishlab chiqishni maqsadli ravishda rag'batlantirsangiz, u holda bilim faoliyati maqsadlari, motivlari, usullari va natijalarida ma'lum o'zgarishlar ro'y beradi. O'z-o'zini o'rganishning tarkibiy qismlari bilan ularning xususiyatlarining bosqichma-bosqich yaqinlashishini qayd etib: odam o'z maqsadini belgilash qobiliyatiga ega bo'ladi, mustaqil bilimga bo'lgan ichki ehtiyoj tufayli yuzaga kelgan faol kognitiv qiziqish uning motivatsion tuzilmasida hukmronlik qila boshlaydi.

O'z-o'zini tarbiyalash va o'zini o'zi rivojlantirish o'rtasidagi yaqin aloqani qayd etib, biz birinchisini ta'limning mahsuli va faol kognitiv faoliyatning eng yuqori darajasi deb bilamiz, chunki inson o'ziga talablar qo'yib, ta'lim talablari chegarasidan chiqib ketishga tayyor, uning imkoniyatlarini bilish tufayli, o'ziga va faoliyatiga yangicha munosabat. O'z-o'zini o'rganish va ijodiy faoliyat darajasidagi o'zgarishlar xuddi shu xususiyatlar yordamida baholanadi: bilim, tashkiliy va tartibga solish harakatlarining samarali sintezi va ta'lim yutuqlarining ma'naviy ma'nosi. Binobarin, o'z-o'zini o'rganishning faollik sifatida rivojlanishi va shaxsning yaxlit sifati sifatida ijodiy faoliyatning rivojlanishi shaxsiyatning asosiy xususiyati sifatida mustaqillikka va bilim motivatsiyasining ustunligiga asoslangan yagona jarayondir.

O'z-o'zini o'qitishda ijodiy faoliyat komponentlarining rivojlanishi ro'y beradi, bu ham talabalarning o'z-o'zini o'rganish faoliyatining sababi va natijasidir. Qo'llaniladigan vazifaga muvofiq tashkil etilgan pedagogik jarayon-bu kelajakda mutaxassislarni ijodiy o'z-o'zini o'rganishga psixologik, nazariy va amaliy tayyorgarligini rivojlantirishga qaratilgan pedagogik texnika va rag'batlantirishning kombinatsiyasi bo'lib, u ta'lim va tarbiya vazifalarini professionalini hal qilish uchun faoliyatni o'z-o'zini rivojlantirishga yordam beradi. Kognitiv faoliyatning motivatsion va maqsadga muvofiq komponentlarini ishlab chiqish, mustaqil bilish usullarini o'rgatish, ijodiy muammolarni hal qilish ko'nikmalarini shakllantirish, intellektual va shaxsiy aks ettirishning o'zaro ta'sirini ta'minlash, o'qitish va o'zo'zini o'rganish komponentlarini

o‘z birligida ishlab chiqish va o‘zaro bog‘liqlik – bu o‘qituvchi va o‘quvchi o‘rtasidagi hamkorlikning asosiy yo‘nalishlaridir.

Birinchi o‘rinda talabalarning universitetning ta‘lim muhitida ijodiy o‘zini o‘zi rivojlantirishga tayyorligi va talabaning o‘quv-bilish faoliyatining faol sub‘yektiga aylanishiga imkon beradigan o‘z-o‘zini bilishga, o‘zini o‘zi amalga oshirishga e‘tibor qaratiladi. Ommaviy amaliyotda bo‘lajak mutaxassislarni tayyorlash asosan o‘quvchi uchun ta‘limiy muhitni yaratishga qodir bo‘lgan o‘qituvchiga emas, balki ta‘lim ma‘lumotlarini uzatishga va uning natijalarini nazorat qilishga qodir o‘qituvchiga qaratiladi. Ijtimoiy va tarbiyaviy vaziyat o‘qituvchidan ta‘lim tizimining rivojlanayotgan va rivojlanayotgan sharoitida ishlashni, o‘quv jarayonining sub‘yekti sifatida o‘quvchilarni o‘qitish va tarbiyalashda psixologik va pedagogik muammolarni hal qilishga tayyor bo‘lishini talab qiladi. Talabaning rivojlanishi uning turli tadbirlarga va shaxslararo munosabatlar tizimiga qo‘shilishi bilan belgilanadi.

Shuning uchun, bugungi kunda o‘z-o‘zini rivojlantirish jarayoniga hissa qo‘shadigan o‘quv-bilish faoliyatining turlarini aniqlash va ulardan faol foydalanish zarur. Bu nafaqat o‘quvchining intellektual boshlang‘ichini, muhimlikka bo‘lgan ehtiyojini anglashi, balki o‘zini qimmatlimotivatsion va amaliy amaliy ifodalashi ham muhimdir. Tashqi dunyo bilan aloqalarning universalligini aks ettiruvchi o‘quvchining ta‘lim va tadqiqot madaniyati, ijodiy o‘zini o‘zi anglash qobiliyatini ishga soladi, kognitiv faoliyat imkoniyatlarini aniqlaydi, tadqiqot faoliyatida olingan bilim, ko‘nikma va ko‘nikmalarni yangisiga o‘tkazishga yordam beradi.

Shunday qilib, o‘z-o‘zini tashkil qilishni ta‘lim sifatini tavsiflovchi asosiy toifa sifatida ko‘rib, shuni ta‘kidlash kerakki, kafolatlangan yuqori sifatli ta‘lim faqat o‘z-o‘zini tarbiyalashga aylanadi. Shu bilan birga, ta‘lim o‘z-o‘zini tarbiyalashga, ta‘lim o‘z-o‘zini tarbiyalashga, shaxs esa rivojlanish holatidan o‘zini ijodiy rivojlantirish bosqichiga o‘tadi.

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КЛАССИФИКАЦИЯ И ТОЛКОВАНИЕ ТЕРМИНОВ СПОРТИВНОЙ БОРЬБЫ.

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Аннотация. Разделение различных методов борьбы в соответствии с их общими характеристиками (классификациями) позволяет профессионалам развивать теоретические и практические знания о науке и в то же время помогает выявить пробелы в этих знаниях. В борьбе технические движения спортсмена различны и отличаются от других видов спорта своим разнообразием. В этой статье рассматриваются вопросы классификации и толкования терминологии приемов борьбы. Даются рекомендации по разумному и уместному использованию терминологии борьбы.

Ключевые слова: спорт, борьба, понятие, классификация, применение, термин.

CLASSIFICATION AND INTERPRETATION OF WRESTLING TERMS.

Abstract. Separating different control methods according to their general characteristics (classifications) allows professionals to develop theoretical and practical knowledge of the science and at the same time helps to identify gaps in this knowledge. In wrestling, the athlete's technical movements are different and differ from other sports in their diversity. This article discusses the classification and interpretation of the terminology of wrestling techniques. Recommendations are given for the judicious and appropriate use of wrestling terminology.

Key words: sport, wrestling, concept, classification, application, term.

Из-за множества и разнообразия технических движений спортсмена, борьба отличается от других видов спорта. Классификация, система и терминология борцовских приемов были разработаны для регулирования технических действий борца и создания возможности для общения между специалистами в этой области.

Классификация – это система взаимозависимых понятий (классов, объектов, событий) в определенной сфере знаний. Классификация основана на общих характеристиках объектов и установленных правил взаимоотношений между ними.

Классификация помогает правильно выявить общие признаки между различными объектами и является источником знаний о них.

Термин – это специальное слово или словосочетание, точно описывающее понятие (аббревиатура понятия).

Борцовская терминология – это набор терминов, характерных для борьбы и используемых в научной, учебной и спортивной деятельности. Некоторые термины являются общими для всех видов борьбы. Например, «захват», «одноименный захват», «мост», «стойка», «бросок».

Существуют также термины, обозначающие понятия, характерные только для конкретной борьбы. Например, «болевого прием», «удушение», «ножницы» и т. д.

Разделение различных терминов борьбы в соответствии с их общими характеристиками (классификациями) позволяет специалистам развивать теоретические и практические знания в данной дисциплине и в то же время помогает определить недостаток знаний теоретического и практического применения.

Внутренние связи между терминами приемов борьбы рассматриваются на основе систематизации. Систематизация – это процесс приведения приемов борьбы в систему, размещения их в определенном порядке, выявления определенной последовательности.

При систематизации, в отличие от классификации (поскольку объекты, рассматриваемые в ходе нее, с учетом их сходства и взаимозависимости, относятся именно к этому подразделению), объекты сравниваются друг с другом для определения, для упорядочения их последовательности. Систематизация раскрывает возможности этой классификационной схемы, указывая на ее недостатки.

Задача классификации и систематизации приемов спортивной борьбы состоит в том, чтобы отразить суть терминологии спортивной борьбы. Классификация и систематизация не могут быть выполнены без предварительной работы по определению понятий (бросок, подножка, стойка, сваливание и т.д.).

Хорошо структурированная классификация является основой для создания научно обоснованных терминов. Терминология борьбы – это набор терминов, используемых специалистами в их научной и тренерской деятельности.

Терминология, которая основана на классификации и систематизации нескольких дисциплин, предоставляет информацию о сути науки и может быть целенаправленно усовершенствована. Такая терминология называется научно обоснованной терминологией. Таким образом, размышляя о классификации, систематизации и терминологическом аппарате, можно увидеть в них последовательность работы по классификации, обратив внимание на то, что они перечислены в установленном порядке.

То есть сначала составляется классификация, в результате которой формируется определенная система, а затем на ее основе определенным приемам борьбы даются научно обоснованные названия (термины). Различные виды борьбы имеют следующие общие закономерности (по мнению А.П. Купцова), а соответственно и толкования:

1. В борьбе участвуют два спортсмена, каждый из которых одерживает победу над своим противником, используя приемы или контрприемы. В данном случае употребляется термин *схватка*. В отличие от медицинского термина (*судорожные болезненные сокращения мышц живота, матки.*), в спортивной терминологии это слово подпадает под общее толкование, как «*столкновение в бою, борьбе, а также вообще состязание, спор*»¹⁰.

В каждый отдельный момент схватки есть борец, атакующий и подвергающийся нападению, то есть борец, который выполняет прием или комбинацию, и борец, который защищается от приема и комбинации (борец, который выполняет контратаку, называется контратакующим). **Атака** – это *быстрое и решительное наступление*, а **контратака** – *начать решительно противодействовать своему активному противнику*.

2. Одной из главных задач двигательной активности каждого борца является сохранение выбранной позиции – **позиционная борьба**, т.е. *завладеть и сохранить доминирующее положение*.

3. Задача атакующего борца - вывести противника из равновесия, чтобы изменить его положение относительно площади опоры. **Равновесие** – *способность сохранять устойчивое положение во время выполнения разнообразных движений или воздействия внешней силы*.

4. Изменению положения относительно ковра способствует тот факт, что борцы используют силу тяжести, направленную на ковер. **Сила** – *способность напряжением мышц производить физические действия, движения*.

5. Воздействие требуемой силой к заданной точке тела противника (т.е. создание моментов силы, создание пары сил, использование гравитационных сил и моментов инерции) формирует биомеханическую основу каждого приема. **Прием** – *способ в осуществлении чего-нибудь*.

6. Прием, который позволяет побеждать с применением силы состоит из нескольких частей: подготовительного движения, перехвата, основного движения, атаки и финального положения. **Комбинация** – *сложный замысел, система приёмов для достижения цели*.

7. Каждый прием может быть модифицирован и усложнен в зависимости от динамичной ситуации и характеристик противника. **Противник** – *соперник в состязании, борьбе*.

8. Каждый прием имеет свои ритмико-скоростные характеристики. **Ритм** – *налаженный ход действий*. **Скорость** – *степень быстроты движения, действия*.

Активно изучая и закрепляя профессиональную спортивную терминологию, специалисты смогут легко работать с научным текстовым материалом, лучше понимать и выражать суть ситуаций и продуктивно участвовать в научных конференциях.

Одним словом, терминология спортивной борьбы, разработанная на основе единой классификации по единой методике, имеет огромное значение для всей научно-методической и спортивно-педагогической деятельности специалистов.

Предлагаемая терминология конечно же не является постоянной и окончательной. В будущем она, несомненно, будет частично изменена в соответствии с новыми требованиями теории и практики борьбы, в связи с внесением изменений в методику тренировок и организации соревнований.

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SALJUQIYLAR DAVRIDA QO'SHIN VA UNING BOSHQARUVI

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Annotatsiya. Ushbu maqolada o'rta asrlarda Xuroson hududida vujudga kelgan hamda butun O'rta Sharqqa o'z ta'sirini o'tkaza olgan turkiy saltanat – Saljuqiylar imperiyasining qurolli kuchlari hamda uning boshqaruvi tahlil qilingan. Qo'shinning Saljuqiylar davlatidagi siyosiy va harbiy roli ham qisman yoritilgan.

Kalit so'zlar: saljuqiylar, turkmanlar, otliq va piyoda qo'shin, muntazam armiya, Nizomulmulk.

THE ARMY AND ITS MANAGEMENT DURING THE SELJUK PERIOD

Abstract. This article analyzes the armed forces of the Seljuk Empire, the Turkish kingdom that emerged in the Middle Ages in Khorasan and was able to influence the entire Middle East, as well as its administration. The political and military role of the army in the Seljuk state is also partially covered.

Key words: Seljuks, Turkmens, cavalry and infantry, regular army, Nizamulmulk.

АРМИЯ И ЕЕ УПРАВЛЕНИЕ В ПЕРИОД СЕЛЬДЖУКОВ

Аннотация. В данной статье анализируются вооруженные силы Империи Сельджуков – турецкого королевства, возникшего в средние века в Хорасане и способного влиять на весь Ближний Восток, а также его администрацию. Частично освещена также политическая и военная роль армии в государстве Сельджуков.

Ключевые слова: сельджуки, туркмены, конница и пехота, регулярная армия, Низамулмульк.

IX asrning boshlaridan Arab xalifaligi markazi bo'lgan Bag'dod siyosiy kurashlar va o'zaro qarama-qarshi kuchlarning ziddiyatlari orasida qoldi. Bu kurashlarda kimning qo'lida harbiy qudrat bo'lsa, o'sha tomonning qo'li baland kelardi. Xususan, 809-813-yillarda xalifa Horun ar-Rashidning ikki o'g'li – Amin va Ma'munlar o'rtasida fuqarolar urushi taqdirini hirotlik turk zodagoni Tohir ibn Husaynning Ma'munga ko'rsatgan harbiy yordami hal etgan. Turk qo'shinlari endilikda xalifalik markazida real hokimiyatni qo'lga kiritib, xalifa va vazirlarni almashtirish darajasiga borib yetgan.

XI asrdan e'tiboran Arab xalifaligidan ajralib chiqqan sharqiy hududlarda saljuqiy turklarning nufuzi orta boshladi. Saljuqiylar o'g'uz qabilasining katta bir urug'i bo'lib, X-XI asr boshlarida somoniylar va g'aznaviylar qo'shini tarkibida muhim o'rin tutgan. Saljuqiylarning harbiy nufuzi yanada ortishiga asosiy sabab 1040-yili sodir bo'lgan Marv yaqinidagi Dandanakon jangida qoraxoniylar va g'aznaviylarning birlashgan qo'shini ustidan g'alaba qozonishi edi.¹¹ Bu jang natijasida Xurosonda yangi davlat – Saljuqiylar davlati tashkil topa boshladi, G'aznaviylar davlati esa siyosiy tushkunlik bosqichiga kirdi, buning oqibatida saljuqiylar bilan siyosiy jihatdan

¹¹ аль-Истахри. Книга путей и стран // Хрестоматия по истории Халифата. — М.: МГУ, 1968.

yetarlicha raqobat qila olmadi. Qoraxoniylar esa Movarounnahr bilan cheklanishga hamda Xurosonga bo'lgan da'volaridan voz kechishga majbur bo'ldi.

Saljuqiylarning qo'shin tuzilishi Abbosiylar davrida xalifalik mudofaasi uchun yollangan turk g'ulomlaridan iborat muntazam armiyadan keskin farq qilgan. Saljuqiylarning dastlabki qo'shin birliklari muntazam bo'lmay, oilasi va chorva mollari bilan ko'chib yuruvchi aholidan tuzilgan edi. Ular yangi hudud va yaylovlarni o'zlashtirish hamda u yerlarda muqim o'rnashish uchun kerakli vaziyatda birlashib harakat qila olgan. Shuning uchun garchi muntazam armiyaga birlashmagan bo'lsa-da, urushga tayyorlik qabilaning doimiy mashg'ulotiga aylangan edi.¹²

Saljuqiylar davlati bosh vaziri Nizomulmulkning yozishicha, sulton Malikshoh hukmronligi davrida (1072-1092) podshoh ixtiyorida juda katta muntazam qo'shin bo'lgan.

Qo'shin turkman qabilalari va mamluklardan tuzilgan bo'lib, piyodalar, otliqlar va sultonning shaxsiy qo'riqchilari kabi tarkibiy qismlarga ajratilgan. Nizomulmulk saljuqiylarning umumiy qo'shinlari sonini 400 ming deb xabar bergan. U sulton Malikshohning qo'shinlar sonini 70 ming kishiga tushirish haqidagi takliflariga doimo qarshilik bildirgan va mamlakat qaltis siyosiy vaziyatda turganda qo'shinlar zarurligini ro'kach qilgan.¹³

Saljuqiylar imperiyasining madaniy markazlari Eron shaharlari edi. Vazir Nizomulmulk qo'shinni mustahkamlash bilan birga madaniyat va ilm-fan rivojiga ham homiylik qilgan.

Jumladan, astronom va matematik olim Umar Xayyomning 1079-yili Nishopurda rasadxona qurishini moddiy jihatdan qo'llab-quvvatlagan. Saljuqiylar davlati tashkil topgandan keyin turkmanlar Anadoludagi saljuqiylar ekspansiyasining harakatlantiruvchi kuchi bo'lib qoldi.

Malikshoh hukmronligidan keyin turkmanlarning harbiy nufuzi pasayib ketgan.¹⁴

Turkmanlarni siyosiy jihatdan boshqarish qiyin edi, ular talon-taroj qilishga moyil edilar.

Biroq eng katta muammo ularning chorva uchun yaylovlarga bog'liqligi edi. Saljuqiylar davlatini tashkil etgan ko'plab viloyatlar ko'chmanchi armiyani ta'minlash uchun tabiiy jihatdan noqulay edi. Turkmanlarning cheklanishini arab olimi Sibt ibn al-Javziy juda yaxshi ta'riflagan:¹⁵

“Sulton To'g'ul askarlariga o'zlarini tayyorlab, chodirlari, bolalari va oilalarini Iroqqa olib kelish va u bilan birga Suriyaga jo'nashni buyurdi. Ular: “Bu yer vayron bo'ldi, bu yerda na oziq-ovqat, na yem-xashak, na mablag' bor. Biz otlarning orqasida butun ume tura olmaymiz (ya'ni faqat otliq jangchi sifatida hayot kechira olmaymiz). Agar oilamiz, otlarimiz va hayvonlarimiz bu yerlarga kelsa, ularning yashashi uchun kerakli sharoit qilib bo'lmaydi”. Turkmanlarning vatanga qaytish talabi tufayli uzoq yurishlarni to'xtatishga, turkmanlarning talablarini qondirish uchun istilolar rejalashtirishga to'g'ri keldi. Turkmanlarning qisqa muddatli ehtiyojlari uzoq muddatli harbiy rejalarni amalga oshirib bo'lmaydigan qilib qo'ydi.

Turkmanlar qo'shini o'rnini bosishga muqobil variant mamluk jangchilari edi. Mamluklar turkmanlardan farqli o'laroq ko'chmanchi emas, ularga keng yaylovlarning keragi yo'q edi. Saljuqiylardan avval ham mamluk jangchilaridan Abbosiylar va Somoniylar sulolalari foydalangan edi. G'aznaviylarning o'zi esa ana shu mamlulardan kelib chiqqan edi. Mamluk

¹² Peacock, Andrew C. S. (2010). *Early Seljūq History: A New Interpretation*. pp. 83–84.

¹³ Peacock, Andrew (2015). *The Great Seljuk Empire*. Edinburgh University Press Ltd, p 218.

¹⁴ Durand-Guedy, David (2015). “Goodbye to the Turkmen? The Military Role of Nomads in Iran after the Saljuq Conquest”.

¹⁵ al-Jawzi, Sibt (1968). *Sevim, Ali (ed.). Mir'at al-Zaman fi Ta'rikh al-A'yan: al-Oawadith al-kha'a bi-ta'rikh al-Salajiqqa bayna al-sanawat 1056–1086*. Ankara. p. 5.

jangchilari sulton Sanjar davrida qo‘shinlarning asosiy qismini tashkil etgan va saljuqiylarning Xorazmdagi harbiy yurishlarida qatnashgan. Biroq 1141-yilgi Qatvon jangida saljuqiylarning qaqshatqich mag‘lubiyatga uchrashi sultonning mamluk jangchilari ustidan nazoratining susayishiga sabab bo‘ldi. Bu ziddiyatlar natijasida XII asrning 50-yillari oxiriga kelib Marv (Xuroson markazi) dagi saljuqiylar hukmronligiga chek qo‘yiladi. Saljuqiylar faqat Iroq, Shom va Ko‘niyadagina hukmronlikni saqlab qoldilar. Iroq shimoli va Suriyadagi saljuqiylarni zangiylar sulolasi surib chiqardi. 1194-yilda Xorazmshohlar sultoni Takash Iroqdagi saljuqiylarga zarba berdi va Erondagi nazorat to‘liq Xorazmshohlar saltanatiga o‘tdi. Saljuqiylar Kichik Osiyo janubidagi Ko‘niya shahridan turib Rum sultonligini 1308-yilgacha idora etdilar.

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QARAQALPAQ JIRAWSHILIQ MEKTEBINIŇ TIYKARIN SALIWSHISI SOPPASLI SIPIRA JIRAW

Yaxiyayeva Shaxnoza

ÓzRIAQQ bólimi Qaraqalpaqstan gumanitar ilim izertlew inistituti doktoranti.

Nawrızbaeva Ayımxan

ÓZMKOMI Nókis filialı asissent oqıtıwshısı.

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Annotaciya. Bul maqalada qaraqalpaqlarda jirawshılıq óneriniń qalıplesiwi, jirawshılıq mektebine tykar salǵan Soppaslı Sıpıra jiraw haqqında boladı. Soppaslı Sıpıra jirawdıń dóretiwshilik jolı, onıń shıǵarmalarınıń ideya-tematikası, mánis-mazmunı, jiraw haqqında alımlardıń bahalı pikirleri keltirilgen.

Gilt sózi: Jiraw, qobız, terme-tolǵaw, dástan, miyras, baqsı, qıssaxan, sheshen.

SOPPASLI SIPIRA JIRAW IS THE FOUNDER OF THE KARAKALPAK PAWN SHOP

Abstract. This article is about the development of the usurious craft among the Karakalpaks, the usurer Soppasli Supyr, the founder of the usurious school. Soppasly Supyra cited valuable opinions of scientists about Zhirov's creative path, the idea-theme, the meaning and content of his works.

Key words: Zhirov, kobiz, terma-jir, dostan, miiras, bakhshi, kissahan, Chechan.

СОППАСЛИ СИПИРА ДЖИРАВ – ОСНОВАТЕЛЬ КАРАКАЛПАКСКОГО ЛОМБАРДА

Аннотация. В данной статье речь идет о становлении ростовщицкого ремесла у каракалпаков, ростовщике Соппасли Супыре, основателе ростовщицкой школы. Соппаслы Супыра привел ценные мнения ученых о творческом пути Жирова, идее-теме, смысле и содержании его произведений.

Ключевые слова: Жиров, kobiz, терма-джир, достан, миирас, бахши, киссахан, чечан.

Qaraqalpaq xalqı ázel-ázelden kórkem ónerge janı qumar xalıq ekenligi onıń bay mádeniy ótmishi xalıq awız eki dóretpeleri arqalı bizge shekem jetip keldi. Bul mádeniy miyrastıń bizge jetip keliwinde jirawlar, baqsılar, qıssaxanlar, sheshenlerdiń ornı ayırıqsha.

Solardıń ishinde qaraqalpaq jirawshılıq óneri kúta eski dáwirlerden berli kiyatırǵan bolıp, baqsılar hám qıssaxanlar ónerinen burın payda bolǵan. Jirawlar xalıqtı watan súyispenshilik ruwxında, er-azamatlardı watandı qorǵawǵa qanday waqıtta da tayın turıwǵa, batırılıqqa tayarlaǵan. “Jiraw” sózi jergilikli alımlarımız N.Dawqaraev, Q.Maqsatov, Q.Ayımbetovlardıń keltiriwinshe jir sózinen kelip shıǵıp jırlayman degen mánistı bildiredi dep keltirip ótedi. Jirawlardıń saz áspabı qobız bolǵan. Qobız saz áspabınıń qalay hám qaytip dórelgenligi haqqında elimizde kóp ápsana hám ańızlar bar.

Qaraqalpaq xalqında Soppaslı Sıpıra jiraw, Jiyen jiraw, Shańqay jiraw, Jiyemurat jiraw, Nurabılla jiraw h.t.b. jirawları bar.

Solardan Soppaslı Sıpıra jiraw XIV ásirde jasaǵan qaraqalpaq jirawshılıq mektebinıń tiykarın salıwshısı bolǵan. Jiraw haqqındaǵı maǵluwmatlar qaraqalpaq filologiyası iliminde 30-40-jıldardan baslap-aq kózge taslanadı. Bul haqqında N.Dawqaraev, I.Saǵıytov, Q.Ayımbetov,

M.Nurmuxammedov, Q.Maqsetov, K.Mámбетov, S.Baxadırovala hám basqa da alımlardıń miynetlerinde de bir qansha táreli pikirler ortaq taslangan.

¹Filologiya ilimleriniń doktorı N.Dawqaraev 1946-jılı jaqlaǵan kandidatlıq dissertaciyasında “ Qaraqalpaq ádebiyatınıń saǵası noǵaylı zamanındaǵı kórkem sóz sheberleri Soppaslı Sıpıra jıraw, Asan qayǵı, Jiyrenshe sheshenlerden baslanadı degen pikirlerdi” aytqan edi.

Soppaslı Sıpıra jırawdan bizge shekem birnesshe toǵawları hám Edige dástanı jetip kelgen.Professor Q.Maqsetov “Ele kóp túrk qáwimleri Noǵaylı yamasa Altın orda xanlıǵı qaramaǵında jasap turǵan bir dáwirde ómir súrgen qazaq, bashqurt, tatar, noǵay folklorında atı keńnen saqlanǵan Qaraqalpaq jırawları saǵasında turǵan XIV ásir kórkem sóz sheberi Soppaslı Sıpıra jıraw boldı” dep jazǵan edi.

Haqıyqatında sol dáwirde bárshe túrkiy tilles xalıqlar qáwim bolıp jasaǵanlıqtan Soppaslı Sıpıra jıraw bárshe xalıqlarǵa ortaq. ²Soppaslı Sıpıra jırawdı qazaqlar Sıpıra jıraw Sarǵıltay ulı, noǵaylar Sıpıra yıraw, bashqurtlar Sıbray yamasa Habray yırsı dep kórsetedi. Soppaslı Sıpıra jıraw atın birinshi bolıp ádebiyatqa qazaq ilimpazı Shoxan Wáliyhanov kirgizdi.

Soppaslı Sıpıra jırawdan birqansha terme-toǵawlardıń jazıp alınıwı qalaberse Edige dástanınıń jazıp alınıwı qaraqalpaq arasında jıraw ornın belgilep berdi.

Sonıń ushında Muxtar Magawın “Soppaslı Sıpıra jıraw qaraqalpaq ádebiyatındaǵı eń úlken eposın, jırawlar mektebiniń negizin salıwshısı bolıp sanaladı” dep biykarǵa aytpaǵan. Soppaslı Sıpıra jırawdan bizlerge Babańmam, Awız ayǵaq til tayǵaq, Tóreler, Qırımınıń qırıq batırı, Bir degende ne jaman hám taǵıda basqa toǵawları jetip keldi. Bul tek bizge jetip kelgeni al jetip kelmege ni qansha? Haqıyqatında Jiyen jıraw, Shańqay jırawlar Soppaslı Sıpıra jırawdan nár alıp, terme-toǵawların esitip búgingi kúngi shekem kelgen.

Soppaslı Sıpıra jıraw toǵawlarında kópti kórgen qáriya hám danıshpan jıraw sıpatında kórinedi.Sonıń menen birge Soppaslı Sıpıra jıraw xan aldında toǵaw aytqanda tek onıń saltanatın, patshanı maqtap jırlamastan xalıqtıń awır ayanıshlı awhalın óz jırlarında súwretleytuǵın qorıqpas batır adam bolǵan.

Xalıqtan jıynalǵan maǵluwmatlarǵa qaraǵanda Soppaslı Sıpıra jıraw bir júz alpıs jas jasaǵan qariya. Onıń óziniń aytqan sózlerine qaraǵanda toǵız mártebe xanlardıń basqospa májlislerine qatnasıp, toqsan altı xandı kórgen. Hár májliste 11 patshanıń aldında sóz sóylep, toǵız xannıń sarqıtın jep, toqsan kúnlık saparda bolǵanlıǵı ayıldı.

Biraq tariyxıy dárekte Soppaslı Sıpıra jırawdıń kóp jasaǵanı, qartayǵan waqtında Astraxannan Túrkiстанǵa sapar shegip kelip júrgenleride ras bolǵanı menen onıń jas mólsheri menen hádden zıyat kóp xanlardı kóre beriwi de reallıq turmıstan kóre mifologiyaǵa ádewir jaqın turadı.Bul jaǵıdaylar

Jıraw toǵawlarında folisofiyalıq toǵaw baslı tema bolǵan. Jırawdıń filosofiyalıq toǵawlarında ananıń óz perzentine bolǵan mexri jáne de ómirlik joldası menen perzentin urısqa jiberip solardıń keliwin asıǵıslıq penen kútiwi, aman esen keliwi ushın kúni-túni duwada otırıwlarınıń jaqsı súwretleniwi jırawdıń filosofiyalıq sheberliginen dárek beredi.

Soppaslı Sıpıra jırawdıń geypara toǵawları jumbaқ tǵrinde de jazılǵan bolıp, bular balalardıń oy-órisin keńeytiw ushın oǵada xarakterli orındı iyeleydi.

Shında da Soppaslı Sıpıra jıraw qaraqalpaq ádebiyatı tariyxındaǵı iri figura.

Bunday dewimizge sebep shayır bir-eki tolgaw menen sheklenbegen. Hátte iri-iri dástanlardı da miyras etip qaldırğan. Jırawdın tolgaw jazıw usılı, sóziniń shireliligi, xalıqshılıǵı, filosofiyalıq pikir ańlata alıwı jaǵman basqa jırawlardan kóre ádewir aldında turadı.

Juwmaqlap aytqanda ullı danıshpanlarımız aytqanıday eger haqıyqatında shayırlıqtıń shıńına jetken shayır bolsa onıń qosıqları qaysı zamannıń oqırmanları oqısa hám sol zamanǵa tuwra keledi. Bul pikirler tap Soppaslı Sıpıra jırawǵa qarata ayılıp turǵanday. Sebebi Soppaslı Sıpıra jıraw tolgawları XV ásirde jazılsa da búgingi XV ásir oqırmanlarınıń kewlinen jay almaqta oqırmanlardın talaplarına juwap bermekte.

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MUMTOZ “ARBA’IN”LARNING ZAMONAVIY SHE’RIYATGA TA’SIRI VA
INTERTEKSTUALLIK

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Annotatsiya. Mazkur maqolada mumtoz Sharq adabiyotidagi arba’inchilik an’analari to’xtalangan. Xususan, Abdurahmon Jomiy “Arba’in”ining ijodiy tarjimonlari Alisher Navoiy va Muhammad Fuzuliy tarjimalaridagi ijodiy uyg’unlik va tafovutlarga e’tibor qaratilgan. Intertekstuallik hodisasining badiiy matn yetukligini ta’minlashdagi jihatlariga ham urg’u berilgan.

Shuningdek, istiqlol davri adabiyotida vujudga kelgan diniy-ma’rifiy she’riyat masalalari, ya’ni qirq hadis an’analari aks etgan badiiyat namunalari sirasiga kiruvchi Jamol Kamolning “Qirq hadis ilhomi” (2018) turkumi, Abdulla Oripovning “Haj daftari” (1992) turkumi, Shukur Qurboning “Hikmatlar anjumani” (2016), Anvar Hojiahmadning “Jannat kaliti” (1994), Sirojiddin Sayyidning “Yaxshilik eskirmagay. Qirq hadis” (2008) turkumi, A’zam O’ktamning “Ikki dunyo saodati” (1998), Nodira Afoqovaning “Muhammad (s.a.v.) dedilar... Arba’in turkumi” (2019), Orif Hojining “Qirq hadis va bir rivoyat” (2008) kabi asarlari haqida so’z boradi. Mazkur shoirlarning e’tiborga molik she’rlari tahlil qilingan.

Tayanch so’z va iboralar: arba’in an’analari, diniy-ma’rifiy she’riyat, qiyosiy tahlil, fors-tojik adabiyoti, ozarbayjon adabiyoti, hadisi sharif.

THE INFLUENCE OF CLASSIC "ARBA'IN" ON MODERN POETRY AND
INTERTEXTUALITY

Abstract. This article focuses on the traditions of aristocracy in classical Eastern literature. In particular, attention is paid to the creative harmony and differences in the translations of Abdurahman Jami's "Arba'in" by Alisher Navoi and Muhammad Fuzuli. Emphasis is also placed on the aspects of the phenomenon of intertextuality in ensuring the maturity of the artistic text.

Also, Jamal Kamal's "Qirq hadis ilhomi" (2018) series, "Haj daftari" by Abdulla Oripov, which is among the examples of art reflecting the traditions of forty hadiths, which are among the issues of religious-enlightenment poetry that arose in the literature of the period of independence. 1992) series, Shukur Qurban's "Hikmatlar anjumani" (2016), Anvar Hojiahmad's "Jannat Kaliti" (1994), Sirojiddin Sayyid's "Yaxshilik eskirmagay. Qirq hadis" (2008) series, Azam Oktam's "Ikki dunyo saodati" (1998), Nadira Afokova's "Muhammad (s.a.v.) dedilar... Arba'in turkumi" (2019), Arif Haji's "Qirq hadis va bir rivoyat" (2008). Remarkable poems of these poets have been analyzed.

Key words and word expressions: traditions of Arba, religious-enlightenment poetry, comparative analysis, Persian-Tajik literature, Azerbaijani literature, hadith.

ВЛИЯНИЕ КЛАССИЧЕСКОГО «АРБАИНА» НА СОВРЕМЕННУЮ
ПОЭЗИЮ И ИНТЕРТЕКСТУАЛЬНОСТЬ

Аннотация. Данная статья посвящена традициям арбаизма Восточной литературы. В частности, уделяется внимание на творческую сочетаемость и различия в переводах Алишера Навои и Мухаммеда Физули, творческих переводчиков «Арбаъина» Абдурахмана Джами

Также акцентируется внимание на аспектах феномена интертекстуальности в обеспечении зрелости художественного текста.

Также серия Джамала Камала «Қирқ ҳадис илҳоми» (2018), «Ҳаж дафтари» Абдуллы Орипова входит в число образцов искусства, отражающих традиции сорока хадисов, входящих в число вопросов религиозно-просветительской поэзии, возникших в литературе периода независимости, 1992), серия Шукура Курбана «Ҳикматлар анжумани» (2016), Анвара Ходжиахмада «Жаннат калити» (1994), Сирожиддина Сайида «Яхшилик эскирмагай. Қирқ ҳадис» (2008), «Икки дунё саодати» Азама Октама (1998), «Мухаммад (с.а.в.)дедилар... Арбаъин туркуми» Надиры Афоковой (2019), «Қирқ ҳадис ва бир ривоят» Арифа Хаджи о таких произведениях, как «Ривоят» (2008). Проанализированы замечательные стихотворения этих поэтов.

Ключевые слова и выражения: арбаинские традиции, религиозно-просветительская поэзия, сравнительный анализ, персидско-таджикская литература, азербайджанская литература, хадисы.

Kirish

Intertekstuallik haqida adabiyotshunoslik lug‘atida quyidagicha ta’rif beriladi: “(lot. inter-aro, textum-to‘ima, mato, matn) –fanga fransuz filologi Yu.Kristeva kiritgan termin. Unga ko‘ra har qanday matn avval mavjud bo‘lgan matnlarni transformatsiya qilgan holda o‘ziga singdirgan sitatalar majmuidir.

Mazkur atamaning Sharq mumtoz adabiyotidagi genezisiga to‘xtaladigan bo‘lsak, ilk toshbitiklar, muqaddas Qur‘oni karim oyatlarini sharhlagan ilk tafsirlar, muborak hadisi shariflarni yetkazish yo‘lidagi yozma manbalar - Imom Yahyo bin Sharaf an-Navaviyning “Qirq hadis”, Mahmud Saroyining “Nahjul farodis” kabi, anbiyolar tarixi yaratilgan qissalar - Nosiruddin Burhoniddin Rabg‘uziyning “Qisasi Rabg‘uziy”, shayx, avliyolar tarixi yaratilgan manoqiblar – Farididdin Attorning “Tazkiratul avliyo”, Abdurahmon Jomiyning “Nafahot-ul-uns”, Alisher Navoiyning “Nasoyim ul-muhabbat” kabi asarlarida qo‘llanilgan iqtiboslar mazkur hodisaning yetuk namunalari.

Bundan tashqari Sharq mumtoz adabiyotida qo‘llanib kelingan iqtibos, irsoli masal, talmeh kabi badiiy san‘atlarni ham aytishimiz mumkin. Demak, intertekstuallikning qadimiy ildizlari, falsafiy sarchashmalari xalq og‘zaki ijodiga borib taqaladi. Chunki donishmand xalqimiz hamisha o‘z iboralariga zeb berib, so‘zamollikka erishgan.

Azaldan Qur‘oniy g‘oyalarni xalqqa yetkazishda aynan Qur‘oni karim oyatlaridan, hadisi shariflardan iqtiboslar keltirilib, fikrlar dalillangan bo‘lsa, talmehlardan foydalanish bayonchilikdan qutulish, birgina so‘z orqali o‘quvchi ongida katta bir voqelikni gavdalantirishga imkoniyat, irsoli masallar orqali esa fikrning ixchamligi, ta’sirchanligi, ifodaning go‘zalligiga erishish nazarda tutilgan.

Asosiy qism

Mumtoz adabiyotimiz namunalarida “Qur’oni karim” oyatlari va hadisi shariflardagi mazmun-mohiyatni she’rga singdirish an’anasi yetakchilik qiladi. Bu borada Sharq adabiyoti tarixidagi Imom Yahyo bin Sharaf an-Navaviy, Abdurahmon Jomiy, Alisher Navoiy, Muhammad Fuzuliy, Shayx ibn Nuriddin Muhammad Puroniylarning “Arba’in hadis”larini e’tirof etish mumkin.

Alisher Navoiy “Arba’in”i ustoz Abdurahmon Jomiy arba’inining turkcha she’riy tarjimasini bo‘lib, “Asar an’anaviy hamd va na’t bilan boshlanadi. Muqaddima – “Sababi ta’lifi manzuma”da Navoiy ustoz Abdurahmon Jomiy sahih hadislardan 40 tasini tanlab olib, forsiy tilda “Arba’in” yaratganini, lekin turkiy kitobxon bu chashmadan bebahra ekanligini aytib, Jomiyning ruxsati bilan shu 40 hadisni turkiy tilga tarjima qilganligini yozadi¹⁶.

Shuni ta’kidlash joizki, o‘z o‘rnida arba’inlar ham bir-biridan ma’nosi va tuzilishi jihatidan farq qiladi. Imom Yahyo bin Sharaf an-Navaviy Arba’inida hadislar va ularning tarjimalari nasriy keltirilgan bo‘lsa, Abdurahmon Jomiy va Alisher Navoiyning “Arba’in”ida har bir hadisning asl arabcha matnidan so‘ng forscha va turkcha shu hadis ma’nosi singdirilgan nazmiy qit’alar berilgan. Ta’kidlash joizki, asl arabcha matnning keltirilishi intertekstuallikni yuzaga keltirganini bilishimiz mumkin.

Bundan tashqari, olimlarimizning arba’in tarjimalari borasidagi so‘nggi izlanishlari samarasi o‘laroq vujudga kelgan ma’lumotlarga tayanadigan bo‘lsak, “Jomiy qalamiga tegishli “Arba’in hadis”ni buyuk ozarbayjon shoiri Fuzuliy (1494-1556) ham ozarbayjon tiliga tarjima qilgan ekan”¹⁷.

“Al-majolisu bil-amonati” (Majlislarda eshitganing – omonat) hadisi ya’ni, interteksti Abdurahmon Jomiy hazratlari ijodida shunday she’riy shakl va ifodaga ega:

Ey shuda mahrami majolisi roz,

Rozi har majlis amonati tust.

Makun ifshoi rozi majlisi kas,

Z-onki ifshoi on xiyonati tust¹⁸.

Yuqoridagi hadis Alisher Navoiy hazratlarining tarjimasida shunday keltiriladi:

Qaysi majlisdakim eshitsang so‘z,

Bilgil ul so‘z sanga amonatdur.

Gar ani o‘zga yerda naql etsang,

Ul amonatg‘a bu xiyonatdur¹⁹.

Xuddi shu hadis Muhammad Fuzuliy tarjimasida quyidagicha:

Ej ki, h r m chlis ichr  m hr ms n,

S nd  m chlis s zu  m n tdir.

Yetm  ifshaji-razi-h r m chlis

¹⁶ Сирожиiddинов Ш, Юсупова Д, Давлатов О. Навоийшунослик. –Тошкент: Тамаддун, 2018. Б.227.

¹⁷ Муртазоев Б. “Арбаъин ҳадис”нинг таржималарига доир /Таржима ва маданият: муаммолар, ечимлар ва стратегиялар. Республика илмий-амалий анжуман материаллари. 25 апрель 2020 йил. Тошкент. Б.69.

¹⁸ Навоий, Алишер. Қирк ҳадис: (Поэтик рисола): Шарҳи // Сўзбоши муаллифлари ва шарҳловчилар: Қ.Аҳад, О. Маҳмуд; Хаттот: П. Самад; Масъул муҳаррир: С. Рафъиддин). – Т.: Ёзувчи, 1991.Б.75.

¹⁹ . Навоий, Алишер. Арбаъин . – Тошкент: Фан, 2000.Б.3.

Ki, bu sijnat bəyjk xəjanətdir²⁰.

Ko'rib turganimizdek, arba'in tarjimalarida uyg'unlik mavjud.

“Ozarbayjon adabiyoti tarixi”dagi Fuzuliy tarjimasidagi qit'alarni Jomiy va Navoiy qit'alari bilan taqqoslagan filologiya fanlari nomzodi Bobonazar Murtazoev Jomiy “Arba'in hadis”ining ijodiy tarjimonlari Navoiy va Fuzuliy tarjimalarida hadis mazmuni bilan qit'alar uyg'unligini solishtirib, ulug' shoirlarning boshqa qit'alarida ham mushtaraklik yuqori darajada ekanini va shu bilan bir qatorda, Fuzuliy tarjimasidagi ba'zi qit'alarning taqqosida farqlar yuzaga kelganini ta'kidlaydi²¹.

Yana bir yosh tadqiqotchi Malohat Po'latova adabiy manbashunoslik yo'nalishida Jomiy, Navoiy va Fuzuliy “Arba'in” – “Chihil hadis”asarlaridagi hadislarining she'riy talqinini qiyosiy tahlil qilgan. U o'z tadqiqotida “arba'in” atamasi e'timologiyasi, qo'lyozma nusxalari, Sharq mumtoz arba'innavislari, ushbu istilohning mustaqil janr sifatida fors-tojik va o'zbek adabiyoti zahirida shakllanishi va istiqlol davridagi qirq hadis an'analarning davomchilari kabi masalalarga to'xtalib o'tadi. U arba'in janri taraqqiyoti va badiiy adabiyotdagi janr sifatidagi takomilini ulug' ijodkorlarimiz ijodi bilan bog'laydi va “arba'in” janri haqida olimlarning ushbu janr tadrijiy taraqqiyoti haqidagi fikrlariga tayanib, “faqat forsiy hamda turkiy she'riyatda mukammal shakllandi va XV-XVI asrlarda aynan Jomiy, Navoiy, Fuzuliy ijodida yorqin namoyon bo'ldi”²², degan qarashlarini bayon etadi. Arba'inning janr sifatidagi umumiy xususiyatlariga ham to'xtalib, muqaddas manbalarga tayanish, Islom ma'naviyati va ma'rifatiga asoslanganlik, an'anaviylik, asar g'oyasining o'ziga xosligi, tematik yo'naltirilganlik, kompozitsion qurilish, bosh qahramon muammosi kabi jihatlarni sanab o'tadi.

U o'z xulosalarida “arba'inlar islom aqidalari, qadriyatlar va ma'naviyati mavzularida Qur'on oyatlari, hadislar talqiniga bag'ishlanib, maqsadli ravishda nazm yoki nasrda yaratilgan o'z muallifiga ega badiiy asar sifatida O'rta asrlar Sharq adabiyotidagi alohida adabiy janr deb qaralishi maqsadga muvofiqdir”, degan fikrlarini bayon etadi va isbot sifatida tojik olimi A.Nadjafovning “Arba'in aynan adabiy janr sifatida fors-tojik va o'zbek adabiyotlari asosida shakllangan” degan fikrlarini keltiradi²³.

Natijalar va muhokama

Shuningdek, adabiy ta'sir masalalari zamonaviy she'riyatda ham o'z aksini topmoqda.

Xususan, istiqlol davri she'riyatidagi qirq hadis an'analari aks etgan she'rlar toifasiga Jamol Kamolning “Qirq hadis ilhomi”(2018)turkumi, Abdulla Oripovning “Haj daftari”(1992) turkumi, Shukur Qurbonning “Hikmatlar anjumani” (2016), Anvar Hojiahmadning “Jannat kaliti” (1994), Sirojiddin Sayyidning “Yaxshilik eskirmagay. Qirq hadis” (2008)turkumi, A'zam O'ktamning “Ikki dunyo saodati”(1998), Nodira Afoqovanning “Muhammad (s.a.v.)dedilar...

²⁰ Азэрбајчан Эдэбијјатъ тарихи. Уч чилддэ, I чилд. Ан гэдим дөврдэн XVIII эсрин сонунa гдэр. – Бак: Елм, 1960. Б.321.

²¹ Муртазоев Б. “Арба'ин хадис”нинг таржималарига доир /Таржима ва маданият:муаммолар,ечимлар ва стратегиялар. Республика илмий-амалий анжуман материаллари. 25 апрель 2020 йил. Тошкент. Б.70.

²² Пулатова М. Шарқ мумтоз адабиётида “Арба'ин”ёзиш аъналарини. Филол.фан.б.фалс.док.дисс. автореф... – Тошкент, 2020. Б.13.

²³ Пулатова М. Шарқ мумтоз адабиётида “Арба'ин”ёзиш аъналарини. Филол.фан.б.фалс.док.дисс. автореф... – Тошкент, 2020. Б.14.

Arba'in turkumi" (2019), Orif Hojining "Qirq hadis va bir rivoyat"(2008) kabi asarlarini kiritish maqsadga muvofiqdir. Garchi, bu ijod namunalarning ayrimlari shakl jihatidan aynan arba'in an'analarga mos kelmasa-da, hadis mazmunini o'zida mujassam etganligi bilan ahamiyatlidir.

Qirq hadis an'analari Sharq mumtoz adabiyotiga xos an'anaviy arba'inlar asosidagi, aksariyati shakl jihatidan ham barmoq vaznining to'rtlik shaklida vujudga kelgan badiiyat namunalari. Ular mazmuniy jihatdan, ya'ni aniq bir hadisni she'rga solingani e'tiboridan mumtoz she'riyatdagi arba'inlarga yaqin turadi. Ammo shakliga ko'ra ba'zan to'rtlik, oltilik, sakkizlik va undan ham kattaroq hajmga ham ega. Deylik, Abdulla Oripovning "Haj daftari" turkumiga kirgan ko'pgina she'rlar uchta to'rtlikdan tarkib topgan o'n ikki misralik she'rlar ekani kuzatiladi.

Bu toifa she'rlarini arba'innamo deb atash maqbulroq holat, negaki bu she'rlar aynan arba'inga da'vo qilmaydi. Shu o'rinda adabiyotshunos Tohir Shermurodovning bu boradagi fikrlari o'rinlidir: "Ma'lumki, hadislarining kimdan, qachon marviy bo'lganligi, qanday sharoitda aytilganligi so'zlarning ketma-ketligiga, umuman, matnning qat'iyligi, aynanligi va o'zgarishsizligiga o'ta jiddiy ahamiyat berib kelingan. Xotirasi sustroq, zehni pastroq kishilarning rivoyat qilganlari sahih hadislar tarkibiga qabul qilinmagan. Islom ahli hadislarini so'zma-so'z o'rgangan va yod olgan. Buzib talqin qilishga yo'l qo'yilmagan. Vaholanki bu singari fazilat-taqozolarning barchasini she'rda mukammal qamrab olib, saqlab qolib bo'lmaydi. Ularni atroflicha o'zida mujassamlay olgan she'rning ham "hadis" maqomini ololmasligi aniq.

Demakki, ayni yo'nalishdagi she'rlarimiz turkumini "hadis" deb atamog'imiz erish, g'alati tuyuladi. Go'yo she'rlarning hadislikka da'vogarligidek noxushroq taassurot uyg'otadi, nokamtarlikdek ko'rinadi"²⁴.

Mazkur shoirlar ichida faqat Abdulla Oripov, Sirojiddin Sayyid va A'zam O'ktam ijodidagi hadis ma'nolari singdirilgan she'rlar shakl jihatidan to'rtlikdan katta hajmda yozilgan.

Jamol Kamol, Shukur Qurbon, Anvar Hojiahmad, Nodira Afoqova, Orif Hojilar esa to'rtlik shaklida ijod qilishgan. To'rtlik she'riy shakli qadimdan mavjud bo'lib, bugungi she'riyatda ham eng ko'p tarqalgan she'riy shakllardan biri sanaladi.

"Besh vaqt namoz go'yo musulmonning darvozasi oldidan oqib turgan daryo, unda har kuni besh marta yuvinib tursa, badanda kir qoladimi" hadisi Sirojiddin Sayyid ijodida "Besh vaqt namoz" nomli sakkizlik she'rda shunday ifodalangan:

Besh vaqt namoz go'yo beshta daryodir
Darvozan oldidan oqib o'tguvchi.
Jismu jon g'usli shu, shudir aslida
Ko'ngil ko'zgusini charaqlatguvchi"²⁵.

Darhaqiqat, farz amallardan biri namoz Muhammad (s.a.v.) ummatlariga me'roj kechasida tuhfa qilindi. Bu haqda Qur'oni karimning "(Bizlarga) "Namozni to'kis ado qilingiz va (Ollodan) qo'rqingiz", (deb buyurilgandir)"²⁶ ("An'om" surasi, 72) oyati karimasi nozil qilingan.

²⁴Шермуродов Т. Жозиб изҳор излаб. – Тошкент: Алишер Навоий номидаги Ўзбекистон миллий кутубхонаси нашриёти, 2009. – Б.36.

²⁵Саййид, Сирожиддин. Сўз йўли.2-жилд. – Тошкент: Шарк, 2008. –Б.250.

²⁶Шайх Алоуддин Мансур.Қуръони азим мухтасар тафсири. – Тошкент: Мовароуннахр,2019. –Б.205.

Shoir she'ring keyingi to'rt misrasida besh mahal poklanib turgan, ya'ni Allohning bandasi uchun farz qilingan amalini o'z vaqtida ado etib, shu bilan birgalikda ko'ngil xotirjamligiyu munavvarligiga erishgan insonga Allohning ajru savoblari borligini uqtiradi.

“Sening shukronang shul ehsonlariga”, deydi va bunday ibodatdan “Qalbing ham bir go'zal nurlarga to'lgay”, agar sen “Har kuni besh mahal poklanib tursang”, “Kavsar suvlari ham nasibing bo'lgay”²⁷, deya nasihatimiz fikrlarini bildiradi. Musulmon inson uchun namozning farz ibodatlardan ekanligi A'zam O'ktam ijodida ham quyidagi “Besh vaqt namoz... Alloh taolo ular tufayli gunohlarni kechiradi” hadisi asosida keladi:

Lutf erurlar Sarvari Olam:

“Soy bo'yida yashagan odam,

Unda besh bor cho'milsa, keyin

Tanimda kir qoldi dermikin?”

Sahobalar bir ovozdan der:

“Undoq tanda qolmas sira kir”.

Shundoq erur besh vaqt namoz ham-

Namoz bilan poklanur odam.

Bo'lsa agar insonda gunoh,

Namoz bois afv etur Alloh²⁸.

A'zam O'ktamning boshqa she'rlarida ham islom dini ruknlariga tegishli tushunchalar badiiy talqin qilingani kuzatiladi.

Shoirlarning ibodatga, to'g'rilik va halolilikka undaydigan she'riy manzumalari zamonaviy o'zbek adabiyoti xazinasiga munosib ulush bo'lib qo'shildi.

Darhaqiqat, shoirlar eng ko'p foydalangan to'rtlik shaklining genetik ildizlariga to'xtaladigan bo'lsak, olimlarimiz ta'kidlaganidek, aslida to'rtlik shakli turkiy folklorida qadimdan mavjud bo'lgan. Shu bilan birgalikda fors shoirlari tasavvuf g'oyalarini ilk marta to'rtlik shaklida ifodalaganlar. Bu bilan mazkur shakl yanada qat'iylashgan. So'fiy shoirlar ushbu ixcham shakl orqali tasavvuf g'oyalarining xalq qalbiga tezroq yetib borishini sezganlar.

Jamol Kamolning “Qirq hadis ilhomi” ham to'rtlik shaklida yozilgan:

Nafs itiga bo'l hazirkim, yo'llaringda uvlagay,

Bir og'iz solsa, o'shal dam borlig'ing vayron erur.

Qay tarafga qochmagil, qolmas izingdin, quvlagay,

Ki arslondin qutulmoqlik senga oson erur...²⁹

Ko'rib turganimizdek to'rtlik a-b-a-b tarzida qofiyalangan. Shoir shunday mazmun va shaklga ega bo'lgan qirq to'rtlikning har birini raqamlagan. Shu to'rtliklardagi qofiyalanish tartibini quyidagi jadvalda aks ettirdik:

| Qofiyalanish tartibi | a-b-v-b | a-b-a-b | a-b-v-a | a-b-v-g |
|----------------------|---------|---------|---------|---------|
| To'rtlik soni | 21 | 16 | 1 | 2 |

²⁷ Саййид, Сирожиддин. Сўз йўли.2-жилд. Тошкент: Шарқ, 2008. –Б.251.

²⁸ Ўктам, Аъзам. Саҳар вақти юрак йиғлар. – Тошкент: Moʻavounnahr, 2014. –Б.235.

²⁹ Жамол Камол. Шеър санъати. Сайланма. IV жилд. – Тошкент: Янги аср авлоди, 2018 – Б.436.

| | | | | |
|-----------------|--|--|----|-------|
| To'rtlik raqami | 1, 2, 4, 5, 7, 8, 10, 12, 15, 17, 18, 20, 27, 28, 30, 35, 36, 37, 38, 39,40 | 3, 9, 11, 13, 14, 16, 19, 21, 23, 24, 25, 26, 29, 32, 33, 34 | 31 | 6, 22 |
|-----------------|--|--|----|-------|

Mustaqillik davridagi irfoniy mavzudagi she'riyat takomilida Shukur Qurbonning o'rni beqiyos. "Hadislar asosidagi qirq she'rini Shukur Qurbon barmoq vaznining to'rtlik janrida yozdi"³⁰. Uning ijodida to'rtlikning rang-barang qofiyalanish turlarini uchratish mumkin:

Ey musulmon, istasang gar sog'lik-omonlik,
Sadaqa qil, kamroq kelur rangi somonlik.
Turlari ko'p sadaqaning, savob-ajrning,
Hech bo'lmasa odamlarga qilma yomonlik³¹.

Agar inson yaxshilik qilolmasa, yomonlik qilmasligi ham sadaqaning bir turi ekanligini uqtirgan ushbu to'rtlik "omonlik", "somonlik", "yomonlik" kabi ohangdosh so'zlari orqali a-a-b-a tarzida qofiyalangan. Shoir to'rtlikning yana bir a-b-a-b tarzidagi qofiyalanish tartibidagi shaklidan ham unumli foydalanadi:

Yig'ilgan ilmni yashirmak – xato,
Chatoq erur xasis olim ishlari:
La'natlaydi uni har narsa, hatto
Dengiz baliqlari, osmon qushlari³².
Dinimizda olimning ilmni tolibga berolmagani fosiqlik va g'ofillikka tenglashtiriladi.

Fikrlarimizni mumtoz asarlar dalillaydi. Imom Abu Homid Muhammad ibn Muhammad al-G'azzoliy hazratlarining "Ithou ulumid-din" (Din ilmlarini jonlantirish) asarining birinchi kitobi (Ilm kitobi)da ilmning fazilatlarini borasidagi "Qur'oni karim" oyatlari, Muhammad (s.a.v.)ning hadislaridan namunalar jamlangan. Masalan, "Alloh sizlardan iymon keltirgan va ilm ato etilgan zotlarni (baland) daraja-martabalarga ko'tarur" (Mujodala surasi, 11-oyat)³³.

Anvar Hojiahmadning "Jannat kaliti" she'riy to'plami turli mavzulardagi hadislarining to'rtlik shakliga solingan badiiy talqinlaridan tarkib topgan. Shoir ushbu hadislarining "Muhammad payg'ambar qissasi, hadislar"(1991) kitobidan olinganini va bu iqtiboslarning shu kitobdagi joylashish raqamini, deylik "Balo gapirilgan so'zga bog'liqdir (337)" tarzida keltiradi:

So'z borki, dardlarga shifo keltirur,
So'z borki, boshlarga balo keltirur.
So'zingni o'ylamay so'zlama hargiz,
Yomon so'z oxiri jazo keltirur³⁴.

³⁰Шермуродов Т. Жозиб изҳор излаб. – Тошкент: Алишер Навоий номидаги Ўзбекистон миллий кутубхонаси нашриёти, 2009. – Б.35.

³¹Шукур Курбон. Ҳикматлар анжумани. – Тошкент: Sharq, 2016. – Б.32.

³²Шукур Курбон. Ҳикматлар анжумани. – Тошкент: Sharq, 2016. – Б.28.

³³Имом Абу Ҳомид Муҳаммад ибн Муҳаммад ал-Ғаззолий. Ихёу улумид-дин. Илм китоби. Биринчи китоб. – Тошкент: Мовароуннаҳр, 2003. – Б.16.

³⁴Ҳожиаҳмад, Анвар. Жаннат калити: Муҳаммад алайҳиссаломнинг 33 масаладаги 333 ҳадисларига 333 шеърӣ иқтибос. – Тошкент: Чўлпон. 1994. – Б. 40.

Inson uchun barcha yaxshilik va yomonliklarning kaliti soʻzdir. Navoiy hazratlari soʻzni uch toifaga boʻladi: aʻlo, avsad, adno³⁵. Koʻrib turganimizdek, toʻrtlikning qofiyalanish tartibi a-a-b-a tarzida, biroq 333 hadis maʼnosi singdirilgan toʻrtliklarning barchasi ham bir xil qofiyalanish tartibiga ega emas. Toʻplamda a-b-a-b tarzidagi qofiyalanish tartibiga ega sheʼrlar ham uchraydi.

“Yolgʻon guvohlik beruvchi kishini qadami qoʻzgʻalmasidan avval Alloh unga doʻzax oʻtini vojib qiladi” (497)

Yolgʻon guvohlikdan azim gunoh yoʻq,

Kimki jurʼat etsa, joyi doʻzaxdir.

Yolgʻonchi - hayotdan benasib mahluq,

Qilmishi jirkanchu chehrasi yaxdir³⁶.

Anvar Hojiahmad yozgan toʻrtliklarda Rasululloh (s.a.v.) hadislarining mohiyati qisqa va loʻnda oʻz ifodasini topgani bilan diqqatga sazovor, albatta.

Nodira Afoqovanning “Muhammad (s.a.v.) dedilar...Arbaʼin turkumi” ham mumtoz Sharq sheʼriyatidagi arbaʼinchilik anʼanalari asosida yozilgan toʻrtliklar tarzida tuzilgan 40 hadisni sharhlagan ijod namunalari. Oʻn bir boʻgʻinli barmoq vaznida yozilgan, a-b-a-b qofiyalanish tartibiga ega quyidagi toʻrtlik “Yaxshilikni qalbi qattiq kimsalardan kutmaslik” haqida:

Biz-ku yaxshilikka zormiz erta-kech,

Balki, biror holdan zada edilar.

Shundanmi, “Ummatim, yaxshilikni hech

Qalbi qattiqlardan kutmang” dedilar³⁷.

Yoki:

Yomonlikni qaytar qoʻl bilan, derlar,

Imkoni boʻlmasa – til bilan, derlar.

Tahluka ostida qolsa hayoting,

Qarshi tur, hech yoʻqsa, dil bilan derlar³⁸.

“Yomonlikni qaytarmoq shart” hadisining mazmuni bilan sugʻorilgan yuqoridagi toʻrtlik ham oʻn bir boʻgʻinli barmoq vaznidagi “qoʻl”, “til”, “dil” kabi soʻzlar vositasidagi a-a-b-a tarzidagi qofiyalanish tartibiga ega sheʼrdir. Shuni taʼkidlash lozimki, Nodira Afoqova ijodidagi qirq hadis mazmuni bilan sugʻorilgan, ixcham shaklda yaratilgan bu toʻrt misrali sheʼrlarning barchasi oʻn bir boʻgʻinli boʻlib, 6+5 turoqlanish tartibiga ega. Toʻrtlik shaklida yozilgan Orif Hojining “Qirq hadis va bir rivoyat” turkumi ham arbaʼin anʼanasi asosida yozilgan ixcham shakl - toʻrtliklarni tashkil etadi. Orif Hoji ijodidagi qirq hadis buyuk muhaddis Imom al-Buxoriyning “Al-adab al mufrad” asaridan olingan. Rivoyatni esa, oʻzi aytganidek, shoir ijodiy fantaziyasidan yuzaga kelgan “bir hikoyat” deb tushunishimiz lozim. Shoir hadis maʼnosi bilan ziynatlangan toʻrtlik sheʼrlarini maʼlum bir nom bilan nomlagan:

Soʻrdilar: “Aytingiz, ayo Muhammad,

Qandoq duomizni qaytarmas Xudo?”

³⁵ Шарк мумтоз поэтикаси манбалари Ҳамидулла Болтабоев талқинларида. 1 китоб; – Тошкент: Oʻzbekiston milliy ensiklopediyasi, 2008. – Б.56.

³⁶ Ҳожиаҳмад, Анвар. Жаннат калити: Муҳаммад алайҳиссаломнинг 33 масаладаги 333 ҳадисларига 333 шеърӣ иқтибос. – Тошкент: Чўлпон, 1994. – Б.46.

³⁷ Афоқова Н. Бизнинг эра. – Тошкент: IJOD-PRESS, 2019. – Б.244.

³⁸ Афоқова Н. Бизнинг эра. – Тошкент: IJOD-PRESS, 2019. – Б.241.

Allohning nazdida rad etilmaydi,
Birodar haqqiga qilingan duo³⁹.

Aksariyat to'rtliklarida yuqoridagi "Duo" she'ridagi kabi a-b-v-b tarzidagi qofiyalanish yetakchilik qiladi. Muqaddas dinimizda "Duo ibodatlarining eng afzalidir" deyiladi. Uch toifa odamlarning: ota-ona, mazlum va musofirning duosi ijobat bo'lishi haqida ko'p eshitganmiz.

Demak, musulmon insonning birodari uchun qilingan duosi ham so'zsiz qabul qilinarkan.

Mustaqillik davri o'zbek milliy she'riyatida irfoniy g'oyalar bilan sug'orilgan asarlar, ya'ni shartli ravishda "Qirq hadis an'analari aks etgan she'rlar" nomi ostida atalayotganlarining barchasi to'rtlik shaklida emas. Xususan, Abdulla Oripovning "Haj daftari" turkumiga mansub "Hikmat sadolari" to'plami muallif to'g'ri ta'kidlaganidek, 50 hadisdan iborat bo'lsa-da, shakl jihatidan o'zgachalik kasb etadi. She'r janrini aniqlab olish uchun "Hikmat sadolari" turkumidagi "Ona" she'ridan bir band keltirish o'rindir.

Rasul javob qildi: / - Tingla birodar, 6+5=11

Gapimni uch bora / quloqqa **ilgil**. 6+5=11

Imkon topa olsang / dunyoda agar, 6+5=11

Eng avval onangga / yaxshilik **qilgil!** 6+5=11

Ushbu shaklni XX asr o'zbek she'riyatida shakl jihatidan transformatsiyaga uchrash natijasida vujudga kelgan "qit'ay" janri deb olsak to'g'ri bo'ladi. Bu janrni adabiyotshunos olim U. To'ychiev qit'a asosida yuzaga kelgan janr sifatida qayd etib, o'ziga xos xususiyatlarini sanab o'tadi: "a) band to'rtlikdangina iborat: b) bir she'r ikkita yoki undan ortiq to'rtliklardan iborat bo'ladi; v) har bir to'rtlik o'zining alohida qofiyasiga ega: a-b-v-b, g-d-ye-d va boshqalar; g) ammo bunda ham juft misralar qofiyalanadi"⁴⁰. Qit'ay janri she'riyatimizda ko'p qo'llangan janr bo'lib, o'zbek shoirlari ko'p murojaat qilganligi bilan e'tiborlidir.

Yuqoridagi janrning xos xususiyatlariga tayanib, Abdulla Oripovning "Ona" she'rini qit'ay janridagi, har bir bandning juft misralari qofiyalanishi "olamga", "bolamga"; "ilgil", "qilgil"; "olam", "ham" tarzidagi, 6+5 turoqlanishga ega, o'n bir bo'g'inli barmoq tizimida bitilgan she'r deb qarash mumkin. Barmoq vazni va uning turoqlanishi masalasiga Fitrat alohida to'xtalib o'tgan⁴¹.

Sirojiddin Sayyidning "Yaxshilik eskirmagay. Qirq hadis" turkumidagi she'rlar ma'lum bir janr asosida yaratilmagan. Shoir har bitta hadis ma'nosi bilan yo'g'rilgan she'rni turli shaklda bitgan. Qirq she'r ichida eng ko'p uchrangani sakkizliklar hisoblanadi. Sakkizlik Sharq she'riyatida ham, jahon she'riyatida ham mustaqil shakl sifatida ravnaq topgan an'anaviy poetik shakllardan biri hisoblanadi. Rus adabiyotshunosligida sakkizlikka quyidagicha ta'rif berilgan: "Oktava – italyan "ottava" so'zidan olingan bo'lib, lotincha okto – sakkiz ma'nosini bildiradi. U italyan she'riyatida keng yoyilgan, chuqur ildiz yoygan, poetik janrlar sistemasida muqim o'z o'rniga, mavqeiga ega bo'lgan lirik shakl hisoblanadi"⁴². Har qanday sakkiz misradan iborat she'r oktava bo'la olmaydi, a-b-a-b-a-b-v-v tarzidagi qofiyalanish tartibiga ham ega bo'lishi lozimligi ko'zda tutiladi. Sharq she'riyatida keng tarqalgan musamman "sakkizlik" demakdir. Biroq bu janrning

³⁹Ориф Хожид. Қирқ ҳадис ва бир ривоят. – Тошкент: Фан ва технология, 2008. – Б.14.

⁴⁰Адабий турлар ва жанрлар. Уч жилдлик. 2-жилд. – Тошкент: Фан, 1992. – Б. 232.

⁴¹Бу ҳақда батафсил қаранг: Абдурауф Фитрат. Танланган асарлар. IV жилд. – Тошкент: Маънавият, 2006. – Б.26.

⁴²Квятковский А. Поэтический словарь. – М.: Советская энциклопедия, 1966. – С. 182.

har bir bandi sakkiz misradan iborat. Zamonaviy she'riyatdagi sakkizlik esa mustaqil she'riy shakl hisoblanadi. Shoirning sakkizliklaridan birini misol tariqasida ko'rib o'tamiz:

Ko'ngil hovlisidan, aql tomidan 10
Shubha- gumonlarning qorini **kurang**.11
Mehrob nuqtasiga jamlang fikrni, 10
Xudodan afv va ofiyat **so'rang**. 10
Chunki hech biringiz, qancha urinmang, 11
Qanchalik sarf etmang molu **davlatni**,11
Topa olmagaysiz imondan keyin 11
Ofiyat singari buyuk **ne'matni**⁴³.11

Ushbu sakkizlik "Ofiyat" deb nomlangan bo'lib, "Xudodan afv va ofiyat so'ranglar.

Chunki hech birlaringiz imondan keyin ofiyatdek buyuk ne'matni topa olmaysizlar" hadisining mazmuni asosida vujudga kelgan. Misralardagi bo'g'inlar miqdori teng emasligi tufayli ushbu she'rni geferometrik⁴⁴ she'rlar sirasiga kiritamiz.

Ushbu turkumdagi qirq hadis asosidagi qirq she'rni misralar va bandlar soniga qarab, ushbu jadvalga joylashtirdik:

| She'r shakli | To'rtlik | Sakkizlik | To'rt misralik uch band | To'rt misralik to'rt band | To'rt misralik besh band |
|----------------|----------|-----------|-------------------------|---------------------------|--------------------------|
| Miqdori | 7 | 26 | 5 | 1 | 1 |

Ayni jadval asosida Sirojiddin Sayyidning ushbu turkumining umumstrukturasini tasavvur qilish mumkin. Unda sakkizliklar keng o'rin tutadi.

Iste'dodli shoir A'zam O'ktamning qirq hadis an'analari asosidagi 44 hadis asosida yuzaga kelgan "Ikki dunyo saodati" to'plamidagi she'rlarda umumiy xususiyat – she'rdan avval mumtoz arba'innavislardek ramka unsurining berilishi hisoblanadi. Uning "Hushyorlik – najot yo'li" she'riga "Agar birortangiz kechasi namoz o'qishga turmay yotaversangiz, shayton orqa miyangizga uchta tugun tugadi, har bir tugunga "Kecha hali uzoq uxlayver!" deb dam uradi" hadisi asos qilib olingan.

Rasulloh derlar:"Tunda kim
Yotsa namoz o'qimasdan jim.
Shayton uning boshin tutadi,
Miyaga uch tugun tugadi.
"Kecha hali uzoq uxlayver!"-
Tugunga dam urib shundoq der.
Uyg'onsayu zikr aytsa odam,
Yechilgaydir bir tugun shu dam.
So'ng tahorat olgani uchun
Yechilgaydir ikkinchi tugun.
Keyin namoz o'qisa agar,

⁴³Саййид, Сирожиддин. Сўз йўли. – Тошкент : Шарқ, 2008. – Б.255.

⁴⁴Қуროнов Д. Адабиёт назарияси асослари. – Тошкент: Академнашр, 2018. – Б. 316.

Daf bo‘lar uch tugun muqarrar.
Ibodatga g‘ayratli bo‘lar,
Ko‘ngli esa zavq-shavqqa to‘lar,
Kimki shundoq qilmasa tamom,
Yalqov bo‘lar, ko‘ngli g‘ash mudom⁴⁵.

Shunday mazmundagi hadisni Jamol Kamol to‘rt misralik she‘rga joylaydi. To‘rtlikning keng imkoniyatidan unumli foydalangan shoir ixcham misralarni hadis g‘oyasini ifodalash yo‘lida safarbar etadi:

Ey bashar, shayton mudom bo‘yningga solgan uch tugun,
Bir tugun-uyg‘onma der sen ko‘zni ochganda sahar.
Bir tugun –qo‘zg‘olma der, turma, tahorat olmagil,
Bir tugun ulkim, namoz etmoqqa ham bergay xalal...⁴⁶
Xulosalar

O‘zbek mumtoz adabiyotidagi arba’in janri an‘analari yangi davr shoirlari ijodida janriy jihatdan yangilangan shaklda davom ettirildi. Mumtoz arba’inchilik bilan zamonaviy shoirlarning “arbain”lari taqqoslanganida, bugungi shoirlar mumtoz adabiy janrga nisbatan erkin yondashganlari, diniy-ma’rifiy mavzu takomilida muhim o‘rin tutgan eng e’tiborli she’rlarning janriy xususiyatlari tekshirilganida, shoirlar lirik qahramon olami va qalb kechinmalari ifodasi uchun turli she’riy shakllarni qo‘llashgani ayon bo‘ldi.

Mustaqillik davri o‘zbek she’riyatida alohida xususiyatga ega bo‘lgan diniy-ma’rifiy yo‘nalishda yozilgan she’rlar turkumiga zamonaviy adabiyot taraqqiyotining yangi bir bosqichi sifatida qarash o‘rinlidir. Zero, adabiy-ilmii nuqtai nazardan qaraganda, istiqlol davri o‘zbek she’riyatiga xos adabiy sintez hodisasini mumtoz an‘analar davomiyligini, shuningdek, diniy-ma’rifiy mavzuning zamonaviy talqinlaridagi shakliy-uslubiy yangilanishlarni iste’dodli shoirlarining adabiy tafakkur tarzidagi o‘zgarishlar bilan uyg‘un tahlil qilish lozim bo‘ladi.

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TRANSLATION OF TEXT TYPES OF VARIOUS GENRES AND STYLES

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Abstract. This article is devoted to translation of texts and their types of various genres and styles. In addition, it gives information about features of the most common text types and their translations in English language.

Key words: types of text, genres, narrative texts, expository texts, descriptive and persuasive texts.

ПЕРЕВОД ТЕКСТОВ РАЗЛИЧНЫХ ЖАНРОВ И СТИЛЕЙ

Аннотация. Данная статья посвящена переводу текстов и их видов различных жанров и стилей. Кроме того, дается информация об особенностях наиболее распространенных типов текста и их переводах на английский язык.

Ключевые слова: типы текста, жанры, тексты-нарративы, описательные тексты, описательные и убеждающие тексты.

Depending upon their purpose, different texts have specific styles and structures. The groups of styles and structures are called text types. Depending on what your purpose is, you must be able to choose an appropriate text type and follow its genre conventions. Text types are generally semantic and functional concepts and are not to be confused with text forms. Text types, also known as genres or text forms, refer to categories of texts with different purposes. Depending on the purpose, each type of text will have a different convention of style and structure. For example, one of text type is narrative texts and it is type of writing that tells us a story or recounts of events.

Also texts can be written belong to their styles and structures. Based on their genres, generic structure and language feature dominantly used, texts are divided into various types. They are narrative, descriptive, expository, persuasive and report, explanation, procedure, discussion and so on. However, the main writing types are narrative, persuasive, expository and descriptive.

Here, the question is that what is the genre?

The notion of genre is described by Trosborg as text category readily distinguished by mature speakers of a language. According to Miller, a rhetorically sound definition of genre must be centred not on the substance or form of the discourse but on the action it is used to accomplish.

Genre can be recognised as a system for achieving social purposes by verbal means. Therefore, for example guidebooks, poems, business letters, newspaper articles can be referred to as genres because they are used in a particular situation for a particular purpose. The notion of genre refers to completed texts. However, communicative function and text type, which constitute text properties, cut across genres. Hence, informative texts include newspaper reports, textbooks, TV news, also argumentative texts - debates, newspaper articles, political speeches, etc.

According to the framework associated with Aristotle and Bühler, a text can be classified into a particular type according to which of the four components in the communication process receives the primary focus: speaker, listener, thing referred to or the linguistic material. If the main

focus is on the speaker (sender), the text will be expressive; if on the listener (receiver), it will be persuasive; if on the linguistic code, it will be literary (for example, narrative); and if the aim is to represent the realities of the world, it will be referential. Hatim and Mason, therefore, defined text types as a conceptual framework which enables us to classify texts in terms of communicative intentions serving an overall rhetorical purpose. For translation purposes they adopted Werlich's (1976) typology which comprises five text types: description, narration, exposition, argumentation and instruction. In addition, an argumentative text type may be realised by means of narration, instructions - by description.

Narrative texts

Narrative text purpose is to telling the story to the reader. It is not always about telling story for entertainment, though. Besides that, aim of these type of texts lie in its capacity to engage the reader's imagination and just simply pass on a tale through generations. For instance narrative stories are used in literature, also folklore and folktales to pass-on cultural values and stories.

Narrative texts have to do with real world events and time. They may be fictional (fairy tales, novels) and nonfictional (newspaper report). They are characterized by sequencing of events expressed by dynamic verbs and by adverbials such as "and then", "firstly", "second", "third". For example, "Opening it, he discovered that it contained 100 pieces of gold. Then he heard a merchant shouted – Uni ochib, ichida 100 dona oltin borligini aniqladi. Shunda u savdogarning qichqirganini eshitdi."

Descriptive texts

These kind of text is a text that describe the feature of someone, something or a certain place. Descriptive texts is a kind of texts with purpose to give information. For instance, "The construction is began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975- Qurilish 1961 yilda Prezident Soekarno rahbarligida boshlangan va yodgorlik 1975 yilda jamoatchilikka ochilgan."

Expository texts

Expository text aims to inform or explain, provide the reader with comprehensive information about a specific topic. They include text forms such as definitions, explications, summaries and many type of essay. They may also include text books, non-fiction trade books, newspaper and magazines, directions, essays, speeches, user manuals (how to guides) and government documents (for example, the driver's license test booklet).

Persuasive or argumentative texts

Argumentative texts are an attempt to persuade, or convince others to accept a certain view or take a specific action. It defends a position regarding an issue or topic, using reasoned arguments, facts, statistics, and real-life examples to convince readers and lure them into adopting this point of view.

Persuasive text types include speeches, debates, editor opinion, Blog Post Ads. Persuasive texts use emotive language and rhetorical questions and connecting words and phrases.

For instance, "How would you feel if there were plastic bottles, disposed chemicals, ripped fishing nets and other discarded containers strewn all around your house? - Uyingiz atrofida plastik butilkalar, utilizatsiya qilingan kimyoviy moddalar, yirtilgan baliq to'rlari va boshqa tashlab ketilgan idishlar bo'lsa, qanday his qilasan a o'zingni?"

Understanding text types helps to effectively communicate ideas and information to our target audience. Additionally, it aids in comprehension, helping readers navigate and understand the text in its intended way. Lastly, knowledge of text types helps improve critical reading skills, enabling readers to discern the underlying purpose and structure of various texts.

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MIKROKREDIT TIZIMINING TARIXIY RIVOJLANISHI, O'ZIGA XOSLIGI VA MAQSADLARI

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Annotatsiya. Ushbu maqolada mikrocredit tushunchasi, mikrocredit tarixi, mikrocredit berilishining sabablari, foydalari va zararlari shuningdek mamalakat iqtisodiyotiga keltirayotgan foydalari, mamlakatdagi qashshoqlikni kamaytirishda hamda tadbirkorlikni rivojlantirishda ko'rsatayotgan foydalari haqida batafsil yoritishga harakat qilganman.

Kalit so'zlar: Mikrocredit tarixi, kredit, moliyaviy tizim, mikrocredit va tadbirkorlik, nodavlat tashkilotlar, davlat banklari.

HISTORICAL DEVELOPMENT, CHARACTERISTICS AND OBJECTIVES OF THE MICRO-CREDIT SYSTEM

Abstract. In this article, I tried to explain in detail the concept of microcredit, the history of microcredit, the reasons, benefits and harms of microcredit, as well as the benefits it brings to the country's economy, the benefits it shows in reducing poverty and developing entrepreneurship.

Key words: History of microcredit, credit, financial system, microcredit and entrepreneurship, non-governmental organizations, state banks.

ИСТОРИЧЕСКОЕ РАЗВИТИЕ, ХАРАКТЕРИСТИКИ И ЦЕЛИ МИКРОКРЕДИТНОЙ СИСТЕМЫ

Аннотация. В этой статье я постарался подробно объяснить понятие микрокредита, историю микрокредитования, причины, пользу и вред микрокредитования, а также пользу, которую оно приносит экономике страны, пользу, которую оно показывает в сокращении бедности и развитии экономики страны. предпринимательство.

Ключевые слова: История микрокредитования, кредит, финансовая система, микрокредитование и предпринимательство, неправительственные организации, государственные банки.

KIRISH

Mamlakatning ijtimoiy-iqtisodiy taraqqiyoti budget mablag'laridan samarali foydalanish darajasiga bog'liq. Davlat budjeti mamlakat moliyaviy resurslarini jamg'arish va taqsimlash jarayonida hal qiluvchi rolni o'ynaydi.

Davlat budjeti daromadlarining budgetga tushishining uzluksizligi ta'minlansa, iqtisodiyotning turli tarmoqlari rivojlanishi uchun yetarli darajada xarajatlar qilish imkoniyati mavjud bo'ladi va aholi turmush farovonligi yaxshilanadi. Agarda mablag' ko'rsatkichlari to'liq bajarilmasa, budget yo'nalishlari bo'yicha nomuvofiqlik kelib chiqadi. Bu esa budget-soliq siyosati yaxlitligiga putur yetkazib, daromad va xarajatlarning nomutanosibligiga olib keladi.

Jumladan mamlakatda kambag'allikni qisqartirish, davlat iqtisodiyotini yaxshilash, tadbirkorlarga keng imkoniyatlar yaratish uchun mikrocredit tizimi juda muhim ahamiyatga

egadir. Bu haqida davlatimiz rahbari Shavkat Mirziyoyev: "Tadbirkorlikni jadal va yanada keng rivojlantirish uchun barcha sharoitlarni yaratish – eng muhim vazifamizdir" deb ta'kidlab o'tgan.⁴⁷

Shuning uchun ham mikrocredit sohasining imkoniyatlarini yanada ko'paytirmoqda davlatimiz rahbari. Bu borada "Men bugun ushbu zalda va joylardagi studiyalarda qatnashayotgan yuzlab tadbirkor yoshlar va opa-singillarimizni ko'rib turganimdan benihoya xursandman.

Biz keyingi 2 yilning o'zida faqatgina xotin-qizlar va yoshlar tadbirkorligini rivojlantirishga 500 million dollar mablag' yo'naltirdik. Ular o'z biznesini boshlashi, jumladan, kasb va tadbirkorlikni puxta o'rganishi uchun barcha sharoitlar yaratildi": dedi davlatimiz rahbari mamlakatimiz tadbirkorlari bilan ochiq muloqot shaklidagi uchrashuvda.

Mikrocredit - bu kam ta'minlangan odamlarga yashash va o'z biznesini ochish yoki rivojlantirish uchun beriladigan jamg'arma xizmatlari va biznesni rivojlantirish dasturlari kabi kreditlar va boshqa moliyaviy xizmatlar to'plami. Bangladeshlik iqtisodchi Muhammad Yunus o'z mamlakatida qashshoqlikka yechim izlash chog'ida kambag'allar o'z shaxsiy mahorati bilan xayrli ishlar qilayotganini, biroq garovi yo'qligi sababli tijorat banklaridan munosib kredit ololmaganini ko'rgan. Grameen Bank 1983-yilda o'z jamg'armalari yoki aktivlariga ega bo'lmagan odamlar uchun boshlang'ich kapitalga kirishni ta'minlash va kambag'al va moliyaviy bozorlar o'rtasidagi tafovutni bartaraf etish uchun tashkil etilgan. Jahon bankining ta'kidlashicha, mikromoliya tashkilotlari "Rivojlanayotgan mamlakatlar" (Rivojlanayotgan mamlakatlar) dagi 16 milliondan ortiq kishiga xizmat ko'rsatadi.

Mikrocredit - bu kam ta'minlangan odamlarga yashash va o'z biznesini ochish yoki rivojlantirish uchun beriladigan jamg'arma xizmatlari va biznesni rivojlantirish dasturlari kabi kreditlar va boshqa moliyaviy xizmatlar to'plami. Mikrocredit, 1997-yilda Vashingtonda bo'lib o'tgan Mikrocredit sammitida qabul qilingan ta'rifi bilan, kam ta'minlangan odamlarga daromad yaratish va o'zlari va oilalariga g'amxo'rlik qilishlari uchun amalga oshiriladigan ish bilan ta'minlash loyihalari uchun ajratiladigan kichik miqdordagi kredit dasturlaridir. (Erdog'an, 2004:13).

Mikromoliyalash ma'lum darajadan past daromadga ega bo'lgan jismoniy shaxslarga yordam va xayriyalar o'rniga, banklar, nodavlat tashkilotlar, kredit kooperativlari va boshqa rasmiy moliyaviy tizim elementlari orqali ularning ehtiyojlarini qondiradigan va ularni ishlab chiqarishga rag'batlantiradigan kam miqdorda kreditlar beradi. Bu shaxslarga mavjud aktivlaridan foydalanish imkoniyatini berish. Bu farovonlik darajasini oshirish va boshqa tomondan, ishlab chiqarishda juda kichik qiymatlardan foydalangan holda milliy daromad va aholi jon boshiga o'sish sur'atlarini bilvosita oshirish maqsadlariga xizmat qiluvchi iqtisodiy tizimni anglatadi.

So'nggi yigirma yil ichida mikromoliyalash amaliyoti taklifga yo'naltirilgan kreditlardan aniq maqsadli tarmoqlarni rivojlantirish uchun talabga yo'naltirilgan va barqaror xizmatlarga (masalan, kreditlar, jamg'armalar, sug'urta xizmatlari) o'zgardi. Boshqacha qilib aytganda, past daromadli qatlamlarning moliyaviy ehtiyojlarini doimiy ravishda qondira oladigan barqaror va mahalliy institutlarni yaratish ushbu amaliyotning markaziga aylandi.

Oxirgi yillarda dunyoda juda muhim muammoga aylangan qashshoqlik va unga qarshi kurashish uchun yechim izlash Mikrocredit loyihasini kun tartibiga olib keldi. Mikrocredit

⁴⁷ O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning mamlakatimiz tadbirkorlari bilan ochiq muloqot shaklidagi uchrashuvda so'zlagan nutqi

loyihasi; bu kichik boshlang'ich kapitalga muhtoj bo'lgan kambag'allarga imkoniyat yaratish uchun biznes g'oya va loyihadir. Mikrokredit, faqat ishonchga asoslangan, garov yoki kafilliksiz kichik kapital ko'rinishidagi kambag'allar uchun qashshoqlikdan mustaqil ravishda qutulishning samarali strategiyasidir. Mikrokreditlash amaliyotiga amal qiladigan ko'pchilik odamlarning fikriga ko'ra, mikrokredit deganda juda kambag'al oilalarga samarali faoliyat bilan shug'ullanish yoki o'zlarining juda kichik bizneslarini kengaytirish uchun juda oz miqdorda kredit ochish va berish tushuniladi. Vaqt o'tishi bilan, an'anaviy rasmiy moliya institutlariga kirish imkoniga ega bo'lmagan kambag'allar turli xil moliyaviy mahsulotlarga muhtojligi ma'lum bo'lgach, mikrokreditlar ko'lamini kengaytib, kreditlar, jamg'armalar va sug'urta kabi xizmatlarni qamrab oldi. (U.P.Umurzakov)

Mikromoliya tizimi ishlab chiqarish jarayonida ishtirok etmaydigan va hozirgi sharoitda hech qanday moliya institutidan foydalana olmaydigan mamlakatning eng kambag'al guruhi keng jamoatchilik tomonidan taqdim etilgan moliyaviy imkoniyatlardan qonuniy ravishda foydalanishi mumkin degan tamoyilga asoslanadi va xususiy sektor institutlari, bir tomondan, bu shaxslarni iqtisodiy jihatdan qaramlikdan ozod qiladi va ularni samarali qilish orqali yordam beradi.

Bu ularni muntazam daromad olishga undaydi, ikkinchi tomondan, ishlab chiqarish jarayonida ishtirok etayotgan yangi ishchi kuchi tufayli mavjud ishlab chiqarish quvvatlarini va shuning uchun ishlab chiqarish darajasini oshirish orqali o'sish va rivojlanish kabi boshqa makroiqtisodiy maqsadlarga erishishga yordam beradi.

Mikrokredit tizimi "odamga baliq ovlashni o'rgatishdan tashqari, unga baliq ovlash uchun to'r yoki qayiqni ijaraga olish yoki sotib olish imkoniyatini berish" g'oyasiga asoslanadi. Insonlarda tug'ma iste'dod borligini qabul qiluvchi kichik kredit tizimi odamlardagi bo'sh qobiliyatlarni yuzaga chiqarishda muhim rol o'ynaydi.

Mikrokredit - bu kredit bir-birini taniydigan va guruh bosimi yuzaga kelishi mumkin bo'lgan 5-8 kishidan iborat guruhlarga va guruh ichidagi shaxslarga individual ravishda beriladigan tizimdir. Birgalikda javobgarlik tizimi tufayli bu odamlar bir-biriga kafil bo'lishadi. Insonning jamiyatdagi obro'si va biznes bilan shug'ullanish g'oyasi eng katta kafolat hisoblanadi. Kreditni to'lash odatda haftalik teng ulushlarda amalga oshiriladi va keyingi kreditlar avvalgilarini muammosiz to'lashiga bog'liq bo'ladi.

Faoliyat e'tiborini foiz stavkalarini faqat kredit ochish xarajatlarini qoplaydigan darajada ushlab turish orqali aholining kam ta'minlangan qatlamiga barqaror xizmat ko'rsatishni maqsad qilgan mahalliy moliya institutlarini yaratishga qaratuvchi mikrokredit amaliyoti 1980-yildan keyin tez tarqala boshladi.

Mikrokreditning boshqa pul yordamlaridan eng muhim farqi shundaki, u qarz oluvchilarning kreditni qaytarishni talab qilib boshlagan iqtisodiy faoliyatini davom ettirish uchun zamin tayyorlaydi. Bu farq mikrokreditlashning asosiy tamoyillaridan eng muhimini tashkil etadi.

XULOSA

Xulsa qilib aytadigan bo'sak mikrokredit tizimining joriy qilinishi, mamlakatda xotinqizlar va yosh tadbirkorlarga nihoyatda katta imkoniyatlar ochib berdi. Bundan tashqari Respublikada qashshoqlikning kamayishiga, shuningdek ishsizlikning kamayishiga ham yuqori darajada hissa qo'shdi desak adashmagan bo'lamiz. Qishloq ayollarining iqtisodiy imkoniyatlarini kengaytirish uchun mikrokreditlardan foydalanish rivojlangan va rivojlanayotgan mamlakatlarda 1974 yildan boshlab amalga oshirilmoqda. Mamlakatimizda ham bu borada ko'plab ishlar amalga

oshirilmoqda va amalga oshirilgan bir qator mikrokreditlardan foydalanish yaxshi samara berdi desak adashmagan bo'lamiz.

Qishloq ayollarining iqtisodiy va ijtimoiy imkoniyatlarini kengaytirish, ayniqsa, ularni moslashtirish, mavjud kamchiliklarni bartaraf etishga harakat qilish yo'lida muhim qadamlar qo'yilishi nazarda tutmoqda. Mikrokreditdan foydalanuvchilar tomonidan tuzilgan birdamlik guruhlari bir xil ishlab chiqarish faoliyati bilan shug'ullanuvchi, bir-birini biladigan va qabul qiladigan, olgan kreditlarini qaytarishda bir-biriga kafil bo'ladigan kichik guruhlardir. Dunyoning ko'plab mamlakatlarida, xususan, Bangladeshda mikrokreditlash loyihalarida muvaffaqiyatli natijalarga erishildi. Mavjud ko'nikmalarini qo'llash orqali pul topish va buni guruh bo'lib amalga oshirish orqali bir-birini qo'llab-quvvatlash ayollar uchun osonlashadi.

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THE MAIN PRINCIPLES OF TEACHING "MUSIC THEORY" IN SPECIALIZED MUSIC SCHOOLS

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Abstract. This article describes the main principles of teaching "music theory" in specialized music schools, the theory of music teaching methodology and the goals of the school repertoire course.

Key words: methodology, teaching, music, school, repertoire, theory.

ОСНОВНЫЕ ПРИНЦИПЫ ПРЕПОДАВАНИЯ «ТЕОРИИ МУЗЫКИ» В СПЕЦИАЛИЗИРОВАННЫХ МУЗЫКАЛЬНЫХ ШКОЛАХ.

Аннотация. В статье описаны основные принципы преподавания «теории музыки» в специализированных музыкальных школах, теория методики преподавания музыки и цели школьного репертуарного курса.

Ключевые слова: методика, преподавание, музыка, школа, репертуар, теория.

In strengthening the foundations of our independence, and in the transformation of Uzbekistan into a great country, one of the most urgent tasks is the proper implementation of educational work. Because science, culture and spirituality elevate any country and nation to the heights, ensure its development, and predict its future. The subject "Music teaching methodology, theory and school repertoire" as a pedagogic subject summarizes all the parts of the experimentally tested work and presents the methods of music teaching that have given effective results in practice. The methodology is mainly based on the research results of pedagogy, psychology, aesthetics and art science. He describes the rules of music education and defines the modern technologies and methods used in the education of the young generation in the future. The science of methodology refers to the content of the teacher's methods of working with students in the educational process. The science of "music teaching methodology, theory and school repertoire" is not a science that was formed suddenly, but a science that has its own historical development path. In Uzbekistan, great thinkers, scientists, experienced teachers, methodologists, local scientists contributed to the formation of methodical science by creating their own research works, studies, experimental works, pamphlets, opinions, educational programs and textbooks. contributors.

The purpose of the course "Music Teaching Methodology, Theory and School Repertoire" as a subject is to prepare students for the practical work of a future music teacher, as well as equip them with methodological knowledge and skills. Achieving this goal requires long creative work during practical training. It is known that the school uses the theory and methodology of music education depending on the young psychological and physiological characteristics of the students.

Here, the educational method, educational principles of educational materials (curriculum, program), goals and tasks of educational work are of great importance. The word "methodology" comes from the Greek word *boii*, which means "the way of research", "the way of knowing". The

methods of teaching music are the working methods used by schoolchildren to acquire knowledge, skills and abilities.

The main tasks of the "Music teaching methodology and school repertoire" course are as follows:

- to have an idea about the culture of the individual in the educational system;
- study of the reforms being carried out in the field of education, the demands placed on a modern teacher;
- use of modern technologies in the preparation of lesson plans;
- to be able to use methodological developments, visual aids, preparation of handouts, computer, slides, discs, magnetic tapes,
- to apply music teaching methods and methods in accordance with the age of each class;
- shaping the musical culture and spirituality of the future generation through the medium of music;
- learning the methods of formation and organization of musical education outside the classroom and school;
- conducting experimental tests in pedagogical practice;
- holding meetings with well-known composers, poets, artists, participating in contests, forming the education of sophistication among students;
- studying the education system of foreign countries;
- organization of cooperation activities between teacher and student;
- completing the assigned task on time and thoroughly preparing for practical trainings and seminars;
- independent work with recommended literature;
- teaching students to think independently, research, study, draw conclusions;
- to increase the creative activity of students in the process of independent work;
- practical training is a logical continuation of lectures, teaching students to strengthen the knowledge acquired during lectures.

The subject "Music teaching methodology, theory and school repertoire" is considered a general professional subject and includes pedagogy, psychology, school repertoire practice, speech culture, music history, solo singing, conducting, musical instrument, solfeggio, choral music theory, children's literature, Pedagogical skills are closely related to subjects such as mother tongue, literature, and nature. These musical theoretical sciences will help teachers to effectively convey the art of music to children, to teach them how life is reflected in musical images, and to use musical means of expression in practice.

These subjects are closely related to each other and help the students to develop their spiritual and moral education and master musical science thoroughly. This will teach the future teachers how to effectively convey the secrets of musical art to students.

Music culture lessons are organized based on didactic theory and principles of pedagogy.

These principles determine the basic requirements of all educational principles - lesson content methods and the structure of the lesson and its directions, performed by the teacher and the student. The didactic principles of music culture classes consist of five types:

1. The principle of systematicity, scientificity and continuity in music education and training.

2. The principle of student awareness and activity in the lesson.
3. Demonstration principle in musical culture classes.
4. The principle of matching educational materials to children's abilities and skills.

5. The principle of continuity of knowledge and skills in music lessons. These principles are mainly used in the process of using educational materials, creating the content and plan of music lessons. The above-mentioned universal didactic principles are inextricably linked with each other and ensure the consistency of music activities based on the continuity and integrity of the music lesson in accordance with the state educational standard, taking into account the national characteristics.

1. The principle of systematicity, scientificity and continuity in music education and training should be established on a scientific basis in each lesson with its own structure and content. The scope of knowledge about music is the main factor of music education and upbringing. It reflects the rules, conclusions, and generalized musical experiences of music created by mankind. Mastering them means acquiring knowledge and skills in the way of musical practice.

Adaptation of educational materials to the knowledge experience of the child during the lesson. Taking into account the laws of children's voice development, teaching the laws of notes correctly, and analyzing them in accordance with the child's intellectual abilities are the scientific principles of the lesson. It is difficult to implement science without a system. All educational activities of the lesson and the interrelationship of subsequent lessons form the basis of the system.

The principles of mastering works from simple to complex, from unknown to known are consistent with a certain order, which means systematicity. The principle of continuity means that each activity of the lesson, in turn, is a logical continuation of each lesson and gradually realizes the pedagogical goals.

2. The principle of awareness and activity of students in the lesson. This principle is one of the leading principles of didactics. Because the acquisition of knowledge depends on the cognitive process that is the basis of the student's actual activity. Music perception enriches a person's life experience, increases the ability to perceive, think and perceive real events artistically.

The formation of these skills and abilities requires a long process of development of the child's mind. For this purpose, the child's conscious learning of learning material creates the activity of the learning process. Mastering a certain piece of music by singing or listening to it and enjoying it artistically, aesthetically, enjoying it, attracting the attention of the child, first of all, creates interest, consciousness and activity in it.

3. It requires conscious perception of music and, in turn, artistic tone and logical retention in memory. Awareness and activity in music lessons are especially necessary for the formation of vocal and choral skills. Singing in a choir, listening to music, music literacy, awareness and activity in activities make it easier to know and master the theoretical and practical aspects of music. 3. Demonstration principle in music lessons. In music education, music itself is a self-explanatory tool. Because it is perceived not by the eyes, but by the ears. Both in listening to music and in the analysis of the work, the melody is performed as an exhibition. the teacher himself, speech, and performance serve as the main exhibition. In addition, technical tools, flash cards, graphic records, pictures, sheet music play an important role as an exhibition in music lessons.

4. The principle of compatibility of educational materials with educational needs. This principle is used in the process of creating the content of the lesson based on the educational materials recognized by the program and the methodological materials. It is necessary to take into account the general knowledge and skill level of each class. Based on the program, taking into account the knowledge and skills of each class, a half-yearly calendar-thematic plan of the music lesson is drawn up. A calendar - a thematic work plan is drawn up twice a year, depending on the age characteristics of the student, musical studies, new songs, works for listening to music, educational materials in music literacy, and class activities. 5. Consolidation of knowledge and skills in music lessons. The main condition for the implementation of these principles is to seriously follow the four principles described above. First of all, it is necessary to ensure the depth, solidity and vitality of knowledge and skills, that is, it is necessary to make children confident that this asami and its performance method are necessary for our cultural life. Secondly, when choosing an asariami, the following should be followed: a) suitability of the asariami for the spiritual and moral education of the child. b) nature of music education. c) to be able to interest all children in the class in this work and achieve full mastery. Thirdly, repetition and strengthening of the range of knowledge and skills acquired in the lesson in practice. Masai an: Teaching rhyming sentences and reinforcing them in subsequent lessons. Fourthly, in music lessons, each new element of knowledge is fully mastered in the course of the lesson, and it is widely practiced in the next lessons, turning it into permanent knowledge. In conclusion, in other words, general didactic principles of pedagogy are of great importance in the lessons of music culture and are of great importance in connecting music with life.

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К ВОПРОСУ О НЕОБХОДИМОСТИ ПОВТОРЕНИЯ ОСНОВНЫХ ПОЛОЖЕНИЙ СПЕЦИАЛЬНОЙ ТЕОРИИ ОТНОСИТЕЛЬНОСТИ ПРИ ПРОВЕДЕНИИ УЧЕБНЫХ ЗАНЯТИЙ ПО РЕЛЯТИВИСТСКОЙ КВАНТОВОЙ МЕХАНИКЕ

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Аннотация. Изложены результаты экспериментов, проведенных с целью выявления целесообразности изложения основ специальной теории относительности и способов вывода уравнений Клейна-Гордона и Дирака.

Показано, что следует обратить внимание на основные принципы теории. В этой связи используются четырехмерные мировые векторы, 4-импульс, 4-потенциал и др. в пространстве-времени Минковского. Для процесса вывода уравнений Клейна-Гордона и Дирака не рекомендуется использовать различные упрощения, не требующие такие важные выражения, как матрицы Дирака или соотношение между энергией и импульсом частицы. Предлагается использовать релятивистские уравнения "типа Шрёдингера" при решении конкретных задач и при выполнении домашних заданий. Показано, что при применении предложенной методики добивалось заметное повышение успеваемости студентов и их интерес к изучаемому учебному материалу.

Ключевые слова: релятивистская квантовая механика, методика преподавания, уравнения типа Шрёдингера, эффективность учебного процесса, педагогический эксперимент.

ON THE QUESTION OF THE NECESSITY TO REPEAT THE BASIC PROVISIONS OF THE SPECIAL THEORY OF RELATIVITY WHEN CONDUCTING TRAINING LESSONS IN RELATIVISTIC QUANTUM MECHANICS

Abstract. The results of experiments carried out to find out the appropriateness of presenting the basics of the special theory of relativity and ways of deriving the Klein-Gordon and Dirac equations are outlined. It is shown that attention should be paid to the basic principles of the theory. In this regard, four-dimensional world vectors, 4-momentum, 4-potential, etc. in Minkowski space-time are used. For the process of derivation of the Klein-Gordon and Dirac equations, it is not recommended to use various simplifications that do not require such important expressions as Dirac matrices or the relation between energy and momentum of a particle. It is suggested that relativistic "Schrödinger-type" equations be used in solving specific problems and in homework assignments. It is shown that the application of the proposed methodology resulted in a noticeable increase in students' academic performance and their interest in the studied educational material.

Keywords: relativistic quantum mechanics, teaching methodology, Schrödinger type equations, efficiency of teaching process, pedagogical experiment.

Введение. Специальная теория относительности (СТО) и квантовая механика возникли примерно одновременно независимо друг от друга. Первые уравнения квантовой механики, такие как уравнение Шрёдингера, были нерелятивистскими. Несмотря на то, что,

эти уравнения удовлетворительно описывали известные в то время многие физические явления, некоторые даже очень ключевые вопросы, как тонкая структура спектра атомов водорода, оказались не объясненными. Уравнение Шрёдингера является инвариантным относительно преобразований Галилея и не является инвариантным относительно преобразований Лоренца. Однако, с учётом специальной теории относительности было разработано так называемое "уравнение Шрёдингера в форме Клейна-Гордона", которое и описывает частицы с учетом специальной теории относительности. Уравнение Клейна-Гордона более точно согласуется с принципами относительности и включает в себя эффекты, связанные с относительной скоростью частицы и нерелятивистской природой уравнения Шрёдингера. В этой связи изучение релятивистской квантовой механики, как правило, начинается с изучения способов вывода уравнения Клейна-Гордона и физических следствий его решения. При этом, из-за постоянного существования недостаточности бюджета времени всегда существует вопрос о напоминании или повторного изложения основ теории относительности при переходе к изучению релятивистской квантовой механики. Действительно, большинство современных учебников или учебных пособий основаны на использовании уравнений Шрёдингера и Паули. В то же время релятивистская квантовая механика выдвигает на первое место использование уравнений Клейна-Гордона и Дирака, требующих более продвинутой математической подготовки [1-2].

Известно, что объем повторения СТО может быть изменен в зависимости от особенности студенческой аудитории, в первую очередь от уровня подготовки студентов.

Студенты, которые уже имеют хорошее понимание СТО, могут не нуждаться в полном повторении. Однако, даже и в этом случае следует рекомендовать повторение основных принципов теории относительности для укрепления понимания студентов.

Естественно, релятивистская квантовая механика строится на базе СТО и, поэтому, без понимания основных требований теории относительности невозможно понять самые основные понятия и концепции любой релятивистской теории. В то же время, включение повторения специальной теории относительности в программу обучения зависит от уровня и целей аудитории, а также от содержания изучаемого курса. Здесь особое важное место занимают интересы студентов, которые, во многих случаях оказываются зависящими от их будущей трудовой деятельности или других объективных факторов. Поэтому, конкретные цели и содержание курса, уровень знаний студентов, предоставленный для курса бюджет времени могут быть определяющими при принятии конкретных педагогических решений.

В то же время следует учесть концепцию "современной молодёжи", которая подразумевает особенности современных студентов и их подход к образованию. Однако, по-видимому, эта концепция не требует особого педагогического обращения [3].

Современные студенты выросли в информационной среде, где доступ к знаниям и информации легче благодаря интернету и новым технологиям. Это может повлиять на их подход к учебе и степень мотивации. В свете этого, преподаватели могут применять некоторые современные методики обучения, чтобы сделать обучение более привлекательным и эффективным для современной молодёжи (интерактивные методики, использование новых технологий, таких как веб-платформы, видеолекции, интерактивные учебные приложения и т.д., акцент на практических навыках, формативная оценка, поддержка и внимание к потребностям студентов и др.). При этом важно помнить, что

каждый студент уникален, и, хотя существует общий контекст "современной молодёжи", эффективный подход к обучению должен различаться в зависимости от конкретной аудитории и целей обучения.

Отметим, что проблемы понимания студентами и обзор трудностей студентов при изучении квантовой механики были подробно исследованы на кафедре физики Питтсбургского университета в работах С. Singh и её соавторов [4-7]. Результаты их работ использовались при проведении наших исследований.

Постановка задачи. Опыт преподавания любого конкретного предмета показывает, что существуют местные, региональные, национальные и др. особенности преподавания квантовой механики в университетах. Эти особенности в первую очередь связаны с уровнем подготовки студентов, с используемыми учебниками и методическими материалами, а также с культурными и языковыми особенностями. Например, известно, что в США и Великобритании студенты, которые изучают квантовую механику, уже имеют хорошее понимание математики и физики. В этих странах преподавание квантовой механики может быть более продвинутым, чем в странах, где студенты имеют более низкий уровень подготовки. Во многих странах существуют учебники и методические материалы, которые были специально разработаны для своих студентов. Как правило, при создании таких материалов учитываются национальные, культурные и языковые особенности студентов. Возникшая ситуация требует в первую очередь учет уровня подготовки студентов особенно в области математики и общей физики. Так, во всех республиках Центральной Азии существует ограниченное количество учебников и методических материалов, которые в основном переведены с русского и английского языков, что может затруднить понимание материала студентами. Существуют также и научные основания особенностей преподавания любого учебного предмета. Широко известно, что студенты с более высоким уровнем математической и общеобразовательной подготовки лучше понимают квантовую механику. Исследования также показали, что использование учебников и методических материалов, которые учитывают культурные и языковые особенности студентов, может улучшить их понимание материала.

На основе вышеприведенных рассуждений целью проведенного исследования было выявление в основном двух вопросов, относящиеся, во-первых, изложению основ СТО при переходе к изучению релятивистской квантовой механики для студентов университетов, во-вторых, определение объема и глубину изложения основ теории относительности.

Естественно, при этом мы можем использовать опыт ведущих университетов мира (например, Калифорнийского университета в Беркли [8]), учебные материалы известных теоретиков мира (см, например, [9-11], либо более широко распространенные учебные пособия или другие виды литературы [12-14]. Однако, как было отмечено выше, учет региональных и др. особенностей конкретного учебного заведения, а также уровень подготовки студентов по математике требует особого подхода к определению содержания и объема любого учебного материала.

На основе опыта, накопленного в течение около двадцати лет, мы пришли к выводу, что перед изложением вопросов релятивистской квантовой механики следует напомнить студентам о следующих положениях СТО:

▪ Основные принципы: принцип относительности, преобразования Лоренца, релятивистская связь между энергией и импульсом, относительность пространства и времени и следствия, вытекающие из неё.

▪ СТО и квантовая механика: возможность рассмотрения атома водорода в качестве нерелятивистской системы, её ограниченность и несоответствие результатов решения уравнения Шрёдингера с результатами экспериментов, сведения из физики высоких энергий и необходимость при этом учета требований СТО.

Для освещения поставленных вопросов рекомендуется использование следующих обозначений в четырехмерном пространстве-времени Минковского: мировой вектор $x = \{x, y, z, ict\}$, 4-импульс $p = \{p_x, p_y, p_z, iE/c\}$, 4-потенциал $A = \{A_x, A_y, A_z, iA_0\}$, 4-градиент $\nabla = \left\{ \frac{\partial}{\partial x}, \frac{\partial}{\partial y}, \frac{\partial}{\partial z}, \frac{\partial}{i\partial(ct)} \right\}$ и др. При этом следует ввести ковариантные и контравариантные метрические тензора, которые для метрики Лоренца пишется как $g_{\mu\nu} = g^{\mu\nu}$. Освещение этих основных положений привело к выводу как уравнения Клейна-Гордона, так и уравнения Дирака. При этом обращалось основное внимание на выражение $E = \pm\sqrt{m_0^2c^2 + p^2}$, на основе которого объясняется спектр энергии свободной частицы при помощи уравнения Клейна-Гордона и излагается вопрос о существовании античастиц.

Как показали эксперименты, вышеприведенные положения СТО оказались вполне достаточными для дальнейшего изучения релятивистской квантовой механики и при этом проявилась важность адаптации использованного конкретного метода обучения к курсу и аудитории.

В качестве эксперимента, при выводе уравнений Клейна-Гордона и Дирака была использована методика, аналогичная [15]. В этой работе доктор Luis Grave de Peralta из Техасского технологического университета США представляет набор очень интересных уравнений, выражающие отдельные принципы релятивистской квантовой механики в гораздо более простых терминах.

Работа основана на использовании малоизвестного, но хорошо изученного волнового уравнения квантовой механики типа Шрёдингера. Такое формальное подобие позволяет студентам бакалавриата количественно исследовать, как изменяются результаты, соответствующие типичной нерелятивистской квантовой задаче, когда частица движется с релятивистскими скоростями. Такие уравнения, которые пишутся в вышеупомянутой работе как

$$i\hbar \frac{\partial}{\partial t} \psi = -\frac{\hbar^2}{2\mu} \nabla^2 \psi + V\psi,$$

$$i\hbar \frac{\partial}{\partial t} \psi_P = -\frac{\left[\hat{p} - \frac{e}{c} A \right]^2}{2\mu} \psi_P - \frac{\hbar e}{\mu t} H_{ext} \sigma_z \psi_P,$$

являются уравнениями типа Шрёдингера и Паули, соответственно. Однако, они имеют решения только с положительным значением кинетической энергии и описывают процессы, в которых число частиц сохраняется.

Следовательно, при обучении релятивистской квантовой механике с использованием вышеприведенных уравнений преподаватель должен убедиться, что студенты осведомлены об этих различиях и соответствующих последствиях и, поэтому,

необходимо избавиться от различных приемов упрощений математических выражений, приводящих к непрямым физическим следствиям.

Отметим, при выводе уравнения Дирака каждый сталкивается с необходимостью линеаризации искомым уравнений из-за требования принципа суперпозиции, который является главной математической основой квантовой механики.

В результате этого с неизбежностью появляются матрицы Дирака. Поэтому, как показали результаты проведенных исследований, от некоторых способов упрощения уравнений релятивистской квантовой механики, следует отказаться.

Таким образом, при проведении учебных занятий по релятивистской части квантовой механики было принято решение вывода уравнений на основе релятивистского соотношения между энергией и импульсом путем применения соответствующих операторов путем линеаризации полученных выражений. Аналогичные подходы использовались авторами [14, 16].

Определение результатов проведенных педагогических экспериментов. Для оценки эффективности педагогических экспериментов были использованы следующие известные способы:

Объективные критерии оценки знаний (использование стандартизированных тестов, контрольных работ и экзаменов).

Анкетирование и опросы. При этом главное внимание было уделено на сбор мнений студентов о качестве преподавания, уровне сложности материала и удовлетворенности курсом.

Мониторинг академических показателей и сравнительные исследования, которые позволили определять эффективность использованной методики преподавания.

Оценка уровня участия и вовлеченности студентов, креативности и критического мышления при проведении дискуссии по конкретной части или явлениям релятивистской квантовой механики.

Для того чтобы оформить и использовать полученные результаты использовались статистический анализ данных для определения значимых различий между группами студентов или методами обучения, а также качественный анализ мнений и обратной связи от студентов.

Выводы и полученные результаты. Полученные результаты позволяют сформулировать следующие выводы:

1. Перед началом изучения уравнений релятивистской механики следует повторить СТО в объеме, приведенном в данной статье.

2. Вывод уравнений релятивистской квантовой механики (уравнения Клейна-Гордона и Дирака) без использования упрощений является более эффективным способом изучения релятивистской квантовой механики. Этот подход дает студентам правильные и прочные знания, которые необходимы для понимания сущности релятивистской квантовой механики и для подготовки к более продвинутым исследованиям в этой области.

3. Упрощенные уравнения типа Шрёдингера также можно использовать при проведении практических занятий по решению задач, а также их можно использовать в качестве домашнего задания.

Рекомендованная методика преподавания релятивистской квантовой механики была реализована в рамках университетского курса и результаты анализа успеваемости

студентов показали значительное улучшение их академических показателей по сравнению с группой студентов, обучавшихся по другим методам. Качественные данные, собранные в рамках анкетирования и обратной связи от студентов, подтверждают положительное восприятие методики преподавания, а также увеличение интереса и уровня удовлетворенности учебным процессом.

Отметим, что новая методика позволила студентам глубже понять и применить релятивистские концепции, а также развить критическое мышление и аналитические навыки. Эффективность предлагаемой методики подтвердилась также накопленными статистическими данными.

На основе полученных результатов, рекомендуем продолжать использование предлагаемой методики преподавания релятивистской квантовой механики в университетах и рассматривать возможность ее распространения на другие курсы и образовательные учреждения.

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MIKROKREDITLARNI TASHKIL ETISH MODELLARI, MIKROKREDITLASHNING ASOSIY TAMOYILLARI

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Buxoro Innovatsiyalar Universiteti Magistranti.

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Annotatsiya. Ushbu maqolada mikrocredit tushunchasi, mikrocredit modellari va shakllari, mikrocredit turlari shuningdek mikrocredit berishning sabablari, kimlarga berilishi va kimlarga berilmasligi haqida atroflicha fikr yuritilgan.

Kalit soʻzlar: Mikrocredit, kredit, mikrocredit modellari, mikrocredit shakllari, mikrocredit tamoyillari.

HISTORICAL DEVELOPMENT, CHARACTERISTICS AND OBJECTIVES OF THE MICRO-CREDIT SYSTEM

Abstract. In this article, the concept of microcredit, models and forms of microcredit, types of microcredit, as well as reasons for giving microcredit, to whom it is given and to whom it is not given, are discussed in detail.

Key words: Microcredit, credit, microcredit models, microcredit forms, microcredit principles.

МОДЕЛИ ОРГАНИЗАЦИИ МИКРОКРЕДИТА, ОСНОВНЫЕ ПРИНЦИПЫ МИКРОКРЕДИТА

Аннотация. В данной статье подробно рассмотрено понятие микрокредита, модели и формы микрокредитования, виды микрокредита, а также причины предоставления микрокредита, кому он предоставляется и кому не предоставляется.

Ключевые слова: Микрокредит, кредит, модели микрокредитования, формы микрокредитования, принципы микрокредитования.

KIRISH

Ikkinchi jahon urushidan keyin dunyo iqtisodiy, ijtimoiy va siyosiy jihatdan qayta shakllanish jarayoniga kirdi va “yangi tartib” deb ham ataladigan shakllanishga kirdi. Bu jarayonning eng o'ziga xos xususiyati shundaki, rivojlangan mamlakatlar o'zlarining kengashlarida faol ishtirok etib, boshqargan BMT, Jahon banki va Xalqaro valyuta jamg'armasi (XVJ) kabi tashkilotlar orqali dunyo tizimini qayta tiklash imkoniyatiga ega bo'ldilar. Darhaqiqat, mamlakatlar taraqqiyotini tezlashtiradigan loyihalar Jahon banki tomonidan moliyalashtirilgan ekan, maqsad XVJ orqali tashqi taqchillik va tashqi qarzlarni moliyalash orqali iqtisodiy barqarorlikka erishish edi.

Dunyoning eng qashshoq hududlari va u yerda yashovchi aholiga bozor iqtisodiyotining hayotiyiligini ta'minlovchi va bu odamlarga o'z mahorati va mehnati orqali qashshoqlikdan qutulish imkonini beruvchi mikrocreditlar olishning asosiy tamoyillari quyidagilardan iborat:

1. Kambag'al odamlar kredit berishdan tashqari moliyaviy yordamga muhtoj.
2. Mikrocredit qashshoqlikka qarshi kurashda kuchli vositadir.
3. Mikrocredit kambag'allarga xizmat qiluvchi iqtisodiy tizimlarni o'rnatadi.
4. Mikrocreditlar o'z-o'zidan to'lanadigan bo'lgani uchun u shu yo'l bilan ko'p sonli kambag'allarga yetib borishi mumkin.

5. Mikrokredit uzluksiz faoliyat yurituvchi mahalliy moliya institutlarini yaratishga qaratilgan.

6. Mikrokredit har bir savolga javob emas. Bu har qanday vaziyat va muassasa uchun ideal vosita emas.

7. Yuqori foizli kreditlar berish qashshoqlikni oshirishi mumkin.

8. Davlatning vazifasi iqtisodiy yordam berish emas, balki bu yordamni amalga oshirishdir.

9. Xayr-ehsonlar kapital bilan raqobatlashmasdan, uni to'ldirishi kerak.

10. Asosiy to'siq kuchli institutlar va menejerlarning yo'qligidan kelib chiqadi.

11. Mikrokredit uning samaradorligini o'lchash va ko'rsatish mumkin bo'lganda yaxshi ishlaydi.

Mikrokredit loyihalari o'z maqsadlariga erishish mumkin bo'lgan ba'zi muhim vaziyatlar quyidagilardir:

- Mikrokredit dasturining muvaffaqiyati uchun ham mijoz intizomi (o'z vaqtida to'lash), ham korporativ intizom (barqarorlikni ta'minlaydigan amaliyotlar) talab etiladi.

Mikrokreditlar o'zini-o'zi ta'minlashga intilgan kuchli, mahalliy mikrokredit muassasasi tomonidan professional bank faoliyati sifatida eng yaxshi amaliyotdir.

- Nomoliyaviy institutni barqaror mikrokredit tashkilotiga (MFK) aylantirish muhim texnik yordam va institutsional rivojlanishni talab qiladi.

- Samaradorlikni oshirish aniq belgilangan mikrokreditlash ko'rsatkichlaridan foydalanish orqali kuzatilishi kerak (Parker, Pearce, 2001).

Mikrokredit ilovalari ba'zi hollarda juda salbiy natijalarga olib kelishi mumkin.

Mikrokreditlar qo'llanilmaydigan ushbu shartlar quyidagilar:

- Favqulodda vaziyatlardan so'ng darhol aralashuv vositasi sifatida mikrokreditlar o'ta nochor qishloq joylarida va surunkali muhtojlar uchun mos emasligi ta'kidlanganda.

- Og'irlashuvchi kasalligi (masalan, OIV/OITS) va o'ta tarqoq, tez-tez harakatlanuvchi yoki beqaror jamoalar bo'lgan mijozlar mikrokredit dasturlari uchun odatda mos emas.

- Yagona iqtisodiy faoliyatga yoki barterga asoslangan operatsiyalarga qaramlik; Fuqarolar urushi, tabiiy ofat yoki haddan tashqari yuqori inflyatsiya xavfi mavjud; Jamoat tartibini saqlash mumkin bo'lmagan muhitda mikrokredit dasturlarini amalga oshirish tavsiya etilmaydi.

- Foiz stavkalarini yuqori darajada ushlab turish yoki kafolatsiz kreditlarga ruxsat bermaslik kabi barqarorlikka to'sqinlik qiladigan holatlarda mikrokreditlarni qo'llash mumkin emas (Parker, Pearce, 2001).

Mikrokredit mijozlarining xususiyatlari esa shulardir. Klassik ma'noda mikrokredit mijozlari kam ta'minlangan, yakka tartibdagi tadbirkorlar bo'lib, ular ko'pincha o'z uylarida ishlaydilar va rasmiy moliyaviy institutlarga kirish imkoniga ega emaslar. Qishloq joylarda kichik fermerlar va ayniqsa fermer ayollar mikrokredit xizmatlaridan tez-tez foydalanadilar. Bugungi kunga qadar olib borilgan tadqiqotlar; Bu mikrokreditlar aholining kam ta'minlangan qatlamlariga o'z daromadlarini oshirishga, o'z hayotini ta'minlay oladigan va muvaffaqiyatga erisha oladigan biznesni yo'lga qo'yishga hamda tashqi ta'sirlarga qarshi kuchli bo'lishga yordam berishi mumkinligini ko'rsatadi. Mikrokredit kambag'allarning, ayniqsa ayollarning iqtisodiy rivojlanishini ta'minlab, oyoqqa turishiga yordam beradigan kuchli vosita sifatida ta'riflanadi (www.tog.org.tr/).

"Global taraqqiyot markazi, mikro kreditlar bo'yicha virtual kutubxona" koordinatorlaridan biri Hari Srinivasning tasnifiga ko'ra, mikro kreditlarni tashkil etishning 14 ta modeli mavjud va ularni quyidagicha sanab o'tish mumkin (Dolun 2005: 34):

1. Birlik modeli
2. Kafolatni tashkil etish modeli
3. Jamoat banki modeli
4. Kooperativ modeli
5. Kredit uyushmalari modeli
6. Gramin tipidagi o'rnatish modeli
7. Guruh modeli
8. Individual model
9. Vositachi tashkilot modeli
10. Nodavlat tashkilot modeli
11. Guruh bosimi modeli
12. Rosca (aylanuvchi jamg'arma va kredit uyushmalari) qo'shinlar modeli
13. Kichik ish joyi modeli
14. Qishloq banki modeli

1. Birlik modeli

Ushbu mikro kredit instituti modelida maqsadli jamoa o'z ichida ittifoq tuzadi va mikro kredit xizmatlarini ko'rsatadi. Jamiyatlar yoshlar va ayollar jamoalari, shuningdek, madaniy, diniy yoki siyosiy qarashlar atrofida to'plangan odamlar bo'lishi mumkin. Ba'zi mamlakatlarda "birlashmalar" huquqiy asosga qarab belgilanadi; Ular soliq imtiyozlaridan foydalanish, yig'implarni yig'ish va sug'urta qilish imkoniyatiga ega. Bu model guruh modeliga juda o'xshaydi (Dolun, 2005:35).

2. Kafolat beruvchi tashkilot modeli

Nomidan ko'rinib turibdiki, bank kafolati tijorat banklaridan kredit olishda qo'llaniladi.

Ushbu kafillik ikki yo'l bilan taqdim etilishi mumkin: Ulardan biri tashqaridan (donor tashkilotlar yoki hukumatlar orqali) taqdim etiladigan kafolat mexanizmi, ikkinchisi esa amalga oshiriladigan kafolat mexanizmidir. a'zolarining jamg'armalaridan foydalangan holda. Berilgan kreditlar to'g'ridan-to'g'ri jismoniy shaxslarga yoki o'z-o'zidan tuzilgan guruhlariga berilishi mumkin. Bank kafolati dasturi - bu kapitalni kafolatlash dasturining bir turi. Kafolatlangan mablag'lar turli maqsadlarda, shu jumladan kreditni qaytarish va sug'urta operatsiyalaridan kelib chiqadigan majburiyatlar uchun ishlatilishi mumkin. Shu nuqtai nazardan, Birlashgan Millatlar Tashkiloti doirasida tashkil etilgan ko'plab xalqaro tashkilotlardir.

Ular mikromoliya xizmatlarini boshlash va ustuvor kredit xizmatlarini ko'rsatish uchun boshlang'ich kapitalni yaratish uchun banklar va turli nodavlat tashkilotlar uchun xalqaro kafolat fondlarini yaratadilar (Gökyay, 2008).

3. Jamiyat banki modeli

Jamoat banki modelida; Mikro kredit butun jamiyatni bir birlik sifatida ko'rib chiqish va yarim rasmiy yoki rasmiy tashkilotlarni yaratish orqali taqsimlanadi. Bu tashkilotlar odatda nodavlat tashkilotlar yoki boshqa tashkilotlar yordamida tuziladi. Ushbu tashkilotlarning tuzilmalari daromad keltiruvchi loyihalar yoki jamg'arma imkoniyatlarini o'z ichiga olishi

mumkin. Jamiyat banklari ham rivojlanish dasturlarining bir qismi bo'lgan va asosiy maqsad uchun rag'bat sifatida moliyalashtirish imkoniyatlaridan foydalanadigan ko'plab misollarni topish mumkin (Dolun, 2005:36).

4. Kooperativ modeli

Kooperativ - bu umumiy va demokratik tarzda boshqariladigan mustaqil tashkilot bo'lib, unda odamlar o'zlarining iqtisodiy, ijtimoiy va madaniy ehtiyojlarini qondirish uchun ixtiyoriy ravishda birlashadilar. Ularning a'zolariga moliyaviy xizmatlar ko'rsatish va jamg'arma faoliyatini amalga oshirish ham ayrim kooperativlarning kun tartibiga kiritilgan. (Gökyay 2008)

5. Kredit uyushmalari

Kredit uyushmalari - ma'lum bir guruh yoki tashkilot a'zolari tomonidan tuzilgan, o'z jamg'armalarini birgalikda investitsiya qilishga rozi bo'lgan va bir-biriga mos foiz stavkalarida kreditlar berish uchun birlashadigan moliyaviy institutlar. A'zolar bir tashkilotda ishlash, bir cherkovga mansublik, bir mehnat tashkilotiga a'zo bo'lish, bir ijtimoiy guruhga mansublik, bir jamiyatda ishlash yoki yashash kabi umumiy xususiyatlarga ega. Aytilishicha, kredit uyushmasiga a'zolik irqi, dini va rangidan qat'i nazar, bir guruhga mansub barcha odamlar uchun ochiqdir.

Kredit uyushmalari demokratik, notijorat, moliyalashtiruvchi kooperativlardir. Ularning har biri o'z a'zolari tomonidan boshqariladi. Har bir a'zo direktorlar va qo'mita vakillarini saylash uchun faqat bitta ovozga ega (www.gdrc.org/icm/).

6. Grameen tipidagi model

Bangladeshdagi Grameen modeli, prof. U Muhammad Yunus tashabbusi bilan tashkil etilgan va kambag'allarni nishonga olgan Grameen banki orqali paydo bo'ldi. Grameen Bank odatda quyidagi metodologiyadan foydalanadi; Bank bo'limi 15 dan 22 tagacha qishloqni dala menejeri va bir nechta xodimlar bilan qamrab olish uchun tuzilgan. Dala menejeri va bank xodimlari ular xizmat ko'rsatadigan maqsadli auditoriyani bilishga, potentsial mijozlarni aniqlashga va tushuntirishga yordam beradi. ular mahalliy aholiga ko'rsatadigan xizmatlarning maqsadi, ularning funktsiyalari va bankning o'ziga xosligi, jarayonning tizimlilikini tushuntirish.

Ular qishloqlarga borishni boshlaydilar. Ulardan maqsadli potentsial mijozlar orasida besh kishidan iborat guruhlarni tuzish taklif qilinadi va birinchi bosqichda guruh a'zolaridan faqat ikkitasiga kredit beriladi. Yaratilgan guruh bir oy davomida bank xodimlari tomonidan bank tomonidan belgilangan qoidalarga mos keladimi yoki yo'qmi, nazorat qilinadi. Agar ellik hafta davomida kredit olgan ikki mijoz asosiy qarz va foizlarni to'lasa, guruhning boshqa a'zolari ham kredit olishga haqli. Ushbu cheklovlar tufayli kreditlarni muntazam to'lash bo'yicha katta guruh bosimi mavjud. Shu nuqtai nazardan, guruhning jamoaviy mas'uliyati berilgan kreditni kafolatlashdan iborat. (Gökyay, 2008)

7. Guruh modeli

Ushbu model Grameen, jamoat banki, qishloq banki, guruh bosimi modeli kabi modellarga o'xshaydi. Bu modelda asosiy falsafa yakka tartibda harakat qilishda duch keladigan qiyinchilik va zaifliklarning oldini olish uchun guruh bo'lib harakat qilish, umumiy mas'uliyat va ishonchni o'z zimmasiga olish deb izohlanadi. Mablag'lar shaxslarga emas, balki guruhlarga o'tkaziladi.

Jismoniy shaxslarning birlashishi, ta'lim, birgalikda savdolashish kabilar shular jumlasidandir. U quvvat va bosim guruhini shakllantirish kabi turli maqsadlarga xizmat qilishi mumkin (Dolun, 2005:37).

XULOSA

Xulsa qilib aytadigan bo'sak mikrocredit mamlakat iqtisodiyotiga va taraqqiyotiga juda katta foyda keltiradi, faqatgina uning tamoyillari, modellari haqida ma'lumotga ega bo'lsak, undan qanday to'g'ri foydalanishni bilsak.

Mikroedit tashkilotlari to'g'risida"gi Qonunning 3-moddasi 1- qismida "Mikrocredit, mikroqarz, mikroizing berish sohasida xizmatlar ko'rsatish bo'yicha faoliyatni amalga oshiruvchi va ushbu Qonunga muvofiq boshqa mikromoliyaviy xizmatlar ko'rsatuvchi yuridik shaxs mikrocredit tashkiloti" ekanligi belgilangan bo'lib, uning asosida mikrocredit tashkilotlarining bank hisoblanmasligini ta'kidlash mumkin. Shu boisdan yuqorida qayd etilgan bank operatsiyalari bo'yicha foiz stavkalarini belgilashda banklarning mustaqilligini belgilovchi qoidani mikrocredit tashkilotlariga nisbatan qo'llab bo'lmaydi. Shu boisdan amaliyotda bu borada turli tushunmovchiliklar yuzaga kelishining oldini olish maqsadida "Mikrocredit tashkilotlari to'g'risida"gi Qonunga mikrocredit tashkilotlarining foiz stavkalarini belgilash tartibini belgilovchi qo'shimcha kiritish zarur.

Bunday qo'shimcha va o'zgartirishlar mikrocredit sohasini yanada yaxshilanishiga yordam beradi.

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ARABXONA MAHALLASINING PAYDO BO'LISHI VA TARIXIY YODGORLARI

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Annotatsiya. Arabxona mahallasining qanday paydo bo'lganligi va aholining qadimdan yashab kelganligi bu hudud qishloq nomi aholining etnik guruhiga nisbatan berilganligi.

Kalitso'zlar: Arabxona, Buxoro, Shofirkon, arablar, manzilgoh, Zarafshon, Tadqiqot, qazilmalar, masjid, qishloq, qarluq, manzulgoh, arxeologiya.

EMERGENCE AND HISTORICAL MONUMENTS OF ARABKHONA NEIGHBORHOOD

Abstract. How the Arabkhona neighborhood came about and how the inhabitants have lived since ancient times, the name of the village is given in relation to the ethnic group of the inhabitants.

Keywords: Arabkhona, Bukhara, Shafirkon, Arabs, address, Zarafshan, Research, excavations, mosque, village, address, archeology.

ВОЗНИКНОВЕНИЕ И ИСТОРИЧЕСКИЕ ПАМЯТНИКИ ОКРЕСТНОСТИ АРАБХОНА

Аннотация. Как возник квартал Арабхана и как жили жители с древних времен, название села дано в зависимости от этнической группы жителей.

Ключевые слова: Арабхана, Бухара, Шафиркон, арабы, адрес, Зарафшан, Исследования, раскопки, мечеть, деревня, деревня, адрес, археология.

O'rta Osiyodagi eng qadimiy shaharlardan biri Buxoroning tarixiy o'tmishi va hozirgi davri ko'plab tarixiy manba va adabiyotlarda o'z aksini topgan. Vohada ilk shaharlarning vujudga kelishi tabiiy iqlim sharoitlari, geografik joylashuv va asosiysi Zarafshon daryosining ahamiyati bilan belgilanadi. Zarafshon daryosining Xitfar, Rudizar, Qorako'l daryo, Moxondaryo kabi irmoqlari Buxoro vohasida o'troq dehqonchilik va urbanizatsiya jarayonlarining keng yoyilishida muhim o'rin tutgan. Akademik V.V.Bartold ta'biri bilan aytganda, Buxoro vohasida amalga oshirilgan dastlabki ilmiy-tarixiy tadqiqotlarda Rossiya olimlari sermahsul faoliyat olib bordi. Ular orasida mashhur sharqshunoslar ham ko'p edi. Buxoroning eng qadimgi davrlardagi tarixini yoritishda arxeologik kuzatish va tadqiqotlar, yozma manbalar birinchi o'rinda turadi.

Arxeologik kuzatish va tadqiqotlar o'tkazish orqali Buxoroning eng qadimgi davrlardagi tarixini o'rganishda mashhur arxeolog olimlarimizning xizmatlari katta bo'ldi. 1969-1970-yillarda Buxoro shahrida Yahyo G'ulomov rahbarligida o'tkazilgan arxeologik kuzatuv ishlari shahar tarixiga oid ko'plab yangi-yangi ma'lumotlar bergan. Qadimdan Buxoro ko'plab xalqlarni o'z bag'riga sig'dirgan turli etnik xalqlar kelib o'rnashgan ular o'zlarining manzilgohlariga asos solgan. Shulardan biri "Arabxona" nomi hisoblanadi. Nomining o'zi bildirib turibdiki bu arablar yashaydigan manzilgoh hisoblanadi.

Arabxona O'zbekiston Respublikasining ko'p viloyatlarida uchraydigan qishloq va mahallalar nomi hisoblanadi. Bulardan biri Buxoro viloyatida Shofirkon tumanidagi qishloq nomi hisoblanadi. Xususan Buxoro qadimgi makonlar biri hisoblanadi. Arablar bosqini davrida Buxoro o'zining o'rniga ega shahar hisoblangan. Arabxonaxona mahallasining kelib chiqishi - Arabxona mahalasining paydo bo'li shi arablar tomonidan bosib olingan paytdagi joyi yoki mahallasiga

arabxona nomi berilgan. Arablar *yashaydigan* manzilgoh hisoblangan. Arablar qishlog'i degan manoni anglatadi. Ushbu atama O'rta Osiyoda bo'lgan arablarning kirib kelishi davridan boshlanib undan keyingi davrlarda yashab o'sha yerda o'rnashib olgan arablar bilan bog'liqdir. Arablarni O'rta Osiyoga kirib kelishi uzoq tarixiy davrni o'z ichiga qamrab oladi.

Arabxonada to'rt turdagi arablar mavjud.

1. Arablar tilida gaplasha olmaydigan va Qarluqlar lahjasida so'zlashadiganlar
2. Arablar tilini bilib o'zbekcha so'zlashadigan va tojik tilini bilmaydigan arablar
3. arablar tili va tojik tilini bilmaydigan o'zbekcha so'zlashadigan arablar.
4. Arablar tilini bilmaydigan, tojik va o'zbek tilida so'zlashadigan arablar

Arabxona qishlog'idagi tarixiy yodgorliklar juda ham ko'p bulardan tarixiy yozma manbalar, tarixiy yodgorliklar, tarixiy joylar hamkor, masalan yozma manbalarga kitoblar, daftarlar, uyib yozilgan yozuvlar, ham mavjud.

Yozma manbalardan olingan tarixiy yozuvlar, topilgan tarixiy obidalar, o'sha davrlardan qolgan qadamjoylari mavjud Arabxona qishlog'idagi qadimgi buyuk qadamjoylar bular arabxona qishlog'idan topilgan masjid o'sha davrda paydo bo'lgan 4ta masjidlardan biridan o'sha davrdan qolgan toshga o'yilgan yozuvlar ham topilgan. Arabxona qishlog'idagi masjidni ota-bobolarimiz aytishicha arablar bostirib kelmasdan oldin qurilgan va hali hanuzgacha hech narsa bo'lmaganini aytib o'tilgan va u yerda namozlar ham o'qilishini aytganlar masjidlarning to'rtasi to'rt xil shaklga ega bo'lganligi haqida malumot berilgan haqiqatdan shunda ekanini tadqiqot ishimda bilib oldim.

Yonida bo'lgan, quduq va hovuzi bilan qurilgan arablarlar kelgandan so'ng quduqlar vayron qilingan va bitta yerdan boshqa joyga ko'chgan bir kecha kunduzda deygan.

Hozirga kelib o'sha masjiddagi quduq va hovuzlar yo'qolib ketgan va u yerdan topilgan qadimgi kitob shaklda bo'lgan yodgorlik topilgan unda yozilgan arab alifbosida yozilgan yozuvlari mavjud. O'zbekistonda yashaydigan arablarni o'rganish maqsadida ko'plab ilmiy -izlanish olib borilgan.

Bulardan biri yevropolik olimlardan biri E.GELLERning takidlab o'tishiga ko'ra, madaniyat omili zamonaviy milliylikning yuragi hisoblanadi. Uning fikricha har bir tasodiflar birlashib bir- biri bilan birlashishidan paydo bo'lgan bir murakkab tuzilma dunyoning ilmiy manzarasi o'zgarishiga olib kelganligi haqida aytib o'tgan.

Xulosa o'rinda shunin aytishim mumkinki, eshitganlarim, bilgan ma'lumotlarim va olib borgan tadqiqot ishimdan shuni bildimki har bitta mahalalar va qishloqlarning o'zini tarixi, tili, madaniyati, yodgorligi, tarixi borligini qachon paydo bo'lgani kimlar bostirib kelgani ulardagi qanday yozuvlar borligi haqida ma'lumot oldim. Jumladan Arabxona qishlog'i qadimiy qishloq bo'lib, bu hududda qadimdan aholi yashab kelgan arablar bosqinidan keyin qishloq nomi rasman arabxona deb nomlangan.

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ADOLF GITLER: ZOLIMNING YUKSALISHI VA QULASHI

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Annotatsiya. Gitlarning shafqatsiz va aqidaparast hukmronligi tarixda o'chmas iz qoldirdi, bu ko'pchilikni uning mafkurasini shakllantirgan omillarni, ommani safarbar etish qobiliyatini va harakatlarining oqibatlarini o'rganishga undadi. Ushbu maqolada biz Adolf Gitlarning hayoti va merosini ko'rib chiqamiz, uning harakatlari va uning dunyoga ta'sirini tushunishga intilamiz.

Kalit so'zlar: Notiqlik, tashviqot, iqtisodiy falokat, tovon, kommunizm, yahudiy, populistik xabari.

ADOLF HITLER: THE RISE AND FALL OF A TYRANT.

Abstract. Hitler's brutal and fanatical rule left an indelible mark on history, prompting many to study the factors that shaped his ideology, his ability to mobilize the masses, and the consequences of his actions. In this article, we will examine the life and legacy of Adolf Hitler, seeking to understand his actions and the impact he had on the world.

Key words: Oratory, propaganda, economic disaster, reparations, communism, Jewish, populist message.

АДОЛЬФ ГИТЛЕР: ВЗЛЕТ И ПАДЕНИЕ ТИРАНА.

Аннотация. Жестокое и фанатичное правление Гитлера оставило неизгладимый след в истории, побудив многих изучить факторы, сформировавшие его идеологию, его способность мобилизовать массы и последствия его действий. В этой статье мы рассмотрим жизнь и наследие Адольфа Гитлера, стремясь понять его действия и влияние, которое он оказал на мир.

Ключевые слова: Ораторское искусство, пропаганда, экономическая катастрофа, репарации, коммунизм, еврейское, популистское послание.

KIRISH

Gitler xarizmatik notiqlik va tashviqotni qo'llab, iqtisodiy ehtiyoj, millatchilik va antisemitizmga chorlab, Birinchi jahon urushida hali ham mag'lubiyatga uchragan Germaniyada avtoritar tuzum o'rnatish uchun foydalandi, bunda ko'pchilik Frantsiya tomonidan qo'yilgan haqoratli shartlardan norozi bo'ldi. Versal shartnomasida Angliya. 1920-yillarda demokratik Germaniyani yengib o'tgan iqtisodiy falokat katta tovon to'lashni talab qilgan shartnomada ayblandi. Bu nemis xalqining Gitler kabi odamni o'z qutqaruvchisi sifatida qabul qilish kayfiyatini tushuntirish uchun uzoq yo'lni bosib o'tadi.

Iqtisodiyot qayta tuzilgan va qurollangan armiya bilan Gitler nemis Lebensraumini ("yashash maydoni") kengaytirish niyatida agressiv tashqi siyosat olib bordi va Polshaga bostirib kirish orqali Yevropada yirik urushni boshlab yubordi. O'z qudratining eng yuqori cho'qqisida Germaniya va uning ittifoqchilari, ya'ni "O'q davlatlari" deb nomlanuvchi Yevropaning ko'p qismini bosib oldilar, ammo oxir-oqibat Ikkinchi jahon urushida Buyuk Britaniya va AQSh boshchiligidagi ittifoqchilar tomonidan mag'lubiyatga uchradilar. Gitlarning irqiy siyosati 11 million kishining, jumladan, olti millionga yaqin yahudiyning genotsid qilinishi bilan yakunlandi va hozirda Xolokost deb ataladi.

Urushning so'nggi kunlarida Gitler yangi turmush qurgan rafiqasi Eva Braun bilan birga Berlindagi yer osti bunkerida o'z joniga qasd qildi.

MUHOKAMA VA NATIJALAR

Adolf Gitler zamonaviy tarixdagi eng mashhur va nufuzli shaxslardan biri hisoblanadi. 1889-yilda Avstriyada tug'ilgan Gitler 1933-yildan 1945-yilda vafotigacha fashistlar partiyasining rahbari va oxir-oqibat Germaniyaning diktatori bo'ladi. Uning hokimiyat tepasiga ko'tarilishi o'zining xarizmatik shaxsiyati, maftunkor nutqlari va manipulyatsiyasi tufayli kuchaydi. tashviqot, Ikkinchi jahon urushi va Holokostning vayron bo'lishiga olib keldi, bu millionlab odamlarning o'limiga olib keldi.

Adolf Gitler zamonaviy tarixdagi eng mashhur shaxslardan biri bo'lib qolmoqda, uning nomi zulm, genotsid va Ikkinchi jahon urushi dahshatlari bilan sinonimdir. 1889-yil 20-aprelda Avstriyaning Braunau-am-Inn shahrida tug'ilgan Gitlarning ilk hayoti mashaqqat va umidsizlik bilan kechdi, bu omillar keyinchalik uning radikal mafkuralari va hokimiyatga chanqoqligini shakllantiradi.

Yoshligida Gitler rassom bo'lishga intilgan, ammo Vena Tasviriy san'at akademiyasidan rad javobiga duch kelgan. U kun kechirish uchun kurashib, qashshoqlik va sarson hayotga o'tib ketdi. Aynan shu vaqt ichida u o'zining qizg'in millatchilik va antisemitizm e'tiqodlarini rivojlantirdi, yahudiylarni va boshqa ozchilik guruhlarini o'zining muvaffaqiyatsizliklarida va Germaniyaning tanazzulga uchrashida aybladi.

1914 yilda, Birinchi jahon urushi boshlanishi bilan Gitler nemis armiyasida maqsad va daxldorlik hissini topdi. U G'arbiy frontda xabarchi bo'lib xizmat qilgan va jasorati uchun ikki marta Temir xoch ordeni bilan taqdirlangan. Biroq 1918-yilda Germaniyaning mag'lubiyati va undan keyingi Versal shartnomasi mamlakatga qattiq tovon to'lash va hududiy yo'qotishlarni keltirib chiqarishi Gitlarning noroziligini kuchaytirdi va uning siyosiy ambitsiyalari uchun qulay zamin yaratdi.

Urushdan so'ng Gitler Germaniya Ishchilar partiyasi, kichik o'ta o'ng siyosiy guruhga qo'shildi va Versal shartnomasiga, kommunistlarga va yahudiylarning ta'siriga qarshi bo'lgan ishtiyoqli nutqlari bilan tezda mashhurlikka erishdi. 1920-yilda partiya Milliy sotsialistik nemis ishchilar partiyasi (NSDAP) yoki fashistlar partiyasi deb o'zgartirildi, uning rahbari Gitler edi.

Keyingi o'n yil ichida Gitler o'z hokimiyatini mustahkamlash uchun Germaniyani qamrab olgan iqtisodiy notinchlik va siyosiy beqarorlikdan mohirlik bilan foydalandi. U 1923 yilda Veymar respublikasini ag'darishga qaratilgan muvaffaqiyatsiz to'ntarishga urinish bo'lgan "Beer Hall Putsch" ni uyushtirdi va buning uchun qamoqqa tashlandi. Gitler qamoqda o'tirgan vaqtlarida o'zining irqchilik va antisemitizm g'oyalari hamda Germaniya kelajagi haqidagi qarashlarini bayon qilib, "Mening kurashim" asarini yozdi.

1930-yillarning boshlariga kelib, Gitlarning populistik xabari va Germaniyaning sobiq shon-shuhratini tiklash haqidagi va'dasi ko'plab norozi fuqarolarda aks-sado berdi va natsistlar partiyasini qo'llab-quvvatlash kuchaydi. 1933-yilda bir qator siyosiy manevrlar va yashirin kelishuvlardan so'ng Gitler prezident Pol fon Hindenburg tomonidan Germaniya kansleri etib tayinlandi. Bu Germaniya tarixidagi eng qorong'u bobning boshlanishi edi.

Hokimiyatga kelganidan keyin Gitler o'zining radikal dasturini amalga oshirish uchun vaqtni behuda sarfladi. U demokratik institutlarni parchalab tashladi, norozilikni bostirdi va senzura, tashviqot va davlat tomonidan qo'llab-quvvatlanadigan terror bilan ajralib turadigan

totalitar rejim oʻrnatdi. Natsistlar rejimi yahudiylar, loʻlilar, LGBTQ+ shaxslari, nogironlar, siyosiy dissidentlar va boshqa ozchilik guruhlarini muntazam ravishda taʼqib qilgan va marginallashtirgan, natijada Holokost, olti million yahudiy va boshqa millionlab odamlarning "nomaqbul" deb topilgan genotsidi bilan yakunlangan.

Gitlarning tajovuzkor ekspansionistik siyosati Yevropani yana bir halokatli toʻqnashuvga – Ikkinchi jahon urushiga olib keldi, bu oʻn millionlab odamlarning oʻlimiga va keng koʻlamli vayronagarchilikka olib keldi. Dastlabki harbiy muvaffaqiyatlarga, jumladan Avstriyaning anneksiya qilinishiga va Chexoslovakiyaning bosib olinishiga qaramay, Gitlarning haddan tashqari taʼsiri va strategik xatolari Germaniyaning magʻlubiyatiga olib keldi.

Urushning soʻnggi kunlarida, Ittifoqchi kuchlar Berlinga yopilganda, Gitler oʻzining er osti bunkeriga chekindi va 1945 yil 30 aprelda magʻlubiyatga uchrashi bilan oʻz joniga qasd qildi.

Uning oʻlimi insoniyat tarixidagi eng qorongʻu boblardan birini tugatdi, ammo nafrat, azob-uqubatlar va tasavvur qilib boʻlmaydigan vahshiylik merosini qoldirdi.

Bugungi kunda, vafotidan qariyb sakson yil oʻtib, Adolf Gitlarning nomi nazoratsiz avtoritarizm, ksenofobiya va nafrat xavfi haqida dahshatli eslatma boʻlib qolmoqda. Uning hokimiyat tepasiga kelishi va xatti-harakatlarining halokatli oqibatlari fashizm xavfidan, zulmdan himoya qilishda hushyorlik, demokratiya va inson huquqlari muhimligidan qatʼiy ogohlantirish boʻlib xizmat qiladi.

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BUXORO VOHASI ARXEOLGIK MEROSIDA QOYATOSH SURATLARINING TUTGAN O'RNI

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Annotatsiya. Ushbu maqola Buxoro vohasida qoyatosh suratlarini o'rganish jarayonida bu hudud ibtidoiy davrdanoq odamzod tomonidan o'zlashtirilganligi va keyingi tarixiy davrlarda ham uzluksiz madaniyat yaratilib, Qizbibi tog' tizmasi va Nurota tog' tizmasi o'rtasidagi Malik cho'ldan Zarafshon daryosi oqib o'tib, daryoning shimoliy tomonida Sarmishsoy darasida istiqomat qilgan aholining ibtidoiy ziroatchilik, chorvachilik va ovchilik bilan shug'ullanganligi aniqlandi.

Kalit so'zlar: Qoyatosh suratlari, sarmishsoy, ibtidoiy davr, buxoro vohasi, Zarafshon vohasi, rangli suratlar, Qizbibi, Tongotarsoy, Gurtuksoy, Qilichliksoy, Toytuyoqsoy, Otchoparsoy, Umartolsoy.

THE PLACE OF KAYOTASH PICTURES IN THE ARCHAEOLOGICAL HERITAGE OF BUKHARA OASIS

Abstract. This article, in the process of studying rock paintings in the Bukhara oasis, shows that this area has been occupied by humans since primitive times, and a continuous culture has been created in subsequent historical periods, and the Zarafshan river flows through the Malik desert between the Kizbibi mountain range and the Nurota mountain range. , it was found that the inhabitants who lived in the Sarmishsay gorge on the north side of the river were engaged in primitive agriculture, animal husbandry and hunting.

Keywords: Rock paintings, Sarmishsay, primitive period, Bukhara oasis, Zarafshan oasis, colorful pictures, Qizbibi, Tongotarsoy, Gurtuksoy, Qilichliksoy, Toytuyoksoy, Otchoparsoy, Umartolsoy.

МЕСТО КАЙОТАШСКИХ ИЗОБРАЖЕНИЙ В АРХЕОЛОГИЧЕСКОМ НАСЛЕДИИ БУХАРСКОГО ОАЗИСА

Аннотация. В данной статье в процессе изучения наскальных изображений Бухарского оазиса показано, что эта территория была освоена человеком с первобытных времен и в последующие исторические периоды создавалась непрерывная культура, а река Зарафшан вытекает из пустыни Малик в середина хребта Кизбиби и хребта Нурота. Установлено, что население, проживающее в ущелье Сармишсай на северном берегу реки, занималось примитивным земледелием, животноводством и охотой. Ключевые слова.

Ключевые слова: Наскальные рисунки, Сармишсай, первобытный период, Бухарский оазис, Зарафшанский оазис, красочные изображения, Кызбиби, Тонготарсой, Гуртуксой, Киличликсой, Тойтуйёксой, Очопарсой, Умартолсой.

Buxoro vohasi qoyatosh suratlarining xronologik chegarasi kishilik tarixining bronza davri (mil.avv. 3-2-mingyillik)dan boshlab o'rta asrning so'nggi bosqichlari bilan belgilanadi.

Sarmishsoy qoyatosh suratlarining ishlanish texnikasi va tasviriga o'xshash suratlar Farg'ona vodiysi hamda O'rta Osiyoning boshqa hududlarida ham uchraganligi qadimgi davr aholisining etnomadaniy aloqalari natijasi ekanligi ochib berildi.

Buxoro vohasi qoyatosh suratlarining xronologiyasi, ishlanish texnikasi, mazmun-mohiyati qadimgi aholining tafakkurini ochib berishga xizmat qildi.

XX asrning 60-yillarida O‘zbekiston qoyatosh rasmlarini o‘rganishda O‘zbekiston Fanlar Akademiyasi haqiqiy a‘zosi, akademik Ya.G‘. G‘ulomov rahbarligida Mohondaryo ekspeditsiyasining a‘zolari A. Muhammadjonov, M.Qosimov, O‘. Islomov, N. Toshkentboyev, T. Mirsoatov, J. Kabirovlar Sarmishsoy, Qorong‘iungursoy va boshqa shu kabi yodgorliklarda bo‘lib, ba‘zi ilmiy izlanishlarni olib borganlar.

Bu kuzatishlar natijasi sifatida, 1964-yili N.X. Toshkentboyevning bu dara rasmlari haqidagi maqolasi e‘lon qilingan⁴⁸.

Shundan so‘ng, J. Kabirovning Nurota tog‘ tizmalarining qoyatosh rasmlarini o‘rganish borasida amalga oshirgan tadqiqotlari ahamiyatli hisoblanadi. U 1966-1972-yillar mobaynida Nurotaning Oqtog‘ va Qoratog‘ tizmalaridagi Sarmishsoy, Bironsoy, Tongotarsoy, Gurtuksoy, Qilichliksoy, Toytuyoqsoy, Otchoparsoy, Umartolsoy, Qorachorvoq, Naymanchaliksoy daralaridan yangi qoyatosh rasmlarini topib, ularni ilmiy jihatdan o‘rgangan⁴⁹.

Sarmishsoy Navoiy shahridan 40-45 km shimoli-sharqda, hozirgi Navbahor tumanida Qoratog‘ning janubiy yon bag‘rida joylashgan. Daraning uzunligi 5.5-6 km bo‘lsa, uning eni 15 metrdan 200 metrgacha cho‘zilgan, qoyatoshlarning balandligi 15 metrdan 50 metrgacha yetadi. Sarmishsoy darasida antropogen landshaft shakllanishining asosiy sabablardan biri uning iqlimidir.

Sarmishsoy darasida 200ga yaqin arxeologik obyektlar mavjud bo‘lib, qoyatosh suratlari bularning gultojidir. Sarmishsoy darasi, asosan, salanets, granit va mayda zarrali qumtosh qoyalaridan iborat.

Sarmishsoy suratlari haqidagi dastlabki xabarlar 1958-yildan keng ommaga yoyila boshlangan edi. O‘shanda Xalilullo Muxammedov «Qizil O‘zbekiston» gazetasida dara haqidagi o‘z maqolasini e‘lon qilgan edi.

XX asrning 70-80-yillarida Nurota tog‘ tizmasining Oqtog‘, Qoratog‘ hududlarida arxeolog olimlar J. Kabirov va M. Xo‘janazarovlar tomonidan olib borilgan ilmiy tadqiqot va kuzatish ishlari natijasida 60 dan ortiq qoyatosh rasmlari aniqlanib, ularda ilmiy tadqiqot ishlari olib borilgan.

Xatirchi tumani hududi, xususan, Nurota tog‘ tizmasi qoyatosh rasmlari tadqiqotida O‘zRFA Arxeologiya instituti qoshida 1987-yili M. Xo‘janazarov rahbarligida tashkil etilgan “Qoyatosh rasmlarini o‘rganish” guruhi tomonidan amalga oshirilgan ishlar natijasi muhim ahamiyat kasb etadi.

O‘zbekiston qoyatosh rasmlarini o‘rganishda Nurota tog‘ tizmasi juda istiqbolli hudud hisoblanadi. 1987-1989-yillar mobaynida M.Xo‘janazarov Oqtog‘ning janubiy yon bag‘rida olib borgan tadqiqotlari jarayonida Oqsoqolotasoy darasi yon bag‘irlarida yangi qoyatosh rasmlari borligini aniqladi. Ana shu ungur va kamarlarning devor va shiplariga qadimgi ajdodlarimiz rangli buyoqlarda rasmlar chizib qoldirganlar.

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QADIMGI DUNYO AFSONALARI

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Annontatsiya. Maqola qadimgi yunon va rim afsonaviy xudolari haqida bo'lib unda aholi tomonidan o'ylab topilgan afsonalar va haqiqatlar yashiringan bo'lib, aholi o'zi yaratgan afsonalar orqali xudolarga sig'inib keladi.

Kalit so'zlar: Zevs, Kron, Reya, Demetra Appalon, Ares, Gerakl, Reya, Persey, Xera, Olimp tog'i, Afsonlar, Tartar, xudolar, qurbonlik, qonunlar.

LEGENDS OF THE ANCIENT WORLD

Abstract. The article is about ancient Greek and Roman mythical gods, in which legends and truths invented by the population are hidden, and the population worships the gods through the myths they have created.

Key words: Zeus, Cronus, Rhea, Demeter Appalon, Ares, Heracles, Rhea, Perseus, Hera, Mount Olympus, Legends, Tartarus, gods, sacrifice, laws.

ЛЕГЕНДЫ ДРЕВНЕГО МИРА

Аннотация. В статье речь идет о древнегреческих и римских мифических богах, в которых сокрыты придуманные населением легенды и истины, а население поклоняется богам посредством созданных ими мифов.

Ключевые слова: Зевс, Кронос, Рея, Деметра Аппалон, Арес, Геракл, Рея, Персей, Гера, Олимп, Легенды, Тартар, боги, жертвоприношения, законы.

Zevs - yunon afsonalarida oliy xudo, xudolar va odamlar hukumdori. Kronos va Reaning o'g'li. Xudolarning uchunchi avlodiga mansub. Tartarda o'z otasi va boshqa titanlarni yengib, Olimp tog'ida hukumron bolgandan keyin asta-sekin olamni qaytadan tuzadi, xudolarni yaratadi, qonunlarni chiqaradi, tartib o'rnatadi, fan, san'at, axloq meyyorlari va boshqalarni joriy etadi. Xudolarni irodasini va yaxshi niyyatlarini ro'yobga chiqaruvchi ko'plab qaxramonlar (Gerakl, Persey) ning otasi.

Zevs Kron va Reyaning o'g'li. Kron juda shavqatsiv xudo bo'lib xattoki o'g'illarini ham ayamaydi. Kron Reyaga o'g'illarini olib kelishini aytadi Kron shafqatsizlarcha o'z farzandalarini yutmoqda edi. Reya bolalarini taqdirini ko'rib dahshatga tushdi Kron allaqachon Xestiya, Demetra, Xera, Aid, (Xades) va Poseydonni yani beshtasini yutib yuboradi.

Reya so'ngi bolasini ham yo'qotishni istamas edi. Ota-onalari Uran-osmon va Geya-yerning maslaxatiga binoan kirit oroliga keladi va chuqur bir g'orda uning kenja o'g'li Zevs dunyoga keldi.

O'sha orolda Reya bolasini zolim otadan yashirib unga yo'rgakka o'ralgan toshni berib yuboradi, Kron xotini aldaganidan mutlaqo shubxalanmasdan, toshni yutar edi.

G'oyat go'zal va qudratli xudo Zevs o'sib-ulg'aydi, voyaga yetdi. U otasiga bosh kutardi va uni yutib yuborgan bolalarini qaytadan dunyoga keltrishga majbur qildi. Kron o'z bolalari-xudolarni birin-ketin og'izidan chiqardi. Ular dunyoga hukmronlik qilish uchun Kron va titanlar bilan kurash boshlashdi. Pirovardida qudratliroq titanlar sarosimaga tushib qolishdi. Ular xoldan toyib, mag'lub bo'lishdi. Olimp posbonlari ularni iskanjaga olib, zim-ziyo Tartar-yer qaridan bir umirga chiqmaydigan qilishdi. Shunday qilib dunyoda titanlar hukmronligiga chek qo'yildi.

Ares Otashin yashin chaqnatar, urush xudosi, Zevs va Xeraning o'g'li. Zevs uni yoqtirmaydi. U o'z o'g'lini Olimp mabudalari orasida izza qilib, sen mabudalar o'rtasidagi eng manfurisan deb xaqorat qiladi. Zevs o'z o'g'lidan uning qonxo'rliги uchun nafratlanadi. Agar Ares uning o'g'li bo'lmaganida edi, uni allaqachon titanlar azobchekayotgan do'zax tartarga irqitardi.

Ares badjaxil, beraxim, zolim, ammo u hamisha ham g'alaba nashidasidan baxramand bo'lavermaydi. Ares jang maydonida ko'pincha Zevisning jangovor qizi Afina-Palladaga tan beradi. U Aesni donolik va shuur qudrati bilan yengadi.

Apollon yorug'lik mabudi oltin sochli bo'lib Delos orolida tug'uldi. Xeraning g'azabi tufayli quvg'indan bo'lgan onasi Latona hechjoyda o'ziga boshpana topolmaydi. U Xera yuborgan Pifon nomli timsoh taqibidan ovvorai jahon bo'lib, nihoyat o'sha zamonlarda suronli dengiz dolg'alari ichra yelib yurgan Delos orolida panoh topdi. Delosga Latona oyoq bosgan zahotiyoyq dengiz qaridan bahaybat ustunlar kutarlib odamzod yashamaydigan o'sha orolni taqa to'xtatdi. U hozirgi zamonda turgan joyidagidek qo'zg'almas bo'lib qoldi. Delosning to'rt girdida ham ummon tinmay shovullaydi.

O'simlikdan nishona ham ko'rinmagan yalong'och Delosga qoyalargina g'amgin qad ko'tarib turardi. Ular o'zlarining mungli qiyqiriqlari bilan hammayoqni yangratib yuborgan dengiz chorloqlari uchun qo'nalg'a edi, xolos. Yorug'lik xudosi Apalon dunyoga keldiyu, har tomon charog'on bo'lib ketdi. Yog'duga cho'mgan delos qoyalari oltin yanglig' tovlanar edi. Atrofdagi nbarcha mavjudot: sohilbo'yi qoyalari, Kint tog'I, vodiy va dengiz yorqin qiyofa kasb etgandi.

Delosda yig'ilgan mabudalar yangi tug'ilgan mabudni sharaflab, unga lazzatli xudolar taomi (ambroziya) va obi-xayot taqdim etishar edi. Mabudalar bilan birga tabiat ham surguga to'lgandi.

Xera buyuk mabuda xisoblanib olampanoh Zevsning xotini bo'lib, nikohlarga homiylik qiladi, er-xotinlik munosabatlarning muqaddasligi va buzulmasligi uchun kurashadi. U er-xotinlarga son sanoqsiz avlod ato etadi homlador onalarni ko'zlari yoryotganda duo qiladi.

Zevsdan yengilgan Kron bu buyuk mabuda Xerani, uning ukalari va singillarini birin-ketin og'zidan chiqargach, onasi Rea uni dunyoning nargi chekkasi- kekxa o'qyunus huzuriga olib ketdi.

U yerda Xerani tarbiyalaydi. Xera olimpdan yeroqda ko'p yillar osoyishta va xotirjam hayot kechirdi. Ulug' yashinchaqnatar Zevs uni bir ko'rishdayoq yoqtirib qoladi va Fitidan o'g'irlab ketadi. Mabudlar Xera va Zevsning to'yini katta hashamat bilan o'tkazishadi. Irida va xaritalar Xerani beqiyos go'zal liboslarga burkaydilar, xudolar va odamlarning buyuk podshosi Zevs bilan yonma-yon o'tirarkan, u o'zining navqiron yoshligi, bag'oyat chiroyliligi bilan gul-gul yonardi. Barcha mabudlar va mabudalar hokimi Xeraga o'z armug'onlarini taqdim etishardi.

Mabuda Geya-yer esa o'z qaridan Xeraga tuhva deya oltin mevali olma daraxtini o'stiradi. Tabiatdagi hamma narsa malika Xera va shoh Zevsni sharaflaydi.

Buyuk Xera g'oyat mahobatli, shahlo ko'z qo'llari lilufar singari, uning toji ostidan to'lqinsimon, kishini hayratga soladigan qo'ng'ir sochlari tovlanib turadi, salobatli va purviqor, ko'zlari cho'g'day yonib turadi. Mabudlar Xerani ezozlaydilar, uni yeri-bulutquvar Zevs ham chin dildan qadirlaydi, ko'pincha u bilan maslahatlashadi ham. Lekin Xera bilan Zevs o'rtasida dambadam bahs munozaralar ham yuritiladi. Xera ko'p hollarda Zevsга etiroz bildirib u bilan xudolar kengashida bahslashadi. O'shada yashinchaqnatar g'azablanib, xotiniga "taziringni beraman" deya tahdit soladi.

Shunda Xera sukut saqlab g'azabini bosadi. U o'zini Zevs qanday savalaganini, oltin zanjir bilan kishanlaganini, oyoqlariga zilday og'ir ikkita sandonni bog'lab, yer bilan osmon o'rtasiga osib qo'yganini unutmadi.

Xulosa qiladigan bo'lsak qadimda yunon va rim aholisi o'zlarini ilohiy xudolari haqida turli rivoyatlar yaratganlar, ularga atab qurbonliklar keltirishgan keyin esa shu rivoyatlar jamiyatda o'zgarishlarga ham olib kelgan.

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THE BASIC PROBLEMS OF TRANSLATION

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Abstract. *The aim of professional translation is to acquaint the reader with the original work of fiction; educational translation as a linguistic subject at the special institute and at school is one of the methods of more conscious and profound study of the foreign language by the way of showing up in the English text lexical, grammar and stylistic peculiarities of the English language. Before speaking of the basic principles of translating process the concept of the term “faithfulness of translation” should be determined.*

Key words: *translation, lexical meaning, synonyms, international words, neologisms, antonymic translation.*

ОСНОВНЫЕ ПРОБЛЕМЫ ПЕРЕВОДА

Аннотация. *Цель профессионального перевода – познакомить читателя с оригинальным художественным произведением; Учебный перевод как лингвистический предмет в специальном институте и в школе является одним из методов более осознанного и углубленного изучения иностранного языка путем выявления в английском тексте лексических, грамматических и стилистических особенностей английского языка. Прежде чем говорить об основных принципах переводческого процесса, следует определить понятие термина «правдивость перевода».*

Ключевые слова: *перевод, лексическое значение, синонимы, международные слова, неологизмы, антонимический перевод.*

The difference between educational and professional translation is as follows:

The translation is considered to be faithful when the content of the book, its stylistic peculiarities are rendered by the linguistic means of the native language. It means that very often we have to use such linguistic categories of the native language, which formally don't coincide with those of the English language but have the same emotional and psychological effect on the Russian reader.

The process of educational translation presents 4 stages:

First of all the text should be thoroughly understood. It means that the student should be acquainted with the whole book, should have some knowledge of the history of literature and mode of life of the people from whose language the translation is being done. The student should realize the stylistic functions of lexical and grammar and phonetic phenomena which are used to express the content of the text. Then the work on the choice of corresponding means of expression in the native language should be done.

The last stage is a work on the Russian or Uzbek text.

The choice of the word is one of the most difficult problems of translation, which is closely connected with the following problems.

THE LOGICAL MEANING OF THE WORD.

Any grammatical phenomena or stylistic peculiarities do not always coincide with those of the foreign language as well as the meaning of these parate words, which are lexical equivalents. The main meaning of the English word “table” coincides with that of the Russian language. But the Russian “стол” has one additional meaning: “питание” “пансион” means while in English we have the special words to express the idea: “board”, “roomandboard”. At same time English “table” has the additional meaningto “таблица”. Table стол board таблица питание roomandboard пансион

INDEPENDENT AND CONNECTED MEANING OF WORD.

The logical meaning of the word maybe both independent and connected with other words. The latter can be understood in the given combination of words.

A color bar - цветной /ярко окрашенный/ барьер was seen in the distance.

There exist a color bar (расовая дискриминация) in the South Africa.

EMOTIVE MEANING OF THE WORD

A lot of words may acquire emotive meaning and the same word in different sentences maybe rendered by different words.

China is a large country (страна)

We are ready to die for our country(родина)

While translating one should take into consideration on that in different languages the words which are lexical equivalent smatteries quite different associations.

For Russians “зима” means snow and frost, for Englishmen – fog and cold wind.

“Она ходит павой перед ним”- Дело Артамоновых.

For Russians “пава” arouses the idea of something beautiful, stately, majestic, proud /a sama - to величава, выступает будто павы -Пушкин /.

For Englishmen “peahen” has nothing incommon with the sea sociations. That’s why it’s quite correct to translate the sentence as follows:

“She poses proudly before him / to pose - позировать/

THE MEANING OF THE WORD AND ITS USE.

The meaning of the word shouldn’t be mixed with its use. Sometimes even a monosemantic word canbe combined with a lot of words and is rendered in Russian by different words:

A young man- Молодой человек

A young child- Маленький ребёнок

Young in a crime- Неопытный преступник

The night is young - Началась ночь

Department of justice- Министерство юстиции

Ministry of defense- Министерство Обороны

Board of trade- Министерство торговли

Admiralty- Морское министерство

the first Lord of Admiralty- Военно- Морской министр

Chancellor -Министр финансов

War office- Военное Министерство

A bad headache - Сильная головная боль

A bad mistake- Грубая ошибка

A bad weather- Плохая погода

A bad debt -Невозвращённый долг
A bad accident- Тяжёлый / несчастный/ случай
A bad wound -Тяжёлая рана

CONTEXT

The word in the sentence may acquire so-called contextual meaning. It may be not constant, as a rule we can't find the contextual meaning of the word in the dictionary. But it always has something in common with the main meaning of the word.

"In the atomic war common and children will be first hostage." The dictionary gives only one meaning of the given word "заложник", but in the given sentence the word acquires a new meaning: "жертва". It's a great difficulty to find out the contextual meaning of the word as the dictionary only gives hint show to search for the necessary word in our native town language.

The majority of the words are known to be polysemantic and the context becomes especially important while translating polysemantic words as translating in different languages is quite different.

While translating one should remember he may use the words not included in the dictionary because it's impossible to include in the dictionary all the correct meanings of the word, which it may acquire in the context.

"He was developing grammatical nerves" - У него развивалось грамматическое чутьё.

We can find a lot of meanings of the word "nerves" "нервы, сила, мужество, хладнокровие, дерзость, нахалство" but in our text It is rendered as "чутьё".

The student are to make out that thoughts, reflections should be translated not by separate words. So it's quite possible and natural either to introduce some words and even:

I lit my candle at the watchman's/ Dickens/-Н зажёг свою свечу от фонаря ночного сторожа.

Sentences or omit them if one can manage without them.

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FAVQULODDA VAZIYATLARDA FUQARO. MUHOFAZASI TADBIRLARINI REJALASHTIRISH.

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Annotatsiya. Ushbu maqolada favqulodda vaziyatlarda fuqora muhofazasi tadbirlarini rejalashtirish mavzusi nazariy-taxliliy o‘rganilib, sohaga oid ilmiy darsliklar, va meyyoriy hujjatlar tahlil etilgan, muallif tamonidan yurtimizda favqulodda vaziyatlar va fuqora muhofazasi fanining shakllanishi va rivojlanishi yoritib berilgan.

Kalit so‘zlar va iboralar: “Favqulodda vaziyatlar, FVDT, Qizil Xoj, texnogen avariya, tabiiy ofatlar”.

CITIZEN IN EMERGENCIES. PLANNING OF CONSERVATION EVENTS.

Abstract. In this article, the topic of planning civil protection measures in emergency situations is studied theoretically and analytically, scientific textbooks and normative documents related to the field are analyzed, the author explains the formation and development of the science of emergency situations and civil protection in our country.

Key words and phrases: "Emergencies, FVDT, Red Cross, man-made accidents, natural disasters."

ГРАЖДАНИН В ЧС. ПЛАНИРОВАНИЕ ПРИРОДООХРАННЫХ МЕРОПРИЯТИЙ.

Аннотация. В данной статье теоретически и аналитически изучена тема планирования мероприятий гражданской защиты в чрезвычайных ситуациях, проанализированы научные учебники и нормативные документы, относящиеся к данной области, автор объясняет становление и развитие науки о чрезвычайных ситуациях и гражданской защите. в нашей стране.

Ключевые слова и фразы: «Чрезвычайные ситуации, ФВДТ, Красный Крест, техногенные аварии, стихийные бедствия».

KIRISH.

Mustaqillikka erishganimizdan so‘ng mamlakatimizda aholi va hududlarni tabiiy ofatlar, texnogen avariya va falokatlardan himoya qilish bo‘yicha yaxlit davlat tizimi, zarur me‘yoriy-huquqiy baza shakllantirildi. Favqulodda vaziyatlarning oldini olish va bartaraf etish, aholini falokatlar (paytida) davrida harakat qilishga tayyorlash borasida ko‘lami va mazmuni jihatidan ulkan tadbirlar amalga oshirildi. SHu bilan birga, mamlakat aholisini va hududlarini tabiiy hamda texnogen xususiyatli favqulodda vaziyatlardan muhofa qilish siyosiy ustuvor yo‘nalishlaridan biri sifatida belgilandi.

Yurtboshimizning “Mamlakatimizda olib borilyotgan islohatlar samarasini yanada oshirish, davlat va jamiyatning har tomonlama va jadal rivojlanishi uchun shart-sharoitlar yaratish, mamlakatimizni modernizatsiya qilish, hamda hayotning barcha sohalarini liberallashtirish bo‘yicha mutloqo yangicha tamoyillar ishlab chiqishdan iboratdir” degan fikrlarida har bir sohani rivojlantirish va uning istiqbollari belgilash nazarda tutilgandir. Yurtimizni turli javhalarda

rivojlantirish, belgilangan vazifalarni bajarish, aholini xafvsizligi ta'minlash bo'yicha mahalliy hokimiyat organlari, davlat va xo'jalik boshqaruv organlari faoliyatiga qo'shimcha vazifalar yuklandi.

TADQIQOT METODLARI. Tadqiqot jarayonida ilmiy va o'quv-uslubiy adabiyotlar tahlili, pedagogik-tarixiy kuzatuv, umumlashtirish, metodlaridan foydalanildi.

TADQIQOT NATIJALARI VA MUHOKAMALAR. 2017-2021-yillarda O'zbekiston Respublikasini rivojlan-tirishning beshta ustuvor yo'nalishi bo'yicha "**Harakatlar strategiyasi**" qabul qilindi. Harakatlar strategiyasini beshinchi ustuvor yo'nalishning 1-bandi 6-xatboshida "**Favqulodda vaziyatlarning oldini olish va bartaraf etish tizimini takomillashtirish vazifalari**" belgilanib berildi. SHuni alohida ta'kidlash joizki, ustuvor yo'nalishda davlat hokimiyat organlari faoliyatini yanada mustahkamlash bilan birga hududlarda yuzaga keladigan favqulodda vaziyatlarning oldini olish bo'yicha vazifalar belgilab berildi. Qolaversa, mahalliy davlat hokimiyati organlari, davlat va xo'jalik boshqaruv organlari, fuqarolar o'zini o'zi boshqarish organlarining avariya, halokat, tabiiy va boshqa ofatlar oqibatida jabrlangan fuqarolar, shuningdek, favqulodda vaziyatlarning bartaraf etishda ishtirok etgan shaxslarni ijtimoiy-iqtisodiy hamda huquqiy muhofaza qilish, tibbiy reabilitatsiya qilish bo'yicha faoliyatini muvofiqlashtirishda qo'shimcha vazifalar belgilab berildi.

Shuningdek, bugungi kunda favqulodda vaziyatlarning oldini olish va oqibatlarini bartaraf etish tizimini yanada takomillashtirish bo'yicha kompleks chora-tadbirlar dasturi izchil amalga oshirilmoqda. CHunki, ilmiy tadqiqotlar yaqin o'n yillikda tabiiy va texnogen xususiyatli lokal, mahalliy, respublika va transchegaraviy favqulodda vaziyatlar yuz berishi xavfi tendensiyasi oshishini tasdiqlamoqda.

Xalqaro amaliyotda favqulodda vaziyatlarning oldini olish va oqibatlarini kamaytirish yuzasidan fuqaro muhofazasi bo'yicha tadbirlarini o'z vaqtida samarali o'tkazish va tegishli choralarni qo'llash, favqulodda vaziyatlar oqibatlarini bartaraf etishdan bir necha barobar arzon va samarali ekani o'z tasdig'ini topmoqda. Tabiiy va texnogen xususiyatli favqulodda vaziyatlar jamiyatning rivojlanishida hozirgi kunda jiddiy tahdidlardan bir qismini tashkil etadi.

Shuni alohida ta'kidlash lozimki, XXI asrning boshlaridanoq xafvsiz hayotni ta'minlash masalalari eng dolzarb muammoga aylanib qoldi, chunki ishlab chiqarish jarayonining misli ko'rilmagan yuksak taraqqiy etgan texnologiyalar bilan ta'minlanishi, tabiiy rivojlanishdagi ayrim nohush vaziyatlarning murakkablashuvi aholi salomatligi, atrof-muhit tozaligi va iqtisodning barqaror rivojlanishga tahdid solib turibdi. BMTning "Xalqaro fuqaro muhofazasi tashkiloti" xujjatlarida "dunyoda taraqqiyot shiddat bilan rivojlanib borishi bilan yonma-yon, xavf-xatar ham ortib boradi, shu bois "barqaror rivojlanish kafolati bu fuqarolar muhofazasi"dir deb bejiz yozib qo'yilmagan. SHuning uchun fuqarolarni fuqaro muhofazasiga tayyorlashga alohida e'tibor berish muhim ahamiyat kasb etadi. Lekin yildan-yilga soni ortib borayotgan favqulodda vaziyatlar, ularni bartaraf etishga sarflanayotgan iqtisodiy xarajatlar bunday hatti-harakatning samaradorligi pastligini ko'satmoqda va alohida yo'l tutish kerakligini taqozo etmoqda. Ya'ni sodir bo'lishi mumkin bo'gan favqulodda vaziyatlarni oldindan bashorat qilish, aholini xavf haqida mumkin qadar erta ogoh etish, uni oldini olish va undan himoyalaniish tadbirlariga ko'proq e'tiborni qaratish zaruriyati vujudga kelmoqda.

Butun jahon "**Qizil Xoj**" hamjamiyati tashkilotining ma'lumotlariga ko'ra oxirgi 30 yil mobaynida butun dunyoda tabiiy ofatlardan qariyb 1 mlrd. insonlar jabrlangan va ko'rilgan

moddiy zarar miqyosi yiliga 100 mlrd. dollarni tashkil etgan. Shu sababdan ham O'zbekistonda o'z mustaqilligiga erishgan dastlabki yillardanoq, eng muhim vazifalar qatoridan mamlakat aholisi va hududini turli xil favqulodda vaziyatlardan muhofaza qilish, ekologik xavfsizlikni ta'minlash masalalari o'rin oldi.

Darhaqiqat, o'tgan XX asrning sobiq ittifoq davrida Markaziy Osiyo mintaqasidagi davlatlar, shu jumladan, halqimizning boshidan o'tkazilgan totalitar, mamuriy-buyruqbozlik tizimi atrof-muhitga bepisand munosabatda bo'lish, tabiiy resurslardan vahshiyona foydalanish bilan tavsiflanardi. Ushbu davr orqali o'simlik va hayvonot dunyosining genofondiga salbiy tasiri, biologik xilma-xillikning qisqarishi, katta hajmdagi sanoat va boshqa tur zaharli chiqindilarning tashqariga chiqarilishi, erlarning cho'llanishi, er va suv resurslarining degradatsiyasi, Orol dengizining halokati kabi mintaqaviy hamda global miqyosda echilishi lozim bo'lgan ekologik muammolar meros bo'lib qoldi. Shu kabi muammolar tufayli inson manfaatlari muhofazasi ayniqsa, O'zbekistonda davlat siyosatining birlamchi darajasiga ko'tarildi. Shu munosabat bilan hozir O'zbekistonda ekologik harakatning tuzilishi bugungi davrning dolzarb talabi hisoblanadi.

SHu nuqtai nazardan xalqimizni dushman tomonidan bo'ladigan ham ichki, ham tashqi ta'sirlardan saqlash, hozirgi kunning eng dolzarb vazifalaridan biri hisoblansa, ikkinchi tomondan bizning o'lkamiz tabiiy ofatlar (yer silkinishi, yer surilishi, sel, suv toshqini, kuchli shamol va boshqalar), bo'lishiga moyil o'lka bo'lganligidan hamda texnogen avariya, halokatlar va ekologik muvozanatni buzilishi natijasida uning oqibatlaridan fuqarolarni, iqtisodiyot tarmoqlarini, moddiy resurslarni, texnikalarni va tabiatni asrash, zarar ko'rgan hududlarda qutqarish va kechiktirib bo'lmaydigan tiklash ishlarini olib borish ham juda muhim dolzarb muammolardan hisoblanadi.

Aholi va hududlarni favqulodda vaziyatlardan muhofaza qilishning qonuniy asosini O'zbekiston Respublikasi Konstitutsiyasi, O'zbekiston Respublikasi Prezidentining Farmonlari, O'zbekiston Respublikasi Qonunlari, Vazirlar Mahkamasining Qarorlari va Favqulodda vaziyatlar vazirining ko'rsatma va boshqa tegishli me'yoriy hujjatlari tashkil etadi.

Bizga ma'lumki, XX asrning 60-yillaridan fuqaro mudofaasi tizimi faoliyat ko'rsatib kelgan. Uning asosiy vazifasi tinchlik davrida va urush sharoitida mamlakat aholisini yalpi qirg'in qurollari va boshqa hujum vositalaridan himoya qilish, urush sharoitida iqtisodiyot bo'ektlarining barqarorligini ta'minlash hamda halokat o'choqlarida qutqarish va tiklash ishlarini o'z vaqtida samarali amalga oshirishdan iborat edi.

Lekin aholi hayotiga faqatgina ommaviy qirg'in qurollari emas, balki boshqa xavf-xatarlar ham tahdid solib turadiki, ularni aslo nazardan chetda qoldirish mumkin emas. Bular turli tabiiy ofatlar, avariya, halokatlardir. Sodik bo'lib o'tgan bir nechta halokatlar (Chernobil atom elektr stansiyasidagi avariya, 25 000 odamning yostig'ini quritgan Spitak zilzilasi va boshq.) fuqaro mudofaasining o'rni va vazifalariga boshqacha ko'z bilan qarash kerak ekanligini ko'rsatib berdi.

Fuqaro mudofaasi qo'shinlari bunday yirik ko'lamdagi ofatlarga qarshi kurashishga tayyor emas ekanligi, fuqaro mudofaasi vazifalari faqatgina harbiy davr chegarasida qolishligi mumkin emasligi, ular oldiga qo'yilgan vazifalar ko'lamin kengaytirish lozimligi ayon bo'lib qoldi.

90-yillarga kelib yadro urushi xavfi kamaydi, biologik qurollardan foydalanish cheklab qo'yildi, yangi-yangi zamonaviy qurol turlari kashf etildiki, ular odamlar uchun xavfli bo'lmay, balki iqtisodiyot ob'ektlarini ishdan chiqarishga qaratilgan edi. Bularning hammasi fuqaro mudofaasi tizimi o'rnida yangi tizim tashkil etilishi lozimligini isbotlab berdi.

Shu o‘rinda yana bir masalani oydinlashtirib olishga to‘g‘ri keladi. Favqulodda vaziyatning o‘zi nima, undan aholi va hududlarni muhofaza qilish deganda nimani ko‘zda tutish lozim?

Favqulodda vaziyat – odamlar qurbon bo‘lishi, ularning sog‘ligi yoki atrof tabiiy muhitga zarar etishi, jiddiy moddiy talofatlar keltirib chiqarishi hamda odamlar hayot faoliyati sharoiti izdan chiqishiga olib kelgan yoki olib kelishi mumkin bo‘lgan avariya, halokat, xavfli tabiiy hodisa yoki boshqa tabiiy ofat natijasida muayyan hududda yuzaga kelgan vaziyat.

Hukumat tomonidan olib borilayotgan boshqaruvda inson manfaati, inson qadriyati eng oldingi o‘rindadir. Asosiy Qomusimiz bo‘lgan O‘zbekiston Respublikasi Konstitutsiyasining asosini ham inson, uning qadr-qimmati, salomatligi tashkil etadi. Insonning hayoti, yashashga bo‘lgan huquqi Konstitutsiya bilan muhofaza qilinadi.

O‘zbekiston Respublikasi Prezidenti favqulodda vaziyatlar (real tashqi xavf, ommaviy tartibsizliklar, yirik halokat, tabiiy ofat, epidemiya) yuz bergan taqdirda fuqarolarning xavfsizligini ta‘minlashni ko‘zlab, O‘zbekiston Respublikasining butun hududida yoki uning ayrim joylarida favqulodda holat joriy etadi, qabul qilgan qarorini uch kun mobaynida O‘zbekiston Respublikasi Oliy Majlisining tasdig‘iga kiritadi. Favqulodda holat joriy etish shartlari va tartibi qonun bilan belgilanadi.

Oliy majlisning vakolatlariga O‘zbekiston Respublikasi Prezidentining umumiy yoki qisman safarbarlik e‘lon qilish, favqulodda holat joriy etish, uning muddatini uzaytirish va to‘xtatish to‘g‘risidagi farmonlarini tasdiqlash kiradi.

Respublikamiz mustaqillikka erishganidan so‘ng tashkil etilgan Favqulodda vaziyatlar vazirligining asosiy vazifalaridan biri favqulodda vaziyatlarda aholi hayoti va sog‘ligini, moddiy va madaniy boyliklarini muhofaza qilishdan iborat. Bu vazifani samarali tashkil etish uchun muhofazaning qonuniy, tashkiliy, iqtisodiy, ijtimoiy, muhandislik texnik, maxsus asoslariga ega bo‘lishimiz zarur.

Har bir rahbar, har bir favqulodda vaziyatlardan muhofaza qilish sohasining xodimi texnogen, tabiiy va ekologik favqulodda vaziyatlar yuzaga kelgan vaqtda vaziyatga baho berishni, tezlik bilan tegishli qarorlar qabul qilishni, qidiruv-qutqaruv va shoshilinch ishlarni o‘tkazishda boshqaruvni amalga oshirish yo‘llarini bilishi va bu borada yuqori malakaga ega bo‘lmog‘i kerak.

Aholini va hududlarni favqulodda vaziyatlardan muhofaza qilish –favqulodda vaziyatlarning oldini olish va ularni bartaraf etish choralari, usullari, vositalari tizimi, sa‘y harakatlari majmui.

Favqulodda vaziyatlarni oldini olish – oldindan o‘tkazilib, favqulodda vaziyatlar ro‘y berishi xavfini imkon qadar kamaytirishga, bunday vaziyatlar ro‘y berganda esa odamlar sog‘ligini saqlash, atrof tabiiy muhitga etkaziladigan zarar va moddiy talofatlar miqdorini kamaytirishga qaratilgan tadbirlar majmui.

Favqulodda vaziyatlarni bartaraf etish – favqulodda vaziyatlar sodir bo‘lganda o‘tkazilib, odamlar hayoti va sog‘ligini saqlash, atrof tabiiy muhitga etkaziladigan zarar va moddiy talofatlar miqdorini kamaytirishga, shuningdek favqulodda vaziyatlar sodir bo‘lgan zonalarini xalqaga olib, xavfli omillar ta‘sirini tugatishga qaratilgan avariya-qutqaruv ishlari va kechiktirib bo‘lmaydigan boshqa ishlar majmui.

Aholi va hududlarni favqulodda vaziyatlardan muhofaza qilish sohasida qo‘yilgan dadil qadamlardan biri – avval Mudofaa vazirligi qoshida fuqaro mudofaasi va favqulodda vaziyatlar boshqarmasining, so‘ngra esa shu boshqarma negizida **O‘zbekiston Respublikasi**

Prezidentning 1996 yil 4 martdagi PF-1378 sonli Farmoni bilan Favqulodda vaziyatlar vazirligi tashkil etilishi bo'ldi.

Farmon bilan favqulodda vaziyatlarni bartaraf etish, aholi hayotini va salomatligini, moddiy va ma'naviy qadriyatlarni muhofaza qilish, shuningdek tinchlik va harbiy davrlarda favqulodda vaziyatlar vujudga kelganda ularning oqibatlarini tugatish hamda zararlarini kamaytirish sohasida davlat siyosatini ishlab chiqish va amalga oshirish vazirlikning asosiy vazifalaridan biri deb belgilandi.

Aholi va iqtisodiyot ob'ektlarini muhofaza qilishni ta'minlashga rahbarlik qilish O'zbekiston Respublikasining Bosh vaziriga yuklatilgan.

Fuqaro muhofazasining asosiy vazifalari quyidagilardan iborat:

-aholini harbiy harakatlar olib borish paytida yoki shu harakatlar oqibatida yuzaga keladigan xavflardan himoyalash usullariga o'rgatish;

-ob'ektlarni harbiy harakatlar olib borish paytida yoki shu harakatlar oqibatida yuzaga keladigan xavflardan himoyalash harakatlari va usullariga o'rgatish;

-boshqaruv, xabar berish va aloqa tizimlarini tashkil qilish, rivojlantirish va doimiy shay holatda saqlab turish;

-iqtisodiyot ob'ektlarining barqaror ishlashini ta'minlash yuzasidan chora-tadbirlar kompleksini o'tkazish;

-aholini, moddiy va madaniy boyliklarni xavfsiz joylarga evakuatsiya qilish;

-fuqaro muhofazasi harbiy tuzilmalarining shayligini ta'minlash;

-aholini umumiy va yakka tartibdagi muhozaalanish vositalari bilan ta'minlash;

-aholining harbiy harakatlar olib borish paytidagi yoki shu harakatlar oqibatidagi hayot faoliyatini ta'minlash;

-radiatsiyaviy, kimyoviy va biologik vaziyat ustidan kuzatish va laboratoriya nazoratini olib borish;

-qutqarish va boshqa kechiktirib bo'lmaydigan ishlarni tashkil qilish va o'tkazish;

-harbiy harakatlar olib borish paytida yoki shu harakatlar oqibatida zarur ko'rgan hududlarda jamoat tartibini yo'lga qo'yish va saqlab turish;

-aholini va hududlarni muhofaza qilish borasida boshqa tadbirlarni amalga oshirish.

Qoraqalpog'iston Respublikasi, viloyatlar, shaharlar va tumanlarda Qoraqalpog'iston Respublikasi Vazirlar Kengashi Raisi va tegishli hududlarning hokimlari, vazirliklar, idoralar, uyushmalar, korxonalar, muassasalar va tashkilotlarda vazirlar, davlat qo'mitalari va uyushma boshqaruv raislari, korxonalar, muassasalar, tashkilotlar hamda ishlab chiqarish korxonalari direktorlari, rahbarlari aholi va iqtisodiyot ob'ektlari muhofaza etishga rahbar etib tayinlanadilar.

Mahalliy hokimiyat organlarining Konstitutsiyamiz tomonidan belgilagan vazifalari qatoriga jumladan quyidagilar kiradi:

-qonuniylikni, huquqiy-tartibotni va fuqarolarning xavfsizligini ta'minlash;

-mahalliy byudjetni shakllantirish va uni ijro etish, mahalliy soliqlar, yig'imlarni belgilash, byudjetdan tashqari jamg'armalar hosil qilish;

-atrof muhitni muhofaza qilish.

Qoraqalpog'iston Respublikasi, viloyatlar, shahar va tumanlarda favqulodda vaziyatlar boshqarmalari (bo'limlari)ning tashkil etilishi va boshqarma (bo'lim) boshliqlarining o'rinbosarlari joylardagi o'rinbosarlari hisoblanishi aholini va hududlarni favqulodda

vaziyatlardan muhofaza qilish sohasining ish faoliyatini yanada mustahkamlashda katta ahamiyatga ega bo'ldi.

XULOSA.

Fuqaro muhofazasi maxsus tadbirlari bajarilishini ta'minlash hamda ushbu maqsadlarda kuch va vositalarni tayyorlash uchun respublika, viloyat, tuman, shuningdek ob'ekt fuqaro muhofazasi xizmatlari tashkil etiladi.

Fuqaro muhofazasi kuchlari va vositalari tarkibi, uning tarkibiy tuzilishi, shuningdek fuqaro muhofazasi tuzilmalari faoliyatining boshqa masalalari O'zbekiston Respublikasi fuqaro muhofazasi boshlig'i tomonidan belgilab qo'yilgan.

Fuqaro muhofazasi qo'shinlarining faoliyati, ularni butlash qonun hujjatlariga muvofiq amalga oshiriladi.

O'zbekistonda fuqaro muhofazasini tashkil etishning umumiy tamoyillari.

O'zbekiston Respublikasi Fuqaro muhofazasi tuzilmalari asosiga quyidagi tamoyillar kiritilgan:

-hududiy tamoyil:

O'zbekiston Respublikasi ma'muriy bo'linishiga qarab, viloyatlar, shaharlar, tumanlarda fuqaro muhofazasi bo'limlarining tashkil etilishi;

-ishlab chiqarish tamoyili:

vazirliklar, davlat qo'mitalari, trestlar, koorparatsiyalar, kompaniyalar, assosatsiyalar, tashkilotlar va korxonalarda fuqaro muhofazasi bo'limlarining tashkil etilishi.

Fuqaro muhofazasi bo'yicha umumiy rahbarlikni O'zbekiston Respublikasi Bosh Vaziri olib boradi.

Fuqaro muhofazasining asosiy vazifalari quyidagilardan iborat:

-aholini harbiy harakatlar olib borish paytida yoki shu harakatlar oqibatida yuzaga keladigan xavflardan himoyalaniş usullariga o'rgatish;

-ob'ektlarni harbiy harakatlar olib borish paytida yoki shu harakatlar oqibatida yuzaga keladigan xavflardan himoyalaniş usullariga tayyorlash;

-boshqaruv, xabar berish va aloqa tizimlarini tashkil etish, rivojlantirish va doimiy shay holatda saqlab turish;

-iqtisodiyot ob'ektlarining barqaror ishlashini ta'minlash yuzasidan tadbirlar kompleksini o'tkazish;

-aholini, moddiy va madaniy boyliklarni xavfsiz joylarga evakuatsiya qilish;

-fuqaro muhofazasi harbiy tuzilmalarini shayligini ta'minlash;

-aholini umumiy va yakka muhofazalanish vositalari bilan ta'minlash;

-aholini harbiy harakatlar olib borish paytida yoki shu harakatlar oqibatidagi hayot faoliyatini ta'minlash;

-radiatsion, kimyoviy va biologik vaziyat ustidan kuzatuv va laboratoriya nazorati olib borish;

-qutqaruv va boshqa kechiktirib bo'lmaydigan ishlarni o'tkazish;

-harbiy harakatlar olib borish paytida yoki shu harakatlar oqibatida zarar ko'rgan hududlarda jamoat tartibini yo'lga qo'yish va saqlab turish;

-aholini va hududlarni muhofaza qilish yuzasidan boshqa tadbirlarni amalga oshirish.

O'zbekiston Respublikasi fuqaro muhofazasini boshqarish O'zbekiston Respublikasi Favqulodda vaziyatlar vazirligiga topshirilgan.

Qoraqalpog‘iston Respublikasi, viloyatlar, tumanlar, shaharlar hududlarida fuqaro muhofazasiga rahbarlik qilishni tegishli lavozimiga ko‘ra fuqaro muhofazasi boshlig‘i bo‘lgan Qoraqalpog‘iston Respublikasi Vazirlar Kengashi raisi, viloyatlar, tumanlar va shaharlar hokimlari amalga oshiradi.

Vazirliklar, idoralar va tashkilotlarda fuqaro muhofazasiga rahbarlik qilishni ularning lavozimiga ko‘ra mazkur organlar va tashkilotlar fuqaro muhofazalarining boshliqlari bo‘lgan rahbarlari amalga oshiradilar.

Fuqaro muhofazasi boshlig‘i o‘z vakolatlari doirasiga quyidagi huquqlarga ega:

-fuqaro muhofazasining tegishli rejalarini amalga joriy etish;

-aholini, moddiy va madaniy boyliklarni xavfsiz joylarga evakuatsiya qilish to‘g‘risida qarorlar qabul qilish;

-fuqaro muhofazasi bo‘yicha tegishli direktivalar, buyruqlar, qarorlar va farmoyishlar chiqarish;

-o‘z tasarrufidagi hududlar hamda tashkilotlarning kuchlari va vositalarini fuqaro muhofazasi sohasidagi tadbirlarni o‘tkazishga jalb etish;

-qonun hujjatlariga muvofiq boshqa vakolatlarni amalga oshirish.

Fuqaro muhofazasi boshliqlarining aholi va hududlarni zamonaviy qirg‘in vositalari qo‘llanishi oqibatlaridan muhofaza qilish va fuqaro muhofazasi sohasidagi tadbirlarni amalga oshirishga oid harakatlarni muvofiqlashtirish tegishli hududlar, tarmoqlar va tashkilotlarning fuqaro muhofazasi boshliqlari zimmasiga yuklanadi.

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TALABALARNING OLIY TA'LIM MUASSASALARIGA MOSLASHUVINING MAVJUD IJTIMOYIY HOLATI

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Guliston davlat universiteti mustaqil tadqiqotchisi.

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Annotatsiya. Ushbu maqolada oliy ta'lim muassasalari talabalarining oliy ta'limga pedagogik-psixologik moslashuvchanligi haqida so'z yuritiladi. So'nggi yillarda talabalarining universitet sharoitlariga ijtimoiy-psixologik moslashuvi bilan bog'liq muammolarga ilmiy adabiyotlarga qiziqish ortib bormoqda. Shu bilan birga, adaptiv stressning intensivligini, moslashish jarayonining borishi va natijalarini belgilovchi omillarni aniqlash bilan bog'liq masalalar hal qilinmagan. Oliy o'quv yurtlari - bu mikro muhit bo'lib, unda qaytarilmas salbiy jarayonlar, shaxsiy deformatsiyalarsiz, yosh shaxs bolaning qaram hayotidan mustaqil kattalarga o'tishi mumkin. Maqola mazmunida ham ushbu muammoga atroflicha to'xtalib o'tilgan, chet el hamda o'zbek olimlarining ilmiy fikrlari keltirilgan, tahlil qilingan.

Kalit so'zlar: talabalar, moslashuv, adaptatsiya, psixologik moslashuv, yosh pedagog, kasb, kasbiy faoliyat, kasbiy tayyorgarlik, kasbiy shakllanish.

CURRENT SOCIAL SITUATION OF STUDENTS' ADAPTATION TO HIGHER EDUCATION INSTITUTIONS

Abstract. This article talks about the pedagogical and psychological adaptability of students of higher education institutions to higher education. In recent years, there has been an increasing interest in scientific literature on the problems of social and psychological adaptation of students to university conditions. At the same time, the issues related to determining the intensity of adaptive stress and the factors determining the progress and results of the adaptation process have not been resolved. Higher education institutions are a micro-environment in which a young person can pass from the dependent life of a child to an independent adult without irreversible negative processes and personal deformations. In the content of the article, this problem is discussed in detail, the scientific opinions of foreign and Uzbek scientists are presented and analyzed.

Key words: students, adaptation, adaptation, psychological adaptation, young pedagogue, profession, professional activity, professional training, professional formation.

СОВРЕМЕННАЯ СОЦИАЛЬНАЯ СИТУАЦИЯ АДАПТАЦИИ СТУДЕНТОВ В ВУЗАХ

Аннотация. В данной статье говорится о педагогической и психологической адаптации студентов высших учебных заведений к получению высшего образования. В последние годы в научной литературе наблюдается возрастающий интерес к проблемам социальной и психологической адаптации студентов к университетским условиям. При этом не решены вопросы, связанные с определением интенсивности адаптивного стресса и факторов, определяющих ход и результаты адаптационного процесса. Высшие учебные заведения представляют собой микросреду, в которой молодой человек может перейти от зависимой жизни ребенка к самостоятельной взрослой жизни без необратимых негативных процессов и личностных деформаций. В содержании статьи подробно рассмотрена данная проблема, представлены и проанализированы научные мнения зарубежных и узбекских ученых.

Ключевые слова: студенты, адаптация, адаптация, психологическая адаптация, молодой педагог, профессия, профессиональная деятельность, профессиональная подготовка, профессиональное становление.

Talabalarni oliy o'quv yurtlarida o'qish uchun moslashtirish hozirgi zamonning dolzarb muammosidir, kelajakda mutaxassisning kasbiy faoliyati va shaxsiy rivojlanishi moslashuv jarayonining muvaffaqiyatli kechishi bilan uzviy bogliq. Ko'plab zamonaviy talabalar o'zini o'zi rivojlantirishda qiyinchiliklarga duch kelishmoqda. Ushbu muammoni hal qilishda talabalarning ta'lim jarayoniga moslashishini amaliy va nazariy bilimlarga tayangan holda o'rganish muhimdir.

Bunday moslashish psixologik to'siqlarni yengishga yordam beradi. Moslashish (adaptatsiya) - bu munosabatlarning tabiatini o'zgartirish, o'quvchining ta'lim muassasidagi o'quv jarayonining mazmuni va uni tashkil etilishiga munosabatidir. Aqliy moslashuv inson yoki guruhning faoliyati bilan bog'liq bo'lib, atrof-muhitga moslashish yoki o'ziga atrof-muhitni moslashtirish jarayonlarining o'zaro ta'siri sifatida tushuniladi. [1]

Psixologiyada "moslashish" atamasi obyektiv atrof-muhit omillari ta'siri ostida shaxsning psixikasini qayta tuzishni, shuningdek, insonning turli xil atrof-muhit talablariga ichki noqulaylik sezmasdan va atrof-muhit bilan ziddiyatsiz moslasha olish qobiliyatini anglatadi. Bu moslashuv hodisasining protsessual tomonini, hayvonlarning moslashuvidan farqli o'laroq, qiyinchiliklarni yengib o'tish yoki ma'lum shaxsiy xususiyatlarning shakllanishi, masalan, kasbiy fazilatlarining yuzaga kelishida namoyon bo'ladi. Oliy o'quv yurti talabalarining yangi o'quv muhitiga moslashishi, undagi ijtimoiy-psixologik jihatlar Povalyova.M.A.[2], Pean A.A, Baranov A.A [3], Vsevolodova N.A [4], Babaxan Yu.S [5], Dubovitskaya T.D [6] asarlarida va ilmiy ishlarida yetarlicha asoslanib o'rganilgan. Universitetga kirish va o'qish talabalarni yangi madaniy, ta'lim muhitiga jalb qilish bilan birga kechadi, bu moslashish jarayonining boshlang'ich mexanizmi hisoblanadi. Moslashuvning muvaffaqiyati talabalarning zahira imkoniyatlarini yangilash va o'quv jarayonida duch keladigan turli xil qiyinchiliklarni yengishga tayyorligini o'z ichiga oladi.

Bir necha asrlardan beri ijtimoiy-tarixiy taraqqiyotning barcha bosqichlarida pedagog shaxsi yuksak ijtimoiy mavqega ega bo'lgan xalqning etnik ongi va tafakkurining eng oliy namunasi sifatida e'zozlab kelingan. Ana shunday yuksak bahoga loyiq zamonaviy pedagogning psixologik qiyofasi, yani uning shaxsiy, ma'naviy-marifiy, hamda kasbiy sifat va fazilatlarini qanday bo'lishi lozim? Psixologiyaning hozirgi tahlillariga ko'ra, ta'lim va tarbiya shakli, mazmuni va mohiyati jihatidan milliy-etnik hodisa hisoblanadi. Bunda pedagog o'z xalqining (millatining) marosimlari, an'analari, odatlari va umuman, xalqining psixologik qiyofasini, etnopsixologiyasini o'zida aks ettiradi. Tabiiyki, har bir etnosga, ya'ni millatga xos ideal shu millatning ta'lim va tarbiyasida ro'yobga chiqadi. Mazkur paradigma-ideallar shu etnosning, xalqning ongini, qarashlarini, qadriyatlarini o'zida mujassamlashtiradi, hamda milliy ong va milliy o'zlikni anglashi esa millatning ming yillar davomida turmush tajribasida orttirgan donoligida namoyon bo'ladi. Ma'lumki, o'qiydigan, tarbiyalanadigan yosh avlod hamma vaqt o'z millatiga xos etnopsixologik xususiyatlarni o'zida mujassamlashtiradi va albatta o'zlashtiradi. Mazkur xususiyatlar sirasiga quyidagilar kiradi:

-milliy ongning o'ziga xos xususiyati va tafovutli komponentlarini saqlagan holda o'zligini anglashi;

- milliy tafakkuri, fikr yuritish jarayonining o'ziga xosligi;

-irodaviy-aqliy xatti-harakatlari, amallari, his-hayajonlari va tuyg'ularining o'ziga xosligi.

E.Frommning [7] ta'kidlashicha, inson ijtimoiy hayotning hamma "sinovlari"ga moslasha oladi va uni o'ziga xos tarzda o'zlashtiradi. Buning natijasida inson ichki ehtiyojlariga to'g'ri keladigan shart-sharoitlarni izlash va yaratishdan hech qachon to'xtamaydi.

Psixologik adaptatsiya shaxsning ijtimoiy, sotsial-psixologik, kasbiy-pedagogik aloqa va munosabatlar tizimiga, jamoada biror vazifani bajarish tizimiga ruhiy qo'shila olish jarayonidir.

Oliy ta'lim talabalari turli yosh guruhlariga mansub bo'lishiga qaramasdan umumiy maqsad sari birlashishadi, ya'ni tanlagan mutahassislik bo'yicha malakali kadr bo'lib yetishish. Psixologiyada insonning hayoti va kasbiy faoliyati bilan bog'liq psixologik adaptatsiya quyidagi asosiy turlarga ajratiladi:

1. Ijtimoiy adaptatsiya-mazmuniga ko'ra, shaxsning axloqiy, siyosiy, huquqiy va boshqa jabhalardan iborat me'yorlarga moslashuvi.

2. Ijtimoiy-psixologik adaptatsiya – shaxsning odamlar bilan psixologik aloqa va munosabatlar tizimiga, uning turli-tuman sotsial-psixologik rollarni bajarishga kirishishi, ya'ni moslashuvi.

3. Kasbiy-pedagogik adaptatsiya – shaxsning o'quv-biluv va pedagogik faoliyatida o'zaro bog'liqlik va hamkorlik munosabatlariga moslashuvi.

4. Ekologik-psixologik adaptatsiya – shaxsning o'zi yashab turgan va faoliyat ko'rsatayotgan tashqi muhit ya'ni ijtimoiy jamiyat bilan o'zaro bog'liqligi va unga moslashuvi.

Shaxsning psixologik moslashuvi adaptatsiya jarayoni uning faolligi ortishi bilan tavsiflanadi. Uning mohiyati shuki, insonning turli vositalar bilan borliq va atrof- muhitni o'zgartirishga qaratilgan xatti-harakatlari maqsadga yo'naltirilgan hisoblanadi.

Kasbiy adaptatsiya – bu kishining kasbiy ish faoliyatiga kirishish jarayoni hamda uning kasbiy muhit bilan o'zaro ta'sirini umumlashtirish hisoblanadi. Yosh mutaxassis kasbiy moslashuvining o'ziga xos xususiyati ichki va tashqi shart-sharoitlarga bog'liq. [10]

Mutaxassisning kasbiy moslashuv jarayoniga ta'sir o'tkazuvchi tashqi sharoit va omillarga quyidagilar kiradi:

-kasbiy faoliyatning maqsadi, mazmuni, vositalari va tashkiliy texnologiya xususiyatlari.

Mutaxassisning kasbiy moslashuv jarayoniga ta'sir etuvchi ichki shart-sharoit va omillarga kasbiy moslashish imkoniyatining darajasi, shaxs organizmining moslasha olish sifati va kasbiy faoliyat motivlarining pedagogik faoliyat talablariga aynan mos kelishidir.

Hozirgi zamon pedagogi kasbiy-faoliyatli moslashuvining samarali kechishida zamonaviy o'qitish uslubining o'ziga xos xususiyatlari hisoblangan quyidagi jihatlarga qat'iy amal qilish maqsadga muvofiqdir;

-ta'lim-tarbiya jarayonini ilmiy-g'oyaviy tamoyillarga moslab dasturlashtirish va rejalashtirish;

-o'quv-biluv materialining murakkablik darajasi va o'rganish sur'atini tarbiyalanuvchilarning yosh va individual psixologik xususiyatlariga moslash;

-tarbiyalanuvchilar nazariy va amaliy tayyorgarliklarining o'zaro bog'liqligi va bir-biriga uyg'unlashuvini ta'minlash;

-tarbiyalanuvchilarning faolligi va ta'lim jarayonining avtonomligini oshirish;

- ta'lim oluvchilarning individual-amaliy va jamoaviy ishlarini birga qo'shib olib borish;

-o'quv jarayonini zamonaviy texnik vositalar hamda ko'plab texmoduslar yordamida jadallashtirish;

-ta'limni tabaqalashtirish va o'quv fanlarini kompleks-kompyuter dasturlarining eng yangi loyihalarida birlashtirish. [8]

Yangi o'quv muhitga moslashishda quyidagi qiyinchiliklarga duch kelinadi:

- Eski qadriyatlar tizimiga amal qilish;
- Assimilyatsiya;
- Yangi turar-joy sharoitlariga moslashish;
- Yangi kursdoshlari bilan muloqot;
- O'qituvchi shaxsi;
- Tabiiy sharoit va boshqalar. [9]

Moslashish talabalarga nafaqat yangi sharoitlarga ko'nikishni, balki xattiharakatlarning yangi shakllari va yangi ijtimoiy rollarni aniqlash imkonini beradi. Ushbu jarayon tufayli shaxsning yangi muhitda eng yaxshi faoliyati uchun sharoitlar yaratilmoqda. Agar moslashuv ro'y bermasa, talabada mavzuni o'zlashtirishda qiyinchiliklarga duch kelish hollari ham yuz beradi. Universitetda talabalarni moslashtirish masalasi haligacha dolzarb bo'lib qolmoqda.

Talabalarining oliy ta'lim jarayoniga moslashishi ijtimoiy, psixologik, pedagogik va boshqa jihatlarni qamrab oluvchi hodisadir.

Shaxsni shakllantirishning eng muhim sohalariga asoslanib, birinchi kurs talabalarining moslashuv jarayonining asosiy mazmunini quyidagicha aniqlash mumkin:

- yangi ta'lim standartlarini, ta'lim jarayonidagi qoidalarni o'zlashtirish
- talabalarda kasbga tayyorgarlik, kasb layoqatini o'qishning dastlabki yillaridan shakllantirishga e'tibor qaratishga doir chora-tadbirlarni qo'llash;
- ilmiy faoliyatning yangi soha va turlariga o'qitish;
- talabalar turar joyidagi yangi yashash sharoitiga moslashish va boshqalar.

Tadqiqotdan xulosa qilib shuni aytish mukinki, quyida keltiriladigan choratadbirlar talaba yoshlardagi o'quv muhitiga moslashish jarayonini yengillashtiradi:

- Talabalarni yangi o'quv muhitiga moslashtirish uchun pedagoglar tomonidan alohida chora-tadbirlar qo'llash lozim;
- O'quv yilining dastlabki kunlaridanoq OTM amaliy psixologi tomonidan yangi kelgan talabaning o'quv motivlarini aniqlashga qaratilgan so'rovnomalarda o'tkazishilishi kerak, shu orqali talabani keyingi o'quv faoliyatidagi samaradorligini ta'minlash mumkin;
- Talaba uchun yangi bo'lgan o'quv muassasa haqida unga to'liq ma'lumot berish, ya'ni, oldindagi hodisalarga nisbatan ustanovka hosil qilish lozim.

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BOSHLANG'ICH SINIF O'QITUVCHILARINING KASBIY KOMPETENSIYALARINI OSHIRISH USULLARI

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Toshkent viloyati Bekobod shahar 1-umumiy o'rta talim maktabi

Oliy toifali boshlang'ich ta'lim o'qituvchisi.

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Anontatsiya. Mazkur maqolada boshlang'ich sinf o'qituvchilarining kasbiy kompetensiyalarini oshirish usullari va samaradorligi, kasbiy kompetentlik tushunchasi mazmuni, boshlang'ich sinf o'qituvchisida bo'lishi lozim bo'lgan kasbiy hamda shaxsiy sifatlarning mazmuniy bog'liqligi masalalari yoritilgan.

Kalit so'zlar: o'qituvchi, o'quvchi, kasbiy kompetentlik, pedagogik mahorat, ta'lim, tarbiya, jamiyat, dars, rivojlantirish, metodika.

METHODS OF IMPROVING THE PROFESSIONAL COMPETENCE OF PRIMARY SCHOOL TEACHERS

Abstract. This article covers the methods and effectiveness of increasing the professional competence of primary school teachers, the content of the concept of professional competence, the issues of meaningful connection of professional and personal qualities that a primary school teacher should have.

Key words: teacher, student, professional competence, pedagogical skill, education, training, society, lesson, development, methodology.

МЕТОДЫ ПОВЫШЕНИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ

Аннотация. В данной статье рассматриваются методы и эффективность повышения профессиональной компетентности учителя начальных классов, содержание понятия профессиональной компетентности, вопросы содержательной связи профессиональных и личностных качеств, которыми должен обладать учитель начальных классов.

Ключевые слова: учитель, ученик, профессиональная компетентность, педагогическое мастерство, образование, обучение, общество, урок, развитие, методика.

Mamlakatimizda amalga oshirilayotgan islohotlarga muvofiq, ta'lim-tarbiyaviy jarayonlarni uyg'unlashtirishgan xolda o'rganish atrof-muhitga ijodiy munosabatni o'rnatish va shakllantirish muammolarini hal etishga imkoniyat yaratdi. Demak, ta'lim-tarbiyada ham amalga oshiriluvchi islohotlar mana shu mantiqqa mos tarzda, jamiyatga xizmat ko'rsatishi lozim.

Hozirgi kunda boshlang'ich ta'limning asosiy maqsadi yosh avlodga ta'lim-tarbiya berish, kasbga o'rgatish, ularning aqliy va ma'naviy kamol toptirishdan iboratdir. «Ta'lim to'g'risida»gi qonun [1] va talablaridan kelib chiqqan holda ta'limning mazmuni va vositalarini yangidan ishlab chiqishni hayotning o'zi talab qilmoqda. Bu omil ta'lim jarayonini tarkibiy qismlarini yangicha tartibda namoyon bo'lishini talab etadi. Ana shu tashkiliy-pedagogik jarayonda ta'lim qonuniyatlari va tamoyillariga mos holda yangi tamoyillarga amal qilish, ta'lim metodlarining paydo bo'lishi, ta'lim vositalarining takomillashuvi, ayniqsa ta'limni tashkil etishda o'qituvchi mahoratining integrativ shakllari keng ko'lamda joriy etilishi kuzatilmoqda.

Ushbu o'zgarishlarning ma'lum qismi integrativ yondashuvlarning tarkibi sifatida chiqqan bo'lsa, yana bir qismi dunyodagi ta'lim tizimi rivojlangan mamlakatlar olimlarining pedagogik tajribalariga suyangan holda paydo bo'ladi.

V.I. Baydenko «kasbiy kompetentlik» tushunchasini quyidagicha tavsiflagan:

- o'z mutaxassisligi bo'yicha faoliyat yuritish uchun zarur bo'ladigan bilim, ko'nikma, malaka va qobiliyatlarga, kasbiy muammolarni qisman hal etishda bir vaqtda avtonomlik va egiluvchanlik xususiyatlariga ega bo'lish;

- kasbiy shaxslararo muhitda hamkasblar bilan hamkorlikni rivojlantirish;

- faoliyat mezoni (sifat o'lchovi), qo'llash sohasi, talab etiladigan bilimlarni o'z ichiga olgan standartlarni loyihalash tuzilmasi;

- ish beruvchi talablariga ko'ra kasbiy faoliyatni samarali amalga oshirish imkonini beruvchi qobiliyatlardan samarali foydalanish;

- insonga hozirgi zamon mehnat muhitida ish faoliyatini muvaffaqiyatli bajarish imkonini beruvchi bilimlar, xususiyatlar va ko'nikmalarining integrallashgan birlashuvi. [3]

Zamonaviy boshlang'ich sinf o'qituvchisi – har tomonlama ilg'or bo'lishi, o'z fanini chuqur bilishi, pedagogik mahoratga ega bo'lishi, bolani sevishi, amaliyotdagi muammoni bilishi va muammoni bartaraf etish yo'llarini izlab topishi kerak.

Zamonaviy boshlang'ich sinf o'qituvchisiga qo'yilgan talablarni tahlil qilar ekanmiz, Prezidentimiz Shavkat Mirziyoyevning “Mustaqil o'ylay oladigan, tafakkur yuritib to'g'ri, ma'qul va maqbul ish tuta oladigan vatanparvar shaxslarni shakllantirish va tarbiyalash kerak”,- deb ta'kidlagan fikrlarini keltirishni joiz deb topdik [12]

Boshlang'ich sinf o'qituvchilaridan pedagogik tayyorgarlik va mahorat talab etiladi.

Kompetentlik –biror soha bo'yicha har tomonlama chuqur bilimga ega bo'lgan va shuning uchun ham fikri salmoqli, ishonchli hisoblangan kishining sifati.[7]

Kompetentlik shaxsning doimo rivojlanib boruvchi sifatlaridan biri bo'lib, real hayotiy vaziyatlarda yuzaga kelgan muammolarni yechish qobiliyati, o'z bilimi, o'quv va hayotiy tajribalari, qadriyatlari va qiziqishlarini unga safarbar etish imkoniyatlari.

Xorijiy adabiyotlar tahlilida, kompetentlik “chuqur bilimlar egasi”, “murakkab masalalarni yechish qobiliyati”, “o'z paytida dolzarb faoliyatni amalga oshirish qobiliyati” kabi ma'nolarni anglatadi.[9]

Ye.F.Zeer muhim kompetensiyalarni shaxsning turli kasbiy faoliyatga moslashishi va samarali faoliyat ko'rsatish uchun ma'lum ishlarni bajarishda zarur bo'ladigan, ko'nikma va malakalar shaxsiy sifatlar va qobiliyat sifatida ta'riflaydi. U muhim kompetentliklar tuzilmasidagi to'rtta kichik guruhni alohida ko'rastib o'tadi. Bular: kasbiy yo'nalganlik; kasbiy kompetentlik; kasbiy ahamiyatga ega sifatlar; kasbiy ahamiyatga ega psixofiziologik xususiyatlar. [10]

Pedagogik kompetentlik- o'qituvchining shaxsiy imkoniyatlari, uning mahorati (bilim va tajriba), ma'lum bir doiradagi o'zining bilim va ko'nikmalariga tayanib muammolarining yechishi.

R.V.Ovcharovning fikricha, pedagogik kompetentlik bu shaxsning pedagogik faoliyatga tayyorgarligida ko'rinadigan psixologik sifatlarini yig'indisidir (xarakter, temperament v.x.k)

Ilmiy – pedagogik adabiyotlarda “kasbiy kompetentlik” atamasi bilan bir qatorda, ma'no jihatidan unga yaqin bo'lgan “professionalizm”, “kasbiy mahorat”, “malaka”, o'z kasbining ustasi” kabi tushunchalar qo'llanilib kelinadi.

Hozirgi kunda “professionalizm” atamasi o‘rniga ko‘pincha “kompetensiya” tushunchasi qo‘llaniladi. Birinchi tushuncha faqat ma‘lum bir kasb

mahoratini, malakasini aks ettiradi. Ikkinchi “kompetensiya” tushunchasi esa malakalar zaxirasi, bazasi degan ma‘noni anglatadi.

Kasbiy kompetentlikni izohlari turlicha yuzaga keldi:

-ma‘lum bir mehnat funksiyasini bajarish qobiliyati;

-“malaka”, “mahorat” kabi inson ko‘nikmalari (A.K.Makarova);

-kasbiy ma‘lumotlilik darajasi;

-insonning tajribasi va individuallik qobiliyati, uning o‘z bilimi va malakasini oshirib borishga intilishi, uning ishga ijodiy yondashuvi va o‘z ishiga mas‘uliyati(B.S.Gershunskiy)

-kasbiy bilim, malaka va ko‘nikmalarga ega bo‘lish(O.A Abduqudusov, X.F.Rashidov);

-bilim, mahorat, o‘ziga xoslik va shaxsning o‘quv tarbiya jarayonlarini tashkil etishdagi qobiliyat (V.A.Sitarov) [11]

-shaxsning tajribasi, ma‘lumotining ijtimoiy yo‘naltirilganligi, insonning ma‘lum bir maqsad yo‘lidagi amaliy faoliyati natijalari; kasbiy bilimlarini hayotda samarali qo‘llashi kabi shaxsning o‘ziga xos sifatleri va kompetentligi (L.N.Ponamarov) [9]

Kasbiy kompetentlikka ko‘p qirrali funksiyalarni bajarish, bir kasbiy faoliyat doirasida qator ijtimoiy bilimlarga tayanish, faoliyat ko‘rsatish turlarini kengaytirish orqali erishadi.

Malaka talablarida boshlang‘ich sinf o‘qituvchisiga pedagogik faoliyat bo‘yicha quyidagi talablar qo‘yilgan:

-dunyoqarash bilan bog‘liq tizimli bilimlarga ega bo‘lishi; gumanitar va tabiiy –ilmiy fanlar asoslarini, joriy davlat siyosatining dolzarb masalalarini bilishi, ijtimoiy muammolar va jarayonlarni mustaqil tahlil qila olishi;

-tabiat va jamiyatda kechayotgan jarayon va hodisalar haqida yahlit tasavvurga ega bo‘lishi, tabiat va jamiyat rivojlanishi haqidagi bilimlarni egallashi hamda ulardan zamonaviy ilmiy asoslarda hayotda va o‘z kasb faoliyatida foydalana bilishi;

- insonning boshqa insonga, jamiyatga, atrof muhitga munosabatini belgilovchi huquqiy va ma‘naviy mezonlarni bilishi, kasb faoliyatida ularni hisobga olib bilishi;

-axborot yig‘ish, saqlash, qayta ishlash va ulardan foydalanish usullarini egallagan bilishi o‘z kasb faoliyatida mustaqil asoslangan qarorlar qabul qila olishi;

- elektron axborot ta‘lim muhitida ta‘lim jarayonini pedagogik loyihalashtirish;

-tegishli bakalavriat yo‘nalishi bo‘yicha raqobatbardosh umumkasbiy tayyorgarlikka ega bo‘lishi;

- yangi bilimlarni mustaqil egallay bilishi, o‘z ustida ishlashi va mehnat faoliyatini ilmiy asosda tashkil qila olishi;

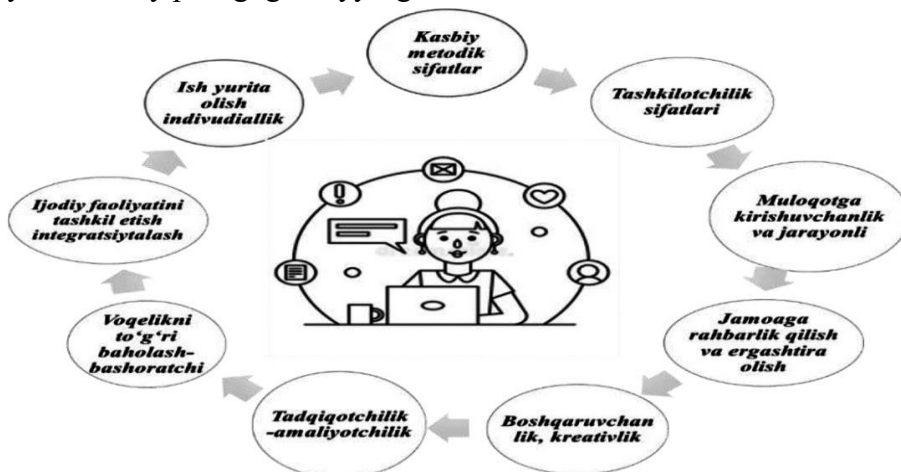
- bitta xorijiy tilni erkin so‘zlashuv darajasida egallagan bo‘lishi;

- sog‘lom turmush tarzi va unga amal qilish zaruriyati to‘g‘risida ilmiy tassavvur hamda e‘tiqodga, o‘zini jismoniy chiniqtirish uquv va ko‘nikmalariga ega bo‘lishi belgilab qo‘yilgan.

Shuningdek boshlang‘ich sinf o‘qituvchisi ta‘limning samarali shakl va usullarini izlab topishi, o‘quv uslubiy tayyorgarlik faoliyatini kuchaytirish, o‘zining kasbiy kompetentligini shakllantirishda maxsus fanlardan mashg‘ulotlarni tashkil etishning shakl, metod, vositalarini to‘g‘ri tanlay olishi lozim.

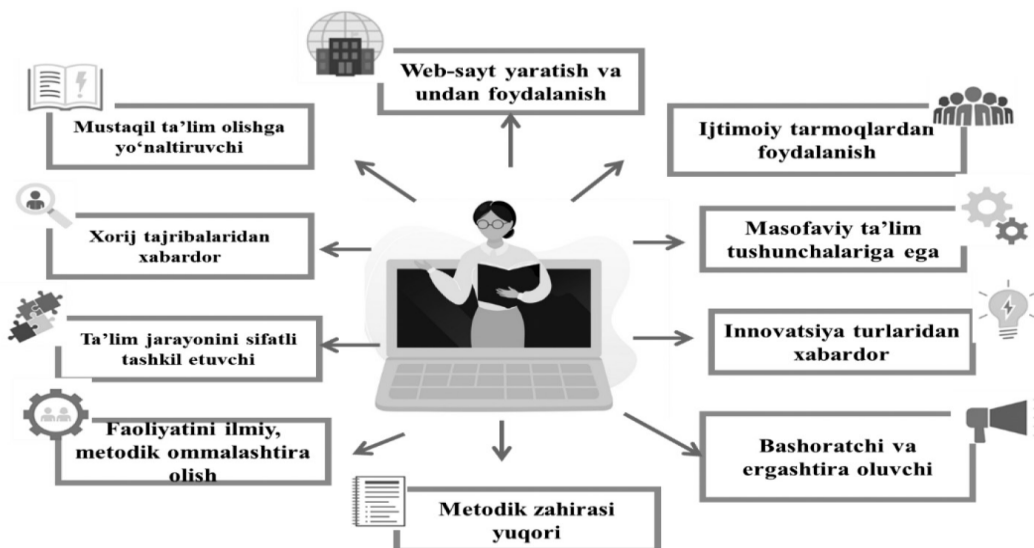
Bizning fikrimizcha boshlang'ich sinf o'qituvchisi o'zini mutaxassisligi bo'yicha egallagan bilimlarini amaliyotda qo'llay olishi bilan birga pedagog uchun muhim bo'lgan kasbiy sifatlarga ega bo'lishi (o'z-o'zini rivojlantirish, yangiliklarga intilishi) yoki bir so'z bilan aytganda kasbiy kompetentlikga ega bo'lishi kerak.

Bugungi kunda boshlang'ich sinf o'qituvchisi metodik tayyorgarlikka ega bo'lishidan oldin o'zida qator kasbiy va shaxsiy pedagogik tayyorgarlikni shakllantira olishi lozim.



1-rasm. Boshlang'ich sinf o'qituvchisining kasbiy va shaxsiy sifatlarining kognitiv uyg'unligi

Xalqaro tajribadan ko'rinadiki, ayniqsa, boshlang'ich sinf o'qituvchisi bugungi ta'lim sifatini oshirishda o'quv jarayoniga qator ijobiy va ijodiy sifatlarni olib kirishi va o'ziga nisbatan singdira olishi lozim (2-rasm).



2-rasm. Xalqaro tajribaga asosan, boshlang'ich sinf o'qituvchisi ega bo'lishi lozim bo'lgan sifatar.

Zamonaviy kreativ mutaxassisning kompetentlik modelida ta'limning yangi xalqaro andozalariga mos talablari va maqsadlari mehnat predmeti va obyekt bilan, muayyan funksiyalarni bajarish bilan, fanlararo integratsiyalashgan talablar esa ta'lim jarayoni natijalari bilan bog'lanadi.

Bugungi kunda «Ta'lim to'g'risidagi qonun»[1] talablarini amalga oshirish jarayonida yuqori malakali pedagog kadrlarni tayyorlash muhim muammo sifatida kun tartibiga qo'yilmoqda. Shunday ekan, ushbu talablardan kelib chiqqan holda bilimdon, mustaqil fikrlovchi, ijodiy izlanuvchi, yuqori malakali, madaniyatli, turli soha egalarini tayyorlash dolzarb muammolardan hisoblanadi. Qonunda e'tirof etilgan yangicha modeldagi shaxsni kamol toptirish, uning chuqur bilimlar sohibi bo'lib yetishishi, barkamolligini kafolatlovchi shart-sharoitlar orasida o'qituvchi kasbiy-metodik kompetentligini ta'lim va tarbiya jarayonlariga tatbiq etishda psixologiyaning o'z uslub va qoidalari yetarli bo'lmaganday. Shunga ko'ra yosh avlod ta'lim olish davrlaridagi rivojlanish tendensiyalaridan tortib, yangicha o'qitish texnologiyalarini ta'lim oluvchi tomonidan o'zlashtirilishi va undagi aqliy hamda intellektual qobiliyatlarga nechog'lik ta'sir ko'rsatayotganligini o'rganish hamda psixologiyadagi metodlarni didaktik metodlar bilan uyg'unlashtirishni taqozo etadi. Buning uchun bo'lajak o'qituvchidan metodik kompetentlik, ayniqsa, turli xil sharoitlarda ta'lim oluvchi va ta'lim beruvchi psixologiyasini to'g'ri baholay olish bilan bog'liq ijtimoiy-psixologik kompetentlikning yuqori darajada bo'lishi talab qilinadi.

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O'ZBEK TILIDAGI SLENGLAR VA ULARNING KELIB CHIQISH SABABLARI

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1-umumiy o'rta talim maktabi ona tili va adabiyot fani o'qituvchisi.

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Annotatsiya. Mazkur maqolada slenglarning o'ziga xos xususiyatlari tadqiq qilinadi.

Aytilgan fikrlar misollar bilan dalillanadi. Slenglar zamonaviy tilda yashovchi so'zlar bo'lib, adabiy tilda foydalanish uchun nomaqbul deb hisoblanadi. Shuningdek, slenglarning ko'p so'zlari va iboralari keng ommaga tushunarsiz bo'ladi. Chunki, aksariyat slenglar ko'chma ma'noda qo'llaniladi va ular ko'pincha chet tillaridan, ularning dialekt va jargonlaridan o'zlashtirilgan bo'ladi. O'zbek tilining slenglar lug'atini yaratish tilimizning boy leksikasini va tilimizdagi xilma-xillikni namoyon qiladi. Shuningdek, tilimizni sotsial jihatdan tahlil qilish fandagi yangi ilmiy xulosalar tomon yetaklaydi. Bu boradagi ilk qadam slenglar va boshqa sotsial leksikaning ilmiy chegarasini belgilab olib, uning alohida xususiyatlarini belgilab olishdir.

Kalit so'zlar: Sotsiolingvistika, sotsiolektlar, jargon, argon, sleng, so'zlashuv nutqi, til leksikasi.

SLANGS IN THE UZBEK LANGUAGE AND THE REASONS FOR THEIR ORIGIN

Abstract. This article examines the specific characteristics of slangs. The stated points are proved by examples. Slangs are words that live in the modern language and are considered inappropriate for use in literary language. Also, many slang words and phrases are incomprehensible to the general public. Because most slangs are used in a figurative sense, and they are often borrowed from foreign languages, their dialects and slangs. Creating a dictionary of slangs of the Uzbek language shows the rich lexicon of our language and the diversity of our language. Also, social analysis of our language leads to new scientific conclusions in science. The first step in this regard is to determine the scientific boundaries of slangs and other social lexicon and to define its special features.

Key words: Sociolinguistics, sociolects, jargon, argon, slang, colloquial speech, language lexicon.

СЛЕНГИ В УЗБЕКСКОМ ЯЗЫКЕ И ПРИЧИНЫ ИХ ВОЗНИКНОВЕНИЯ.

Аннотация. В данной статье рассматриваются специфические особенности сленгов. Изложенные положения подтверждаются примерами. Сленги – это слова, которые живут в современном языке и считаются неподходящими для использования в литературном языке. Кроме того, многие жаргонные слова и фразы непонятны широкой публике. Потому что большинство сленгов употребляются в переносном смысле, и они часто заимствованы из иностранных языков, их диалектов и сленгов. Создание словаря сленгов узбекского языка показывает богатый словарный запас нашего языка и разнообразие нашего языка. Также социальный анализ нашего языка приводит к новым научным выводам в науке. Первым шагом в этом направлении является определение научных границ сленга и другой социальной лексики и определение ее особенностей.

Ключевые слова: Социоллингвистика, социолекты, жаргонизмы, argon, sleng, разговорная речь, языковая лексика.

O'zbek milliy adabiy tili garchi umumxalq tilidan o'sib chiqqan bo'lsa ham, unda mavjud bo'lgan dialektlar va shevalar, jargonlar, oddiy so'zlashuv tilidan, umuman, xalq tilidan ba'zi jihatlari bilan farq qiladi. Chunki umumxalq tili o'zbek tilida uchraydigan barcha elementlarni o'z ichiga oladi va ishlanmagan shaklda bo'ladi. Adabiy til esa undan o'zbek millati uchun tushunarli bo'lgan va foydalanishda qulay deb topilgan variantlarni tanlab oladi hamda ularni millat vakillari uchun me'yor sifatida tavsiya etadi. O'tgan davr mobaynida davlat tilining qo'llanish doira, hayotimizdagi o'rni va ta'sirini kuchaytirish, uni tom ma'nodagi milliy qadriyatga aylantirish yo'lida ilgari tasavvur ham qilib bo'lmaydigan ulkan ishlar amalga oshirilayapti.

O'zbekiston Respublikamiz prezidenti Shavkat Mirziyoev ta'kidlaganidek: "Bugungi kunda biz yangi O'zbekistonni, yangi Renessans poydevorini barpo etishdek ezgu maqsadlarimizga erishishda hech shubhasiz". Istiqloq yillarida o'zbek tilining qo'llanish doirasi amalda nihoyatda kengaygani, uni ilmiy asosda rivojlantirishga qaratilgan tadqiqotlar, tilimizning o'ziga xos xususiyatlariga bag'ishlangan ilmiy ommabop kitoblar, o'quv qo'llanmalari, yangi-yangi lug'atlar ko'plab chop etilayotgan jamiyat tafakkurini yuksaltirishga o'z hissasini qo'shmoqda.

Bugungi kunda dunyoda mavjud bo'lgan tillarning barchasida sotsiollashuv jarayoni izchil amalga oshmoqda va sotsiolingvistika nomli maxsus tilshunoslik yo'nalishi aynan tilning mana shu jihati bilan shug'ullanadi. "Sotsiolekt termini lingvistikada XX asrning ikkinchi yarmida paydo bo'lgan. U sotsio- jamiyatga bo'lgan munosabat va dialekt so'zlaridan tashkil topgan bo'lib, rus tilidagi "социальный диалект" (ijtimoiy dialekt) birikmasining qisqargan shaklidir. Sotsiolekt – umumiy ijtimoiy xususiyatlariga ko'ra birlashgan ayrim guruhlarining lisoniy ehtiyojlarini qondirish uchun nutq amaliyotida ishlab chiqilgan til shakli. Standart tildan farqli o'laroq, sotsiolektida ba'zi o'rinlarda chetga chiqish mumkin. Til ham xuddi tashqi ko'rinish singari sinflar haqida guvohlik beradi" [1].

Sotsiolektlar turli ijtimoiy guruhlar tomonidan faol qo'llaniladigan, jonlilik, ichki yashirin munosabatni ifodalay olish kabi xususiyatlarga ega bo'lgan so'zlardir. Sotsiolektlarga argo, jargo, sleng kabi so'zlar mansubdir. Slenglar til iste'molchilari tomonidan qo'llanilib, jonli so'zlashuv nutqi bilan bog'liq bo'lgan, yozma nutqda esa umuman foydalanilmaydigan, biroz hazil, kinoya, ironiya ma'no attenkasini o'zida qamrab olgan, ma'lum ijtimoiy guruh (asosan yoshlar) nuqtida faol qo'llaniladigan so'zlardir. Ayrim manbalarda slenglar yoshlar nutqida faol qo'llaniluvchi so'zlar deb ta'riflanib, zamonaviylik uning asosiy belgisidir deyiladi. Tilda qo'llanilayotgan ayrim so'zlar vaqtlar o'tishi, avlodlar almashinuvi bilan ularning tildan foydalanishga bo'lgan ehtiyojini to'la qondira olmaydi va yangi avlod (yoshlar) ma'lum ma'noda o'zlarining "til muhiti" ni shakllantirib oladi. "Sleng tushuniladi, ammo tushuntirib berilishi qiyin. Slenglar o'ziga xos yangi so'zlarni bizga namoyon qiladi" [2].

Sleng ("slang" – ingliz tilidan olingan bo'lib jargon, oddiy, og'zaki leksikaga xos so'zlar"), umumiy sleng, maxsus sleng (jargon va argon maxsus so'zlar) hamda vulgarizm (qo'pol so'zlar) haqida so'zdir. Har bir tildagi uslub turlari uchun umumiy bo'lgan shu tilning umumiy lug'at fondi, shakllar va sintaktik qurilmalar, erkin va turg'un birikmalar bo'ladi. Bu esa uslub turlarining hammasini bir milliy adabiy tilga birlashtiradi. So'zlashuv nutqining dolzarb harakterdagi mazmunini shakllantirish uchun ushbu uslubga xos fonetik, leksik, grammatik normalardan o'rinni foydalanish lozim bo'ladi. Adabiy tilning stilistik me'yorlari til birliklarining nutqda sharoit, ko'zda

tutilgan maqsaddan kelib chiqib eng ma'qulini qo'llash zaruratidan paydo bo'ladi. Bu uslublarning har biriga xoslangan grammatik shakllar, so'z, so'z birikmasi, gap va intonatsion vositalar mavjud.

Ana shu xoslanish o'zbek adabiy tili uslubiy me'yorlarining asosidir. Sleng-so'zlashuv nutqi dunyo tillarining hammasiga xos hodisadir. Har qanday til jamiyatga aloqador va jamiyatdan tashqarida o'ziga, alohida rivojlana olmaydi. Til, avvalombor, jamiyatimiz odamlarning o'zaro muloqot vositasidir, shu sababli jamiyat-odamlar til leksikasining shakllanishiga bevosita aloqadordir.

| | |
|-------------------|--|
| G'ijim | O'ziga qaramaydigan, o'ziga bee'tibor odamlarga nisbatan |
| Olmaxon | O'zini oladigan, O'zini chetga tortadigan odam |
| Quyov | Zarur ishdan qochib qoladigan |
| Mashinasi beton | Hech kim to'xtata olmaydigan, manman odam |
| Strelka belgiladi | Uchrashuv belgiladi |
| Jirafa | Aytilgan fikrni kechroq anglaydigan odam |
| Yedirdi | Qoyillatdi, bopladi ma'nosida |
| Saqich | Odamga yopishib oladigan, holi-joniga qo'ymaydiganlarga nisbatan |
| Patina yuldi | Urushdi, adabini berib qo'ydi |
| Qulog'iga tepidi | Aldadi |
| Bortini berdi | Orani ochiq qildi (sevishgan jufliklardan birortasi munsabatlarni uzsa, bunday holatga nisbatan ishlatiladi) |
| Klass | Ajoyib, zo'r |
| Sigir | Qizlarga ko'p pul sarflaydigan yigitlar |
| Stalba | Gapni kechroq fahmlaydigan |

Shu kabi so'zlar hozirgi kunda o'zbek yoshlari nuqtida faol qo'llanilayotgan sleng so'zlardir. Slenglarning shunday jihati borki, ular ma'lum vaqtlar o'tgach, iste'moldan chiqib ketishi mumkin va uning o'rinini yangi bir muqobili egallaydi.

So'zlashuv nutqi gaplashuvchilarining bevosita, dialogik formada so'zlagan betakalluf, erkin nutqidir. Ushbu nutq til materiallariga ko'ra adabiy, dialektal, oddiy nutq yoki qorishiq ko'rinishlariga ham ega bo'lishi mumkin. Shularni hisobga olib sleng-so'zlashuv nutqiga xosligi ko'rsatib o'tamiz. Ijtimoiy yoki professional ravishda ajratilgan guruhning nutqi: (jargon, oddiy) og'zaki leksikaga xos so'zlar. So'zlashuv uslubida ishlatilish doirasi chegaralangan qatlamga doir lug'aviy birliklar turlicha bo'ladi. Chegaralangan qatlam territoriyaga, kasb- korga tegishliligi bilan farqlanadi. Shuni hisobga olib, jargonlarga xos bo'lgan so'zlarni o'rganish, o'zbek so'zlashuv nutqida qanday imkoniyatlar borligini aniqlash uchun dialektlarga, shevalarga, fantexnikaga, kasblarga tegishli so'zlarni aniqlash muhim ahamiyat kasb etadi. So'zlashuv uslubida qo'llanish doirasiga ko'ra jargonlar quyidagi chuqurlarini ajratish mumkin:

Slenglarning ko'p so'zlari va iboralari (ayniqsa, ularning dastlabki shakllanishi davrida) keng ommaga tushunarsiz bo'ladi. Chunki aksariyat slenglar ko'chma ma'noda ishlatiladi.

Slenglarga uslubiy baho berilar ekan, ham ijobiy, ham salbiy munosabatga duch kelamiz. Ayrim olimlar sleng tilning adabiy normalariga qarshi qo'llaniluvchi so'zlar deb ta'riflaydi.

Boisi slenglarning adabiy tilda ma'lum sinonimlari mavjud bo'ladi, ularning o'rniga qo'pol, hazil mazmunidagi faqat shu ijtimoiy guruhgagina tushunarli bo'lgan so'zlar qo'llaniladi.

Ayrim olimlar, xususan, T.I. Arbekova slengni izohlar ekan, turg'un birikma bo'lib, hissiy bo'yoyqdorligi bilan ajralib turadigan til birliklari slengni tashkil qiladi, deydi [3]. O'zbek tilida slenglar chuqur tadqiq qilinib, sleng namunalarini bir lug'atga birlashtirish tilshunosligimiz uchun katta yangilik bo'ladi. Avvalambor, ishni slenglarni batafsil tadqiq qilishdan boshlashimiz kerak.

Chunki har bir tilning xususiyatlaridan kelib chiqib, uning birliklari tasniflanadi va bir umumiy sistemaga birlashtiriladi. Xususan, o'zbek tilida mavjud bo'lgan sleng so'zlarning qator xususiyatlari mavjud:

1. Aksariyat slenglar o'sha tushunchani boshqa bir tushunchaga o'xshatish orqali hosil qilingan.

2. Slenglar so'zlovchining tinglovchiga nisbatan ichki, salbiy munosabatini ifodalash uchun ishlatiladi. Ko'rinib turibdiki, slenglar doimo subyektiv munosabat ifodalaydi.

So'zlovchining ironiyali simpatiyasini ifodalaydi.

Yuqorida ta'kidlaganimizdek, slenglar yoshlar orasida faol qo'llaniladigan so'zlar ekan, ularda sleng faqat yoshlar orasida bo'ladi. Boshqa tillarda slenglar faqat yoshlar doirasi bilan chegaralanib qolmagan, ularda yoshi katta qatlam ham slenglardan foydalanishadi. O'zbek tilida esa sleng faqat yoshlar bilan chegaralagan. Tilning lingvokulturologik jihatiga e'tibor qaratsak, bizda yoshlar hech qachon kattalarga nisbatan ironiya, kinoya munosabatida gapirmaydi, andisha qiladi.

3. Slenglarning qo'llanilishi makon nuqtayi nazaridan farqlanishi mumkin. Masalan, yoshlarning internetda qo'llaydigan slenglari, ta'lim muassasalarida qo'llaydigan, ko'cha-ko'yda qo'llaydigan slenglari.

4. Slenglar vaqtlar o'tishi bilan o'zgarishi mumkin. Ya'ni ular hech qachon turg'un bo'lmaydi.

Yangi avlod shakllanishi bilan ular ham o'zlarining sleng so'zlarini yaratadi va aksincha, ulardan oldingi avlod qo'llagan slenglar esa eskiradi va muomaladan chiqadi. Shuningdek, ayrim hollarda slenglar ko'p qo'llanilib, uning ma'nosi hammaga tushunarli bo'lib qoladi. So'ngi yillarda yoshlar tili fonomen tildek va madaniyatni egallashga yana va yana kuchli ta'sir ko'rsatib bormoqda: jargonlar nafaqat so'zlashuv nutqiga faol kirib kelmoqda va yana OAV vositalarida ham keng qo'llanilib bormoqda, zamonaviy adabiyotning yetakchi uslubiga aylanmoqda. Shu munosabat bilan til va nutq madaniyatida qator dolzarb muammolar mavjud bo'lmoqda. Demak, til aniq ijtimoiy xarakterga ega va ko'p jihatdan uning rivojlanishini aniqlab, ijtimoiy funksiyalari uning tuzilishiga faol ta'sir ko'rsatadi. Tilni ijtimoiy hodisa sifatida ko'rib chiqadigan bo'lsak, til va jamiyatning o'zaro ta'siri turli ijtimoiy qatlamlarda, xususan, ijtimoiy va professional guruhlarda tilning ishlashini o'rganmasdan hal etilishi mumkin emasligini ta'kidlash maqsadga muvofiq bo'ladi.

Xulosa o'rnida shuni ta'kidlash kerakki, tilni sotsial jihatdan tadqiq qilish tilshunosligimiz, xususan, sotsiolingvistika uchun yangi ilmiy xulosalar tomon yetaklaydi.

Tilning taraqqiyotiga, undagi turli o'zgarishlarga ijtimoiy hayotning ta'siri katta.

Sotsiolektlarning o‘zbek tilida o‘ziga xos jihatlarni namoyon qilishini yuqorida keltirilgan namunalar misolida ko‘rib chiqdik. O‘zbek tilida mavjud bo‘lgan slenglar boshqa tillardagiga nisbatan ancha obrazli ekanligi, tilimizni yorqin va jonli aks ettirishini ko‘rib chiqdik.

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**MAS TEXNOLOGIYASI ASOSIDA O'RGIMCHAKKANAGA BARDOSHLI F2
DURAGAYLARNI TANLASH, QIMMATLI XO'JALIK BELGILARINI BAHOLASH
VA ULAR ASOSIDA BOSHLANG'ICH ASHYOLAR OLISH**

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Annotatsiya. Ushbu maqolada MAS (markerlarga asoslangan seleksiya) usulidan foydalanib o'rgimchakkanaga chidamlir navlar yaratish uchun olib borilgan tadqiqot natijalari yoritilgan. Dastlab, o'rgimchakkanaga chidamli va sezgir, hamda genotipik jihatdan polimorf namunalar so'ruvchi zararkunandalarga chidamlilik geniga spesifik praymerlari yordami ajratib olingan. So'ngra ular o'zaro chatishtirilib duragaylar kombinatsiyalar olingan. Olingan duragay kombinatsiyalarning F₂ avlodlaridan spesifik praymerlar, hamda fenotipik tahlillar yordamida o'rgimchakkanaga bardoshli bo'lgan genotiplar tanlab olingan va o'rgimchakkanaga chidamli navlar yaratish uchun olib boriladigan tadqiqotlarda boshlang'ich ashyo sifatida foydalanish uchun tavsiya qilingan.

Kalit so'zlar: MAS, paxta, F₂ duragaylar, PZR, chidamlilik, o'rgimchakkana, tola chiqimi, polimorfizm.

**SELECTION OF SPIDER MITE-RESISTANT F2 HYBRIDS BASED ON MAS
TECHNOLOGY, EVALUATION OF VALUABLE ECONOMIC TRAITS AND
OBTAINING INITIAL MATERIALS BASED ON THEM**

Abstract. In this article, the results of the research conducted to create varieties resistant to spider mite using the MAS (marker-based selection) method are highlighted.

Initially, resistant and susceptible to spider mite, as well as genotypically polymorphic samples were isolated with the help of specific primers for the resistance gene to sucking pests.

Then they were crossbred and hybrid combinations were obtained. Genotypes resistant to spider mite were selected from the F₂ generations of hybrid combinations using specific primers and phenotypic analysis and recommended to be used as starting material in researches to create spider mite resistant varieties.

Key words: MAS, cotton, F₂ hybrids, PCR, resistance, spider mite, fiber yield, polymorphism.

**СЕЛЕКЦИЯ ГИБРИДОВ F2, УСТОЙЧИВЫХ К ПАУТИННОМУ КЛЕЩУ,
НА ОСНОВЕ ТЕХНОЛОГИИ MAS, ОЦЕНКА ЦЕННЫХ ХОЗЯЙСТВЕННЫХ
ПРИЗНАКОВ И ПОЛУЧЕНИЕ НА ИХ ОСНОВЕ ИСХОДНОГО МАТЕРИАЛА.**

Аннотация. В статье описаны результаты исследований, проведенных по созданию сортов, устойчивых к паутинному клещу, методом MAS (маркерной селекции).

Первоначально с помощью специфических праймеров к гену устойчивости к сосущим вредителям были выделены устойчивые и восприимчивые к паутинному клещу, а также генотипически полиморфные образцы. Затем их скрестили и получили гибридные комбинации. Из гибридных комбинаций поколений F₂ с использованием специфических праймеров и фенотипического анализа выделены генотипы, устойчивые к паутинному клещу, и рекомендованы к использованию в качестве исходного материала в исследованиях по созданию сортов, устойчивых к паутинному клещу.

Ключевые слова: MAS, хлопок, гибриды F2, ПЦР, устойчивость, паутинный клещ, выход волокна, полиморфизм.

Kirish

(MAS) ekinlarning eng yaxshi navlarini yaratishning samarali usullaridan biridir [1; 145-156-b.]. MAS usulidan seleksiyada foydalanish orqali urug'chlik samaradorligini ham keskin oshirish, nav tozaligini nazorat qilish mumkin [2; 55-57-b.]. Ko'p o'lchovli Quantitative Trait Locus (QTL) polimorfizmi tufayli markerlar yordamida tanlash samaradorligi keskin ko'tarilgan [3; 106313-b., 4; 01083-b.]. Paxtaning qimmatli xo'jalik belgilari bilan bog'liq allellarning kashf etilishi bu allellarni to'g'ridan-to'g'ri MAS da qo'llash imkonini bergan [4; 01083-b.]. F₂ o'simliklari 3 usul bilan, fenotip (1), kombinatsiyalangan marker-genotip va fenotip (MAS) (2), genotip (3) asosida tanlanadi [5; 1092-1101-b.]. MAS va bekkros chatishtirish bir nechta eng yaxshi ota-onalar qatoridan foydali QTL allellarining o'ziga xos kombinatsiyalarini tanlash orqali nisbatan kam sonli genlarga ega bo'lgan liniyalarning urug'chilik qiymatini va nav tozaligini oshirishning samarali usuli bo'la oladi [6; 1845-1853-b., 7; 55-67-b.].

So'nggi yigirma yil davomida seleksiya va urug'chilikda MAS usulidan foydalanish tez sur'atlar bilan o'sdi. Bu usulni qo'llash orqali bir qancha olimlar ko'plab tadqiqotlar olib borishgan [8; 153-163-b., 9; 593-602-b., 10; 375-389-b., 11; 262-268-b., 12; 2492-2498-b.], Maheswari va boshqalar [13; 17-33-b.]. MAS usuli takroriy tanlov qilish va har qanday turdagi ekinlarda urug'chiligini yaxshilash uchun muhim vosita ekanligini ta'kidlagan [14; 55-67-b.].

Nayakning tadqiqotlariga asoslanib, navlarni ko'paytirishda eng samarali bo'lgan marker yordamida seleksiya usuli morfologik xususiyatlarning nisbiy ahamiyatini hisobga olgan holda yoki hisobga olmagan holda, molekulyar markerlardan foydalangan holda urug'chilik yo'nalishidagi jozibador individlarni tanlash usulidir deyish mumkin [15; 183-197-b.]. Bu usul, ayniqsa, chidamli turlarni yaratish uchun yaxshi samara beruvchi usuldir [16; 1-9-b.]. G'o'zaning hali nihollik davrlaridayoq spesifik markerlarlar yordamida chidamli genotiplarni ajratib olish mumkin [17; 1-19-b.]. Chidamli navlarni ekish, paxta hosilining oshishi va tannarxning keskin tushushiga paxtadan olinadigan foydaning oshishiga olib keladi [18; 563-577-b.].

Material va metodlar

Tadqiqotni bajarish davomida ananaviy seleksiya va genetika, markerlarga asoslangan seleksiya va statistika usullarida foydalanilgan.

Genomik DNA ajratib olish va vizualizatsiya qilish:

3-4 chinbarg chiqish fazasida har bir genotip yosh barglardan steril qaychi yordamida 0.5 gr namuna olinadi. Namunalar sterillangan distirlangan suv va etanol spirti yordamida yuviladi va eppendorf probirkalariga solinadi. Probirkalarni laboratoriyaga tashish davomida quruq muzdan foydalaniladi, DNA izolatsiyasiga qadar namunalar -20 °C saqlanadi. DNK izolyatsiyasi Sentiltrimeyhtlaminiumbromid (CTAB) protokoli asosida amalga oshirildi [19].

SSR amplifikatsiyasi.

SSR amplifikatsiyasi PCR amplifikatorida amalga oshirilib, gel elektroforez yordamida tekshirildi. PCR protokoliga ko'ra denaturatsiya +95 °C haroratda 3 daqiqa, keyin 34 sikl +95 °C da 30soniya, +55 °C da 30 soniya, +72 °C da 1 daqiqa, davom etadi. Har bir PCR jarayoni uchun reaksiya hajmi 15 µL ni tashkil qildi. PCR reaksiyasi master Mix 0.75 µL dNTP (Conc.10 mM), 1.5 µL 10X PCR buffer, 1 µL F(forward) primer, 1 µL R (reverse) primer, 0.5 µL Taq DNA

polymeraza (Conc.5 μ L), 2 μ L template DNA (Conc. 40ng/ μ L), 8.25 μ L ddH₂O (distillangan,sterillangan suv) lardan tashkil topgan [19].

Olingan ma'lumotlarning statistik tahlillari Origin Pro dasturida ANOVA usulida [20], dala fenologik kuzatuvlari «Dala tajribalarini o'tkazish uslublari» (2007) bo'yicha olib borildi [21], G'o'zaning o'rgimchakkana bilan zararlanish darajasi Xodjayeov Sh.T. (2004) usulida [22] va tola sifati «Agrosanoat majmuida xizmat ko'rsatish markazi» ning sinov laboratoriyasida Uster HVI Spectrum tola klassifilatsiyasi tizimida tahlil qilindi.

Tajriba natijalari

MAS usulidan foydalanib o'rgimchakkanaga bardoshli boshlang'ich manbaalar tanlash maqsadida olingan F2 duragay o'simliklaridan ajratilgan genom DNK si namunalarining tekshiruv natijalariga ko'ra namunalardagi DNK kontsentratsiyasi turli miqdorda bo'lishidan qat'iy nazar namunalarning tozalik darajasi PZR reaksiyasi uchun maqbul holda ekanligini ko'rsatgan.

Polemeraza zanjir reaksiyasi (PZR) uchun 1- jadvalda keltirilgan tarkibli "master mix" ishchi aralashmadan foydalanilgan.

1- jadval.

PZR uchun ishchi aralashma (master mix) tarkibi.

| Komponentlar | Hajmi |
|--------------------|------------|
| ddH ₂ O | 6 μ L |
| 5 x Master Mix | 1 μ L |
| Praymer -F | 1 μ L |
| Praymer -R | 1 μ L |
| DNK | 1 μ L |
| Bitta namuna hajmi | 10 μ L |

DNK markerlarining genom bo'ylab ampifikatsiyasi 35 sikldan iborat standart PZR dasturida amalga oshirilgan (2- jadvalga qarang).

2-jadval

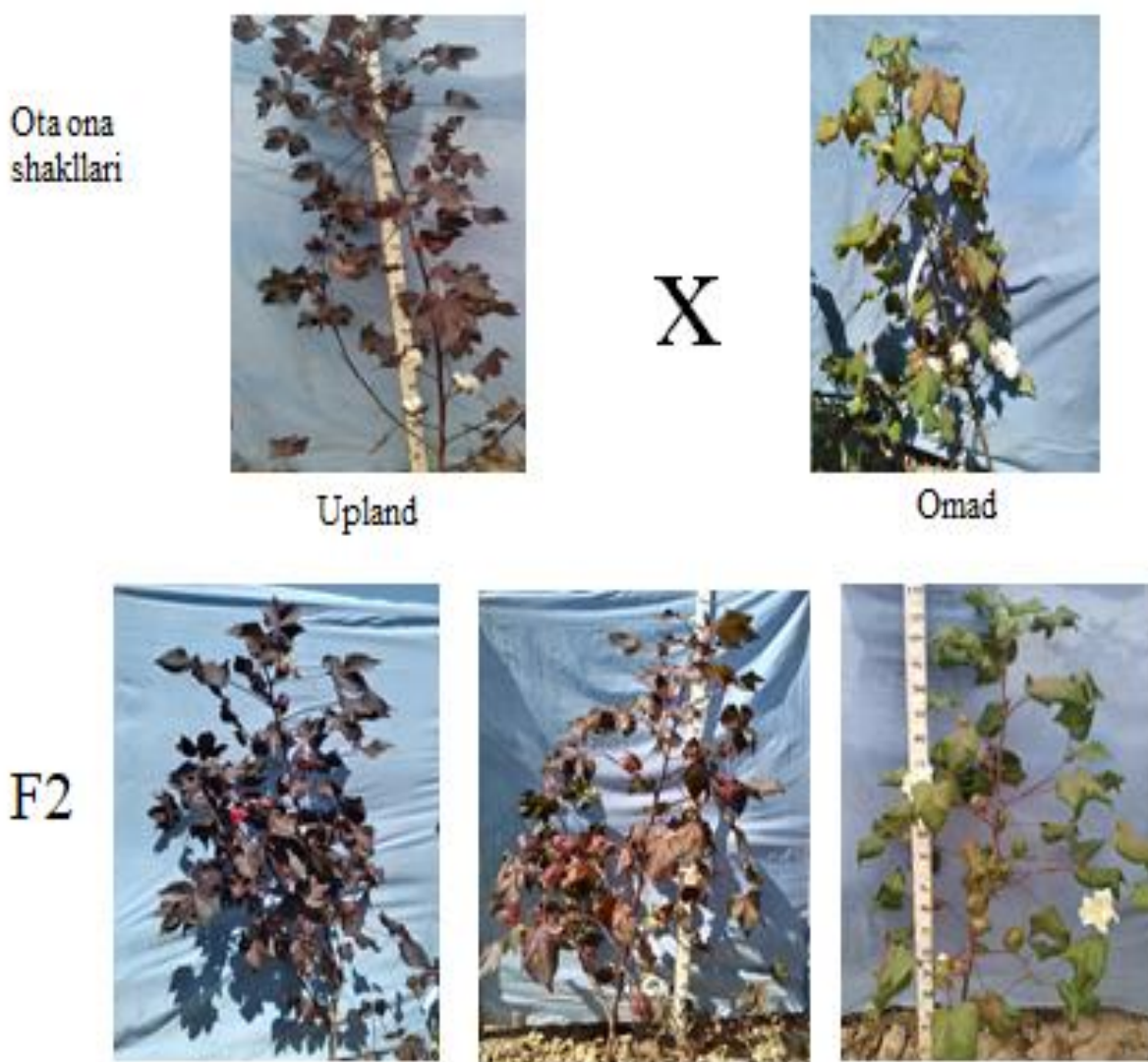
PZR reaksiyasi uchun foydalanilgan ampifikatsiya dasturi bosqichlari.

| | Boshlang'ich denaturatsiya | Denaturatsiya | Praymerni genomga joylashuvi | Elongatsiya | Yakunlovchi elongatsiya | PZR mahsulotini ampifikatorda saqlanishi |
|---------|----------------------------|---------------|------------------------------|-------------|-------------------------|--|
| Harorat | 95 °C | 95 °C | 55 °C | 72 °C | 72 °C | 4°C |
| Vaqt | 2 min | 30 sek | 30 sek | 1 min | 2 min | ∞ |
| Sikl | 1x | 35x | | | 1x | |

Tadqiqot namunalari gel-elektroforez tahlili yordamida PZR ampikonlarning molekulyar og'irligi bo'yicha, "AmpliSize Molecular Ruler, 50bp" molekulyar og'irlik marker yordamida aniqlangan. Namunalarni genotiplash "Microsoft Excel 2021" va iMEC kompyuter dasturi orqali amalga oshirilgan.

Upland × Omad duragay kombinatsiyasida tanlovlar so`ruvchi zararkunandalarga chidamlilik geni bilan birikkan BNL 1705 SSR praymeri [62;42-b.] yordamida amalga oshirildi.

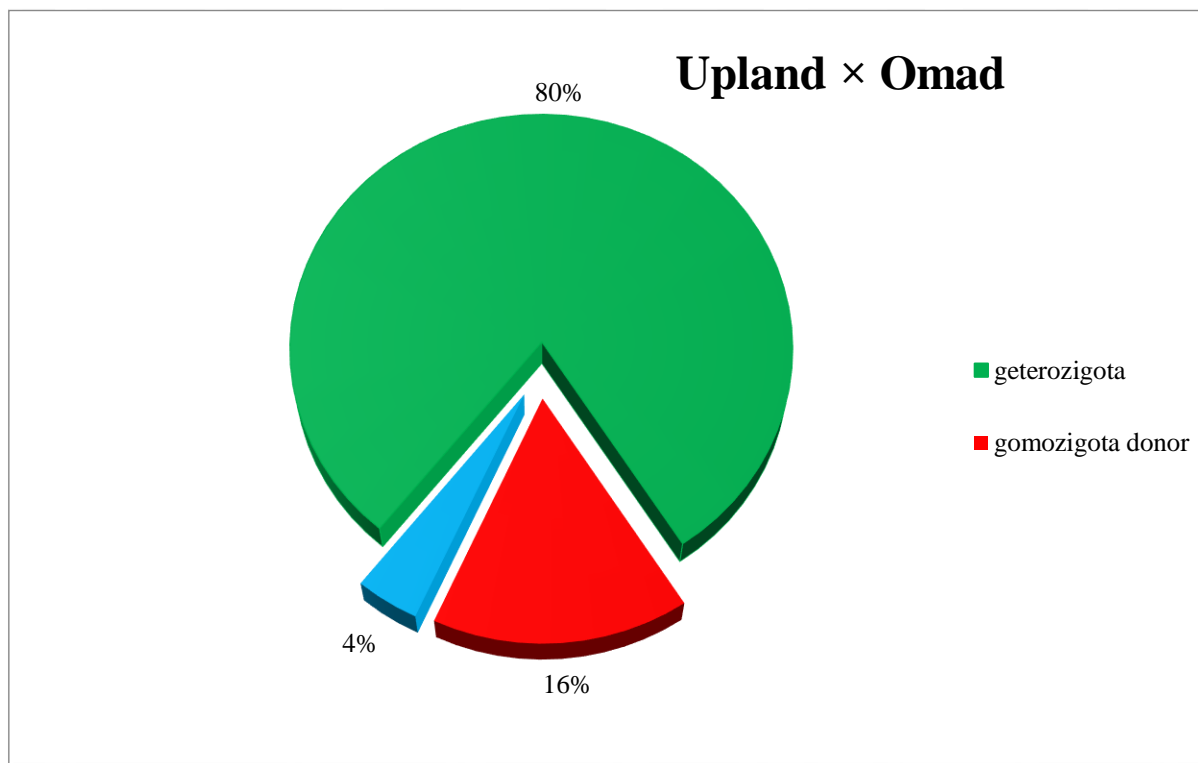
Chidamsiz shaklida 160-175 juft asosli allellar mavjud bo`lsa, o`rgimchakkanaga chidamli namunada 160- 200 juft asosli allellar mavjudligini kuzatilgan . Upland x Omad duragay kombinatsiyalarida fenotipik jihatdan ham ajralishlar kuzatilgan, Ya`ni chidanli chidamlilik geni bo`yicha chidamlilik geni bo`yicha donor na`munalar poyasi antatsion rangga ega bo`lgan. Chidamsiz namuna poyasi esa yashil rangga ega bo`lgan. Ulardan olingan duragay kombinatsiyalarda antatsion, yashil va oraliq forma (yarim antatsion) rangli poyali osimliklar uchragan (1- rasmga qarang).



1-rasm. Upland, Omad navlari va ularni chatishtirish yo`li bilan olingan ikkinchi avlod durgay kombinatsiyalarda ro`y bergan poyasini rangi bo`yicha fenotipik ajralish.

Upland × Omad duragay kombinatsiyasining ikkinchi avlod o`simliklaridan ajratilgan DNK namunalari BNL1705 DNK marker yordamida PZR skrining qilinib, genotipik baholanganda, ushbu duragay kombinatsiyasining F₂ avlodida genotipik ajralishlar sodir

boʻlganligini koʻrish mumkin. Genotipik tahlil natijasiga koʻra chidamlilik belgisi boʻyicha geterozigota oʻsimliklar 80 % ni, chidamlilik geni boʻyicha chidamlilik geni boʻyicha donor allellariga ega gomozigota oʻsimliklar 16% ni, retsipient allellariga ega gomozigota oʻsimliklar 4% ni tashkil qilgan (2-rasmga qarang).

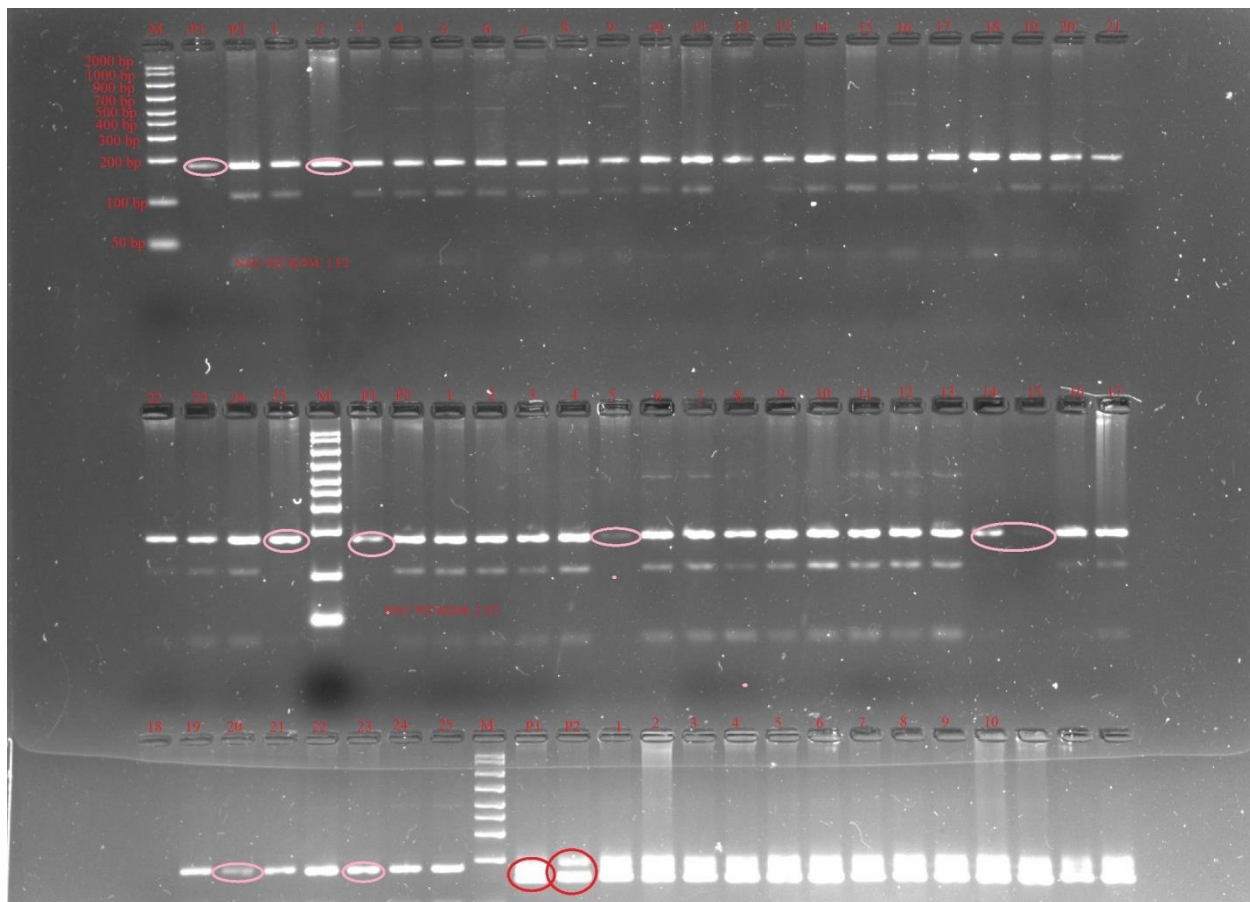


2-rasm. Upland × Omad duragay kombinatsiyasining F₂ avlodi oʻsimliklarida kuzatilgan genotipik ajralish holati.

New Impr × Namangan 77 duragay kombinatsiyasining F₂ avlodidan tanlovlar BNL1705 SSR markerida monomorflik kuzatilganligi bois soʻruvchi zararkunandalarga chidamlilik geni bilan birikkan yana bir SSR marker NAU922 [18, pp. 1–7] bilan amalga oshirildi. Namangan 77 namunasida 190 juft asosda 1ta allell mavjud boʻlsa, New Impr namunasi 110, 190 juft asoslarda ikkita allell mavjud boʻlgan. New Impr × Namangan 77 duragay kombinatsiyalarida 5, 14, 15, 20, 23 raqamli namunalarda ajralishlar kuzatilib chidamsiz namuna allellari bilan bir xil bent bergan (3- rasmga qarang). Bu kombinatsiyada ham chidamsiz namuna allellari bilan bir xil allellarga ega oʻsimliklarda oʻrgimchakkana bilan zararlanish holatlari kuzatilgan.

New Impr × Namangan-77 duragay kombinatsiyasining ikkinchi avlod oʻsimliklaridan ajratilgan DNK namunalari NAU922 DNK marker yordamida PZR skrining qilingan, genotipik baholanganda, ushbu duragay kombinatsiyasining F₂ avlodida genotipik ajralishlar sodir boʻlgan.

Genotipik tahlillar natijasiga koʻra oʻrgimchakkana bilan zararlanishga chidamlilik belgisi boʻyicha geterozigota oʻsimliklar 60 % ni, chidamlilik geni boʻyicha chidamlilik geni boʻyicha donor allellariga ega gomozigota oʻsimliklar 20% ni, retsipient allellariga ega gomozigota oʻsimliklar 20 % ni tashkil qilgan (3-rasmga qarang).



3- rasm. Upland x Omad, New Impr x Namangan 77 duragay kombinatsiyalarining F₂ duragaylari orasida polimorfizm. NAU 922 BNL, 1705 SSR markerlari gelelektroforezidagi rasmi. M- molekulyar og'irlikni bildiruvchi marker, P1, P2 – ota ona shakllari, 1-qator 1-25 Upland x Omad duragay kombinatsiyasi F₂ avlod o'simliklari. 2-qator 1-25 New Impr x Namangan 77 duragay kombinatsiyasi F₂ avlod o'simliklari. 3-qator 1-13 BNL SSR marker Upland x Omad duragay kombinatsiyasi o'simliklari.

Tanlash foydalanilgan spesifik markerlarning geterezigotalik va pik qiymatlari genotiplash natijalariga asosan iMEC dasturida hisoblab topilgan (3- jadvalga qarang).

3- jadval.

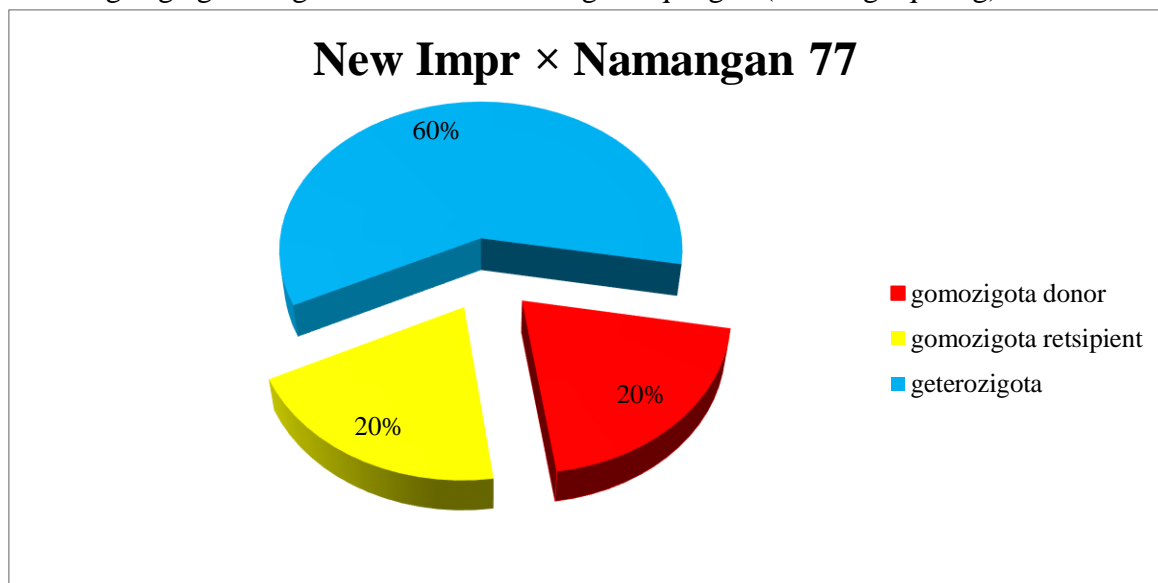
MAS usulida tanlashda foydalanilgan DNK markerlarining PIC qiymatlari.

| DNK markeri | Praymer sekvensi (Forward/Reverse) | He | Pic |
|-------------|------------------------------------|--------|--------|
| BNL1705 | F: GCCAATTTAGTATAGGAAGCAAGT | 0,1579 | 0,1454 |
| | R: CATGTATTATTTTCACCCCTCTCT | | |
| NAU922 | F: GGAGTTTGGGAAACCCTATC | 0,1975 | 0,1780 |
| | R: CCATGACTTGAAGCAGATGA | | |

New Impr × Namangan 77 duragay kombinatsiyasida ham polimorfizm kuzatilgan 5, 14,15, 20, hamda 23 raqamli chidamlilik allellari kuzatilib, ushbu o'simliklarda 2023 yil mavsum davomida o'rgimchakkana bilan zararlanish holatlari kuzatilmagan. 1, 12, 21 raqamli o'simliklar retsipient allellariga ega o'simliklar bo'lib, bu o'simliklarda mavsum davomida mos ravishda 30.4

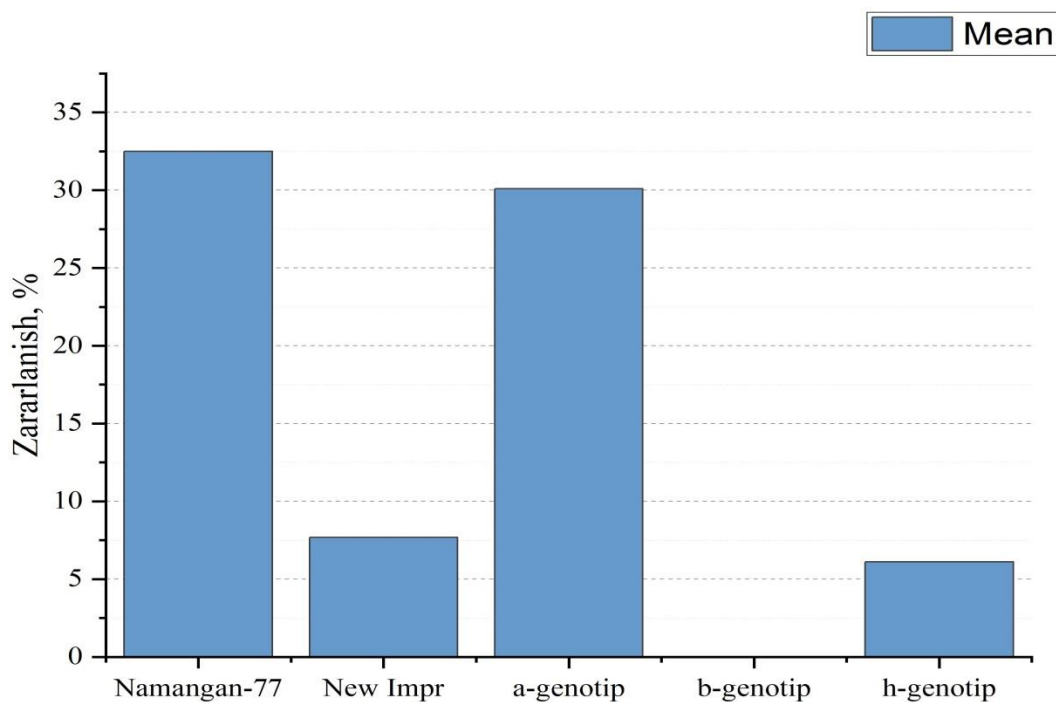
%, 36 %, 24.1 % gacha zararlanish holati kuzatilgan. Geterozigotalik holati nomoyon bo`lgan qolgan namunalarda ham o`rgimchakkana bilan zararlanmaslik, yoki zararlangan taqdirda chidamlilik geni bo`yicha chidamlilik geni bo`yicha donor o`simlik zararlanish darajasidan ortib ketmagan zararlanish darajasi kuzatilgan. Ikkinchi New Impr x Namangan 77 duragay kombinatsiyasidagi 10, 13, 16, 17, 19, 22, 24 raqamli o`simliklar bunga yaqqol misol bo`la oladi. Bundan ko`rinib turibdiki chidamlilik allelliga ega bo`lgan namunalarda ham o`rgimchakkana bilan zararlanishi mumkin ammo, hosildorlik ko`rsatgichlariga katta zarar yetkaza olmagan.

New Impr x Namangan 77 duragay kombinatsiyasi PZR tahlillariga asosan F₂ avlodlarda genotipik ajralishlar sodir bo`lgan. Unga ko`ra o`rganilgan New Impr x Namangan 77 duragay kombinatsiyasi F₂ avlodlarda 60% geterozigota o`simliklar, 20 % o`simliklar chidamlilik geni bo`yicha chidamlilik geni bo`yicha donor allellariga ega gomozigota o`simliklar, 20 % retsipient allellariga ega gomozigota o`simliklar ekanligi aniqlangan (4-rasmga qarang).



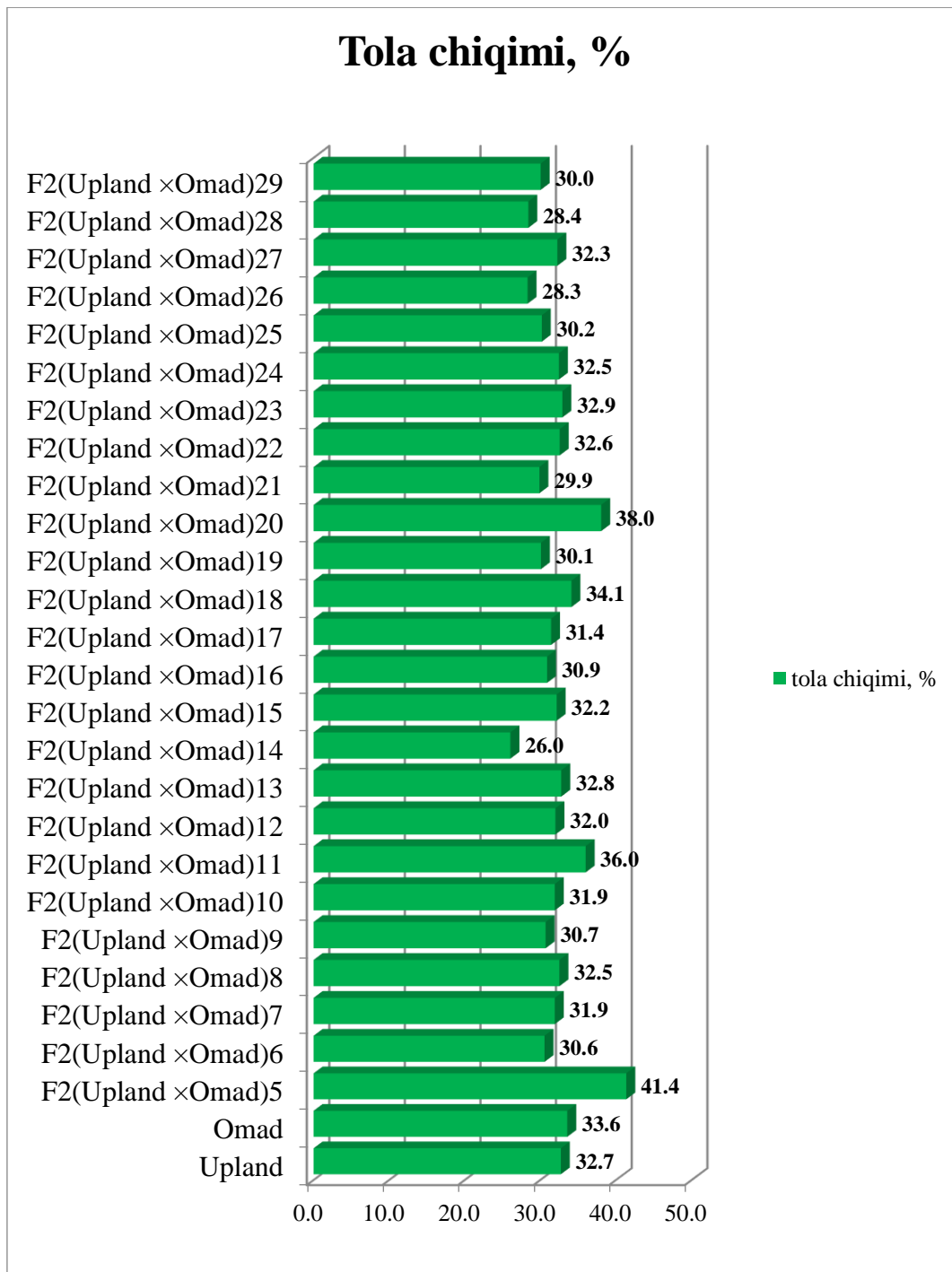
4-rasm. New Impr x Namangan 77 F₂ duragay kombinatsiyasida genotipik ajralish.

PZR tahlillari asosida genotiplangan New Impr x Namangan 77 F₂ avlodi namunalarning genotipik ajralishi bo`yicha zararlanish darajasi o`rganilganda a genotipda Namangan-77 navidan o`tgan allellar nomoyon bo`lgan va o`rgimchakkana bilan zararlanishga chidamlilik xususiyatiga ko`ra Namangan-77 naviga o`xshash F₂ avlod o`simliklari hisoblanadi. Tajribalar natijalariga ko`ra a genotip o`simliklarida o`rgimchakkana bilan o`rtacha 30,0 % zararlanish kuzatilgan bo`lib, retsipientdan 2,5% kam zararlangan, o`rgimchakkana bilan zararlanishga chidamlilik geni bo`yicha donor o`simlikdan 22, 1 % ko`p zararlangan. Genotipik ajralish bo`yicha b genotipga mansub o`simliklar o`rgimchakkana bilan zararlanishga chidamlilik xususiyati bo`yicha donor namuna New Impr ga o`xshash osimliklar hisoblanib, bunday o`simliklarda o`rgimchakkana bilan zararlanish kuzatilmagan. Genotipik ajralish bo`yicha keying guruh o`simliklari h genotipga mansub bo`lib, bunday o`simliklarda o`rgimchakkana bilan zararlanishga chidamlilik belgisi bo`yicha donor va retsipient o`simliklari har ikkalasining allellari mavjud bo`ladi. Ya`ni bunday o`simliklar geterozigota holatidagi o`simliklar hisoblanadi. Tajriba natijalariga ko`ra h genotip o`simliklari o`rgimchakkana bilan o`rtacha 6,4 % zararlanishi holati kuzatilgan (5-rasmga qarang).



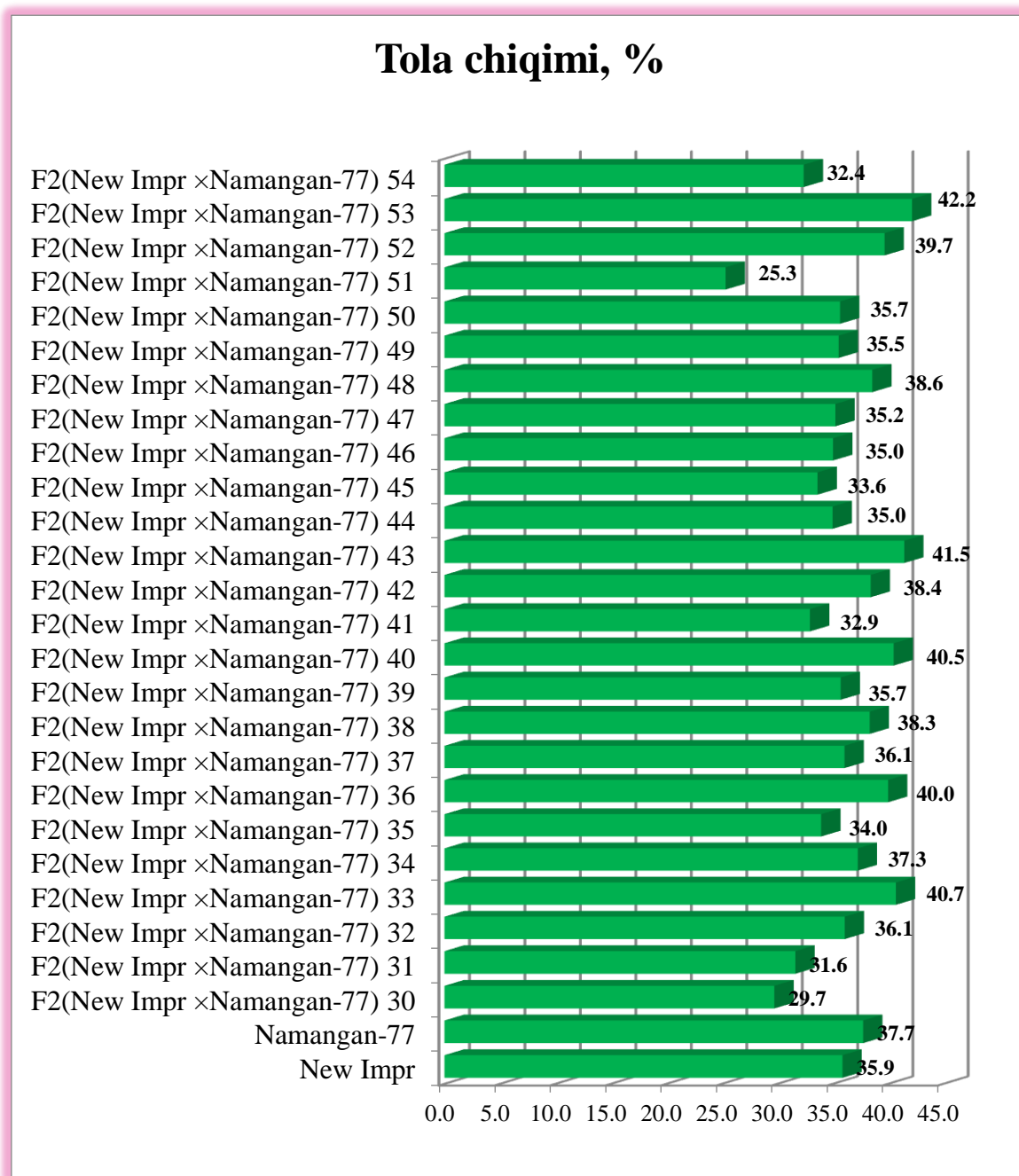
5-rasm. New Impr × Namangan 77 duragay kombinatsiyasida genotipik ajralish bo`yicha zararlanish darajasi.

Genotipik tahlillar uchun o`rganilayotgan o`simliklarning Upland × Omad, hamda New Impr × Namangan 77 duragay kombinatsiyalarining F₂ avlodi o`simliklaridan 25 tadan o`simliklar DNK markerlari asosida yakka tanlovlar qilingan. Ushbu o`simliklarning xo`jalikka qimmatli belgilardan biri tola chiqimi belgisi bo`yicha o`rganilganda (4.28-rasmga qarang), Upland × Omad duragay kombinatsiyasining F₂ avlodi o`simliklaridan Upland × Omad 5/G, Upland × Omad 11/G, Upland × Omad 18/G, Upland × Omad 20/G, genotiplarining tola chiqimi ota ona shakllarining tola chiqimidan yuqori bo`lgan. Hamda ishlab chiqarish talablariga mos bo`lgan (6-rasmga qarang).



6-rasm. Upland x Omad duragay kombinatsiyasi genotiplarining tola chiqimi.

New Impr x Namangan-77 duragay kombinatsiyasi o`simliklarida tola chiqimi belgisi o`rganilganda, New Impr x Namangan-77 32/G, New Impr x Namangan-77 34/G, New Impr x Namangan-77 37/G genotiplari faqatgina onalik shakli New Impr namunasida yuqori tola chiqimiga ega bo`lgan(7-rasmga qarang).



7-rasm. New Impr x Namangan-77 duragay kombinatsiyasi genotiplarining tola chiqimi

New Impr x Namangan-77 33/G, New Impr x Namangan-77 36/38, New Impr x Namangan-77 40/G, New Impr x Namangan-77 42/G, New Impr x Namangan-77 43/G, New Impr x Namangan-77 48/G, New Impr x Namangan-77 52/G, New Impr x Namangan-77 53/G genotiplari ham New Impr ham Namangan-77 namunasi tola chiqimidan yuqori, hamda ishlab chiqarish talablariga mos tola chiqimiga ega ekanligi aniqlangan.

Xulosalar

Ota ona shakllari sifatida tanlangan namunalar chidamlilik belgisiga birikkan DNK markerlari yordamida PZR skrining qilinganda orgimchakkana bilan zararlanishga bardoshli va sezgir navlar orasida o`zaro polimorfizm mavjudligi aniqlangan.

So`ruvchi zararkunandalarga chidamlilikka birikkan BNL1705, NAU922 SSR markerlari o`rgimchakkana bilan zararlanishga chidamlilik geniga ham bog`langanligi aniqlangan.

O`rgimchakkana bilan zararlanishga chidamli va sezgir namunalar o`zaro chatishtirilib olingan duragay kombinatsiyalarda chidamlilik belgisi dominantlik qildi.

Duragay kombinatsiyalarning ikkinchi avlodida fenotipik va genotipik ajralishlar sodir bo`lgan. DNK markerlari yordamida chidamlilik allellariga ega F₂ avlod o`simliklari orasidan New Impr × Namangan 77-5/G, New Impr × Namangan 77-14/G, New Impr × Namangan 77-15/G, New Impr × Namangan 77-20/G, New Impr × Namangan 77-23/G, Upland × Omad-19/G, Upland × Omad-33/G, Upland × Omad-35/G genotiplar tanlab olingan. O`rgimchakkana bilan zararlanishga bardoshli bo`lgan boshlang`ich ashyolar yaratilgan.

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ANALYSIS OF THE CONNECTION OF THE DATABASE WITH THE PROGRAMS.

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Abstract. This article analyzes the methods of connecting the database with software tools. Its application value includes the improvement of practical effects, software differences and convenience. Combining the practical features of the database programming tool, this article covers the selection of database types, database creation, database storage mode selection, file protection, selection of programming tool optimization, and software system upgrade design.

Key words: Database, digital data, sql, mysql, postgresql, oracle, software tools, php, java, python, wamp, xampp, tomcat, open server and laragon servers.

АНАЛИЗ СВЯЗИ БАЗЫ ДАННЫХ С ПРОГРАММАМИ.

Аннотация. В данной статье анализируются способы подключения базы данных с помощью программных средств. Ценность его применения включает улучшение практических эффектов, различий в программном обеспечении и удобства. В этой статье, сочетающей в себе практические возможности инструмента программирования баз данных, рассматриваются выбор типов баз данных, создание базы данных, выбор режима хранения базы данных, защита файлов, выбор оптимизации инструмента программирования и проектирование обновления программной системы.

Ключевые слова: База данных, цифровые данные, sql, mysql, postgresql, oracle, программные инструменты, php, java, python, wamp, xampp, tomcat, открытый сервер и серверы laragon.

INTRODUCTION

With the continuous development of the new digital era, the scope of data storage has expanded. It can create an automated, easy-to-use and easy-to-use internal information processing system for the enterprise [1]. Currently, the work related to the digital data warehouse is developing throughout Uzbekistan, therefore, the data warehouse and software are among the large-scale systems. It then collects data and transmits it to the platform to further improve the efficiency of the targeted work. At the same time, the programming tool can perform a targeted file processing process to prevent the leakage of internal enterprise information and ensure the enterprise's profit. However, a database programming tool will need to create a software repository based on certain requirements and analyze specific programming issues for the stability of the database software. In addition, this document provides valuable information for production activities and ensures the preservation of information in the database, thereby contributing to the sustainable and harmonious development of society.

THE MAIN PART

In the construction of computer software engineering, the main construction content is the construction of the basic framework structure of the system. At the same time, based on the network operating environment, application analysis of database performance is performed to improve the standardization of the entire application system. There is a lot of work involved in the

entire process from creating a data warehouse to using it. However, the entire usage process can be controlled using a database programming tool [2].

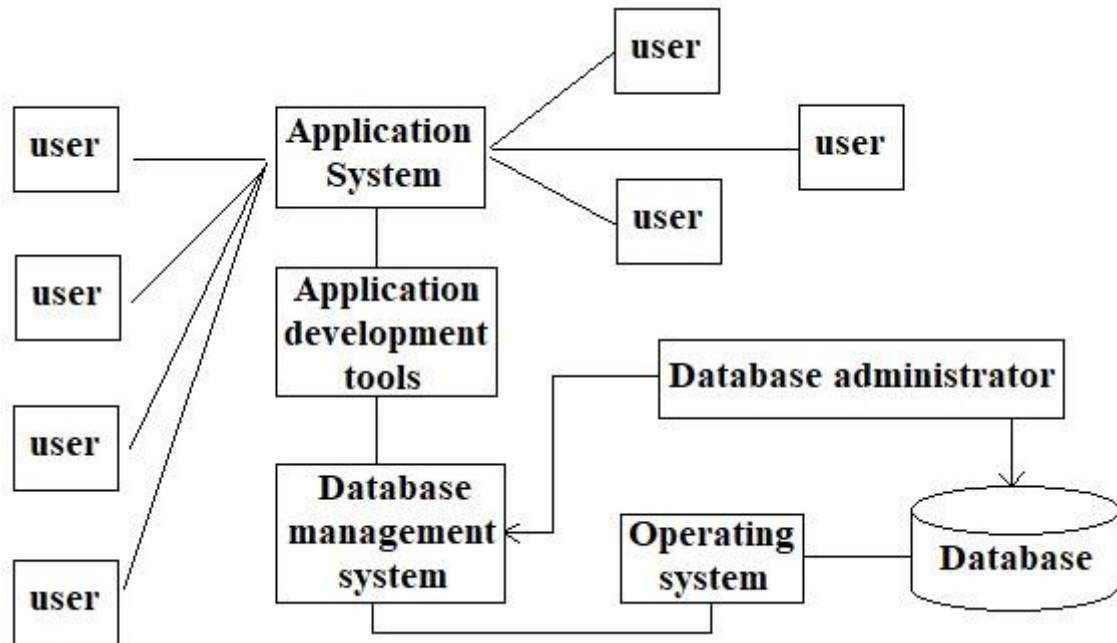


Figure 1. Schematic diagram of the operation of the database.

As shown in Figure 1 mentioned above, after a user submits an application request, it is directly loaded into the application system. The required data is then extracted from the database management system and returned to the user to complete the data application cycle. It also effectively improves the practical effect of the data warehouse, allows to fulfill the expected requirements and increases the satisfaction of the user services [3].

Computer software database programming tool.

It covers all types of information technology and media based on computer software database programming technology, which ensures the normal operation of the information processing system and the processing of various tasks. Database programming technology helps to create and develop a computer database and plays an important role in its main features [4]. In order to ensure that the efficiency and performance of the software engineering design meet the relevant design requirements, the application direction and performance requirements must be determined before programming the data warehouse [5]. This requires software engineers to interact with users and implement actual software programming after fully understanding users' needs. First, after the needs of users, it is necessary to create a basic system framework that can meet the needs of users, fill in relevant content in real time, and increase the functional content of measurement and drawing software. Functional measuring and plotting software can resist the operation of common threats in a networked environment.

Database software connections.

Typically, database software connections are based on the following algorithm. Variables are given a name for connection. It is called localhost, username, password. The connection condition is entered into the operator, if there is an error connecting to the database, the code inside the condition will apply the condition. If otherwise there are no errors connecting to the database, then the text output "Connected to the database" will work. The block diagram shown in Fig. 2.

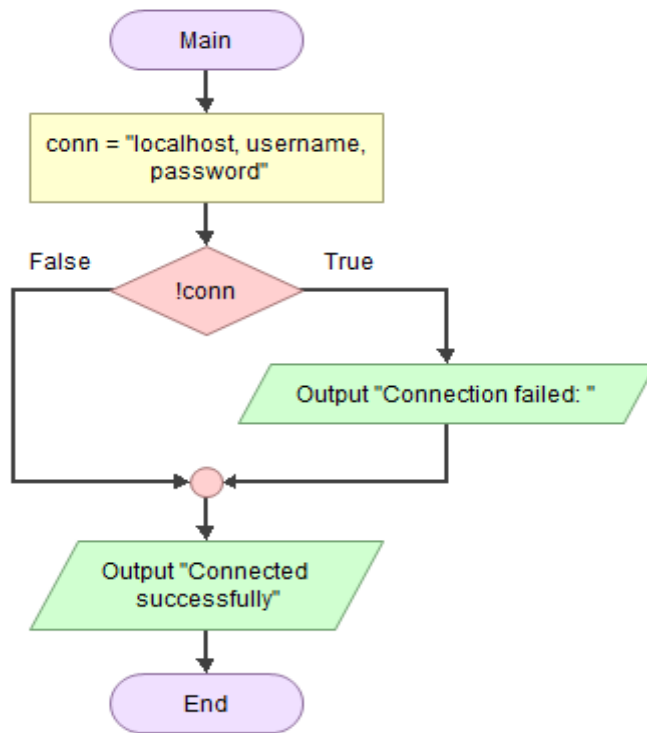


Figure 2. Database connection block diagram.

An analysis of the database connection to the software is shown in Table 1 below.

Table 1.

Data warehouse software connectivity analysis and text counts.

| № | Software | Number of texts |
|---|-----------------------------|-----------------|
| 1 | C++ programming language | 639 |
| 2 | JAVA programming language | 625 |
| 3 | Golang programming language | 553 |
| 4 | Python programming language | 440 |
| 5 | PHP programming language | 261 |

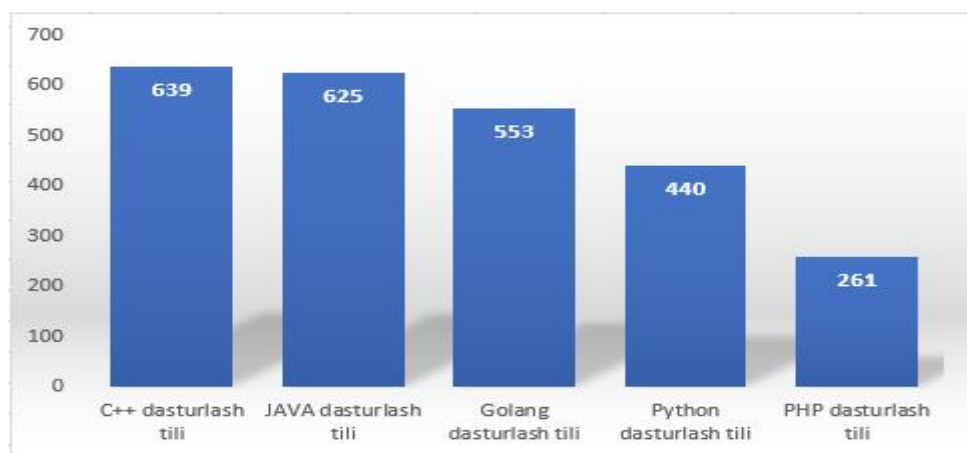


Figure 3. Diagram of the code(s) written in the program.

PHP is a server-side scripting language and is a powerful tool for creating dynamic and interactive web pages. PHP is a widely used, free and effective alternative to competitors such as

Microsoft ASP. Also, codes are written differently in different programs. Therefore, the diagram presented in Figure 3 differs in that the number of codes written in the PHP programming language is small and it does not select servers.

When the programs written in PHP programming language are placed on the server, they can work easily on wamp, xampp, tomcat, open server and laragon servers. Also, the use of PHP programming language in the project was found to be of the same purpose.

PHP is a great and popular language!

- ✚ It's powerful enough to be at the core of the biggest blogging system on the internet (WordPress)!
- ✚ Deep enough to manage large social networks!
- ✚ It's also very easy to become the first server language for beginners!

CONCLUSION

In conclusion, the data warehouse programming tool has a very high practical value in the design process of computer software. We can combine the practical features of a data warehouse programming tool for detailed analysis and design of various engineering parameters. On the one hand, it can improve the quality of work and work efficiency. On the other hand, this has a positive meaning for increasing the stability of the work activity stage and increasing the main competitiveness in the market.

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KASBIY TAYYORGARLIK VA UNI RIVOJLANTIRISH TUSHUNCHALARI TALQINI

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Annotatsiya. Mazkur maqolada ona tili va adabiyot o'qituvchilarining kasbiy tayyorgarliklarini rivojlantirish borasida mulohazalar bayon etilib, undagi tayanch tushunchalar ilmiy jihadan tahlil etilgan.

Kalit so'zlar: kasbiy tayyorgarlik, rivojlantirish, malaka, ko'nikma, ehtiyoj, buyurtma, didaktik, kommunikatsiya.

INTERPRETATION OF CONCEPTS OF PROFESSIONAL TRAINING AND ITS DEVELOPMENT

Abstract. In this article, comments on the development of professional training of native language and literature teachers are presented, and the basic concepts in it are analyzed from a scientific point of view.

Key words: professional training, development, competence, skill, need, order, didactic, communication.

ИНТЕРПРЕТАЦИЯ КОНЦЕПЦИЙ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ И ЕЕ РАЗВИТИЯ

Аннотация. В данной статье представлены комментарии к развитию профессиональной подготовки учителей родного языка и литературы, а также анализируются основные понятия в ней с научной точки зрения.

Ключевые слова: профессиональная подготовка, развитие, компетентность, умение, потребность, порядок, дидактика, общение.

Ta'lim tizimida amalga oshirilayotgan islohotlar jarayonida malaka oshirish institutlarida o'quv-tarbiya ishlari samaradorligini oshirish, o'qituvchilarning kasbiy ko'nikma va malakalarini takomillashtirish hamda kasbiy tayyorgarliklarini rivojlantirish borasida malaka oshirish jarayonida amalga oshirilishi lozim bo'lgan bir qancha vazifalar mavjudligini ko'rsatmoqda.

Ijtimoiy hayotning turli sohalarida, xususan, xalq ta'limi tizimida faoliyat yuritayotgan ona tili va adabiyot mutaxassislari kasbiy bilimlarini mudom oshirib borishlari, sohadagi o'zgarishlarni tez ilg'ashlari, ular bilan yaqindan tanishish asosida bilimlarini boyitib borishlari shular jumlasidandir. Prezident I.A.Karimov ta'kidlaganidek, «Toki hayot davom etar ekan, ta'lim ham, tarbiya ham zamon o'rtaga qo'yayotgan yangi-yangi talablarga ko'ra mustaqil ravishda o'zgarib-yangilanib boraveradi»⁵⁰ [2, 45].

Mutaxassislar bilan ishlashda ular joylashgan makon ham ahamiyat kasb etadi. Hududiy xalq ta'limi xodimlarini qayta tayyorlash va ularning malakasini oshirish institutlaridagi kurslar tinglovchilarga ona tili va adabiyot darslarini o'tishda qo'l keladigan bilimlarni beribgina qolmay, mustaqil izlanishga yo'naltirilgan metodik yordam ko'rsatishi joizdir.

⁵⁰ Каримов И.А. Баркамол авлод орзуси. –Тошкент: Шарк, 1999. – 184 б.

Zamonaviy sharoitda malaka oshirish sohaga doir yutuqlar va innovatsion texnologiyalarni o'zlashtirish, shu asosda kasbiy bilim, ko'nikma va malakalarni takomillashtirib, yangilashnigina nazarda tutmaydi. Ijtimoiy taraqqiyot, ta'lim islohoti o'qituvchilar malakasini oshirish va qayta tayyorlashni yangi metodologik asosda tashkil etish, eng avvalo, *ichki ehtiyoj*, kasbiy va ma'naviy qiziqishni *tashqi ta'sir* imkoniyatlari bilan o'zaro uyg'unlashtirish, insonning o'z-o'zini anglashi asosida tashkil etishni lozim, deb biladi⁵¹ [16, 5].

Uzluksiz ta'lim tizimida yosh avlodni o'qitish va tarbiyalash kabi serqirra vazifani faqat malakali o'qituvchi muvaffaqiyatli amalga oshirishi mumkin. Pedagog qiyofasida barkamol shaxs va malakali mutaxassisga xos bo'lgan barcha sifatlar o'z aksini topa olishi zarur. Mazkur sifatning namoyon bo'lishi o'qituvchining kasbiy tayyorgarlik darajasini tavsiflaydi⁵² [13, 26].

Soha mutaxassislari fikriga ko'ra, o'qituvchining shaxsiy va kasbiy rivojlanishi shaxsiy imkoniyatlarini ro'yobga chiqarish demakdir. Jumladan, N.Muslimov⁵³ [15, 40-45] ijodkorlik kasbiy faoliyatni loyihalashga bo'lgan ob'ektiv ehtiyojdir, deb hisoblaydi. Olimning ta'kidlashicha, o'qituvchi kasbiy tayyorgarlik jarayonini individual loyihalash kasbiy-pedagogik ta'limning yetakchi mezonini bo'lib qolgan. O'qituvchi kasbiy shakllanishi natijasini anglatuvchi yangi tushuncha – «kasbiy-pedagogik o'ziga xoslik»ning yuzaga kelishi hamda rivojlanishi to'g'risida so'z yuritib, «rivojlanish» va «shakllanish» tushunchalari ma'no jihatdan bir-biriga yaqin bo'lsa-da, e'tibor jarayonga emas, balki natijaga qaratilishini e'tirof etadi.

Bizningcha esa, rivojlanish va shakllanish tushunchalari o'z mohiyati, ma'nosi jihatidan yaqin so'zlar emas, balki biri ikkinchisini taqozo etuvchi jarayonlardir.

O'qituvchi shaxsi unda mavjud qobiliyatga bog'liq tarzda rivojlanadi. M.G.Davletshin «Zamonaviy maktab o'qituvchisining psixologiyasi» nomli qo'llanmasida⁵⁴ [8] o'qituvchining **didaktik** (fanga qiziqtirish, aniq va oson anglatish, mustaqil fikrlashga o'rgatish); **akademik** (matematika, fizika, biologiya, ona tili, adabiyot, tarix va shu kabi fanlarga xos); **perseptiv** (o'quvchi ichki dunyosi, ruhiy holati kabi nozik jihatlarni tushunish); **nutq** (kechinmalarni nutq, yuz ifodasi (mimika) va pantomimika yordamida aniq ifodalash); **tashkilotchilik** (o'z ishini to'g'ri tashkil qilish va o'quvchilarni jipslashtirish); **avtoritar** (o'quvchilarga hissiy-irodaviy ta'sir o'tkazib, ular orasida obro' ortira bilish); **kommunikativ** (bolalarga to'g'ri yondashish, ular bilan pedagogik maqsadga mos muloqotga kirishish, me'yorni unutmaslik); **pedagogik mulohaza** (o'quvchini ta'limiy va tarbiyaviy shakllantirish borasidagi urinishlari natijasini bashorat qila olish); **diqqatni taqsimlay olish** (bir vaqtning o'zida diqqatni bir qancha faoliyatga qarata olish) kabi 8 xil qobiliyatini sanab o'tgan.

Tadqiqotchi N.V.Kuzmina⁵⁵ [12] fikricha esa, pedagogik qobiliyat to'rt qismdan tarkib topgan: *prognostik* (bilimlarni o'zlashtirish); *prektivlik* (faoliyatni rejalashtira olish); *tashkilotchilik* va *kommunikativlik*.

⁵¹ Ражабова С.Ф. Касб-хунар коллежи ўқитувчисининг касбий маҳоратини оширишнинг ташкилий-педагогик асослари (Малака ошириш жараёнида): Пед. фан. ном. ... дис. – Тошкент: ЎМКХТТКМО ва УҚТИ, 2004. – 191 б.

⁵² Мардонов Ш.К. Педагог кадрларни таълимий кадрлар асосида тайёрлаш ва малакасини оширишнинг педагогик асослари: Пед. фан. док. ... дис. – Тошкент: ЎзПФТИ, 2006. – 257 б.

⁵³ Муслимов Н.А. Касб таълими ўқитувчисини касбий шаклланишининг назарий-методик асослари: Пед.фан.док. ... дис. – Тошкент: ЎМКХТТКМО ва УҚТИ, 2006. – 349 б.

⁵⁴ Давлетшин М. Замонавий мактаб ўқитувчисининг психологияси. – Тошкент: Ўзбекистон, 1999. – 30 б.

⁵⁵ Кузьмина Н.В. Формирование педагогических диагностических умений в процессе профессиональной подготовки будущего учителя. Автореф. ... канд. пед. наук. – Нижний Новгород: 1994. – 16 с.

O'qituvchi kasbiy rivojlanishining pedagogik salohiyatdan tashqari yana qator omillari mavjud. L.M.Mitina va O.V.Kuzmenkova⁵⁶ [14, 31] mulohazasiga ko'ra bunda shaxsning ish faoliyatida o'z imkoniyatlarini ijodiy namoyon qilishi bosh o'rin tutadi. Namoyon qilish uchun esa yashash tarzi hamda ichki dunyosini faol o'zgartira olish xususiyati asosiy omil sanaladi.

Mualliflar kasbiy o'zlikni anglash darajasining o'sishi kasbiy shakllanishga qulay sharoit yaratadi, deb hisoblashadi. O'qituvchining o'z imkoniyatlarini ijodiy tatbiq qila olishi shakllanish va rivojlanish natijasi tarzida qabul qilinadi. O'qituvchi faoliyatida muhim o'rin tutuvchi o'zini anglash tuyg'usi quyidagi bosqichlarda shakllanadi: *o'z shaxsiga nisbatan qiziqish; o'ziga* (yoki *o'z kuchiga*) *ishonch; o'zgalarga bo'lgan munosabat; o'zini ayblash* va *o'zini tutish*. Shu tarzda bino bo'lgan shaxsiy komillik kasbiy kamolot, malaka sari yetaklaydi.

Kasbiy malaka tushunchasi xususida soha mutaxassislari orasida tafovutli qarashlar mavjud. X.Abdukarimov⁵⁷ [4, 46] kasbiy malaka kasbiy-axloqiy; tashkilotchilik; tahlil va ijodkorlik malakasi ko'rinishida namoyon bo'ladi desa, G.Boymurodova⁵⁸ [7] buning xatoligini, «malaka» tushunchasi ish-faoliyat yoki hatti-harakat mohiyatini bildirishini, bevosita shaxs hatti-harakatining ifodalanish darajasini ko'rsatishini, pedagogik atamalar tizimida «kasbiy-axloqiy malaka» o'rniga kasbiy axloqning yuqori darajasi bo'lgan «kasbiy madaniyat» yoki «kasbiy yetuklik» tushunchalari qo'llanishini ta'kidlagan.

Biz bunday talqinlar bir yoqlama, degan fikrdamiz. Zotan, X.Abdukarimovning qarashlari kasbiy layoqatni to'laqonli aks ettirishga oiddir. Biror faoliyatni muntazam tashkil etish shaxsda muayyan ko'nikmalarni hosil qiladi. Ko'nikmalar faoliyatni izchil davom ettirish jarayonida malakalarga aylanadi. Shakllangan malaka esa shaxs faoliyatining tezkor, sifatli hamda samarali bo'lishini ta'minlaydi. Ishda samaradorlikka erishish kishini qanchalik qiziqтира, kasbiy faoliyatida shunchalik yuqori malakali bo'ladi. Shu bois kasbiy malakaga ega bo'lish, nafaqat, ijtimoiy, balki shaxsiy ahamiyatga ham egadir. Kadrlar kasbiy malakasini oshirish ta'lim tizimida muhim yo'nalish hisoblanishi bejiz emas. Avvalo, maxsus bilim, so'ng uzoq vaqt uzluksiz takrorlanadigan mashqlar orqali egallanadigan tajriba va ko'nikmalarni aql-idrok chig'irig'idan o'tkazib, jamlashtirish *malaka* hisoblanadi.

Ma'lumki, ta'lim olish, shu jumladan, malaka oshirish, o'z ustida ishlash ham me'yorida (sog'lom) rivojlanayotgan har bir inson uchun tabiiy va ijtimoiy ehtiyojdir. Ehtiyojning paydo bo'lishi uchun inson boshqalardan orqada qolayotganini his etishi, ularga yetib olishga o'zida kuch va imkoniyat topa bilishi zarur. Metodist olim Q.Yo'ldoshev bundan oldin «o'qituvchilarning kasbiy tayyorgarlik darajasini ... aniqlash yuzasidan diagnostik maqsadlarda so'rov o'tkazish hamda ularni tahlil etish»⁵⁹ [11, 13] zarur, deb hisoblaydi.

Pedagogik atamalar lug'ati⁶⁰ [9, 58] da «Kasbiy tayyorgarlik – ta'lim oluvchilarning muayyan ish yoki ishlar majmuini bajarish uchun zarur malakalarni jadal egallash maqsadini nazarda tutadigan pedagogik jarayon» deya ta'riflanadi. Bizningcha, kasbiy tayyorgarlik – ta'lim

⁵⁶ Митина Л.М., Кузьменкова О.В. Психологические особенности внутриличностных противоречий учителя // Вопросы психологии. – Москва, 1998. – № 3. – С.31-29.

⁵⁷ Абдукаримов Х. Касб тарбияси ва унинг ижтимоий педагогик мохияти. // Халқ таълими. – Тошкент, 2006. – № 4 – Б. 18-20.

⁵⁸ Боймуродова Г.Т. Бошланғич синф ўқитувчилари касбий-шaxсий тайёргарлигининг технологик тизими: Пед. фан. номз. ... дис. – Тошкент: ТДПУ, 2009. – 155 б.

⁵⁹ Йўлдошев Қ, Янгича педагогик тафаккур ва умумтаълим мактабларида адабиёт ўқитишнинг илмий-методик асослари. Пед. фан. док. ... дис. –Тошкент: ЎзПФТИ, 1997. – 302 б.

⁶⁰ Джурраев Р.Х., Толипов Ў.К., Сафарова Р.Ф., Тўракулов Х.О., Иноятова М.Э., Диванова М.С. Педагогик атамалар луғати / Р.Х.Джурраев тахрири остида. – Т.: Фан, 2008., – 196 б.

beruvchining muayyan pedagogik maqsadni amalga oshirishgacha bo'lgan mavjud malakalari majmui.

Biz bu o'rinda «malaka oshirish» va «rivojlantirish» tushunchalari mohiyatiga to'xtalib o'tishni joiz topdik. «Malaka – biror bir kasbni, ishni yaxshi o'zlashtirish natijasida orttirilgan tajriba, mahorat»⁶¹ [6, 533]. Malaka oshirish – uzluksiz ta'lim tizimi turlaridan biri bo'lib, barcha sohada ishlovchi mutaxassislar va rahbar xodimlarning kasbiy bilim va ko'nikmalarini yangilash hamda chuqurlashtirishni nazarda tutadi.

«Rivojlantirish» ko'proq miqdoriy xarakterga ega tushuncha bo'lib, individning shaxsga xos yangi xususiyatlarni umri mobaynida muntazam egallab borish jarayonini aks ettiradi. Nutq boyishi, bilim ko'payishi, axloqiy normalarni o'zlashtira borish, o'zgaralar munosabatlari bilan hisoblashishga odatlanish – rivojlanish belgilaridir. Lekin, fikrimizcha, ta'lim-tarbiya jarayonida miqdoriy jihatlariga qaraganda sifat ko'rsatkichlari ahamiyatliroqdir. Rivojlanish natijasida erishilgan ma'naviy sifatlarning qat'iylik bilan shaxs xarakteriga aylanishi va uning ma'naviy qiyofasini belgilashi **shakllanish** tushunchasining mohiyatini aks ettiradi.

Inson tabiatida mavjud takomillashish, **rivojlanish**ga bo'lgan mayl oqar suv xususiyatiga ega. Suvga oqishni o'rgatish shart emas, uni boshqarish, oldi to'sib qo'yilishiga yo'l qo'ymaslik kerak⁶² [11, 68]. Zotan, insonga xos **rivojlanish** darajasi hamisha muhit bilan mutanosib tarzda kechadi. Shu bois ona tili va adabiyot o'qituvchisi ta'lim oluvchilar fikrlashining tashqi muhit bilan aloqasini aniqlashi va muvofiqlashtirishi, uning yo'nalishlarini boshqara bilishi kerak.

Bunday tutum malaka oshirish tizimida ham samarali natija beradi.

«Rivojlanish» hamda «shakllanish» tushunchalariga qaytib, masalaning quyidagi qirralariga e'tiboringizni tortmoqchimiz. Avvalo, lug'aviy ma'nosiga ko'ra, «rivojlanish» arab tilida bir holatdan ikkinchi yuqori holatga o'tish, o'sish, yuksalish, taraqqiyot, ravnaq^{63 64}[5, 584; 6, 382]ni; «shakllanmoq» aniq bir mazmun, yo'nalish kasb etmoq [6, 392]ni, «shakllantirish» insonda nasliy omil, muhit, yo'naltirilgan ta'lim-tarbiya va shaxsiy faollik yordamida bilim, ko'nikma, malaka va fazilatlarni tarkib toptirish jarayoni⁶⁵ [9, 142]ni anglatadi. Demak, *rivojlanish* inson tavalludidan faoliyatining so'ngigacha davom etadigan uzluksiz jarayon, *shakllanish* esa tashqi va ichki omillar ta'sirida ma'lum faoliyatga yo'naltirilgan maqsadli jarayon ekan. Bundan kelib chiqqan holda, ona tili va adabiyot o'qituvchisi kasbiy tayyorgarligini ham shaxs umumiy rivojlanishining tarkibiy qismi va jarayoni doirasida ko'rib chiqishni lozim topdik.

O'rta maktab o'qituvchilarining shaxs umumiy rivojlanishi psixolog olim A.M.Jobborov⁶⁶ [10, 167] tomonidan tekshirilganda, ijtimoiy fan o'qituvchilarida kirishimlilik va o'zini nazorat qilish o'qitiladigan predmet taqozosiga ko'ra yuqoriroq darajada bo'lishi, kasbiy tayyorgarlik pedagogik masalalar yechimigagina emas, balki o'qituvchi shaxsining shakllanishiga ham ta'sir

⁶¹ Бегматов Э., Мадвалиев А., Махкамов Н., Мирзаев Т, Тўхлиев Н, Умаров Э, Худойберганова Д., Ҳожиёв А. Ўзбек тилининг изоҳли лугати / А.Мадвалиев таҳрири остида. Т.2 – Т.: Ўзбекистон миллий энциклопедияси, 2006. – 382 б.

⁶² Йўлдошев Қ, Янгича педагогик тафаккур ва умумтаълим мактабларида адабиёт ўқитишнинг илмий-методик асослари. Пед. фан. док. ... дис. –Тошкент: ЎзПФТИ, 1997. – 302 б.

⁶³ Ақобиров С.Ф., Алиқулов Т.А., Зуфаров С.З., Иброҳимов С.И., Иқромов Н.И., Маматов Н.М., Маъруфов З.М., Миртоғиёв М.М., Михайлов Г.Н., Нуъмонова Ш., Хўжахонов А.Т., Ҳабибуллаев Н. Ўзбек тилининг изоҳли лугати / З.М.Маъруфов таҳрири остида. Т.2 – М.: Рустили, 1981. – 392 б.

⁶⁴ Бегматов Э., Мадвалиев А., Махкамов Н., Мирзаев Т, Тўхлиев Н, Умаров Э, Худойберганова Д., Ҳожиёв А. Ўзбек тилининг изоҳли лугати / А.Мадвалиев таҳрири остида. Т.2 – Т.: Ўзбекистон миллий энциклопедияси, 2006. – 382 б.

⁶⁵ Джураев Р.Х., Толипов Ў.Қ., Сафарова Р.Ф., Тўрақулов Х.О., Иноятова М.Э., Диванова М.С. Педагогик атамалар лугати / Р.Х.Джураев таҳрири остида. – Т.: Фан, 2008., – 196 б.

⁶⁶ Жобборов А.М. Ўзбек мактаби ўқитувчисининг психологик ва этник хусусиятлари: Псих. фан. док. ... дис. – Т.: ЎзМУ, 1999. – 317 б.

ko'rsatishi aniqlangan. Bunga binoan rasman 26,8 % o'qituvchilarning pedagogik faoliyati no'noq, samarasiz, 37,1% va 31,2%da axborot, kommunikativ va tashkiliy-konstruktiv sifatlari quyi darajada; 50,3 %i yetarlicha mahoratli, ammo noijodiy pedagogik faoliyat olib borar ekan. Mazkur 50,3% ichidagi konservativ qarashli o'qituvchilar, odatda, vijdonan ishlab, barcha ko'rsatma, qoida va me'yorlarga qat'iy rioya qiladilar. Ular tajribaga moyil bo'lishmasa-da, milliy ta'lim tamoyillari yordamida ijodiy imkoniyatlari ochilishi mumkin. Hamkasblari tajribasiga suyanib ishlaydigan o'qituvchilar 15,44%ni, ilg'or tajriba va fan yutuqlaridan foydalanadiganlari atigi 7,46 %ni tashkil etar ekan. Qiziq fakt shundaki, aynan axborot-kommunikativ va tashkiliy-konstruktiv salohiyati quyi bo'lgan (31,2%) hamda yetarlicha mahoratli, ammo noijodiy pedagogik faoliyat yuritadigan (50,3 %) o'qituvchilar respublika miqyosida 22,9%ni tashkil etadi hamda yurtimizda yangi milliy maktab qurishning tayanchi hisoblanadi.

Takomillashishga intilmaydigan 26,8% o'qituvchi u qadar baland ko'rsatkich sanalmasa-da, faoliyatda fidoyi o'qituvchilarimiz soni salmoqli bo'lsa-da, soha mutaxassislarini ushbu raqamlar ham tashvishga solishi tayin. Zotan, kasbiy faoliyat va maktabdagi ta'lim-tarbiya ishining yuqori saviyada olib borilishi faqat o'qituvchi mahoratiga, uning quyidagi fazilatlariga egaligiga bog'liq:

- kuchli tafakkur, teran ong, serqirra intellektual salohiyat egasi bo'lish, o'z mutaxassisligini sevish;
- e'tiqod, iymon va oilasiga mehri bilan yoshlarga o'rnak bo'lish;
- tashviqotchi va targ'ibotchi ekani uchun sohasini yaxshi ko'rishi, iste'dodi, tuyg'ularini boshqara olishi, bolajon bo'lishi lozim;
- tashqi ko'rinish, kiyinish, so'zlashuvda pedagogik odob va madaniyatdan og'ishmaslik;
- auditoriyani to'la nazorat qilish, bir xil mehr ko'rsatish va kuchli pedagogik mahorat;
- nutqi boy, kinoya va kibr-havosiz so'zlashi;
- obro' orttira olish, ilmiy-ma'rifiy ishlar va pedagogik mahorati bilan shogirdlariga o'rnak bo'lishi zarur.

Uzluksiz ta'limning malaka oshirish tizimiga doir mavjud adabiyotlarda asosiy urg'u malaka oshirishning umumiy holatiga, ona tili va adabiyot o'qitish jarayonida esa fanni o'qitishning metodik jihatlariga bag'ishlangan bo'lib, ularda o'qituvchilarning kasbiy tayyorgarligini rivojlantirish masalalari hamda bu jarayonning mohiyati yetarlicha ochib berilmagan.

Aslida esa, xalq ta'limi sohasida yuz bergan tub islohotlar ta'lim muassasalari oldidagi vazifalarni o'zgartirganligini hisobga olib, o'qituvchi faoliyatini yangilash, uning kasbiy mahoratini oshirishga e'tiborni qaratish – kasbiy tayyorgarligini rivojlantirish muammosi dolzarb metodik muammo sifatida tadqiq etishga muhtojdir. Chunki «O'z fikrini mutlaqo mustaqil, ona tilida ravon, go'zal va lo'nda ifoda eta olmaydigan mutaxassisni, avvalambor, rahbar kursisiga o'tirganlarni bugun tushunish ham oqlash ham qiyin»⁶⁷[3].

⁶⁷ Каримов И.А. Хавфсизлик ва барқарор таракқиёт йўлида: Т., 6-Т.: Ўзбекистон, 1998 йил.331-б.

Shuningdek, «... badiiy adabiyot vakillarining xalqimiz qalbini, uning oliy maqsadlari, bugungi hayoti, taqdiri va kelajagini yaqindan biladigan insonlar sifatida jamiyatimizdagi oʻrni va taʼsiri beqiyosdir»⁶⁸ [1, 7].

Milliy taʼlim tizimining maqsadi barkamol avlod, komil shaxsni tarbiyalashdir. Bu maqsad pedagogning oʻzi ham takomilga yetgan boʻlishini talab etadi. Komil pedagogda aks etishi zarur boʻlgan sifatlar ilmiy bilim, mutaxassislik fanlari asoslarini puxta oʻzlashtirish, zamonaviy texnika va texnologiyalar, ularning xizmatidan foydalana olish va shu kabilardan iborat. Mazkur sifatlarini shakllantirish kasbiy bilimlarni oʻrganish, shaxsiy koʻnikma va malakani rivojlantirib borish natijasida yuzaga keladi.

Kasbiy malakaga ega boʻlmagan pedagoglar yosh avlodga sifatli taʼlim berish, ularda yuksak maʼnaviy-axloqiy xislatlarni shakllantirish imkoniga ega boʻlishmaydi. Oʻqituvchilar, shu jumladan, ona tili va adabiyot oʻqituvchilarining malakasini oshirishni zamonaviy bilimlar bilan qurollantirish, mavjud koʻnikma hamda malakalarini takomillashtirish, maʼnaviy-axloqiy sifatlarini boyitish tarzida tushunish maqsadga muvofiqdir. Ijtimoiy, iqtisodiy va madaniy sohalarda roʻy berayotgan tezkor oʻzgarishlar mavjud bilimlarni muntazam boyitib turish, koʻnikma va malakalarni takomillashtirishni taqozo etadi. Shu sababli har bir mutaxassis oʻz ustida tinimsiz ishlashi, bilim va malakalarini uzluksiz oshirib borishi lozim. Ushbu jarayon esa kadrlar malakasini oshirish va ularni qayta tayyorlash muassasalarida yuz beradi.

Jamiyatda butun kuch va eʼtibor barkamol shaxsni tarbiyalashga qaratilayotgan sharoitda oʻrta maktab oʻquvchilarining ona tili adabiyot fani asoslarini puxta oʻzlashtirishlariga erishish ularda mustaqil fikrlash va estetik his-tuygʻularni shakllantiradi. Ona tili va adabiy taʼlimning bunday samaradorligiga erishish uchun jahon standartlari talablariga muvofiq tarzda oʻqituvchilar malakasini oshirish hamda kasbiy tayyorgarligini rivojlantirish lozim. Ayni vaqtda esa oʻquv jarayonini yangicha yondashuv asosida tashkil etish taʼlimni samarali tashkil etishning eng maqbul yoʻli sifatida taʼkidlanmoqda.

Yuqorida bildirilgan fikrlar, ish jarayonida foydalanilgan adabiyotlar va shu mavzuda tadqiqot olib borgan olimlarning nazariy qarashlarini oʻrgangan va umumlashtirgan holda quyidagi xulosalarni bayon etish mumkin:

- nafaqat boʻlajak mutaxassis, balki koʻp yillik tajribaga ega boʻlgan oʻqituvchi ham kasbiy tayyorgarlik darajasini uzluksiz rivojlantirib borishi zarur;
- kasbiy tayyorgarlikka ega boʻlmagan pedagoglarda yosh avlodni barkamol shaxs etib tarbiyalash imkonlari quyi darajada boʻladi;
- oʻqituvchining kasbiy tayyorgarligi shaxs umumiy rivojlanishining tarkibiy qismi hisoblanadi;
- shu tufayli kasbiy tayyorgarlik va uni rivojlantirishda pedagogning insoniy fazilatlarini muhim ahamiyat kasb etadi;
- pedagog xodimlar malakasini oshirish va qayta tayyorlash tizimi oʻzbek milliy taʼlimining mustaqil turi deb belgilandi.

⁶⁸ Каримов И.А. Адабиётга эътибор – маънавиятга, келажакка эътибор. – Тошкент: Ўзбекистон, 2009. – 40 б.

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BUXORO VA XIVA SOVETLAR BOSQINI ARAFASIDA JADIDCHILIK HARAKATI. YOSH XIVALIKLAR FAOLIYATI

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Osiyo xalqaro universiteti tarix yo'nalishi talabasi.

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Annotatsiya. Xiva xonligi Turkistonda Temiriylar davridan keyingi tarqoq siyosiy tuzilmaning muhim agenti edi. Rossiya tomonidan bosib olingan G'arbiy Turkiston o'lkalari 1873-yilda Rossiya mandatiga aylandi. Turkistondagi islohotchi jadidchilik harakati texnik, ijtimoiy va siyosiy islohotlardan so'ng dastlab ta'lim va madaniyatdagi islohotlarga e'tibor qaratdi va tabiiyki bu harakat Xiva va Buxoro xonliglariga ham ta'sir ko'rsatdi. Rossiyadagi 1905 va 1907 yillardagi qo'zg'olonlarning kuchli ta'sirini boshdan kechirgan Turkistondagi jadidchilik harakati islom olamidagi demokratik harakatlarga ta'sir ko'rsatdi. Usmonlilarning Jon Turklar (Yosh Usmonlilar) harakatining ta'siri bilan Turkistondagi harakat "Yosh Xivaliklar faoliyati" nomini oldi va bolsheviklar ta'siridagi "Yosh Xivaliklar harakati" siyosiy yo'naltirilgan inqilobiy harakatga aylana boshladi. Ularning asosiy maqsadi Rossiya podsholigi zulmidan qutulib, demokratik davlat barpo etish edi. Shunday qilib, ular o'z maqsadlarini amalga oshirish uchun harakatning yo'nalishini o'zgartirgan bolsheviklarga yordam berishni xohladilar. Ushbu maqola Rossiya tuzumi ostida bo'lgan Turkiston xonliglaridagi ijtimoiy, iqtisodiy va siyosiy ahvolni tahlil qiladi.

Kalit so'zlar: temuriylar, siyosiy ahvol, savdo-sotiq, aholi statistikasi, demografik holat, inqiloblar, yosh xivaliklar harakati.

BUKHARA AND XIV THE ATTACK ON THE EVE OF THE SOVIET INVASION. ACTIVITIES OF YOUNG PEOPLE

Abstract. The Khanate of Khiva was an important agent of the fragmented political structure in Turkestan after the Temirids. In 1873, the territories of West Turkestan occupied by Russia became a Russian mandate. The reformist Jadidism movement in Turkestan, after technical, social and political reforms, first focused on educational and cultural reforms, and naturally this movement also influenced Khiva and Bukhara khanates. The Jadidist movement in Turkestan, which was heavily influenced by the uprisings of 1905 and 1907 in Russia, influenced democratic movements in the Islamic world. Under the influence of the Ottoman John Turks (Young Ottomans) movement, the movement in Turkestan was named "Yosh Khivalik activities", and under the influence of the Bolsheviks, the "Yosh Khivalik movement" began to turn into a politically oriented revolutionary movement. Their main goal was to get rid of the tyranny of the Russian tsar and establish a democratic state. Thus, they wanted to help the Bolsheviks, who changed the direction of the movement to achieve their goals. This article analyzes the social, economic and political situation in the Khanate of Turkestan under the Russian regime.

Key words: Timurids, political situation, trade, population statistics, demographic situation, revolutions, movement of young Khiva people.

БУХАРА И XIV НАПАДЕНИЕ НАКАНУНЕ СОВЕТСКОГО ВТОРЖЕНИЯ. ДЕЯТЕЛЬНОСТЬ МОЛОДЕЖИ

Аннотация. Хивинское ханство было важным фактором раздробленной политической структуры Туркестана после периода Темиридов. В 1873 году оккупированные Россией территории Западного Туркестана перешли под российский

мандат. Реформистское движение джадидизма в Туркестане после технических, социальных и политических реформ сначала сосредоточило свое внимание на образовательных и культурных реформах, и, естественно, это движение также оказало влияние на Хивинское и Бухарское ханства. Джадидистское движение в Туркестане, находившееся под сильным влиянием восстаний 1905 и 1907 годов в России, оказало влияние на демократические движения в исламском мире. Под влиянием османского движения Иоанна Тюрка (Молодых Османов) движение в Туркестане получило название «Деятельность Йюша Хивалика», а под влиянием большевиков «движение Йюша Хивалика» начало превращаться в политически ориентированное революционное движение. Их главной целью было избавиться от тирании русского царя и создать демократическое государство. Таким образом они хотели помочь большевикам, изменившим направление движения для достижения своих целей. В данной статье анализируется социально-экономическая и политическая ситуация в Туркестанском ханстве при российском режиме.

Ключевые слова: Тимуриды, политическая ситуация, торговля, статистика населения, демографическая ситуация, революции, движение хивинской молодежи.

Kirish.

Temuriylar davlati parchalanganidan keyin Turkiston geografiyasida tarqoq siyosiy tuzilma vujudga keldi. Turkiston geografiasining diniy, iqtisodiy, ijtimoiy va madaniy tuzilishiga salbiy ta'sir ko'rsatgan bu siyosiy tuzilma turli jarayonlar orqali taxminan 400 yil davom etdi va bu yerlarning ruslar va xitoylar tomonidan bosib olinishiga yo'l ochdi. Xonlik davri deb ataladigan va 1920-yil 2-sentyabrda bolsheviklar tomonidan Buxoro shahrini bosib olishi bilan yakunlangan bu davrdan so'ng G'arbiy Turkistonda bolsheviklar Rossiyasi ta'sirida Buxoro va Xorazm respublikalari tashkil topdi.

Turkiston geografiyasida vujudga kelgan jadidchilik harakati tarafdorlarining ko'pchiligi bu davlatlarni boshqarishda qatnashgan. Bu davlatlar Turkistonni modernizatsiya qilish va demokratlashtirish tarixida ilk respublikalar bo'lgani uchun muhim o'rin tutadi. Ikki respublikadan biri bo'lgan Xorazm Sho'ro Respublikasining vujudga kelishiga sabab bo'lgan siyosiy harakat "Yosh xivaliklar harakati" deb nomlangan. Xiva xonligidagi Yosh Xivaliklar harakati Turkistonda vujudga kelgan jadidchilik harakati bilan chambarchas bog'liq.

Bu tadqiqotda jadidchilik har tomonlama muhokama qilinmay, faqat Xiva xonligida vujudga kelgan va rivojlanib, keyinchalik yosh Xivaliklar nomini olib siyosiy lashib ketgan qismiga alohida urg'u berilgan. Xivadan tashqarida jadidchilik harakati haqida ko'plab tadqiqotlar mavjud bo'lsada, Buxoro va Xivada mavjud xonlik va amirlik ma'muriyatlariga qarshi siyosiy harakatga aylangan jadidlar harakati sho'rolarning salbiy ta'siri va vasiylikiga qaramay, yangi tashkil etilgan Buxoro va Xorazm respublikalarida konstitutsiyaviy boshqaruvni e'lon qilishga muvaffaq bo'ldi.

Bu jumhuriyatlarda konstitutsiyaviy asosda ishlab chiqilgan demokratik boshqaruv Turkiston geografiasining demokratiya nuqtai nazaridan jahon andozalariga yetishi uchun pog'ona bo'lishi mumkin edi. Biroq jadidchilik harakatining siyosiy lashuv jarayoniga aralashgan sotsializm g'oyasi va sovet omili demokratlashtirish nomi bilan boshlang'ich bosqichida bo'lgan bu harakatni izdan chiqardi. Bu jarayonda bu respublikalar Sovet Ittifoqi tarkibiga kiritildi va

jadidchilarning aksariyati sovet ma'muriyati tomonidan yo'q qilindi. Bunday salbiy holatga qaramay, Sovet davrida olib borilgan tadqiqotlarda sovet ta'siri ijobiy baholandi.

Biroq 1934-1938 yillardagi Katta Terror (Repressiya) yillarida Stalin kommunistik partiyaga qo'shilgan minglab mahalliy kadrlarni turli sabablarga ko'ra jadidchi millatchilar safidan chiqarib yubordi, ularni qonundandan og'ishda aybladi. Garchi Stalin davrida o'ldirilgan jadidchi ziyolilarning bir qismi Xrushchev davrida oqlangan bo'lsada, jamiyatni intellektual hayotda yetakchilik qiladigan ziyoli qatlam asosan yo'q qilindi. Shuningdek, sovet davrida Sh. Inayetov, G. Nepesov, N. X. Kalenderov kabi tarixchilar asarlarida umumiy Turkistondagi jadidchilikni, shuningdek, Yosh buxoroliklar va Yosh xivalik harakatini mahalliy burjua harakati sifatida, xalqdan ajralgan, bir tomonlama hukmronlik ostida ko'rsatishga harakat qilingan.

Jadidchilarning siyosiy g'oyalari haqida sovet davri adiblaridan biri bo'lmish Babaxo'jayev shunday deydi: 20-asr boshlarida Rossiyada burjua millatchilik harakati jadidchilik nomini oldi. Panturkizm va panislamizm maqsadlariga qaratilgan sedidizm. Bunday munosabat faqat sovet davri bilan chegaralanib qolmadi. Sovet Ittifoqidan oldingi Rossiya hukumati, shuningdek, rus turklari orasidagi har qanday ilg'or harakatni milliy, diniy yoki madaniy panislomistik deb atagan. U bu harakatlarga ergashdi, ularni jinoiy javobgarlikka tortdi va ularni kurash nishoni deb bildi.

Bunday munosabatning sababi, Rossiya musulmonlari orasida rivojlanish va taraqqiyotga imkon beradigan fikriy harakatlar, oxir-oqibatda Rossiya gegemonligidan qutulishni maqsad qilgan siyosiy harakatga aylanish salohiyatiga ega edi. Adeep Xolid jadidchilarning siyosiy tushunchasi haqida quyidagi fikrlardan foydalanadi: ...Jadidchilik tushunchasini oddiy "panturkizm" yoki "panislomizm" emas, balki etnik kelib chiqishi bilan "mahalliy musulmon millatchiligi" deb tushunish mumkin.

Bu harakatdagi milliy va diniy xususiyatlar doimo bahs mavzusi bo'lib. Turkistonning Rossiya tomonidan bosib olinishi davrida Xiva xonligi Buxoro va Qo'qonga nisbatan ishg'olga nisbatan chidamliroq pozitsiya ko'rsatdi. 1717 yilda yuborilgan ekspeditsiyaning Xiva xonligi tomonidan vayron qilingani ruslar xotirasida chuqur iz qoldirdi. Bu voqea Rossiyaning xalqaro siyosiy maydonda buyuk davlat sifatida qabul qilina boshlagan Pyotr I hukmronligi davriga to'g'ri kelgani rus-xiva munosabatlarida burilish nuqtasi bo'lishiga sabab bo'ldi.

Bu voqeaga tayinlangan Aleksandr Bekovich Cherkaskiy o'zining taklifiga binoan 3500 askar bilan Xiva shahriga kirishga muvaffaq bo'ldi; Biroq, Xiva xoni Sher G'ozixon (1715-1727) rus askarlarini uylarga taqsimlashni taklif qildi va ular tarqatilgan uylarda barcha rus askarlarini, shu jumladan Cherkaskiyini ham yo'q qilishni ta'minladi. Ruslar 122 yildan so'ng, o'zlarining bosqinchilik harakatlarini qayta boshlashga muvaffaq bo'ldilar. Xiva xonligi tarixidagi eng muhim tanaffus 1873 yilda sodir bo'ldi.

Chunki Girshfeld, M.N.Galkin va V.Labocheskiylarning tadqiqotlariga asoslanib, ular Xiva xonligi aholisini 400-900 ming kishi, yer maydonini esa 62237,2 kv.km Arxiv hujjatlariga ko'ra, 1910-yillarda mamlakat aholisi taxminan 1 million 200 ming kishini tashkil etgan. M.Y.Yo'ldashevdan Q.Rahmonov yetkazgan ma'lumotlarga ko'ra, Xiva xonligi aholisi 800 ming kishi bo'lib, aholining 64,7 foizi o'zbeklar, 26,8 foizi turkmanlar, 3,8 foizi qoraqalpoqlar, 3,4 foizi qozoqlar. boshqa xalqlar 21 % ni tashkil etgan. Respublika hududi va aholisi haqida aniq ma'lumotlar yo'q.

Xiva xonligining aholisi va sur'atlari haqida manbalarda turli raqamlar keltirilgan. Shu sababli Xorazm tarixining 19-asr oxiri 20-asr boshlarini qamrab olgan davri ustida ish olib boruvchilar; Rus qo'shinlari 1873-yil 29-mayda Xiva shahriga kirib, uzoq yillar davom etgan loyihani yakunlab, Xiva xonligini Rossiyaga bog'ladilar. O'sha yilning 12 avgustida Kaufman va Said Muhammad Rahim Xon II. Ikki davlat o'rtasida imzolangan shartnomasi bilan Xivada to'liq mustamlakachilik tartibi o'rnatildi.

Mamlakatni boshqarish xonga topshirilgan bo'lsada, Xiva xonlari rus imperatorlarining sodiq xizmatkorlariga aylantirildi. Xiva xonligiga Rossiyaning ruxsatisiz boshqa davlatlar bilan aloqa o'rnatish taqiqlangan edi. Bir tomondan og'ir urush tovonlari xalq zimmasiga soliq yukini oshirayotgan edi. Ichki ishlarda erkin, tashqi ishlarda esa Rossiyaga qaram bo'lgan Xivada an'anaviy davlatchilik tushunchasi Rossiya tomonidan davom ettirildi. Rossiyadagi podshoh tuzumi Xivada podshoh tuzumining davom etishini ta'minlagan bo'lsada, Rossiyada sodir bo'layotgan voqea va o'zgarishlar yarim mustaqil Xivaga bevosita ta'sir ko'rsatdi.

Xiva xonligi 1873-yildan boshlab Rossiyaga tobe bo'lganidan so'ng to u to'xtamaguncha uni Said Muhammad Rahimxon II (1864-1910), Isfendiyorxon (1910-1918) va Said Abdullaxon (1818-1920) ismli uch hukmdor boshqargan. Xiva xonligi taqdirini belgilab bergan ijtimoiy-madaniy voqealar rivojlangan bu davrda Rossiyada sodir bo'lgan har bir siyosiy voqea Xiva xonligiga ham chuqur ta'sir ko'rsatdi.

Markazi Rossiya bo'lgan Xiva xonligining 1920-yilgacha, ya'ni Xiva xonligi parchalangan sanagacha ta'sir qilgan muhim voqealar 1905 va 1917 yillarda sodir bo'lgan inqiloblardir. 1905-yilda Rossiyada boshlangan siyosiy harakatlar birinchi jahon urushi davrida fevral va oktyabr inqilobiga sabab bo'lgach, chor tuzumi boshqargan Xiva xonligi ham bu siyosiy o'zgarishlardan o'z ulushini oldi.

Xulosa

Turkiston xalqining haqli va insonparvar talablarini bildiruvchi ziyolilar harakati sifatida xalq vijdoniga qanday ta'sir ko'rsatishini, uning siyosiy harakatga aylanish imkoniyatlarini hisobga olgan Sovet ma'muriyati Turkiston geografiyasida bu g'oyani obro'sizlantirishga harakat qildi. Biroq har qancha sa'y-harakatlarga qaramay, bu harakat va uning vakillari Sovetlar parchalanganidan keyin vujudga kelgan mustaqil turk respublikalarida qo'llab-quvvatlandi. Vaqt o'tishi va sho'ro ma'muriyati olib kelgan vayronagarchiliklarga qaramay, jadidchilikning bugungi Turkistonda o'z bag'riga olishi bu g'oyaning yaqin Turkiston tarixi va ma'rifiy hayotidagi muhim ulushidan kelib chiqadi.

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“O‘TKAN KUNLAR” ROMANING INGLIZ TILIGA TARJIMA VARIANTLARI

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Annotatsiya. Mazkur maqolada Abdulla Qodiriyning “O‘tkan kunlar” romanining ingliz tilidagi tarjima variantlari va tarjimonlar haqida ma‘lumotlar keltiriladi. Shuningdek, ushbu romanni ingliz tiliga tarjima qilinish jarayonlari, makon va zamoni, tarjimaning sifati va salohiyatiga tadqiqotchilarning izohlariga ham to‘xtalib o‘tiladi.

Kalit so‘zlar: O‘tgan kunlar, Mark Eduard Reese, *Bygone Days*, *Qo‘shma Shtatlar*, Tinchlik korpusi ko‘ngillisi, Qoqondagi maktab, ingliz tili.

TRANSLATION OPTIONS OF THE NOVEL "THE PAST DAYS" INTO ENGLISH

Abstract. This article provides information about the translation options and translators of Abdulla Qadiri's novel "O'tkan Kunlar" in English. Also, the process of translating this novel into English, its place and time, and the researchers' comments on the quality and potential of the translation will also be discussed.

Keywords: *Bygone Days*, Mark Edward Reese, *Bygone Days*, United States, Peace Corps Volunteer, School in Kakon, English language.

ВАРИАНТЫ ПЕРЕВОДА РОМАНА «МИНИЕ ДНИ» НА АНГЛИЙСКИЙ ЯЗЫК

Аннотация. В данной статье представлена информация о вариантах перевода и переводчиках романа Абдуллы Кадири «Откан Кунлар» на английский язык. Также будет обсуждаться процесс перевода этого романа на английский язык, его место и время, а также комментарии исследователей о качестве и потенциале перевода.

Ключевые слова: «Минувшие дни», Марк Эдвард Риз, «Минувшие дни», США, волонтер Корпуса мира, школа в Каконе, английский язык.

Tarjima qandaydir fan sohasi emas, balki muallifning fikrini yetkazib berish san‘atidir.

Mark Eduard Reese

“O‘tkan kunlar” yozilganidan yuz yil o‘tib, asar deyarli bir vaqtda uch tarjimon tomonidan ingliz tiliga tarjima qilindi. Tarjimonlar: Ilhomjon To‘xtasinov, Karol Ermakova va Mark Eduard Reeselardir. Mazkur tadqiqotda “O‘tkan kunlar”ning asliyat tilidagi hamda yuqorida ketma-ket nomlari keltirilgan tarjimonlar tomonidan qilingan ingliz tilidagi tarjimalarda keltirilgan frazeologik birliklarning milliy-madaniy xususiyatlarini taqqoslab o‘rganishni maqsad qilinganligi sababli, ushbu tarjimonlar va ular tomonidan amalga oshirilgan “O‘tkan kunlar” romani tarjima xususiyatlariga batafsil to‘xtalib o‘tilish joizdir.

Hozirgi davrdagi “O‘tkan kunlar” romanining yuqori beshlik reytingni egallab turgan ingliz tilidagi tarjimasini Amerikalik tarjimon Mark Eduard Reese tomonidan amalga oshiriladi.

Ushbu tarjima asar milliy va xorijiy o'quvchilar tomonidan qizg'in kutib olinishi bilan birga, asar tarjimoni Mark Eduard Reese va uning tarjimasi yurtboshimiz hamda ko'pgina o'zbek adabiyoti namoyondalari tomonidan yuksak olqishlarga muvaffaq bo'ldi.

Mark Reese Amerika Qo'shma Shtatlarining Arizona shtatidagi chet bir qishloqda tug'ilib, voyaga yetgan. U Markaziy Osiyodagi deyarli yigirma besh yillik ish faoliyatini 1994-1996-yillarda Amerika Qo'shma Shtatlarining O'zbekistondagi "Tinchlik Korpusi" ikkinchi guruh ko'ngillisi sifatida boshlagan. Bungacha u O'zbekiston haqida mutlaqo bexabar bo'lgan.

U sakkiz yillik faoliyati davomida ikki yil Qo'qondagi 23-sonli maktabda ingliz tilidan dars berdi, o'zbek tilini o'rgandi, shu bilan birgalikda dala ishlarini o'rgandi. Qo'qon xalqi tili, madaniyati va turmush tarzi bilan yaqindan tanishdi, davlat departamentining qiyosiy dinshunoslik bo'yicha O'zbekistondagi hamkorlik dasturining mamlakat direktori, Mudofaa vazirligi uchun tarjimon va maslahatchi, shuningdek, mamlakat ichidagi akademik tadqiqotlar va ilmiy tarjima ishlari bilan shug'ullandi.

Mark Reese Qo'shma Shtatlar Mudofaa vazirligida tarjima va madaniy maslahat shartnomalarini boshqaradigan sayt menejeri bo'lib faoliyat ko'rsatgan. Keyinchalik u Amerika Qo'shma Shtatlari dengiz akademiyasida ishlagan, Yaqin Sharq va Islom tadqiqotlari markazi direktori o'rinbosari va Mintaqaviy tadqiqotlar markazining ta'rischi direktori lavozimlarida ishladi. Afg'onistonga tarjimon sifatida yuborilgan. Shuningdek, Mark Reese Termiz, Samarqand va Qo'qon shaharlarida an'anaviy o'zbek maktablarida bolalarga ingliz tilidan dars bergan va o'qituvchilar malakasini oshirish dasturlarida faol qatnashgan. Hozirda Mark Reese o'zbek tarjimonlari, yozuvchilari va ijodkor rassomlarini qo'llab-quvvatlashga qaratilgan "Muloqot" madaniy hamkorlik dasturi direktori lavozimida faoliyat olib bormoqda. Uning "The Uzbek Modernist" veb-saytida Abdulla Qodiriyning hayoti, ijodi hamda "O'tkan kunlar" romani va tarjimonning o'z bibliografik ma'lumotlari berilgan. Ayni paytda Mark AQSHning Tennesi Shtati Nashvil shahrida istiqomat qiladi.

Mark Reese Farg'ona vodiysidagi xizmat safari davomida ko'pgina taassurotlarga ega bo'lib, o'ziga berilgan vazifani nihoyasiga yetkazgach, vataniga qaytib, Vashington universitetida Turkiy tillar va adabiyoti, xususan o'zbek tili, jadidchilik va islom fikhi bo'yicha tahsil oldi.

O'zbek va uyg'ur tillarini chuqur o'rgana boshladi.

Mark Reese Abdulla Qodiriyning ijodi bilan o'zining ustozlari professor Elza Sirtiut orqali tanishdi. Mark Eduard Reesening so'zlariga ko'ra, Elza Sirtiut Toshkent va Qo'shma Shtatlardagi Sietl shaharlari o'rtasida birodarlik munosabatlarini o'rnatish tashabbuskorlaridan biri bo'lgan. Sirtiut rahbarligida Mark qadimiy turkiy tilning qadimgi shakllaridan O'rxun yozuvini va chig'atoy tilini o'rgandi.

2002-yilda aspiranturada o'qib yurgan kezarida Markga imtihon topshirish uchun "O'tkan kunlar" romanining dastlabgi bobini tarjima qilish vazifasi yuklatiladi. Mark Reesening o'zbek adabiyoti durdonasi bo'lmish "O'tkan kunlar" romaniga qiziqishi shundan boshlanadi. Mark romanning oxiri nima bilan tugashini ishtiyoq bilan o'qib chiqadi. Uni ilhomlantirgan yana bir omil- Mark Reese Qo'qonda yashab, ishlab yurgan kezarini so'z bilan ifodalashga o'zligi, "O'tkan kunlar" esa tarjimonga o'sha tushuncha va hissiyotlarni so'z bilan chuqur ifodalay olgani bo'ldi. Chunki tarjimonning so'zlariga ko'ra, o'zbek tabiati, ruhiyati, tili va dunyoqarashi Abdulla Qodiriy asarida yaqqol aks etganligini ko'rsatadi.

Mark Reese Toshkentdalik paytida aksariyat o‘zbekistonliklar Abdulla Qodiriy va “O‘tkan kunlar” romani haqida yaxshi bilimga egaligiga guvoh bo‘lgan. Shunday qilib, Mark Eduard Reese “O‘tkan kunlar” tarjimasi uchun asarning 1926-yildagi arab yozuvidan kirill yozuviga o‘girilgan matnidan foydalanadi [1]. Xondamir Qodiriy Mark Reese bilan uchrashuv chog‘ida bu asarni shoshmasdan, sifatli tarzda tarjima qilish kerakligini maslahat beradi [2]. –Har bir tilning o‘z shirasi bo‘lganidek, Abdulla Qodiriy tilining ham o‘z jozibasi, shirasi bor. Tarjimon asarni ingliz tiliga o‘girish jarayonida ayni jihatlarning saqlanib qolishiga erishgani uning yutug‘idir, deydi Xondamir Qodiriy o‘z nutqida.⁶⁹

Romanni ingliz tiliga tarjima qilish jarayonida Mark Eduard Reese Qodiriy davridagi Markaziy Osiyoni, madaniy muhitni tushuntirib berish uchun muallif tomonidan ishlatilgan turli xil atamalar va frazeologik birliklarning 500 ga yaqin izohlari va o‘zbek xalqining o‘ziga xos madaniyati, urf-odatlarini tushuntiruvchi sharhlar qo‘shadi. Mark bu sharhlarni tekshirtirish uchun Umida Xoshimova va Umida Hikmatullayeva kabi o‘zbek tili va adbiyoti namoyondalaridan ko‘mak oladi. Abdulla Qodiriyning romanda qo‘llagan “ko‘cha tili” da ifodalagan joylari Markga tarjima jarayonida biroz qiyinchilik tug‘diradi. Habibulla Qodiriyning “Otam haqida” xotira kitobida berilishicha roman ustida ishlay turib, Qodiriy romanga asl tilni singdirish uchun qishloqma-qishloq kezgan. Mark bu o‘zi uchun jumboqli bo‘lgan so‘z va iboralarini Toshkentga kelganida tushunishi osonroq bo‘lgan, deb izohlaydi.

Shuningdek, Mark Reese o‘zgarishlarga qaramasdan, hali ham mukammal, zamonaviy o‘zbek-ingliz lug‘atini ko‘rmaganligi achinarli holat ekanligini ham qo‘shimcha qiladi. Roman nomini ingliz tilida gapiradigan o‘quvchiga to‘g‘ri taqdim etish uchun Mark asarning asl o‘zbekcha nomini qoldirib, “Bygone Days” deb qo‘shimcha qiladi. Buni tarjimon quyidagicha izohlaydi: Qur‘onni boshqa nom bilan atalmaganligini - barcha tillarda bir xil nom bilan atalishini, shuningdek “Shohnoma” da ham asliyat tilidagi nomi saqlab qolingani, “Shohlar kitobi” deb o‘zgartirilmaganligini misol qilib ko‘rsatadi.

Xullas, Mark Eduard Reese o‘n besh yillik (2004-2019) umrini sarflagan tarjima asar “Bygone Days” nomi bilan 2019-yilning 11-aprel kuni Qodiriy tavalludining 125 yilligiga bag‘ishlab Vashingtonda chop etiladi. 2019-yilning 27-dekabrida O‘zbekistonning Vashingtondagi elchixonasida “O‘tkan kunlar” romanining ingliz tilidagi nashri taqdimoti bo‘lib o‘tadi. Ushbu kitobni “Amazon” platformasida sotib olish mumkin. Tarjima o‘quvchilar tomonidan yuqori baholanmoqda va “besh yulduzli” reytingni saqlab qolmoqda. Bu tarjima asar AQSHning Kongress kutubxonasidan ham o‘rin olgan.

2021-yil 27- Aprel kuni yurtimizning Adiblar xiyobonida “O‘tkan kunlar” romanining ingliz tilidagi yana bir taqdimoti bo‘lib o‘tadi. Unda asar tarjimoni Mark Eduard Reesening o‘zi ham ishtirok etadi. Tadbirda shuningdek, Yozuvchilar uyushmasi raisi Sirojiddin Sayyid, taniqli adib Xurshid Do‘stmuhammad, adabiyotshunos Suvon Meli, professor Bahodir Karimov, Abdulla Qodiriy uy muzeyi rahbari Xondamir Qodiriy, tilshunos va adabiyotshunos Gulnoza Odilova va ko‘pgina yozuvchi va shoirlar ishtirok etishdi va tarjima, tarjimonning yutuqlari haqida so‘zladilar. Taqdimot tadbirida Abdulla Qodiriy haykali poyiga gullar qo‘yildi. Mark Eduard Reesega

⁶⁹ https://uza.uz/uz/posts/mark-edvard-riz-halqingizning-mentaliteti-dunyoqarashi-ruhiyati-zhozibador-tili-abdulla-qodiriy-asarida-muzhassam_261789

O‘zbekiston yozuvchilar uyushmasiga a‘zolik guvohnomasi topshirildi. Tadbir davomida A. Qodiriyning nabirasi Xondamir Qodiriy tarjimon asarda muallif tilining jozibadorligini saqlab qolishga intilgani uning buyuk asarga, o‘zbek tiliga bo‘lgan hurmatini anglatishini ta’kidladi.

Gulnoza Odilova esa o‘z nutqida Mark Reese tarjima jarayonida xalqning mentalitetini ifodalay olganligini va tarjimada uning xalqimizga cheksiz muhabbati yaqqol sezilib turganligini ta’kidlaydi. Shuni ham ta’kidlash joizki, prezidentimiz tomonidan amerikalik ijodkor Mark Eduard Reese madaniy hamkorlikni rivojlantirishdagi o‘lkan hissasi uchun ‘Do‘stlik’ ordeni bilan taqdirlandi. Mukofot O‘zbekistonning AQSHdagi elchixonasida O‘zbekistonning AQSHdagi elchisi Javlon Vaxabov tomonidan topshirildi.

1980-yil 4-mayda Andijon viloyati Shahrixon tumanida tug‘ilgan Ilhomjon To‘xtasinov Madaminovich 2017-yilda Samarqand Davlat Chet tillari instituti rektori lavozimida faoliyat olib borishi bilan bir paytda hamkasblari O. M. Muminov, A. A. Hamidovlar “O‘tkan kunlar” romanini ingliz tiliga tarjima qilishga milliy tarjimonlardan birinchilardan bo‘lib qo‘l urdilar.

Adabiyotshunos, tarjimashunos, tilshunos olim tarjima qilgan “O‘tgan kunlar” romani “The Days Gone by” nomi bilan Toshkent shahridagi “Mashhur-Press” nashriyotida 2017-yilda chop etiladi. Asar o‘quvchilar tomonidan katta qiziqish bilan kutib olinishi bilan birgalikda ilmiy izlanuvchilar tomonidan ba‘zi bir tanqidlariga ham uchraydi. Masalan, tilshunos va adabiyotshunos tadqiqotchi Gulnoza Odilova romanning tarjima variantlarini o‘z tadqiqot ishida taqqoslaganligi haqida quyidagi izohlarni keltiradi:

– Romanni bir yarim yil oldin diqqat bilan o‘qib chiqdim, – deydi Gulnoza Odilova. – Men doktorlik tadqiqotimda o‘zbek milliy mentalitetidagi ovqatlanish, oila davrasidagi kommunikativ muloqot jarayonini tarjimada qanday berilganini tadqiqqa tortgandim va bunda “O‘tkan kunlar”ning Ilhom To‘xtasinov tarjimasiga qarab, juda ham xafa bo‘lgandim. Chunki u yerda milliylikka oid ko‘p so‘zlar tushib qolgan. Masalan, romanda O‘zbekoyim Otabekni Zaynabni qaynotasinikiga charlarga oborishga majburlab turgan mahal o‘g‘li borgisi kelmay, xo‘r-xo‘rlatib choy ichadi. Ya’ni, bu yerda Otabek onasining gapiga yumor bilan javob qaytaryapti, befarqligini shu yo‘l bilan ko‘rsatyapti. Bu esa O‘zbekoyimning jahlini chiqaradi.

To‘xtasinov tarjimasida Otabek shunchaki ovqatlanib o‘tirardi, deyilgan. Xo‘rillatib choy ichish effekti yo‘q. O‘zbekoyimning gapiga e’tiborsizlik bilan, nima deyapsiz, deganday yumori tarjimada aks etmagan. Mark Reese o‘z tarjimasida mana shu effektni saqlagan, ya’ni onasining gapiga befarq bo‘lib og‘zini to‘ldirib-to‘ldirib choy ichib o‘tirgan Otabekning holatini inglizchada ko‘rsata olgan⁷⁰.

Ilhomjon To‘xtasinov va O‘zbekiston Davlat Jahon tillari universiteti bir guruh tarjimonlari tomonidan amalga oshirilgan ushbu tarjima asar ham ko‘pgina tadqiqot ishlarini o‘rganishda asosiy manba sifatida o‘rganilib kelmoqda. Aslida ingliz tili xorijiy til hisoblangan o‘zbek millatiga mansub tarjimonga butun boshli romanni ingliz tiliga tarjima qilishi, bu-katta jasorat sanaladi. Tarjimon bu asardan tashqari Alisher Navoiy g‘azallari, Abdulla Qodiriyning “Mehrobdan chayon” romanini, Pirimqul Qodirovning “Yulduzli tunlar” romanini, Odil Yoqubov va Tohir Malik romanlarini, G‘afur G‘ulom qissalarini o‘zbek tilidan ingliz tiliga tarjima qilgan.

⁷⁰ [https://kun.uz/news/2021/04/28/otkan-kunlar-romanini-ingliz-tiliga-ogirgan-tarjimon-ozbekiston-yozuvchilar-uyushmasi-faxriy-azosi-boldi](https://kun.uz/news/2021/04/28/otkan-kunlar-romanini-ingliz-tiliga-ogirgan-tarjimon-ozbekiston-yozuvchilar-uyushmasi-faxriy-azosi-boldi?q=%2Fuz%2Fnews%2F2021%2F04%2F28%2Fotkan-kunlar-romanini-ingliz-tiliga-ogirgan-tarjimon-ozbekiston-yozuvchilar-uyushmasi-faxriy-azosi-boldi)

Islom Karimov fondi o‘zbek adabiyoti durdonalarini tarjima qilish va chop etishga grant ajratish orqali O‘zbekistonning boy madaniy me‘rosini asrash va targ‘ib etishga hissa qo‘shib kelmoqda, deb ma‘lumot beriladi fondning Facebookdagi sahifasida. Fond O‘zbekistonning YUNESKOdagi vakolatxonasi bilan hamkorlikda o‘zbek romanchilik maktabining ilk namunasi bo‘lgan A. Qodiriyning “O‘tkan kunlar” romanini ingliz va fransuz tillariga tarjima qilinishiga tashabbuskorlik qiladi. Asarning ingliz tiliga tarjimasi Lola Tillayeva Karimova tashabbusi bilan Karimov fondi homiyligida amalga oshiriladi. Britaniya universiteti rus adabiyoti fakulteti magistranti, o‘ttizdan ziyod badiiy tarjimalar muallifi Karol Ermakova tarjima uchun “O‘tkan kunlar” romanini ingliz tiliga tarjima qilish uchun asarning rus tilidagi varianti “Минувшие дни” dan foydalanadi. Abdulla Qodiriy asari “Days Gone by” nomi bilan 2018-yilda Parijdagi “Nouveau Monde Editions” nashriyotida chop etildi. Tarjima asarga Julie Vikenden muharrirlik qiladi, rassom Bobur Ismoilov illustriyalar chizadi. Karol tarjimaga 143 ta izohlar keltirgan. Lekin hozircha asarning yuqorida rejalashtirilgan fransuz tilidagi tarjimasi haqida ma‘lumotlar keltirilmagan.

Xulosa o‘rnida shuni ta‘kidlash joizki, yuqorida keltirilgan o‘zbek milliy romanchiligining debochasi bo‘lgan hamda yaratilganiga bir asrdan ortiq vaqt bo‘lishiga qaramasdan milliy va xorijiy o‘quvchilar qalbidan chuqur joy egallab kelayotgan “O‘tkan kunlar” romanining ingliz tiliga tarjima qilinishi, bu asarni tarjima qilinishidagi mashaqqatli mehnat jarayoni tarjimonlarning nafaqat bu asarga, balki o‘zbek tiliga bo‘lgan hurmat va muhabbatining izhori hisoblanadi. Bunga, albatta, o‘quvchigina xolisona baho bera oladi. Shu o‘rinda, ushbu tadqiqotda tarjimonlar Ilhomjon To‘xtasinov, Mark Eduard Reese va Karol Ermakovaning tarjima variantlari va ularga ba‘zi tadqiqotchilarning hamda roman o‘quvchilarining fikrlari keltirib o‘tildi.

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INFOKOMMUNIKATSION TEXNOLOGIYALAR LEKSIKASINING XUSUSIYATLARI VA ULAR USTIDA ISHLASH JARAYONLARI

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Annotatsiya. Ushbu maqolada Infokommunikatsion texnologiyalar leksikasining xususiyatlari va ular ustida ishlash jarayoni va Infokommunikatsiya texnologiyalari lug'atining xususiyatlari ko'rib chiqiladi. Uning ilmiy adabiyotlarda ifodalanishi mutaxassislik tilini o'rgatishda e'tiborga olinishi kerak bo'lgan chastotalilik tamoyiliga asoslanib tavsiflanadi.

Kalit so'zlar: terminologik lug'at, terminologik qatlam, so'z-terminlar, termin elementi, chastota, termin tizimi.

FEATURES OF THE LEXICON OF INFORMATION AND COMMUNICATION TECHNOLOGIES AND THE PROCESSES OF WORKING ON THEM

Abstract. In the given article the peculiarities of infocommunication technologies lexics is regarded. The infocommunication technologies lexics representation in the scientific literature on the frequency principle is concerned. The importance to pay attention for teaching the language of speciality is considered.

Key words: terminological vocabulary, terminology layer, words terms terminoelement, frequency, terminosistema.

ОСОБЕННОСТИ ЛЕКСИКИ ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ И ПРОЦЕССОВ РАБОТЫ НАД НИМИ

Аннотация. Рассматриваются особенности лексики инфокоммуникационных технологий. Описывается ее представленность в научной литературе по принципу частотности, что необходимо учитывать при обучении языку специальности.

Ключевые слова: терминологическая лексика, терминологический слой, слова-термины, терминосистема, частотность, терминосистема.

Ilmiy adabiyotlarda "termin" tushunchasining ko'plab ta'riflari mavjud. Keling, ulardan ba'zilarini sanab o'tamiz. V.P.Danilenkoning ta'kidlashicha, "termin bu ilmiy yoki ishlab chiqarish-texnologik kontseptsyaning nomi bo'lgan va ta'rifga ega bo'lgan maxsus qo'llanish sohasidagi so'z yoki ibora"⁷¹

T.G Vinokurning takidlashicha, "maxsus so'zlarni emas, balki faqat maxsus funktsiyadagi so'zlarni" tushunadi.⁷² Bir qator tadqiqotlarda atama va uning ma'nosi uning faoliyat ko'rsatish shartlariga qarab u yoki bu darajada izohlangan yashirin axborot salohiyati sifatida qaraladi.

⁷¹Даниленко, В.П. Лексико-семантические и грамматические особенности слов-терминов /В.П. Даниленко // Исследования по русской терминологии. М. 1971.

⁷² Винокур, Т.Г. Закономерности стилистического использования языковых единиц / Т.Г. Винокур. М., 1980.

Terminning axborot mazmuni uning ishlash shartlariga bogʻliq. Axborot mazmuni diapazoni ramziydan metamatngacha (maksimal tarkibga) choʻziladi. Bitta atamaning koʻp sonli komponentlarni ifodalash imkoniyati cheklangan. Biroq, agar atama bayonot yoki bayonotlar guruhida, matn yoki matnlar guruhida ishlansa, ular sezilarli darajada kengayadi. Kontekstda atama atama bilan ifodalangan tushunchaning maʼlum tomonlarini ochib beruvchi boshqa lingvistik birliklar oʻzaro taʼsir qiladi.

Alohida olingan va taʼrifda aniqlangan soʻz vazifasini bajaradigan bir xil atama, shuningdek, tegishli ravishda ramziy, taʼrifiy, tasniflash va matnli axborot mazmuniga ega deb hisoblanadi (A.S.Frolova). Tushunchaning qamrovi kengroq boʻlgan atamalar – kengaytmali, tushuncha doirasi torroq – intensial atamalar mavjud.

Har qanday fan va texnika sohasidagi atamalar ham tushunchalar kabi alohida holda mavjud emas, balki bir-biri bilan oʻzaro munosabatda boʻladi. Ular maʼlum bir tizimni tashkil qiladi.⁷³

Tushunchalar tizimi va tushunchalar orasidagi bogʻlanishlar har bir aniq fanning oʻrganish predmetining mohiyatini ifodalaydi. Bizning holatlarimizda bu axborot-kommunikatsiya texnologiyalari. Tizimli bogʻliqligi tufayli har bir atama tushunchalarning terminologik tizimida oʻziga xos oʻrin tutadi.⁷⁴

Axborot-kommunikatsiya texnologiyalarining terminologik leksikasi ham har qanday soʻz yasalishi va sintaktik tuzilishi bilan farq qiluvchi leksik birliklar yigʻindisi bilan ifodalanadi.

Morfologik-sintaktik tuzilishi nuqtai nazaridan bir xil emas. Axborot-kommunikatsiya texnologiyalari terminologiyasi rus tilining leksik quyi tizimlaridan biri sifatida hali maxsus tadqiqot mavzusi boʻlmagan, boshqa alohida quyi tizimlar esa juda yaxshi oʻrganilgan. Axborot-kommunikatsiya texnologiyalari terminologiyasi boʻyicha lingvistik tadqiqotlar yetarli emasligi, shuningdek, ushbu sohaga oid atamalarning leksikasi va boshqa maxsus maʼlumotnomalarda toʻliq qayd etilmaganligidan dalolat beradi.

Axborot-kommunikatsiya texnologiyalari atamalarini lingvistik (leksik) tashkil etishda quyidagi xususiyatlar eʼtiborga olinadi:

-ushbu terminologik leksikaning keng tarqalgan, umumiy texnik lugʻat va boshqa terminologik tizimlar bilan bogʻlanishi;

-bugungi kunda atamalarga qoʻyilayotgan bir maʼnolilik talabining sinonimi, imlo oʻzgarishlari va noaniqlik mavjudligi sababli buzilishi;

- lugʻaviy tuzilmada atamalarning terminologik boʻlmagan atama elementlarining mavjudligi, yaʼni atamaning semantik tarkibida oʻz maʼnosini oʻzgartirmagan umumiy tildagi soʻzlar.

Axborot-kommunikatsiya texnologiyalarining leksikasi, qoida tariqasida, ilmiy nutq uslubida leksik maʼnosini oʻzgartirmasdan qoʻllaniladigan keng tarqalgan ishlatiladigan soʻzlar, umumiy ilmiy soʻzlar, maxsus leksika, faqat mutaxassislariga tushunarli boʻlgan yuqori

⁷³ Гринев, С.В. Терминоведение: итог/ и перспективы / С.В. Гринев // Терминоведение и профессиональная лингводидактика. Вып. 3. М., 1993.

⁷⁴ Лотте, Д.С. Основы построения научно-технической терминологии / Д.С. Лотте // Вопр. теории и методики. М., 1961.

ixtisoslashgan atamalar bilan ifodalanadigan rus adabiy tilining qayta talqin qilingan.

Shubhasiz, tez-tez ishlatiladigan soʻz atamadan farq qiladi. Terminlar ilmiy funksional uslubning stilistik xususiyatlarini lingvistik gavdalantirish vositalaridan biridir. Ularda mavhumlik, mantiqiylik, aniqlik, xolislik, ravshanlik, ixchamlik kabi uslubiy xususiyatlar aks etadi.

Terminlarning muhim leksik xususiyatlari quyidagilardan iborat:

- sinonimiya tufayli aniqlik talabining buzilishi;
- atamalarda ifodalangan tushunchalarning mavhumlik darajasini oshirish;
- atamaning noaniqligi.

Terminlarning oʻziga xos xususiyati bu belgilangan tushuncha bilan yaqin, koʻp hollarda aniq bogʻlanadi.

Axborot-kommunikatsiya texnologiyalari lugʻatida, birinchi navbatda, bir soʻzdan iborat atamalar mavjud. Ulardan eng keng tarqalganlari quyidagilardir:

- xalqaro soʻz-terminlar, masalan: Internet, modem, server, skript;
- leksik maʼnosini oʻzgartirmasdan qoʻllaniladigan umumiy lugʻat soʻzi, masalan: amalga oshirish, model, yoʻl, loyiha, jarayon, tizim, element, vazifa;
- leksik maʼnosi ilmiy-texnikaviy xususiyatlarni hisobga olgan holda qayta koʻrib chiqiladigan soʻz, masalan: terminal, shlyuz, oqim, halqa, blokirovka, qulflash.

Ilmiy (maxsus) matnda nominatsiyaning asosiy vositasi hisoblangan alohida terminologik leksemalar bilan bir qatorda ularning birikmalari (iboralari) ham uchraydi. Ular terminologik maʼnoga ega boʻladilar. Yangi tushunchalar, texnologik jarayonlar, tabiiy hodisalarga taʼsir qilish usullari koʻpincha alohida soʻzlar bilan emas, balki iboralar bilan belgilanadi. Bundan tashqari, baʼzi tadqiqotchilar ilmiy matnning leksik birliklarining terminologik qatlami alohida soʻz atamalaridan emas, asosan iboralardan iborat ekanligini taʼkidlaydilar.

Ushbu mavzu boʻyicha maxsus matnlarda tugatilgan ot iboralari eng yuqori chastotaga ega, yaʼni asosiy tushunchalar va predmetlar soʻz birikmalaridan koʻra ot soʻz birikmalari yordamida ifodalanadi. Ot soʻz turkumlari koʻproq umumiy, neytral xususiyatga ega. Qoidaga koʻra, terminologik iboralar bitta asosiy atama elementini oʻz ichiga oladi. Bu odatda ot. Ot soʻz birikmalarining terminologiyasi sifatni va hatto murakkab soʻzlarning tarkibiy qismlaridan birini tugatish orqali ham amalga oshirilishi mumkin.

Eng keng tarqalgani bizning fikrimizcha, “sifat + ot” kabi iboralar, masalan: katta tizim, axborotli modellashtirish, kassali server, dasturli fayllar, koʻp protokollari tarmoq, raqamli kanal.

Soʻz birikmalarining ikkinchi eng keng tarqalgan turi bu “ot + ismdagi ot” modeliga koʻra tuzilgan ibora. U xizmat tugun, uzatish xizmati, tugatish nuqtasi, tarmoq topologiyasi, tarqatish tarmogʻi, kirish tarmogʻi kabi iboralar bilan ifodalanadi.

Shunday qilib, axborot-kommunikatsiya texnologiyalari leksikasi bu turli terminologik birliklar (ham bir soʻzli atamalar, ham soʻz birikmalari) terminologik tizimga birlashtirilgan maxsus leksikasidir. Oʻrganilayotgan namunadagi terminologik lugʻat va terminologik iboralar orasida boshqa terminologik tizimlarning leksik birliklari ham mavjud boʻlib, bu oʻz navbatida axborot-kommunikatsiya texnologiyalari lugʻatining yana bir leksik xususiyatidan dalolat beradi.

Axborot-kommunikatsiya texnologiyalarining koʻplab terminlarini shakllantirishda turli atama tizimlarining terminologik birliklari ishtirok etadi.

Bu ilmiy matndagi turli leksik qatlamlarning oʻzaro taʼsirining oʻziga xos xususiyatining

mavjudligidir. Misol tariqasida quyidagi umumiy texnik atamalarni keltirishimiz mumkin: axborot provayderi, raqamli tarmoq, ma'lumotlar bazasi va iqtisodiy biznes tizimi, biznes konsalting, franchayzing.

Axborot-kommunikatsiya texnologiyalari lug'atining leksik va semantik xususiyatlari rus tilining o'quv jarayonida texnik universitetlarning birinchi kurs talabalari uchun ham e'tiborga olinishi kerak.

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ZARDUSHTIYLIKNING BOSHQA DINLARGA TÁSIRI

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Annotatsiya. Maqolada zardushtiylik dinining óziga xos jihatlari, uning boshqa dinlarda saqlanib qolgan an'analari va kórsatgan tásirlari haqida chuqur bayon etilgan.

Kalit sózlar: Zardushtiylik, Avesto, Axura-Mazda, Abu Rayhon Beruniy, Quroni Karim, islom dini, yahudiylilik, nasroniylik, Mankur, Nakir, Rizvan.

INFLUENCE OF ZOROASTRIANISM ON OTHER RELIGIONS

Abstract. The article describes in depth the unique aspects of the Zoroastrian religion, its traditions preserved in other religions, and its effects.

Key words: Zoroastrianism, Avesta, Ahura-Mazda, Abu Rayhan Beruni, Holy Quran, Islam, Judaism, Christianity, Mankur, Nakir, Rizvan.

ВЛИЯНИЕ ЗОРОАСТРИЗМА НА ДРУГИЕ РЕЛИГИИ

Аннотация. В статье подробно описаны уникальные аспекты зороастрийской религии, ее традиции, сохранившиеся в других религиях, и ее последствия.

Ключевые слова: зороастризм, Авеста, Ахура-Мазда, Абу Райхан Беруни, Священный Коран, ислам, иудаизм, христианство, Манкур, Накир, Ризван.

Qadim zamonlardan boshlab insoniyat har xil e'tiqodlarga amal qilib kelgan. Ular turli xil xududlarda bir-biridan farq qilgan an'analarni ózida aks ettirgan. Eramizdan avvalgi taxminan VII asrlarga kelib bunday kóp xudolik e'tiqodlardan farq qiluvchi ilk e'tiqod zardushtiylik dini yuzaga keldi.

Zardushtiylik paydo bólgan davr birinchi sinfiy jamiyat, ya'ni quldorlik davri endi paydo bólayotgan davr edi. U urug'-qabilachilik tuzumi emirilib aholi qullar va quldorlarga, zolim va mazlumlarga bólinayotgan davr bólgan. Bu din eng avval Órta Osiyo, sóng Eron, Ozarbayjonda qaror topgan edi. Mazkur e'tiqod shu vaqtgacha hukm surgan dinlar orasida eng yetugi va adolatlisi edi. Shu boisdandir zardushtiylik kelajakda dunyo yuzini kórgan mahalliy óz navbatida dunyoviy dinlarga ham nihoyatda katta ta'sir kórsatdi.

Zardushtiylik g'oyalari insoniyat uchun keyin paydo bólgan barcha dunyo dinlariga ta'sir kórsatdi va ularning dunyo dinlari darajasiga kótarilishida muhim rol óynaydi. "Avesto"da qayd etilgan odamlarni xayriya qilishga chaqiruvchi umuminsoniy qadriyatlar boshqa dinlarning ta'limotlari, g'oyalari, rivoyatlari muqaddas kitoblaridan joy oldi.

Evropalik taniqli dinshunos Meri Boys bu borada: "Eronda zardushtiylik katta obróga ega bóldi. Uning ta'limotining ba'zi muhim jihatlari yahudiy, nasroniy, islom dini va gnostik maktab tarafdorlari tomonidan ózlashtirildi. Sharqda zardushtiylik buddizmning janubiy varianti rivojiga ta'sir kórsatdi" - deya óz izohlarini qoldiradi.

Tarixga nazar tashlaydigan bólsak, eramizdan avvalgi XVIII asrda hazrati Ibrohim zardushtiylik kabi buyuk e'tiqod nuridan rozi bólgan. Eramizdan avvalgi, XIV asrga kelib hazrati Muso payg'ambar yolg'iz quyoshga e'tiqodga yahudiylar qavmini qaratdi. Xristian dinining "Xudo

odamni óziga óxshash obrazda yaratdi" - degan asosiy tushuncha zardushtiylikning Axura-Mazda insonlarni óziga óxshatib yaratdi degan fikrga tóg'ri keladi.

Zardushtiylikning asosiy g'oyalari bilan bog'liq xulosalar ruhiy kechinmalar islom diniga óz-óزيدan kirib keldi. Ulardan ba'zilari bizga islom dini bilan birga yetib keldi. Albatta, VII-VIII asrlarda Órta Osiyoda islomning tarqalishi bilan zardushtiylik dini taqiq qilina boshlandi.

Abu Rayhon Beruniyning sózlariga kóra, arablar zardushtiylik ruhoniylarini qirg'in qilib, ularning ilmiy va muqaddas kitoblarini yoqib yuborishgan. "Avesto" ning "Yasiyin" deb nomlangan ikkinchi kitobida Zardushtning maktublari tabiyat va halolliklar hukumdori, odamlarga yaqin va halol, hamma narsani biladigan va hamma narsaga tayyor bólgan Axura-Mazdaning abadiyligiga iymon keltiruvchi duolardan iborat. Olimlar "Mazda Yasna" sózlarining yashirin mohiyati, ya'ni "Yasiyin" ma'lum darajada Qur'oni Karimning "Bakara" surasining 225-oyatiga muvofiq keladi deb kórsatishadi.

Islom dinida yasiynning órni katta va juda savobli hamdir. Yasiynning Qur'oni Karimning óttiz oltinchi surasi bólishiga qaramay, yasiyn Qur'oni Karim bilan teng kóriladi. Masalan, qoraqalpoq dostonlarida "Yasiyin, Qur'on óqitib" degan kóplab satrlar mavjud. Nima uchun bu satrlarda Qur'onning bir surasi uning ózi bilan teng kóriladi? Yoki xalqimizda nima uchun "bunga aytgan sóz eshakning qulog'iga yasiyn óqigandek", yoki "qulog'iga yasiyn óqidi" kabi tarbiyaga bog'liq gaplar uchrashadi. "Uning qulog'iga qur'on óqidi" deb keltirish mumkinmi? Bizning fikrimizcha, buning sababi "Avesto"ning bu qismi islomga kirganligi ekanligi xaliq ongiga singib ketgan "yasiyn" sózi Qur'oni Karimda ma'qullanib, uni rivojlantirganligini kórishimiz mumkin.

Dózx nomi musulmonlarning ham yahudiylarning ham tilida "pippom" sózidan kelib chiqqan bólib, ya'ni jahannam sózidan olingan va islandiyalik islomshunos R. Dozining sózlariga kóra islom dózaxi ""taqlid qilish" degan ma'noni anglatadi. Musulmon dinidagi jannat ham zardushtiylik bilan nasroniylik manbalarida uchraydi.

Payg'ambarimiz islomdan oldin ham arablar tabiiy kuchlarini boshqaradigan ruhlarga bólgan ishonganini aytadi. Islomda hatto jinlar ham Ollohning odamdan oldin "sof olovdan yaratilgan" deb hisoblanadi. (Qur'on, 33, 40- sura) Odamlar tuproqqa kómilganidan sóng, ularni sóroqqa tutuvchi Mankur, Nakir, jannatning qóriqchisi Rizvan Islomni qabul qilgan, qolganlari esa uni qabul qilmagan va kofir sifatida qolgan deb kórsatiladi.

Zardushtiylikdagi devlarga ishonish, ya'ni shaytonga bóysinadigan odamni va inson va dunyoning dushmanlari bólgan devlarni ham musulmonlar ózlariga qabul qilgan.

Zardushtiylik diniga kóra, ólimdan uch kun ótgach uning ruxi yer ostidagi óliklar makoniga tushadi. Marhumning ahvoli qolgan qarindoshlari va yaqinlarining xotirlashi va sadaqa berishi bilan bog'liq. Bu vazifani marhumning katta óg'li óz zimmasiga oladi. Bunday amallar dastlabki vaqtda tabiyatga jinlar zarar yetkazmasligi va xavfli vaziyatlardan eson-omon ótishiga kuch berish uchun bajariladi. Ushbu xavfli oydan keyin ikkinchi marta, bir yil ótgach, u uchinchi marta qon chiqariladi va qurbonlik qilinadi.

Shundan sóng, marhumning uch óg'li yiliga bir marta esga olishlari kerak bólgan. Bunday an'analarning hozirgi kunda qoraqalpoq va yana birqancha xalqlar orasida saqlanib qolishi, zardushtiylik dinining qoldirgan ta'sirlari bilan bog'liqligi kórinib turadi.

Umuman olganda, bizning ma'naviyatimiz va milliy qadriyatlarimiz - dinimizning durdonasi bólgan zardushtiylikda bayonlangan fikrlar va an'analari islom dinidan ham joy olib xalqimizni yuksak ma'naviyat yólida kamol toptirishda hissa qóshdi, chunki adolatli din an'analari

ustunlik qilgan jamiyatda olg'a ilgarilash rivojlanish yuz beradi. Juda kóplab ulamo va olimlarni óz bag'rida dunyoga keltirib, voyaga yetkazgan Turon zaminining ilm-fan va madaniyat markaziga aylanishida ham avvalroq paydo bólgan va sóngra esa umuminsoniy qadriyatlari islom dinidan joy olgan, zardushtiylik dini óziga xos asos yaratgan deya e'tirof etsak aslo mubolag'a bólmaydi.

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MALAKA OSHIRISH TIZIMIDAGI O'QITISHGA BO'LGAN XORIJIY YONDASHUVLARNING O'ZIGA XUSUSIYATLARI

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Annotatsiya. Ushbu maqolada malaka oshirish tizimidagi o'qitishga bo'lgan xorijiy yondashuvlarning o'ziga xususiyatlari haqida ma'lumotlar keltirilgan.

Kalit so'zlar: g'arb mamlakatlari, qisqa muddatli kurslar, seminar-kurslari, mustaqil ta'lim, kattalar ta'limi, mikro ta'lim, transformatsion ta'lim, malaka oshirish, bilim, ko'nikma, malaka.

CHARACTERISTICS OF FOREIGN APPROACHES TO TRAINING IN THE SYSTEM OF PROFESSIONAL DEVELOPMENT

Abstract. This article provides information about the characteristics of foreign approaches to training in the system of professional development.

Key words: Western countries, short-term courses, seminar-courses, independent education, adult education, micro-education, transformational education, professional development, knowledge, skills, qualifications.

ХАРАКТЕРИСТИКА ЗАРУБЕЖНЫХ ПОДХОДОВ К ПОДГОТОВКЕ В СИСТЕМЕ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ

Аннотация. В статье представлена информация об особенностях зарубежных подходов к обучению в системе повышения квалификации.

Ключевые слова: страны Запада, краткосрочные курсы, курсы-семинары, самостоятельное образование, образование взрослых, микрообучение, трансформационное образование, профессиональное развитие, знания, навыки, квалификация.

Mavzuni dolzarbligi. O'zbekiston Respublikasi Prezidentining 2022-yil 6-iyundagi "Davlat sport-ta'lim muassasalari faoliyatini mutlaqo yangi tizim asosida tashkil qilish chora-tadbirlari to'g'risida"gi PQ-268-sonli, O'zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 4-iyuldagi "Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi 355-sonli qarori ta'lim infratuzilmasini takomillashtirish vazifalari qo'yilgan.

Rivojlangan xorijiy mamlakatlarda malaka oshirish tizimi katta moliyaviy resurslar kiritiladigan butun bir sanoat tarmog'i sifatida shakllangan bo'lib, so'nggi yillarda bu tarmoqqa jalb qilinayotgan investitsiyalar hajmining ko'payishi kuzatilmoqda. Hozirgi kunda G'arb mamlakatlarida malaka oshirish tizimi xilma-xil tur va shakllarga ega bo'lib, uning muvaffaqiyatli rivojlanishi davlat darajasida qabul qilingan qarorlar samarasidir. Chet elda malaka oshirish didaktik tizimining muammolari bo'yicha asosiy tadqiqotlarni o'rganish bizga ishimiz

yo‘nalishlarining to‘g‘riligiga ishonch hosil qilish va eng qiziqarli elementlarini amaliyotimizga moslashtirish imkonini berdi.

G‘arbda malaka oshirish muammolarini o‘rganishga yaqindan e‘tibor XX asrning ikkinchi yarmidangina qaratildi va uzluksiz ta‘lim jarayonlarini ilmiy tushunish zaruratidan kelib chiqdi.

Malaka oshirishni tashkil etish va amalga oshirish bo‘yicha xalqaro tajribani umumlashtirish, shuningdek uzluksiz ta‘limning ushbu shaklini rivojlantirish istiqbollarini aniqlash zarurati ta‘lim bo‘yicha maxsus xalqaro forumlarning chaqirilishiga olib keldi.

1975-yil avgustda Parijda bo‘lib o‘tgan YuNESKOning 35-sessiyasida AQShda chet tili o‘qituvchilarining malakasini oshirish tajribasi optimal tajriba sifatida tahlil qilindi. Ular uchun to‘rt turdagi kurslar mavjud edi: ikki hafta davom yetadigan seminar-kurslari; qisqa muddatli kurslar, ularning davomiyligi 4 dan 8 haftagacha; universitet yoki kollej o‘qituvchilari uchun qisqa muddatli seminar-kurslari; o‘qituvchilarning ish joyida tashkil etilgan seminar-kurslari.

Shuningdek, uyushgan malaka oshirishlarga katta e‘tibor qaratildi, chunki o‘qishga yuqori motivatsiyaga ega bo‘lgan odamlargina mustaqil ta‘lim bilan shug‘ullanishi mumkin. G‘arb mamlakatlarida o‘tkazilgan tadqiqotlar [Olivera K. K teorii sravnitelnoy pedagogiki // Perspektivy. - 1989. -№2.-S. 15-20.] shuni ko‘rsatdiki, malaka oshirish quyidagi shartlar bajarilganda eng yuqori samaraga erishadi: tinglovchilarning amaliy ehtiyojlariga e‘tibor qaratish hamda kattalar ta‘limining o‘ziga xos psixologik xususiyatlarini hisobga olish, bularning barchasi esa shaxsning kognitiv xususiyatlarida ijobiy o‘zgarishlarga olib keladi, uning kasbiy va intellektual faolligini oshiradi.

YuNESKOning xalqaro ta‘limni rejalashtirish instituti (IIPO) direktori Jak Allakning so‘zlariga ko‘ra [Allak J. Vklad v budumee: prioritet obrazovaniya: Per. s angl. - M.: Pedagogika-Press, 1993.- 168 s.], XX asrning 80-yillaridan boshlab aksariyat mamlakatlarda ta‘lim sohasidagi muammolar ta‘lim tizimlarini qoniqarsiz boshqarish, iqtisodiyotning samarasiz ishlashi va ijtimoiy kasalliklarning mavjudligi kabi holatlarning birgalikda kelishi bilan bog‘liq ekanligi aniq bo‘lib qoldi.

Oksforddagi nashrlardan biri “Jahon ta‘lim ensiklopediyasi” 1994 yilda kattalar ta‘limiga oid asosiy tadqiqot yo‘nalishlarining tahlilini o‘z ichiga olgan bo‘lib, unda eng katta e‘tibor quyidagi to‘rt sohaga qaratilgan:

- Mustaqil ta‘lim,
- tanqidiy tafakkur,
- tajribali ta‘lim
- o‘rganish qobiliyati.

Mazkur yo‘nalishlarning har biri bir butunlik yondashuvi asosida ochib berilgan.

Mustaqil ta‘lim nazariyasi va amaliyotining meta-tahlilini o‘tkazgan avstraliyalik, kanadalik va amerikalik mualliflar (G. Kollinz, R. Kendi ; O. Brokett iD. Ximestra) kattalar qanday qilib o‘z oldilariga ta‘lim olish maqsadini qo‘yishlari, o‘zlari uchun kerakli manbalarni tanlashlari, qaysi ta‘lim usulini tanlash haqida qaror qabul qilishlari va o‘z muvaffaqiyatlarini o‘zlari baholashlari haqidagi savollarni o‘rtaga tashladilar. Mustaqil ta‘lim konsepsiyasining kattalar ta‘limi uchun hal qiluvchi omil sifatidagi ko‘plab savollar ochiqlicha qolmoqda.

Masalan, mustaqil ta‘lim mazmunining madaniy jihatiga deyarli e‘tibor berilmaydi; malaka oshirish jarayonida mustaqil va tashkillashtirilgan ta‘lim davrlarini o‘zaro almashtirish to‘g‘risida ishonchli xulosalar mavjud emas.

Xorijiy mualliflarning ta'kidlashicha, bu va boshqa masalalar muayyan davlatlarning qonun hujjatlari bilan belgilanadi. Keling, ushbu muammoni batafsil ko'rib chiqaylik. Masalan, Angliyada "Milliy kurikulum" hukumat hujjati qabul qilingan bo'lib, Ingliz pedagogikasidagi "kurikulum" tushunchasi ta'limning maqsadlari mazmuni, metodlari va shakllari, ta'lim ko'lami, ta'limning moddiy-texnik bazasidan foydalanish va boshqalarni o'z ichiga oladi. Ushbu hujjatning amalga oshirilishi malaka oshirish tizimidagi ta'lim jarayonini barcha tarkibiy qismlarning birligida yaxlit holda ko'rib chiqishni nazarda tutadi.

Angliyada malaka oshirish tizimi pulli bo'lib, o'qitish xarajatlari malaka oshirish tashkilotning moliyaviy rejasiga kiritilgan bo'lsa, ish beruvchi tashkilot tomonidan o'qitishning navbatdagi bosqichini o'taganligi to'g'risidagi guvohnoma taqdim etilgandan keyin qoplanadi.

Ta'lim va fan departamenti malaka oshirish bilan bevosita shug'ullanmaydi, biroq tanlangan sohada inqirozli holatlari aniqlangan taqdirda, hududiy darajada yordam ko'rsatadi.

Yaponiyada doimiy ish joyiga ega bo'lganlarning uzluksiz ta'lim olishini tartibga soluvchi maxsus davlat normativ-huquqiy hujjatlari qabul qilingan. Masalan, professor-o'qituvchilarni attestatsiyadan o'tkazish to'g'risidagi qonun har besh yilda bir marta majburiy malaka oshirishni nazarda tutadi. Qonunda navbatdagi malaka oshirishdan so'ng ishlab chiqarish sertifikatining darajasini oshirish imkoniyati ko'zda tutilgan bo'lib, bu ish haqini sezilarli darajada oshishiga xizmat qiladi. Biz bu yondashuvni juda samarali deb hisoblaymiz, chunki malaka oshirish sohasidagi davlat siyosati kasbiy mahoratning o'sishini ish haqini oshirish bilan yetarli darajada bog'lamasa, ta'lim jarayoni bilan kasbiy faoliyat sifati va samaradorligini baholash o'rtasidagi aloqalarni aniqlash juda qiyin.

Yurgan Xabermas asarlariga asoslangan tadqiqotlarda transformatsion ta'lim nazariyasi bayon qilinib, unda kattalar o'z tajribalaridan qanday xulosa chiqarishlari, mazkur tajribani talqin qilishga nimalar ta'sir qilishi, ilgari qilingan xulosalarning haqiqatdan uzoqlashishi barobarida, modifikatsiyaning dinamikasi va tabiati qanday ekanligini tushuntiradi.

Mikro ta'lim kattalar uchun juda xos bo'lib (D. Alley, M. Sedker va J. Kuper), uni birinchi bo'lib Stenford universiteti (AQSh) pedagogik psixologiya professorlari taklif qilishgan. Bunday ta'limning mohiyati kasbiy mahoratning komponentli tahlilidan iborat: kasbiy faoliyatning eng yuqori darajasini ko'nikma va malakalar yig'indisi sifatida namoyish etish kerak. Tadqiqotchilar aniq ko'nikma va qobiliyatlarni mikro ta'limi jarayonida quyidagi xususiyatlar amalga oshirilishiga alohida e'tibor berishadi:

tinglovchilarning tafakkur faoliyati variativ ravishda rag'batlantiriladi; materialni idrok etish va o'zlashtirishga ko'rsatma hosil qilinadi, kognitiv qiziqish rag'batlantiriladi;

ham butun mazmunni, ham uning alohida qismlarini o'zlashtirishning muvaffaqiyati muntazam ravishda qayd etib boriladi; noog'zaki aloqa stimullari va qo'llab-quvvatlash faol qo'llaniladi;

har bir umumlashtirish yangi darajada, divergent xarakterdagi savollarni faol qo'llash bilan amalga oshiriladi;

variativ takrorlash amalga oshiriladi.

Mualliflarning fikriga ko'ra, agar yangi ta'lim mazmuni va yangi o'qitish usullari ishlab chiqilsa, mikro-ta'lim rivojlanish uchun pedagogik kadrlarning malakasini oshirish sohasida eng katta imkoniyatlarga ega.

Kattalarning ta'lim olishga bo'lgan qobiliyatini o'rganish D.Smit boshchiligida AQSh, Shotlandiya, Avstraliya, Germaniya va Shvesiya olimlari tomonidan olib borildi. Ushbu tadqiqot natijalari shuni ko'rsatdiki, kattalar bilish jarayonini nafaqat turli xil ta'lim shakllarining samaradorligini aniqlash imkonini beruvchi testlar yordamida, shuningdek, inson qanday tafakkur qilishi, taxminlar qilishi, faktlarga tayangan ma'lumotlardan qanday foydalanishi va o'z pozitsiyasining va harakatlarining to'g'riligiga ishonch asosidagi xulosalarni asoslab berishga qaratilgan chuqur gnoseologik tushunchaga ega bo'lish imkonini beradigan usullardan foydalangan holda ham o'rganish mumkin.

Olingan ma'lumotlarga asoslanib, ma'lum bir o'quv vazifasi va bilimlarni egallash qobiliyatini rivojlantirishga bo'lgan moyillik o'rtasidagi munosabatni o'rnatish mumkin. Ular ta'limning kognitiv va hissiy jihatlari bo'yicha tadqiqotlar uchun asos bo'ladi.

Xorijiy olimlarning fikriga ko'ra, kattalar ta'limi nazariyasi bo'yicha tadqiqotning istiqbolli yo'nalishlari quyidagilardir:

- kattalar ta'limiga milliy-madaniy muhitning ta'siri;
- amaliy nazariyalarni yaratish;
- sirtqi ta'limning yangi shakllarini qo'llash va masofaviy ta'limni tashkil etishda multimedia vositalaridan foydalanish.

Xorijiy sotsiologik tadqiqotlar ko'plab odamlarning nafaqat an'anaviy ta'lim muassasalarida, balki ish joylarida, jamoat tashkilotlarida, qiziqish guruhlarida o'z malakalarini oshirish istagini namoyon qilayotganlaridan guvohlik bermoqda. Muhimi shundaki, malaka oshirish sohasidagi sifatli tadqiqotlar yordam ko'rsatishga qaratilgan nazariy xarakterga ega bo'lishi kerak: malaka oshirishdan o'tgan mutaxassislar bunday tadqiqotlarning sotsiologik so'rovnomalar yoki eksperimental ishlanmalardan ko'ra muhimligini ta'kidlashadi. Kattalar ta'limining aksariyat xorijiy tadqiqotchilari o'zlarini amaliyotchilar deb hisoblashadi va "sof" fanni amalga oshirishga esa akademiyalar va universitetlarga tegishli vazifa sifatida qarashadi.

Dasturlarning mazmuni kattalar malakasini oshirish jarayonida doimiy ravishda rivojlanib borishi va ularning qadriyatlar va so'rovlar tizimi o'zgarib borishini hisobga olishi kerak. Shuni ham hisobga olish kerakki, kattalar o'zgarimas shaxsiy va ijtimoiy qadriyatlarga ega va agar taklif qilingan ma'lumotlar ularga zid bo'lsa, oldindan aytib bo'lmaydigan oqibatlariga olib keladigan muammolar paydo bo'lishi mumkin: uzoq muddat davomida shakllanib kelgan e'tiqodlarni o'zgartirish uchun uzoq va mashaqqatli ish zarur.

Malaka oshirishning yaxlit xorijiy didaktik tizim tahlili Germaniya misolida amalga oshirish mumkin. Quyidagi omillarni hal qiluvchi omillar sifatida ko'rsatish mumkin:

- butun ta'lim tizimidagi alohida olingan bosqich funksiyasi; mazkur bosqich dastlabki holatining ijtimoiy parametrlari;
- ushbu bosqich rivojlanishining ijtimoiy qonuniyatlari;
- mazkur bosqichdagi ruhiy sharoitlarning o'ziga xos xususiyatlari;
- ushbu bosqichga kiruvchi sub'ektlar o'rtasidagi munosabatlarning rivojlanish darajasi.

Malaka oshirishning ta'lim bosqichi sifatidagi didaktik muammolari o'quv jarayonining tuzilishi muammosi bilan bog'liq. Malaka oshirish jarayonida o'qitish alohida elementlar orasidagi funksional munosabatlarni o'z ichiga olgan tarkibiy jihatdan murakkab jarayon sifatida amalga oshiriladi, degan g'oya I.F. Gerbartning umuman ta'lim haqidagi fundamental g'oyalariga to'liq mos keladi.

Tadqiqotchilarning fikriga ko'ra, doimiy o'zgarishlar davrida zamonaviy didaktikaning rivojlanishi birinchi navbatda odamlarning uzoq vaqt raqobatbardosh bo'lishiga imkon beradigan individuallik va ijodiy fikrlash muammolarini o'rganishga qaratilgan. Avtoritar nemis ta'lim tizimi tobora munozaralarda, o'yin texnologiyalarida va boshqalarda faol ishtirok etadigan sub'ektlarning teng ishtirokini nazarda tutuvchi modelga aylantirilmoqda.

Shunday qilib, asosiysi tinglovchilarda o'z muammolarini bartaraf etish yo'llarini topishga imkon beradigan ishonchni rag'batlantirish va shakllantirishdir. O'qitish usullari-bu o'quvchining ehtiyojlariga ham, mashg'ulot mazmuniga ham javob beradigan o'quv jarayonini muvaffaqiyatli shakllantirishga imkon beradigan vositadir. Talim jarayoni suyu'ektlarining bir-biriga nisbatan maqsadlari va tutgan pozitsiyalari aniq ma'lum bo'lishi muhim ahamiyatga ega. Malaka oshirish tizimi o'qituvchisi faoliyatida asosiy o'rinni butun malaka oshirish jarayoni davomida tinglovchini qo'llab-quvvatlash egallaydi. Bunda o'quv jarayoni uchun eng maqbul shart-sharoitlar yuzaga kelishiga zamin yaratadigan vaziyatlarni yaratish muhimdir. O'qituvchi bilimlarni o'zlashtirishga qiziqishni, ba'zi yangi munosabatlar va aloqadorlikni ko'rish va tushunishni, bilimsizlikni namoyon etish ma'nosida emas, balki jonli bilim qiziqishini ifoda etishga qaratilgan savollarni qo'ya olish uchun zarur jasoratga ega bo'lishi istagini uyg'otishi kerak. Har bir o'qituvchi tinglovchilar yuqori salohiyatga ega va uni ochib berish hamda rivojlantirish kerak degan yondashuvdan kelib chiqishi lozim.

Buni amalga oshirish tinglovchilarda o'zlarining avvalgi qarashlari va fikrlarini shubha ostiga olish, nafaqat o'zlarida, balki mazkur masala bilan bog'liq boshqa shaxslarda ham mavjud bo'lgan o'z kuchiga ishonchsizlikni yengib o'tish jasorati shakllanishi sharti bilangina mumkin bo'ladi. Bunday vaziyatda, ilgari ishonch berib turgan narsalarni yo'qotib qo'maslik kerak, garchi bu ayni paytda bilimlarning cheklanganligidan dalolat berib turgan bo'lsada.

Kadrlar malakasini oshirish va ularni qayta tayyorlash tizimini tashkil etish va rivojlantirish uchun quyidagilar zarur:

- kadrlar malakasini oshirish va ularni qayta tayyorlash tizimi faoliyatida yangicha tarkib, mazmun hamda bu tizimni boshqarilishini shakllantirish;

- yuqori malakali o'qituvchi-mutaxassis kadrlar tayyorlash va sohani ular bilan to'ldirib borilishini ta'minlash;

- kadrlar malakasini oshirish va ularni qayta tayyorlash tizimining bu sohada raqobatga asoslangan muhitni shakllantirishni va samarali faoliyat olib borishni taminlovchi me'yoriy bazasini yaratish;

- kadrlar malakasini oshirish va ularni qayta tayyorlash talim muassasalarini davlat attestatsiyasi va akkreditatsiyasidan o'tkazish tizimini ishlab chiqish va amaliyotga joriy etish;

- iqtisodiyotning davlat va nodavlat sektorlari, mulkchilikning turli shaklidagi tashkilot va muassasalarning talab-ehtiyojlariga muvofiq kadrlar va mutaxassislarni ildam qayta tayyorlash va ularning malakasini oshirishni taminlovchi davlat hamda nodavlat talim muassasalarini tashkil etish va rivojlantirishga ko'maklashish;

- professional treningning ilg'or texnologiya va uskunalarini, shuningdek murakkab, fan yutuqlarini talab qiluvchi texnologiya jarayonlari imitatorlarini ishlab chiqish, yaratish va amaliy o'zlashtirib olish;

- pedagog va ilmiy-pedagog kadrlar tayyorlash, qayta tayyorlash va ularning malakasini oshirish;

- pedagog kadrlarning malakasini oshirish va ularni qayta tayyorlashning zamon talablariga moslashuvchan, talimning yuqori sifatli va barqaror rivojlanishini ko'zlovchi tizimi vujudga keltiriladi. Pedagog kadrlarni ildam qayta tayyorlash va ularning malakasini oshirish, raqobatbardosh darajada ularning kasb sifatini qo'llab-quvvatlash taminlanadi.

Xulosa qilganda, Jismoniy tarbiyani boshqarish va sportni rivojlantirish sohasida mutaxassislar malakasini oshirish hamda kasb mahoratini rivojlantirish bo'yicha ishlarning asosiy yo'nalishlari jamiyatning bozor iqtisodiyotiga o'tish sharoitlarida muvaffaqiyat bilan ish olib bora oladigan yuqori malakali kadrlarga bo'lgan Respublikamiz ehtiyojini qondirishga qaratish kerak.

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ТРУДНОСТИ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Аннотация. В статье рассмотрены проблемы произношения при изучении русского языка как иностранного. Описано специфическое содержание и назначение приемов, используемых в преподавании русского языка как иностранного с нерусскими обучающимися.

Ключевые слова: грамматические ошибки, русский язык как иностранный, коммуникативные навыки, межъязыковая профессионально ориентированное обучение интерференция, орфографические ошибки, политика деиндоктринации.

DIFFICULTIES IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

Abstract. The article discusses pronunciation problems when learning Russian as a foreign language. The specific content and purpose of the techniques used in teaching Russian as a foreign language to non-Russian students are described.

Key words: grammatical errors, Russian as a foreign language, communication skills, interlingual professionally oriented learning interference, spelling errors, deindoctrination policy.

Знание русского языка очень важно для иностранных студентов. Проблемы преподавания русского языка очень сложны. При обучении русскому языку необходимо стимулировать и поддерживать умственную деятельность студента. Русский язык – это язык, который необходимо изучать на основе текста, а также правил. В соответствии с практикой правила известны, но студент должен усвоить их из текста. В таких случаях организуются группы подготовительного факультета, и большая часть учебного времени отводится на изучение русского языка как иностранного. В процессе изучения русского языка в странах ближнего зарубежья, особенно у узбеков, возникают следующие трудности.

Нелингвистическая (экстралингвистическая) интерференция, т.е. ошибки, связанные с отсутствием фоновых знаний (страноведческих, культурно-исторических сведений). и собственно языковых знаний. К основным проявлениям транспозиции в лингвистике и национальном языкознании относятся: перенос изучаемого языка на культуру, аналогичных знаний, характерных для родной культуры, наоборот.

В последнее десятилетие русский язык сохраняет определенную степень проникновения среди городского населения (в основном в Ташкенте), но на практике он является лишь одним из иностранных языков, изучаемых в школах, колледжах и вузах республики.

Воспроизведение различных текстов, визуальной и устной информации в настоящее время осуществляется в основном на английском языке, а сам государственный язык переведен с кириллицы на латиницу. Одной из главных причин, почему узбекские школьники в Узбекистане не могут выучить национальный язык, является политика деиндоктринации, это одна из главных причин, почему узбекские студенты, приезжающие в Россию, не знают русский язык достаточно хорошо. Они обладают лишь фрагментарными

знаниями, так как у них наблюдается отсутствие базовых навыков общения. Способность общаться в официальной, академической, профессиональной и научной среде низкая. Не умея хорошо объясняться, новые студенты вынуждены обращаться за помощью к старшекурсникам, что легко может войти в привычку и далеко не способствует улучшению речи. Начальный этап обучения - коммуникативный, так как они могут научиться, преодолевая трудности обучения. Утверждается, что студент является носителем языка для студента. Типичные орфографические и грамматические ошибки являются серьезным барьером в общении с носителями русского языка.

Описываются типичные орфографические и грамматические ошибки, являющиеся серьезным барьером в общении с носителями русского языка и в дальнейшем обучении в российских вузах. Описывается специфическое содержание и назначение приемов, используемых в преподавании русского языка как иностранного с нерусскими студентами, и методика работы с ними.

Рассматриваются приемы, используемые в преподавании русского языка как иностранного со студентами из бывших союзных республик с целью повышения эффективности обучения. Делается вывод о том, что для продуктивной работы необходимо учитывать особенности узбекского языка и узбекской культуры в сравнении с русским языком и русской культурой. Сами студенты сразу и часто спонтанно начинают общаться с носителями языка. Однако впоследствии отсутствие системного и осознанного подхода к изучению русского языка может затруднить овладение языком.

Существуют определенные препятствия для изучения русского языка, которые тесно связаны с русской культурой и религией. Культура и религия создают различия в религиозных верованиях двух этнических групп. Задача преподавателя - смягчить возможные культурные столкновения, особенно заметные на начальном этапе. На начальных этапах необходимо объяснять обычаи и традиции русского народа и воспитывать толерантность к представителям других конфессий.

Особое внимание следует уделить фактическим лингвистическим трудностям, с которыми сталкиваются иностранные студенты в области фонетики, грамматики, орфографии, правописании. Это связано, прежде всего, с существенными различиями между системой русского и узбекского языков, относящихся к тюркской языковой семье.

Русский язык и родной язык узбеков, который относится к тюркской группе. Кроме того, латинская графика. Латинская графика, которую в значительной степени освоило молодое поколение узбеков, создает дополнительные проблемы на ранних этапах освоения русского чтения и письма. На начальных этапах обучения чтению и письму на русском языке возникают дополнительные трудности.

Например, учащиеся часто читают русскую букву "р" как [p], а рукописную "р" как [p]. Русское "р" они читают как [p], а рукописное "т" - как [m]. В сочинениях нередки случаи, когда ученики пишут "i" вместо "u", "i" (podimite), "v" (viri, vit) вместо "b". Как правило, такие ошибки устраняются в процессе длительной тренировки, чтения и письма. Научить иностранных студентов правильно произносить звуки и звукосочетания - важная задача.

Не следует забывать, что исправить неправильное произношение сложнее, чем сразу же исправить его. Обучение правильному произношению звуков и звукосочетаний начинается с самого первого этапа преподавания русского языка. Студенты учатся

произносить слова, предложения, которые запомнятся надолго. Поэтому мы считаем, что их необходимо постоянно подкреплять и развивать. Преподаватели русского языка должны постоянно проверять произношение своих учеников, помогать им правильно произносить слова, в том числе и орфоэпически. Эффективным способом закрепления навыков правильного русского произношения является специальная практика произношения.

Практика произношения включает в себя тренировку в восприятии на слух (перцепция) и произношении (репродукция) русских звуков, что может быть затруднительно для иностранных студентов. В процессе изучения русской фонетики необходима постоянная тренировка. Например, гласная **ы** трудна для произношения, потому что ее нет в узбекском языке. Ее произношение вызывает особые трудности. Особенно это проявляется в письменной форме.

Вместо этой буквы студенты используют букву **и** (*теплые, одежды, студенты, новие, умный, многочисленные, дешевый, прижок одежда, сломанный, и т. д.*) и наоборот (*жызьнь, забарабанить, дорогой*).

Слова, содержащие шипящие [ш], [щ], [ж]. Слушатели часто делают ошибки в словах, содержащих эти буквы: *ковришка, женщин, курить, помощник, шили, младший, кушать* и т.д. Узбекские студенты путают эти два знака *ш-щ*, поэтому им нужна большая практика в их различении при чтении и письме (с использованием причастий настоящего и прошедшего времени), типа *пишущий-писавший*. Распространенная ошибка, которую допускают изучающие узбекский язык, - написание слов с мягкими знаками.

Особенно распространенными ошибками являются слова, в которых мягкий знак находится в середине слова (ночу вместо ночью, серезной вместо серьезный, *стуля* вместо стулья, пют вместо пьют и т. д.). Реже ошибаются слова с мягким знаком на конце слов (*зверь, медведь, огонь, яма, рассказать*). Это связано с тем, что в узбекском алфавите нет таких букв. Учителю необходимо объяснить следующие основные случаи, когда мягкий знак используется в середине слов, в конце существительных и глаголов. Грамматические формы без мягкого знака также должны быть объяснены и перечислены. Неправильные обозначения, такие как (учит вместо учится).

Неправильное написание, например, *учица* (вместо учится), *учит* (вместо учит), *улитца* (вместо улица), *полотенсе* (вместо полотенце) и другие опечатки. Также трудно писать так называемые йодированные буквы русского алфавита (*е, ё, ю, я*). Преодолеть эти трудности помогут различные виды диктантов и практика письма. В русском языке обязательно соотношение определяемого слова с его семантическим полом.

В связи с этим при использовании существительных часто встречаются ошибки в определении рода. Часто встречаются ошибки при употреблении существительных мужского рода с согласованием на *-л* и существительных женского рода с согласованием на *-л*, а также ошибки при определении рода в целом.

С точки зрения носителей русского языка, так бывает, например, когда мальчик говорит "я родилась", а девочка - "я родился". Семантическое согласование с определяемым словом и зависит от определяемого существительного.

Большое внимание нужно уделить правописанию в русском языке, так как расхождения между письменной и устной речью приводят к многочисленным ошибкам.

Анализ письменных вопросов узбекских студентов показывает, что ошибки такого рода встречаются чаще, чем все остальные, например, (*уский, поздно, спасибо, шясливый, взякий, мякий, дастают, худой, трапинка, иди, духофки, приставте*).

Изучая русский язык как иностранный, будущие студенты неизбежно знакомятся с лексикой, терминологией и сложной грамматикой своей специальности. Лексика и терминология по специальности, сложные грамматические конструкции и т.д. Как известно, русский язык обладает специфическими особенностями для специализированного общения. Они серьезно изучают русский язык, чтобы овладеть своей будущей специальностью, проявляют интерес к русскому языку и движимы потребностью в его изучении. Таким образом, опыт работы преподавателем русского языка на подготовительном отделении показал, что основные трудности, с которыми сталкиваются узбекистанцы при изучении русского языка, заключаются в следующем. Трудности узбекских учащихся в овладении русским языком и их коммуникативные ошибки связаны, прежде всего, с несоответствием русской и узбекской языковых систем. Отсутствие большого количества грамматических явлений в родном языке учащегося является одной из основных причин отсутствия грамматической терминологии в русскоязычном мире.

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GOLDBAXNING BINAR VA TERNAR NATIJALARI BO'YICHA OLINGAN NATIJALAR

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Annotatsiya. Ushbu tezisdagi Goldbaxning binar va ternar muammolari bo'yicha olingan natijalar va masalalar bo'yicha kimlar ish olib borgan hamda qanday natijalar olishgani haqida qisqacha to'xtalib o'tiladi.

Kalit so'zlar: Goldbax muammosi, binar muammo, ternar muammo.

GOLDBACH'S BINARY AND TERNARY RESULTS

Abstract. In this thesis, the results of Goldbach's binary and ternary problems and who worked on the problems and what results were obtained will be briefly discussed.

Key words: Goldbach problem, binary problem, ternary problem.

БИНАРНЫЕ И ТРОЙНЫЕ РЕЗУЛЬТАТЫ ГОЛЬДБАХА

Аннотация. В данной диссертации будут кратко обсуждаться результаты решения бинарных и тернарных задач Гольдбаха, а также кто работал над этими проблемами и какие результаты были получены.

Ключевые слова: задача Гольдбаха, бинарная задача, тройная задача.

Nemis matematigi Xristian Goldbax (Christian Goldbach(1690-1764)) nomi bilan yuritiladigan Goldbax muammosi birinchi marta 1742-yilda Goldbax va Shvetsariyalik nemis matematigi Eyler (Leonhard Euler 1707-1783) o'rtasida yozishmalarda paydo bo'lgan. 1742-yilda Xristian Goldbax Leonard Eylerga yozgan xatida quyidagi taxmini aytadi:

Har qanday 6 dan kichik bo'lmagan juft natural sonni ikkita toq tub son yig'indisi ko'rinishida ifodalash mumkin. (Goldbaxning binar muammosi);

Har qanday 9 dan kichik bo'lmagan toq natural sonni uchta toq tub son yig'indisi ko'rinishida ifodalash mumkin. (Goldbaxning ternar muammosi).

Bu muammolar birgalikda Eyler-Goldbax muammosi deb ham yuritiladi.

X.Goldbax va L.Eyler orasidagi 1742-yildagi yozishmalardan Eyler-Goldbax muammosi vujudga kelgan. U zamonaviy tilda quyidagicha ifodalanadi.

I. Har qanday toq natural $n \geq 9$ sonni uchta toq tub sonlarning yig'indisi ko'rinishida yozish mumkin;

II. Har qanday juft natural $n \geq 6$ sonni ikkita toq tub sonlarning yig'indisi ko'rinishida yozish mumkin.

Bu tasdiqlarning birinchisiga Goldbaxning ternar problemi, ikkinchisiga esa binar problemi ham deb yuritiladi.

Tushunarliki, Goldbaxning binar problemasining o'rinli ekanligidan ternar problemaning o'rinli ekanligi kelib chiqadi. Haqiqatan ham, $2n = p_1 + p_2$ bo'lsa, u holda $2n + 3 = p_1 + p_2 + 3$, tenglik barcha $n = 3, 4, \dots$ lar uchun bajariladi.

Bu muammolar o'z vaqtida matematikaning juda ham qiyin problemlardan hisoblangan. 1912-yilgacha Goldbax problemasini hozirgi zamon matematikasi metodlari bilan yechib bo'lmaydi degan fikr mavjud bo'lgan.

Faqat 1919-yilga kelib V.Brun mohiyati jihatidan Eratosfen g'alvirining takomillashtirilgani bo'lgan metodni ishlab chiqdi. U o'z metodi yordamida har qanday yetarlicha katta natural sonni har biri 9 tadan ortiq bo'lmagan tub sonlar ko'paymasidan iborat bo'lgan ikkita qo'shiluvchining yig'indisi ko'rinishida ifodalash mumkin ekanligini ko'rsatdi.

Keyinchalik B.Brun natijasi bir necha bor yaxshilandi, lekin Goldbax problemasini bu metod bilan yechib bo'lmadi. Shunga qaramasdan B.Brun metodi, keyinchalik esa uning turli shakl o'zgartirilgan variantlari: A.Selberg g'alviri, Yu.Linnikning katta g'alvirlari tub sonlar taqsimoti nazariyasida tadbiiq etilib, bu sohada salmoqli natijalar olish imkonini berdi.

Ingliz matematiklari G.Xardi va Dj.Littlvud (Hardy G.H., Littlewood J.E.) lar 1924-yilda Goldbaxning ternar problemaga doiraviy usulni qo'llab, hozircha isbotlanmagan Dirixle L – funksiyaning no'llari haqidagi Rimanning umumlashgan gipotezasini(URG) (unga ko'ra Dirixle L – funksiyasi)

$$L(s, \chi) = \sum_{n=1}^{\infty} \frac{\chi(n)}{n^s}, \quad \text{Res} = \sigma > 1, \quad (s = \sigma + it) \quad (1)$$

(bunda $\chi(n)$ –Dirixle xarakteri) ning barcha trivilal bo'lmagan no'llari $\sigma = \frac{1}{2}$ to'g'ri chiziqda yotadi) o'rinli deb qarab yetarlicha katta n toq sonining uchta tub son yig'indisi $n = p_1 + p_2 + p_3$ ko'rinishda ifodalashlar soni $\mathcal{R}(n)$ uchun asimptotik formula oladilar.

I.M.Vinogradov o'zi yaratgan trigonometrik yig'indilar metodi yordamida 1937-yilda yetarlicha katta $n \geq N_0$ lar uchun bu masalani hal qildi. 1956-yilda K.G.Borozdkin bunda $N_0 \leq \exp \exp \exp(41,96)$ bo'lishi kerak ekanligini ko'rsatdi. Keyinchalik bu natija Chen Jingren va A.Qosimovlar tomonidan bir necha bor yaxshilandi.

$(1, N_1)$ oraliqdagi toq sonlar uchun Goldbaxning ternar problemasining o'rinli ekanligi kompyuterlar yordamida tekshirib ko'rilgan. Shuning uchun ham faqat (N_1, N_0) – oraliqda problemaning o'rinli ekanligini isbotlash qoldi. Bu sohadgi oxirgi natija J.M.Deshouillers, G. Effinger, H.Te Riele va D. Zinoviev larga tegishli. Ular agar URG o'rinli bo'lsa, ternar problemaning barcha toq $n \geq 6$ lar uchun o'rinli ekanligini ko'rsatdilar. Lekin URG esa hozircha to'la isbotlamagan.

Ikkita tub son yig'indisi haqidagi problemani esa Rimanning umumlashgan gipotezasiga tayanib ham hal etib bo'lmadi. G.Xardi va Dj.Littlvudlar faqatgina “deyarli barcha” juft sonlarning ikkita tub son yig'indisi ko'rinishida ifodalanishinigina ko'rsata oldilar xolos, ya'ni agar $E(X)$ bilan X dan katta bo'lmagan va ikkita tub son yig'indisi ko'rinishida ifodalanmaydigan deb gumon qilingan juft sonlar sonini belgilasak

$$\lim_{X \rightarrow \infty} \frac{E(X)}{X} = 0 \quad (2) \text{ ekanligini isbotladilar.}$$

1930-yilda L.G.Shnirelman sonlar nazariyasining additiv masalalarini yechish uchun yangi metodni taklif etdi. U o'zi taklif etgan metod bilan shunday bir r absolyut doimiysi mavjudki, har bir n natural sonini r tadan ortiq bo'lmagan tub sonlar yig'indisi ko'rinishida ifodalash mumkin ekanligini ko'rsatdi. Lekinda L.G.Shnirelman isbotidagi r soni ancha katta bo'lib chiqdi ($r \leq 8 \cdot 10^5$). Keyinchalik r ning qiymati ketma-ket bir necha bor N.P.Romanov, X.Xeylbron, E.Landau, Sherka, D.Richchi, X.Shapiro, J.Varga, In Ven-Linya, N.I.Klimov, R.Von va boshqa matematiklar tomonidan yaxshilandi. A.F.Lavrik faqatgina L.G.Shnirelman metodidan foydalanib $r = 8$ dan yaxshi natija olish mumkin emasligini ko'rsatdi. Shuning uchun ham ko'pchilik mualliflar o'z izlanishlarida L.G.Shnirelman metodining boshqa metodlar bilan

kombinatsiyasidan foydalanganini aytib o‘tish joizdir. Lekin binar problema hozirgacha to‘la hal etilgan emas. Bu sohada N.G.Chudakov, T.Esterman va Van-der-Corputlar Vinogradovning trigonometrik yig‘indilar metodini qo‘llab deyarli barcha juft sonlarning ikkita toq tub sonning yig‘indisi ko‘rinishida ifodalanishini ko‘rsatdilar. Aniqroq qilib aytganda agar $E(X)$ bilan $[2, X)$ oraliqdagi ikkita tub son yig‘indisi ko‘rinishida ifodalanmaydigan juft sonlarning sonini belgilasak, yuqoridagi mualliflar belgilangan $A > 0$ soni uchun

$$E(X) \ll \frac{X}{\ln^A X} \quad (3)$$

bahoning o‘rinli ekanligini isbotladilar. Bu natija boshqa metod bilan Yu.Linnik tomonidan ham isbot qilingan.

A.F.Lavrik n juft sonining ikkita tub son yig‘indisi ko‘rinishida ifodalashlar soni, ya’ni

$$n = p_1 + p_2$$

tenglamani tub sonlardagi yechimlari soni $\mathcal{R}(n)$ uchun asimptotik formula oladi. Bu formula $(1, X)$ oraliqdagi n ning ko‘pi bilan

$$\mathcal{R}(n) \ll \frac{X}{\ln^A X} \quad (4)$$

ta qiymatidan boshqa barcha qiymatlari uchun o‘rinli.

Keyinchalik $E(X)$ ning yuqoridagi baholari bir necha bor yaxshilandi. Jumladan R.C.Vaughan

$$E(X) < X \exp(-c\sqrt{\ln X}), \quad (5)$$

R.C.Vaughan va H.L.Montgomerylar

$$E(X) < X^{1-\delta}, \quad (6)$$

bunda δ , $0 < \delta < 1$ shartni qanoatlantiruvchi effektiv konstanta. R.C.Vaughan va H.L.Montgomerylarda, agar URG o‘rinli bo‘lsa, $\delta = \frac{1}{2} + \varepsilon$ deb olish mumkin ekanligini aytib o‘tganlar. Bu yerda $\varepsilon > 0$ yetarlicha kichik o‘zgarma son. I.Allakov, J.Chen, C.Pan lar tomonidan δ ning qiymati aniqlashtirilib yetarlicha katta X lar uchun

$$E(X) < X^{0,96} \quad (7) \text{ baholar olingan.}$$

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FEEL THE FREEDOM IN THE WORKS OF WALT WHITMAN

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Abstract. *Walt Whitman was one of America's most celebrated poets, indeed captures a sense of freedom in his works through his exploration of individuality, democracy, and the vastness of the American landscape.*

Key words: *individuality, democracy, and the vastness of the American landscape.*

ПОЧУВСТВУЙТЕ СВОБОДУ В ТВОРЧЕСТВЕ УОЛТА УИТМЕНА

Аннотация. *Уолт Уитмен был одним из самых знаменитых поэтов Америки. Он действительно передает чувство свободы в своих произведениях, исследуя индивидуальность, демократию и необъятность американского ландшафта.*

Ключевые слова: *индивидуальность, демократия и необъятность американского ландшафта.*

Walt Whitman, one of America's most celebrated poets, indeed captures a sense of freedom in his works through his exploration of individuality, democracy, and the vastness of the American landscape.

In his seminal work "Leaves of Grass," Whitman celebrates the diversity of human experience and the vastness of the American continent. His poetry often reflects the idea of freedom not only in its literal sense but also in its spiritual and existential dimensions. Whitman's free verse style itself is emblematic of this sense of liberation, breaking away from traditional forms and structures.

In poems like "Song of Myself," Whitman revels in the idea of the self as expansive and inclusive, embracing all aspects of human existence without judgment. He celebrates the individual as well as the collective, blurring boundaries between self and others, suggesting a deep sense of interconnectedness and freedom from societal constraints.

Moreover, Whitman's portrayal of the American landscape, from the bustling cities to the untamed wilderness, reflects a sense of boundless opportunity and possibility. His imagery often evokes a feeling of vastness and openness, inviting readers to contemplate the infinite possibilities of existence.

Walt Whitman, often hailed as the father of American poetry, remains a towering figure in literature, renowned for his ability to capture the essence of freedom in his works. Through his groundbreaking poetry collection "Leaves of Grass" and other notable pieces, Whitman encapsulates the spirit of liberation in various forms, resonating with readers across generations.

At the core of Whitman's exploration of freedom lies his celebration of individuality. In "Song of Myself," arguably his most famous poem, Whitman exalts the self in all its complexity, declaring, "I celebrate myself, / And what I assume you shall assume, / For every atom belonging to me as good belongs to you." Here, he embraces the idea of the individual as inherently valuable, deserving of recognition and respect. Through his free verse style, Whitman rejects the constraints of traditional poetic forms, allowing his words to flow unrestrained, mirroring the unrestricted nature of the human spirit.

Whitman's conception of freedom extends beyond the individual to encompass the collective experience of humanity. In "I Hear America Singing," he portrays the diverse voices of the American people, each contributing to the symphony of the nation. From the laborer to the carpenter to the mother, Whitman celebrates the myriad expressions of life, emphasizing the democratic ideal of equality and inclusivity. Through his poetry, he envisions a society where every voice is heard and every person is valued—a vision deeply rooted in the principles of freedom and democracy.

Furthermore, Whitman's portrayal of the American landscape evokes a sense of boundless possibility and exploration. In poems like "Crossing Brooklyn Ferry" and "To a Locomotive in Winter," he celebrates the power of progress and the expansive nature of the land. Through vivid imagery and immersive language, Whitman invites readers to embark on a journey of discovery, traversing the vast expanse of the country and the human experience alike.

Ultimately, Whitman's works serve as a testament to the enduring quest for freedom in all its forms. Whether exploring the depths of the individual psyche or the breadth of the American landscape, he inspires readers to embrace the inherent freedom of existence, to celebrate the richness of life, and to strive for a world where liberty and justice flourish.

In today's world, Whitman's message remains as relevant as ever, reminding us to cherish our freedoms, both personal and collective, and to honor the inherent dignity of every individual. Through his poetry, we are invited to feel the palpable sense of liberation that permeates his words—a freedom that transcends boundaries, unites humanity, and endures through the ages.

Overall, Whitman's works resonate with a profound sense of freedom that transcends mere political or social definitions. Through his poetry, he invites readers to embrace the fullness of life, to revel in their individuality, and to explore the expansive landscapes of both the external world and the human spirit.

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WALT WHITMAN WORD ABOUT “A CELEBRATION OF THE HUMAN SPIRIT IN POETRY”

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Abstract. This article is about Walt Whitman's A Celebration of the Human Spirit in Poetry.

Key words: Walt Whitman, poets, New York, journalism, American literature.

СЛОВО УОЛТА УИТМЕНА О «ПРОСЛАВЛЕНИИ ЧЕЛОВЕЧЕСКОГО ДУХА В ПОЭЗИИ»

Аннотация. Эта статья посвящена книге Уолта Уитмена «Прославление человеческого духа в поэзии».

Ключевые слова: Уолт Уитмен, поэты, Нью-Йорк, журналистика, американская литература.

Introduction:

Walt Whitman, often hailed as the "Bard of Democracy" and the "Father of Free Verse," stands as one of the most influential and revered American poets of the 19th century. His groundbreaking work, particularly in his collection "Leaves of Grass," has left an indelible mark on American literature. This article explores the life, themes, and enduring legacy of Walt Whitman's poetry.

Biography:

Walt Whitman was born on May 31, 1819, in West Hills, Long Island, New York. His childhood was marked by limited formal education, but he was an avid reader and self-taught. Whitman worked in various jobs, including journalism and printing, and developed a keen interest in human nature, which would later become a central theme in his poetry.

"Leaves of Grass":

Published in 1855, "Leaves of Grass" is Whitman's magnum opus. The collection underwent multiple revisions throughout his life, expanding from 12 poems in the first edition to over 400 in the final edition. The poems in "Leaves of Grass" are known for their free verse, celebrating the individual, the collective, and the democratic spirit.

Themes:

Celebration of Humanity: Whitman's poetry exudes an unbridled celebration of the human spirit. He embraced the diversity of human experiences, from the mundane to the extraordinary, and celebrated the inherent worth of every individual.

Nature and Transcendence: Whitman found inspiration in the natural world, using it as a metaphor for the interconnectedness of all life. His verses often explore the transcendental aspects of existence, connecting the physical and the spiritual.

Democracy and Equality: A passionate advocate for democracy, Whitman's poetry champions the ideals of equality and individual freedom. His verses reflect a vision of a harmonious society where every person, regardless of background, contributes to the collective tapestry.

Eroticism and Sensuality: Whitman's poems are not shy about exploring the sensual and erotic dimensions of human experience. His frank and open discussions of sexuality were groundbreaking for his time, challenging societal norms.

Legacy:

Walt Whitman's impact on American literature is immeasurable. His free verse style and thematic explorations influenced generations of poets, including Allen Ginsberg, Langston Hughes, and even contemporary writers. His work transcends national borders, inspiring poets worldwide. "Song of Myself," a central poem in "Leaves of Grass," remains an anthem of individualism and self-discovery.

On conclusion, Walt Whitman's poetry, bold and revolutionary, continues to resonate with readers today. His celebration of humanity, democracy, and the interconnectedness of all life speaks to the timeless aspects of the human experience.

As we delve into the verses of Whitman, we find a profound exploration of the self and a celebration of the collective spirit that unites us all.

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ЎҚИТИШ ЖАРАЁНИДА ТАЪЛИМ ОЛУВЧИЛАРНИНГ БИЛИМ, КЎНИКМА ВА МАЛАКАЛАРИНИ НАЗОРАТ ҚИЛИШ.

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Аннотация. Мақолада ўқитиш жараёнида таълим олувчиларнинг билим, кўникма ва малакаларини назорат қилиш, билимларга асосланиб хатти-ҳаракатларнинг кетма-кетлиги, алоҳида босқичлари ҳақида фикр ёритилган.

Таянч сўзлар: Касб таълими методлари, оғзаки метод, оғзаки баён, тушунтириш, суҳбат,, китоб билан ишлаш, инструкторив материаллар, кўргазмали метод.

MONITORING THE KNOWLEDGE, SKILLS AND SKILLS OF STUDENTS DURING THE TRAINING PROCESS.

Abstract. The article discusses the control of knowledge, skills and abilities of learners, the sequence of actions based on knowledge, and separate stages in the process of teaching.

Key words: Vocational education methods, oral method, oral presentation, explanation, conversation, book work, instructional materials, demonstration method.

КОНТРОЛЬ ЗНАНИЙ, НАВЫКОВ И НАВЫКОВ СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ.

Аннотация. В статье рассматривается контроль знаний, умений и квалификации обучающихся, последовательность действий, основанных на знаниях, а также отдельные этапы процесса обучения.

Ключевые слова: Методы профессионального образования, устный метод, устное изложение, объяснение, беседа, книжная работа, методические материалы, демонстрационный метод.

Таълимда назорат қилишнинг 2 тури мавжуд. Биринчи – таълим олувчиларнинг ўқув фаолиятини ҳар хил кузатиш, иккинчиси – таълим олувчиларнинг билим, кўникма ва малакаларини текширишдан иборат.

Кўникма деганда одамнинг билим олиши, элементар тажриба ва малакага таяниб бирон ишни муваффақиятли бажариш имконияти тушунилади. Орттирилган билимлар одам хатти-ҳаракатининг назарий асоси ҳисобланади. Билимларга асосланиб хатти-ҳаракатларнинг кетма-кетлиги, алоҳида босқичлари фикран хаёлдан ўтказилади. Элементар тажриба талабларида айнан бирор фаолият ҳақида аниқ тасаввур ҳосил қилиш имконини беради. Бирон касб ёки фаолият ҳақида тасаввурга эга бўлишда элементар тажриба билан бирга бошқаларнинг тажрибасини тасаввур қилиш аҳамият касб этади. Бу ерда педагогнинг шахсий намунаси, мутахассис кадрларнинг илғор тажрибалари, етук олим ижодкорларнинг иш жараёни мисол бўла олади.

Меҳнат кўникмаларининг шаклланиши жараёнида талабалар кўриш ёки эшитиш орқали фақат ҳаракатларнинг қандай бажарилиши ҳақида тасаввурга эга бўладилар. Бу

фақат намуна, бажарилиши керак бўлган иш ҳақидаги кириш инструктати ҳисобланади.

Кўникманинг шаклланиши учун талаба бу ҳаракатларни ўзи бажариб кўриши шарт.

Таълимнинг турли босқичларида талабалар меҳнат кўникмаларининг даражаси ҳар хил бўлади. Элементар кўникмалар аста-секин мураккаб кўникмаларга айланади, мураккаб кўникмалар кўп марта қайтарилиши ёки машқ қилиниши натижасида малакалар пайдо бўлади.

Малака – билимларга асосланиб машқ ёрдамида айланган фаолиятнинг автоматлашган компоненти ҳисобланади. Малака тез ва аниқ бажариш билан боғлиқ бўлган кўникмаларнинг автоматлашган элементлари саналади. Малакалар бажарилаётган фаолиятнинг фақат маҳорат томонини, яъни айрим ҳаракатларни ифодалайди.

Меҳнат кўникмаларининг шаклланиши учун фақат тафаккурнинг ёки ақлий фаолиятнинг ўзигина етарли эмас. Талабаларда мураккаб кўникмаларнинг, умумлашган сафарбар кўникмаларнинг шаклланиши учун улар бевосита амалий меҳнат фаолиятида, узоқ пайт машқ бажаришда қатнашишлари шарт.

“Касб педагогикаси” фанини ўрганишда назарий таълим жараёнида назорат қилишнинг асосий методлари, таълим олувчиларнинг билимларини оғзаки текшириш, ҳамда ёзма текшириш, назорат ишлари «техник диктант»лар ўтказиш, техник ҳужжатларни муҳокама қилиш ва бошқалар. Назарий таълимда таълим олувчиларнинг билимларини амалиётда қўллай олишини назорат қилиш, схемаларни йиғиш, ўлчаш, механизмларни тузатиш, бузилиш сабаблари ва бошқалар. Бу методга яна лаборатория – амалий ишлар орқали текширишни ҳам киритиш мумкин.

Ишлаб чиқариш таълими жараёнида таълим олувчиларнинг ўқув ишлаб чиқаришда бажарган ва бажараётган назорат қилишнинг асосий методлари: жорий, оралик ва якуний назоратлардир.

Ташхисли назорат турларидан бири – тест ўтказишдир. Тест икки усулда ўтказилади.

Биринчи усул – ташкил қилувчи сифатида, дастурлаштирилган таълим, назорат ва қайта алоқа тизими.

Иккинчи усул – мустақил назорат қилиш методи. Ишлаб чиқариш таълимида тест мустақил ўз-ўзини назорат қилиш методи ҳисобланади. Ишлаб чиқариш таълимининг ҳар бир босқичида тестлар ўтказиш мумкин.

Педагог ва талабанинг дастурли фаолияти таълим жараёнидан жамики ортик ҳаракатларни йўқотишга, юқори ҳамжиҳатликни таъминлашга ва пировард натижада – кўзланган якуний натижаларни қўлга киритишга интилишни ифодалайди. Дидактик жараёни лойиҳалашда педагог «технолог» сифатида фаолият кўрсатади: ҳар бир дарсда таълим мақсадини аниқ ўрнатиши, ўтилаётган ўқув материалларини мазмунан саралашда талабаларнинг ўзлаштириш фаолияти даражаларини, фанни баён қилишнинг илмий тилини ҳисобга олиши лозим. Шунингдек, ташкилий шаклларнинг мосини танлаб, белгиланган вақт доирасида самарали дидактик жараёни ташкил этади. Бу кўрсаткич талабига мос ҳолда ўқув-билиш фаолиятини амалга ошириш учун унга олдиндан алоҳида тайёргарлик кўриш керак бўлади. Умуман таълим жараёнига олдиндан ишлов бермасдан, якуний натижаларининг таълим мақсадига мос келишини чамаламасдан, ўқитиш давомида юзага келадиган ноқулай ҳолатларга боғлиқ ҳолда бошқариш имкониятларини ҳисобга олмасдан

туриб таълим жараёнини технологиялаштириш мумкин эмас.

Баҳолаш жорий, оралиқ ва якуний назоратни ўз ичига олади. Жорий назорат узлуксиз қайта боғланишни таъминлайди ва одатда баҳолашсиз ўтказилади, шунинг учун у билимларни шакллантиришда иштирок этади. Педагогик технологияда қайта боғланиш нафақат ўқитиш жараёнини тузатиб бориш учун, балки ўқув мақсадларини аниқлаштириш учун ҳам хизмат қилишади. Якуний назоратда режалаштирилган ўқув мақсадларига эришганлик даражаси баҳоланади.

Рейтинг назорати оғзаки, ёзма ва тест усулида бўлиши мумкин:

1. Оғзаки ва ёзма назорат.

Оғзаки назоратнинг афзалликларига шахсий муносабат, ўқитувчининг талаба билан жонли мулоқоти, унинг фикрларини нутқ шаклида ифодалашга машқ қилдириш, билимларни янада чуқурроқ текшириш мақсадида педагог томонидан қўшимча саволлар бериш имкониятлари киради. Педагог томонидан қўйилган саволга оғзаки жавоб беришга тайёрланиш доимо талабанинг фаол фикрлаши билан боғланган.

Оғзаки жавоб яхши тайёрланган талабага ўзининг иқтидорини, қўшимча эгаллаган билимларини намойиш этишга имкон беради. Бевосита мулоқот туфайли педагогда савол-жавоб давомида талабанинг билимлари тўғрисидаги барча гумонларни бартараф этиш имкони бўлади. Шу билан бир вақтда оғзаки назоратда талабалар билимларини баҳолашда маълум даражада педагог шахсиятининг акс этиши намоён бўлади. Ҳар бир педагогда талабаларнинг ўзлаштириш даражаларини баҳолашда доимо холис ва шахсий муносабат бир вақтнинг ўзида рўёбга чиқади.

Умуман олганда, талабанинг ёзма ва оғзаки назоратда олган баҳоси баъзан холисона бўлмайди. Талабанинг баҳоси, одатда, нафақат унинг билимлари даражасига боғлиқ бўлади. Билимларни баҳолаш амалиётида педагоглар гуруҳнинг ўртача даражасини мўлжалга олади. Шунинг учун кучсиз гуруҳларда баҳолар одатда кўтарилган, кучли гуруҳларда пасайтирилган бўлиб чиқади.

Ёзма назорат ўқув материални ўзлаштириш даражасини хужжатли тарзда ўргатиш имконини беради, шунингдек, талабага ўз фикрларини қоғозда баён қилиш имконини беради. Икки-уч мустақил экспертларни ишларини текшириш учун жалб қилиш билан ўтказиладиган ташқи ёзма назорат аниқ мезонлар бўлган тақдирда объектив баҳога яқин баҳолашга имкон беради. Аммо билимларни оғзаки ва ёзма назорат қилишнинг анъанавий усули маълум камчиликларга ҳам эга:

- имтиҳонда талаба берилган билетнинг 3-4 саволига жавоб беради, баҳо эса бутун ўқув фанини билиш учун қўйилади;
- фарқ қилиш қобилияти кучсиз бўлган 5 баллик шкала ишлатилган;
- оғзаки ва ёзма назорат ҳар доим ҳам билимларни баҳолашнинг объективлигини, аниқлигини ва ишончлилигини таъминламайди;
- оғзаки сўров кўп ўқув вақти сарфланишини талаб қилади, ёзма ишлар педагогларнинг уларни текширишга кўп меҳнат сарфлашлари билан боғлиқ.

2. Тест (инглизча–синаш) – бу бирор бир фаолиятни бажариш учун маълум даражадаги билимни эгаллашга қаратилган топшириқлардир. Тестнинг тўғри бажарилганлигини ўлчаш ва баҳолаш мақсадида ҳар бир тестга эксперт методи ёрдамида эталон ишлаб чиқилади. Ўз эталонига эга бўлмаган ҳар қандай тест, одатдагидек,

бажарилиш сифати ҳақида субъектив мулоҳаза юритиш эвазига хулоса чиқарувчи назорат топшириғига айланиб қолади.

Тест назоратлари ва унинг афзалликлари:

➤ етарли тарзда тузилган педагогик тест натижалари назорат ўтказётган шахсга боғлиқ бўлмаган ҳолис педагогик ўлчов қуроли ҳисобланади;

➤ тест ўқув мавзуларининг барча асосий мазмунини қамраб олиши мумкин, ўқитиш натижаларини тест усулида ўлчаш барча текширилувчиларга баравар қўлланадиган олдиндан ишлаб чиқилган мезон асосида аниқ ва ишончли баҳо беради;

➤ тест назорати технологиялашувчан, у нисбатан қисқа вақт ичида маълум ўқув мавзулари ўзлаштирилишининг тўла назоратини кам куч ва воситалар сарфлаб ўтказиш имконини беради.

➤ тест назорати компьютерлар ёрдамида осон автоматлаштирилади. Бу педагогик тест ўтказишнинг асосий афзалликларидан биридир.

Тўғри ташкил қилинганда педагогик тест талабалар билимларини ҳолис баҳолаш самарасини беради, чунки бу баҳо уни қўяётган одамга боғлиқ бўлмайди. У барча текширилувчиларга бир хил қўлланадиган қилиб тузилган мезон бўйича тўғри ечилган тест топшириқлари фоизи асосида аниқланади. Шунинг учун педагогик тест тўла асос билан ўқитиш натижаларини аниқ ва ишончли баҳолашга имкон берадиган педагогик ўлчов қуроли деб аталади. Аммо бундай баҳолаш фақат илмий талабларга риоя қилинган ҳолда тузилган, текширилувчан ва меъёрига етказилган сифатли тест туфайлигина амалга оширилиши мумкин.

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ЎҚУВ ЖАРАЁНИГА ЯНГИ АХБОРОТ ТЕХНОЛОГИЯЛАРИНИ КИРИТИШ.

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Аннотация. Ушбу мақолада ўқув воситаларининг тавсифномаси, ишлаб чиқариши ва ўқитиши воситалари, экран ва товушли экран ўқитиши воситалари, ўқитиши воситаларининг ривожланиши истиқболлари, ахборот технологиялари хусусида атрофлича фикр юритилган ва жуда кўп ахборотлар ўрин олган.

Таянч сўзлар: Ўқитиши воситалари, табиий объектлар, моделлар, муляжлар, макетлар, жадваллар, кўрғазмали қуроқлар (расмлар, фотоакли чизмалар, портретлар), экран-товуш воситалари (диафильмлар, диапозитивлар, слайдлар), кинофильмлар, видео ва товуш ёзувлари, пластинкалар, радиоёшиттириши ва телекўрсатувлар, натурал (табиий) объектлар, экран ва экран – товушлик ўқитиши воситалари, диапозитив, транспортлар, санитар гигиеник, эстетик, техник педагогик, электрон почта, телеконференциялар, телеконференция, телевизионкамера, видеомагнитофон, компьютер, модем, дисплей, акустик аппаратура.

INTRODUCING NEW INFORMATION TECHNOLOGIES IN THE EDUCATIONAL PROCESS.

Abstract. This article contains a lot of information about the description of educational tools, production and teaching tools, screen and sound screen teaching tools, prospects for the development of teaching tools, information technologies.

Key words: Teaching aids, natural objects, models, dummies, models, tables, visual aids (pictures, photocopied drawings, portraits), screen-sound aids (transparencies, slides, slides), motion pictures, video and sound recordings, plates, radio broadcasting and television shows, natural (natural) objects, screen and screen-sound teaching aids, slides, transport, sanitary-hygienic, aesthetic, technical-pedagogical, e-mail, teleconferences, teleconference, television camera, VCR, computer, modem, display, acoustic equipment.

ВНЕДРЕНИЕ НОВЫХ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАТЕЛЬНЫЙ ПРОЦЕСС.

Аннотация. В данной статье содержится много информации об описании средств обучения, производственных и обучающих средствах, экранных и звуковых средствах обучения, перспективах развития средств обучения, информационных технологиях.

Ключевые слова: Учебные пособия, природные объекты, модели, манекены, макеты, таблицы, наглядные пособия (картинки, фотокопии рисунков, портреты), экранно-звуковые средства (диафрагмы, слайды, слайды), кинофильмы, видео- и звукозаписи, пластинки, радиовещание и телепередачи, природные (природные) объекты, экранные и экранно-звуковые учебные пособия, слайды, транспорт, санитарно-гигиенические, эстетические, технико-педагогические, электронная почта, телеконференции, телеконференция, телекамера, видеомагнитофон, компьютер, модем,

дисплей, акустическое оборудование.

Бугунги кунда ахборот технологиялари жамиятимиз ривожланишига таъсир этувчи энг муҳим омиллардан бири ҳисобланади. Ахборот технологиялари инсоният тараққиётининг турли босқичларида ҳам мавжуд бўлиб, ҳозирги замон ахборотлашган жамиятнинг ўзига хос хусусияти шундаки, ахборот технологиялари барча мавжуд технологиялар, хусусан янги технологиялар орасида етакчи ўрин эгалламоқда.

Ахборот технологияси ва техник воситалар самарасини белгилайдиган дидактик материаллардан кенг фойдаланиш замонавий педагогик технологияларнинг асосий белгиларидан биридир. Миллий дастурда таълим-тарбия жараёнини бошқаришнинг бу муҳим воситасига алоҳида урғу берилган. Ахборотли воситалар (компьютер, электрон алоқа, радио, телевидение) дан фойдаланиш даражаси икки омил билан аниқланади:

1. Ўқув жараёни учун ахборотли воситалар самара берадиган мавзулар юзасидан дидактик материалларни ишлаб чиқиш.

2. Педагогларнинг ўз амалий фаолиятларида техник воситалар ва дидактик материаллардан методик жиҳатдан тўғри фойдалана олиш тайёргарлигини текшириш.

Ахборотли таълим жараёни олдиндан педагогик лойиҳалангандагина кўзланган мақсадга эришиш мумкин. Педагогик жараённи компьютерлаштириш асосий йўналишларидан бири ва замонавий педагогик технологияларнинг шуғулланиши лозим бўлган соҳасидир.

Ахборот технологиялари – бу одамларнинг билимларини ривожлантирадиган, уларнинг техника ва ижтимоий жараёнларни бошқариш бўйича имкониятларини кенгайтирадиган маълумотларни ташкил этиш, сақлаш, ишлаб чиқиш, тиклаш, узатиш усуллари ва техник воситаларидир. Яна шунингдек, ахборот технологиялари деганда, маълум бир мақсадга эришиш учун амалга ошириладиган жараёнлар занжиридан иборат яратувчи фаолият тушунилади. Агар технологик занжирни ташкил этувчи жараёнлар, улар орасидаги ахборот алмашинувини ташкил этиш ва уларни уйғунлаштиришда компьютерлардан фойдаланиш имконияти яратилса, ҳар қандай технологиянинг самарадорлиги ортади. Албатта, бунинг учун мазкур технологияни синчиклаб ўрганиш, жараёнлардаги ва улар ўртасидаги ахборот алмашинувини, шунингдек, жараёнлар занжирини (яъни технологияни) бошқаришнинг ахборот таъминотини таҳлил этиш зарурияти пайдо бўлади.

Ҳозирги замон ахборот технологияларининг асосини қуйидаги учта техника ютуғи ташкил этади:

1. Ахборотнинг машина ўқийдиган тушунчаларда жамлаш муҳитининг пайдо бўлиши (магнит, ленталар, кинофильмлар, магнит дисклар ва ҳ.);

2. Ахборотни ер шарининг исталган нуқтасига вақт ва масофа бўйича муҳим чеклашларсиз етказишини таъминловчи алоқа воситаларининг ривожланиши, аҳолининг алоқа воситалари билан кенг қамраб олиниши (радио эшиттириш, телевидение, маълумотларни узатиш тармоқлари, йўлдош алоқа, телефон тармоғи ва ҳ.);

3. Ахборотни компьютерлар ёрдамида берилган алгоритм бўйича автоматлаштирилган ишлаб чиқиш имконини (саралаш, таснифлаш, керакли шаклда ифодалаш, яратиш ва ҳ.) ошириш.

Ахборот технологиялари, биринчидан, ахборотнинг циркуляцияси ва ишлов бериш мажмуи, иккинчидан, бу жараёнларнинг тасвиридир.

Ахборот технологиялари таълим жараёнида муҳим ўрин тутиб, қуйидаги вазифаларни ҳал этишга ёрдам беради:

➤ ҳар бир одамга хос ноёб фазилатлардан иборат индивидуал қобилиятларни ўқитилаётган ўқувчи ва талабаларда очиш, сақлаш ва ривожлантириш, уларда билиш қобилиятларини, ўзини ўзи камолотга етказишга интилишни шакллантириш;

➤ воқеа ва ҳодисаларни комплекс ўрганишни, техника, ижтимоий, гуманитар фанлар ва санъат орасидаги ўзаро боғлиқликнинг чамбарчаслигини таъминлаш;

➤ ўқув-тарбия жараёнларининг мазмун, шакл ва методларини доимий динамик янгилаш.

Таълим тизими нуқтаи назаридан ахборот технологияларининг жорий этилиши билан бирга юзага келадиган қуйидаги муаммолар муҳимдир:

1. Техник муаммолар – булар таълим тизимида фойдаланиладиган электрон ҳисоблаш ва микропроцессор техникасига қўйиладиган талабларни, уни қўллаш хусусиятларини белгилайди;

2. Дастур муаммолари – булар таълим тизимида фойдаланиш учун дастур таъминотининг таркиби ва турларини, уларнинг қўлланиш таркиби ва хусусиятларини белгилайди;

3. Тайёргарлик муаммолари – булар ўқитувчи ва ўқувчи, педагог ва талабаларнинг ҳисоблаш техникасидан фойдаланиш уқуви билан боғлиқдир.

Бугунги кунда таълимни ахборотлаштиришда асосий йўналиш турли ўқув фанлари бўйича педагогик дастур воситаларини яратишдан иборат бўлиб қолди. Аммо мавжуд ва ишлаб чиқиладиган компьютер техникаси базасидаги педагогик дастур воситалари ўқитиш нуқтаи назаридан таълим сифатида муҳим силжишларга олиб келиши мумкин. Бунинг сабабларидан бири компьютер технологияларини анъанавий ташкил этилган ўқитиш жараёнида жорий этила бошлади. У ўзининг асосий мазмуни ва методлари бўйича бу технологияларга йўналтирилмаган ва уларга эҳтиёж сезмайди.

Умуман олганда, таълим технологиялари доимо ахборотли бўлган, чунки улар кўп хил ахборотни сақлаш, узатиш, фойдаланувчиларга етказиш билан боғлиқ эди. Компьютер техникаси ва коммуникация воситалари пайдо бўлиши билан ўқитиш технологиялари тубдан ўзгарди. Таълим жараёнида ахборот технологияларини амалга оширилиши қуйидагиларнинг мавжуд бўлишини тақозо этади:

- таълимнинг техник воситалари сифатида компьютерлар ва коммуникация воситалари;

- таълим жараёнини ташкил этиш учун унга мос тизимли ва амалий дастур таъминоти;

- таълим-тарбия жараёнида янги ўқув техника воситаларини татбиқ этиш бўйича мос методик ишланмалар.

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YOSHLAR ORASIDA HUQUQBUZARLIKNI OLDINI OLISH VA JINOYATCHILIKNI BARTARAF ETISH

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Annotatsiya. Mazkur maqolada bugungi kunda voyaga yetmaganlar hamda yoshlar o'rtasida sodir etilayotgan huquqbuzarlik va jinoyatlarni oldini olishning chora-tadbirlari hamda samarali usullari tahlil etilgan. Yoshlar o'rtasida sodir etilayotgan huquqbuzarlik va jinoyatlarning sabablari yoritilib, unga tasir etuvchi omillar o'rganiladi va misollar keltiriladi. Yoshlar jinoyatchiligi avvalo yoshlar o'rtasida huquqbuzarlikni oldini olishdan boshlanishiga ilmiy mazmunda to'xtalib o'tildi.

Kalit so'zlar: voyaga yetmaganlar, yoshlar, huquqbuzarlik, yoshlar jinoyatchiligi, yoshlar yetakchisi, huquqbuzarliklar profilaktikasi, profilaktik chora-tadbir.

ПРЕДУПРЕЖДЕНИЕ МОЛОДЕЖНОЙ ПРЕСТУПНОСТИ И ЛИКВИДАЦИЯ ПРЕСТУПНОСТИ

Аннотация. В данной статье анализируются меры и эффективные методы профилактики правонарушений и преступлений, совершаемых сегодня среди несовершеннолетних и молодежи. Выделены причины правонарушений и преступлений, совершаемых среди молодежи, изучены влияющие на них факторы и приведены примеры.

В научном контексте отмечено, что молодежная преступность начинается с профилактики правонарушений среди молодежи.

Ключевые слова: несовершеннолетние, молодежь, правонарушения, молодежная преступность, молодежный лидер, профилактика преступности, профилактические меры.

YOUTH CRIME PREVENTION AND CRIME ELIMINATION

Abstract. This article analyzes the measures and effective methods of preventing offenses and crimes committed among minors and young people today. The causes of offenses and crimes committed among young people are highlighted, the factors affecting them are studied and examples are given. It was pointed out in a scientific context that youth crime begins with the prevention of delinquency among young people.

Key words: minors, young people, delinquency, youth crime, youth leader, crime prevention, preventive measures.

Bugungi kunda yoshlar ta'lim va tarbiyasi davlat siyosatining dolzarb masalalaridan biriga aylanganligi hech kimga sir emas. Mamlakatimizda amalga oshirilayotgan barcha ijobiy o'zgarishlar zamirida har tomonlama barkamol – jismonan sog'lom, aqlan yetuk, mustaqil va ijodiy fikrlashga qodir, intellektual salohiyati yuksak yosh avlod to'g'risida g'amxo'rlik qilish ustuvor maqsadimizdir.

So'nggi yillarda mamlakatimizda yoshlarga oid davlat siyosatining huquqiy asoslari mustahkamlanib, yoshlarni har tomonlama qo'llab-quvvatlash, ularning huquq va qonuniy manfaatlarini himoya qilish borasida tizimli ishlar olib borilmoqda.

Yoshlarni vatanparvarlik ruhida tarbiyalash, ular o'rtasida jinoyatchilik va huquqbuzarliklarning oldini olish, yosh oilalar mustahkamligini ta'minlash, yoshlarning huquq va manfaatlarini himoya qilishga alohida e'tibor qaratilmoqda.

Jumladan, yoshlarni madaniyat, san'at va sportga keng jalb etish, ularda zamonaviy axborot texnologiyalaridan to'g'ri foydalanish ko'nikmasini shakllantirish, kitobxonlik madaniyatini yuksaltirish, xotin-qizlar bandligini ta'minlash bo'yicha kechiktirib bo'lmaydigan vazifalarni o'z ichiga olgan besh muhim tashabbus amalga oshirilmoqda.

Ammo ming afsuski yurtimizda ana shunday yaratilgan imkoniyatlardan foydalanish o'rniga qimmatbaho vaqtlarini bekorchi va yod narsalarga sarflab buning oqibatida huquqbuzarlik va jinoyat sodir etib kelayotgan voyaga yetmaganlar va yoshlar ham uchrab turibdi.

Yoshlar o'rtasida huquqbuzarlikni oldini olish va jinoyatchilikka qarshi kurashishni eng avvalo oiladan boshlash kerak, oilani mustahkamlash kerak, azaldan ota-bobolarimiz tomonidan o'tib kelayotgan bir naql bor: "Vatan ostonadan boshlanadi". Farzand oilada dunyoga kelgan vaqtdan boshlab shu oilaning tarbiyasi ila kamol topib boradi, shu oilada muhit qanday bo'lsa shu muhitda o'sadi. Shu boisdan avvalo oilani mustahkam qo'rg'onga aylantirmoq lozim, farzand katta bo'lgani sari ota-onasi u uchun idial shaxs sifatida ko'rina boshlaydi, ota-ona oilada o'qimishli, ziyoli shaxs bo'ladigan bo'lsa farzand ham ulardan o'rnak olib boradi. Biroq bugungi kunda jamiyatimizning ayrim oilarida ota-onaning mavjud uquvsizligi, farzandga bo'lgan etiborsizligi, oiladagi o'zaro ichki nizolar, ota-onaning kelishmovchiligi, kunda oilada takrorlanib kelayotgan janjallar natijasida ushbu oiladagi farzandlar tashqi muhitga qarab qochishni boshlaydilar va tashqi muhitdagi ayrim illatlarga qo'shib qolishlari natijasida asta-sekinlik bilan oxiri berk bo'lgan qorong'u yo'lak sari yura boshlaydilar, buning oqibatida esa huquqbuzarlik va jinoyat sodir etishni boshlaydilar.

Jinoyatchilikka qarshi kurashish barcha davrlarda ham davlatning jiddiy va muhim masalasi hisoblanib kelingan. Inson tinch va xotirjam yashashni xohlaydi. Tinchlik bo'lgan joyda baraka va rivojlanish bo'ladi. E'tirof etish kerakki, yoshlar tomonidan sodir etilayotgan huquqbuzarlik va jinoyatlarni bir qismi tayin bir o'qish yoki ish joyiga ega bo'lmagan yoshlar tomonidan sodir etilmoqda. Buning oldini olishda aholi bandligini ta'minlash, tadbirkorlikni rivojlantirish muhim ahamiyat kasb etadi.

Shu boisdan jinoyatchilikni oldini olishda mahalla instituti imkoniyatlaridan samarali foydalanish zarur hisoblanadi. Yoshlar bilan ishlashning yangicha boshqaruv mexanizmlarini joriy etish, ular bilan ishlashning vertikal tizimini yaratish, yoshlar muammolarini bevosita mahallalarda hal etish, ta'lim muassasalarida ma'naviy-ma'rifiy va tarbiyaviy ishlarning samaradorligini yanada oshirish maqsadida bilan har bir mahallada "Yoshlar yetakchisi" lavozimi joriy etilib ularga mahalladagi har bir yosh bilan individual o'rganish olib borgan holda bandligi ta'minlanmagan yoshlarni istak va qiziqishlarini inobatga olgan holda yoshlarni kasbga yo'naltirish, ish bilan ta'minlash kabi bir qator aniq vazifalar belgilab berildi.

Bundan tashqari, O'zbekiston Respublikasi Prezidentining 2018-yil 24-dekabrda "Jamoat xavfsizligini ta'minlash samaradorligini oshirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi PQ-4075-sonli Qarori bilan har bir mahallada "Fidokor yoshlar" jamoatchilik patrul guruhlari tashkil etilib, ushbu guruh tarkibiga:

- mahalladagi muddatli harbiy xizmatni o'tash niyatida mudofaa ishlari bo'yicha tuman bo'limiga murojaat qilgan harbiy xizmatga chaqiriluvchilar;

- respublika oliy harbiy ta'lim muassasalariga, shuningdek ichki ishlar organlarining ta'lim muassasalariga kirish istagini bildirgan nomzodlar;

- ichki ishlar organlarida xizmat qilish istagini bildirgan nomzodlar orasidan shakllantirish nazarda tutilib, ushbu guruhga a'zo bo'lgan yoshlar bilan mahallada bu mening uyim, bu mening mahallam, bu mening vatanim, men mahallamda jinoyat sodir etilishiga yo'l qo'ymayman shiori ostida tungi vaqtda profilaktika inspektori bilan birga belgilangan yo'nalish bo'yicha umumiy 100 soatdan kam bo'lmagan vaqt miqdorida patrullik qilgan yoshlarga profilaktika inspektori va mahalla raisi bilan birgalikda xizmatga, o'qishga tanlov o'tkazishda inobatga olinadigan tavsiyanomalar berilishi bu ham yoshlar uchun katta imkoniyatlardan biri bo'lib xizmat qilmoqda.

O'zbekiston Respublikasining 2016-yil 14-sentabrdagi "Yoshlarga oid davlat siyosati to'g'risida"gi Qonuni ga asosan quyidagilar yoshlarga oid davlat siyosatini ro'yobga chiqarishda ishtirok etuvchi organlar va muassasalar tizimiga kiradi:

- ta'limni davlat tomonidan boshqarish organlari va ta'lim muassasalari;
- davlat sog'liqni saqlash tizimini boshqarish organlari va sog'liqni saqlash muassasalari;
- jismoniy tarbiya va sport bo'yicha organlar;
- madaniyat organlari;
- mehnat organlari;
- prokuratura organlari;
- ichki ishlar organlari;
- adliya organlari;
- mudofaa ishlari bo'yicha organlar.

Yuqorida belgilab o'tilgan ushbu davlat organlarining o'z vazifalari aniq belgilab berilgan bo'lib, ushbu davlat organlari tomonidan bugungi kunda qator ishlar amalga oshirib kelinmoqda.

Jumladan sport va talim yo'nalishida bugungi kunda yoshlarimiz respublika miqyosida o'tkazilayotgan musobaqalar, nafaqat respublika balki Osiyo davlatlari hamda jahon arenalarida yurtimiz bayrog'ini ko'klarga ko'tarib kelishmoqda, bu esa ushbu davlat organlari tomonidan ko'plab samarali ishlar amalga oshirilayotganligidan dalolat beradi. Shu boisdan ham bugungi kunga kelib yoshlarimiz tomonidan sodir etilayotgan huquqbuzarlik va jinoyat sodir etish holatlari kamayishiga erishildi desak mubolag'a bo'lmaydi.

Ammo ana shunday yutuqlarimiz bilan faxrlanib turgan bir vaqtning o'zida ming afsuski ayrim yoshlarimiz o'rtasida bugungi kunda qonun buzish holatlari, ma'muriy huquqbuzarlik sodir etish holatlari va eng achinarlisi yoshlarimiz tomonidan jinoyat sodir etish holatlari haligacha davom etib kelmoqda. Jumladan yoshlarimiz tomonidan bugungi kunda:

- guruh-guruh bo'lib maishatbozlik qilish;
- tungi vaqtlarda ko'ngilochar joylarda bo'lib qarovsiz holatda qolib ketish;
- tungi vaqtlarda nazoratsiz holda ko'chalarda bemaqsad yurgan holda har-xil turdagi huquqbuzarlik sodir etilish holatlariga qo'shib qolish;

- giyohvandlik va psixotrop moddalarni istemol qilish uning noqonuniy aylanmasiga aralashish;

- o'z ehtiyojlarini qondirish maqsadida katta miqdorda pul topish evaziga o'g'irlik va firibgarlik qilish holatlari;

- ota-onalarni farzandga bo'lgan etiborsizligi va farzandini qarovsiz qoldirishi oqibatida voyaga yetmagan bolalar tomonidan avtomobil boshqarish uchun huquq beruvchi haydovchilik guvohnomasi yo'q bo'la turib yashash xonadonida mavjud bo'lgan avtomashinani boshqarib ko'chaga chiqib ketishi va yo'llarda odam o'limi bilan bog'liq yo'l transport hodisalarini sodir etayotganlari;

- ko'chalarda guruhbozlik qilish, ko'pchilik bo'lib o'zaro sama sudlar qilish va buning natijasida og'ir va o'ta og'ir turdagi jinoyatlarni sodir etilishi kabi holatlar bugungi kunda yoshlarimiz o'rtasida uchrab turganligi ming afsuski haqiqat.

Shu boisdan yoshlar tomonidan sodir etilayotgan bunday huquqbuzarlik va jinoyatlarni oldini olishda bugungi kunda huquqbuzarliklar profilaktikasining quyidagi:

*huquqbuzarliklarning umumiy profilaktikasi;

*huquqbuzarliklarning maxsus profilaktikasi;

*huquqbuzarliklarning yakka tartibdagi profilaktikasi;

*huquqbuzarliklarning viktimologik profilaktikasi kabi turlarini qo'llagan holda yoshlarni ma'lum toifalarga bo'lgan holda ular bilan doimiy tarzda samarali profilaktik tadbirlarni amalga oshirib borish lozim. Bugungi kunda yangilanayotgan O'zbekistonda bir qator keng ko'lamlı islohotlar amalga oshirilmoqda, jumladan yoshlarga oid davlat siyosati ilgari surilmoqda, buning misoli o'laroq yurtboshimiz tomonidan O'zbekistonda 2024-yilni "Yoshlar va biznesni qo'llab quvvatlash" yili deya e'lon qilinishi ham katta ahamiyat kasb etadi. Shu boisdan bugungi kunda yoshlarga oid davlat siyosatining quyidagi asosiy prinsiplarini yoshlar o'rtasida keng targ'ib qilish lozim

*ochiqlik va shaffoflik;

*yoshlarga oid davlat siyosatini ro'yobga chiqarishda yoshlarning ishtirok etishi;

*yoshlar tashabbuslarini qo'llab-quvvatlash va rag'batlantirish;

*ma'naviy, axloqiy va madaniy qadriyatlarining ustuvorligi;

*yoshlarning kamsitilishiga yo'l qo'yilmasligi.

Shuningdek mahallalarda yoshlarni doimiy tarzda o'rganib borgan holda dunyo qarashi o'zgargan, ota-onaning nazoratidan chetda qolib ketgan, yoshlar bilan mahallada keng jamoatchilik nazoratini yo'lga qo'yib ushbu toifadagi yoshlar bilan doimiy o'rganish ishlarini olib borgan holda uni o'z yo'lini topib ketishiga ko'maklashish lozim bo'ladi. Bugungi kunda yoshlar o'rtasida sport va ta'lim sohasiga juda katta e'tibor qaratish lozim. Har bir mahallada yoshlarni bo'sh vaqtlarini samarali tashkil etish uchun qulay sharoitga ega, yoshlar shug'ullanishlari uchun sport zallar hamda turli xildagi to'garaklarni doimiy tarzda tashkil etib borish lozim.

Xulosa o'rnida shuni aytish joizki, bola dunyoga kelganidan boshlab unga g'amxo'rlik qilish, sog'lom va to'g'ri tarbiya hamda zamonaviy ta'lim olishini ta'minlash – ota-onaning farzand oldidagi asosiy vazifalaridan hisoblanadi. Har qaysi ota-ona o'z farzandlariga nisbatan mutasaddi va mas'ul ekanini unutmasligi lozim. Zero, bu farzand kelajagi, uning komil inson bo'lib voyaga yetishida eng muhim va zarur omildir.

Demak, bu borada hamma aybni u yoki bu idoraga, tashkilotga yuklab qo'yish to'g'ri emas. Bu masalada hammamiz javobgarmiz. Zotan, yoshlar o'rtasida huquqbuzarliklar va jinoyatlarning oldini olish uchun nafaqat ota-ona, mahalla, balki barcha tashkilot va idoralar ham mas'uldir.

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ЯНГИ ЎЗБЕКИСТОНДА ИЛМИЙ ВА ИЛМИЙ-ПЕДАГОГИК КАДРЛАР ТАЙЁРЛАШДАГИ ЎЗГАРИШЛАР.

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Аннотация. Мақолада мустақилликнинг дастлабки 25 йиллигида олий таълимдан кейинги таълим соҳасида содир бўлган ўзгаришлар, илмий салоҳиятли кадрлар тайёрлаш борасида амалга оширилган ислохотлар ва уларнинг натижалари ўрганилган.

Калим сўзлар: олий таълим, олий таълимдан кейинги таълим, аспирантура, докторантура, таянч докторантура, фан номзоди, фалсафа доктори.

ИЗМЕНЕНИЯ В ПОДГОТОВКЕ НАУЧНЫХ И НАУЧНО- ПЕДАГОГИЧЕСКИХ КАДРОВ В НОВОМ УЗБЕКИСТАНЕ.

Аннотация. В данной статье изучены проведенные реформы в первые 25 лет независимости в сфере повышения научного потенциала кадров в области обучения после высшего образования и их результаты.

Ключевые слова: высшее образование, обучение после высшего образования, аспирантура, докторантура, базовая докторантура, кандидат наук, доктор философии.

CHANGES IN THE TRAINING OF SCIENTIFIC AND SCIENTIFIC AND PEDAGOGICAL PERSONNEL IN THE NEW UZBEKISTAN

Abstract. This article examines the reforms carried out in the first 25 years of independence in the field of increasing the scientific potential of personnel in the field of training after higher education and their results.

Key words: higher education, post-secondary education, postgraduate studies, doctoral studies, basic doctoral studies, candidate of sciences, doctor of philosophy.

Учинчи ренессан пойдеворини куриш борасида Янги Ўзбекистонда бир қатор ислохотлар амалга оширилиши натижасида давлат ва жамият ҳаётида туб ижобий ўзгаришлар юз бермоқда. Умуман олганда тарихимизда юз берган биринчи ва иккинчи Ренессанс, яъни Уйғониш даврини юзага келиш сабабларига эътибор қаратилса, бир қатор ислохотлар устувор аҳамият касб этганлигини гувоҳи бўламиз. Биринчидан, ўша даврда мамлакат тинчлиги ва барқарорлигини мустаҳкамлашга эришилган бўлса, иккинчидан, таълим-тарбия ва илф-фан соҳаларини ривожлантиришга бирламчи вазифа сифатида катта эътибор қаратилиши бўлди[1].

XX асрнинг бошларига келиб жадид боболаримиз томонидан илгари сурилган бир қатор ғоялар ҳам муҳим аҳамият касб этди. Жумладан, таълим-тарбия ва илм-фанни ислох қилиш орқали жамият тараққиётига эришиш мумкинлиги борасида фикрларни ҳаётга тадбиқ этиш борасида бир қатор сайи ҳаракатлар амалга оширилди. Бироқ ўша давр ҳуқум сурган сиёсий тузум бундай эзгу ишларни тўлиқ амалга ошишига тўсқинлик қилди.

Ўзбекистон мустақилликни қўлга киритгандан сўнг, таълим-тарбия ва илм-фан соҳаларининг барча босқич ва соҳаларида ўзгаришлар амалга оширишга алоҳида эътибор

қаратилди. Бу соҳадаги муҳим бўғин ҳисобланган илмий ва илмий-педагог кадрларни тайёрлаш алоҳида аҳамият касб этди.

Мустақилликнинг дастлабки йилларида республика ОТМларида илмий салоҳиятли кадрларга бўлган эҳтиёжни қондириш ва фаннинг янги соҳалари бўйича олий таълимдан кейинги таълимни ривожлантириш мақсадида янги йўналишлар очилди. Мустақилликнинг дастлабки ўн йиллигида олий таълимдан кейинги таълим соҳасида қўлга киритилган ютуқлар билан бир қаторда, бу соҳада баъзи муаммоларга ҳам дуч келинди. Булардан энг асосийси аспирант ва докторантларни тайёрлаш, иқтидорли ёшларни аспирантурага йўналтириш, аспирант ва докторантларнинг илмий ишларини ўз вақтида ҳимоя қилишларини таъминлаш масалалари эди. Шунини алоҳида таъкидлаш лозимки, илмий-педагогик ходимлар тайёрлаш ва илмий-тадқиқот ишларининг сифат кўрсаткичи ОТМлари илмий салоҳияти даражасини белгилайди. Шу билан бирга ОТМларидаги илмий салоҳиятга қараб олий таълимдан кейинги таълимга эътибор яхши ёки қониқарсиз эканлигини билиш мумкин.

Маълумки, юқори малакали кадрларни тайёрлашда илмий салоҳияти юксак ва замонавий педагогик технологияларни эгаллаган профессор-ўқитувчилар ҳал қилувчи аҳамиятга эга. Шунини таъкидлаш керакки, мустақилликнинг дастлабки йилларида бу соҳада қўлга киритилган ижобий натижалар сақлаб қолинмади. Оқибатда 2000 йилдан то 2017 йилгача олий ўқув юр்தларининг илмий салоҳияти пасайиб борди [2, 318-б.].

Буни республика ва водий вилоятларида жойлашган ОТМда фаолият олиб бораётган илмий унвонли профессор-ўқитувчилар сонининг ортиш ўрнига камайганлигида кўриш мумкин. Қуйидаги жадвалда бу ҳақда тўлиқ маълумот келтирилган.

Республикадаги ОТМларида фаолият олиб бораётган фан докторлари ва фан номзодларининг сони (бирлик) ва уларнинг профессор-ўқитувчиларнинг умумий сонидаги улуши.

| | 2000/2001 | | 2005/2006 | | 2010/2011 | | 2014/2015 | | 2016/2017 | |
|------------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|
| | сони | фоиз | сони | фоиз | сони | фоиз | сони | фоиз | сони | фоиз |
| Ўзбекистон | 8038 | 43,6 | 8598 | 37,3 | 9059 | 39,4 | 8143 | 33,2 | 7481 | 31,2 |

Манба: ЎзР Давлат статистика қўмитасининг 30.08. 2018 йилдаги №01/4-01-19-991-сонли маълумотномаси асосида тайёрланди.

Жадвалдан шуни кўришимиз мумкинки, республика бўйича 2000/2001 ўқув йилида жами ОТМларида 8038 та фан докторлари ва фан номзодлари фаолият олиб борган ва республика бўйича илмий салоҳият 43,6 фоизни ташкил қилган. Орадан 10 йил ўтиб, 2010/2011 ўқув йилида фан докторлари ва фан номзодлари сони 9059 тага етди, яъни 2000 йилга нисбатан 1021 тага ортди. Буни бир қатор сабаблар билан ҳамда докторантурага ўқишга қабул қилиш квоталари баъзи йилларда оширилганлиги билан изоҳлаш мумкин[3, 130-б.]. Лекин шунга қарамасдан, илмий салоҳият 39,4 фоизни ташкил этган, яъни 2000 йилга нисбатан 4,2 фоизга пасайган. Бу ҳол республикада янги ОТМлари очилиши ва уларга ёш мутахассисларнинг кўплаб жалб қилиниши оқибатида юзага келган. Лекин 2016/2017 ўқув йилига келиб республикада илмий салоҳиятли олимлар сони 2000 йилдан нисбатан 557 тага камайди ва илмий салоҳият ҳам шунга мос равишда 43,6 фоиздан 31,2 фоизга тушиб қолди. Бунга, бир томондан, олимларнинг ёш кўрсаткичининг улғайиши билан боғлиқ омиллар, масалан, ўлим, нафақага чиқиш ва бошқалар, иккинчи томондан, фанга бўлган

эътиборнинг сусайганлиги сабаб бўлди. Бу соҳада қилинган ислохотлар натижасида 2017 йилнинг иккинчи яримига келиб республикада олимлар сони яна орта бошлади.

Республика олий таълим муассасаларида илмий салоҳиятнинг мустақилликнинг дастлабки йилларига нисбатан тушиб кетишига бир қатор омиллар сабаб бўлди. Шулардан бири олий таълимдан кейинги таълим, хусусан, аспирантура ва докторантурада илмий тадқиқот олиб бораётган талабгорларнинг илмий ишларини ўз вақтида ҳимоя қила олмаслиги бўлса, иккинчиси, аспирантура ва докторантурага қираётганларнинг малака даражасининг пастлиги эди [4, 131-б.]. Шунингдек, илм-фан билан шуғулланаётган олимларни моддий қўллаб-қувватлашга ҳам етарлича эътибор қаратилмади. Масалан, 2005 йилни олиб қарайдиган бўлсак, педагог ходимларнинг моддий аҳволини яхшилаш ва ижтимоий мақомини кўтаришга етарли даражада аҳамият берилмаганини кўрамиз.

Таҳлиллар шуни кўрсатдики, таълим соҳасидаги ўқитувчиларнинг номинал иш ҳақи иқтисодиёт бўйича ўртача иш ҳақи даражасидан орқада қолган. Хусусан, олий таълимдаги ўқитувчиларнинг иш ҳақи иқтисодиёт бўйича ўртача иш ҳақининг 83,7 фоизини, коллежларда 71,2 фоизини, умумий ўрта таълим мактабларида 57 фоизини ташкил этган.

Ўзбекистонда олий таълим тизимида профессор-ўқитувчиларнинг иш ҳақи миқдори иқтисодиётдаги ўртача иш ҳақидан паст даражада, Қозоғистон Республикасида эса 250-1000 АҚШ долларини ташкил этган[5, 61-62-б.].

Республикада олий таълим соҳасида илмий салоҳиятнинг пасайишига яна бир сабаб Ўзбекистон Республикаси Президентининг 2012 йил 24 июлдаги “Олий малакали илмий ва илмий-педагог кадрлар тайёрлаш ва аттестациядан ўтказиш тизимини янада такомиллаштириш тўғрисида”ги ПФ-4456-сонли Фармонининг қабул қилиниши бўлди [6].

Бу Фармонга биноан диссертация ҳимоя қилиш ва фан доктори илмий даражасини бериш бўйича олий ўқув юртидан кейинги таълимнинг бир босқичли тизими жорий қилинди. Яъни, олдин мавжуд бўлган стажёр-тадқиқотчи-изланувчилар ва катта илмий ходим-изланувчилар институтлари (фан номзоди ва фан доктори) ўрнига магистрлик даражасидан сўнг фан докторлари тайёрлашни кўзда тутувчи тизим жорий этилди. Шуни алоҳида таъкидлаш лозимки, бир босқичли тизимга ўтилгандан сўнг республикада диссертацияларни ҳимоя қилиш кескин камайди. Масалан, 2014-2015 йилларда катта илмий ходим-изланувчилик институтларини 600 нафардан ортиқ ходим тугатган бўлса-да, мамлакат бўйича 2016 йилгача 103 нафар (17,1%) талабгор докторлик диссертациясини ҳимоя қилган. Уларнинг ҳам асосий қисми (80% дан ортиғи) мустақил изланувчилик асосида диссертация ёқлаган. Жами 103 нафар ҳимоя қилганларнинг 62 нафари олий таълим муассасаларига тўғри келган [7, 2-б.].

Шундай бир вазиятда Ўзбекистон Республикаси Президенти Ш.Мирзиёевнинг 2017 йил 16 февралдаги «Олий ўқув юртидан кейинги таълим тизимини янада такомиллаштириш тўғрисида»ги ПФ-4958-сонли Фармонининг қабул қилиниши олий таълимдан кейинги таълим соҳасида янги ислохотларни бошлаб берди. Фармонга биноан олий малакали илмий ва илмий-педагог кадрлар тайёрлаш ва аттестациядан ўтказиш тизимининг сифати ва самарадорлигини тубдан ошириш, олий ўқув юртидан кейинги таълим соҳасини янада такомиллаштириш, илмий-тадқиқот фаолиятида ёшларнинг интеллектуал салоҳиятини ҳар томонлама намоён этиш имкониятларини кенгайтириш мақсадида 2017 йилнинг 1 июлидан бошлаб олий ўқув юртидан кейинги таълимнинг икки поғонали, диссертация ҳимоя қилиш

ва тегишли фан тармоғи бўйича фалсафа доктори (PhD) илмий даражасини беришни назарда тутувчи таянч докторантура ҳамда диссертация ҳимоя қилиш ва тегишли фан тармоғи бўйича фан доктори (Doctor of Science) илмий даражасини беришни назарда тутувчи докторантура тизими жорий қилинди[8].

Сўнги йилларда олий таълимдан кейинги таълимга қаратилаётган эътибор ва бу соҳада амалга оширилаётган туб ислохотлар натижасида докторлик диссертацияларини ҳимоя қилиш кўрсаткичи ошди. Масалан, 2016 йилда республика ОТМларида 151 та докторлик диссертациялари ҳимоя қилинган бўлса, 2017 йилга келиб, 122 та DSc ва 221 та PhD диссертациялари ҳимоя қилинди. Хусусан, 2018 йилда диссертациялар ҳимоя қилиш кескин ошганини, 169 та DSc ва 630 та PhD диссертациялари ҳимоя қилинганини алоҳида қайд этиш лозим. Шунга мос ҳолда, республикада илмий салоҳият ҳам ошмоқда. Хусусан, 2016 йилда илмий салоҳият кўрсаткичи 31,6 фоиз бўлган бўлса, 2017 йилда 32,7 фоизни, 2018 йилда эса 34,2 фоизни ташкил қилди[9, 2-б.].

Республика олий таълим муассасаларида 2022 йилга келиб илмий салоҳият 39,3 %га етказилди. 2022-йилда диссертация ҳимоялари кўрсаткичи 2017-йилга нисбатан 5 баробарга, яъни 343 тадан 1765 тага оширилди. Илмий кенгашлар сони 32 тадан 177 тага етказилди ва докторантура мавжуд ОТМлар сони 72 тага етди[10].

Хулоса қилиб шуни айтиш мумкинки, мустақиллик йилларида республика олий таълимдан кейинги таълим тизимида амалга оширилган ислохотларга қарамадан, мазкур соҳада йўл қўйилган камчиликлар ва мавжуд муаммолар, тадқиқотчиларда моддий манфаатдорликнинг пастлиги соҳа ривожига сезиларли равишда тўсиқ бўлди. Бундай салбий ҳолатларнинг олдини олиш мақсадида 2017 йилдан олий таълимдан кейинги таълим тизимини ривожлантиришга қаратилган бир қатор ҳукумат фармон ва қарорлари қабул қилинди. Бундай эътибор натижасида ёшлар ўртасида илм-фанга бўлган қизиқиш ортди ва илм-фан билан шуғулланувчиларнинг сони ўсмоқда.

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МАМЛАКАТ ТИЖОРАТ БАНКЛАРИ АКТИВЛАРИНИНГ РЕНТАБЕЛЛЕГИНИ ТАМИНЛАШ БИЛАН БОГЛИК БУЛГАН ДОЛЗАРБ МУАММОЛАР

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Молия ва Банк иши кафедраси ўқитувчиси

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Аннотация. Тижорат банклари активларининг даромадлигини таъминлаш уларнинг молиявий барқарорлигини таъминлашнинг зарурий шартларидан бири ҳисобланади. Активлар даромадлигининг барқарор даражасини таъминлаш соф фойданинг барқарор даражасини таъминлашда муҳим роль ўйнайди. Мақола Ўзбекистон Республикаси тижорат банклари активларининг даромадлигини таъминлаш билан боғлиқ бўлган долзарб муаммолар аниқланган ва уларни ҳал қилишга қаратилган илмий таклифлар ишлаб чиқилган.

Калит сўзлар: тижорат банки, актив, даромадлилик, соф фойда, кредит, инвестиция, захира, фоиз ставкаси.

CURRENT PROBLEMS ASSOCIATED WITH ENSURING THE PROFITABILITY OF THE COUNTRY'S COMMERCIAL BANK ASSETS

Abstract. Ensuring profitability of commercial banks' assets is one of the necessary conditions for ensuring their financial stability. Ensuring a stable level of return on assets plays an important role in ensuring a stable level of net profit. The article identifies current problems related to ensuring the profitability of commercial bank assets of the Republic of Uzbekistan and develops scientific proposals aimed at solving them.

Keywords: commercial banking, asset, profitability, net profit, loan, investment, reserve, interest rate.

ТЕКУЩИЕ ПРОБЛЕМЫ, СВЯЗАННЫЕ С ОБЕСПЕЧЕНИЕМ ДОХОДНОСТИ АКТИВОВ КОММЕРЧЕСКИХ БАНКОВ СТРАНЫ

Аннотация. Обеспечение доходности активов коммерческих банков является одним из необходимых условий обеспечения их финансовой устойчивости. Обеспечение стабильного уровня фондоотдачи играет важную роль в обеспечении стабильного уровня чистой прибыли. В статье обозначены актуальные проблемы, связанные с обеспечением доходности активов коммерческих банков Республики Узбекистан, и разработаны научные предложения, направленные на их решение.

Ключевые слова: коммерческий банкинг, актив, рентабельность, чистая прибыль, кредит, инвестиции, резерв, процентная ставка.

Тижорат банклари активларининг рентабеллиги куўрсаткичи уларнинг молиявий барқарорлигини тавсифлоқчи муҳим кўрсаткичлардан бири ҳисобланади.

Халқаро банк амалиётида тижорат банклари активларининг рентабеллигини аниқлаш учун умумқабул қилинган ягона методика амвжуд бўлиб, унга кўроа, банк активларининг рентабеллиги соф фойдани жэами активлар суммасига бўлиш ва олинган натижани 100 фоизга кўпайтириш йўли билан аниқланади.

Тижорат банклари активларининг рентабеллигини ошириш республикамиз банк амалиёти учун муҳим аҳамият куасб этади. Бунинг сабаби шундаки, 2017-2021 йилларда

Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналиши бўйича Ҳаракатлар стратегиясида тижорат банкларининг молиявий барқраорлигини таъминлаш мамлакат банк тизимини ривожлантиришнинг устувор йўналишларидан бири сифатида эътироф этилган.

Республикамиз тижорат банкларида активлар рентабеллигининг паст даражада эканлиги, фикримизча, қуйидаги сабаблар билан изоҳланади:

– соф фойда миқдорининг нисбатан кичик эканлиги (активлар сифатининг паст эканлиги бунинг асосий сабаби ҳисобланади);

– тижорат банкларининг қимматли қоғозлар билан амалга ошириладиган инвестицион операцияларининг ривожланмаганлиги;

– республикамизнинг йирик тижорат банкларида активларнинг ўсиш суръатини соф фойданинг ўсиш суръатидан юқори эканлиги.

Республикамиз тижорат банклари активларининг сифатини паст эканлиги, биринчи навбатда, берилган кредитлар бўйича муддати ўтган қарздорлик миқдорининг катта эканлиги билан изоҳланади.

Ж.Синкининг фикрига кўра, тижорат банклари активларининг даромадлилигини тавсифловчи муҳим кўрсаткичлардан бири бўлиб, соф фоизли маржа кўрсаткичи ҳисобланади. Соф фоизли маржа банк активлари миқдорида тескари пропорционал бўлиб, кредитлар ва депозитлар бозоридаги юқори даражадаги рақобат унинг даражасига кучли таъсир кўрсатади.

Д.Макнотоннинг хулосасига кўра, тижорат банкларининг молиявий барқарорлигини таъминлашда фоизли даромадларнинг ўрни катта бўлиб, улар ялпи даромадининг умумий ҳажмида фоизли даромадларнинг салмоғи камида 70 фоиз бўлиши керак.

И.Лешукованинг фикрига кўра, тижорат банкларининг фойдасини барқарор даражасини таъминлаш учун банк фаолиятининг самарадорлигини таъминлаш стратегиясини ишлаб чиқиш керак ва мазкур стратегия банк ресурсларидан оқилона фойдаланишга қаратилган мақсадлар, ҳаракатлар мажмуидан иборат бўлиши керак.

О.Волошинанинг фикрича, тижорат банклари фоизли даромадларининг даражасини тавсифловчи асосий кўрсаткичлар бўлиб, қуйидагилар ҳисобланади:

- фоизли даромадларнинг ссуда ҳисобрақамларининг ўртача қолдиғига нисбати;

- қисқа муддатли ссудалардан олинган даромадларнинг қисқа муддатли ссудаларнинг ўртача қолдиғига нисбати;

- алоҳида кредит гуруҳлари бўйича олинган даромадларнинг ушбу гуруҳ кредитларининг ўртача суммасига нисбати;

- узоқ муддатли ссудалардан олинган фоизли даромадларнинг узоқ муддатли ссудаларнинг ўртача қолдиғига нисбати.

С.Кумокнинг хулосасига кўра, ҳозирги даврда тижорат банклари капиталга тўғри келадиган фойда меъерини капиталнинг етарлилигини пасайтириш ҳисобига ошириш имконига эга эмас. Чунки, банклараро рақобатнинг кучли эканлиги ва кредит ресурсларининг қимматлашаётганлиги капиталнинг активларга нисбатан оптимал даражасини таъминлашга тўсқинлик қилади. Шунинг учун умумий капиталга тўғри келадиган фойда меъерини оширишнинг бош захираси бўлиб, активлар қайтимининг даражасини ошириш ҳисобланади.

Б.Бердияров томонидан амалга оширилган тадқиқот натижалари Ўзбекистон Республикаси тижорат банкларининг молиявий барқарорлигига салбий таъсир кўрсатаётган омилларнинг мавжудлигини кўрсатди. Хусусан, банклар активлари ва капитали рентабеллиги кўрсаткичларининг нисбатан паст эканлиги, тижорат банклари томонидан соф барқарор молиялаштириш меъёри коэффиценти бўйича меъёрий талабларни бажарилмаётганлиги ана шундай омиллардан саналади.

Ж. Исаков томонидан амалга оширилган эконометрик таҳлилларнинг натижаси кўрсатдики, тижорат банклари томонидан хизматлар соҳасига ажратилаётган кредитларнинг ўртача йиллик фоиз ставкасининг ўртача бир фоизга ошиши берилган кредитлар даромадлилини 0,8 фоизга ошишига, берилаётган кредитлар ҳажмини бир фоизга ошиши кредитлар даромадлилик даражасини 1,8 фоизга камайишига олиб келади.

Тадқиқот методологияси Мазкур тадқиқотда статистик жадвал ва аналитик таққослаш, мантиқий ва таққослама таҳлил, гуруҳлаш усуллари ҳамда мавзуга оид хорижий ва маҳаллий олимларнинг тадқиқот ишларидан кенг фойдаланилди. Таҳлил ва натижалар Тижорат банклари активларининг даромадлилигини тавсифловчи бир қатор кўрсаткичлар мавжуд бўлиб, улар орасида соф фоизли маржа ва 1 сўмлик активларга тўғри келадиган даромад даражаси кўрсаткичлари банк активларининг молиявий таҳлилида кенг қўлланилади.

Республикада банк амалиётида тижорат банкларининг кредитлардан кўриладиган зарарларни қоплашга мўлжалланган захира ажратмалари суммаси тўлиқ банкнинг харажатига олиб борилади. Шу сабабли, захира ажратмалари миқдорининг ошиши тижорат банкининг соф фойдаси миқдорининг камайишига олиб келади. Бу эса, тижорат банкининг ликвидлиги ва тўлов қобилиятига нисбатан салбий таъсирни юзага келтиради.

Чунки, соф фойда тижорат банклари фаолиятининг барқарор ривожланишини белгиловчи асосий омиллардан бири ҳисобланади. Таъкидлаш жоизки, тижорат банклари активларининг даромадлилик даражасининг ўзгаришига таъсир қилувчи асосий омиллардан бири активларнинг рискка тортилган суммасининг ўзгариши ҳисобланади. Чунки, активларнинг даромадлилиги ва риск даражалари ўртасидаги тўғри мутаносиблик мавжуд: активнинг риск даражаси қанчалик юқори бўлса, унинг даромадлилик даражаси ҳам шунча юқори бўлади. Шу сабабли, тижорат банкларида рискка тортилган активлар суммаси билан соф фойда ўртасида ҳам тўғридан-тўғри боғлиқлик мавжуд.

Фикримизча, республикада тижорат банклари активларининг даромадлилигини ошириш учун қуйидаги тадбирларни амалга ошириш лозим:

1. Тижорат банкларида соф фоизли маржа кўрсаткичининг меъёрий даражасига эришиш учун, биринчидан, фоизли даромадларнинг ялпи даромад ҳажмидаги салмоғининг юқори ва барқарор даражасини таъминлаш керак; иккинчидан, соф фоизли маржанинг даражасига таъсир қилувчи асосий кўрсаткичларнинг (соф фоизли спрэд, кредитлар бўйича эҳтимоллий йўқотишлар захираси, харажатлар/даромадлар коэффиценти, фоизли даромадларнинг ўсиш суръати билан фоизли харажатларнинг ўсиш суръати ўртасидаги мутаносиблик) меъёрий даражасини таъминлаш лозим.

2. Тижорат банклари ялпи даромадининг брутто активларга нисбатан даражасини ошириш учун, биринчидан, фоизли даромадларнинг фоизли харажатларга нисбатан барқарор нисбатини шакллантиришга эришиш зарур; иккинчидан, харажатлар/даромадлар

коэффициентининг меъёрий даражасини (0,45) таъминлаш керак; учинчидан, қимматли қоғозларга қилинган инвестициялардан олинадиган фоизли даромадларнинг миқдорини ва фоизли даромадлар ҳажмидаги салмоғини ошириш лозим. Республикамиз тижорат банкларининг қимматли қоғозларга қилинган инвестицияларининг брутто активлар ҳажмидаги салмоғи жуда паст бўлганлиги сабабли, қимматли қоғозларга қилинган инвестициялардан олинган фоизли даромадларнинг жами фоизли даромадлардаги улуши жуда паст.

Фикримизча, республикамиз тижорат банклари активларининг рентабеллик даражасини ошириш учун, биринчидан, муддати ўтган кредитларнинг жами кредитлардаги улушини 3 фоиздан ошмаслигини таъминлашга қаратилган чора-тадбирлар мажмуи ишлаб чиқилиши лозим;

иккинчидан, банкларнинг қимматли қоғозларга қилинган инвестициялари ҳажмини ошириш орқали соф фойда миқдорини кўпайтириш керак;

учинчидан, даромад келтирмайдиган активлар миқдорининг ўсиш суръатини даромад келтирадиган активлар миқдорининг ўсиш суръатидан юқори бўлишига йўл қўймаслик зарур.

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BALANIŃ KÁMIL JETIK INSAN BOLIP TÁRBIYALANIWINDA MUZIKANIŃ TUTQAN ORNI

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Annotaciya. *Balanıń qábiyetine qarap muzıka panine tarbiyalap barıw. Muzıka úlken ortadan shıqqan hám qálewshileri kóp ózbetinshe úyreniwden soń ǵana balalarǵa arnaladı. Bala hárdayım maqtawdı qáleydi tártip beriwde eskertiwler de bala da hám múǵallimde shekten tis bolmawı kerek. Ustaz benen oqıwshı bir-birine júdá jaqın boladı, sebebi nege deseńiz onı kúnde sabaqqa kútip qarsı alatın ustazı ekeni ispatlangan. Balaǵa biz muzıka páninen jetik insan shuqır bilimge iye bilimli mádeniyatlı insan jetilisip shıǵıw.*

Gilt sózler: *Tálim tárbiya processı, ziyrek balanıń hám muzıka pani mugalliminiń tárbiyalıq paziyleti.*

THE ROLE OF MUSIC IN RAISING A CHILD TO BECOME A PERFECT HUMAN BEING

Abstract. *Educate your child according to his musical ability. The music that came out of the middle was devoted to children only after a lot of special lessons. Children should be praised and thanked in the arrangement. The teacher and I are very close to each other. As a child, we are a person who is interested in music.*

Key words: *educational process, the educational quality of a talented child's music teacher.*

РОЛЬ МУЗЫКИ В ВОСПИТАНИИ РЕБЕНКА, ЧТОБЫ ОН СТАЛ СОВЕРШЕННЫМ ЧЕЛОВЕКОМ.

Аннотация. *Развивайте ребенка в соответствии с его музыкальными способностями. Музыку, возникающую из середины, посвящали детям только после множества специальных занятий. В расстановке детей следует похвалить и поблагодарить. Мы с учителем очень близки друг другу. В детстве мы являемся человеком, который интересуется музыкой.*

Ключевые слова: *образовательный процесс, качество образования талантливого детского учителя музыки.*

«Sheberi shertse dawısı jay aladı janıńnan»

Íygilikli islerdi baslawda, usınday qosıqlar shıǵarıwda ustazlıq járdem zor úles qosadı.

Qosıqtıń muzıkanıń mánili shıǵıwı ushın shayırdıń hám kompozitorıń anıqlap tolıqtırıp namaǵa keltiriw máseleleri názerde tutilǵan. Balalarǵa arnalǵan qosıq bolǵanlıǵı ushın hámde hámme tárepleme, arnawlı belgiler qáte pikirler tuwmaytuǵınday etip talapqa juwap beriwı shárt.

Nama shıǵarıw kóp izlenisler hám balalarǵa arnaladı degen soń balalar sol qosıqtan tárbiya alıp qiyaslap berilgen qosıqtıń jaqsı tárepinen ózlerinde anıqlıq seziniw aqlı rawajlanıp esitken sayın úyrenip erkin aytıwǵa talpınadı. Qosıq qatarlarında aytilǵan sózlerge balanıń oyı biraz shalǵıydı, hámde kóp sózlerdi óz aqlı menen hár bir shayırdıń qosıq qatarlarınıń sózine mánisine kónil bóledi. Tárbiyalıq áxmiyetine sóz uyqasınıń sheberligine táń qalıwı tábiyiy. Bala báribir bala

jan jaqlama mánisin túsini qabillap orınladı. Balalar ózleri saylağan hám men ayta alaman sherte alaman dep anıqlıq kiritken qosıgın jaqsı kórip qolğa aladı. Bul neni bildiredi, balanın qábileti sonı talap etip tur hám bala soğan talpımadı.

Atqarıp shıgaman qolımnan keledi degen isenim onı ózinde tájriybe arttırıwğa alıp keledi.

Solay etip balanın bilgenine túsingenine ustamlılıgına baha berilip balanın sezgirliğı aldınnan talapqa juwap beremen degenshe aldınnan tayarlanıp hár bir sózdi namanı tolıq mengeremen degenshe óz aldına qolğa alıp ózgerissiz úyretilip barıladı. Isenim menen tolıq tayarlıq úlken nátiyjeler awmet alıp keleri sózsiz. Báribir balada albırawlıq bola beredi. Kóp bilimler qosımsha járdem aldına qoyğan maqseti balanı aldığa qaray ilgerlewge májburleydi.

Qiyımıl háreket eń áxmiyetlisin ayırıp bar zattı keltirip shıgaradı. Ístín kózin bilgen bala, ajırata bilgen bala qátege jol qoymawğa tırısadı. Aqılğa usı zattı keltirip shıgarıwdı úyreniwlerde ustazdın balağa degen xúrmeti bálent boladı. Kún sayın xalqımızdın mádeniyatı milliy qádiriýatları dástúrleri tikleniwde. Olar jańa mazmunı mánisi menen bayıp barmaqta.

Bala mektepte uluwma orta bilimge iye boladı muzıka páninen sabaq aladı. Muzıka biliminiń tiykarǵı tárepi sonda ruwxıy sanası hám fizikalıq jaqtan shınıqqan balalar biziń keleshegimiz ekenin eskertip tálim tárbiya berip kelmekte. Keleshegimiz bolğan balalardı dúnya júzine tanıtıp, tereń muzikalıq bilim beriw, jetilistiriw mámleketimizdın dástúrine engizilgen.

Ózbekstan bóyınsha 10130 mektep, 373 balalar muzıka mektebi, 326 mádeniyat orayı, 7 túrdegi milliy muzıka ásbapları menen 3 toplamda támiyinlenedi. Bunıń ushın 205 milliard sum ajratıldı. Xalıqlar boysınǵan 7 nota 7 ásbap penen kórkem óner ruwxıy mádeniyatın rawajlandırıwda keleshegimiz bolğan balalardıń kámil insan bolıp jetilisiwine úles qosıw maqsetinde jurat basshımız Shavkat Miromonovich Mirziyoyev 2022-jil 28-yanvarda Jańa Ózbekstannıń rawajlanıw strategiyasında 60 Prezident qararı xalıq tálim wázirligi milliy muzıka ásbapları qararda belgilendi.

1. Duwtar, 2. Dombra, 3. Tanbur, 4. Doira, 5. Rubab, 6. Girjek, 7. Nay, qosımsha qararğa baylanıslı dizimde kórsetilgen milliy ásbaplardıń keminde birewin shertip biliwi kerek. 2023-2024 oqıw jılınan baslap 3 milliy ásbapta nama shertip biliw uqıbına iye bolıwı kerek. Muzıka páni oqıtıwshıları ushın májburiyat esaplanadı. Usını jaqsı bileyik biz Ózbekstannıń kórer kózi jáne de keleshegi bolğan jaslar hámde jaqsı kúnlerden xabar beriwshi jaqsı jas qániyge iyesimiz. Mustaqıl Ózbekstanımız bizden kóp nárseni kútip qalıwğa xaqlı. Bunıń ushın oqıwımız hámde úyreniwimiz kerek.

Bilim hám ilim shoqqılarınan asıp ótiw ushın “Kitap” bar baylıgımız bolğan kitap úlken kómek kórsetsin. Ol kitaptaǵı hár bir bilim hár bir qaǵıyda júregimizge quwat beredi. Kitaptaǵı berilgen tapsırmanıń hár bir betine kónil kózimizben qarap oqıwğa hámde kitaptıń tazalıgına asırıp abaylap bizge áwmet tilewshi ekenine kámil isenemen. Oqıwlıqqa qosa muzıka mekteplerinde taza ásbaplar hámde elektr asbapları da paydalanılıp kelmekte. Zamanaǵoy ásbaplar járdeminde arttırılǵan tájriybeler oqıwshı hám oqıtıwshınıń sabaqlıqlardan paydalanıw imkaniyatı sheksiz múmkinshiliklerge iye. Sabaqlıqlar muzıka pánin jaqsı mengeriwge hám óz ústinde kóbirek shugullanıp tereñirek bilim alıwğa muzıkağa degen qızıǵıwshılıgın jane de arttırıw ushın oqıwshı ózi jaqsı kórgen muzıkasın shertip beriwge ruwxsat berip qızıǵıwshılıq dárejesin arttırıp otırıwımız kerek.

Adam balasınıń xalıq awzınan jetip kelgen qosıqları qanshama usı búginge deyin saqlanıp yadlanıp kelgen. Xalıqtıń tariyxın jırlap merkekelerine san berip kelgen. Qosıqtıń qatarları ómirin

qádiriyatın, sán saltanatın miynetleri menen baylanıstırıp usı búginge shekem ayırımları jetip kelgen hám aytılp kelmekte. Oylap qarasań muzıka nama xalıqtıń aqlı oyı itibarı batırılıǵı quwanışlı qayǵısı bolıp kelgen. Jaǵımlı xawaz jaǵımlı ses insańǵa ruwxıy azıq bola aladı. Muzıka payda bolǵanan baslap adamlar onı mıldap soń namaǵa salıp aytıp úyrenip kelgen, ırǵalarǵa salıp namalarǵa salıp atqarıp kelgen. Búgingi kúnde neni esittik neni esitkisi keletinin tıńlawshı itibar menen ayta aladı. Uluwma aytqanda keleshek ótmishten baslanadı degendey balalarımız erte zamannıń qosıqlarınıń mánisin mazmunın shaǵıp bilse házirgi waqıtta ne aytılp atır bala pikirley alatuǵın boladı, hámde ózgesheliklerine názeri túsedı, qullası bala azǵana bolsa da ótmishten qosıq qatarları arqalı bilim aladı. Sebebi nege deseńiz hárbir waqıttıń ózine say háreketleri súwretlewler aytıw tártipleri boladı. Aziya xalıqlarınıń ishinde awızeki úyrenilip kelinggen qosıqlardı da balalarǵa úyretsek erte zamandaǵı jasaǵan xalıqlardıń qosıqları menen usı búgingi dórelip atırǵan qosıqlardıń parqın balaǵa sińirip barǵan hám qosıqlardıń qurılısı belgileri jóninde pikirler aytıp balanıń kóz qarasin bayıtamız degen úmittemen. Erte zamandaǵı ózgesheliklerden búgingi kúngi ózgerisler balaǵa ne beredi, bala keybir qosıq hám sóz qatarlarına qızıǵıwı múmkin, búgingi zamanımızdıń sáz ásbaplarınıń burınǵı saz ásbaplarınıń qurılısına shertiliwine nazer salıwı múmkin, dizaynerlerine de basqa ellerdiń ásbaplarına da salıstırmalı kóz qarasta pikirde bolıwı tábiyiy, bul jerde biz balanıń oy sanasin bayıtıp baramız.

Bala óz ónerin tıńlawshıǵa jetkeremen degen she qansha basqıshlardan ustaz benen birgelikte qansha energiya jumsaǵanın dóretiwshilik kásibi qanday ańsat bolıp kóringeni menen onıń ústinde kóp pikirler kóp maslaxatlar bolatın, biraq qolǵa alınǵan jumıs bitpey qalmaytınına maqsetke erisiw ushın tınbay hámme nársesge úlgeriw gerek ekenine jáne bir márte isenedi. Bul isi háreketi usınıń menen sheklenip qalmaytuǵınlıǵın ustazı jáne bir mártebe eskertip qoyadı. Mısalı retinde muzıkantlardıń jumısın júzim múyesine qiyaslasa boladı, sebebi júzim kúzde, qısta kómilip jazda, kúzde bazardıń sáni boladı. Bizin ómirimizde da sonday sebebi birewin jaratıp ekinshisin qolǵa alaman degen she toqtap turamız. Bul bizin ómirimizdiń basqıshpa basqısh tártibi jeke ónerli ushın da dep túsineyik. Ónerdi qolına qayta-qayta alǵan bala meyli al saz ásbabında oynasin meyli ózi qosıq aytatın bolsın, bala óziniń aqıllılıǵına tapqırılıǵına quramalı óneriniń ózindegi ishki sezimine sınaq penen qaraydı, shertiliwiniń aytıwınıń máremine jetkeriw ushın sál shıdap bersem, óz oyındaǵıday shıǵadı dep ózin ózi tayınladı. Ekinshi tárepten tıńlawshınıń baxasin esitiw ushın da óner iyesine júklengen talap.

Pikirler hár túrli bolıwı múmkin bul tábiyiy. Jaman piker aytıldı eken dep ónerdi taslap qoyıwǵa bolmaydı, izin jalǵastıra beriwimiz gerek. Zamanımızdıń talabına say óneri de toqtap qalmaydı da. Balanın sanasına ónerdi kelise otırıp qayta-qayta oqıtıp qayta-qayta yadlatıp qayta-qayta úyretip qashan balanıń qabıl etiw processı tolıq sezilemen degen she sharshamay úyrete beremiz. Hár kúngi jiynalǵan tájriybemiz nátiyje bererine isenemimiz kún sayın arta beredi.

Maqset anıq hám tınıq sharhasań dem alıp jáne qaytalap meńgerip alaman degen she úyrene beremiz. Bala jaqsı túsiniw ushın muzıkanıń kelip shıǵıwınıń bala da ádewir tásiri boladı.

Muzıka úlken ortadan shıqqan hám qálewshileri kóp ózbetinshe úyreniwden soń ǵana balalarǵa arnaladı. Anıq tekserilip sóz benen muzıkanıń úylesiminen keyin hám soǵan ǵana qarap balalar aytıwǵa qalay bolıwı da kóp nátiyjelerdi keltirip shıǵaradı. Balalarǵa áweli muzıkanıń aytıw tártibi menen tanıstırıp yadlawǵa beremiz. Tanıqlı muzıka bolaman degen she balalarǵa tárbiyalıq áxmiyeti kúshli muzıkanı tańlawımız gerek. Muzıka muǵallimleri tıńlawshı balalarǵa óz miynet tájriybesinen kelip shıǵıp muzıkanı jaqsı kóriwdi hám anıq tınıq tıńlawdı hám meńgerip

alıwına járdem beriw kerek. Sabaq barısında keleshekte úyrenip meńgerip óz ústinde úyreniwdi kúsheytiwine qollap quwatlap otıratuǵınlıǵın bildirip ótiw kerek. Sonda ǵana balanıń muzıkaǵa degen qızıǵıwshılıǵı barǵan sayın rawajlanıp baradı, hámмесin juwmaqlay kelgende balanıń kónil kúyine kúshli táсiri boladı. Bala eger usını úyrenemen dese meniń qolımnan keledi dese anıq kirisse qollap quwatlar nátiyjesinde óylaǵanıńnan da artıq nátiyje alıwına boladı. Bul jerde biz balanıń qábiletine zeyin salıwımız kerek, mıqtılıǵın eskertip, eń ańsat jol menen qaytalap mıqtap úyrenip alıw ushın waqıt kerek ekenligin qolǵa alǵan narseniń pitpey qalıwı múmkin emesligin túsindirip balanıń kónilin basman baslap bir toqtamǵa keltirip alıwımız kerek. Muzıkanı balaǵa úyretiwde eń ańsat jolı tek balanı jaqsı kóriw kóniline qiyalına jol taba biliw hám bar bilimińdi úyrete biliw.

Negizgi túsinikti hám teoriyanı hám kelip shıǵıw tariyxı balaǵa júdá qızıq sonı túsindirip bere alsań balada bárin kerekli maǵluwmatlardı túsindire alsań balada qızıǵıwshılıq payda boladı. Jańa nama menen táriyxıy ápsana bolıp ketken namalardıń parqın ayırmasın basqıshpa-basqısh balaǵa túsindirip keshe basqasın endi búgin basqasın úyrenemiz dep barǵn jón dep bilemen. Tez-tez ushırasatuǵın qıyınshılıqlardı balaǵa túsindirip sińdire alsań bala qıyınına kelgende tez ózlestire alatın qábiletke erise aladı. Bala tez bilip alǵısı kelip asıǵadı, biraq al qáte ekenin de túsindirgen durıs. Bala múǵallimmen til tabısıp birin biri tıńlap túsiniw maqullap qana nátiyjege erisedi.

Bala hárdayım maqtawdı qáleydi tártip beriwde eskertiwler de bala da hám múǵallimde shekten tıs bolmawı kerek. Tayarlıqlar óz waqtında bolmay waqıt penen sanaspasań sátsizlikler jiynalıp qaladı. Sonı boldırmawdıń aldın alıp máslaxatlı túrde erise alamız. Kóbinen kóp balaǵa qollap quwatlawlar, xoshametlewler tolıǵımen úyretiwler, túsindiriwler jol kórsetip baradı. Bul jerde bala menen múǵallimniń arasında tayarlıq barısında pikirler kelip shıǵadı, hám aldımızǵa qoyǵan maqsetimizge tolıq erise alamız. Biz jeti nota dúnya júzin baǵındırǵanın hámме мамлекette óziniń dástúri óziniń qızıǵıwshılıǵı hár qıylı ekenin balaǵa túsindirip ótiwimiz kerek.

Bala úyalıwdan qorqıwdan tıyım salıwdan qátege jol qoydıw-aw degennen jıraq bolıwı kerek. Qayta onıń ornına ózine isenimin arttırıp tolıq ishindegi oyın ashıq aytıwǵa hámde oyın pikirin tuwra baxalawǵa hámde onıń erisip atırǵan nátiyjesine xúrmet kórsetiwimiz kerek.

Balada odan sayın ózine degen isenim artadı. Biz balanıń kámil insan bolıwına erise alamız. Maqset anıq hám tınıq bolıwı shárt. Balada belgili bir qıyınshılıqlar ushırasıp turadı, bala tereń úyrene almasa ózine qıyın ekenin túsinedi hámde onı qaytalamawǵa erisedi. Bunı da ayta ketiw kerek bala jattaǵanda umıta berse áste aqırın birme bir úyretiw jolı menen muzıkaǵa qızıqtıra alamız. Bul balanıń ayıbı emes qayta balanıń úyreniw jolındaǵı talpınısları dep biliwimiz kerek. Basınan baslap qaytalap esine salıp ózgeriwsiz tolıq etip berilgende y qılıp jetkere biliwimiz shárt.

Bul jerde balaǵa biz muzıka páninen jetik insan shuqır bilimge iye bilimli mádeniyatlı insan jetip shıǵıwına isenemiz. Muzıka páni bir kúnniń bir jıldıń talabı emes kezegi kelgende kútiwlerdi sabırdı talap etedi. Keybir balalar qısqa waqıt ishinde ózlestire biledi al keybir balalar uzaq dawam etken waqıtlar aralıǵında ózlestire aladı, hám birneshe eskertiwler qaytalawlar nátiyjesinde yadında saqlap qala aladı. Balanıń qábileti joqarı bolıwı hám tómen bolıwı bul tábiyiy. Múǵallim menen balanıń bir-birine degen sorawları orta q bolıwı kerek, bala ishindegi ótinishin ashıq ayta biliw kerek. Bala ózin ózi tekserede bilwi kerek qolımnan keleme ya joqpa aljaspay úyreniwine esine salıw jolı menen járdem beriwimiz kerek. Bilmeysiń dep short kesiw qátelik. Qaytalap tolıqtırıp tıńlap úyrenip atırǵanına isenimi kúshli bolıwı shárt. Sebebi nege desek muzıka páni tek

jeti notadan quralğan desek te úyrenen sayın úlkeyip qıyınlasıp bara beredi. Muzıkanı úyrenenimizde durıs qátege jol qoymasaq nama jaǵımlı estiledi, sonı balalardıń sanasına sińdirip, qáteniń muzıkaǵa kedergi keltiretinin úyretip barıwımız kerek. Saz ásbaplarınıń sazlıǵı da úlken áxmiyetke iye. Saz ásbapı menen atqarıwshınıń arasındaǵı tapqırlıq shaqqanlıq, sezimleri úylesimli bolıp tursa ǵana muzıka júzege keledi, hám de ayırıqsha maqsetlerge erise aladı. Balanıń sanasına sıyatúǵın qosıqlardı saylap alıp úyretiw processinde bala qalay qabıllap atır anıq baqlaw nátiyjesine tiykarlanıp tapsırmalar beriledi. Sonıń menen birge hámme oqıwshılar da názerden shette qalmaydı. Balaǵa muzıkanı úyretpesten burın oǵan dóreliw dáwirinen kóplegen maǵlıwmatlar menen tanıstırıp ótken jaqsı dep bilemen, sebebi balada jiyi ushırasıp turatúǵın nárse qızıǵıwshılıq degen boladı, balaǵa óziniń qızıǵıwshılıǵı da túrtki bolıwı múmkin. Balaǵa usınǵan namamız jaqpawı múmkin, sebebi bala tańlaw huqıqına iye. Óz pikirin jasırmay ayta aladı ózine unaǵan namanı aytaman dese xaqlı.

Biz ustazlar balaǵa bul jerde balaǵa qosımsha túsiniqler berip ne ushın usı pikirge kelgenin sorap óz gezeginde tańlaǵanın durıs biraq tariyxıy qosıqlar bolama basqası bolama búgin bolmasa erteń yamasa keleshekte úyreniwimiz shárt dep tolıǵıraq piker aytıp qoyǵanımız durıs dep túsinenen. Bul jerdegi maqsetimiz bala berilgen tapsırmanı yadlasa oǵan waqıt ketedi balanıń ózine degen isenimi artadı, hám bala bul isi ushın miynet etedi, jaqsı shıǵıwı ushın hárekette boladı kúshinen paydalanadı, shıdamlılıǵın qádirlep baradı. Kem kem qıyınshılıqtı jeńip baratırǵanın ózinde seze biledi. Oqısań úyrenseń ańsat aytilatınınıń parqına isenimi artadı, soń ózinshe aytpay-aq ózi qaytalay beredi. Hámde ustaz da oqıwshı da miynetleriniń nátiyjesin dosları menen atası menen bóliwedi. Balanıń dıqqatın ózine awdara alǵan ustaz da úlken kúsh iyesi. Balanıń kóniline qarap ónerdi jetkerip beriwde ańsat emes ekenin bala da túsiniw turǵanı jaqsı. Bala da ustaz da qayırılı iske qol urǵanın sezinedi, hámde nátiyje boladı. Qızıǵıwshılıǵı mol degen bala da sharshaydı, biraq úyretiw jaǵdayı ańsatlaw keshedi, sebebi bala bilip úyrenip alıwǵa asıǵıp turadı.

Túrli psixologiyadaǵı bala ushırasıwı múmkin, biraq ustaz sol balaǵa da óz múmkinshiligin maqset etip qoyıp úyrete biledi, umıttıp qalıw jaǵdayları kóp ushırasıwı múmkin biraq muzıkaǵa degen kóz qaras jaqsı tárepke ózgerge alǵanına isenimi mol boladı. Bala kem-kem qátesin dúzetip, qátesin qaytalamawǵa erisiw kerek ekenin túsinedi. Adamlardıń aqıl oyınıń ósiwi menen hám texnikanıń mádeniyatımızdıń aldında ilgerlewge úlken úlesi mol jańalıqlarǵa eristic. Kóplegen mádeniyat úyleri ashılıp kóplegen muzıka mektepleri salınıp, joqarı oqıw orınları is júrgizbeke.

Elimizdiń rawajlanıw jolında xalıqtıń mádeniyatın jaqsartıw jolında kúndelikli turmısta bala tárbiyasına úlken itibar menen qaraw jolǵa qoyıldı, balalarımız muzıka ónerimen belsene shuǵıllanıp atır, hám nátiyjesi óz kúshinde. Xalqımız ónerdiń bilimniń qaytalana beretuǵınlıǵına sheksiz isenimi mol dep bilemen.

“Soǵılǵan somdap altınnan óner bilim qartaymas” Bul jerde tek ata-analarımız balanıń ilaxiy qábiletin túsiniw sál keńes máslaxatın balasınıń qolınan keletinine isenimi tolıq ekenin bildirse boldı. Soǵan baylanıslı bala da ózine degen ónerine degen qızıǵıwshılıǵın jariyalay baslaydı, hám óz qatarı balalardan ajralıp turadı, sebebi nege deseń inta kúshli ózinde kúsh taba aladı. Hár bala hár túrli bolǵanı menen muzıkanıń ırǵaqları aytıluw usulları aytıluw kelengen namalar óz káddin saqlap qaladı hám qalıwı kerek. Xalqımız texnikanıń ózgeriwı menen miynet processin usınǵan ılayıqlap izleniwler nátiyjesinde jańalıq kumar xalqımız kúnnen kúnge ıspatlap juwap retinde qosıqlar úyrene beredi. Balaǵa muzıka sabaǵında muzıkanıń ustaz óz múmkinshiliginen kelip shıǵıp, balanıń oyın keńeytip tez úyrene alıwına isenip eń jaqsı kóretin

usullaridan paydalanib qanshama ret tákirlap balani zeriktirmey qollap quwatlap kórkemlilik jađınan fantaziyasın keńeytip, umtuılıwshańlıđın unamlı tárepke burıp tez úyrenip meńgerip alıwına járdemi sheksiz. Júdá jaqsı jáne qaytalap jibereyik, jáne bir úyreneyik men seni jaqsı koremen degen xoshamet sózler menen balanı úyrense eken dep tillep otırıp úlken xızmet etemiz.

Balanı kishkentayınan úyretip biz bir úlken temalar úlken úlken namalar sherte alatın bolamız. Bir nama úyretsek te marjanday tizip umıtpaytınday etip úyretip, óy eleginen ótkerip pikir bir jerge jıynap maqset nátiye tınıq hám anıq bolıwı kerek. Bul xalıqtın Bergen baxası bolıp esaplanadı. Bir bala tez úyrenedi bir bala jay úyrenedi, sođan shıdam sabır hár bir bala iretli jerinde qatań eskertip te úyrete alasań sebebi bala báribir bala ózbilgeninen qalmaydı, tuwra jol kórsetiw ustazlıq mindetimiz. Hár túrli xarakter hár túrli keshirmeler talpınıwlar bala menen ustaz arasındadı tábiyiy jađday. Ustaz balanı barxulla óner bilim úyreniwge shaqıradı. Ónerge degen kóz qarastı qalıplestiriwge oqıwshınıń úlesi ustazdıń óneri kásipke degen itibarı, balağa degen meyirimi, osı birdeńe úyrensin degen peyili ónerge degen qumarlıđı kún sayın artsa artadı sirá kemeymes.

Ustaz benen oqıwshı bir-birine júdá jaqın boladı, sebebi nege deseńiz onı kúnde sabaqqa kútip qarsı alatın ustazı ekeni ıspatlangan. Bala jaqsı úyrenen kúni úyine kónil kúyi kóterinki ruwxta qaytadı. Ustaz hár kúni jaqsı ótkeniniń tárepdarı. Balağa tuwra jol kórsetiw ustazdıń ádiwli wazıypası. Oqıwshısı tártipti saqlap jaqsı úyrense ustaz da bergen biliminiń kónili toq boladı.

Ustaz keshe bergen tapsırmasın bergen sorawların hárqaysı bala da aljas pawı kerek, birinikin birine shalğıtpawı kerek, bala da ustazdıń keshe bergen sorawın búgin nege sorap atırğanın qaytalaw ekenin ajırata biliwi kerek.

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O'RTA ASRLAR DAVRI DAVLATCHILIGI VA BOSHQARUVINING TAHLILLARI

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Annotatsiya. Mazkur maqolada o'rta asrlarda Markaziy Osiyoda hukm surgan davlatlarning o'zbek davlatchiligi va boshqaruvida tutgan o'rni va roli masalariga e'tibor qaratilgan.

Kalit so'zlar: davlatchilik, davlat boshqaruvi, Turk hoqonligi, Ashin, Tuu, Movarounnahr, Xuroson.

ANALYZES OF STATEHOOD AND ADMINISTRATION OF THE MIDDLE AGES

Abstract. This article focuses on the role of the states that ruled in Central Asia in the Middle Ages in Uzbek statehood and governance.

Keywords: statehood, public administration, Turkish Kaganate, Ashin, Tuu, Movarounnahr, Khorasan.

АНАЛИЗ ГОСУДАРСТВЕННОСТИ И УПРАВЛЕНИЯ СРЕДНЕВЕКОВЬЯ.

Аннотация. В данной статье рассматривается роль государств, господствовавших в Средней Азии в средние века, в узбекской государственности и управлении.

Ключевые слова: государственность, государственное управление, Турецкий каганат, Ашин, Туу, Мовароуннахр, Хорасан.

Markaziy Osiyo hududlarida bir qator davlatlar, xalqlar yashagan va tarixda o'ziga xos iz qoldirib ketgan. Ushbu davlatlar mintaqa hududida shakllanib, rivojlanib, keyinchalik tarix sahnalaridan ketishi bilan birga o'lkaning davlatchiligi hamda davlat boshqaruvida o'zining ayrim elementlarini qoldirib ketganligiga guvoh bo'lamiz. O'zbekiston davlatchiligi tarixida Turk hoqonligi davlati muhim o'rin egallaydi. Oltoy, Tuva hamda ularga tutash hududlarda turli turkiy qabilalar, chunonchi, Ashin, Arg'u, O'g'iz, To'qqiz o'g'iz, O'ttuz tatar, Qarluq, Qiton, Tolis, Turk, Uyg'ur, Quruqan, Duba va boshqalar yashardilar. VI asr boshlarida Oltoy o'lkasida siyosiy jarayonlar faollashadi.

O'sha paytda hozirgi Mo'g'uliston va qisman Xitoyning shimoliy hududlari ustidan Jujan xonligi hukmronlik qilardi. VI asr boshlarida Oltoydagi Turkiy qavmlar orasida Ashin urug'ining mavqei ko'tariladi. Ashin urug'iga mansub Asan va Tuu 460-545 yillarda boshqa urug'larni o'zlariga bo'ysundiradilar va Oltoydagi turkiy qabilalar ittifoqiga asos soladilar.

Tuuning o'g'li Bumin Tele qabilasini ham bo'ysundiradi. Bumin Jujan xonligiga tobelikdan chiqish uchun kurashadi va 551 yilda Jujan xonining qo'shinlarini yengib, ularni o'zlariga bo'ysundiradi. Bumin 552 yilda Xoqon deb e'lon qilinadi va yangi davlat - Turk xoqonligiga asos solinadi [1, B.46-48].

Ma'lumotlarga ko'ra, Turk xoqonlari O'rta Osiyoda hukmronlik qilgan bo'lsalar-da biroq, o'zlari bu hududga ko'chib kelmaganlar. Ular Yettisuv va boshqa hududlardagi bosh qarorgohlarida qolib bo'ysungan hududlarni mahalliy hukmdorlar orqali boshqarib, ulardan olinadigan soliq-o'lponlar va to'lovlar bilan kifoyalanganlar[2].

Bundan ko'rinadiki, Turk xoqonligi davrida bu hududdagi mavjud mahalliy davlat tuzilmalari, ularning boshqaruv tizimlari saqlanib, ichki siyosat bobidagi mustaqil faoliyati davom

etgan. Xoqonlik istisno hollardagina o'lkaniing ijtimoiy-siyosiy hayotiga aralashgan. Bu narsa ko'proq tashqi siyosat, xalqaro savdo-sotiq masalalariga daxl etardi. Turk xoqonligida davlatning oliy hukmdori "xoqon" unvoniga ega bo'lgan. Xitoy manbalari ma'lumotlariga ko'ra, turkiylar xonni taxtga o'tqazishda maxsus marosim o'tqazishgan. Ya'ni, amaldorlar bo'lajak xonni kigizga o'tqazib, quyosh yurishi bo'ylab 9 marotaba aylantirganlar, ishtirokchilar esa uni qutlab va ulug'lab turganlar. So'ngra xonni otga o'tqazib, bo'yniga ipak mato bog'laganlar va undan "Siz necha yil xon bo'lmoqchisiz?" deb so'raganlar. U necha yil xon bo'lishini aytgan va shu muddat tugagach taxtdan ketgan [3].

Qadimgi turkiy afsonalarda aytilishicha, turklarning tasavvuriga ko'ra, davlatchilikning markazi, uni o'z qo'lida birlashtiruvchi shaxs xoqon hisoblangan. Boshqaruvda xoqonlarning humkron sulolasi asosiy bo'lib, u uchta kuch – osmon (Tangri), yer-suvning kuch va irodasi hamda turk xalqining yaratuvchanlik faoliyati tufayli yuzaga keltiriladi. Xoqondan keyingi shaxs, birinchi amaldor "yabg'u" (bahodir) bo'lib, u bosh sarkarda hisoblangan. Ammo, yabg'u taxtga merosxo'rlik qila olmas edi. Xoqonligi taxtiga vorislik tartibi turk davlatchiligi tuzilishi uchun xos bo'lgan uluslarga bo'linish tizimiga asoslanib belgilangan. Ushbu tizimga ko'ra, taxt aksariyat hollarda otadan o'g'ilga emas, balki akadan ukaga, amakidan jiyanga meros qolar edi.

Taxt merosxo'ri tegin (shahzoda) deb yuritilgan. Shahzodalar to taxtga o'tirgunlariga qadar o'zlariga berilgan usullarni boshqarib turganlar [4].

VIII asr o'rtalariga kelib Movarounnahr hududida siyosiy boshqaruv arab xalifaligi siyosiy tizimiga moslashtirilgan edi. Viloyatlardagi hokimlar va boshqa hukmdorlarning qo'li ostidagi ma'muriy-idora usuli o'z shaklini saqlab qolgan bo'lishiga qaramay, hokimlarning xalifa noibiga itoat etishlari shart edi. Mahalliy davlat boshliqlarining ko'pchiligi o'z huquqlari va imtiyozlarini saqlab qolish uchun islom dinini qabul qilgan edilar. Ushbu dini qabul qilmagan zodagonlar o'z mol-mulkklaridan mahrum etilar yoki katta miqdordagi tovon to'lar edilar[5]. Arablarning O'rta Osiyoda bosib olgan hududlarining boshqarish markazi Marv shahri edi, shu yerdan turib xalifaning noibi Movaraunnahr hamda Xurosonni idora qilgan. VIII asrning o'rtalari va oxirlarida Movaraunnahr va Xuroson hududlaridagi siyosiy boshqaruv xalifalik siyosiy tizimiga moslashtirib bo'lingan edi.

Bu davrda Movaraunnahrda Sug'd, Shosh, Farg'ona, Xorazm, Ustrushona, Toxariston mahalliy hokimlari zimmasiga aholidan soliqlarni yig'ish, ma'muriy boshqaruvni amalga oshirish uchun islom dini g'oyalarini aholi o'rtasida yoyish asosiy vazifa qilib belgilangan edi.

Mahalliy hokimlar faoliyati xalifa tomonidan tayinlanadigan maxsus amirlar tomonidan qattiq nazorat ostiga olingan, shuningdek, ular xalifaning Xurosondagi noibiga itoat etishi shart bo'lgan [6].

Tadqiqotlarga ko'ra, arablar istilosidan keyin Movaraunnahrda musulmon qonunchilik tizimi ham joriy etiladi. Islom huquqshunosligining asosini tashkil etuvchi shariat, muqaddas kitob - Qur'oni karim va Hadisi sharifga tayanar edi. Islom dinining har taraflama afzalligi, axloq va intizom nuqtai nazaridan ommaviyligi, bosib olingan mamlakatlar aholisi tomonidan uning tez orada qabul etilishiga sabab bo'ldi. Islom moxiyatiga yetilgachgina, unga rag'bat va e'tiqod kuchayib ketdi. Olik-soliq, maishiy hayot bobida, zakot masalasida Qur'on va Shariat ahkomlarining qoidalari mehnatkash aholi tomonidan tezda qabul qilindi. Alloh oldidagi tenglik esa dinning ahamiyatini kuchaytirdi, haqparvarlik ruhi hal qiluvchi ahamiyat kasb etdi [7].

O'zbek davlatchiligi tarixida 50 yildan ziyodroq hukmronlik qilgan sulolalardan biri Tohiriylar sulolasi (Toxir ibn Husayn (821-822y.y.); Talxa ibn Toxir (822-828 y.y.); Abdulloh ibn Tohir (828-844 y.y.); Tohir II ibn Abdulloh (844-862 y.y.), Muhammad ibn Tohir (862-873y.y.)) edi. Tohiriylar mustahkam hokimiyat yaratish va qishloq xo'jaligini tartibga solish maqsadida jiddiy islohotlarni amalga oshirdilar. Ular yangi kanallar bunyod etib, suvdan foydalanishni yaxshilash choralarini ko'rdilar. Abdulloh ibn Toxirning buyrug'i bilan o'lkadagi yirik qonunshunoslar sug'orish uchun foydalaniladigan suv taqsimoti qonunlari to'plami – Kitob al-kuniyni tuzdilar. Yuzlab yillar mobaynida ushbu qonunlar Movarounnahrda suvdan foydalanishdagi bahs-munozaralarni hal etishda asos bo'lib xizmat qilgan [8]. Xalq harakati natijasida hokimiyat tepasiga kelgan Safforiylar hukmronligiga kelib xalqning ahvoli sezilarni darajada yaxshilanmadi. Ular asosan mayda va o'rta hol yer egalariga suyangan holda davlatni idora qildilar. Safforiylar xalqdan olinadigan soliq miqdorini o'zgartirmadilar, natijada keng xalq ommasi ularni qo'llab- quvvatlamadi.

IX asrning ikkinchi yarmidan boshlab Somoniylar sulolasi tarix sahnasida paydo bo'ldi.

900 yilda Buxoro ostonasida Amr ibn Lays qo'shinlari Somoniylardan mag'lubiyatga uchradi va Safforiylar hukmronligi tugatildi [9,B.66-70]. Somoniylar Movarounnahr va Xurosonda kuchli markazlashgan hokimiyat tuzish kerakligini yaxshi tushunishgan. Bu g'oyani amalga oshirilishi Ismoil Somoniy (874-907 y.y.) hukmronligi davri bilan bog'liq. Yirik yer egasi bo'lgan Ismoil mahalliy zodagonlar va savdogarlarning manfaatlarini ko'zlab ish tutdi.

Davlatning iqtisodiy kuch qudratini oshirish, qishloq xo'jaligini, hunarmandchilikni va savdoni rivojlantirilishiga ahamiyat qaratdi. Mamlakatning qudratini mustahkamlash uchun Ismoil Somoniy bir qancha islohotlar o'tkazdi.

Shunday islohotlardan biri davlatni boshqarish ma'muriyatini joriy qilish bo'ldi. Bu ma'muriyat **dargoh – amir saroyi** va **devon – davlat idorasi, vazirliklardan** iborat bo'lgan [10].

Davlatni boshqaruvchi oliy hukmdor amir unvoniga ega edi. Markazlashgan davlat boshqaruvi tizimini mustahkamlashda Nuh II Somoniyning ma'rifatli vazirlari Abuabdullo Muhammad Jayhoniy va Abufazl Muhammad Balamiylarning xizmatlari katta bo'lgan.

Somoniylar davrida bosh vazir lavozimiga asosan shu ikki sulola vakillari tayinlangan.

Davlat majmui **dargoh (amir saroyi)** va **devonga (vazirliklar, davlat idorasi)** bo'lingan [11]. Saroyda siyosiy hokimiyat **sohibi xoras** qo'lida bo'lib, u oliy hukmdor farmonlari ijrosini nazorat qilgan. Dargoh hamda boshqa muhim Davlat idoralarning xavfsizligini amalga oshirish xizmatini **bosh hojib** va uning xodimlari olib borgan. Saroyda sharbatdorlar, dasturxonchilar, tashtadorlar, ot boqarlar, xo'jalik bekalari kabi turli xizmatchilar bo'lgan. Undagi barcha xo'jalik ishlarini **vakil** boshqargan. Vakil saroydagi eng e'tiborli kishilardan biri edi. Narshaxiyning ma'lumot berishicha, Nasr II Somoniy davrida Buxoro registonida davlatdagi 10 ta devonga atab maxsus 10 ta bino qurilgan. Davlatda quyidagi devonlar faoliyat ko'rsatgan:

Devoni vazir (bosh vazir devoni). Bu devonga qolgan barcha devonlar bo'ysungan.

Bosh vazir devoni barcha ma'muriy, siyosiy, xo'jalik va harbiy mahkamalarni nazorat qilgan.

Devoni mustaufi (moliyaviy ishlar devoni). Bu devon davlatning barcha moliyaviy ishlarini bajargan va nazorat qilgan. U xazinador tomonidan boshqarilib, devon ixtiyorida hisobchilar, munshiy va kotiblar, daftardorlar bo'lgan.

Devoni amid al-mulk, yoki al-rasail (rasmiy hujjatlar devoni). Bu devon davlat ahamiyatiga molik bo'lgan barcha hujjatlarni tuzish va ishlab chiqish bilan shug'ullangan. Shuningdek, chet davlatlar bilan bo'ladigan diplomatik munosabatlar ham nazorat qilingan.

Devoni sohib-ash-shurot (harbiy ishlar devoni). Bu devon davlatning butun harbiy ishlarini nazorat qilgan, harbiy intizomni ta'minlagan hamda amirning shaxsiy qo'shinini (gvardiyasini) boshqargan. Ushbu devonboshining maxsus yordamchisi – ariz bo'lgan. U mahkama va uning boshlig'i, amir qo'shini xazinasi bilan shug'ullangan. Qo'shinga bir yilda to'rt marta maosh to'langan.

Devoni sohib al-borid (xat-xabarlar nazoratchisi devoni). Ushbu devon markazda qabul qilingan muhim qarorlar, hujjatlar, xabarnomalarni viloyat va shaharlarga yetkazish bilan shug'ullangan.

Devoni muxtasib (bozorlar va ko'chalar, shariat qonun qoidalariga rioya qilishni nazorat qiluvchi devon). Devon xizmatchilarining qiladigan asosiy ishi shahar va qishloqlarda, ko'cha va bozorlarda tartib-intizomni, tosh-tarozini va aholi tomonidan shariat qonun-qoidalariga rioya qilinishini nazorat qilish bo'lgan. Devonboshi o'z mirg'azab (xodim) lari bilan barcha shaharlarda faoliyat ko'rsatgan.

Devoni mamlakai xos (davlat ish boqaruvchisi devoni). Bu devon saroy ta'minoti bilan bog'liq sarf-xarajatlarni nazorat qilgan. Muhim davlat ishlari, xazina kirim-chiqimini nazorat qilish ham ular zimmasida bo'lgan.

Devoni vaqf (vaqf yerlari devoni). Machitlar, madrasalar, umuman diniy muassasalar ixtiyorida bo'lgan yer-suv, mol-mulk kabilarni boshqargan.

Devoni qozi az-ziyo (qozilik ishlari devoni). Bu devonni davlatning bosh qozisi boshqargan. Devon barcha viloyatlar va shaharlardagi qozilar faoliyatini nazorat qilib turgan.

Mazkur devonlarning barchasi (sohib al-borid devonidan boshqa) mahalliy hokimlar va oliy markaziy hokimiyatga bo'ysungan [4]. Somoniylar davrida amaldorlarni davlat xizmatiga qabul qilishda davlat tili hisoblangan arab tilini mukammal bilish, islomiy huquq-fiqh meyorlaridan to'liq xabardorlik, tarix, adabiyot kabi ilmlardan boxabarlik, hisob-kitob ishlarida bilimdonlik kabi ma'lum bir talablar qo'yilgan bo'lib, bu markaziy va mahalliy davlat boshqaruvi samaradorligini xizmat qilardi.

Movarounnahrda asosan islom dinining xanifiylik mazhabi tarqalgan bo'lib, dindorlar boshlig'i **ustod (keyinchalik shayx-ul-islom)** Somoniylar davlatida katta mavqega ega bo'lgan [7]. Qoraxoniylar sulolasi o'z hukmronligi davrida egallangan sarhadlarini bir necha marta o'zgartirganlar. Movarounnahr zabt etilgunga qadar ularning mulklari Tyanshan va uning atroflari bo'lsa, XI asr boshlariga kelib hoqonlik chegaralari Amudaryogacha yetgan. Ko'p o'tmay har bir viloyat ma'lum siyosiy mavqega ega bo'lgan holda xondan kichikroq unvonga ega elekxonlar tomonidan boshqariladigan bo'ldi [13]. G'aznaviylar Movarounnahrda bor-yo'g'i 40 yilga yaqin hukmronlik qilgan bo'lsalar-da, bu davr o'zbek davlatchiligi tarixidagi muhim bosqichlardan biridir. Chunki, G'aznaviylar paydo bo'lishi davri – X asr oxiri – XI asr boshlarida vujudga kelgan boshqa bir davlatlar - Saljuqiylar va Qoraxoniylar kabi o'ta muhim tarixiy ahamiyat kasb etgan voqea – nafaqat Movarounnahr, balki butun O'rta Osiyoda turkiy davlatchilikning o'zil-kesil qaror topganligini ko'rsatadi [14]. O'z davlatini barpo etgan ko'chmanchi xalqlar davlatchiligi tarixida Saljuqiylar davlati muhim ahamiyatga egadir.

Manbalarning ma'lumot berishicha, bu sulolaning paydo bo'lishi qiniq qabilasi vakili bo'lgan Saljuq nomi bilan bog'liq bo'lib, u X asrning o'rtalarida o'g'o'zlar Yabg'usining xizmatida bo'lib, yirik harbiy unvon – "So'boshi" unvoniga sazovor bo'ladi. Bu haqda Mahmud Qoshg'ariy "Saljuq So'-boshi" deya ma'lumot beradi [15].

XI asrning 40-yillaridan boshlab Saljuqiylar Xuroson, Gurgon, Dehiston va Xorazmni butunlay qo'lga kiritib, Eron, Afg'oniston, Iroq, Kavkazorti va Kichik Osiyoga harbiy yurishlar uyushtirdilar. Ayniqsa, Sulton Alp Arslon (1063-1072 yy) va Sulton Malikshoh (1072-1092 yy) hukmronligi davrida Saljuqiylar davlatining hududlari yanada kengayib, mamlakatning yuksalgan davri bo'ldi. Sulton Malikshoh davrida Samarqand, Buxoro va markazi O'zgand bo'lgan Farg'ona ham Saljuqiylar davlatiga buysunadi. 1092 yilda Sulton Malikshoh vafot etgach uning vorislari o'rtasida toj-taxt uchun kurash avj olib ketdi. Bir necha yillik kurashlardan so'ng 1118 yilda Malikshohning o'g'li Sulton Sanjar (1118-1157 yy) taxtni egallashga muvaffaq bo'ldi. Buyuk Saljuqiylar sulolasining so'nggi yirik vakili bo'lgan Sulton Sanjar davrida davlatning poytaxti Marv shahriga ko'chirildi. Sulton Sanjar Movarounnahrda Qoraxitoylarning ichki ishlariga, siyosatiga katta ta'sir o'tkaza olishga erishgan Saljuqiylardan edi. U hokimiyatni qo'lga olishi bilanoq harbiy yurishlarni kuchaytiradi. Natijada bir qancha viloyatlar, xususan, Mozandaron, Xorazm, Seyiston, G'azna va Movarounnahr Saljuqiylar davlatiga buysundiriladi. Manbalarning ma'lumot berishicha, Sulton Sanjar "Ulug' sulton", "Sultonlarning sultoni", "Shahanshoh" kabi unvonlar bilan ulug'langan [4].

Xulosa qilib aytganda, ildizlari qadimgi dehqonchilik madaniyatiga borib taqaluvchi O'zbekiston davlatchiligi tarixi o'zining butun tadrijiy takomili davomida buyuk yuksalish, gullab-yashnash davrlarini ham boshidan kechirdi.

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EPHEMERAL FEVER PREVENTION

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Abstract. This article discusses the clinical signs of the disease, pathological changes, diagnosis, treatment and preventive measures, control and problems of ephedrine fever in cattle.

Key words: cattle, ephemera, fever, virus, blood-sucking fly, disinsection, disinfection.

ПРОФИЛАКТИКА ЭФЕМЕРНОЙ ЛИХОРАДКИ

Аннотация. В статье рассмотрены клинические признаки заболевания, патологические изменения, диагностика, лечение и профилактические меры, борьба и проблемы эфедринной лихорадки крупного рогатого скота.

Ключевые слова: крупный рогатый скот, эфемеры, лихорадка, вирус, кровососущая муха, дезинсекция, дезинфекция.

Enter. Ephemeral fever disease is an acute transmissible viral disease, mainly in cattle short-term (gr. ephemeral-short) fever, inflammation of the nose, mouth, red pharynx, mucous membranes of the eyes, body and It is characterized by tension (stiffness) of the leg muscles, difficult movement and lameness.

The disease was first recorded among cattle in 1867, then in 1907, 1908, 1915, in 1887-1891, 1906-1908, 1919 in the countries of the Asian continent, and in 1936-1937 in Australia. Therefore, this disease has been well studied especially in Africa, Australia and Japan, and it has been established that there are antigenically close descendants of the virus that causes it.

Ephemeral fever has also been reported among cattle in the European countries of Finland, Germany, the Czech Republic, Slovakia, the Netherlands and Denmark. Ephemeral fever spreads mainly as an epizootic, and the economic damage is caused by a sharp decrease in animal products, partly by the death of a sick animal, and the costs of drugs, disinfection and disinsection.

The disease is caused by the lymphotropic bovine ephemeral fever rhabdovirus, which belongs to the Rabdoviridae family and stores ribonucleic acid in its nucleolus. After the virus enters the body, antibodies are formed against it that neutralize the virus and bind complement.

The disease is non-contagious, the virus is transmitted to cattle first by the flies of *Culex annulirostris*, *Anopheles annulipes* and other genera that suck the blood of cattle, and then through flies to a healthy animal.

The virus is not mechanically transferred to healthy cattle through the above-mentioned flies, but lives in their body. That is why flies are reservoirs of this disease in nature. Ephemera fever is characterized by a very rapid spread. The source of the pathogen is sick and virus-carrying cattle. A fly that feeds on the blood of such animals first picks up the ephedrine virus, then infects it with this virus while sucking the blood of a healthy animal.

Due to the fact that flies infected with the virus are blown hundreds of kilometers by a strong wind, the disease virus can spread not only in one region, but also across the region, country, and even the continent.

Relevance of the topic. This disease belongs to the category of exotic diseases for our country, because ephemeral fever was first recorded in 1984 under the name of Termiz fever, then it was recorded among cattle in 2002 and 2012. In August 2012, it was concluded that this disease, which was observed among cattle in the territory of Surkhandarya region, was brought by a fly infected with the virus from Afghanistan with the help of a strong wind. Because this disease has been registered in the regions of the Asian continent (Indonesia, Japan, China, India) at different times.

Disease prevention and control measures. The main way to protect susceptible animals from the virus of this disease is to bring the cattle brought to our country for the purpose of improving the breed from regions healthy for this disease, and to conduct strict clinical control during their preventive quarantine.

Keeping livestock farms clean and tidy, carrying out veterinary and sanitary measures on time, i.e. installing a dezobarer at the entrance to the livestock building, organizing access to the buildings through dezogilims thoroughly soaked with disinfectant, every 10 days 3-4% o washing sodium, 5-10% active chlorine lime, regular disinfection with 2-3% formaldehyde, biothermal disinfection of accumulated manure, 3% creolin against hematophages (blood-sucking insects) of buildings, 0.015- 0.025 % cypermethrin, 0.5% ectomin or 0.0062-0.125% nurel-D aqueous emulsion, keeping them within zoohygienic requirements to increase animal resistance, giving nutritious and vitamin feeds to prevent ephemeral fever among cattle helps to get.

It is recommended to use live and inactivated cultural vaccines, hyperimmune and convalescent blood sera based on the "Guide" for the use of these preparations for the special prevention of cattle against ephemeral fever. If this disease is detected among cattle by clinical, epizotological, pathologoanatomical, serological and virological methods, the farm or settlement is declared unhealthy under the Veterinary Law, and it is restricted by the decision of the governor based on the report of the chief veterinary inspector of the district (city). At the unhealthy point, all containment measures and measures to prevent the spread of the disease are taken. Entry and exit of new cattle to the farm, mixing them with other groups is prohibited.

Sick animals, which are considered to be the source of the disease, are immediately separated into a separate building, in order to completely protect them from hematophages, disinfection and disinsection activities are carried out in the isolator, as mentioned above, and the sick are treated.

After the diagnosis of the disease, the veterinary specialist serving this address is obliged to carry out the following measures in cooperation with the head of the farm, the head of the farm or the chairman of the citizens' assembly and the relevant authorities:

- all cattle kept at this address are subjected to clinical examination and thermometry, all sick and suspected disease cattle are separated and special storage measures are taken;
- after the diagnosis of the disease, it is not allowed to take the cattle out of the farm, the village where the population lives, to distant pastures, or to introduce new cattle from another place without the permission of the District Chief Veterinarian; it is forbidden to take any biological preparations (blood serum, defibrinated blood, etc.) from cattle in an unhealthy location;
- buildings where infected cattle are kept are disinfected 1 time every 10 days until the restriction is over, for this purpose, the temperature is 70-800 C with a mixture of 2-3% caustic sodium, 5% sulfuric and carbolic acids, 2-3 uses formalin with %; for disinsection, 0.5% neocidol, 0.015% simbush or karate, 0.5% ectomyn solutions are used;
- drying measures are taken in small and non-flowing pond water sources or it is necessary to carry out disinsection measures there; All measures are taken to herd cattle, stop their movement, and prevent the contact of blood-sucking flies with them.

Conclusions

Buildings where animals are kept in livestock farms, peasant farms and households are regularly treated with 0.5% neocidol, 0.015% simbush, karate, 0.5% ectomiin, 3% creolin, 0.015-0.025% cypermethrin, Prophylactic disinsection with one of the 0.0062-0.125% Nurel-D solutions prevents the introduction and spread of cattle ephemeral fever from another area.

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ЭТНОГРАФИЧЕСКИЕ ИССЛЕДОВАНИЯ КАРАКАЛПАКСТАНА

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Аннотация. В данной статье говорится об истории этнографических исследований по истории каракалпакского народа в XIX веке. Речь идет главным образом об архивных источниках и воспоминаниях, написанных во время научных и военных экспедиций русских ученых, а также о написании научных источников и письменных научных трудах по изучению возникновения живописи, государственного управления, налогообложения, земельно-политических отношений. изучать материальную и духовную жизнь нашего народа.

Ключевые слова: Этнография, этническая формация, цивилизация, экспедиция, полевые записи, карта.

ETHNOGRAPHIC STUDIES OF KARAKALPAKSTAN

Abstract. This article talks about the history of ethnographic research on the history of the Karakalpak people in the 19th century. We are mainly talking about archival sources and memories written during scientific and military expeditions of Russian scientists, as well as writing scientific sources and written scientific works on the study of the emergence of painting, state administration, taxation, land-political relations. to study the material and spiritual life of our people.

Key words: Ethnography, ethnic formation, civilization, expedition, field notes, map.

Как заявил Президент Республики Узбекистан Шавкат Мирзиёев в своем очередном послании Олий Мажлису 29 декабря 2020 года, «Несомненно, наука и инновации считаются залогом развития государства» [1], изучая историю наших предков и изучения духовного наследия нашего народа, внесшего вклад в мировую цивилизацию.

Этнография - это наука, изучающая народы-этнос и другие этнические образования, их происхождение (этногенез), состав, расселение, культурно-бытовые особенности, а также их материальную и духовную культуру. Каракалпаки - основное коренное население Республики Каракалпакстана, входящего в состав Республики Узбекистан. В ходе исследования культуры и общественной жизни каракалпакского народа в XIX веке русские учёные П. П. Иванов, С. П. Толстов, Т. А. Жданко, Н. А. Баскаков [2] и другие писали, что каракалпакский народ изначально стал народом и нацией. эпохи показывает историческое развитие плесени. Каракалпаки занимают южное побережье Аральского моря и дельту Амударьи, которые были освоены в течение XVIII-XIX вв. Еще в XVI в. Каракалпаки обитали в Низовьях Сырдарьи. Каракалпакский народ сформировался из разнородных этнических компонентов, в состав которых вошли древние ираноязычные полуседлые племена южного Приаралья и различные группы тюркоязычных и монголоязычных кочевников. В родоплеменном делении каракалпаков прослеживаются связи с печенегами, огузами, кипчаками, Золотой Ордой, казахскими, туркменскими и

узбекскими племенными союзами. В 1945 г. в Хорезмской экспедиции был организован первый этнографический отряд для исследования этнографии Каракалпакского народа.

Историк-востоковед П.П. Иванов в 1935 г. издал свой научный труд «Очерк истории каракалпаков», где были приведены результаты исследования этногенеза каракалпаков и их исторического прошлого в XVII-XIX вв. Историческая этнография каракалпаков глубоко заинтересовала великого русского ученого С.П. Толстова. Собранные новые данные истории, этнографии и лингвистики Каракалпакского народа С.П. Толстову дали возможность создать концепцию основных этапов этногенеза каракалпаков, Каракалпаки сохранили своеобразный тип хозяйства, занимались земледелием, скотоводством и рыболовством. Построили разветвленную сеть каналов, водоподъемные сооружения, защитные дамбы и плотины. Каракалпаки возделывали пшеницу, ячмень, рис, просо, джугару, бобовые, масличные и волокнистые культуры, разводили бахчевые культуры.

Почти все группы каракалпаков занимались рыболовством, но особое значение оно имело для тех групп, которые жили на побережьях Аральского моря и дельты Амударьи.

Расселение каракалпаков соответствовало структуре их родоплеменного деления и селились они по племенам, внутриплеменным объединениям родов, родам и внутриродовым подразделениям. Подразделения имели свои каналы - ответвления от родового. Вдоль каналов располагались родовые селения - аулы. У каракалпаков издавна бытовало два типа жилищ - юрта и глинобитный или саманный дом.

Каракалпакская юрта имела некоторые отличия от юрт соседних кочевых народов, это проявлялось в отдельных деталях конструкции, во внутреннем и внешнем убранстве [3]. Каракалпакские мужчины носили белую туникообразную рубашку, широкие штаны, свободный халат из темной ткани, а зимой - овчинный тулуп, шерстью внутрь. Стеганный камзол - "бешпент". являлось своеобразной частью одежды. Головным убором служила уплощенная круглая шапка из темной овчины - "кураш". В древности у каракалпаков бытовали высокие войлочные конусообразные шапки - "калпак-такья", по которым они и получили свое этническое наименование - "каракалпак" - "черная шапка" [4]. Женский костюм также состоял из рубахи, штанов, камзола и халата, но вместо камзола иногда носили безрукавку. Каждая возрастная группа имела свои отличия в костюме.

Каракалпачки носили нарядные яркие цвета, с преобладанием красного и синего, обилие вышивки и металлических украшений. Обычным головным убором женщин был длинный платок, который повязывался поверх тюбетейки. Древними ритуальными головными уборами невест и молодых женщин служили «саукеле» и "кимешек" [7].

Общественный и семейный уклад каракалпаков определялись нормами патриархально-родового обычного права (адата) и мусульманского религиозного права (шариата) [5]. Накопленные историко-этнографические материалы свидетельствуют о том, что в прошлом прикладное искусство, фольклор и т.д. являлось одним из основных сфер духовной культуры каракалпакского народа. Каракалпаки издавна славились разнообразными видами прикладного искусства: ювелирное искусство, резьба по дереву, тиснение по коже, ковроделие, вышивка. Богатейший каракалпакский фольклор развивался на протяжении многих веков. Его основу составляют все жанры устного народного творчества: сказки, пословицы, поговорки, легенды, поэмы и др. Наиболее характерным и самобытным для каракалпакского устного народного творчества является эпос или

эпическая поэма (дастан), которых насчитывается около пятидесяти: героические, лирические, социальнобытовые, историко-легендарные, сказочно-романтические и др. Они исполняются сказителями-певцами — баксы и жырау под аккомпанемент музыкальных инструментов — кобыз или дугар. Особое место в фольклоре занимают эпосы XI–XVIII вв.: Шарьяр, Коблан, Едиге, Ер Шора, Алпамыс, Курбанбек, Ер Зиуар, Кырк-кыз и др. В героическом эпосе Алпамыс главными идеями являются объединение разоренных племен, дружба и патриотизм. Эпос Кырк-кыз, который является выдающимся памятником и шедевром культуры каракалпаков, повествует о девушках-защитницах и патриотичных богатырях, вместе боровшихся с иноземными захватчиками [6]. Таким образом, в истории этнографии каракалпакского народа сохранились интересные сюжеты и мотивы, определяющие этнографический облик далеких предков. В эпических произведениях прослеживается историко-культурная традиция, восходящая к древнему и средневековому этапам этнической истории каракалпакского народа.

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YOSHLAR TARBIYASIDA-MA'NAVİYATNING O'RNI

Yo'ldasheva Marjona

Osiyo Xalqaro Universiteti Pedagogika
yo'nalishi 1-bosqich talabasi.

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Annotatsiya. Bugungi kunda yoshlar hayotida-ma'naviy tarbiya eng dolzarb masala hisoblanadi. Ma'naviy tarbiya bu-bizning kimligimizni, hayotimiz mazmunini, hayotning oq qorasini ifodalovchi tushuncha hisoblanadi.

Kalit so'zlar: Ma'naviyat, Birinchi Prezident, Islom Karimov, Shavkat Mirziyoyev.

THE ROLE OF SPIRITUALITY IN YOUTH EDUCATION

Abstract. Today, spiritual education is considered the most urgent issue in the life of young people. Spiritual education is a concept that expresses who we are, the meaning of our life, the black and white of life.

Key words: Spirituality, First President, Islam Karimov, Shavkat Mirziyoyev.

РОЛЬ ДУХОВНОСТИ В ВОСПИТАНИИ МОЛОДЕЖИ

Аннотация. Сегодня духовное воспитание считается самым актуальным вопросом в жизни молодежи. Духовное образование — это концепция, которая выражает то, кем мы являемся, смысл нашей жизни, черное и белое жизни.

Ключевые слова: Духовность, Первый Президент, Ислам Каримов, Шавкат Мирзиёев.

Tarbiya - har qanday jamiyat, har qanday mamlakat hayotida hal qiluvchi ahamiyat kasb etadi. Yosh avlodning umuman jamiyat a'zolarining tarbiyasi bilan yetarlicha shug'ullanmagan mamlakat inqirozga yuz tutadi. Tarbiya bizning hayotimizda muhim rol o'ynaydi. Insonning o'sishi, rivojlanishi jarayonida - ma'naviy tarbiyaning o'rni beqiyos.

Ma'naviyat nima?

Ma'naviyat - arab. manolar majmui. Insonning ruhiy va aqliy olamini ifodalovchi tushuncha. U kishilarning huquqiy, falsafiy, badiiy, axloqiy, diniy tasavvurlarini o'z ichiga oladi.

Jamiyatda yoshlar tarbiyasi muhim ahamiyatga ega, shu bilan birga ularning ma'naviy tarbiyasi ham yuksak ahamiyatga ega. Birinchi Prezidentimiz Islom Abdug'aniyevich Karimov o'zining „Yuksak ma'naviyat-yengilmas kuch“ asarida „Ma'naviyat insonni ruhan poklanish, qalban ulg'ayishiga chorlaydigan, odamning ichki dunyosini, irodasini, baqquvat o' ymon - e'tiqodini butun qiladigan, vijdonini uyg'otadigan, beqiyos kuch, uning barcha kurashlar mezonidir “ deya ta'rif beradilar.

Darhaqiqat ma'naviyat insonning qon-qoni, suyak-suyagiga, yillar davomida ona suti, oila tarbiyasi, ajdodlar o'giti, Vatan tuyg'usi, bu hayotning ba'zida achchiq ba' zida quvonchli saboqlari bilan qatra -qatra singib boradi.

Ma'naviyat bu - insonning, xalqning, jamiyatning va davlatning buyuk boyligi va kuch qudratidir. Bu hayotda ma'naviy tarbiyasi yo'q insonning manqurtdan farqi bo'lmaydi. U faqatgina ipli qo'g'irchoq kabi insonlar tomonidan boshqariladi. Aynan shu sababdan sho'rolar hukumronligida avvalambor insonning ma'naviy tarbiyasi, uning qadr -qimmatini yo'q qilingan.

Chunki bizning jamiyatda kim bo'lishimizni aynan ma'naviy tarbiyamiz belgilab beradi.

Ma'naviy tarbiya orqaligini biz odamiylik tuyg'ularimizni, mehr-oqibatimizni, inson ekanligimizni isbotlaymiz.

➤ Bugungi kundagi jadallik bilan ketayotgan glaballashuv jarayonida „Gumanitar muammolar“ - ommaviy qirg'in qurollari, insonga xos bo'lmagan axloqsizliklar, qurolli to'qnashuvlar, odam savdosi, diniy ekstrimizm va terrorism, oziq ovqat inqirozi, urushlar bularning kelib chiqishining bosh sababi bu - insonlarda insoniylikning sustlashishi ya'ni ma'naviy tarbiyaning yo'qolib borayotganligi bilan bog'liqdir.

➤ Bugungi kunda milliy o'zlik va ma'naviy tarbiya insonlar oldidagi eng dolzarb masalalardan biridesak adashmaymiz. Chunki ma'naviy tarbiyasi bo'lmagan - milliy o'zligini anglamaydi. Milliy o'zligini anglamagan insondan esa - eng vahshiy mavjudod chiqadi. Chunki uning o'zligi yo'q, milliy o'zlik bo'lmagandan keyin hayotda qadrlaydigan narsasi bo'lmaydi, hayotdan aniq maqsadi yo'q. Maqsadsiz kimsadan bo'lsa -vahshiytoq mavjudod topilmaydi.

Insonlarda ma'naviy tarbiya past bo'lsa ular da o'ylash, fikrlash past bo'ladi. Bundan esa „ommaviy madaniyat“ ga taqlid qiluvchi yoshlar ko'payadi. Va bunday yoshlari bo'lgan jamiyatda rivojlanish bo'lmaydi. Unday mamlakat qulaydi. Bunday tarbiyalanayotgan yoshlar esa insoniyat fojeasi uchun xizmat qiladi.

„ Agar jamiyat hayotining tanasi iqtisodiyot bo'lsa, uning joni va ruhi ma'naviyatdir. Biz yangi O'zbekistonni barpo etishga qaror qilgan ekanmiz, ikkita mustahkam ustunga tayanamiz:

1. Bozor tamoyillariga asoslangan kuchli iqtisodiyot.
2. Ajdodlarimizning boy merosi va milliy qadriyatlarga asoslangan kuchli ma'naviyatdir. O'zbekiston Respublikasi Prezidenti Shavkat Miromonovich Mirziyoyev deya takidladi.

Xulosa o'rnida shuni ta'kidlar ekanmiz biz insonlar avvalambor o'zimizda, jamiyatd, kelajak yaratuvchisi - yoshlarimizda ma'naviy tarbiyani shakllantirishimiz uchun o'zligimizni, tariximizni, milliy va ma'naviy qadriyatlarimizni, madaniy boyliklarimizni bilishimiz darkor.

Ma'naviyatga, ma'naviy tarbiyaga inson shunchaki erisha olmaydi. Inson o'zida ma'naviy ma'naviy tarbiyani rivojlantirish uchun o'qish, o'rganish, yillar davomida izlanish orqaligina yuksak ma'naviy tarbiyaga erushadi. Ma'naviy tarbiyasi yuqori bo'lgan inson hech qachon hech bir tahdidlarga aldanmaydi. U o'z hayotida yashashdan maqsadini anglyadi.

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AGRESSIV HOLATDAN CHIQISH YO'LI

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Anontatsiya. Odamlar guruhiga nisbatan jismoniy va ruhiy zarar yetkazishga qaratilgan individual yoki jimsoniy hati-harakat majmui hisoblanadi.

Kalit so'zlar: Agressiv holat, individuai ruhiy, badfe'llik, jahldorlik.

THE WAY OUT OF AN AGGRESSIVE SITUATION

Abstract. It is a set of individual or physical actions aimed at causing physical and mental harm to a group of people.

Key words: Aggressive state, individual mental state, malice, anger.

ВЫХОД ИЗ АГРЕССИВНОЙ СИТУАЦИИ

Аннотация. Это совокупность индивидуальных или физических действий, направленных на причинение физического и психического вреда группе людей.

Ключевые слова: Агрессивное состояние, индивидуальное психическое состояние, злоба, гнев.

Agressiv holat bu qanday holat, bundan qanday chiqsak bo'ladi. Agressiv holat bu – odamlar guruhiga nisbatan jismoniy va ruhiy zarar yetkazishga qaratilgan individual yoki jismoniy hati-harakatlar majmui hisoblanadi. Agressiv holat ya'ni jahldorlik, badfe'llik barcha narsalar o'zi istagandek bo'lishini xoxlaydi. Ilmiy adabiyotlarda "agressiya" (lotin.agressio-hujum) "yo'naltirilgan salbiy xulq-atvor ijtimoiy muhitdagi qoidalar, normal amal qilmaslig, insonlarga ruhiy jismoniy zarar yetkazish" deya ta'rif beriladi.

Bolalarda agrissiya quyidagicha namoyon bo'ladi:

- ❖ so'rov va ko'rsatmalarni bajarishdan bosh tortadi, qoidalarni biladi lekin ularga rioya qilishni xoxlamaydi;
- ❖ Narsalarni buzishni yaxshi ko'radi, masalan, o'yinchoqlarni buzish va yo'q qilishdan zavqlanadi;
- ❖ Doimiy ravishda tengdoshlar va kattalar bilan tortishuvda bo'ladi;
- ❖ U o'z atrofdagilarga salbiy reaksiyani: g'azab qasdan qo'zg'atishda urinish;
- ❖ U ko'pincha o'zini tutib tutib turmaydi, o'zini boshqarishni bilmaydi va harkat ham qilamaydi;
- ❖ Farzand bilan yetarlicha vaqt o'tkazmaslik uni muvaffiqiyatlariga befarqlik;
- ❖ Kattalarning munosabatlariga: qo'pol so'zlar, ko'p buyruq berish, arzimagan narsaga kamsitish;
- ❖ Farzadini boshqa oila farzandlariga taqqoslash.

Yuqoridagi holatlar inobatga olsak aggressiv holatlar ko'proq oila, oila muhitiga tarqaladi agarda ota-ona farzandiga befarq bo'lsa va unga e'tibor qilmasa, farzandida tajovvuzkorlik namoyon bo'ladi.

Agressiv holat bu holatdan chiqish yo'li mavjud. Bu holatdan chiqish uchun kuchli matonat alohida rol o'ynaydi.

-Yostiq bilan kurashish

- Qog'ozni yirtish
- 10-1 gacha orqaga qarab sanash
- Jismoniy harakatli o'yinlar
- Urushgisi kelayotgan odamning rasmni chizish va uni yirtib tashlash
- Psixo-gimnastika bilan shug'ulanish va boshqalar.

O'z his-tuyd-g'ularni aytishga qiynaladigan bolalarning agressiyasi, qasos olishdan forig' bo'lishlari uchun unda rivojlanayotgan salbiy his-tuyg'ular xavfsiz obyektlarga o'tkaziladi. Masalan rezina o'yinchoqlar kuchukli shariklar yumshoq va yengil yostiqlar.

3-7 yoshlarda agressiv holatlardagi bolalar va agressiya va tajjavuskorlikni bartaraf etish uchun o'yinlar.

Didaktik o'yinlar. Didaktik o'yinlarda bolalar o'zlarida tabiatdagi pretmeti va bilimlarni mustahkamlash bilan birga guruh bilan birga guruh bilan ahil-inoq mashqlarni amalga oshirishni o'rganishadi, kuztuvchanlikni o'stiradi.

Xulosa qilib aytganda, maktabgacha ta'lim muassasida psixolog va uyda ota-ona bolaga qiyinchiliklarni yengishga yordam bersa, unga mehribonlik, g'amxo'rlik bilan munosabatda bo'lsa agrissiv hatti-harakatlarni kamaytirishga imkon yaratadi.

Bolalar hayotida agrissiv xulq-atvor tez-tez uchrab turadi Ulg'ayib borayotgan yoshlarda har qanday agrissivlikga olib keladigan ishlar qonun buzarlilik hisoblanadi. Ulg'ayib kelayotgan yoshlarda e'tiborsizlik yo'l qo'yilmasa agrissivlini oldini olinadi.

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TRANSACTION. TRANSACTION MANAGEMENT. TCL SECTION COMMANDS.

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Abstract. This article first introduces the concept of transactions and clearly explains about its commands. It clearly states when and under what conditions transaction orders are used. Also shown is the syntax of transaction commands. The differences between the commands are clearly highlighted.

Keywords: Transaction, DDL, DML, DQL, DCL, TCL, COMMIT, ROLLBACK and SAVEPOINT.

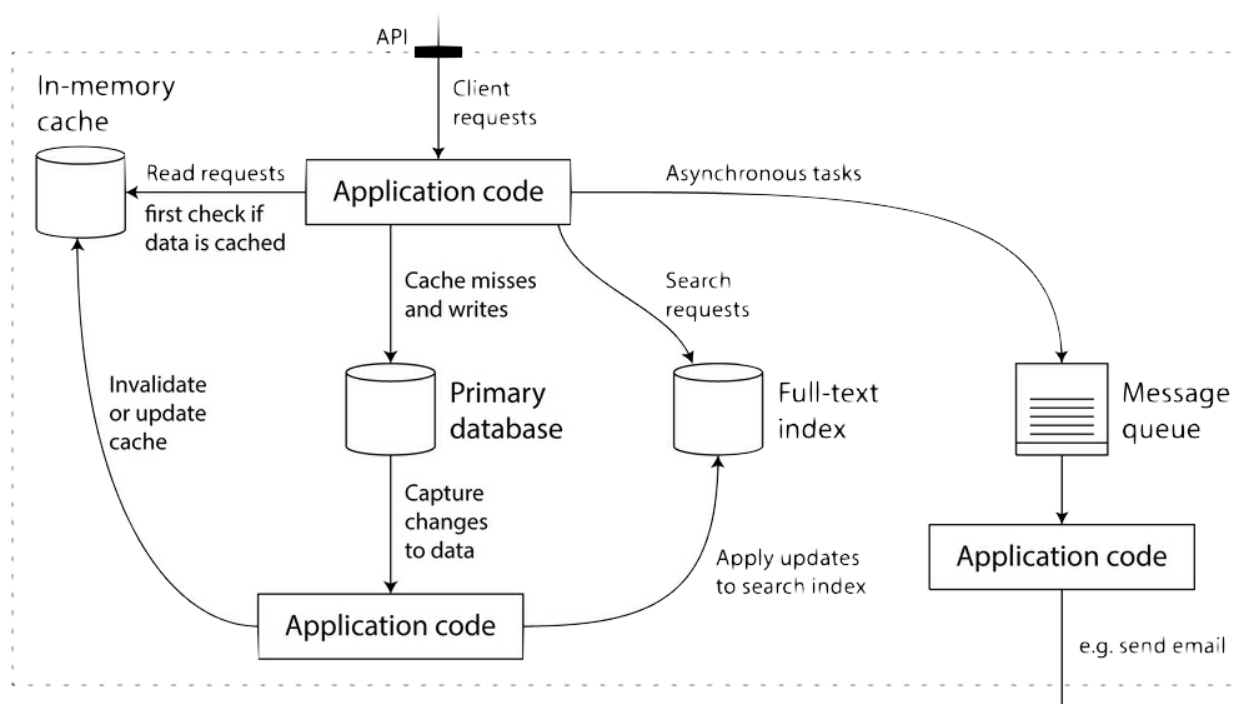
СДЕЛКА. УПРАВЛЕНИЕ ТРАНЗАКЦИЯМИ. КОМАНДЫ РАЗДЕЛА TCL.

Аннотация. В этой статье впервые представлено понятие транзакций и подробно объяснены их команды. В нем четко указано, когда и при каких условиях используются ордера на транзакции. Также показан синтаксис команд транзакции.

Различия между командами четко выделены.

Ключевые слова: транзакция, DDL, DML, DQL, DCL, TCL, COMMIT, ROLLBACK и SAVEPOINT.

SQL - Transaction Control (TCL)



When using relational database management systems (RDBMSs) we often hear terms like DDL, DML, DQL, DCL, and TCL.

In the context of SQL, TCL stands for Transaction Control Language.

In SQL, TCL means Transaction Control and is a set of commands that manage the effectiveness of a DML action.

TCL is a subset of SQL. It's just one of the various initialisms we can find in SQL. Others include DDL (Data Definition Language), DML (Data Manipulation Language), DCL (Data Control Language), and DQL (Data Query Language).

Transaction Control Language is a subset of SQL that's used to manage transactions in a relational database.

A transaction begins when the first executable SQL statement is encountered. An executable SQL statement is a SQL statement that generates calls to a database instance, including DML and DDL statements and the SET TRANSACTION statement.

When a transaction begins, Oracle Database assigns the transaction to an available undo data segment to record the undo entries for the new transaction. A transaction ID is not allocated until an undo segment and transaction table slot are allocated, which occurs during the first DML statement.

TCL commands are important for maintaining the consistency, integrity, and reliability of the database in the event of errors or failures during transactions.

A transaction ID is unique to a transaction and represents the:
undo segment number,
slot,
and sequence number.

Transaction control involves using the following statements:

The COMMIT statement ends the current transaction and makes all changes performed in the transaction permanent. COMMIT also erases all savepoints in the transaction and releases transaction locks.

The ROLLBACK statement reverses the work done in the current transaction; it causes all data changes since the last COMMIT or ROLLBACK to be discarded. The ROLLBACK TO SAVEPOINT statement undoes the changes since the last savepoint but does not end the entire transaction.

The SAVEPOINT statement identifies a point in a transaction to which you can later roll back.

A commit ends the current transaction and makes permanent all changes performed in the transaction.

1. COMMIT

When a transaction commits, the following actions occur:

Purpose

Use the COMMIT statement to end your current transaction and make permanent all changes performed in the transaction. A transaction is a sequence of SQL statements that Oracle Database treats as a single unit. This statement also erases all savepoints in the transaction and releases transaction locks.

Until you commit a transaction:

You can see any changes you have made during the transaction by querying the modified tables, but other users cannot see the changes. After you commit the transaction, the changes are visible to other users' statements that execute after the commit.

You can roll back (undo) any changes made during the transaction with the ROLLBACK statement (see ROLLBACK).

Oracle Database issues an implicit COMMIT under the following circumstances:

Before any syntactically valid data definition language (DDL) statement, even if the statement results in an error

After any data definition language (DDL) statement that completes without an error

You can also use this statement to:

Commit an in-doubt distributed transaction manually.

Terminate a read-only transaction begun by a SET TRANSACTION statement.

Oracle recommends that you explicitly end every transaction in your application programs with a COMMIT or ROLLBACK statement, including the last transaction, before disconnecting from Oracle Database. If you do not explicitly commit the transaction and the program terminates abnormally, then the last uncommitted transaction is automatically rolled back.

A normal exit from most Oracle utilities and tools causes the current transaction to be committed. A normal exit from an Oracle precompiler program does not commit the transaction and relies on Oracle Database to roll back the current transaction.

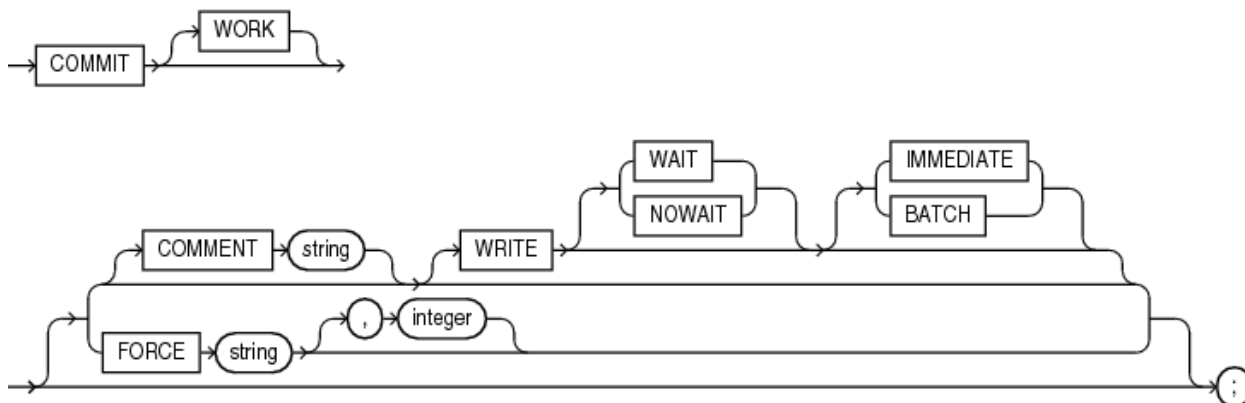
Prerequisites

You need no privileges to commit your current transaction.

To manually commit a distributed in-doubt transaction that you originally committed, you must have FORCE TRANSACTION system privilege. To manually commit a distributed in-doubt transaction that was originally committed by another user, you must have FORCE ANY TRANSACTION system privilege.

Syntax

commit::=



COMMIT

All clauses after the COMMIT keyword are optional. If you specify only COMMIT, then the default is COMMIT WORK WRITE WAIT IMMEDIATE.

The WORK keyword is supported for compliance with standard SQL. The statements COMMIT and COMMIT WORK are equivalent.

This clause is supported for backward compatibility. Oracle recommends that you use named transactions instead of commit comments.

Usage syntax:

This statement inserts a row into the hr.regions table and commits this change:

INSERT INTO regions VALUES (5, 'Antarctica');

COMMIT WORK;

Commenting on COMMIT: Example

The following statement commits the current transaction and associates a comment with it:

COMMIT

COMMENT 'In-doubt transaction Code 36, Call (415) 555-2637';

ROLLBACK

Purpose

Use the ROLLBACK statement to undo work done in the current transaction or to manually undo the work done by an in-doubt distributed transaction.

Oracle recommends that you explicitly end transactions in application programs using either a COMMIT or ROLLBACK statement. If you do not explicitly commit the transaction and the program terminates abnormally, then Oracle Database rolls back the last uncommitted transaction.

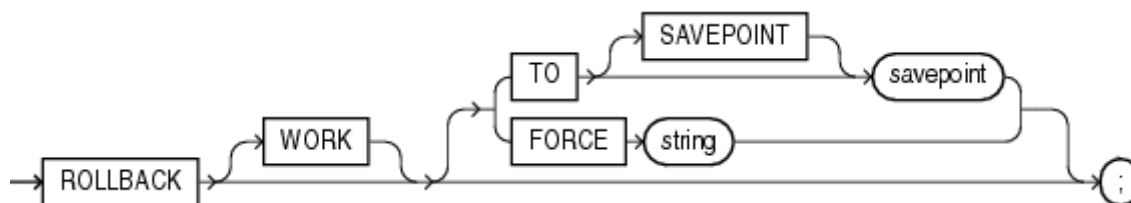
Prerequisites

To roll back your current transaction, no privileges are necessary.

To manually roll back an in-doubt distributed transaction that you originally committed, you must have the FORCE TRANSACTION system privilege. To manually roll back an in-doubt distributed transaction originally committed by another user, you must have the FORCE ANY TRANSACTION system privilege.

Syntax

rollback::=



TO SAVEPOINT Clause

Specify the savepoint to which you want to roll back the current transaction. If you omit this clause, then the ROLLBACK statement rolls back the entire transaction.

Using ROLLBACK without the TO SAVEPOINT clause performs the following operations:

- Ends the transaction
- Undoes all changes in the current transaction
- Erases all savepoints in the transaction
- Releases any transaction locks.

Rolling Back Transactions: Examples

The following statement rolls back your entire current transaction:

ROLLBACK;

The following statement rolls back your current transaction to savepoint banda_sal:

ROLLBACK TO SAVEPOINT banda_sal;

The following statement manually rolls back an in-doubt distributed transaction:

ROLLBACK WORK

FORCE '25.32.87';

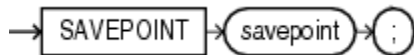
2. **SAVEPOINT**

Purpose

Use the SAVEPOINT statement to create a name for a system change number (SCN), to which you can later roll back.

- Oracle Database Concepts for information on savepoints.
- ROLLBACK for information on rolling back transactions
- SET TRANSACTION for information on setting characteristics of the current transaction

- Syntax
- savepoint::=



savepoint

Specify the name of the savepoint to be created.

Savepoint names must be distinct within a given transaction. If you create a second savepoint with the same identifier as an earlier savepoint, then the earlier savepoint is erased. After a savepoint has been created, you can either continue processing, commit your work, roll back the entire transaction, or roll back to the savepoint.

Creating Savepoints: Example

To update the salary for Banda and Greene in the sample table hr.employees, check that the total department salary does not exceed 314,000, then reenter the salary for Greene:

```

UPDATE employees
SET salary = 7000
WHERE last_name = 'Banda';
SAVEPOINT banda_sal;
UPDATE employees
SET salary = 12000
WHERE last_name = 'Greene';
SAVEPOINT greene_sal;
SELECT SUM(salary) FROM employees;
ROLLBACK TO SAVEPOINT banda_sal;
UPDATE employees
SET salary = 11000
WHERE last_name = 'Greene';
COMMIT;

```

Difference between Commit, rollback and savepoint of TCL commands

| Sno. | Rollback | Commit | Savepoint |
|------|----------|--------|-----------|
|------|----------|--------|-----------|

| | | | |
|---|---|---|--|
| 1 | Rollback means the database is restored to the last committed state | DML commands saves modification and it permanently saves the transaction. | Savepoint helps to save the transaction temporarily. |
| 2 | Syntax- ROLLBACK [To SAVEPOINT_NAME]; | Syntax- COMMIT; | Syntax- SAVEPOINT [savepoint_name;] |
| 3 | Example- ROLLBACK Update5; | Example- SQL> COMMIT; | Example- SAVEPOINT table_create; |

In summary, the above definition for TCL is one of many possible definitions. TCL is a simple initialism, and it could mean many different things, depending on the context it is being used. Even in the relatively specific field of software, TCL has many potential definitions. Here are some common ones:

TCL (pronounced “tickle” or as an initialism) can be an initialism for Tool Command Language, a scripting language commonly used for creating and controlling various software applications.

TCL can also refer to Terminal Control Language, used to program Verifone devices.

TCL can refer to Tiny Core Linux, a minimal Linux operating system.

TCL can refer to Tymshare Conversational Language, a former experimental interactive language.

TCL can also be used in the context of Think Class Library, a class library for Macintosh featured in think.

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BEISPIELE FÜR SEMANTISCH-STRUKTURELLEN VERGLEICH DEUTSCHER SPRICHWÖRTER MIT USBEKISCHEN

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SamSIF, selbstständiger Forscher.

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Abstrakt. In diesem Artikel werden die semantisch-strukturellen Einordnungen bei der Übersetzung deutscher Sprichwörter ins Usbekische betrachtet. Anhand von Beispielen werden vergleichende Parömien, der strukturelle Aufbau deutscher Sprichwörter, strukturelle Gemeinsamkeiten und Ähnlichkeiten beider Sprachen, aber auch deren semantische Disparitäten untersucht.

Schlüsselwörter: Semantische Struktur, Parömie, mehrteilige, mehr teilige Komponente, zwei teilige Komponente, vergleichende Analyse.

EXAMPLES OF SEMANTIC-STRUCTURAL COMPARISONS OF GERMAN PROVERBS WITH UZBEK

Abstract. This article looks at the semantic-structural classifications when translating German proverbs into Uzbek. Using examples, comparative paroems, the structural structure of German proverbs, structural similarities and similarities between the two languages, but also their semantic disparities are examined.

Keywords: Semantic structure, paremia, multipart, more part component, two part component, comparative analysis.

ПРИМЕРЫ СЕМАНТИКО-СТРУКТУРНЫХ СРАВНЕНИЙ НЕМЕЦКИХ ПОСЛОВИЙ С УЗБЕКСКИМИ

Аннотация. В данной статье рассматриваются семантико-структурные классификации при переводе немецких пословиц на узбекский язык. На примерах рассматриваются сравнительные паремы, структурная структура немецких пословиц, структурные сходства и сходства между двумя языками, а также их смысловые различия.

Ключевые слова: Семантическая структура, паремия, многочастность, большечастный компонент, двухчастный компонент, сравнительный анализ.

Die Analyse deutscher und usbekischer Parömie zeigt, dass es nur im allgemeinsten Sinne als typisches Merkmal verwendet werden kann. Die syntaktische Struktur von Sprichwörtern und ihre Merkmale ermöglichen jedoch auch die Auswahl geeigneter Äquivalente, was typisch für die deutschen und usbekischen Sprachen ist.

In der vergleichenden Parömiologie sind mögliche Anleihen aus dieser oder jener Folklore für die Lösung des Parallelenproblems von untergeordneter Bedeutung, insbesondere wenn die grammatikalische Form eine Umkehrung, die Verwendung von Hilfswörtern und Synonymen zulässt. Auch in solchen Fällen ist es zulässig, von Invarianten zu sprechen, beispielsweise gibt es eine Reihe von Sprichwörtern, deren lexikalische Zusammensetzung syntaktische Variationen ausschließt. Zum Beispiel, wie im usbekischen Sprichwort: „Qo’l qo’lni taniydi.“ Im Allgemeinen enthalten einige wenige deutsche Sprichwörter die Komponente, zum Beispiel: „Keine Rose ohne Dornen“ – Tikansiz gul bo’lmas; „Kein Haus ohne Winkel“ – Burchaksiz uy bo’lmas; „Wie der Mann, so das Werk“ – Inson qanday bo’lsa uning ishi ham shunday; „Wie der Abt, so die Brüder“; „Wie der Herr, so der Knecht“ – Xo’jayin qanday bo’lsa, majlis ham shunday bo’ladi. Dieses

Merkmal ist besonders typisch für Sprachen, deren Wortreihenfolge durch die grammatikalischen Gesetze dieser Sprache, die Intonationsstruktur des Satzes oder durch Alliteration (Wiederholung derselben Konsonanten) gekennzeichnet ist. Schließlich zeichnet sich das deutsche Sprichwort durch seine künstliche Kürze aus, die durch die Verletzung der grammatikalischen Konstruktion und das Weglassen eines Satzteils, oft des Partizips, bedingt ist. Im Allgemeinen ist eine solche Situation für deutsche Sätze mit einer stabilisierten Ordnung, also einer Musterkonstruktion, nicht typisch.

Auch deutsche Sprichwörter sind mehrteilig: „Geschenkter Essig ist besser als gekaufter Hönig“ – in der direkten Übersetzung: sotib olingan asaldan, sovg'a qilingan sirka yaxshi; als Äquivalent: uzoqdagi arpadan yaqindagi somon yaxshi. „Wer keinen Wagen hat, muss mit dem Karren fahren“ – in direkter Übersetzung: Moshinasi yo'q odam tirkamada yuradi; als Äquivalent: O'qigan to'rda, o'qimagan o'rda „Was kann man von einem Rindvieh anders verlangen als ein gutes Stück Fleisch“ – Shoxdor buqadan bir bo'lak go'shtdan boshqa nima kutsa bo'ladi, als Äquivalent: Noinsofdan insof tilama. „Eine Fliege setzt sich auch dem König auf die Nase“ – Qirolning burniga ham pashsha qo'nishi mumkin; als Äquivalent: Boylar ham yig'laydilar. Parallelität von Sprichwortbestandteilen: „Andere Zeit, anderes Geschmeid“ – o'zga davrlar, o'zga odamlar; „Viel Gesetz, viel Gezänk“ – ko'p qonunlar, ko'p munozaralar; Kontrast: „Bei großem Geschrei ist wenig Klugreden“ – baland ovoz, xushovoz deganimas; „Viel Gegacker und wenig Eier“ – gap desa qop-qop, ish desa ko'chadan top; Blumen sind noch keine Früchte; „Viel Blüten, wenig Früchte“ – Gulladi degani meva tugdi deganimas. Darüber hinaus kann der Kontrast im Sprichwort bis zum Paradox gehen, zum Beispiel: „Ein Mann ist kein Mann“ – Bir odam odammas.

Es ist auch erwähnenswert, dass Sprichwörter mit unterschiedlicher Semantik die gleiche syntaktische Struktur haben können und im Gegenteil unterschiedliche Strukturen haben und die gleiche Semantik widerspiegeln. Die Beispiele zeigen, dass die grammatikalische Struktur (syntaktische Struktur) als eines der Kriterien zur Unterscheidung von Sprichwort Typen nur in allgemeinen Kategorien als Relation prädikativer Einheiten verwendet werden kann, wenn sie dem Sprichwort eine gewisse semantische Präzision verleiht. Dennoch hielten wir es für notwendig, eine kurze strukturesemantische Analyse deutscher und usbekischer Sprichwörter nach dem Prinzip des „deskriptiven Vergleichs“ durchzuführen.

Strukturell sind deutsche Sprichwörter nach den folgenden Hauptformmustern aufgebaut:

Kein A ohne B– A siz B bo'lmaydi, zum Beispiel: „Keine Rose ohne Dornen“ – Tikansiz gul bo'lmas „Kein Haus ohne Winkel“ – Burchaksiz uy bo'lmas;

- Wie A so B– A qanday bo'lsa, B ham shunday: „Wie gewonnen, so zerronnen“ – Qanday tez topsa, shunday tez yo'qotadi; „Wie der Mann, so das Werk“ „Wie der Abt, so die Brüder“ – Xo'jayin qanday bo'lsa, majlis ham shunday bo'ladi; „Wie der Herr, so der Knecht“ – Rahbar qanday bo'lsa, xodim ham shunday bo'ladi;

-Besser (lieber) A, als B–A B ga qaraganda yaxshiroq: «Besser spät als nie» – hechdan ko'ra kech; „Lieber ein kluger Tadel, als ein dummes Lob“ – achchiq haqiqat, shirin yolg'ondan yaxshi;

- Erst A, dann B - „avval A keyin B“ – Erst denken, dann tun; „avval o'yla, keyin so'yla. Erst die Arbeit, dann das Spiel“ – avval ishla, keyin o'yna;

- Wer A tut, tut B auch-: Kim A ni qilsa, B ni ham qiladi „Wer A sagt, muss auch B sagen“ – A degan, B ham deyish kerak; „Wer flüstert, der lügt“ – Kim pichirlasa, o’sha aldaydi; „Wer nichts tut, sündigt genug“ – Kim hech nima qilmasa, o’sha ko’p xato qiladi; „Wer das Pferd will, muss auch die Zügel nehmen“ – Kim otni olishni istasa, yuganini ham olishi kerak; „Wer den Wein trinken, muss auch die Hefe trinken“ – Kim vino ichsa, achitqisini ham ichishi kerak; „Wer zum Spiel kommt, muss spielen“ – Kim maydonga chiqsa, u o’ynashi kerak; „Wer den Teufel im Schiffe hat, der muss ihn fahren“ – Kim jinoyat qilsa, jazosini ham olishi kerak.

Als Ergebnis der Vergleiche lässt sich erkennen, dass viele Sprichwörter nach solchen Mustern erstellt wurden, und das Strukturmerkmal von Sprichwörtern dieses Typs weist auf gelegentliche Sprichwort Synonymie hin, was auch bei der Betrachtung der Frage der Bestimmung des Typs von Bedeutung ist Innersprachliche und intersprachliche Korrelationen.

Methodisch zeichnen sich Sprichwörter in deutscher und usbekischer Sprache durch die Einhaltung literarischer Standards aus. Obwohl die frühesten Quellen für Sprichwörter in deutscher Sprache religiöse Schriften waren, haben Sprichwörter viele stilistische Veränderungen erfahren, von der Literatur bis zur Umgangssprache. Viele deutsche Sprichwörter werden von Menschen anderer Kulturen als unangemessen angesehen. Beispielsweise sind Sprichwörter wie „Wer Pech hat, bricht den Finger im Arsch ab“ und „Alte Hunde reiten auf dem Arsch“ in deutschen Sprichwort Sammlungen sehr verbreitet. Diese Situation weist darauf hin, dass sich die Rolle von Sprichwörtern vom religiösen Bereich in die alltägliche Umgebung verlagert hat.

Um ein vollständiges Bild der Zusammensetzung der verglichenen Sprachen zu erhalten, ist es zulässig, auf eine kurze grammatikalische Analyse usbekischer Sprichwörter zurückzugreifen. Daraus lässt sich schließen, dass Sprichwörter nicht immer den traditionellen grammatikalischen Regeln folgen. Die meisten Sprichwörter der usbekischen Sprache basieren auf den folgenden syntaktischen Mustern: ein zusammengesetzter Satz mit einem ungehinderten Adverb: obwohl das Auge sieht, schweigt der Zahn. Es gibt viele Sprichwörter.

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DIRECTIONS FOR IMPROVING THE REAL ESTATE VALUE SYSTEM

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Abstract. *The article examines the current state of the real estate appraisal system in our country. Existing problems in the property valuation process and their impact on property relations were assessed. Opportunities to optimize the process of reforming the property system in the context of modern market relations have been studied. In the process of improving the system of property reform in Uzbekistan is based on the possibility of adapting the process of real estate appraisal to the requirements of the property market. Scientific proposals and practical recommendations for improving the effectiveness of property reforms by improving the system of real estate valuation have been formed.*

Key words: *real estate market, property valuation system, market value of property, property management, property object, property management, property relations.*

НАПРАВЛЕНИЯ СОВЕРШЕНСТВОВАНИЯ СИСТЕМЫ СТОИМОСТИ НЕДВИЖИМОСТИ

Аннотация. *В статье рассматривается современное состояние системы оценки недвижимости в нашей стране. Оценены существующие проблемы в процессе оценки имущества и их влияние на имущественные отношения. Изучены возможности оптимизации процесса реформирования системы собственности в условиях современных рыночных отношений. В процессе совершенствования системы реформирования недвижимости в Узбекистане учитывается возможность адаптации процесса оценки недвижимости к требованиям рынка недвижимости. Сформированы научные предложения и практические рекомендации по повышению эффективности реформы собственности за счет совершенствования системы оценки недвижимости.*

Ключевые слова: *рынок недвижимости, система оценки имущества, рыночная стоимость имущества, управление имуществом, объект недвижимости, управление имуществом, имущественные отношения.*

Introduction. The inevitable involvement of real estate in market relations in a market economy - reflects the legal and economic relations of the participants in the market economy.

The fundamental economic reforms carried out in the economy of our country today, the need to improve the activities of the real estate market in the regions and the formation of innovative directions in this regard.

The above number of cases presuppose the need for a fundamentally new approach to improving the activities of the real estate market in our country. This situation provides the opportunity to form socially oriented real estate market activities and actively attract the flow of investments in priority objects by optimizing the real estate valuation system in the property sector reform system. A number of such cases serve to justify the relevance of research on the formation of directions for improving the real estate assessment system.

Literature review. Research on the improvement of the real estate assessment system has been carried out by a number of economists. In particular, from economists V.Shehovsov,

O.Mastikhina, S.Pestenko's it is advisable to separately note research. In the process of research, the role of nonlinear factors along with market factors in the formation of real estate value was also analyzed on a wide scale. Priority is also given to the process of increasing the chances of investing in real estate and making decisions related to its development by constantly improving the means of analyzing the formation of real estate value and its assessment[2]. L.N.Telman's studies show the classification of real estate objects, methods of their assessment.

The current state of property value assessment in different countries has been analyzed in a comparative way. It is concluded that the role of nonlinear factors affecting the process of increasing the market value of real estate is of high importance in property value assessment[3].

A.V. Tatarova's research systematized the main economic and management problems related to the theory and practice of real estate market Activities[4]. From the economist scientists of our country R.X.Alimov, B.B.Berkinov, A.N.Kravchenko, B.Yu.Khodiev through his scientific research, explains the meaning and essence of the associal concepts about the real estate market.

Methods and algorithms for determining the market value of real estate based on the principles, provisions and legal aspects of real estate value assessment are recommended[5].

B.B.Berkinov, Sh.D.Ergashkhodzhaeva, N.I. Nedelkina in their scientific research research, pays special attention to the mechanisms for the implementation of the transaction on the exchange of property rights to state assets and its forms. In privatization processes, scientific and metodological aspects of the directions of their reduction and optimization are proposed by analyzing and managing the costs of transformation and transaction, which are associated with the implementation of transactional relations of economic agents. In the above studies on the formation of directions for improving the real estate valuation system, a closed territorial unit limit system was used to determine the market value of real estate, in this regard, one of the main characteristics of the property, namely, its territorial immobility, was ignored. Also, the purpose of using a real estate object is noted as one of the main factors of pricing, and in pricing, aspects related to the result of competition, which is considered the main element of the market mechanism, and its maximum effect on the formation of the market value of the property are not studied.

Research methodology. The research process used a number of research methods such as scientific abstraction, induction and deduction, systematic and statistical analysis.

Analysis and results discussion. In the property assessment system, it is required to organize the rules for assessing objects on the basis of International Assessment Standards. The process of organizing assessment rules is based on the market value of real estate. Real estate appraisals involve realtor qualification certificate and licensed Realtor organizations under contract to evaluate real estate. Property rights to Real Estate objects in accordance with the terms of the contract are determined on the basis of the initial cost of objects placed on auctions and their market value. A certain system of economic relations in the real estate market, through the dynamics of the forces of supply and demand, ensures the transfer of property rights from seller to buyer on the basis of relevant interests. Property rights associated with the objects of the real estate market provide the opportunity to freely provide individuals or, legal entities that are considered buyers or sellers with all information on the open market. If the parties act wisely in accordance with the circumstances established in the transaction, the value of the transaction price

does not reflect any emergency circumstances. In the process of determining the market value of real estate valuation, the following 3 different methods are used (Table 1).

Table 1

Methods for determining the market value of real estate

| | | |
|---|---|---|
| 1 | Cost method of assessing the value of real estate | In the cost method of real estate appraisal, the value of a complete subtraction of the property being assessed is determined. At the same time, the amount of depreciation of buildings and structures and the value of the land plot is added to the result obtained |
| 2 | Comparison method of assessing the value of real estate | In this method of assessing the value of real estate, the market value of property is based on comparing the price of an object with the prices in a transaction concluded with similar objects. To carry out the assessment, a table of similar property objects sold in the corresponding market is formed. In the assessment process, in a different order than the property object on which the comparable property objects are assessed, it is noted that the sale valuation of the property has the same basic characteristics as the property on which it is assessed. |
| 3 | Income method of assessing the value of real estate | When assessing the value of real estate, the value of the property that generates income is determined by the indicators of the amount, quality and duration that are expected to bring profit in the future |

Source: formulated by the author.

In accordance with the standards for assessing the value of property, this 3 different methods are formed according to the full scheme-embodied in it the individual conditions of the market value of the real estate object. Despite the fact that the methods of the assessment process are based on the same economic principles, property characteristics, the purpose of its use, differ in terms of their technical condition in relation to their tasks. When the income method of assessing the value of real estate is intended to receive cash flows in the middle of the forecast year, the cash flow is discounted from the middle of the forecast period. In this case, the following formula is used:

$$PV = \sum_{i=1}^n \frac{CF_i}{(1 + DR)^{(i-0,5)}} + \frac{FV}{(1 + DR)^n}$$

If the valuation date does not coincide with the beginning of the financial year, then the annual cash flow is calculated in the following order:

$$CF_n = \frac{k * CF_i}{4} + \frac{(4 - k) * CF_i + 1}{4}$$

here: CF_n - annual cash flow for each account period, k - the number of quarters from the date of assessment to the end of the financial year, CF_i - the cash flow of the corresponding financial year. The solution of operational tasks in the revenue method of assessing the value of real estate is mainly aimed at maintaining real estate objects in normal working condition, requiring mainly to take into account the planned capital construction work of municipal buildings and structures, including in their surrounding areas. On the basis of the accepted rental rate, the market value of the plot is determined using the income approach, usually the direct capitalization method is used. Formula for calculating the cost of a plot of land:

$$V_L = \frac{I_L}{R_L}$$

here: V_L - the value of the land plot; I_L - the income from the ownership of the land; R_L - this is the level of capitalization of the land. The capitalization rate is determined, assessed by dividing the amount of rent for similar land plots by the price of their sale, or increasing the risk-free interest rate of capital to the amount of risk premium associated with the imposition of capital on a plot of land. The main factors affecting the rental price of a land plot are: location characteristics, size, shape, type of surrounding land use, access to transportation, engineering equipment. The practice of providing property to investors on the basis of tax incentives is of high importance in the foreign experience aimed at the formation of a real estate valuation system and its implementation. This practice provides an opportunity to attract investments to create developed infrastructure in regions where there is an unfavorable situation with the sale of finished housing. At the same time, the practice of tax credits for investments in real estate objects of social significance was introduced.

In this practice:

-a system of granting tax benefits, loans to enterprises of any form of property to solve the problem of people who are in line for housing, lending to employees at preferential rates to solve housing problems;

- Ensuring the transfer of real estate objects of negative market value to investors through open auctions under the Dutch scheme;

-transfer of large-income real estate objects belonging to large cities to the trust management system of management companies;

-increase the possibilities of building communal housing at the expense of budget funds and private investors;

-promote the privatization of the housing development sector.

In this regard, the processes of introducing the practice of selling bankrupt construction enterprises in full or in lot through open or local open auctions, excluding the possibility of influencing auctions, are of paramount importance.

Conclusions and suggestions. In our opinion, in the process of assessing the value of real estate, it is advisable to pay attention to the following factors, as well as those recognized above:

1. The emergence of potential demand in the real estate market in relation to certain objects of real estate. In this case, it is advisable to take into account the level of satisfaction of existing demand in the market of insolvent buyers. For example, today the greatest potential demand is being formed in the housing market;

2. Utility, the ability of real estate to meet human needs. Stimulation of the desire to get a certain thing in a general sense. For example, the usefulness of housing is determined by the convenience of living in it;

3. Limitations of property facilities in the real estate market. As a rule, with an increase in the supply of a particular product, the price level in relation to this product begins to decrease, with a decrease in supply, the price level rises.

The factors affecting the value of real estate are constantly changing. For this reason, real estate valuation is valid only for a certain period. The market value of real estate is usually seen as a reflection of future economic conditions. Drastic changes in the real estate market have a direct impact on property value. In general, the purpose of the assessment is determined by the client. The customer of the personal assessment can be any individual or legal entity, including the state. The customer for the public price, as a rule, is a state. The purpose of public assessment is determined by the needs of the state. Mainly for the collection of property taxes, and if the state belongs to real estate, the rental interest for residential and non-residential premises is determined. The functions of the state in the field of real estate management within the framework of territorial entities are carried out by the property Committee on property management. Through the functions of the state in the field of real estate management within the framework of territorial entities; strategic tasks set in the country's ownership relations, the way to solve them, in this framework, embodies a number of situations such as the influence of authorities to ensure the growth of the value (market value) of real estate objects. The range of tactical tasks in the field of property management consists precisely in the problems associated with the adoption of an economic management decision on the fate of real estate objects: sale, lease, use, operational management, trust management, transfer for reconstruction on investment conditions, etc. In improving the real estate assessment system in our country, it is advisable to ensure the practical implementation of the following tasks related to the organization of the real estate management process: - to achieve the maximum profitability of real estate facilities.

Achieving the maximum profitability of real estate objects. Implementation in practice of economic and mathematical procedures of multi-criterion investment analysis, which allows a comprehensive analysis of the socio-economic benefits of projects for investors in urban areas.

At the municipal level, the creation of a single information and Analysis Center for the decision and preparation of investments in specific projects related to real estate; the use of all legal means in the use of real estate objects. The procedure for issuing a construction permit in the regions and the period of personalization of schemes for transferring ready-made real estate objects to the property and minimizing the requirements for it. Ensuring the possibility of foreclosure of rights under an investment contract. Implementation in practice of economic and mathematical procedures of multi-criterion investment analysis, which allows a comprehensive analysis of the socio-economic benefits of projects for investors in urban areas. Completion of guarantees of rights to Real Estate objects at the expiration of the investment project, etc.

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**SURXONDARYO VILOYATI POMIDORNING AYRIM ZARARKUNANDA
HASHAROTLARI ULARNING MOLEKULYAR GENETIK TAHLILI VA
BIOKOLOGIYASI**

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Annotatsiya. Ushbu ilmiy maqolamizda Surxondaryo viloyati pomidorning ayrim zararkunanda hasharotlari ularning molekulyar genetik tahlili va bioekologiyasi haqida ma'lumotlar keltirilgan.

Kalit So'zlar: pomidor, toza mahsulotlar, qishloq xo'jaligi mahsulotlari, sabzavot ekinlari, pomidor kuyasi.

**MOLECULAR GENETIC ANALYSIS AND BIOECOLOGY OF INDIVIDUAL
PESTS OF TOMATO IN SURKHANDARYA REGION**

Abstract. In this scientific article, we present information about the molecular genetic analysis and bioecology of individual pest insects of tomatoes in the Surkhondarya region.

Key words: tomato, fresh products, agricultural products, vegetable crops, tomato moth.

**МОЛЕКУЛЯРНО-ГЕНЕТИЧЕСКИЙ АНАЛИЗ И БИОЭКОЛОГИЯ
ОТДЕЛЬНЫХ ВРЕДИТЕЛЕЙ ТОМАТА В СУРХАНДАРЬИНСКОЙ ОБЛАСТИ**

Аннотация. В данной научной статье представлены сведения об отдельных насекомых-вредителях томата в Сурхандарьинской области, их молекулярно-генетическом анализе и биоэкологии.

Ключевые слова: томат, свежие продукты, сельскохозяйственная продукция, овощные культуры, томатная моль.

Tadqiqoddan belgilangan vazifalar O'zbekiston Respublikasi Prezidentining 2017-yil 7-fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi PF-4947-sonli Farmonining "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi qarori qoidalarini o'z ifodasini topgan. qishloq xo'jaligini modernizatsiya qilish va jadal rivojlantirish, xususan, tarkibiy o'zgarishlarni chuqurlashtirish va qishloq xo'jaligi ishlab chiqarishini jadal rivojlantirish, mamlakatimizning oziq-ovqat xavfsizligini yanada mustahkamlash va ekologik toza mahsulotlar ishlab chiqarishni kengaytirish, shuningdek, agrar tarmoqning eksport salohiyatini sezilarli darajada kengaytirishdir.

Aholining ekologik toza va yangi qishloq xo'jaligi mahsulotlariga bo'lgan talabi ortib borayotgani munosabati bilan kimyoviy va biologik usullarni uyg'unlashtirgan holda hasharotlar zararkunandalaridan himoya qilishning yaxlit tizimiga katta ahamiyat berilmoqda. Mavjud ma'lumotlarga ko'ra, butun dunyo bo'ylab yiliga 25 million tonnaga yaqin sabzavot va 11 million tonnadan ortiq meva faqat hasharotlar tomonidan zarar ko'riladi.

Tahlillarga qaraganda, pomidor sabzavot ekinlari ichida yetakchi o'rinni egallaydi. Ushbu turdagi ziroat ekiladigan maydonlarning deyarli 42 foizi, yetishtiriladigan yalpi mahsulotning 39-40 foizi uning hissasiga to'g'ri keladi. Yalpi hosilining 70 foizi qayta ishlansa, 10-15 foizi yangiligicha iste'mol qilinadi. Qolgan qismi esa eksportga chiqariladi.

Biroq haqiqat shuki, yetishtirilayotgan mahsulot hajmi aholi hamda qayta ishlash korxonalarining xom ashyoga bo'lgan real talablarini to'liq qondira olmayapti. Ilgari hovlisida bir parcha tomorqasi bor odam, oilasi ehtiyojiga yarasha bu mahsulotni o'zi yetishtirgan, ortganini qo'ni-qo'shnilariga ulashgan bo'lsa, endilikda to'rxaltasini ko'tarib, bozorga tushmoqda.

Statistika ma'lumotlari ham buni tasdiqlaydi. Masalan, 2016 yilda respublikamizda barcha toifadagi xo'jaliklarda jami 64,4 ming gektarga pomidor ekilib, gektaridan 279 sentnerdan hosil yig'ishtirib olingan bo'lsa, o'tgan yili 60,5 ming gektarga ushbu ekin joylashtirildi. Hosildorlik esa 264,6 sentnerni tashkil etdi.

Chindan ham, oxirgi ikki yilda respublikamizning deyarli barcha hududida mazkur sabzavot turining barori yo'q. Dehqon va fermerlar bilan gaplashsangiz, undan hosil olish tugul, ekinni asrab qolishning imkoni bo'lmayotganini yozg'irishadi. Katta mablag' evaziga xarid qilinayotgan kimyoviy dorilarning samarasi past. Vaziyat shunday davom etsa, pomidor yaqin yillar ichida eng tanqis ne'matlardan biriga aylanib qolishi ehtimoli yo'q emas.

Aslida, serhosilligi bo'yicha pomidorga teng keladigan sabzavot yo'q. Yurtimiz tuproq-iqlim sharoitida gektaridan o'rtacha 30-35 tonna hosil olish mumkin. Unda ekin rivoji, hosildorligiga nima ta'sir qilyapti?

Buning ko'pgina omillari bor, masalan, yer to'g'ri tanlanmasa ham ekin rivoji sust, hosili kam bo'ladi, - deydi Sabzavot-poliz ekinlari va kartoshkachilik ilmiy-tadqiqot instituti kichik ilmiy xodimi Baxtiyor Karimov. - Shu bois uni bir maydonda ketma-ket ikki yildan ortiq hamda shu paykalga uch yil oralatmay qayta ekish, shuningdek, kartoshkadan keyin yetishtirish tavsiya etilmaydi.

Ammo mamlakatimiz sabzavotchiligi, xususan, pomidor ekini bilan bog'liq muammoni dehqonchilik madaniyati yoki virusli, zamburug'li kasalliklar emas, zararkunandalar keltirib chiqarmoqda. Ya'ni chetdan kirib kelgan pomidor kuyasi mazkur sabzavot kushandasiga aylandi.

U yilda 13 marta nasl qoldirib, juda tez ko'payadi. Bu hasharotga qarshi 12 oy davomida kurashilayotgan bo'lsa-da, natijasi kam. Qo'llanilayotgan dori vositalari esa qimmat. U ham har 5-10 kun oralatib sepilsa, samara beryapti xolos. Dehqonlarning aksariyatida kuyani bartaraf etishga hafsalasi ham, mablag'i ham yetmayapti. Muammoning asl ildizi mana shunda!

Tajribali dehqonlarning so'zlariga qaraganda, pomidor kuyasi ilgari yurtimizda uchramagan. Ular xorij urug'lari bilan kirib kelgan, degan taxminda. Axir avval faqat mahalliy navlar ekilardi-da!

Hozirgi kunda ochiq dala uchun pomidorning 50 ta nav va duragayi rayonlashtirilgan bo'lsa, shulardan 30 tasi chet el duragaylari hisoblanadi. Asosiy maydonlarda ham xorijdan olib kelinayotgan duragaylar joylashtirilayotganini kuzatib, bu gaplarda jon bormikan, deb o'ylab qolasan, kishi.

Pomidor kuyasi hozirgi paytda O'zbekistonninggina emas, butun dunyo dehqonlarining og'riqli muammosiga aylangan. Dastlab u 1980 yilda mazkur sabzavot vatani bo'lgan Janubiy Amerikada aniqlangan. Keyinchalik esa Yevropa va boshqa mamlakatlarda keng tarqalib, katta zarar keltira boshlagan. Bu ofat 2010 yilning kuzidan Rossiyada, 2011 yilda Qozog'istonda bo'y ko'rsatgan bo'lsa, O'zbekistonda ilk bor 2015 yilda issiqxonalarda duch kelindi. 2016 yildan esa ochiq maydonlarga ko'chgan. Joriy yilda undan, ayniqsa, Navoiy, Qashqadaryo, Surxondaryo va Toshkent viloyatlari dehqonlari katta zarar ko'rdi.

Surxondaryo viloyatida qishloq xo'jaligi yerlarining umumiy maydoni **276 399** gektarni tashkil etadi. Umumiy ekin maydoni – **237 471** gektar.

Surxondaryo viloyatida jami **29** ta agroklaster faoliyat ko'rsatmoqda. Shulardan **13** tasi meva-sabzavotchilik (ishlab chiqarish hajmi – **92 688** tonna). Viloyatda **404,1** gektar maydon **122** ta fermer xo'jaliklari tomonidan issiqxonalar uchun ajratilgan bo'lib, ularning **45** gektarlik **5** tasi gidroponika usulidagi, **359,1** gektarlik issiqxonalaridir.

So'nggi 10 yilda sabzavot yetishtirish hajmi ikki baravardan ziyod oshdi va ayni paytda **issiqxonalarda**; pomidor – **172** ga, bodring – **63** ga, ko'kat – **13** ga bulg'or qalampiri– **30** ga maydonlarga ekib o'stirilmoqda. Biroq, ularning mahsuldorligi pastligicha qolmoqda. Sabzavot hosildorligining pasayishi sabablaridan biri ochiq va yopiq ekinlar parazit hashorolardir.

Tuxumi-oval-silindr shaklli, oqish-kremdan sariqqacha, uzunligi 0,35 mm. Bir urg'ochi zot 1 yilda hammasi bo'lib 250-300 tagacha (o'rtacha 260 ta) tuxum qo'yadi. Odatda tuxum qo'yilgandan keyin 4-7 kun o'tgach undan lichinkasi (qurti) chiqadi. Lichinkasi (qurti) endi chiqqanida oqish-sarg'ish tusli, uzunligi 0,5 mm, boshi qora (diagnostik belgi), keyin o'sib, 2-4-yoshlarida nimrang yoki sarg'ish-yashil tus oladi; 4-15 (o'rtacha 8) kun yashaydi va bu vaqtda 4-yosh o'tadi.

Yetilgan lichinkaning uzunligi 8-9 mm, u ipak o'rab, tuproqqa tushadi va g'umbaklanadi.

Gumbaklanishi tuproqda yoki o'simlik qoldiqlari orasida, ba'zan zararlangan va o'ralgan barglar ustida ipaksimon pilla ichida 10 kun davomida o'tadi. Barglarda g'ovak ichida ham g'umbaklanishi mumkin. G'umbagi-och- qo'ng'ir tusli, uzunligi 6 mm atrofida. Imago, urg'ochi zotlari 10-15, erkagi 6-7 kun yashaydi. Uzunligi 5-7 mm, qanot yozganida 8-10 mm, tusi qo'ng'ir yoki kumushsimon, old qanotlarida xarakterli qora dog'lari bor, mo'ylovlari ipsimon (tasbehsimon).

Pomidor kuyasi ta'sirini kamaytirish uchun tizimli tadbirlar olib borilmog'i kerak. Buni aholi o'z tomorqasida risoladagidek bajarishi amrimahol. Xalqimiz bejiz "Chumchuq so'ysa ham qassob so'ysin", demagan-da. Shuning uchun, avvalo, o'simliklarni himoya qilish, kimyoviy dorilar va preparatlar yetkazib beruvchi tuzilmalar faoliyatini takomillashtirish, ularning ish samaradorligini oshirish, dori vositalari narxining barqarorligini ta'minlash zarur. Yo'qsa, pomidor ekilgan paykallar zararkunandalar o'chog'iga aylanib qolishi turgan gap.

Aslini olganda, mirishkor xalqimiz uchun ko'p narsa kerak emas. Ular yer ilmining hadisini olgan. Faqat mutasaddilar xalq ichida yurib, zarur paytda kerakli tavsiya, yo'l-yo'riq ko'rsatib turishsa, kifoya. Toki, ular xorijning usti yaltiroq urug'liklariga mahliyo bo'lib, samarasiz dori vositalarini xarid qilib, aldanib qolmasin. Bundan nainki ularning o'zlari, balki oltinga teng bo'lgan sug'oriladigan yerda bitadigan noz-ne'matlarga ko'z tikib turgan xalqimiz jabr ko'rishini bir zum bo'lsa-da, yodimizdan ko'tarmasligimiz kerak.

Ushbu masala yechimi yuzasidan olib borilayotgan amaliy ishlar haqida mutasaddi tashkilotlar o'z munosabatlarini bildiradilar degan umiddamiz. Zero, Prezidentimiz tashabbusi bilan keyingi paytda paxta va g'alla maydonlari qisqartirilib, meva-sabzavotchilikni rivojlantirishga jiddiy e'tibor qaratilayotgani bu masalaning nechog'li dolzarbligini ko'rsatib turibdi. O'zingiz o'ylang, bugun 30 dan ortiq tumanlar qishloq xo'jaligining ushbu tarmog'iga ixtisoslashtirilgan.

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MÁMLEKETTE SALAMAT ÁWLADTI TÁRBIYALAWDA DENE TÁRBIYASI HÁM SPORTTIŇ ÁHMIYETI

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Annotaciya. *Búgingi kúnde pútkil jáhán xalıqlarınıń ulıwma mádeniyatında dene tárbiyası ayırıqsha orın iyeleydi. Jaslardıń salamatlıǵın jaqsılaw, barksamal áwladtıń fizikalıq rawajlanıwın támiyinlewde dene tárbiyası hám sporttıń teoriyalıq tiykarların úyretiw hám de ámeliy shınıǵıwları atqarıw zárúrli wazıypalardan biri bolıp tabıladı.*

Gilt sóz: *mádeniyat, dene tárbiya, sport, wazıypa, samat áwlad, baramal áwlad.*

THE IMPORTANCE OF PHYSICAL EDUCATION AND SPORTS IN RAISING A HEALTHY GENERATION IN THE STATE

Abstract. *Today, physical education occupies a special place in the general culture of the peoples of the world. One of the necessary tasks is to improve the health of young people, ensure the physical development of the mature generation, teach the theoretical foundations of physical education and sports, and conduct practical classes.*

Key words: *culture, physical education, sports, work, good health, good health.*

ЗНАЧЕНИЕ ФИЗИЧЕСКОГО ВОСПИТАНИЯ И СПОРТА В ВОСПИТАНИИ ЗДОРОВОГО ПОКОЛЕНИЯ В ГОСУДАРСТВЕ

Аннотация. *Сегодня физическое воспитание занимает особое место в общей культуре народов мира. Одной из необходимых задач является улучшение здоровья молодежи, обеспечение физического развития зрелого поколения, преподавание теоретических основ физического воспитания и спорта, проведение практических занятий.*

Ключевые слова: *культура, физическое воспитание, спорт, образование, хорошее здоровье, крепкое здоровье.*

Respublikasında qabıl etken Párman hám qararlarda ǵalabalıq dene tárbiyası hám sporttı rafjlandırıw, xalqımızdıń kúndelik turmısına ásirese jaslar ortasında keńlew nátiyjeni ámelde qollanıw qılıw kórsetilgen jáne bul Dene tárbiyası hám sport haqqındaǵı nızamda jáne de bekkemlengen. (2015 jil 4 sentyabr).

Ózbekstan Respublikasınıń birinshi Prezidenti I. A. Karimov: «Tariyxga shaqırıq eter ekenbiz, bul xalıq yadı ekenligin názerde tutıwımız kerek. Yadız barksamal kisi bolmaǵanı sıyaqlı, óz tariyxın bilmagan xalıqtıń keleshegi de bolmaydı», - dep aytıp ótken edi. Haqıyqattan da, jáhán xalıqları tariyxı, sonday-aq, Ózbekstan xalıqları tariyxında da dene tárbiyası, dene mádeniyatı hám sporttıń ayırıqsha ornı bar. Áyyemginde adamlar arasında gúres, at choptirish, sabaq tartıw, oq jay hám nayza ılaqtırıw sıyaqlı bir neshe sport túrlerinen jarıslar bolǵan.

Sol sebepli de jaslarǵa dene tárbiyası hám sporttıń mánisin túsindiriw, olardı úgit-násiyatlaw, barlıq sport túrleri, xalıq milliy oynıları tariyxı menen tanıstırıw zárúrli áhmiyetke iye boladı. Házirgi kúnde ǵárezsiz Respublikamızda balalar sportın rawajlandırıwǵa úlken áhmiyet berilip atır. Atap aytqanda, oqıwshı jaslar menen «Úmit nálleri» hám «Barksamal áwlad» sport oynıları, studentler arasında «Universiada» sport oynılarınıń tashkil etiliwi bolıp tabıladı.

Bunday sport jarısların shóleklestiriw tiykarǵı maqset bolsa, hár tárepleme rawajlangan barksamal jaslardı tárbıyalaw bolıp tabıladı. Sonın menen birge, jaslar arasında bir-birlerine salıstırǵanda dos sıpatında ortalıqtı payda etiw, olardıń quwatlı, óz-ara miyir-muhabbatlı bolıwların támiyinlew hám de jaslardı jismonan shınıqtırıwdan ibarat. Bul bolsa, dene tárbıyası hám sport qánigeleri, ustaz-tárbıyashılardıń moynına oǵada úlken dańqlı hám de juwapkerli wazıypanı júkleydi.

Sol kóz qarastan qaraganda, dene tárbıyasınıń maqseti, mámleket hám jámiyet rawajlanıwınıń ulıwma nızamlıqlarına tayanǵan halda, jaslar dúnyaya kóz qarası hám ruwxıylıqın bayıtıw, milliy ózlikti ańǵarıw, xalqımızdıń milliy qádiriyatları menen tanıtırıw hám de olardı ana Watanǵa húrmet ruwxında tárbıyalaw, sol arqalı olardı barksamal shaxs bolıp qalıpsiwleri hám rawajlanıwları kómeqlashishdan ibarat esaplanadı.

Onıń ushın jetkinshekke tómendegilerdi úyretiw kerek:

- dene tárbıyası hám sporttı rawajlandırıwǵa tiyisli húkimettiń nızamları hám qararların úyretiw;
- jaslardı pútkil jáhán xalıqları, atap aytqanda, Ózbekstan xalıqlarınıń dene tárbıyası hám sport tariyxı menen tanıtırıw;
- dene tárbıyası hám sportning payda bolıwı hám de rawajlanıw basqıshları, nızamlıqların úyretiw;
- milliy xalıq úyinleri, olardıń túrleri hám mazmunı hám de búgingi kúnde olardan paydalanıwdıń áhmiyeti haqqında túsiniq beriw;
- dene tárbıyasınıń túrleri, formaları hám odan paydalanıw usılları haqqında túsiniq beriw;
- jámiyet aǵzaları arasında dene tárbıyası hám sporttı keń úgit-násiyatlawǵa úyretiw;
- dene tárbıyası hám sporttı rawajlanıwıda jáhán xalıqlarınıń aldıńǵı tájiriyelerinen keń hám tereń paydalanıwǵa úyretiw sıyaqlılar.

Bul óz gezeginde jaslardan kúshli bilim iyelew, usınıń menen bir qatarda, olardan dene tárbıyası hám sport menen úzliksiz shuǵıllanıw turıw kerekligin talap etedi. Sonda ǵana jámiyette barksamal hám salamat jaslar qalıpsedi.

Sport oynıları barlıq shólkemlerde dene tárbıyası quralı retinde paydalanıladı.

Shuǵıllanıwshılar mazmunı sport shólkemlerine arnalǵan baǵdarlamalar arqalı belgilenedi.

Balalardıń sport penen shuǵıllanıwı, ulıwma bilim beriwshi mekteplerdiń dene tárbıyası, klasstan hám mektepten tıs sabaqlarında da shólkemlestiriledi. Sport oynılarınıń bul sabaqlarda da basım orındı iyeleytuǵını hesh kim ushın sır emes. Balalar sport mekteplerinde sport oynıların tereń úyretiw, hám rezervlerdi tayarlaw wazıypaların sheshedi. Sport mekteplerindegi baslanǵısh tayarlıq toparlarına kishi jastaǵı mektep oqıwshıları tańlap alınıp, shuǵıllanıwlar alıp barıladı. Sport oynıların úyreniw kompleksli túrde iske asırıladı. háreket kónlikpelerin úyreniw úsh bólimnen: tanısıw, úyreniw hám jetilistiriwden turadı.

Háreketke úyretiwde fizikalıq sapalar rawajlanadı. Sport oynılarındaǵı háreketlerge úyretiw arnawlı bilimler alıw protsessinde iske asırıladı. Háreketlerdi iyelep alıw dárejesi sistemalı túrde islep barılatuǵın shınıǵıwlar tásirinde ózgeredi. Bunda úsh stadiya ayrıqshalanadı: háreket meńgeriwiniń qalıpsiwı, háreket kónlikpesiniń qalıpsiwı, joqarı dárejedegi kóplikpege aylanıwı.

Sport oynılarına úyretiwdegi qollanılatuǵın metodlar barlıq waqıtta oqıtıw wazıypasına muwapıq bolıwı kerek, yaǵnıy oqıtıw spetsifikasına, shuǵıllanıwshılar tayarlıǵına hám de oqıtıwdıń tárbıyalıq xarakterine saykes bolıwı shárt. sport oynıların iyelep alıw uzaq waqıt etetuǵın protsess

bolip esaplanadı. Sport oýınlarına oqıwshılardı úyretiw strukturasını mına tárizde sáwlelendirewge boladı: háreketli oýınlardan alıp keliwshi oýınlarğa, olardan sport oýınlarına úyrenilip atırğan oýın haqqındağı birinshi túsiniklergedi balalar háreketli oýınlar arqalı aladı.

Konkret háreketlerge úyreniwdiń tabıslı ótiwi shuǵılanıwshılardıń aktivliginen de ǵárezdi boladı. sonıń ushın da balalardı qızıqtıra biliwde talap etiledi. Kishi jastağı oqıwshılardıń oýındı iyelep alıw etapındağı shuǵılanıwlar shetlep qoyılǵan qaǵıydalarda alıp barılmawı usınıs etiledi.

Qátelikler eń dáslep oqıwshınıń ózi tárepinen túsiniliwi hám trener járdeminde onı dúzetiwge urınıwı kerek.

Úyrenilip atırǵan háreket aytarlıqtay qáteliklerimiz orınlangan jaǵdayda ǵana, onı bekkemlew hám jetilistiriw múmkin. Bul etapta úyrenilgen ámellerdi oýınlarda qollana biliwge úyretiw júdá áhmiyetli. Bunıń ushın trenirovkalarda oýın shınıǵıwları, estafetalar, úyretiw hám jarıs oýınları qollanıladı. Texnika taktikalıq háreketler elementleri menen tanıstırıw hám úyretiw arqalı, kishi mektep easındağı oqıwshılar tańlap alǵan sport oýını boyınsha ádewir túsiniklerge iye boladı. Sport mekteplerindegi shuǵıllanıwlar sport oýınların iyelep alıwda áhmiyetli orın tutadı. Sport oýınları hár qıylı jastağı adamlar ushın qızıqlı, sonlıqtan da hár qıylı oýınlar bolǵan qol toıbı, futbol, basketbol, voleybol oýınları túrli jastağı adamlardıń súyikli oýını bolıp esaplanadı. O`zine say qaǵıydalarına iye bolǵan sport oýınları menen shuǵılanıw, oynaw ushın eń dáslep bul oýınlardıń qaǵıydaların durıs bilip alıw kerek.

Kishi mektep jasman oýınlar qızıǵıwshılıq tuwǵızadı, sonıń ushında balalar oýın sırların tez úyrenilip alıwǵa qushtar. Mekteplerde dene tárbiyası sabaǵı, sport mekteplerindegi trenirovkalıq shuǵıllanıwlar balalardıń qızıǵıwshılıq talapların qanaatlandırıwǵa, balalarda bolǵan háreketshenlikke degen mıtájliktiń ornın toltırıwǵa arnalǵan bolıp, hár bir sport oýınlarınıń túri boyınsha arnawlı sabaq shuǵıllanıwları ótkeriledi.

Háreketke úyretiwde háreket kónlikpesi qáliplesedi hám fizikalıq sapalar rawajlanadı. Biraq bunıń ushın qollanılatuǵın metodlar kóbinshe bir birine sáykes kelmeydi, sonıń ushın da dıqqattıń barlıǵın úyretiwge yaki bolmasa fizikalıq sapalardı iyelep alıwǵa qarátıladı. Biraq soǵan qaramay qaysı jaǵdayda bolmasın bilimlendiriw, tárbiyalaw hám salamatlandırıwshı wazıypalar sheshiledi.

Qozǵalısh háreketine úyretiw arnawlı bilimlerde iyelep alıw protsessinde alıp barıladı.

Háreketlerdi iyelew dárejesi sistemalı shınıǵıwlar tásirinde ózgeredi. Bunda úsh stadiya ajratıladı:

1. Háreket meńgeriwiniń qáliplesiwi
2. Háreket kónlikpesiniń qáliplesiwi
3. Joqarı tártiptegi háreket meńgeriwshiliginiń qáliplesiwi

Háreket meńgeriwshiligi degende hár bir háreketi ornılawda háreket wazıypasını sheshe alıw uqıplılıǵı túsiniledi.

Háreket kónlikpesin degende, háreketi dıqqatsız ornılay alıw uqıplılıǵı túsiniledi yaǵnıy háreketiń avtomatlasıwı. Biraq háreket protsessin qozǵalısh háreketi sana kontrolınan shıqtı degendi ańlatpaydı. Zárúr jaǵdaylarda háreketiń geybir elementleri sananıń qatal baqlawı astına ótedi. Bul óz gezinde háreket barısına ózgeris kirgiziwge járdem beredi.

Kónlikpeniń qáliplesiwiniń baslanıwınan háreketiń barlıq elementlerine dıqqattıń jámleniwi talap etiledi. Bul protsess egerde shuǵılanıwshılardıń dıqqatı háreketiń sırtqı sıpatlarına awdarılsa jaqsılanıwı múmkin. Joqarı tártiptegi háreket meńgeriwshiligi degende iyelep alınǵan háreket kónlikpelerin jarıslarda hám turmista paydalı qollana biliw uqıplılıǵı túsiniledi. Meńgeriw hám

kónlikpelerdi iyelep alıw waqtı hárekette hár qıylı bolıp ótedi hám oqıtıw metodları, qurallarınan gárezli boladı. Metod hám qurallardı tańlap alıwda jas ózgesheliklerin, sharayatları esapqa alıw kerek. metodlar barlıq waqtıttı oqıtıw wazıypasına oqıw materialı, spetsifikasına, shuǵılanıwshılar tayarlǵına sákes bolıwı hám oqıtıwdıń tárbıyalawshı xarakterin támiynlewi kerek.

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O‘ZBEKISTON RESPUBLIKASINING BUDJET TIZIMI VA UNDA MAHALLIY BUDJETLARNING O‘RNINI KENGAYTIRISH MASALALARI

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Annotatsiya. Davlat budjeti barqarorligini ta'minlash, hududlarni ijtimoiy-iqtisodiy jihatdan rivojlantirish borasidagi tafovutlarni qisqartirish ko'p jihatdan mahalliy budjetlarning daromad bazasini kengaytirish bilan bog'liq. Shundan kelib chiqqan holda, mazkur maqola mahalliy budjetlarning daromad bazasini kengaytirish masalalari muhokama qilinadi.

Kalit so‘zlar: budjet, davlat budjeti, budjet tizimi, mahalliy budjet, budjet daromadlari, budjet xarajatlari, profitsit, defitsit, muvozzantli budjet, budjet siyosati.

BUDGET SYSTEM OF THE REPUBLIC OF UZBEKISTAN AND ISSUES OF EXPANDING THE ROLE OF LOCAL BUDGETS IN IT

Abstract. Ensuring the stability of the state budget, reducing the differences in socio-economic development of regions is largely related to the expansion of the income base of local budgets. Based on this, this article discusses the issues of expanding the revenue base of local budgets.

Key words: budget, state budget, budget system, local budget, budget revenues, budget expenditures, surplus, deficit, balanced budget, budget policy.

БЮДЖЕТНАЯ СИСТЕМА РЕСПУБЛИКИ УЗБЕКИСТАН И ВОПРОСЫ ПОВЫШЕНИЯ РОЛИ МЕСТНЫХ БЮДЖЕТОВ В НЕЙ

Аннотация. Обеспечение стабильности государственного бюджета, сокращение различий в социально-экономическом развитии регионов во многом связано с расширением доходной базы местных бюджетов. Исходя из этого, в данной статье рассматриваются вопросы расширения доходной базы местных бюджетов.

Ключевые слова: бюджет, государственный бюджет, бюджетная система, местный бюджет, доходы бюджета, расходы бюджета, профицит, дефицит, сбалансированный бюджет, бюджетная политика.

Amalga oshiralayotgan iqtisodiy islohotlar O‘zbekistondagi budjet jarayonini, ya’ni budjet loyihasini ishlab chiqish, muhokama qilish, qabul qilish, ijro etish va ijrosi yuzasidan hisobotayyorlashgacha bo‘lgan chora-tadbirlarni yanada takomillashtirish, budjet tomonidan bir yildan ortiq davom etadigan davlat dasturlarini moliyalashtirilishini ta'minlashni yaxshilash, davlat dasturlarini bajarish uchun kerak bo‘lgan moliyaviy resurslar bilan bog‘lash va budjet jarayonini oshkoralik darajasini oshirishni taqozo etmoqda. Ma'lumki, O‘zbekiston Respublikasi Budjet Kodeksiga asosan budjet buyurtmasida kelgusi uch yil uchun budjet mablag‘lari hisobidan amalga oshiriladigan xarajatlar budjet tasnifiga muvofiq aks ettiriladi [1].

Budjet tizimi muayyan mamlakatning o‘ziga xos xususiyatlari, jumladan, ijtimoiy-iqtisodiy, huquqiy va boshqa xususiyatlarining butun majmui asosida shakllanadi. Budjet tizimi bu turli darajadagi budjetlar va budjet mablag‘lari oluvchilar yig‘indisini, budjetlarni tashkil etishni va tuzish tamoyillarini ifodalaydigan, budjet jarayonida ular o‘rtasida, shuningdek budjetlar hamda budjet mablag‘lari oluvchilar o‘rtasida vujudga keladigan o‘zaro munosabatlar majmuidir.

Ko'pchilik hollarda, soddaroq tarzda, budjet tizimi deyilganda, mamlakatdagi mavjud budjetlar to'plami (majmui) tushuniladi [2]. Demak, budjet tizimi - bu iqtisodiy munosabatlarga, davlat tuzilishiga va qonun normalariga asoslangan, davlat, ma'muriy- hududiy tuzilishlarning, budjet munosabatlarida mustaqil bo'lgan davlat tashkilotlari va fondlarining majmuidir.

O'zbekiston Respublikasi Budjet kodeksining "Budjet tizimi tushunchasi va printsiplari" deb nomlanuvchi 2-bobi 6-moddasida "Budjet tizimi barcha darajadagi budjetlar, davlat maqsadli jamg'armalari budjetlari va budjet tashkilotlarining budjetdan tashqari jamg'armalari, budjet tizimi budjetlarini tuzish va tashkil etish printsiplari, ular o'rtasida budjet jarayoni mobaynida yuzaga keladigan o'zaro munosabatlar yig'indisini o'zida ifodalaydi"-deb, tushuntirish berilgan [1].

Budjet tizimi mamlakat budjet tuzilishining tarkibiy qismi bo'lib, uning ma'lum bir qismini o'zida ifoda etadi. Shu ma'noda, budjet tizimi mamlakat budjetining o'zaro bog'liqlikda bo'lgan bo'g'inlarining o'zaro yig'indisidan iboratdir. Mamlakatning budjet tizimi jamiyatning siyosiy tuzilishiga, davlatning iqtisodiy tizimiga va uning ma'muriy-hududiy bo'linishiga bevosita bog'liq bo'ladi. Mamlakatning budjet tizimi ikki yoki uch bo'g'inli bo'lishi mumkin.

Unitar davlatlar deb yuritiladigan mamlakatlarda budjet tizimi ikki bo'g'indan (markaziy va mahalliy budjetlar), federativ davlatlar deb yuritiladigan mamlakatlarda esa uch bo'g'indan (markaziy budjet, federatsiya a'zolari budjetlari va mahalliy budjetlar) iborat bo'lishi mumkin [3].

Har bir mamlakatning budjet tizimi ma'lum bir printsiplarga tayanadi. O'zbekiston Respublikasi budjet tizimiga xos bo'lgan printsiplar esa quyidagilardan iborat:

Budjet tizimining yagonaligi printsipti budjet hujjatlari va budjet hisobotlarining shakllari, budjet tasnifi yagona bo'lishi hamda budjet tizimi budjetlarining daromadlari va xarajatlarini shakllantirish hamda ijro etish, budjet hisobini yuritish va budjet hisobotini tuzishning yagona tartibini ko'zda tutadi.

Masalan, O'zbekiston Respublikasining barcha viloyat, tuman, shaharlarining budjetlari bir xil, yagona belgilangan tartib asosida shakllantirilib, yagona me'yorlar asosida ulardan xarajatlar amalga oshiriladi. Qolaversa, mamlakat hududidagi barcha budjetdan moliyalashtiriladigan tashkilot va muassasalar hududiy joylashuvidan qat'iy nazar bir xil budjet qonunchiliga rioya etadi.

Budjet tizimining O'zbekiston Respublikasi ma'muriy-hududiy tuzilishiga muvofiqligi printsipti esa budjet tizimi O'zbekiston Respublikasining ma'muriy-hududiy tuzilishiga muvofiq bo'lishi lozimligini ifodalaydi. Ya'ni, 14 ta yirik ma'muriy hududlar (Qoraqalpog'iston Respublikasi, 12 ta viloyat va Toshkent shahri) hamda mazkur hududlar tarkibiga kiruvchi tuman va shaharlar soniga teng jami 220 ga yaqin mahalliy budjetlar mavjud.

Budjet tizimi budjetlarining balanslilik va o'zaro bog'liqligi printsipti budjet tizimi budjetlarida nazarda tutilgan xarajatlar hajmi ularning daromadlari va taqchillikni qoplash manbalari yig'indisining hajmiga muvofiq bo'lishini, hamda budjet tizimi budjetlarini tuzish va ijro etishda budjetlarning mablag'lari mazkur budjetlarning balanslilikini ta'minlash uchun ular o'rtasida qayta taqsimlanishi mumkinligini anglatadi.

Misol uchun, biror viloyat budjetining, yoki tuman budjetining daromadlari miqdori xarajatlari miqdoriga teng bo'lishi lozim. Agar xarajatlarni qoplashga etarli daromadlar bo'lmasa, viloyat budjetiga respublika budjetidan, tuman budjetiga esa o'zi bo'ysunuvchi viloyatning budjetidan turli xil moliyaviy yordamlar(budjet transfertlari) hisobiga daromadlar xarajatlarni

qoplashga etarli miqdorda shakllantiriladi, ya'ni balanslashtiriladi⁶. Budget jarayonida tuman budgetlari faqatgina o'zlari bo'ysunuvchi viloyat budgeti bilan, viloyatlar budgetlari esa faqat respublika budgeti bilan o'zaro bog'liqda bo'ladi.

Budget tizimi budgetlari daromadlarini prognoz qilish va xarajatlarini rejalashtirish printsipi budget tizimi budgetlarini tuzishda budget tasnifiga muvofiq, daromadlar ularning aniq manbalari bo'yicha prognoz qilinishini, xarajatlar esa yo'nalishlar bo'yicha rejalashtirilishini bildiradi.

Misol uchun, biror viloyat budgetini tuzishda mazkur budgetga yil davomida tushishi ko'zda tutilgan daromadlar miqdori va ularning manbalari, ya'ni soliqlar va boshqa majburiy to'lovlar, shuningdek soliq bo'lmagan to'lovlar miqdori oldindan belgilangan tartib va me'yorlar asosida prognoz qilinadi. Ya'ni, viloyat budgetining daromadi yil davomida qancha miqdorda bo'lishi, har bir soliq turidan, aytaylik mol-mulk solig'i yoki er solig'idan yil davomida qancha miqdorda daromad tushishi ma'lum normativ va metodlar asosida oldindan puxta hisob-kitob qilinib, prognozlashtiriladi.

Budget tizimi budgetlari mablag'laridan foydalanishning aniq yo'naltirilganligi va maqsadlilik xususiyati printsipi esa budget tizimi budgetlarining mablag'lari muayyan budget tashkilotlari va budget mablag'lari oluvchilarga ushbu mablag'lardan belgilangan maqsadlarni moliyalashtirishda foydalanish uchungina ajratilishini nazarda tutadi.

Misol uchun, biror maktab ish haqi uchun ajratilgan mablag'lardan kapital ta'mirlash yoki kommunal to'lovlardan qarzlarni to'lash uchun foydalanishi mumkin emas.

Budget tizimi budgetlarining mustaqilligi printsipi budget tizimining turli darajadagi budgetlari mustaqil ekanligini bildiradi.

Ya'ni, viloyatlar budgetlari yoki tuman budgetlari amaldagi qonunchilik doirasida o'zidan yuqori turuvchi budget bo'g'iniga bog'liq bo'lmagan holda daromadlarni shakllantirish yoki xarajatlarni amalga oshirishi mumkin.

Budget tizimi budgetlari mablag'laridan foydalanishning natijadorligi printsipi budget jarayoni ishtirokchilari budget tizimi budgetlarini tuzish va ijro etishda o'zlariga berilgan vakolatlar doirasida budget tizimi budgetlarining belgilangan hajmdagi mablag'laridan foydalangan holda natijaga erishish zaruriyatini ifodalaydi.

Kassaning yagonaligi printsipi esa budget tizimi budgetlarining barcha daromadlari Yagona g'azna hisobvarag'iga kiritilishini va ularning xarajatlarini to'lash ushbu hisobvaraqdan amalga oshirilishini anglatadi.

Ma'lumki, 2007 yildan boshlab respublikamizning barcha hududlaridagi budget tashkilotlari va muassasalari to'liq g'aznachilik tizimiga o'tkazildi. Viloyat, tuman budgeti va ulardan moliyalashtiriladigan barcha budget tashkilotlari va muassasalarining joylashgan joyidan yoki hisob raqami qaysi bankda bo'lishidan qat'iy nazar ularning daromadlari Yagona g'azna hisobvarag'iga kiritiladi(jamlanadi) va o'z navbatida xarajatlarni amalga oshirishda ham g'aznachilik tizimi orqali mablag'dan foydalanish mumkin.

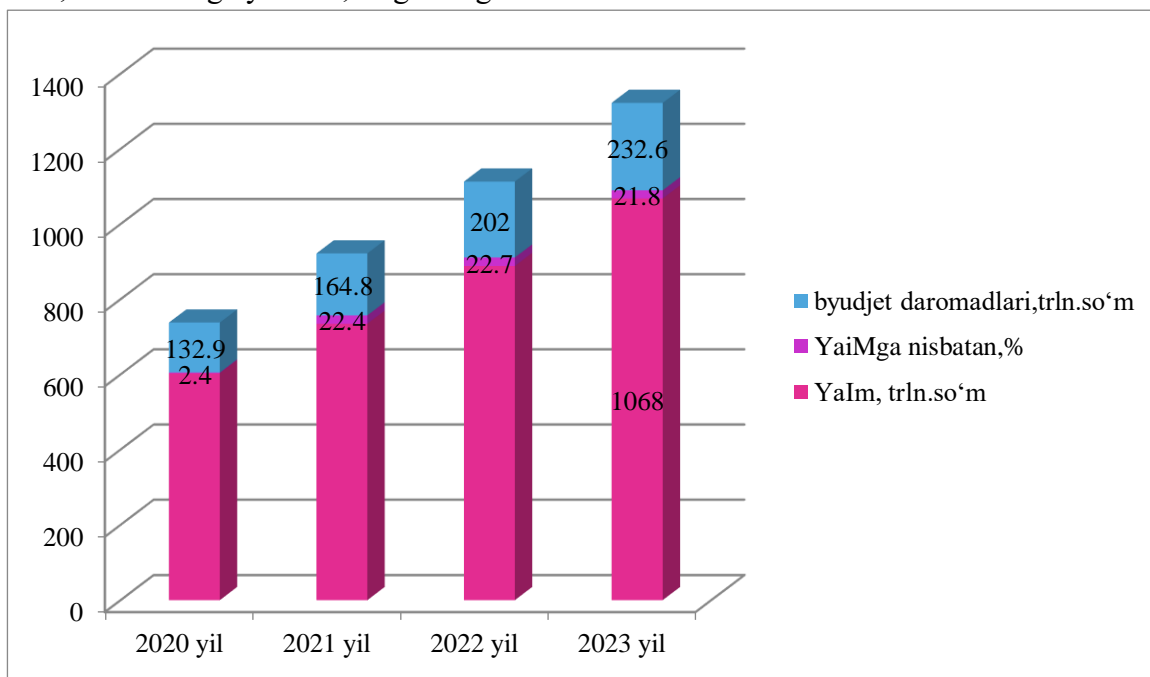
Budget jarayoni ishtirokchilarining javobgarligi printsipi budget jarayonining har bir ishtirokchisi budget jarayonining har bir bosqichida o'z harakatlari uchun javobgar bo'lishini nazarda tutadi.

Ma'lumki, budget jarayonida davlat hokimiyati va boshqaruvi organlari, davlat moliyaviy nazorat organlari, budget tashkilotlari va budget mablag'lari oluvchilar ishtirok etadilar. Mazkur sub'ektlarning har biri budget jarayonidagi o'z harakatlari uchun javobgar bo'ladilar.

Ochiqlik printsi davlat budjetini va davlat maqsadli jamg'armalari budjetlarini ko'rib chiqish hamda qabul qilish tartib-taomillarining jamiyat va ommaviy axborot vositalari uchun ochiqligini bildiradi.

Qolaversa, tasdiqlangan davlat budjeti va davlat maqsadli jamg'armalari budjetlari daromadlari va xarajatlarining miqdori, tarkibi to'g'risidagi axborot ommaviy axborot vositalarida (gazeta, jurnal, byuleten, hamda maxsus internet saytlari) va O'zbekiston Respublikasi Moliya vazirligining rasmiy veb-saytida e'lon qilinib boriladi. Shuningdek, davlat budjeti va davlat maqsadli jamg'armalari budjetlari choraklik, yarim yillik, 9 oylik va yillik ijrosining borishi to'g'risidagi axborot ommaviy axborot vositalarida chop etiladi.

Davlat budjeti va davlat maqsadli jamg'armalari budjetlari daomatlari va xarajatlarining prognozi va ularning choraklik va yillik ijrosi O'zbekiston Respublikasi Iqtisodiyot va moliya vazirligining rasmiy veb-sayti (www.imv.uz)da doimiy joylashtirilmoqda va yangilab borilmoqda (-diagramma, -jadval). Xususan, Io'tisodiyot va moliya vazirligi ma'lumotlariga ko'ra, Davlat budjeti daromadlari 2022 yilda 202 trln so'mni (YaIMga nisbatan 22,7%) tashkil etib, 2021 yilga nisbatan 37,2 trln so'mga yoki 22,6%ga oshgan.



1-diagramma. 2020-2023 yillarda davlat budjeti daromadlari dinamikasi

Hisobot yilida Davlat budjeti daromadlarining YaIMdagi ulushi 22,7%ni tashkil etib, bu ko'rsatkich 2021 yilga nisbatan solishtirilganda 0,3%ga va 2020 yilga nisbatan 0,6%ga oshgan. Hisobot yilida Davlat budjeti tarkibidagi Soliq qo'mitasi ma'murchiligidagi tushumlar 148,4 trln so'mni (jami Davlat budjeti daromadlariga nisbatan 73,4%), Bojxona qo'mitasi bo'yicha tushumlar 46,0 trln so'mni (22,8%) hamda boshqa daromadlar va soliq bo'lmagan tushumlar 7,6 trln so'mni (3,8%) (qo'shilgan qiymat solig'i bo'yicha qaytarish (qoplab berish) (19,3 trln so'm) va fuqarolarga xarid summasidan 1% ("kesh-bek") qaytarishni (0,8 trln so'm) hisobga olgan holda) tashkil qilgan. Budjet tuzilishi (tuzilmasi) - davlat budjetini tashkil etish bilan bog'liq bo'lgan munosabatlar majmui (uning ichki bo'linmalari tarkibi va tuzilmasi, ulardan foydalanish sohalarining funktsional cheklanganligi, o'zaro bo'ysunuvchanligi, o'zaro aloqadorligi va

ta'sirchanligi hamda huquqiy tomonlarini inobatga olgan holda)ni bildiradi. Har bir mamlakatning budjet tuzilmasi uning milliy- davlat yoki ma'muriy-hududiy tuzilishi bilan belgilanadi [3].

1-jadval

O'zbekiston Respublikasi davlat budjetining 2020-2022 yillardagi ijrosi[4]

| | 2020 yil | | 2021 yil | | 2022 yil | | Tushum o'sishi (2022-2020 yil) | | Tushum o'sishi (2022-2021 yil) | |
|--|----------|---------------------|----------|---------------------|----------|---------------------|--------------------------------|-------|--------------------------------|-------|
| | Summa | jamiga nisbatan %da | summa | jamiga nisbatan %da | summa | jamiga nisbatan %da | summa | %da | summa | %da |
| Davlat budjeti daromadlari | 132,938 | | 164,799 | | 202,043 | | 69,105 | 152,0 | 37,243 | 122,6 |
| Bevosita soliqlar-jami | 45,207 | 34,0 | 58,930 | 35,8 | 64,447 | 31,9 | 19,240 | 142,6 | 5,517 | 109,4 |
| Bilvosita soliqlar-jami | 46,428 | 34,9 | 56,290 | 34,2 | 71,390 | 35,3 | 24,962 | 153,8 | 15,100 | 126,8 |
| Resurs to'lovlari va mol-mulk solig'i | 21,257 | 16,0 | 23,036 | 14,0 | 23,913 | 11,8 | 2,656 | 112,5 | 876 | 103,8 |
| Boshqa daromadlar va soliq bo'lmagan tushumlar | 20,046 | 15,1 | 26,542 | 16,1 | 42,293 | 20,9 | 22,247 | 211,0 | 15,751 | 159,3 |

Budjet tuzilishi davlat budjeti va mamlakat budjet tizimining tashkil etilishini, uning alohida bo'g'inlari o'rtasidagi o'zaro munosabatlarni, budjet tizimiga kiruvchi budjetlarning faoliyat yuritishini, ularning huquqiy asoslarini, budjetlarning tarkibi va tuzilishini, budjet mablag'larini shakllantirish va ulardan foydalanish tartib-tamoyillarini belgilaydi.

Mamlakatlarning davlat tuzilishidagi, hokimiyat turli darajalarining budjet huquqlaridagi farqlar turli shakldagi va modeldagi budjet tuzilishlari mavjudligini belgilaydi.

Jahon amaliyotida budjet tuzilishining markazlashtirilgan, markazlashtirishdan chikarilgan va aralash modellari mavjud. Markazlashtirilgan model barcha budjetlar yagona davlat budjetida markazlashtirilishi bilan tavsiflanadi, bunda har bir yuqori budjetga boshqaruvchilik roli biriktirilgan bo'ladi (Frantsiya, Italiya, Qozog'iston, O'zbekiston). Markazlashtirishdan chiqarilgan model budjet tizimi markaziy va mahalliy budjetlarining erkinligi bilan tavsiflanadi,

bunda ushbu budjetlarning har biri ularning xarajatlarini ta'minlovchi o'z daromadlar manbalariga ega bo'ladi (AQSh, GFR).

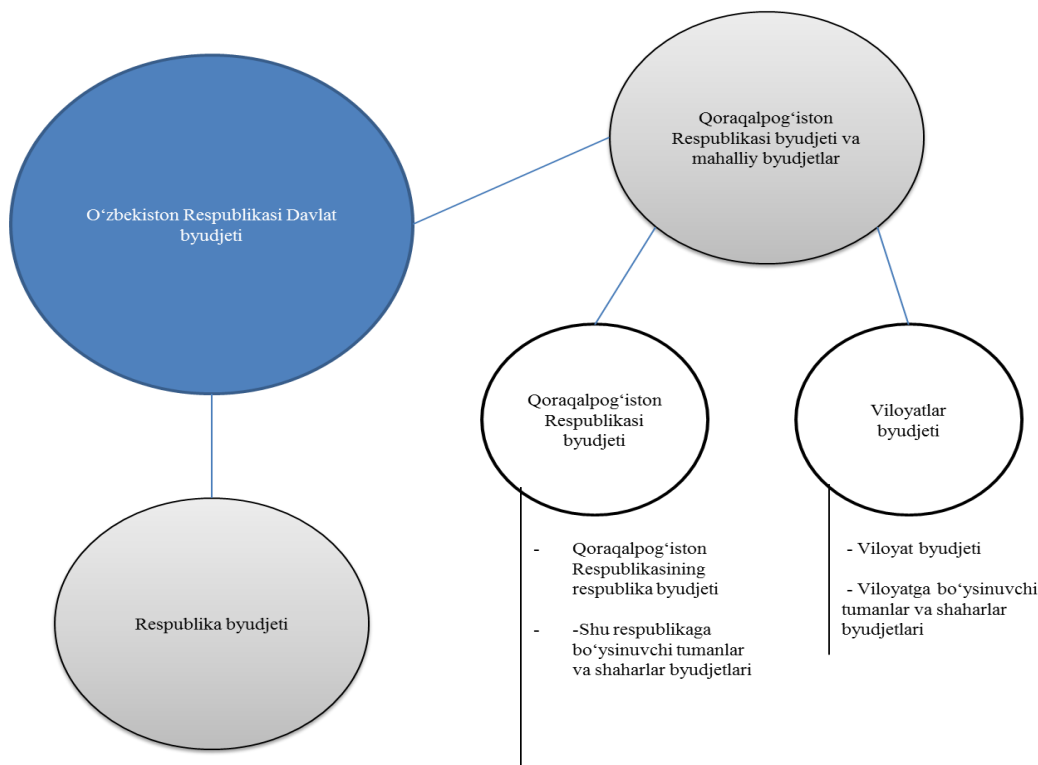
Aralash model markaziy budjetga mahalliy budjetlarni tartibga solish roli biriktirilishi bilan tavsiflanadi, bunda ushbu budjetlar-ning har biri ularning xarajatlarini ta'minlovchi o'z daromadlar manbalariga ega bo'ladi (Rossiya Federatsiyasi)[3].

Amaldagi tartibga ko'ra, O'zbekiston Respublikasi budjeti: davlat budjeti, davlat maqsadli jamg'armalari va budjet tashkilotlarining budjetdan tashqari jamg'armalaridan tashkil topadi.

O'zbekiston Respublikasi budjet tuzilmasining bo'g'inlari ham o'z navbatida tarkibiy tuzilishga ega.

Davlat budjeti quyidagi darajadagi budjetlardan iborat:

- 1) O'zbekiston Respublikasining respublika budjeti;
- 2) Qoraqalpog'iston Respublikasi budjeti, viloyatlar va Toshkent shahar mahalliy budjetlari.



1-rasm. O'zbekiston Respublikasi davlat budjetining tarkibiy tuzilishi

Manba: muallif ishlanmasi.

Respublika budjeti - davlat budjetining umumdavlat ahamiyatiga molik tadbirlarni moliyalashtirishda foydalaniladigan qismi bo'lib, unda daromadlar manbalari va ulardan tushumlar miqdori, shuningdek moliya yili mobaynida aniq maqsadlar uchun ajratiladigan mablag'lar sarfining yo'nalishlari va miqdori nazarda tutiladi.

Mahalliy budjet - davlat budjetining tegishli viloyat, tuman, shahar pul mablag'lari jamg'armasini tashkil etuvchi bir qismi bo'lib, unda ma'lum ma'muriy birlikning daromadlar manbalari va ulardan tushumlar miqdori, shuningdek, moliya yili mobaynida aniq maqsadlar uchun ajratiladigan mablag'lar sarfining yo'nalishlari va miqdori nazarda tutiladi.

Qoraqalpog‘iston Respublikasining budjeti – davlat budjetining Qoraqalpog‘iston Respublikasi pul mablag‘lari jamg‘armasini tashkil etuvchi bir qismi bo‘lib, unda mazkur hududning daromadlar manbalari va ulardan tushumlar miqdori, shuningdek moliya yili mobaynida aniq maqsadlar uchun ajratiladigan mablag‘lar sarfining yo‘nalishlari va miqdori aks ettiriladi.

Qoraqalpog‘iston Respublikasi budjeti Qoraqalpog‘iston Respublikasining respublika budjetini hamda respublikaga (Qoraqalpog‘istonga) bo‘ysunuvchi tumanlar va shaharlar budjetlarini o‘z ichiga oladi.

Viloyatlar mahalliy budjetlari tuzilmasiga viloyat budjeti, viloyat tarkibidagi tumanlar va shaharlarning budjetlari kiradi. Tumanga bo‘ysunadigan shaharlari bo‘lgan tumanning budjeti esa tuman budjetini va tuman bo‘ysunuvidagi shaharlar budjetlarini o‘z ichiga oladi. Toshkent shahar mahalliy budjeti tuzilmasi shahar budjeti va shahar tarkibiga kiruvchi tumanlarning budjetlaridan iborat.

Mahalliy budjetlar - Qoraqalpog‘iston Respublikasi budjeti, viloyatlar budjetlari, Toshkent shahar budjeti, hamda mazkur budjetlarga kiruvchi quyi (shahar, tuman) budjetlarni o‘z ichiga oladi.

Ularning daromadlari va xarajatlari tarkibi, budjet jarayoni va budjet huquqi qonun bilan belgilangan. Mahalliy budjetlar O‘zbekiston Respublikasi davlat budjetida muhim tarkibiy qismni tashkil etadi va mahalliy hukumat organlarining faoliyat ko‘rsatishlarida moliyaviy manba bo‘lib hisoblanadi. Shuningdek, mahalliy budjet asosiy moliyaviy reja sifatida tegishli hududning iqtisodiy-ijtimoiy taraqqiyotining barcha sohalarini va yo‘nalishlarini to‘liq qamrab oladi.

Yuqoridagilar bilan birgalikda, mahalliy budjetlar umumdavlat iqtisodiy va ijtimoiy vazifalarini amalga oshirishda, birinchi navbatda davlat mablag‘larini taqsimlash va ijtimoiy infratuzilmani rivojlantirishda muhim ahamiyatga ega.

Mamlakatda yaratilgan YaIMni taqsimlash va aholiga etkazish asosan budjet tizimi orqali amalga oshiradi. Bunda xalq ta’limi, sog‘liqni saqlash, ijtimoiy ta’minot, uy-joy kommunal xizmat sohasi bilan bog‘liq asosiy xarajatlar mahalliy budjetlar hisobidan amalga oshiriladi.

Davlat tomonidan ijtimoiy himoya bilan bog‘liq siyosatni amalga oshirish katta miqdordagi moddiy va moliyaviy resurslarni talab qiladi va bu muhim vazifalar mahalliy hokimiyat organlariga yuklatilgan. Aholini ijtimoiy himoya qilish bilan bog‘liq chora-tadbirlarni moliyalashtirish ham asosan mahalliy budjetlar hisobidan amalga oshiriladi. Umumdavlat pul mablag‘larini budjet bo‘g‘inlari o‘rtasida taqsimlanishining asosini hududiy budjetlar mustaqilligi, ularni davlat tomonidan moliyaviy qo‘llab-quvatlanishi, ular daromadlarini hududiy manbalar hisobidan shakllanish tamoyillari tashkil etadi. Ushbu tamoyillardan kelib chiqqan holda, mahalliy budjetlarning daromadlari o‘z daromadlari va boshqariladigan manbalar hisobidagi daromadlardan shakllanadi.

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INDICATORS OF GERMINATION DYNAMICS IN ANCIENT DOMESTIC WHEAT CULTIVARS

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Abstract. This article provides valuable information about the dynamics of germination of these crops in order to study the important morpho-economic characteristics of promising varieties of ancient local wheat belonging to the group of grain crops.

Key words: phenological periods, flowering, earing, generative organ, wax ripening, milk ripening.

ПОКАЗАТЕЛИ ДИНАМИКИ ВСХОЖЕСТИ ДРЕВНИХ ОТЕЧЕСТВЕННЫХ СОРТОВ ПШЕНИЦЫ.

Аннотация. В статье представлены ценные сведения о динамике всхожести этих культур с целью изучения важных морфо-экономических характеристик перспективных сортов древней местной пшеницы, относящейся к группе зерновых культур.

Ключевые слова: фенологические периоды, цветение, колошение, генеративный орган, восковое созревание, молочное созревание.

INTRODUCTION

The growing need of the population of our republic for grain and bakery products requires increasing grain production and improving its quality. Most of the world's population currently suffers from undernourishment. Protein deficiency in children is one of the most important problems in developing countries. In order to solve this problem, it is necessary to pay special attention to the cultivation of high-protein grains, to improve the nutritional quality, because these crops are cheap and available as protein material. The formation of a high and high-quality grain crop depends on many factors, including the genetic characteristics of the cultivated variety, soil-climatic conditions, previous crops, feeding and watering regimes. Year by year, the demand for flour and products made from it is increasing due to the increase in the population. High-yielding wheat varieties are essential for the production of high-quality flour. In the conditions of our region, it is very important to study the characteristics of winter wheat varieties, to adapt them to the region, especially to determine the effect of the watering procedure on the productivity of these varieties, and as a result, to achieve the maximum productivity of the varieties and use them in the national economy. Implementation of these processes requires knowledge of the physiological processes taking place in plants. These include features such as growth and development. The first main goal of conducting phenological observations is to further increase the wheat yield by determining which phases of the plant are most affected by diseases and in which phase the demand for water increases. The next goal is to study the main characteristics of which wheat is relatively productive, ripens quickly, and is less susceptible to diseases.

DISCUSSION AND RESULTS

It is known that plant growth means an increase in plant mass regardless of its organ, and development means the succession of periods of plant organogenesis. Growth and development in

cereal crops can be in the following proportions: 1. Fast growth, slow development - in this case, the growth of leaves and root masses occurs, the formation of generative organs is slightly delayed, and the crop mass is small. will be grainy. 2. Slow growth and rapid development - in this case, the plant stops growing, although there is not enough root, leaf mass, and organic matter, but it passes through the stages of organogenesis quickly, as a result, spikes with low mass appear. and the yield will decrease. 3. Fast growth, fast development - in this case, a normal ratio is formed between the surface of the leaf plate and the mass of the plant, as well as the stages of organogenesis. In the same ratio, a mass of equal proportions is formed between the grain and the stem of plants. 4. Slow growth and slow development - in this case, a small mass of the plant is formed, and they ripen late [1].

The following phenological periods have been identified in grain crops: weeding, tillering, earing, earing (fertilization), flowering and ripening. If it is determined that 10% of the plant has passed into each new period, it means that the plant has fully passed into this period. The change of development periods is represented by the appearance of new organs in plants. The growth period of a plant includes the period of certain development phases, that is, it includes the periods of sowing-germination, germination-heading, earing-ripening. For the climatic conditions of Uzbekistan, the length of the growing season is short or average. The difference between spring and autumn wheat varieties in the length of the growing season is large. The duration of the growth period of spring wheat varieties is 70-80 days, in some varieties 120-130 days. In winter wheat varieties, it can be 180-220 days or more, taking into account the period of winter dormancy. This indicator also depends on the biological characteristics of the variety and the influence of external environmental factors.[2]

The duration of the growth period of winter wheat varieties is 145-190 days, excluding the winter rest period of winter wheat. Winter wheat does not completely stop growing in winter. It continues to grow when the air temperature rises, and stops growing when the air temperature drops. Therefore, the period between one development phase and the second phase of winter wheat is extended. In particular, the lengthening of the period between the phases is more observed in the tuber phase of wheat germination. The period from germination to tuberization is 35-40 days in spring wheat varieties under normal agrotechnical conditions, and 90-120 days in winter wheat. [3]

In order for the grain of winter wheat to germinate, it needs to absorb 45-47% of its weight of water. This process is especially important for autumn-sown wheat. Because, as a result of rapid weather changes in autumn, soil moisture can also change, and as a result, it can affect the germinating seeds. According to the data, wheat seeds have the ability to absorb moisture in the soil at the temperature at which ice melts. For example, at this temperature, when the soil moisture is 90%, during 15 hours, the seed absorbs 11% of moisture in relation to its mass.[4]

Based on the information presented above and other similar literature, the dynamics of germination of ancient local wheat was studied in the experiment. Local varieties of winter wheat were planted in 1-meter square areas in three rotations after the agrotechnical measures of autumn plowing, harrowing, harrowing and harrowing were carried out in the areas freed from previous crops. The length of the field is 1 meter, the distance between the rows is 15 cm and the distance between the fields is 30 cm. Before planting, 200 kg of Ammophos fertilizer was applied to the

field by hand. Nitrogen fertilizers were not given in order to prevent plants from overgrowing and lying down.

It was observed that the seeds of winter wheat, which absorbed the necessary moisture, began to germinate after receiving the necessary heat.

In our scientific research work, which was conducted to study the important economic characteristics of promising varieties of wheat, belonging to the group of grain crops, the data obtained from the results of observations to determine the dynamics of germination of these crops are presented in the following table.

Table 1

Growth period of wheat samples

| No | Name | Planting date | Germination | Spike | Flowering | Plant height | End of vegetation |
|-----|-----------------------------|---------------|-------------|----------|-----------|--------------|-------------------|
| 1. | Qizil bug`doy (Qog`a) | 10.10.22 | 25.10.22 | 15.04.23 | 20.04.23 | 86.6 | 237 |
| 2. | Bahor bobo | 10.10.22 | 25.10.22 | 14.04.23 | 19.04.23 | 60.5 | 232 |
| 3. | Qizil bug`doy (Qo`rg`oncha) | 10.10.22 | 25.10.22 | 15.04.23 | 20.04.23 | 86.6 | 237 |
| 4. | Oq bug`doy (Qog`a) | 10.10.22 | 23.10.22 | 10.04.23 | 15.04.23 | 112.5 | 228 |
| 5. | Oq bug`doy (Guldara) | 10.10.22 | 23.10.22 | 10.04.23 | 15.04.23 | 105.5 | 237 |
| 6. | Tuyatish | 10.10.22 | 25.10.22 | 14.04.23 | 19.04.23 | 83.1 | 237 |
| 7. | Surhak (Qiziltom) | 10.10.22 | 25.10.22 | 14.04.23 | 20.04.23 | 89.4 | 237 |
| 8. | Grexxum (Guldara) | 10.10.22 | 25.10.22 | 10.04.23 | 15.04.23 | 65.5 | 228 |
| 9. | Kal bug`doy (Qiziltom) | 10.10.22 | 23.10.22 | 15.04.23 | 15.04.23 | 86.6 | 238 |
| 10. | Qizil sharq (Qog`a) | 10.10.22 | 25.10.22 | 10.04.23 | 10.04.23 | 115.5 | 237 |
| 11. | Qora qiltiq | 10.10.22 | 25.10.22 | 10.04.23 | 15.04.23 | 77.4 | 238 |
| 12. | Qizil boshqoq | 10.10.22 | 25.10.22 | 12.04.23 | 17.04.23 | 64.2 | 238 |
| 13. | Oq boshqoq | 10.10.22 | 25.10.22 | 12.04.23 | 17.04.23 | 65 | 248 |
| 14. | Qayroqtosh | 10.10.22 | 25.10.22 | 15.04.23 | 20.04.23 | 86.6 | 237 |
| 15. | Qayroqtosh 2 | 10.10.22 | 25.10.22 | 15.04.23 | 20.04.23 | 86.4 | 235 |
| 16. | Qizil bug`doy | 10.10.22 | 23.10.22 | 15.04.23 | 20.04.23 | 87.5 | 237 |
| 17. | Ilg`or | 10.10.22 | 25.10.22 | 15.04.23 | 20.04.23 | 110.3 | 236 |
| 18. | Bardosh | 10.10.22 | 25.10.22 | 15.04.23 | 20.04.23 | 86.3 | 236 |
| 19. | Paxlavon | 10.10.22 | 25.10.22 | 15.04.23 | 20.04.23 | 90.3 | 237 |
| 20. | Oq marvarid | 10.10.22 | 25.10.22 | 12.04.23 | 18.04.23 | 75.5 | 238 |
| 21. | Qayroqtosh | 10.10.22 | 23.10.22 | 13.04.23 | 18.04.23 | 70.6 | 238 |

| | | | | | | | |
|-----|---|----------|----------|----------|----------|------|-----|
| 22. | Krassnadar 99 | 10.10.22 | 25.10.22 | 14.04.23 | 19.04.23 | 65.5 | 232 |
| 23. | Duragay (6.tuyatish & 9.kal bug`doy) | 10.10.22 | 25.10.22 | 15.04.23 | 20.04.23 | 86.6 | 237 |

When analyzing the data in the table, it was observed that in the early days, the indicators of the germination rate of all ancient varieties of wheat were close to each other. In our scientific research conducted in field conditions, the main difference was observed in the spike phase. According to this, the "white wheat, red sharg, kazra kilyk and grechkum" varieties were eared relatively earlier. Accordingly, flowering and ripening phases occurred earlier. According to the results at the end of the vegetation, the "Grekhkum" variety completed its full vegetation earlier in 228 days. Our variety "Aq Bosok" was the last to complete its vegetation in 248 days. "Grekhkum" variety gave good results in terms of productivity.

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ISHLAB CHIQUARISHDAGI AVARIYALARNI O'RGANISH VA TAHLIL QILISH

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Annotatsiya. Ushbu maqolada, ishlab chiqarishdagi avariya turlari, ko'lami, avariya kelib chiqishi sabablari va taxlil nazariy jihatdan o'rganilgan. Maqola mehnat muhoazasi va texnika xavfsizligi yunalishlari talablari, mehnat muhofazasi va xavfsizlik mutaxassisleri hamda keng izlanuvchilar uchun muljallangan.

Kalit so'zlar va iboralar: “Avariya, tabiiy ofat, xavfsizlik, KTZM, sanoat korxonalari, agressiv moddalar”.

STUDY AND ANALYSIS OF WORKING ACCIDENTS

Abstract. In this article, the types, scope, causes and analysis of accidents in production are theoretically studied. The article is intended for the requirements of labor protection and technical safety directions, labor protection and safety specialists, and general readers.

Key words and phrases: "Accident, natural disaster, safety, KTZM, industrial enterprises, aggressive substances".

ИЗУЧЕНИЕ И АНАЛИЗ НЕСЧАСТНЫХ СЛУЧАЕВ НА ПРОИЗВОДСТВЕ

Аннотация. В данной статье теоретически изучены виды, масштабы, причины и анализ несчастных случаев на производстве. Статья предназначена для требований направлений охраны труда и технической безопасности, специалистов по охране труда и технике безопасности, а также широкого круга читателей.

Ключевые слова и фразы: «Авария, стихийное бедствие, безопасность, KTZM, промышленные предприятия, агрессивные вещества».

Kirish. Bugungi rivojlanib borayotgan dunyoda ishlab chiqarish hayotimizning o'zgaras bo'agiga aylanib ulgurdi. Shuning bilan ishlab chiqarish, qayta ishlash sohalarida, transport logistikasida ro'y berishi munkun bo'lgan texnogen facqulodda vaziyatlar ham sezilarli darajada oshdi. Avariya va falokatlar turli xil sharoitlarda, masalan, temir yo'l, avtomobil, suv yo'li, aviatsiya transportlarida sodir bo'lishi mumkin. Avtomobil transportida bo'ladigan avariya ham katta fojiali hodisalarni keltirib chiqaradi.

Tadqiqot metodlari. Tadqiqot jarayonida ilmiy va o'quv-uslubiy adabiyotlar tahlili, pedagogik-tarixiy kuzatuv, umumlashtirish, metodlaridan foydalanildi.

Tadqiqot natijalari va muhokamalar. Avariya deganda bajariladigan ishni birdan to'xtab qolishi yoki sanoat korxonalarida ishlab chiqarishning izdan chiqishi, transportlarda va boshqa obyektlarda moddiy boyliklarning buzilishi, yo'q bo'lishi tushuniladi.

Avariya kelib chiqishiga quyidagi omillar sababchi bo'lishi mumkin:

- tabiiy ofat tufayli;
- inshootlarni loyihalashda yoki uni qurishda qo'yiladigan xatoliklar tufayli;
- ishlab chiqarish texnologiyasining buzilishi natijasida;

- transport, mexanizm, jihozlardan noto'g'ri foydalanganda;
- agressiv moddalarni (portlovchi, tez alanganuvchi zaharli moddalarni) noto'g'ri saqlanishi va uni ishlatilish qoidalarining buzilishi oqibatida;
- texnika xavfsizlik qoidalarining buzilishi va boshqalar.

Mana shunday xatoliklar tufayli ishlab chiqarishlarda katta avariya sodir bo'ladiki, oqibatda ko'pdan-ko'p insonlar jabrlanadi va moddiy boyliklar yo'q bo'lib ketadi. Ko'pincha kimyo, neftni qayta ishlovchi sanoat, qog'oz ishlab chiqarish sanoati, go'sht-sut, oziq-ovqat, metallurgiya, konchilik va boshqa sanoat korxonalarida avariya tez-tez uchraydi. Ayniqsa, KTZM ta'sirida bo'ladigan avariya: kimyo, neftni qayta ishlovchi, qog'oz-sellyuloza go'sht-sut, oziq-ovqat sanoati, suv tozalash inshootlarida hamda temir yo'llarda KTZMni tashishda ko'p uchraydi. Masalan, 1990 yilda Qoraqalpog'iston Respublikasining «Yoshlik» stansiyasidan o'tib borayotgan kuchli ta'sir etuvchi zaharli modda (95 tonna) yuklangan sisterna nazorat qilinmasligi oqibatida yo'l-yo'lakay tomchilab borgan. Bu holatni o'z vaqtida sezgan yoshlik stansiyasi xodimlari darhol tegishli choralarni ko'rib, baxtsizlikni oldi olingan. Agarda sisternadagi suyuqlik shu yerga to'liq oqib ketganda nafaqat stansiyadagi va uning atrofidagi aholini, balki 13 km olisda yashovsi aholini ham zaharlagan bo'lardi. Shunga o'xshash ko'plab misollarni keltirish mumkin.

Inson uchun xavfli bo'lgan zaharli moddalar bilan ishlaydigan korxonalarining ham soni

O'zbekistonda yildan-yilga ko'payib bormoqda. Bular «O'zbekkimyosanoat» uyushmasiga qarashli korxonalar bo'lib, ular Toshkent, Samarqand, Farg'ona, Olmaliq, Chirchiq, Navoiy, Angren va boshqa shaharlarda (SO_2 , NH_3 , Cl_2 , HNO_3 , H_2SO_4 , CH_3COOH va boshqa zaharli moddalar) joylashgan. Bu korxonadan tashqari kimyoviy, zaharli moddalar bilan ishlaydigan boshqa korxonalar ham mavjud. Hozirgi kunda Respublikadagi kopgina ishlab chiqarish korxonalarida inson uchun zaharli moddalar ishlatiladi. Mabodo muayyan sabablarga ko'ra, bunday korxonalarda avariya sodir bo'lib, kimyoviy moddalar tashqariga chiqib ketsa, xududning zaxarlanish chuqurligi 45-50 km ni (450 km^2 dan ortiq maydonni) tashkil etishi mumkin. Shuning uchun Respublikamiz aholisi, ishlab chiqarish korxonalarining ishchi-xizmatchilari favqulodda yuz beradigan vaziyatlarda to'g'ri ish tutishlari, fuqarolar muhofazasi tomonidan beriladigan har bir yo'riqnoma, vazifalarni to'g'ri bajarishlari va saqlanish qoidalariga rioya etishlari zarur. Buning uchun har bir korxonada, ayniqsa, ishlab chiqarish korxonalaridagi fuqarolar muhofazasi xodimlari avariya va halokatlarni, uning oqibatlarini yo'qotish chora-tadbirlarini hamda ofat ro'y bergan joyda jabrlanganlarga yordam ko'rsatish qoidalarini tushuntirishlari lozim.

Bu borada ayniqsa metallurgiya, kimyo, biotexnologiya, rezina-texnika, neftni qayta ishlovchi va boshqa sanoat tarmoqlarining salbiy ta'siri juda kattadir. Respublikamizdagi sanoati rivojlangan ayrim shaharlarda, jumladan, Samarqand, Farg'ona, Andijon, Qo'qon, Angren, Olmaliq, Chirchiq, Navoiy va boshqa shaharlarda havoning ifloslanish darajasi me'yorida 1,5-2, hatto ayrim joylarda 3-6 marta ortiq. Markaziy Osiyoda havoni eng ko'p ifloslantiruvchi Tojikistonning Tursunzoda shahridagi aluminiy zavodi 1987 yilda havoga belgilangan miqdordan deyarli ikki barobar ortiq zaharli modda chiqarib kelgan. Shamolning yo'nalishiga ko'ra, for birikmasining 80 foizi Surxondaryo viloyatining Sariosiyo, Denov, Oltinsoy tumanlariga tushadi.

Avariya va falokatlar turli xil sharoitlarda, masalan, temir yo'l, avtomobil, suv yo'li, aviatsiya transportlarida sodir bo'lishi mumkin. Avtomobil transportida bo'ladigan avariya

ham katta fojiali hodisalarni keltirib chiqaradi. Bunday ofatlar yuz berishining bir qancha sabablari bor:

- Yo‘l qoidalarining buzilishi;
- Avtomobilni texnik nosozligi;
- Tezlikning haddan tashqari yuqori bo‘lishi;
- Avtomobil haydovchining etarli malakaga ega bo‘lmasligi.

Aviatsiyada avariya - aviatexnikani biror elementlarning ishlamay qolishi, bevaqt ob-havoni o‘zgarishi, uchish-qo‘nish qoidalarini noto‘g‘ri bajarilishi oqibatida sodir etiladi.

Ba‘zan katta avariya ikkita aviatexnikaning bir-biri bilan to‘qnashishi yoki yerga, qushlarga urilishi oqibatida ham sodir bo‘ladi. Aviatsiyada avariya ko‘pchilik hollarda fojialar bilan yakunlanadi.

Aviatsiyadagi avariyalarda qutqarish va tuzatish ishlarini 2 guruhga bo‘lish mumkin:

- 1) boshqarayotgan ekipaj xodimlari tomonidan kamchilikni tugatish ishlari;
- 2) yerdagi xizmatchilarning olib boradigan ishlari.

Bu xildagi avariya yer yuzida tez-tez uchrab turadi. Jumladan, O‘zbekiston aviatsiyasida ham bunday hodisa ro‘y bergan va mudhish halokat bilan yakunlangan holatlar mavjud. Masalan, 1979 yil avgust oyida «Paxtakor» futbol jamoasi a‘zolari tushgan samolyot Minskka ketayotganda osmonda boshqa samolyot bilan to‘qnashib, fojia bilan yakunlangan edi. Buni albatta, Respublikada yashovchi har bir fuqaro yaxshi biladi. 1999 yilda Toshkent-To‘rtko‘l yo‘nalishidagi YAK-40 samolyotining To‘rtko‘l aerodromiga qo‘nish paytida samolyot shassisining ishlamay qolishi oqibatida favqulodda vaziyat yuzaga kelib, 2 kishi qurbon bo‘lgan va 8 kishi turli darajadagi tan jarohatini olgan.

Xulosa. Inson tomonidan yaratilgan va ishlatilayotgan texnik vositalar va texnologik jarayonlarning bino va inshootlar konstruksiyalariga ta’siri texnogen ta’sirlar deb ataladi. Texnogen ta’sirlar quyidagi ko‘rinishlarda namoyon bo‘ladi: 1. Neytral ta’sir etuvchi yoki bino va inshootlarga hech qanday shikast etkazmaydigan va xavf tug‘dirmaydigan tasirlar. 2. Negativ yoki vaqt davomida ma’lum darajada shikast etkazishi mumkin bo‘lgan ta’sirlar. 3. O‘ta salbiy ta’sir etuvchi, bino va inshootlarni butunlay ishdan chiqishiga olib keladigan ta’sirlar. Texnogen ta’sirlar 2 xil holatda namoyon bo‘ladi: 1. Doimiy va uzoq vaqt ta’sir etadigan holat. Bunday ta’sir tabiiy, normal va texnologik jarayonlar amalga oshirilishida hosil bo‘ladi. Bunday ta’sirlar odatda vaqt davomida o‘zining salbiy oqibatlarini ko‘rsatadi. Xulosa o‘rnida ta’kidlash joizki, tabiiy ofatlardan farqli ularoq texnogen falokatlar asosan inson faoliyati va yo‘l qo‘ygan hatolari tufayli sodir bo‘ladi. Shu sababli bularni oldini olish uchun texnologik jarayonlarni to‘g‘ri va puhta rejalashtirish, xavfsizlik choralarini mukammal ishlab chiqish, xavf tug‘diradigan ishlab chiqarish jarayonlarda ishonchli himoya vositalarini oldindan belgilash nihoyatda zarurdir.

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KIMYOVIY HOLATNI BAHOLASH VA TAXLIL QILISH

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Annotatsiya. Ushbu maqolada, kimyoviy holatni baholash, taxlil qilish usllari hamda sano'at obektlarida REMni aniqlash, kimyoviy holatni baholashda havoning turg'unlik darajasi belgilari haqida muallifning nazariy, umumlashtiruvchi fikrlari keltirilgan. Maqola mehnat muhoazasi va texnika xavfsizligi yunalishlari talablari, mehnat muhofazasi va xavfsizlik mutaxassislari hamda keng izlanuvchilar uchun muljallangan.

Kalit so'zlar va iboralar: "Kimyoviy holat, kimyoviy holatni baholash, xavfsizlik, KTZM, izotermiya, konveksiya, sanoat korxonalari, agressiv moddalar".

CHEMICAL STATUS ASSESSMENT AND ANALYSIS

Abstract. In this article, the author's theoretical and general opinions about chemical state assessment, analysis methods and determination of REM in industrial facilities, signs of air stagnation level in chemical state assessment are presented. The article is intended for the requirements of labor protection and technical safety directions, labor protection and safety specialists, and general readers.

Key words and phrases: "Chemical state, assessment of chemical state, safety, KTZM, isotherm, convection, industrial enterprises, aggressive substances"

ОЦЕНКА И АНАЛИЗ ХИМИЧЕСКОГО СОСТОЯНИЯ

Аннотация. В статье изложены теоретические и общие взгляды автора об оценке химического состояния, методах анализа и определения РЗМ в промышленных объектах, признаках уровня застоя воздуха при оценке химического состояния. Статья предназначена для требований направлений охраны труда и технической безопасности, специалистов по охране труда и технике безопасности, а также широкого круга читателей.

Ключевые слова и фразы: «Химическое состояние, оценка химического состояния, безопасность, KTZM, изотерма, конвекция, промышленные предприятия, агрессивные вещества».

Kirish. Kimyoviy holat deb- dushman tomonidan kimyoviy qurollar ishlatilganda, yoki kimyoviy obyektlarda halokat yuz berganda atrof-muhitga kuchli ta'sir etuvchi zaharli moddalar (KTZM) tarqalganligi natijasida hosil bo'lgan sharoitga aytiladi.

Kimyoviy holatni baholash deganda – kuchli ta'sir etuvchi zaharli moddalarni odamlarga, hayvonlarga, suv va boshqa obyektlarga ta'sir etish darajasini aniqlash hamda kimyoviy hujum yoki ishlab chiqarish tarmoqlaridagi falokat oqibatlarini tugatish uchun eng maqbul uslubni tanlash tushuniladi.

Tadqiqot metodlari. Tadqiqot jarayonida ilmiy va o‘quv-uslubiy adabiyotlar tahlili, pedagogik-tarixiy kuzatuv, umumlashtirish, metodlaridan foydalanildi.
















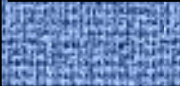





Tadqiqot natijalari va muhokamalar. Kimyoviy holatni baxolashda bashorat usuli bo‘yicha zaxarlangan xavoning tarqalishi uchun qulay bo‘lgan sharoitda (inversiya, shamol tezligi 1 m/s. da) ob‘ektdagi barcha KTZM zaxiralarining tashqariga chiqib ketishi (to‘qilish) oqibatlarini o‘rganish orqali aniqlanadi. Kimyoviy holatni baholashda quyidagi ma‘lumotlarga tayaniladi:

- zaharli moddalarning turi va uning ishlatilgan vaqti;
- zaharli moddaning ishlatilish vositasi;
- zaharli moddaning ishlatilgan joyi;
- Shamolning tezligi va yo‘naliShi;
- havo va yerning harorati;
- kimyoviy shikastlanishning miqyosi va tavsifini aniqlash;
- havoning turg‘unlik darajasi (inversiya, izoteriya va konveksiya);
- fuqarolarning himoyalaniSh darajasi.

Kimyoviy holatni baholashda havoning turg‘unlik darajasini bilish muhim ahamiyatga ega, chunki aynan havoning holatiga ko‘ra kimyoviy shikastlanish hududining miqyosi, hamda talofotlanish hajmi sarhisob qilinadi.

Havoning vertikal turg‘unligi uchta darajaga bo‘linadi: inversiya, izoteriya va konveksiya (1-rasm).

1-rasm Ob-havo ma‘lumotlariga ko‘ra havoning vertikal turg‘unlik darajasini baholash

| Shamol tezligi, m/s | Kechqurun | | | Kunduzi | | |
|---------------------|---|---|---|--|---|---|
| | Ochiq | Yarim ochiq | Bulutli | Ochiq | Yarim ochiq | Bulutli |
| 0,5 | Inversiya |  |  | Konveksiya |  |  |
| 0,6...2 |  |  |  |  |  |  |
| 2,1...4 |  |  |  |  | Izotermiya |  |
| 4 dan yuqori |  |  |  |  |  |  |

Izoteriya odatda kechqurungi vaqtlarda qo‘yosh botiShiga taxminan 1 soatlar qolganda vujudga keladi va qo‘yiSh botgandan 1 soatlardan keyin u parchalanib ketadi. Inversiyada havoning pastki qatlami yuqori qatlamidan sovuqroq bo‘ladi hamda bu holat zaharlangan havoning balandlikka tarqaliShiga qarShilik ko‘rsatadi va zaharlangan havo uzoqroq vaqt saqlaniShiga qulay Sharoit yaratib beradi.

Izoteriya - havoning muvozanatini barqarorligi bilan tavsiflanadi. U ko‘proq bulutli havoga xos, lekin inversiyadan konveksiyaga (ertalabki vaqtlarda) va aksincha (kechqurungi vaqtlarda) o‘tiSh soatlari ham vujudga keliShi mumkin.

Konveksiya odatda, quyosh chiqiShidan 2 soat keyin hosil bo‘ladi va quyosh botiShidan 2-2,5 soat oldin buziladi. Bu ko‘proq yozgi ochiq kunlarda kuzatiladi.

Konveksiyada havoning pastki qatlamlari yuqoridagilaridan ko‘ra ancha issiq bo‘ladi va bunday holat zaharlangan havoning tez tarqaliShiga, oqibatda zaharlanish ta‘sirining kamayiShiga olib keladi. SHuning uchun havo ochiq, quyosh chiqib turgan vaqtda zararlangan bulutlarni xavfli

konsentratsiyada tarqaliSh chuqurligi ikki marta kamayadi, inversiya holatlarida (havo oqimi yer yuzasi bo'ylab harakat qilayotgan vaqtda) zaharlovchi moddadan zararlangan bulutlar xavfli konsentratsiyasini tarqaliSh chuqurligi 1,5-2 marta ortadi, u taxminan 50 kmni tashkil qilishi mumkin.

Kimyo zavodlari joylashgan Shaharlardagi ba'zi-bir KTZM larning fuqarolarga bo'ladigan xavfi

| Shahar | Obyekt | KTZM | ZaharlaniShi mumkin bo'lgan mintaqadagi odamlar soni |
|-----------|-----------------------------|--------------|--|
| Navoiy | Navoiy azot I.Ch.B. | ammiak, xlor | 99250 |
| Samarqand | Mineral o'g'it I.Ch. zavodi | ammiak, xlor | 55130 |
| Olmaliq | Kimyo zavodi | ammiak, xlor | 1710 |
| Angren | Tillo koni | ammiak, xlor | 450 |
| Chirchiq | Elektroximprom I.Ch.B. | ammiak, xlor | 39400 |
| Farg'ona | Farg'ona azot | ammiak, xlor | 607300 |

Xulosa. Kimyoviy sharoitni baholash quydagicha o'tkaziladi:

1. Razvedka ma'lumotlariga qarab kimyoviy zararlanish o'chog'i chiziladi va unda zaharlovchi moddalar bulutining taxminiy chuqurligi hamda uning turg'unligi ko'rsatiladi.

2. Zararlangan bulutning harakat tezligi Shamolning tezligiga bog'liq bo'ladi, chuqurligi esa zaharlovchi moddaning turiga, fizik-kimyoviy xossaga, shamol tezligiga, joylarning xususiyatiga va atmosferaning turg'unlik darajasiga bog'liq.

3. Kimyoviy zararlanish o'chog'ida qo'llanilgan zaharlovchi moddaning turg'unligi aniqlanadi. Zaharlovchi moddaning turg'unligi fizik-kimyoviy xossalriga, havo va yerdagi tuproqning haroratiga, shamolning tezligiga, yog'ingarchilik va joylarning xususiyatiga bog'liq bo'ladi.

4. Aholini yoki shaxsiy tarkibning himoya vositalarida bo'lish vaqti zaharlovchi moddaning turg'unligiga qarab taxminan belgilanadi. kimyoviy zararlanish chog'ida turlicha uzoqlikda bo'lgan shaxsiy tarkibning gazniqobda taxminiy bo'lish vaqtini jadvaldan topiladi. inversiya holatlarida gazniqobda bo'lish muddati ko'rsatilgan muddatdan 2 barobar ko'p bo'ladi. Konveksiya holatida esa gazniqobda bo'lish vaqtini 2 barobar kamaytiriladi.

5. Zaharlovchi modda bug'lari va aerezollari tarqalgan hududlarda hamda zararlanish o'choqlarida shaxsiy tarkib tomonidan sanitar yo'qotishlar ehtimoli aniqlanadi.

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KUCHLI TA'SIR ETUVCHI ZAHARLI MODDALAR (KTZM) QO'LLANILADIGAN OBYEKTlardagi AVARIYADA KIMYOVIY HOLATNI BAHOLASH.

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Annotatsiya. Ushbu maqolada, kimyoviy holatni baholash, taxlil qilish usllari hamda sano'at obektlarida REM, (KTZM)ni aniqlash, kimyoviy holatni baholashda havoning turg'unlik darajasi belgilari haqida muallifning nazariy, umumlashtiruvchi fikrlari keltirilgan. Maqola mehnat muhoazasi va texnika xavfsizligi yunalishlari talablari, mehnat muhofazasi va xavfsizlik mutaxassislari hamda keng izlanuvchilar uchun muljallangan.

Kalit so'zlar va iboralar: “Kimyoviy holat, kimyoviy holatni baholash, xavfsizlik, KTZM, izotermiya, konveksiya, sanoat korxonolari, agressiv moddalar”.

ASSESSMENT OF THE CHEMICAL SITUATION IN AN ACCIDENT IN FACILITIES USING STRONG TOXIC SUBSTANCES (KTZM).

Abstract. In this article, the author's theoretical and general opinions are presented about methods of chemical state assessment, analysis, determination of REM, (KTZM) in industrial objects, signs of air stagnation level in chemical state assessment. The article is intended for the requirements of labor protection and technical safety directions, labor protection and safety specialists, and general readers.

Key words and phrases: "Chemical state, assessment of chemical state, safety, KTZM, isotherm, convection, industrial enterprises, aggressive substances."

ОЦЕНКА ХИМИЧЕСКОЙ СИТУАЦИИ ПРИ АВАРИИ НА ОБЪЕКТАХ, ИСПОЛЬЗУЮЩИХ СИЛЬНО ТОКСИЧНЫЕ ВЕЩЕСТВА (КТЗМ).

Аннотация. В статье изложены теоретические и общие соображения автора об оценке химического состояния, методах анализа, определении РЗМ (КТЗМ) в промышленных объектах, признаках уровня застоя воздуха при оценке химического состояния. Статья предназначена для требований направлений охраны труда и технической безопасности, специалистов по охране труда и технике безопасности, а также широкого круга читателей.

Ключевые слова и фразы: «Химическое состояние, оценка химического состояния, безопасность, KTZM, изотерма, конвекция, промышленные предприятия, агрессивные вещества».

Kirish. Kimyoviy holat deb- dushman tomonidan kimyoviy qurollar ishlatilganda, yoki kimyoviy obyektlarda halokat yuz berganda atrof-muhitga kuchli ta'sir etuvchi zaharli moddalar (KTZM) tarqalganligi natijasida hosil bo'lgan sharoitga aytiladi.

Kimyoviy holatni baholash deganda – kuchli ta'sir etuvchi zaharli moddalarni odamlarga, hayvonlarga, suv va boshqa obyektlarga ta'sir etish darajasini aniqlash hamda kimyoviy hujum

yoki ishlab chiqarish tarmoqlaridagi falokat oqibatlarini tugatish uchun eng maqbul uslubni tanlash tushuniladi.

Tadqiqot metodlari. Tadqiqot jarayonida ilmiy va o'quv-uslubiy adabiyotlar tahlili, pedagogik-tarixiy kuzatuv, umumlashtirish, metodlaridan foydalanildi.

Tadqiqot natijalari va muhokamalar. KTZM ishlatiladigan obyektlardagi avariya kimyoviy holatni baholash, fuqarolarni zaharlanish o'choqlarida bo'lishlari mumkin bo'lgan holda, ularni himoyalanihini tashkil etish maqsadida o'tkaziladi.

Kimyoviy holatni baxolashda bashorat usuli bo'yicha zaxarlangan xavoning tarqalishi uchun qulay b'lgan sharoitda (inversiya, shamol tezligi 1m/s. da) ob'ektdagi barcha KTZM zaxiralarining tashqariga chiqib ketishi (tukilish) okibatlarini o'rganish orkali aniqlanadi.

KTZM saqlanadigan zaxirasining falokatini baxolash, xaqiqatda sodir bo'lgan vaziyatda utkaziladi. Bunda zaxarli moddalarning aniq miqdori va ob xavo sharoitlari xisobga olinadi.

SHunga xam ahamiyat berish lozimki, qaynash xarorati 20°S dan past bo'lgan zaxarli moddalarni (masalan, fozgen, vodorod ftorid va shunga uxshashlar) to'kilishi bilan juda oz vaqt mobaynida bug'lanib ketadi va bug'langan zaxarli modda miqdori, uning tukilgan suyuq miqdoriga teng b'ladi. Agar qaynash harorati 20°S dan yuqori bo'lgan (uglerod (IV) sulfid, sinil kislotasi va boshqalar) va qaynamaydigan zaxarli suyuqliklar (ammiak, xlor, oleum va xokazolar) usha ob'ekt hududi bo'ylab tarqaladi va xavoning yer ustki qatlamini zaharlaydi.

KTZM bo'lgan joylardagi kimyoviy xolatni baxolashda, kimyoviy zaxarlangan hudud o'lchamini, kimyoviy shikastlanish uchog'ini, zaxarli havoning hududga yetib kelish va shikastlash vaqtini xamda kimyoviy shikastlanish uchoqlarida fuqarolarni talafotlanish extimollari ko'zda tutiladi.

Shunga ham ahamiyat berish lozimki, qaynash harorati 20° S dan past bo'lgan zaxarli moddalarni (masalan, fozgen, vodorod ftorid va shunga o'xshashlar) to'kilishi bilan juda oz vaqt mobaynida bug'lanib ketadi va bug'langan zaxarli modda miqdori, uning to'kilgan suyuq miqdoriga teng bo'ladi. Agar qaynash harorati 20° S dan yuqori bo'lgan (uglyerod (IV) sul'fid, sinil kislotasi va boshqalar) va qaynamaydigan zaxarli suyuqliklar (ammiak, xlor, oleum va h.k.) o'sha obyekt hududi bo'ylab tarqaladi va havoning yer ustki qatlamini zaharlaydi.

KTZM bo'lgan joylardagi kimyoviy holatni baholashda, kimyoviy zaharlangan hududni o'lchami, kimyoviy shikastlanish o'chog'i, zaxarli havoni hududga etib kelish vaqti, shikastlash vaqti hamda kimyoviy shikastlanish o'choqlarida fuqarolarni talofatlanish ehtimollari ko'zda tutiladi.

Ochiq joyda KTZM bilan zaharlangan havoning tarqalish chuqurligi (KTZM idishi himoyalannagan, Shamol tezligi 1m/s, izotermiya)*

1-jadval

| KTZM nomi | Idishdagi KTZM miqdori (obyektda), (Tona) | | | | | |
|-----------------------|---|-----|------|-----|-----|-----|
| | 5 | 10 | 25 | 50 | 75 | 100 |
| Xlor, fozgen | 4,6 | 7 | 11,5 | 16 | 19 | 21 |
| Ammiak | 0,7 | 0,9 | 1,3 | 1,9 | 2,4 | 3 |
| Oltinugurt (II) oksid | 0,8 | 0,9 | 1,4 | 2 | 2,5 | 3,5 |
| Vodorod sulfid | 1,1 | 1,5 | 2,5 | 4 | 5 | 8,8 |

* Izoh: inversiyada havo qatlamining tarqalish chuqurligi taxminan 5 barobar katta, konveksiyada esa izotermiyaga nisbatan 5 marta kichik bo'ladi.

Havoning vertikal turg'unlik darajasini shamol tezligiga bog'liqligi (holatlar uchun to'g'rilovchi koeffitsient).

2-jadval

| Havoning vertikal turg'unlik darajasi | Shamol tezligi, m/s | | | | | |
|---------------------------------------|---------------------|------|------|------|------|--|
| | 2 | 3 | 4 | 5 | 6 | |
| Inversiya | 0,6 | 0,45 | 0,38 | - | - | |
| Izotermiya | 0,71 | 0,55 | 0,5 | 0,45 | 0,41 | |
| Konveksiya | 0,7 | 0,62 | 0,55 | - | - | |

Ba'zi KTZM larning parchalanish vaqti (Shamol tezligi – 1m/s)*

3-jadval

| KTZM nomi | Saqlanish turi | |
|------------------------|-------------------|--------------|
| | Himoyalanganmagan | Himoyalangan |
| Xlor | 1,3 | 22 |
| Fozgen | 1,4 | 23 |
| Ammiak | 1,2 | 20 |
| Oltingugurt (IV) oksid | 1,3 | 20 |
| Vodorod sulfid | 1 | 19 |

*Izoh. SHamol tezligi 1 m/s.dan yuqori bo'lganda quyidagi to'g'rilovchi koeffitsientlardan foydalaniladi:

4-jadval

| Shamol tezligi m/s | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------------|---|-----|------|------|------|------|
| To'g'rilovchi koeffitsient | 1 | 0,7 | 0,55 | 0,43 | 0,37 | 0,32 |

Ilova: Shamol tezligi 1m/s dan yuqori bo'lganda quyidagi to'g'rilovchi koeffitsientlar olinadi:

**KTZM ta'siridagi shikastlanish chog'ida fuqarolarning talofotlanish soni, foiz *
Odamlarning joylashgan sharoiti fuqarolarning gazniqob bilan ta'minlanganligi, foiz**

5-jadval

| Odamlarning joylashgan Sharoiti | Fuqarolarning gazniqob bilan ta'minlanganligi, foiz | | | | | | | | |
|---------------------------------|---|----|----|----|----|----|----|----|----|
| | 0 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 |
| Ochiq joyda | 90-100 | 75 | 65 | 58 | 50 | 40 | 35 | 25 | 18 |
| InShootlarda, oddiy boshpanada | 50 | 40 | 35 | 30 | 27 | 22 | 18 | 14 | 9 |

*Izoh: shikastlanish chog'ida odamlarning taxminiy talafotlanish darajasi (foiz): yengil darajada shikastlanish-25; O'rtacha va og'ir darajada-40; O'lim bilan yakunlanadigan holatda-35.

6-jadval

| Shamol tezligi | Inversiya | | Izotermiya | | Konveksiya | |
|----------------|-----------|--------|------------|--------|------------|--------|
| | R<10km | R>10km | R<10km | R>10km | R<10km | R>10km |
| 1m/s | 2 | 2.2 | 1.5 | 2 | 1.5 | 1.8 |
| 2m/s | 4 | 4.7 | 3 | 4 | 3 | 3.5 |
| 3m/s | 6 | 7 | 4.5 | 6 | 4.5 | 5 |
| 4m/s | - | - | 6 | 8 | - | - |
| 5m/s | - | - | 7.5 | 10 | - | - |
| 6m/s | - | - | 9 | 12 | - | - |

Ilova: Zaxarli xavoning urtacha tezligi.

Xulosa. Kuchli ta'sir etuvchi zaharli moddalar bilan ishlaydigan sanoat tarmoqlarida nafaqat avariya oqibatidan fuqarolarga qavf-xatar keltirishi mumkin, balki shu tarmoqlardan chiqindi maqsulotlar xam (atmosfera yoki suv qavzalariga chiqarib yuborilishi) atrof muqitni va tabiatni ifloslantirishi oqibatida insonlar qayotiga jiddiy xavf soladi. Bu borada ayniqsa, metallurgiya, kimyo, biotexnologiya, rezina-texnika, neftni qayta ishlovchi va boshqa sanoat tarmoqlarining salbiy ta'siri juda kattadir. Respublikamizdagi ayrim sanoati rivojlangan ayrim shaharlarda, jumladan, Samarqand, Farqona, Andijon, Qo'qon, Angren, Olmaliq, Chirchiq, Navoiy va boshqa shaxarlarda havoning ifloslanish darajasi me'yoridan 1,5-2 marta xatto ayrim joylarda 3-6 marta ortiq.

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MAIN INDICATORS OF LABOR PROTECTION MEASURES EFFICIENCY.

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Abstract. *In this article, the main indicators of the efficiency of labor protection measures in the field of labor protection and technical safety are studied from the theoretical and analytical point of view, and theoretical methods of labor protection measures and methods are reflected.*

Key words: *"Labor protection, technical safety, labor legislation, psychophysiology, physical activity, working time, work mode, occupational diseases, labor productivity."*

ОСНОВНЫЕ ПОКАЗАТЕЛИ ЭФФЕКТИВНОСТИ МЕРОПРИЯТИЙ ПО ОХРАНЕ ТРУДА.

Аннотация. *В данной статье с теоретико-аналитической точки зрения исследованы основные показатели эффективности мероприятий по охране труда в области охраны труда и технической безопасности, а также отражены теоретические методы и методы проведения мероприятий по охране труда.*

Ключевые слова: *«Охрана труда, техническая безопасность, трудовое законодательство, психофизиология, физическая активность, рабочее время, режим труда, профессиональные заболевания, производительность труда».*

INTRODUCTION.

Systematic work is being carried out in our country in order to ensure that employees work in healthy and safe workplaces and to further improve the labor protection of employees. The Law of the Republic of Uzbekistan "On Labor Protection" adopted in the new version (in the new version) is proof of our opinion.

Today, based on the requirements of the new version of the Law "On Labor Protection", drafts of legal documents on creating safe working conditions for employees are being developed.

In particular, "Model Regulation on the organization of labor protection in the organization", "Model Regulation on the organization's labor protection service" by experts on labor protection of the Federation of Trade Unions of Uzbekistan and the Republican Councils of branch trade unions ", "Regulation on the training, retraining and upgrading of labor protection specialists", "Regulation on the audit of the labor protection management system in the organization", "Professional regulation of the market of services in the field of labor protection "Regulation on State Expertise of Labor Conditions", "Regulation on Inspection and Registration of Occupational Diseases" drafts were thoroughly studied and relevant proposals were prepared.

Adaptation of these legal documents to the new version of the Law will, first of all, ensure the effective and correct organization of labor protection at the level of the republic, sector and region. Also, together with the employer, it increases the responsibility of the employee in terms of labor protection, and increases the interest of the employer in the proper organization of

activities in the field of labor protection without the intervention of state control bodies. The most important thing is that the efficiency of prevention of occupational diseases and industrial accidents increases, thereby further development of the economy of the organization and strengthening of social protection of employees is achieved.

As a result of the implemented reforms, the role of creating decent working conditions for employees of all sectors of the economy is incomparable, and the legal framework is an important factor in this. The new version of the Law "On Labor Protection" entered into force on December 24, 2016 is an important document in this sense, as it is aimed at solving a number of issues.

For example, it increases the responsibility of the employer and employees for the fulfillment of the requirements for labor protection, including hiding the cases of accidents that occurred in production or not conducting its timely inspection, the implementation of the conditions of labor protection a number of other rules are provided, such as putting an end to cases of failure to provide the instructions of the supervising state body within the specified time.

At this point, it is permissible to dwell on some specific aspects of the law. In accordance with its separate article, a labor protection service is established or a specialist position with appropriate training in labor protection is introduced in every organization that carries out production activities and has fifty or more employees.

OBSERVATIONS AND RESULTS OBTAINED.

Specialists of the labor protection service monitor compliance with labor protection rules and norms by all employees, issue mandatory instructions to the heads of structural units to eliminate identified violations, as well as labor protection issues has the right to make submissions to the head of the organization about bringing to responsibility persons who violate the requirements of regulatory documents and regulatory legal documents. These tasks can also be performed by professional participants of the market of services in this field on the basis of a contract.

According to the law, legal entities that provide services on the basis of a labor protection contract are professional participants in the market of services in this field. They can carry out the tasks of the labor protection service in organizations, conduct attestation of workplaces according to working conditions, retrain specialists and improve their qualifications, conduct an audit of the labor protection management system. The Cabinet of Ministers shall determine the requirements for the professional participants of the market of services in the field of labor protection and the requirements for the performance of services by them, as well as the procedure for maintaining their unified register.

As noted in a separate article, the attestation of working conditions of workplaces is in the field of technical regulation of labor protection issues of working conditions, as well as the severity and intensity of the labor process in workplaces and their danger in terms of injury. It is a set of activities conducted in order to assess the compliance with the requirements of regulatory documents and regulatory legal documents, to determine the harmful or dangerous production factor. From the attestation of workplaces on working conditions, productions, institutions, works, professions, positions, etc., where benefits and compensations are provided for employees according to the working conditions in accordance with the procedure established by law, where disabled people are employed, and who give the right to retire on preferential terms Jobs specified in the lists of indicators, jobs in hazardous production facilities should be transferred.

Such attestation is carried out by the employer himself in the prescribed manner. The periodicity of this attestation is determined by legislation, but it should be at least once every five years.

The norm on the audit of the labor protection management system can be said to be one of the special aspects of the law. This audit is an assessment of the state of the labor protection system, which is carried out according to the decision of the employer. The audit will determine whether the labor protection management system in the organization is technically compliant with the requirements of regulatory documents and regulatory legal documents on these issues, the quality of the labor protection management system, the effectiveness of measures aimed at preventing and reducing the level of injuries and occupational diseases in production. evaluation, includes the development of proposals and recommendations aimed at eliminating identified deficiencies, preventing injuries and occupational diseases in production. The audit is performed by professional participants of the market of services in the field of labor protection on the basis of a contract.

In the state management of labor protection, the powers of the Cabinet of Ministers, the specially authorized state body in this field - the Ministry of Labor, as well as the Ministry of Health, state and economic management bodies, and local state authorities related to the field of labor protection are specified in the law.

The most important thing is that the norms of this law are in accordance with the conventions and recommendations of the International Labor Organization and the world standards, and ensure the correct organization of labor protection at the level of the republic, sector and region, and the employer and employees in relation to the fulfillment of labor protection requirements. It will undoubtedly serve to increase the interest of the employer in the correct implementation of the measures in the field of labor protection, prevention and reduction of occupational diseases and accidents in production.

Measures to improve working conditions and labor protection include all economic activities aimed at preventing, ending or reducing the negative impact of harmful and dangerous production factors on workers. These activities can be single-purpose and multi-purpose. Single-purpose measures are fully or mainly aimed at improving working conditions and labor protection. Multi-purpose activities improve the working conditions and increase the level of safety while improving the results of production activities of enterprises. Such activities include, for example, automation of technological process management, mechanization of manual work, introduction of new advanced machines and mechanisms, etc.

Four groups of indicators are currently proposed to evaluate the results of measures to improve working conditions and labor protection: changes in working conditions; social; socio-economic; economic.

Changes in working conditions at workplaces are evaluated: improvement of the level of work safety, improvement of sanitary-hygienic indicators, improvement of psychophysiological indicators, improvement of aesthetic indicators.

The increase in the level of labor safety is characterized by the increase of machines, mechanisms and production buildings in accordance with the requirements of standards, labor safety and construction standards and regulations.

Improvement of sanitary indicators is characterized by reducing the amount of harmful substances in the air, improving the microclimate, reducing the level of noise and vibration, reducing infrasonic and ultrasonic vibrations, ionizing and electromagnetic radiation, ultraviolet and infrared radiation; improve lighting.

Improvement of psychophysiological indicators is characterized by reduction of physical and neuropsychiatric loads, including monotony of work.

Improvement of aesthetic indicators is characterized by rationalization of workplaces and machines; improvement of buildings and enterprise territory, color finishing of equipment and interiors, etc.

Changes in the state of the production environment for the specified factors with the difference between their absolute values before and after the measures, as well as the maximum permissible concentrations, the maximum permissible levels or the relative level describing the degree of compliance of certain factors with the specified levels can be evaluated by comparing indicators. A comprehensive assessment of the state of working conditions is carried out with the growth of jobs in the complex, where the working conditions are in accordance with regulatory requirements.

The social results of the implementation of measures for the improvement of conditions and labor protection are described as the difference in natural values before and after the implementation of the measures according to the following indicators:

- increasing the number of employees whose jobs meet regulatory requirements in accordance with working conditions or reducing non-compliant jobs (in terms of individual factors and the complex));
- reduction of industrial injuries;
- reduction of occupational and general morbidity caused by unfavorable working conditions;
- decrease in personnel turnover due to dissatisfaction with working conditions.

Other indicators can be used to assess social outcomes, such as job satisfaction, increasing the prestige of professions, but only after their reliable quantitative evaluation methods have been developed. Some of the social outcomes can be expressed in the form of savings in labor time and money. Such indicators have a dual character from a socio-economic point of view.

Socio-economic results are expressed in the form of preventing or preventing the loss of living and moral labor in the national economy, enterprises and personal consumption.

An economic approach is needed in the evaluation of socio-economic results, that is, a more complete coverage of all social and economic results in various sectors of the economy, as well as time factors can be taken into account in the evaluation of costs and results of activities.

Economic results are determined by calculating three main indicators: net economic impact, total economic efficiency and comparative economic efficiency.

The net economic impact indicator means the difference between the economic results that lead to the annual measurement and the costs of their implementation. It is calculated in cases of economic justification of all measures and is applied to: justify the expected (calculated) impact of scientific and project decisions on improving conditions and labor protection; choosing the most effective options of two or more activities that differ in terms of their impact on the indicators of the production environment, as well as on their social and economic results; economic evaluation

of the activities actually carried out, in particular, determination of the size of financial incentives for the improvement of working conditions and work in the field of labor protection of employees of enterprises, scientific research and project organizations.

Economic results are characterized by the economic impact of measures to prevent accidents, injuries and occupational diseases, improve hygiene, technical and social conditions.

The economic impact is calculated and used in cases of economic justification of all measures: to justify the expected (calculated) impact of scientific and project decisions on improving conditions and labor protection; selection of the most effective options of two or more activities that affect the indicators of the production environment, as well as their social and economic results; economic evaluation of effective activity.

CONCLUSION.

The indicator of general economic efficiency is the ratio of economic results to costs. It is calculated in cases of economic justification of all measures and is used to determine the costs of improving conditions and labor protection; determining the dynamics of economic efficiency; comparative analysis of cost efficiency in different enterprises, economic sectors and regions; comparison of expected (calculated) and actual economic efficiency with approved standards.

The efficiency index (coefficient) of capital investments should be compared with regulation ($e_n = 0.08$). If $EC > e_n$, capital investment can be considered efficient

The return period of capital investments should be compared with the normative ($t_n = 12.5$ years), if it is less than the regulation, capital investments are considered effective.

Indicators of economic efficiency of measures to improve working conditions and increase their safety are as follows:

- reduce losses due to accidents, fires, injuries and morbidity;
- benefits obtained as a result of increasing labor productivity related to the improvement of medical-biological and technological-technical conditions;
- reduce losses by reducing employee turnover, improve working conditions;
- saving raw materials, materials, energy in the use of equipment used as a means of collective protection;
- reducing costs associated with providing benefits and compensation for workers working in harmful working conditions;
- determining efficiency by reducing irrational loss of working time;
- determining efficiency by reducing compensatory rest;
- to determine the saving of the wage fund in connection with the reduction of additional payments to the tariff rate according to labor conditions;
- to determine the saving of the wage fund in connection with the cancellation of the shortened working day according to the working conditions.

The indicator of comparative economic efficiency of two activities is defined as the difference of costs allocated to these activities, taking into account the time factor. Comparable options are calculated in cases that allow to achieve the same quality of the production environment and have the same social and economic results. On the basis of this indicator, it is necessary to choose the option of actions that allow to achieve the desired state of the production environment with minimum costs.

In order to improve the conditions and economic justification of labor protection measures, the following is necessary:

- selection of initial information about the state of the production environment, achieved social results, technical and economic indicators of the main and implemented capabilities of the enterprise (industry);
- determining the costs of implementation of activities;
- calculation of social and socio-economic efficiency, activity;
- calculate the full economic impact, that is, the economic results of the implementation of the activity;
- calculate the net economic impact, total and comparative efficiency indicators.

The increase in the level of labor safety is characterized by the increase of machines, mechanisms and production buildings in accordance with the requirements of standards, labor safety and construction standards and regulations.

The following socio-economic indicators can be used to assess the social impact of the implementation of labor protection and improvement of working conditions:

1. Reducing the number of workplaces that do not meet the standard requirements of sanitary and hygienic working conditions.
2. Reducing the number of workers in conditions that do not meet sanitary and hygienic standards.
3. Increasing the number of machines, mechanisms and production rooms brought in accordance with the requirements of sanitary hygiene standards and other regulatory and technical documents.
4. Reduction of industrial injuries.
5. Reduce morbidity.
6. Reduction in cases of disability due to trauma or illness.
7. Reducing staff turnover due to unfavorable working conditions.
8. Saving of working time for one employee due to the reduction of staff turnover.

The social impact on these indicators is calculated as the difference of the indicators before and after the activities, as it is indicated in the methodological instructions.

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INNOVATIVE SOLUTIONS FOR IMPROVEMENT OF WORKING CONDITIONS AND ENVIRONMENT THROUGH THE KAIZEN METHOD.

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Abstract. In this article, the personal opinions of the authors about the comfort and safe working conditions for workers in the field of labor protection by organizing work with the help of the "Kaizen" method are presented. The article is intended for the requirements of labor protection and technical safety directions, labor protection and safety specialists, and general readers.

Key words: "Kaizen", occupational diseases, damage, 5s, ergonomics, work activity, harmful and dangerous factor.

ИННОВАЦИОННЫЕ РЕШЕНИЯ ДЛЯ УЛУЧШЕНИЯ УСЛОВИЙ ТРУДА И ОКРУЖАЮЩЕЙ СРЕДЫ С ПОМОЩЬЮ МЕТОДА КАЙДЗЕН.

Аннотация. В данной статье представлены личные мнения авторов о комфортных и безопасных условиях труда работников сферы охраны труда при организации труда с помощью метода «Кайдзен». Статья предназначена для требований направлений охраны труда и технической безопасности, специалистов по охране труда и технике безопасности, а также широкого круга читателей.

Ключевые слова: «Кайдзен», профессиональные заболевания, вред, 5с, эргономика, трудовая деятельность, вредный и опасный фактор.

INTRODUCTION.

The word "kaizen" comes from the Japanese language and translates as "writing in more detail". This method can be used not only in the field of business, but also in various fields. With the help of this manual, it is possible to make small or large changes in various fields, that is, to learn, improve and increase the level of success. This method does not require a lot of time and money, but in the long run it is very effective in improving the quality of work. Enables the application of the Kaizen method to safe working conditions. With this approach, there is a greater focus on safety and health in the workplace, as well as a focus on improving safety and improving quality by making small or large changes every day. As a result, employees will be more motivated and able to perform better while making positive changes in the workplace. Also, the "Kaizen" method helps to increase external and internal security, automate operations and reduce large costs[1].

RESEARCH METHODS.

Methods such as analysis of scientific and educational literature, comparative analysis, generalization, programming and digitization models were used in the research process.

OBSERVATIONS AND RESULTS OBTAINED.

The method called "Kaizen" is taken from the Japanese language, which translates as "writing in more detail". This method is used not only in the field of business, but also in various fields [1] [2].

With this method, it is possible to make small or large changes every day, that is, to learn more detailed possibilities, improve work performance and increase the level of success. This method does not require a lot of time and money, and is very effective in improving the quality of work in the long run. When promoting this method to the field of labor protection, we must first learn what labor protection is. Labor protection is socio-economic, organizational, technical, sanitary-hygiene and treatment-prophylactic measures aimed at ensuring the safety, health and working ability of a person in the labor process, acting on the basis of the relevant law and other regulatory documents, and consists of a system of tools [4] [5].

"Kaizen" method helps to increase external and internal security, automate operations and reduce significant costs. The formation of this method was mainly carried out in Japanese outsourcing companies, and it helped to improve the quality of their effective workplace. And today, this style is helping the success of high-quality workplaces. For example: Providing work activities related to sitting work to employees who have problems with walking. And in addition to this, all the necessary tools and raw materials should be placed in such a way and technology that the employee does not feel that he has a problem with walking and does not affect the continuation of work.

The "Kaizen" method is based on several examples, which are:

- Making changes to reduce the distance of one car and increase its safety;
- Improving the workplace through the exchange of workers;
- Communicating with workers and taking their suggestions into account, and improving operations by implementing suggestions;
- Sending workers to study in order to improve work activities;
- Providing high-quality service to customers by improving quality and changing the methods of implementation in all services;
- To review and change work activities in order to improve external and internal security;
- To reduce high costs in the workplace, review these costs and reduce costs according to requirements;
- With the help of changing mastery in all activities, mastery of work and creation of comfort in the workplace, thereby eliminating factors that lead to occupational diseases;
- Increasing the volume of work and warning of danger through effective use of modern information devices [6,10];
- Ensuring the transfer of safety instructions based on digital technologies [7,9].

Through these directions, the "Kaizen" method helps to achieve success, and this method is very effective in order to use continuous improvement, provide high quality service, ensure safe and comfortable working conditions and increase safety in the workplace.

CONCLUSION.

The following goals can be achieved in the field of labor protection through the "Kaizen" method:

1. Safety: The Kaizen method helps ensure the safety of workers by increasing safety and implementing high-quality work with mandatory safety requirements.

2. Improving quality: This method not only helps to ensure the safety of workers, but also helps to improve the quality of service. Using the "Kaizen" method, it is possible to achieve efficient use of the labor of disabled employees.

3. Cost reduction: "Kaizen" method helps to reduce costs by optimizing work activities. In order to reduce costs through this method, it is possible to achieve success by creating a comfortable environment for employees, reviewing production costs and reducing costs accordingly.

It is possible to effectively implement labor protection works using the "Kaizen" method in production. Improving the quality of the workplace can be achieved by providing employees with high-quality working conditions. Improving the quality of the workplace can be improved through the "Kaizen" method. This method helps not only to ensure the safety of workers, but also to improve the quality of work.

The quality of the workplace and working conditions can be improved through the following methods:

1. Skills and knowledge of workers: Training, seminars, and other external training should be organized to improve the skills of workers [11,12,13].

2. Start every day with the principles of "5S" (labor rationalization system in production): "5S" principles, namely Seiri (sorting), Seiton (placing), Seiso (cleaning), Seiketsu (ordering) and Shitsuke (release) are principles that help to improve quality every day at the workplace [3,7,8].

3. Improve communication between workers: Communication helps to reduce mistakes between workers while doing things successfully in the workplace. In order to improve the communication process, it is necessary to increase the relations between the workers, follow their understanding and explain the important deadlines correctly.

4. Making changes every day: Every day, small or big changes should be made in the workplace. With the help of changes, it is possible to optimize the service process and increase the quality.

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QURILISHDA ISHCHI XODIMLARING XAVFSIZLIGINI TA'MINLASH

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Annotatsiya. Ushbu maqolada, qurilish va ishlab chiqarish sohasida xavfsiz va sog'lom mehnat sharoitlarini yaratib berish uchun mavjud muammolar va ularni bartaraf etish bo'yicha amalga oshirilgan ilmiy tadqiqotlarning natijalarini ifodalangan. Shuningdek, maqolada mazkur masala yuzasidan muallif tomonidan shakllantirilgan ilmiy taklif va amaliy tavsiyalar o'z ifodasini topgan.

Kalit so'zlar va iboralar: "Balandlikda ishlash, xavfsizlik, xavf, shaxsiy himoya vasitalari, ish joylarida sanitariya gigiyena, ortiqcha jismoniy zo'riqish va ruhiy charchash".

ENSURING SAFETY OF WORKERS IN CONSTRUCTION

Abstract. In this article, the results of scientific research on the existing problems and their elimination in order to create safe and healthy working conditions in the field of construction and production are expressed. Also, the article contains the scientific proposals and practical recommendations formulated by the author on this issue.

Key words and phrases: "Work at height, safety, risk, personal protective equipment, sanitary hygiene at work, physical overexertion and mental fatigue".

ОБЕСПЕЧЕНИЕ БЕЗОПАСНОСТИ РАБОТНИКОВ В СТРОИТЕЛЬСТВЕ

Аннотация. В данной статье представлены результаты научных исследований по существующим проблемам и их устранению в целях создания безопасных и здоровых условий труда в сфере строительства и производства. Также в статье содержатся научные предложения и практические рекомендации, сформулированные автором по данному вопросу.

Ключевые слова и фразы: «Работа на высоте, безопасность, риск, средства индивидуальной защиты, санитарная гигиена на производстве, физическое перенапряжение и умственное утомление».

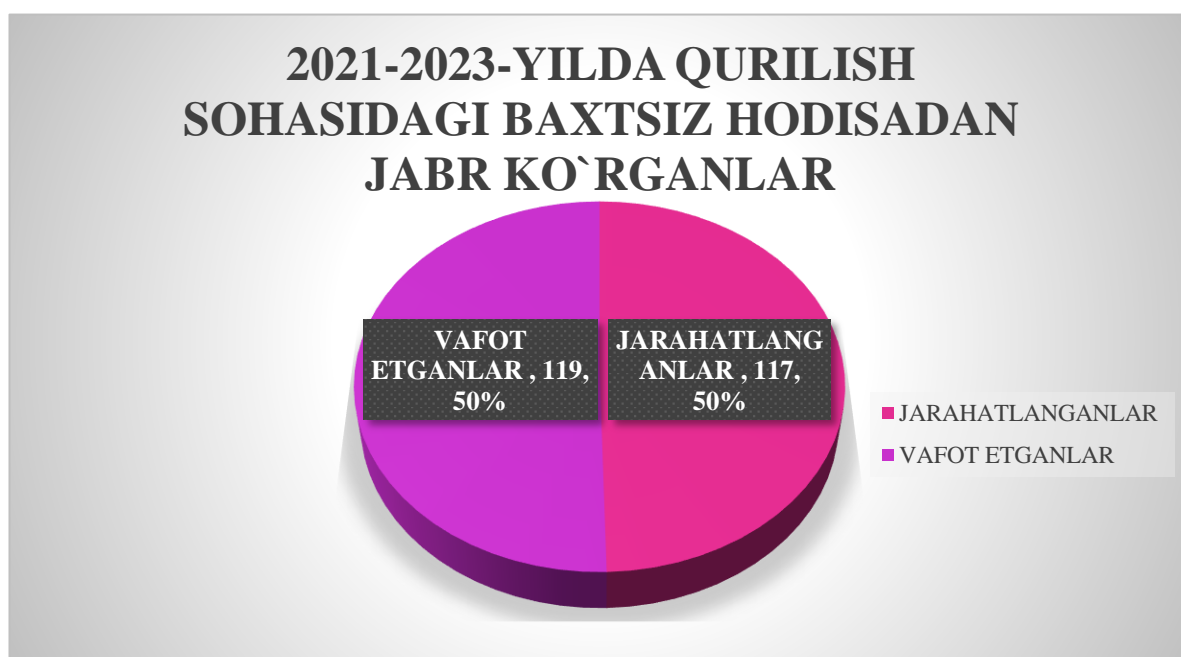
Kirish.

Dunyodagi barcha davlatlar ham shahar va boshqa aholi yashash manzilgohiga o'ziga xos ulug'vorlik beruvchi binolar qurilishiga alohida e'tibor qaratadi. Sababi dunyoning rivojlangan davlatlari qatoriga kirishda davlat tashkiloti muassalari va aholi uchun qulay turar joy binolarining mavjudligi muhim omildir. Qurilish me'morchilik haqida gap ketar ekan, unda quruvchilar mehnati va xavfsizligini alohida takidlash lozim. Afsuski bugungi kunda ko'pchilik qurilish jarayonlarida ishchilarning hayot xavfsizligi to'la taminlangan deb bo'lmaydi. Biz 20-30 m balandlikda ham quruvchilarning ishonchsiz havozalar ustida, o'ta xavfli sharoitda mehnat qilayotganiga ko'p bora guvohi bo'lganmiz.

Hozirgi kunda O'zbekistonda osmon o'par binolar va massivlar barpo etilyapdi. Bundan ko'rinadiki ishchi kuchiga bo'lgan talablar oshadi, yurtimizda qurilish sohasida faoliyat olib borilayotgan korxonalar kundan kunga, yildan yilga oshib ko'payib bormoqda. Demak ishchi xodim va korxonani xavfsizligi talabi tobora o'sib boradi va texnika xavfsizligi xodimi (oliy ma'lumotli) kerak bo'ladi. Texnika xavfsizligi xodimlari asosiy vazifalari qurilish maydonlarida va uning bilan bog'liq ish jarayonlarida sodir bo'ladigan jarahotlanish va boshqa baxtsizliklarini keltirib chiqaradigan sabablar, bartaraf qilish va tashkilot mamuriyatining ishchi va xizmatchilariga ish sharoitini yaxshilab berish ustida nazoratni o'z qo'liga oladi.

So'ngi 3-yilda qurilish sohasining o'zida ro'y bergan baxtsiz hodisalar oqibatida 119 kishi vafot etgan, 117 kishi jarohatlangan.

Agar xodim baxtsiz hodisa tufayli vafot etgan bo'lsa, bir martalik 6 yillik o'rtacha ish haqi to'lab berilishi kerak. Qaramog'ida farzandllari bo'lsa, marhumning o'rtacha oylik maoshi ularning soniga bo'linadi hamda har bir farzandi 18 yoshga kirguncha to'lab boriladi. Baxtsiz hodisa oqibatida jarohat olgan bo'lsa, bir martalik to'lov bir yillik o'rtacha ish haqini tashkil etishi darkor.



Qurilish tashkilotida bo'ladimi, boshqa korxonada bo'ladimi, agar ish beruvchining fuqorolik javobgarligini majburiy sug'urtalanmagan bo'lsa, turgan gap, baxtsiz hodisani yashirishga urinadi. Ming afsuski, biz bu bilan kurashmoqdamiz, ammo uning samarasi sal pastroq. Buning uchun Buning uchun mehnat muhofazasi qilish sohasini ham raqamlashtiramiz kerak. Bugungi kunda biz, baxtsiz hodisa sodir bo'lgach, uning oqibatini kurashishni boshlaymiz. Lekin, bizning taklifimiz, butun jahonda tatbiq qilingan amaliyot, ya'ni har bir xavf-xatar, baxtsiz hodisa ehtimolini baholangan holda mehnat muhofaza qilishni boshqarish tizimini joriy qilishdir.

Mehnat xavfsizligini taminlash uchun bu mehnat jarayonida odamlar sog'ligini saqlab qolishga qaratilgan bir qator texnikaviy tashkiliy tozalik va davolanish bo'yicha tadbir choralarni ishlab chiqish va amalda bajarilishini taminlash hamda nazorat qilib borishdan iboratdir. Mehnat

xavfsizligini boshqarish va xavfsizligi taminlash quyidagi 10 ta shartni bajarilishini bilan amalga oshiriladi:

- Xavfsiz mehnat qilishga o'rgatish va targ'ibot qilish
- Uskunalarining xavfsizligini taminlash
- Xavfsiz ish uslubini taminlash
- Bino va inshootlarni ustuvorligini taminlash
- Mehnat sharoitini sog'lomlashtirish
- Ishchilarni xavfsiz himoya vositalari bilan taminlash
- Eng qulay mehnat sharoitini va dam olish tartibini joriy qilish
- Kasb kasaligini omillarini nazorat qilish va o'z vaqtida davolanish tashkil etish
- Dam olish sharoitini yaxshilash
- Ishchilarni ixtisosi va malakasiga qarab ishga jalb etish.

Qurilishda ishchi xodimlarning ishiga va ish vazifalariga qarab 3 ga bo'linadi:

1-bevosita quruvchilar

2-qurilish uskunalarini boshqaruvchi ishchilar

3-muhandis va quruvchi ustalar

Qurilishda ishlab chiqarish sanitariyasi tozalik va ozodalik bo'yicha taadbirlaar majmuasi tuzishdan iborat bo'lib maqsadi ishlab chiqarish korxonalarida sog'lom mehnat sharoitini yaratishdir. Quruvchining o'ziga xos jihatlari, ya'ni ish joyining doim o'zgarib turishi, ochiq havoda bo'lishi, bir nechta ish jarayonlarini bajara olishi va boshqalar ish joyida mo'tadil iqlim sharoitini yaratishga imkon bermaydi. Shu sababdan salomatlik va ozodalik quruvchilar uchun ish joylarida ishtimoiy va tibbiy xizmat ko'rsatish borasida maxsus uslubiy yo'larni izlashni taqozo qiladi.

Qurilish materialari sanoatida masalan sement, ohak, asfaltbeton va asbofaner ishlab chiqaruvchi korxonalarda o'ta zararli chang va bug' zarralari ajralib chiqadiki, ularni albatta tozalagich qurilmalar yordamida havodan ajratib zararsizlantirish zarur bo'ladi.

Xulosa.

Qurilishda ishchi xodimlarni xavfsizligini ta'minlashda birinchi navbatda himoya vositalari va xavfsizlik kamarlari berilishi kerak. Bundan kelib chiqadiki himoya vositalari ham yangi va bardoshligigi tekshirilish ham kerak bo'ladi. Qurilishda ishchi xodimlarga eng kerakli himoya vositalarini sanab o'tamiz. Birinchi navbatda hammamiz bilamizki boshimizga kaska kiyish kerak, balandlikda ishlasa xavfsizlik Kamari maxsus qo'lqoplari, maxsus poyafzallar ko'zga yaqol ko'rinadigan formalar va ko'z oynaklar va boshqa himoya vositalari kerak bo'ladi.

Qurilishda ishchilar narvonlar orqali ishlaganda Narvon bilan ishlaganda xavfsizlik qoidalariga amal qilish lozim. Narvon bu xavf tug'diradigan buyumdir standart balandlikda 10 funtdan baland bo'lsa pastda ko'rsatilgan qoidalariga rioya qiling.

- Narvon va tayanch joyi sirpanib ketmasligi uchun tayanch qoplamasi qo'yish kerak bo'ladi
- Narvon o'z vazndan belgilangandan yuqori vazn chiqmasligi kerak bo'ladi.
- Boshni himoya vositasi (himoya kaskasi bo'lishi kerak)
- Sirg'alish oldini olish uchun maxsus etiklar kiyish kerak bo'ladi.

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РАБОТА В МАЛЫХ ГРУППАХ КАК ОДНА ИЗ ФОРМ ОРГАНИЗАЦИИ ПОЗНАВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ ПРИ ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ.

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***Аннотация.** В данной статье раскрыты вопросы организации работы в малых группах – как одной из форм познавательной деятельности студентов при обучении русскому языку.*

***Ключевые слова:** личность, общество, групповая работа, успех, мотивация, ответственность, речевое общение, речевые задачи, поисковые методы.*

WORK IN SMALL GROUPS AS ONE OF THE FORMS OF ORGANIZING STUDENTS' COGNITIVE ACTIVITY WHEN TEACHING THE RUSSIAN LANGUAGE.

***Abstract.** This article reveals the issues of organizing work in small groups - as one of the forms of cognitive activity of students when teaching the Russian language.*

***Key words:** personality, society, group work, success, motivation, responsibility, speech communication, speech tasks, search methods.*

Русский язык в умелых руках и в
опытных устах – красив, певуч,
выразителен, гибок, послушен,
ловок и вместителен.

И. А. Тургенев.

Сегодня университет создаёт условия для формирования личности с помощью соответствующих методов и форм организации обучения. Каждый этап занятия требует своей формы учебной работы, поэтому только умелое сочетание этих форм, разумное использование их при решении различных задач обучения приведут к решению тех проблем, которые стоят перед образовательным учреждением. Организация процесса обучения в виде групповой формы способствует становлению личности, удовлетворяющей современным запросам общества.

Групповая форма познавательной деятельности студентов на занятие – это такой способ организации работы студентов, при которой:

- перед всеми группами или перед отдельными группами одновременно поставлена некоторая учебная цель как общая цель для студентов группы;
- задания могут быть как одинаковыми для всех групп, так и дифференцированными для каждой группы;
- отдельным группам оказывается дополнительная помощь со стороны преподавателя; руководство группой осуществляет лидер;

• группа отчитывается на занятие не только перед преподавателем, но и перед группой.

Успех осуществления групповой формы познавательной деятельности зависит от тщательной подготовки преподавателя и его умения уделить внимание каждой группе.

При групповой форме деятельности отдельные студенты могут занимать позицию преподавателя, появляется возможность реальной помощи друг другу. Групповая форма порождает взаимную ответственность, внимательность, формирует интерес к работе товарища. Главная идея обучения в группе – учиться вместе, а не просто выполнять что-то вместе. Сотрудничество, а не соревнование – вот основа обучения в группе.

Индивидуальная ответственность означает, что успех всей группы зависит от вклада каждого участника, что предусматривает помощь друг другу. Обучение происходит при общении.

Владея методикой проведения групповой работы, нужно так организовать учебный процесс, чтобы студенты чувствовали себя полноправными субъектами этого процесса, свободными в творческом достижении принятых ими целей обучения и воспитания. В зависимости от целей занятия преподаватель может применять различные варианты работы в малых группах. Их с успехом можно использовать при решении почти всех дидактических задач. Приведу примеры использования вариантов работы в малых группах на занятиях.

Изучение нового материала занимает в системе занятий особое место. Это первоначальное звено в усвоении новых знаний. В старших курсах по такому материалу проводятся уроки-лекции, включая в себя элементы беседы, уроки-семинары. Я с личного опыта приведу пример проведения семинарского занятия по изучению нового материала по теме: «Знаки препинания в бессоюзном сложном предложении».

В начале занятия определяю тему, путем анализа предложенных предложений, и ставлю цели изучения темы. Затем всю группу разбиваю на разнородные по уровню обученности группы по шесть человека. Каждая группа получает задание изучить теорию вопроса по учебнику. Лидер группы распределяет «каждый знак препинания» (запятая, двоеточие, точка с запятой, тире) среди ее членов.

На первом этапе занятия каждый студент самостоятельно рассматривает по учебнику данный вопрос. После выполнения этой задачи студенты, состоящие в разных группах, но изучающие один и тот же вопрос, встречаются и обмениваются результатами исследований как эксперты по данному вопросу. По окончании данного этапа они возвращаются в группу и обучают всему новому, что узнали сами, других членов группы.

Во время выступления своего товарища студенты делают записи в своих тетрадях.

На заключительном этапе можно предложить индивидуальное тестирование с последующей проверкой внутри группы, тем самым, проверяя качество усвоения темы.

На занятиях изучения нового материала удобно применять групповую форму работы в случаях, когда материал доступен для самостоятельного восприятия и изучения студентами, и опирается на полученные ранее знания.

Основная цель работы в группах на занятиях закрепления заключается в закреплении и осмыслении изученного. Достижение цели происходит благодаря тренировке, которая должна предполагать необходимую вариативность работ, требующую от студентов переноса знаний и умений, их использование в нестандартных ситуациях. Активизировать

учебно-познавательную деятельность каждого студента на таких занятиях можно с помощью проведения практикумов. Группам даются одинаковые задания, которые необходимо выполнять по порядку. Способ решения всех упражнений должен знать каждый студент в группе.

Преподаватель может попросить рассказать решение любого задания любого студента группы, может предложить ему дополнительные вопросы по этому упражнению.

Следовательно, студенты заинтересованы в том, чтобы все члены группы разобрались в решении каждого задания, потому что от этого будет зависеть выставление оценки за работу в группе.

Таким образом, применение групповых форм работы на занятиях по изучению нового материала позволяет каждому студенту получить целостное представление о важных и сложных темах курса, способствует формированию у них познавательных и исследовательских умений. Работа в группах на занятиях закрепления дает возможность повысить качество знаний, полученных студентами: растет заинтересованность студентов в решении задач различными методами, увеличивается ответственность за выполнение и понимание не только своего задания, но и остальных задач, а также по пониманию решения другими членами группы.

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ПЕДАГОГИЧЕСКИЕ МЕТОДЫ И ПРИЁМЫ СТИМУЛИРОВАНИЯ И МОТИВАЦИИ УЧЕНИЯ, ПРИМЕНЯЕМЫЕ НА УРОКАХ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ

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***Аннотация.** В данной статье говорится об основных педагогических методах и приёмах стимулирования и мотивации учения, применяемых на уроках русского языка и литературы; изучении системы уроков с применением различных приёмов по формированию учебных мотиваций на разных этапах урока.*

***Ключевые слова:** мотивация, стимулирование, фактор, словесные, практические, репродуктивные, поисковые методы, стратегия, речевые задачи, речевое общение.*

PEDAGOGICAL METHODS AND TECHNIQUES FOR STIMULATING AND MOTIVATING LEARNING USED IN RUSSIAN LANGUAGE AND LITERATURE LESSONS

***Abstract.** This article talks about the main pedagogical methods and techniques for stimulating and motivating learning used in Russian language and literature lessons; studying a system of lessons using various techniques to form learning motivations at different stages of the lesson.*

***Key words:** motivation, stimulation, factor, verbal, practical, reproductive, search methods, strategy, speech tasks, speech communication.*

*Вопрос о мотивации учения есть
вопрос о процессе самого учения.*

П.Я. Гальперин

Изучение мотивации и ее формирование – это две стороны одного и того же процесса воспитания мотивационной сферы целостной личности обучающегося.

Результаты изучения легли в основу разработки системы уроков с применением различных приёмов по формированию учебной мотивации на основных этапах урока.

Стимулом в психологии называют внешнее побуждение человека к активной деятельности. Поэтому стимулирование - это фактор деятельности преподавателя. В самом названии “методы стимулирования и мотивации” находит отражение единство деятельности педагога и студентов:

Для того чтобы повысить мотивацию учащихся необходимо использовать весь арсенал методов организации и осуществления учебной деятельности:

словесные

наглядные и практические методы

репродуктивные и поисковые методы

методы самостоятельной учебной работы и работы под руководством учителя.

1) Рассказ, лекция, беседа позволяют разъяснять учащимся значимость учения, как в общественном, так и в личностном плане - для получения желаемой профессии, для активной общественной и культурной жизни в обществе. Яркий, образный рассказ невольно привлекает внимание студентов к теме урока.

2) Общеизвестно стимулирующее влияние наглядности, которая повышает интерес учащихся к изучаемым вопросам, возбуждает новые силы, позволяющие преодолеть утомляемость. У студентов появляется повышенный интерес к практическим работам, которые в этом случае выступают в роли стимуляторов активности в учении.

3) Ценным стимулирующим влиянием обладают проблемно-поисковые методы в том случае, когда проблемные ситуации находятся в зоне реальных учебных возможностей обучения, т.е. доступны для самостоятельного разрешения. В этом случае мотивом учебной деятельности учащихся является стремление решить поставленную задачу.

4) Неизменно воодушевляет учащихся введение в учебный процесс элементов самостоятельной работы, если, конечно, они обладают необходимыми умениями и навыками для ее успешного выполнения. В данном случае у них появляется стимул к выполнению задания правильно и лучше, чем у соседа.

Далее рассмотрим более подробно пути и средства повышения мотивации учащихся, которые наиболее продуктивны на современном этапе развития образования.

По мнению А. К. Марковой «усвоение языка будет происходить успешнее, если сообщить этому процессу дополнительную мотивацию – использование языковых средств в целях общения.

Включение языка в деятельность речевого общения, по-видимому, может изменить цели и мотивы изучения языка: усвоение языковых сведений становится средством решения речевых задач». Я считаю, что о речевой деятельности можно говорить только тогда, когда у человека есть потребность в устной или письменной форме передать кому-то свою мысль. Только создание собственного текста можно считать речевой деятельностью.

Только создавая текст, учащийся применяет и усваивает правила. Если дать им возможность читать вслух на уроке свои работы (или их фрагменты), то произойдут очень серьезные изменения. Иным станет отношение к своей работе: одно дело положить её на стол учителю и знать, что, кроме учителя, эту работу никто не увидит и не услышит, и совсем другое - представлять свои мысли на суд однокурсников, чье мнение для студентов очень важно. Постепенно это приведет к тому, что исчезнут списанные сочинения, тексты самым тщательным образом будут редактироваться их авторами, появится необходимость проверять написание многих слов и предложений.

Для повышения мотивации учения целесообразно использование так называемых «контрактов» (индивидуальных и групповых договоров), заключаемых между педагогами и студентами. В таком добровольном контракте соглашения (после совместного обсуждения) фиксируется четкое соотношение объемов учебной работы, её качества и оценок. Контракты, с одной стороны, стимулируют и организуют самостоятельное и осмысленное учение школьников, а с другой стороны, они создают в процессе обучения психологическую атмосферу уверенности и безопасности, свободы и ответственности.

Например, «*Линия времени*».

Учитель чертит на доске линию, на которой обозначает этапы изучения темы, формы контроля; проговаривает о самых важных периодах, требующих от ребят стопроцентной отдачи, вместе с ними находит уроки, на которых можно «передохнуть». «Линия времени» позволяет обучающимся увидеть, что именно может являться конечным продуктом изучения темы, что нужно знать и уметь для успешного усвоения каждой последующей темы.

Для появления интереса к изучаемому предмету необходимо понимание нужности, важности, целесообразности изучения данного предмета в целом и отдельных его разделов, тем.

Этому могут способствовать следующие приёмы.

«Оратор»

За 1 минуту убедите своего собеседника в том, что изучение этой темы просто необходимо.

«Автор»

...Если бы вы были автором учебника, как бы вы объяснили однокурсникам необходимость изучения этой темы?

...Если бы вы были автором учебника, как бы вы объяснили эту тему?

«Фантазёр»

На доске записана тема урока.

- Назовите 5 способов применения знаний, умений и навыков по этой теме в жизни.

.....

- Вот видите, как важно...

«Кумир»

На карточках раздать «кумиров по жизни». Пофантазируйте, каким образом они бы доказали вам необходимость изучения этой темы?

«Профи»

Исходя из будущей профессии, зачем нужно изучение этой темы?

Одна из составляющих мотивации – умение ставить цель, определять зону ближайшего развития, понимать, зачем нужно писать грамотно. Цель, поставленная педагогом, должна стать целью ученика. Для превращения цели в мотивы-цели, большое значение имеет осознание студентом своих успехов, продвижения вперед. Для развития этих умений можно использовать следующие приёмы.

В начале учебного года можно попросить ребят ответить на ряд вопросов:

А. На что был похож прошлый учебный год?

На что ты хочешь, чтобы он был похож в этом году?

Что тебе нужно сделать для этого?

Какая нужна помощь?

Б. Какую оценку ты хотел бы иметь по предмету за... семестр?

Что тебе нужно сделать, чтобы это было так?

Чья помощь, и в какой форме тебе нужна?

Как ты поймёшь, что результат достигнут?

Иногда предполагаемые итоговые оценки ребята могут сразу выставить карандашом в тетрадях. Некоторых это стимулирует.

Образовательная стратегия.

- *Что ты сделал, чтобы написать эту работу на «5»?*

- *Как ты готовился к сочинению, что позволило тебе написать его хорошо?*

Подобные рассказы помогают студентам делиться успешными обучающими стратегиями.

Создание ситуации успеха также позволяет замотивировать обучающихся на активную работу во время урока. Во время фронтального опроса целесообразно научить ребят начинать свой ответ словами: «Я знаю, что...». Этот приём способствует росту уверенности учащихся в своей лингвистической компетенции.

Связь изучаемого с интересами, уже существовавшими у студентов ранее, тоже способствует возникновению интереса к новому материалу.

Очень важно не только записать тему на доске, но и вызвать у учащихся эмоциональный отклик, отношение к этой теме. Это можно сделать через признание личности студента, опираясь на его жизненный опыт.

- *Что вы уже знаете об этой теме?*

- *Подберите слова об этом или на эту тему....*

- *Вот видите! В вашей памяти это уже хранится! Значит это нужно!*

(Не правда ли, звучит как открытие!)

Проблемность обучения

На каждом из этапов урока необходимо использовать проблемные мотивации, задания.

Если учитель делает это, то обычно мотивации учащихся находятся на достаточно высоком уровне. Важно отметить, что по содержанию она является познавательной, т.е. внутренней.

Основная движущая пружина поискового, проблемного обучения – это система интересных вопросов, творческих заданий и исследовательских проектов, которые ставятся перед учащимися.

Необходимо широко использовать:

▪ вопросы, адресованные студентам, в которых сталкиваются противоречия.

Необходимость преодолеть противоречие - самый мощный двигатель мысли.

Например, определи и докажи, где какая часть речи:

Бревно лежит поперёк канавы. Мы шли вдоль и поперёк....

(В)пустую комнату; спорить (в)пустую; подняться (на)верх; прикрепить (на)верх шеста;

работать (по)новому; идти (по)новому шоссе).

▪ вопросы, требующие установления сходства и различия. Чем менее очевидно это различие или сходство, тем интереснее его обнаружить;

▪ вопросы по установлению причинно–следственных связей. Открытие каждой причины – шаг к более глубокому пониманию.

▪ Одним из видов активного поиска являются действия выбора, работа по желанию. (Например, выучить понравившееся стихотворение или отрывок по выбору).

▪ Активная поисковая деятельность стимулирует собственные примеры обнаружения грамматических закономерностей.

Поисковую умственную активность вызывают задания, которые требуют от студентов исправления логических, фонетических, стилистических и прочих ошибок.

Постоянная систематическая работа по обнаружению, исправлению и объяснению ошибок, редактирование текстов – один из действенных методов обучения и развития.

Необходимо также стремиться к организации и использованию в процессе обучения различных «обратных связей» между педагогом и учащимися (взаимный опрос-диалог, собеседование, дискуссия, групповые формы обучения и т.п.) Важно учитывать, что особое место начинают занимать взаимоотношения сверстников через их общения между собой.

Не случайно, Д.Б. Эльконин назвал общение ведущей деятельностью подросткового возраста. Кроме этого, в настоящее время принцип деятельностного подхода в образовании становится ведущим, и школьная практика требует конкретных технологий, обеспечивающих его реализацию. Поэтому, на наш взгляд, особое место должна занять организация общения сверстников, чему могут способствовать особые (например, проектные) формы организации учения. В чем же суть обучения учащихся в форме проектной деятельности?

Проектная деятельность – педагогическая технология, ориентированная не на интеграцию фактических знаний, а на их применение и приобретение новых путем самообразования. Метод дает простор для творческой инициативы учащихся и педагога, подразумевает их дружеское сотрудничество, что создает их положительную мотивацию к учебе.

“Я знаю, для чего мне надо то, что я познаю. Я знаю, где и как эти знания применить”. Эти слова вполне могут стать девизом тех, кто берется за работу такого рода.

Типология проектов очень обширна (исследовательские, прикладные, творческие, информационные проекты и т.д.), По количеству участников различаются так называемые монопроекты и коллективные проекты. По временной протяженности проекты могут быть самыми разнообразными (от одного урока до нескольких месяцев), в зависимости от поставленной задачи.

В создании проекта может участвовать как один студент, так и группа ребят. Можно создавать межпредметные (на основе координации учебных предметов) и монопредметные проекты. Реализация метода проектов на практике ведет к изменению позиции педагога. Из носителя готовых знаний он превращается в организатора учебно-познавательной деятельности своих студентов.

Литература как учебный предмет – замечательная, плодородная почва для проектной деятельности. Педагоги-словесники часто сталкиваются с такими проблемами как отсутствие читательского интереса среди учащихся, узкий кругозор, отсутствие навыка анализа и обобщения. Интересная работа в группе даст ребятам почувствовать предмет, получить новые знания, а учителю – решить вышеперечисленные проблемы.

Примерные темы проектов: "Берёза - символ России" - основой этого коллективного проекта является изучение темы "Природа в произведениях русской литературы"; возможна разработка индивидуальных проектов, например по русскому языку - "Имя прилагательное" и т.п.

Таким образом, развитию у учащихся положительного отношения к учению способствуют все средства совершенствования учебного процесса: обновление содержания

и укрепление межпредметных связей, совершенствование методов обучения, использование всех видов проблемно-развивающего обучения, модернизация структуры урока, применение различных форм индивидуальной, коллективной и групповой работы и т.д. Вместе с тем, очень важно, на наш взгляд, обеспечить сбалансированность между поисковой и исполнительской частью учебной работы, между совместной и индивидуальной формами работы.

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JADIDCHILIK HARAKATI TUSHUNCHALARINING NAZARIY-FALSAFIY ASOSLARI

Qosnazarova P.Q

Nukus davlat pedagogika instituti 09.00.04 ijtimoiy falsafa 2-bosqich tayanch doktoranti.

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Annotatsiya. Maqolada XIX asrning oxiri va XX asrning boshida Markaziy Osiyoda jadidlik harakatining vujudga kelishi, jadidchilik harakati namoyandalari, uygʻonish mafkurasi, jadidchilik harakatini vujudga keltiruvchilar, adabiyotdagi uygʻonish kabi masalalar haqida soʻz etiladi. Jadidlar faoliyatining muhim yoʻnalishlaridan biri islomni modernizatsiyalash, uni bid'atlardan tozalash, fan yutuqlari va ilgʻor texnologiyalarni egallashdan iborat.

Tayanch soʻzlar: jadidlik, uygʻonish mafkurasi, jamiyati xayriya, xalq dushmani, ilm-fan, adabiyot, jadidchilik harakati.

THEORETICAL-PHILOSOPHICAL FOUNDATIONS OF THE CONCEPTS OF JADIDISM MOVEMENT

Abstract. The article talks about the emergence of the Jadidism movement in Central Asia at the end of the 19th century and the beginning of the 20th century, the representatives of the Jadidism movement, the ideology of the revival, the founders of the Jadidism movement, and the renaissance in literature. One of the important directions of the Jadids' activity is to modernize Islam, purify it from heresies, acquire scientific achievements and advanced technologies.

Key words: Jadidism, ideology of renaissance, charity society, enemy of the people, science, literature, Jadidism movement.

ТЕОРЕТИКО-ФИЛОСОФСКИЕ ОСНОВЫ КОНЦЕПЦИЙ ДВИЖЕНИЯ ДЖАДИДИЗМ

Аннотация. В статье говорится о возникновении движения джадидизма в Центральной Азии в конце XIX - начале XX века, о представителях движения джадидизма, идеологии возрождения, основоположниках движения джадидизма, а также о Ренессанс в литературе. Одним из важных направлений деятельности джадидов является модернизация ислама, очищение его от ересей, приобретение научных достижений и передовых технологий.

Ключевые слова: Джадидизм, идеология Возрождения, общество милосердия, враг народа, наука, литература, движение джадидизма.

XIX asrning oxiri XX asrning boshi jahon sivilizatsiyasining taraqqiyotida keskin burilishlar davri boʻldi. Bu davrda chuqur islohotlar, birinchi va ikkinchi jahon urushi boʻlib, ilm-fan taraqqiyotida tub sifatli oʻzgarishlar roʻy berdi. Bir jamiyatning butunlay yod jamiyat taʼsirida qolishi nafaqat hayotda balki kishilarning falsafasida ham inqilob yasadi.

XIX asrning oxiri va XX asrning boshida Markaziy Osiyoda ham boshqa mintaqalarda boʻlgani kabi oʻzgacha fikrlovchi, yangicha qarash vakillari shakllanib bordi. XIX asrning ikkinchi yarmida Oʻrta Osiyoda ijtimoiy-iqtisodiy tuzum qoloq, fuqarolarning turmush tarzi oʻta past, madaniy-maʼnaviy hayotida islom dini peshvolarining taʼsiri kuchli edi. Insonlar dunyoqarashida tasavvuf falsafasi anʼanalarini tiklashga intilish kuchayib borayotgan bir vaziyatda, unga qarshi kuchlar bilan tafovutlar kelib chiqdi.

“XIX asr ijtimoiy-falsafiy, diniy-axloqiy, siyosiy va madaniy taraqqiyotda so‘nggi va keyingi yuz yillikning boshlanish davri bo‘lib, g‘oyaviy-nazariy va mafkuraviy qarashlarning shakllanish xilma-xilligi bilan ajralib turadi. Jadidlar harakati vujudga kelguniga qadar Turkistonda turli ma‘naviy-g‘oyaviy va mafkuraviy oqimlar qadimchilar, islohotchilar, bedilchilar, mashrabxonlar, shuningdek, Markaziy Osiyo, umuman turkiy xalqlarga taalluqli bo‘lgantafakkurning turli shakllari, ijtimoiy-falsafiy mazmun va yo‘nalishga ega bo‘lgan ma‘rifiy ta‘limotlar va nazariyalar mavjud edi”.

Jamiyatni qisqa fursat ichida o‘zligini toptirish yo‘lida qilingan harakat o‘z aksini topadi: “Tarixdan shu narsa ma‘lumki, har bir kichik harakat ertangi katta harakatning zamini vazifasini o‘taydi. Bu kungi mag‘lubiyat ertangi g‘alabaning amalga oshuvida ozmi-ko‘pmi rol o‘ynaydi. Busiz jamiyatning rivojini tasavvur etish qiyin jadidlik Turkistonda XIX asrning oxirida maydonga kelgan, XX asrning boshida shakllanib, qisqa muddatda o‘zining cho‘qqisiga ko‘tarilgan.

Jadidlik 1917-yilgi bolsheviklar to‘ntarishidan keyin ham sotsialistik diktatura o‘rnatilgunga qadar o‘z mavqe va yo‘nalishini saqlab qola olgan ijtimoiy harakatdir. Ba‘zi manbalarda jadidlik oqim deb atalsa, ba‘zisida harakat deb aytiladi.

Jadidlik oqim emas, harakat deb ta‘kidlaydi B.Qosimov. Oqim bilan harakat o‘rtasidagi tafovut anchagina bo‘lsada, maqsad jadidchilik doirasini qoralash orqali kamaytirish edi. Jadidshunos olim B.Qosimov jadidlik harakatining xarakter va muddaosini 3 turga bo‘lib izohlaydi:

-Jamiyatning barcha qatlamlarini jalb eta oldi. Uyg‘onish mafkurasi bo‘lib xizmat qildi.

-Mustaqillik uchun kurash olib bordi. Uning g‘ayrat va tashabbusi bilan dunyo ko‘rgan Turkiston muxtoriyati bu yo‘ldagi amaliy harakatning dastlabki natijasi edi.

-Ma‘orif va madaniyatni, matbuotni ijtimoiy-siyosiy maqsadlarga moslab chiqdi. Endi jadidlarning bu harakatlari qanday boshlaganlari haqida qisqacha to‘xtalib o‘tsak.

Jadidchilik dastlab XIX asrning 80-yillarida Qrimda Ismoilbek Gasprinskiy rahbarligida qrimtatarlar o‘rtasida vujudga keldi. Jadidchilik harakati namoyandalari ko‘pincha o‘zlarini taraqqiyparvarlar, keyinchalik jadidlar deb atashgan. O‘sha davrning ilg‘or taraqqiyparvar kuchlari, birinchi navbatda, ziyolilar mahalliy aholining umumjahon taraqqiyotidan orqada qolayotganligini his etib, jamiyatni isloh qilish zaruriyatini tushunib yetgandilar. Jadidchilik mohiyat e‘tibori bilan avvalo siyosiy harakat edi.

Uning shakllanish va mag‘lubiyatga uchrash davrlari bo‘lib, ularni shartli ravishda to‘rtga bo‘lish mumkin. Turkiston, Buxoro va Xiva hududida bu davrlar 1895-1905; 1906-1916; 1917-1920; 1921—1929- yillarni o‘z ichiga oladi. Birinchi davrda Turkistonda podsho Rossiyasining mustahkam o‘rnashib olishi kuzatiladi. U o‘z siyosiy agentlari (vakillari) yordamida mahalliy xon va amir vakolatlarini cheklabgina qolmay, ularni qo‘g‘irchoqqa aylantirib, rus va g‘arb sarmoyadorlarining ishlashi va yashashi uchun sharoit yaratadi, turli kompaniyalar, aksiyadorlik jamiyatlari manfaatini ko‘zlaydi.

Ayni chog‘da mahalliy aholining talab va ehtiyojlari nazarga olinmay qo‘yildi, diniy e‘tiqodlari, urf-odatlar bilan hisoblashmaslik, ularni mensimaslik kuchaydi. Hayotiy, ilmiy saviyasi yuqori bo‘lgan qozilar tajribasiz kishilar bilan almashtirildi, poraxo‘rlik, ijtimoiy-siyosiy adolatsizlik avj oldi.

Madrasa va maktablar faoliyatini cheklash, mahalliy joy nomlarini ruscha atamalar bilan almashtirish, hatto mahkama jarayonida qozilar bo‘yniga xoch taqdirishgacha borildi.

O‘sha davr ahvolini Muhammadali xalifa Sobir o‘g‘li (Dukchi eshon) xalqqa qarata o‘z „Xitobnoma“si (1898) da yaxshi bayon qilgan. Millat istiqbolini o‘ylovchi taraqqiyparvar kuchlar xalqning deyarli barcha tabaqalari - hunarmand, dehqon, savdogar, mulkdor, ulamolar orasida mavjud edi. Ziyolilar dastlab chorizmga qarshi kurashni xalqni asriy qoloqlikdan uyg‘otish - siyosiy-ma‘rifiy jabhadan boshlashga qaror qildilar.

Jadidchilik harakati ana shunday tarixiy bir sharoitda Turkiston mintaqasida rivojlanish uchun o‘ziga qulay zamin topdi. Jadidlar orasidan yetuk olimlar, sanoat va ziroatchilik sohalarining zamonaviy bilimdon mutaxassislari, madaniyat arboblari yetishib chiqib, yurtni obod va o‘z vatanlarini mustaqil ko‘rishni orzu qildilar va shu yo‘lda kurashdilar.

Jadidlarning Turkiston mustaqilligi uchun kurashida asosan quyidagi yo‘nalishlar ustuvor edi: yangi usul maktablari tarmog‘ini kengaytirish; qobiliyatli yoshlarni chet elga o‘qishga yuborish; turli ma‘rifiy jamiyatlar va teatr truppalari tuzish; gazeta va jurnallar chop qilish, xalqning ijtimoiy-siyosiy ongini yuksaltirish bilan Turkistonda milliy demokratik davlat qurish.

Jadid ziyolilarining kuchli partiyasi tashkil qilingan taqdirdagina bu ishlarni amalga oshirish mumkin edi. Jadidlarning dolzarb g‘oyasi yuqorida ta‘kidlab o‘tganimizdek: Turkistonni o‘rta asrlarga xos qoloqlik va diniy xurofotdan ozod etish, shariatni isloh qilish, xalqqa ma‘rifat tarqatish, Turkistonda muxtoriyat hukumatini barpo etish uchun kurash, Buxoro va Xivada konstitutsiyaviy monarxiya va parlament, keyinchalik demokratik respublika tuzumini o‘rnatish orqali ozod va farovon jamiyat qurish, barqaror milliy valyutani joriy qilish va milliy qo‘shin tuzish edi.

Turkistonda jadidchilik harakatini vujudga keltiruvchilar tepasida Mahmudxo‘ja Behbudiy, Abduqodir Shukuriy (Shakuriy), Ajziy (Samarqand), Munavvarqori Abdurashidxonov, Abdulla Avloniy, Majid Qori Qodiriy, Ubaydullaxo‘ja Asadullaxo‘jayev (Ubaydulla Xo‘jayev), Toshpo‘latbek Norbo‘tabekov (Toshkent), Fitrat, Fayzulla Xo‘jayev, Usmonxo‘ja Po‘latxo‘jayev, Abdulvohid Burhonov, Sadridin Ayniy, Abdulqodir Muhiddinov (Buxoro), Obidjon Mahmudov, Hamza, Cho‘lpon, Is‘hoqxon Ibrat, Muhammadsharif So‘fizoda (Farg‘ona vodiysi), Boltihoji Sultonov, Rahmonberdi Madazimov, Fozilbek Qosimbekov (O‘sh uyezdi), Polvonniyoz hoji Yusupov, Boboovun Salimov (Xorazm) turardi. 1904—1905-yillardagi rus-yapon urushi, 1905—1907-yillarda bo‘lgan 1- rus inqilobi, 1905—1911-yillardagi Eron inqilobi, 1908-yil Turkiyada bo‘lgan Yosh turklar inqilobi jadidlar dunyoqarashiga kuchli ta‘sir ko‘rsatdi. Jadidlar o‘z gazeta va jurnallari, yangi usul maktablari, turli kutubxona va qiroatxonalar, havaskor teatr gruppalari tevaragida to‘planishar edi.

Ularning ko‘pchiligi shu davrning ko‘zga ko‘ringan ijodkorlari — shoir-u yozuvchilar edi. Ular o‘z asarlari bilan tarixan yangi milliy adabiyot yaratdilar. Adabiyot davr voqealariga hamohang bordi. 1910-yillardayoq ma‘rifat va ozodlik g‘oyalari uning markaziy mavzuiga aylandi. Adabiyotga „millat“ va „vatan“ tushunchalari kirib keldi. Milliy she‘rlarga rag‘bat kuchaydi. Yangi zamonaviy dostonchilik maydonga keldi, publitsistika (Behbudiy, Fitrat, Munavvarqori, Mirmuhsin) rivojlandi, realistik proza shakllandi.

Shuning uchun ham bu davr adabiyoti O‘zbekiston mustaqilligidan keyin milliy uyg‘onish davri o‘zbek adabiyoti deb davrlashtirildi. Adabiyotdagi bunday uyg‘onish, ayni vaqtda, shu davr

madaniy hayotida ham ro'y berdi. Jadidlar o'zbek xalqi hayotiga tom ma'nodagi milliy teatrni olib kirdi.

Milliy matbaaning vujudga kelishi bilan kitob bosish ishi yo'lga qo'yila boshlandi. Yevropa ko'povozli musiqa san'ati bilan tanishgan jadidlar o'zbek an'anaviy musiqa uslublarini ham isloh qilishga da'vat etishgan.

1919-yilda Toshkentning Eski shahar qismi (hozirgi "Turon" kutubxonasi yonidagi bino) da jadidlar tashabbusi bilan Turkiston xalq konservatoriyasining milliy (eski shahar) bo'limi tashkil etildi. Shu tarzda jadidlar san'at vositasi bilan millat qadrini ko'tarish, san'atning deyarli barcha turlarini yuksaltirishga intildilar. "O'zbekiston Respublikasi" maxsus jildining tegishli bo'limlariga-adabiyoti, teatri, musiqasiga jadidchilikning aksar vakillari yoshlarga dastavval diniy ta'lim bilan bir qatorda dunyoviy fanlarni o'qitish masalasini kun tartibiga qo'yidilar.

Ular musulmon maktablarining ta'lim usuli va dasturlarini isloh qilib, yangicha usuldagi maktablarni ochdilar. Behbudiy, Munavvarqori, Abdulvohid Burhonov, Abdulla Avloniy va boshqalar yangi usul maktablari uchun darsliklar yozib, nashr etishgan.

Bundan tashqari jadidchilik o'z navbatida matbuotni rivojlantirishga kirishdilar maqsad albatta matbuot orqali insonlarga o'sha vaqtdagi siyosiy tuzum, jamiyatning kamchiliklarini yoritib berish va asosiy maqsadi qanday shlarni birinchi navbatda amalga oshirish masalasini o'rta qo'ydi.

1909- yilda Toshkent yosh ziyolilari tomonidan "Jamiyati xayriya" tashkil etildi. Mahalliy yoshlardan davlat mahkamalarida, sanoat, tijorat sohasida ishlaydigan mutaxassislar tayyorlash, kambag'al musulmonlarga madaniyma'naviy yordam ko'rsatish masalasi qo'yildi. Bu millatning boshqa xalqlar ichiga singib ketmasligi yo'lida ko'rilgan tadbirlar edi.

Jadidlarning nashrlari xalqni yangi davr boshlangani bilan tanishtirar ekan, o'zligini anglab, uyushishga chaqirdi. O'lka moddiy va ma'naviy boyliklari talanayotganini oshkor qildi. Usha vaqtdagi jadidlar harakatining yuragi bo'lgan Cho'lpon she'r va maqolalarida mustamlakachilarning asl qiyofalarini ochib tashladi.

Shu tarzda harakatning davom etishi jamiyatda ilg'or fikrli insonlarning shakllanishi "Shaklan milliy, mazmunan sotsialistik" bo'lgan proletar adabiyotning yaratilishi yozuvchilarni o'z g'oyalarini sun'iy ravishda hosil qilingan qoliplarga solishga majbur etdi.

Bu yerda 1923- yildayoq L.Trockiy "Adabiyot va inqilob" asarida "proletar madaniyat bo'lmagan va bo'lmaydi ham" deb yozganini esga olib o'tish o'rinli. Aks holda dehqonlar adabiyoti va ziyolilar adabiyoti haqida masala yuzaga keladi. Cho'lpon ijodi, albatta, hech qanaqasiga proletar adabiyot qatoriga kirmagan. Yuqoridan kelgan ko'rsatma asosida Cho'lponga qarshi ayovsiz siyosiy ta'qib amalga oshirilgan. Zarif Bashir, Ayn, Otajon Hoshimov, Sotti Husayn, Tregulov, S.Pismenniy, A.Arsharuni o'zlarining tanqidiy maqolalarida unga millatchi shoir, "pessimistik kayfiyatdagi ziyolilar shoiri" tamg'asini bosdilar.

Partiyaning mas'ul xodimi S.Pismenniy fikricha, 1924-yildayoq adabiyot vakillari orasida, umuman, jamiyatda ikkita lagerga bo'linish xavfi vujudga kelgan, ya'ni ko'ngil amri bilan ijod qilganlar va barcha narsada partiya belgilab bergan yo'lga amal qilganlar.

Bu haqda Cho'lpon qayg'urib yozadi: "Har doim tirnoq ostidan kir topish mumkin, qancha ko'p qidirsang, shuncha ko'p chiqadi. Ammo odamga hayot faqat shuning uchun ato etilmagan. Ayniqsa, pedagoglar Turkistonning oqni qoradan ajrata olmaydigan mahalliy aholisiga nimanidir

isbotlashga uringan holda bir-birining aybini qidirib umrini behuda o'tkazishmoqda -bu jinoyatdir".

Cho'lponni tanqid qilish nafaqat respublika miqyosida, balki SSSR darajasida davom ettirilgan. Ommabop bo'lgan "Noviy Vostok" jurnalida 1929-yili partiyaning mas'ul xodimi A.Arsharunining "O'rta Osiyo badiiy adabiyoti haqida qaydlar" maqolasi chop etilgan, u Cho'lponning "marksistcha" adabiyotshunoslik talablariga javob bermaydigan ijodi tahliliga bag'ishlangan.

O'sha paytda Cho'lponni himoya qilishga jur'at etgan yosh yozuvchi Oybekni ham ayovsiz tanqid ostiga olishgan. Muallifni, ayniqsa, Oybekning "Qizil O'zbekiston" gazetasidagi "... Cho'lpon o'zining kelib chiqishi, tarbiyasi va intilishlari bilan bu narsadan yiroqdir", degan so'zlari g'azablantirgan. Boz ustiga, Oybek uni ahamiyatiga ko'ra Pushkin bilan bir darajaga qo'yib, Cho'lpon va Pushkinni tenglashtirishga jur'at etgan: "... Nahotki, biz hozirgi adabiy talablarga javob bermaydi deb hisoblab Cho'lpondan voz kechamiz? Menimcha, bu xatodir... Shoirlarni qulog'idan tortib proletar shoirga aylanishga majburlab bo'lmaydi... Bizning zamonaviy adabiy talablarimizga javob bermaydi deb Cho'lpondan uzoqlashishimiz kerakmi? Menimcha, bu yanglish harakat.

Agar biz hozir rus o'rtoqlarimizga qarasak, ular Pushkinni qanchalar sevishlarini ko'ramiz. Uni hamma o'qiydi va yaxshi ko'radi. U inqilobdan keyin ham Pushkinligicha qolgan. Rus adabiyotida oliy o'rinni egallagan. Pushkin proletar shoir bo'lmagan, u pomeschik va hukmdorlar shoiri bo'lgan va uning dunyoqarashi zamonaviy davrga mos kelmaydi, lekin nega uni bunchalar yoqtirishadi? Negaki u go'zal asarlar yaratgan, rus she'riga ajoyib badiiy obrazlarni taqdim etgan, bu orqali rus adabiyotining o'lmas boyliklarini yaratgan.

Ruslar hech qachon ushbu buyuk adabiy merosdan voz kechishmaydi. Biz ham Cho'lpondan qo'l tortmaymiz. Cho'lpon yangi adabiyotda yangi shakllarga asos soldi. Mistik adabiyot o'rniga zamonaviy ziyrak adabiy didga javob beruvchi ajoyib she'rlarni taqdim etdi. Bugungi yosh avlod uning jozibali texnikasini, sodda tilini, g'aroyib uslubini sevadi va undan ko'p ajoyib narsalarni qabul qiladi. Cho'lponning g'oyalari emas, balki u tomonidan yaratilgan orginal she'riy obrazlar o'qiladi va undan hech kim voz kechmaydi".

Nihoyat, 1937-yil oxirida Cho'lpon "xalq dushmani" deb e'lon qilindi. Siyosiy tuzum uning Ahmad Zakiy Validiy bilan do'stligini, Boshqirdistonning milliy mustaqilligi uchun kurashdagi yordamini, Turkiston muxtoriyatidagi faol ishtirokini, jadidlar safida turib ochiq-oydin ifodalagan siyosiy qarashlarini unutmadi va kechirmadi. Ehtimol uning "aybi" eng mashhur va xalqaro miqyosda e'tirof etilgan o'zbek shoiri bo'lgani va xalq, ayniqsa, yoshlar orasidagi obro'-e'tiborini hech narsa tushira olmaganida bo'lgandir.

Shaxsning buyukligi har doim o'z davrini ortda qoldirgan. Taqdir taqozosi bilan ular yo ko'klarga ko'tariladi, yo jismonan yo'q qilinadi. Ammo Abdulhamid Cho'lpon xotirasini yo'qotishning iloji yo'q edi, chunki uning she'rlari, g'oyalari, xalqiga bo'lgan muhabbati barhayotdir.

Bundan ko'rinib turibiki, xalq ichidagi ko'plab ziyokorlarning yo'q qilinishi o'zbek xalqi uchun juda katta yo'qotish hisoblangan. Bir ziyoli shoir birgina harakati orqali butun jamiyatni erkinlikka boshqa xalqqa qo'shib ketmasdan o'z fikri ongiga ergashishiga ma'nan ko'mak bera boshlagan Cho'lpon hatto o'z she'rlarini vatanida chop ettira olmaydi bunga misol qilib uning "Yaproqlar she'rini keltiramiz: Qarg'alar bog'larda qag'lashib qoldilar, Bildamadim, kimlarning

qismati uzilur? Yaproqqa yopishib, bir changal soldilar, Bilmadim, kimlarning umidi yo'q bo'lur? Ey sovuq ellardan muz kiyib kelg'onlar, U qo'pol tovushingiz qorlarda yo'q bo'lsin! Ey mening bog'imdan mevamni terg'onlar, U qora boshingiz yerlarga ko'mulsin! Cho'lponning ushbu she'rida xalqqa bo'lgan achinish, dushmanlarga bo'lgan cheksiz nafrat yaqqol sezilib turadi.

Jadidlar islom falsafasi nuqtai nazari asosida ish tutganlar. Mavzuning hozirgi tadqiqotchilari yozganidek: «Islom va fan, islom va ilg'or taraqqiyot - XIX asr ikkinchi yarmida musulmon mamlakatlaridagi intellektual va ijtimoiy-siyosiy islohotlar o'tkazish yo'lidagi izlanishlarning falsafiy asosi hisoblanadi». Shuning uchun ham jadidlar faoliyatining muhim yo'nalishlaridan biri islomni modernizatsiyalash, uni bid'atlardan tozalash, fan yutuqlari va ilg'or texnologiyalarni egallashdan iborat edi. Birinchi navbatda, ular islomning mohiyatini o'z manfaatlariga moslab olgan din namoyandalarini qattiq tanqid ostiga oldilar hamda dinni qurol qilib olgan siyosiy o'yinlar qanday og'ir oqibatlariga olib kelishi mumkinligini ko'rsatib berdilar.

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XIX ASRNING IKKINCHI YARMIDA MARKAZIY OSIYODA VUJUDGA KELGAN IJTIMOY-FALSAFIY TAFAKKUR TARAQQIYOTINING O'ZIGA XOS XUSUSIYATI

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Nukus davlat pedagogika instituti 09.00.04 ijtimoiy falsafa 2- bosqich tayanch doktoranti.

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Annotatsiya. Maqolada XIX asrning oxiri va XX asrning boshida Markaziy Osiyoda jadidlik harakatining vujudga kelishi va bu davrda nafaqat jadidlar harakati balki boshqa g'oyaviy ta'limotlarning ham shakllanishi shuningdek, Jadidlikning poydevori, tamal toshi usuli jadid maktablarining tashkil qilinishi, XIX asrning ikkinchi yarmida Turkistonda vujudga kelgan ijtimoiy-falsafiy tafakkur taraqqiyotining o'ziga xos xususiyati, Turkistonda jadidlarning taraqqiyparvar vakillari tomonidan nashr etilgan gazeta va jurnallar so'z etilgan.

Tayanch so'zlar: jadidlar harakati, usuli jaded, jadid maktablari, Oktyabr to'ntarishi, revolyutsiya, Ovrupa texnikasi, tanqid bayrog'i.

A CHARACTERISTIC FEATURE OF THE DEVELOPMENT OF SOCIO-PHILOSOPHICAL THINKING THAT EMERGED IN CENTRAL ASIA IN THE SECOND HALF OF THE 19TH CENTURY

Abstract. The article describes the emergence of the Jadidism movement in Central Asia at the end of the 19th century and the beginning of the 20th century, and the formation of not only the Jadidism movement, but also other ideological doctrines, as well as the foundation of Jadidism, the foundation of Jadidism, the establishment of Jadid schools, which appeared in Turkestan in the second half of the 19th century. Newspapers and magazines published by the progressive representatives of modernism in Turkestan are mentioned as a characteristic feature of the development of socio-philosophical thinking.

Key words: jadid movement, jaded method, jadid schools, October coup, revolution, European technique, flag of criticism.

ХАРАКТЕРНАЯ ОСОБЕННОСТЬ РАЗВИТИЯ ОБЩЕСТВЕННО-ФИЛОСОФСКОЙ МЫСЛИ, СЛОЖИВШЕЙСЯ В СРЕДНЕЙ АЗИИ ВО ВТОРОЙ ПОЛОВИНЕ XIX ВЕКА.

Аннотация. В статье описывается возникновение движения джадидизма в Центральной Азии в конце XIX - начале XX века, а также формирование не только движения джадидизма, но и других идеологических доктрин, а также основы джадидизма, основание джадидизма, создание джадидских школ, появившихся в Туркестане во второй половине XIX века. Газеты и журналы, издаваемые прогрессивными представителями модернизма в Туркестане, упоминаются как характерная черта развития общественно-философской мышление.

Ключевые слова: джадидское движение, измученный метод, джадидские школы, октябрьский переворот, революция, европейская техника, флаг критики.

“XIX asr ijtimoiy-falsafiy, diniy-axloqiy, siyosiy va madaniy taraqqiyotda so'nggi va keyingi yuz yillikning boshlanish davri bo'lib, g'oyaviy-nazariy va mafkuraviy qarashlarning shakllanish xilma-xilligi bilan ajralib turadi. Jadidlar harakati vujudga kelguniga qadar Turkistonda turli ma'naviy-g'oyaviy va mafkuraviy oqimlar qadimchilar, islohotchilar, bedilchilar, mashrabxonlar, shuningdek, Markaziy Osiyo, umuman turkiy xalqlarga taalluqli

bo'lgan tafakkurning turli shakllari, ijtimoiy-falsafiy mazmun va yo'nalishga ega bo'lgan ma'rifiy ta'limotlar va nazariyalar mavjud edi”.

Demak, bu davrda nafaqat jadidlar harakati balki boshqa g'oyaviy ta'limotlar ham shakllandi. Kishilarning dunyoqarashida tasavvuf falsafasi an'alarini tiklashga intilish kuchayib borayotgandi. Bu davrda O'rta asr musulmon mutafakkirlarining asarlarini qayta nashr etish ishlari boshlandi. Kalom falsafasi, shariat axloqiga oid klassik adabiyotlar arab-fors tilidan turkiy tillarga tarjima qilinib nashr etildi. Masjid va madrasalarda Bedilxonlik, diniy ulamolar tomonidan qadimchilik harakatlari, sherxonliklar avj oldi. O'rta Osiyoda ma'rifatparvarlik harakati kishilarning ilm-fan taraqqiyotiga, umuminsoniy qadriyatlarga, ijtimoiy-iqtisodiy, madaniy-ma'naviy qoloqlikni bartaraf etishga bo'lgan intilishining natijasi edi.

Jadidlar turli mamlakatlardagi taraqqiyot va islohotlar uchun olib borilgan harakatlarning tajribasini milliy asosda qayta ishlashga intildi. Mustamlakachilikka qarshi kurashning bosh g'oyasi ana shu murakkab sharoitda shakllanib yetildi. Bu davr haqida shunday deyilgan: “Tarixdan shu narsa ma'lumki, har bir kichik harakat ertangi katta harakatning zamini vazifasini o'taydi. Bu kungi mag'lubiyat ertangi g'alabani amalga oshuvida ozmi-ko'pmi rol o'ynaydi.

Busiz jamiyatning rivojini tasavvur etish qiyin”.

Jadidlik Turkistonda XIX asrning oxirida maydonga kelgan, XX asrning boshida shakllanib, qisqa muddatda o'zining cho'qqisiga ko'tarilgan. Jadidlik 1917 yilgi bol'sheviklar to'ntarishidan keyin ham sotsialistik diktatura o'rnatilgunga qadar o'z mavqe va yo'nalishini saqlab qola olgan ijtimoiy harakatdir. Ba'zi manbalarda jadidlik oqim deb atalsa, ba'zisida harakat deb aytiladi. Jadidlik oqim emas, harakat deb ta'kidlaydi B.Qosimov. Ijtimoiy, siyosiy, ma'rifiy harakat yaqinicha ham ataylab faqat ma'rifatchilik harakati deb kelindi. Maqsad jadidlikning doirasini toraytirish, sotsialistik-kommunistik mafkuradan boshqasi keng xalq ongini qamrab olishi, egallashi mumkin emas, degan soxta tushunchaning asorati edi.

Bu xarakter va yo'nalishni qator olimlar e'tirof etdi. Bugungi kunda jadidlarni olib borgan ishlari keng jamoatchilik o'rtasida turli xil bahslarning vujudga kelishiga sabab bo'lmoqda. Aslida jadidlar harakati faqat Turkistonda vujudga kelmadi.

Turkistonda jadidchilik XIX asrning 80 yillarida Rusiya musulmonlari, xususan, Kavkaz va Volga bo'yida yoyilgan shu nomdagi taraqqiyparvarlik harakatining bevosita ta'siri va samarasi sifatida dunyoga keldi. Bunda Ismoil Gaspiralinining “Tarjimon” gazetasi (1883) va u asos solgan “usuli jaded” (ikkinchi nomi “usuli savtiya”) maktabi (1884) muhim rol o'ynadi. Bu harakatning jadid deb atalishi haqida Abdulla Avloniy “Shul zamonda (1894-1904 yillar) yerli xalqlar orasida eskilik-yangilik (qadim-jadid) janjali boshlandi. G'azit o'qig'uvchilarni mullalar “jadidchi” nom bilan atar edi”, degan fikrni keltiradi.

Jadidlikning poydevori, tamal toshi usuli jadid maktablarining tashkil qilinishi edi.

Hamonki, maqsad jamiyatni yangilash ekan, uni yangi avlodgina qilishi mumkin edi.

Buning uchun esa zamon talabiga mos yoshlarni tarbiyalash masalasi jadid allomalarining oldiga qo'yilgan bosh masala bo'ldi. 1900-1925 yillar “jadidchilik” tushunchasining paydo bo'lishi o'z davrining eng peshqadam, tashabbuslar davridir.

O'zbek falsafasining ijtimoiy-falsafiy, diniy-axloqiy, siyosiy va madaniy taraqqiyotida “XIX asrning so'nggi va keyingi yuz yillikning boshlanish davri g'oyaviy-nazariy va mafkuraviy shakllanishining xilma-xilligi bilan ajralib turadi. Turkistonda o'sha paytda turli ma'naviy-g'oyaviy va mafkuraviy oqimlar – qadimchilar, jadidchilar, islohotchilar, bedilchilar,

mashrabxonlar, shuningdek, Markaziy Osiyo, umuman turkiy xalqlarga taalluqli bo'lgan tafakkurning turli shakllari hamda ijtimoiy-falsafiy mazmun va yo'nalishga ega bo'lgan "Chig'atoy gurungi" kabi ancha yetuk yig'inlar, ular ilgari surgan ma'rifiy ta'limotlar, nazariyalar mavjud edi". Demak, bu davrda nafaqat jadidlar harakati, balki boshqa harakatlar ham shakllangan.

XIX asrning ikkinchi yarmidan ilg'or ma'rifatparvarlar davlat mustaqilligini yo'qotilishiga asosiy sabab, O'rta Osiyo jamiyatining siyosiy, ijtimoiy-iqtisodiy va madaniy qoloqligi ekanini juda yaxshi tushunib yetgan. Ular turli ijtimoiy qatlamlarning orasidan chiqqan va eng asosiysi zakovatli bo'lib, ilg'or ziyolilarning birinchi avlodi bo'ldi. Ana shu negizdan keyinchalik jadidlar yetishib chiqib ularning g'oyalarini rivojlantirdi va ma'rifatdan siyosatga qarab yo'l oldi.

Yangi ziyolilarning qarashlarida eng avvalo, aholining barcha ijtimoiy qatlamlari orasida hukm surgan savodsizlikni tugatish, eski ta'lim tizimini isloh qilish, qoloq, eski va behuda odatlarga chek qo'yish singari maqsadlar ilgari surildi.

Tadqiqotchilarning fikriga ko'ra ular, ayniqsa diniy mutaassiblik, behuda sarf-harajatlarga olib keluvchi an'anaviy odatlarga tanqidiy yondashgan. Agar bunday qarashlar debochasini Ahmad Donish kabi ma'rifatparvarlar boshlab bergan bo'lsa, ularning g'oya va qarashlarini Sadridin Ayniy, Abdulvohid Munzim, Mirkomil Burxonov, Usmonxo'ja Po'latxo'jayev, Xolidxoji Mehri, Mulla Vafo, Abdurauf Fitrat rivojlantirdi.

Aslida jadidlik rasman XIX asrning oxirida o'z amaliy faoliyatini boshlagan bo'lsada, ularning g'oyalari shu asrning boshidayoq (o'n to'qqizinchi asrning boshida) o'z ta'sirini namoyon qilayotgan edi. "Turkistonda ilk bor Ovrupa texnikasini o'rganish kerakligi masalasini Qo'qon xoni Sayid Muhammad Hakimxon (Olimxonning ukasi) Rossiya, Turkiya, Eron va boshqa mamlakatlarga sayohat qilib qaytgach, 1843 yilda birinchi bo'lib o'rta qo'ygan". Tashqi olam bilan tanishish Turkistonliklarning orasida falsafiy mushohadasi taraqqiy qilayotgan yoshlarni tarbiyalay boshladi.

Bundan ko'rinadiki, tashqi olam bilan tanishish, o'zga millat va davlatlarning tarixi, madaniyati, Turkiston yoshlarining tafakkurini o'zgartirgan ilk sabablardan biridir. Tarixdan ma'lumki, hamma vaqt globallashuv jarayoni mavjud bo'lgan, faqat o'zini sekinlik bilan namoyon etgan. Mana shunday jarayonlarning natijasi o'laroq jadidlik ta'limoti o'zini turli yo'llar bilan namoyon qila boshladi. Turkistonda jadidlik g'oyalari va harakatining ijtimoiy, siyosiy, iqtisodiy va ma'naviy zamini XIX asrning oxirgi choragiga kelib to'liq yetildi.

Rus hukumati o'lkada xalqni asta-sekin ruslashtirishga qaratilgan siyosat olib bordi. 1870 yilda Rossiya xalq maorifi vazirligi maorifning maqsadi pirovardida barcha mahalliy aholini ruslashtirishdan iborat bo'lishi haqida qaror qabul qilgan. Shunga o'xshash fikrni N.O. Ostroumov ham aytgan, u: "Rus hukumati mahalliy aholini rus xalqi bilan aralashtirishga harakat qilishi kerak. Shu yo'nalishda mahalliy aholining ma'orifini ma'lum darajada rivojlantirish lozim", degan edi.

Turkistonning Rossiyaga qo'shib olinishi o'lka iqtisodiyotini yuksaltirishda xonlik tuzumiga nisbatan birmuncha qulay zamin yaratdi. Mahalliy aholining turmush tarzini o'zgartirish maqsadida bank, vokzal, bosmaxona, zavod kabi yangiliklar kirib kela boshladi. Temir yo'llar qurildi, yangi iqtisodiy aloqalar paydo bo'ldi, litografiyalar vujudga keldi.

Turkistonda jadidlarning taraqqiyparvar vakillari tomonidan "Tarbiyati atfol", "Umid", "Nashri maorif", "Barakat", "G'ayrat", "Taraqqiy parvar" kabi dastlabki ijtimoiy-siyosiy, ilmiy jamiyatlar tuzildi. Bu jamiyatlar gazeta va jurnallar chop etib xalqning ma'naviy ongini oshirishga

va mafkuraviy salohiyatini ko'tarishga intildi. Jadidlarning bevosita rahbarligida Toshkentda "Taraqqiy", "Shuhrat", "Xurshid", "Sadoyi Turkiston", Samarqandda "Samarqand", "Oyna", "Hurriyat", "Shu'lai Inqilob", "Mehnatkashlar tovushi", "Bolalar yo'ldoshi", "Tayoq majmuasi", davriy "Sharq", "Yosh kuch", "Zarafshon", Buxoroda "Turon", "Buxoroi Sharif", Qo'qonda "Sadoyi Farg'ona" kabi o'nlab gazeta va jurnallar nashr etila boshlandi.

Bundan ko'rinib turibdiki, o'z davrining ijtimoiy-falsafiy tafakkuri milliy ozodlik xarakteriga ega bo'lgan. Shunday vaziyatda Turkistonda vujudga kelgan ijtimoiy harakatlardan biri-jadidlik vatanni mustaqillikka olib chiqish va milliy o'zlikni anglash tadbirlaridan biri edi.

Ma'lumki, milliy o'zlikni anglash muayyan millatning ijtimoiy-tarixiy, ma'naviy-madaniy hayotini, qadriyatlarini, shuningdek, tabiatini bilishdir. Jadidlik mana shunday maqsadlarni ko'zlab shakllandi va rivojlanib bordi.

XIX asrning oxiri va XX asrning boshida Turkistondagi ijtimoiy-siyosiy va falsafiy qarashlar eng avvalo millat yoshlarini tarbiyalash va yangicha ko'rinishdagi ta'lim tizimidan foydalanishni maqsad qilgan. Dastlab xususiy jadid maktablarini ochib yoshlarga ta'lim bera boshlagan bo'lsa, keyinchalik jadid maktablari shakllanishi keng quloq yozib bordi. Mintaqaning turli hududlarida o'ziga xos tarzda bunday maktablar ochila boshladi. Shu o'rinda jadid maktablarining faoliyati haqida bo'lgan quyidagi fikrga e'tibor bersak, "Biz turkistonliklar ham 15 yil bo'ladirki, bu dunyoda o'zgardek taraqqiy va toliy etmak orzusi bilan yangi maktablar ocha boshladik. Yolg'iz erkak bolalarimizni tarbiya etarg'a kirishdik, ammo qizlarimizning tarbiyasiga hozirgacha hech bir ahamiyat bermadik".

1910 yili bu "usuli jaded", ya'ni jadid maktablari yopildi. Ammo bu maktablarning yopilishi jadidlik harakatini susaytirmadi, aksincha, yanada rivojlanishi uchun xizmat qildi. Bundan "ko'rinib turibdiki, jadidlik keng ijtimoiy masalalar va ma'rifatparvarlik g'oyalarini ilgari surish maqsadida shakllangan ijtimoiy-falsafiy yo'nalish bo'lgan". Ammo jadidlik ta'limotiga munosabat faqatgina mustaqillik yillarida o'z mavqeini tiklab bordi.

Jadidlarning asosiy maqsadi dunyoviy ilmlarni egallagan yoshlarni tarbiyalash va ularning ma'naviy ongini oshirish, o'z vazifasini o'tay olmay qolgan eskicha ta'lim tizimiga yangicha innovatsion g'oyalarni singdirish edi. Bundan tashqari ular ijtimoiy hayot tarzini zamonaviy hayotga moslashtirish, milliy va zamonaviy armiyani joriy etish, diniy va dunyoviy, axloqiy normalarni inobatga olgan holda yangi qonunchilik kontseptsiyasini ishlab chiqish va joriy etish, davlatning boshqaruv tizimini isloh etish, hududiy tarqoqlikni bartaraf etish chora-tadbirlarini ishlab chiqish, jamiyat rivojlanishining barcha sohalarini uchun milliy kadrlarni tayyorlash, davlatlar bilan diplomatik aloqalarni va tashqi siyosat kontseptsiyasini o'rnatish kabi bir qancha masalalarni ilgari surdi.

XIX asrning ikkinchi yarmida Turkistonda vujudga kelgan ijtimoiy-falsafiy tafakkur taraqqiyotining o'ziga xos xususiyati shundaki, A.Donish, Furqat, Muqimiy singari mutafakkirlar, Ibrohim Mo'minov ta'kidlaganidek, adolatning va inson aqlining tantanasiga qarshi tanqid bayrog'ini ko'tarib chiqdi. Bu bayroqni keyinchalik Behbudiy, Fitrat, Munavvar qori, Abdulla Avloniy, Hamza va Cho'lpon kabilar yangi bosqichga ko'tardi.

"XX asrning avvalida jahon miqyosida yuz bergan ijtimoiy-siyosiy jarayonlardagi voqealar, 1905 yilgi rus revolyusiyasi, Turkiston xalqlarining ongida demokratik tushunchalarning shakllanishi va rivojlanishiga katta turtki bo'ldi. Bunday siyosiy va iqtisodiy o'zgarishlar ijtimoiy tafakkurning taraqqiyotiga ta'sir etmay qolmadi. Yashirin bildirilgan demokratik talablar,

ma'rifatparvarlik va vatanparvarlik g'oyalari tobora oshkora bayon etiladigan va ayrim kishilarning hayot tarzi va maqsadlariga aylangan edi. Ana shu davrda shakllangan jadidlar ikki tomonlama tanqid ostida bo'lgan bo'lsa, keyinchalik Oktyabr to'ntarishidan so'ng jadidlar "qizil zambaraklar"dan o'qqa tutildi", demak ilg'or fikrli jadidlar o'z davrining qurboniga aylandi.

Turkiston jadidlarining tarixiga nazar tashlar ekanmiz turli adabiyotlarda ularga zamonasining muhitiga qarab o'z ta'rifini berishgan. Masalan, jadidlarning faoliyati haqida Fayzulla Xo'jayev birinchilardan bo'lib harakatni ikki yo'nalishda bo'lganini ko'rsatib bergan:

"Shunday qilib, sentyabr revolyutsiyasi boshlanguncha Oktyabr va uning oqibatlarini tufayli vujudga kelgan jadidlar tashkilotlarining tabaqalanishi uzil-kesil rasmiylashdi, bu harakat bir-biridan butunlay boshqa bo'lgan ikki qismga bo'lindi: Uning birinchi qismi Buxoro Kommunistik partiyasiga kirib, o'z taqdirini Oktyabr revolyutsiyasi va jahon kommunistik harakatining taqdiri bilan, jahon sotsial revolyutsiyasi uchun kurash bilan qo'shdi va birlashtirdi. Jadidlarning Oktyabrgacha bo'lgan qismi esa fevralgachagi pozitsiyalarda qolib o'zining millatchilik ideologiyasini tark etmadi".

Turkistonda o'z faoliyatini olib borgan jadidlar hududiy qatlamiga ko'ra ham farqlangan. Masalan, Turkiston jadidlari, Buxoro jadidlari va Xiva jadidlariga ajratib tahlil qilsak, bularning asosiy maqsadlari ozodlik pozitsiyasiga yo'g'rilgan bo'lsada, ichki tuzilishida ayrim farqlarni ham ko'rish mumkin. "Turkiston jadidlari ham Buxoro jadidlari singari tabaqalanish yo'lidan bordi.

Turkiston jadidlarining katta qismi revolyutsiyani tushunmadi va uning ilgarigi milliy burjua ideologiyasida qolaverdi". Bundan ko'rinib turibdiki, jadidlarning faoliyati revolyutsiyadan oldingi va revolyutsiyadan keyingi bosqichlarga ajralgan. Masalan, Farg'ona vodiysidagi milliy harakatlar, Yosh buxoroliklar, Yosh xivaliklar, Toshkentdagi ziyolilarning faoliyatlaridagi o'zaro birlik va o'ziga xoslik holatlarini ham ko'rishimiz mumkin. Samarqandda vujudga kelgan ma'rifatparvarlik harakati ijtimoiy rivojlanishi natijasida jadidchilikning siyosiy bosqichiga ko'tarildi. O'z davrining ko'zga ko'ringan ijtimoiy-siyosiy oqimi sifatida jadidlik milliy o'z-o'zini anglashning o'sishiga va milliy-ozodlik mafkurasining shakllanishi va taraqqiyotiga juda katta xizmat qildi.

Fikrimizning xulosasida Turkistonda vujudga kelgan jadidlikning asosiy bosh maqsadi jamiyat taraqqiyoti uchun lozim bo'lgan barcha sohalarda innovatsion g'oyalarni joriy qilish edi.

Bu bilan jadidlar xalqning yashash tarzini o'zgartirishni, ularning ma'naviy ongini rivojlantirishni asosiy maqsadlaridan biriga aylantirgan. Jadidlar Turkistonda milliy rivojlanish pozitsiyasining boshida jamiyatning siyosiy, iqtisodiy va ma'naviy taraqqiyotini ta'minlash g'oyasini olib chiqdi. Ular siyosiy faoliyatida mustaqillik g'oyalari bilan yo'g'rilgan maqsadni ilgari surdi. Bu harakatni biz jadidlarning Chor Rossiyasining tajovuziga qarshi qaratilgan kurashida ko'rishimiz mumkin. Jadidlar milliy rivojlanish bilan qaramlikka qarshi kurashmoq lozimligini angladi. Bu g'oyalar jadidlar siyosiy faoliyatining asosini tashkil etdi. Shuning uchun jadidlar mazlum xalqni ozodlik kurashiga chorladi.

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ВОЗНИКНОВЕНИЕ ЧАСТНЫХ НЕГОСУДАРСТВЕННЫХ ТЕЛЕРАДИОКАНАЛОВ В КАРАКАЛПАКСТАНЕ

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Аннотация. Он проанализировал появление негосударственных средств массовой информации в Каракалпастане в годы независимости и дальнейшее расширение его материально-технической базы, социально-экономических, духовных и образовательных программ. В частности, говорится о появлении теле и радиостанций радио "Нукус-FM", "ЖасларТВ", "Элликкала ТВ", "Амударья ТВ".

Ключевые слова: Информация, телевидение, радио, тележурналистика, редакция, редакция, телевидение, передача.

THE EMERGENCE OF PRIVATE NON-STATE TELEVISION AND RADIO CHANNELS IN KARAKALPAKSTAN

Abstract. He analyzed the emergence of non-governmental mass media in Karakalpakstan during the years of independence and the further expansion of its material and technical base, socio-economic, spiritual and educational programs. In particular, it is said about the appearance of television and radio stations of radio Nukus-FM, JaslarTV, Ellikkala TV, Amudarya TV.

Keywords: Information, television, radio, TV journalism, editorial office, editorial office, television, transmission.

Период национальной независимости характеризуется развитием регионального телевидения в Узбекистане в эпоху меняющихся исторических условий, связанных, прежде всего, с дальнейшим наращиванием материально-технической базы телерадиовещания и открытием негосударственных телерадиоканалов.

14 июля 1991 года в Узбекистане был принят новый Закон «О средствах массовой информации», где статье 5 указывалось, что «право на учреждение средства массовой информации принадлежит Советам народных депутатов и другим государственным органам, зарегистрированным политическим партиям, общественным объединениям, массовым движениям, творческим союзам, кооперативным, религиозным, иным объединениям граждан, созданным в соответствии с законом, трудовым коллективам»⁷⁵.

В новой редакции данный закон был принят 26 декабря 1997 года и вступил в силу с 10 января 1998 года. В отличие от предыдущей редакции, в данном законопроекте четко определялось, что «Средствами массовой информации являются газеты, журналы, ведомости, бюллетени, информационные агентства, телевидение (кабельное, эфирно-кабельное телевидение) и радиовещание, кинодокументалистика, электронно-информационная связь, а также государственные, независимые и иные массовые периодические издания, имеющие постоянное название»⁷⁶.

⁷⁵<https://lex.uz/acts/139004>

⁷⁶<https://lex.uz/docs/53112>

В статье 11 указывалось, что «Правом на учреждение средств массовой информации обладают юридические и физические лица Республики Узбекистан», что допускает деятельность и негосударственных СМИ.

15 января 2007 года был принят закон Республики Узбекистан «О внесении изменений и дополнений в Закон Республики Узбекистан «О средствах массовой информации», где значительно расширяется понятие СМИ, то есть это «зарегистрированная в установленном законодательством порядке форма периодического распространения массовой информации, имеющая постоянное название и выходящая в свет или передаваемая в эфир (далее — выпуск) не реже одного раза в шесть месяцев в печатном виде (газеты, журналы, ведомости, бюллетени и другие) и (или) электронном виде (теле-, радио-, видео-, кинохроникальные программы, веб-сайты во всемирной информационной сети Интернет), и иные формы периодического распространения массовой информации»⁷⁷.

Таким образом, деятельность негосударственных СМИ официально было закреплено законодательно. Однако, негосударственные СМИ не сразу начали развиваться.

В 2005 году для поддержки негосударственных средств массовой информации, укрепления их материально-технической базы и кадрового потенциала было создано несколько общественных организаций, в числе которых и Общественный фонд поддержки и развития независимых печатных СМИ и информационных агентств⁷⁸.

В Узбекистане впервые на FM-частоте начала вещать с 1998 года радиоканал «Ёшлар». В Каракалпакстане подобное стало возможным только в 2009 году, когда 5 сентября на радиоэфир вышла радиостанция «Нукус-FM» на частоте 104,7 МГц. Она была организована Бахытбеком Елмановым и стала первой коммерческой радиостанцией в Республике Каракалпакстан. «Нукус-FM» сразу же стала популярной среди радиослушателей, особенно у молодежи. Все передачи отличали от других радиостанций неординарность и креативность, новаторство и инновационный подход. В начале охват зоны вещания радиостанции «Нукус-FM» распространялся на территории города Нукуса, Тахиаташа, Ходжейли и частью Кегейлийского района с потенциальной аудиторией до 800 тысяч слушателей.

27 июня 2016 года радиостанция переехала в новую студию, оснащенной новой передовой техникой и компьютерным оборудованием. С этого дня начался новый этап развития радиостанции «Нукус-FM»⁷⁹, появились новые передачи, в том числе, утренняя развлекательная программа «Старт-FM», дневная программа «Омадли кун». Со временем по совместному проекту Национальной ассоциации электронных СМИ Узбекистана и 14 негосударственных радиостанции в целях оперативного оповещения слушателей новой информации о событиях в стране и мире была запущена информационная программа «Uzbekiston-online» на узбекском и русском, затем и на каракалпакском языках.

В 2016 году на IX медиа-фестивале «Озод юрт тўлқинлари», организованный Национальной ассоциацией электронных СМИ Узбекистана, радиостанция «Нукус-FM» была признана лучшей в номинации «Энг намунавий радиостанция». В том же году радиостанция стала обладателем гранта Общественного фонда поддержки

⁷⁷<https://lex.uz/docs/1106875>

⁷⁸<https://lex.uz/docs/1159190>

⁷⁹FM- от англ. frequency modulation, «частотная модуляция».

негосударственных некоммерческих организаций и других институтов гражданского общества при Олий Мажлисе Республики Узбекистан и в течение 2016-2017 года совместно с Министерством юстиции, Министерством труда, Верховного суда, прокуратурой, Управлением таможи, Торгово-промышленной палатой, профсоюзами и другими государственными органами управления, организовала программу «Ўз хукукингизни биласизми?». В ней участвовали представители вышеуказанных органов управления, бизнеса и отвечали в прямом эфире на вопросы слушателей. Эта передача продолжает выходить в эфир до сих пор, помимо которой выходят в эфир передачи «Коррупцияга карши кураш хар биримизнинг вазифамиз», «Меҳмон келганда», «Ёшлар вақти», «Бизнес инновация».

Одной из первых телевизионных частных каналов является «Ellikqal'a TV», учрежденный ООО «Ellikqal'a mahalliy televideniyesi» и который начал вещать с 3 февраля 2003 года. Сначала охват вещания ограничивался территорией Элликалинского, близлежащих населенных пунктов Турткульского и Берунийского районов. После перехода к цифровому вещанию объем охвата своим вещанием расширился и в настоящее время передается в SD формате на территории Республики Каракалпакстан и Хорезмской области.

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VEB SAYTLARNING TIBBIY MUASSASALAR ISHINI TAKOMILLASHTIRISHDAGI ROLI

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Annotatsiya. Zamonaviy tibbiyot muhitida veb saytlarning ahamiyati tobora oshib bormoqda. Axborot kommunikatsiya texnologiyalari so'nggi yillarda tibbiyot muassasalarining ish jarayonlarini tubdan o'zgartirib yubordi. Tibbiyot muassasalarida ushbu texnologiyalarni qo'llash, murajatchilarga yuqori sifatli xizmat ko'rsatish va muassasaning samaradorligini oshirish imkonini beradi. Ushbu maqolada, tibbiyot muassasalari ish faoliyatida veb saytlardan foydalanish afzalliklari va ularning amaliyotga tatbiq etilishi haqida batafsil ma'lumot beriladi.

Kalit so'zlar: veb sayt, internet, texnologiya, tibbiy muassasa.

THE ROLE OF WEBSITES IN IMPROVING THE WORK OF MEDICAL INSTITUTIONS

Abstract. The importance of websites in today's medical environment is increasing. Information and communication technologies have fundamentally changed the work processes of medical institutions in recent years. The use of these technologies in medical institutions allows to provide high-quality services to patients and increase the efficiency of the institution. This article provides detailed information about the advantages of using websites in the work of medical institutions and their practical application.

Keywords: website, internet, technology, medical institution.

РОЛЬ САЙТОВ В УЛУЧШЕНИИ РАБОТЫ МЕДИЦИНСКИХ УЧРЕЖДЕНИЙ

Аннотация. В современной медицинской среде значение веб-сайтов все больше возрастает. Информационные и коммуникационные технологии за последние годы коренным образом изменили процессы работы медицинских учреждений. Использование этих технологий в медицинских учреждениях позволяет оказывать пациентам качественные услуги и повышать эффективность работы учреждения. В данной статье представлена подробная информация о преимуществах использования веб-сайтов в работе медицинских учреждений и их практическом применении.

Ключевые слова: сайт, интернет, технологии, медицинское учреждение.

Kirish: Axborot texnologiyalarining rivojlanishi tufayli sog'liqni saqlashga oid ma'lumotlarga keng qamrovli kirish mumkin. Hozirgi kunda ko'p odamlar o'zlari va yaqinlari uchun sog'liq bilan bog'liq ma'lumotlarni olishga harakat qilmoqdalar. Tibbiy konsultatsiyalar internet, broshyuralar, kitoblar, jurnallar, televideniya, radio va boshqa axborot resurslari bilan cheklanadi. Ular orasida internet, tibbiy veb-saytlar asosiy o'rin tutadi.

Tibbiyot veb saytlar sifatiga turli omillar ta'sir qiladi va veb sayt dizayini ana shu asosiy omillardan biridir. Veb sayt tuzilishi asosan veb saytlarning turli qismlari o'rtasida munosabatni ifodalaydi va veb saytlar turli qismlarining funksiyalarini ham tasniflaydi. U navigatsiya dizayni, vizual dizayn, axborot arxitekturasi, sahifa tartibi, estetik va vizual estetik muvozanatni o'z ichiga oladi. Veb saytlarning umumiy grafik ko'rinishi, sahifa elementlarini joylashtirish, kontent

taqdimoti, tasvirlar va ommaviy axborot vositalaridan foydalanish veb saytning ko'rinishi va jalb qilishga sezilarli ta'sir ko'rsatadi.

Veb saytlar qurishda HTML gipermatnli belgilash tilidan foydalaniladi.

HTML gipermatnli belgilash tili ingliz olimi Tim Berners-Li tomonidan 1986–1991 yillarda Shveysariyaning Jenevadagi CERN laboratoriyasida ishlab chiqilgan. HTML hujjat, odatda, ikkita bo'limdan iborat bo'ladi. Birinchi bo'lim HEAD (bosh qism yoki sarlavha) bo'limi bo'lib u tegi bilan boshlanib HEAD tegi bilan tugaydi. Ikkinchi bo'lim BODY (tana) bo'limi bo'lib, unda hujjatni mazmuni aks ettiradi va u BODY tegi bilan boshlanib BODY tegi bilan tugaydi. Agar HTML hujjat freym-strukturani ifodalashi (veb-brauzer oynasidagi ma'lumotlar alohida sohalarda aks ettishi) lozim bo'lsa, u holda BODY bo'limi o'rniga FRAMESET (FRAME SET – strukturalar (ramkalar) tizilmasi (to'plami), juft tegi yordamida) bo'limi ishlatiladi. Shuni ta'kidlash joizki, HTML-hujjatda va juft teglarini yozish tavsiya etiladi, lekin majburiy emas. Veb-sahifaga kiritilishi lozim bo'lgan yana bir element – veb-sahifa nomi bo'lib, nom kiritish uchun <TITLE> tegi qo'llaniladi. Veb-sahifada bu teg bir marta ishlatiladi. Veb-sahifa nomi veb-brauzerning sarlavha satrida aks etib, veb-sahifaning o'zida ko'rinmaydi. Shu sababli uni veb-sahifaning istalgan joyiga yozish mumkin. Ammo veb-sahifa nomini veb-sahifa boshiga yozish maqsadga muvofiq. Veb-sahifa nomi tegi bilan yakunlanadi. Veb-sahifaga istalgan nom, masalan, o'z ismingizni berishingiz mumkin. HTML tili muttasil rivojlanib bormoqda. O'z navbatida veb-brauzerlar ham yangilanib turibdi. Hozirgi kunda veb-sahifa tayyorlash uchun asosan HTML5 tilidan foydalaniladi.

Dasturlash tillaridan esa PHP dasturlash tilidan ko'proq foydalaniladi. PHP - bu eng keng tarqalgan, zamonaviy veb dasturlash tili hisoblanadi. Internetdagi saytlar va veb-xizmatlarning aksariyati PHP-dan foydalangan holda yaratilgan. Ba'zi ma'lumotlarga ko'ra, PHP saytlarning 80% dan ko'prog'ida, jumladan facebook.com, vk.com, baidu.com va boshqa xizmatlarda keng qo'llaniladi. Tilning soddaligi bizga turli xil murakkablikdagi saytlar va turli xil portallarni tez va osonlik bilan yaratishimizga imkon bera oladi. PHP- 1994- yilda daniyalik dasturchi Rasmus Lerdorf tomonidan yaratilgan bo'lib, dastlab boshqa Perl tilidagi skriptlar to'plami edi. Keyinchalik ushbu skriptlar S tilidagi tarjimonga qayta yoziladi. Yaratilganidan beri PHP (PHP uchun qisqacha: Hypertext Preprocessor) veb saytlar va veb-ilovalarni soddalashtirish uchun qulay vositalar to'plamini taqdim etdi.

Veb-saytlar tibbiyot muassasalarining ishini takomillashtirishda muhim rol o'ynaydi. Ular bemorlarga zarur ma'lumotlarni tez va oson taqdim etish, shuningdek, tibbiy xizmatlarni yanada samarali va qulay qilish imkonini beradi. Masalan, tibbiy veb-saytlar orqali bemorlar o'zlarining tibbiy holati va davolanish rejalari haqida ma'lumot olishlari, shifokorlar bilan maslahatlashishlari va hatto onlayn tarzda dori-darmonlar buyurtma qilishlari mumkin.

Bundan tashqari, tibbiy veb-saytlar sog'liqni saqlash sohasidagi axborot almashinuvini yaxshilashga yordam beradi. Bu esa, o'z navbatida, tibbiy xodimlar va bemorlar o'rtasidagi muloqot sifatini oshiradi va tibbiy xizmatlarning umumiy sifatini yuksaltiradi. Shu bilan birga, tibbiy veb-saytlar foydalanuvchilarning ishonchini qozonishda muhim rol o'ynaydi, chunki ularning dizayni va tuzilishi foydalanuvchilarga qulay va tushunarli bo'lishi kerak.

Xulosa qilib aytganda, tibbiyot muassasalari uchun veb-saytlar yaratish va ularni takomillashtirish, bemorlarga yuqori sifatli tibbiy ma'lumot va xizmatlarni taqdim etishda muhim

ahamiyatga ega. Bu esa, o'z navbatida, sog'liqni saqlash tizimining samaradorligini oshirishga xizmat qiladi.

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BOSHLANG'ICH SINFLARDA JISMONIY TARBIYA FANINI O'QITISHNING SAMARALI USULLARI

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Annotatsiya. Ushbu maqolada boshlang'ich sinf o'quvchilariga jismoniy tarbiya fanlarini o'qitishning samarali va amaliyotda yaxshi natija beradigan usullari va ularni qo'llash texnikalari haqida keltirib o'tilgan. Jismoniy tarbiya faniga oid va boshlang'ich sinflar uchun mos bo'lgan bir qancha metodlar keltirib o'tilgan va izohlangan. Bundan tashqari jismoniy tarbiya fanining boshlang'ich sinf o'quvchilari uchun qay darajada ahamiyatli ekanligi haqida aytib o'tilgan.

Kalit so'z: metod, amaliyot, malaka, ko'nikma, bilm, samara, natija, boshlang'ich ta'lim, jismoniy tarbiya, usul, samara, harakat, jismoniy madaniyat, tajriba, sog'lik, amaliyot, metodika.

EFFECTIVE METHODS OF TEACHING PHYSICAL EDUCATION IN PRIMARY GRADES

Abstract. In this article, effective and practical methods of teaching physical education to elementary school students and their application techniques are mentioned. A number of methods related to the science of physical education and suitable for elementary grades are cited and explained. In addition, it was mentioned how important physical education is for elementary school students.

Key words: method, practice, skill, skill, knowledge, effect, result, primary education, physical education, method, effect, action, physical culture, experience, health, practice, methodology

ЭФФЕКТИВНЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ ФИЗИЧЕСКОГО ВОСПИТАНИЯ В НАЧАЛЬНЫХ КЛАССАХ

Аннотация. В данной статье упоминаются эффективные и практические методы обучения физическому воспитанию учащихся младших классов и приемы их применения. Приводится и поясняется ряд методов, связанных с наукой о физическом воспитании и подходящих для начальных классов. Кроме того, было отмечено, насколько важно физическое воспитание для учащихся младших классов.

Ключевые слова: метод, практика, умение, знание, эффект, результат, начальное образование, физическое воспитание, метод, эффект, действие, физическая культура, опыт, здоровье, практика, методика.

Jismoniy tarbiya boshlang'ich maktab o'quv dasturining hal qiluvchi qismidir. Bu bolalarga jismoniy tayyorgarlik, muvofiqlashtirish va ijtimoiy ko'nikmalarni rivojlantirish imkoniyatini beradi. Jismoniy tarbiya darslari o'quvchilarda jismoniy mashqlar va sog'lom turmush tarziga ijobiy munosabatni rivojlantirishga yordam beradi. Ushbu maqolada biz boshlang'ich sinflarda jismoniy tarbiya darslarini tashkil etishning samarali usullarini o'rganamiz. Samarali jismoniy tarbiya darslarini tashkil qilish uchun o'qituvchilar bir qator

vositalar va strategiyalardan foydalanishlari mumkin. Yondashuvlardan biri o'quv dasturiga jamoaviy sport turlari, individual sport turlari va fitnes tartiblari kabi turli xil tadbirlarni kiritishdir. Ushbu yondashuv talabalarga bir qator ko'nikmalar va qiziqishlarni rivojlantirishga yordam beradi, shu bilan birga umumiy jismoniy tayyorgarlikni rivojlantiradi. Yana bir muhim strategiya-jismoniy tarbiya darslari uchun xavfsiz va qulay muhit yaratish. Bu aniq qoidalar va taxminlarni belgilash, tegishli jihozlar va jihozlar bilan ta'minlashva barcha talabalarining ehtiyojlarini qondirish uchun individual ko'rsatmalar berishni o'z ichiga olishi mumkin. Samarali jismoniy tarbiya darslari boshlang'ich sinf o'quvchilarining jismoniy va ruhiy salomatligiga ijobiy ta'sir ko'rsatishi mumkin.⁸⁰

Muntazam jismoniy mashqlar bilan shug'ullanadigan talabalar yurak-qon tomir sog'lig'ini yaxshilaydi, mushaklarning kuchi va muvofiqlashtirilishini yaxshilaydi, semirish xavfi va shu bilan bog'liq sog'liq sharoitlari past bo'ladi. Jismoniy tarbiya darslari, shuningdek, o'quvchilarga jamoaviy ish va muloqot kabi ijtimoiy ko'nikmalarni rivojlantirishga va o'z qadr-qimmatini yaxshilashga yordam beradi. Jismoniy tarbiya darslari boshlang'ich sinf o'quvchilari uchun jismoniy, aqliy va hissiy jihatdan rivojlanishiga yordam berish uchun juda muhimdir⁸¹.

Boshlang'ich sinflarda jismoniy tarbiya darslarini tashkil etishning samarali usullari:

1. Yoshga mos tadbirlarni rejalashtirish: o'quvchilarning yoshi va rivojlanish bosqichiga mos keladigan tadbirlarni rejalashtirish. Masalan, yosh o'quvchilarga katta yoshdagilarga qaraganda oddiyroq va qisqaroq mashg'ulotlar kerak bo'lishi mumkin.

2. Aniq qoidalar va umidlarni belgilang: xulq-atvor va jismoniy tarbiya darslarida qatnashish uchun aniq qoidalar va umidlarni belgilang. Bu talabalar uchun o'rganish va jismoniy mashqlar bilan shug'ullanish uchun xavfsiz va tuzilgan muhitni yaratishga yordam beradi.

3. Turli xil tadbirlarni o'z ichiga oling: talabalarni jalb qilish va qiziqtirish uchun turli xil jismoniy mashqlarni o'z ichiga oling. Bunga jamoaviy sport turlari, individual sport turlari va raqs yoki yoga kabi sportdan tashqari mashg'ulotlar kiradi.

4. Ijobiy mustahkamlashdan foydalaning: talabalarni rag'batlantirish va yaxshi xulq-atvorni mustahkamlash uchun ijobiy mustahkamlashdan foydalaning. Bunga og'zaki maqtov, mukofotlar yoki tengdoshlari oldida tan olinishi mumkin.

5. Turli qobiliyatlarga ega bo'lgan talabalar uchun faoliyatni o'zgartirish: nogiron yoki jismoniy faolligi past bo'lgan talabalar kabi turli qobiliyatlarga ega talabalarni joylashtirish uchun faoliyatni o'zgartirish. Bu barcha talabalarining jismoniy tarbiya mashg'ulotlariga qo'shilishi va jalb qilinishini ta'minlashga yordam beradi.⁸²

6. Ijobiy o'quv muhitini yarating: o'quvchilar yangi narsalarni sinab ko'rish va xato qilish uchun o'zlarini qulay va xavfsiz his qiladigan ijobiy o'quv muhitini yarating. Bu ularning ishonchini oshirishga yordam beradi va ularni maktabda ham, undan tashqarida ham jismoniy mashg'ulotlarda qatnashishga undaydi. Ushbu samarali strategiyalardan foydalangan holda, boshlang'ich sinflarda jismoniy tarbiya darslari barcha talabalar uchun qiziqarli, qiyin

⁸⁰ Maxkamdjonov K, Tulenova X.B. Maktabgacha ta'lim muassasalari uchun umumiy va kengaytirilgan "Jismoniy tarbiya" dasturi. Ilm-ziyo Toshkent., 2006 y

⁸¹ F.Q.Axmedov. Harakatli o'yinlarni tashkil qilish va o'rgatish yo'llari. Toshkent 2009-yil

⁸² F.Q.Axmedov. Harakatli o'yinlarni tashkil qilish va o'rgatish yo'llari. Toshkent 2009-yil

va yoqimli bo'lishi mumkin. Boshlang'ich sinflarda jismoniy tarbiya darslarini tashkil qilishda samarali usullardan foydalanishning ko'plab afzalliklari bor. Bu yerda eng muhim afzalliklardan ba'zilari:

Yaxshilangan jismoniy salomatlik: jismoniy tarbiya darslarida muntazam qatnashish o'quvchilarning jismoniy salomatligini rivojlantirish va saqlashga yordam beradi. Bu ularning yurak-qon tomir salomatligini yaxshilash o'z ichiga olishi mumkin, kuch, moslashuvchan, va sabr⁸³.

Yaxshilangan ruhiy Salomatlik: jismoniy tarbiya darslari o'quvchilarning ruhiy salomatligiga ham ijobiy ta'sir ko'rsatishi mumkin. Jismoniy mashqlar stress, tashvish va depressiyani kamaytiradi, kayfiyat va o'z-o'zini hurmat qilishni yaxshilaydi.

Akademik yutuq: jismoniy faollik akademik yutuqlarni yaxshilashi mumkinligi haqida dalillar mavjud. Jismoniy faol o'quvchilar maktabda o'qish ko'rsatkichlari, davomati va xulq-atvori yaxshilanadi.

Ijtimoiy rivojlanish: jismoniy tarbiya darslari o'quvchilarga tengdoshlari bilan muloqot qilish, hamkorlik qilish va muloqot qilish imkoniyatini berishi mumkin. Ushbu ko'nikmalar o'quvchilarga hayot davomida foydalanishlari mumkin bo'lgan muhim ijtimoiy va hissiy ko'nikmalarni rivojlantirishga yordam beradi.

Uzoq muddatli salomatlik: jismoniy tarbiya darslari o'quvchilarga umr bo'yi davom etadigan sog'lom odatlarni rivojlantirishga yordam beradi. Talabalarni jismoniy faol bo'lishga va jismoniy mashqlar bilan shug'ullanishga undash orqali ular kattalar kabi faollikni davom ettirishadi, bu esa semirish, yurak xastaligi va diabet kabi surunkali kasalliklarning oldini olishga yordam beradi⁸⁴. Boshlang'ich sinflarda jismoniy tarbiya darslarini tashkil etishning samarali usullaridan foydalangan holda, o'qituvchilar o'quvchilarga ushbu imtiyozlardan foydalanishda yordam berishlari va ularni sog'lom va faol kelajakka yo'naltirishlari mumkin.

Jismoniy tarbiya boshlang'ich maktab o'quv dasturining ajralmas qismidir. Bu talabalarga sog'lom va faol turmush tarzi uchun asos yaratadi va ularga tanqidiy ijtimoiy va hissiy ko'nikmalarni rivojlantirishga yordam beradi. Bir qator tadbirlarni o'z ichiga olgan holda va xavfsiz va qo'llab-quvvatlovchi muhitni yaratib, o'qituvchilar barcha o'quvchilarga jismoniy tarbiya darslarida muvaffaqiyat qozonishlariga yordam berishlari mumkin.

Xulosa qilib aytganda, jismoniy tarbiya boshlang'ich maktab o'quv dasturining muhim tarkibiy qismidir. Samarali jismoniy tarbiya darslari o'quvchilarning jismoniy va ruhiy salomatligini yaxshilashi, shu bilan birga ijtimoiy va hissiy farovonlikni oshirishi mumkin.

Muvaffaqiyatli jismoniy tarbiya darslarini tashkil qilish uchun o'qituvchilar turli xil tadbirlar, individualko'rsatmalar va xavfsiz va qo'llab-quvvatlovchi muhit kabi bir qator vositalar va strategiyalardan foydalanishlari mumkin. Shunday qilib, ular barcha talabalarga sog'lom va faol hayot kechirish uchun zarur bo'lgan ko'nikma va odatlarni rivojlantirishga yordam beradi.

⁸³ ⁸³ Maxkamdjonov K, Tulenova X.B. Maktabgacha ta'lim muassasalari uchun umumiy va kengaytirilgan "Jismoniy tarbiya" dasturi. Ilm-ziyo Toshkent., 2006 y

⁸⁴ ⁸⁴ F.Q.Axmedov. Harakatli o'yinlarni tashkil qilish va o'rgatish yo'llari. Toshkent 2009-yi

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ISSUES OF USING TECHNOLOGICAL INNOVATIONS IN THE CREATION OF CLOTHES.

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Abstract. *This article discusses the issues of using technological innovations in the creation of dresses, the artistic and technical issues of dress design and preparation.*

Key words: *dress, design, design, creation, culture, field, practical task.*

ВОПРОСЫ ИСПОЛЬЗОВАНИЯ ТЕХНОЛОГИЧЕСКИХ ИННОВАЦИЙ ПРИ СОЗДАНИИ ОДЕЖДЫ.

Аннотация. *В статье рассматриваются вопросы использования технологических инноваций при создании платьев, художественно-технические вопросы проектирования и изготовления платья.*

Ключевые слова: *платье, дизайн, проектирование, творчество, культура, сфера, практическое задание.*

Dress design and its preparation is a complex, complex process that includes the solution of artistic, technical and social problems. Human needs are determined by his personal characteristics and level of culture. Biological (age, gender, anthropometric description of a person), social (social position of a person in society, his nationality, specialization), personal (manifestation of individuality, comfortable feeling conditions, etc.) indicators describe and reveal the level of development of personal characteristics and culture.

As a result of the development of the field of clothing design, new products are created that highly satisfy the needs of consumers. People's growing desire for clothing forces designers to find new ways and opportunities to design, providing new, diverse looking clothing at a relatively low cost. The issues of economic development of our country, the process of globalization in the world require understanding the future development of design as a means of regulating relations in society.

The introduction and development of technological innovations in the fields of textiles and clothing can be shown as a direction that increases the importance of design. The need to study and forecast the development processes of modern fashion requires the analysis of the use of technological innovations in the creation of clothes.

The development of modern fashion is one of the important elements of the social and cultural space that influences the formation of the human personality and accelerates the design of modern clothes. Today's fast changing fashion trends; the increase of innovative technologies that expand the possibility of creating new types and designs of clothing; improving the design of clothing models in accordance with the pace of development of innovative technologies;

study of the processes taking place in fashion at the beginning of the 21st century; the increase in the demand for dress design, its technical and aesthetic indicators due to the improvement of the standard of living of the population; The need to improve the knowledge and skills of dress designers requires the analysis of technological innovations in the development of modern dresses. The world-wide and, in particular, light clothing industry in Uzbekistan requires

adaptation to the new conditions of the modern world economy and needs a theoretical understanding of the role of innovative technologies in the modern production system.

Today, this is due to the rapid development of technological progress, which brings together previously unrelated or weakly interconnected fields of activity, causing the arts, science and industry to work together and interact more actively. In turn, this is inventing new directions in the development of these areas. This process also applies to the field of design. Globalization in the world also has an impact on this process, that is, forces to combine efforts to optimize production processes, increase production mobility, and reduce the time spent on introducing innovations.

It is known that the object of design is bifunctional. That is, it should fulfill both the utilitarian-practical task and the aesthetic task. The main goal of the research is to investigate the impact of innovative technologies on modern design. The tasks of this research are to determine the level of relevance of innovative technologies in modern design; is to study the creativity of modern designers who use innovative technologies in their work and to show the direction of the process of implementing technological innovations in this field.

That is why it is important to study innovative technologies in fashion that can be effectively used by dress designers and other specialists in the future, and to analyze the experience of using them within the framework of the fashion industry of Uzbekistan. The analysis of the use of innovative technologies in fabric and material preparation, tailoring, and design in Uzbekistan revealed that it requires the activation of forms of communication between fashion and science.

However, the history of clothing design and fashion development shows that innovation has had a strong impact on the art of design.

For example, the introduction of machine-knitted knitwear, which was originally intended only for men's underwear, but was later used in women's outerwear thanks to Gabrielle Chanel, was an innovation for its time. In the 20s of the 20th century, knitwear became the most fashionable material for everyday clothes.

Sweaters and pullovers made of wool or silk, knitted cardigans, knitted hats and scarves were worn not only by men, but also by women. Since such items have not lost their relevance to this day, they can be raised to the level of a kind of classic in clothing. Artificial silk (more precisely, viscose, invented in 1892) and silk crepes (invented and patented by the Biankini-Fere company in Lyon in 1918, had an extremely wrinkled and "shedding" feature.

The famous French fashion designer Madeleine Vionne was one of the first to model her models from silk crepes, which were new for that time (because of the cooperation agreement, mainly crepe deshine, crepe-romaine, and special fabrics with a mixture of silk and acetate developed by the firm "Bianchini-Fere"). This made it possible to create shimmering folds when the fabric was cut diagonally. In addition, Vionne cooperated with the company "Rode".

Intentionally, according to his order, this company produced very large (up to 4-5 meters) wool fiber fabrics. The width of these fabrics allowed Vionne to create coats without a single seam thanks to the bias cut. As a result, Madeleine Vionne was the first to create a dress without a collar, a hooded collar and a turtleneck collar; the lining of the shirt and coat suggested an ensemble consisting of garments made of the same fabric. And the famous silk evening dresses cut in his style defined the silhouette of fashion in the 20s and 30s of the 20th century. The use of the "zummer" accessory, which once appeared in a completely different field, by the inventor of

surrealism in fashion, Elsa Schiaparelli, determined not only the future of this accessory, but also the future of modern clothing, especially youth fashion. Fibers such as viscose, kapron, lycra, invented in recent years, have an incomparable influence on clothing design and fashion. \

Currently, scientific and research work is being carried out in the world on the development of modern materials with natural fiber and good hygienic properties, which are useful for health, meet the technological requirements. The future design project includes bio-, nanofibers, plasma, laser, radiation and other latest technologies with very active results. First of all, military developments are considered as the sources of all new technologies.

But over time, they are successfully implemented by design, taking on a domestic tone.

One of the most advanced trends of the future is nanofiber, which will begin to be used not only in military and pilot clothing, but also in everyday clothing. Today, the innovative process is unlimited in its revolutionary developments, and the design of a new innovative object requires the creation of a unified functional, technical and meaningful complex of objects.

Design as a process of creating a new way of life of a person is not only the design of the external appearance of the object, but also the creation of a common "smart" space around the person with a system of future objects that adapt to the person and even inspire him. That is, design does not disappear as a form-creating project activity, it simply moves to another level, entering the innovative process, and is no longer perceived only as a "beautiful object". Today, the designer enhances functionality and plays an important role in the application of technologies. As a result of the integration of design-project and advanced scientific and technical processes, new styles and trends emerge.

If the main task of today's design is to find a new form, a new aesthetic of the form, the main goal of the design of the modern future may be to restructure the cultural space, to create new values by renewing the environment around people. A similar situation was observed in the avant-garde trend of futurism, which appeared in art in the 10-20s of the 20th century. Based on denial, this movement is rich in fun and powerful ideology, in which lies the idea that the old world must be destroyed before the new world can be created. The following were the basic elements in the aesthetics of futurism: new feelings of life, the problem of feeling the new world, the theme of the city and the new technical world, interest in the psychology of perception, the formation of inner feeling as the basis of the creative method. Game environment, grotesque, supernatural changes, description of objects that are often outside of real events - all these are elements of futuristic style.

However, if the basis of futurism was the denial of the form of the past, the basis of the current design is the rapidly developing electronics, materials and technologies that create new opportunities for design. In turn, the designer's predictive activity challenges scientists and technologists to find new ways to create something that does not yet exist in our lives. As mentioned above, in the modern understanding, design objects are not objects, but needs.

With the development of new technologies, there was a need to create a more intellectual and scientific space around a person. However, the more complex the human technical environment, the less likely it is to create design patterns. The forms of innovative design objects are often simple and compact. There is a kind of biomorphism and, therefore, inspiration in the figures, exaggerated plasticity combines with technological pieces to create the image of a technically perfect organism. In particular, depending on the modern space, it is possible to note

the trends of total technicalization of the environment, micro-miniaturization of product elements and their interactivity, the development of the installed system, and the merging of several objects into one technically complex object.

In this design process, the human factor becomes the main factor, the object is no longer a futuristic fantasy, but an object or a system of objects that changes the way of human life and makes the way of life more comfortable due to new technologies. A number of scientific and practical studies are being conducted in Uzbekistan to improve the technical and cost-effective properties of materials that meet aesthetic, technological and production requirements. In particular, S. Tashpulatov's²⁶² on the creation of high-efficiency resource-saving technology for the production of sewing products, N. Khankhadzhaeva's²⁶³ on the creation of new assortments of knitwear, Kh. On the effective use of raw materials in the production of Khazratkulov's²⁶⁴ patterned knitwear assortment, F. Nigmatova²⁶⁵ on improving the quality of the technology of making clothes from local leather, Q. Kholikov²⁶⁶ on obtaining new types of woolen knitted fabrics, J. Akhmedov's²⁶⁷ on the production of new structured sewing and embroidery threads, D. Aripdzhanova²⁶⁸ scientific research on the creation of a complex technology for the production of women's clothing from wool and mixed fabrics should be cited as an example.

But it is known that the results of these researches are not reaching the designers. Most of the researches are aimed at proving their effectiveness from an economic point of view, and Tashpulatov S.Sh. Creation of high-efficiency resource-saving technology of production of sewing products.

As a result, these developments "become obsolete" without reaching the buyer. The lack of "agile" techniques and methods in production and chemical industry in Uzbekistan is delaying the implementation of designers' proposals, or on the contrary, designers are not aware of innovative developments in new materials and sewing technologies, they may not know about such news. These situations require the strengthening of cooperation relations with the relevant ministries and organizations, as well as the development of mechanisms for the implementation of joint projects, since the field of design is a field at the junction of art, science, and production. For example, as shown in the previous section: ready-to-wear, pret-a-porte, haute couture, stage and image-oriented, conceptual clothing design trends, each based on its goals and objectives, use technological innovation in varying degrees. and uses it in different ways.

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ALEKSANDR FEINBERG. HIS WORKS AND STUDIES

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Abstract. Aleksandr Feinberg is considered to be one of the most acclaimed poets in Uzbekistan. Although his nationality belongs to other nations, he left invaluable pieces of his writings about Uzbek culture, customs, and life. His all poems were written with all his heart dedicating his life to the advancement of Uzbek poetry. The poet's early life, achievements, and contributions to our national literature will be further discussed.

Keywords: Journalism, poetry, philosophy, cultural diversity, inspiring ideas, creativity.

АЛЕКСАНДР ФЕЙНБЕРГ. ЕГО РАБОТЫ И ИССЛЕДОВАНИЯ

Аннотация. Александр Файнберг по праву считается одним из самых известных поэтов Узбекистана. Хотя он по национальности принадлежит к другому народу, он оставил бесценную часть своих сочинений об узбекской культуре, обычаях и быте. Все его стихи написаны от всей души, посвятив свою жизнь развитию узбекской поэзии. Молодость, достижения и вклад поэта в нашу национальную литературу будут обсуждаться далее.

Ключевые слова: Журналистика, поэзия, философия, культурное разнообразие, вдохновляющие идеи, творчество.

Aleksandr Feinberg was born in Tashkent during the years of global struggle fare two. His parents were originally from Russia and settled in this city long before the poet came to life. In his books, Feinberg describes Tashkent as a city of magic, its traditions, and how people are friendly here. Also, he describes the splendor and attraction of the city, depicting the character of Uzbekistan, and declaring those extraordinary scenes were triggers in his writing journey. He sheds light on the relationship he enjoyed most here how people in Tashkent helped him when he lost his parents. He was not taken to care houses or abandoned on his own, but he was raised the same way as most children were brought up at that time. He became thankful to Uzbek human beings for being so malicious program to him and put all of his strength to make nationwide the culture of Uzbekistan.

Feinberg graduated from Tashkent State University and for a while, he labored as a part of a team in the Writer's Union. He was the author of more than 15 books, according to his screenplay writing abilities, many films were shot back at that time. His poems were posted in across-the-world diagnosed journals called "The Youths ", "Star of Asia " and " New World ". In the late nineties, there was catastrophic airplane damage when the Uzbek team Pakhtakor arrived in Tashkent, in step with his writings expressing empathy for the ones on this aircraft crash a movie was named " Their Stadium is at the Sky" outlining how huge unfastened it turned into for our nation. For a few years, he organized assembly education seminars for younger writers which paved his way to climb the career ladder. In 2004 year. he was nominated by Pushkin Medal became one of these writers who have been enriching the cultural range of our Literature with new thoughts to deal with numerous current troubles in our society. [1]. He wrote a descriptive poem

named "String of the Rubaiyat" in which he first-rate creates the best image of Uzbek chayhana which puts a smile on the face of readers. He has posted the following books " Cycling treks" (1965), " Etude"(1967), "Poems" (1977), Distant Bridges" (1978), "The Seal of the Sky" (1982), "Short Wave" (1983), "Net" (1986), "Free Sonnets" (1990), "Don't Cry, Darling" (1997), "Mine" (2000), "Free Sonnets" (2003), "Leaf" (2008). He translated Navoiy's scripts into Russian to promote Uzbek literature and to reach more audiences. Even the most acknowledged Uzbek writer A. Oripov praised his Poetic capabilities as he became inspired by how a Russian poet may want to keep on his research in Uzbek literature and dedicate his complete lifestyle to serving his country. There is an example of his poem:

Родина

*Меж знойными квадратами полей
она легла до горного отрога —
гудроновая старая дорога
в тени пирамидальных тополей.
Я в юности не раз ходил по ней
с теодолитом и кривой треногой.
Я пил айран в той мазанке убогой,
где и теперь ни окон, ни дверей.
Печальный край. Но именно отсюда
я родом был, я родом есть и буду.
Ау, Европа! Я не знаю Вас.
Вдали орла безмолвное круженье.
В зубах травинка. Соль у самых глаз.
И горестно, и счастливо мгновенье.*

Motherland

*Between the sultry squares of fields
She lay right down on the mountain spur -
old tar roady
in the shade of pyramidal poplars.
I walked alongside it more than ever in my youth
with theodolite and crooked tripod.
I drank ayran in that wretched hut,
where now there are no windows or doors.
A sad land. But it's from here
I turned into born, I am born and could be.
Hey, Europe! I don't know you.
In the distance the eagle silently circles.
A blade of grass in your teeth. Sadness right in the eyes.
Both sad and happy moments.*

In this poem, it may be visible how Feinberg sophisticatedly confirmed the genuine picture of Uzbek culture. First landscapes, roads nature was described, and then Uzbek's national drink ayran was also mentioned. He mentioned to Europe that he wasn't fascinated by anything offered by it, as he again proved his loyalty and conveyed the painful problems of that time Uzbek was going through. It was wartime, and millions of Uzbeks lost their flesh and bone in the battle becoming its victims, sadness in the eyes is the Metaphor used for specific difficult instances of grief and remembering candy and bitter memories of the past.

It is thought that Alexander Feinberg was born on November 2, 1939, in Tashkent. In his prose work "My City - Tashkent", he wrote: "I became inside the capital of Russia. Here it is. Moscow is as if in the palm of my hand. I look at its history from the window of the eighteenth floor. The town at the horizon and I turned into amazed. During the Revolution, this metropolis deserted my unmarried mom on your step of Magadan. Many years later, only Tashkent hugged her and warmed her body in a 50-degree frost. "By the infinite mercy and grace of fate, the poet's heart was as warm as the sun, He enjoyed the friendship and generosity of the tolerant as well as the kind Uzbek people. We have heard commonly that had his circle of relatives now no longer met the Uzbeks, he could have died earlier than he was born. The poet's mother, Anastasia Alexandrovna was born in Moscow, and the poet's father, Arkady Lvovich, was born in Gatchina, not far from Peter. But he explains their adventure from Siberia to Tashkent as follows: "I assume they moved right here to provide beginning to me". For this reason, Alexander Feinberg considers Uzbekistan his homeland. He has never tired of expressing gratitude to and love for his motherland. His poetic and literary works describe the lovely landscapes of Uzbekistan, country-wide traditions, excessive culture, and spirituality of our people. Alexander's youth coincide with World War II. He was two years old in 1941. Sasha's coronary heart yearns for the horrible activities of those terrible years. In his poems "1941", "Autumn 1942", "Tashkent", "1943" and "Argun" one can see the blood of the coronary heart and pay attention to the cry of a man. As noted above, Alexander Arkadievich Feinberg was born on 2 November 1939 in Tashkent, where his parents had relocated from Novosibirsk in 1937. After finishing a seven-year School, Alexander Feinberg entered the Tashkent Topographic Technical School. After graduating, he joined the army in Tajikistan. He then completed his studies at Tashkent University, where he studied journalism through correspondence with the Faculty of Philology and worked in the student newspaper. In 1961, he was given married to I.G. Koval. A.A. Feinberg was a member of the Union of Writers of Uzbekistan. He was the composer of fifteen books of poetry (including a posthumously published two-volume book written by the author), as well as four full-length feature films, and more than twenty animated films were produced under his scripts. He translated into Russian the poems and poems via way of means of Alisher Navoi and many contemporary Uzbek poets. His poems were published in the magazines Smena, Yunost, Novy Mir, Zvezda Vostoka, and Novaya Volga, and periodicals of foreign countries such as the USA, Canada, and Israel. In 1999, to the 20th anniversary of the tragic death of the Pakhtakor football team in a plane crash, the film "Their Stadium Inside the Sky" changed into filmed on his script, which capabilities a piece of music via way of means of Alexander Feinberg approximately Pakhtakor in 1979. For numerous years, A. A. Feinberg led a seminar for young writers of Uzbekistan in Tashkent. Alexander Arkadievich Feinberg died on 14 October 2009 in Tashkent. He is buried at the Botkin Cemetery in Tashkent.

It represents the distress of the time, the misery of the people, and scenes of brutal Hunger. The poet writes the fact in a language understood via way means of the people, without worry about the regulations of the dominant ideology.

*Summer floats inside the hull of a ship.
The smiling father of nations is in the picture.
Under this picture, there is no bread.*

In one of these horrible times, he frequently praises Uzbekistan and the Uzbek humans for their fortitude and kindness. Everyone changed into contemplating saving their lives at that time, but in his poems, he acknowledges with gratitude and warmth that the human Uzbeks embraced the struggling human beings and patted them on the head.

Alexander Feinberg even felt that he was just a conductor on earth, an antenna that captures heavenly sounds from God and embodies them in words, poetic sizes, and stanzas. Therefore, he modestly called himself a "singing reed." Perhaps that is why he could express in his poems impeccably accurately and sincerely a declaration of love or repentance ("And where guilty even for a minute / stood with guilt like before the cross") and firmly, with one solid line or stanza, like a chisel on stone tablets, convey to the reader his unshakable moral principles:

*"I searched for the soul even in the fallen scum.
Lost friends. Was on the brink of death.
But I did not pick the key to someone else's door.
Here I stand now on the ruins.
Blessed are those who have not lost themselves. "*

The poet was born into a family of repressed intellectuals in 1939. Like his pre-war peers, he trampled the grass in sunny courtyards with clay stoves and an incessant quail; played football, standing at the gate; starved during the war years when he had "for breakfast — pulp, and dinner — a cold." He rode on a homemade wooden scooter on ball bearings, reverently avoiding the maimed-in soul and body veterans of World War II, who sang military songs for miserable alms and thus earned a living.

From childhood, the poet was aware of another great city that became a refuge, a second "small" homeland for many Russian writers and artists evacuated here — A. A. Akhmatova, N. Ya. Mandelstam, A. N. Tolstoy, K. M. Simonov, Vl. Lugovsky, KI Chukovsky, R. Falk, V.A. Favorovsky, and many other outstanding figures of Russian culture left an indelible eternal mark on the Asian land and in the history of Russian-Uzbek spiritual and educational relations.

A. Feinberg's poems about the legendary football team "Pakhtakor", which died in a plane crash in 1979:

*"... Smoke from the explosion passed over the country.
We are not guilty of this fault.
Someone just violated the rules,
Well, we were assigned a penalty.*

The wind still cries in the forests.

*You still cry at night.
Don't be sad! We still play like before.
Just our stadium is in heaven. "*

I tried to translate and analyze Feinberg's poem from Russian to English and Uzbek.

Велотреки

*За нашим стадионом велотреки.
И в ноябре, особенно ночами,
они плывут туманные, как реки,
которым ни конца и ни начала.*

*Они текут в холодные просторы,
в осенние расплывчатые дали.
Над ними, словно жёлтые медали,
мигают одиноко светофоры...*

*Ты помнишь сумрак? Начиналась слякоть.
Ещё не зная, что такое гонки,
здесь девочка одна училась плакать,
мечтая стать известной чемпионкой.*

*По лунным площадям вели нас плиты.
И в тёмном тупике возле ограды
она однажды, оправляя свитер,
по-взрослому сказала мне: — Не надо...*

*И вот опять вихрастая, и странная,
она идёт, как маленький рассвет.
Она идёт из долгого тумана,
толкая впереди велосипед.*

*И вслед за ней широкие, как реки,
холодными дождливыми ночами
всё дальше уплывают велотреки,
которым ни конца и ни начала...*

Velodromes

*Behind our stadium, the velodromes.
And in November, especially at night,
they float misty, like rivers,
that have no end or beginning.*

*They flow into the cold spaces,
into the autumn, blurry distances.
Above them, like yellow medals,
lonely traffic lights flicker...*

*Do you remember dusk? The sleet had just begun.
Not yet knowing what racing was,
here, a girl learned to cry alone,
dreaming of becoming a famous champion.*

*The pavement led us across moonlit squares.
And in the dark dead-end by the fence,
she once, adjusting her sweater,
said to me like a grown-up: "No need... "*

*And here she is again, tumultuous and strange,
she walks like a little dawn.
She emerges from the prolonged fog,
pushing her bicycle ahead.*

*And behind her, broad like rivers,
on cold, rainy nights
further and further, the velodromes recede,
that has no end or beginning...*

Velosiped yo'llari

*Stadionimiz orqasida velosiped yo'llari bor.
Va noyabrda, ayniqsa tunda,
ular daryolar kabi tumanli suzardi,
oxiri ham, boshlanishi ham yo'q.*

*Ular sovuq bo'shliqlarga oqardi,
kuzda loyqa masofalarda.
Ularning tepasida, xuddi sariq medallar kabi,
svetoforlar yolg'iz miltillardi...*

*Kechqurunni eslaysizmi? Uloyqalana boshlardi.
Hali poyga nimaligini bilmay,
Bu yerda qiz yolg'iz yig'lashni o'rganib,
mashhur chempion bo'lishni orzu qilardi.*

*Plitalar bizni oy tomon olib borardi.
Va panjara yaqinidagi qorong'u o'lik joyda*

*u bir marta kiyimini to'g'rilayotganda,
U menga kattalardek aytdi: "Qilma...*

*Va bu yerda yana jingalak va g'alati,
u tong otganday keladi.
U uzoq tumandan keladi,
velosipedni oldinga surib.*

*Va undan keyin daryolardek keng,
sovuq yomg'irli kechalarda
Velosiped yo'llari tobora uzoqlashardi,
na oxiri na boshlanishi yo`q...*

In conclusion, Uzbek poet Feinberg left his treasures in Uzbek literature being the primary ones to promote and sing about Uzbek society. In his writings, we can see the pain, the chill, The happiness, and the tragedy of the state that instances as he without delay wrote what changed in his coronary heart and elegantly positioned all of the phrases on the paper.

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COMPARISON OF DIRECT AND INDIRECT SPEECH IN UZBEK AND ENGLISH LANGUAGES

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Linguistics: English language

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Abstract. *There are two ways of expressing the words of other people such as direct speech where spoken or written text reports speech in its original form, and indirect speech is where points of what someone has said are reported but the speech is not fully written. This article explores the similarities and differences of direct and indirect speech between English and Uzbek.*

Key words: *sequence of tenses, reported speech, speech and quotation marks, clauses, lexical, stylistic devices.*

СРАВНЕНИЕ ПРЯМОЙ И КОСВЕННОЙ РЕЧИ В УЗБЕКСКОМ И АНГЛИЙСКОМ ЯЗЫКАХ.

Аннотация. *Существует два способа выражения слов других людей: прямая речь, когда устный или письменный текст передает речь в ее исходной форме, и косвенная речь, когда передаются моменты того, что кто-то сказал, но речь не полностью написана. В данной статье исследуются сходства и различия прямой и косвенной речи английского и узбекского языков.*

Ключевые слова: *последовательность времен, сообщаемая речь, речевые и кавычки, предложения, лексические, стилистические приемы.*

One of the best ways of learning a new language is comparison. For instance, comparing English language devices such as stylistic, phonetic and lexical, with the Uzbek language fastens learning process. In addition comparative study helps settle the system of one language to affect negatively on the system of the second language. Teaching similarities and differences between Uzbek and English prevents from mistakes when expressing one's thought. For example, let's see the peculiarities of direct and indirect speech in both languages. English prefer expressing other people's sentence by changing its grammar and lexical devices and turning sentences into relative clauses. On the other hand, in Uzbek language in spite of the number of sentences, when it is reported, it is expressed as one sentence:

- Pete says: "Mother, I'll come home at 5 o'clock in the evening".
- "Oyi, uyga kechqurun soat 5da kelaman,"- dedi Pit.
- Pete tells his mother that he will come home at 5 o'clock in the evening.
- Pit onasiga kechqurun soat 5da kelishini aytdi.

In English sentences of reported speech are connected to each other with the help of interrogative pronouns: who, when, where, what; and that, if. Sometimes, that is not used in spoken language.

In Uzbek language reported speech is given as a simple sentence and no conjunction is used. But using interrogative pronoun as conjunction is also specific to Uzbek language:

- He asked: "Where do you live?"
- Qayerda yashaysiz?"- so'radi u.
- He asked me where I lived.

-U mendan qayerda yashashimni so'radi.

In English reported speech comes after the speech of author. In Uzbek we can see the opposite of this rule.

Nick *said* he was worried.

Nik havotirlanayotganini *aytdi*.

In English when subject of direct speech is 1st or 2nd person, and subject of author's speech is 3rd person, in reported speech it changes to 1st ->3rd person; 2nd -> 1st or 3rd person.

Normally, the tense in reported speech is one tense back in time from the tense in direct speech

He said: "I like salad". – He said he liked salad.

"Men salatni yaxshi ko'raman,"-dedi u. – U salatni yaxshi ko'rishini aytdi.

He said : "I have been to London". – He said that he had been to London.

Sequence of tenses is not occurred in Uzbek. That's why learners may face with interference between languages during the learning process. In Uzbek the difference between the verb of direct and indirect speech is not connected to tenses.

Uzbek students also face difficulties when using auxiliary verbs in direct and indirect speech as they are limited with only adding suffixes to noun

-She said that she *had* seen that film.

-U bu filmni ko'*rganligini* aytdi.

-She said that she *would* see her there.

-U uni o'sha yerda ko'*rishligini* aytdi.

It is important to note that nowadays most of the essays prefer to use direct speech rather than indirect speech. Because in direct speech author keeps all the features of the sentence and expresses someone's thought more clear and effectively. Direct speech especially comes in handy when expressing character's inner feeling.

But in spoken language reported speech is mostly preferred

That's why, learners should learn differences mentioned above carefully in order to give clear view of their thought to somebody.

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“ПЕДАГОГИК ТАЪЛИМ ИННОВАЦИОН КЛАСТЕРИ” - МАҚСАДЛАР
УМУМИЙЛИГИ ВА МАНФААТЛАР ХУСУСИЙЛИГИ ДЕМАҚДИР.

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Аннотация. Мақолада педагогик таълим кластери тушунчасига таъриф берилган ва унинг зарурати, Ўзбекистон шароитида уни амалга ошириш механизмлари, тамойиллари ҳамда йўналишлари кўрсатиб берилган. Тошкент вилояти мисолида педагогик таълим кластерининг амалий аҳамияти илмий хулосаланган.

Калим сўзлар: кластер, кластер стратегияси, кластер шакллари, кластер тамойиллари, кластер субъектлари, педагогик таълим кластери, рақобатбардошлик, миметик метод, интеграция, инновацион занжир, инновацион ёндашув, латерал стратегия, фокуси стратегия.

"PEDAGOGICAL EDUCATION INNOVATION CLUSTER" MEANS COMMON
GOALS AND SPECIFIC INTERESTS.

Abstract. The article describes the concept of a pedagogical cluster and its necessity, mechanisms, principles and directions for its implementation in the context of Uzbekistan. The practical role of the pedagogical cluster on the example of the Tashkent region is scientifically substantiated.

Keywords: cluster, cluster strategy, cluster forms, cluster principles, cluster actors, pedagogical cluster, competitiveness, mimetic method, integration, innovation chain, innovative approach, lateral strategy, focus strategy.

«ИННОВАЦИОННЫЙ КЛАСТЕР ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ» - ЭТО
ОБЩИЕ ЦЕЛИ И КОНКРЕТНЫЕ ИНТЕРЕСЫ.

Аннотация. В статье описывается понятие педагогического кластера и его необходимость, механизмы, принципы и направления его реализации в контексте Узбекистана. Практическая роль педагогического кластера на примере Ташкентской области научно обоснована.

Ключевые слова: кластер, кластерная стратегия, кластерные формы, кластерные принципы, кластерные субъекты, педагогический кластер, конкурентоспособность, миметический метод, интеграция, инновационная цепочка, инновационный подход, латеральная стратегия, фокусная стратегия.

Жамиятда юз бераётган туб ўзгаришлар, шубҳасиз, таълим соҳасини ҳам қамраб олмақда. Таълим тизимининг кейинги чорак асрдаги фаолиятига назар ташлайдиган бўлсак, истиқлол йилларида таълим ва кадрлар тайёрлаш соҳасида кўплаб ижобий ишлар амалга оширилганининг гувоҳи бўламиз. Айни пайтда, айтишимиз жоизки, таълим турлари ўртасидаги алоқа ва узвийликнинг таъминланишида айрим камчиликлар ҳам кузатилдики,

бу пировардда, мақсадни белгилашдаги тарқоқликка ва таълим сифатининг пасайишига сабаб бўлди. Кадрлар тайёрлаш бўйича давлат сиёсатида ҳудудларнинг ижтимоий-иқтисодий ўзига хослиги ва талаб ҳамда эҳтиёжларининг тўлиқ ҳисобга олинмаслиги, меҳнат бозоридаги талаб ва таклифнинг чуқур ўрганилмаслиги натижасида кадрларнинг ҳудудлар кесимидаги тақсимотида мувозанатнинг бузилиши кузатилди.

Бунинг натижасида айрим ҳудудларда педагог кадрларга бўлган эҳтиёж узоқ йиллар давомида қондирилмади. Таълим тизимида кадрлар тақсимотининг тўғри йўлга қўйилмаслиги натижасида юзага келган кадрлар тақчиллиги масаласи, бевосита, узлуксиз таълим тизимида назарда тутилган таълим турлари ўртасидаги узлуксизлик, узвийлик ва интеграциянинг таъминланмаганлиги, ҳудудларда кадрларга бўлган талабнинг истиқбол режалари мавжуд эмаслиги билан юзага келди. Умуман, бу муаммо кенг қамровли ва кўпқиррали ижтимоий масала бўлиб, унинг ечими ҳам бир ёки икки сабабнинг қондирилиши билан ўз ечимини топа олмайди. Бу масала ҳудудий ҳокимликлар ва уларнинг тасарруфидаги тегишли бўлинмаларнинг айни масала бўйича тизимли иш олиб бориши натижасида ўз ечимини топиши мумкин. Ўз навбатида педагогик таълим тизимида шундай янги механизм яратилиши зарурки, унда таълим турлари ўртасида ўзаро назорат ҳам, рақобат ҳам, манфаатларнинг қондирилиши ҳам таъминланиши зарур.

“Педагогик таълим инновацион кластери” моделининг амалиётга татбиқ қилиниши натижасида узлуксиз таълим тизимини ташкил қилувчи таълим турлари ўртасидаги тарқоқликнинг бартараф қилиниши, уларни муштарак мақсад атрофида бирлаштириш, узвийлик ва узлуксизликни қарор топтириш, ўзаро рақобат ва назорат муҳитини шакллантириш, педагогик соҳада самарали ворисийликни таъминловчи тизим яратиш масалалари назарий асосланган ва самараси кафолатланган ечимга эга бўлади.

“Педагогик таълим инновацион кластери” миметик метод бўлиб, иқтисодиётнинг ишлаб чиқариш тармоқларида самарали ҳисобланган кластер моделини таълим жараёнига татбиқ этишни назарда тутди. Дарҳақиқат, ишлаб чиқариш тармоқларида хомашё, маҳсулот ва талаб кетма-кетлиги мавжуд бўлиб, ушбу кетма-кетлик инсон капитали кўринишида педагогик таълим тизимида ҳам мавжуддир. Бу эса ишлаб чиқаришда самарали бўлган кластер моделини таълим тизимида жорий этиш назарий жиҳатдан асосли эканлигини кўрсатади. Умуман, педагогик таълимнинг жамият барқарор ривожланишидаги юқори ижтимоий аҳамиятидан келиб чиққан ҳолда замонавий талаблар, тизимдаги муаммолар ва уларни ҳал қилишда фан ва таълим бўғинлари ўртасидаги тарқоқлик бугунги кунда узлуксиз педагогик таълимни кластер ривожланиш моделига ўтказиш заруратини тақазо этмоқда.

Педагогик таълим инновацион кластери узлуксиз таълим тизимидаги барча таълим турлари, илмий тадқиқот институтлари ва марказлари, амалиёт базалари, илмий ва илмий-методик тузилмаларнинг бир бутунлиги бўлиб, уларнинг биргаликдаги тақсимланган фаолияти педагогик таълим тизимини сифат жиҳатидан янги даражага кўтариш имкониятини беради. Бинобарин, кластернинг асосий мақсади ўз таркибига кирувчи таълимий-илмий-инновацион салоҳиятни нафақат юқори фуқаролик ва касбий лаёқатлилик даражаси билан, балки рақобатбардошлиги, янгиликларни қабул қила олиш қобилияти, янги таълим дастур ва технологияларини лойиҳалаш ҳамда амалга ошира олиш қобилиятига эга замонавий таълим мутахассисларини тайёрлаш учун

бирлаштиришдир. Педагогик таълим ривожланишининг кластер модели таълим бериш, ўқув адабиётларини яратиш, педагог кадрлар илмий салоҳиятини ошириш, таълим ва тарбия узвийлиги билан боғлиқ умумий йўналишларда фаолият олиб боради. Бу эса муаммонинг умумий методологик характерга эга эканлигини кўрсатади. Айни пайтда бу умумий йўналишлар таълимни бошқариш ва ташкиллаштириш, таълим турлари ва йўналишлари, узвийлик ва интеграцияни таъминлаш, ўқитиш методлари ва воситалари каби йўналишларда хусусийлашади. “Педагогик таълим инновацион кластери” моделининг субъектлари сифатида қуйидагиларни қайд қилиш мумкин:

- талабалар, магистрантлар ва докторантлар педагогик амалиёт ўтайдиган, таълимий, илмий тадқиқотчилик, инновацион ва лойиҳалаштириш фаолиятини олиб борадиган ўқув ва тажриба экспериментал база вазифасини ўтайдиган мактабгача, умумий ўрта, ўрта махсус, олий ва қўшимча таълим муассасалари;

- таълимнинг турли даражаларидаги янгиланишларга мувофиқ равишда катталарнинг қўшимча таълими тизими муассасалари, болалар ва ўсмирларнинг мактабгача, умумий ўрта, ўрта махсус касб-хунар таълими педагогик кадрларини қайта тайёрлаш ва малакасини ошириш муассасалари;

- ҳамкорликдаги илмий тадқиқот фаолияти билан шуғулланаётган ва уни белгиладиган илмий ва илмий-методик тузилмалар, марказлар, илмий тадқиқот институтлари;

- педагогик ҳамжамиятлар, ташаббускор жамоалар, жамоат бирлашмалари, давлат ва нодавлат ташкилотлари;

- хорижий олий таълим муассасалари ва илмий марказлар.

Кластер модели ҳар бири алоҳида фаолият олиб бораётган субъектларни умумий мақсад атрофида бирлаштиради ва айни пайтда, ҳар бир субъект умумий мақсаддан келиб чиққан ҳолда хусусий манфаатдорликда иш юритади. Кластер модели субъектлари бир-бирини қўллаб-қувватлайди ва назорат қилади, ҳар бири алоҳида кластернинг маънавий ва интеллектуал майдонини яратади, ижтимоий таъсири ҳамда аҳамиятини кенгайтиради.

Педагогик таълим инновацион кластери табиий алоқадорлик, узвийлик, изчиллик, ворисийлик, замонавийлик, йўналтирилганлик, мақсаднинг муштараклиги, манфаатларнинг хусусийлиги, ўзаро назорат каби тамойилларига асосланади.

Ушбу тамойиллардан айримларига батафсилроқ тўхталиб ўтишни жоиз деб биламиз:

- **мақсадларнинг муштараклиги** – бу тамойил таълим турларининг хусусий мақсадлари жамланиб, умумий мақсадга айланишини назарда тутаяди. Таълим кластери модели доирасида бир-бирига алоқадор таълим турлари ягона мажмуани ҳосил қилади.

Чунки кадрлар тайёрлаш масаласи бир-бирига алоқадор бир нечта субъектларнинг ўз олдига қўйган мақсадлари ижросининг тўлақонли таъминланиши натижасида ўз ижросини топади. Бу эса давлат таълим стандартлари асосида сифатли таълим бериш, ёшларни маънан баркамол, жисмонан бақувват, миллий анъана ва қадриятларимизга содиқ қилиб тарбиялаш, уларда замонавий ва ностандарт фикрлаш кўникмаларини шакллантириш каби муштарак жиҳатларда намоён бўлади.

- **манфаатларнинг хусусийлиги** – бу тамойил иқтисодиётнинг ишлаб чиқариш тармоқларида ўта табиий равишда содир бўладиган жараённи англайди. Таклиф қилинаётган таълим кластери модели манфаатлар хусусийлашгандагина қарор топади.

Содда қилиб айтганда, кластер субъектлари манфаат кўрагини ушбу ҳаракатлар ўзини оқлайди ва давомийлик касб этади. Таълим кластери моделида ҳар бир таълим субъектининг манфаати назарда тутилиши лозим. Барча таълим субъектларининг хусусий манфаатлари оқибатда умумий манфаат учун хизмат қилади.

- **ўзаро назорат** – бу таълим кластер модели доирасида бирлашган таълим субъектларининг фаолияти бир-бирига боғлиқлигини англатади. Битта субъектда йўл қўйилган хато ёки камчилик иккинчи субъектнинг фаолият самарадорлигига таъсир кўрсатади. Демак, кластер доирасида маълум ҳудуд ёки фаолияти бир-бирига боғлиқ бўлган таълим субъектлари ўзаро тизимни ҳосил қилади.

Умуман олганда, “Педагогик таълим инновацион кластери” педагогика соҳасига иқтисодий моделларни татбиқ қилиш натижасида самарадорликка эришишни назарда тутлади. Бу билан соҳада таълим субъектларининг алоқаси ва узвийлиги, таълим турларининг интеграцияси таъминланади. Унинг амалга ошириш механизми, йўналишлари, таълимлари, мақсад ва вазифаларини илмий асосда тавсифлаш айти пайтда соҳа мутахассислари олдидаги жиддий муаммолардан бири ҳисобланади. Барча соҳаларга нисбатан янгича инновацион ёндашувлар татбиқ қилинаётган, мавжуд қарашлар, тушунчалар ва муносабатлар тараккиёт кўзгуси ва самарадорлик мезонлари билан қайтадан тафтиш қилинаётган айти пайтда таълим кластери моделининг тақдим қилиниши муаммога долзарблик ва замонавийлик нуқтаи назаридан қаралганда асослар етарлик эканлигини кўрсатади.

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**ИШЛАБ ЧИҚАРИШ ТАЪЛИМИНИНГ ДАВРЛАРИ. БОШЛАНГИЧ,
ТАЙЁРГАРЛИК, КАСБНИ ЎЗЛАШТИРИШ ВА ЯКУНЛАШ ДАВРИ**

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Аннотация. Ушбу мақолада ишлаб чиқариш таълимининг даврлари ва бошланғич, тайёргарлик, касбни ўзлаштириш, яқунлаш даврлари ҳақида тўлиқ маълумот берилган.

Таянч сўз ва иборалар: Маълумот, таълим, педагогик фаолият, педагогика принциплари, педагогик тажриба, босқичли ўқитиш, таълим даврлари, иш модели, таълим тизими, таълимнинг предметли тизими, тамойил.

**PERIODS OF PRODUCTION EDUCATION. THE PERIOD OF INITIATION,
PREPARATION, ACQUISITION AND COMPLETION OF THE PROFESSION**

Abstract. This article provides complete information about the periods of industrial education and the initial, preparatory, mastery of the profession, and final periods.

Key words and phrases: Information, education, pedagogical activity, principle of pedagogy, pedagogical experience, step-by-step teaching, educational cycles, working model, educational system, subject system of education, principle.

**ПЕРИОДЫ ПРОИЗВОДСТВЕННОГО ОБУЧЕНИЯ. ПЕРИОД ЗАРОЖДЕНИЯ,
ПОДГОТОВКИ, ПРИОБРЕТЕНИЯ И ЗАВЕРШЕНИЯ ПРОФЕССИИ**

Аннотация. В статье представлена полная информация о периодах производственного обучения, а также о начальном, подготовительном, профессиональном освоении и заключительном периодах.

Ключевые слова и фразы: Информация, образование, педагогическая деятельность, принцип педагогики, педагогический опыт, поэтапное обучение, образовательные циклы, действующая модель, система образования, предметная система обучения, принцип.

“Тарбия санъати – деярли ҳаммага таниш ва тушунарли, баъзиларга эса, ҳатто осон туюлиш хусусиятига эга, у қанчалар тушунарли ва осон туюлса, ўша инсон у билан назарий ва амалий жиҳатдан шунчалар кам таниш”, - деган эди К.Д.Ушинский. тарбия, асосан, қуйидаги воситалар ёрдамида амалга оширилади: кўрсатиш ва тушунтириш; рағбатлантириш ва жазолаш; вазифа бериш ва талаб қилиш; текшириш ва тузатиш, ишонтириш ва таҳлил қилиш. Ана шундай таъсир кўрсатиш йўли билан катталар болаларнинг билиш ва амалий фаолиятларини юзага келтириб, маълум томонга

йўналтирадилар ва бу фаолиятлар назорат қилиниб, тўғрилаб, фаолиятларни ривожлантириш амалга оширилади.

Педагогикада тарбия бериш усули икки турга бўлиниши қайд этилган. Биринчи усул, (илхомлантирувчи) санъатни ўз рағбатлари билан ўрганувчиларга ишлатиладиган усул. Иккинчи усул (мажбур этиш), эса мажбурий равишда тарбияланувчиларни тарбиялаш учун ишлатиладиган усул. Тарбия берувчи ёки шогирдларга ўқитувчиларнинг қўллайдиган усули бунга мисолдир. Масалан, ҳукумат ёки давлат, мазкур мамлакатда яшовчи шахсларнинг муаллими, тарбиячиси бўлади. Болаларни тарбияловчи одам эса муаллим бўлиб, у болаларга тарбия беришда турли усуллардан фойдаланади. Мана шундан маълум бўладики, ҳукумат (давлат) ва муаллим ҳар иккови ўз йўлида болалар ёки меҳнаткашларга берувчи устоз ва муаллимлардир. Улардан бир болаларга меҳрибонлик ва яхши сўзлар билан тарбия берса, иккинчисимажбурий равишда тарбиялайди.

Бошланғич давр – бу вақтда таълим олувчилар ўзларини усталарини танимайдилар, бир-бирларини ишлаб чиқариш жараёни ҳақида тўлиқ маълумотга эга бўлмайдилар. Ўқув устаси ҳар бир таълим олувчини шахсий хусусиятларини ўрганиб, уларда иш жойини, касбни танлашга қизиқишни уйғотиб меҳнатга бўлган умумий талаблар, иш шароити билан таништиради. Уста таълим олувчиларни техник тўғарақларга қизиқтириб, ишлаб чиқариш соҳаси бўйича фахрийлар билан учрашувлар ташкил этади. Бу босқичда ташкилий ишлар кўпроқ олиб борилиб, таълим олувчилар асосан ўзаро бир-барлари билан ва иш жараёни билан танишадилар. Бу жараённи ишлаб чиқаришга, таълим беришга алоқаси бўлмайди ва бу давр икки ҳафта давом этади.

Тайёргарлик даври – бу вақтга келиб таълим олувчилар аниқ иш турлари билан танишиб, уларни ўқув-ишлаб чиқариш, меҳнат фаолияти ишлаб чиқарувчи характерга эга бўлади. Гуруҳда уста ишонадиган ўз-ўзини бошқарувчи органлар фаолият кўрсатиб, бу вақтга келиб уста қуйидаги масалаларни ҳал қилади: иш ўрнини ташкил этиш, меҳнат хавфсизлигига риоя қилиш, ишлаб чиқаришда интизомли бўлиш, иш курулларини асраб-авайлаш, шахсий гигиена ва санитария қоидаларига риоя қилиш ва бошқалар. Таълим олувчиларни иш жараёни техник ҳужжатларни ўрганиш, мосламаларни сошлаш, иш ўрнини ишга тайёрлаш, ишлаб чиқилган маҳсулотнинг сифатини текширишдан иборат бўлиб, улар оддий иш жараёнларини ўрганиб борадилар.

Касбни ўзлаштириш даври – иш жараёнларини ўргангандан сўнг олинган билим ва малакаларни мукаммалашга ўтилади. Бунинг учун шундай ишлар танланадики, иш жараёнида янги ўрнатилган мавзу ва ундан олдингилари қамраб олинади. Шунда таълим олувчиларда эгалланган билим шаклланиш хусусиятлари ривожланади.

Назорат қилиш ва яқунлаш даври – бу муддатнинг асосий вазифаси фақатгина олинган билим ва малакаларни мустаҳкамлаб қолмай, балки уларни замонавий мослама ва қурилмалардан фойдаланган ҳолда мукаммаллашиб боришидир. Ишлаб чиқариш илғорлари ва фахрийларининг ишларини ўрганиш, ўзлаштириб олиш таълим олувчида ишлаб чиқариш амалиёти жараёнида мустақиллик ҳиссини шаклланиб боришига ёрдам беради.

Таълим олувчилар меҳнат жамоаси оқимиға кириб жамоада тарбияланиб шахс сифатида шаклланиб борадилар.

Шундай қилиб, таълим олувчилар берилган муддат охирида мустақил тарзда барча ишларни режалаштириши ўз иш жойларида илғор усулларни қўллашлари, чизма ва

технологик ҳужжатлардан фойдаланишлари ва шу билан бирга ишлаб чиқаришдаги ютуқларга эришишга интилишлари, вақтни ва хом-ашёни тежашлари, меҳнат хавфсизлиги қоидаларига ва талабларига жавоб беришлари керак бўлади.

Хулоса. Ушбу бобда касбларни гуруҳлаштириш ва гуруҳланган касблар ва корхонадаги иш жойини лойиҳалаш бўйича ҳар бир касбга малакавий тавсифнома ишлаб чиқиш зарурлиги ҳақида фикр билдирилган. Касбларни гуруҳлашда энг асосийси – ўқув юртларида ўқув дастурини мазмунини илмий техник ривожланган, малакавий тайёргарлигини олиб кирадиган ҳиссасини, бир томондан умумий ўрта таълим, иккинчи томондан эса ўрта махсус, касб-ҳунар таълими тизимида тайёргарликни қўллаш ва шу билан бирга малакани ошириш лозим.

Шунингдек, “Касб педагогикаси” фанининг асослари, кенг қамровли ва юқори малакали ходимни кенг миқёсда иш модели, ишлаб чиқариш жараёнини автоматлаштириш жараёни, босқичли ўқитиш назарияси, технологик билимларнинг узлуксизлиги, ишлаб чиқариш таълими тизимлари, тамойиллари кабилар ҳам миослар асосида ёритиб берилган.

Фан ва техникадаги бораётган катта ўзгаришлар ишлаб чиқариш соҳасида, турли корхона ва муассасаларда ишлаётган мутахассисларга юқори талабларни қўймоқда, улар нафақат юқори малакали мутахассис, балки жаҳон талабларига мослашувчан, ўзининг маҳоратини ошириб бормоғи лозим. Меҳнат мазмунининг ўзгариши, тараққиётининг иқтисодий қонунлари, мутахассиснинг билим ва касбий тайёргарлигига қўйиладиган талабларни оширмоқда.

Кенг малакали ишчи мутахассис учун асосий модел қилиб илғор ишчиларини меҳнат фаолиятини мисол қилиб ёки намуна қилиб олишимиз керак. Уларни малакалари иш қобилиятлари, педагогик кузатув ва тажриба орқали ўрганилади. Ўрганиб чиқилган натижалар асосида мукамал модел яратилади. Бундай модел ишчи-мутахассисларни шахсий сифатларини ва фикрлашларини, билим даражалари, кўникма малакалари, иш жараёнида қўлланиладиган услуб на мтодларни аниқлашга ёрдам беради. Кенг малакали ишчи-мутахассисни модели қуйидаги кўринишда тузилиши мумкин:

I. Гипрогностик-олдиндан билиш ва иш ривожини характерлаш.

II. Малакавий - техник мазмунига қўйиладиган талаблар.

I. Бу мақсадда махсус рухсат этилган ва тасдиқланган ҳужжатларни: мақола, қўлланма, илмий техник кутубхона, ахборотлардан турли хил илмий ташкилотлар, диссергациялар, патентлар, ахбороти ва конференция материалларидан ва ҳ. к. кенг фойдаланилади.

II. Ишчиларни малакали тайёрлашда ишлаб чиқилган талаб ва мазмун. Олдиндан ташхисланган маълумотлар моделда қайд қилиниб илмий таянган ҳолда ишчининг малакасини оширишга имкон беради, шу билан бирга дидактик прогнозни ажратиш керак. Ўқув режасини ва дастурларни мукамаллигидан ва ишчи режа устида ишлашда ташхисли маълумотлар зарур. Ишлаб чиқилган модел ўқув жараёнида рўй берадиган ўзгаришларга рухсат этиш.

Илмий техник тараққиёт фақат ишлаб чиқариш соҳасида эмас, балки таълим соҳасида ҳам чуқур ўзгаришларга олиб келади. Айниқса мутахассис тайёрлаш мазмунига

катта эътибор берилмаганда мутахассис нафақат касбий маҳоратга эга бўлиши, балки сиёсий, маданий, умумтаълим ва техник даражаси ҳам юқори бўлмоғи зарур.

Ана шу талаблардан келиб чиққан ҳолда мутахассисни талабларидан ўқув масканидаги дарс жараёнини мазмунини тиклаш ҳам мумкин. Мутахассисни талабларида касбий таълим мазмунини тиклаш тамойилларга суянади:

* Маълум соҳадаги меҳнатнинг асосий шакллари ва ишларни кенг ривожланиши даражасига касбий таълим мазмунининг мос келиши;

* Ўқув муассасини тугатгандан сўнг, ўрнини касбий маҳоратни оширишга ёрдам берадиган назарий ва амалий касбий билим Давлат стандарти талаблари доирасида бўлиши;

* Ўқувчиларнинг маданий - техник дунёқарашининг, ижодий фаолият кўрсата олиш қобилиятининг ривожланишини таъминловчи ўқув режаси тузилмасининг кейинчалик такомиллашиб бориши;

* Ўқув материалларининг илмийлиги, тушункорлиги, меҳнат методларини ўрганиш, таълимнинг политехник тамойилини амалга ошириш;

* Ишлаб чиқариш таълимининг ишлаб чиқариш меҳнати билан бирлиги.

Касбий педагогика умумий педагогика фаннинг тармоғи сифатида касбий-техник тизимининг такомилланиши жараёнида шаклланиб борди. У нисбатан янги фан соҳаси саналиб, бугунги кунда кўплаб тушунчалари шаклланиб, ривожланиб келмоқда. Ҳар қандай фан соҳасида бўлгани каби касбий педагогика ўз категориялари ва тушунчаларига, сифат кўрсаткичларига эгаки, булар фаннинг асосини ташкил қилади.

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RENESSANS DÁWIRINDE SHÍGIS OYSHILLARINIŇ PEDAGOGIKALIQ PIKIRLERI

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***Annotaciya.** Maqalada oyanıw dáwirinde ózleriniń pedagogikalıq idealarǵa tolı ilimiy miynetleri menen kózge kóringen ullı alımlardıń shıǵarmalarınıń milliy pedagogikamızda tutqan ornı hár túrli maǵlumatlarǵa súyengen halda súyengen halda óz sáwleleniwın tapqan.*

***Gilt sóz:** Renessans, oyanıw dáwiri, Ózbekistan Respublikası, Milliy pedagogika, Gretciya, Muxammed al-Xorezmiy, Farabiy, Yusip Has Hajib, Alisher Nawayı, Abdiraxman Jamiy.*

PEDAGOGICAL THOUGHTS OF EASTERN SCHOLARS DURING THE RENAISSANCE

***Abstract.** In the article, the works of the great masters who paid attention to their pedagogical ideas with their full scientific work during the renaissance are expressed based on any information that has found its place in our national pedagogy.*

***Keywords:** Renaissance, renaissance, Republic of Uzbekistan, National pedagogy, Greece, Muhammad al-Khorazmi, Farabi, Yusif Has Hajib, Alisher Navoi, Abdirahman Jami.*

ПЕДАГОГИЧЕСКИЕ МЫСЛИ ВОСТОЧНЫХ УЧЁНЫХ ЭПОХИ ВОЗРОЖДЕНИЯ.

***Аннотация.** В статье на основе любой информации, нашедшей свое место в нашей отечественной педагогике, изложены произведения великих мастеров, которые в эпоху возрождения уделили внимание своим педагогическим идеям своей полноценной научной деятельностью.*

***Ключевые слова:** Возрождение, Ренессанс, Республика Узбекистан, Национальная педагогика, Греция, Мухаммад аль-Хоразми, Фараби, Юсиф Хас Хаджиб, Алишер Навои, Абдирахман Джами.*

Ózbekistan Respublikasi ǵárezsizlikke eriskennen keyin óz tariyxına jańasha kózqarasta qatnas jasadı. Milliy pedagogikamız benen milliy tárbiyamızdıń jámiyetlik áhmiyeti ógada arttı.

Ǵárezsizligimiz sharapatı menen xalqımızdıń neshe ásirler dawamında árman etken milliy qádiriyatlari qayta tikleniw hám rawajlanıwlarǵa miyassar boldı. Burınǵı awqam dáwirinde qadaǵan etilgen ullı babalarımızdıń qaldiraǵan ógada bay mádeniy hám ruwxiy miyrasların qunt penen úyreniwge múmkinshilikler jaratıldı. Dúnya tán alǵan ullı oyshıllarımızdıń dúnya tariyxına tutqan ornı hám roline baǵishlanıp ótkerilgen konferensiyada birinshi prezidentimiz I.Karimov "SHıǵıs, ásiyese, Oralıq Aziya aymaǵı IX-XII hám XIV-XV ásirlerde atılıp shıqqan eki qúdiretli ilimiy mádeniy joqarılardıń deregi esaplanıp dúnyanıń basqa jerlerindegi Renessans proceslerine tuwri tásirini kórsetken shıǵıs oyanıw dáwiri - SHıǵıs Renessansi sipatında dúnya jámaáti tárepinen haqlı túrde tán alınǵan" degen edi. Mámleketimizde arab xalifalıǵı ornatılǵan keyin arab mádeniyatlı kúsheye basladı. Bul dáwirde ilim hám aǵartıwshılıqtıń rawajlanıwı ushin imkan

júzege keldi. Ásirese, jaslardi bilim alip, sawat ashiwi, arab, parsi tillerin úyretiw, sonday-aq olardi tárbiyaliq etip jetilistiriw basli másele boldi. Bunnan aldinqi dáwirlerde de ilim-pán rawajlangan.

Avesto, Orxon-Enisey siyaqli tálim-tárbiyağa baylanisli maǵliwmatlar jazilǵan jaziwlar házirgi kúnge shekem saqlanip qalǵan. Bul jaziwlarda jaslardi ádep-ikramliliqqa, dosliqqa, awizbirshilikke úyretiw názerde tutilǵan. IX ásirge kelip aǵartiwshiliq misli kórimegen dárejede rawajlanadi. Baǵdad qalasinda "Bayt ul-hikma" dúzildi. Ol jerde ulli alimlar dóretiwshilik etken.

Áyyemgi grek hám hind ilimpazlariniń shiǵarmalarin arab tiline awdarǵan. Bul jerde óz dáwiriniń kórnekli ilimpazlari jasap dóretiwshilik etken. Al-Xárezmiy, Abu Rayxan Beruniy, Ibn Sino, Al-Ferganiy, Farabiy siyaqli dúnyaniń rawajlanawina salmaqlı úles qosqan ilimpazlar toplanip dóretiwshilik etken. Bul insannardi tálim-tárbiyağa qosqan úlesi sheksiz.

Dúnyağa taniqli matematik, astronom hám geograf Muhammed al-Xárezmiy 783-850-jillarda jasaǵan. Ol óz dáwirine shekemgi bolǵan áyyemgi matematika páni rawajlangan mámleketler Vavilion, Gretciya, Hindistan, Misrdagi derlik barliq mámleketler ashqan jańalıqlarin úyrenedi. Xárezmiy sheber pedagog metodist sipatındaǵi orni óz aldina. Ol bilim aliwda talabaniń jeke baqlawlarina hám alǵan bilimlerin paydalanıw másesine úlken itibar qaratti. Ózi kórsetpeli -tájriybe metodlari bilim beriwdiń turli qurallari, soraw-juwap, uqiyliliq hám kónlikpelerdi qalıplestiriw metodlari, bilimlerdi sinap kóriw metodlarinan paydalanǵan. Muhammed al-Xárezmiy biliw teoriyasina ayriqsha úles qosadi. Ol birinshilerden bolip baqlaw, sinap kóriw, eksperiment metodlarina tiykar saladı. Oniń "Astronomiyaliq kesteler", "Indiya arifmetikasi haqqında kitap", "Muzika risolasi" siyaqli miynetlerinde jaslarǵa tábiyiy hám matematikaliq bilimlerdi úyretiwge ayriqsha áhmiyet qaratti.

Orta ásirlerde pedagogik pikirleri rawajlanıwı Abu Nasr Farabiy ati menen de baylanisli.

Ol Orta Aziya xalqlariniń tálim -tárbiyaliq oy-pikirleriniń rawajlanıwında ayriqsha orınǵa iye oyshil, danishpan, alim esaplanadi. Ol Aristotel shiǵarmalarin tereń ózlestirip, logika, matematika, medcina hám filosofiyaniń rawajlanıwına óz úlesin qosadi. Ilimpazlar Farabiy 70ke jaqin xaliqtin tilin bilgen dep ataydı. Jettik bilimligi ushin Farabiydi Aristotelden keyingi "Ekinshi muǵallim" yamasa "SHiǵis Aristoteli" dep atagan. Oniń túsindiriwinshe adam dúnya rawajlanıwiniń jetiliske shińi. Adamǵa tálim-tárbiya beriw isi tábiyat qubilislarinan óz maqsetleri ushin paydalana biliw, basqa adamlar menen duris qatnasta bolıw jámiyettiń talaplarina juwap bere alatuǵin adam sipatında qalıplesiwi ushin kerek degen. Ol tálim-tárbiya degen terminge anıqlama berip tálim degen sóz adamlar arasındaǵi bilimlerdi, al tárbiya usi adamlar ortasındaǵi minez-qulıq jetiskeleklerin birlestiriw dep túsindiridi. Jaslarǵa bilimdi túsindirgende olardi yadlap aliwi emes, al izbe -izlikti saqlap belgili bir baylanislar boyınsha yadta toliqtirip uǵıwi zárúr degen.

Farabiydiń usınday hár tárepleme jetiliske aqilli, adamlardi tárbiyalaw kerek degen degi maqseti ideal baxitli jámiyetke erisiw edi.

SHiǵistin belgili ulamasi Yusip Has Hajib 1019-jili Toqpaq qalasında dúnyağa keledi. Ol arab, iran, tájik tillerin hám bul xaliqlardiń folklorin, ádebiyatın puqta úyrenedi. Usi dereklerden nar alǵan shayir pedagogikaliq mazmundaǵi "Qutadǵu bilig" dástanin dóretti. Bul shiǵarma pedagogika tariyxında ádep-ikramliliq temasında jazilǵan salmaqlı shiǵarma. Has Hajib tárbiyaniń maqseti balani ata-anaga xalqqa xizmet etetuǵin etip qalıplestiriw dep túsindiridi hám tárbiya túrlerin erte jastan baslap balaga úyretiwdi áhmiyetli dep esaplaydı. Solay etip, Yusup Has Hajib óziniń jámiyetlik-pedagogikaliq kózqaraslarında ilimdi, jámiyetti gúllendiriwshi ti'ykargi

faktorlarning biri dep esaplaydi. Ol ilimni, oqiwning jamiyati rawajlanishidagi atqaruvchi xizmatini ayriqsha ahamiyat beradi. O'zining shigarmasida insanning kamalga kelishini jol-joriqlari, usullari, shara-ilajlarini sheberlik penen ashik ko'rsatadi. Sonliqtan da, bul shigarma o'zining ilimiy a'gartishlik, tarbiyaliq ahamiyati usi dawirge deyin joyitqan joq. Yusup Has Hajibning "Qutadgu bilig" shigarmasining o'zbek tilidagi balalarga iqshamlashtirilgan formasi Boqijon Tuxliyev tarepinen basip shigartiladi. Oni shigarmalaridagi adep-ikramlilik didaktikaliq tareplardi Q. Karimov, Y. Jumabaevlar tarepinen izertlengen. Qaraqalpaqstanda K. Axmetova "Yusup Has Hajibning pedagogikaliq kozqaraslari" boyinsha dissertatsiyaliq jumisin jaqlagan.

O'zin shayir emes, adepiilik mugallimi dep esaplagan ulli oyshilimiz bul Axmet Yugnakiy esaplanadi. Oni omiri ham doretivshiligi haqqinda mag'liwmat joq. Ayirim dereklerge qaraganda Yugnakiy Samarqand welaytini Yugnaq qalasida tuwilgan. Tuwma soqir bolip dunyaga kelishine qaramastan otkir keyingi, yadi kushli bolgan. Ataqli shayir patshalarning jamiyati basqariw, xaliqti tarbiyalap usalap turiw jollari haqqinda "Hibatul -haqoyiq" (Haqiqatlar siyiligi) atli kitap jazgan. Bul shigarmaning bizge shekem bes nusqasi jetip kelgen bolip, olarning ushewi toliq saqlangan, qalghan ekewining ayirim bolimleri saqlangan. Yugnakiyning shigarmalari 1915-1916 ham 1925-jillari Stambul qalasida Najib Osim tarepinen basip shigartilgan. "Hibatul haqoyiq" shigarmasining joqari darejede kirkem filosofiyaliq ham pedagogikaliq jaqtan ahamiyati ulli bolganligi sebepli oni qayta basip shigariwga barqulla zarulik tuwilip kelgen. Sol sebepli, 1971-1972-jillari K. Mahmudovning miynetlerini natiyjesinde Tashkent qalasida, 1984-jili Alma-Ata qalasida shigartilgan. "Hibatul-haqoyiq" ning toliq nusqalari Turkiya kitapxanalarinda, ayirim bolimlerin en ibarat bir nusqasi Berlinde saqlanadi.

SHayirning pikirinshe, jamiyati jaqsi yaki buziq islerge boyim bolishina adamlarning ozi ayipli. Adamlar jaratilsa jaganan birdey olarning bir-birinen parqi, olardi qaliplestirgen talim-tarbiyadan dep tusindiradi. Insan tarbiya kamalga keltiradi. Tarbiya izbe-iz jurgizilgende gana natiyjege erisiledi Tarbiyaning bagdari oqiw ilimga qiziqtirip, ilimni rawajlandiriw. Axmet Yugnakiyning bul shigarmasida insan kamalga keltiridning en ahamiyetli ham tiykargi olshemleri sipatinda insaning bilimge iye bolishi, yagniy aqil tarbiyasini beriw kerek dep tusindiradi.

XV asirge kelip te shigis aleminde ilim-pan, agartishlikning rawajlanishi dawam etti.

SHingisxan mamleketimizdi basip algannan son kop qalalar wayran boldi, xalqimiz qiyin ahwalga tusip qaldi. Bul ahwaldan elimizdi Amir Temur qutqardi. Oni hukimdarligi dawirinde misli korilmegen rawajlanish boldi. Jana mektep, medreseler qurildi, alartishlikni qollap-quwatladı. Bul dawirde de ulli shayirlar, oyshillar, ilimpazlar jetilisip shiqti. Solardan biri shayir, oyshil, magmleket iskeri Mir Alisher Nawayi ham oning ustazi parsi-tajik shayir Abdiraxman Jamiy bolip esaplanadi. Ulli shayir Alisher Nawayi 1441-jili 9-fevralda Gerat qalasida tuwiladi.

Oni ilimga bolgan qizigishligin oz waqtinda anlagan ata-anasi oni 1445-jili Gerat mekteplerini birine oqiwga beradi. Sonin Iranning Meshket qalasida oqiwni dawam ettiredi. Mektepte oqip jurgan waqitlarinda otmishtegi ilimpazlarning ulli oyshillarning ha'm sol zamandagi zaberdas bolgan shayirlarning shigarmalari menen tanisa baslaydi. Oni menen sheklenip qalmay, 10-12-jaslarinda ustazi Lutfiyning basshiliginda oz betinshe shigarmalar dorete baslaydi.

Nawayi usi waqitlardan baslap -aq talantli shayir sipatinda xaliqqa tanila baslaydi. Ol turkiy tilinde jazilgan qosiqclarina Nawayi, parsi, tajik tilidagi qosiqclarina Faniy dep adebiy laqab qoyip jazadi. Ol ilim ham kirkem onerding turli tarawlari adebiyat, tariyx til bilimlari, suwretlew oneri menen birge talim-tarbiyani jetilistiriwge de ulken diqqat awdaradi. O'zining "Xamsa",

"Maxhub ul-qulub" atli úlken shigarmalarinda tálim tárbiyasın, a‘dep-ikramliliqqa baylanisli óziniń kózqarasların bayanlaydı. Ilimdi xalıqtı, nadanlıqtan, jawızlıqtan qutqariwshi faktor sipatında táriyipleydi.

Ádep-ikramliliqtin‘ eń áhmiyetli ólshemi sanalğan a‘dep haqqında pikir júrgizip Nawayi jaqsı minez-qulıqtıń tiykari ádep dep kórsetedi. Onıń shigarmalarında bala tárbiyası menen shańaraqta hám mektepte shuǵıllanıp úlgi kórsetiw usıllarınan paydalanıw usınıs etiledi. Tárbiya hám tálim beriw ata-ana hám de muǵallım tárepinen alıp barılıwı lazım dep aytadı. Ol balalarǵa dene jazasın beriwdi emes, ol óz ólsheminde xosh múláymlik penen qatnas jasawdı uqtıradı. Nawayi tárbiyada insanniń ózin-ózi tárbiylawı, qáte-kemshiliklerdi sezıp dúzetiwlerine itibar beredi. Ilim-pán sirlarını iyelewdiń insan ushın áhmiyetin kórsete kelip, ilimdi qarańǵılıqtı jaqtırtıp turatuǵın shıraqqa megeztedi. Ilimge insandı xalıqtı nadanlıqtan ǵázepleniwden qutqariwshi derek sipatında qaraydı. Alisher Nawayi Samarqandda óz esabınan "Ixlosiya" medresesin qurǵızadı hám janında mektep ashadı. Ol tárepinen islep shıǵılğan bilimlendiriw sisteması tómendegishe:

1. Mektep yáki medresede bilim alıw
2. Alım, ónerment yamasa iskusstvo xızmetkerlerine shákirt bolıw tiykarında tálim alıw.
3. Óz betinshe ilimdi úyreniw.

Birinshi prezidentimiz I. Karimov óziniń "Jqari mánawiyat -jeńilmes kúsh" kitabında Alisher Nawayiǵa tómendegishe táriyip bergen. "Eger bul ullı insandı áwliye desek, ol áwliyeler áwliyesi, oyshil desek, oyshıllardıń oyshılı, shayir desek, shayirlardıń sultani" degen.

XV ásirde jasaǵan parsi-tájik shayir Abdiraxman Jamiydiń pedagogik pikirleri de áhmiyetli boldı. Ol 1414-jili Jam qalasında tuwıladı. Keyin Gerat qalasında kóship keledi. Tereń bilim hám keń dúnya qaraslari arqalı Abdiraxman Jamiy xalıq arasında shayir hám alım sipatında oǵada úlken abıroyǵa iye boladı. Ol ǵázel mülkiniń sultani Alisher Nawayi menen doslıq bayanista boladı.

Birge dóretiwshilik etedi. Jamiydiń tárbiyalıq, ádep-ikramliliq kózqarasları "Bahoriston", "Hafta avrang" shigarmalarında sáwlelengen. SHayir ónersiz hám bilimsiz adamdı otınan basqǵa jaramaytuǵın miywesiz terekke usatadı. Hár bir jas áwladtı ilim, óner úyreniwge, bul jolda sabirli bolıwǵa shaqıradı. Ilim menen ónerdi adamdı múshkil ahwaldan qutqariwshi qural dep esaplaydı, sonıń ushın jas bolsa da, ǵarri bolsa da, patsha yáki gedey bolsa da hámmege óner iyelewi pariz ekenligin kórsetip ótedi. Abdiraxman Jamiydiń pikiri boyınsha "ámelde qollanılmaǵan bilim záharge teń" boladı. Sebebi, insan ómiriniń qisqagina onıń ómirdi biyhuwda ótkermewi kerekligin belgili dárejede iyelegen bilimlerin turmista qollanıwdıń zárúrligin ámeliyatta qollanılmaǵan bilimniń biyhuwdalıǵın uqtiriladi háreket jasaydı.

IX ásirde jasap ótken Orta Aziyaniń ataqlı alımı Maxmud Qashqariy házirgi Qıtay Respublikası aymaǵında dúnyaǵa keledi. Ol ilimniń túrli tarawları boyınsha shuǵıllanıp, sonıń ishinde arabi, túrk tillerin, parsi ádebiyatın puqta ózlestirgen adam bolǵan. Onıń túrkiy xalıqlardıń xalıq pedagogikasın ózine ózek etip alǵan "Devanu luǵat at-türk" atlı shıǵarmasınıń mazmunı ayırıqsha diqqatqa ilayiq. Bul kitap Evropada birinshi ret 1894-jili Vengriya Ilimler akademiyasında járiyalandı. 1914-jili nemec tiline awdarılıp basılǵan. 1939-jili Basım Atalay tárepinen túrk tiline awdarılıp Ankarada kitap etip basıp shıǵarılǵan. Ózbekstanda Saliq Mutallıbov tárepinen ózbek tiline awdarılıp 1960-1963-jillari "Türküy sózler sózligi" degen at penen tom etip baspadan shıǵarıldı. Kitapta sol waqıttaǵı túrkiy xalıqlardıń sózlik quramı hám túsindirmelerinen tisqari xalıqtıń bala tárbiyalaw dástúrine tiyisli folklorliq-etnografiyalıq maǵlıwmatlar, tálim-tárbiya dástúleri de bayan etilgen. Ásirese naqıl-maqallar elege shekem

tárbiyalıq xarakterge iye bolıp kiyatır. Kitapta adamlardıńnanadan birdey bolıp tuwılatuǵınlıǵın tastıyıqlay otırıp, olardıńsońınan jaqsı yamasa jaman bolıwı tárbiyaǵa ǵárezli bolatuginin uqtıradı. Tárbiyaǵa baylanisli "Qus uyada ne kórse, ushqanda sonı isleydi", "Ayasining balası atasına usaydı" siyaqlı naqıllardı keltiredi. Onıń keltirip ótken naqıl-maqallarınıń, danalıq sózleriniń hárbirinde tereń máni, adamnıń aqıl sezimin jawlap alatugin qúdiretli kúsh bar.

Maxmud Qashqariy óz shıǵarmasında tálim-tárbiyaǵa baylanisli awızeki ádebiyat úlgilerinde óz dáwirindegi xalıq pedagogikasınıń mazmunin, principlerin hám usıllarin beredi.

Kitaptaǵı Maxmud Qashqariy táriyiplegen "Xalıqqa jaqsılıq et, onı suwdıń astına taslasan" da suwdıń ústide kóreseń " degen xalıq naqilin túrkiy xalıq pedagogikasınıń tiykari desek te boladı.

Kitapta shańaraq tárbiyasi haqqında derekler berilip, balanıń keleshegi ushin tárbiyanıń tásiiri ulken ekenligi túsindiriledi.

Orta Aziyada xalıqlarınıń pedagogikalıq oyları tariyxına jetilistiriwge úlen úles qosqan alim Abu Rayxan Beruniy 973-jili Xarezmnıń Qiyat qalasında tuwıladı. Ol baslawish tálim algannan keyin belgili matematik, astronom Abu Nasr Ibn Irak Mansurda óqiydi, onnan Evklid geometriyasın, Ptolemeydiń astronomiyalıq táliymayların úyrenedi. Ol 22 jasında birinshilerden bolıp aspan hám jetdiń globusın jasap, astronomiyaga baylanisli bolǵan "Kartografiya " "Globus jasaw kitabı" "Jerdegi orınlarıń uzınlıq hám keńisliklerin aniqlaw" siyaqlı birneshe kitaplardı jazadı. Ózi jasaǵan ásbaplar menen Qiyat qalasında astronomiyalıq baqlawları ámelge asıradı.

Iлимпaz matematika, geodeziya, tariyx, astronomiya, geografiya ilimlerine baylanisli 160 tan aslam kitap jazǵan. Bizge shekem qırqqa yaqın kitabı jetip kelgen. Onıń "Indiya", "Mineralogiya", "Geodeziya", "Saydana" atlı shıǵarmaları alimniń dúnyaǵa túsiniǵın tábiyatqa kózqarasların pedagogikalıq oyların bahalawda úlken áhmiyetke iye. Ol "Kanon Másuda "kitabında N.Kopernikten 500 jil aldın jerdiń óz kósherinde hám quyash átirapında aylanıp júretuǵınin dálilledi. Beruniy tábiyat ilimine baylanisli kóp jańalıqları ashti, olardı jaslarǵa úyretiw táreptari boldı. Sol sebepli ol ilim úyretiwde ustazldrdıń ornı áhmiyetli ekenligin eger Ustaz tereń bilimli bolmasa, shagirtleride shala sawat bolıp shıǵatuǵınin eskertti. "Muǵallım qanday bolsa, oqıwshısında sonday boladı" dedi. Beruniy ilim úyretiwde ózlestirgen bilimlerdi tez-tez qaytalap turıw kerekligin eskertwı. Onıń pikirinshe, "Bilim qaytalaw hám tákirarlaw jemisi" Beruniy óziniń pedagogikalıq kózqaraslarında jaslarǵa ádep-ikramlılıq ta'rbıya beriwge de óz pikirini aytı.

"Indiya" kitabında hárbir milettiń ózine tán tárbiya beriw usılı hám sisteması bolatuginin korsetti. Xalıqtıń demokratiyalıq mazmundaqı ádep-ikramlılıq talaplarına súyene otırıp, jasları ádepke tayarlawdıń baslı sebebi adamgershilikli, saqiy kishpeyil, adalatlı, miynet súygish etip tárbiyalaw kerek dep eskertti. Beruniy jasları miynet súyiwshilikke tárbiyalaw kerekligine de úlen itibar berdi. Ol "Mineralogiy" kitabında: Tusti juwiw kóz hám qabaqlardı taza tutiw, olarǵa súrme qoyiw, shashları zárúr bolganda boyaw, tirnaqalardı alıp turıw hám onı siyalamawdı talap etip jasları jarasıqlı sulıw kóriniste bolsa, azadalıǵı unamli, ádepli minez-qulıqlı boladı degen.

Beruniy Evropalıq ilimpazlardan 450 jil aldın Amerika materiginin bar ekenligin boljap óziniń shıǵarmalarında jazǵan. Iлимпaz 1029 juldizdiń koordinataların sizdi hám dúnyanıń geografiyalıq kartasın dúzgen. Abu Rayxan Beruniydiń ilimiy hám filosofiyalıq miyrası sózsiz dúnya ilimi hám mádeniyatınıń rawajlanıwına úlken tásir jasadı.

Birinshi prezidentimiz I. Karimov shıǵısta oyaniw dáwirin tómendegishe táriyiplegen.

"Eger Evropada oyaniw dáwiriniń na'tiyjeleri sipatında ádebiyat ham kórem óner shıǵarmaları arxitektura durdanaları, medcina hám insandı ańlaw barısında jańa oylap tabılıwlar

júzege kelgen bolsa, SHígis Oyaniw dáwiriniń ózine tán qa'siyetleri, matematika, astronomiya, fizika, ximiya, geodeziya siyaqli aniq ha'm tábiyǵiy pánlerdiń sonday-aq tariyx, filosogiya hám ádebiyattiń rawajlaniwinda kórindi.

Juwmaqlap aytqanda, renessans dáwirinde shígista pedagogika iliminiń rawajlaniwina, ilim-pán hám aǵartiwshiliqqa óz úleslerin qosqan ulli babalarimiz jetilisip shiqti. Olardıń ashqan jańaliqlari dúnya júzin tań qaldırǵan.

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BASLAWISH KLASSLARDA TÁRBIYA PÁNIN OQITIDIŃ ILIMIY-METODIKALIQ TIYKARLARI.

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Annotaciya. *Bul maqalada baslawish klasslarda tárbiya pánin oqıtıwda oqıtıwshılardıń sabaqlarda pedagogikalıq texnologiyalardan, interaktiv metodlardan oqıtıwshılardı erkin pikirlewge sabaqlarda úyrengenlerin turmısta paydalana alıwǵa, qızıǵıwshılıqların asırıwǵa járdem beretuǵın pikirler bayan etilgen.*

Tayanish sózler: *texnikalıq, axbarotlı, audiovizuallıq, aktiv puqaralıq poziciya, juwapkershilik, minnetlilik, huqıqıy sana hám mádeniyat, salamat pikirlew.*

SCIENTIFIC-METHODICAL BASES OF EDUCATION IN PRIMARY GRADES.

Abstract. *This article presents ideas in teaching pedagogy in primary grades, which help to increase students' interest in the use of educational technologies in the classroom, interactive methods of independent thinking of students.*

Key words: *technical, informational, audiovisual, active citizenship, responsibility, determination, legal awareness and culture, healthy thinking.*

НАУЧНО-МЕТОДИЧЕСКИЕ ОСНОВЫ ОБУЧЕНИЯ В НАЧАЛЬНЫХ КЛАССАХ.

Аннотация. *В данной статье представлены идеи в преподавании педагогики в начальных классах, которые помогают повысить интерес учащихся к использованию педагогических технологий на занятиях, интерактивных методов самостоятельного мышления учащихся.*

Ключевые слова: *техническое, информационное, аудиовизуальное, активная гражданская позиция, ответственность, целеустремленность, правосознание и культура, здоровое мышление.*

Tárbiya páni Ózbekstan Respublikası Prezidentiniń baslaması menen uliwma orta bilimlendiriw orınlarında 2020-2021-oqıw jılınan baslap engizildi. Bul pán Úzliksiz mánáwiý tárbiya koncepciyasınıń bir bólegi sıpatında oqıtıwshılarda «Milliy tikleniw-milliy rawajlanıwǵa qaray» ideyasın sińdiriw, olardı jámiyetlik turmısqa tayarlaw, belsendi puqaralıq poziciyası, juwapkershilik, minnetlemelik, huqıqıy sana hám mádeniyat, tereń dúniya qaras, aǵartıwshılıq sıyaqlı paziyetlerdi qalıplestiriwdi maqset etip qoyǵan. Ilim hám sabaqlıq koncepciyasın jaratıwda Yaponiya, Singapur, Angliya, Qıtay, Koreya, Rossiya, Germaniya sıyaqlı shet mámleketlerdiń tájiriybesinen paydalanıldı. Bilimlendiriw protsessi júdá quramalı bolǵanlıǵı ushın onıń nátiyjeliligi pedagog hám oqıtıwshı belsendiligine, oqıtıw qurallarınıń kóp túrliligine, oqıtıw protsessiniń shólkemlestiriwshilik, ilimiy, metodikalıq quramalılıǵına baylanıslı boladı.

Tálim-tárbiya processin aldınıǵı qurallar, metodlar, texnikalıq qurallar, usıllarǵa tayanıp jetilistiriwshi sistema esaplanadı. Bul sistema oqıtıwshı tárepinen jaratıladı hám tálim-tárbiya basqıshların ózara baylanıstırıwǵa xızmet etedi. Onıń mazmunı hám wazıypaların maqsetin

aldınnan belgilew tálim-tárbiyanıń forma hám quralların tayarlaw oqıwshılarda qalıplestiriw kózde tutılğan sıpatlardı ózlestiriwge baǵdarlangan sabaqlardı jobalastırıwdı óz ishine aladı.

Búgingi kúnde pán-texnikanıń rawajlanıwı menen insan xızmeti júda keńeyip jańa texnologiyalar kirip kelmekte. Sıpat ózgeriwleri sonnan derek beredi, endilikte jańa metodikalardı talap etetuǵın hám oqıtıw processiniń ajıralmas bólegine aylanıp baratırǵan jańa texnikalıq axborotlı audiovizuallı qurallar da bar bolıp, olar zamanagóy pedagogikalıq texnologiyalardı anıq waqıyalıqqa aylandırdı.

Tálim-tárbiya processiniń nátiyjeliligin asıradı oqıwshılardıń erkin pikirlewin rawajlandıradı, oqıwshılardıń bilimge qızıǵıwshılıǵın arttıradı, bilimlerde bekkem ózlestiriw olardan ámeliyatta erkin paydalanıw kónlikpelerin qalıplestiredi. Dástúriy oqıtıw sisteması jazba hám awızeki sóylewge tiykarlanıp is kóriwi sebepli axborotlı oqıtıw sıpatında táriyplenedi. Sebebi oqıtıwshı xızmeti bir ǵana oqıw processinin shólkemlestiriwshisi sıpatında emes, al belgili bilimder deregine aylanıp atırǵanlıǵın ayrıqsha atap ótpekte.

Qaraqalpaq xalqınıń jas áwladtı turmısqa tayarlawda kóp ásirler dawamında qollaǵan usıl hám quralları ilaj formaları ózine tán úrp-ádet hám dástúrleri tálim-tárbiya haqqındaǵı pikirleri hám ómirlik tájiriyesi bar. Bul miyras ótmishte kóplep alım hám danıshpanlardı jetilistirip shıǵarıwǵa tiykar bolǵan.

Házirgi kúnde bul miyrastan dóretiushilik penen paydalanıw úlken áhmiyetke iye. Atababalarımız bilim úyretiwshi ustaz miynetine úlken áhmiyet bergen. Bul pedagogikalıq xızmetke bolǵan tiykarǵı talaplardıń biri edi.

Shıǵıs oyanıw dáwiriniń ullı oyshılı Abu Nasır Farabiy aqıllı dana hám ótkir pikirleytuǵın insanlar haqqında sonday deydi: «Aqıllı dep sonday kisige ayıladı, olar pazıyletli, ótkir pikirli paydalı islerge berilgen zárur nárselerdi oylap tabıwda zor qábiyetke iye; jaman kisilerden ózin shette uslap júredi. Bunday kisilerdi aqıllı deydiler». Onıń pikirinshe «Tálim sóz hám úyretiw arqalı ámelge asırıladı. Tárbiya bolsa ámeliy is hám tájiriye menen úyreniwdir, yaǵnıy sol xalıq sol millettiń ámeliy kónlikpelerinen ibarat bolǵan is-háreketke kásip-ónerge berilgen bolıwı kerek.

Eger olar miynet etiwge kásip iyelewge qızıqsqa sol qızıǵıwshılıq olardı pútkilley kásip-ónerge baǵdarlasa, demek olar kásip-ónerdin shın ashıǵı boladı».

Tárbiya processı ózara baylanıslı eki xızmetti-oqıtıwshı hám oqıwshı iskerligin óz ishine aladı. Tárbiya processinde oqıwshınıń sanası qalıpleseı túrli qábilet hám sezimleri rawajlanadı, ideyalıq, ádep-ıkramlılıq, erklilik, estetikalıq tárepleri qalıpleseı, tabiyatqa, jámiyetke ilmiy kóz-qaraslar sistema payda boladı, fizikalıq kúsh-quwatları bekkemlenip baradı. Tárbiya processinde oqıwshıǵa jámiyettiń shaxsqa qoyatuǵın ádep-ıkramlılıq talaplarına muwapıq keletuǵın minezhulq kónlikpeleri hám ádetler payda etiledi. Buǵan erisiw ushın oqıwshınıń sanasına(sabaq processinde) sezimlerine (sabaqta hám sabaqtan tıs waqıtlarında) erkine(minezhulqın basqara biliwinde) sistemalı hám úzliksiz tásir etip barıladı. Tárbiyalaw processinde bulardıń birde birewi itibardan shette qalsa maqsetke erisiw qıyınlasadı.

Qanday da bir maqsetke qaratilǵan tárbiya processiniń mazmunı hám wazıypaları tárbiyashı tárepinen rejlestiriledi hám tártipke salınadı.

A) Oqıwshınıń qaysı táreplerin qalıplestiriw yaqi saplastırıw maqsetinde jobalastıradı.

B) Sol táreplerin tárbiyalaw yaqi joq etiw ushın xızmet etiwshi derekler izlep tabıladı.

S) Belgilengen maqset ushın xızmet etetuǵın ilimiy hám ámeliy dereklerde qaysısın qay jerde qollawdı jobalastıradı.

Bunday jobaga salinip alip barilgan tarbiya mazmunin talim-tarbiya sisteması jamiyet ham insanlardın intellektuallıq ham fizikalıq xızmeti quraydı.

Baslawısh klasslarda kooperativlik talimniń tómendegi metodlarınan nátiyjeli paydalanıw múmkin:

Way-fay (Wi-Fi (tıshlıqtı saqlaw belgisi))

1. Oqıtıwshı qolın kóteredi ham Wi-Fi dep aytadı.
2. Oqıtıwshıǵa dıqqat qaratın (jumıstı toqtatın sóylespeń).
3. Oqıtıwshınıń ishara belgisin dawıs shıǵarmastan tákirarlań.

Tarbiya pánin oqıtıwda «Issheńlik oyını» scenariyasınan paydalanıw texnologiyası.

Issheńlik oyını scenariyası tómendegilerden ibarat: iskerlik maqseti oyın wazıypası úyreniletuǵın mashqala mazmunı jaǵdaydın tolıq mazmunı ham qatnasıwshılardıń bólistiriliwi. Oymǵa kirisiw tómendegilerdi ańlatadı.

- topardı qalıplestiriw;
- shınıǵıwdıń bas maqsetin súwretlew;
- mashqala ham jaǵdaydı payda etiw;
- rollerdi bólistiriw;
- oyın reglamentin ornatiw;
- materiallar, qaǵıyda ham kórsetpeler toplanın tarqatiw;
- máslahatler beriw.

Roller qura taslaw jolı menen bólistiriledi. Reglamentke qarım-qatnas etikasına aktivlik kórsetiwge ham oyınıń aqırına shekem qatnasıwına ayırıqsha itibar qaratıladı.

Oqıtıwdıń maqseti jamiyet talaplarına sáykes túrde qalıpleseedi. Solay eken, talim-tarbiya maqseti say ham birgelikli bolıwı kerek. Ilimiy ádebiyatlarda talimniń maqseti imkaniyatlardan tuwrı anıq ornlı paydalanıw, kónlikpe ham uqıplılıkların payda etiw, logikalıq dóretiwshenlik pikirlewin rawajlandırıw, kommunikativlik sawatxanlıǵın asırıw, milliy ideyanı sindiriw, shıǵıs tarbiyasın qalıplestiriw shaxstı mánawiy bayıtıwdan ibarat ekenligi aytıp ótilgen. Bilim beriwshilik maqseti tiykarında oqıwshılarda erkin pikirlewi awızeki ham jazba sawatxanlıqtı asırıw logikalıq pikirlewin rawajlandırıw arqalı olardıń qarım-qatnas mádeniyatı jetilistiriledi.

Tarbiya beriwshilik maqseti tiykarında bolsa mánawiy ideyalıq estetikalıq tarbiyası beriledi. Til úyreniw processinde xalıqtıń mádeniy-ádep-ikramlılıq qádiriyatlarına jaqınlastırıw imkaniyatı payda boladı. Hámmege belgili, aldınǵı pedagogikalıq ham jańa axborotlar texnologiyaların qollaw oqıw shınıǵıwlarınń nátiyjeliligini asırıp ǵana qoymay ilim-pán jetiskenliklerin ámeliyatta qollaw arqalı erkin ham logikalıq pikirleytuǵın hár tárepleme jetilisen joqarı mádeniyatlı shaxstı tarbiyalawda úlken áhmiyetke iye.

Házirgi kúnde oqıtıw processinde interaktiv metodlar ham axborot texnologiyaların oqıw processinde qollawǵa bolǵan qızıǵıwshılıq kúnnen-kúнге artıp barmaqta. Bunday bolıwdıń sebeplerinen biri usı waqıtǵa shekem dástúriy oqıtıwda oqıwshılar tek ǵana tayar bilimlerdi iyelewge úyretilgen bolsa, zamanagóy texnologiyalardan paydalanıw bolsa olardıń iyelep atırǵan bilimlerin ózleri izlep tabıw, erkin úyreniw ham pikirlewi, analizlew, hátteki, juwmaqlawshı shesheimlerdi ózleri keltirip shıǵarıwǵa úyretedi. Oqıtıwshı bul processte shaxs rawajlanıwı, qalıplesiwi, bilim alıwı ham tarbiyalanıwına sharayat jaratadı ham sol menen bir qatarda basqarıwshılıq baǵdarlawshılıq wazıypasın orınlaydı. Búgingi kúnde oqıtıwda «Aqılıy hújim»

«Pikirlar hújimi» «Tarmaqlar» metodi «Sinkveyn» «BBB» «Besinshisi artiqsha» «Rolli oym» «FSMU» «Zig-zag» sıyaqlı metodlardan paydalanılmaqta.

Baslawısh klasslarda interaktiv metodlardan hám zamanagóy axborot texnologiyalarınan paydalanıw oqıwshılardı erkin pikirlewge dóretiwsheńlik izleniw hám logikalıq pikirlew sheńberin keńeytiw menen birge olardı sabaqlarda úyrengenlerin turmıs penen baylanıstırıwğa qızıǵıwshılıqların asırıwğa járdem beredi. Oqıtıwshılardıń bunday zamanagóy talaplar tiykarında jaratılǵan sharayatlardan nátiyjeli paydalanıp, sabaqlardı aldınǵı pedagogikalıq hám de axborot-kommunikaciya texnologiyaları tiykarında shólkemlestiriwi tálim-tárbiya processiniń sıpatın támiyinleydi.

Biziń pikirimizshe tálimiy oymnlarǵa qoyılatuǵın tiykarǵı talaplar tómendegilerden ibarat:

1. Tálimiy oymnlar oqıwshılardıń jasına say bolıwı kerek;
2. Oymnlar ótilip atırǵan temaniń mazmunına say bolıwı kerek;
3. Tálimiy oymnlarǵı ótkeriw waqtı anıq belgileniwi shárt;
4. Tálimiy oymnlar hám tálimiy hám tárbiyalıq áhmiyetke iye bolıwı kerek;
5. Tálimiy oymnlarǵı ótkeriw maqseti áhmiyeti belgileniwi zárúr.

Joqarıdaǵı talaplardıǵa ámel etilgeninde ǵana sabaq nátiyjeliligi artadı hám zamanagóy texnologiyalar oqıtıw nátiyjeliligine xızmet etedi.

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AUTIZM TASHXISLI BOLALAR BILAN O'YINLAR

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Toshkent shahar Yashnobod tumani
272-Ko'p tarmoqli ixtisoslashtirilgan
maktabgacha ta'lim tashkiloti defektolog-o'qituvchisi.

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Annotatsiya. Ushbu uslubiy qo'llanmada hozirda aktual bo'lgan -autizm tashxisli bolalar bilan samarali ta'lim-tarbiya jarayonini tashkil etishda, bolalarning ijtimoiy hayotga tayyorlashga yordam beruvchi zarur o'yinlar yoritilgan. Qo'llanmadan davlat maktabgacha ta'lim tashkilotlari defektologlari, tarbiyachilari, ota-onalar, defektologiya yo'nalishida tahsil oluvchi talabalar foydalanishlari mumkin.

Kalit so'zlar: autizm, o'yin faoliyati, rag'bat, ijtimoiylashuv, hissiy-emotsiotsional, muloqot.

GAMES WITH CHILDREN DIAGNOSED WITH AUTISM

Abstract. In this methodical manual, the necessary games that help to prepare children for social life, in the organization of an effective educational process with children diagnosed with autism, are highlighted. The guide can be used by speech therapists, educators, parents, and students studying speech pathology of state pre-school education organizations.

Key words: autism, game activity, motivation, socialization, emotional-emotional, communication.

ИГРЫ С ДЕТЬМИ С ДИАГНОЗОМ АУТИЗМ

Аннотация. В данном методическом пособии выделены необходимые игры, помогающие подготовить детей к социальной жизни при организации эффективного образовательного процесса с детьми с диагнозом аутизм, которые актуальны в настоящее время. Пособие может быть использовано логопедом, педагогами, родителями, а также учащимися, изучающими логопедию государственных организаций дошкольного образования.

Ключевые слова: аутизм, игровая деятельность, мотивация, социализация, эмоционально-эмоциональное общение.

O'yin bola rivojlanishida katta ahamiyatga ega. Uning yordamida bolaning barcha bilish jarayonlari (xotira, diqqat, idrok, fikrlash, tasavvur va h.) faol rivojlanadi, bolada ijobiy hissiyotlar yuzaga keladi. Jahon Sog'liqni Saqlash tashkiloti ma'lumotlariga ko'ra hozirgi vaqtda autizm tashxisi dunyo bo'yicha 100 ta boladan 1 tasida uchramoqda. Autizm tashxisli bolalardagi asosiy muammolar bilish jarayonlaridagi va ijtimoiylashuvdagi kamchiliklar, o'yin faoliyatiga qiziqishining sustligidir. Ularda boshqa bolalar bilan muloqot qilish va o'ynashga qiziqishning yetishmasligi, bir necha soat davomida monoton va takrorlanadigan harakatlarni bajarishlari kuzatiladi.

Shunga qaramay, autizm tashxisli bola o'ynashni o'rganishi va hatto boshqa odamlar bilan o'yin jarayonida qatnashishdan zavqlanishi ham mumkin. Autizm tashxisli bolalar ham o'yin orqali rivojlanib borishlari mumkin.

O'yin faoliyatining rivojlanishi muloqotning rivojlanishi bilan chambarchas bog'liq.

Autizm tashxisli bolalar boshqa bolalar kabi muloqot qilmaydi. Ular muloqot qilishni o'rganishga muhtoj. O'yin - autizm tashxisli bolalarda ijtimoiylashuv va muloqot vositalarini rivojlantirishning eng samarali usuli hisoblanadi. Bolaning o'yin qobiliyatlari rivojlanganligi turli xil hayotiy va o'quv vaziyatlariga ta'sir qiladi, bola qanday o'ynashni bilmasa, uning atrofdagilar bilan ijtimoiy aloqalarni o'rnatishi qiyinroq bo'ladi. O'yin faoliyati ikki yoki undan ortiq kishilarning o'zaro ta'sirini o'z ichiga oladi. O'yinni bitta bola va bitta kattaning o'rtasidagi o'zaro ta'sir sifatida boshlash osonroq, keyin siz 2 ta bolaga bir-biri bilan o'zaro aloqa va munosabat o'rnatishga yordam berishingiz kerak, va nihoyat, bolalar sonini ko'paytirib guruhli o'yinga birlashtiring, shu tariqa ular o'zaro munosabatlarga asta-sekin kirisha boshlaydilar.

Autizm tashxisli bolalar bilan ishlashda tuzatish ishlari uzoq davom ettirilishini e'tiborga olish lozim. Dastlabki vaqtlarda autizm tashxisli bolalar siz bilan aloqa qilishdan, kontaktga kirishishdan bosh tortadi, jumladan guruhli o'yinlarga qo'shilishni hamda yakka tartibda o'ynaladigan o'yinlarni ham siz bilan o'ynashni xohlamaydi.

O'yin o'ynashga o'rgatishda harakatlarga taqlid qilishdan ishni boshlaymiz, harakatlarga taqlidni o'zlashtirganidan so'ng harakatlarni so'z bilan ifodalashga o'rgatamiz. Bola yaxshi kayfiyatda, charchamagan bo'lishi kerak. O'yinni ko'tarinki kayfiyatda boshlaymiz, ya'ni bola nimani yoqtirsa bajaramiz, masalan, quchoqlashish, qitiqlash va h. Bola nimani bajara olsa, o'yinni shu harakatdan boshlaymiz va rag'batlantiramiz. Autizm tashxisli bola bilan mashg'ulotlar uchun o'yinlar ro'yxatini tuzishda bola faqat o'zining qishiqishiga mos keladigan o'yinlarnigina siz bilan o'ynashi mumkinligini yodda tuting. Shu bois, mashg'ulotlarga tayyorlanish jarayoningizda bolaning qiziqishiga mos keladigan o'yinlarni tanlashingiz kerak, shuningdek o'z rejalaringizni, tanlagan o'yinlaringizni o'zgartirishga ham tayyor bo'lishingiz kerak. Bolaga yoqadigan rag'bat turini tanlaymiz, biroq autizm tashxisli bola uzoq muddat o'ynaydigan, ko'p takrorlanuvchi harakat qiladigan rag'bat turini tanlamaymiz. Chunki bola faqat shu narsaga e'tibor qilib, atrofga e'tibor bermay qolishi kuzatiladi.

Rag'batning turlicha ko'rinishlari mavjud, bular:

-ozuqaviy, ya'ni bola xush ko'ruvchi mahsulot. Bunday rag'batdan ishimizni boshida foydalansak bo'ladi. Keyinchalik asta-sekin boshqa rag'bat turlari bilan almashtiramiz. Bu rag'bat turida meyorini unutmaslik kerak

-taktil (quchoqlash, qitiqlash, silash...)

-o'yin (stol, syujetli-rolli kabi turli o'yinlarni o'ynash)

-ijtimoiy (gullarga suv quyishga, dasturxon tuzashga yordamlashish...)

-faoliyat orqali rag'bat (kinetik qum o'ynash, chiroqni yoqib-o'chirish, qog'ozni yirtish, qaychi bilan kesish...)

-jismoniy rag'bat (sakrash, yugurish...)

Eng asosiysi bola bilan siz ham bola bo'ling, siz ham o'ynang, boladay harakat qilib, qiziqting.

Autizm tashxisli bolalar uchun turli-tuman o'yinlar mavjud bo'lib, ulardan biri hissiy - emotsional holatni yaxshilovchi o'yinlardir. Masalan:

“Shamol esadi” o'yini

Boshlovchi bolalarni bir-birlariga yaqinlashtirish, qiziqtirish uchun turli savollar berib boradi. Masalan: “Shamol esadi-... qizil kiyimdagi bolaga”, “Shamol esadi-...Anvarga” deb turib

nazarda tutilayotgan bolaga yelpig'ichda yelpib qo'yiladi. Bunda keyinchalik barcha bolalar shu bolaga birgalikda yelpishlari mumkin.

“Do'stingni top” o'yini

O'yin avvalida bola do'stini sochlari, qo'llari, kiyimlarini ko'rib paypaslab chiqadi, so'ng uni ko'zi bog'liq holda paypaslab ko'radi. O'yinning keyingi bosqichida bolaning ko'zi bog'lanadi, do'stini boshqa bolalar ichidan paypaslab, kimligini topadi.

Bunday o'yinlardan yana biri “muz bilan o'ynaladigan o'yinlar”dir. Masalan:

“Rangli muz” o'yini

Suvga ranglar qo'shib, rangli muz tayyorlash mumkin. Bola rangli muz tayyorlash jarayonida ishtirok etib, birgalikda suvni qoliplarga quyib chiqiladi. Muzlatkichga ham qo'yilishini ko'rishi kerak. Tayyor bo'lgach, muzlatkichdan olib, qoliplardan muzlar chiqarilib tomosha qilinadi.

Shuningdek katta muz bo'lagiga bo'yoqlar bilan bo'yash ham bolaga qiziq bo'ladi.

“Muzli shakllar” o'yini

Suvni maxsus qoliplarda muzlatib qo'ying. Bundan tashqari, xilma-xil shakl va o'lchamdagi muz bo'laklarini olish uchun plastik stakan va turli qoliplaridan foydalaning. Tayyor muz bo'laklaridan konstruktor sifatida foydalaning – naqshlar hosil qiling. Muzdan piramida yoki uycha yasang.

Autizm tashxisli bolalar uchun qiziq bo'lgan o'yinlardan yana biri bu-kichik yostiqlar, sochiqlar, arqonlar (tortish, otish, yengil zarbalar) yordamida o'ynaladigan o'yinlar, masalan:

“Kim kuchliroq” o'yini

Ushbu o'yinda kattalar bolani arqonning uchidan ushlab olishga taklif qiladi va boshqa uchini: "Menga ber!" deb tortishni boshlaydi. Bola o'yinga qo'shiladi va arqonni o'zi tomon tortadi. Bundan tashqari, yostiq yoki sochiqni ham ishlatishingiz mumkin.

“Yostiq urishtirish” o'yini

O'yin uchun kichik yumshoq yostiqlar kerak bo'ladi. Bu o'yinda katta odam bola bilan yostiqlar yordamida “jang qiladi”. Keyinchalik ko'proq bolalarni o'yinga jalb qilish mumkin.

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THE ROLE OF REASONING IN WRITING

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Abstract. Writing is a complex cognitive activity that requires a combination of skills such as creativity, organization, critical thinking, and reasoning. In the scientific community, writing is a crucial means of communication, and the quality of a scientific article is often judged by the strength of its reasoning. This article aims to explore the role of reasoning in writing, specifically in scientific articles, and its impact on the overall quality of the article. In this article, we will explore the significance of reasoning in writing and how it contributes to the overall effectiveness of written communication.

Keywords: writing, reasoning, skills, importance, aspects.

РОЛЬ РАССУЖДЕНИЯ В ПИСЬМЕ

Аннотация. Письмо — сложная познавательная деятельность, требующая сочетания таких навыков, как креативность, организованность, критическое мышление и рассуждение. В научном сообществе письмо является важнейшим средством общения, и качество научной статьи часто оценивается по силе ее аргументации. Целью этой статьи является изучение роли рассуждений в письменной форме, особенно в научных статьях, и их влияние на общее качество статьи. В этой статье мы рассмотрим значение рассуждений в письменной форме и то, как они способствуют общей эффективности письменного общения.

Ключевые слова: письмо, рассуждение, навыки, важность, аспекты.

Introduction

Writing is a skill that requires not only creativity and eloquence but also logical reasoning.

Reasoning plays a crucial role in writing as it allows writers to present their ideas in a coherent and persuasive manner. Reasoning is essential in writing as it helps writers construct well-organized arguments and present information in a logical sequence. Without reasoning, written pieces would lack structure and coherence, making it challenging for readers to follow the writer's train of thought. One of the key aspects of reasoning in writing is the ability to analyze and evaluate information critically. Writers must assess the validity and reliability of the sources they use, considering the credibility and bias of each. By employing critical reasoning skills, writers can ensure that their arguments are supported by reliable evidence and logical reasoning.

Reasoning also aids in the development of persuasive writing. It enables writers to craft compelling arguments and counterarguments, addressing potential objections and strengthening their positions. By using reasoning to anticipate and address opposing viewpoints, writers can make their arguments more convincing and increase the likelihood of persuading their audience.

The Role of Reasoning in the Writing Process. The role of reasoning in writing is a crucial element that often goes unnoticed. Reasoning plays a significant role in the writing process

and has a substantial impact on the clarity, coherence, and persuasiveness of the text. Reasoning is involved in every stage of the writing process, from brainstorming ideas to revising drafts.

During the prewriting phase, reasoning allows writers to analyze the topic, identify relevant information, and generate ideas. Logical reasoning helps writers determine the most effective way to present their thoughts and organize their writing. Once the initial ideas are generated, reasoning is employed to structure the overall argument or narrative. Writers use deductive and inductive reasoning to ensure that their ideas are presented in a logical and coherent manner. Deductive reasoning involves moving from general premises to specific conclusions, while inductive reasoning involves drawing general conclusions from specific observations. Reasoning also plays a crucial role in the revision stage of the writing process. Writers use critical thinking to evaluate the clarity, coherence, and logical consistency of their work. Through reasoning, writers can identify any gaps in their arguments or flaws in their logic, allowing them to make necessary adjustments and improvements.

Reasoning is a fundamental cognitive process that allows individuals to make sense of the world around them by drawing logical conclusions from available information. When applied to writing, reasoning helps writers develop and support their arguments, connect ideas coherently, and present information in a systematic and logical manner. One of the key roles of reasoning in writing is to provide evidence and support for the writer's claims. By employing logical reasoning, writers can present facts, statistics, research findings, and other forms of evidence to bolster their arguments and persuade readers of the validity of their claims. Without sound reasoning, a piece of writing can appear weak and unconvincing, lacking the necessary support to substantiate its assertions. Moreover, reasoning plays a crucial role in connecting ideas and creating a coherent structure within a piece of writing. By employing deductive or inductive reasoning, writers can link different concepts, theories, or arguments to form a logical progression. This logical flow allows readers to follow the writer's thought process and understand the connections between various ideas, resulting in a more coherent and cohesive piece of writing. Reasoning also plays a vital role in the analysis and interpretation of data or information. Through reasoning, writers can critically evaluate evidence, identify patterns, and draw meaningful conclusions. This analytical reasoning helps writers avoid making unsupported claims and ensures that their interpretations are grounded in logical thinking. Furthermore, reasoning in writing helps writers anticipate counterarguments and address them effectively. By considering alternative perspectives and engaging in reasoned discussion, writers can strengthen their arguments and make their writing more persuasive. Including a counterargument and refuting it with strong reasoning not only demonstrates the writer's critical thinking skills but also adds credibility to their overall argument.

Developing Reasoning in Writing Enhancing reasoning skills in writing requires practice and exposure to various types of writing. Reading widely and analyzing the writing styles of different authors can help writers understand how reasoning is employed in different contexts. By studying well-constructed arguments and evaluating their effectiveness, writers can learn to apply similar reasoning techniques in their own writing. Engaging in critical thinking exercises can also sharpen reasoning skills in writing. Activities that require analyzing arguments, identifying fallacies, and evaluating evidence can help writers become more adept at reasoning in their writing.

Additionally, seeking constructive feedback from peers or mentors can provide valuable insights into areas for improvement and help writers develop their reasoning abilities.

Reasoning is a fundamental cognitive process that allows individuals to make sense of the world around them by drawing logical conclusions from available information. When applied to writing, reasoning helps writers develop and support their arguments, connect ideas coherently, and present information in a systematic and logical manner. One of the key roles of reasoning in writing is to provide evidence and support for the writer's claims. By employing logical reasoning, writers can present facts, statistics, research findings, and other forms of evidence to bolster their arguments and persuade readers of the validity of their claims. Without sound reasoning, a piece of writing can appear weak and unconvincing, lacking the necessary support to substantiate its assertions. Moreover, reasoning plays a crucial role in connecting ideas and creating a coherent structure within a piece of writing. By employing deductive or inductive reasoning, writers can link different concepts, theories, or arguments to form a logical progression. This logical flow allows readers to follow the writer's thought process and understand the connections between various ideas, resulting in a more coherent and cohesive piece of writing. Reasoning also plays a vital role in the analysis and interpretation of data or information. Through reasoning, writers can critically evaluate evidence, identify patterns, and draw meaningful conclusions. This analytical reasoning helps writers avoid making unsupported claims and ensures that their interpretations are grounded in logical thinking. Furthermore, reasoning in writing helps writers anticipate counterarguments and address them effectively. By considering alternative perspectives and engaging in reasoned discussion, writers can strengthen their arguments and make their writing more persuasive. Including a counterargument and refuting it with strong reasoning not only demonstrates the writer's critical thinking skills but also adds credibility to their overall argument.

In addition to these roles, reasoning also helps writers evaluate their own writing. By critically assessing their arguments and identifying any logical fallacies or weaknesses, writers can strengthen the overall quality of their work.

Methods:

The literature review method was utilized to gather data and information from previous studies. The keywords 'reasoning' and 'writing' were used to search for relevant articles. The inclusion criteria were limited to studies published in the last years and focused on the role of reasoning in writing, specifically in scientific articles. A comprehensive literature review was conducted to gather information and insights from previous studies related to the subject. The sources included academic journals, books, and online databases.

The following steps were involved in conducting a review article:

1. formulating the research question and objectives
2. searching the extant literature,
3. screening for inclusion,
4. assessing the quality of primary studies,
5. extracting data, and
6. analyzing data.

Results:

This section presents the findings of the literature review. The studies showed that reasoning is a fundamental aspect of writing, especially in the scientific community. It enables writers to present logical and well-supported arguments that contribute to the credibility and validity of their work. Reasoning also helps writers to critically analyze and evaluate evidence,

resulting in well-structured and coherent writing. The absence of sound reasoning in writing may lead to weak arguments and undermine the quality of the article.

To effectively use reasoning in writing, there are certain steps that writers can follow.

Firstly, it is important to clearly define the main argument or thesis statement. This will serve as the foundation for the writer's reasoning and help to keep the writing focused and on track.

Secondly, writers should use relevant and credible evidence to support their argument. This evidence can come in the form of statistics, examples, or expert opinions. It is crucial to evaluate the quality of the evidence and its relevance to the argument being presented.

Thirdly, writers should use logical reasoning to connect their evidence to their main argument. This can be done by using deductive or inductive reasoning. Deductive reasoning involves starting with a general statement and using evidence to support a specific conclusion. Inductive reasoning, on the other hand, involves using specific examples to support a general conclusion.

Lastly, writers should anticipate and address counterarguments. This can be done by acknowledging the opposing viewpoint and providing evidence and reasoning to refute it. By doing so, writers can strengthen their argument and demonstrate their ability to think critically.

Discussion:

In scientific writing, reasoning is essential in establishing the validity of the research. It involves the use of logic and critical thinking to analyze and interpret data and present it in a clear and concise manner. Without sound reasoning, the accuracy and reliability of the research may be questioned, potentially leading to the rejection of the article. Moreover, effective reasoning also increases the chances of the article being cited and contributes to the advancement of scientific knowledge.

One of the key reasons why reasoning is important in writing is that it helps writers to develop a strong and persuasive argument. In academic writing, students are required to support their claims with evidence and logical reasoning. This not only demonstrates their understanding of the subject matter but also helps them to persuade their readers to accept their point of view. Without reasoning, a piece of writing can appear weak and unconvincing, making it difficult for the writer to achieve their intended purpose. Moreover, reasoning also allows writers to anticipate and address counterarguments. In any piece of writing, there will be opposing viewpoints and objections to the writer's argument. By using reasoning, writers can anticipate these objections and address them effectively. This not only strengthens their argument but also shows that they have considered multiple perspectives and have a well-rounded understanding of the topic.

Another important aspect of reasoning in writing is its contribution to the overall organization and structure of a piece of writing. A well-reasoned piece of writing follows a logical flow of ideas, making it easier for readers to follow and understand the writer's argument. Without this logical flow, a piece of writing can seem disjointed and confusing, making it difficult for readers to grasp the main point. Furthermore, reasoning also helps writers to develop critical thinking skills. Critical thinking is the ability to analyze, evaluate, and synthesize information to form a well-reasoned judgment. By using reasoning in writing, writers are forced to think critically about the information they present and the connections between ideas. This not only improves the quality of their writing but also enhances their overall cognitive abilities

Conclusion

In conclusion, reasoning plays a crucial role in writing. It allows writers to develop a strong and persuasive argument, anticipate and address counterarguments, and improve the overall organization and structure of their writing. Additionally, reasoning helps writers to develop critical thinking skills, which are essential in all aspects of life. Therefore, it is important for writers to understand the role of reasoning in writing and to use it effectively to produce high-quality and impactful written work. Reasoning plays a vital role in writing by ensuring coherence, clarity, and persuasive power. Through logical reasoning, writers construct well-organized arguments, evaluate information critically, and anticipate counterarguments. Reasoning is an integral part of the writing process, from generating ideas to revising drafts. By developing reasoning skills through practice, exposure to diverse texts, and engaging in critical thinking exercises, writers can improve their ability to communicate effectively through the written word. The role of reasoning in writing cannot be overlooked, especially in the scientific community. This study has shown that reasoning is crucial in producing high-quality scientific articles. It enables writers to present well-supported arguments, critically evaluate evidence, and establish the credibility and validity of their work. It is recommended that future studies explore the specific techniques and strategies that writers can use to improve their reasoning skills in writing.

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THE SPECIFICS OF TEACHING ENGLISH TO MEDICAL STUDENTS

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Abstract. This article explores the unique considerations involved in teaching English to medical students. The focus is on the challenges faced by both students and instructors in this specialized field, as well as the strategies and techniques that can be employed to enhance language learning in a medical context. The article examines the role of a foreign language in the formation of professional competence of modern medical students. First of all, the key features of the situation in modern Russian society and, in particular, in the medical education system are considered. Based on the analysis of economic and socio-cultural processes, it is proved that the level of foreign language proficiency of most doctors, both practicing and future, does not meet the requirements of modern society. In this regard, the possibilities that learning a foreign language provides for the development of the competencies of a modern specialist are demonstrated. The main ways of optimizing the teaching of a foreign language in medical universities of our country are demonstrated, aimed at developing students' relevant competencies and professionally significant qualities of future doctors.

Keywords: foreign languages, medical students, competence, technologies, techniques.

СПЕЦИФИКА ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТОВ МЕДИЦИН

Аннотация. В данной статье рассматриваются уникальные аспекты преподавания английского языка студентам-медикам. Основное внимание уделяется проблемам, с которыми сталкиваются как студенты, так и преподаватели в этой специализированной области, а также стратегиям и методам, которые можно использовать для улучшения изучения языка в медицинском контексте. В статье рассматривается роль иностранного языка в формировании профессиональной компетентности современных студентов-медиков. Прежде всего, рассмотрены ключевые особенности ситуации в современном российском обществе и, в частности, в системе медицинского образования. На основе анализа экономических и социокультурных процессов доказано, что уровень владения иностранным языком большинства врачей, как практикующих, так и будущих, не соответствует требованиям современного общества. В связи с этим демонстрируются возможности, которые дает изучение иностранного языка для развития компетенций современного специалиста. Показаны основные пути оптимизации преподавания иностранного языка в медицинских вузах нашей страны, направленные на развитие у студентов актуальных компетенций и профессионально значимых качеств будущих врачей.

Ключевые слова: иностранные языки, студенты-медики, компетентность, технологии, методики.

Introduction

Modern medical education requires students not only to have in-depth knowledge in the field of medicine, but also to speak a foreign language. Teaching English in medical schools has its own peculiarities, as it requires not only knowledge of the language, but also specific terminology. Teaching English to medical students presents a distinct set of challenges due to the technical nature of medical terminology and the critical importance of clear communication in the healthcare field. This article aims to examine the specific strategies that can be employed to effectively teach English to medical students, taking into account their unique needs and skill requirements.

The Decree of the President of the Republic of Uzbekistan "On measures for the further development of higher education" radically changes the content of personnel training in accordance with the priority tasks of fundamental improvement of the higher education system, socio-economic development of the country. It is designed to create the necessary conditions for the training of highly qualified specialists in accordance with international standards. During the years of independence, a lot of work has been done to modernize the higher education system, introduce modern forms and technologies of vocational training and improve the skills of specialists, taking into account the real needs of the economy and social life. Of course, organizations are interested in studying the medical aspects of international educational programs.

In each of the developed countries, a separate model has been developed for studying medicine in a foreign language, and efforts are being made to adapt these standards to our national trends.

In modern conditions, serious requirements are imposed on the level of training of any specialist. Knowledge of a foreign language is a very important and essential component of this training. The state standard of higher professional education requires taking into account professional specifics when studying foreign languages in non-specialized universities. It provides a professionally oriented approach to learning and aims to develop students' ability and willingness to communicate in professional, business, and scientific fields. Learning a foreign language should take into account the peculiarities of professional thinking, the individual needs of students, and be accompanied by the development of their personal qualities. These aspects are extremely important for the organization of the educational process at a medical university.

In our opinion, the general cultural competence of a medical specialist in a foreign language should reflect the readiness and ability to master a foreign language in the field of household and professional communication at a level sufficient for carrying out certain types of professional activities, for example: in the standards of hours for a regional component, it is possible to introduce such foreign language courses not only in the first, but also in the senior courses (as elective or additional), where, as the experience of the Department of Foreign Languages of medical universities and, Students are more motivated to learn a foreign language. The next important aspect of the practice of teaching a foreign language in a medical university is the moral and ethical one. The moral component, being an integral part of the learning and upbringing process, provides that students acquire a number of professional qualities and values during their studies, which will be based on a willingness to put the needs of the patient first.

In the light of state educational standards, a foreign language at a medical university is one of the mandatory components of humanitarian specialist training. According to the program of the subject Foreign language in medicine in English classes, students get acquainted with the basics

of business English, the necessary professional vocabulary, read texts containing special vocabulary, develop dialogic and monological speech, during its study, students develop skills and abilities to use a foreign language as a means of communication, a means of obtaining new, relevant and useful information from various fields of knowledge, for example, from the field of medicine. The main task that the teacher faces is to reveal the creative thinking of students, to find such means that would awaken the mental activity of students and interest in a foreign language. In solving this problem, active pedagogical teaching methods come to the fore, which motivate students to independently and creatively master the material.

Materials and Methods

A qualitative research approach was used to gather data on the experiences of both instructors and students in English language teaching programs for medical students. Semi-structured interviews and classroom observations were conducted to identify the key challenges faced by students in learning medical English, as well as the strategies used by instructors to address these challenges. To study the peculiarities of teaching a foreign language to medical students, an analysis of curricula, a survey of students and teachers, as well as monitoring the learning process were conducted. The main difficulties faced by students when learning English in a medical context were identified.

In our study, we took the following steps: we studied the federal state standards of higher education, analyzed the goals and content of existing English language courses for medical purposes in higher educational institutions, and considered the language/speech aspects necessary for the professional activities of future doctors. The method of analyzing scientific literature and sources on the problem, as well as the generalization of their own pedagogical experience, allowed them to critically evaluate what they read, compare existing points of view on the problem and develop a thematic structure of the course. To determine the attitude of students to learning English and the scope of its practical application in their future careers, a survey was conducted in which first-year students of Karakalpak Medical Institute took part.

Results

Students' awareness of their needs in learning a foreign language is a distinctive feature of professionally oriented learning. Any professionally oriented training is based on the question: why does the student need a foreign language? In order to find out the communicative needs of students in learning English, a survey was conducted. The students were asked the question: "Does a modern doctor need a foreign (English) language?" If the answer was yes, it was necessary to describe the specific situation of applying knowledge. Since the second question was an open-ended question, the respondents could give several answers. The survey was attended by first-year students of KMI studying in the fields of "Medicine", "Dentistry", "Pediatrics" and "Pharmacy".

According to the survey results, the majority of first-year students consider it necessary to use their knowledge of the English language in their professional activities. They believe that "English is an international language, so a doctor must necessarily know it", "a modern doctor must speak English in order to meet international standards", "English shows the highest level of professionalism". First-year students are ready to treat not only their fellow citizens, but also people of other nationalities (48.6%), provide emergency medical care to foreigners (21.1%), work in other countries (32.6%), consult with foreign specialists about their patients (4%).

More than a third of the respondents plan to communicate with foreign colleagues, exchanging experience and knowledge (39.4%), as well as improve their skills by participating in international conferences, competitions (32.6%), reading scientific articles (18.9%) and additional literature on the specialty that "have not yet been translated into Russian and thus, receive a large amount of important and useful information" (27.4%). For the successful implementation of these types of activities, in addition to the formation of communicative and intercultural competence, it is necessary to develop self-organization and self-development skills. It is important for students to be able to independently build their own development trajectory and be able to organize their activities to achieve the set results.

The proportion of respondents who study English for general development (11.4%), travel (7.4%) or move to another country (6.9%) is relatively small, which indicates pragmatism and a certain confidence of the respondents in the correctness of choosing a future profession.

The findings indicate that medical students often struggle with the complex vocabulary and terminology specific to the healthcare field. Instructors employ a variety of techniques, such as contextual learning, hands-on activities, and case studies, to help students grasp and apply medical English concepts effectively. Additionally, the use of authentic materials and real-world scenarios is found to be particularly beneficial in enhancing language learning outcomes. One of the main difficulties identified during the study is the lack of knowledge of medical terminology in English.

This makes it difficult to successfully learn and understand specific materials. Students also note difficulties with the practical application of language skills in clinical practice.

Discussion

Teaching English to medical students requires a tailored approach that integrates language instruction with medical content. The study showed that teaching a foreign language in medical universities requires a special approach that takes into account the specifics of medical terminology. It is necessary to develop specialized training programs that would take into account the needs of medical students and help them successfully master English for further professional activities.

It is vital for medical students to have a strong command of English as a second language, as it is the lingua franca of the medical community. Effective communication with patients, colleagues, and international research collaborations depends on proficient English skills. Medical students may encounter specific challenges in learning English due to the technical nature of medical terminology and the need for precision in communication. Understanding and correctly using medical vocabulary and jargon can be particularly demanding. Discussing innovative teaching methods tailored to the needs of medical students can be beneficial. Utilizing medical case studies, role-playing scenarios, and interactive language learning resources can enhance students' language skills and medical knowledge simultaneously. Highlighting the importance of integrating language learning with medical content is essential. Contextualizing language lessons within medical contexts can reinforce vocabulary retention and facilitate practical communication skills. Addressing the role of ongoing professional development for medical educators in teaching English to medical students is vital. Continuous training and resources can enhance educators' ability to meet students' diverse language learning needs effectively. Exploring effective assessment strategies for evaluating medical students' English proficiency is crucial. Assessments

should reflect real-world communication scenarios to measure students' readiness for clinical practice

Conclusion

In conclusion, the article has shed light on the specifics of teaching English to medical students, highlighting the importance of tailored language instruction in the context of the medical field. It has been established that effective English language teaching in medical education requires an understanding of the unique linguistic needs and challenges faced by medical students, as well as the integration of medical terminology and communication skills into language learning activities.

Moreover, the article emphasizes the significance of incorporating real-life medical scenarios and communication tasks into English language classes to improve students' language proficiency and prepare them for effective communication in medical settings. The use of various teaching approaches, such as role-plays, simulations, and case studies, has been recommended to provide students with opportunities to practice language skills in relevant contexts.

Additionally, the article underlines the importance of collaboration between language instructors and medical professionals to ensure that English language teaching aligns with the specific communication requirements of medical practice. By fostering interdisciplinary cooperation and sharing expertise, educators can better address the linguistic and communication needs of medical students, ultimately enhancing their language competence and readiness for clinical practice.

Overall, the findings presented in the article underscore the significance of targeted English language instruction tailored to the needs of medical students. By recognizing and addressing the specific challenges and requirements of language learning in the medical domain, educators can better support students in developing the language skills necessary for successful communication and professional practice in the healthcare field.

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DESIGNING A SINGLE ITEM, AN ENSEMBLE AND A SET

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Abstract. *This article discusses the need to design uniform items in the costume design environment*

Key words: *costume, design, assortment, ensemble, design, object, color.*

ПРОЕКТИРОВАНИЕ ОТДЕЛЬНОГО ПРЕДМЕТА, АНСАМБЛЯ И КОМПЛЕКТА.

Аннотация. *В данной статье рассматривается необходимость проектирования предметов униформы в среде дизайна костюма.*

Ключевые слова: *костюм, дизайн, ассортимент, ансамбль, дизайн, предмет, цвет.*

Costume design is one of the solutions to the product environment, that is, designing a costume. The object of costume design can be a single item, a set, an ensemble and a collection.

The necessity of designing uniform items of various assortments was due to the following reasons:

- the narrow specialization of the enterprise for the production of sewing products (outerwear, underwear, light shirts);
- the modern consumer organizes his wardrobe mainly from individual items that are compatible with each other;
- democratization of modern fashion, it is recommended to choose multi-functional clothes and consumer free clothes in fashion;
- the psychological type of the modern consumer requires the ability to adapt to the times due to the individuality, rapid changes in lifestyle, and the ability to quickly change the appearance according to the situation.

Usually, industrial enterprises design individual items that are produced in large or small series. The design of the product is aimed at the typical size of the consumer, is drawn according to the general construction method, and is supposed to meet popular demands. When single items are designed, their stylistic solutions, materials, color, texture, compositional solutions, etc. compatibility with each other should be assumed, because the consumer builds a set of them according to his will. One-of-a-kind items allow you to choose items according to your taste and create a unique artistic image.

Ensemble design. Ensemble (fr. ensemble - together, together) - created for a certain artistic idea, taking into account the interdependence of its elements, the subordination of clothes and accessories to each other, It is a collection of individual objects that reflect an artistic image created for a person and a purpose.

The ensemble implies the unity of the parts of the suit, their silhouette, proportions, color and decoration, in terms of compatibility and organic interdependence. It is a whole, consisting of clothes, shoes, hats, hairstyles, decorations, accessories and make-up, and does not expect any changes. Adding or removing any element will destroy its integrity. The ensemble is multi-layered, all its parts can be worn together. They are interconnected and subordinate to each other.

Completeness and completeness are always an aesthetic criterion in a modern suit. The color, pattern, decoration, etc. of all parts of a suit created for a specific purpose. properties tend to match each other. For example, in England in the 16th century, the sleeves and petticoats of court ladies' shirts were made of the same fabric. However, the pure ensemble was built in the "Modern" period (1890-1900) at the end of the 19th - beginning of the 20th century. In the 20th century, the ensemble became a special "peak" for couturiers. They created a completely custom suit. In traditional modeling, the design of a clothing ensemble is considered the highest point of artistic expression. However, during the 20th century, the idea of the ensemble changed. For example, in the 1920s. the solution of the ensemble implies the unity of color in the suit: the hat, gloves, shoes, bag, umbrella, etc. in the color tone of the shirt. is selected; the color of the shirt decoration is repeated in the color of the accessory. 1930s. Such extravagance was not possible in the conditions of the "Great Recession", when each dress had a special hat, shoes, etc. was required. In this period, the wholeness of the suit was solved by means of a unit of accessories: the bag, shoes, gloves, and hat should be of the same color, but this gamut could be worn with any shirt. For example, black shoes, hat and gloves could be worn with a light colored shirt. Even during the Second World War, the ensemble was preserved, for example, a turban was used to make a blouse or a bag.

The real triumph of the ensemble began with the "New look" era. K.Dior redefined the exact rules of good taste and the elegant female figure. The dress had to be worn with an appropriate hat, gloves, bag and jewelry. According to K. Dioming, "a woman without a hat is not fully dressed." 1960s. The ensemble is also preserved in fashion. For example, in the fashions of A. Courrej, gloves and hats are often made of the same fabric. However, from the second half of the 1960s, street fashion, especially in youth subcultures, began to abandon the ensemble. For example, the hippies freely mixed different styles of clothing and actively abandoned middle class and elaborate costumes. 1970s. the ensemble began to occupy the center of the ensemble. In modern fashion, the ensemble idea has remained only on the catwalk, not in real life. The demand for convenience, comfort and functionality in clothes makes the previous idea of an ensemble obsolete. Set design. Complete (lat. completes - complete) - a set of compatible costume elements adapted to a specific purpose and artistic solution. The set is an open system that can interchange the elements of the costume, in which each item is independent, multi-layered. Depending on the situation, the set allows to change the costume. A suit consists of separate items: jackets, skirts, pants, skirts, headwear and shoes, accessories and jewelry. Individual items of the set change their purpose (everyday wearable, everyday travel wearable, etc.). Therefore, when designing a set, it is necessary to expand the limits of use of some items. For the first time, a set was used as an alternative to an ensemble in the 1920s. used in stage costumes. Constructivism was the logical conclusion of the emergence of the idea of a set using the combinatory style in clothing design. In 1929, fashion designer E. Skyparelli recommended a set of six items that could be combined during the day. Sets were popular only in the 1970s. spread in In 1972, English fashion designers Luke and DJ Tallis presented matching skirts, trousers, skirts, and blouses in their fashion collections. 1970s. during the economic crisis, it was popular because it was possible to build a "reasonable" or "basic" wardrobe from an assortment of individual items. In modern times, ensembles have completely replaced ensembles from fashion.

Now the wardrobe of a modern man consists of sets. The consumer could combine costume elements according to his wishes and show his individuality in creating a costume. The unity of some parts of the set is usually achieved by compatibility of color, shape, decoration, and style.

This quality should be taken into account at the stage of designing the collection. The main demand of today's consumer for clothes is to allow combination. For example, the seasonal collections of the German company "Eskada" consist of an assortment of individual items that match each other in terms of color, shape, pattern, and other properties, and you can easily add items from the previous season's collection with items from the new collection.

All parts of the collection may be similar in style, but the 1970s. appeared in the costume "diffuse style?" According to this style, different styles were mixed in the suit: for example, a classic jacket was combined with a double pleated skirt in the "folk" style, and classic trousers were combined with a sporty jacket and a romantic blouse. Modern sets often include items made of different styles, different colors, and patterned materials. 1990s At the beginning, such mixtures were called "non-combining compounds". 1990s new ways of wearing clothes have appeared in the set system: it is possible to split the composition, the item sits freely on the figure, the item is moved to one side, the accessory is moved to the side or behind, etc. differs from Usually, sets are made of materials with different textures. Sets consist of the following parts: coats (from long to short), pants of various shapes, sweaters, shirts, etc. 1998-1999 all elements of the set are made in the same or similar colors. 2000-2002 contrasting colors and combinations of different items appeared and in the 1970s. A multi-layered trend reminiscent of the "onion" style was presented.

However, the trend of searching for a new way to wear traditional costume elements remained.

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FIZIKALIQ SAPALAR HÁM OLARDIŃ BIR-BIRI MENEN FIZIOLOGIYALIQ BAYLANISLIĜINA SIPATLAMA

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Annotaciya. Biz maqalamızda fizikalıq háreket insan ushın, ásirrese, balalıq hám óspirimlik basqıshlarında turmıslıq zárúr kónlikpe hám ilmiy tájriyelerdi qáılestiriw dáwiri esaplanadı.

Fizikalıq háreketlersiz balalardıń dóretiwshilik aktivligine hám fizikalıq qábiletlerin jetkilikli dárejede rawajlanbawına alıp keledi. Háreketti sheklew yamasa onı buzıw turmıstıń hár bir basqıshında óziniń unamsız tásirin kórsetedi. Balalıq dáwirinde ósip kiyatırǵan organizm ushın júdá kóp háreket zárúr bolıp tabıladı.

Gilt sózler: dene tárbiya, sport, kúsh, tezlik, shunıǵıwlar, bulshıq etler.

TO RATE PHYSICAL QUALITIES AND THEIR PHYSIOLOGICAL RELATIONSHIP WITH EACH OTHER

Abstract. The article describes physical movement as a necessary skill for a person, especially in childhood and adolescence, and the period of improvement of scientific experiments.

Lack of physical activity leads to children's creative activity and lack of physical ability.

Limitation or disruption of movement has its negative effects at every stage of life. A lot of physical activity is necessary for the growing organism during childhood.

Key words: Physical training, sport, power, pace, exercises, muscles.

ОЦЕНИТЬ ФИЗИЧЕСКИЕ КАЧЕСТВА И ИХ ФИЗИОЛОГИЧЕСКУЮ СВЯЗЬ ДРУГ С ДРУГОМ.

Аннотация. В нашей статье физическая активность – это период совершенствования жизненных навыков и научных экспериментов для человека, особенно в детском и подростковом возрасте. Это приводит к достаточному развитию творческой активности и физических способностей физически малоактивных детей.

Ограничение или нарушение движения имеет негативные последствия на каждом этапе жизни. В детстве растущему организму необходимо много движения.

Ключевые слова: физическая подготовка, спорт, сила, скорость, упражнения, мышцы.

Ózbekistan ǵárezsiz Mamleket statusına eriskennen soń qısqa dáwir ishinde barlıq tarawlar sıyaqlı dene tárbiya ham sport jónelisinde de ásirlerge teń progressiv ózgerisler júz berdi, «Olimpiya shoqqıların iyelewge kúshi jeterli» rawajlanıwlar—keń kólemlı jumislar ámelge asırıldı. Házirgi kúnde xalqımız ómirinde óz sáwleleniwın tawıp kiyatırǵan, Ózbekistan Respublikası Konstitutsiyası, «Dene tárbiya ham sport haqqında»[1]ǵı nizam (1992, 2000,2015), “Ózbekistan Respublikası prezidentiniń dene tárbiya hám sporttı elede rawajlandırıw haqqındaǵı qararı” 2017-jil 3-iyun,PQ-3031-sanlı qararı[2]

Ózbekistan Respublikasında dene tárbiyanıń joqarı dárejesine hám xalıqtıń turmısı sapasına erisiw strategiyalıq wazıypanı - mámleketti turaqlı rawajlandırıwdı ámelde ámelge shıǵarıw sheńberinde zárúrli shárt esaplanadı.

Ózbekstan Respublikasın jáne de rawajlandırıw boyınsha Háreketler strategiyasın ámelge asırıw sheńberinde mámleket xalqınıń barlıq qatlamları pútkil turmısı dawamında fizikalıq tárbiya hám sport penen úzliksiz shuǵıllanıwı ushın zárúr shárt-shárayatlardı támiyinlew bul wazıypanı hal etiwdiń tiykarǵı faktorlarınan biri boladı.

Izertlewdiń ilimiy-teoriyalıq dárejedegei aktualıǵı baslanǵısh sportshılardıń fizikalıq sapaları hám olardıń tayarlıq dárejesin asırıw zárúrligi hám zamanagóy teoriyalıq tárepten tiykarlangan qurallar hám shınıǵıwlar usıllarınıń jetispewshiligi ortasındaǵı qarama-qarsılıq penen belgilenedi.

Izertlewdiń ilimiy-stilistikalıq dárejedegei aktualıǵı sportshılardıń fizikalıq sapaların fiziologiyalıq jaqtan tayarlıǵın jaqsılaw ushın hár qıylı qurallar hám usıllardan paydalanıw zárúrligin hám bul mashqalanı sheshiw ushın zamanagóy programmalıq támiynat hám stilistikalıq támiynattıń jeterli dárejede rawajlanbaǵanlıǵı ortasındaǵı qarama-qarsılıq penen baylanıslı mashqala.

Anıqlanǵan qarama-qarsılıqlardı analiz islew, izertlew mashqalasın anıqlaw imkaniyatın berdi, bul bolsa sportshılarımızdı zamanagóy talaplar tiykarında fizikalıq shınıǵıwlarǵa tayarlaw ushın qurallar hám usıllardıń jetkilikli dárejede nátiyjeli tańlanbaǵanlıǵınan ibarat.

Izertlew maqseti. Sportshılardıń fizikalıq sıpatların ilim menen baylanıstırıw arqalı tayarlıq dárejesin asırıwdıń eń nátiyjeli qural hám usılların anıqlaw hám tiykarlaw.

Izertlew obykti:

Izertlew Nókis qalası 37 sanlı ulıwma bilim beriw mektebinde jas ópirim tárbiyalanıwshılarınıń fizikalıq sapaların nátiyjesinde fiziologiyalıq ózgerislerdiń ayırım usılların anıqlaw procesi.

Izertlew predmeti: Jas sportshılardıń fizikalıq sapaların jetilistiriwde fiziologiyalıq ózgerislerdi baqlaw usılları.

ilimiy izertlew usılları: Magistrlik dissertaciya jumısında tómendegi izertlew usıllarınan paydalanılǵan:

Jumıstıń maqseti hám wazıypalarına muwapıq izertlew usılları anıqlandı: psixologiyalıq – pedagogikalıq, fiziologiyalıq ádebiyatlardı analiz islew; maqsetli eksperimental hám qıdırıw jumısların shólkemlestiriw, sonday-aq mektepge shekemgi jastaǵı qalaberse mektep jasındaǵı sonıń menen birge eresek jastaǵı sportshılar iskerligin baqlaw, soraw alıw, úyreniw hám analiz qılıw; maǵlıwmatlardı qayta islewdiń statistikalıq usılları.

Mektepke shekem tárbiya shólkemlerinde dene tárbiyası procesin jetilistiriw mashqalasına qızıǵıwshılıqtıń sezilerli dárejede asıwı onıń dizaynin modernizaciyalaw zárúshiligi menen baylanıslı, Rossiya Federatsiyasında kóp dárejeli xalıq tálimi sistemasın jańalaw tendentsiyalarına muwapıq stilistik, texnologiyalıq hám qadaǵalaw hám buxgalteriya komponentleri (Yu. K. Chernishenko, 1998; S. Yu. Maksimova, 2014; N. I. Dvorkina, 2015 jıl). Bul social - pedagogikalıq ideyaǵa muwapıq, Mektepge shekem tálim boyınsha Federal Tálim standartı (2014) islep shıǵılǵan hám ámelde ámelge asırılıp atır, onıń tiykarǵı tártipke salıw teması kóplegen hám hár-túrli múnásiybetlerdi tártipke salıw esaplanadı, tiyisli oqıw hám oqıw programmaların islep shıǵıw hám ámelge asırıwda júzege keledi.

Mámleket standartında belgilengen mektepge shekem tárbiya mekemeleri oqıtıwshılarınıń kásiplik iskerliginiń eń zárúrli principlerinen biri, mektepke shekem jastaǵı balalardıń fizikalıq, intellektual jáne social salamatlıǵın saqlaw hám bekkemlewge sózsiz ústin turatuǵın áhmiyet

beretuǵın individual maqul túsetuǵın hám ekologiyalıq taza sharayatlardı qáıplestiriwdi támiyinlew bolıp esaplanadı. Fundamental hám ámeliy izertlewler nátiyjeleri dene tárbiyası hám sport iskerliginen úzliksiz paydalanıw mashqalasınıń sheshimi menen baylanıslılıǵın bir neshe márte tastıyıqladı (Mektepge shekem tálim ushın federal mámleket tálim standartı, 2014). Usınıń menen birge, insannıń dene tárbiyası procesiniń semantik qásiyetlerin bul processtıń stilistik hasası retinde aytıwdıń aksiologiyalıq kontsepciyasınıń tiykarǵı qaǵıydalarınan paydalanıwdıń maqsetke muwapıqlıǵı tastıyıqlandı, oǵan kóre ol basqa tálim túrлерinen tek isletilingenler quramına qaray pariq etedi yaǵnıy qurallar hám bólek usıllar (G. G. Natov, 1998 jıl ; V. A. Biyikin, 2001; S. O. Filippova, 2002 jıl).

Málim bolıwınsha, sportshılardıń fizikalıq tayarlıǵın asırıw ushın shınıǵıwlar processinde báseki sharayatların simulyaciya (*simulyaciya (latinsha. simulatio — kórinis, sheshim. Mısalı Simulyatsiya — bul kesellikten azap shekpeytuǵın adam tárepinen keselliktiń payda bolıwı yamasa onıń individual belgilerin keltirip shıǵarıwı.*): islew zárúr.

Dene tárbiyası ámeliyatında tómendegi pedagogikalıq qadaǵalaw túrleri qollanıladı:

Dáslepki qadaǵalaw ádetde oqıw jılınıń basında ámelge asırıladı (oqıw sheregi, semestr).

Ol (den sawlıǵın, fizikalıq tayarlıǵı, sport ilmiy tájriybesi) menen shuǵıllanatuǵınlardıń quramın úyreniw hám studentlerdiń kelesi shınıǵıwlarǵa (jańa oqıw materialların úyreniwge yamasa normativ talaplardı orınlawǵa tayarlıǵın anıqlaw ushın mólsherlengen oqıw programması).

Bunday qadaǵalaw maǵlıwmatları tálim wazıypaları, olardı sheshiw usılları hám usılların anıqlastırıwǵa múmkinshilik beredi.

Baqlaw usılları. Dene tárbiyası ámeliyatında tómendegi baqlaw usılları qollanıladı: pedagogikalıq gúzetiw, sorawlar, tálim standartların qabıllaw, sınaq, qadaǵalaw hám basqa jarıslar, eń ápiwayı medicinalıq usıllar (ólshew ókpeniń turmıslıq qábileti., dene salmaǵı, quwat hám basqalar.), sabaqlardı waqıt menen támiyinlew, ayrıqsha jaǵdaylarda fizikalıq iskerlik dinamikasını anıqlaw hám basqalar.

Pedagogikalıq gúzetiw oqıtıwshıǵa qızıǵıwshılıqtıń kórinetuǵın bolıwı, dıqqat dárejesi, sharshaw dárejesiniń sırtqı belgileri (dem alıwdıń ózgeriwi, reń hám júz anılatpası, háreketlerdi muwapıqlastırıw, terlewdiń kóbeyiwi hám basqalar tuwrısında maǵlıwmat alıwǵa múmkinshilik beredi.).

Soraw usılı bulshıq etlerdiń awrıwı boyınsha (sabaqlarınan aldın, yaki sabaq dawamında hám odan keyin ózleriniń párawanlıǵı kórsetkishleri tiykarında shuǵıllanıwshılardıń jaǵdayı tuwrısında maǵlıwmat alıw múmkinshiligini beredi.), olardıń umtılıwları hám tilekleri haqqında.

Subyektiv sezimler - dene degi fiziologiyalıq processlerdiń nátiyjesi bolıp tabıladıMeniń pikirimshe, 3-jıllıq balalardıń dene tárbiyasınıń tiykarǵı wazıypası, V. K. Balsevich, V. A. Zaporozhanova,- barmaqlar hám qoldıń jańa háreket túrлерin rawajlandırıw hám jetilistiriw, qashannan berli ózlestirilgen háreketler kónlikpelerin birlestiriw hám jetilistiriw. Balanıń háreket iskerligi quramı júriw qábiletin jaqsılaw, qıyın sharayatlarda háreketleniw (jipte, bortta júriw,) kóteriliw, yarım juwırıw, kishi biyiklikten sekiriw, orınnan uzınlıqqa sekiriw, eki ayaqqa sekirip, toptı silkitip, uslaydı, ayaq, qol, dene hám bastıń jaǵdayında óz basımshalıq penen ózgeredi, suwda júziw hám shınıǵıwlar, hawada hám úyde oynlar. Shınıǵıw hár kúni zaryadlaw, háreketlerdi rawajlandırıw hám jetilistiriw boyınsha shınıǵıwlar (háptesine 3 ret) hám túrli oynlar formasında ótkeriliwi kerek.

(keste. 1).

1-keste. Orta mektep jasındaǵı balalarda hár qıylı fizikalıq qábiletlerdiń ósiw pátı (%)

| Háreket qábileti | Ortasha jıllıq ósiw | | Ulwma ósiw | |
|----------------------|---------------------|-------------|------------|-------------|
| | Er balalar | Qız balalar | Er balalar | Qız balalar |
| Tezlik | 1,5 | 0,2 | 3,1 | 0,5 |
| Kúsh | 14 | 9.0 | 28 | 18 |
| Ulwma shıdamlılıq | 2,1 | 0,7 | 6,4 | 2,1 |
| Tezlikke shıdamlılıq | 2,1 | -0,6 | 6,3 | -1,8 |
| Kúsh shıdamlılıǵı | 8,5 | -2.0 | 26,7 | -6.0 |

Sportshılardıń háreket sapaların rawajlandırıw metodları.

Shınıǵıwları uyreniw kónligiwdiń qalıplesiwi menen baylanıslı boladı hám sonıń menen birge shınıǵıwdı orınlaw ushın kerekli, kúsh, tezlik, shıdamlılıq hám shaqanlıq sıyaklı sapalardıń rawajlanıwın talap etedi.

Háreket sapası degende háreket qozǵalıslardıń sapalı ózgesheliklerin tusinemiz. háreket sapasına (dene) mınalar jatadı. Kúsh, tezlik, shıdamlılıq, shaqanlıq hám buwınlardıń qozǵalıwshılıǵı.

Dene tárbiya jumısı waqtında háreket sapası (dene) hár tárepleme rawajlanadı. Dene sapası basqısh boyınsha rawajlanadı. Bir sapanın rawajlanıwı ekinshi bir sapanın rawajlanıwına tasirin tiygizedi. Ayırım jaǵdaylarda bir sapanın rawajlanıwı ekinshi bir sapanıń rawajlanıwın irkedi (N.V.Zimkin, 1956), ayırım jaǵdaylarda paseńletiwı mumkin.

Dene sapasınıń rawajlanıwı jas ozgesheliklerine iye. Tezlik sapası 13 – 15 jaslarda jaqsı rawajlanadı, al kúsh sapasınıń rawajlanıwı 25-30 ǵa tuwrı keledi. Bul neyrodinamikanın ózgerisine baylanıslı (koziudın joqarılawı, nerv háreketshenligi taǵı baska). Jas ozgesheliklerin esapqa alıp arnawlı ótkeriletuǵın shınıqtırıw usı sapalardıń rawajlanıwın tezletedi.

Kúsh hám onı rawajlandırıw metodları.

Kúsh – bul adamnıń sırtkı karsılıqqa yamasa karsı háreketke karsı turıw uqıwbı. Demek adam kúsh jumsap granattı ıłaktırıw uaktında onda tezlik payda etedi. Sonday-ak adam óz denesin bir xalda uslap turıw ushın kúsh jumsaydı.

Kúshtiń payda bolıw mexanizmi bulshık et kerneuin iretlestiriwge hám jumıs rejiminin jaǵdayına baylanıslı. Bulshıq et kerneui oraylıq nerv sistemasınıń hám basqada nervlerdiń jumısına baylanıslı. Asirese nerv oraylarınan keletuǵın xabarǵa hám bulshık ettin funkcionallıq jaǵdayına kóbirek baylanıslı. Bulshıq et kerneui mınalar menen anıqlanadı.

1. Oraydan bulshık etke keletuǵın impulstın kaytalanıwına.
2. Jumısqa katnasatuǵın háreketke keltiriushi nervlerdiń sanına.
3. Bulshık et koziushılıǵına hám energiyalıq dereklerin barlıǵına.

Izertlew nátiyjeleri jáne onıń talqılawı. Fizikalıq háreket insan ushın, ásirese, balalıq hám óspirimlik basqıshlarında turmıslıq zárúr kónlikpe hám ilmiy tájriybelerdi qalıplestiriw dáwiri esaplanadı. Fizikalıq háreketlersiz balalardıń dóretiwshilik aktivligine hám fizikalıq qábiletlerin jetkilikli dárejede rawajlanıwına alıp keledi. Háreketti sheklew yamasa onı buzıw turmıstıń hár bir basqıshında óziniń unamsız tásin kórsetedi.

Sol zat málim bolıp, balalıq dáwirinde ósip kiyatırǵan organizm ushın júdá kóp háreket zárúr bolıp tabıladı. Fizikalıq háreketsizlik bolsa balalardı tez sharshawǵa, artıwın páseyiwine,

intellektual rawajlanıwdı tómenlewge hám juqpalı keselliklerge qarsı gúresiw múmkinshiliklerin azaytıdı.

Kóp háreket etken balalarda fizikalıq hám psixologiyalıq rawajlanıwǵa tábiyyı umtılıw payda boladı.

Balalardıń tolıqqanlı rawajlanıwı ushın intellektual hám fizikalıq júklemelerden aqılǵa say paydalanıw úlken áhmiyetke iye.

Kún tártibinde alıp barılatuǵın fizikalıq tárbiya jumısların joybarlawda olardan keń paydalanıw maqsetke muwapıq bolıp tabıladı.

Usılardan biri jashlıq sıyaqlınan baslap balanıń fizikalıq rawajlanıwına itibar beriw kerek. Tashkent qalasındaǵı mektepke shekem jasdaǵı 5-7 jashlı ul hám qız balalardıń fizikalıq rawajlanıwı kórsetkishleri nátiyjeleri 1-kestede keltirilgen. 1-keste

Mektepke shekem jastaǵı balalarda fizikalıq rawajlanıwdıń kórsetkishleri analizi.

| Jası | 5 jas | 6 jas | 7 jas |
|---|-------------------------------------|-------------------------------------|-------------------------------------|
| Testler | $x \pm \sigma$ | $x \pm \sigma$ | $x \pm \sigma$ |
| Ul balalar | | | |
| Boyı sm | 104,3±0,43 | 110,3±0,48 | 116,5±0,61 |
| Auırlıǵı kg | 17,4±0,23 | 18,0±0,14 | 20,3±0,23 |
| Barmaq kúshi. Oń qol (kg) Shep qol (kg) | 5,0±0,18 4,9±0,16 | 7,0±0,22 6,6±0,26 | 8,0±0,23 6,9±0,23 |
| Kókirek quwıslıǵınıń keńligi Tınısh halda Dem alǵanda Dem shıǵarǵanda (sm) | 55,0±0,34 56,6±0,29 53,7±0,32 | 61,8±0,43 64,0±0,36 59,7±0,31 | 60,7±0,44 62,2±0,39 57,5±0,41 |
| Qız balalar | | | |
| Boyı (sm) | 100,2±0,49 | 109,7±0,45 | 113,0±0,47 |
| Auırlıǵı (kg) | 15,3±0,18 | 18,7±0,2 | 19,6±0,21 |
| Barmaq kúshi: Oń qol (kg) Shep (kg) | 3,1±0,15 3,7±0,13 | 3,1±0,15 3,7±0,13 | 6,9±0,15 7,3±0,19 |
| Kókirek quwıslıǵınıń keńligi. Tınısh jaǵdayda Dem alǵanda Dem shıǵarǵanda (sm) | 53,8±0,2 55,4±0,24 52,6±0,2 | 55,0±0,25 57,9±0,25 54,0±0,27 | 56,0±0,28 59,0±0,3 54,7±0,26 |

Anıqlıǵın aytatuǵın bolsaq, balalar dene tárbiyası, fizikalıq rawajlanıwı, tayarlıǵın stilistikalıq hám pedagogikalıq kózqarastan tuwrı shólkemlestiriw ushın balalar fiziologiyası hám

psixologiyasın jaqsı bilw shárt, usılargá súyengen halda hár bir shınıǵıw aldınnan anıq wazıypalar qoyılıwı kerek. Wazıypalar sanı 2-3 ten ibarat bolıp, wazıypalarǵa qaray tiykarǵı háreketler, shınıǵıwlar hám háreketli oynılar saylanadı. Saylanǵan shınıǵıwlar, birinshiden, tiykarǵı háreketler menen baylanıslı bolıwı kerek, ekinshiden, shınıǵıwlar jasına, tayarlıǵına, jınısına uyqas bolıwı da talap etiledi. Qalaberse, bul shınıǵıwlar balalarǵa ápiwayı, túsiniikli, tanıs, atqara alatuǵın bolıwı shárt. Sonda ǵana balalarda háreket kónlikpesi ónim bolıwı hám ilmiy tájiriyebe aylanıwına erisiw múmkin.

| № | Shınıǵıwlar | Jınısı | 5-7 jas | | | |
|---|--|--------|----------------------------------|--------------------------------------|------|--------|
| | | | Dáslepki $\bar{x} \pm \sigma$ | Juwmaqlawshı $\bar{x} \pm \sigma$ | T | P |
| 1 | 30 metr (sekund) | U | 10,0±0,55 | 8,2±0,45 | 2,53 | < 0,05 |
| | | Q | 10,5±0,34 | 8,1±0,32 | 5,15 | <0,001 |
| 2 | 4x10 m (sekund) | U | 17,2±1,05 | 13,9±0,77 | 4,27 | < 0,05 |
| | | Q | 17,7±0,68 | 14,7±0,33 | 3,97 | < 0,05 |
| 3 | Turǵan jerden uzınlıqqa (sm) | U | 79,0±5,10 | 97,0±1,95 | 3,33 | < 0,05 |
| | | Q | 75,0±7,0 | 94,0±5,72 | 2,11 | <0,05 |
| 4 | Jerde otırıp aldıǵa toltırılǵan toptı ılaqtırıw (sm) | U | 59,0±5,5 | 98,0±4,8 | 5,30 | < 0,05 |
| | | Q | 55,0±8,2 | 95,0±8,27 | 3,43 | <0,05 |
| 5 | Ayaqlardı 30 sm aralıǵında ashıp, jerde otırıp aldıǵa eńkeyiw (sm) | U | 3,9±1,92 | 8,9±1,41 | 2,17 | < 0,05 |
| | | Q | 4,9±1,29 | 8,8±1,34 | 2,16 | <0,05 |

Tájiriyebe hám qadaǵalaw grupp balaların kórsetkishlerin salıstırıwlaw analizi sonı kórsetetip, ul hám qız balaların kórsetken nátiyjeleri pedagogikalıq tájiriyebeden keyin statistikalıq ayrıqsha túrde (2-kestege qarang) ($t=2, 12, 2, 31$; $P<0, 05$) ósti. Bul bolsa tájiriyebe toparıdaǵı ul balaların nátiyjesi qadaǵalaw toparına qaraǵanda 1, 1 sekundqa jaqsılanganlıǵın kórsetti hám 11,8 % ti payda etti, qız balalarda bolsa 1, 2 sekundqa hám de jıl dawamında 12, 9 % ga jaqsılanganlıǵı anıqlandı.

JUWMAQLAW

Arnawlı ádebiyatlardı analiz qılıw tómendegi juwmaqqá keliwimizge múmkinshilik beredi. Kúsh sıpatı hám olardıń bir-biri menen fiziologiyalıq baylanısı, ásirese, sportshılarınıń tikkeley tayarlıǵı mashqalasın sheshiwde izertlewshı hám tárbiyashılardıń tiykarǵı itibarı fizikalıq, texnikalıq, taktikalıq tayarlıq máselelerine, sonıń menen kúsh sıpatın arttırıwshı shınıǵıwlarǵa hám azıraq dárejede psixologiyalıq faktorlarǵa, atap aytqanda, joqarı maman sportshılardı tayarlawda sezim-shıdamlılıq, sonıń menen fiziologiyalıq ózgerisler dinamikasına qaratıladı.

Bir qatar izertlewler sportshılarda sport motivatsiyasını qalıplestiriw múmkinshiligin kórsetti. Biraq, avtorlar tárepinen berilgen jónelisler, qurallar, usıllar, olardı joqarı mamán gúresshilerine salıstırǵanda hám tayarlıqtıń arnawlı bir basqıshında qayta islenbesten qóllaw múmkin emes.

Sportshılardıń báseki aktivligine tásir etiwshi eń zárúrli faktor - bul sezimli stress, fizikalıq sharshaw, arbitrlıq bolıp búgingi kúnde sol fizikalıq sapalardıń sportshılarda jedel rawajlanıwı menen qatar juwapkerli bellesiwlerdiń salmaqlı sharayatlarında kópshilik palwanlar joqarı psixologiyalıq júklemegeshıdam bere almaydı, adasıp qaladı, óz háreketlerinde qatege jol qóyadı, maqsetine erispeydi.

Avtorlar tárepinen usınıs etilgen qatańlıqtı rawajlandırıw usılları, tiykarlanıp, onıń strukturalıq bólimlerin ajıratıp kórsetpesten, qatańlıqtıń pútin kórinetuǵın bolıwın támiyinleydi: jaǵdaydı aqıllılıq penen, tuwrı qarar tabıw hám qarardı ámelge asırıw. Bunday jaǵdayda, talapshańlıqtıń bunday bólingen rawajlanıwı pútin rawajlanıwdan kóre natiyjelilew boladı.

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MAKTABGACHA TA'LIM TASHKILOTLARIDA O'QUV JARAYONINI REJALASHTIRISHGA INNOVATION YONDASHUV

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Annotatsiya. Maktabgacha ta'lim bolaning kelajakdagi rivojlanishi asoslarini shakllantirishda muhim rol o'ynaydi. So'nggi o'n yilliklarda ta'lim, shu jumladan maktabgacha ta'lim sohasidagi innovatsion yondashuvlarga qiziqish ortib bormoqda. Ushbu maqolada maktabgacha ta'lim tashkilotlarida o'quv jarayonini rejalashtirishga innovatsion yondashuv, uning asosiy printsiplari, usullari va amaliy misollari ko'rib chiqiladi.

Kalit so'zlar: interaktiv, metod, texnologiya, kognetiv, muxit, strategiya, kompleks, model, dastur.

INNOVATIVE APPROACH TO PLANNING THE EDUCATIONAL PROCESS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

Abstract. Preschool education plays an important role in forming the foundations of the child's future development. In recent decades, there has been a growing interest in innovative approaches in education, including preschool education. In this article, an innovative approach to the planning of the educational process in preschool educational organizations, its main principles, methods and practical examples are considered.

Key words: interactive, method, technology, cognitive, environment, strategy, complex, model, program.

ИННОВАЦИОННЫЙ ПОДХОД К ПЛАНИРОВАНИЮ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ

Аннотация. Дошкольное образование играет важную роль в формировании основ будущего развития ребенка. В последние десятилетия растет интерес к инновационным подходам в образовании, в том числе дошкольном. В данной статье рассмотрен инновационный подход к планированию образовательного процесса в дошкольных образовательных организациях, его основные принципы, методы и практические примеры.

Ключевые слова: интерактивный, метод, технология, когнитивная, среда, стратегия, комплекс, модель, программа.

Jahon miqyosida maktabgacha yoshdagi bolalarni maktab ta'limiga kompleks tayyorlashning innovatsion modellari joriy etildi. YUNESKOning ta'lim loyihalari doirasida bolalarni erta sifatli ta'lim bilan qamrab olish vazifalari doirasida bir qator mamlakatlarda maxsus qonunlar qabul qilindi. Xususan, maktabgacha ta'lim tashkilotining maqsad va vazifalari quyidagilardan iborat: bolaning individual ehtiyojlarini hisobga olgan holda va Davlat o'quv dasturiga muvofiq birinchi va maktabgacha yoshdagi bolalarni rivojlantirish bo'yicha Davlat standarti asosida uning har tomonlama va barkamol rivojlanishi uchun qulay shart-sharoitlar yaratish; maktabgacha yoshdagi bolalarning o'quv-tarbiya faoliyatini tashkil etish va amalga oshirish; bolalarning birlamchi rivojlanishi masalalarida ota-onalar va jamiyat ta'limini tashkil etish va amalga oshirish, bolalarning birlamchi rivojlanishi masalalarida oila va jamiyat bilan o'zaro munosabatlarni tashkil etish va amalga oshirishni taqqazo etadi.

Maktabgacha ta'limni rivojlantirish zamonaviy jamiyatda ustuvor vazifadir. O'quv jarayonini rejalashtirishga innovatsion yondashuv zamonaviy talablar va texnologiyalarni hisobga olgan holda bolaning rivojlanishi uchun yangi imkoniyatlar ochadi. Maktabgacha ta'lim tashkilotlarida o'quv jarayonini rejalashtirishga innovatsion yondashuv zamonaviy pedagogikada faol rivojlanayotgan strategiyadir. U maktabgacha yoshdagi bolalarning samarali rivojlanishini ta'minlash uchun zamonaviy pedagogik usullar, texnologiyalar va eng yaxshi amaliyotlardan foydalanishga asoslangan. Maktabgacha ta'lim tashkilotlarida ta'lim jarayonini rejalashtirishga innovatsion yondashuv bolalarning erta yoshda har tomonlama rivojlanishiga hissa qo'shadigan rag'batlantiruvchi va rivojlanayotgan muhitni yaratishga yordam beradi. Bu ta'lim jarayonida moslashuvchanlik, ijodkorlik va individuallashtirishning ahamiyatini ta'kidlaydi. Maktabgacha ta'lim tashkilotlarida ta'lim jarayonini rejalashtirishga innovatsion yondashuv-bu yosh bolalarning rivojlanishida yaxshi natijalarga erishish uchun innovatsion usullar, texnologiyalar va strategiyalarni faol ravishda amalga oshiradigan bolalarni o'qitish va tarbiyalashga yondashuvdir.

Bu yondashuvning asosiy jihatlari:

Shaxsiy yondashuv: innovatsion yondashuvning asosiy g'oyasi har bir bolaning individual ehtiyojlari, qiziqishlari va qobiliyatlarini hisobga olishdir. Bu ma'lum bir guruh yoki hatto ma'lum bir bolaning ehtiyojlariga moslasha oladigan moslashuvchan dasturlarni ishlab chiqishni o'z ichiga oladi.

Zamonaviy texnologiyalardan foydalanish: innovatsion yondashuv ta'lim jarayonida zamonaviy texnologiyalardan foydalanishni o'z ichiga oladi. Bunda innovatsion ta'lim metodikasi va zamonaviy texnologiyalardan foydalanish ta'lim jarayonini rejalashtirishda muhim rol o'ynaydi. Bu yanada qiziqarli va samarali o'quv muhitini yaratish uchun interaktiv doskalar, kompyuter dasturlari, o'quv dasturlari va boshqa texnologik vositalardan foydalanishni o'z ichiga olishi mumkin.

O'yin texnologiyalari va usullari: innovatsion dasturlar o'rganishga o'yin yondashuvini o'z ichiga oladi, chunki o'yin maktabgacha yoshdagi bolalarni ta'lim berish va tarbiyalashning asosiy usuli hisoblanadi. Ta'lim va ta'limni rejalashtirish bolalarning faol ishtiroki va ijodiy fikrlashini rag'batlantiradigan o'yin vaziyatlari atrofida qurilgan. O'yin maktabgacha yoshdagi bolalarga ta'lim berish va tarbiyalashning asosiy usuli hisoblanadi. O'yin vaziyatlari, interaktiv o'yinlar va ilovalardan foydalanish bolalarning faol ishtirok etishiga va ularning ijodiy tafakkurini rivojlantirishga yordam beradi.

Ota-onalar bilan hamkorlik: innovatsion yondashuv ota-onalar bilan, shu jumladan ta'lim va rejalashtirish jarayonida faol ishtirok etishni o'z ichiga oladi. Ota-onalar maslahat, seminarlar, qo'shma tadbirlar va hamkorlikning boshqa shakllari orqali ishtirok etishlari mumkin.

Innovatsion yondashuv ota-onalar bilan ta'limdagi sheriklar sifatida faol ishtirok etishni o'z ichiga oladi. Ota-onalar ta'lim jarayonida ishtirok etishga taklif qilinadi, ular farzandlarining yutuqlari haqida ma'lumot olishadi, tadbirlar va munozaralarda qatnashadilar, bu esa bolaning to'liq rivojlanishiga yordam beradi.

Doimiy yangilanish va tahlil: innovatsion yondashuv natijalar va fikr-mulohazalarni tahlil qilish asosida dasturlar, texnikalar va materiallarni doimiy ravishda yangilashni talab qiladi. Bu ta'lim jarayonini zamonaviy jamiyatning o'zgaruvchan ehtiyojlari va talablariga moslashtirishga imkon beradi.

Ta'limni individuallashtirish: innovatsion yondashuv har bir bolaning o'ziga xosligini tan oladi va har bir chaqaloqning individual ehtiyojlari, qiziqishlari va qobiliyatlarini hisobga olgan holda ta'lim dasturlarini yaratishga intiladi. Bunga individual rivojlanish rejalari, rivojlanish xususiyatlarini hisobga olish va tegishli o'qitish usullarini tanlash kiradi.

Tajriba va tadqiqot orqali o'rganish: innovatsion yondashuv bolalarning tajriba va tadqiqot orqali o'rganish jarayonida faol ishtirok etishiga yordam beradi. Bola atrofidagi dunyoni mustaqil ravishda o'rganishga rag'batlantiriladi, bu uning bilim qobiliyatlari va tanqidiy fikrlashni rivojlantirishga yordam beradi.

Maktabgacha ta'lim tashkilotlarida ta'lim jarayonini rejalashtirishga innovatsion yondashuv bolaning erta yoshida har tomonlama rivojlanishiga hissa qo'shadigan rag'batlantiruvchi, xilma-xil va individuallashtirilgan ta'lim muhitini yaratishga qaratilgan.

Maktabgacha ta'lim sohasida ko'plab olimlar va pedagoglar ta'lim jarayonini rejalashtirishda innovatsion yondashuvlarni ishlab chiqish va qo'llash ustida ishlamoqda. Jumladan italiyalik pedagog, **Reggio-Emilia** kontseptsiyasini yaratuvchisi, Loris Malaguzzi maktabgacha yoshdagi bolalar uchun eng innovatsion va samarali ta'lim tizimlaridan biri hisoblanadi. Uning asarlari va tadqiqotlari bolalarning ijodiy tafakkuri, mustaqilligi va ijtimoiy moslashuvini rivojlantirishga bag'ishlangan.

Deweyan Whitening esa pedagogika va bolalarni rivojlantirish bo'yicha "Maktabgacha ta'lim: savollar, muammolar va istiqbollar" asari yosh bolalarni o'qitishning turli innovatsion yondashuvlari va ularning samaradorligini o'rganadi. Uning proksimal rivojlanish zonasi kontseptsiyasi va ta'limga ijtimoiy-madaniy yondashuv tamoyillari maktabgacha ta'limning rivojlanishiga va ushbu sohadagi innovatsion uslublarga sezilarli ta'sir ko'rsatdi. Maktabgacha va boshlang'ich maktab yoshidagi bolalarda aql va kognitiv jarayonlarni rivojlantirish bo'yicha ishlari ta'limga innovatsion yondashuvlarni yaratishga ta'sir qiladi.

Amerikalik psixolog Ellen Galinskiy Bolaning rivojlanishiga ixtisoslashgan tadqiqotchi amerikalik psixolog Ellen Galinskiy tarbiya va ta'limning bola rivojlanishiga ta'siri haqidagi tadqiqotlari ta'lim jarayonini rejalashtirishda innovatsion yondashuvlarni shakllantirishga yordam beradi deb ta'kidlab o'tgan. Bu esa ta'lim jarayonini rejalashtirishga innovatsion yondashuvlarni rivojlantirishga maktabgacha ta'lim yoshidagi bolalar uchun yanada samarali va xilma-xil ta'lim muhitini yaratishga yordam beradi.

Zamonaviy texnologiyalardan foydalanish: zamonaviy ta'lim texnologiyalarining integratsiyasi interaktiv va jozibali o'quv muhitini yaratishga yordam beradi va u o'z navbatida innovatsion yondashuvni qo'llashda bir nechta usullarini namoyon etadi:

- Rivojlanayotgan muhit: bolaning shaxsiyatining turli jihatlarini rivojlantirishga yordam beradigan rag'batlantiruvchi muhitni yaratish.

- O'yin texnikasi: bolalarni maksimal darajada jalb qilish uchun o'quv jarayoniga o'yin texnikasi va texnologiyalarini joriy etish.

- Fikr-mulohaza va tahlil: amaliyot va strategiyalarni doimiy ravishda takomillashtirish uchun o'quv jarayoni natijalarini tizimli tahlil qilish va ishtirokchilar bilan fikr-mulohazalar.

-Bunga bir qancha amaliy misollar keltirishimiz mumkin: Interfaol doskalar va ilovalardan foydalanish: bolalarning qiziqishi va motivatsiyasini oshirish uchun o'quv jarayoniga texnologiyalarni joriy etish.

-Tematik loyihalarni tashkil etish: bolalar manfaatlariga asoslangan va har tomonlama rivojlanishga yordam beradigan uzoq muddatli loyihalarni amalga oshirish.

-Ota-onalar bilan qo'shma tadbirlarni o'tkazish: tajriba almashish va ta'lim va tarbiya masalalarini muhokama qilish maqsadida ota-onalar uchun seminarlar, treninglar va mahorat darslarini tashkil etish.

Xulosa qilib shuni aytish mumkinki, maktabgacha ta'lim tashkilotlarida ta'lim jarayonini rejalashtirishga innovatsion yondashuv maktabgacha ta'lim yoshidagi bolalarning individual xususiyatlari va jamiyatning zamonaviy talablarini hisobga olgan holda rivojlanishi uchun yangi istiqbollarni ochib beradi. Doimiy rivojlanish va innovatsiyalarni amaliyotga joriy etish har bir bolaning har tomonlama rivojlanishi uchun maqbul shart-sharoitlarni yaratadi.

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MAKTABGACHA TA'LIM TASHKILOTLARINI INNOVATSION YONDASHUVLAR ASOSIDA BOSHQARISHNING MAVJUD HOLATI VA MUAMMOLARI.

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Annotatsiya. Mazkur maqolada bugungi kunda yurtimizdagi maktabgacha ta'lim tashkilotlarini innovatsion yondashuvlar asosida boshqarishning mavjud holati hamda maktabgacha ta'lim tashkilotlari innovatsion yondashuvlar asosida boshqarishning muammolarining o'ziga xos xususiyatlari yoritilgan.

Kalit so'zlar: Kompetentsiya, kompetentli, innovatsiya, novatsiya, aspekt, kompleks, konservatizm va inertlik.

CURRENT STATE AND PROBLEMS OF MANAGEMENT OF PRESCHOOL EDUCATIONAL ORGANIZATIONS BASED ON INNOVATIVE APPROACHES.

Abstract. This article describes the current state of managing preschool educational organizations in our country based on innovative approaches, as well as specific features of the problems of managing preschool educational organizations based on innovative approaches.

Keywords: Competence, competent, innovation, novation, aspect, complex, conservatism and inertia.

СОВРЕМЕННОЕ СОСТОЯНИЕ И ПРОБЛЕМЫ УПРАВЛЕНИЯ ДОШКОЛЬНЫМИ ОБРАЗОВАТЕЛЬНЫМИ ОРГАНИЗАЦИЯМИ НА ОСНОВЕ ИННОВАЦИОННЫХ ПОДХОДОВ.

Аннотация. В статье описано современное состояние управления дошкольными образовательными организациями в нашей стране на основе инновационных подходов и особенности проблем управления дошкольными образовательными организациями на основе инновационных подходов.

Ключевые слова: Компетенция, компетентность, новаторство, новация, аспект, комплекс, консерватизм и инерция.

Maktabgacha ta'lim tashkilotlarini innovatsion yondashuvlar asosida boshqarishning mavjud holati va muammolari dunyoda ko'p mamlakatlar uchun muhim masala hisoblanadi.

Innovatsiyalar ta'lim sohasida yangi texnologiyalarning qo'llanishini, tarbiyachilar va tarbiyalanuvchilar o'rtasidagi aloqalarni yaxshilashni, va ta'lim jarayonini axborot-kommunikatsiya texnologiyalari yordamida yanada yaxshilashni maqsad qiladi. Bugungi kunda maktabgacha ta'lim tashkilotlarini innovatsion yondashuvlar asosida boshqarishning muammolari shu bilan bog'liq. Bir qancha muammolarni masalan, tashkilotlarda eng so'nggi texnologiyalardan qanday foydalanish, yangi metodlarni qo'llash, mashg'ulot jarayonlarini tuzilishi, va boshqalar kabi muammolarni o'z ichiga oladi.

Boshqa muammolar innovatsion yondashuvlarni boshqarish jarayonida innovatorlikka qat'iy ravishda harakat qilish va uning natijalarini baholashni talab qiladi. Muammolar innovatsion yondashuvlarni qo'llab-quvvatlash uchun moliyaviy resurslarni topish, tarbiyachilar va direktorlarning innovatsiyalarni qabul qilish va ularni amalga oshirishga mo'ljallangan muvofiqlashuvlarni topish, innovatsion yondashuvlarni qo'llab-quvvatlashdagi texnika va

tizimlarni takomillashtirish kabi amaliy muammolar bo'ladi. Bu muammolarni hal qilish uchun tarbiyachilarni faoliyat jarayoni sifatini nazorat qilish, va tarbiyachilarni innovatsion g'amxo'rlik va ish bilan bog'liq masalalar ustida yangi bilimga ega qilish zarur.

Yana shuni ta'kidlash joizkiy maktabgacha ta'lim tashkilotlarini innovatsion yondashuvlar asosida boshqarishdagi muammolar aksariyat bilan ta'lim jarayonini yangilash, ma'naviyat, axborot-kommunikatsiya texnologiyalari, ta'lim dasturlari va metodikasi, pedagoglarni tayyorlash va ma'naviy materiallar yaratish bilan bog'liq bo'lgan.

Masalan, yangi texnologiyalar va interaktiv dasturlar keng tarqalgan bo'lishi bilan birga, pedagoglar avlodlar orasidagi farqlar bilan ishlash va dasturlarini moslashtirish konseptsiyasi muammosi paydo bo'lishi mumkin. Buning bilan birga, innovatsion yondashuvlarni amalga oshirish uchun moliyaviy, resurs va infrastruktur bo'yicha muammolar ham ko'rinadi.

Tadqiqotlarimiz tahlilida bugungi kunda yurtimizdagi maktabgacha ta'lim tashkilotlarini innovatsion yondashuvlar asosida boshqarishning mavjud quyidagi holatini keltirishimiz mumkin:

1. Texnologiyalarni integratsiya qilish: Bugungi dunyoda, ta'lim muassasalari o'zlariga ma'qullangan texnologiyalardan foydalanib, ta'lim jarayonini eng ishonchli, samarali va jadal rivojlanayotgan holatga olib kelishadi.

2. Ta'lim tashkilotlari orasida aloqalar: Innovatsion boshqarishning bir qismi, muassasalar orasida aloqalar va hamkorlikni rivojlantirishga asoslangan.

3. Pedagoglarni tayyorlashi: Innovatsion boshqarishda, pedagoglarning yangi texnologiyalardan foydalanishlari va ularni ta'lim jarayonida qo'llab-quvvatlashlari muhim ahamiyatga ega.

Maktabgacha ta'lim tashkilotlarini innovatsion yondashuvlar asosida boshqarishning muammolari haqida to'xtalib o'tar ekanmiz. Biz avvali innovatsiyani o'ziga to'xtalib o'tamiz. Innovatsiya - bu yangi yondashuvlar va texnologiyalarni qo'llash hamda ularga asoslangan yangi mavqe yaratishdir. O'tkazilgan tadqiqotlar natijasida, maktabgacha ta'lim tashkilotlari innovatsion yondashuvlar asosida boshqarishning quyidagi muammolari mavjudligi aniqlandi:

1. Moliyaviy muammolar: Innovatsion yondashuvlarni amalga oshirish uchun moliyaviy resurslarga tegishli muammolar mavjud.

2. Amaliy jihatdan beqarorlik: Ba'zi ta'lim tashkilotlari innovatsion jarayonlarni amalga oshirishda ustuvorliklarni ko'rsatmaydi.

3. Texnologiyalarning rivojlantirilishida chegaralar: Ba'zi tashkilotlarda so'nggi texnologiyalardan foydalanishda texnologik infratuzilmasi chegaralarni belgilaydi.

4. Tarbiyachilar va direktorlarni tayyorgarligi: Innovatsion yondashuvlar maktabgacha ta'lim tashkilotlari pedagoglarining tayyorgarligini talab qiladi. Bu, ularni yangi texnologiyalar va o'zaro hamkorlikni o'rganish va ularni amalga oshirish uchun ushbu yo'nalishda bilimlarni oshirishni talab qiladi.

5. Tarbiyachilar va ota-onalar o'rtasidagi hamkorlik: Innovatsion yondashuvlar asosida yangi texnologiyalar va o'zaro hamkorlikni amalga oshirishda, tarbiyachilar va ota-onalar o'rtasidagi tushunchalar va ishonch kengayadi. Ushbu hamkorlikni bugungi kunda yaxshi yo'ga qo'yilmaganligi maktabgacha ta'lim tashkilotini boshqarishda boshqaruv jarayoniga beriladigan tashqi baholash jarayonini susaytiradi. Bu esa boshqaruv jarayonida bir muncha muammolarga olib kelishi mumkin.

6. Pedagoglarni bilim va malakalarini yangilash: Innovatsion yondashuvlar faoliyatni yang'ilash uchun pedagoglarni tizimli ravishda innovatsion yondashuvlarga yo'naltirilgan o'quv kurslarida o'qitish talab etadi. Bunday kurslarning ma'vjud emasligi va bugungi kunda malaka oshirish kurslarida maktabgacha ta'lim tashkilotlari pedagoglariga ajratilgan o'quv soatlarini tahlili shuni ko'rsatdiki boshqaruvga oid modular faqatgina direktorlarning yuklamasiga kiritilganligini ko'rishimiz mumkin. Shu o'rinda malakaviy qo'llab-quvvatlash muammosi ham tug'uladi. Bunda tarbiyachilarga kerakli bilim va malakalarni oshirish va rivojlantirish uchun asosiy resurs innovatsion yondashuvlari qo'llab-quvvatlanmaganligi keltirishimiz mumkin. Buni esa mavjud muammolardan biri deb qarashimiz mumkin.

8. Texnologiyalar va infratuzilma: Innovatsion yondashuvlar uchun kerakli texnologiyalar va infratuzilma yaratish, ularni molyaviy resurslar bilan ta'minlash, investitsiyalash hamda ishga tushirish muammolari mavjud.

9. Ta'lim-tarbiya uslubiyati: Innovatsion yondashuvlar bilan ta'lim-tarbiya jarayonini rivojlantirishda muammolar ko'rinadi. Tarbiyalanuvchilarga yangi texnologiyalar bilan intellektual ravishda ta'lim jarayoni olib borilishi zarur. Bu muammoni hal qilish uchun, ta'lim tashkilotlari hamda ularning rahbarlari, pedagoglar va tarkibiy qismidan innovatsion yondashuvlar to'g'risidagi bilimlarga ega bo'lish talabini qo'yadi.

10. Ta'lim-tarbiya jarayoni direktor tomonidan monitoring qilish va baholash:

Innovatsion yondashuvlar tarbiyalanuvchilarning chuqurroq ma'lumot olishi, tarbiyachilar tomonidan ta'lim jarayonida yordamchi dasturlardan va zamonaviy axborot texnologiyalaridan foydalanish holatini nazorat qilish hamda tarbiyachilarning kasbiy kompetentligini baholash jarayoni mavjud emas. Bu esa boshqaruvdagi samaradorlikni ta'minlash uchun innovatsion yondashuvni muvofiqlashtirishda muammo sifatida ko'rinadi.

Bu muammolar bilan bog'liq ravishda, tashkilotni innovatsion yondashuvlar asosida boshqarish uchun o'zlashtirilgan ta'lim va tizimlar yaratish uchun keng ko'lamli harakatlar lozim.

Bugungi kunda maktabgacha ta'lim tashkilotini boshqarishda bir qancha raqamli platformalarning mavjudligi va ushbu platformalar bilan bir qatorda innovatsion yondashuvlar asosida boshqarishni takomillashtirishga yo'naltirilgan mobil ilovaning ham zaruriyati ko'rinib turibdi. Yana shuni ta'kidlash joizkiy, tarbiyachilar va ota-onalar bilan hamkorlik jarayonini kengaytirishda raqamli texnologiyalardan kengroq foydalanish zarur deb hisoblaymiz.

ИНСОН РЕСУРСЛАРИНИ БОШҚАРИШНИНГ ХОРИЖИЙ ТАЖРИБАСИ

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Вазирлар Маҳкамаси ҳузуридаги Бизнес ва тадбиркорлик олий мактаби
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Аннотация. Мазкур мақолада бугунги кунда инсон ресурсларини бошқариш соҳасида рақамлаштирилган тизимлар ва ресурсларнинг бугунги кундаги аҳамияти, имкониятлари ҳамда самарадорлик кўрсаткичлари, Америка ва Япония бошқариш тизимидаги ўзаро фарқли жиҳатлари, “Америкача” ёки “бозор” ёндашувида ходимларни бошқариш, ривожланган давлатлар тажрибаси асосида тадқиқэтилиб илмий асосланган ҳолда таклиф ва хулосалар берилган.

Калим сўзлар: Персонал, Идеал америка менеждери, “инсон ресурслари, “Америкача” ёндашуви, “бозор” ёндашуви, япон менежменти, инсон омили, Япон бошқарув усули, “Фирма оиласи”, Япон модели, Кадрлар салоҳияти, Мотивацияланган муносабатлар, спесифик хусусиятлари.

FOREIGN EXPERIENCE OF HUMAN RESOURCES MANAGEMENT

Abstract. In this article, today's importance, opportunities and performance indicators of digitized systems and resources in the field of human resources management, the differences between the American and Japanese management systems, the "American" or "market" approach to personnel management, the experience of developed countries are researched and scientifically based. and conclusions are given.

Key words: Personnel, Ideal American manager, human resources, "American" approach, "market" approach, Japanese management, human factor, Japanese management method, "Family of Firm", Japanese model, Personnel potential, Motivated relations, specific characteristics.

ЗАРУБЕЖНЫЙ ОПЫТ УПРАВЛЕНИЯ ЧЕЛОВЕЧЕСКИМИ РЕСУРСАМИ

Аннотация. В данной статье рассматриваются сегодняшнее значение, возможности и показатели эффективности цифровых систем и ресурсов в сфере управления человеческими ресурсами, различия между американской и японской системами управления, «американский» или «рыночный» подход к управлению персоналом, опыт в развитых странах исследованы и научно обоснованы и даны выводы.

Ключевые слова: Персонал, идеальный американский менеджер, человеческие ресурсы, «американский» подход, «рыночный» подход, японский менеджмент, человеческий фактор, японский метод управления, «Семья фирмы», японская модель, кадровый потенциал, мотивированные отношения, специфические характеристики.

Мамлакатда кўп укладли иқтисодийнинг шаклланиши, ишлаб чиқариш тармоқ таркибининг янгиланиши, меҳнат бозори билан боғлиқ ўзгаришлар натижасида қатор муаммо ва хавф-хатарлар вужудга келади.

Ўзбекистон Республикаси Президентининг 2023 йил 11 сентябрдаги ПФ-158-сон Фармони билан тасдиқланган «Ўзбекистон — 2030» стратегиясида 2030 йилга қадар иқтисодий ҳажмини 2 баробар ошириш “даромади ўртачадан юқори бўлган давлатлар”

каторига киритиш, Ялпи ички маҳсулот ҳажмини 160 миллиард долларга ва аҳоли жон бошига даромадларни 4 минг долларга етказиш мақсадлари илгари сурилган⁸⁵.

Технологик, демографик ва ижтимоий-иқтисодий зарбаларнинг бизнесга таъсири кадриятлар, кўникмалар таркибига қўйиладиган талабларни ўзгартиради. Бу эса ишга қабул қилиш, ўқитиш ва истеъдодларни бошқариш учун жиддий муаммоларга олиб келади. Келгуси йилларда ушбу масалаларнинг ўз вақтида ҳал қилмасак, биз корхоналар, иқтисодиёт ва умуман жамият учун катта иқтисодий ва ижтимоий йўқотишларга дуч келишимиз мумкин.

Турли мамлакатларда бу масала мамлакатнинг тарихий, ижтимоий-сиёсий, илмий-техник тараққайиётидан келиб чиққан ҳолда ҳал қилинади.

Ривожланган мамлакатларнинг ходимларни бошқариш бўйича тўпланган тажрибаси кадрлар салоҳиятини инновацион ривожлантириш моделини ташкил қилиш нуқтаи назаридан долзарб аҳамиятга эга. Бу тажрибани ўрганиш асосида ушбу фаолиятнинг қайси қондаларини Ўзбекистон иқтисодиётида қўллаш мумкинлиги ва уларнинг реал иқтисодий самара бера олиши, қайсилари эса фақат хорижий менежментнинг алоҳида имтиёзлари ҳисобланишини аниқлаш мумкин.⁸⁶

Америка Қўшма Штатларининг шаклланиши ва ривожланиш жараёнида ўзига хос америка бошқарув услуги ҳам шаклланган. Бу услубнинг ўзига хослиги турли иммигрантлар томонидан янги ҳудудлар ва бойликларнинг эгалланиши каби омиллар билан ифодаланади. Персонал бошқарувининг америка усулини таҳлил қилиш муҳим аҳамиятга эга. Негаки, биринчидан, бу кенг тарқалган япон усулидан яққол ажралиб турадиган усул, иккинчидан, америка корхоналари кўрсатаётган натижалар (масалан, меҳнат унумдорлигининг ўсиш суръати) персонални бошқариш усуллари самарали олиб борилаётганидан далолат беради. Худди мана шу самара хорижий тадқиқотчилар эътиборини ўзига жалб қилмоқдаки, хорижий тадқиқотчилар мана шу бошқарув усулини ўз мамлакатларида тадбиқ қилиш имкониятларини излашмоқда.

Америка корхоналари инвестиция қилинган воситаларнинг тезкор айланмаси ва акциялар баҳосининг кўтарилишини асосий тактик вазифа сифатида кўрадилар. Худди мана шу кўрсаткичлар орқали меҳнат ресурсларини ресурсларини бошқариш самарадорлиги аниқланади. Америка корхоналари учун танланган тактик мақсаддан келиб чиққан ҳолда қисқа муддат ичида фойдани ошириш учун барча турдаги ресурсларни тақсимлаш ва қайта тақсимлаш борасида бошқарув тизими максимал даражада эгилувчанлиги характерлидир.

Бошқарув амалиётига ёндашувни аниқлаб берувчи асосий омил — бу одатда америка бошқарувчиси (менеджер) шахсий натижалар ва сифатларга эътибор қаратишидир. Шу билан бирга америка корхоналарида бошқарув фаолияти шахсий жавобгарлик механизмига, индивидуал натижаларни баҳолашга, қисқа муддатларга ишлаб чиқилган аниқ, миқдорий кўринишга эга мақсадларга асосланади. Идеал америка менеджери одатда кучли раҳбарлик қобилиятини, ўзида барча бошқарув жараёни ўзида мужассамлаштирган

⁸⁵ <https://lex.uz/ru/docs/6600413>

⁸⁶ Акбаров.А.М. Кадрлар салоҳиятини инновацион ривожлантириш модели (Япония тажрибаси мисолида) // “Иқтисодиёт ва инновацион технологиялар” илмий электрон журнали. №2, 2019 йил март-апрель

ва олдига қўйилган аниқ мақсадларга эришиш йўлида бошқаларни бирлаштира оладиган шахсдир.

Ҳозирги вақтда кадрлар билан ишлаш янги шаклининг назарий асоси бўлган “инсон ресурслари” концепцияси ишлаб чиқилган. У ходимларни танлаш, узлуксиз ўқитиб бориш ва ишчининг сифатлари, имкониятларини, қобилиятларини аниқлаш ва доимо ривожлантириб боришга сарфланадиган капитал қўйилмаларни иқтисодий мақсадга мувофиқлигини эътироф этишга асосланади. Бу концепциянинг ўзига хос хусусиятлари қуйидагилардан иборат:

- замонавий шароитда инсон омили ролини баҳолашда иқтисодий мезонлардан фойдаланиш;

- фирма доирасида бошқариш;

- ходимлар билан ишлаш тизимини қайта қуриш,

Ходимларни бошқаришнинг замонавий назарияси ва амалиётида, индустриал тараққий этган мамлакатларнинг фирмаларида бир-бирига қарама-қарши бўлган 2 хил ёндашувни кўриш мумкин⁸⁷.

“Америкача” ёки “бозор” ёндашувида ходимларини бошқариш асосан ташқи меҳнат бозори, иқтисодиёт ҳолати, маълум бир товарга бўлган талаб ва таклифга қараб ташкил этилади.

Бу ёндашув ишчи кучи ортиқчалиги ва ишсизлик юқори бўлган, ҳукуматнинг ижтимоий таъминот дастури ишдан бўшаганларни ҳимоя қиладиган ва ижтимоий кескинликни пасайтирадиган шароитда вужудга келди. Бу шароитда ишлаб чиқариш самарадорлигини ошириш мақсадида ходимлар билан ишлаш технологияси доимий равишда такомиллаштириб бориларди ва шунга мувофиқ равишда ходимларни бошқаришнинг тамойиллари ишлаб чиқариларди.

АҚШ ва Канада каби индустриал мамлакатларнинг фирмаларида еркин “қириш-чиқиш” кадрлар сиёсати олиб бориларди. Кадрларни танлаш жараёни унча мураккаб бўлмай, иқтисодий вазиятга қараб, ишчилар ишдан бўшатилиши ёки бошқасига ўтказилиши мумкин еди. Янги технологияларни жорий этиш режалаштирилганда оддий ишчилар жиддий эътиборга олинмасди.

Юқоридаги нуқтаи назар туфайли ходимларни бошқариш ёллаш, ишдан бўшатиш, маош, назорат, меҳнат шароитини тартибга солиш каби дастақлар билангина чегараланиб қолганди.

Кўрсатган хизматни эътироф этиш, мажбурият тақсимоти, рағбатлантириш тизими каби мотивацион ва ижтимоий омилларга камроқ эътибор бериларди. Ушбу ёндашувда фирманинг рақобат курашидаги муваффақияти асосан технология ва маркетинг соҳасига боғлиқ, деб қаралиб, кадрлар салоҳиятининг хусусиятлари эса иккинчи даражали аҳамиятга эга эди.

Шундай вазият вужудга келдики, бунда юқори бошқарувчилар кичик бир гуруҳининг қарорлари оддий ишчилар ва қуйи бошқарувчилар учун ижро этишга мажбурий бўлиб қолди. Шунга мувофиқ равишда қуйи бўғин бошқарувчиларида таваккал қилиш, масъулиятни ўз бўйнига олмаслик, ташаббус кўрсатмаслик каби иллатлар вужудга келди.

⁸⁷ Хайитов А.Б. Инсон ресурсларини бошқариш. Дарслик-Т.:2019.336-б.

Ишчилар эса оммага кўшилиб кетиш, бу билан шахсий масъулиятни ўз бўйнидан соқит қилишга ҳаракат қилишарди. Бунинг натижаси ўлароқ, “бошқарувчи-ишчилар”, “бошқарувчи-ижрочилар” орасида ўзига хос қарама-қаршилик вужудга келди.

Ходимларни бошқаришга “бозорча” ёндашувнинг юқоридаги салбий томонларидан ташқари ижобий жиҳатлари ҳам мавжуд. У иш берувчиларга ишчилар сони устидан самарали иш олиб боришни таъминлайди, кадрларни алмаштириб, технологик ўзгаришларга тез мослашиш имконини беради. Бундан ташқари, меҳнат бозоридаги рақобат туфайли ёллаш харажатларини минималлаштиради.

Япон фирмалари ўз товарларининг юқори сифатлилиги билан америка фирмаларини ташқи бозорлардан сиқиб чиқара бошлагач, америкаликларнинг “кўзи очилди” ва америка олимлари ҳамда менежерлари вужудга келган аҳволнинг сабабларини чуқур ўрганишга киришдилар.

Сир оддийгина бўлиб чиқди, япон менежменти – аввало инсон омилига асосланар экан. Шу ўринда йирик япон-америка кўшма корхонаси раҳбарининг фикрини келтириш ўринли: “Фирмаизга ташриф буюрган кўплар хорижликлар, бизнинг ҳам АҚШ, ҳам Европада бир хил бўлган технология ва хом-ашёдан фойдаланиб, юқори сифат даражасига эришишимизга ажабланишади. Аммо, улар сифатни дастгоҳлар эмас, балки инсонлар беришини идрок этишмайди”.

Илғор Ғарб корпорацияларидаги “инсон ресурсларини” бошқариш тизимида рўй берган чуқур ўзгаришлар ҳақида гапирганда, бунга сабаб бўлган 4 гуруҳ омилни ажратиб кўрсатиш лозим:

1. Техника технология омилларининг ўзгариши
2. Шахс омилининг ўзгариши
3. Иқтисодий ва ижтимоий-сиёсий шароитнинг ўзгариши
4. Назарий таълимотлар ривожланишидаги ўзгаришлар.

Япониянинг менежмент тизими бутун дунёда самарали деб тан олинган. Бунинг асосий сабабларидан бири инсон омилидан фойдалана олишдадир.

Иккинчи Жаҳон урушидан кейин узоқ қайта тикланишни бошидан ўтказган Япония, ўтган асрнинг 50-60 йилларда жуда юқори суръатлардаги ўсишга эришиб, бу борада АҚШ, Германия, Франция, Италия каби мамлакатлардан 2-3 мартага илгарилаб кетди. Бундай тез суръатлар билан ривожланишга ҳарбий соҳага харажатлар даражасининг пастлиги, арзон ишчи кучи ҳамда ташкилий-бошқарув характердаги каби омиллар сабаб бўлди.

Япония барча давларда (айниқса урушдан кейин) бошқарув масалаларига катта эътибор қаратган. XX асрнинг 60-йилларида япон мутахассислар жамият молиявий ва техник соҳадаги рақобатдан бошқара олиш соҳасидаги рақобатга ўтганлигини таъкидлашган. Япон иқтисодиёти тарихи иқтисодий структуранинг, жумладан, бошқарув жараёни ва усулининг, хорижий тажрибани фаол таъқиқ қилиш жараёни мавжуд ва вужудга келган анъаналарни қайтадан кўриб чиқиш жараёнининг доимий ривожланиб, янгиланиб турганини кўрсатади ва натижада ўзининг менежмент соҳасидаги юқори самарали ва ўзгача қарорларини ишлаб чиқди.

Бошқа мамлакатларда бўлгани каби, Япониядаги менежмент унинг тарихи хусусиятларини, маданиятини ҳамда жамият психологиясини ўзида акс эттиради. У

бевосита мамлакатнинг ижтимоий-иқтисодий турмуш тарзи билан боғлиқ. Бошқарувнинг япон усули бошқарувнинг европа ва Америка усулларидан тубдан фарқ қилади.

Япон менежменти жамоавий бошқарувга асосланган бўлиб, шахсга таъсир қилишнинг барча ахлоқий, психологик дастакларидан фойдаланади.

Авваламбор жамоа олдидаги бурч ва мажбурият туйғулари ишчиларни олдинга ундайди. Японияда солиқ тизими аҳоли даромадларининг тенглигига эришишга қаратилгандир, бу эса аҳолининг минимал даражада турли қатламларга бўлинишини пасайтиради ва аҳолининг моддий-турмуш тарзини бир-бирига яқинлаштиради, бу эса ўз навбатида жамоавийлик хис-туйғусидан максимал самарали фойдаланиш имконини беради.

Япон бошқарув усули дунёнинг бошқа мамлакатларида ишлатилаётган бошқарув усуллардан нимаси билан фарқ қилади? Биринчи ўринда ўзининг йўналтирилганлиги билан: Япония бошқарувининг асосий предмети меҳнат ресурсларидир. Япон бошқарувчиси ўз олдида қўйган мақсади — бу ишчиларнинг меҳнат унумдорлигини ошириш ҳисобига корхона фаолиятининг самарадорлигини оширишдир. Америка ва Европа менежментининг мақсади эса корхона фойдасини минимал ҳаражат ҳисобига оширишдир.

Япон корхонаси - бу нафақат ходимларни меҳнат фаолиятини бирга амалга оширишга имкон берувчи техник-иқтисодий тизими, балки, яна шундай тизимики, бу тизимда ходимлар ўзларига юклатилган мажбуриятлар билан ягона ишлаб чиқариш оиласига бирлашадилар. Япон менежментида кенг тарқалган “Фирма оиласи” шиори мавжуд бўлиб, уни қуйидагича таърифлаш мумкин: “Болалар” — булар иш билан банд бўлган ходимлардир.

Улар ўзларини тўлиқ “фирма оиласи” га бағишлашлари зарур, бунда ўзларинининг ушбу оиллага садоқатларини кўрсатишлари шарт. Сидқидилдан меҳнат қилиб, оила яъни корхона фаровонлигини биринчи ўринга қўйишлари керак. Ҳар бир оилада бўлгани каби ушбу “оила”да ҳам “ота-оналар”нинг ўрни бениҳоя каттадир. Япон корхоналарида “ота-она” сифатида корхона маъмуриятини кўришимиз мумкин. “Ота-она” ўз “фарзандлар”ини ўз ғамхўрликларига олишлари керак ва яхши турмуш ва меҳнат шароитлари ҳамда доимий ошиб борувчи иш ҳақи билан таъминлашлари шарт.

Япония корпорациялари ўз ишчиларини шундай бошқарадики, натижада ишчилар максимал ва самарали ишлашлари керак. Бу мақсадларга эришиш учун Япония корпорациялари Американинг кадрлар бошқариш техникаси, шунингдек иш ҳақи тўлашнинг самарали тизими, меҳнат ташкилотлари ва иш жойларнинг тахлили ишчиларнинг аттестацияси ва бошқалардан фойдаланилади. Бироқ Америка ва Япония бошқариш тизимида жуда катта фарқ мавжуд. Япония корпорациялари омади кўп ҳолларда ишчиларнинг шу компанияга садоқатидадир. Ишчиларни компаниялар билан ўхшатиш, маънавий ва юқори даражадаги самара беради. Япониянинг бошқариш тизими мана шу ўхшатишни кучайтиришга ҳаракат қилади.

Япония корхоналарида ҳар бир ишчиларнинг ўз корхоналарига садоқатини кўриш мумкин. Юқори мансабдор ходимлар ва ишчилар ўзларининг корпорация вакиллари деб ҳисоблайдилар. Японияда ҳар бир ишчи компания учун керак ва зарур шахслигига ишонади. Одатда японияликлар ўз компанияси учун кўп ишлайди. Бу эса уларнинг фирмага

садоқатини кўрсатади. Натижада эса япон корхоналарида меҳнат ресурсларини бошқариш самарадорлигининг ошишига олиб келади.

Демак, Америка корхоналари инвестиция қилинган воситаларнинг тезкор айланмаси ва акциялар баҳосининг кўтарилишини асосий тактик вазифа сифатида кўрадилар. Худди мана шу кўрсаткичлар орқали бошқарув аппарати ишининг самарадорлиги аниқланса Японияда эса ҳар бир инсоннинг шахсий фазилати эмас, балки бутун бир жамоанинг фаолияти бошқарилади.

Япон модели қуйидагиларга йўналтирилган: бир корхонада узоқ вақт ишлаш истиқболи; таълим сифати ва ишчининг шахсий салоҳияти; меҳнат ҳақи комплекс тарзда ёш, иш стажи, маълумоти ва қўйилган вазифани бажариш қобилиятини ҳисобга олиб белгиланади; ишчиларнинг тармоқ эмас балки ташкилот дорасида ташкил қилинган касаба уюшмалардаги иштироки.⁸⁸

Шундай қилиб, кадрлар салоҳиятини инновацион ривожлантиришда биринчи ўринга фойда ва иқтисодий натижаларнинг юқорилиги эмас, ҳамкорлар тимсолида келгусида юқори фаолият натижаларига эришиш йўлида қўл келадиган ижобий қиёфасини яратиш кўтарилади. Ижобий қиёфа, ўз навбатида, янги ва юқори сифатли инсон ресурсларини жалб қилишга имкон беради. Фикримизча, устуворликларни айнан шундай белгилаш Ўзбекистон бизнеси учун долзарб аҳамиятга эга. Сир эмаски, кўплаб маҳаллий тадбиркорлик субъектлари ҳанузгача ўз фаолиятида бизнеснинг «эртанги куни» ҳақида бош қотирмасдан, соф иқтисодий фойдани биринчи ўринга қўйишда давом этиб келмоқда.

Кадрлар салоҳиятини инновацион ривожлантириш доимо исталган хўжалик фаолиятини ташкил қилишда энг муҳим муаммолардан бири бўлиб келган ва шундай бўлиб қолади. Шу сабабдан, кадрлар салоҳиятини инновацион ривожлантириш муаммоларини тўғри, мантикий ва аниқ ҳал қилиш кадрлар менежменти асосларини профессионал даражада ўзлаштиришни тақозо этади.

Япон корпорацияларида кадрлар салоҳиятини инновацион ривожлантириш йўналишларини уч гуруҳ билан ифодалаш мумкин:

1. Кадрлар салоҳиятини инновацион ривожлантиришнинг ижтимоий-сиёсий жиҳатлари жамиятни давлат томонидан бошқаришнинг ижтимоий моҳияти, унинг ички ва халқаро муносабатлардаги манфаатлари билан асосланганлигини очиб беради.

2. Япон корпорацияларида кадрлар салоҳиятини инновацион ривожлантиришнинг таркибий-функционал жиҳатлари муайян хўжалик бўғинида бошқарув тизими таркибини, унинг мақсадли вазифаларини ва реал фаолият жараёнида фаолият юритиш тартибини белгилаб беради.

3. Раҳбарнинг бошқарув фаолиятини такомиллаштириш ушбу фаолият тавсифини аниқлаб беради. Норматив ҳужжатлар ва услубий тавсияларда япон корпорациялари кадрлар салоҳиятини инновацион ривожлантириш жиҳатларининг ушбу гуруҳи, одатда, бошқарув фаолиятининг қуйидаги жиҳатлари билан ифодаланади: бошқарув фаолиятини ҳуқуқий тартибга солиш; шахсий фаолиятга ёндашув; фаолият натижаларига таъсирнинг аниқлиги; бошқарув фаолиятининг мотивациялаш ва рағбатлантириш.

⁸⁸Маҳкамова Р.Ходимларни бошқариш тажрибаси// "Science and Education" Scientific Journal / Impact Factor 3.848.2023 йил май

Кадрлар салоҳиятини инновацион ривожлантиришни таъминлашда япон корпорацияларининг тажрибаси ва бу жараёнда раҳбарнинг ролини ҳисобга олишга доир комплексли ёндашув Ўзбекистон амалий менежменти учун жуда долзарб ҳисобланади.

Таъкидлаш жоизки, кўпинча маҳаллий ижтимоий-иқтисодий тизимлар бошқарув фаолиятига бундай тизимли ёндашувдан эмас, балки фақат алоҳида тамойиллардан фойдаланади, бу эса рақобатбардошлик даражасини ошириш ва кадрлар салоҳиятини узок муддатли ривожлантириш соҳасида талаб қилинган натижаларга олиб келмайди.

Шуни алоҳида таъкидлаш керакки, собиқ маъмурий-буйруқбозлик тизимида анъанавий равишда меҳнат жамоаларига раҳбарлик қилишнинг авторитар услуги кенг тарқалган эди. Бозор иқтисодиётига ўтилиши, мамлакатдаги ижтимоий ҳаётни демократлаштириш жараёнлари, бизнес соҳаларининг кенгайтирилиши, хўжалик юритишнинг турли, жумладан, нодавлат шакллариининг вужудга келиши ва ривожланиши – кадрлар салоҳиятини инновацион ривожлантиришни таъминлашда раҳбарлик услубини тубдан ўзгартиришни қатъий талаб қилди.

Кадрлар салоҳиятини инновацион ривожлантиришнинг японча услуги ходимларни мажбур қилиш эмас, балки ишонтиришга асосланади. Раҳбарнинг бошқарув фаолияти унинг улар олдида турган ишлаб чиқариш вазифаларини кафолатланган тарзда бажариш учун қўл остидаги ходимлар ва жамоаларга самарали таъсир этишни таъминлайдиган таҳлилий-конструктив, фаолиятга оид регулятив, коммуникатив ва баҳолаш-тузатиш киритиш функцияларини амалга оширишдан иборат. Бу фаолиятнинг моҳияти бундай вазифаларнинг барча турларини энг муваффақиятли ҳал қилиш мақсадларида жамоаларда мотивацияланган муносабатлар яратишдан иборат. Мотивацияланган муносабатлар меҳнат жамоаларининг барча аъзолари ўзаро алоқалари уйғунлигида ўз ифодасини топади. Бунда раҳбар ўзини қўл остидаги ходимлар гуруҳидан ажратмайди, унинг вазифаси бошқалар бажарадиган ишга раҳбарлик қилиш эмас, балки уларга зарур ёрдам кўрсатган ва уларни қўллаб-қувватлаган ҳолда ходимларнинг ўзаро алоқаларига кўмаклашиш, ходимлар ўртасида уйғунликдаги муносабатлар шакллантириш ҳисобланади.

Японияда инсон ресурсларини максимал даражада жалб қилишга бевосита таъсир кўрсатадиган кадрлар салоҳиятини инновацион ривожлантиришнинг асосий ўзига хос хусусиятлари қаторига қуйидагиларни киритиш мумкин: бутун умрга ишга ёллаш; ишлаган йилларга мувофиқ меҳнатга ҳақ тўлаш; компания касаба уюшмаларининг самарали фаолияти; ишчи кучининг ички корпоратив бозори; ички корпоратив ишлаб чиқаришга ўқитиш; жамоа бўлиб қарор қабул қилиш ва жамоа пудрати тизимини алмашиш; ички корпоратив ижтимоий таъминот; ишчилар ва тадбиркорларга биргаликда маслаҳат тизимлари; сифатни назорат қилиш тўғарақлари⁸⁹.

Юқоридагилардан шуни хулоса қилиб айтиш мумкинки, ривожланган давлатлар тизимида Инсон ресурсларини бошқариш алоҳида ўрин эгаллар экан. Чунончи, Инсон ресурсларини бошқаришни ривожлантириш стратегиясининг бош масаласи - ходимларни, кадрлар хизмати фаолиятини ташкил қилиш, уларни ривожланиши заминиди иқтисодий

⁸⁹ Шеркунов СЛ. Зарубежный опыт государственного регулирования инновационной деятельности и развития кадрового потенциала в сфере науки, техники и высоких технологий // Современные исследования социальных проблем, 2010. - № 2 – С.13.

равнақ ва катта даромадларни кўзлаш турар экан.

Кўриб ўтилган Япония ва АҚШ давлатларида инсон ресурсларини бошқариш, кадрларни тайёрлаш тизимлари ўзаро бир-бирларига ўхшаш томонлари ва айна пайтда ҳар бир мамлакатнинг ўзига хос специфик хусусиятлари, элементлари мавжуд экан. Бизнинг вазирамиз буларни чуқур ўрганиб, таҳлил этиб, улардан республикамизда кадрларни тайёрлаш ва инсон омилини ривожлантиришда ўринли фойдалана олишдир.

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PROFESSIONAL YURIDIK TA'LIM MUASSASALARIDA O'QITISHNING KREDIT-
MODUL TIZIMI BO'YICHA O'QUVCHILARNING MUSTAQIL ISHLARINI
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Annotatsiya. Professional yuridik ta'lim muassasalarida tahsil olayotgan yosh kadrlardan o'z sohalari bo'yicha yetuk mutaxassis bo'lish bilanbirga o'zlari egallayotgan sohalar bo'yicha mustaqil faoliyat yurita oladigan, zarur hollarda mustaqil fikr yurita oladigan, hozirjavob, raqobatbardosh kadrlar bo'lishlaritalab etilmoqda. Ushbu maqsadga erishish uchun kredit-modul tizimiga muvofiq, mustaqil ta'lim olish jarayonini to'g'ri va maqsadli tashkil etish zarurligi maolada e'tirof etiladi.

Kalit so'zlar: modul, kredit, kreativ, auditoriya yuklamasi, ta'lim oluvchi, mustaqil ta'lim, mustaqil ish, rejalashtirish.

ORGANIZING STUDENTS' INDEPENDENT WORK UNDER THE CREDIT-MODULE
SYSTEM OF TRAINING IN PROFESSIONAL LEGAL EDUCATION INSTITUTIONS

Abstract. Young personnel studying in professional legal educational institutions are required to become mature specialists in their fields, able to work independently in the fields they occupy, to be able to think independently when necessary, to be responsive and competitive personnel. is being done. In order to achieve this goal, the need to properly and purposefully organize the independent education process in accordance with the credit-module system is recognized.

Key words: module, credit, creative, audience load, learner.

ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ ПО КРЕДИТНО-
МОДУЛЬНОЙ СИСТЕМЕ ПОДГОТОВКИ В ПРОФЕССИОНАЛЬНЫХ
ЮРИДИЧЕСКИХ ОБРАЗОВАНИЯХ

Аннотация. Из молодых кадров, обучающихся в профессиональных юридических учебных заведениях, требуются готовые, конкурентоспособные кадры, способные самостоятельно работать в тех областях, которые они занимают, могут самостоятельно мыслить в необходимых случаях, становясь при этом зрелыми специалистами в своих областях. Для достижения этой цели признается необходимость правильной и целенаправленной организации самостоятельного образовательного процесса в соответствии с кредитно-модульной системой.

Ключевые слова: модуль, кредит, креатив, аудиторная нагрузка, обучающийся.

Yuridik texnikumlarda kredit-modul tizimini (Kredit to'plash va ko'chirishning Yevropa tizimini) joriy etish O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasida yuridik ta'lim va fanni tubdan takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida" 2020-yil 29-apreldagi PF-5987-son Farmoniga muvofiq belgilangan bo'lib, O'zbekiston Respublikasi Adliya vazirligining yuridik texnikumlarida ta'limning kredit-modul tizimida o'quv jarayonini tashkil etish tartibi to'g'risidagi nizom ishlab chiqilgan. Ushbu nizom ta'limning kredit-modul tizimida o'quv jarayonini tashkil etish tartibini belgilaydi va unga ko'ra, yuridik texnikumlarda

o'quv jarayonida kredit-modul tizimi Kredit to'plash va ko'chirishning Yevropa modeli (European Credit Transfer and Accumulation System — ECTS)ga muvofiq tashkil qilinadi.

O'zbekiston Respublikasi Prezidentining 2019-yil 8-oktabrdagi Farmoni bilan tasdiqlangan "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi"ga ko'ra, mamlakatdagi OTMlarning 85 foizi 2030-yilgacha bosqichma-bosqich kredit-modul tizimiga o'tishi rejalashtirilgan.

Kredit-modul tamoyilida ikkita bosh masalaga ahamiyat beriladi: **talabalarining mustaqil ishlashini ta'minlash** hamda **talabalar bilimni reyting asosida baholash**.

Zamon talablariga javob bera oladigan, har tomonlama yetuk, raqobatbardosh mutaxassislar tayyorlashda mustaqil ta'lim alohida o'rin tutadi, chunki axborot va bilimlar doirasi jadal sur'atlar bilan rivojlanib borayotgan hozirgi kunda hamma ma'lumotlarni faqat dars mashg'ulotlarida berib bo'lmaydi. Qo'yilgan muammo va vazifalar bo'yicha muayyan yechimga kelish hamda uning optimal variantini tanlash uchun kerak bo'lgan mustaqil fikrlash ko'nikmasi mustaqil ijodiy ishlash jarayonida shakllanadi va mustahkamlab boriladi.

Mustaqil talim– o'quv materialini mustaqil o'zlashtirish, murakkablik darajasi turlicha bo'lgan topshiriqlar, amaliy vazifalarni auditoriya hamda auditoriyadan tashqarida ijodiy va mustaqil bajarish asosida nazariy bilim, amaliy ko'nikma va malakalarni shakllantirishga qaratilgan tizimli faoliyatdir.

Mustaqil ish– o'qituvchining topshirig'i va rahbarligida o'quv vazifasini hal etadigan talimning faol metodi. Mustaqil ish qo'yilgan maqsad bilan bog'liqlikda talabalarining aniq faoliyatini tashkil etish va amalga oshirishdir. Ta'lim oluvchining mustaqil ishlari uning yuqori darajadagi faollik, ijodiylik, mustaqil tahlil, tashabbuskorlikka hamda barcha vazifalarni o'z vaqtida va mukammal tarzda bajarishga asoslangan faoliyatidir.

Mustaqil ishni optimal rejalashtirish – talabaning o'qish madaniyatini oshirishga ko'maklashuvchi muhim va zarur vazifalardan biri. Ta'lim oluvchilar mustaqil ishini tashkillashtirish tamoyillari bakalavr, mutaxassis, magistr, fan spetsifikasi, mustaqil ish mazmuni va boshqa ko'rsatkichlar asosida o'zgarishi mumkin. Ushbu tamoyillarni bilish va ulardan o'quv-bilish faoliyatida mohirona foydalanish muayyan sohadagi bilimlar tizimini egallash va zamonaviy mutaxassis sifatlarini shakllantirishga imkon beradi. Shu tariqa, OTM talabalarining mustaqil ishini ta'minlashning pedagogik aspektlari nafaqat didaktik masalalarni hal etadi, balki talabalarda shaxsiy sifatlar rivojlanishi, ularning mustaqil ishlashga bo'lgan rag'batini oshirish, umumiy o'quv ko'nikmalari va amaliy tajribasi shakllanishiga ham xizmat qiladi. Amaldagi ta'lim tizimida auditoriya yuklamalariga katta e'tibor qaratilib kelinmoqda, lekin mustaqil ish turlari hali ommalashmagan. Kredit tizimida eng avvalo o'quvchining mustaqil ishiga jiddiy e'tibor qaratiladi.

Ta'lim oluvchining mustaqil talim olishini tashkil etishdan asosiy **maqsad** fan (modul) bo'yicha o'zlashtirilgan bilimlarni mustahkamlash, boyitish, amaliy ko'nikma va malakalarni takomillashtirish, axborot bilan ishlash, o'z-o'zini rivojlantirish, kognitiv, kreativ, hamkorlikda ishlash kompetentsiyalarini shakllantirishdan iboratdir.

Ta'lim oluvchilarning mustaqil talimini tashkil etishi quyidagi **vazifalarni** muvaffaqiyatli hal etishga xizmat qilishi lozim:

-ta'lim oluvchilarda o'z-o'zini rivojlantirish, mustaqil bilim olish va innovatsion faoliyatni shakllantirishga imkon beruvchi kompetentsiyalarni egallash maqsadi bilan bog'liqlikda mustaqil o'quv faoliyatini amalga oshirish;

-bilim, ko'nikma va malakalarni mustaqil egallash, muammoni shakllantira olish va uni hal etishning maqbul yo'larini izlab topishga qobiliyatli kreativ shaxsni tarbiyalash;

- ta'lim oluvchilarda o'quv dasturini o'zlashtirishga doir motivatsiyani hosil qilish;

- talim oluvchilarda bilim olishga doir masuliyatni oshirish;

-ta'lim oluvchilarda umummadaniy va kasbiy kompetentsiyalarni rivojlantirishga imkon berish;

-talim oluvchilarda mustaqil bilim olish, o'z-o'zini boshqarish va o'z-o'zini rivojlantirishga qobiliyatlilikni shakllantirish uchun sharoit yaratish.

Mustaqil ish turi va shakli muayyan talim yo'nalishi (mutaxassislik) hamda fan (modul)larning xususiyatidan kelib chiqqan holda belgilanadi.

Mustaqil o'qib-o'rganish uchun taklif etilgan mavzular hamda mustaqil ish topshiriqlari va ularni bajarish bo'yicha ko'rsatmalar talaba uchun ishlab chiqilgan fan dastur (Sillabus)da o'z aksini topishi lozim. Mustaqil ish uchun taqdim etilgan o'quv topshiriqlari variativ tavsifga ega bo'lishi tavsiya etiladi.

Fan (modul) bo'yicha mustaqil talimga ajratilgan soatlarning mustaqil ish tarzida bajarilishi ko'zda tutilgan o'quv birligi hajmi (kredit) mas'ul kafedra muhokamasidan o'tkazilishi, yig'ilish qarori bilan tasdiqlanishi hamda professor-o'qituvchi tomonidan tuzilgan Sillabusda mustaqil ish shakli va turi mazkur hajm (kredit)ga mos kelishi lozim.

Didaktik jarayonlarni jadallashtirish, talabalarning mustaqil talim olish samaradorligini oshirish maqsadida o'quv davrining I semestrda tyutorlar, ARM xodimlari va fan masullari tomonidan mazkur jarayonni amalga oshirish tartibi bo'yicha davriy ravishda (shu jumladan, kredit haftaligi doirasida) o'quv seminarlari tashkil etilishi maqsadga muvofiq.

Mustaqil ish topshiriqlari va uni bajarish muddatlari elektron platformada qat'iy belgilanadi. Uzrli sabablarsiz mustaqil ishni bajarish muddatini o'tkazib yuborgan talabaning o'quv faoliyati natijalari tekshirilmaydi va baholanmaydi. Uzrli sabablar esa, dekanat (registrator ofis) tomonidan o'rganib chiqilishi, dekan ruxsati bilan inobatga olinishi hamda topshiriq bajarilishi uchun yakuniy nazorat o'tkazilishiga qadar qayta topshirish muddati belgilanishi mumkin.

Mustaqil ta'lim bo'yicha o'quv faoliyati natijalari baholanmagan talaba yakuniy nazoratlarga kiritilmaydi yoki shartli ravishda topshirish muddati belgilanadi.

Fan (modul) bo'yicha oraliq va yakuniy nazorat savollarining 1/2 qismi mustaqil o'qib-o'rganish uchun tavsiya etilgan mavzular va adabiyotlar asosida tuzilishi tavsiya etiladi.

Fan (modul)ning auditoriya yuklamasini bajarish vaqtida talabalarning mustaqil ishlari nazorat qilinmaydi. Talaba mustaqil ish topshiriqlarini bajarish yuzasidan fan dastur (Sillabus)da ko'rsatilgan kontakt soatida offlayn yoki onlayn tarzda bir yoki ikki marotaba maslahat olishi mumkin.

Talim oluvchi mustaqil ish topshiriqlarini bajarishda akademik va etik talablarga rioya etishi (plagiatga yo'l qo'ymaslik, professor-o'qituvchilar, talabalar bilan tolerant munosabatda bo'lish, kichik guruhlarda hamkorlikda ishlash, masuliyatlilik) shart.

Fan (modul) yuzasidan talabalar bajaradigan mustaqil ish topshiriqlari variativ tavsifga ega bo'lishi lozim. Mustaqil ish topshiriqlarining 1/3 qismi kichik guruhlarda hamkorlikda ishlash (kooperativlik)ga mo'ljallangan bo'lishi kerak.

Mustaqil o'qib-o'rganish uchun taklif etiladigan mavzular va mustaqil ish topshiriqlari fan (modul)ga ajratilgan kreditlar soni hamda talabaning vaqt byudjetini inobatga olgan holda belgilanishi lozim.

Ta'lim oluvchi tomonidan elektron tizim (platforma)ga yuklangan mustaqil ish topshiriqlari aniq belgilangan muddatda professor-o'qituvchi tomonidan tekshirilishi va natijasi o'quvchiga malum qilinishi shart.

Mustaqil talim natijalarini baholash fan (modul)ning umumiy baholash (100 ballik) tizimida aks ettiriladi va fan dastur (Sillabus)ning baholash mezonlarida unga ajratilgan ball aniq ko'rsatib qo'yiladi.

O'qishi ko'chirilgan yoki tiklangan ta'lim oluvchilar o'zlashtirilmagan fan (modul)larni qayta o'qish tartibida o'zlashtiradi. Istisno tariqasida, fanning semestrda yuqumasi 6 (olti) kreditdan oshmaydigan akademik farqli fan (modul)lar talabaning arizasiga ko'ra va dekan roziligi bilan 100% mustaqil talim shaklida o'zlashtirilishi mumkinligi belgilangan.

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MUSTAQILLIKDAN KEYINGI DAVR KOREYS NASRCHILIGIDA HIKOYALARNING LINGVOMADANIY AHAMIYATI

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Annotatsiya. Mazkur maqolada koreys tilidagi hikoya janriga xos bo'lgan lingvokulturologik, kognitiv hamda amaliy lingvokulturologiya masalalariga izoh beriladi. Shuningdek, tilni tahlil qilishda lingvomadaniy yondashuvning ahamiyati alohida ta'kidlanadi. Til va madaniyat, madaniyatning o'zaro bog'liqligi, aloqasi hamda o'zaro ta'siri muammolari madaniy hodisa sifatida o'rganiladi.

Kalit so'zlar: lingvokulturologiya, madaniy, adabiy vositalar, jonlantirish.

THE LINGUISTIC SIGNIFICANCE OF STORIES IN POST-INDEPENDENCE KOREAN PUBLISHING

Abstract. This article explains the linguocultural, cognitive, and practical linguocultural issues specific to the narrative genre in the Korean language. Also, the importance of the linguistic and cultural approach to language analysis is emphasized. The problems of language and culture, interdependence, communication and interaction of culture are studied as a cultural phenomenon.

Key words: linguoculturology, cultural, literary tools, revitalization.

ЛИНГВИСТИЧЕСКОЕ ЗНАЧЕНИЕ ИСТОРИЙ В КОРЕЙСКИХ ИЗДАТЕЛЬСТВАХ ПОСЛЕ НЕЗАВИСИМОСТИ

Аннотация. В данной статье раскрываются лингвокультурные, познавательные и практические лингвокультурные вопросы, характерные для повествовательного жанра в корейском языке. Также подчеркивается важность лингвострановедческого подхода к языковому анализу. Проблемы языка и культуры, взаимозависимости, общения и взаимодействия культур изучаются как феномен культуры.

Ключевые слова: лингвокультурология, культурологический, литературный инструментарий, ревитализация.

1945-yili 15-avgustda koreys xalqi taqdirida keskin burilish yuz berdi, Koreya uzoq yillik mustamlakadan ozod bo'ldi. Ammo bu quvonch uzoqqa cho'zilmadi, oradan ko'p vaqt o'tmay mamlakat ikki xil mafkuraga asoslangan: janubda – Koreya Respublikasi, shimolda – Koreys Xalq Demokratik Respublikalariga bo'linib ketdi. Mamlakatning bo'linishi yapon mustamlakasidan qolgan yaralar bitmay turib, xalqni yangi sinovlarga duchor qildi. Avval yapon istibdodidan ozod bo'lgan, ketidan mamlakatning inqirozga uchrashi mantiqqa sig'maydigan vaziyatga sabab bo'ldi: bir tomondan mamlakat rivoji uchun «berkitilgan chorrahalar»ga yo'l ochildi, ikkinchi tomondan – bu vaziyat Koreyani kaos – yangi fojiviy sinovlarga duchor qildi.

Mana shu inqiroziy vaziyatlarga qaramay madaniyat, adabiyot rivojlanishda davom etdi. Xususan, mamlakatning bo'linishi fojiasining tirik guvohlari bo'lgan koreys nazmi mualliflari ijodida o'zgarishlar sodir bo'ldi. Koreysshunoslarning ta'kidlashicha, 1945-yili avgust oyida, adabiy harakatning chap qanoti vakillari tomonidan «Adabiyotchilar ittifoqi»ga asos solindi. Bunga qarshi esa o'ng qanot vakillari «Butun respublika madaniyati tashkilotlari umumbirlashma majlisi»ni o'tkazishdi. Shimoliy Koreyada «Madaniy front» (1946–1948), «Adabiyot va san'at»

(1948–1953) jurnallari, janubda «Yangi adabiyot» (1945) jurnali chop etila boshlandi. 1946 yili «Kebek» jurnali qayta tiklandi, «Madaniy ijod», «Badiiy adabiyot», «Kometa» va boshqa jurnallar ham ta'ris etildi.

Bu davrga kelib badiiy adabiyotning vazifasi ikki mafkura ostida xalqning, qondosh akakalarning arining buzilgan uyasidek to'zg'igan hayotini badiiy in'ikosini berishdan iborat edi. Davr va ijtimoiy vaziyat adabiyotga ta'sirini o'tkazmay qolmaydi. El-yurt millar qayg'usi masalasi albatta adabiyot namanalarida aks etadi.

Ayni tahlilali, siyosiy davrda kreys adabiyotida Li Bom Suning «Daydi o'q» hikoyasi janub va shimolliklar taqdiri xaos, 38-parallil chizig'i, Hebang, Erkinlik dahasi, «Ozodlik qishlog'i» mavzularini tarannum etgan yorqin manba sirasiga kiradi.

Yozuvchi va shoir Li Bom Suning 60 yildan ko'proq ijodi milliy adabiyot shakllanishining barcha bosqichlarini o'zida mujassamlashtirgan. Uning asarlari uchun an'anaviy uslubiy shakllarning yangi mazmun bilan boyitilishi xosdir. Xvan Sun Von Koreyaning noyob siymosini an'anaviy urf-odatlar va turmush tarzining butun latofati bilan namoyon qilish barobarida hozirgi davr jamiyatidagi insonning taqdirini juda chuqur tahlil etadi. Adibning ijod namunalari xozirga qadar adib ijodining shox asari hisoblanadi. Insonning ichki dunyosi, uning hissiyotlari nihoyatda ta'sirchan ifoda etilishi bilan birga insonni o'rab turgan voqelik butun murakkabligi va ziddiyatlari masalasi adib ijosining bosh g'oyasi hisoblanadi.

«계리사사무실 서기 송철호는 여섯시가 넘도록 사무실 한 구석자기자리에 멍청하니 앉아있었다. 무슨 미진한 사무가 있는것도 아니었다. 장부는 벌써집어치운지 오래고 그야말로 멍청하니 그저 앉아있는 것이었다. 단 친구들은 눈으로 시계 바늘을 밀어올리다시피 다섯시를 기다려 후 다닥 나가버렸다. 그런데 점심도 못먹은 철호는 허기가나서만이 아니라 갈 데도 없었다». «Hisobchi bo'lib ishlaydigan Song Chol-ho soat oltidan oshgan bo'lsada, hamon ofisda o'tirar edi. Ofisda undan boshqa hech kim qolmaganini sezmasdi. Qolgan xodimlar doim soat besh bo'lishini kutib, ofisni galma-galdan tark etib bo'lishgan edi. Lekin tushlik ham qilmagan Chol-ho ishdan chiqib borar yeri ham yo'q edi.

Ammo shunday bo'lsada u halol ishchi edi. Uning yuragida 6.25 (25- iyun voqeasi)ning izlari qolib ketgan edi. Ruhiy xasta onasining «kettik» degan so'zini eshitar ekan bu izlar hech qachon bitmasdi». «...남한이니까 이렇게 생명을 부지하고 살 수 있지, 만일 북한 고향으로 간다면 당장에 죽는 것이라고, 자유라는 것이 얼마나 소중한것인가를 갖은 이야기를 다 예로 들어가며 어머니에게 이해시키기란 삼팔선을 인식시키기보다도 몇백 갑 절 더 힘든 일이었다. 아니 그것은 거의 불가능한 일이라했다. 그래 끝내 철호는 어머니에게 자유라는 것을 설명하는 일을 단념하고 말았다. 그렇게 되고 보니 철호의 어머니에게는 아들-지지리 고생을하면서도 고향으로 돌아갈 생각만은 죽어도 하지않는 철호가 무슨 까닭인지는 몰라도 늙은 에미를 잡으려고 공연한 고집을 피우고 있는 천하에 고약한 놈으로만 여겨지는 것이었다». «...Chol-ho Janubdagi hozirgi turmushga chidab yashasa mumkinligini, shimolga qaytadigan bo'lishsa, shu zahoti ularni otib tashlashlarini, erkinlik degan imkoniyat qanchalik insoniyat uchun suv va havodek zarur ekanligini onasiga uqtirib, ham ovutib, ham Janubdagi hayotga ko'niktirib borishga urinardi.

Ammo «erkinlik» degan tushunchani onasiga uqtirish, 38- parallelning muqarrar chiziq ekanligini uqtirishdan ko'ra yuz chandon og'ir ish edi. Aksincha, ona o'g'lining hatto o'ldirishsa ham o'z

jonini xatarga qo'yib, Shimolga qaytib bormasligini anglagach, uning uchun dunyodagi eng yomon inson bu Chol-ho bo'lib qoldi». «영호는 고개를 뒤로 젖히고 천장을 향해 후 담배 연기를 바라보며 한손으로 목의 넥타이를 앞으로 잡아당겨 반쯤 끌러 늦추어 놓았다».

«Yong-ho boshini orqaga tisarib, ko'zlarini shiftga tikkancha og'zidan tamaki tutunini chiqardi. Chol-ho esa Yong-honing so'zlarini lom-mim demasdan tinglagancha, ukasini jimgina kuzatib o'tirardi. Yong-ho o'zgarishsiz shiftga qaragancha og'zidan chiqib tepaga yo'nalayotgan tamaki tutuniga mahliyo bo'lib o'tirar, bir qo'li bilan esa bo'yniga tang'ib bog'langan galstugini ozgina bo'shatdi-da pastga tortib qo'ydi». «철호는 길게 한숨을 쉬었다. 앞에 놓인 등잔불이 거물거물 춤을 추었다. 철호는 저고리 호 주머니에서 담배를 꺼내었다. 꼬기꼬기 구겨진 파랑새 갑 속에서 담배를 한개 비 뽑아내었다. 바삭바삭 마른 담배는 양끝이 반쯤 빠져나갔다. 철호는 그양끝을 비벼말았다. 흡사 비과 모양으로 되었다. 철호는 그비과 모양의 담배 한끝을 입에다 물었다». «Chol-ho chuqur nafas oldi. Oldiga qo'yilgan qorachiroq mana-mana o'chib qoladigandek lipillab yonardi. So'ngra nimchasining cho'ntagidan sigareta qutisini chiqardi va g'ijim bo'lib ketgan yashil quti ichidan bir dona sigaretani oldi. Qurib qolgan sigareta donasining ikki cheti uzilib tushdi. Chol-ho uzilgan qismini poldan oldi-da, amallab qo'lida qolgan qismiga ulab og'ziga soldi». «그는 다시 큰 길로 나왔다. 마침 택시가 한대 왔다. 그는 손을 한번 흔들었다. 철호는 던져지듯이 털썩 택시 안에 쓰러졌다. «어디로 가지요?» 택시는 벌써 구르고 있었다. '해방촌'. 자동차는 스르르 속력을 늦추었다. 해방촌으로 가자면 차를 돌려야 하는 까닭이었다. 운전사는 줄지어 달려오는 자동차의 사이가생기기를 노리고 있었다. 뒷자리에서 철호가 소리를 질렀다. «아니야. S 병원으로 가». 철호는 갑자기 아내의 죽음을 생각했던 것이었다. 운전사는 다시 획한들음을 이쪽으로 틀었다. 그때에 또 뒤에서 철호가 소리를 질렀다. «아니야. X 경찰서로 가». 눈을 감고 있는 철호는 생각하는 것이었다. 아내는 이미 죽었는데 하고. 이번에는 다행히 차의 방향을 바꿀 필요가 없었다. 그냥 달렸다. «X 경찰서 앞입니다». 철호는 눈을 떴다. 상반신을 번쩍 일으켰다. 그러나 곧 또 털썩 뒤로 기대고 쓰러져버렸다. «아니야. 가». «X 경찰서입니다. 손님». 조수 애가 뒤로 모을 틀어 돌리고 말했다. «가자». 철호는 여전히 눈을 감고 있었다. «어디로 갑니까?». «글세가». «허 참 딱한 아저씨네». «...». «취했나?» 운전사가 힐끔 조수 애를 쳐다 보았다. «그런가 봐요». «어쩌다 오발탄 같은 소년이 걸렸어». «Shunday qilib Chol-ho katta yo'lga chiqib oldi. Xuddi bilgandek, taksi ham kelib qoldi. Chol-ho qo'llarini silkitdi. Mashina to'xtagach, Chol-ho mashina ichiga o'zini otdi. – Qayerga yuramiz? Taksi yurib ketdi. – Hebang (Erkinlik) dahasiga. Hebang dahasiga borish uchun orqaga yurish kerak edi. Haydovchi tanasini bir tomonga egib boshqaruv chamberagini endi aylantira boshlagandi. Orqa o'rindiqdan Chol-honing baland ovozi eshitildi. – S kasalxonasiga haydang. To'satdan Chol-honing yodiga xotining o'lgani tushdi. Haydovchi yana yo'lni boshqa yo'nalishga soldi.

Mashina Koreya Banki to'g'risidagi halqani aylanayotgan edi. O'sha payt orqadan yana ovoz eshitildi:- Yo'q, X mirshabxonaga yuring. Ko'zlari yumuq ersa-da, Chol-ho o'ylardi. «Xotanim allaqachon o'lib qolgan bo'lsa». Bu safar mashinaning yo'nalishini o'zgartirish hojati qolmadi. Mirshabxona yo'l ustida edi. – X mirshabxonaga yetib keldik. Chol-ho ko'zlarini ochdi, lekin madori yo'qligidan yana orqaga suyanib qoldi. – Kerakmas. Yur! – Siz aytgan X mirshabxona bu yer. - Oldinda o'tirgan yigitcha orqasiga o'girilib dedi. – Ketdik. Chol-ho avvalgidek ko'zlarini

chirt yumib olgan ko‘yi edi. – Qayerga yuray? – Haligi..... yuraver... – Judayam ezma mijoz ekan-da, o‘ziyam. – O‘ziyam daydi o‘qqa o‘xshagan mijozga yo‘liqibmiz-da». «게리사 사무실 서기 송철호는 여섯시가 넘도록 사무실한 구석 자기자리에 멍청하니 앉아 있었다. 무슨 미진한 사무가 있는 것도 아니었다. 장부는 벌써 집어치운지 오래고 그야말로 멍청하니 그저 앉아 있는 것이었다. 딴 친구들은 눈으로 시계 바늘을 밀어 올리다시피 다섯시를 기다려 후 다닥 나가버렸다. 그런데 점심도 못 먹은 철호는 허기가 나서만이 아니라 갈 데도 없었다». «Hisobchi – ekspert bo‘limi kotibi Song Chol-ho soat oltidan oshgan bo‘lsada, hali ham idoraning bir chekkasida joylashgan o‘zi uchun ajratilgan ish stolidan qo‘zg‘almasdan nima qilishini bilmay o‘tiribdi. Uning tugatmay qolib ketgan ishi ham yo‘q. Chol-honing vazifasiga kiruvchi yagona yumush – hisobot daftarchasini allaqachonlar to‘ldirib qo‘ygan. Shu sababdan ham hozir nima qilishini bilmay pashsha qo‘rib o‘tiribdi.

Boshqa xodimlar soat besh bo‘larbo‘lmas, go‘yo muhim ishlari bordek, shoshilinch idoradan chiqib ketib 88 bo‘lishgan. Biroq tushlik ham qilmagan Chol-ho hozir qornining och ekanligidan emas, balki yana o‘sha uyiga qaytib borishdan iztirob chekardi».

«...Bu safar esa suv yuzasida bir yigitning aksini ko‘rdi. Chol-honing ko‘zlariga tik boqib turgan bu tasvir yuzidagi jami mushaklarini harakatga keltirib, g‘alati jilmayib turardi.

Peshonagacha tushgan uzun soch. Botiq ko‘zlar. O‘yiq lunjlar. O‘tkir va ozg‘in iyak.

Murdadek qop-qora nursiz chehra. Xullas, ibtidoiy jamoa davri vakili. Qo‘llarida uchiga uzun tayoq bog‘langan, g‘orda qolgan jamoadoshlari uchun tun-u kun o‘rmon ichida o‘lja qidirib yurgan ibtidoiy odam. – Ayiq? Ayiq bilan olishishga jasorati yo‘q. – To‘ng‘iz? Kuchi yetmaydi. – Bug‘u? Bug‘u judayam chaqqonlik qiladi unga. – Balki qirg‘ovul ovlar? Qirg‘ovulni uchirib yuboradi. Ha! Quyon? Quyon! Chol-hoga o‘xshaganlar faqat quyon tuta olishi mumkin. Lekin hozir quyonning ham xaridorlari ko‘p. Lekin g‘orda qolganlar kutishmoqda. Qandaydir o‘lja bilan qaytib borish lozim...». «형사에게도 동생 영호의 사건 내용을 들은 철호는 앞에 앉은 형사의 얼굴을 바보모양 멍청히 바라보고 있을 뿐이었다. 점점 핏기가 가셔가는 어느 회사에서 월급을 줄 돈 천오백만환을 찾아서 은행 앞에 대기 시켰던지 프차에 싣고 마약 떠나려고 하는데 중절 모를 깊숙이 눌러 쓰고 색 안경을 낀 괴 한 두 명이 차 속으로 올라오며 권총을 내어 들더라는 것이었다. 철호는 눈도 깜박하지 않고 그저 영호의 머리카락이 흐트러져내린 이마를 바라보고 있었다. «돌아가세요, 형님. 철호의 얼굴은 표정을 잃은 채 굳어가고 있었다». «Tergovchining buyrug‘ini eshitgan Yong-ho kishan taqilgan qo‘llarini oldinga qilganicha tergovchining to‘g‘risiga o‘tirdi. Akasi ham borligini ko‘rib, nomiga o‘rnidan qo‘zg‘alib, akasiga qarab bosh chayqab qo‘ydi. Teshib yuboradigandek ukasiga qarab turgan Chol-honing ozg‘ingina yuzi mamnuniyat bilan jilmaygan bo‘ldi. Yong-ho Chol-ho tomonga yuzlandi: Aka, kechiring. Men odamgarchilik chegarasidan chiqib bo‘lgandim. Endi qonun chegarasini ham oshib o‘tdim». «어처구니 없는 영호의 수작에 철호는 그저 멍청하니 영호의 얼굴을 쳐다보았다. 손 끝 이따가 왔다. 철호는 비루강통으로 만든 재떨이에 담배를 비벼꼈다. «용기?» «네. 용기». «용기라니?» «적어도 까마귀만 한 용기만이라도 말입니다. 영리 할 필요는 없더군요. 우둔해도 상관 없어요. 까마귀는 도무지 허수아비를 무서워하지 않습니다. 참새 처럼 영리하지 못 한 탓으로 그 놈의 까마귀는 애당초에 허수아비를 무서워할 줄조차 모르거든요». 영호의 입가에는 좀전 에 파랑새 꿈초에다 불을 당기는

철호를 바라보던때와 같은 야릇한 웃음이 또 소리 없이 감돌고 있었다. «너, 설마 무슨 엉뚱한 계획을 세우고 있는 것은 아니겠지». 철호는 약간 긴장한 얼굴을 하고 영호를 바라보며 꿀꺽하고 침을 삼켰다. «아니요. 엉뚱하긴 뭐가 엉뚱해요. 그저 우리들도 남처럼 다 벗어던지고 훌가분한 몸차림으로 달려보자는 것이죠 뭐». 90 «벗어던지고?» «네, 벗어던지고 양심이고, 윤리고, 관습이고, 법률이고 다 벗어던지고 말입니다». 영호의 큰 두 눈이 유난히 빛나는가 하자 철호의 눈을 정면으로 밀고 들었다. «양심이고, 윤리고, 관습이고, 법률이고?». «...» «너는, 너는...». «...». 영호는 아무 대답도 하지 않았다. 그러나 눈만은 똑바로 형 철호를 쳐다보고 있었다. «그렇게나 살자면 이 형도 벌써 잘 살 수 있었다». 철호의 목소리는 떨리고 있었다. «그렇게나라니요?» «양심을 버리고, 윤리와 관습을 무시하고, 법률까지도 범하고!». « – Aka, men ham sizning faqirona bo‘lsa ham halol yashash lozim, degan hayotiy mantig‘ingizni yaxshi tushunaman. Albatta, halol yashash kerak. Biroq, aka, o‘sha «halollik» deb ataladigan mantig‘ingiz uchun to‘layotgan xuningiz – oilangiz – bu keragidan ortiq va juda katta xun, aka! Bu «halollik» oqibatida oilangiz bir burda nonga zor, kiyishga kiyimi yo‘q. Aka, o‘ylab ko‘ring. Tishingizga qurt tushsa yoki bo‘sh tish o‘rni azob bersa tun bo‘yi, davolatish yoki oldirib tashlash lozim-ku, axir! Lekin siz tishingiz og‘risa ham chidab yuripsiz. Biroq yashamoqchi bo‘lsangiz pul zarur. Pul zarur bo‘lgandan keyin uni topish kerak. Qonun chizig‘ida yashash mumkin emas deb qayerda yozib qo‘yibdi.

Qonun chizig‘ini bosib, yanchib yashaydilar-u, nega biz bechora vijdonimiz amriga quloq tutib o‘lib ketishimiz kerak?!

– Uka, agar sening gaplaring to‘g‘ri bo‘lsa, demak, barcha puli bor odamlar yomon odamlar ekan-da?!

– Yo‘q, men hali hech kimni yaxshi-yomonga ajratganim yo‘q, axir.

– Lekin sening gaplaringdan xulosa qilsak, yaxshi yashash uchun hamma narsamizni – vijdon, axloq barcha-barchasini tashlab yuborishimiz kerakmi?». «철호가 탄 전차 가을지로 입구 십사거리에서 머물러 신호를 기다리고 있었다. 손잡이를 붙들고 창을 향해서 있던 철호는 무심코밖을 내다 보았다. 전차 바로 옆에 미군 지프차가 한 대 와섰다. 순간 철호는 확실히 달아 올랐다. 핸들을 쥔 미군 바로 옆자리에 색 안경을 쓴 한국 여자가 앉아있었다. 그것이 바로 명숙이었던 것이다. 바로 철호의 턱 밑에서였다. 역시 신호를 기다리는 그지프차속에서 미군이 한손을 핸들에 걸치고 또 한 팔로 명숙의 허리를 낚지시끌어 안는 것이었다. 미군이 명숙의 얼굴을 들여 다보며 뭐라고 수작을 걸었다. 명숙은 다리를 겹치고 앉은 채앞을 바라보는 자세 그대로 고개를 까딱거렸다. 그 미군 지프차 저편에 선택시조수가 명숙이와 미군을 쳐다보며 피시시 웃었다. 전차간에서도 마찬가지로였다. 철호 바로 옆에 나란히서있던 청년들이 쑥덕거렸다». «Chol-ho chiqqan tramvay Ilji ko‘chasi chorasida yashil chiroq yonishini poylab turardi. Qo‘llari bilan tutqichni mahkam tutib turgan Chol-ho bexosdan ko‘chaga nazar tashladi. Tramvayning yoniga Jeep avtomobili kelib to‘xtadi. Ayni shu damda Chol-honing yuzi qizarib ketdi. Avtomobil boshqaruvida o‘tirgan amerikalik askar yonida quyosh nuridan qora ko‘zoynak taqqan koreyalik bir qiz o‘tirardi. Bu qiz esa Myong-suk edi. Shundoqqina Chol-honing ko‘z oldidagi qimmatbaho mashina ichida amerikalik askar bir qo‘li bilan mashina kamaragini ushlab turar, ikkinchi qo‘li esa Myong-sukning belidan sezilarsezilmas quchoqlab turardi. Askar Myong-sukka qarab nimadir dedi.

Oyoqlarini chalkashtirib olgan Myong-suk esa ko‘zlarini oldinga tikkan ko‘yi boshi bilan rozilik ishorasini qildi. Jeepning u tomonida to‘xtab turgan taksi ichidagi yo‘lovchi ham Jeep ichidagi manzarani tomosha qilarkan, miyig‘ida kulib qo‘ydi».

«Chol-ho ham aslida, onasining dardini yaxshi tushunardi. Onasining Shimolda kattagina yeri bor edi. Ular to‘kin-sochinlikda yashardilar. Qishloqning deyarli oqsoqoli edi. Bu yerchi?! Tepaliklarni tekislab, chumchuqning iniday qilib paneldan qurilgan omonat katalakchalar

Chol-honing onasi uchun isnod edi. Buning ustiga «Ozodlik qishlog‘i» deb atalgan ushbu qishloq nomi o‘ziga mos emasdek edi. Chol-honing onasi hali ham asl vaziyat mag‘zini chaqa olmasdi. Sengga o‘z yurtingga qaytishga ruxsat berishmasa, o‘z yurtidagi hamma narsangni musodara qilib yuborishsa. Bu nimaligini Chol-honing onasi umuman tushunmasdi. Aksincha, ular Janubga qochib kelganlaridan beri biror marotaba bo‘lsin «qaytaylik» degan so‘zni ishlatmagan kuni yo‘q edi. O‘g‘illik mas‘uliyati. Erlik mas‘uliyati. Otalik mas‘uliyati. Uka-singilga akalik mas‘uliyati. Yana buxgalter-ekspertlik idorasida kotiblik mas‘uliyati. Bajarishim kerak bo‘lgan mas‘uliyatlarim bisyor. Juda ham bisyor. Yaxshi, men sen aytganingdek Yaratganning adashgan o‘qidirman. Haqiqatan ham men qayerga borishimni bilmayman. Lekin men hozir qaysidir manzilga, albatta, borishim zarur...».

Janubiy koreyaliklar o‘zlarining iste‘dodli hikoyanavislari, shoirlari va dramaturglarining, badiiy asarlar muntazam chop etiladigan ko‘p sonli turli jurnallar va nashrlarining xaqiqiy ixlosmandlaridir. Bu mamlakatda hatto kundalik gazetalar ham doimiy ravishda yangi roman, qissa va hikoyalarni sonma-son e‘lon qilib boradilar. Janubiy Koreyada har yili topshiriladigan qator adabiy mukofotlar ta‘sis etilgan. Bu o‘z qadimiy adabiyoti bilan haqli ravishda g‘ururlanadigan Janubiy Koreyada badiiy adabiyot tobora ravnaq topayotganligining yaqqol nishonalidir.

Ushbu mamlakat adabiyoti asta-sekin jahonda ham tanilib borayotganligining dalolatiga yana bir chizgi. Janubiy Koreya poytaxti — Seulda Osiyoning eng yirik kitob magazinlaridan biri - Kyoboning ulkan vitrinasida adabiyot soxasida Nobel mukofoti laureatlarining ismi-shariflari qayd etilib, sur‘atlari ilib qo‘yilgan. Bu qatordagi ramkalardan biri bo‘m-bo‘sh. Ammo uning tagida quyidagi yozuvga ko‘zingiz tushadi: —Adabiyot soxasida bo‘lajak Nobel mukofoti laureate - koreys uchun...

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THE CONCEPT OF JADIDISM AND ITS ESSENCE

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Abstract. *This article analyzes the concept of modernism and its essence.*

Key words: *jadid, newspaper, magazine, press, education, printing house, school.*

ПОНЯТИЕ ДЖАДИДИЗМА И ЕГО СУЩНОСТЬ

Аннотация. *В статье анализируется понятие модернизма и его сущность.*

Ключевые слова: *джадид, газета, журнал, пресса, образование, типография, школа.*

Jadidism refers to a reform movement within the Muslim communities of Central Asia, particularly in the late 19th and early 20th centuries. The term "Jadid" means "new" or "modern" in Arabic. Jadidism emerged as a response to the socio-economic and political challenges faced by Muslim societies under Russian imperial rule. The Jadids advocated for modernization, particularly in education, and sought to reconcile traditional Islamic values with contemporary knowledge and progress. They emphasized the importance of secular education alongside religious education, aiming to equip Muslims with the skills necessary to thrive in the modern world.

Key figures in the Jadid movement include Ismail Gasprinski, Mahmud Khoja Behbudiy, and Munavvar qori Abdurashidxonov. Gasprinski, in particular, played a significant role in promoting education and literacy among Muslims in the region through his publications such as "Terjuman" and "Alem-i Nisvan." The Jadid movement faced opposition from conservative religious authorities who viewed their reforms as a threat to traditional Islamic teachings. Despite this resistance, Jadidism left a lasting impact on the educational landscape of Central Asia, laying the groundwork for the modernization of Muslim societies in the region.

Modernization of Education: Jadids advocated for the modernization of Islamic education to incorporate secular subjects such as science, mathematics, languages, and social sciences. They believed that traditional Islamic education alone was insufficient to meet the challenges of the modern world. Secularization: While Jadids were committed Muslims, they emphasized the separation of religion and state, as well as the importance of secular education. They sought to create a distinction between religious teachings and worldly knowledge.

1. Promotion of Literacy: One of the central goals of Jadidism was to increase literacy rates among Muslims, particularly in Central Asia where illiteracy was widespread. They believed that education was crucial for the advancement of society and the empowerment of individuals.

2. Gender Equality in Education: Jadids were progressive in advocating for the education of women, challenging traditional norms that restricted women's access to education. They believed that women should have equal opportunities to pursue knowledge and contribute to society.

3. Cultural and National Identity: Some Jadids also promoted the preservation and cultivation of Central Asian cultural identity within the context of modernization. They sought to adapt modern educational methods while maintaining pride in their cultural heritage.

4. Social Reform: Beyond education, Jadidism often encompassed broader social reform initiatives aimed at improving living conditions, promoting social justice, and fostering economic development in Muslim communities.

5. Pan-Turkism and Pan-Islamism: Some Jadid thinkers were influenced by pan-Turkic and pan-Islamic ideologies, which emphasized solidarity and unity among Turkic and Muslim peoples across different regions. This often involved a sense of shared identity and common cause against colonialism and imperialism.

6. Overall, Jadidism represented a multifaceted movement with diverse intellectual currents, but its core ideas revolved around the modernization and reform of Islamic education, the promotion of secular knowledge, and the empowerment of Muslim communities in the face of social, political, and cultural challenges.

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HARAKATLAR STRATEGIYASI DAVRIDA VIZA SIYOSATI

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Annotatsiya. Mazkur maqolada Harakatlar strategiyasining O'zbekistonda turizm sanoatini rivojlanishiga keng yo'l ochishi tahlil qilinadi. Sohadagi viza siyosatidagi bosqichma-bosqich amalga oshirilgan yengilliklar va islohotlar orasidagi ijobiy o'zgarishlar bilan bog'liq fikrlar tahlil qilingan.

Kalit so'z: Turizm, vizasiz rejim, viza, elektron viza, pandemiya, “E-visa.uz”, ziyorat, xavfsiz turizm, E-Visa.

VISA POLICY DURING THE ACTION STRATEGY PERIOD

Abstract. This article analyzes the way the Strategy of Actions paves the way for the development of the tourism industry in Uzbekistan. Opinions related to the positive changes between the phased easing and reforms in the visa policy in the field are analyzed.

Key words: Tourism, visa-free regime, visa, electronic visa, pandemic, “E-visa.uz”, visit, safe tourism, E-Visa.

ВИЗОВАЯ ПОЛИТИКА В ПЕРИОД ДЕЙСТВИЯ СТРАТЕГИИ

Аннотация. В данной статье анализируется, как Стратегия действий открывает путь для развития туристической отрасли в Узбекистане. Анализируются мнения, связанные с положительными изменениями между поэтапным смягчением и реформами визовой политики на местах.

Ключевые слова: Туризм, безвизовый режим, виза, электронная виза, пандемия, «E-visa.uz», посещение, безопасный туризм, E-Visa.

2017-2021 yillarda O`zbekiston turizmida jadal o`zgarishlar amalda oshirildi. Bu jarayonning asosiy omili Prezident Sh.M.Mirziyoev tashabbusi bilan boshlangan islohotlar bo`ldi. 2016 yil 6 dekabrda "O`zbekiston Respublikasining turizm sohasini jadal rivojlantirishni ta`minlash chora-tadbirlari to`g`risida" gi PF-4861-sonli farmon bilan turizm sohasida yangi islohotlar davri boshlandi. Farmon sayyohlik sohasida tarixiy madaniy merosi va ko`p ming yillik qadriyatlar bilan Markaziy Osiyoda ustun mavqega ega bo`lgan O`zbekistonda ushbu sohani iqtisodiyotning strategik muhim tarmoq sifatidagi o`rnini mustahkamlash, liberallashtirishning iqtisodiy hamda tashkiliy huquqiy shart sharoitlarini ishlab chiqish va qisqa muddatlarda joriy etish hamda yangi sayyohlik turlari, mahsulotlari va yo`nalishlarini yaratish bilan jahon turizm bozorida o`ziga xos jozibador imijini namoyon etish orqali yangi sayyohlik guruhlari va ular keladigan davlatlar geografiyasini kengaytirish maqsadida o`rta muddatli istiqboldagi turizm industriyasining jadal rivojlanishiga xizmat qiladigan ilg`or innovatsion yechimlar hamda dolzarb vazifalari belgilandi.

Shuningdek, viza rejimi, ro`yxatdan o`tkazish, pasport va bojxona tartib qoidalarini soddalashtirish, statistik hisobga olishning innovatsion usulini joriy etish, zamonaviy turizm va yo`l transport infratuzilmasini barpo etish, ziyorat turizmini rivojlantirish, joylashtirish vositalari qurish uchun imtiyoz va preferensiyalar berish kabi bir qator qulaylik va yengilliklarni berishning tashkiliy va huquqiy asoslarini yaratish jarayonlarini ushbu farmon boshlab berdi.

Turizm taraqqiyoti uchun huquqiy asoslardan biri bu – O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi PF-4947-sonli "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi Farmonidir. Harakatlar strategiyasining "III. Iqtisodiyotni rivojlantirish va liberallashtirish"ning ustuvor yo'nalishida birinchidan, respublika va mahalliy hokimiyatlarning o'z hududida turizm salohiyatini uning talablaridan kelib chiqib to'g'ri rejalashtirishi va turizm industriyasini jadal rivojlantirish; ikkinchidan, turizmning xalqaro standartlarini yanada kengroq joriy etish va uni boshqa sohalarni rivojlanishiga ta'sirini kuchaytirish orqali iqtisodiyotda uning roli va ulushini oshirish; uchinchidan, turistik xizmatlarni diversifikatsiya qilish va sifatini yaxshilash, to'rtinchidan, respublikaning xos hududlarida ziyorat, tog', ekoturizm, madaniy va rekratsion turizmi bo'yicha keng imkoniyatlarini hisobga olib, turizm infratuzilmasini kengaytirish maqsadlari belgilandi.

Harakatlar strategiyasi besh bosqichda, yurtimizda yillarga beriladigan nomlardan kelib chiqib, har bir yil bo'yicha davlat dasturlari qabul qilinishini nazarda tutilgan. Ushbu belgilab berilgan dastur chora-tadbirlaridan kelib chiqib, Turizmni rivojlantirish qo`mitasi va uning viloyatlardagi departamentlari hamda viloyat hokimliklari tomonidan hududiy dasturlar ishlab chiqilib amalga oshirildi.

Turizm sohasida 2016 yil 6 dekabrda "O`zbekiston Respublikasining turizm sohasini jadal rivojlantirishni ta`minlash chora-tadbirlari to`g`risida" gi PF-4861-sonli va 2017 yil 7 fevraldagi PF-4947-sonli "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi Farmonida belgilab berilgan vazifalarning hayotga tadbiriq etilishi yangi islohotlar jarayonining boshlanishiga turtki berdi. Islohotlargacha viza sohasida "Xorijiy fuqarolarning va fuqaroligi bo'lmagan shaxslarning o'zbekiston respublikasiga kelishlari, ketishlari, bu yerda bo'lishlari va tranzit o'tishlari tartibi to'g'risida" O`zbekiston Respublikasi Vazirlar Mahkamasining 1996 yil 21 noyabrda 408-son qarori bo`lib, unga ko`ra fuqarolari uchun O'zbekiston Respublikasida vizasiz rejim joriy qilingan mamlakatlar ro`yxatida

cheklanmagan muddatda ikki tomonlama xalqaro shartnomalar va tenglik asosida Ozarbayjon, Gruziya, Armaniston, Belarus, Qozog'iston, Moldova, Rossiya Federatsiyasi, Ukraina, Qirg'iziston bilan (60 kungacha) va Tojikiston Respublikasi (30 kungacha) bilan ikki tomonlama vizasiz rejim o'rnatilgan edi, xolos. Zamonaviy turizmni rivojlantirishning muhim tadbirlaridan biri bu vizasiz rejim yoki soddalashtirilgan tartib qoidalar bo'ldi. Viza rejimi, ro'yxatdan o'tkazish, pasport va bojxona tartib qoidalarini soddalashtirish chora-tadbirlari turizm sohasi kutayotgan ijobiy o'zgarishlarning boshlanishi bo'ldi:

Birinchidan 2018 yil 10 fevraldan boshlab yettita davlat ya'ni, Isroil, Indoneziya Respublikasi, Koreya Respublikasi, Malayziya, Singapur Respublikasi, Turkiya Respublikasi va Yaponiya davlati fuqarolari, hamda, O'zbekiston Respublikasiga muntazam aviaqatnovlarni amalga oshiruvchi xorijiy aviakompaniyalar havo kemalari ekipajining a'zolari uchun O'zbekiston Respublikasi hududiga kirgan kundan e'tiboran 30 kunlik muddatga vizasiz rejim belgilandi.

Shuningdek fuqarolari uchun Tashqi ishlar vazirligiga turistik vaucherni yoki O'zbekistonga taklif qilayotgan yuridik yoki jismoniy shaxsning murojaatnomasini taqdim etishga oid talab bekor qilinishini hamda hujjatlarni qabul qilish kuni hisobga olinmagan holda ikki ish kuni mobaynida vizani rasmiylashtirishni nazarda tutadigan turizm vizalarini rasmiylashtirishning soddalashtirilgan tartibi joriy qilinadigan mamlakatlar ro'yxati 1-ilovaga muvofiq tasdiqlandi.

Ikkinchidan O'zbekiston Respublikasi hamda Fransiya Respublikasi o'rtasida madaniy, ilmiy, ta'lim almashinuvini, investitsiyaviy iqlimni yaxshilash, mamlakatimizning turistik salohiyatini rivojlantirishga ijobiy ta'sir ko'rsatadigan xalqaro munosabatlarni rivojlantirish uchun yanada qulay shart-sharoitlarni yaratish maqsadida: 2018 yil 5 oktyabrdan boshlab Fransiya Respublikasi fuqarolari uchun O'zbekiston Respublikasi hududiga kirgan kundan e'tiboran 30 kunlik muddatga vizasiz rejim belgilandi.

Uchinchidan O'zbekiston va Germaniya o'rtasidagi madaniy, ilmiy va ta'lim almashinuvini kuchaytirish, investitsion muhitni yaxshilash va sayyohlar oqimini yanada oshirish maqsadida, 2019-yil 15-yanvardan Germaniya davlati fuqarolari uchun O'zbekistonga kirishda 30 kunlik vizasiz rejim joriy etildi. Bu qarorning asosiy omili birinchi Germaniya Federativ Respublikasi fuqarolari tomonidan E-visa elektron dasturi orqali viza rasmiylashtirgan va ushbu dasturdan ko'p foydalangan davlatlar qatoridan o'rin egallagani, ikkinchi 2017-2018 yillarda O'zbekistonda germaniyalik sayyohlar soning to'xtovsiz oshib borishidir.

To'rtinchidan 2019 yil 1 fevraldan boshlab:

a) dunyodagi 45 ta mamlakat (2-ilova) fuqarolari uchun 30 kun muddatga vizasiz rejim belgilanishi.

b) 2019 yil 1 fevraldan boshlab fuqarolari elektron kirish vizasini olish imkoniyatiga ega bo'lgan 76 ta mamlakat ro'yxati (3-ilova) belgilanib, O'zbekiston Respublikasi Prezidentining 2019 yil 19 martdagi PF-5693-sonli Farmoni tahriridan so'ng esa ro'yxatdagi davlatlar soni 78 taga yetkazilgan.

d) 2019 yil 15 martdan boshlab 30 kunlik amal qilish muddati bo'lgan elektron kirish vizasining quyidagi turlarini berish tizimini joriy etish:

1. ikki martalik, konsullik yig'imi 35 AQSH dollari miqdorida;
2. ko'p martalik, konsullik yig'imi 50 AQSH dollari miqdorida;

e) O'zbekiston Respublikasiga tashrif buyuradigan xorijiy fuqarolarning ayrim guruhlari uchun (4-ilova) qo'shimcha (elektron bo'lmagan) kirish vizalari toifalarini berish ya'ni beshta

toifa(band) ro`yxati joriy etilib, so`ngra 2019 yil 19 sentyabrdagi PF-5833-sonli Farmoniga ko`ra 6 band «Investment visa» - vizasi kiritilgan.

f) Fuqarolari ko'chmas mulk sotib olish sharti bilan O'zbekiston Respublikasida yashash guvohnomasini olish huquqiga ega bo'lgan 109 ta xorijiy mamlakat(5-ilova) fuqarolariga O'zbekiston Respublikasida yashash guvohnomasini olish huquqi taqdim etildi. 2019 yil 19 martdagi PF-5693-sonli Farmoniga ko`ra ushbu ro`yxatga Eron Islom Respublikasi, Janubiy Afrika Respublikasi va Xitoy Xalq Respublikasining Gonkong maxsus ma'muriy hududi fuqarolari ham kiritildi.

Beshinchidan 2019 yil 20 martdan boshlab Birlashgan Arab Amirliklari fuqarolari uchun, shuningdek, 2020 yil 1 yanvardan boshlab Birlashgan Arab Amirliklari rezidenti maqomini olgan xorijiy davlatlar fuqarolari uchun O'zbekiston Respublikasi hududiga kirgan kundan e'tiboran 30 kun muddatga vizasiz rejim belgilandi.

Oltinchidan 2020-yil 1-yanvardan boshlab 20 ta mamlakat fuqarolari uchun 30 kun muddatga vizasiz rejim belgilandi.

Yettinchidan 2021-yil 1-martdan boshlab, O'zbekiston Respublikasi hududiga kirgan kundan e'tiboran 10 kunlik muddatga o'z yoki uchinchi mamlakatga uchish aviachiptasini taqdim qilgan Bahrayn Qirolligi, Qatar Davlati, Quvayt Davlati, Ummon Sultonligi va Xitoy Xalq Respublikasi, shu jumladan Xitoy Xalq Respublikasining Gonkong va Makao maxsus ma'muriy hududlari fuqarolari uchun vizasiz rejim joriy etildi. Vizasiz rejim joriy etilgan davlatlar soni 2018-yilda 18 ta, 2019-yilda 65 taga yetkazildi. 2020-yil 1-yanvardan esa mazkur raqam 86 ga 2021 yil 15 mart holatiag ko`ra, fuqarolari uchun O'zbekiston respublikasida vizasiz rejim joriy qilingan davlatlar soni 90 tani tashkil etmoqda.

Jahon turizmi rivojini kuzatish, rivojlanish omillarini o`rganish natijasida O`zbekistonga kirish turizmi uchun yanada keng qulayliklar yaratish bilan ortiqcha vaqt va ovoragarchiliklarga(suhbat, qog`ozbozlik kabilar) chek qo`yish uchun elektron kirish vizalarini (E-Visa) berish ya`ni amaliyotga qo`llash tizimini yo`lga qo`yish masalasi bo`yicha tayyorgarliklar 2017 – 2018 yil boshlarida jadal olib borildi. Endi hamma faoliyat internetda onlayn amalga oshiriladigan bo`lib, unda asosiy yutuqlardan biri bu rasmiy hujjatlashtirish jarayonining tez va qisqa vaqtda amalga oshirilishidir.

E-Visa tizimi O`zbekiston bilan bir vaqtda mustaqillika erishib, lekin iqtisodiy rivojlanishda jumladan turizm sohasida ilgarilab ketgan Kavkazortidagi Gruziya, Ozarbayjonda elektron vizalar tizimi joriy etilishi turizm industriyasining jadal rivojlanishiga omil bo`lib, sayyohlar sonining ko`payishiga ta`sir qilganligi tahliliy o`rganilib, bu tajribani O`zbekistonda joriy qilish chora – tadbirlari boshlab yuborildi. Elektron viza tizimini joriy qilish mamlakat viza tartibining soddalashtirilishini talab qiladi. “O'zbekiston respublikasi turizm salohiyatini rivojlantirish uchun qulay sharoitlar yaratish bo'yicha qo'shimcha tashkiliy chora-tadbirlar to'g'risida” gi farmonga ko`ra 2018 yil 1 iyuldan boshlab elektron kirish vizalarini berish tizimi ishga tushirilishini belgilandi. “O'zbekiston Respublikasiga xorijiy fuqarolarning kirishi tartibini optimallashtirishga doir qo'shimcha chora-tadbirlar to'g'risida” 2018-yil 4-iyuldagi 3836-sonli qaroriga ko`ra 2018 yil 15 iyuldan boshlab “E-visa.uz” kirish vizalari(elektron vizalar)ni rasmiylashtirish va taqdim etish tizimi joriy etildi. Ushbu kundan e'tiboran xorijiy fuqarolar O'zbekistonga kirish vizasini olish uchun diplomatik vakillik yoxud O'zbekistonning chet ellardagi konsullik idorasiga rasmiy murojaat qilishi shart emas. “E-visa.uz” - 30 kun muddatga O'zbekiston

hududida bo'lish huquqini beradi va undan taqdim etilgan kundan boshlab 90 kun muddat ichida foydalanish mumkin. Viza olish uchun murojaat yuborilgan kundan tashqari, 2 kun ichida ko'rib chiqiladi. Murojaatlarni ko'rib chiqish uchun 20 AQSH dollari miqdorida boj to'lanadi. O'z navbatida yuqoridagi qarorda 15 iyuldan boshlab, viza rasmiylashtirishning soddalashtirilgan tartibidan foydalanishi mumkin bo'lgan 51 davlat fuqarolariga nisbatan amal qilishi hamda O'zbekistonda gi xalqaro aeroportlar orqali uchinchi tomonga tashrif buyurmoqchi bo'lgan 101 ta davlat fuqarolari besh kungacha O'zbekistonda qolishi mumkinligi belgilab qo'yildi.

Bu chora – tadbir O'zbekistonda to'xtab o'tuvchi, ma'lum vaqt bo'ladigan sayyohlarning bu yerdagi tarixiy – madaniy yodgorliklarini borib ko'rishlari uchun qulay imkoniyat yaratadi. 2019 yil 5 yanvardagi PF-5611-son Farmoniga ko'ra 2019 yil 1 fevraldan boshlab fuqarolari elektron kirish vizasini olish imkoniyatiga ega bo'lgan mamlakatlar soni ro'yxatda 77 ta etib belgilandi. O'zbekistonga “e-visa.gov.uz” portali orqali “E-VISA.UZ” tizimi yordamida elektron vizani rasmiylashtirib, elektron viza olish mumkin bo'lgan davlatlar soni 2021 yil 15 martda 57 tani tashkil qilmoqda.

Xulosa qiladigan bo'lsak, turizm industriyasi sohasidagi islohotlarning jadallashtirilishi albatta hukumat va viloyat ma'muriyatlarining sohaga oid qabul qilingan qarorlar, farmonlar, konsepsiya va dasturlarda belgilangan chora – tadbirlarning o'z vaqtida, sifatli va to'liq bajarilishini ta'minlash borasida o'z ma'suliyatlarini aynan viloyat hokimi tomonidan shaxsiy javobgarlik yuklatilishi hamda shaxsan viloyat hokimi ijro yuzasidan javobgarlik va nazoratni o'z zimmasiga olishi natijasida ijobiy o'zgarishlarga yo'l ochildi. Bu borada viza rejimi, ro'yxatdan o'tkazish, pasport va bojxona tartib qoidalarini soddalashtirish hamda statistik hisobga olishning innovatsion usulini joriy etish kabi yengilliklar va yangiliklarning joriy etilishi kirish va chiqish turizmi uchun o'ziga xos muhim tadbirlardan biri bo'ldi. Konsepsiya maqsadlari yuzaga chiqib, turistlar uchun qulay sharoitlar va muhit yaratilishi, viza, pasport, bojxona tartiblarining soddalashtirilishi, mehmonxona va boshqa joylashtirish vositalarining barpo etilishi, standartlar talabi darajasidagi xizmatlar joriy etilishi, internet tarmog'i va turizm rivojlangan davlatlardagi olib borilgan targ'ibot – tashviqot ishlari, hududning turistik salohiyatini targ'ib qilish uchun chet el OAVlarini keng miqyosda jalb etilishi kabi omillar turistlar sonining ko'payishiga, ular tashrif buyuradigan davlatlar geografiasining kengayishiga, joylashtirish vositalarining ko'payishiga, yangi ish o'rinlarining yaratilishi bilan bir qatorda turizm sohasini yangilash va kengaytirish uchun bir qator manzilli va tizimli chora – tadbirlar amalga oshirildi.

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UZBEK AND ENGLISH LITERATURE

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Abstract. Below we have considered different genres in comparing the similar aspects of English and Uzbek literature. In this article, while analyzing the genre of fairy tales, we analyzed the similar aspects of the genre of fairy tales in English and Uzbek literature.

Keywords: similar aspects, analyzing, the humor unique, traditional magic numbers, english folklore, english folk tales.

УЗБЕКСКАЯ И АНГЛИЙСКАЯ ЛИТЕРАТУРА

Аннотация. Ниже мы рассмотрели разные жанры при сравнении схожих аспектов английской и узбекской литературы. В данной статье при анализе жанра сказки мы проанализировали сходные аспекты жанра сказки в английской и узбекской литературе.

Ключевые слова: сходные аспекты, анализ, уникальный юмор, традиционные магические числа, английский фольклор, английские народные сказки.

Every national literature, regardless of which language and geographical region it is created in, is a component of world literature. In order to achieve such an honor, this literature must have passed the path of formation and development, and must be acting in creative contact with other national literatures.

Classical Uzbek literature has been a component of Eastern literature for centuries. Just as it is impossible to imagine world literature without the literature of the East - the great Persian poets Abul Qasim Firdavsi, Muslihiddin Sa'di, Hafiz Sherozi, Umar Khayyam and the great Uzbek poets Alisher Navoi, Lutfi, Babur, Mashrablar, born in the bosom of this literature. It is difficult to imagine without the new Uzbek literature that has grown up.

New Uzbek literature, which appeared as modern literature at the beginning of the 20th century, produced such great poets and writers during its history of more than a hundred years that their works and creative achievements contributed not only to the development of new Uzbek literature, but also to the development of world literature. It would not be an exaggeration to say that it was added. But when we say "world literature", we mainly mean the literature of European and American nations. However, the concept of "world literature" includes, in addition to these literatures, the literatures of the peoples of Asia, Africa and others.

Below we have considered different genres in comparing the similar aspects of English and Uzbek literature. In this article, while analyzing the genre of fairy tales, we analyzed the similar aspects of the genre of fairy tales in English and Uzbek literature.

Among English and Uzbek folk tales, you can find many similar themes. In this respect, similar themes in fairy tales are included in the series of mobile plots. Similarity in plots, compatibility in national aspects is one of the main issues that should be studied in the field of literary relations. Because the representative of every nation and people can meet examples of the history of representatives of other nations in their history.

In English folk tales, as in other folk tales, hard work, intelligence, ingenuity, courage, heroism are sung, laziness, laziness, stupidity are laughed at, cruelty is discussed. English folk tales started to be collected and published late compared to the tales of other countries. The first collections of English fairy tales began to appear at the end of the nineteenth century. Joseph Jacobs, the president of the English Folklore Club, was the first to collect English folk tales and published a two-volume collection of English folk tales.

It was very difficult to collect fairy tales, because most of them were forgotten. Joseph Jacobs, like Charles Perrault and the Brothers Grimm, did not artistically edit or rework fairy tales, on the contrary, he published them as they were created by the people in their own language. Some English fairy tales are reminiscent of other folk tales. It is especially similar to German and French fairy tales. The history of England, Germany and France is related to each other, and therefore it is natural that the influence of other countries can be felt in English folklore. But in fact, English fairy tales have become unique.

English folk magic tales are distinguished by their uniqueness and variety. In this, the image of textile heroes, impure forces, creatures, the end of a fairy tale, romance has its own unique place. The heroes of some fairy tales are hardworking, truthful, noble and brave, and some heroes have become real heroes of the people.

For example, the farmer's son Jack in the fairy tale "Adventures of Jack the Giant-Killer" thought only about the reward when he went into battle with cannibals, but then he becomes a real warrior on the way to save his people from cannibals. The heroes of other fairy tales do not belong to this level of do-gooders.

They achieve their goals through trickery and deception. But their originality is the main sign of entrepreneurship and courage.

This is highly valued by the British, because this feature was created during the development of capitalism and the formation of bourgeois society. For example, Molly in the tale "Molly Whoopie" and Jack in the tale "Jack and the Beanstalk" achieve happiness for themselves and their loved ones by deceiving man-eating creatures.

The humor unique to the English people is evident in his tales. That is why most of the English fairy tales can be said to be humorous tales.

There are variants of similar tales in English folklore. For example, there are three versions of the tale of the three bears. In the first version, a little girl with golden curly hair comes to the bear's house, in the second, a little dark old woman comes, and in the third, a fox comes. "The Gingerbread Man" and "Johnny-cake" tales are similar in many ways, but they are different tales.

According to their structure, these tales are similar to the Russian folk tale "Bog`irsoq". Although the stories "Catskin" and "Cap of Rushes" are similar in terms of plot, you can learn their difference during the reading process.

Since the very distant times when people learned to count, there has been a tradition of connecting the secret of various events in life to certain numbers. The first traditions in the number system are related to the number three. In fairy tales, this number is used to expand the plot, exaggerate and develop the motif of the fairy tale.

For example, in English folk tales such as "Three Little Pigs", "Goldilocks and the Three Bears", and in Uzbek folk tales such as "Father's Testament", "Three Brothers and Heroes", the role of the number three can be seen in the development of the fairy tale. Because in these tales, the situation in the plot is repeated three times.

Traditional magic numbers are also referred to in the fairy tale "Craftsman Boy". With the help of these numbers, the content of the fairy tale is revealed more deeply and widely. The number three is especially common in fairy tales.

For example: a young man learns three trades and after these three trades saves his life and becomes rich, a rich man is known among his servants before three days have passed, the king's daughter defeats him in chess in three days. It is the repetition of this number that increased the effect of the image with its essence, gave continuity to the events of the fairy tale plot, and imbued it with the character of adventure. As a result, elements of repetition and imagery are preserved in the fairy tale.

It is known from history that the number three was widely used in fairy tales to expand the plot of the genre and enrich it. These features of the number can be found in the tales of both nations. In the fairy tales "The Three Little Pigs", "Goldilocks and Three Bears", giving the plot to the reader more widely, expanding the content of the fairy tale through repetition is revealed through the number three.

In fairy tales, the same situation is repeated three times, and each time some changes are made. Repeating and expanding the situations three times on the one hand serves to expand the content of the fairy tale, on the other hand it increases the reader's interest and encourages him to go to the end of the fairy tale.

In the fairy tale "Hunarmand Yugit", in addition to the traditional number three, the number seven is widely used: "When Mamat falls into a well, he meets a giant lying sick under it. "Dev has been sick and unconscious for seven years, and he regained consciousness after Mamat's bell played in seven days." In contrast to the translation of the situations related to the number three, the images with the participation of the number seven show a wider range of situations in the reader's imagination.

In particular, the period when the giant was sick for seven years and his recovery in seven days inspires some confidence in the magic of numbers. In English and Uzbek folk tales, the

number seven has a special magical power. This number in magical fairy tales brings the plot of the fairy tale to an end. "Snow-White and Seven Dwarfs" - "Oppogoy va seven dwarves" In general, unusual helpers like seven dwarfs make up the mythological nature of the hero.

According to M. Joraev, the traditionalization of the number seven as a magic number in folklore goes back to the primitive views of the nature of our ancestors. Under this number, in the mythology of the Turkic peoples who lived in Central Asia, the views about the mythological understanding of nature and the cult of ancestors are united. It is known that repeating the action seven times has an additional semantic sign in addition to its duration.

The giant's seven years of illness and seven days of recovery are also represented by this sign. Among the Uzbek people, there is also a belief related to the number seven, and this belief in the form of "seven is gone" is viewed as saying that if you pass seven, any illness will be cured or vice versa. In the fairy tale "Craftsman", this belief is implied, and the recovery of a giant who was sick for seven years in seven days is connected with the same "magical property" of the number.

Analysis of similarities between epic genres in Uzbek and English folklore, analysis of traveling and similar plots in examples of folklore of different nations and places. Some interest in Uzbek folklore studies in the following years to make comparative comments with folklore of other nations and peoples. the increase is having a significant effect.

The comparison of the characteristics of a number of genres created during the literary development of the nation - fairy tales, epics, ritual folklore - is considered very important in the establishment of literary cooperation relations in the current independence years of this master's dissertation. Folklore examples that poetically reflect the national ideology and spirit of the people are worthy of attention for their deep ideological and artistic nature.

In them, the dreams and aspirations of the ancestors over the centuries, their struggle for freedom and freedom, their pain and suffering, their character, their unique traditions, creativity and creative potential are seen as important signs that express the national mentality. is thrown to z. For this reason, it is necessary to collect, publish, study folklore examples that have played a leading role in the development and enrichment of the spiritual world of society, compare them with examples of oral creativity of other nations, bring out their similarities and differences, and present it to the world. Incorporating spirituality into the pages is one of the important tasks of today.

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БУХОРО ШАҲРИ ҚАДИМИЙ ДАРВОЗАЛАРИНИНГ ШАКЛЛАНИШ ТАРИХИГА ДОИР

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Аннотация. Мақолада Бухоро шаҳрининг қадимий 11 дарвозаси, уларнинг қурилиш тарихи, вазифаси, номланиши, ижтимоий ҳаётда тутган ўрни, улар билан боғлиқ тарихга доир масалалар манбалар ва дала материаллари асосида ўрганилган.

Калим сўзлар: Шахристон девори, Арк дарвозаси, Сиёвуш қабри дарвозаси, Мозор дарвозаси, миршабхона.

ON THE HISTORY OF THE FORMATION OF THE ANCIENT GATES OF THE CITY OF BUKHARA

Abstract. The article, based on sources and field materials, studies 11 ancient gates of the city of Bukhara, the history of their construction, function, name, role in public life, historical issues related to them.

Keywords: The wall of the shakhristan (city), gate of Ark, the gate of grave Siyavush, the gate of Mazar, Mirshabhana (arrest house).

К ИСТОРИИ ФОРМИРОВАНИЯ ДРЕВНИХ ВОРОТ ГОРОДА БУХАРЫ

Аннотация. В статье на основе источников и полевых материалов изучаются 11 древних ворот города Бухары, история их строительства, функция, название, роль в общественной жизни, исторические вопросы, связанные с ними.

Ключевые слова: Стена шахристана (города), ворота Арк, ворота могила Сиявуша, ворота Мазар, миршабхана (арестный дом).

Қадимда шаҳарларнинг мудофаа деворлари билан ўраб олиниши, табиийки, душмандан ҳимояланиш, хавфсизликни таъминлаш нуқтаи назаридан муҳим саналган.

Шунингдек, улар қалъа - қўрғонларнинг кудратини намоён этган.

Бухоро воҳасида бугунги кунда учта мудофаа деворлари қолдиғи сақланган бўлиб, кўпчилик уларни ажратишда аксарият ҳолларда чалкашликларга учрайди. Биринчиси бутун воҳани ўраб олган Кампирак ёки Кампир девор бўлиб, узунлиги 330 километрни ташкил этади⁹⁰. Иккинчисининг узунлиги 12 километр. У қўхна кентнинг 555 гектарлик эски шаҳар қисмини ўраб турган. Учинчиси эса шаҳар ичидаги шаҳар номи билан машҳур Арки олийнинг 800 метрга чўзилган девор қолдиқларидир⁹¹.

Бугунги кунда Бухоро дарвозалари сони 11 тами ёки 12 та деган масала доим баҳс-мунозарага сабаб бўлиб келади. Мазкур масалада манбалар, илмий-тарихий адабиётлар, архив маълумотларидан хабардор тарихчилар фикри муҳим аҳамиятга эга, албатта.

Шаҳарсозликдаги муҳим элемент саналган девор, дарвоза, арк, сарой, ҳаммом, тим ва тоқлар сони аниқ бўлиб, шаҳар ҳақидаги деярли барча манбаларда булар қайд этилади.

Ҳозиргача Тошкент шаҳрида 12 та, Хива Ичанқалъада 4 та дарвоза бўлганлиги яхши маълум. Худди шундай Бухоро шаҳри дарвозалари сони 11 та. Бу инкор этиб бўлмайдиган ҳақиқат. Сабаби, дарвозалар номи, жойи, сурати ва кўриниши маълум.

Илк ўрта асрларда шаҳристон 18-20 гектар ҳудудни эгаллаб, 7 дарвозали бўлган.

Улар дарвозаи бозор, дарвозаи шаҳристон, дарвозаи Бани Саъд, дарвозаи Бани Асад, Дарвозаи Кабирия, дарвозаи Ҳафс, дарвозаи Нав номлари билан аталган⁹².

Кейинчалик, шаҳар девори кенгайтирилиши натижасида дарвозалар сони ошиб борган.

Шаҳар девори охириги маротаба 1540-1549 йилларда шайбонийлар сулоласи вакили Абдулазизхон даврида кенгайтирилган. Натижада шаҳар умумий майдони 440-450 гектарни ташкил этган ва дарвозалар 11 тага етган. Дарвозалар сони XX аср бошларигача шу ҳолатда ўзгармай келган. Девор бўйлаб жойлашган 11 дарвоза орқали шаҳарга кириш-чиқиш назорат қилинган ва мустаҳкам қўриқланган. Ярим айлана цилиндрсимон шаклдаги қўш минорали дарвозалар шом намозидан кейин ёпилиб, бомдод намозидан сўнг очилган.

Айримлар Арк дарвозасини ҳам шаҳар дарвозалари қаторига қўшиб, улар сонини 12 та деб аташади. Бу мутлақо хато. Арк қалъасининг 800 метрли девори мавжуд ва у икки дарвозали бўлган. Шаҳарнинг 555 гектарлик майдонни ўраб турувчи девор узунлиги эса 12 километрни ташкил этган. Ўз-ўзидан кўриниб турибдики, бир-бирига даҳли бўлмаган икки девор бор: Арк қўрғони ихотаси ва шаҳар ихотаси. Шу сабабдан ҳам Аркни шаҳар ичидаги шаҳарча деб аташади.

Агар Арк дарвозаси умумий рўйхатга қўшиладиган бўлса, унинг иккинчи дарвозасини ҳисобга олишга тўғри келади. Арк ҳисорининг ғарбий дарвозаси – Регистон, шарқий дарвозаси – Гўриён деб номланган⁹³. Ҳозирда фақат Регистон дарвозаси сақланган.

⁹⁰ Мухамедов Х. Қадимий мудофаа деворлари. – Тошкент: Ўзбекистон ССР Фанлар академияси, 1993; Мирзаахмедов Ж.К. Кампир девор - қадимги Бухоронинг кудратли мудофаа воҳа истехкоми // Древнее наследие Бухары (сборник научных и научно-познавательных статей). – Бухара: Дурдона, 2016. – С. 101.

⁹¹ Бобожонов Ш.У. Шариф шаҳар ёдгорликлари (Бухоро тарихий обидаларига саёҳат). – Бухоро: Бухоро. 2019. – Б.27.

⁹² Тўраев Х. Бухоронинг дарвозалари нечта бўлган? // Бухоронома. 2021 йил 1 ноябр.

⁹³ Наршахий М. Бухоро тарихи. – Тошкент: Шарқ баёзи, 1993. – Б.29.

Сиёвуш Вали дафн этилган Гўриён дарвозаси эса бузиб ташланган ва устидан девор тикланган⁹⁴. Лекин, Арк дарвозалари шаҳар дарвозаларига ҳеч қандай алоқадорлиги йўқ.

Бухоро ҳақидаги кўплаб тарихий асарлар, манбалар, илмий адабиётлар, эсдалик ва кундаликлар, харита ва чизмаларда дарвозалар ҳақида етарли маълумотлар берилган. Масалан, 1812-1813 йилларда Ўрта Осиёга саёҳат қилган ҳинд сайёҳи Мирза Иззатулла⁹⁵ ўз кўзи билан Бухоронинг 11 дарвозасини кўриб, шарқий томондан бошлаб ҳар бири қандай номланганини кундаликларида қайд этади⁹⁶:

1. Мозор — Баҳоуддин Нақшбанд мазорига чиқиб кетилганлиги учун “Мозор” дарвозаси деб номланган (шарқий).
2. Самарқанд — (шимоли ғарбда)
3. Имом — (ғарбда, Абу Хафс Кабир қабри учун)
4. Ўғлон — (шимолда)
5. Талипоч — (шимоли ғарбда)
6. Шергирон — (шимоли ғарбда)
7. Қоракўл — (ғарбда)
8. Шайх Жалол — (жануби ғарбда)
9. Намозгоҳ — (жануби ғарбда)
10. Саллаҳона — (шимоли ғарбда)
11. Қавола ёки Қарши — (шимоли ғарбда)

⁹⁴ Йўлдошев Н. Сиёвуш қабри. У Бухоро Аркининг қайси бир дарвозаси яқинида жойлашган // Бухоро ҳақиқати. 1997 йил 21 май.

⁹⁵ Бобожонов Ш.У. Бухорони зиёрат қилган Англия жосуси // Oriental art and culture. – Kokand. – 2020. – №3. – Б.417.

⁹⁶ Соколов Ю.А. Бухара, Самарқанд, Келиф в 1813 году (Публикация отрывка из «Мир Иззет Уллы в Среднюю Азию в 1812-1813 годах») / Труды Среднеазиатского государственного университета им. В.И.Ленина.-Т., изд. САГУ.1957.–С.200.

БУХОРОНИНГ 11 ДАРВОЗАСИ



Ҳар бир дарвоза маълум маъно ва вазифаларга эга бўлган. Масалан, Мозори шариф дарвозаси — шарофатли мозорга олиб борадиган дарвоза деб аталган. Маҳаллий аҳоли уни “Дари Мозор” ёки “Дари мозори Баҳоуддин” деб аташган. Чунки шу дарвоза орқали чиқиб Қасри Ҳиндувон қишлоғидаги Баҳоуддин Нақшбанд зиёратгоҳига борилган. Зиёратчилар шаҳардан зиёратгоҳга қатнаш учун Бухоронинг Мозор дарвозаси олдида тайёр турувчи 300 дан ортиқ эшаклардан фойдаланишган⁹⁷.

Девор бўйлаб жойлашган 11 дарвоза орқали шаҳарга кириш-чиқиш назорат қилинган ва мустаҳкам қўриқланган. Ярим айлана цилиндрсимон шаклдаги қўш минорали дарвозалар шом намозидан кейин ёпилиб, бомдод намозидан сўнг очилган. Девор атрофи бўйлаб шаҳарни қўриқлаш хизмати фаолият кўрсатган. Ҳар бир дарвозани ўнга яқин сарбоз ва уларнинг раҳбари ўнбоши бошқарган. Тунда 8-10 соат давомида дарвозалар хавфсизлиги тўлиқ таъминланган. Дарвозалар қулфлангач, калитларни шаҳар қўриқлаш хизмати миршабхонага жўнатган. Сўнгра шогирдпешалар орқали “Мириғазаб” деб аталувчи бош маҳкамага юборилган. Ҳар эрталаб соат 6-7 атрофида дарвозалар очилиб, соқчиларнинг навбатчилик хизмати алмашиб турган.

XIX аср иккинчи ярми ва XX асрда Бухоро шаҳрининг қўшлаб мукамал топографик хариталари тузилган бўлиб, уларда шаҳар дарвозалари сони, ўрни ва номи аниқ кўрсатилган. 1911-1912 йилларда Туркистон ҳарбий батальони лейтенанти Парфенов ва капитан Фенинлар томонидан тайёрланган харитада Бухоро шаҳридаги 547 та топографик пункт ва бинолар қаторида 11 дарвоза номи кўрсатилган. 1933 йилда мазкур шаҳар плани

⁹⁷ Гадов К., Бердиева С. Арминий Вамбери ва Мулло Содик //Нақшбандия.2013 йил (2)11-сон. –Б.35

Туркистон ҳарбий округи штаби томонидан нашр этилган⁹⁸. Бу муҳим илмий, амалий аҳамиятга эга шаҳар чизмаси ҳозирда нуфузли музей фондлари ва кутубхоналарида сақланмоқда.

Муҳим тарихий аҳамиятга эга дарвозаларнинг ҳаммаси 1940 йилгача сақланган бўлиб, кейинчалик турли баҳоналар билан бирин-кетин бузиб ташланган. Ҳозир фақат Талипоч ва Қорақўл дарвозалари асл ҳолича сақланиб қолган. Сўнги йилларда Ҳазрати Имом, Самарқанд, Саллохона ва Шайх Жалол дарвозалари ўз ўрнида қайта тикланди.

Ҳозирги кунда дарвозалар шаҳарнинг қайси ҳудудида жойлашганини эслатиш фойдадан холи эмас.

1. Мозор дарвозаси (сақланмаган) — Навоий номли 4-сонли мактаб қаршисида бўлган.
2. Самарқанд (қайта тикланган) — Самарқанд мавзесида.
3. Ҳазрати Имом (қайта тикланган) — халқ тилида Раймаг деб аталадиган айланма йўл олдида.
4. Ўғлон (сақланмаган) — Арк қалъасидан Марказий деҳқон бозори чорраҳасига бориш йўлида.
5. Талипоч (сақланган) — Деҳқон бозори автотураргоҳи ўнг томонида.
6. Шергирон (сақланмаган) — Ёғду ресторани йўлида, Эски “бомбей” кўчасида.
7. Қорақўл (сақланган) — Трикотаж фабрикаси бекати олдида.
8. Шайх Жалол (қайта тикланган) — Бухоро вилоят кўп тармоқли шифохонаси йўли, “Караван” кафеси олдида.
9. Намозгоҳ (сақланмаган) — Турки Жанди маҳалласи ҳудудида, Римконтор йўлида.
10. Саллохона (қайта тикланган) — шаҳар ҳокимлиги ва кадастр агентлиги бинолари оралигида.
11. Қавола ёки Қарши (сақланмаган) — шаҳарнинг “вокзал” чорраҳасидан Лаби ховуз мажмуасига кириш йўлида.

Бухоро дарвозалари хусусида шаҳарнинг ҳар бир гузарини қадамма қадам айланган этнограф олима Олга Александровна Сухарева, шаҳар архитектура ёдгорликларини синчиклаб ўрганган санъатшунос Лазар Израилович Ремпел, археологлар В.А.Шишкин, С.Н.Юренов, ўлкашунос Мусожон Саиджонов, И.И.Умняков асарларидан ҳам кўплаб мисоллар келтириш мумкин⁹⁹.

Бухоро тарихи битмас-туганмас хазина. Қадимий кент ҳақида кўплаб ривоятлар, афсоналар яратилган. Аммо уларнинг ҳаммасини ҳам илмий асосга эга дея олмаймиз. Зеро, аниқлик ва тўғрилиқ асл воқелиқни билиш, тарихни беҳато, борица талқин қилишга ёрдам беради. Шунинг учун Бухоро дарвозалари ҳақидаги аниқ манбаларга мурожаат этиш, сўнгра хулоса чиқариш мақсадга мувофиқ.

⁹⁸ План города Бухары. Составил капитан Парфенов-Фенин. 1911-191 г; Схематический план Бухары VII – XX в. Составил Л.И.Ремпель. 1939.

⁹⁹ Сухарева О.А. Квартальная община позднефеодального города Бухары (в связи с историей кварталов). – М: Наука, 1976. – 365 с; Ремпель Л.И. Далёкое и близкое. Страницы жизни, быта, строительного дела, ремесла и искусства Старой Бухары. Бухарские записи. – Т: изд. Гафур Гуляма, 1981. – 304 с; Шишкин В.А. Архитектурные памятники Бухары. – Т: изд. Комитета наук УзССР, 1936. – 100 с; Саиджонов М. Бухоро шаҳри ва унинг эски бинолари / тарж. Ҳ. Тўраев. – Тошкент, 2005. – 50 б.

Бухоро - жаҳонга машҳур шаҳар. Бежизга унга Рим тенгдоши, Шарқ Венецияси дея таъриф берилмаган. Қадим кент тарихини жаҳон илмий жамоатчилиги яхши билишади.

Шундай экан шаҳар тарихини ўрганайлик. Ўрганиш эса бизни хатоликларга йўл қўйишдан асраб қолади.

QADIMGI MISR DASTLABKI SULOLALAR DAVRIDA.

Xo'janiyozov Jahongir Hasanovich

Buxoro davlat pedagogika instituti 2-TAR 23 guruh talabasi.

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Annotatsiya. Ushbu maqolada Eng Qadimgi Misrning 1-sulolasi va Qadimgi Misrdagi din haqida so'z boradi. Shuningdek Qadimgi Misrda Nil daryosining Qadimgi Misr davlatchiligidagi ahamiyati tog'risida so'z boradi.

Kalit so'zlar: Quyi Misr, Buto, Narmer, Geradot, "Amrat", Negada 2, Ta-kemet, Adjib, Geliopol, Geb, Onufriy, Ta-nuter, Nun.

ANCIENT EGYPT DURING THE EARLY DYNASTIES.

Abstract. This article is about the 1st Dynasty of Ancient Egypt and religion in Ancient Egypt. Also in Ancient Egypt, there is talk about the importance of the Nile River in the statehood of Ancient Egypt.

Key words: Lower Egypt, Buto, Narmer, Herodotus, "Amrat", Negada 2, Ta-kemet, Adjib, Heliopolis, Geb, Onufry, Ta-nuter, Nun.

ДРЕВНИЙ ЕГИПЕТ ВО ВРЕМЕНА РАННИХ ДИНАСТИЙ.

Аннотация. Статья посвящена I династии Древнего Египта и религии в Древнем Египте. Также в Древнем Египте ходят разговоры о значении реки Нил в государственности Древнего Египта.

Ключевые слова: Нижний Египет, Бутто, Нармер, Геродот, «Амрат», Негада 2, Та-кемет, Аджиб, Гелиополь, Геб, Онуфрий, Та-нутер, Нун.

Misr o'zining qadimgi madaniyati boy tarixi bilan boshqa rivojlangan davlatlar orasida yetakchi o'rinlardan birini egallaydi. Misr tarixida, madaniyatining rivojlanishida Nil daryosining ahamiyati juda katta bo'lgan. Misrning serunum yerlari asosan Nil daryosining oqizib keltirgan tuproqlaridan vujudga kelganligini Yunon tarixchilari va geograflari – Gerodot bilan Strabon ta'kidlab o'tgan edilar. Misrning iqlimi issiq va quruq bo'lishi yomg'ir esa juda kam yog'ishi tufayli dehqonchiligi, xo'jaligi uchun Nil toshqinlarining ahamiyati juda kattadir.

Toshqin vaqtlarida mineral loyqa oqib kelgan va Misr yerlarida o'tirib qolib g'oyat yaxshi og'it xizmatini o'taydi, tuproqni serunum qiladi. Shuning uchun Misr yerlari yuqori hosildor bo'lib yiliga 3 martagacha hosil olingan¹⁰⁰. O'rta yer dengizini qadimgi Misrliliklar "Uadj-Ur" (Buyuk yashillik)deb ataganlar. Nil deltasining sharqiy qirg'oqlari Qizil dengizga tutashgan, uni qadimgi Misrliliklar "She-Laru"(Laru ko'li) deb nomlaganlar. Qizil dengiz qirg'oqlari esa "Ta-Nuter" sifatida tilga olingan.

Qadimgi Misr tarixida ilk bor sinfiy tabaqalanish mill.avv V ming yillikda Nil vohasining o'zlashtirilishi natijasida vujudga keladi. Sulolagacha bo'lgan davr deb yuritiluvchi mazkur davr, Misr tarixida 2 ga bo'linadi. Bular: 1) "Amrat", (Negada I) va Gerzey (Negada II) madaniyatlari sifatida o'rganiladi. Hunarmandchilik dehqonchilikdan alohida xo'jalik sifatida ajralib chiqti, va natijada Qadimgi jamiyatda mulkiy tabaqalanish jarayoni yanada o'sib boradi.

Aynan manashu davrda Nil daryosi qirg'oqlarida ilk davlatchalar (Sepat yoki Nom) paydo bo'ladi. Shu tariqa qadimgi Misrda ilk davlatchilikning paydo bo'lishi uchun zamin yaratildi.Nomliklar soni Nil bo'yi aholisining o'sishi bilan bevosita bog'liq edi. Ularning hududiy chegaralari doimiy tusga ega bo'lmagan. Har bir nom dastlab mustaqil ichki va tashqi siyosat yuritgan. Nil bo'yi davlatchalari "Nomarx"lar tomonidan boshqarilgan. Nomlik o'z gerbi, diniy va siyosiy markazga hamda harbiy qismlarga ega edi. Natijada ichki urushlar (Misrshunoslikda "Nol sulolasi")davrida har bir nomarx oliy hukmronlikka intildi. Umumiy 42 ta nomlik ikkiga ya'ni Yuqori Misr va Quyi Misr davlatiga birlashadi. Yuqori Misr hukmdori oq rangli toj, Quyi Misr hukmdori esa qizil rangli toj kiygan. Madaniy jihatdan bu ikki davlatni bir-biridan farq qilgan deb bo'lmaydi. Ammo dini va siyosiy mafkurasida sezilarli tafovut bo'gan.

¹⁰⁰ A.Kabirov "Qadimgi sharq tarixi". -T.: "Tafakkur". 2016-y. B-15-73.

Qadimgi iyerogliflarda misrliklar davlatini “Ta-kemet” yoki “Ta-ni” deb ataganlar¹⁰¹.

Eramizdan oldingi 3200-yilga kelib Misrda 2 ta podsholik vujudga keldi. Janubda Nubiylar bilan chegarada hozirgi Qohira yaqinidagi deltagacha “Yuqori Misr”ni tashkil etgan va u Xiera Konpolis (Exnab) shahrini poytaxt qilib oldi. Quyi Misr shimolda ya’ni pastroqda joylashgan bo’lib, uncha katta bo’lmagan ammo serhosil yerda joylashgan edi. Quyi Misrning poytaxti Buto shahrida tashkil topgan edi. Ilk podsholikni Misrning Tinis nomligidan (Abidosdan uncha uzoq bo’lmagan hudud)dan chiqqan Menes (Axa yoki Mina) tuzadi. Poytaxtni esa delta yaqinidagi strategik jihatdan juda ham qulay bo’lgan Memfis (Yunoncha Xeliopolis; misrcha Minnefer) shahriga ko’chiradi. 1-sulola fir’avnlari: 1) Menes, 2)Jer (mill.avv 2970-2923-yy). 3)Uadji (mill.avv 2922-2915-yy.) 4)Den (mill.avv 2915-2910-yy.) 5)Adjib mill.avv 2910-2900-yy.) 6)Semerxet mill.avv 2900-2890-yy.) 7)Ka (mill.avv 2890-2864-yy.)lar davrida Misr davlatchiligi asoslari mustahkamlandi. Misr fir’avnlari Den va Adjiblarni yuzlab qullarni narigi dunyoga “Kuzatib” qo’yish uchun ular bilan birga dafn etilganlar. 1 va 2- sulola vakillari Mastaba deb ataluvchi qabrlarga dafn etilganlar. Ko’pincha atrofi toshlar bilan to’silgan mastabalar xom g’ishtdan to’g’ri burchak shaklida tiklangan bo’lib, juda ko’p xonalardan tashkil topgan¹⁰². Oddiy misrliklar esa odatda chol’da yuzi sharqqa qaratib qumga ko’milgan. Hukmdor Adjib o’ziga “Nesu-bit” podsholik unvonini qabul qilgan. “Nesu” tushunchasi yuqoridan, hokimyatni otadan o’g’ilga o’tishi va “lit” fir’avn o’limidan so’ng ham hokimyatni tutib turguvchi ma’nolarini anglatar edi. Ya’ni bunda hukmdor o’z og’lida qayta gavdalanishiga ishora qilingan. Ilk podsholik davrida yagona va ko’p sonli davlat apparatni boqadigan davlat yer egaligi shakllangan. Davlat yerlari tashkil etilgan yirik xo’jaliklarda davlatga qaram bo’lgan ishchilar mehnat qilganlar. Davlatga turli soliq va majburiyatlar o’tashga majbur bo’lgan qishloq jamoasi ham mavjud edi. Ilk podsholik davri sug’orish tarmoqlarining rivojlanishi, tosh va mis qurollarning mukammallashuvi, kulolehilik charxining paydo bo’lishi, ayirboshlash savdosining taraqqiy etishi bilan xarakterlanadi. Ilk podsholik davrida omoch paydo bo’lgan. Nil daryosi misrliklarning asosiy suv manbasi bo’lib, ziroatchilikni asosini sug’orma dehqonchilik tashkil etgan. Ekinzorlar Nil daryosi va Fayum suv omboridan suv oladigan kanallar orqali sug’orilgan.

Ularda bog’dorchilik rivoj topib, shimolda uzumchilikka, janubda esa xurmochilikka katta e’tibor qaratilgan.

Qadimgi Misrda din.Sersuv Nil daryosi bilan muntazam sur’atda sug’orilib turadigan Nil vodiysi serunum tuprog’i dehqonchilik xo’jaligini o’sishini tezlashtirgach qadimgi Misrliklar dinida “Muqaddas yer”, “Tabiatning onasi ma’buda” yerning xudosi Geb tog’risida tasavvurlar paydo bola boshlagan. Nilning alluvial vodiysi sharoitida faqat murakkab suniy sug’orish asosidagina dehqonchilik qilish mumkin bo’lgan. Shuning uchun qadimgi Misrliklar Nilni ilohiylashtirishgan. Misrliklar dastlab suv xudosi xudo Nun deb ataganlar. Nil daryosi xudosi esa Xapi de ataganlar qadimgi misrliklar nazarida esa suv ruxlar va suv parilari bilan to’lib toshgan. Ularga suv girdobi xudosi Sobk podsholik qiladi deb bilishgan. Ular Sobkni odam boshli timsox shaklida tassavur qilganlar. Uy hayvonlarini ilohiylashtirish ham qadimgi Misrliklar dinida

¹⁰¹ A.G.Xolliyev.”Jahon tarixi”.-T.: “Navro’z”. 2018-y. B-12-14.

¹⁰² X.A.Salohuddinov. “Fir’avnlar mamlakati” . -T.: “Mehnat”. 1992-y . B- 3-9.

ahamiyatli bo'lgan¹⁰³. Qadimgi Misr poytaxtlari Memfis va Geliopolda Apis va Mnevis deb atalagan muqaddas buqalar topilgan. Qo'chqor shaklida tasavvur qilingan xudo Xnum ijodiy kuch xudosi hisoblangan. Qadimgi Misrliklar xudolari podshosi bu lochin boshli quyosh xudosi Ra hisoblangan. U suratlarda doimo podsholik ramzi sifatida dumoloq sharda tasvirlangan. Misrliklar fir'avn xudo Ra ning yerdagi farzandi u har kuni oltin qayiqda osmonda sayr qiladi va yerga tushadi deb ishonilgan. Yana Ibis (laylaksimon qush)boshli aql-idrok va yozuv xudosi Taxt, chiyabo'ri boshli mumiyolash xudosi Anubis ko'karib turgan boshoq shaklida tasvirlangan Unnafar-Onufriy dehqonchilik xudosi va bir qancha xudolar mavjud bo'lgan¹⁰⁴.

Xulosa

Xulosa o'rnida shuni aytib o'tish joizki, firavanning kuchli hokimiyati orqali tashkil qilingan umum jamoa mehnati bilan misrliklar qulay hayot uchun shart-sharoit yaratishgan. Shu bois, tabiatning daxshatli kuchlari oldidagi qo'rqinch firavanning qudratli hokimiyati, xudolari, ularning ulug'vorligi va qudrati qadimgi misrliklarning dunyoqarashiga singib ketgan. Bu davrda san'atning diniy e'tiqodga qaramligi yaqqol seziladi.

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¹⁰³ V.Avdiev "Qadimgi sharq tarixi". -T.: O'zSSSR "O'rta Osiyo va Oliy maktab" davlat nashriyoti. 1964-y. B-572-593.

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SAKSONIYALIKLAR SULOLASINING HUKMRONLIGI DAVRIDA GERMANIYA

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BuxDPI tarix ta‘lim yo‘nalishi 1-Tar-22 guruh talabasi.

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Annotatsiya. Ushbu maqolada Qadimgi Saksoniyaliklar sulolasining hukmronligi davrida Germaniya davlati, sulolaning hukmronlik to‘g‘risidagi ma‘lumot beriladi.

Kalit so‘zlar: Germaniya, Karolinglar sulolasi, Bavariya, Shvabiya, Genrix I, Otton I, Frankoniya, Elba, Teofano.

GERMANY DURING THE REIGN OF THE SAXON DYNASTY

Abstract. This article provides information about the German state and dynasty during the reign of the Old Saxon dynasty.

Key words: Germany, Carolingian dynasty, Bavaria, Swabia, Henry I, Otto I, Franconia, Elba, Theophano.

ГЕРМАНИЯ ВО ВРЕМЕНА ПРАВЛЕНИЯ САКСОНСКОЙ ДИНАСТИИ

Аннотация. В данной статье представлены сведения о правлении Германского государства и династии в период правления Старосаксонской династии.

Ключевые слова: Германия, Каролинги, Бавария, Швабия, Генрих I, Оттон I, Франкония, Эльба, Теофано.

Kirish

Bu qirollar va imperatorlarning zaif hukmronligi ostida bo'lgan federativ davlatlar yig'indisi edi. Qabilalarning qarshiligini, mustaqillikka bo'lgan o'jar intilishlarini yengib o'ta olmagan davlat hokimiyatining zaifligining asosiy sababi qabila nizolari edi. Germaniyada birdamlik yo'qligi sababli birvaqtning o'zida tashqi va ichki dushmanlarga qarshi kurashish qiyin edi. Germaniyada Lotaringiyadan tashqari to'rtta mustaqil gersoglik – Bavariya, Shvabiya, Frankoniya, Saksoniya gersogligi mavjud edi. Qabila knyazligi g'oyasi Sakson gersogligida to'liq ifodalangan. Karolinglar sulolasi tugatilgandan keyin (911) markaziy hokimiyat shu qadar larzaga keldiki, davlatning asosiy kuchi – qirol etib saylangan Frankoniyalik Konrad I timsolida gersog hokimiyati ilgari surildi. Biroq, u katta hokimiyatga ega emas edi, o'zini mustahkamlay olmadi va hokimiyatni, sakson gersogi Genrix I ga topshirdi. S. Sulolasi. Uning tarixini uch davrga bo'lish mumkin: 1) yangi davlat tuzilishi davri – Genrix I hukmronligi, 2) sulolaning eng yuqori hokimiyati davri – Otton I hukmronligi va 3) tanazzul davri. Otton I vorislari ostida¹⁰⁵.

X-XI asrlarda Germaniyada feodal munosabatlarni rivojlanishi. 843-yilda Verden shartnomasiga ko'ra Frank yerlari uch qismga ajratiladi. Shu shartnomaga muvofiq Sharqiy Frank yerlari Lyudovik Nemisga o'tdi. Bu yerda bir nechta qabilaviy knyazliklar-gersogliklar yerlari mavjud edi. X-XI asrlarda Germaniya tarkibida Saksoniya, Shvabiya, Frankoniya, Bavariya, Lotaringiya kabi gersogliklar bo'lgan. X asrning o'rtalarida Germaniyada qirol xokimiyati kuchaya boshladi. X-XIII asrlarda german feodallari tomonidan uzoq vaqt olib borilgan uzluksiz va katta bosqinchilik urushlari natijasida Germaniyada qirol xokimiyati malum davrgacha kuchayib bordi. Urushlar feodallar kuchini birlashtirishni talab qilar edi. Qirol esa ularga feodallar lashkarining sarkardasi sifatida zarur edi. Bu narsa ularni qirolga bo'ysinishga majbur qildi. 919 yili feodal zodagonlar Saksoniya gersogi Genrix I Qushbozni qirol qilib saylaydi. U Saksoniyaliklar dinastiyasiga asos soldi, va 1024 yilgacha idora kildi. Genrix I zamonida Germaniyada qirol hokimiyati juda avj oldi. Saksoniya gersogligi eng katta gersoglik bulib, Germaniyaning butun Shimoliy qismini egalladi. Bu yerda erkin dehqonlar anchagina saqlanib qolgan bo'lib, bulardan qisman otliq, qisman piyoda harbiy lashkarlar tuzildi. Shu tufayli Saksoniya gersogligi boshqa gersoglarga nisbatan ancha mustaqil gersoglik edi.

¹⁰⁵ “Monumenta Germaniae historica” da, sep. “Scriptores”, 3-jild va boshqalar. Bu davr faktlarining tanqidiy tadqiqi “Jahrbücher des Deutschen Reichs unter dem Sächsischen Hause” nashrida keltirilgan.

Fransuz Karolinglarining zaifligidan foydalanib, Genrix I ulardan Lotaringiya tortib oldi. Sharqda esa Elba daryosi bo'yida yashagan g'arbiy slavyanlarga qarshi urush boshladi¹⁰⁶.

Genrix I Elbadan o'tib lyutichlar yeriga bostirib kirdi. Nemislar slavyanlarning Branibor qalasini bosib oldi va unga Brandenburg deb nom berildi. Genrix I sharqda slavyanlardan tashqari 933 yili Merzeburgga yaqin joyda vengerlarga qattik zarba berdi. Genrix o'zining hukmronligi davrida ritsarlar va qalalar- burlarni ko'paytirishga alohida e'tibor qaratdi. Keyinchalik bu qalalar savdo-sanoat shaharlariga aylandi. Qirollik hokimiyati X asr boshlarida unchalik mustahkam emasligi bois, Genrix Qushbozning vorisi Otton I (936-973) cherkov feodallaridan o'ziga tayanch izlashga intiladi. U ulaming boshqaruviga katta-katta yerlarni taqdim etadi. Bu yerlar asosan Reyn daryosi bo'ylab savdo yo'li bo'yidagi aholi zich bo'lgan Germaniyaning g'arbiy qismida yastanib yotardi.

Bu yerda qisman Rim davrlaridan saqlanib kelayotgan va ko'pchilik shaharlar joylashgan edi. Ruhoniyat qirolga otryadlar yetkazib berishi, xatto yurishlarda ularga bosh bo'lib borishi, armiya uchun oziq-ovqat yetkazib turishi, mulozimlari va qo'shinini boqishga majbur edi. Qirolga ruhoniyatning xizmati foydali, chunki yepiskopning vafot etishi bilan uning oilasi va farzandlari bo'lmaganligi bois, yerlari va daromadlari qirol tasarrufiga o'tib ketardi. Otton italyan gertsoglarining qirollik tituli uchun bahslariga aralashib, qo'shin bilan Alpdan o'tib, Lombardiya ko'hna poytaxti Paviyada temir toj kiyadi. Shundan keyin u Rimga yo'l oladi.

Bu vaqtda papalik ham Yevropaning katta qismidagi qirollik hokimiyati singari zaiflashgan edi. Rimga kirib kelar ekan, Otton cherkovni tiklashga va unga muqaddas Rim yerlarini qaytarib berishga va'da beradi. Buning uchun Rim unga imperatorlik tojini kiydirishi kerak edi (962 yil). Yangi imperator cherkovning homiysi sifatida unda tartib o'rnatmoqchi bo'ladi. U papalarni odati bo'yicha saylanishini talab qiladi, biroq bunda ular imperator yoki uning vakiliga qasamyod qilishlaridan oldin papalik unvonini olmasliklari kerakligi shart qilib qo'yilgan edi. Bu Karl Buyukdan keyin 150 yil o'tib "Muqaddas Rim imperiyasi"ning tiklanishi edi. Uning 955-yilda Lex daryosi bo'yida bo'lib o'tgan jangda vengerlar ustidan qozongan qat'iy g'alabasi Vengriyaning Yevropaga bostirib kirishini tugatdi va uning qirolligi ustidan hukmronligini ta'minladi. Otton II 961-yildan beri otasi bilan birga hukmdor va 967 yilda imperator tojini kiygan Otton II 18 yoshida taxtga o'tirdi.

Ottonlarning Bavariya avlodini vorislik chizig'idan chiqarib tashlab, u imperator hokimiyatini mustahkamladi va o'z o'g'lining merosxo'rligini ta'minladi. Imperator taxti. O'z hukmronligi davrida Otton II butun Italiyani imperiyaga qo'shib olishga urinib ko'rdi, bu esa uni Vizantiya imperatori va Fotimiylar xalifaligidagi Sarasenlar bilan ziddiyatga olib keldi. Uning Sarasenlarga qarshi kampaniyasi 982 yilda Stilo jangida halokatli mag'lubiyat bilan yakunlandi.

Bundan tashqari, 983 yilda Otton II o'z hukmronligiga qarshi Buyuk slavyan qo'zg'olonidan omon qoldi. Otton II 983 yilda o'n yillik hukmronlikdan so'ng 28 yoshida vafot etdi. Uning o'rniga uch yoshli o'g'li Otton III qirol bo'ldi, uning to'satdan vafoti Saksonlar sulolasini inqirozga olib keldi¹⁰⁷.

Otton III hukmronligi davrida Vizantiya malikasi Teofano o'zining marhum erining imperialistik siyosatidan voz kechdi va o'zini butunlay Italiyada o'z dasturini amalga oshirishga

¹⁰⁶ Jahon tarixi (o'rta asrlar davri). Ma'ruzalar to'plami. (Tuzuvchilar: Sirojiddin Usarov, Sardor Umarov) Samarqand 2017. 124-bet.

¹⁰⁷ O'rta asrlar tarixi [Мағи]: O'quv qo'llanma / -Toshkent: «MASHHUR PRESS», 2016. -215 b.

bag'ishladi. Otton III voyaga etganida, u Italiya mintaqalarida hukmronlikni ta'minlashga e'tibor qaratdi, o'zining ishonchli vakillari Karintiya Bruno va Gerbert Aurillacni Papaga o'rnatdi. 1000 yilda u Polshadagi Gniezno Kongressiga ziyorat qildi, Gniezno arxidiosiyasini tuzdi va Piast hukmdori Boleslav I Jasurning qirollik maqomini tasdiqladi. 1001-yilda Rimdan surgun qilingan Otton III keyingi yili 21 yoshida shaharni qaytarib ololmay vafot etdi. Otton III dan keyin hokimiyatga Genrix II keladi. Genrix II 1146 yilda Papa Yevgeniy III tomonidan kanonizatsiya qilingan. U Polshaning Boleslav I ga qarshi bir qancha yurishlarini boshqargan va keyin Italiyaga muvaffaqiyatli ko'chib o'tgan va u yerda 1014-yil 14-fevralda Rim papasi Benedikt VIII tomonidan imperatorlik tojini kiygan. U 1007-yilda Bamberg yepiskopligi kabi ko'plab yeparxiyalarni tayinlash va tashkil etish orqali o'z hokimiyatini mustahkamlagan.

Saksoniyaliklar sulolasi 919-1024 yillarda nemis qirollari, imperatorlar "Muqaddas Rim imperiyasi" 962-1024-yillarda. Asoschisi Genrix I. Eng mashhur vakili Otton I¹⁰⁸.

Xulosa qilib aytganda Germaniyada birdamlik yo'qligi sababli bir vaqtning o'zida tashqi va ichki dushmanlarga qarshi kurashish qiyin edi. Germaniyada Lotaringiyadan tashqari to'rtta mustaqil gersoglik – Bavariya, Svabiya, Frankoniya, Saksoniya gersogligi mavjud edi. Genrix I hukmronlik davrida Germaniyani birlashtirdi. Otton I davrida kelib eng yirik markazlashgan davlatga aylandi.

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¹⁰⁸ O'rta asrlar tarixi [Маги]: O'quv qo'llanma / -Toshkent: «MASHHUR PRESS», 2016. -220 b.

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QADIMGI VA O'RTA PODSHOLIKLAR DAVRIDA MISR

Muhammadov Sardorbek Baxron o'g'li

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Annotatsiya. Ushbu maqolada Misr davlatining sivilizatsiyasi yoritib beriladi.

Maqolada Qadimgi Misrning sivilizatsiyasi, rivojlanishi, ilk davlatning shakillanishi, fir'avnlarning bosqinchilik yurishlarini, Qadimgi va O'rta podsholiklar davrini yoritiladi.

***Kalit so'zlar:** Nom, Nomarx, ehrom, fir'avn, sfinks, Nil, Memfis, Misr, O'rta yer dengizi, Gerodot, Neferti.*

EGYPT DURING THE OLD AND MIDDLE KINGDOMS

***Abstract.** This article highlights the civilization of the Egyptian state. The article covers the civilization and development of Ancient Egypt, the formation of the first state, the raids of the pharaohs, and the period of the Old and Middle Kingdoms.*

***Key words:** Name, Nomarch, ehram, pharaoh, sphinx, Nile, Memphis, Egypt, Mediterranean, Herodotus, Nefertiti.*

ЕГИПЕТ ВО ВРЕМЕНА СТАРОГО И СРЕДНЕГО ЦАРСТВ

***Аннотация.** В статье описывается цивилизация египетского государства. В статье рассматриваются цивилизация и развитие Древнего Египта, образование первого государства, набеги фараонов, период Старого и Среднего царств.*

***Ключевые слова:** Имя, Номарх, эрам, фараон, сфинкс, Нил, Мемфис, Египет, Средиземноморье, Геродот, Нефертити.*

Qadimgi misrliklar dunyo tarixidagi eng qadimiy, paydo bo'lishi er.av. IV asr o'rtasiga borib taqaladigan sivilizatsiyani yaratdilar. Qadimiy Misr Nil daryosi vodiysida, uning birinchi ostonasidan to O'rta yer dengizi sohillarigacha yoyilgan hududda joylashgan edi¹⁰⁹.

Gerodot Misrni —Nil tuhfasi deb atagan edi. Qadimgi Misrning uch ming yillik tarixi bir nechta yirik tarixiy davrlarga bo'linib, ularning har biri qadimiy Misr sivilizatsiyasining o'ziga xos oyoqqa turish, ko'tarilish va rivojlanish pag'onasi bo'lgan. Qadimgi podsholik davridagi Misr (er.av.XVIII-XXIII asrlar). Mahsuldor dehqonchilik Qadimgi podsholik davridagi Misr davlati iqtisodi va boyligining asosi bo'lgan. Hunarmandchilik va texnikaning asosiy uch sohasida sezilarli yutuqlarga erishilgan. Bular: mis quyish, toshga ishlov berish va kulolchilik.

Ishlab chiqarishda misni qo'llash katta ahamiyatga ega bo'lib, u insonning texnik imkoniyatlarini kengaytirdi. Qadimgi podsholik davri toshdan ulug'vor inshootlar (piramidalar, ehromlar, qal'a devorlari) qurishning boshlanishi bo'lib, u toshga ishlov berishning yuksak san'atiga ehtiyoj tug'dirdi. Hukmdor tabaqaning imtiyozlarini himoya qilishga, sug'oriladigan dehqonchilikni tashkil etishga, jamoat tartibini saqlab turishga zarurat ko'psonli va yaxshi tashkil etilgan davlat boshqaruvini yaratishga olib keldi. U uchta asosiy bo'g'indan iborat edi: markaziy, viloyat va mahalliy (jamoat-yashash joylari darajasida) boshqaruvi¹¹⁰.

Markaziy boshqaruv tepasida shoh turib, u Yuqori va Quyi Misr shohi, Gor xudosi timsoli unvonlarini olgan. Fir'avn Misr davlatining alohida qudratining timsoli hisoblanib, to'liq hokimiyatga ega, ya'ni o'z qo'l ostida qonun chiqarish, ijroiya va sud hokimiyatlarini ushlab turar edi. Fir'avning Yuqori va Quyi Misr shohi unvonidan kelib chiqqan holda davlat boshqaruvi ham ikki xil tuzilmaga ega edi: har bir idora amaliy jihatdan ikki bo'limga bo'lingan bo'lib, Yuqori yoki Quyi Misrga xizmat qilard edi¹¹¹.

¹⁰⁹ Jahon tarixi darslik qadimgi va o'rta asrlar tarixi (2013- yil) 40-45- betlar

¹¹⁰ Jahon tarixi darslik qadimgi va o'rta asrlar tarixi (2013- yil) 40-45- betlar.

¹¹¹ Бойназаров Ф.А. Қадимги дунё тарихи. Ўқув қўлланма. Т.:«А.Қодирий номидаги халқ мероси нашриёти», 2004

Butun Misr ulkan manbalarining markaziy hukumat qo'l ostida to'planganligi tashqi siyosatda ham muvaffaqiyatlarga olib keldi. To'rtinchi sulolaning asoschisi Snofru (er.av. XXVIII asr) o'ta faol bosqinchilik faoliyati yuritdi. Uning boshchiligida Misr tashqi siyosatining asosiy yo'nalishlari ishlab chiqildi: 1. Janubga, Nubiyaga. 2 Shimoliy-sharqqa, Sinay va Falastinga. 3. G'arbga, Liviya qabilalari tomonga. Bu yo'nalishlarda u katta g'alabaga erishdi.

Ammo 4-sulolaning boshqaruvi oxirida Misrda ichki vaziyat murakkablashdi. Ulkan piramidalarni qurish va faol bosqinchilik siyosatini o'tkazishda davlatning barcha kuchlarini agressiv harakatini talab qildi, bu esa ulkan insoniy va moddiy vositalarnining sovurilishiga va nihoyat mamlakatning kuchsizlanishiga olib keldi. Aholini ekspluatatsiya qilish norozilik keltirib chiqarar, ijtimoiy ziddiyatlarga olib kelar edi. 5 sulola fir'avnlari (er.av. XXVI-XXV asrlar) mamlakatdagi ichki vaziyatni mustahkamlashga intilib ulkan piramidalar qurishdan voz kechadilar. Ular markaziy boshqaruvga mahalliy va mansabdor a'yonlar vakillarini jalb etadilar.

Bu bilan kiborlarning keng doiralariga yuqoriga yo'l ochib berib, Misr zodagonlarining umumiy ahvolini mustahkamlaydilar. 4-sulola vaqtida (er.av. XXV-XXIII asrlar) kichik shaharlar boylari (nomalar) va mansabdor shaxslarnig yiriklashuvi jarayoni davom etadi. Moddiy va insoniy boyliklarning mahalliy hokimiyat foydasiga qayta taqsimlanishi yuz beradi¹¹².

Markaziy hukumatning Misrning tashqi siyosiy ta'siri kabi iqtisodiy va siyosiy qudrati ham qulaydi. 6-sulolaning tugashidan so'ng (er.av. XXIII asr) Memfis podsholarining hokimiyati nomigagina bo'lib qoladi. Mamlakat bir yoki bir necha nomalardan iborat talay mustaqil knyazliklarga bo'linib ketadi. Qadimgi podsholik davri tugaydi. Misrning Qadimgi Misr tarixining birinchi o'tish davri deb nom olgan tushkunlik va tarqoqlik davri boshlanadi. O'rta podsholik davrida (er.av. XXI-XVIII asrlar) umummisr davlati. Markazlashgan davlatning yarim mustaqil, bir-biriga muxolif nomalarga bo'linib ketishi umummisr sug'orish tizimining buzilib ketishiga, iqtisodning va eng avvalo butun qishloq xo'jaligining inqiroziga olib keldi.

Xo'jalikning parchalanishi va ocharchilik Misr aholisning eng qashshoq qatlamlari e'tirozi va xatto ochiq qo'zg'olonida namoyon bo'lgan xalq ommalarining noroziligiga olib kelar edi.

Ko'pchilik misrshunoslar yirik xalq qo'zg'olonini (deyarli mamlakatning turli qismlaridagi bir necha qo'zg'olonni) aynan 1 O'tish davrinining oxiriga tegishli, deb hisoblaydilar. Bular haqida —Ipuser matalil, —Neferti matalilda hikoya qilinadi. Ammo og'ir vayronagarchilikni bartaraf etish zarurati Misr hukmdorlarining oldiga kuchli Misr davlatini qayta tiklash muammosini qo'yadi. Misrning yangi birlashishi uchun kurash ham shimolda, ham janubda boshlanadi. Shimolda birlashtiruvchi markaz bo'lib Gerkleopol, janubda Fiva bo'lgan. Fiva hokimi Mentuxotepning g'alabasi Gerakleopol bilan Fiva o'rtasidagi ayovsiz jangning yakuni bo'lib, u 6 umummisr sulolasining asoschisi bo'ldi (er.av. XXI asr). Misr jamiyatining, davlatining va madaniyatining yangi taraqqiyoti boshlanib, u uch yuz yilcha davom etadi va O'rta podsholik nomini oladi (er.av. 2005-1715 yy., 11-13 sulolalar). 11- va ayniqsa 12- sulola fir'avnlari markaziy hukumat qo'l ostida mamlakatning insoniy va moddiy boyliklarini to'plab, Qadimgi podsholik davridagi umummisr sug'orish tizimini tiklaydilar. Bu vaqtga kelib, misrliklar nisbatan yumshoqroq hisoblangan misdan o'z sifatiga ko'ra yuqori turgan bronzani

¹¹² Ражабов Р. Қадимги дунё тарихи. Ўқув қўлланма. Т.:«Фан ва техника нашриёти», 2009.

o'zlashtiradilar. Rivojlanayotgan iqtisod nafaqat butun aholining ehtiyojini qondirishga, balki mahsulotning ancha ortiqcha qismi: bug'doy, hunarmandchilik mahsulotlarini ham berar edi¹¹³.

O'rta podsholik davri Misr iqtisodining o'ziga xos xususiyati xususiy xo'jalik munosabatlari, bozor bilan aloqalar, qullar mehnatidan foydalanish keng taraqqiy topgan o'rta xo'jaliklarni mustahkamlash edi. O'rtacha yer-joylar bilan birga mayda yer egalarning mavqei oshib boradi. Kichkinagina yer uchastkasiga ishlov berish bilan an'anga ko'ra qishloq aholisi shug'ullanar edi. Mayda yer egalari bevosita ishlab chiqaruvchilarning asosiy qismini tashkil qiluvchi mayda yer egalari O'rta podsholik hujjatlarida —xemuuni-sutl—shoh odamlaril iborasi bilan belgilangan. O'rta podsholik davrida qullar soni Qadimgi podsholik davridagiga nisbatan ko'payadi. Qullarni keltirib chiqaruvchi asosiy manba muvaffaqiyatli urushlar bo'lib, ulardan Misrga o'n minglab asrlar haydab kelinar edi. Ular esa shohning, ehromlar, zodagonlar xizmatiga, ba'zan o'rta xo'jaliklarga ham tushar edilar. O'rta podsholik davridagi xususiy quldorchilikning rivojlanishi Misr ijtimoiy munosabatlarining xarakterli belgisidir. Misrning markazlashgan davlatga birlashtirilishidan keyin Qadimgi podsholik davridayoq yuzaga kelgan ko'psonli byurakratik boshqaruv apparati qayta tiklandi. Butun boshqaruvning eng yuqorisida fir'avn, —Raning jismidan bo'lgan o'g'lil, xudo odam turib, u mutlaq hokimiyatga ega edi. Lekin O'rta podsholik fir'avnlari mahalliy zodagonlardan kelib chiqqan nomarxlar qo'lida bo'lgan nomalarni boshqarishni uddalay olmadilar. 13-sulolaning hukmdorlari (er.av. 1789-1645yy.) mamlakatdagi ichki vaziyatni barqarorlashtirish muammosini echishga qurlari etmadi¹¹⁴.

Murakkab ichki va tashqi vaziyat, markaziy hokimiyatning kuchsizlanishi sharoitida xalq ommasining noroziligi mavud tuzum va uning hukmdorlariga qarshi ochiq xalq qo'zg'oloniga aylanib ketadi. Mamlakatda kelib chiqqan og'ir ichki vaziyatdan giksoslar birlashmasi foydalanib qolib, ular er.av. XVII asrda avval butun Nil deltasini egallaydilar, keyin esa o'z hokimiyatlarini Yuqori Misrga tarqatishga muvaffaq bo'ladilar. Shu bilan Misrda O'rta podsholik davri tugaydi va o'zga yerliklar-giksoslar hukmronligi davri boshlanib, uning hukmdorlari 15-16-Misr sulolalarini (er.av.1675-1554 yy.) tashkil etdilar. Misr nafaqat uni, balki Sinay yarim orolini, Falastinni va Suriya cho'lini birlashtirgan bepoyon Giksos davlatining bir qismiga aylandi. 13-sulolaning qulashidan so'nggi nomalarning mustaqilligi davri va er.av. 18 asr oxiri - XVI asr o'rtasini qamragan giksoslar hukmdorligi vaqti ikkinchi O'tish davri nomini oldi. Geradot qadimgi Misrning siyosiy tarixiga ham katta e'tibor bergan. U o'z asariga Misr davlatining eng qadimgi asoschisi Mina haqidagi rivoyatni kiritgan. Minaning nomi Misr fir'avnlarning shajaralarida saqlanib qolgan. Geradotning IV sulolaga mansub bo'lgan fir'avnlarni zamonida piramidalar qurilishi va fir'avnlarining xalqni juda qattiq jabr zulimga duchor qilib, piramidalar qurishda nihoyatda ko'p odamlarni ishlatganliklari to'g'risida hikoyasi juda zo'r mahorat bilan bayon etilgan. Geradotning Misr tarixining keyingi davri, ya'ni sais va fors davri (эp. ав. VII—VI асрлар)га oid voqealarni bayon qilgan hikoyasi anchan to'g'ri va mufassaldir¹¹⁵.

Xulosa

Xulosa qilib aytganda, Qadimgi va O'rta podsholiklar davrida Misr har tomonlama o'sdi.

¹¹³ Косимов Э. Жаҳон тарихи. Қадимги ва ўрта асрлар даври. Дарслик. Т.: ТДПУ.,2013.

¹¹⁴ Ражабов Р. Қадимги дунё тарихи. Ўқув қўлланма. Т.:«Фан ва техника нашриёти», 2009.

¹¹⁵ Ражабов Р. Қадимги дунё тарихи. Ўқув қўлланма. Т.:«Фан ва техника нашриёти», 2009

Fir'avnlarining to'xtovsiz urushlari va piramidalarning qurilishi esa Misr xalqining noroziligiga olib keldi. Mamlakatning qashoqlashuvi va tubanlashuviga olib keldi va Misrning qo'shni qabilalar tomonidan bosib olinishiga yo'l ochib berdi. Bu esa o'z navbatida yangi podsholik davrining vujudga kelishiga zamin yaratdi.

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BAQTRIYADA OLIB BORILGAN ARXEOLOGIK TADQIQOT ISHLARINING NATIJALARI

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Annotatsiya. Qadimgi Baqtriyaning vatanimiz davlatchilik tarixida tutgan o'rnini va ahamiyatini. Baqtriyaning boy madaniy tarixini o'rganish. Baqtriyaning qadimgi shaharlarning o'rganilish tarixi haqida ma'lumotlarni bilish. Aholisining mashg'ulotlari va keyinchalik boy madaniyatning shakllanishidagi o'rnini tahlil qilindi.

Kalit so'zlar: Shimoliy Baqtriya, shimoli-G'arbiy Baqtriya, Hisor tizmalari, antik davr, Oks Ahamoniyalar davlati, So'g'd, tarixiy-geografik tavsifi, arab sayyohlari, kushonlar davri, Gozbon madaniyati, Amudaryo, topografik ma'lum, O'rta Osiyo, Surxondaryo, Pomir tog'lari, M.E.Masson, oq suvoq, tosh karnizlar.

THE RESULTS OF THE ARCHAEOLOGICAL RESEARCH WORKS CARRIED OUT IN BACTRIA

Abstract. The role and importance of ancient Bactria in the history of the statehood of our country. To study the rich cultural history of Bactria. To learn about the history of the study of the ancient cities of Bactria.

Key words: North Bactria, North-West Bactria, Hisar ridges, antiquity, Ox Achaemenid state, Sogd, historical-geographical description, Arab tourists, Kushon period, Gozbon culture, Amudarya, topographic map lum, Central Asia, Surkhandarya, Pamir mountains, M.E. Masson, white plaster, stone eaves.

РЕЗУЛЬТАТЫ АРХЕОЛОГИЧЕСКИХ ИССЛЕДОВАНИЙ В БАКТРИИ

Аннотация. Роль и значение древней Бактрии в истории государственности нашей страны. Изучить богатую культурную историю Бактрии. Узнать об истории изучения древних городов Бактрии.

Ключевые слова: Северная Бактрия, Северо-Западная Бактрия, Хисарские хребты, древность, Государство Окс-Ахеменидов, Согд, историко-географическое описание, арабские туристы, Кушонский период, Гозбонская культура, Амударья, топографическая карта Лум, Средняя Азия, Сурхандарьинская область, горы Памира, М. Э. Массон, белая штукатурка, карниз каменный.

O'z davrida juda katta shov-shuvga sabab bo'lgan bu topilmalar kushon davri Shimoliy Baqtriya yodgorliklarini o'rganishda muhim ahamiyatga ega bo'ldi. 1933 yildayoq topilma topilgan joyda M.E.Masson boshchiligidagi arxeologik ekspeditsiya ishlay boshladi. M.E.Masson tomonidan Ayritom tepaligidagi ikkita qidiruv shurfi qazilgan. Tepalikning Shimoliy tomonidagi birinchi shurfdan tosh qoplamalar bilan Vangan ustunning pastki qalin qismi va uning yonidan oltita cho'zinchoq, tasvirlar tushirilgan tosh qoplamalar topilgan. Ustunlardan Shimolroqda qazilgan ikkinchi shurfdan hom g'ishtdan qad ko'targan va rejaviy tuzilishi to'g'ri burchakli bo'lgan xona aniqlangan. Xonaning devorlari oq suvoq bilan suvalgan. Xonaning markazida esa to'g'ri burchakli, haykal o'rnatiladigan maxsus (postament) ochilgan. Aftidan, unga xonaning Shimoli-sharqiy burchagidan topilgan tosh haykal o'rnatilgan bo'lsa kyerak. Xonaning sathidan esa tosh asoslar, tosh karnizlar, ganch haykallarning parchalari va bir nechta me'moriy ganchkorlik ishlaridan namunalari topilgan. M.E.Masson topilgan inshootni Budda ibodatxonasi yoki diniy xonasi mavjud bo'lgan hukmdor saroyi deb izohladi va milodning I asri bilan sanaladi. Tadqiqotchi, shuningdek, bu yerdagi topilmalar Gandhar san'ati va Hind haykaltaroshlik maktabi an'alarini eslatuvchi SHarq ellinistik madaniyatini o'zida aks ettirishini ta'kidlaydi¹¹⁶. Ayritomdagi 1933 yilgi qidiruv ishlari O'rta Osiyoda yunon-budda madaniyati me'morchilik yodgorliklari o'rganilishini boshlab byerib, qo'shni Termiz ko'hna shahri hududlaridagi aynan shunga o'xshash yodgorliklar davri va sanasini aniqlashda muhim ahamiyatga ega bo'ldi.

¹¹⁶ Массон.М.Е. Находки фрагмента скульптурного карниза I в. н.э. -Т., 1933. -С. 44

1936 yilga kelib Termez arxeologik kompleks ekspeditsiyasi tashkil etildi. M.E.Masson boshchilik qilgan ushbu ekspeditsiya kushon davri tarixi va madaniyati masalalarini izchil tadqiq etishni o'z oldiga maqsad qilib qo'ydi. 1936-1937 yillar mobaynida Eski Termiz va uning atroflarida qazishma ishlari olib borildi. Termiz ekspeditsiyasining keyingi yillardagi tadqiqotlari natijasida Termiz shahrining tarixiy topografiyasi aniqlandi. Ko'hna shaharda ikkita yirik Budda ibodatxonasining mavjudligi va uning mustahkam himoya devorlari bilan o'rab olinganligiga asoslanib, shaharning nisbatan rivojlanish pallasi kushonlar davriga to'g'ri kelishi isbotlandi¹¹⁷. Ayritomda qazishma ishlari olib borish TAKE ning 1937 yilgi rejasiga kiritilib, M.I.Vyazmitina boshchiligida maxsus guruh tuzildi. 1937 yilgi qazishmalar tepalikning Shimoliy-sharqidagi jar bilan tutashib ketuvchi 288 m² maydonni (3-4 m chuqurlikda) qamrab olgan¹¹⁸. Turli sabalarga ko'ra ko'rsatilgan maydon to'laligicha ochilmagan. Faqatgina bir qator diniy va ma'muriy vazifalarni bajargan xonalardan iborat binoning bir qismi ochilgan, xolos. Binodagi turli o'lchamli xom g'ishtlar, ularning tarkibi, ishlatilgan qorishmalar va boshqa belgilar bino dastlabki qurilgan paytidan so'ng bir necha marta qayta ta'mirlanib unga qo'shimchalar kiritilganligidan dalolat beradi. M.Vyazmitina boshchiligida olib borilgan tadqiqotlar natijasida qazib ochilgan binoning qay maqsadda qurilgani va bajargan vazifalari aniqlanib, bino ichki qismining rejaviy tuzilishi, qurilish ashyolari va o'lchamlari, turli-tuman me'moriy topilmalar o'rganilgan. Tadqiqotchilar o'rganilgan binoni, diniy hususiyatga ega bo'lgan, shuningdek, ichida kohinlar yashaydigan yotoqxona, oshxona, omborxonasi kabi turli yordamchi xonalari mavjud bo'lgan Budda ibodatxonasi deb hisoblaydilar. Aynan shunga o'xshash ibodatxonalar qoldiqlari Hindiston, Afg'oniston va SHarqiy Turkistondan topilgan. Xitoy solnomachilarining ma'lumotlariga ko'ra, Budda ibodatxonalarida nafaqat diniy marosim va urf-odatlar, balki xo'jalik hayotiga ham katta e'tibor berilgan. M.Vyazmitina tadqiqotlari natijalariga ko'ra, baland tepalikdagi peshtoqda tasvirli tosh hoshiyasi bo'lgan ibodatxona inshooti nisbatan qadimgiroq davrga oid bo'lib, u yerdagi ustunlar ostidan topilgan to'rtburchak sopol qoplamalarni M.E.Masson «Baqtriya g'ishtlari» deb atagan. Atrofida butun ibodatxona inshootlarini mujassamlashtirgan ibodatxona markazi aftidan Hindistondan kelgan qaysidir Budda jamoasi a'zolari tomonidan bunyod etilgan bo'lsa kerak. Bino peshtoqidagi tasvirlarning diqqatni tortadigan tomoni shundaki, tasvirlarning alohida qismlari o'ziga xos hususiyatlarga ega. Peshtoqing ayrim qismlari turli davrlarda yoki ta'mirlash jarayonida bunyod etilgan degan fikrlar ham bor. Peshtoqdagi musiqachilar tasvirlang sharafta nisbatan yaxshi saqlangan va badiiyligi kuchli. Qolganlari nisbatan qo'polroq bo'lib, tasvirlari ham syermazmun emas. Umuman olganda, tasvirlari va tuzilishiga ko'ra, peshtoq manzaralari ellinizm namunalari eslatadi. Peshtoqdagi musiqachilar boy qimmatbaho taqinchoq bilan tasvirlangan.

Ayritom peshtoqida tasvirlangan ud Old Osiyo, Eron, Hindiston va Sharqiy Turkistondagi musiqa asboblariga o'xshab ketsada, o'ziga xos hususiyatlarga ega. Naysimon musiqa asbobi esa O'rta Osiyo musiqa asboblariga xos emas. Ular yunonlar bilan kirib kelgan. Aynan shunga o'xshash musiqa asboblari Afg'onistondagi ellinistik yodgorliklarda, chang esa Hindiston va Sharqiy Turkistonning haykaltaroshlik yodgorliklarida uchraydi.

Xulosa qiladigan bo'lsak Baqtriya hududida olib borilgan tadqiqotlar shuni ko'rsatadiku o'lkamiz boy madaniyatini o'rganishda bu manzilgohlardagi tadqiqotlar ilmiy ahamiyatga ega

¹¹⁷ Массон.М.Е. Термезская археологическая комплексная экспедиция (ТАКЭ) // КСИИМК. -1940. -№8. -С. 113

¹¹⁸ Вязмитина М.И. Раскопки на городище Айртам // Тр. ТАКЭ. -Т., 1945. -Т.II. -С. 23-34

hisobladi. Tadqiqotlar davomida o'lkamizning boshqa mintaqalar bilan olib borgan a'loqalaridan dalolat beradi.

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INSONLAR HAYOTINI YAXSHILASHDA YOSH DAVRLAR PSIXOLOGIYASI FANINI O'RGANISHNING AHAMIYATI

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Annotatsiya. Ushbu maqolada psixologiyaning insonlar hayotidagi o`rni, kelib chiqish va rivojlanish tarixi, uning tarmoqlari va yosh davrlar psixologiyasi haqida umumiy ma'lumotlar beriladi.

Kalit so`zlar: Psixologiya, psixika, psixologiyaning tadqiqot metodlari, yosh davrlar psixologiyasi.

THE IMPORTANCE OF STUDYING THE SCIENCE OF YOUTH PSYCHOLOGY IN IMPROVING PEOPLE'S LIVES

Abstract. This article provides general information about the role of psychology in people's lives, the history of its origin and development, its branches, and the psychology of young people.

Key words: Psychology, psychology, research methods of psychology, psychology of youth.

ЗНАЧЕНИЕ ИЗУЧЕНИЯ НАУКИ ПСИХОЛОГИИ МОЛОДЕЖИ В УЛУЧШЕНИИ ЖИЗНИ ЛЮДЕЙ

Аннотация. В статье представлены общие сведения о роли психологии в жизни людей, истории ее зарождения и развития, ее отраслях, психологии молодежи.

Ключевые слова: Психология, психика, методы исследования психологии, психология молодежи.

O`zbekiston Respublikasining kadrlari oldiga qo`yilayotgan eng muhim vazifalardan biri-malakali mutaxassislar sifatida o`zligini, o`z qobiliyatlari, individualligi, shaxsiy fazilat hamda xislatlarini bilgan holda atrofda gilar mehnatini oqilona tashkil etish va ijtimoiy foydali mehnatning barcha sohalarida iqtidorli kasb sohasi sifatida faoliyat ko`rsatishidir. Bu o`rinda inson ruhiyati qonuniyatlarini o`rganuvchi psixologiya fanining o`rni kattadir.

Psixologiya so`zining lug`aviy ma`nosi grekcha psyuxe-jon, ruh, logos- fan, ta`limot degan ma`nolarni bildiradi. Psixologiya fan sifatida psixik faktlar, ularning qonuniyatlariva mexanizmlarini o`rganadi.

Psixologiya asosan psixikani keng doirada tadqiq qiladi. Shunga ko`ra psixikaning yuzaga keltiruvchi asosiy psixik faoliyatlari ko`rsatilgan. Aynan psixik faoliyatlar quyidagi jarayonlarni o`z ichiga oladi:

- Bilish faoliyatlari : diqqat, nutq, faoliyat ;
- Bilish jarayonlari : sezgi, idrok, xotira, xayol, tafakkur ;
- Shaxsning hissiy , irodaviy sohasi: - hissiyot, iroda;
- Shaxsning individual psixologik xususiyatlari: temperament, xarakter, qobiliyat.[1.7]

M.G.Davletshin fikricha psixika deganda – oliy darajadagi materiyaning (miyaning)xususiyati tushunilib, ob`ektiv borliqni aks ettirilishida namoyon bo`ladi, sub`ekt faoliyatini ma`lum maqsad asosida yo`naltiradi hamda xulq-atvor negizida shakllanadi. Professor V.M.Karimova fikricha psixika – inson ruhiyatining shunday holatiki, u tashqi anglashimizni ta`minlaydi.

Psixikaning paydo bo`lishining asosiy shakllari va ularning o`zaro bog`liqligi

1. Jarayonlar 2.Holatlar 3.Shaxs xususiyatlari 4.Hissiy- irodaviy

Bilish jarayonlari

✚ Sezgi. Idrok .Xotira .Xayol.Tafakkur. Nutq.Diqqat

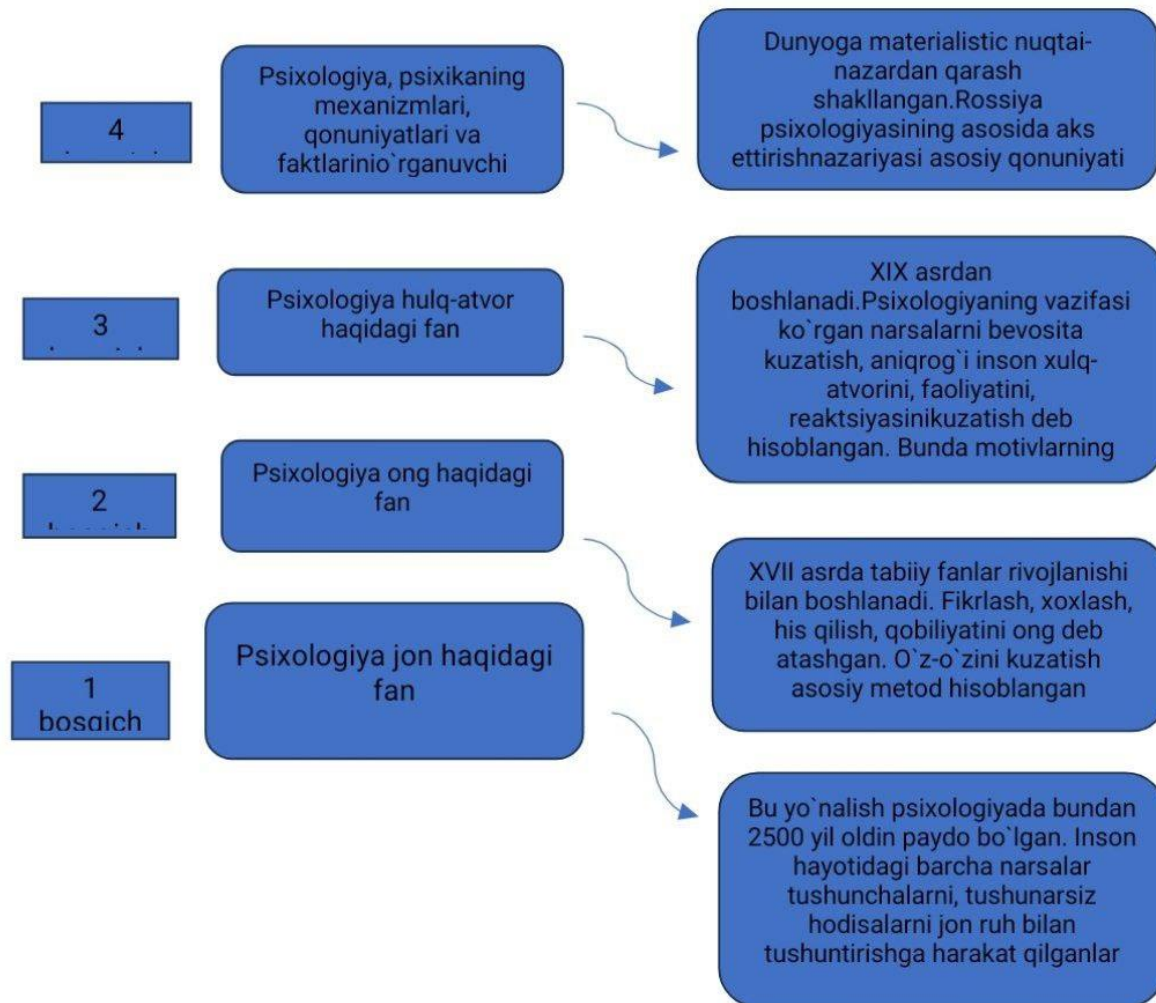
Holatlar

✚ Qiziqish . Ishonuvchanlik.Kayfiyat. Shubhalanuvchanlik.Apatiya.Tushkunlik

Shaxs xususiyatlari

- ✚ Yo`nalganlik.Temperament.Xarakter.Qobiliyat
- Hissiy – irodaviy
- ✚ Hissiyot. Iroda

Psixologiyaning fan sifatida yuzaga kelish bosqichlari quyidagi jadvalda o`z aksini topgan:

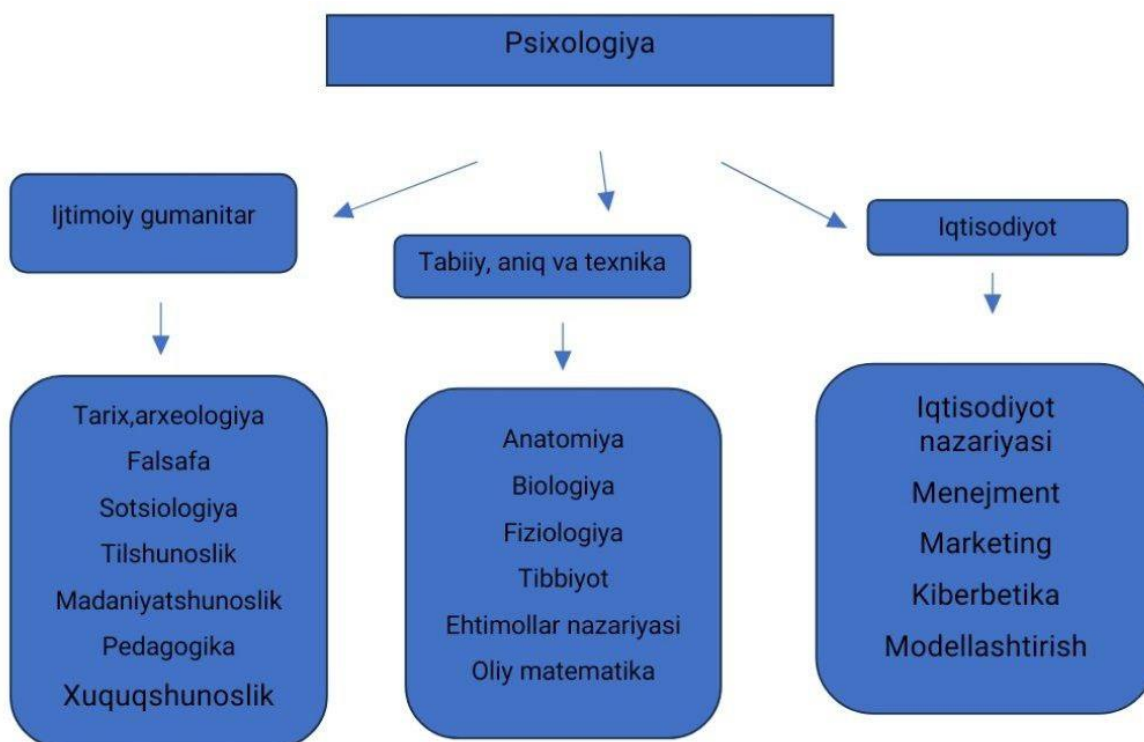


Geraklit, Demokrit, Aflotun, Arastularning ta`limotlari keeyigi asrlarda psixologik g`oyalarni rivojlanishida tayanch nuqta bo`lib hisoblanadi.

O`zbekiston oliy maktablarida psixologiya o`quv fani sifatida 1928 yildan boshlab o`qitilib kelinmoqda. (Xuddi shu davrda L.S.Vigotskiy O`rta Osiyoda, O`zbekistonda ommaviy ma`ruzalar o`qilganligi mazkur jarayonni trzlashtirgan asosiy omil bo`lganligiga hech shakshubha yo`q.

Psixologiya fanining ijtimoiy hayotda nufuzi har soniya sayin ortib bormoqda. Shu tufayli pedagogik ta'lim muassasalarida uni o'qitish yo'lga qo'yila boshlandi. Mazkur soh abo'yicha yuqori malakali mutaxassislar tayyorlash maqsadida Orta Osiyo Davlat Universitetida 1938 yilda (hozir Milliy Universitet) logika va psixologiya bo'lini ochildi. 1950-yillarning 2-yarmidan boshlab pedogogika institutlarida va bilim yurtlarida psixologiya bo'limlari ochildi. Ayniqsa qisqa muddatli 15 va 9 oylik ommaviy psixologlar tayyorlash kurslarining ommaviylashuvi psixolog-mutaxasislarga nisbatan ehtiyojning kuchayganligini bildiradi.[2.8]

Psixologiyaning boshqa fanlarr bilan bog'liqligi:



[2.17]

Psixologiya fani zamonaviy ta'limotga asoslangan holda inson shaxsining tarkib topishini 3 ta omilning ta'siriga bog'liqligini dalillar asosida izohlab berdi. Ulardan;

- Inson tug'ilib voyaga yetadigan tashqi ijtimoiy muhitning ta'siri;
- Odamga uzoq muddat davomida muntazam tarzda beriladigan ta'lim-tarbiyaning ta'siri;
- Odamga tug'ma ravishda, tayyor holda beriladigan nasliy xususiyatlarning ta'siridir.

Ma'lumki, har bir odam o'ziga xos, boshqalarda aynan takrorlanmaydigan ijtimoiy muxitda, aniq ijtimoiy munosabatlarda, ya'ni oila, jamoa va jamiyatda odamlar orasida yashab ulg'ayadi, shakllanadi. [3.15]

D.B. Elqonin yosh davrlarini quyidagi bosqichlarga ajratadi:

1. Go'daklik davri- tug'ilgandan 1 yoshgacha – yetakchi faoliyat bevosita emotsional muloqot;
2. Ilk bolalik davri- 1 yoshdan 3 yoshgacha – yetakchi faoliyat – predmetlar bilan nozik harakatlar qilish;

3. Maktabgacha davr – 3 yoshdan 7 yoshgacha – rolli o`yinlar;
4. Kichik maktab yoshi davri- 7-10 yoshgacha – o`qish;
5. Kichik o`smirlik davri- 10-15 yoshgacha – shaxsning intim (dilkash, samimiy) muloqot;
6. Katta o`smirlik yoki ilk o`spirinlik davri- 16 yoshdan 17 yoshgacha; yetakchi faoliyat – o`qish, kasb tanlash davri.

D.B. Elqonin tasnifini ko`pchilik psixologlar tomonidan e`tirof etilsa-da , biroq uning birmuncha munozarali tomonlari mavjud. D.B. Elqoninning mazkur nazariyasi psixologiya fanida, ayniqsa yosh davrlari psixologiyasida muhim o`rin tutadi.[3.21]

Psixologiyaning an`anaviy, empiric metodlari hozirgi kungacha muvaffaqiyatli qo`llanilmoqda.

1. Kuzatish metodi bu – turli yoshdagi odamlarning diqqati, xis-tuyg`ulari, nerv sistemasining tashqi ifodalari, temperament xususiyatlari, imo-ishoralari, sezgirligi, xulq-atvori, nutq faoliyati va xokazolarni o`rganadi. Bu metod ob`ektiv (tashqi) va sub`ektiv (ichki) kuzatish turlari bor

2. Suhbat metodi. Bu metod bilan inson psixikasini o`rganishda suhbatning maqsadi va vazifasi belgilanadi, uning ob`ekti va sub`ekti tanlanadi, mavzusi, o`tkaziladigan vaqti aniqlanadi, yakka shaxslar, guruh va jamoa bilan o`tkazishrejalashtiriladi, o`rganilayotgan narsa bilan uzviy bog`liq savol – javob tartibi tayyorlanadi. Bu orqali turli yoshdagi odamlarning tafakkuri, xulq-atvori, ziyakligi, dunyoqarashi, e`tiqodi, irodasito`g`risida ma`lumotlar yig`iladi.

3. Test metodi. Test – inglizcha sinash, tekshirish demakdir. Shaxsning aqliy o`shini, qobiliyatini, irodaviy sifatleri va boshqa psixik xususiyatlarini tekshirishda qo`llaniladigan qisqa standard masala, topshiriq, misol, jumboqlar test deyiladi. 1905 yildan, ya`ni fransuz olimi A. Bine va uning shogirdi A. Simon insonning aqliy o`sh va is`tedod darajalarini o`lchash imkoniyati borligini g`oyasini ilgari surganidan keyin psixologiyada metod qo`llanila boshladi.

4. Tajriba metodi. Bu turli yoshdagi odamlarning psixikasini chuqurroq, aniqroq tadqiq qilish metodlar Ichida eng muhimi hisoblanadi. eksperiment metodi yordamida sun`iy tushunchalarning shakllanishi, nutqning o`shishi, favqulotda xolatlardan chiqish, muammoli vaziyatni hal qilish jarayonlari, shaxsning xis-tuyg`ulari, xarakteri va tipologik xususiyatlarini o`rganadi.

5. Sotsiometrik metod. Bu metod guruh a`zolari o`rtasidagi bevosita emotsional munosabatlarni o`rganish va ularning darajasini o`lchashda qo`llanilani. Unga amerikalik sotsiolog Djon Morenko asoslangan.

6. Anketa metodi. U odatda 3 xil bo`ladi:

- Anglashilgan motivlarni aniqlashga mo`ljallangan savollar tuziladi;
- Xar bir savolning bir nechtdan tayyor javobi beriladi;
- Sinaluvchiga yozilgan to`g`ri javoblarni ballar bilan baxolash tavsiya etiladi.

Anketadan turli yoshdagi odamlarning layoqatlarini, muayyan sohaga qiziqishlari va qobiliyatlarini, o`ziga, tengdoshlariga, katta va kichiklarga munosabatlarini aniqlash maqsadida qo`llaniladi. [3.9]

Xulosa

Har bir yosh davrining psixologik xususiyatlarini hisobga olgan holda ta`limiy va tarbiyaviy ta`sir o`tkazish insonda o`z - o`zini anglashni vujudga keltiradi. Shaxsda o`z-o`zini anglash tuyg`usi qancha erta uyg`onsa, shaxsiy nuqtai nazar, o`z xulqini xis qilish, o`zining amaliy va jismoniy imkoniyatlarini baholash shunchalik tez paydo bo`ladi. Umuman ijtimoiy hayotning

barcha jabhalarida – jumladan, oila, tarbiya muassasalari, ishlab chiqarish korxonasi va jamoat tashkilotlarida psixologik ilmlardan foydalanish ta'lim va tarbiyada shaxslararo ijobiy munosabatlar o'rnatishning, ishlab chiqarish samaradorligini oshirishning garovidir.

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**PEDAGOGIK FAOLIYATDA RIVOJLANISH-PEDAGOGIK QOBILIYATLARDAN
FOYDALANISH ASOSI**

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Annotatsiya. mazkur maqolada pedagoglar, pedagogik faoliyat turlari haqida, pedagogikaga hissa qo`shgan olimlarning qarashlari, pedagogik muammolar, innovatsion

g`oyalar bilan sug`orilgan fanlarni o`qitish hozirgi zamon talabiga aylanayotgani va fanlarni o`qitishda yngilik kiritish masalalari tavsiflangan.

Kalit so`zlar: *Pedagog, pedagogik faoliyat turlari, pedagogika tarixi va kelajagi, kreativ ,raqobatbardosh kadr, tashabbus ko`rsatish, kommunikativ faoliyat.*

THE BASIS OF THE USE OF DEVELOPMENT-PEDAGOGICAL SKILLS IN PEDAGOGICAL ACTIVITY

Abstract. *This article describes pedagogues, types of pedagogical activities, the views of scientists who contributed to pedagogy, pedagogical problems, the fact that the teaching of subjects with innovative ideas is becoming a requirement of the present time, and the issues of innovation in the teaching of subjects.*

Key words: *Pedagogue, types of pedagogical activity, history and future of pedagogy, creative, competitive staff, initiative, communicative activity.*

ОСНОВЫ ИСПОЛЬЗОВАНИЯ РАЗВИВАЮЩЕ-ПЕДАГОГИЧЕСКИХ УМЕНИЙ В ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ

Аннотация. *В статье говорится, что необходимость обеспечения образования, основанного на новых идеях, новых идеях и инновациях, является наиболее актуальной задачей современности, что преподавание предметов с инновационными идеями становится требованием настоящего времени, а внедрение инноваций в преподавание предметов, описаны вопросы эффективного использования зарубежного опыта.*

Ключевые слова: *Педагог, виды педагогической деятельности, история и будущее педагогики, творческий, конкурентоспособный коллектив, инициатива, коммуникативная активность.*

Pedagogika nima ? U nimani o`rganadi, nima bilan shug`ullanadi, nimani tadqiq qiladi?, degan savollar pedagogika fanini o`rganishga kirishgan insonni aqlini band qiladi. Pedagogika - tarbiya haqidagi fan, pedagogika o`sb kelayotgan yosh avlodni tarbiyalash haqidagi fan.

Pedagogika qadimdan ma`lum bo`lgan, yunoncha “bola yetaklovchi” degan ma`noni anglatadi. Pedagogika tarbiya haqidagi fan sifatida tarbiyani mohiyatini tushunishi , uning qonuniyatlarini ochishi ,shu orqali inson manfaatlari uchun tarbiya jarayoniga ta`sir etishni nazarda tutadi . Pedagogika jamiyatni rivojlanish qonun qoidalariga tayangan holda taraqqiy etadi. Pedagogik faoliyat bu- yosh avlodni iqtisodiy, siyosiy, axloqiy, estetik maqsadlarga muvofiq ravishda ongli hayotga tayyorlashga qaratilgan. Pedagogik jarayonda pedagogik faoliyat turlari: o`quv va tarbiyaviy ishlardir.

Tarbiyaviy ish bu- insonlarning komil inson bo`lib yetishishi , har xil muammolarni hal eta olishi , shaxslarni turli faoliyat turlarini boshqarishga qaratiladi. Tarbiyaviy ishda -bola ruhiyatidan kelib chiqqan holda ish ko`riladi . Ta`lim sohasini asosiy maqsadi - ta`lim samaradorligiga erishishga qo`yilgan maqsadga erishishni ko`zda tutadi . “Ilm boylikdan afzal , chunki ilm seni asraydi, boylikni esa sen asraysan” . Xalqimizda bejiz bu jumlar keltirilmagan . Pedagogik taraqqiyotning samarali bo`lishi o`qituvchidan quyidagi qobiliyat turlarini talab qiladi:

1)Perseptiv 5) Diqqatni to`g`ri taqsimlay olish 6)Tashkilotchilik 7)Konsruktiv .
8)Kommunikativ .

Tashabbuskor va g'ayratli o'qituvchi bolalarni o'z orqasidan ergashtira oladi. Bolalarni kelajagi bilimi ularni vatanga sodiq fuqaro qilib tarbiyalashga safarbar qila oladigan insongina haqiqiy o'qituvchi bo'la oladi. Bolaga befarq, uning kelajagi bilan qiziqmaydigan, o'qituvchilik kasbiga loqayd inson haqiqiy o'qituvchi bo'la olmaydi.

O'qituvchining kasbiy - ma'naviy axloqiy sifatleri: Pedagogik mahoratni oshirib, kelajakka bo'lgan ishonch, ijogkorlik, kasbiy pedagogik fikrlash, nutq texnikasiga egalik, pedagogik texnikadan samarali foydalanish, o'quvchi fikrini tinglash, tartib-intizom, tashkilotchilik, fanni oxirgi yutuqlaridan xabardorlik.

Sharq uyg'onish davrida ilm o'chog'I Bag'dod shahri edi. Bag'dodda "Bayt ul -hikma"- "Donishmandlar uyi" tashkil etilgan. Bu ilm maskanida o'zimizning buyuk allomalarimiz Ahmad Al Farg'oni, Xorazmiy, Forobiy faoliyat yuritishgan.

Forobiy -Sharqda "Sharq Arastusi", "Ikkinchi Muallim" nomlari bilan ulug'langan. Forobiy o'rta asr davri ta'biy ilmiy va ijtimoiy bilimlar sohasida asarlar yaratgan.

Abu Ali Ibn Sino Axloq va ta'lim tarbiya borasida shunday deydi: "Yaxshi, yomon xalqning hammasi sharoit, tarbiya odatlanish natijasida vujudga keladi. Ilm - narsalarning inson aqli yordamida o'rganilishidir". Ibn Sino o'quvchilar o'rtasida raqobatdoshlik guruh bahslari, munozaralarini foydaliligini, o'quvchilarni birgalikda, jamoada o'qitishni afzalliklari haqida aytib o'tgan.

O'zbekistonimizda bugungi zamonaviy muhitda faoliyat yuritib kelayotgan pedagoglarni axborot texnologiyalari sohasida bilimlarni yetishmasligi, zamonaviy texnologiyalardan dars jarayonida qo'llamasligi, ta'limning sifat darajasini tushishiga olib kelmoqda. Hozirda oliy ilmiy pedagoglarning tajribalari, dars o'tish qobiliyati, zo'r bo'lishidan tashqari, ular dars jarayonlarini qiziqarli innovatsion texnologiyalardan foydalanib, innovatsion ko'rgazmali qurollardan foydalanmasdan darsni sifat darajasi pasayishi mumkin deb o'ylayman.

Chunki asrimiz bolalariga eski dars usulida dars o'tish ularni qiziqtirish qiyin, har bir pedagog o'z ustida ko'p ishlashi, dars jarayonlariga chuqur tayyorgarlik ko'rish, bilimlarni o'rganib, fanga tadbiiq qila olishlari kerak, shundagina davlatimizda ta'lim sifati yaxshilanib, yaxshi pedagoglar yetishib chiqadi.

Endilikda oliy ta'limdagi mavjud talabalarni faqat tayyor bilimlarni egallashga o'rgatish bilan kutilgan natijaga erishib bo'lmaydi. Bunday usul talabalarda mustaqil fikrlash, ijodiy izlanish, tashabbus ko'rsatish qobiliyatlarini rivojlantirishga imkon bermaydi. Shuning uchun ham yangi fikr, yangi g'oya, innovatsiyaga tayangan holda ta'lim berish ehtiyoji bugungi kunning eng dolzarb vazifasiga aylandi.

Har bir darsda yangi g'oya, innovatsion texnologiyani qo'llash uchun talabalar oldindan izlanishi, ilg'or tajribalarni o'rganishi va o'zi ishlab chiqqan hamda samarali natijadorlikka ega bo'lgan usullarni qo'llay olishi zarur.

O'zbekiston xalq ta'limi tizimini 2030 yilgacha rivojlantirish konsepsiyasida va "Ta'lim to'g'risida"gi Qonun loyihasi (Yangi tahriri) da ham innovatsion ta'limni rivojlantirishga katta e'tibor qaratilgan. O'zbekiston Respublikasi "Ta'lim to'g'risida" gi Qonun loyihasi (yangi tahriri) ning 5- moddasida: "...Ta'lim tashkilotlarida innovatsion faoliyat va ta'lim dasturlarini innovatsion texnologiyalari yordamida amalga oshirishni qo'llab-quvvatash" ko'rsatilgan.

Ko'rinib turibdiki, innovatsion ta'lim berish bugungi kunda talabalarning asosiy faoliyat turi bo'lib, o'qituvchilarning bu boradagi tajribasini o'rganish va targ'ib qilish ham ta'lim sifati hamda

samaradorligini oshirishda muhim ahamiyat kasb eadi.Zero, innovatsion ta`lim-buyuk kelajak poydevori bo`lib, uni o`rganish va o`rgatish oliy ta`lim o`qituvchilari oldida turgan dolzarb vazifadir.

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**TA'LIM MUASSASALARIDA TA'LIM VA TARBIYA BERISHDA
PEDAGOGIKANING AHAMIYATI**

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***Annotatsiya.** Ushbu maqolada, Oliy o'quv yurtlarida talabalarni o'qitishda fan o'qituvchisining kasbiy pedagogik moharati muhokama qilingan bo'lib, fanni o'qitishda zamonaviy "Flipped Class" pedagogik texnologiyasidan foydalanish samaradorligi bayon etilgan.*

***Tayanch so'z va iboralar:** pedagogik faoliyat, pedagogik moharat, kredit modeli, onlayn o'qitish, "Flipped Class" pedagogik texnologiyasi, o'qituvchi, ta'lim-tarbiya.*

THE IMPORTANCE OF EDUCATION IN EDUCATIONAL INSTITUTIONS

Abstract. In this article, the professional pedagogic skill of the science teacher in teaching students in higher educational institutions is discussed, and the effectiveness of using the modern "Flipped Class" pedagogical technology in teaching science is described.

Basic words and phrases: pedagogical activity, pedagogical skill, credit model, online teaching, "Flipped Class" pedagogical technology, teacher, education.

ЗНАЧЕНИЕ ПЕДАГОГИКИ В ОБРАЗОВАНИИ И ОБРАЗОВАНИИ В ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ

Аннотация. В данной статье рассматривается профессионально-педагогическое мастерство учителя естественных наук при обучении студентов в высших учебных заведениях, а также описывается эффективность использования современной педагогической технологии «Перевернутый класс» в преподавании естественных наук.

Основные слова и фразы: педагогическая деятельность, педагогическое мастерство, кредитная модель, онлайн-обучение, педагогическая технология «Перевернутый класс», учитель, образование.

Kirish. O‘qituvchilik– katta san’atdir. Bu san’atga pedagog osongina, o‘z-o‘zidan erisha olmaydi. Shuning uchun, o‘qituvchilik kasbiga, ya’ni sog’lom avlod uchun chinakam murabbiy bo‘lishga havasi, ishtiyoqi zo‘r, zamon talablarini tez va chuqur tushunadigan, o‘zining ilmiy, ijtimoiy-siyosiy saviyasini, pedagogik mahoratini izchillik bilan oshirib boruvchi, mustaqillik g‘oyasi va mafkurasi bilan puxta qurollangan, haqiqiy vatanparvar va mehnatsevar kishilargina erisha oladilar.

Bejizga “Agarki, dunyo imoratlari ichida eng ulug‘i maktab bo‘lsa, kasblar ichida eng sharaflisi–o‘qituvchilik va murabbiylikdir” deb taniqli olim–ulamalar aytishmagan[1].

Tadqiqotning dolzabligi. Shiddat bilan rivojlanayotgan ijtimoiy–iqtisodiy tarmoqlarga mutaxssislarni etkazib berishda bugungi kundagi ta’lim tizimidagi dolzarb muammosi oliy o‘quv yurtlarida o‘qituvchining kasbiy pedagogik faoliyati doimiy ustirib borish va ta’lim berishda butunlay yangi g‘oyalarni joriy etishni taqoza etadi. Shu sababli ham pedagogik ta’lim-tarbiya insoniyat sivilizatsiyasida dolzabligicha qolaveradi.

Tadqiqot mavzusiga oid materillarni o‘rganish darajasi.

Mashhur pedagog Yan Amos Komenskiy “O‘qituvchilik er yuzidagi har qanday kasbdan ko‘ra yuqoriroq turadigan juda faxrli kasb” ekanligini ta’kidlaydi. O‘qituvchi obrazini tasvirlar ekan, unda quyidagi fazilatlar bo‘lishi maqsadga muvofiqligiga urg‘u beradi: vijdonli, ishchan, sabotli, axloqli, o‘z ishini sevuvchi, o‘quvchilarga otalaridek muomala qiluvchi, ularda bilimga havas uyg‘otuvchi, o‘quvchilarni o‘z ortida ergashtiruvchi va o‘z e’tiqodiga ega bo‘lgan shaxs» deb e’tirof etadi. Bundan chiqadiki o‘qituvchida insoniyatdagi mavjud barcha fazilatlar mujasam bo‘lishi kerak.

Insoniyat sivilizatsiyasiga o‘lmas va noyob asarlari bilan bashariyat ilm-fani va madaniyati tarixidan munosib o‘rin olgan Muhammad Xorazimiy, Ahmad Farg‘oniy, Abu Nasr Forobiy, ibn Sino, Abu Rayxon Beruniy, Mirzo Ulug‘bek, Alisher Navoiy kabi mutafakkir zotlar bizning buyuk ajdodlarmiz ekani bilan haqli ravishda faxrlanamiz. Ular yozib qoldirgan asrlari hozir kunda ham kuchi yo‘qotmagan. butun joxon olimu- ulamolari o‘rganmoqda va ilmiy-tadqiqot izlanishlarni olib bormoqda.

Mashhur pedagog, o‘zbek maktabi asoschisi Abdulla Avloniy ham o‘qituvchi shaxsi va uning faoliyati borasida qarashlarni ifodalashga alohida o‘rin beradi. Alloma, bola sog‘lom bo‘lib o‘shida ota-onalar o‘ziga xos rol o‘ynashi, uning fikriy jihatdan taraqqiy etishida o‘qituvchining o‘rni beqiyos ekanini ta’kidlaydi. Ya’ni, bolalar aqliy qobiliyatlarini shakllantirish muallimlar “Diqqatlariga suyalgan, vijdonlariga yuklangan muqaddas bir vazifa”, “Fikrining quvvati, ziynati, kengligi, muallimning tarbiyasiga bog‘liqdur” deb e’tirof etadi.

IX asr oxiri XX asr boshlarida Turkistonda jadidchilik harakati- asoschilari, Abdurauf Fitrat, Sadridin Ayniy, Abdulla Avloniy, Hamza Hakimzoda, Abdulla Qodiriy, Abulhamid Cho‘lpon kabi ajdodlarimiz ta’limni isloh qilish zarurli g‘oyasini olg‘a so‘rib, Turkistonda ijtimoiy ong taraqqiyotini boshlab berdilar. Buning davomchilari sifatida sodiq Ittifoq davrida Qori Niyoziy, G‘afur G‘ulom, Oybek, Hamid Olimjon, Zulfiya kabi shoirlarimiz davom etkazdilar.

Mamalakatimiz mustaqilika erishishi bilan milliy ong, ma’naviyatimiz manbai-tarixiy-madaniy qadriyatlarimizni o‘rganish va tiklashga musharaf bo‘ldik. “Ta’lim to‘g‘risida” gi, “Kadrlar tayyorlash milliy dastur” qonunlari asosida ta’lim-tarbiya mazmuni yangi bosqichga ko‘tarildi, zamondoshlarimizdan Erkin Vohidov, Adulla Oripov, Said Axmad, Toxir Malik, Muxammad Yusuf kabi adiblar ta’lim-tarbiya haqidagi bildirgan fikrlari alohida o‘rin tutadi[1].

Shu bilan birga, Yangi O‘zbekiston sharoitida pedagogik kadrlarni tayyorlash, o‘quv muassalarida o‘qitish tizimini halqaro andozalar asosida tashkil etish, gilabol axborot kommunikasiya tarmoqlari rivojlangan sharoitda bolalarga ta’lim-tarbiya berishda ota-onalar va pedagogik o‘qituvchilar faolligini oshirish masalarida bir qancha muammolar mavjudligi ma’lum bo‘lib qolmoqda. Albatta bu muammolarni hamjixatlikda ilmiy-tadqiqot izlanishlar orqaligina xal qilish mumkin.

Tadqiqot maqsadi: Oliy ta’lim muassasalarida talabalarni o‘qitish tizimini halqaro andozalar asosida tashkil etishda pedagogik o‘qituvchilarga qo‘yiladigan talablarni tahlil qilish asosida takliflar ishlab chiqish.

Tadqiqot masadidan kelib chiqib quyidagi **vazifalar** xal etiladi:

- 1) Mamlakatimizda mavjud ta’lim – tarbiya dasturlarni o‘rganish va tahlil qilish;
- 2) zamonoviy pedagogik o‘qituvchilarning insoniylik va pedagogik fazilatlarini oliy ta’lim muassasalarida talabalarni o‘qitishdagi ahamiyatini tahlil qilish;
- 3) oliy ta’lim muassasalarida talabalarni o‘qitishda zamonaviy “Flipped Class” pedagogik texnologiyasi afzalliklarini o‘rganish va uni joriy etishni taklif etish.

Tadqiqotning ilmiylik darajasi. Tadqiqotda ko‘rib chiqilgan masalalarni ta’lim muassalarida tadbiq etilishi, pedagogik o‘qituvchilar o‘ziga bo‘lgan talabchanlikni, tadqiqotda qo‘llanilgan “Flipped Class” pedagogik texnologiyasi talablar mustaqil bilim olishiga bo‘lgan intilishini oshiradi.

Tadqiqotning nazariy va amaliy ahamiyati. Tadqiqot materillari mahalliy va xorijiy mualliflarning ilmiy-tadqiqot izlanishlari va o‘quv adabiyotlari tahlil qilingan bo‘lib, tahlillar asosida tayyorlangan materiallar, pedagogik o‘qituvchilar talabalarni o‘qitishda nafaqat o‘ziga bo‘lgan talabchanlikni, balki zamonoviy pedagogik texnologiya va interfaol metodlardan foydalangan xolda o‘qitishda foydadanish uchun o‘qituvchilik kasbini tanlagan yosh o‘qituvchilarga qimmatli ma’lumotlar sifatida xizmat qiladi.

Asosiy qismi. Har qanday fan o‘qituvchisining vazifasi talabalarni faol fikrlashga o‘rgatish, ularda bilimni mustaqil topish qobiliyatini rivojlantirishdir. Bilim faqat xotira bilan

emas, balki o'z fikrlari sa'y-harakatlari bilan "o'zlashtirilganda" kuchli bo'ladi. Bu kognitiv jarayonning o'ziga xosligidir.

Kognitiv tizim-(lotincha kognitio "idrok qilish, tasvirlash, vaziyatni tahlil qilish" so'zidan) xarakter rivojlanishi, tarbiyasi, o'rgatish, ta'lim rivojlanishi natijasida ongda shakllangan bilish tizimi (shaxs). Kognitiv tizimning asosi - tafakkur, ong, xotira va tilning o'zaro ta'siri. Bunday tizimni tashuvchisi inson miyasidir [3].

Eksperimental ravishda aniqlanganki, teng sharoitlarda inson eshitganlarining atigi 10 foizini, ko'rganlarining 50 foizini, amaliy bajarganlarining 90 foizini inson xotirasida saqlar ekan.

Bundan kelib chiqadiki, ta'limda eng samarali shakli talaba bilimni mustaqil olish bilan bog'liq faoliyatda faol ishtirok etishiga asoslangan shakldir[5].

O'qituvchi o'qitish jarayonida metodikada belgilangan eng muhim talablariga rioya qilishi kerak. O'qitish tamoyili o'quv jarayoni mazmunini, tashkil etishi, metodologiyasi esa quyidagi talablar bilan belgilanadi[4].

-ilmiy o'qitish-materialni so'nggi yutuqlarni hisobga olgan holda ilmiy bayon qilish, eskirgan tushuncha va qarashlar (metodikasi)ni asosli ravishda rad etish;

- o'quv jarayonini amaliy yo'naltirilganligi - zamonaviy sharoitda tegishli bilim sohasi rivojlanish xususiyatlarini ochib berishini, o'quv dasturidagi amaliy ishlanmalardan foydalanishni, kelgusidagi kasbiy tayyorgarligi bo'yicha amaliy mashg'ulotlar nazarda tutilishi;

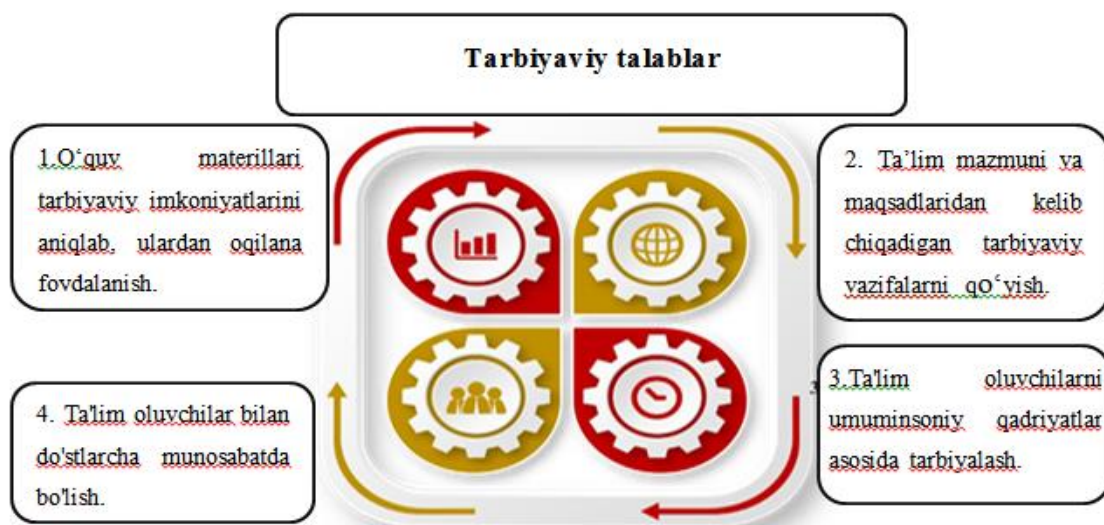
-materialni tizimli va izchil taqdim etish;

-talabalar kasbiy savodxonligini inobatga olgan holda o'qitishni tabaqalash, hajmi va ko'rinishi bo'yicha foydalanish imkoniyati;

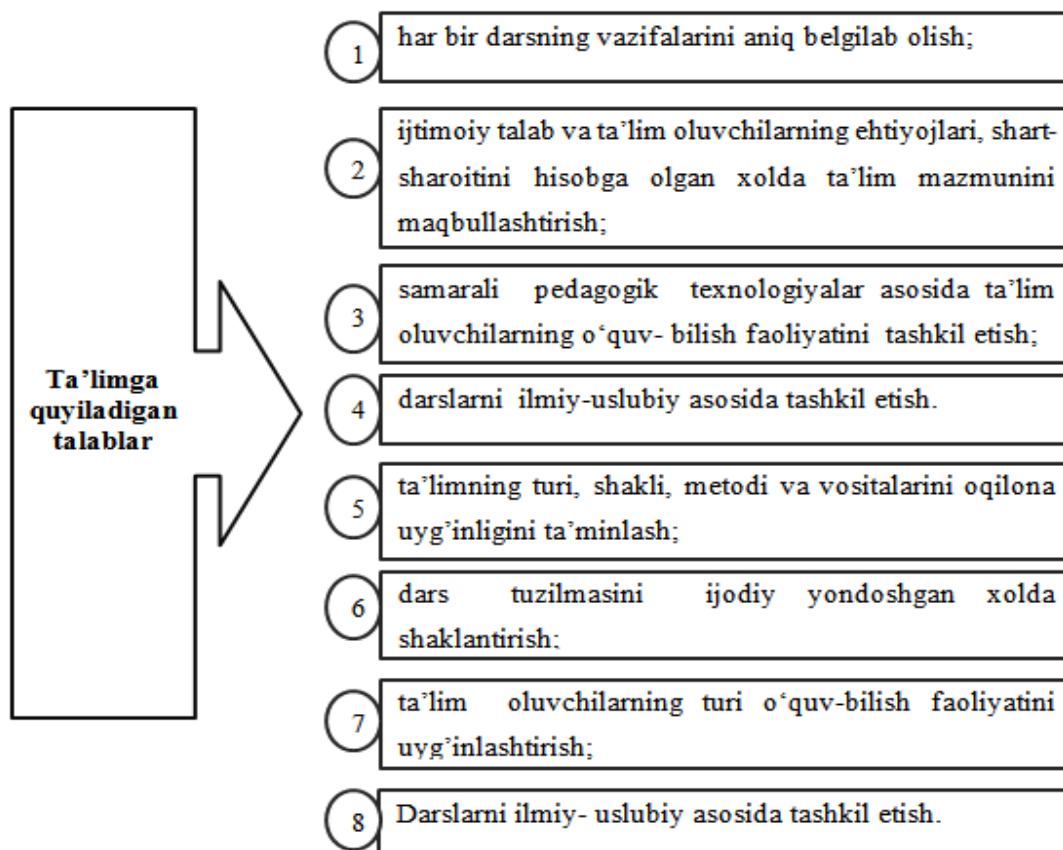
-ko'rinishi (kiyinish madaniyati, yurish turilishi, hulq-atvori va boshq);

-o'quvchidagi individual xususiyatlarini hisobga olgan holda o'rganishga individual yondashish, shuningdek, o'qituvchidagi shaxsiy faoliyati va tajribasi ham ahamiyatlidir.

Ta'limdagi maqsad va vazifalari, ta'lim oluvchilar talabi hamda ehtiyojlari, ta'lim-tarbiya qonuniyatlari kabi omillar ta'lim-tarbiyaga quyidagi talablarni qo'yiladi:



1-rasm. Tarbiyaviy talablarning agaritimi



2-rasm. Ta'lim quyiladigan talablar algoritmi

Oliy ta'lim muassasalarida talabalarni zamonaviy kredit tizimida o'qitishda fan o'quv rejasiga muvofiq umumiy soatning 50-60 foizi mustaqil ta'lim olishi uchun ajratiladi. Bundan tashqari ko'pgina rivojlangan xorijiy mamlakatlarda onlayin ta'lim tizimi yo'lga qo'yilgan bo'lib, unda asosiy e'tibor talaba mavzularni pedagogik texnologiya va interfaol metodlar asosida mustaqil o'zlashtirishga qaratilgan.

Muallif, talaba fan mavzularini mustaqil uzlashtirishlarida quyidagi pedagogik texnologiyadan foydalanishi tavsiya etadi.

1. Aralash o'qitish (Blended learning)-bu zamonaviy ta'lim texnologiyasi bo'lib, uning asosi "sinf-dars" tizimi bilan elektron ta'limni birlashtirishdan iborat. Bu elektron ta'lim, axborot-kommunikasiya texnologiyalari va zamonaviy o'quv vositalari taqdim qiladigan yangi didaktik imkoniyatlarga asoslanadi.

2. Aralash o'qitishning keng tarqalgan usullaridan biri - bu "Flipped Class" pedagogik texnologiyasi asosida o'qitish hisoblanadi. Flipped Class" inglizcha so'z bo'lib, uni muallif, o'zbek tilida, pedagogik texnologiyaga xaqiqiy mazmun-mohiyatiga ko'ra eng yaqin bo'lgan "Oldindan tayyorlangan dars-sinf" nomini tanlashni taklif etadi. Bu texnologiyada o'quv jarayoni asosiy qismlari bo'lgan dars bilan uyga berilgan vazifalar o'rni almashtirilib, avval bo'lajak darsga tayyorgarlik ko'rish uchun uyga vazifa sifatida materillarni video, audio va boshqa interfaol materiallar talabalarga onlayin taqdim etiladi va keyin darsda mavzu mazmunidan kelib chiqib amalda qo'llash masalalari ko'riladi.

"Flipped Class"-texnologiyasini dastlabki tajribalarini XX asrning 90-yillari boshida AQShning Garvard universiteti professori Erik Mazur o'tkazgan. U ta'lim oluvchilarga yangi

tushunchalar va atamalar bilan tanishish orqali darsga tayyorlangan holda kelishlari uchun ma'ruza materiallari va maqolalar bergan. Dars boshida esa Erik Mazur kichik so'rov o'tkazgan va uning natijalari esa ta'lim oluvchilar o'quv materiallarni qanchalik o'zlashtirganligi bo'yicha tyutoriga xabarnoma yuborib to'rgan. Shu asosida dars jarayonida qaysi masalalarga alohida e'tibor berish kerakligini bilib olgan va keyin o'quv materiallarni chuqur o'rganish va muammolarni hal qilish kichik guruhlarda amalga oshirilgan.

2007 yilda AQShda ikki nafar tyutor-Jonatan Bergman va Aaron Sems tomonidan "Flipped Class" texnologiyani amaliyotda qo'llaganlar. Ular o'z ta'lim oluvchilariga bosma materiallar emas, balki uyda yangi o'quv materiallarini o'rganish uchun ishlatilishi mumkin bo'lgan video darslarni tarqatishgan, shuningdek, 2011 yilda tadqiqotchi Endi Shell AQShda Michigan shtatidagi maktabda mazkur masala bo'yicha keng tadqiqot o'tkazgan. Bunda 45 daqiqalik ma'ruzani konspektlashdan ko'ra davomiyli 3-6 daqiqalikdan ortmaydigan videoroliklardan foydalanish yaxshi natija berishi ma'lum bo'lgan.

"Flipped Class" pedagogik texnologiyasi zamonaviy kompyuter texnologiyalari va masofaviy o'qitish hamda Internet tarmog'i imkoniyatlari asosida yanada rivojlangan.

Hozirgi kunda "Flipped Class" texnologiyasini muvaffaqiyatli qo'llash amaliyoti Pensilvaniya shtati Universitetida (AQSh) 1500 dan ortiq ta'lim oluvchilar ishtirokida olib borilmoqda.

"Flipped Class" texnologiyasini amalda qo'llashda quyidagi zamonaviy ta'lim vositalaridan foydalaniladi.

Podkast (Podcast) - bu ovozli fayl (audio ma'ruza) hisoblanadi. Ta'lim oluvchilar podkastni o'zlarining stasionar yoki mobil qurilmalari asosida yoki ma'ruzalarni onlayn rejimida tinglashlari mumkin.

Vodkast (Vodcast -bu "video-on-demand", ya'ni so'rov bo'yicha video ma'nosini bildiradi) ham podkastga o'xshash bo'lib, farqi faqat videofayllarga egaligidan iborat.

Pre-vodkasting (Pre-Vodcasting)- bu ta'limiy metod bo'lib, unda pedagog tomonidan ta'lim oluvchilar kelgusi o'rganiladigan mashg'ulotgacha avvaldan mavzu to'g'risida tasavvur olishlari uchun o'z ma'ruzasi bilan birga vodkast yaratiladi.

Yuqorida ko'rib chiqilganlarga asosan quyidagilarni **xulosa** qilishimiz mumkin,

O'qituvchi o'z sohasi bo'yicha professional bo'lishi kerak. Ya'ni, u o'zi tushuntirayotgan va o'rgatayotgan fanni chuqur bilishi, ushbu fani o'qitish metodikasini puxta egallashi, psixologiya, pedagogika, sosiologiya, inson fiziologiyasi kabi sohalardagi bilimlarini amalda qo'llashi kerak.

Muallif tomonidan, fan o'qituvchisi quyidagi muhim kasbiy fazilatlariga ega bo'lishini taklif etadi:

- oliy o'quv yurtida o'qituvchilik faoliyatiga e'tibor qaratish: ruhiy barqarorlik; moslashuvchanlik, harakatchanlik, tez javob berish qobiliyati;
- xarakter xususiyatlari: faollik, qat'iyatlilik, iroda, qat'iyatlilik, jasorat; o'z-o'zini nazorat qilish va cheklash, ijtimoiy me'yoriylik (axloqiy munosabatlar umumiy qabul qilingan xatti-harakatlar va boshqa odamlar bilan munosabatlari muvofiqligi);
- o'zini to'g'ri baholash qobiliyati;
- axloqiy fazilatlar: burch hissi, halollik, vatanparvarlik, odoblilik, aniqlik, jamoada ishlash qobiliyati; hazilga qiziqish hissi;

- ijtimoiy fazilatlar: xushmuomalalik, bag'rikenglik;
- o'ziga va talabalarga nisbatan talabchanlik;
- ziddiyatli vaziyatlarni hal qilish qobiliyati; muloqot qobiliyatlari va boshqalar [2].

Binobarin, zamonaviy ta'lim berish tizimida fan o'qituvchisi o'z oldiga qo'yilgan pedagogik vazifalarni bajarish uchun mas'ul bo'lib, qabul qilingan qarorlar uchun to'liq javobgarlikni o'z zimmasiga oladi.

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UMUMTA'LIM O'RTA MAKTABLARIDA CHET TILINI O'RGANISHDA O'QUVCHILARNING MOTIVASIYANI OSHIRISH YO'LLARI

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***Annotatsiya.** Ushbu maqolada, umumta'lim o'rta maktablarida ingliz tilini o'rganishda o'quvchilarning motivasiyani oshirish yo'llari bayon etigan bo'lib, o'quvchilar ingliz tilini o'rganishga qiziqishi va qat'iyatligini oshirishga yordam beradigan samarali strategiyalarni aniqlash va tahlil qilishga qaratilgan.*

***Tayanch so'z va iboralar:** umumta'lim o'rta maktablari, chet tili, ingliz tili, o'qituvchi, o'quvchi, motivasiya, o'quv jarayonlari, muloqat, interfaol metod, pedagogik texnologiya.*

WAYS TO INCREASE THE MOTIVATION OF STUDENTS IN LEARNING A FOREIGN LANGUAGE IN GENERAL SECONDARY SCHOOLS

Abstract. This article describes ways to increase students' motivation in English language learning in comprehensive secondary schools, and aims to identify and analyze effective strategies to increase students' interest and persistence in learning English.

Key words and phrases: general secondary schools, foreign language, English language, teacher, student, motivation, educational processes, communication, interactive method, pedagogical technology.

ПУТИ ПОВЫШЕНИЯ МОТИВАЦИИ ОБУЧАЮЩИХСЯ В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА В ОБЩИХ СРЕДНИХ ШКОЛАХ

Аннотация. В статье описаны пути повышения мотивации учащихся при изучении английского языка в общеобразовательных средних школах, а также определены эффективные стратегии повышения интереса и настойчивости учащихся в изучении английского языка и направленные на анализ.

Ключевые слова и фразы: общеобразовательная школа, иностранный язык, английский язык, учитель, ученик, мотивация, образовательный процесс, общение, интерактивный метод, педагогическая технология.

Kirish. Chet tili (ingliz tili)ni o'rganish zamonaviy ta'limning ajralmas qismi bo'lib, o'quvchilarga gilabol muloqot va kasbiy rivojlanish uchun qimmatli vositalarni taqdim etadi. Bu jarayon, ayniqsa, o'quvchilar kelajakdagi o'quv va kasbiy yo'nalishini belgilovchi asosiy ko'nikma va bilimlari shakllanadigan umumta'lim o'rta maktabda muhim ahamiyat kasb etadi.

Tadqiqotning dolzabligi. Umumta'lim o'rta maktablarida chet tilini o'rganishda o'quvchilar motivatsiyani oshirish muammosi dolzarbligini nafaqat hayotiy faoliyatdagi turli sohalarida chet tilida so'zlashuvchi muhitdagi ta'siri kuchayishi, balki zamonaviy dunyoda tilini muvaffaqiyatli rivojlantirish uchun til ko'nikmalarini chuqur egallash zarurati bilan ham ta'kidlanadi.

Shunday ekan, yanada kuchliroq o'qishimiz va maqsadlar sari dadil harakat qilishimiz o'zimizni baxtli his qilishimiz o'z qo'limizdadir. Zero Prezidentimiz Sh.M.Mirziyoev ta'biri bilan aytganda "Hozirgi kunda har tomonlama kamol topgan, yuksak salohiyatli, aql-zakovatli shaxsni shakllantirish uchun avvalo ularning ta'lim tizimiga e'tibor qaratishimiz lozim". Bu gaplardan ko'rinib turibdiki Yurtboshimiz ham ta'lim tizimiga e'tibor qaratar ekan, avvalo buning uchun yoshlar ongiga yuksalish tushunchasini yanada kuchliroq singdirish uchun bunga turtki zarurdir.

Aynan salohiyatli yoshlarni shakllantirish va ulkan maqsadlar sari dastlabki qadam aynan motivatsiya desak mubolag'a bo'lmaydi. Shu nuqti nazardan, ham ushbu mavzu bugungi kunda ham dolzabligicha qolmoqda.

Tadqiqot mavzusiga tegishli materillarni o'rganganlik darajasi. "Motivatsiya" atamasini birinchi marta A. Shopengauer o'z maqolasida qo'llagan.

Maslou o'zining "Motivatsiya va shaxsiyat" (1954) asarida insonning barcha ehtiyojlari tug'ma yoki instinktiv ekanligini va ular ustuvorlik yoki ustunlik ierarxik tizimida tashkil etilganligini quyidagi diagramma orqali taklif etadi.



1-rasm. Avraam Maslouning inson ehtiyojlari ierarxiyasi diagrammasi.

Oxirgi uchta daraja: “idrok”, “estetik” va “o'zini o'zi anglash” odatda “o'zini namoyon qilish zarurati” (shaxsiy o'sishga bo'lgan ehtiyoj) deb ataladi.

Rubinshteyn S.L. “Motivasiya-bu psixika orqali amalga oshuvchi determinasiyasidir”, deb ta'kidlagan bo'lsa, Madsen K.B. “Motivasiya bu xulqiga yo'naltirilgan qo'llab quvvatlovchi, qo'zg'atuvchi omillar yig'indisidir”, deb aytib o'tgan. Quyidagi ma'lumotlar rang barangligi motivasiyaga yanada chuqurroq yondashish imkoniyatini beradi.

Yoshi katta insonlar esa hozirgi kunda yoshlar o'rtasida o'zini omadsiz va baxtsiz his qilishlariga sabab bu aynan motivasiya etishmasligi deya ta'kidlashadi. Shu o'rinda Jaloliddin Rumiyning shu gapini eslatib o'tish o'rinli deb hisoblayman. “Hayotda omadsiz, baxtsiz va muvofiqsiz tushunchalarni o'zi yo'q. Shunchaki hayotda dangasa, loqayd va e'tiborsiz degan so'zlar bor holos”.

Motivasiya mohiyati bo'yicha bildirilgan yuqoridagi fikr-mulohazalar unga berilgan umumlashgan fazilatlarga mutloqo mutanosibdir. Shu bilan birga motivasiyaga quyidagicha izoh berishimiz mumkin.

Motivasiya -(lotincha *movēre* “harakat qilish” dan) harakatga undash; inson xulq-atvorini boshqaradigan uning yo'nalishini, tashkiliylikini, faolligini va barqarorligini belgilovchi psixofiziologik jarayon; insondagi o'z ehtiyojlarini faol ravishda qondirish qobiliyatidir.

Tadqiqot maqsadi. Umumta'lim o'rta maktablaridagi o'quvchilar chet tilini o'rganishdagi motivasiyasini oshirish usullarini o'rganish, bu jarayonda o'quvchilar duch keladigan asosiy qiyinchilik va muammolarni aniqlash.

Tadqiqot maqsadida kelib chiqib quyidagi **vazifalarni** xal etiladi:

- umumta'lim o'rta maktablarida chet tilini o'qitishda motivasiya muammosi bo'yicha zamonaviy tadqiqotlarni ko'rib chiqish;

- umumta'lim o'rta maktab o'quvchilari motivasion xususiyatlarini tahlil qilish, ularning qiziqishi va ta'lim muvaffaqiyatiga ta'sir qiluvchi omillarni aniqlash;

-umumta'lim o'rta maktab o'quvchilari ingliz tilini o'rganishga bo'lgan qiziqishini oshirishga qaratilgan aniq strategiya va usullarni taqdim etish va asoslash.

Ilmiy yangiligi. Umumta'lim o'rta maktablaridagi o'quvchilari chet tilini o'rganishga qiziqishi va ularning motivasiyasini oshirish uchun innovation strategiyalar va pedagogik usullar, jumladan pedagogik texnologiya, interfaol yondashuvlar va o'yinlarni qo'llash ko'rsatilgan. Bu maktab o'quvchilari ishtiyoqini oshirish uchun noan'anaviy texnologiyalar, metodlar, uslublar va o'quv qo'llanmalaridan foydalangan holda chet tilini o'qitishni tashkil etish bo'yicha uslubiy tavsiyalarni ishlab chiqish, shuningdek, boshlang'ich chet tili o'qituvchilari amaliy faoliyatida materiallaridan foydalanish imkoniyatlarini yaratadi.

Tadqiqotning nazariy va amaliy ahamiyati. Tadqiqot materillari mahalliy va xorijiy mualliflarning ilmiy tadqiqot ishlari va o'quv adabiyotlari tahlil qilingan bo'lib, tahlillar asosida tayyorlangan materiallar, o'qituvchilar o'quvchilarni o'qitishda gilabal muloqot va malaka oshirish uchun qimmatli vosita bo'lib xizmat qiladi.

Asosiy qismi. Satatistik ma'lumotlarga ko'ra, halqaro hamjamiyatdagi aholining 70 foizi ingliz tilida muloqot qilishar ekan, bu degan jaxondagi 7/1 qismi odamlar ingliz tilida muloqot qilishadi degani. Bizning mamalakatimizda ham ingliz tiliga bo'lgan e'tibor kundan-kunga oshib bormoqda, barcha umumta'lim, o'rta maxsus va oliy ta'lim muassasalaridagi barcha yo'nalishlarda ingliz tili majburan o'qitilmoqda. Bundan tashqari barcha shaxar va tumanlarda o'quv markazlari faoliyat olib bormoqda. Chet tilidan Milliy va halqaro sertifikat ega bo'lgan o'qituvchilar oylik maoshiga 50 foizgacha ustama tulanmoqda. Lekin tadqiqotlar shuni ko'rsatmoqdaki, zamonaviy ta'limda o'quvchilar chet tilini o'rganishga bo'lgan motivasiyasi yuqori darajada deb bo'lmaydi.

Buning sababi shundaki, chet tilini o'rganish ko'pincha katta kuch va intizomni talab qiladigan murakkab va ko'p vaqt talab qiladigan faoliyat turi sifatida izohlanadi.

Chet tilini o'rganish kontekstida motivasiya - bu o'quv faoliyatini boshqaradigan samarali tizimi. O'quvchilar o'qituvchi topshirig'ini muvaffaqiyatli bajarganlarida uni rag'batlantirsa, bu uni yanada muvaffaqiyatli bajarishga motivasiya beradi.

O'quvchidagi chet tilini o'rganishdagi motivasiyasini shakllantirish o'qituvchilardan malakali yondashuvni va o'quvchilar motivasiyasidagi turli tomonlarini hisobga oladigan turli xil usullardan foydalanishni talab qiladi.

Muloqot jarayonida ijobiy va hissiy jihatdan qulay muhitni tanlash juda muhim, chunki u ijodiy birgalikdagi faoliyatni va boshqa odamlarga nisbatan alohida ijtimoiy munosabatni shakllantirishga yordam beradi, hurmat va minnatdorchilik tuyg'usini uyg'otadi.

Qulay muloqot jarayonida o'qituvchi va o'quvchi umumiy hissiy va psixologik makonni yaratadilar, unda o'quvchini tashqi dunyo bilan madaniy va kognitiv o'zaro munosabatlarga jalb qilishga qaratilgan ijodiy jarayon rivojlanadi.

Asosiy vazifalardan bir o'qituvchi ham o'quvchi ham o'z-o'zini takomillashtirish uchun motivasiyasini shakllantirishni ta'kidlash lozim. O'quvchi o'quv jarayonlarida yangi bilimlardan zavqlana olsa, bu o'quv faoliyatiga mos keladigan usul va jarayonlar mavjudligidan dalolat beradi.

Zamonaviy darsliklariga kiritilgan chet tilini o'rganishda katta yoshdagi maktab o'quvchilari motivasiyasini oshirishga yordam beradigan bir qator samarali usullar mavjud. Jumladan,

- talabalar uchun haqiqiy muammolarni keltirib chiqaradigan va faol nutq amaliyotini (tinglash, gapirish, o'qish, yozish) talab qiladigan topshiriqlardan foydalanish; bu bilan chet tilini o'rganishga qiziqishni rivojlantirishga yordam beradi.

- konstruktiv va amaliy (kundalik yuritish yoki topshiriqlar yaratish);

- o'yin (rol o'ynash loyihalari va dramatisasiya);

- axborot-tadqiqot loyihalarini o'z ichiga olgan turli xil usul va vositalardan foydalanish

[2].

Bu usullar faol va qiziqarli tashkil etilishi tilni o'rganishga yordam beradi, bu esa o'z navbatida katta yoshdagi maktab o'quvchilarida chet tilini o'rganishda motivasiyani rivojlantirishga olib keladi.

Ingliz tilini o'rganish uchun kognitiv motivasiyani shakllantirish muhim rol o'ynaydi.

Kognitiv tizim-(lotincha kognitio "idrok qilish, tasvirlash, vaziyatni tahlil qilish" so'zidan) xarakter rivojlanishi, tarbiyasi, o'rgatish, ta'lim rivojlanishi natijasida ongda shakllangan bilish tizimi (shaxs). Kognitiv tizimning asosi - tafakkur, ong, xotira va tilning o'zaro ta'siri. Bunday tizimni tashuvchisi (inson) miyasidir [1].

O'qituvchilar zamon bilan harakat qilishlari, qiziqarli va samarali o'rganishni yaratishlari va o'quvchilar qobiliyatlariga ishonchni singdirishlari kerak. Har bir dars "muvaffaqiyatli vaziyat" sifatida baholanishi va har bir o'quvchi harakatlari natija berayotganini ko'rishi kerak.

Ichki motivasiya asta-sekin rivojlanadi va o'quvchilar ingliz tilini o'rganishga bo'lgan qiziqishlari va qat'iyatliliklarini oshiradilar, ayniqsa ular har bir darsdan so'ng o'z malakalari va bilimlarida sezilarli yaxshilanishlarni ko'radilar.

Mualif, o'quvchilarni chet tilini o'rganishga bo'lgan qiziqishini oshirishning turli usullari orasida hali darsliklar va o'qitish usullarida keng e'tirof etilmagan, ammo o'quvchilarga sezilarli ta'sir ko'rsatadigan usullarni taklif etadi. Shunday usullardan biri ingliz, amerikaliklar kabi ingliz tilida so'zlashuvchi mamlakatlardan kelgan o'quvchilar va tengdoshlar o'rtasida aloqani o'rnatish (bevosita yoki onlayin muloqat orqali). Ushbu usul ko'plab maktab o'quvchilariga ijobiy ta'sir ko'rsatadi, ularga nafaqat ona tilida so'zlashuvchi mamlakatlar madaniyati, tarixi va turmush tarzi haqida qiziqarli ma'lumotlar, balki ona tilida so'zlashuvchilar bilan ingliz tilida muloqot qilish amaliyotini ham beradi, bu esa ularni mavzular va umuman tilni aniq o'rganishga undaydi.

Motivasiyani oshirishda yana bir samarali usuli - bu ingliz tili darslarida musiqa va qo'shiqlardan foydalanish. Bu amaliyot talaffuz ko'nikmalarini rivojlantiradi, grammatik tuzilmalarni mustahkamlaydi va o'quvchilarda so'z boyligini kengaytiradi, o'qish va tinglash ko'nikmalarini rivojlantirishga yordam beradi. Musiqa sinfdagi ijobiy psixologik kayfiyatni yuzaga keltiradi, psixologik stressni kamaytiradi va til faolligini oshiradi [3].

Iloji boricha tabiiy sharoitga yaqin bo'lgan o'quv jarayonlarini tashkil etish ham o'quvchilar motivasiyasini oshirishda muhim vositasidir. Katta yoshdagi maktab o'quvchilari bunday vaziyatlarda ishtirok etishi ularda ijodiy qobiliyatlarini rivojlantirishga yordam beradi,

o‘rganish va rivojlanish istagini uyg‘otadi. Misol uchun, o‘rganish maqsadida faqat gapirish bilan cheklanib qolmaydi, balki suhbatdoshni tushunishni ham o‘z ichiga oladi, bu esa darsni yanada qiziqarli qiladi.

Chet tilini o‘rganish jarayonida dialoglarni dramatisasiya qilish ham katta ahamiyatga ega.

O‘quvchilar o‘zlari dialoglar tuzishlari yoki tayyor namunalarni bajarishlari mumkin, bu esa materialni yaxshiroq o‘rganishga yordam beradi.

Leksik va grammatik material bilan ishlash uchun ko‘pincha o‘yin texnikasi, qofiyalar, topishmoqlar va maqollar qo‘llaniladi. Juftlik va guruhli topshiriqlarni tashkil etish ham o‘quv jarayonini faollashtiradi, barcha o‘quvchilarni faol o‘quv faoliyatiga jalb qiladi.

Shu bilan birgan, o‘qitish tizimi qanchalik zamonaviy uslub va shakllari xilma-xilligi, shuningdek, darslarda ko‘rgazmali materiallardan foydalanishga qaramasdan, o‘quvchi chet tilini o‘zlashtirishga bo‘lgan ichki istagi bo‘lmasa, kerakli natijalarga erishish qiyin bo‘lib qolaveradi.

Shunday qilib, yuqoridagi ko‘rsatib utilganlarga asoslanib, quyidagilarni xulosa qilishimiz mumkin.

Hozirgi vaqtda faol xalqaro integrasiya va xalqaro munosabatlar rivojlanishi sharoitida ingliz tilini o‘rganish yangi ahamiyat kasb etmoqda. Bu nafaqat foydali, balki zaruriy yashash sharoitiga aylanmoqda. Biroq, umumta'lim o‘rta maktab o‘quvchilari ko‘pincha imtixonlarga tayyorgarlik ko‘rish va oliy o‘quv yurtlariga kirish kabi vazifalari bilan yuklanib qolganligi to‘fayli ham har doim ham ingliz tilini o‘rganish muhimligini tushunmaydilar va har doim ham uni o‘rganish jarayoniga jiddiy yondashishga tayyor emaslar.

Shu nutqti nazardan ingliz tilini o‘qitish sohasidagi o‘qituvchilar o‘quvchilar motivasiyasini oshirish bilan bog‘liq usul va vositalarni keng joriy etishdek vazifalarni xalq etishlari lozim bo‘ladi. Buning uchun esa o‘qituvchi o‘zidagi ichki motivasiyani saqlab qolish va o‘quvchilardagi motivasiyasini rivojlantirish uchun sharoit yaratish kerak.. [4,].

Chet tilini o‘rganishga chinakam qiziqqan o‘quvchilar o‘qishga ko‘proq jalb qilinadi va yuqori o‘rganish motivasiyasini namoyish etadi. Shu sababli, umumta'lim o‘rta maktab o‘quvchilari chet tiliga o‘rganishga bo‘lgan qiziqishini oshirish masalasi o‘qituvchilar uchun oliy vazifalardan biriga aylanmog‘i lozim.

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**FAVQULODDA EPIDEMIOLOGIK, EPIZOOTIK VA EPIFITOTIK VAZIYATLAR.
O'LAT VAFO SARG'AYMA ISITMA KABI SIYRAK UCHRAYDIGAN
KASALLIKLARNI KELITIRIB CHIQRARGAN ALOHIDA XAVFLI INFEKSIYALAR.**

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Annotatsiya. Ushbu maqolada, Favqulodda epidemiologik, epizootik va epifitotik vaziyatlar. O'lat vafo sarg'ayma isitma kabi siyrak uchraydigan kasalliklarni keltirib chiqargan alohida xavfli infeksiyalar haqida muallifning nazariy, umumlashtiruvchi fikrlari keltirilgan.

Maqola mehnat muhofazasi va texnika xavfsizligi yunalishlari talablari, mehnat muhofazasi va xavfsizlik mutaxassislari hamda keng izlanuvchilar uchun muljallangan.

Kalit so'zlar va iboralar: "epidemiya, epizootika, epifitotika, vabo, sibir yarasi, botulizm".

EMERGENCY EPIDEMIOLOGICAL, EPIZOOTIC AND EPIPHYTIC SITUATIONS. PARTICULARLY DANGEROUS INFECTIONS THAT CAUSE RARE DISEASES SUCH AS PLAGUE AND YELLOW FEVER.

Abstract. In this article, emergency epidemiological, epizootic and epiphytotic situations.

The author's theoretical and generalizing thoughts are presented about particularly dangerous infections that cause rare diseases such as plague yellow fever. The article is intended for the requirements of labor protection and technical safety directions, labor protection and safety specialists, and general readers.

Key words and phrases: "epidemic, epizootic, epiphytotic, cholera, anthrax, botulism."

ЧРЕЗВЫЧАЙНЫЕ ЭПИДЕМИОЛОГИЧЕСКИЕ, ЭПИЗОТИЧЕСКИЕ И ЭПИФИТОТИЧЕСКИЕ СИТУАЦИИ. ОСОБО ОПАСНЫ ИНФЕКЦИИ, ВЫЗЫВАЮЩИЕ РЕДКИЕ ЗАБОЛЕВАНИЯ, ТАКИЕ КАК ЧУМА И ЖЕЛТАЯ ЛИХОРАДКА.

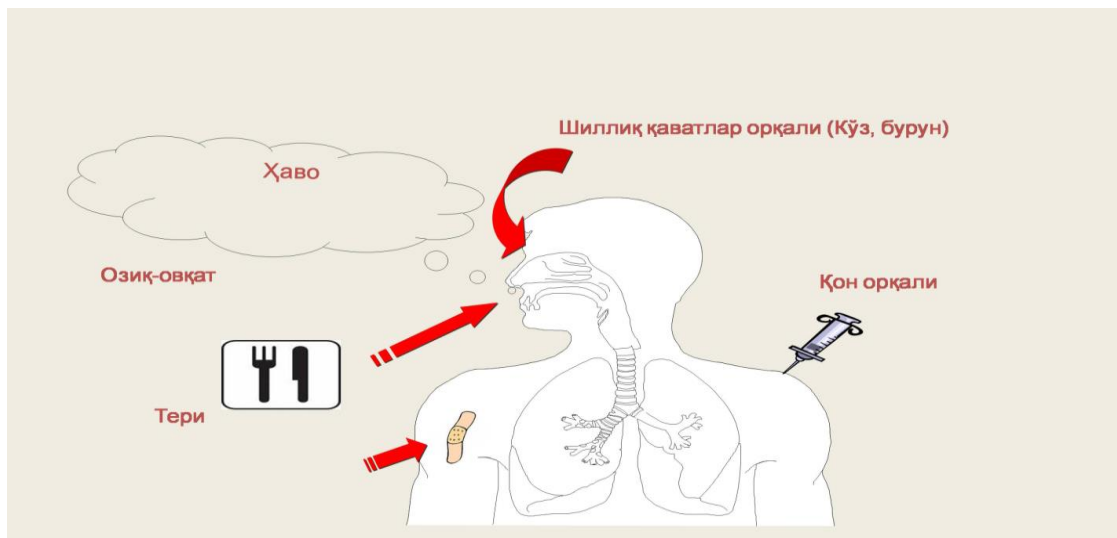
Аннотация. В данной статье рассматриваются чрезвычайные эпидемиологические, эпизоотические и эпифитотические ситуации. Изложены теоретические и обобщающие мысли автора об особо опасных инфекциях, вызывающих такие редкие заболевания, как чумная желтая лихорадка. Статья предназначена для требований направлений охраны труда и технической безопасности, специалистов по охране труда и технике безопасности, а также широкого круга читателей.

Ключевые слова и фразы: «эпидемия, эпизоотия, эпифитотия, холера, сибирская язва, ботулизм».

Kirish. Epidemiya-alohida xavfli infeksiyalarga tegishli bo'lmagan, yuqish manbai bitta yoki yuqish omili bir xil bo'lgan, odamlarning guruh bo'lib kasallanishi, bir aholi punktida 50 kishi va undan ortiq kasallanishi aytiladi.

Yuqumli kasllikning paydo bo'lish omillari 3 turda nomoyon bo'ladi:

1. Kasallikning yuqtiradigan manbaning mavjudligi;
2. Kasallikning yuqish va tarqalish yo'llarining mavjudligi;
3. Kasallikka beruluvchi odamlarning mavjudligi.



Kasallikning yuqish yo‘llari

1. havo-tomchi
2. Oziq ovqat orqali
3. Qon orqali
4. Kontakt yo‘llari.

YUqumli kasalliklarning paydo bo‘lish xavfi

1. Aholi zichligi
2. Aholining ko‘chib yurishi
3. Kommunikatsiya tarmoqlarining ishdan chiqishi
4. Sog‘liqni saqlash dasturlarining bajarilmay qolishi

Ba‘zi yuqumli kasalliklarning xususiyatlari

| Kasallik turi | Kasallikning tarqalishi | Yashirin kasallik vaqti, kun | Ish faoliyatini yo‘qotish muddati, kun |
|---------------|--|------------------------------|--|
| O‘lat | Kasallangan bemorlardan havo orqali, qurt-qumursqalardan yuqishi orqali | 3 | 7-14 |
| Sibir yarasi | Kasallangan hayvon jini, terisi ushlanganda, zararlangan go‘shtdan | 2-3 | 7-14 |
| Sapa | Yuqoridagiga o‘xshash | 3 | 20-30 |
| Tularemiya | Zararlangan suvdan foydalanganda, kasallangan kemiruvchilar bilan munosabatdan | 3-6 | 40-60 |
| Vabo | Zararlangan suv, ovqatdan | 3 | 5-30 |
| Sariq bezgagi | Chivin chaqqanda, kasallangan odam, hayvondan | 4-6 | 10-14 |
| Suvchechak | Zararlangan narsa-buyumdan, kasallangan odam bilan muloqatda | 12 | 12-24 |
| Botulizm | Zaharlangan oziq-ovqatlarni iste‘mol qilganda | 0,5-1,5 | 40-60 |

o‘lat, vabo, sarg‘ayma isitma kabi siyrak uchraydigan kasalliklarni keltirib chiqargan alohida xavfli infeksiyalar;

odamlarda uchraydigan yuqumli kasalliklar rikketsiyalar - epidemik toshmalilarga, Brill kasalligi, Ku-isitma;

zoonoz infeksiyalar - Sibir yarasi, quturish;

virusli infeksiyalar - SPID;

aniqlanmagan etiologiya bilan guruh bo'lib kasallanish - 20 kishi va undan ortiq;

tashhisi aniqlanmagan bezgak kasalligi - 15 kishi va undan ortiq;

o'lim yoki kasallanish darajasi o'rtacha statistik darajadan 3 baravar va undan ortiq bo'lgan vaziyat;

zaharli moddalar bilan zaharlanish - jabrlanganlar soni - 10 kishi, vafot etganlar soni - 2 kishi va undan ortiq;

oziq-ovqatdan ommaviy zaharlanish - jabrlanganlar soni - 10 kishi, vafot etganlar soni - 2 kishi va undan ortiq.

Vabo - bu ham juda xavfli hisoblanib, uning tarqatuvchisi vabo vibroni mikrobidir. Vabo bilan kasallangan bemomi ichi ketib, qusadi, qaltiraydi va juda ozib-to'zib ketadi. Agar kasallik davolanmasa., tezda o'ladi.

Sibir yarasi - buni tarqatuvchisi Sibir yarasi mikrobi hisoblanadi. U teri, nafas yo'h, oshqozon ichak yo'li bilan kirib, o'zining ta'sirlini ko'r-satadi. Agar u teriga tushsa, avval dog' hosil bo'ladi, so'ngra u shishib ichiga qon to'ladi va yorilib, yara hosil qiladi. Sibir yarasi bo'lgan tananing sezuvchanligi ancha pasayib ketadi.

Botulizm - bu kasallikni botulizm toksini tarqatadi. Bu toksin juda zaharli hisoblanadi. Masalan, uning 0,00000012 g kristal holdagi toksini odamni zaharlashi mumkin. Botulizm kasalligi oshqozon-ichak yo'li bilan tarqatilib, as os an asosiy asab tizimining, yurak asablarini izdan chiqaradi. Botulizm bilan kasallangan bemor holsizlanadi, boshi og'rib, ko'rish qobiliyati pasayadi. Til muskullari falajlanadi. Kasalning haro-rati normal odam haroratidan ancha past bo'ladi va bu kasallik o'z vaq-tida davolanmasa o'lim bilan tugaydi.

Epidemiya jihatidan noqulay viloyatlar

| Viloyatlar | Zararlanish turlari |
|-------------------------------|----------------------------------|
| Buxoro | Qrim gemoragik bezgagi |
| Qashqadaryo | Kuydirgi, qrim gemoragik bezgagi |
| Andijon | Kuydirgi |
| Namangan | Kuydirgi |
| Sirdaryo | Kuydirgi |
| Surxondaryo | Kuydirgi |
| Toshkent | Kuydirgi |
| Farg'ona | Kuydirgi |
| Xorazm | Kuydirgi |
| Qoraqalpog'iston Respublikasi | Kuydirgi, kana ensefaliti |

Karantin - zararlangan o'choqni to'sish hamda o'tkir yuqumli kasalliklarni yo'qotishga qaratilgan rejimli chora-tadbirlar sistemasidir. Zararlangan o'choqlarda komendantlik xizmatlari (qurollangan muhofa-za tizimi) tashkil etiladi. Bunday vaziyatlarda o'choqdan tashqariga chiqish va o'choqqa ki-rish, hatto mol-mulkni kiritish ta' qiqilanadi. Korxonalar va tashkilotlar alo-hida ish rejimiga o'tkazilib, bunda aholi (ishchi va xizmatchilar) kichik-kichik guruhlariga bo'linib, ularga tibbiy kuzatuv xizmati tashkil etiladi. Bulardan tashqari o'choqda kerakli profilaktik va sanitar-gigiyenik omil-lar o'tkaziladi harnda o'choqni dezinfeksiya va deratizatsiya qilish, aho-lini qayta sanitar ishlovdan o'tkazish omillari amalga oshiriladi. Zararlangan o'choqlarga oziq-ovqat va

boshqa kerakli mol-mulklar-ni kiritish tibbiyot tizimlarining qattiq nazorati ostida maxsus shahobchalar orqali arnalgan oshiriladi. Karantin muddati muayyan kasallikning rivojlanish (inkubatsiya davri) davrining uzunligi bilan, yuqori tashkilotlarning FM shtablari tomonidan belgilanadi. Karantin omili oxirgi kasalni tuzatib o'choqdan chiqib ketishi va dezinfeksiya orullini tarnom bo'lishi bilan tugatiladi.

Observatsiya -yuqumli kasallikni tarqalmaslik uchun bajariladigan omil bo'lib, bunda maxsus tibbiy nazorat tashkil etiladi. Zararlangan o'choqda bo'lgan harnma fuqarolarning kasallangan-ligini o'z vaqtida aniqlash, ularni izolatsiya qilish va profilaktik ornillarni arnalgan oshirish uchun kuzatuv tashkil etiladi. Bunda kasallangan kuzatuv va so'rov orqali aniqlanadi. Yuqumli kasalliklar tarqalishini oldini olish uchun zararlangan o'choqlarga kirish va chiqish ta'qiqlanadi o'choqlardagi turli xildagi mol-mulklarni zararsizlantirmasdan turib, olib chiqib ketishga ham rux-sat berilmaydi. Oziq-ovqat va suv ta'minoti nazorati kuchaytiriladi. Observatsiya davri harn, xuddi karantin davri kabi fuqaro muhofazasining mahalliy miqyosdagi shtablari tomonidan belgilanadi.

Kasalliklik tarqalishining oldini olish:

1. Dizinfeksiya;
 - Mexanik usul,
 - Fizik usul,
 - Kimyoviy usul
2. Deratizatsiya;
3. Dizenseksiya usullaridan foydalaniladi.

Dizinfeksiya, yuqumli kasallik keltirib chiqaruvchilarni yo'qotish-zararsizlantirish, tashqi muhitda kasal tug'diruvchi mikroorganizmlarni yoki ularni tashib yuruvchilarni fizik, kimyoviy yoki biologik usullar bilan yo'q qilish yoki faolsizlantirish bo'yicha tadbirlar.

Dizenseksiya- kasallik qo'zg'atuvchilari-zararli bo'g'imayoqlilar, qishloq xo'jalik zarakunandalari va boshqalarni tashib yuruvchilarni qirib tashlash tadbirlari; termik yoki kimyoviy ishlov berish, qushlar yoki mikroorganizmlar yordamida amalga oshiriladi.

Deratsizatsiya- kemuruvchi zarakunandalarni yo'q qilish – yuqumli kasalliklar manbai yoki tashuvchilari bo'lgan, yoxud xo'jalikka zarar etkazuvchi kemuruvchilarga qarshi kurash chora-tadbirlari majmui. Kemuruvchilarni kimyoviy, mexanik, va biologik usullar bilan yo'q qilish, chiqindini yig'ish va olib tashlashni tartibga solish, oziq-ovqatlarni saqlash joylarini kemuruvchilar o'taolmaydigan qilib jihozlashni o'z ichiga oladi.

Bakteriologik qurol to'g'risida tushuncha. Bakteriologik qurol ommaviy qirish quroli hisoblanib, odamlar, hayvonlar, qishloq xo'jalik o'simliklarini va oziq-ovqatlarni zaharlash uchun mo'ljallangan. Bakterial vositalar – kasallik chaqiruvchi mikroblar va ularning tok sinlaridan, hamda mikroblarni tashqi muhitda tarqatish uchun zararlangan ha shorotlardan iborat. Bakterial vositalar kasallik chaqiruvchi mikroblarning va ularning toksinlarini suyuq yoki quruq aralashmalar ko'rinishda bo'ladi.

Bakterial vositalar sifatida etarli miqdorda tez ajratib olinadigan oddiy usullar bilan oson tarqatiladigan va ularga qarshi effektiv davo chorasi va profilaktikasi yo'q kasalliklarning qo'zg'atuvchilari ishlatiladi.

Bakteriologik qurolni qo'llash usullari, zararlash xususiyatlari.

Chet el mutaxassislarining fikricha bakteriologik qurolni quyidagi qo'llash usullari mavjud:

1. Mikroba va uning toksinlarini mayda zarrachali aerazol ko'rinishda qo'llash usuli. Bunday aerazolarni aviobomba, raketa, artsnaryad va minalar yordamida hosil qilinadi. Mayda zarrachali aerazol havo oqimi bilan uzoq masofalarga, bino va boshpanalarga oson kirib borishi va u erdagi odamlarni zararlashi mumkin. Masalan, 10.000kg kuydirgi aerazolni purkash natijasida 100 km atrofdagi odamlar zararlanishi mumkin.

2. Transmissiv usul – ba'zi bo'g'imoyoqli hashoratlarning chaqishi orqali yuqumli kasalliklarni yuqishiga asoslangan. Shunday yo'l bilan o'lat, sariq isitma, ensefalit, toshmali tif va boshqa kasalliklar yuqadi. Bunday zararlangan hashoratlarni samolyot va raketalardan konteyner va xaltachalarga solib tashlash usuli.

3. Diversiya usuli – suv va oziq-ovqat tarmoqlari, yopiq binolar havosi to'g'ridan-to'g'ri bakterial vositalar bilan zararlanadi. Bakteriologik qurol qo'llanilgan joyda uning ta'sirini davomliligi qo'zg'atuvchining tabiatiga bog'liq. Masalan, kuydirgi kasalligining qo'zg'atuvchisi tuproqda bir necha yil saqlanishi mumkin.

Bakteriologik qurolning zararlovchi xususiyati quyidagilar bilan aniqlanadi:

1. Bakterial vositalar juda kichik dozada odam organizmiga kirib, ommaviy ravishda yuqumli kasalliklarni chaqiradi.

2. Yuqori kontagiozlik, ya'ni tez tarqash xususiyatiga ega (o'lat, chin che chak, kuydirgi, vabo.)

3. Zararlanish o'chog'ini uzoq davom etishi va yashirin davrni bo'lishi (1-2dan 20-30 kungacha). Infeksiya aerogen yo'l bilan yuqqanda inkubatsion davr qisqaroq bo'ladi (bir necha soatdan 2-3 kungacha).

4. Tashqi muhitda qo'zg'atuvchini aniqlash, ya'ni indikatsiya qilishni murakkabligi va davomliligi va kombinirlangan retsepturali bakterial vositalarni qo'llanganda tashxis qo'yishni qiyinlashuvi.

5. Mikroba aerazolarni binolarga, boshpana va pana joylarga kirib borishi va undagi odamlarni zararlashi.

Bu xususiyatlar epidemik jarayonni rivojlantirishga yo'l ochib, tibbiy yordamni tashkil qilib, bakteriologik o'choqni tez tugatishga qiyinchilik tug'diradi.

Bakteriologik o'choq.

Bakteriologik qurol qo'llanilgan va ommaviy yuqumli kasalliklar vujudga kelish xavfi bo'lgan shahar, aholi punkti va xalq xo'jalik obektiga bakteriologik o'choq deyiladi. O'choqning kattaligi qo'llanilgan bakterial preparatning turiga, qo'llash usuliga, meteorologik sharoitlarga, o'z vaqtida aniqlanishiga, himoya va profilaktik choralarni o'tkazishga bog'liq.

Bakteriologik o'choqning turi qo'llanilgan bakterial vositalar bilan belgilanadi. Kombinirlangan bakterial preparatlar kombinirlangan o'choqni vujudga keltiradi. Sun'iy ravishda vujudga kelgan epidemik jarayondan tubdan farq qiladi va shuning uchun uni aniqlashda qiyinchilik tug'diradi.

Dushman tomonidan bakteriologik qurol qo'llanilganligini o'z vaqtida aniqlash uchun fuqaro muhofazasining maxsus kuchlari bakteriologik razvedka o'tkazadi. Bakteriologik razvedka quyidagilarni bajaradi:

- Havoni, suv tarmoqlari manbalarini, joylarni, ovqat mahsulotlari bakterial vositalar bilan zararlanganligini aniqlash;
- Zararlanish zonasi chegarasini aniqlash va belgilab qo'yish;
- Bakterial vositalarni indikatsiya qilish;
- Hujum oqibatlarini tugatish bo'yicha o'tkaziladigan chora-tadbirlar hajmini aniqlash;
- Bakteriologik o'choqni aniqlangandan keyin zararlangan xududda observatsiya yoki karantin o'rnatiladi.

Observatsiya - yuqumli kasalliklarning vujudga kelish va tarqalish oldini olishga qaratilgan chora-tadbirlar tizimi.

Observatsiya quyidagilarni nazarda tutadi:

1. O'choqqa kirish va undan chiqishni chegaralanishi, jihozlarni dezinfeksiya qilmasdan olib chiqish.
2. Aholi o'rtasidagi kontaktni chegaralash.
3. Tez ximioterapevtik vositalar yordamida infeksiyani oldini olish.
4. Odamlarni sanitariya ishlovidan o'tkazib, vaksinatsiya qilish, ularning kiyimlari, poyafzallari va turar joylarini dezinfeksiya qilish.
5. Tibbiy nazoratni kuchaytirish: har kuni kuzatish, termometriya, laboratoriya tekshirishlarini o'tkazish va kasallanganlarni izolyasiya qilish.
6. Sanitariya rejimiga rioya qilishni, suv va oziq-ovqatlarni zararsizlantirishni ustidan tibbiy nazoratni kuchaytirish.
7. Tibbiy muassasalarda epidemiyaga qarshi ish rejimini o'rnatish.

Bakterial vositaning turi aniqlanib, u kasallik chaqirmaydigan mikroorganizm yoki uning toksini ekanligi aniqlangach, izolyasiya-chegaralash chora-tadbirlari tugatilib observatsiya tugatiladi. Agar kasallik chaqiruvchi o'zgaruvchi (ich terlama, paratif, tulyaremiya, bursellez, melioidoz, manqa) aniqlansa, observatsiya davom ettiriladi. Agar o'ta xafli infeksiyalar o'zgaruvchilari (o'lat, vabo, kuydirgi, chin chechak) qo'llanilganligi aniqlansa, observatsiya o'rniga karantin o'rnatiladi.

Karantin – yuqumli kasallik o'chog'ini to'liq ajratish (izolyasiya) va uni tugatishga qaratilgan epidemiyaga qarshi va rejimli chora-tadbirlar bilan to'ldiriladi.

1. O'choqdan chiqish va zararsizlantirmasdan biror jihozni olib chiqish man qilinadi.
2. O'choqqa faqat FX ning kuchlari, uni tugatish uchun kiritiladi. Ki rishdan avval ko'chma epidemiyaga qarshi otryad va sanitar drujinaning shaxsiy tarkibi shaxsiy himoya vositalari bilan ta'minlanib, tez profilaktika va vaksinatsiyadan o'tadilar.
3. Karantin zonasining chegarasi ogohlantiruvchi belgi bilan belgila nadi, ular o'rtasiga qurolli muhofaza postlari qo'yilib, sutka davomida patrullik joriy qilinadi, yo'llarda nazorat punktlari tashkil qilinib, o'choqqa oziq-ovqat mahsulotlarini olib kelish rejimiga rioya qilish ta'minlanadi.
4. Oziq-ovqatlarni olish joyi belgilanadi.
5. O'choqdagi barcha aholi binolardan chiqqanda individual vositalaridan foydalanishlari kerak.

O'choqdagi aholi shaxsiy himoya vositalari bilan ta'minlangan bo'lishlari kerak: respirator, protivagaz, o'latga qarshi kastyum, filtrlavchi himoya kiyimi va qo'l ostidagi vositalar

(og'iz va burunga paxta va dokadan tayyorlangan niqob, kombenizonlar, plash va boshqalar). Hashoratlardan himoyalaniş uchun repellentlar va pashshaxonalar qo'llaniladi.

Karantin o'rnatilgan territoriyada muhim xalq xo'jaligi mudofaa ahamiyatga ega bo'lgan ishlab chiqarish muassasalardan tashqari barcha muassasalarning ish faoliyatlari to'xtatiladi. Territoriya, binolar, qurol-aslahalar, tayyor va xom ashyo mahsulotlari zararsizlantiriladi; xodimlar sanitar tozalovidan va tez profilaktikadan o'tkazilgach, muassasa yana ish faoliyatini davom ettiradi. Xodimlar kazarma sharoitiga o'tkaziladi.

Karantin vaqtining davomliligi kasallikning inkubatsion davriga bog'liq va u oxirgi bemorni izolyasiya qilingan vaqtdan boshlanadi. O'choqdagi rejimli chora-tadbirlarga rioya qilish nazorati jamoat tartibini saqlash xizmatiga yuklanadi.

O'LAT (TOUN).

O'lat(toun) juda xavfli yuqumli kasallik bo'lib, kuchli intoksikatsiya boshlanishi va limfa tugunlari, teri, o'pka va boshqa organlarning yallig'lanishi bilan ta'riflanadi. Odamzodga ma'lum bo'lgan kasallik larning eng qo'rqinchlisi va eng ko'p qirg'in keltiradigani o'latdir.

Etiologiyasi. O'latni qo'zg'atuvchi mikrobnı 1894 yildagi Gonkong epidemiyasi vaqtida Iersen va Kitazatolar topgan. Jersinia pestis deb ataladigan bu mikrobnı ichki tomoni yoysimon bo'lib ketgan uzun bochkaga o'xshaydi. Tashqi muhitda chidamli, bir qadar past haroratda, masalan, -20 darajada ham ko'paya oladi. Quritish, isitishga sezuvchan. 60 daraja issiqda 30 minutda, 100 daraja issiqda esa darhol halok bo'ladi.

Epidemiologiyasi. Tabiiy sharoitda o'lat mikroblari yovvoyi kemi ruvchi hayvonlarda(yumronqoziq, kalamushlar) uchraydi. Bu hayvonlar o'lat mikroblari saqlanadigan manba hisoblanadi. Ko'pincha bu hayvonlar o'latning o'tkir formasi oqibatida halok bo'lib ketadi, lekin ba'zan ularda o'lat surunkali formada o'tadi va muayyan bir joyda infeksiya uzoq muddat saqlana oladi.

O'lat asosan transmissiv yo'l bilan – burgalar chaqqan paytida yuqadi. Burga o'lat bilan og'rikan kemiruvchi hayvonni chaqqanda, uning qoni bilan burganing hazm yo'liga o'lat mikroblari tushib, shu erda ko'payadi. Ana shu burga odamni chaqqanda odam terisiga birtalay o'lat mikroblari tu shadi. Burga chaqqan joynı qashilganda mikroblar teri ostiga kiradi va shunday qilib kasallik yuqadi. O'lat kontakt yo'li bilan ham yuqadi. Masalan, kemiruvchi hayvonlarning terisini shilayotganda odam terisi yoki shilliq pardasining yorilgan, tirnalgan joyidan o'lat mikrobi kiritishi mumkin. O'latning o'pka formasi havo-tomchi yo'li bilan ham yuqadi. Nihoyat, o'lat bilan og'rikan hayvon(tuya) go'shtini iste'mol qilganda kasallik alimantar yo'l bilan ham yuqadi.

O'latdan sog'aygan odamda umrbod saqlanadigan immunitet paydo bo'ladi.

Klinikasi. Kasallikning inkubatsion davri 3-6 kun, o'latga qarshi emlatganlarda 8-10 kungacha cho'ziladi. G.P.Rudnev o'latning quyidagi klinik formalarini ajratadi:

A. 1) teri; 2) bubon; 3) teri-bubon formasi.

B. 1) birlamchi septik formasi; 2) ikkilamchi septik formasi.

V. 1) birlamchi o'pka formasi; 2) ikkilamchi o'pka formasi; 3) ichak formasi.

O'lat to'satdan boshlanadi. Bemorning badani titrab, harorati 39-40 drajagacha ko'tariladi va bu isitma 3-10 kun davom etadi. Isitma bilan bir qatorda intoksikatsiya ham boshlanadi. Bemorning darmoni quriydi, boshi aylanib qattiq og'riydi. Ishtahasi yo'qoladi, tashna bo'ladi. Ko'ngli aynib, qon aralash qayt qiladi. Muskullari, umurtqa pog'onasi, orqasi og'riydi. Bemorning yuzi qizargan, salqigan va ko'zlari qip-qizil bo'ladi. Badani quruq va issiq, petexiyalar ko'zga

tashlanadi. Yurak chegarasi kenga yib, tonlari bo'g'iq eshitiladi. Qon bosimi pasayadi, kuchli taxikardiya aniqlanadi. Til oppoq karash bilan qoplanadi. Ba'zan bemorning qorni og'riydi, taloq kattalashadi. Bemor bezovtalanadi, ko'pincha alahlaydi, yurganda gandraklaydi. Qonda neytrofil leykotsitoz bo'ladi.

Teri formasi. O'lat mikrobi kirgan joyda kichkina dog' paydo bo'ladi. Keyin bu dog' papula, vezikula va pustulaga aylanadi. Pustula yoril gach, o'rni yara bo'lib, uzoq vaqtgacha bitmaydi. O'latning teri formasi ju da kam (3-3% hollarda) uchraydi. Mikroob kirgan joyda o'lat karbunkuli paydo bo'lishi mumkin. Ba'zi hollarda terida gemorragik va pustulyoz toshmalar uchraydi.

Bubonli formasi. O'latning bubonli formasida yuqori harorat va intoksikatsiya bilan bir qatorda bemorning limfa tugunlari shishib, kattalashadi va og'riydi. Zararlangan limfa tugunlari kasallikning ikkinchi kunidan boshlab qo'lga unmaydi, keyin ular tez kattalashadi, tovuq tuxu midex bo'lib qoladi yoki bundan ham kattalashadi. Limfa tugunidagi yallig'lanish jarayoni teri osti to'qimasiga ham o'tadi. 6-8 kundan so'ng bubon yiringlaydi, og'riq kamayadi, teri ko'kimtir tus oladi. Bubonda flyuktuatsiya aniqlanadi. 8-12-kun bubon yoriladi va ko'p miqdorda sariq-yashil rangli quyuq yiring chiqadi. Bubon yorilgach, harorat pasayadi va 10-12 kunlari yara bitib, o'rni yamoq bo'lib qoladi. Ba'zi hollarda bubon yiringlamaydida, 6-7 kunlardan boshlab sekin-asta kichrayadi va shishi kamayib, yo'qolib ketadi. Bo'yin limfa tugunlarida bubonlar rivojlanganda kasallik juda og'ir o'tadi.

Birlamchi septik formasi. O'latning bu formasida odamning teri yokishilliq pardasi orqali ko'p miqdorda kuchli patogen o'lat tayoqchalari kirishi organizmning himoya vositalarini engib qonga tushishi natijasida kasallik birdaniga boshlanadi. Qisqa inkubatsion davrdan so'ng (bir necha soatdan 1-2 kungacha davom etadi) bemorning eti uvishib, qaltiraydi, harorat ko'tariladi, badanida ko'pincha gemorragik toshma ko'rinadi. Pulsi juda tez uradi (har daqiqada 150-160), ba'zan sanoqqa kelmaydi. Ba'zi hollarda meningo ensefalit belgilari aniqlanadi. Ko'p o'tmay infeksiya-toksik shok rivojlanadi va bemor koma holatiga tushib, uzog'i bilan 2-3 kun ichida juda kuchli intoksikatsiya va gemorragik sindrom oqibatida halok bo'ladi. O'latning septik formasidan bemorning sog'ayishi juda kam uchraydi.

Birlamchi o'pka formasi. Bu o'latning eng og'ir formasidir. U to'satdan boshlanadi.

Bemorni eti uvishib, qaltiraydi va xarorat ko'tariladi va boshi qattiq og'riydi, ko'kragi sanchadi, yo'taladi. Yo'talganda oldin tiniq shilim shiqdan iborat, keyin qon aralash balg'am tashlaydi. Bemor bezovtalanib, alahlaydi. Uni tekshirib ko'rilganda pnevmoniyaga xos alomatlar aniqlanadi.

Ammo o'pkani dukillatib va eshitib ko'rilganda belgilar uncha ko'p bo'l magani holda, bemorning ahvoli juda og'ir bo'ladi. Yurak juda tez uradi, toni bo'g'iq bo'ladi, nafas ancha tezlashadi, bemorni yuzi ko'karadi, pulsi qo'liga ilinar-ilinmas bo'ladi, so'ngra bemor behush xolga tushadi va oxiri o'lib qoladi.

Ichak formasi. Oxirgi yillar dalillariga ko'ra, o'latning ichak formasi septik jarayon oqibatida yuz beradi. Harorat yuqori darajaga ko'tariladi, kuchli intoksikatsiya bo'ladi. Bemor ko'ngli aynab, qayt qiladi. Qon va yiring aralash tez-tez ichi ketadi, qorni og'riydi, kuchanig bezovta qiladi. O'latning ichak formasida bemor bir necha kun ichida halok bo'ladi.

Davosi. O'latga davo qilishda streptomitsin yaxshi natija beradi. O'latning bubonli va teri formalaridabemorga bir necha kunduzda 2,5-3,5g dan streptomitsin yuboriladi. Harorat

pasaygach, bu preparat dozasi ikki barovar kamaytirilib, yana 3-5 kun beriladi. O'latning septik va o'pka formalarida streptomitsin oldin kuniga 4,5-5g dan ishlatilib, harorat pasayganidan keyin yana 5-7 kun davomida har kuni 2-2,5g dan yuborib turiladi.

Streptomitsin har 8 soat oralab in'eksiya qilinadi. Streptomitsin o'rni ga neomitsin (kunlik dozasi 2 mln TB), oksitetratsiklin (kunlik dozasi 3-6 mln TB) ichishni buyurish ham mumkin.

Shuningdek, morfotsiklin, ampitsil lin, ampioks ham qo'llaniladi. O'latga har xil kasalliklar qo'shilganligida kefzol, sseporin, oksatsillin, metitsillin beriladi. O'latning septik formalarida streptomitsin (kundalik dozasi 2 000. 000 TB) bilan bir vaqtda xlorotetratsiklin (kundalik dozasi 2 g gacha) buyuriladi. Ikki xil antibiotik berilganda ulardan har birini dozasi ikki barovar kamaytirish mumkin.

Antibiotiklar davolash kursi 7-10 kun davom etadi.

O'lat bubonlari tezroq yo'qolib ketish uchun bevosita bubon ichiga har kuni bir martadan streptomitsin (500. 000 TB) yoki ampitsillin (0,5 g) yuborib turiladi. Intoksikatsiyani kamaytirish uchun Ringer eritmasi, neokompen san, reopoliglyukin, izotonik glyukoza eritmasi qo'llaniladi.

Kuchli intoksikatsiyaga qarshi glyukokortikoidlar (kuniga 100-150 mg dan prednizon) beriladi. Bemorlarga askorbinat kislotasi (1 kunda 1,5-2 g dan), V1, V6, V12, K vitaminlarini berish zarur. O'latning bubon formasidan sog'aygan bemor isitmasi tushganidan boshlab hisoblaganda 2 haftadan keyin kasalxonadan chiqariladi.

Profilaktikasi. O'latning tabiiy o'choqlarini yo'qotish uchun kemiruv chilarning inlariga zaharli moddalar sepiladi. O'lat diagnozi aniqlangach, bemor darhol kasalxonaga yotqiziladi, bemor yashagan joyda dezinfeksiya, dezinseksiya, deratizatsiya o'tkazilib, bu joyda 6 kun muddatga karantin e'lon qilinadi. Bemorga yaqin yurgan odamlar 6 kun davomida vrach nazoratida bo'ladi, har kuni 3 marta ularning harorati o'lchanib turiladi. Ehtiyot shart yuzasidan ularga streptomitsin tayinlanadi. O'lat o'chog'ida ishlaydigan tibbiy xodimlar shaxsiy profilaktika qoidalariga rioya qilishlari kerak, ular albatta o'latga qarshi maxsus kiyim kiyib ishlashlari zarur.

Biror kishi o'lat bilan kasallansa, yoki o'lat epidemiyasi boshlanib qolgudek bo'lsa, o'sha joyda yashovchi aholining hammasi (2 yoshli bolalardan boshlab) o'latga qarshi emlanadi. Vaksina in'eksiya qilingach, bir haftadan so'ng immunitet paydo bo'ladi. Immunitet bir yilgacha davom etadi.

Kuydirgi. (sibir yarasi)

Zoonozlar (hayvonlardan yuqadigan) guruhiga kiradigan o'tkir yuqumli kasallikdir.

Etiologiyasi: Kuydirgini qo'zg'atuvchi mikrobn birinchi marta 1855 yilda shu kasallikni nobud bo'lgan ot organizmidan rus olimi Brauelar topgan. Kuydirgi mikrobi (Bakteriya anthracis) uzunligi 5-8 mkm., yo'g'onligi 1-1,5 mkm. keladigan tayoqchadir. Mikroskop ostida zanjirga o'xshab qator bo'lib joylashadi. Tayoqchanning vegetativ formasi yuqori temperaturada va turli dezinfeksiyalovchi moddalar ta'sirida bir necha minut ichida halok bo'ladi. Sporalari esa tashqi muhitga juda chidamli, qaynatilganda 30 minutdan keyingina parchalanadi. Tuzlangan go'shtlarda uzoq saqlanadi. 70S dagi issiqda sporalari bir necha soatgacha halok bo'lmaydi.



2.6-rasm. Kuydirgi kasalligining tarqalishi.

Epidemiologiyasi: Kuydirgi kasalligining manbai uy hayvonlari, asosan katta va mayda shoxli hayvonlar, shuningdek otlar hisoblanadi. Kuydirgi bilan ogʻrikan hayvonlar kasallik mikroblarini axlati va siydigi bilan tashqariga chiqaradi. Hayvon oʻlgandan soʻng uning terisi, juni, ichki organlari va qoni uzoq muddat yuqumli boʻlib turadi. Odamlarga kasallik tirik yoki oʻlik hayvonlardan yuqadi. Kuydirgi hayvonga yaqin yurganda, parvarish qilganda osongina yuqadi.

Kuydirgidan oʻlgan hayvon terisi va junidan tayyorlangan har xil moʻyna buyumlar orqali ham yuqishi mumkin. Kuydirgi asosan choʻpon, veterinar xodimlari, qushxona, teri zavodi ishchilari, moʻynadoʻzlarda uchraydi.

Patogenezi – Kuydirgi mikrobi organizmga shilingan teri, meʼda ichak shilliq pardalari va havo yoʻllari orqali oʻtadi. Odam organizmiga kirgan kuydirgi tayoqchasining vegetativformasini bir qismini fagotsitlar yutib oladi (fagotsitoz), kolganlari limfa va qon orqali organizmga tarqaladi. Kuydirgi mikroblari jigar, taloq, oʻpka, ichak devori, teri osti biriktiruvchi toʻqimasiga etib boradi. Keyinchalik shu organlarda ular organizmni himoya kuchlari taʼsirida halok boʻladi yoki infeksiya oʻchoqlarini paydo qiladi. Bemor organizmda pretsipitinlar, agglyutinlar, komplementni biriktiruvchi antitelalar hosil boʻladi. Oʻlgan bemor jasadida yorib tekshirilganida qon quyilib, qorayib qolganligi, jigar va taloq kattalashganligi, toʻq – qizil rangdaligi koʻrinadi. Boshqa organlarga qon quyiladi. Gemorragiya yuz bergan joylarda koʻplab kuydirgi tayoqchalari topiladi.

Klinikasi – Kasallikning inkubatsion davri bir necha soatdan 6 – 8 kungacha choʻziladi, oʻrtacha 2 – 3 kun davom etadi.

Klinik turlari: teri va septik turi.

Teri turida kuydirgi karbunkuli (pustulamaligna) deb ham yuritiladi. Kuydirgi karbunkuli koʻpincha, badanning ochiq erlarida (yuz, boʻyin, qoʻllar) joylashadi. Kuydirgi tayoqchasi kirgan joyda avvalo qizil tuguncha (papula) paydo boʻladi. Bu tuguncha tez orada pufakchaga (vezikula) aylanadi.

Pufakcha ichida qon aralash seroz suyuqlik boʻladi. Pufakcha yorilgach, oʻrnida yara paydo boʻladi, bu yara tezda qotib, quriydi va qoʻngʻir rangli qora qoʻtir bilan qoplanadi. qora qoʻtir ogʻrimaydi, lekin asta-sekin kattalashib boradi. Qora qoʻtir atrofida mayda pufakchalar paydo boʻladi, bu kuydirgiga juda xarakterlidir. Kuydirgi karbunkuli atrofidagi ancha joy shishib chiqadi.

Kasallikning birinchi kuni bemor badani qaqshab, ozgina bosh og'riydi, darmonsizlik seziladi. Ikkinchi kuni bemor eti uvishib, qaltiraydi va tana harorati 39-40°ga ko'tariladi, bosh og'rig'i kuchayadi, uyqu buziladi, taxikardiya aniqlaniladi. Harorat 5-6kundan so'ng pasaya boshlaydi, bemorning ahvoli yaxshilanadi, karbunkul ham qayta boshlaydi: avval shishi kamayadi, 2-3 hafta oxirida qora qo'tiri ko'chib tushadi va tagida chandiq ko'rinadi.

Kuydirgi og'ir o'tganda kasallikning ikkilamchi septik xili boshlanishi mumkin.

Septik xili juda kam uchraydi. Kasallik alimantar yoki havo-tomchi yo'li bilan yuqqan hollarda paydo bo'ladi. Ba'zan teri xilining asorati tarzida ham uchraydi. Septik turi birdaniga boshlanadi. Bemor eti uvishib, qaltiraydi, harorati 39-40°ga ko'tariladi. Tez-tez nafas oladi, taxikardiya aniqlanadi. Ko'pincha bemorning biqini sanchib, yo'taladi va qon aralash balg'am tashlaydi. Tekshirib ko'rilganda pnevmoniya va eksudativ plevrit belgilari aniqlanadi. Ba'zan infeksiyon toksik shok yuz beradi. Bemorning qoni va balg'amida juda ko'p kasallik mikroblari topiladi. Ba'zi bemorlar ko'ngli aynab, qon aralash qusadi, qorni qattiq og'riydi, qon aralash ichi ketadi. Ba'zi hollarda bemorda meningoensefalit belgilari paydo bo'ladi.

Septik xilida bemorning ahvoli ko'pincha og'ir bo'ladi. Tana harorati 40-41°ga ko'tariladi, bemorning ahvoli birdan og'irlashib, qayta-qayta qaltiraydi, kuchli taxikardiya va terida gemorragik toshma paydo bo'ladi, shilliq pardalarga qon quyiladi, bemor qon aralash balg'am tashlaydi.

Bemor oldin sopor, keyin koma holatiga tushib, o'lim yuzaga keladi.

Laboratoriya diagnostikasi :

1. Bakteriologiya usul. Pufakcha suyugligi, septik xilida bemor qoni, balg'ami, axlati, siydigi maxsus ozuqa muhitlariga ekiladi.

2. Bakterioskopik – tekshirishga kerak bo'lgan materialdan surtma tayyorlanib, bo'yaladi va mikroskop ostida ko'riladi.

3. Biologik usul – tekshiriladigan materialni fiziorlogik eritma bilan 10 barobar suyultirib, undan 0,1-0,2ml olinadi va oq sichqon yoki dengiz cho'chqasining terisi ostiga yuboriladi. Ular 10 kun kuzatiladi. Agar materialda kuydirgi mikrobi bo'lsa, hayvonlarda sepsis rivojlanib, 1-3 kunda o'ladi.

4. Allergik reaksiya – 0,1 ml mikrobdagi antraksin bemor qo'li terisi orasiga yuboriladi. 24-49 soatdan shu joydayallig'lanish alomatlari bo'lsa, reaksiya (+) bo'ladi. Qizargan va shishgan joyining sathi 15 mm gacha bo'lsa, reaksiya sal (+), 10-25 mm bo'lsa (++), 20-40 mm va undan yuqori (+++) deb baholanadi.

Qiyosiy tashxis-teri turini oddiy karbunkul va o'latdan farqlash kerak. Oddiy kabunkul og'riydi, o'rtasida yiringli uchi ko'rinadi, uning atrofi qizargan bo'lib, sarg'ish rangi qora qo'tir xosil hosil bo'ladi.

O'latningteri xili qattiq og'riydi, o'rtasidagi qora qo'tir atrofida mayda pufakchalar bo'lmaydi. Shish kuydirgidan ancha kam bo'ladi.

Kuydirgini septik turini o'latning o'pka formasidan farqi, o'lat bilan kasallangan bemor balg'amida kuydirgi tayoqchalari topilmaydi.

Davolash: 1. Penitsillin 6-24 mln TB 7-10 kun 6-9 mahal kuniga.

2. Septik xilidassefalosporin, levomitsetin, natriy suksinat, gentamitsin buyuriladi.

Sefalosporin –4-6 g.

Levomitsetin natriy suksinat 3-4 g.

Gentamitsin 240-320 mgdan buyuriladi.

3. Gamma globulin kasallikning engil xilida 20 ml dan oʻrta ogʻir va ogʻir xilida 40-80 ml dan tayinlanadi.

4. Ahvoliga qarab plazma, albumin vena ichiga tomchilab.

5. Teri xilida jarrohlik usullarini qoʻllash man etiladi.

Profilaktika

- Infeksiya manbalarini yoʻqotish.

- Hayvonlar bilan ish olib boradiganlar maxsus vaksina bilan emlanadilar.

- Bemor kasalxonada alohida xonaga yotqaziladi.

- Bemor uyi dezinfeksiya qilinadi.

- Bemor bilan kontaktda boʻlganlar 8 kun nazorat ostida boʻladilar.

- Kuydirigidan halok boʻlgan hayvon vaodam jasadida kuydiriladi yoki maxsus tobitga solib 2 metr chuqurlikka koʻmiladi.

- Infeksiya oʻchogʻida boʻlganlar gammaglobulin va penitsillin qilinadi. (7-10 kun) keyin vaksina bilan emlanadi.

VABO (XOLERA).

Vabo tinmay ich ketishi, qusish oqibatida bemor organizmida suyuqlik, tuzlar kamayib, uning ogʻir ahvolga tushib qolishi bilan taʼriflanadigan yuqumli ichak kasalligidir.

Tarixiy maʼlumot. Vabo qadim zamonlardan beri to 1817 yilga qadar Osiyoda, aniqrogʻi Hindistondagi Gang va Braxmaputra daryolarining oraligʻidagi vohalarda uchragan. 1817 yilda Suvaysh kanali va Oʻrtaer dengizi orqali Ovrupa mamlakatlariga va boshqa qitʼalarga tarqaldi. 1817 yildan 1926 yilgacha er yuzida 6 marta vabo pandemiyasi boʻlib oʻtdi.

Etiologiyasi. Vaboni qoʻzgʻatuvchi mikroob – vabo vibrionini 1883 yilda Kox kashf etgan.

Uning “vibrio comme et vibrio Eltor” degan ikki xili bor. Vibrion shakli vergulga oʻxshaydi, spora va kapsula hosil qilmaydi, bitta xivchini bor, shu tufayli u harakatchandir. U grammanfiy. Oddiy ozuqa muhitlarida oʻsadi, ishqorli muhitda tez koʻpayadi. U 3 xil toksin ishlab chiqaradi: endotoksin, ekzotoksin, qon tomiri va ichak devoridagi hujayralar membranalarining oʻtkazuvchanligini kuchaytiruvchi toksin. Vabo vibrioni qaynatilganda oʻsha zahoti oʻladi. El-Tor vibrioni tashqi muhitga chidamli. Har xil chiqindilar bilan ifloslangan suvda vabo vibrioni bir necha oygacha tirik saqlanadi. Vabo vibrioni suvda bir necha kundan bir necha haftagacha, bemorning axlatida 6-7 oygacha tirik saqlana oladi, quyosh nuri va dezinfeksiyalovchi moddalar taʼsiriga sezgir.

Epidemiologiyasi. Vabo vibrioni fekal-oral yoʻl bilan, suv orqali, oziq-ovqatlar orqali, kontakt yoʻl bilan bemor odamdan tarqaladi. Vabo bilan katta va kichik odamlar birdek kasallanadi, ayniqsa yoz-kuz oylarida tez tarqaladi. Kasallangan odamlarda umrbod davom etadigan immunitet saqlanib qoladi.

Klinik belgilari. Inkubatsion davr bir necha soatdan 5 kungacha choʻziladi. Vaboning tipik va atipik variantlari maʼlum. Vaboning tipik variantida degidratatsiyaning koʻp yoki ozligiga qarab kasallikning engil, oʻrtacha ogʻir va juda ogʻir formalari ajratiladi.

Engil formasi. Bemor organizmida 1-darajali dehidratatsiya kuzatiladi. Bemor bir kecha-kunduzda 2-4 marta ichi ketadi va qayd qiladi. Yo'qotilgan suyuqlik miqdori unchalik ko'p bo'lmaydi. Bemorning og'zi qurib, chanqaydi, biroz holsizlanadi. Kasallik 1-2 kun davom etadi.

Ko'pincha bemorlar shifo korga murojaat qilmaydi, shuning uchun ulardan sog'lom odamlarga kasallik tez yuqishi mumkin.

O'rtacha og'ir formasi. Bemor organizmida ikkinchi darajali dehidratatsiya rivojlanadi.

Vaboning bu formasi to'satdan boshlanadi, bemor ning ichi keta boshlaydi, qorni og'rimaydi, ammo kindik atrofida quldirash seziladi. Bemorning axlati suyuq, avvaliga odatdagicha axlatga xos tarzda sar g'ish bo'ladi, keyinchalik suyuqlashib, yovg'on xo'rdaga o'xshash tus oladi, undan baliq yoki maydalangan kartoshka hidi keladi. Ko'p o'tmay, bemorda qayd qilish boshlanadi. Bir kecha-kunduzda bemorni ichi 15-20 marta ketadi, og'zi qurib, darmoni quriydi, boshi aylanadi, ovozi bo'g'iladi, boldir va jag' mus kullari tortishadi va og'riydi.

Taxikardiya, gipotoniya aniqlanadi, oliguriya boshlanadi. Qon biroz quyiladi, elektrolit nisbati o'zgaradi. Vaboning bu formasi 3-4 kun davom etadi va bemor davolanmasa ham sog'ayib ketadi. Biroq ko'pincha kasallik avj olib, bemorning ahvoli ancha og'irlashadi.

Vaboning og'ir yoki algid formasi. Vaboning bu formasida bemor tana vaznining 10% va undan ko'proq miqdorda suyuqlik yo'qotadi. Bemorning orga nizmida gipovolemik shok boshlanadi, organizmida suyuqlik miqdori kamayib ketganligi tufayli ich ketishi va qusish kamayadi va butunlay to'xtaydi. Be morning ahvoli og'irlashadi, ssianoz rivojlanadi. Burun uchi, quloq, lab ko'z qovog'i binafsha yoki qoramtir rangda bo'ladi. Bemor yuzining ifodasi o'zga radi.

Ko'z atroflari ko'karadi (xuddi ko'zoynak taqqan odamdek). Bemor ahvolining og'irligiga qaramay, es-hushi joyida bo'ladi. Ovozi chiqmay qola di(afoniya). Tana harorati 35-34° gacha pasayadi. Terisi muzdek bo'lib, elastik ligi yo'qoladi, puls aritmik va sust bo'ladi, yurak tonlari deyarli eshitil maydi. Qon bosimini aniqlab bo'lmaydi. Ko'krak qafasining barcha muskul la ri va diafragma tortishib, qisqargani tufayli bemor og'iz orqali nafas ola di va holdan ketadi. Siydik kam chiqadi(oliguriya). Atsidoz boshlanadi. Qon da eritrotsitlar va leykotsitlar soni ko'payadi(qon quyuqlashib qolgani hiso biga). Shoshilinch chora ko'rilmasa, asfiksik koma boshlanib, bemor o'ladi.

Quruq vabodabemorda qayt qilish va ich ketish alomatlari ko'rinmaydi. Vaboning bu xili to'satdan boshlanib, beto'xtov ich ketish va qusish natija sida tezlikda gipovolemik shok yuz beradi, hamma muskullar tortishib qisqa radi, meningit va ensefalit simptomlari paydo bo'ladi.

Vaboga qo'shiluvchi asoratlar. Vabo bilan og'rigan bemorlarda pnevmoniya, absess, flegmona, sepsis kasalliklaruchrashi mumkin.

Laboratoriya diaginostikasi . Vabo diagnozini aniq va ishonchli qilish uchun bakterioskopiya va bakteriologik usullar qo'llaniladi. Bakterioskopik usulda bemor axlati va qusig'idan surtma tayyorlab, bo'yaladi va uni mikro skop ostida ko'rib, vabo bor-yo'qligini aniqlanadi.

Davosi. Vabo bilan og'rigan bemor ahvoli ko'pincha organizimda yuz bergan dehidratatsiya sababli og'ir bo'ladi. Shu tufayli bemorlarni davolash shoshi linch ravishda reanimatsiya bo'limi sharoitida olib boriladi. Dehidratatsiya kasallikning asosiy mohiyati va bemor taqdirini hal qiluvchi omil ekanini nazarda tutgan holda birinchi navbatda ana shu holatni bartaraf qilishga qaratiladi. Boshqacha atganda, shir-shir ichi ketish va tez-tez qusish natijasi da

yo‘qotilgan suyuqlik, tuzlar va oqsil moddalar o‘rnini zudlik bilan to‘ldirish kerak. (regidratatsiya).

1 va 2 darajadagi degidratatsiya holatida bemorning ahvoli unchalik og‘ir bo‘lmaydi va yo‘qotilgan suyuqlik o‘rnini to‘ldirish uchun oralit, regidron, glokosolan deb ataladigan suyuqliklar bemorga ichirtiriladi.. Bu eritmalar ichida tuz va glyukoza bor.

3 va 4 darajadagi degidratatsiya holatida esa 36-38 darajagacha ilitilgan “trisol” zudlik bilan venaga quyiladi. Bu eritmani bir minutda 120 ml gacha tezlikda venaga yuboriladi. 1,5-2 soatda 5-7 l gacha suyuqlik quyiladi. Trisol o‘rniga “xlosol”, “kvartosol”, “atisol”, “disol” eritmaları ham ishlatiladi. Vena tomiriga eritma yuborish puls yaxshilanib, qon bosimi asli ga kelguncha, pasayib ketgan harorat normallashib, gipovolemiya alomatlari yo‘ qolguncha davom ettiriladi.

Bemorning qusishi to‘xtagach, og‘iz orqali antibiotiklar tayyorlanadi: 0,3-0,5g dan kuniga 4 mahal tetratsiklin 0,5 g dan har 6 soatda levomitsin 0,1g dan har 12 soatda doksitsiklin beriladi.

Bu davo kursi 5 kun davom etadi. Qusish to‘xtamagan hollarda tetratsiklin muskul orasiga yuboriladi. Vibrion tashib yuruvchilarga bosim 5 kun 0,3 g dan kuniga 4 mahal tetratsiklin beriladi.

Tuz eritma bilan baravariga suyiltirilgan plazma (500 ml) ham qo‘llaniladi. Ayniqsa vaboning algid formasida har kuni qon quyish tavsiya etiladi.

15-20 minut davomida iliq vanna qabul qilish bemorni ahvolini ancha yaxshilaydi. (vannadagi suv harorati oldiniga 36 daraja bo‘ladi va asta sekin 40-42 darajagacha etkaziladi). Vanna bo‘lmagan vaqtda bemor badaniga gir aylantirib isitgichlar qo‘yish kerak.

Bemor avval 4-parhez taomlari bilan ovqatlantiriladi, 3-4 kundan so‘ng umumiy parhezga o‘tiladi.

Vabodan sog‘aygan bemorlar sog‘ayish davrining 8-10 kuni axlati 3 marta va o‘t suyuqligi 1 marta tekshirilganda vabo vibrioni yo‘qligi aniqlangach, uylariga jo‘natiladi. Bakteriologik tekshiruv antibiotiklar bilan davo lash tugagach, 36-48 soat o‘tgandan so‘ng amalga oshiriladi.

Vabodan sog‘aygan rekonvalessentlar dispanser nazoratida bo‘ladi va ularning axlati bir oy davomida har 10 kunda bir marta, o‘t suyuqligi esa bir marta bakteriologik tekshiriladi.

Profilaktikasi. Avvalo vaboning boshqa davlatlardan bizning yurtimizga kelib qolishiga qarshi chora-tadbirlar amalga oshiriladi. Vabo uchrab turadigan xorijiy mamlakatlardan keladigan kishilar 5 kun davomida vrach nazoratida bo‘ladi. Ular albatta bakteriologik yo‘l bilan tekshiriladi.

Suv havzasidan vabo vibrioni topilgan hollarda, ana shu manbadan foydalanish qa‘riyan man qilinadi. Har 10 kunda suv manbalarida bakterio logik tekshiruv o‘tkazib turiladi.

Vabo bilan og‘rigan bemorlarga yaqin yurgan odamlar 5 kun davomida vrach nazoratida bo‘ladi va bir marta bakteriologik tekshiruv o‘tkaziladi.

Vabo chiqqan uy dezinfeksiya qilinadi. Vabo o‘chog‘idagi kishilar vabo ga qarshi xolerogen anatoksini bilan emlanadi (bolalar 7 yoshdan keyin emlanadi.) Emlanganlarning 96-98 foizida antitoksinlar paydo bo‘ladi. Zaruriyat bo‘lganda oradan 3 oy o‘tgandan keyingina odamni takror emlash (revaksinatsiya qilish) mumkin. Vaboga qarshi emlash maxsus in‘ektor yordamida amalga oshiriladi.

Vaboning tarqalishi xafli bo‘lgan taqdirda o‘tkir ichak kasalliklari bilan og‘rigan kishilarning hammasi kattayu-kichik baravar kasalxonaga yotkaziladi va bakteriologik usul bilan tekshiriladi.

Nihoyat, vabo yuqish xavfi bo'lgan hollarda, masalan vabo uchraydigan xorijiy mamlakatga ketadigan kishilar shu kasallikka qarshi emlanadi. Zarur bo'lgan hollarda 3 oy o'tgach, ularni yana emlash mumkin (revaksinatsiya).

Chin chechak.

Etiologiyasi. Chechak qo'zg'atuvchisi virus. U xujayraning ichida bo'ladi. Uni Pashen tanachalari deyiladi.

Epidemiologi. Infeksiya manbai kasal odam. Virus kasallikni birinchi kundan tomoqda, burunda, xalqumda, pustula (pufakchada), qora qo'tirda bo'ladi.

Kasallikni birinchi kundan, qora qo'tir tushib ketguncha yuqumli bo'ladi.

Kasallik havo-tomchi, kontakt yo'li bilan yuqadi. Kasallikdan so'ng immunitet qoladi. Emlaganda 3-5 yil davomida immunitet saqlanadi. Shuning uchun qayta emlash zarur. 1980 yildan beri chechakka qarshi emlash yo'q qilingan, faqat laboratoriya shtammlari mavjud.

Klinika. Inkubatsion davri 13-14 kun, og'ir kechganda u 10-5 kungacha qisqaradi.

Prodromal davrda umumiy ahvoli keskin og'irlashadi, tana yuqori darajaga ko'tariladi, boshi og'riydi, boshi aylanadi, ko'ngli aynab qayt qiladi. Dumg'aza orqasida og'riq, burun-halqum va tomoq shilliq qavatlari qizarishi, taloq kattalashishi va ayniqsa kasallikning 2-3 kun paydo bo'lib, teri qichishishi bilan kechadigan prodromal davr muhim diagnostik ahamiyatga ega.

Prodromal toshmalar 2-3 kun saqlanadi. Prodromal davr doymiyililigi 3-4 kun. Chechakka xos toshmalar tana harorati to tushib umumiy ahvoli yaxshilangandan keyin toshadi. Toshma etap bilan toshadi, dastlab yuzda toshib, keyin bo'chini sochli qismi, tanaga, keyinchalik oyoq-qo'llarga toshib, biroz achishib, engil qichi shishi bilan kechadi.

Toshma burun, tomoq, burun-halqum qizilo'ngach, bronx shilliq qavati va konyunktivaga ham toshadi. Tuguncha – vezikula – pustula – qora qo'tir.

Yiringlash davri (pustula hosil bo'lishi) kasallikning 9-10 kuni boshlanib, umumiy ahvoli yana yomonlashadi. (boshi og'riydi, uyqusizlik, ba'zan hushdan ketish) tana harorati ko'tariladi.

Yuzda shish, ayniqsa qovoqda shish paydo bo'ladi. Teri taranglashadi. Shilliq qavatdagi toshmalar tezda yaraga aylanadi va natijada ko'zda og'riq, yorug'likdan qo'rqish, burundan nafas olish va yutish qiyinlashuvi, so'lak oqishi, ovoz bo'g'ilishi hiqildoq stenozi, defikatsiya va siyganda og'riq kuzatiladi. Kiyim va choyshablarga yiring surilishi tufayli yoqimsiz, spetsifik hid keladi. Yiringlashish davrida sepsis rivojlanish mumkin. Kasallikning engil turida 14-16 kunlarda haro rat tushib, bemor umumiy ahvoli yaxshilanadi va toshma qurish davri boshlanadi, u teri qichishish bilan kechadi. Hosil bo'lgan to'q jigarrangli qora qo'tir kasallikning 20 kundan 40 kungacha ko'chib tushadi. Qora qo'tir ko'chib tushgandan keyin yulduzsimon chandiq hosil bo'ladi.

Chechakning tipik formasi engil, o'rta og'ir, og'ir kechishi mumkin. Bundan tashqari 1) tarqaluvchan chechak-toshmaning alohida elementlari bir-biriga qo'shilishi bilan xarakterlanib, yomon sifatli formasiga kiradi. 2) gemorragik yoki qora chechak gemorragik sindrom rivojlanishi hisobiga kelib chiqadi.

Bemorda qisman immunitet bo'lsa, yaxshi sifatli yoki mitigirlangan chechak-variolid kuzatiladi.

Chechak asoratlari turlicha va juda ko'p. Unga abscess, flegmona, sepsis, ko'rlik, karlik, bronxit, bronxopnevmoniya, plevrit, asfiksiya, kollaps, meningoensefalit, orxit,

adneksit(tuxumdon yallig‘lanishi) va boshqalar kiradi. Asoratlarning ba‘zilari o‘limga olib kelishi mumkin.

Diagnoz. Epidemiologik anamnez, klinik belgilar, qonning umumiy taxlili natijasiga qarab qo‘yiladi. Qonda neytrofil leykotsitoz, monotsitoz, plazmatik hujayra bo‘lishi, trombopeniY. Asoratlarda leykotsitoz kuchayib, ECHT oshadi. Gumonli holatlarda mikrobiologik diagnostika qo‘llaniladi. Ekspres diagnostikaga quyidagilar kiradi: virusoskopiya, predmet oynachasidagi mikroretsipitatsiya reaksiyasi.

Differensial tashxis- suvchechak, qizamiq, belbog‘simon temiratki, vezikulyoz gematorikketsioz, emlangandan keyingi toshma.

Davolash. Chechakni maxsus davolash–chechakka qarshi gamma-globulindir. U muskul orasiga Bezredko usulida 10-15 ml 1-3 marta yuboriladi.

Septik asoratlarni oldini olish va yiringlash davri engilroq kechishi uchun tetrassiklin qatoridagi antibiotiklar, levomitsetin, penitsillin, streptimitsin qo‘llani ladi. Reaktivlikni oshirish, dezintoksikatsiya va desensebilizatsiya uchun nospetsifik gamma-globulin (15ml) hamda antigistamin dorilar beriladi. Gemorragik forma va kol lapsda kortikosteroidlar qo‘llaniladi. Simptomatik davolash-analgin, amidopirin, kardiotonik vositalar beriladi.

Profilaktikasi. Chin chechak karantinli infeksiya hisoblanadi. Chin chechakli be mor va bu kasallikka gumon qilingan bemorlar qat‘iy izolyasiya qilinishi, klinik va laborator tekshirilishi va maxsus stasionarda davolanishi kerak. Tibbiy xodim hi moya kiyimida bo‘lishi zarur. Bemor kiyimlari, o‘rin-ko‘rpalari, bemor yotgan xona, u ish latgan idish-tovoqlar dezinfeksiya qilinadi.

Bemor bilan kontaktda bo‘lganlar 17 kun ga karantin saqlaydilar. Ular chin chechakka qarshi emlanadi. Ularga bir marotaba donor immunoglobulini 3 ml yuboriladi.

Xulosa. **Epidemiya**-alohida xavfli infeksiyalarga tegishli bo‘lmagan, yuqish manbai bitta yoki yuqish omili bir xil bo‘lgan, odamlarning guruh bo‘lib kasallanishi, bir aholi punktida 50 kishi va undan ortiq kasallanishi aytiladi.

Yuqumli kasllikning paydo bo‘lish omillari 3 turda nomoyon bo‘ladi:

1. Kasallikning yuqtiradigan manbaning mavjudligi;
2. Kasallikning yuqish va tarqalish yo‘llarining mavjudligi;
3. Kasallikka beruluvchi odamlarning mavjudligi.

o‘lat, vabo, sarg‘ayma isitma kabi siyrak uchraydigan kasalliklarni keltirib chiqargan alohida xavfli infeksiyalar;

odamlarda uchraydigan yuqumli kasalliklar rikketsiyalar - epidemik toshmalil terlama, Brill kasalligi, Ku-isitma;

zoonoz infeksiyalar - Sibir yarasi, quturish;

virusli infeksiyalar - SPID;

aniqlanmagan etiologiya bilan guruh bo‘lib kasallanish - 20 kishi va undan ortiq;

tashhisi aniqlanmagan bezgak kasalligi - 15 kishi va undan ortiq;

o‘lim yoki kasallanish darajasi o‘rtacha statistik darajadan 3 baravar va undan ortiq bo‘lgan vaziyat;

zaharli moddalar bilan zaharlanish - jabrlanganlar soni - 10 kishi, vafot etganlar soni - 2 kishi va undan ortiq;

oziq-ovqatdan ommaviy zaharlanish - jabrlanganlar soni - 10 kishi, vafot etganlar soni - 2 kishi va undan ortiq.

Vabo - bu ham juda xavtli hisoblanib, uning tarqatuvchisi vabo vibroini mikrobidir. Vabo bilan kasallangan bemomi ichi ketib, qusadi, qaltiraydi va juda ozib-to'zib ketadi. Agar kasallik davolanmasa., tezda o'ladi.

Sibir yarasi - buni tarqatuvchisi Sibir yarasi mikrobi hisoblanadi. U teri, nafas yo'h, oshqozon ichak yo'Ii bilan kirib, o'zining ta'slrini ko'r-satadi. Agar u teriga tushsa, avval dog' hosil bo'ladi, so'ngra u shishib ichiga qon to'ladi va yorilib, yara hosil qiladi. Sibir yarasi bo'lgan tananing sezuvchanligi ancha pasayib ketadi.

Botulizm - bu kasallikni botulizm toksini tarqatadi. Bu toksin juda zaharli hisoblanadi.

Masalan, uning 0,00000012 g kristal holdagi toksini odamni zaharlashi mumkin. Botulizm kasalligi oshqozon-ichak yo'Ii bilan tarqatilib, as os an asosiy asab tizimining, yurak asablarini izdan chiqaradi. Botulizm bilan kasallangan bemor holsizlanadi, boshi og'rib, ko'rish qobiliyati pasayadi. Til muskullari falajlanadi. Kasalning haro-rati normal odam haroratidan ancha past bo'ladi va bu kasallik o'z vaq-tida davolanmasa o'lim bilan tugaydi.

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**TEXNOGEN XUSUSIYATDAGI FAVQULODDA VAZIYATLARNING KELIB
CHIQUISH SABABLARI, XUSUSIYATLARI VA SHIKASTLANISH O‘CHOQLARIDA
AHOLINING HARAKATLARI.**

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Annotatsiya. Ushbu maqolada, Favqulodda epidemiologik, epizootik va epifitotik vaziyatlar. O‘lat vafo sarg‘ayma isitma kabi siyrak uchraydigan kasalliklarni keltirib chiqargan alohida xavfli infeksiyalar haqida muallifning nazariy, umumlashtiruvchi fikrlari keltirilgan.

Maqola mehnat muhofazasi va texnika xavfsizligi yunalishlari talablari, mehnat muhofazasi va xavfsizlik mutaxassisleri hamda keng izlanuvchilar uchun muljallangan.

Kalit so‘zlar va iboralar: “epidemiya, epizootika, epifitotika, vabo, sibir yarasi, botulizm”.

**CAUSES, CHARACTERISTICS AND ACTIONS OF THE POPULATION IN THE
FOCUSES OF DAMAGE OF EMERGENCIES OF A MAN-GENIC CHARACTER.**

Abstract. In this article, Emergency epidemiological, epizootic and epiphytotic situations.

The author's theoretical and generalizing thoughts are presented about particularly dangerous infections that cause rare diseases such as plague yellow fever. The article is intended for the requirements of labor protection and technical safety directions, labor protection and safety specialists, and general readers.

Key words and phrases: "epidemic, epizootic, epiphytotic, cholera, anthrax, botulism."

**ПРИЧИНЫ, ХАРАКТЕРИСТИКА И ДЕЙСТВИЯ НАСЕЛЕНИЯ В ОЧАЖКАХ
ПОРАЖЕНИЯ ЧРЕЗВЫЧАЙНЫХ СИТУАЦИЙ ЧЕЛОВЕЧЕСКОГО ХАРАКТЕРА.**

Аннотация. В данной статье рассматриваются чрезвычайные эпидемиологические, эпизоотические и эпифитотические ситуации. Изложены теоретические и обобщающие мысли автора об особо опасных инфекциях, вызывающих такие редкие заболевания, как чумная желтая лихорадка. Статья предназначена для требований направлений охраны труда и технической безопасности, специалистов по охране труда и технике безопасности, а также широкого круга читателей.

Ключевые слова и фразы: «эпидемия, эпизоотия, эпифитотия, холера, сибирская язва, ботулизм».

Kirish. Ma'lumki, favqulodda vaziyat (FV) – bu muayyan xududda o‘zidan so‘ng odamlarning qurbon bo‘lishi, odamlar sog‘ligi yoki atrof-muhitga ziyon yetkazishi, kishilarning hayot faoliyatiga kattagina moddiy zarar hamda uning buzilishiga olib kelishi mumkin bo‘lgan yoki olib kelgan halokat, stixiyali falokat, epidemiyalar, epizootiyalar natijasida yuzaga kelgan holatdir.

Kelib chiqish sabablariga ko‘ra FVlar texnogen, tabiiy va ekologik turlarga ajratiladi.

Aholi va hududlarni tabiiy va texnogen tushdagi FVlardan muhofaza qilish tizimini takomillashtirish maqsadida, 1998 yil 27 oktyabrda Vazirlar Mahkamasi tomonidan qabul qilingan 455-sonli “Texnogen, tabiiy va ekologik tushdagi favqulodda vaziyatlar tasnifi to’grisida”gi qaroriga ilova tasdiqlandi. Mazkur ilovaga ko’ra, FVlar, ularning vujudga kelish sabablariga ko’ra, tasnif qilinadi va ular ushbu vaziyatlarda zarar ko’rgan odamlar soniga, moddiy zararlar miqdoriga va ko’lamlariga qarab lokal, mahalliy, respublika va transchegara turlarga bo’linadi.

Texnogen tushdagi FVlar – bu odamning ishlab chiqarish yoki xo’jalik faoliyati bilan bog’liq bo’lgan halokat (avariya)lar.

Rivojlanish davrida inson o’zi uchun yaratgan qulayliklar, ya’ni g’ildirakning kashf etilishi, mashinalarni yaratilishi, atomning bo’ysundirilishi, elektromagnit to’lqinlarni aniqlanishi va boshqalar, odamga g’am va zahmat keltiruvchi sabablar bo’lmish texnogen tushdagi halokatlarni kelib chiqishiga imkoniyat yaratib beradi. Shunday qilib jamiyatning texnik progressi uchun odamzod juda katta haq to’lashga majbur bo’lmoqda. Chernobol AESdagi halokat, yadroviy sinovlar oqibatlari, sanog’i yo’q transport FVlar va ishlab chiqarishdagi avariya, ommaviy zaharlanishlar, radiatsion zaharlanishlar va boshqalar texnogen tushdagi havflar sifatida misol qilib keltirishimiz mumkin.

Texnogen tushdagi favqulodda vaziyatlarga 7 xil ko’rinishidagi falokatlar kirib, ular O’zbekiston Respublikasi Vazirlar Mahkamasining 1998 yil 27 oktyabrdagi “Texnogen, tabiiy va ekologik tushdagi favqulodda vaziyatlar tasnifi to’grisida” gi 455-son qarorida ko’rsatib o’tilgan¹¹⁹.

I. TEXNOGEN XUSUSIYATLI FAVQULODDA VAZIYATLAR

Texnogen tushdagidagi favqulodda vaziyatlarga 7 xil turdagi vaziyatlar kiradi:

1) Transportlardagi avariya va halokatlar - ekipaj a’zolari va yo’lovchilarning o’limiga, havo kemalarining to’liq parchalanishiga yoki qattiq shikastlanishiga hamda qidiruv va avariya-qidiruv ishlarini talab qiladigan avia halokatlar;

➤ yong’inga, portlashga, harakatlanuvchi tarkibining buzilishiga sabab bo’lgan va temir yo’l xodimlarining halokat hududidagi temir yo’l platformalarida, vokzal binolarida va shahar imoratlarida bo’lgan odamlar o’limiga, shuningdek tashilayotgan kuchli ta’sir ko’rsatuvchi zaharli modda (KTZM)lar bilan halokat joyiga tutash hududning zaharlanishiga olib kelgan temir yo’l transportidagi halokat va falokatlar;

➤ portlashlarga, yong’inlarga, transport vositalarining parchalanishiga, tashilayotgan KTZM larning zararli xossalari namoyon bo’lishiga va odamlar o’limi (jarohatlanishi, zaharlanishi)ga sabab bo’ladigan avtomobil transportining halokati va avariya, shu jumladan, yo’l-transport hodisalari;

➤ odamlarning o’limiga, shikastlanishiga va zaharlanishiga, metropoliten poyezdlari parchalanishiga olib kelgan metropoliten bekatlaridagi va tunellaridagi halokatlar, avariya, yong’inlar¹²⁰;

➤ gaz, neft mahsulotlarining otilib chiqishiga, ochiq neft va gaz favvoralarining yonib ketishiga sabab bo’ladigan magistral quvurlardagi avariya.

¹¹⁹ O’zbekiston Respublikasi Vazirlar Mahkamasining 1998 yil 27 oktyabrdagi “Texnogen, tabiiy va ekologik tushdagi favqulodda vaziyatlar tasnifi to’grisida” gi 455-son qarori

¹²⁰ Nigmatov I., Tojiev M. Favqulodda vaziyatlar va fuqaro muhofazasi. Darslik. – Toshkent: “Iqtisod-moliya”. 2011, B. 94.

2) Kimyoviy xavfli obyektlardagi avariyaalar. Tevarak-atrof tabiiy muhitga ta'sir qiluvchi zaharli moddalarning (avariya holatida) odamlar, hayvonlar va o'simliklarning ko'plab shikastlanishiga olib kelishi mumkin bo'lgan kimyoviy xavfli obyektlardagi avariyaalar, yong'in va portlashlar.

3) Yong'in-portlash xavfi mavjud bo'lgan obyektlardagi avariyaalar. Texnologik jarayonda portlaydigan, oson yonib ketadigan hamda boshqa yong'in uchun xavfli moddalar va materiallar ishlatiladigan yoki saqlanadigan obyektlardagi odamlarning mexanik va termik shikastlanishlariga, zaharlanishlariga va o'limiga, asosiy ishlab chiqarish zaxiralarning nobud bo'lishiga, favqulodda vaziyatlar hududlarida ishlab chiqarish maromining va odamlar xayot faoliting buzilishiga olib keladigan yong'inlar va portlashlar;

Odamlarning shikastlanishiga, zaharlanishiga va o'limiga olib keladigan hamda qidiruv-qutqarish ishlarini o'tkazishni, nafas olish organlarini muhofaza qilishning maxsus anjomlarini va vositalarini qo'llanishni talab qiluvchi ko'mir shaxtalaridagi va kon-ruda sanoatidagi gaz va chang portlashi bilan bog'liq avariyaalar, yong'inlar va jinlar qo'porilishi .

4) Energetika va kommunal tizimlardagi avariyaalar. Sanoat va qishloq xo'jaligi mas'ul iste'molchilarining avariya tufayli energiya ta'minotisiz qolishiga hamda aholi hayot faoliyatining buzilishiga olib keladigan GES, IES lardagi, tuman issiqlik markazlaridagi elektr tarmoqlaridagi bug'qozon qurilmalaridagi, kompressor, gaz taqsimlash shaxobchalaridagi va boshqa energiya ta'minoti obyektlaridagi avariyaalar, yong'inlar, aholi hayot faoliyatining buzilishiga va salomatligiga xavf tug'ilishiga olib keladigan gaz quvurlaridagi, suv chiqarish inshootlaridagi, suv quvurlaridagi, kanalizatsiya va boshqa kommunal obyektlardagi avariyaalar;

Atmosfera, tuproq, yer osti va yer usti suvlarining odamlar salomatligiga xavf tug'diruvchi darajada konsentratsiyadagi zararli moddalar bilan ifloslanishiga sabab bo'ladigan gaz tozalash qurilmalaridagi, biologik va boshqa tozalash inshootlaridagi avariyaalar.

5) Bino va inshootlarning birdan qulab tushishi bilan bog'liq avariyaalar. Odamlar o'limi bilan bog'liq bo'lgan va zudlik bilan avariya qutqaruv ishlari o'tkazilishini hamda zarar ko'rganlarga shoshilinch tibbiy yordam ko'rsatilishini talab qiladigan maktablar, kasalxonalar, kinoteatrlar va boshqa ijtimoiy yo'nalishdagi obyektlar, shuningdek, uy-joy sektori binolari konstruksiyalarining to'satdan buzilishi, yong'inlar, gaz portlashi va boshqa hodisalar.

6) Radioaktiv va boshqa xavfli hamda ekologik jihatdan zararli moddalardan foydalanish yoki ularni saqlash bilan bog'liq avariyaalar. Sanitariya-himoya hududi tashqarisiga chiqarib tashlanishi natijasida paydo bo'lgan yuqori darajadagi radiaktivlik odamlarning yo'l qo'yiladigan ko'p miqdorda nurlanishini keltirib chiqargan texnologik jarayonda radiaktiv moddalardan foydaladigan obyektlardagi avariyaalar; radioaktiv materiallarni tashish vaqtidagi avariyaalar; Radioizotop buyumlarning yo'qotilishi; biologik vositalarni va ulardan olinadigan preparatlarni tayyorlash, saqlash va tashishni amalga oshiruvchi ilmiy-tadqiqot va boshqa muassasalarda biologik vositalarning atrof-muhitga chiqib ketishi yoki yo'qotilishi bilan bog'liq vaziyatlar.

7) Gidrotexnik inshootlardagi halokatlar va avariyaalar.

Suv omborlarida, daryo va kanallardagi buzilishlar, baland tog'lardagi ko'llardan suv urib ketishi natijasida vujudga kelgan hamda suv bosgan hududlarda odamlar o'limiga, sanoat va qishloq xo'jaligi obyektlari ishining, aholi hayot faoliyatining buzilishiga olib keladigan va shoshilinch ko'chirish tadbirlarini talab qiladigan halokatli suv bosishlari.

Shu bilan bir qatorda, yuqorida qayd etilganidek (455-sonli qarorning ilovasiga ko'ra) texnogen FVlar (FV paydo bo'lgan kunda) zarar ko'rgan odamlar soniga, moddiy zararlar miqdoriga va ko'lamlariga (xududlar chegaralariga) qarab lokal, mahalliy, respublika va transchegara turlariga bo'linadi.

Lokal – bu FVlar natijasida 10 dan ortiq bo'lmagan odam jabrlangan, moddiy zarar eng kam oylik ish haqi miqdorining 1 ming baravaridan ortiq bo'lmaganni tashkil etadigan hamda FV zonasi ishlab chiqarish ob'ekti yoki ijtimoiy maqsadli ob'ekt hududi tashqarisiga chiqmaydigan FV.

Mahalliy – bu FVlar natijasida 10 dan ortiq, biroq 500 dan ko'p bo'lmagan odam jabrlangan, moddiy zarar eng kam oylik ish haqi miqdorining 1 ming baravaridan ortiqni, biroq 0,5 million baravaridan ko'p emas, tashkil etadigan hamda FV zonasi aholi punkti, shahar, tuman, viloyat tashqarisiga chiqmaydigan FV.

Respublika – bu FVlar natijasida 500 dan ortiq odam jabrlangan, moddiy zarar eng kam oylik ish haqi miqdorining 0,5 million baravaridan ortiqni tashkil etadigan hamda FV zonasi viloyat tashqarisiga chiqadigan FV.

Transchegara – bu FVlar oqibatlari mamlakat tashqarisiga chiqadigan, chet elda yuz bergan va O'zbekiston xududiga daxl qiladigan FV.

Texnogen tushdagi favqulodda vaziyatlarning kelib chiqish sabablari. Texnogen tushdagi halokatlarning asosiy sabablari quydagi-lardan iborat:

- inshootlarni loyihalashda yo'l qo'yilgan kamchiliklar;
- texnika xavfsizligiga rioya qilmaslik;
- ishlab chiqarishda doimiy nazoratning susayishi va ayniqsa, yengil alanga oluvchi, yong'inga xavfli moddalardan foydalanishda e'tiborsizlik;
- ishlab chiqarish texnologiyasida yo'l qo'yilgan xatolik, jihozlarni, mashina va mexanizmlarni o'z vaqtida ta'mirlamaslik;
- mehnat va ishlab chiqarish intizomining pastligi;
- qo'shni ishlab chiqarish korxonalarida yoki energetika, gaz tarmoqlarida yuz bergan halokat;
- halokatlarni keltirib chiqaruvchi tabiiy favqulodda hodisalar.

Texnogen favqulodda vaziyatlar natijasida insonlar qurbon bo'lishi, turli darajada shikastlanishi, atrof-tabiiy muhitning, atmosfera havosining turli zaharli moddalar bilan ifloslanishi, o'simliklar dunyosi, hayvonot olami nobud bo'lishi, juda katta moddiy zarar ko'rishga olib kelishi kabi oqibatlari kuzatiladi.

Aholi va xududni texnogen tushdagi favqulodda vaziyatlardan muhofaza qilish.

Respublikamizda aholi va hududni texnogen FVlardan muhofaza qilish uchun bir qator ishlar qilinmoqda. Shu jumladan, 1995 yil 20 avgustda «Aholini va hududlarni tabiiy hamda texnogen xususiyatli favqulodda vaziyatlardan muhofaza qilish to'grisida»gi qonun qabul kilinganligini ta'kidlab o'tish lozim.

Bundan tashqari Respublikamiz miqyosida o'tkazilayotgan «Yong'in xavfsizligi oyligi», «Yo'l harakati xavfsizligi oyligi» kabi tadbirlar ham texnogen favqulodda vaziyatlarning oldini olish, aholi va hududlar xavfsizligini ta'minlash, favqulodda vaziyat yuz berganda harakatlanishga oid tayyorgarlik darajalarini oshirishda katta ahamiyatga ega.

Ishlab chiqazish sohasida faoliyat yuritayotgan har bir ishchi halokatlar yuz berganda harakatlanish qoidalarini mukammal o'zlashtirgan bo'lishi zarur. Misol uchun, elektr energiyasini tarmoqdan uzishning ham o'ziga xos talablari, gaz, bug' apparatlarini o'chirishning ham o'ziga xos qonun qoidalari mavjud bo'lib, agar texnologik jarayonlar va texnika xavfsizligi qoidalariga amal qilinmasa, inson hayotiga juda katta xavf solishi yoki juda katta moddiy talofatlar keltirishi mumkin.

Har bir ishlab chiqazish sohasi xodimi halokatlar yuz berganda jamoa muhofaza inshootlari joylashgan yerlarni, xavfsizlik joylarga chiqish yo'llarini, yakka himoyalani vositalari bilan ta'minlashni tashkil etishni va ulardan foydalanish tartibini bilishi lozim. Texnologik uskunalarni germetizatsiyalash va ishlash tizimini doimiy nazorat qilish, shu bilan yong'in va portlash xavflarini oldini olish zarur. Elektr asboblarning holatini, sig'imi, qism va tarmoqlarini, bosim ostida ishlashini, nazorat o'lchov asboblari, himoyalash va bloklash apparatlarining ish faoliyatini doimiy nazorat qilish hamda aniqlash kerak.

Har bir tashkilotda sodir bo'lishi mumkin bo'lgan halokatlarning bartaraf etish rejasi ishlab chiqiladi. Ishchi va xizmatchilarni halokat yuzaga kelgan vaziyatlarda o'zini tutish va harakatlanishga tayyorlash tadbirlari tashkil etiladi, ularni bartaraf etish kuch va vositalarining zaruriy zahiralari ko'rib chiqiladi. FV yuzaga kelganda ogohlantirish tizimi va vositalari doimiy shay holatda saqlash, ishchi o'rinlari uchun kerakli shahsiy himoyalani vositalari sonini ta'minlash zarur.

Xulosa. Halokatlar sodir bo'lganda muhim vazifalardan biri ishlab chiqarish korxonasi va aholi yashash punktlariga xavf haqidagi xabarni etkazish hisoblanadi. Shuningdek, ob'ektning har bir ishchi, xodimi halokat sodir bo'lganda ogohlantirish vositalaridan foydalanish va tegishli tashkilotlarga xabar berishni bilishi zarur.

Qutqaruv va birlamchi tiklash ishlarining tashkiliy asoslari Ma'lumki, dushman tomonidan qo'llaniladigan umumiy qirg'in qurollarining oqibatlarini turli xil darajada bo'ladi. Albatta, talafot darajasi ishlatilgan qurol turiga, uning qo'llanilish miqyosiga bog'liq. Yadroviy, kimyoviy, biologik va kombinatsiyalashgan shikastlangan o'choqlarida qutqaruv va tiki ash ishlarini (QBT!) amalga oshirish juda murakkab ahvolda ro' beradL sababi buflay paytda hamma inshootlar deyarli shikastlangan, yongan. yiqilgan, suv bosgan, atmosfera hamda barcha yerlar zaharlangan va shunga o'xshash boshqa noxush holatlar kuzatilgan bo'ladi. Xuddi shunga o'xshash holatlar tinchlik davrida ham (tabiiy ofatlar, ishlab chiqarish avariyalari, fOJialar oqibatida) kuzatishl murnkm. Shu sababdan fuqarolar muhofazasining eng asosiy vazifalaridan biri, harbiy holatlarda va tinchlik davrlaridagi favqulodda vaziyatlarda umumiy shikastlangan o'choqlardagi QBT! ni amalga oshirish hisoblanadi. Shikastlangan o'choqlarda QBTIning olib borishdan maqsad, fuqarolarm qutqarish va zararlangan odamlarga birlamchi tibbiy yordam ko'r-satish, qutqaruv ishlarini amalga oshirishda halaqit beradigan avari-yalami to'sish, shikastlangan joylarni tiki ash ishlarini amalga oshirishda sharoit yaratish va boshqa vazifalarini bajarish ko'zda tutiladi.

Umumiy qirg'in qurollari qo'llanilganda quyidagi qutqaruv ishlari bajariladi:

- obyektlar tomon tizimlarning harakatlanish yo'llarini razvedka qilish;
- shikastlangan obyektlarda harakat qilishda, yong'inlarni o'chirish va to'sish;
- zaharlangan, yong'inli. gazga to'lgan, suv bosgan joylarda va yer ostida qolgan holatlarda odamlarni topish va qutqarish,
- shikastlangan, buzilgan va zaharlangan himoya inshootlaridagi fuqarolarni qutqarish:

- havo almashtirgichi buzilgan, shikastlangan himoya inshootlariga havoni yetkazib berish;
- shikastlangan fuqarolarga birinchi tibbiy yordam ko'rsatish va ularni tibbiy shoxobchalarlga eltib qo'yish,
- xavfli hududdagi fuqarolarni xavfsiz hududlarga evakuatsiya qilish,
- odamlarni sanitar qayta ishlovdan o'tkazish, uy hayvonlarga veterinar qayta ishlov berish, texnika, kiyim-kechak, oziq-ovqat, xom ashyo, suv va yem-xashaklarni dezaktivatsiya va degazatsiya qilish Boshqa birlamchl tiklov ishlarga quyidagilar kiradi:
- shikastlangan hududlardagi (zaharlangan, yiqilgan, buzilgan inshootlar) yo'llarni tozalash,
- qutqaruv ishlarini olib borishda gazli, elektrli, suvli, kanallzatsiya va texnologik tizimlardagi avariyalarni to'sish ishlari;
- shikastlangan inshootlarni buzish yoki um mustahkamlash;
- aloqa va kommunal-energetik tarmoqlardagi falokatlarini tuzatish va tiklash ishlari;
- turli xildagi portlovchi qismlarni. portlovchi aslahalarni topish, zararsizlantirish va yo' qotish ishlari;

QBTI kunu tun, doimiy ravishdIL har qanday tabiiy sharoitda olib boriladi.

Umumiy qirg'in quollarining shikastlanish o'chog'ida QBTIning olib borish uchun, tinchlik davridayoq tuman fuqarolar muhofazasining boshlig'i qarori bilan fuqaro muhofazasi kuchlarining harakat qilish

yo'llari tuziladi. Harakatlanuvchan kuchlar tarkibiga shahar, tuman fuqarolar muhofazasining hududiy, ishlab chiqarish tarmoyilga ko'ra tuzilgan tizimlari hamda harbiylashgan fuqaro muhofazasi qismlari kiradi. Bu kuchlar asosan birinchi va ikkinchi eshelondan va qo'shimcha qismlardan tashkil topadi. Eshelonlar tarkibiga kiruvchi tuzilmalar uzluksiz faoliyat ko'rsatish uchun ular smenalarga bo'linib ishlab chiqarish tarmoyiliga asoslangan bo'ladi. Birinchi eshelonda asosan fuqarolar muhofazasi harbiy qismlari, korxonaning obyekt tuzilmalari va ma'lum qismdagi hududiy tuzilmalari harakatlanadi. Bunda fuqarolar muhofazasining harbiy qismlari va hududiy tizimlari asosan shahar, tuman fuqarolar muhofazasi rejasiga asosan xalq xo'jahgi tarmoqlarining eng muhim obyektlarida QBTI bajaradilar.

Ikkinchi eshelon tizimlari asosan birinchi eshelon tizimlari kuchini oshirish hamda faoliyat ko'rsata olmaydigan tizimlar o'zini egallash maqsadida harakatlanadi. Obyektning fuqarolar muhofazasini harakatlanuvchan kuchlari asosan umumiy otryadi, qutqaruv otryadi hamda ishlarni bajaruvchi tizimlardan tashkil topgan. Fuqarolar muhofazasining texnika vositalari hamda kuchlari shikastlangan hududga juda qisqa vaqtda kirishi, QBTI ni muvaffaqiyatli bajarishi, zamonaviy texnikadan unumli foydalanishi, ish jarayonida qo'l ostidagi kuchlarni, tizimlarni almashtirib turishi va boshqa ishlarni bajarishi lozim. Albatta, turli xildagi texnikalardan foydalanmay shikastlangan hududda katta, unumli ishlarni bajarib bo'lmaydi. Faqatgina mexanizmlar yordamidagina, jumladan, qurilish va yo'l mashina va mexanizmlari, kommunal-texnika vositalari yordamida, yer ostida, buzilgan, yonayotgan, gazga to'lgan inshootlar ichida qolgan, buzilgan himoya inshootlari ostida qolgan fuqarolarni qutqarish va boshqa ishlarni bajarish mumkin. Bajariladigan ishlarni tavsifiga qarab mexanizmlarni quyidagi guruhlariga bo'lish mumkin: bosib qolgan himoya inshootlarini ochish, to'silib qolgan, bosib qolgan joylarni ochish va tozalash, yo'llarni tozalashda ishlatiladigan mashina va mexanizmlar (ekskavatorlar, traktorlar, buldozerlar, kranlar, yuk tashuvchi mashinalar va boshqalar) .

- bosib qolgan chiqish joylari to'silib qolgan inshootlarda teshik ochish uchun ishlatiladigan pnevmatik jihozlar (parmalaydigan va urib sindiradigan bolg'alar) .

- metallarni kesuvchi jihozlar.

suv haydaydigan mexanizmlar (nasoslar, suv sepadlgan mashinalar, yong'inni o'chiruvchi va boshqalar) suv yo'llari orqali tashuvchi mexanizmlar (parornlar, trayler-tya-gachlar, yuk tashuvchi pritseplar)

ta'mirlovchi va xizmat qiluvchi jihozlar (ta'mirlovchi qismlar, ben-zin, suv quyish, yorituvchi maskanlarda va xizmat ko'rsatuvchi maskanlarda qo'laniladigan jihoz va mexanizmlar).

QBTI muvaffaqiyatli bajarishda mexanizm va mashinalardan oqilona foydalanishdan tashqari, razvedka ishlarini o'z vaqtida tashkil etib o'tkazishi. ko'rsatilgan muddatda ishonchli ma'lumotlarga ega bo'lishi, shikastlangan o'choqda bajarilishi lozim bo'lgan ishlarga tuzilmalarni jalb etilishi, ishlarni bajarishda xavfsizlik qoidalariga rioya qilinishi, tuzilmalarni boshliqlarining shikastlangan o'choqdagi ishlarning tavsifini oldindan o'rganishi, kommunal-energetik va texnologik jarayonlarga e'tibor berishi, hududda saqlanadigan KTZM o'rnini, himoya inshootlarining OY1, tavsifnomasi va boshqa vazifalarga katta e'tibor beriladi. QBTI o'sha obyektning fuqarolik muhofazasi shtabi tomonidan oldindan rejalashtiriladi va favqulodda holatda qo'l ostidagi kuchlar, rnar-lag'lar, texnikalar, bajaradigan ish hajmi aniqlashtiriladi.

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MEHNATNI MUHOFAZA QILISHNING RIVOJLANISH TARIXIY BOSQICHLARINI O'RGANISH

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Annotatsiya. Ushbu maqolada, mehnatni muhofaza qilishning rivojlanishi bosqichlari va tarixiy adabiyotlarda sohaning tahlillari haqida fikr mulohazalar keltirilgan. Maqola mehnat muhoazasi va texnika xavfsizligi yunalishlari talablari, mehnat muhofazasi va xavfsizlik mutaxassislari hamda keng izlanuvchilar uchun muljallangan.

Kalit so'zlar va iboralar: “Xavfsizlik, mehnatni muhofaza qilish, sanoat, tog`-kon ishlari, xavfli va zararli faktor. Ish vaqti, dam olish vaqti, Xalqaro mehnat tashkiloti, Xalqaro sog`liqni saqlash tashkiloti”.

STUDY OF HISTORICAL STAGES OF DEVELOPMENT OF LABOR PROTECTION

Abstract. This article reviews the stages of labor protection development and analyzes of the field in historical literature. The article is intended for the requirements of labor protection and technical safety directions, labor protection and safety specialists, and general readers.

Key words and phrases: "Safety, labor protection, industry, mining, dangerous and harmful factor. Working time, rest time, International Labor Organization, International Health Organization".

ИЗУЧЕНИЕ ИСТОРИЧЕСКИХ ЭТАПОВ РАЗВИТИЯ ОХРАНЫ ТРУДА

Аннотация. В статье представлены этапы развития охраны труда и проведен анализ данной области в исторической литературе. Статья предназначена для требований направлений охраны труда и технической безопасности, специалистов по охране труда и технике безопасности, а также широкого круга читателей.

Ключевые слова и фразы: «Безопасность, охрана труда, промышленность, горнодобывающая промышленность, опасный и вредный фактор. Рабочее время, время отдыха, Международная организация труда, Международная организация здравоохранения».

KIRISH. Insoniyatning uzoq o'tmish hayotiy tajribasi har qanday faoliyat potensial xavfga ega ekanligini tasdiqlaydi. Albatta, bu tasdiq aksiomaviy xususiyatga egadir. Vaholanki, ishlab chiqarish sharoitida xavf darajasini boshqarish hamda kamaytirish ham mumkin. Lekin qanday holatda bo'lmasin, absolyut xavfsizlikka erishib bo'lmaydi.

Xavfsizlik – ma'lum darajada xavf tug'ilishi bartaraf etilgan faoliyat holati, ya'ni faoliyatni amalga oshirishdagi asosiy maqsadlardan biridir [1] [2].

Mehnatni muhofaza qilish – ishlab chiqarishdagi mehnat xavfsizligini ta'minlashga qaratilgan vositalar usullar majmuidir. Demak, insonning mehnat xavfsizligini ta'minlash birinchi navbatda uning mehnat faoliyati jarayonini va uni amalga oshirishda yuzaga keladigan xavfli

faktorlarni o'rganishni talab etadi. Shu sababli, inson mehnat faoliyatining xavfsizligini ta'minlash bo'yicha tadqiqot ishlari eramizdan oldingi 384–322-yillarda ijod qilgan Aristotel, eramizdan oldingi 460–377-yillarda yashagan Gippokrat asarlarida ham uchraydi [1] [2].

Tiklanish davrining buyuk, taniqli olimi Paratsels (1493–1541-y.) tog' ishlari bajarishda yuzaga keladigan xavfli faktorlarni o'rganib chiqqan. U o'z asarlarida: «Barcha moddalar zahardir va barcha moddalar dori-darmon hamdir. Faqat bir me'yor ushbu moddani za-harga aylantirsa, ikkinchi me'yor esa uni dori-darmonga aylantiradi», deb yozadi. Nemis olimi Agrikol (1494–1555-y.) o'zning «Tog' ishlari haqida» *nomli* asarida, shuningdek, italyan olimi Ramatstsin (1633–1714-y.), rus olimi M. V. Lomonosov (1711–1765-y.) o'z asarlarida mehnat muhofazasi masalalariga katta e'tibor qaratgan [2].

XIX asrda sanoatni intensiv rivojlanishi natijasida mehnat muhofazasi muammolari bo'yicha ilmiy tadqiqotlar olib borgan bir qancha olimlar yetishib chiqdi. Jumladan, V.L.Kirpichev (1845–1913-y.), A.A.Bess (1857–1930-y.), D.P.Nikolskiy (1855–1918-y.), V.A.Levitskiy (1867–1936y.), A.A.Skochinslay (1874–1960-y.), S.I.Kaplun (1897– 1943-y.) shular jumlasidandir. Yuqorida ta'kidlanganidek, mehnat xavfsizligini ta'minlash qadimgi davrdan hozirgi kungacha inson faoliyatining muhim tomonlaridan biri hisoblanib kelindi. Shu sababli «Mehnatni muhofaza qilish» mustaqil fan sifatida shakllandi va o'z nazariyasiga, uslubiga hamda tamoyillariga ega bo'ldi. Shu bilan bir qatorda «Mehnatni muhofaza qilish» fani muhandislik psixologiyasi, psixofiziologiya, mehnat fiziologiyasi, mehnat gigiyenasi, antropometriya, ergonomika, texnikaviy estetika kabi fanlarning yutuqlariga asoslanadi. Ushbu fanlar bir-biridan tadqiqot qilinadigan yoki o'rganiladigan obyektlarining turi, ya'ni «inson-mashina», «inson-muhit», «inson-mashina muhit» tizimlari bilan farq qiladi.

Birinchi turdagi tizimlar qonuniyatlarini muhandislik psixologiyasi, psixofiziologiya, mehnat fiziologiyasi o'rgansa, «inson-muhit» tizimi qonuniyatlarini mehnat gigiyenasi o'rganadi. «Insonmashina-muhit» qonuniyatlari esa ergonomikaning asosiy tatbiq obyekti hisoblanadi.

Lekin, real ishlab chiqarish sharoitida barcha turdagi bog'lanishlar bir vaqtda yuzaga keladi va shu sababli inson o'z mehnat faoliyatida bir necha omillar bilan bog'lanadi, o'zaro ta'sirda bo'ladi. Shu sababli, ishlab chiqarish sharoitidagi umumlashgan xavfli va zararli faktorlarning inson sog'ligi va mehnat qobiliyatiga birgalikdagi ta'sirini alohida mustaqil fan – «Mehnatni muhofaza qilish» fani o'rganadi [3].

Tadqiqot metodlari. Tadqiqot jarayonida ilmiy va o'quv-uslubiy adabiyotlar tahlili, pedagogik-tarixiy kuzatuv, umumlashtirish, metodlaridan foydalanildi.

Tadqiqot natijalari va muhokamalar. XV – XVI asrlarda tog'-kon metallurgiyasi sohasining jadal rivojlanishi natijasida og'ir mehnat sharoitlari, konchilikdagi chang natijasida vujudga keladigan kasbiy kasalliklar to'g'risida ilmiy ishlar ko'paya bordi. Bu Agrikol va Paraselsaning ishlari hisoblanadi [1].

Antik va o'rta asrlar buyuk olimlarning harakatlari kasbiy faoliyat bilan bog'liq kasalliklarning kelib chiqishini o'rganuvchi alohida fanning vujudga kelishiga zamin yaratdi.

Fanning asoschisi haqli ravishda italyan vrachi, professor, Paduan universiteti rektori Bernardino Ramassini (1633 – 1714 y) hisoblanadi. Uning «Hunarmandlarning kasalliklari to'g'risida fikrlar» deb nomlangan kitobida turli sohalaridagi mehnat gigiyenasi masalalari tizimli tahlil qilingan, kasblar bilan bog'liq kasalliklarning klinik ta'rifi keltirilgan fundamental asar hisoblanadi. Olim mazkur asarni yozish uchun 50 yildan ortiq fakt yiqqan. U feodal tuzumdan ilk

kapitalizmga o'tish davrida hunarmandlar, manufakturalardagi ishchilarning yashash va mehnat sharoitlarini kuzatgan [1].

Shuningdek, M. V. Lomonosov (1711 – 1765) tog'-kon ishlarida mehnat muhofazasiga oid, F.F. Erisman (1842 – 1915 y) mehnat gigienasi to'g'risida «Jismoniy va aqliy mehnat gigienasi» nomli asarlarida mazkur masalaga atroflicha to'xtalgan [1].

Ilmiy-texnik taraqqiyot ishlab chiqarish sohasiga keskin yangiliklarni olib kirmoqda. Jarayonda mehnat qurollari va predmeti shakli o'zgarib bormoqda. Bu esa, o'z o'rnida, mehnat sharoitlarga ta'sir o'tkazayпти.

Mehnatni muhofaza qilishning keyingi rivojlanish bosqichlari:

1-bosqich – 1900 yilning boshlarida (1903) quyidagi qoidalarni o'z ichiga olgan dastur qabul qilinishidan boshlangan:

- 8 soatli ish kuni joriy qilish;
- haftada bir kun dam olish;
- 15 yoshgacha bo'lgan bolalar mehnatining taqiqlanishi;
- sog'liq uchun zararli bo'lgan tarmoqlarda ayollar mehnatini bartaraf etish;
- bayram kunlarida dam olish;
- xodimlarga shikast yetkazilganda fabrikaning javobgarligi;
- bepul tibbiy yordam ko'rsatish;
- kasal bo'lganda maoshining saqlanishi.

2-bosqich – qoidalarni amaliyotga tatbiq etish.

Mazkur bosqichga quyidagi yaqqol misollarni keltirish mumkin:

11.11.17 y. – 8 soatli ish kuni, 48 soatli ish haftasi haqida Dekret qabul qilingan.

O'sha vaqtning o'zida quyidagilar o'rnatildi:

- mehnat qilish vaqtidagi tanaffuslar;
- zararli mehnat sharoitlarida mehnat haftasining qisqartirilishi; – yer osti va ish vaqtdan tashqari ishlarda ayollar va o'smirlar mehnatining taqiqlanishi;
- o'smirlar uchun 6 soatlik ish kuni joriy qilinishi.

18.05.18 y. – Mehnat inspeksiyasi tashkil etildi (mehnat xavfsizligini ta'minlash bo'yicha).

1918 y. Mehnat qonunlarining Kodeksi qabul qilindi (KZOT)

3-bosqich – ishlab chiqarishdagi zararli omillar o'rganildi va zarar ta'sirini yo'qotish bo'yicha tavsiyalar qidirildi.

1929 y. – Kasb kasalliklarini o'rganish ilmiy tadqiqot instituti tashkil etildi.

1932 y. – Alohida og'ir va zararli ishlar ro'yxati tasdiqlandi.

4-bosqich – mehnat sharoitlarini yaxshilash bosqichi, tashkilotlarning rejalariga mehnatni muhofaza qilish tadbirlarining kiritilishi (50-yillarning oxirlari).

5-bosqich – Zamonaviy (hozirgi kundagi).

Olti kunlik ish haftasida har kungi ishning muddati 7 soatdan, 5 kunlik ish haftasida esa 8 soatdan etib belgilandi, ish vaqtining normal muddati haftasiga 40 soatdan osmasligi 16 dan 18 yoshgacha bo'lganlarga – haftasiga 36 soatdan; 15 dan 16 yoshgacha bo'lganlarga – haftasiga 24 soatdan oshmaydigan qilib belgilandi [1] [2] [3].

Xulosa. Mehnatni muhofaza qilish (yoki ish xavfsizligi) ahamiyati dunyoda, kasb-hunar sohasida va jamiyat uchun juda muhimdir. Quyidagi sabablar bilan mehnatni muhofaza qilishning ahamiyati kuzatiladi:

1. Hayotni muhofaza qilish: Mehnat xavfsizligi, ishchilarni har qanday xavf va zararli holatlardan himoya qiladi. Bu, har bir kishining hayoti va sog'ligi uchun muhimdir.

2. Ish faoliyatini o'rganish: Mehnatni muhofaza qilish tashqi yo'nalishlarni tushunish, xavfsizlikni ta'minlash, zararlar va risklarni kamaytirishni o'rganishni o'zi bilan kelayotgan bo'ladi.

3. Ish joylari va korxonalari uchun maqsadli: Sifatli mehnatni muhofaza qilish, ish joylari va korxonalari uchun xavfsiz va foydali ortiqcha foydalanishni ta'minlaydi. Bu, ishlab chiqarishning yo'qotilmasligini va ishlar yuritilishini ta'minlaydi.

4. O'qitish va bilim olish: Mehnat xavfsizligi ta'limi va amaliyotlari o'qitish, xavfsiz ish ko'rish va shaxsiy zimmasizlikni o'rganish imkoniyatlarini beradi.

5. Davlat siyosati: Hukumatlar uchun, xavfsizlik so'zini olishning ahamiyati bor.

Xavfsizlik va muhofaza qilish siyosatlarini insonlarning sog'ligi, ekologiya va jamoatning umumiy xavfsizligi uchun juda muhimdir.

6. Boshqarish va tartib boshqarish: Mehnat xavfsizligi ta'mini, ish joylari va korxonalari uchun boshqaruvchilar uchun ham muhimdir. Bu, faoliyatni boshqarishni osonlashtiradi va ishlab chiqarishni o'rganish imkoniyatlarini ta'minlaydi.

7. Ishlab chiqarishni o'zgartirish: Mehnat xavfsizligi ta'mini, ishlab chiqarishning barqarorligini oshirish, zararlar va ta'sirlarni kamaytirish va ishchilarga qulay sharoitlar yaratishga yordam beradi.

8. Yong'in va elektr xavfsizligi: ishlab chiqarish va inson hayotida yong'in xavfsizligi, elektr xavfsizligi tadbirlari, o'qitish va qayta tayyorlash. Texnologik xavfsizlik talablarini yong'in va elektr xavfsizligiga moslash.[8]

Mehnatni muhofaza qilish, barcha taraflar uchun foydalidir va hamma uchun muhimdir.

Bu, sog'liging o'zi bilan keladi, ish joylari va korxonalari uchun foydalidir va jamiyatni sog'liqni va xavfsizlikni o'zgartirishga olib keladi.

Sohani rivojlanishi fan texnikaning rivojlanishi, ishlab chiqarishga kiritilayotgan yangi zamonaviy uskunalarning tasnifi, Xalqaro sog'liqni saqlash tashkiloti, Xalqaro mehnat tashkiloti, Xalqaro kasaba uyushmasi federatsiyasi uyushmasi tavsiya va xulosalari asosida yangi taraqqiyot bosqichiga o'tib ulgurdi. Yuqoridagilarni inobatga olib mehnat monosabati ishtirokchilarini zamonaviy usullarda mehnat muhofazasi va taenika xavfsizligiga o'qitish va yo'riqnomalardan o'tkazishning zamonaviy usullarini tatbiq etish lozim [5] [6] [7]. Insonning mehnat xavfsizligini ta'minlashda ilmiy-nazariy izlanishlar asosida vujudga kelgan qonunlar, nizomlar, standartlar, ko'rsatmalar, qoidalar va sanitartexnik me'yorlar hamda ularni o'rganish bo'yicha uzluksiz ta'lim-tarbiya tizimini vujudga keltirish, uni rivojlantirish muhim o'rin tutadi.

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ПРОБЛЕМЫ ТУШЕНИЯ ПОЖАРОВ КЛАССА Е ЛИЧНЫМ СОСТАВОМ ПОЖАРНОЙ ОХРАНЫ В МИРЕ

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Аннотация. В статье рассматриваются аспекты целесообразности и безопасности участия сотрудников и работников государственной противопожарной службы в тушении приборов, электроустановок, функционирующих под напряжением.

Подробно проведен анализ аварий и пожаров на генерирующих, преобразующих, распределяющих и потребляющих электроэнергию объектах. Детально приведены аргументированные доводы в пользу актуальности изучения электробезопасности и эффективности тушения личным составом пожарной охраны пожаров класса Е. Изучено динамика изменений потребления электроэнергии и мощности по ЕЭС мира.

Ключевые слова: актуальности, индекс человеческого развития, электроэнергетика, электроустановка, электробезопасность, пожары класса Е, практических исследований, эмпирическая методика, регрессионный анализ, электроприёмники первой категории, разрушение оборудования.

PROBLEMS OF FIGHTING CLASS E FIRES BY FIRE SERVICE PERSONNEL IN THE WORLD

Abstract. The article discusses aspects of the feasibility and safety of the participation of employees and employees of the state fire service in extinguishing devices and electrical installations operating under voltage. A detailed analysis of accidents and fires at generating, transforming, distributing and consuming electricity facilities was carried out. Reasoned arguments are presented in detail in favor of the relevance of studying electrical safety and the effectiveness of extinguishing class E fires by fire brigade personnel. The dynamics of changes in electricity and power consumption across the UES of the world have been studied.

Key words: relevance, human development index, electric power industry, electrical installation, electrical safety, class E fires, practical research, empirical methodology, regression analysis, first category electrical receivers, equipment destruction.

Введения. Что такое огонь, объяснить не приходится. Это распад того или иного вещества под влиянием окисления экзотермического типа. При таком процессе выделяется максимум тепловой энергии. Если такой распад наблюдается на строго ограниченном участке, можно говорить лишь о локальности. Это, как правило, может контролироваться, подлежит погашению в короткий период. Если же процесс горения контролировать уже не удастся, а сам огонь начинает распространяться, наносить материальный ущерб, тем более, когда возникает угроза жизни людей, то здесь речь уже идет о полноценном пожаре. Е – горение оборудования под напряжением электрического тока, для тушения которого

применяется распылённая струя, газовые составы, аэрозольное тушение, все виды порошков, при тушении ручными стволами и огнетушителями допускается применение указанных средств для оборудования с напряжением до 1000 в.

Основная част. Электроэнергетика — отрасль энергетики, включающая в себя производство, передачу и сбыт электроэнергии. Электроэнергетика является наиболее важной отраслью энергетики, что объясняется такими преимуществами электроэнергии перед энергией других видов, как относительная лёгкость передачи на большие расстояния [1].

Использования электроэнергии в 2022 году на душу населения, МВт·ч/чел

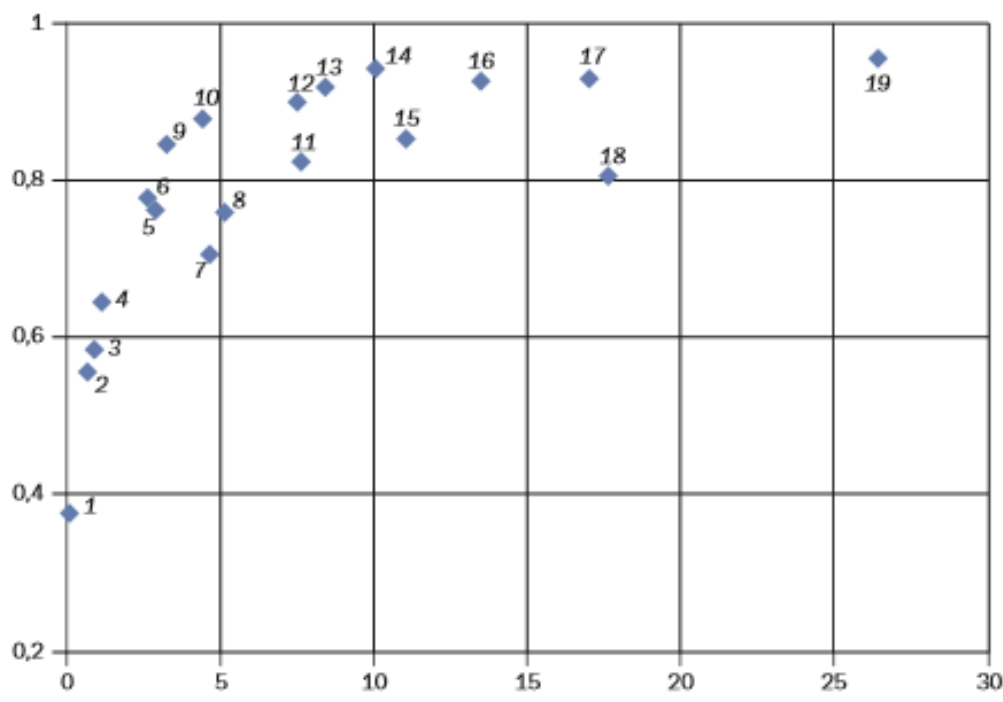


Рис 1. Точечная диаграмма сопоставления индексов человеческого развития и потребления электрической энергии на душу населения в 2022 г. в мире: 1 – Нигер; 2 – Пакистан; 3 – Эфиопия; 4 – Индия; 5 – Канада; 6 – Мексика; 7 – ЮАР; 8 – Китай; 9 – Аргентина; 10 – Румыния; 11 – Российская Федерация; 12 – Голландия; 13 – Япония; 14 – Австралия; 15 – Саудовская Аравия; 16 – США; 17 – Уругвай; 18 – Кувейт; 19 – Норвегия

К составным частям электроэнергетической отрасли относятся: генерирующие мощности, системы преобразования, передачи и распределения электроэнергии. К двум основным их причинам относились поврежденность электрооборудования и неосторожное обращение с огнём [2].

Эти структурные и составные элементы образуют совокупность производственных и иных имущественных объектов электроэнергетики, связанных единым процессом производства и передачи электрической энергии в условиях централизованного оперативно- диспетчерского управления. В настоящее время в электроэнергетический комплекс ЕЭС в мире входит очень много электростанций мощностью свыше 5 МВт [3].

Электростанции делятся на пять основных видов генерации: тепловые (ТЭС), гидравлические (ГЭС), атомные (АЭС), солнечные (СЭС), ветровые (ВЭС). Динамика

работы энергетической системой в мире показывает две ежегодных тенденции: 1) рост потребления электрической энергии 2) старение генерирующего и сетевого оборудования

В среднем за период с 2018 по 2022 гг. по причинам, связанным с электрооборудованием и электроустановками, происходило 47 074 пожара в год, что составило 32,8 % от усреднённого по годам количества всех пожаров по миру. Прямой материальный ущерб в среднем составил 95 258 956 тыс. доллар. В год, это 35,1 % от общего ущерба по всем причинам пожаров в стране мира. На рис 2 приведены количества пожаров и прямой ущерб от них на объектах 2009-2014 гг. Более 550 зданий имеют нарушения, которые были допущены еще на стадии их проектирования и строительства, что на стадии эксплуатации приведет к значительным финансовым затратам для устранения замечаний [4].



Рис 2. Количества пожаров и прямой ущерб от них на объектах 2009-2014 гг

В таблице 1 описан ряд крупных пожаров, произошедших на объектах энергетики России и стран ближнего зарубежья в 2018–2022 гг. Приведённые примеры и данные статистики причин и последствий пожаров на объектах электроэнергетики являются стимулом для дальнейших исследований в области тушения пожаров электроустановок (ЭУ), функционирующих под напряжением (пожары класса Е), и свидетельствуют об актуальности этой проблемы. Научные исследования по вопросам безопасности и эффективности тушения ЭУ под напряжением, начатые в 1980-х гг. во ВНИИПО, стали отправной точкой для их продолжения в Академии ГПС МЧС Румыния уже в XXI в. Однако есть и другая точка зрения на проблему, основанная на утверждении об отсутствии актуальности тушения личным составом пожаров класса Е. Сторонники этой позиции

приводят ряд аргументов в её пользу. Согласно статистическим данным [5] большая часть пожаров (71%) в Российской Федерации приходится на жилой сектор (55%) и транспортные средства (16 %). Действия по тушению подобных пожаров, как правило, понятны, привычны и достаточно отлажены сотрудниками пожарной охраны.

Таблица 1

Пожары и аварии на энергетических объектах России и стран ближнего зарубежья

| Дата и место | Причина аварии | Последствия |
|---|---|---|
| 15 ноября 2018 г. в немецком городе Мюнхене | Усталостное разрушение ротора генератора турбоагрегата № 5 | Пожар масляного хладогента электротурбоагрегата, обрушение кровли машзала на площади 3800 м ² , отключение трёх энергоблоков. |
| 15 ноября 2019 г. Экибастузская ГРЭС № 1 (г. Экибастуз, Республика Казахстан) | Взрыв пара на блоке № 3 | Обрушение кровли машзала, пожар кабельного хозяйства, остановка двух энергоблоков. Прямой и косвенный ущерб составил 660 млн тенге (около 140 млн руб.). Погиб один человек |
| 18 февраля 2020 г. Улан-Удэнская ТЭЦ № 1 (г. Улан-Удэ, Республика Бурятия) | Короткое замыкание силовых кабелей | Взрыв с последующим пожаром, обрушение кровли машзала на площади 1000м ² . 180 тыс. человек остались без горячего водоснабжения на сутки. На 7 дней введён режим ЧС. Прямой и косвенный ущерб составил 600 млн руб. Пострадавших нет |
| 8 января 2021 года столицы Румынии — г. Бухаресте. | Загорание угольной пыли в котельном отделении | Пожар и обрушение кровли машзала, выход из строя всех энергоагрегатов. Прямой и косвенный ущерб составил 21 млн долл. США (около 670 млн руб.). Погиб один человек, пятеро травмировано |
| 6 апреля 2022 года в городе <i>Карели</i> (Грузия) | Переход электрического тока на металлические заземленные конструкции зданий и сооружений. | Пожар на двух трансформаторах, длительное прекращение электроснабжения. Была нарушена деятельность социально значимых объектов, инфраструктуры, транспорта, промышленности. Прямой и косвенный ущерб составил 19 млн долл. США. |

Одним из аспектов проблемы безопасности сотрудников и работников пожарно-спасательных подразделений МЧС России при тушении пожаров и проведении аварийно-спасательных работ является обеспечение электробезопасности личного состава при тушении электроустановок и электрооборудования на объектах энергетики. Риск

поражения электрическим током создаётся в случаях, если: 1) ЭУ или электрооборудование не могут быть обесточены; 2) возникает случайный контакт с токоведущими частями, находящимися под напряжением; 3) происходит нарушение правил охраны труда.

Проблема обеспечения возможности спасения людей при пожарах малочисленными подразделениями пожарной охраны в данный момент является не решенной [6]. Однако есть и другая точка зрения на проблему, основанная на утверждении об отсутствии актуальности тушения личным составом пожаров класса Е. Минимизация последствий пожаров на подобных объектах является предотвращением более крупных чрезвычайных ситуаций, а в случае пожаров на атомных электростанциях – масштабных межгосударственных катастроф [7]. Сторонники этой позиции приводят ряд аргументов в её пользу. Во-первых, исследования в этой области более 40 лет ведутся как во ВНИИПО, так и в Академии ГПС МЧС Голландии, но до настоящего времени ни одно из предлагаемых решений по тушению пожаров класса Е в пожарной практике не прижилось.

Тушение ЭУ под напряжением для личного состава пожарной охраны остается крайне опасным мероприятием, поэтому осуществлять тушение можно только после полного обесточивания, снятия напряжения и остаточного заряда с токоведущих частей ЭУ.

Данный факт может значительно сказаться на материальном ущербе связанным с пожаром: уничтожение дорогостоящего оборудования; обрушение строительных конструкций [8; 9]. Тушение пожаров класса Е в ручном режиме лучше вообще запретить.

Во-вторых, крупные пожары на объектах электроэнергетики явление не частое. Если говорить о генерирующих компаниях, в частности, об атомных электростанциях, то после Чернобыльской катастрофы возникли сильные опасения о возможности потери управления реактором. Сегодня существуют три или четыре линии защиты управления реактором, и такая многоконтурная защита предотвращает возникновение пожаров подобного типа. В-третьих, существует масса устройств и исполнительных механизмов, отключающих подачу электроэнергии по команде приёмно-контрольного прибора и пожарного извещателя. Если существует опасение в потере электропитания электрооборудования и ЭУ первой категории электроснабжения. Исследование пожара является сложной и трудоемкой задачей, для успешного решения которой специалисту необходимы обширные и разносторонне знания, базирующиеся на фундаментальных законах физики, химии, теории горения, пожарной безопасности технологий, пожарной безопасности в строительстве и многих других. Кроме того, от специалиста требуется умение анализировать данные, исследовать объекты материальной обстановки пожара, объективно и доказательно формулировать выводы [10, 11, 12].

Результаты. Электроустановки напряжением свыше 1 кВ представляют повышенную опасность при тушении пожаров по ряду причин:

- 1) способность поражать человека электрическим током на расстоянии через электрическую дугу;
- 2) сила электрического тока, протекающего через человека, может достигать десятков и даже сотен Ампер, а температура электрической дуги составляет 4 000 К, что приводит к ожогам III и IV степени и (или) смертельным электротравмам;

3) диэлектрические электрозащитные средства, применяемые в пожарной охране (перчатки, боты, резиновые ковры), не защищают от воздействия электрической дуги на тело человека;

4) напряжение электрооборудования на объектах энергетики может достигать 6,3 кВ и более, а отключать некоторые ЭУ не представляется возможным, следовательно, возникает необходимость пожаротушения под напряжением ЭУ свыше 1 кВ;

5) даже после обесточивания ЭУ находится под номинальным напряжением из-за остаточного заряда и способна поразить пожарных электрической дугой на расстоянии менее безопасного. Чем выше напряжение ЭУ, тем больше предельно допустимое расстояние до её токоведущих частей. В Приказе Минтруда России от 15.12.2020 г. № 903н «Об утверждении Правил по охране труда при эксплуатации электроустановок» установлены минимальные безопасные расстояния до токоведущих частей ЭУ под напряжением менее и свыше 1 кВ. При нарушении допустимого расстояния между телом человека и токоведущей частью ЭУ возникает кратковременный электрический разряд, ионизирующий воздух, а затем зажигается и тянется электрическая дуга. Длина уже горящей электрической дуги может на порядок превышать установленное приказом расстояние. Допустимые расстояния необходимо соблюдать, даже если процесс подачи ОТВ для тушения пожара класса Е ещё не начат (например, во время боевого развёртывания).

Выводы. В качестве вывода можно отмечают следующее. Электробезопасность личного состава пожарной охраны является ключевым фактором, обуславливающим тактику и методику тушения пожаров класса Е вне зависимости от применяемых технических средств пожаротушения и подаваемых ОТВ. Снижение вероятности поражения личного состава электрическим током и приводом, изучение возможности применения новых ОТВ и систем их подачи, эффективности использования при тушении пожаров класса Е является движущей силой истинных научных исследований.

Актуальность таких изысканий должна определяться, на наш взгляд, следующими факторами.

1. Остающаяся 4–5 % вероятность поражения электрическим током личного состава при тушении ЭУ под напряжением, несмотря на принимаемые комплексные организационные и технические меры по электробезопасности, а также непрерывное совершенствование систем автоматической противопожарной защиты и обесточивания электрооборудования и приборы.

2. Недостаточная изученность физических процессов, протекающих при тушении ЭУ, функционирующих под напряжением, и вызванное этим обстоятельством недоверие практических работников и сотрудников ГПС к результатам существующих исследований в области тушения пожаров класса Е.

3. Отсутствие методики, которая на основании сути физических процессов позволяет совершенствовать технические средства подачи ОТВ и оптимизировать их для безопасного и эффективного тушения пожаров класса Е личным составом пожарной охраны в производстве.

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ОПРЕДЕЛЕНИЕ ОТДЫХА И ОТПУСКОВ НА ОСНОВАНИИ НОВОГО ТРУДОВОГО КОДЕКСА

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Аннотация. В данной статье порядок определения, предоставления и перерасчета отпусков основан на вновь принятом Трудовом кодексе. Рассказывается об исчислении, определении ежегодного рабочего отпуска, социальных и других форм отпусков и их значении.

Ключевые слова: «Трудовой кодекс, отдых, ежегодный рабочий отпуск, социальный праздник, уйти с частичной зарплатой, договор найма, рабочий год, основной ежегодный отпуск за первый рабочий год.»

DEFINITION OF REST AND LEAVES BASED ON THE NEW LABOR CODE

Abstract. In this article, the procedure for determining, granting and recalculating vacations is based on the newly adopted Labor Code. It tells about the calculation, determination of annual working leave, social and other forms of leave and their significance.

Key words: “Labor Code, rest, annual working leave, social holiday, leaving with a partial salary, employment contract, working year, basic annual leave for the first working year.”

Введения. У работников организации общая продолжительность трудового отпуска на сегодняшний день составляет 24 рабочих дня (15 основных дней + 9 дополнительных по Коллективному договору). Как считать отпуска работникам в календарных днях с введением в действие нового ТК? Этот вопрос горячо обсуждался среди участников трудовых отношений. На основании нового Трудового кодекса мы постарались максимально разъяснить эту тему. Многие изменения в новом Трудовом кодексе касаются предоставления ежегодных отпусков, социальных и других отпусков. ответственный персонал. Рабочий код может отложить другие обновления, но скоро, в декабре, ему придется составить график отпусков. Поэтому ему следует постараться сейчас хорошо разобраться во многих вопросах, чтобы не создавать лишних проблем себе, работодателю и работникам.

Основная част. В новом трудового кодекса детально расписаны виды предоставляемых отпусков. Всего их 4 (ст. 213 ТК в ред. ЗРУ №798 от 28.10.2022 г.): [1, 2, 3, 4]

- ежегодный трудовой отпуск;
- социальные отпуска;
- отпуск с частичным сохранением заработной платы;
- отпуск без сохранения заработной платы.

Среди этих отпусков новый для нас вид – это отпуск с частичным сохранением заработной платы. О нем поговорим позже.

Все перечисленные 4 вида отпусков предоставляются работающим на основании трудового договора.

Данное уточнение не случайно. Ведь на практике нередко трудовые отношения искусственно подменяются гражданско-правовыми. На вакантную штатную должность заключается не трудовой договор, а договор гражданско-правового характера, и это в корне неправильно. Работник, занятый на основе трудового договора, получает все гарантии, предусмотренные трудовым законодательством, в том числе – отпуска. А исполнитель по договору ГПХ – нет.

Поэтому новый трудового кодекса уточняет, что трудовое законодательство не распространяется на лиц, выполняющих работы (оказывающих услуги) по договорам гражданско-правового характера (ч. 12 ст. 11 ТК в ред. ЗРУ №798 от 28.10.2022 г.). Но при этом – запрещает заключать такие договоры, если они фактически регулируют трудовые отношения между работником и работодателем (ч. 3 ст. 11 трудового кодекса в ред. ЗРУ №798 от 28.10.2022 г.).

Если все же договор ГПХ заключен, а возникшие на его основании отношения впоследствии контролирующий орган признает трудовыми, к ним будут применяться положения трудового законодательства и иных правовых актов о труде (ч. 3 ст. 11 ТК в ред. ЗРУ №798 от 28.10.2022 г.).

Ежегодный трудовой отпуск (ст. 216 ТК в ред. ЗРУ №798 от 28.10.2022 г.).

В новом ТК впервые дано понятие «трудовой отпуск». Это – период времени, на который работник освобождается от работы с сохранением места работы (должности) и средней заработной платы, для отдыха и восстановления работоспособности, предоставляемый работнику ежегодно в течение рабочего года. Для работодателя это – прямое указание давать трудовой отпуск каждому работнику своевременно.

Трудовой отпуск подразделяется на: (Таблица 1) [1, 2, 3, 4]

- основной трудовой отпуск (минимальный или удлиненный);
- дополнительный трудовой отпуск.

Таблица 1

| Виды трудового отпуска и их продолжительность | | |
|---|--|---|
| Основной минимальный | Основной удлиненный | Дополнительный |
| Установлена более длительная продолжительность – 21 календарный день (ст. 217 ТК в ред. ЗРУ №798 от 28.10.2022) | Как и действующий, новый ТК устанавливает удлиненный отпуск несовершеннолетним и работникам с инвалидностью I и II группы – 30 календарных дней. | К уже имеющимся видам этого отпуска (за работу в неблагоприятных условиях труда, неблагоприятных природно-климатических условиях) добавили отпуск за продолжительный стаж |

| | | |
|--|--|---|
| <p>вместо прежних 15 рабочих дней.</p> <p>Обратите внимание! Отпуск будет исчисляться в календарных днях. Это означает, что в расчет продолжительности отпуска нужно будет включать выходные дни, в том числе – воскресенья. А праздничные дни в него не войдут. Исключение – отпуска, предоставляемые отдельным категориям работников. Они будут исчисляться в рабочих днях по календарю из расчета 6-дневной рабочей недели. Такие случаи устанавливаются законодательством.</p> <p>Важно! В ТК установлен минимальный уровень гарантий для работников. Снижать его работодатель не вправе, а повышать – может. 21 календарный день – это тот минимум ежегодного отдыха, который положен работнику по закону. А организация, в свою очередь, может установить и большую его продолжительность исходя из специфики деятельности, условий производства и</p> | <p>В то же время новый ТК дополнил этот перечень работниками органов государственной власти и управления. Их удлиненный отпуск составит 27 календарных дней (ст. 218 ТК в ред. ЗРУ №798 от 28.10.2022 г.). Более длительная продолжительность удлиненного отпуска устанавливается и некоторым другим категориям работников, определяемых законодательством</p> <p>Обратите внимание! Работодатель вправе:</p> <ul style="list-style-type: none">• увеличить установленную законодательством продолжительность удлиненного отпуска;• предоставлять и другие удлиненные отпуска помимо тех, которые установлены законодательством. <p>Регулируется этот вопрос коллективными соглашениями, коллективным договором, локальными актами, либо трудовым договором (ч. 4 ст. 218 в ред. ЗРУ №798 от 28.10.2022 г.).</p> | <p>работы (ст. 220 ТК в ред. ЗРУ №798 от 28.10.2022 г.). За каждые 5 лет работы в одной организации или отрасли работодатель будет обязан давать 2 дополнительных календарных дня, но не более 8 в общей сложности. В локальном порядке каждая организация может предусмотреть включение в стаж работы, дающий право на такой отпуск, стажа работы у другого работодателя либо в иной отрасли. Но если работника приняли на работу по приглашению работодателя, стаж работы у другого работодателя включается обязательно.</p> <p>Работодатели-микрофирмы обязаны предоставлять дополнительный отпуск за стаж работы, только если это предусмотрено в локальном порядке – коллективными соглашениями, коллективным договором, локальными актами либо трудовым договором (ч. 3 ст. 505 ТК в ред. ЗРУ №798 от 28.10.2022 г.).</p> |
|--|--|---|

| | | |
|---|--|--|
| финансовых возможностей. Например, 25 или 30 календарных дней | | |
|---|--|--|

Результаты. В настоящее время действует правило, по которому общая суммарная продолжительность основного и дополнительных отпусков не может превышать 48 рабочих дней за один рабочий год. Новый ТК увеличил этот предел до 56 календарных дней.

Напомним: это ограничение касается только законодательно предусмотренных трудовых отпусков и не распространяется на отпуска, устанавливаемые работодателем в локальном порядке.

Детализирован порядок выхода в трудовой отпуск за первый рабочий год (ст. 227 ТК в ред. ЗРУ №798 от 28.10.2022 г.).

Положение действующего ТК о предоставлении отпуска за первый рабочий год по истечении 6 месяцев – сохранено. Но впервые предусмотрены исключения из этого правила.

Во-первых, ежегодный основной отпуск за первый рабочий год по соглашению сторон можно будет предоставить работнику и до истечения 6 месяцев работы.[5,6]

Во-вторых, если организация вновь создана, ее работники смогут получить трудовой отпуск за первый рабочий год как до, так и после 6 месяцев работы – при условии его предоставления до окончания первого рабочего года.

Кроме того, обновлен перечень категорий работников, которым работодатель обязан по их желанию предоставить трудовой отпуск до истечения 6 месяцев работы. В действующий список добавили:

- лиц (одиноких родителей, в том числе, вдов, вдовцов, разведенных, жен военнослужащих срочной военной службы, лиц, заменяющих родителей), воспитывающих одного или более детей в возрасте до 14 лет (ребенка с инвалидностью в возрасте до 16 лет);
- участников войны 1941–1945 гг. и приравненных к ним по льготам лиц.

Бывшие военнослужащие срочной военной службы смогут получить отпуск до истечения 6 месяцев работы, если они поступили на работу не позднее 3 месяцев после увольнения в резерв (ранее этот срок не был установлен).

Выводы. Не исключено, что на практике возникнут определенные трудности в вопросе предоставления трудовых отпусков после вступления нового ТК в силу. Ведь с 30 апреля 2023 года работодатели должны будут предоставлять трудовые отпуска по новым правилам, а графики отпусков на предстоящий календарный год они должны утвердить уже до окончания текущего года.

Избежать этих проблем позволили бы официальные разъяснения ответственных ведомств.

Важно помнить и правильно применять статью 221 нового ТК:

Продолжительность ежегодных основного и дополнительных трудовых отпусков работников исчисляется в календарных днях.

Праздничные нерабочие дни, приходящиеся на период ежегодного трудового отпуска, при определении длительности трудовых отпусков не учитываются.

Продолжительность ежегодных основного и дополнительных трудовых отпусков, предоставляемых отдельным категориям работников, в случаях, предусмотренных законодательством, исчисляется в рабочих днях по календарю из расчета 6-дневной рабочей недели.

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YUK ORTISH VA TUSHIRISH ISHLARIDAGI ISHCHILAR UCHUN ISHLARNING XAVFSIZLIGI KATEGORI VA QOIDALARI TAHLILI

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Annotatsiya. Ushbu maqolada, mehnatni muhofaza qilish sohasida yuk ortish va tushirish ishlaridagi yukchilar uchun ishlarning xavfsizligi kategori va qoidalari tahlili yoritilgan bo'lib, bunda ishchilar yuklash-tushirish operatsiyalari bajarish qoidalari hamda talablari, yuklarning turlari, xavflilik jihatdan sinflanishi o'rganilib chiqilgan bo'lib. Maqola mehnat muhoazasi va texnika xavfsizligi yunalishlari talablari, mehnat muhofazasi va xavfsizlik mutaxassislari hamda keng izlanuvchilar uchun muljallangan.

Kalit so'zlar va iboralar: "Mehnat muhofazasi, kasb kasalliklari, standartlar, Kombinezon, chang zararsizlantirish, Respirator, stack, zarar, xavf."

ANALYSIS OF JOB SAFETY CATEGORY AND RULES FOR LOADING AND UNLOADING WORKERS

Abstract. In this article, in the field of labor protection, the analysis of work safety categories and rules for loaders in loading and unloading operations is highlighted, in which the rules and requirements of workers for loading and unloading operations, the types of loads, and their classification in terms of danger have been studied. The article is intended for the requirements of labor protection and technical safety directions, labor protection and safety specialists, and general readers.

Key words and phrases: "Labor protection, occupational diseases, standards, Overalls, dust decontamination, Respirator, stack, damage, danger."

АНАЛИЗ КАТЕГОРИЙ БЕЗОПАСНОСТИ ТРУДА И ПРАВИЛ ПОГРУЗКИ И ВЫГРУЗКИ РАБОЧИХ

Аннотация. В данной статье в области охраны труда выделен анализ категорий и правил безопасности труда грузчиков при погрузочно-разгрузочных работах, в котором указаны правила и требования работников к погрузочно-разгрузочным работам, виды изучены нагрузки и их классификация по опасности. Статья предназначена для требований направлений охраны труда и технической безопасности, специалистов по охране труда и технике безопасности, а также широкого круга читателей.

Ключевые слова и фразы: «Охрана труда, профессиональные заболевания, нормативы, Спецодежда, обеззараживание пыли, Респиратор, дымоход, повреждение, опасность».

KIRISH. Xodim o'z vazifalarini, kasbiy talablarini bajarish davomida turli kasb kasalliklariga duchor bo'lishi mehnat muhofazasining og'riqlik nuqtasi bo'lib qolmoqda. Jismoniy ishlar bilan bog'liq bo'lgan o'g'ir ishlarda xodimlarning kasb kasalliklariga uchrashi xodimning

sog'lig'i, tabiiy ijtimoiy hayotiga ham katta salbiy ta'sir etib kelmoqda. Bu ishlar qatoriga yuk ortish va tushirish ishlarini misol qilishimiz munkun.

Yuk ortish va tushirish ishlari va yuklarni joylashtirish, yuk ortish va tushirish ishlaridagi yukchilar uchun ishlarning xavfsizligi qoidalari (ruyxat raqami 1582, 2006 yil 13 iyun) (O'zbekiston Respublikasi qonun hujjatlari to'plami, 2006 y., 24-son, 221-modda) talablariga muvofiq bo'lishi lozim [1] [2]. Vazni 50 kg dan ortiq bo'lgan yuklarni ortish va tushirish ishlari mexanizatsiyalashtirilgan bo'lishi lozim. Ombor yoki yuk saqlash uchun maydonchalar hududiga kirish joyida harakat yo'nalishi, yuk ortish va tushirish joyi yoki transport vositalarining to'xtab turish joyini ko'rsatuvchi chizma osilgan bo'lishi kerak.

TADQIQOT METODLARI. Tadqiqot jarayonida ilmiy va o'quv-uslubiy adabiyotlar, mehnat muhofazasi standartlari tahlili, qiyosiy tahlil, umumlashtirish, kabi metodlardan foydalanildi.

TADQIQOT NATIJALARI VA MUHOKAMALAR. Yuklash-tushirish operatsiyalari jarayonida mehnatni muhofaza qilish ishchilarga xavfli va zararli ishlab chiqarish omillari ta'sirining oldini olish yoki ruxsat etilgan me'yorlar darajasiga kamaytirishni ta'minlaydigan ishlarni bajarish usullarini tanlash bilan ta'minlanadi[3] [4].

Yuk ortish va tushirish ishlarini bajarishda xavfsizlik talablari quyidagilar [1];

-erkaklar, ayollar, o'smirlar tomonidan yuklarni ko'tarish va tashishda ruxsat etilgan maksimal yuk massasi;

-ish uchun mas'ul shaxslarning familiyasi, ismi, otasining ismi va lavozimi.

-yuklash-tushirish, saqlash va tashish operatsiyalari korxonalar rahbarining buyrug'i bilan tayinlangan va jarayonning barcha sohalarida xavfsiz tashkil etilishi va xavfsizlik talablariga rioya etilishi uchun mas'ul bo'lgan mas'ul shaxsning rahbarligi ostida amalga oshirilishi kerak.

-ayniqsa og'ir, katta hajmli va xavfli yuklarni ortishda (tushirishda) ishning xavfsiz bajarilishi uchun mas'ul shaxs har doim ish joyida bo'lishi kerak.

-yuklash-tushirish, ombor va transport ishlari bilan shug'ullanadigan xodimlar dastlabki va davriy tibbiy ko'rikdan o'tishlari shart.

-yuk ko'tarish va tushirish joylari va ob'ektlarga kirish yo'llari silliq, afzalroq qattiq yuzaga ega bo'lishi va yaxshi holatda saqlanishi kerak: qishda tushirish va ko'tarilish muzdan (qor) tozalanishi va qum sepilishi kerak.

Ariqlar, xandaklar va temir yo'l liniyalari bilan kirish yo'llarining kesishgan joylarida o'tish joylari uchun pastki yoki ko'priklar tashkil etilishi kerak.

Yuk jo'natuvchi va qabul qiluvchi kirish yo'llari va yuk tushirish-tushirish joylarining holati uchun javobgardir.

Yuk ko'tarish va tushirish joylari belgilangan raqam, transport vositalari va ishchilar uchun kerakli ish hajmini ta'minlash uchun o'lchamlarga ega bo'lishi kerak.

Avtomobillarni yuk ortish-tushirish maydonchalariga joylashtirishda birin-ketin turgan vagonlar orasidagi masofa (chuqurlikda) kamida 1 m, yonma-yon turgan mashinalar orasidagi (old tomondan) esa kamida 1,5 m bo'lishi kerak.

Agar mashina bino yaqinida yuklash yoki tushirish uchun o'rnatilgan bo'lsa, u holda bino va avtomashina o'rtasida kamida 0,5 m oraliq kuzatilishi kerak. Avtomobil va yuk stendlari orasidagi masofa kamida 1 m bo'lishi kerak[1].

Balandligi kuzovning pol darajasiga teng bo'lgan yo'l o'tkazgichdan, platformadan, rampadan yuk ortishda (tushirishda) avtomobil ularga yaqinlashishi mumkin.

Avtomobil kuzovi va platformasi, yo'l o'tkazgich, rampa qavatining balandligi teng bo'lmagan hollarda zinapoyalar, chanalar va boshqalardan foydalanish kerak.

Yo'l o'tkazgichlar, platformalar, avtomashinalar kelishi bilan yuk tushirish va tushirish ishlarini bajarish uchun rampalar ruxsat etilgan yuk ko'tarish ko'rsatkichlari va g'ildirak qanotlari bilan jihozlangan bo'lishi kerak.

Yuklash va tushirish operatsiyalari amalga oshiriladigan binolar va joylarni yoritish "Tabiiy va sun'iy yoritish" ga muvofiq bo'lishi kerak.

Podvallarda va yarim podvallarda joylashgan va bir nechta marshrutli zinapoyalarga ega bo'lgan tashiladigan tovarlarni vaqtincha saqlash uchun omborlar yuklarni ko'tarish va tushirish uchun moslamalar (zinapoyalar, konveyerlar, liftlar) bilan jihozlangan bo'lishi kerak.

Birinchi qavatdan yuqorida joylashgan va bir martadan ortiq yoki balandligi 2m dan ortiq zinapoyalarga ega bo'lgan omborlar yuklarni tushirish va ko'tarish uchun liftlar bilan jihozlangan.

Yuklash va tushirish ishlarini ishlab chiqarish joylari zarur kollektiv himoya vositalari va xavfsizlik belgilari bilan jihozlangan bo'lishi kerak.

Yuk ortish-tushirish ishlari olib boriladigan joylarda transport vositalari harakati tegishli yo'l belgilari, shuningdek temir yo'l, suv va havo transporti uchun qabul qilingan belgilar o'rnatilgan holda transport-texnologik sxema bo'yicha tashkil etilishi kerak.

Og'irligi 50 kg dan ortiq bo'lgan yuklarni yuklash (tushirish) uchun, shuningdek, 1,5 m dan ortiq balandlikka ko'tarishda mexanizatsiyadan foydalanish kerak.

Quyida belgilanganidan ortiq og'irliklarni qo'lda ko'tarish va ko'tarish taqiqlanadi.

Erkaklar uchun 25 m gacha bo'lgan masofada yuk ko'taruvchilar tomonidan yuk tashishda quyidagi maksimal yukga ruxsat beriladi:

16 yoshdan 18 yoshgacha - 16 kg;

18 yoshdan katta - 50 kg.

16 yoshdan 18 yoshgacha bo'lgan o'smirlarga faqat quyidagi tovarlarni yuklash va tushirishga ruxsat beriladi: quyma (shag'al, loy, qum, don, sabzavotlar va boshqalar), engil (bo'sh idishlar, kichik idishlardagi mevalar va boshqalar), parcha (g'isht va boshqalar), arralangan yog'och (zaxira, tes va boshqalar).

Ushbu ishlarga bevosita aloqador bo'lmagan shaxslarning yuk ko'tarish mexanizmlarining xizmat ko'rsatish hududida yuklash-tushirish ishlarini ishlab chiqarish joylarida bo'lishi taqiqlanadi.

Yuklash va tushirish operatsiyalarini ishlab chiqarish uchun mas'ul bo'lgan shaxs ishni boshlashdan oldin ko'tarish mexanizmlari, tarelkalar va boshqa yuklash-tushirish uskunalarning yaroqliligini tekshirishi shart.

Yuklash va tushirish operatsiyalarini ishlab chiqarish joylari talablarga muvofiq bo'lishi kerak.

Yuk ortish va tushirish operatsiyalari faqat shartnomada (shartnomada) qo'shimcha shart mavjud bo'lgan taqdirdagina haydovchilar tomonidan amalga oshirilishi mumkin.

Taqiqlangan: Og'irligi (bir joy) erkaklar uchun 15 kg dan va ayollar uchun 7 kg dan ortiq bo'lmagan yuklarni ortish va tushirishdan tashqari (ularning roziligi bilan) yuklarni ortish va tushirish uchun avtomashina haydovchilaridan yuk ko'taruvchi sifatida foydalanish;

Noto'g'ri mexanizmlar va inventarlardan foydalaning. Yuk ko'taruvchi mexanizmlar, slingerlar, dastgohlar va yuk ko'taruvchilar, narvonlar (iskalalar), platformalar, o'tish yo'llari ishlayotgan joylarda sirpanib ketmaslik uchun tozalanishi va kerak bo'lganda qum yoki mayda shlak bilan sepilishi kerak.

Agar yuk ko'tarish va tushirish paytida ushbu ishni bajarayotgan shaxslar uchun xavf tug'ilsa, u holda yuklash va tushirish operatsiyalarini bajarish uchun mas'ul shaxs ishni to'xtatishi va ushbu xavfni bartaraf etish choralarini ko'rishi kerak.

Yuklarni faqat stack yoki uyum tepasidan olishga ruxsat beriladi. Avtomobillarda tashiladigan yuklar og'irligi bo'yicha uch toifaga, ortish, tushirish va tashishdagi xavflilik darajasiga ko'ra esa to'rt guruhga bo'linadi.

Yuk guruhlari:

- 1 - past xavfli (qurilish materiallari, oziq-ovqat mahsulotlari va boshqalar);
- 2 – o'lehami xavfli;
- 3 - chang yoki issiq (tsement, mineral o'g'itlar, asfalt, bitum va boshqalar);
- 4 - GOST 19433-88 "Xavfli yuklar. Tasniflash va markalash" bo'yicha xavfli yuklar.

Xavfli yuklar quyidagi sinflarga bo'linadi:

- 1-sinf - portlovchi moddalar;
- 2-sinf - bosim ostida siqilgan, suyultirilgan va erigan gazlar;
- 3-sinf - yonuvchan suyuqliklar;
- 4-sinf - yonuvchan moddalar va materiallar;
- 5-sinf - oksidlovchi moddalar va organik peroksidlar;
- 6-sinf - zaharli (zaharli) moddalar;
- 7-sinf - radioaktiv moddalar;
- 8-sinf - kaustik va korroziy moddalar;
- 9-sinf - oldingi sinflarning birortasiga xos bo'lmagan boshqa xavfli yuklar.

Tovarlarni ombordan yuklash joyiga yoki tushirish joyidan omborga tashish, agar gorizontal masofa 25 m dan oshmasa, qo'lda tashkil etilishi mumkin, quyma yuk uchun esa - 3,5 m. m.

Kattaroq masofada bunday tovarlarni mexanizmlar va qurilmalar bilan tashish kerak.

Barabanli yuklarni prokat yo'li bilan qo'lda yuklashga (tushirish) ruxsat etiladi. Agar uchastkaning tagligi va kuzovning tagligi turli darajalarda joylashgan bo'lsa, u holda barabanli yuklarni chanalarga ikki ishchi tomonidan qo'lda bir bo'lak massasi 80 kg dan ko'p bo'lmagan yuklash (tushirish) kerak. 80 kg dan ortiq massa bilan ushbu tovarlarni kuchli arqonlar yoki mexanizmlar yordamida yuklash (tushirish) mumkin.

Suyuqliklari bo'lgan shisha idishlar faqat maxsus qadoqlarda tashish uchun qabul qilinadi.

U vertikal ravishda o'rnatilishi kerak (qo'ziqorin yuqoriga).

Quti yuklarini ko'chirishda qo'llarga shikast etkazmaslik uchun har bir qutini oldindan tekshirish kerak. Chiqib ketgan mixlar va qutilarning metall qoplamalarining uchlari ichkariga surilishi (yoki olib tashlanishi) kerak.

Changlangan yuklarni kanop va plomba bilan jihozlangan harakatlanuvchi tarkibda (ochiq korpuslarda) tashishga ruxsat beriladi.

Chang bosgan yuklarni tashish, ortish va tushirish bilan shug'ullanuvchi haydovchilar va ishchilar changdan himoyalangan ko'zoynak va respiratorlar, zaharli moddalar esa protivoniqoqlar bilan ta'minlanishi shart.

Kombinezonlar har kuni changdan tozalanishi yoki zararsizlantirilishi kerak.

Respirator yoki gaz niqoblarida ishlaganda ishchilarga ularni olib tashlash bilan vaqti-vaqti bilan dam olish ta'minlanishi kerak.

Nafas olish filtri ifloslanishi bilan almashtirilishi kerak, lekin smenada kamida bir marta.

Yuk ko'taruvchilarga tushlik tanaffusidan tashqari dam olish uchun tanaffuslar ham beriladi, ular ish vaqtiga kiradi.

Ushbu tanaffuslarning davomiyligi va taqsimoti ichki tartib-qoidalar bilan belgilanadi.

Chekish faqat ishda tanaffus paytida va faqat maxsus belgilangan joyda ruxsat etiladi. Xavfli yuklar maxsus muhrlangan konteynerlarda tashish uchun qabul qilinadi. Konteynerlarni xavfli tovarlar bilan yopish majburiydir. Zararsizlantirilmagan bo'sh xavfli yuk konteynerlari muhrlangan bo'lishi kerak. Istisno hollarda materiallarni zambilda gorizontaal yo'l bo'ylab 50 m masofada tashishga ruxsat beriladi. Materiallarni zambilda zinapoya va zinapoyalarga olib chiqish taqiqlanadi.

Yuk ortish va tushirish vaqtida yuk tushishi mumkin bo'lgan zonada odamlarni va transport vositalarining harakatini topishga yo'l qo'yilmaydi. Slinger va kran operatori slinging sxemalariga ega bo'lishi kerak.

Tovarlarni joylashtirish usullari quyidagilarni ta'minlashi kerak:

Staklar, paketlar va yuklarning barqarorligi;

Stackda va uning yonida ishlash xavfsizligi.

Yuklarni yuklash, tushirish va tashish bilan shug'ullanadigan barcha ishchilar ushbu ishlarda ishtirok etish uchun tibbiy kontrendikatsiyaga ega bo'lmasligi kerak.

Yuklarni yuklash va tushirish, ularni va ayvonlarni PSga mahkamlash, shuningdek, transport vositasining yon tomonlarini ochish va yopish yuk jo'natuvchilar, qabul qiluvchilar yoki ixtisoslashtirilgan tashkilotlarning kuchlari va vositalari tomonidan Mehnatni muhofaza qilish qoidalariga rioya qilgan holda amalga oshiriladi. Haydovchilar PRRni amalga oshirishda faqat mehnat shartnomasida qo'shimcha shart mavjud bo'lganda va bitta paketning og'irligi erkaklar uchun 15 kg dan va ayollar uchun 7 kg dan ortiq bo'lmasa, jalb qilinishi mumkin[5].

Haydovchi PSga yuk va ayvonlarni joylashtirish va mahkamlashning ishonchliligini xavfsizlik talablariga muvofiqligini va yukning xavfsizligini taminlashi shart.

Og'irligi bo'yicha yuklar quyidagi vazn toifalariga bo'linadi:

PRR uchun asosiy xavfsizlik qoidalari quyidagilarni o'z ichiga oladi.

Yuklash va tushirish operatsiyalari xavfsizlik uchun mas'ul bo'lgan mas'ul shaxsning rahbarligi ostida amalga oshiriladi va ushbu ishlarni amalga oshiruvchi tashkilot rahbarining yozma buyrug'i bilan tayinlanadi.

PRRga faqat xavfsizlik imtihonidan o'tgan va tegishli sertifikatlarni olgan 16 yoshdan oshgan ishchilar ruxsat etiladi. 18 yoshgacha bo'lgan o'smirlarga PRRni faqat ma'lum yuklar bilan bajarishga ruxsat beriladi[6] [8].

PRRni qo'lda bajarish og'irligi 50 kg dan oshmaydigan va 1,5 m dan ko'p bo'lmagan balandlikdagi yuklarni ko'tarish uchun ruxsat etiladi (quyma yuklar uchun - 3,5 m.)

Ayollar va o‘n sakkiz yoshga to‘lmagan shaxslar tomonidan og‘irliklarni ko‘tarish va harakatlantirish og‘irliklarni qo‘lda ko‘tarish va ko‘chirishda ayollar uchun ruxsat etilgan maksimal yuk normalarini va o‘n sakkiz yoshga to‘lmagan shaxslar uchun ruxsat etilgan maksimal yuk normalarini hisobga olgan holda amalga oshirilishi kerak.

Texnologik jarayonda og‘irligi 20 kg dan ortiq bo‘lgan va 25 m dan ortiq masofadagi tovarlarni tashish yuk ko‘tarish va tashish moslamalari yoki mexanizatsiyalash vositalaridan foydalangan holda amalga oshirilishi kerak.

Og‘irligi 50 kg dan ortiq bo‘lgan tovarlar uchun, shuningdek, yuklarni 3 m dan ortiq balandlikka ko‘tarish uchun yuklarni ko‘chirishning mexanizatsiyalashgan usuli majburiydir[7].

XULOSA. Yuk ko‘tarish va tushirish ishlarida avvalo ish turidan kelib chiqib xodimning jinsi va yoshini inobatga olish zarurdir. Bunda xodimning psixofizologik qobiliyatlari doimo inobatga olinishi zarur. Ish o‘rnini va yuklarni doim ishga tayyorligini tekshirib so‘ng faoliyat boshlanishi zarur[8].

Doimiy ob'ektlarda ishlarni bajarishdan oldin ish joylari ishga tayyorlanadi:

1) yuk ko‘tarish va tushirish joyi, o‘tish joylari va yo‘laklari begona narsalardan tozalanadi, chuqurlar, chuqurliklar yo‘q qilinadi, silliq joylar sirpanishga qarshi vositalar bilan sepiladi (masalan, qum yoki mayda shlak);

2) yerto‘la va yarim yerto‘lalarda joylashgan omborlarda ko‘targichlar, lyuklar, narvonlarning xizmatga yaroqli holati tekshiriladi va ta‘minlanadi;

3) ishlarni bajarish uchun xavfsiz bo‘lgan ish joylarini yoritish ta‘minlangan;

4) ish joylarini tekshirish amalga oshiriladi.

Xodim ish boshlanishidan oldin aniqlangan kamchiliklar va nosozliklar to‘g‘risida ishning bevosita rahbariga xabar beradi.

Tayyorgarlik choralari tugallangandan va barcha kamchiliklar va nosozliklar bartaraf etilgandan so‘ng ishni boshlashga ruxsat berilishi lozim.

Og‘irlikni bir marta ko‘tarish uchun maksimal ruxsat etilgan me‘yorlarni hisobga olgan holda yuklash va tushirish operatsiyalarini bajarishga ruxsat beriladi: erkaklar uchun - 50 kg dan ortiq bo‘lmagan; ayollar - 15 kg dan oshmasligi kerak.

Og‘irligi 80 dan 500 kg gacha bo‘lgan yuklarni yuklash va tushirish yuk ko‘tarish uskunalari (ko‘targichlar, bloklar, vinchlar), shuningdek, nishablar yordamida amalga oshiriladi.

Bunday tovarlarni qo‘lda yuklash va tushirishga faqat vaqtinchalik ob'ektlarda ishlarni xavfsiz bajarish uchun mas‘ul bo‘lgan shaxsning nazorati ostida va bir ishchiga yuk 50 kg dan oshmasligi sharti bilan ruxsat etiladi.

Bir nechta ishchilar tomonidan yuk ortish va tushirish ishlarini bajarishda ularning har biri asboblari yoki yuklar bilan bir-biriga shikast etkazmasligini ta‘minlashi kerak.

Yuk ko‘tarayotganda, orqada ketayotgan ishchi oldinda ketayotgan ishchidan kamida 3 m masofani ushlab turadi.

Yuklarni slinglash slinging sxemalariga muvofiq amalga oshiriladi.

Slinging sxemalari, yuklarni sling va bog‘lash usullarining grafik tasviri xodimlarga topshiriladi yoki ish joylarida osib qo‘yiladi.

Sling sxemalari ishlab chiqilmagan tovarlarni yuklash va tushirish ishlarining xavfsiz bajarilishi uchun mas‘ul bo‘lgan shaxsning rahbarligi ostida amalga oshiriladi.

Yuklarni qo‘lda tashishda quyidagi talablarga rioya qilish kerak:

1) to'plangan yuk ustida yurish, oldingi ishchilarni (ayniqsa tor va tor joylarda) quvib o'tish, harakatlanayotgan transport vositalari oldida yo'lni kesib o'tish taqiqlanadi;

2) agar yukni joylashtirish joyigacha bo'lgan masofa 25 m dan oshmasa, og'irligi 80 kg gacha bo'lgan yukni qo'lda ko'chirishga ruxsat beriladi; boshqa hollarda aravalar, trolleybuslar, ko'targichlar ishlatiladi. Bir xodimga og'irligi 80 kg dan ortiq yukni qo'lda ko'chirish taqiqlanadi;

3) 50 kg dan ortiq og'irlikdagi yukni birgalikda ko'tarish yoki olib tashlash kerak. 50 kg dan ortiq og'irlikdagi yuk boshqa ishchilar tomonidan ishchining orqa tomoniga ko'tariladi yoki orqa tomondan chiqariladi;

4) agar yuk bir guruh ishchilar tomonidan qo'lda ko'chirilgan bo'lsa, hamma boshqalar bilan hamqadam bo'ladi;

5) aylanma yuklarni harakatlantirganda, ishchi harakatlanayotgan yukning orqasida, uni o'zidan uzoqlashtiradi;

6) uzoq yuklarni (loglar, to'sinlar, relslar) qo'lda ko'chirishda maxsus tutqichlar qo'llaniladi, bunda bir xodimga yukning og'irligi 40 kg dan oshmasligi

7) Yuklarni yong'in xavfsizligi qoidalariga asosan saqlash va tashish lozim.[9]

Mehnatni muhofaza qilish sohasida yuk ortish va tushirish ishlari yukchilari uchun ishlarining xavfsizligi kategoriyalari va qoidalari quyidagicha bo'lishi mumkin:

1. Yuk Tushirish Usullari va Texnikalari Xavfsizligi:

- Yuklarni tushirish va tushirish usullari haqida yaxshi ta'lim olishi.
- Yuk tushirishda kerakli xavfsizlik vositalarini va texnikalarini ishlatish.
- Tushirish operatsiyalarini bajarish va yuklarni yaxshi ta'qiqlovchi usullarni o'rganish.

2. Ish O'rinlarining Xavfsizligi:

- Ish o'rinlari va yuk tushirish joylari uchun xavfsiz va to'g'ri tartibotni ta'minlash.
- Qoidalar va ish o'rinlarini xavfsizlik standartlariga mos ravishda yuritish.

3. Xavfsizlik Standartlari va Qoidalar:

- Yuchchilar uchun yuqori darajada xavfsizlik standartlarini qabul qilish.
- Xavfsizlik qoidalarini bajarish va ularga amal qilish.

4. Yuk Tushirish Xavfsizligi:

- Yuklarni tushirish va tushirish jarayonlarida xavfsizlikni ta'minlash.
- Yuchchilar va yukchilarning xavfsizlik ta'limini olishi.

5. Yukni Xavfsiz Tushirish:

- Yukni tushirish paytlarida yukning xavfsizlikni ta'minlash.
- Yuchchilar va yukchilarning xavfsizlikni oshirish uchun ish o'rganishlari.

6. Xavfsizlik Tizimlari:

- Xavfsizlikni ta'minlash uchun xavfsizlik tizimlari va vositalarini ishlatish.
- Xavfsizlik bo'yicha ma'lumotlarni ko'rsatish va ularga amal qilish.

Ushbu kategoriyalar va qoidalar, yuk ortish va tushirish sohasida xavfsizlikni ta'minlashda muhimdir va turli turlarda ishlovchi bo'lishi mumkin. Bizning har bir xavfsizlik sohasiga ta'sir qilishi va xavfsizlikni ta'minlashda o'z vazifasiga ega bo'lishi kerak.

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SANOAT KORXONALARI RAHBAR VA MUTAXASSISLARINING MEHNAT MUHOFAZASI BO'YICHA BILIMLARINI TEKSHIRISHNI RAQAMLI TEXNANOLOGIYALAR ASOSIDA TASHKIL ETISHNING AHAMIYATI

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Annotatsiya. Sanoat korxonalarini rahbar va mutaxassislarining mehnat muhofazasi bo'yicha bilimlarini tekshirishni raqamli texnologiyalar asosida tashkil etish va bu orqali erishiladigan natijalar haqida muallifning ilmiy izlanishlari bayon etilgan.

Kalit so'zlar va iboralar: Raqamlashtirish, o'quv dasturi, interaktiv uslub, raqamli texnologiya, onlayn o'qitish, ma'lumotlar ombori.

THE SIGNIFICANCE OF ORGANIZING THE EXAMINATION OF KNOWLEDGE OF LABOR PROTECTION OF MANAGERS AND SPECIALISTS OF INDUSTRIAL ENTERPRISES ON THE BASIS OF DIGITAL TECHNOLOGIES

Abstract. The scientific research of the author about the organization of the examination of the knowledge of the leaders and specialists of industrial enterprises on labor protection on the basis of digital technologies and the results achieved through this is described.

Key words and phrases: Digitization, curriculum, interactive style, digital technology, online learning, data warehouse.

ЗНАЧИМОСТЬ ОРГАНИЗАЦИИ ПРОВЕРКИ ЗНАНИЙ ОХРАНЫ ТРУДА РУКОВОДИТЕЛЕЙ И СПЕЦИАЛИСТОВ ПРОМЫШЛЕННЫХ ПРЕДПРИЯТИЙ НА ОСНОВЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ

Аннотация. Описаны научные исследования автора по организации проверки знаний руководителей и специалистов промышленных предприятий по охране труда на основе цифровых технологий и достигнутые за счет этого результаты.

Ключевые слова и фразы: Цифровизация, учебная программа, интерактивный стиль, цифровые технологии, онлайн-обучение, хранилище данных.

KIRISH. O'zbekiston Respublikasi Bandlik va mehnat munosabatlari vazirligi (2017 yilgacha O'zbekiston Respublikasi Mehnat va ijtimoiy himoya vazirligi deya nomlangan) tomonidan tasdiqlanib O'zbekiston Respublikasi Adliya Vazirligi tomonidan 1996 yil 14 avgustda 272- raqam bilan ruyxatga olingan “Mehnat muhofazasi bo'yicha o'qitish va bilimlarni tekshirish to'g'risida namunaviy nizom”ga [1] muvofiq rahbarlar va mutaxassislarining mehnat muhofazasi bo'yicha bilimlari darajasini oshirish maqsadida boshqaruv organlari va korxonalarda davlat kuzatuv organlari, mehnat muhofazasi ilmiy-tadqiqot institutlari va tarmoq ilmiy-tadqiqot institutlari mutaxassislarini jalb qilgan holda kurslar, seminarlar, ma'ruzalar, konsultatsiyalar tashkil qilinishi belgilab berilgan.

Sanoat korxonalari rahbar va mutaxassislarining mehnat muhofazasi bo'yicha bilimlarini tekshirishni raqamli texnologiyalar asosida tashkil etish samarali hisoblanadi[2]. Bunda har bir rahbar va xodimlarning lavozim va mutaxassislik, ish faoliyati turidan kelib chiqib mehnatni muhofaza qilishga o'qitish kurslarini masofaviy shaklda tashkil etish orqali xodimlarning ish vaqtidan ajralmasdan interaktiv uslubda yaratish orqali amalga oshirishni tashkil etish munkun.

Mehnatni muhofaza qilish sohasidagi raqamlashtirish odatda aqlli kaskalar, sun'iy intellekt orqali xavflarni aniqlash vositalari va VR ta'lim texnologiyalarini anglatadi, shuningdek mehnatni muhofaza qilish sohasida elektron hujjat aylanishi va elektron raqamli imzodan foydalanish yordamida hujjatlar bilan ishlashni soddalashtirish, ish joyida mehnatni muhofaza qilish madaniyati darajasini oshirish, xodimlarning huquqlarini himoya qilish va yuqori xavflilikdagi ishlar xavfsizligini ta'minlashda xam muhim rol o'ynaydi[3].

ADABIYOTLAR TAHLILI: Mamlakatimizda sanoat korxonalarida mehnat muhofazasini tashkil etish hamda mehnat muhofazasi va xavfsizlik texnikasi bo'yicha o'qitish va xodimlar bilimni sinovdan o'tkazish masalalari Yuldoshev O'.R, Yormatov G.Yo. Isamuxamedov Yo.U., Zokirova N.Q., Abduraxmonov Q. X. Irmatova A. B. Yunusov B.X. kabi olimlarning o'quv va ilmiy adabiyotlarida o'z aksini topgan.

MDH davlatlari korxonalarda mehnat muhofazasini raqamlashtirish masalalari bo'yicha Kovrigo O.V., Timofeev A.V., Ryabova V. Ye., Faynburg G. Z., Ivanov S. Yu., Kalagin I., Titov A., IJemelinin V., Porochkin D., Kuchumova G. V., Melyakova O. A., 13. Shabunin K. sarev V., Vesnin Ye., Soloveva A., Venediktova A. ilmiy tadqiqot ishlarini olib borishgan.

Raqamli iqtisodiyotning nazariy asoslari xorijlik olim va mutaxassislardan M.A.Shneps-Shneppe, D.Ye. Namiot, P.Vinya, M.Keyn, N.Popper, Ye.Filippov, A. Fork, L.V. Lapidus, D.Bell, M.Kastels, V.Desouza, D.Makkonaz, M.Linch, S.Dirikan, S.Xalford, M.Savaj kabi xorijlik iqtisodchi olimlarning ilmiy tadqiqotlarida atroflicha yoritilgan. Jumladan, iqtisodchi olimlar M.A.Shneps-Shneppe va Namiot D.Ye. o'zining tadqiqotlarida qator Raqamli iqtisodiyot, telekommunikatsiya - rivojlanishning asosiy bo'g'ini ekanligi va uning xususiyatlari to'g'risida nazariyalarini tadqiq etib o'tishgan. L.V. Lapidus o'z tadqiqotlarida raqamli texnologiyalar evolyusiyasi ta'siri ostida biznes modellarini o'zgartirish nuqtai nazaridan elektron biznes va elektron tijoratni boshqarish bo'yicha nazariy qoidalar va amaliy tavsiyalar ishlab chiqilgan.

O'zbekistonlik olimlardan S.S.G'ulomov, R.H.Ayupov, G.R.Boltaboeva, T.Shodiev, T.Z. Teshabaev, Z.M. Otakuzieva, Sh.Mustafaqulov, R.S.Urunov, M.Yu.Jumaniyozova, Z.M.Qurbonov, U.M.Asraevlar ishlarida raqamli iqtisodiyotning nazariy asoslari bayon etilgan. Xususan, Sh.Mustafaqulov o'zining ilmiy izlanishlarida rivojlanishning yangi tendensiyalari va xususiyatlari atroflicha yoritilgan.

TADQIQOT METODLARI. Tadqiqot jarayonida ilmiy va o'quv-uslubiy adabiyotlar tahlili, pedagogik kuzatuv, qiyosiy tahlil, umumlashtirish, dasturlashtirish va raqaamlashtirish modellari kabi metodlardan foydalanildi.

TADQIQOT NATIJALARI VA MUHOKAMALAR. Mehnatni muhofaza qilish tizimlari haqida ko'plab ma'lumotlar mavjud, shuningdek, ularni raqamlashtirish tizimi ham mavjud. Bu tizimlar faoliyatining xususiyatlari va turiga qarab o'zgartirib boriladi, shuningdek, o'z faoliyati bo'yicha xususiyatlari bo'yicha ham farqlanadi.

Mehnatni muhofaza qilish tizimlari raqamlashtirish asosida barcha ishlab chiqarish va xizmat ko'rsatish korxonalarining mehnat faoliyati sifatini oshirish uchun amalga oshiriladi. Bu

tizimlarning yagona maqsadi - ishchi va mehnat faoliyati bo'lgan turdagi turli tarkibdagi organlarda mehnat muhofazasini takomillashtirish va ishchilarni kasbiy mehnat muhofazasi yo'riqnomlaridan o'tkazishdir. Bu maqsadga erishish uchun, tizimlarda faoliyatni boshqarish va uning joriy holatini ta'kidlash imkonini beradigan statistik ma'lumotlar jamlanadi.

Bu raqamlashtirish tizimlari to'plangan va ishlovchi shaxslar haqidagi tafsilotli ma'lumotlarni saqlaydi, shu jumladan, ularning tashkiliy qurilmalari, kasbiy tayyorliklari va amaliyotlari, ta'lim va tajriba darajalari, ishga kirish va ishdan chiqish sanalari, ta'til, dam olish vaqtlari haqida ma'lumotlar va bularni qaysi asosda tashkil etilganligi haqidagi ma'lumotlardir[4].

Tizim, mehnat muhofazasini ta'minlash va muhofaza qilishga odatlangan yondashuvlar, yangi ishchilarning ishga qabul qilinishi, mehnatda ishlayotgan ishchilar soni, ularning bilim va tajribasi kabi ko'plab yunalishlarda yordam beradi.

Mehnatni muhofaza qilishni o'qitishga yo'naltirilgan raqamlashtirish tizimlari, ishchi va mehnat faoliyati bo'yicha kasbiy tayyorlanishni oshirishga va xavfsizlikni ta'minlashga qaratilgan. Bu tizimlar, mehnat faoliyatining xususiyatlarini va turini hisobga olgan holda faoliyatni o'zgartirish va yangilashga yordam berish maqsadida yaratiladi.

Mehnatda xavfsizlikni ta'minlashga ko'rsatilgan e'tibor raqamlashtirish tizimlarida katta ahamiyatga ega. Bu tizimlar ishchi va mehnat faoliyati bo'yicha xavfsizlik masalalariga e'tibor qaratishni o'rganuvchilar va o'qituvchilar uchun yordam beradi.

XULOSA. Sanoat korxonalarini rahbar va mutaxassislarining mehnat muhofazasi bo'yicha bilimlarini tekshirishni raqamli texnologiyalar asosida tashkil etish, bir nechta maqsadlarga erishishga yordam berishi mumkin:

1. Ish faoliyatining nazoratini yaxshilash: Raqamli texnologiyalar foydalanilganda, korxonalar rahbarlari va mutaxassislarining ishchi muhofazasi bo'yicha bilimlari va ko'nikmalari yordamida, korxonaning ish rejimida yuzaga keladigan muammo va muammo bo'lmagan holatlarni nazorat qilish osonlashadi.

2. Qo'shimcha resurslarni ishlatish: Raqamli texnologiyalar orqali, mehnat muhofazasi sohasida katta miqdorda ma'lumotlar to'planishi mumkin. Bu ma'lumotlar orqali korxonalar rahbarlari va mutaxassislarining ish rejimini yanada yaxshilash, barcha resurslarni yaxshilash, o'zaro hamkorlikni oshirish va mahsulot sifatini ko'paytirish mumkin.

3. Tahmin qilish: Raqamli texnologiyalar orqali korxonaning ish rejimida yuzaga keladigan muammo va muammo bo'lmagan holatlarning tasvirlash, shunchaki, sifatli ma'lumotlar yig'ish yordamida korxonalar rahbarlari va mutaxassislarining xavfsizlik, avvalgi sharoitlarni o'rganish va o'zgarishlarga ta'sir ko'rsatish qobiliyatini oshirish mumkin.

4. Ko'nikma va texnikani yaxshilash: Raqamli texnologiyalar orqali korxonadagi mutaxassislar va hodimlar yaratish, tarbiyalash va ko'nikma olish uchun muhtojliklarini aniqlash mumkin. Bu shuningdek, qo'shimcha texnikaviy imkoniyatlardan ham foydalanish mumkin.

5. Muammolar yechish: Raqamli texnologiyalar orqali, korxonaning muammolarini aniqlash, yechish va uning faoliyatini yanada yaxshilash uchun yordam berish mumkin. Bu esa, korxonalar rahbarlari va mutaxassislarining barcha sohalarini rivojlantirishga imkon beradi.

6. O'qitishni osonlashtirish: Mehnat muhofazasi bo'yicha bilimlarini tekshirishni raqamli texnologiyalar asosida tashkil etish orqali xodimlarni ishdan ajralmagan holda o'z bilimlarini oshirish, qayta tayyorlovdan o'tishlarini taminlash mumkin.

7. Mehnatni muhofaza qilishga yunaltirilgan mablag'larni tejab qolish: Mehnat muhofazasi bo'yicha bilimlarini tekshirishni raqamli texnologiyalar asosida tashkil etish orqali, xodimlarni o'qitish va bilimni sinashga sarflanadigan mag'lag'larni tejab qolish munker.

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ZILZILA, ZILZILANING KELIB CHIQISH SABABLARI.

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Annotatsiya. Ushbu maqolada, zilzila haqida umumiy ma'lumotlar, ularning turlari, sinflanishi. Yer ostida va ustidagi zilzila bilan kechadigan holatlar tariflangan. Maqola mehnat muhoazasi va texnika xavfsizligi yunalishlari talablari, mehnat muhofazasi va xavfsizlik mutaxassislari hamda keng izlanuvchilar uchun muljallangan.

Kalit so'zlar va iboralar: "Zilzila, silkinish, geposent, eposentr, tektonik plitalar, texnogen holatlar".

EARTHQUAKE, CAUSES OF EARTHQUAKE.

Abstract. In this article, general information about earthquakes, their types, classification. Earthquake conditions above and below the ground are classified. The article is intended for the requirements of labor protection and technical safety directions, labor protection and safety specialists, and general readers.

Key words and phrases: "Earthquake, shaking, hypocenter, epicenter, tectonic plates, man-made conditions."

ЗЕМЛЕТРЯСЕНИЕ, ПРИЧИНЫ ЗЕМЛЕТРЯСЕНИЯ.

Аннотация. В данной статье приведены общие сведения о землетрясениях, их типах, классификации. Классифицируются сейсмические условия над и под землей. Статья предназначена для требований направлений охраны труда и технической безопасности, специалистов по охране труда и технике безопасности, а также широкого круга читателей.

Ключевые слова и фразы: «Землетрясение, сотрясение, гипоцентр, эпицентр, тектонические плиты, техногенные условия».

Kirish. Tabiiy ofatlar ichida eng xavfli va dahshatli bu - yer silkinishidir (zilzila). Yer silkinishi - yer osti zarbasi va yer ustki qatlamining tebranishi bo'lib, tabiiy ofatlar, texnologik jarayonlar tufayli yuzaga keladi. Yer ostki zarbasining paydo bo'lish o'chog'i, yerning ostki qatlamidagi uzoq vaqt yig'ilib qolgan energiyaning ozod bo'lish jarayoni tufayli yuzaga keladi.

O'choqning ichki qismi markazi giposentr deyiladi, yerni ustki qismidagi markaz epitsentr deyiladi.

Tadqiqot metodlari. Tadqiqot jarayonida ilmiy va o'quv-uslubiy adabiyotlar tahlili, pedagogik-tarixiy kuzatuv, umumlashtirish, metodlaridan foydalanildi.

Tadqiqot natijalari va muhokamalar. Yer silkinishi yuzaga kelish sabablariga ko'ra quyidagi guruhlarga bo'linadi:

1. Tektonik zilzilalar;
2. Vulqon zilzilalari;
3. Ag'darilish, o'pirilish zilzilalari;

4. Texnogen (insonning muhandislik faoliyati bilan bog‘liq) zilzilalar.

Yuqorida qayd etilgan yer silkinish turlari ichida katta maydonga tarqaladigani va eng ko‘p talafot keltiradigani tektonik yer silkinishidir.

Bunday yer silkinishlar haqida gap ketganda litosfera o‘ramlarida bo‘ladigan harakat (tektonik kuchlar) tushuniladi.

Qiya sathlarida tog‘ jinslarining katta bo‘laklarini ag‘darilishi yoki tog‘larning o‘pirilishi natijasida yuzaga keluvchi yer silkinishlar ag‘darilish zilzilalari deyiladi. Bu yer silkinishining tarqalish maydoni kichik, ko‘p hollarda talofotsiz bo‘ladi.

Vulqon jarayoni, ya‘ni yer ostidagi magmani vulqon kanali orqali yer yuzasiga chiqishi bilan bog‘liq bo‘lgan yer silkinishiga vulqoniy yer silkinishi deb ataladi. Bunday yer silkinish vulqonning faollashishi bilan bog‘liq bo‘lganligi sababli aksariyat ko‘p hollarda ular aniq bashorat qilinadi. Shuning uchun uning keltiradigan talofoti deyarli kuchli bo‘lmaydi.

Insonning muhandislik faoliyati bilan bog‘liq bo‘lgan yer silkinishlar asosan oxirgi yillarda kuzatilmoqda. Bunday yer silkinish yirik suv omborlari vujudga kelgan hududlarda, gaz, neft mahsulotlarining yer ostidan so‘rib olinishi jarayoni amalga oshgan maydonlarda yuz bermoqda.

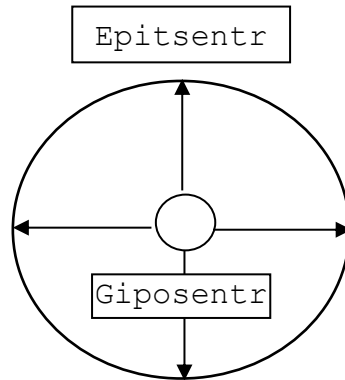
Inson o‘zining muhandislik faoliyati bilan yer osti komponentlariga muayyan ta‘sir etishi, u yoki bu darajada o‘zgartirishi yer silkinishining vujudga kelishiga sabab bo‘lmoqda. Daryo vodiylariga to‘g‘onlarning qurilishi natijasida maydoni bir necha ming km², hajmi bir necha yuz km³ dan katta bo‘lgan (masalan, Chorvoq suv omborining umumiy hajmi 2,1 mld. m³, suv sathi maydoni 3640 ga teng) suv omborlari vujudga kelmoqda. Yer qa‘ridan 4000-5000 m chuqurlikda yotgan gaz, neft yer sathiga so‘rib chiqarilmoqda, yer ostida uzoq geologik davrlar mobaynida yotgan ko‘mir ana shu yer qa‘rida yondirilib gazga aylantirib olinmoqda. Vaqtincha saqlash maqsadida ba‘zan yer osti g‘orlariga, chuqurlarga va tog‘ jinslari g‘ovaklariga gaz, neft mahsulotlari yuqori bosim ostida kiritilmoqda, juda katta miqdordagi mineral suvlar yer ostidan chiqarib olinmoqda. Yer qa‘rining odamlar ta‘sir etish joylarida yig‘ilayotgan energiya miqdorining u yoki bu darajada oshishi yoki kamayishi oqibatida sodir bo‘lgan yer silkinishlar Hindiston, AQSH va O‘zbekistonda kuzatilganligi fandan ma‘lum. Jumladan, Chorvoq suv ombori qurilib bo‘lingandan keyin bu hududda bir necha marta yer silkinishlar bo‘lib o‘tgan.

Tekshirishlarning ko‘rsatishicha, bu yer silkinishlar o‘zlarining tayyorlanish, sodir bo‘lish mexanizmlari bilan Chorvoq suv omboriga yig‘ilgan suvning miqdori va yig‘ilgan suvni suv omboridan chiqarilish tezligi bilan bog‘liq holda yuz berishi kuzatilgan. Bunga birinchidan, suv omborining 2,1 mld. m³ dan ortiq suv bilan to‘latilishi jarayonida, ombor tubida yotuvchi tog‘ jinslarining siqilishi va taranglashishi oqibatida yuz beradigan mikrosiniqlar, darz ketishlar va ularning nisbiy harakati sabab bo‘lsa, ikkinchidan, suvni suv omboridan bir me‘yorida chiqarilmasligi va tog‘ jinslariga ta‘sir qiluvchi kuchlarning nomutanosib holatda bo‘shatilishi, o‘zgarishi sabab bo‘lgan.

Yer silkinish o‘chog‘i - giposentrning joylashgan chuqurligi bo‘yicha: yerning yuza qismida - 70 km gacha, o‘rta qismida - 70-300 km va chuqur qismida - 300 km dan pastda «mantiya» qatlamida vujudga keladigan xillarini ajratish mumkin. Respublikamizda kuzatiladigan zilzilalarning o‘chog‘i asosan 70 km gacha chuqurliklarda joylashganligi qayd etilgan.

Mantiyadagi katta bosim yoki portlashlar tufayli zilzila o‘chog‘i vujudga keladi, natijada katta kuchlanishlar paydo bo‘ladi, bular o‘z navbatida yerning ustki qatlamining tebranishiga olib keladi. Giposentrdan hamma tarafga, qaytar seysmik to‘lqinlar tarqaladi, ular asosan uzunasiga va

ko'ndalang turlariga bo'linadi (sxema). Yer ostidan uzunasiga tarqalayotgan (vertikal tarzda) to'lqinlar o'z yo'nalishi bo'yicha navbatma-navbat yer po'stlog'ini siqib, er yuzasiga chiqqanda tovush chiqaradi. Bu esa yer silkinish oldidan chiqadigan tovushning o'zginasidir. Ko'ndalang to'lqinlar (gorizontal) yer yuzasiga chiqib zilzila to'lqinlarini vujudga keltiradi va epitsentrdan barcha tarafdin tarqaladi:



Kuchli yer silkinishi oqibatida yerning yaxlitligi, butunligi o'zgaradi, inshootlar, jihozlar buziladi, kommunal-energetik qismlar ishdan chiqishi, insonlar o'limi yuz beradi. Yer silkinishi ko'pchilik hollarda ma'lum intensivlikda chiqadigan tovush bilan yuz beradi va uning past-balandligi yer qimirlashining kuchiga bog'liq. Yer qimirlashining asosiy ko'rsatkichlari quyidagilardan iborat: yer silkinish o'chog'ining chuqurligi, silkinish amplitudasi va yer silkinishining intensiv energiyasi.

Xulosa. MSK shkalasi bo'yicha yer silkinish kuchiga qarab quyidagi holatlar kuzatiladi:

1 ball - sezilarsiz, faqatgina seysmik asboblari qayd qiladi;

2 ball - juda kuchsiz, uy ichida o'tirgan ba'zi odamlar sezishi mumkin (deraza oynalari titraydi);

3 ball - kuchsiz, ko'pchilik odamlar sezmaydi, ochiq joyda tinch o'tirgan odam sezishi mumkin. Osilgan jismlar asta sekin tebranadi;

4 ball - o'rtacha sezilarli. Ochiq joyda, bino ichida turgan odamlar sezadi. Uy devorlari qirsillaydi. Ro'zg'or anjomlari titraydi, osilgan jismlar tebranadi;

5 ball - ancha kuchli. Hamma sezadi, uyqudagi odam uyg'onadi, ba'zi odamlar hovliga yugurib chiqadi. Idishlardagi suyuqlik chayqalib to'kiladi, osilgan uy jihozlari qattiq tebranadi;

6 ball - kuchli. Hamma sezadi, uyqudagi odam uyg'onadi, ko'pchilik odamlar hovliga yugurib chiqadi. Uy hayvonlari betoqat bo'ladi. Ba'zi hollarda kitob javonidagi kitoblar, ro'zg'or buyumlar javonlaridagi idishlar ag'darilib tushadi;

7 ball - juda kuchli. Ko'pchilik odamlarni qo'rquv bosadi, ko'chaga yugurib chiqadi, avtomobil haydovchilari harakat vaqtida ham sezadi, uy devorlarida katta -katta yoriqlar paydo bo'ladi, hovuzlardagi suv chayqaladi va loyqalanadi.

8 ball - yemiruvchi. Xom g'ishtdan qurilgan imoratlar butunlay vayron bo'ladi, ancha pishiq qilib qurilgan imoratlarda ham yoriqlar paydo bo'ladi, uy tepasidagi mo'rilar yiqiladi, ba'zi daraxtlar butun tanasi bilan yiqiladi, sinadi, tog'li joylarda qulash, surilish hodisalari yuz beradi.

9 ball - vayron qiluvchi. Yer qimirlashiga bardosh beradigan qilib qurilgan imorat va inshootlar ham qattiq shikastlanadi. Oddiy imoratlar butunlay vayron bo'ladi, yer yuzasida yoriqlar paydo bo'ladi, yer osti suvlari sizib chiqishi mumkin.

10 ball - yakson qiluvchi. Hamma imoratlar yakson bo‘ladi. Temir yo‘l izlari to‘lqinsimon shaklga kelib bir tomonga qarab egilib qoladi, yer osti kommunal quvurlari uzilib ketadi, cho‘kish hodisalari yuz beradi. Suv havzalari to‘lqinlanib qirg‘oqqa uriladi, qoyali yon bag‘rlarda katta-katta surilish hodisalari sodir bo‘ladi.

11 ball - fojiali. Hamma imoratlar deyarlik vayron bo‘ladi, to‘g‘onlar yorilib ketadi, temir yo‘llar butunlay ishdan chiqadi, yerning ustki qismida katta-katta yoriqlar paydo bo‘ladi, yer ostidan balchiqlar ko‘tarilib chiqadi, surilish, qulash hodisalari nihoyasiga yetadi.

12 ball - kuchli fojiali. Yerning ustki qismida katta o‘zgarishlar yuz beradi. Hamma imoratlar butunlay vayron bo‘ladi, daryolarning o‘zani o‘zgarib, sharsharalar paydo bo‘ladi, tabiiy to‘g‘onlar vujudga keladi.

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EPIZOOTIK HOLATLAR, ULARNING OLDINI OLISH.

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Annotatsiya. Ushbu maqolada, epizootik holatlar, ularning oldini olish haqida muallifning nazariy, umumlashtiruvchi fikrlari keltirilgan. Maqola mehnat muhoazasi va texnika xavfsizligi yunalishlari talablari, mehnat muhofazasi va xavfsizlik mutaxassislari hamda keng izlanuvchilar uchun muljallangan.

Kalit so'zlar va iboralar: "Epidemiya, epizootika, epifitotika, vabo, sibir yarasi, botulizm, kuydurgu."

EPISOTOTIC SITUATIONS, THEIR PREVENTION.

Abstract. This article presents the author's theoretical, generalizing thoughts on epizootic cases and their prevention. The article is intended for the requirements of labor protection and technical safety directions, labor protection and safety specialists, and general readers.

Key words and phrases: "Epidemic, epizootic, epiphytotic, cholera, anthrax, botulism, anthrax."

ЭПИЗОТОТИЧЕСКИЕ СИТУАЦИИ, ИХ ПРЕДУПРЕЖДЕНИЕ.

Аннотация. В данной статье изложены теоретические и общие мысли автора об эпизоотических случаях и их профилактике. Статья предназначена для требований направлений охраны труда и технической безопасности, специалистов по охране труда и технике безопасности, а также широкого круга читателей.

Ключевые слова и фразы: «Эпидемия, эпизоотика, эпифитотия, холера, сибирская язва, ботулизм, сибирская язва».

Kirish. Hayvonlar yuqumli kasalliklarining tarqalishi epizootiya, panzootiya va enzootiya shaklida yuz beradi.

Epizootiya – aniq bir hududda bir yoki ko'p turdagi qishloq xo'jalik hayvonlari o'rtasida kasallikning odatda ushbu hududda qayd qilinadigan darajasidan anchagina katta bo'lgan darajada vaqt va fazoda bir vaqtda rivojlanadigan yuqumli kasallikning tarqalishi.

Epizootiyaning quyidagi turlari ajratiladi:

- tarqalish ko'lamiga ko'ra – xususiy, ob'ekt, mahalliy va regional;
- xavf darajasiga ko'ra – engil, o'rtacha og'irlikdagi, og'ir va o'ta og'ir;
- iqtisodiy zarariga ko'ra – uncha katta bo'lmagan, o'rta va katta

Tadqiqot metodlari. Tadqiqot jarayonida ilmiy va o'quv-uslubiy adabiyotlar tahlili, pedagogik-tarixiy kuzatuv, umumlashtirish, metodlaridan foydalanildi.

Tadqiqot natijalari va muhokamalar. Cho'chqalarning klassik vabosi – virusli kasallik. U bilan faqat uy va yovvoyi cho'chqalar kasallanadi.

Infeksiya manbalari – kasallangan va kasal bo'lib o'tgan cho'chqalar.

Vabo yilning ixtiyoriy vaqtida, ko'proq kuzda uchraydi. Davolash usullari ishlab chiqilmagan. SHu sababli kasallangan hayvon zudlik bilan o'ldirilib, yoqib yuboriladi.

Yuqumli gepatit – it va boshqa go'shtxo'r (tulki, bo'ri)larning virusli kasalligi. Bezgak, shilliq pardalarning shamollashi va jigarning zararlanishi bilan tavsiflanadi.

Qora oqsoq (brutsellez) – uy va ayrim yovvoyi hayvonlarning yuqumli kasalligi. Odam uchun xavfli. It va mushuklar brutsella (melitenzis, abortus, ovis va boshq.)ning ixtiyoriy turidan zararlanishi mumkin. Hayvonlar kasal sigir, qo'y, cho'chqalarning go'shti va sutini iste'mol qilganda yuz beradi.

Quturish – inson va hayvonlar markaziy asab tizimini shikastlaydigan, neyrotrop virus keltirib chiqaradigan o'tkir yuqumli kasallik. Insonning zararlanishi o'zida quturish kasalligi qo'zg'atuvchisini saqlaydigan hayvon tishlaganda yohud insonning terisiga yoki shilliq pardasiga so'lagi tushganda sodir bo'ladi.

Quturishga qarshi kurash infeksiyani avvalo hayvonlar, birinchi navbatda – itlar orasida yo'qotishga qaratilgan bo'lishi kerak. Quturgan yoki noma'lum it tishlaganda quturishga qarshi vaksina qo'llaniladi.

Kuydirgi – kasalligi batsillasi keltirib chiqadigan hayvonlar va odamlarning o'tkir yuqumli kasalligi. Isitma, limfa apparatining shikastlanishi, zaharlanish bilan xarakterlanadi, teri, ayrim hollarda ichaklar zaharlanishi bilan kechadi. Odamlarga yuqishi – kasal hayvonlardan, murdani yorganda, go'shtni nimtalaganda suv, tuproq, chorvachilik mahsulotlari orqali, hayvonlarga yuqishi – ko'proq yaylovda.

Epifitotiya – Qishloq ho'jalik ekinlari orasida infeksiya kasalligining keng tarqalishi yoki o'simlik zakrar kundalari ta'sirida qishloq ho'jalik o'simliklari ommaviy o'lishi va hosildorligining kamayib kelitishiga aytiladi.

Enfitotiya – Biron- bir hududdagi qishloq ho'jalik ekinlari orasida infeksiya kasalligining keng tarqalishi ushbu hududning tabiiy, iqtisodiy – ho'jalik sharoitidan kelib chiqib kasallik boshqa hududlarga chiqib kelishiga imkoniyat yo'qligiga aytiladi.

Panfitotiya – bir necha davlatlar yoki mintaqadagi o'simliklar orasida massaviy kasallik va zarar kundalarning tarqalishi

Termitlar: Butun jaxonda 2800 turi, SHundan 120 turi zarar kunanda hisoblanadi. O'zbekistoenda esa - 2 turi mavjud.

Termitlarning zara kunandaligi oqibatida, qurilish konstruksiyasini, qishloq ho'jalik darxidlari, er osti va er usti ommunikatsiyalarni kemirib ularning muddatidan oldin ishdan chiqishga olib keladi. Termitlapr yog'och metirallar, qog'oz, paxta, sherst teri va jun maxsulotlarini yoyishi mumkin bundan tashqari tupiroq, gipis oxok va boshqa kurish materiallarini ishladan chiqarish mumkin.

Ko'payish sabablari: chul zonalarini uzlashtirish, termitlarning yashash joylarining kamayishi, biologik imkoniyatlarning kenlig, termitlarga qarshi dori dormonlarning yo'qligi, termitlar mavjud joylardan kurilish uchun joy ajratilishi va boshqva sabablar ham mavjud

Termitlarga karshi kurash: tutun chiaruvchi shashka yoki Karbofos yoki Xlorofosdan tayyorlangan granata Rossii, Tadjikistane, ishlab chiqariladi maxsulot. Navoiydagi kimyoviy zavodda ishlab chiqiladi. Uy sharoitida 1 l issiq suvga 100gr oziq – ovqat sodasi aralashtrib sochiladi.

Chumolilar:-Mutaxassislar fikricha keyingi yillaprdada er yuzida chumalilarning tarqalishi keng tus olganligini ta'kidlamoqda. Bu xolatni er yuzida kunning glabol isishi bilan bog'lamoqda CHunki chumalilar uta yashovchan bo'lib, suvda chukmaydi, yuqori temreraturada ham yashay oladi, kimyoviy moddalar kam ta'sir etadi.

CHigitkalar:-ikkita ekologik guruhga ajratilgan To'da hosil qiluvchi chigirtkalar rivojlanishi uchun qulay sharoit bo'lgan yillari yirik to'dalar hosil qiladi va juda katta zarar keltiradi.

To'da hosil qilmaydigan zararli chigirtkalar Marokash chigirtkasi bilan bir xil sharoitda rivojlanadigan otbosar chigirtkasi.Bular kam zarar etkazaji.

Kurash choralari: - biologik preparatlardan foydalanish va mikroorganizmlar asosida biologik preparatlar ishlab chiqilgan. Mikroskopik zamburug' Metarrizium asosida tayyorlangan preparat yaxshi samara bermoqda.Mikrosproidiya asosida «NOLOK» preparati yaratilgan.

Zararli chigirtkalarga qarshi qurashda hozirgi kunda nafaqat O'zbekistonda, balki dunyo miqyosida ham kimyoviy qurash usuli maqbul hisoblanadi. Keyingi yillar davomida Respublikamizda bir qancha zamonaviy kimyoviy dorilar sinovdan o'tkazilib, ishlab chiqarishga tavsiya qilindi.

Piretroid va fosfororganik preparatlarning ta'sir etish muddati 3-5 kundan oshmasligi sababli, ba'zi holatlarda takroriy ishlov berish zaruriyati yuzaga keladi. Ayniqsa voha chigirtkasining tuxumdan chiqishi va keyingi rivojlanishi bir xil muddatda kechmasligini e'tiborga oladigan bo'lsak, unga qarshi uzoq muddat ta'sir qiluvchi preparatlarni qo'llash maqsadga muvofiqdir. Keyingi paytlarda sinovdan o'tkazilgan Nomolt, Dimilin, Regent, Adonis preparatlari shular jamlasidandir.

Parranda grippi - bu odam va uy tovuqlari uchun juda xavfli, o'limga olib kelishi mumkin bo'lgan yuqumli kasallikdir. Virusning tabiiy manbai-yovvoyi suvda suzuvchi parrandalar. Virus tashuvchilari-yovvoyi qushlar va kalamushlar.

Parrandalar zararlanishining asosiy yo'li-suv va ozuqa orqali, chunki qushlarda virus najas bilan birga tashqariga chiqadi. Odamga virus u zararlangan qush bilan bevosita aloqa qilganda o'tishi, qushlarning go'shti, ichak-chovog'i, patlari, tuxumi, najasi, so'ng iflos qo'llar, ovqat, suv yoki chang bilan birga og'iz yoki burunga kirishi mumkin. YOvvoyi suvda suzuvchi qushlar mavjud bo'lgan ochiq suv havzasidagi suvdan foydalanish yoki unda cho'milish vaqtida zararlanish mumkin.

Virus najasning mayda zarrachalari aralashgan chang havoda bilan nafas olgan (masalan, qushxonalarini yig'ishtirish paytida) organizmga kirib qolishi mumkin. Parranda grippi virusi past haroratda yaxshi saqlanadi (yaxlatib qo'yilgan mahsulotlar), lekin qaynatilganda, har qanday dezinfeksiya moddalari va hatto kir yuvish vositalari va sovun ta'sirida tezda o'ladi Muhofaza tadbirlari: -parrandalarni yopiq sharoitda parvarish-lashga o'tkazing (ular yovvoyi qushlar bilan aloqa qilishlariga yo'l qo'ymang); *yovvoyi qushlar (qarg'alar, maynalar, chumchuqlar) qushxonalar ichiga kirib ketishi va ularning ozuqalariga yaqinlashishiga imkon bermaslik uchun barcha mavjud yo'llarni yopib tashlang; *kalamushlarni yo'q qiling; *qushlar najasini er ostiga kamida 0,5 metr chuqurlikga ko'mish kerak;

Parranda grippi. YAqin yillargacha parranda grippi uy parrandalari o'rtasida kamdan-kam hollarda uchragan. 1997 yilgacha parrandalar o'rtasida bu kasallikning 17 ta kichik-kichik epizootiyalari qayd etilganligi manbalarda keltirilgan. 1997 yildan boshlab esa parranda grippining

epizootiya ko‘lami borgan sari kengayib bormoqda. Odamlar o‘rtasida parranda grippining birinchi ommaviy tusda qayd etilishi Gonkongda 1997 yilning mart-may oylarida kuzatilgan. Bunda gripp virusi grippdan vafot etgan boladan ajratilgan. 2004 yilda parranda grippining epizootiyasi o‘nlab davlatlar hududini qamrab oldi. Bu epizootiyani to‘xtatish va oldini olish maqsadida dunyo bo‘yicha 140 millionga yaqin parrandalar yo‘qotildi, 100 dan ortiq odam bu kasallikka chalinib, shulardan 45 nafari vafot etdi.

Parranda grippining geografiyasi yanada kengaydi va avgust oyida Qozog‘istonga etib keldi. 2005 yilning sentyabr oyi holatiga ko‘ra parranda grippi qayd etilgan davlatlar soni 20 taga etgan. Parranda grippining Markaziy Osiyo davlatlari, jumladan, respublikamiz hududiga ham chetdan kirib kelish ehtimoli va xavfi yuzaga keldi.

Parranda grippi – yuquvchanligi yuqori bo‘lgan virusli infeksiya hisoblanib, issiq qonli hayvonlarni, birinchi navbatda qushlarni zararlaydi.

Kasallik asosan parrandalarda, shuningdek, odamda va ba‘zi bir hayvonlarda uchraydigan, odamda yuqori nafas yo‘llarining yallig‘lanishi, tana haroratining ko‘tarilishi, ayrim hollarda diareya va organizmning umumiy zaharlanishi bilan kechadigan, juda yuqumli virusli kasallikdir. Gripp nemischa «gripper» so‘zidan olingan bo‘lib, «yopishaman», «qurshab olaman», «hujum qilaman» degan ma‘nolarni bildiradi.

Gripp viruslari tashqi muhitga uncha chidamli emas, lekin past haroratga chidamli. Virus - 4⁰S da 2-3 haftagacha tirik saqlanadi, 50⁰-60⁰S isitilganda bir necha daqiqada faolligini yo‘qotadi, dezinfeksiyalovchi moddalar ta‘sirida bir zumda halok bo‘ladi.

Parranda grippi virusining parrandadan parrandaga, parrandadan odamga yuqishi isbotlangan, lekin bu kasallikni odamdan odamga yuqishi o‘rganilmagan. Parranda grippi virusi cho‘chqa, ot, sigir, it, mushuk, kit, tyulen, yovvoyi va uy hayvonlari hamda odamda ajratilgan. Parranda grippi yovvoyi parrandalarda tarqoq hollarda, uy parrandalari orasida esa epizootiya tariqasida uchraydi.

Bu kasallik bilan ko‘proq tovuq, kurka, o‘rdak va g‘ozlar kasallanadi. Barcha parranda grippi virusi turlarining rezervuarlari suvda suzuvchi parrandalar hisoblanadi. Parranda grippi kasalligiga chalingan parrandalarda o‘lim salkam 100% qayd etiladi, boshqa onlardagi o‘lim ko‘rsatkichi ancha past, odamlarda esa bu ko‘rsatkich o‘rtacha 50% ni tashkil etadi. Odamga kasallik qaynatilib yoki qovurilib pishirilgan parranda go‘shiti va tuxumlaridan yuqmaydi, chunki bu parranda mahsulotlari termik ishlov berilganida ulardagi virus to‘liq nobud bo‘ladi.

Parranda grippi parrandalarda juda og‘ir kechadi. Kasallik og‘ir, ya‘ni yashin tezligida kechganda, kasallik alomatlari ro‘yobga chiqmasdanoq, parrandalar nobud bo‘la boshlaydi va kasallikning o‘lim darajasi deyarli 100% ni tashkil etadi. Uy parrandalariga kasallik yuqqanida shilliq qavatlari, tojlarining ko‘kintir tus olishi, kam harakatlik, hurpayish, nafas olishning qiyinlashishi, xirillashlar, nafas yo‘llaridan shilliq oqishi, ko‘zining yoshlanishi ba‘zan tremor bilan kechadi. Bosh va bo‘yin sohasining teri osti yog‘ klechatkasini shishi kasallikning o‘ziga xos, biroq doim kuzatilmaydigan belgisi bo‘lib hisoblanadi. Kasallik ba‘zi holatlarda engil kechganida – nafas yo‘llarining yallig‘lanish belgilarisiz, tuxum qo‘yishning kamayishi va tuxum qobig‘ining sifati buzilishi bilan kechishi mumkin.

Odamda qayd etiladigan parranda grippining yashirin davri bir necha soatdan 2-4 kungacha davom etadi. Kasallik tana haroratining ko‘tarilishi (38⁰S va yuqori), hansirash va yo‘tal bilan kechadi. Parranda grippining klinik alomatlari odamda uchraydigan odatdagi gripp kasalligiga

o'xshab ketadi. Parranda grippida o'rtacha 50% bemorlarda diareya alomatlari qayd etiladi va kasallikning bu alomati bilan odatdagi gripp kasalligidan farq qiladi. Kasallik ba'zan ko'z shilliq qavatining yallig'lanishi - kon'yunktivit shaklida kechib, juda engil o'tishi ham mumkin. Virus odam organizmiga tushgandan so'ng mutatsiyaga uchraydi va kasallikning og'ir asoratlariga sabab bo'ladi, bemorlarning aksariyatida pnevmoniya, yana ba'zi birlarida yurak va buyrakda og'ir asoratlar qoldiradi. Parranda grippi qayd etilgan hududlarda, odamlarda qayd etilgan o'lim ko'rsatkichi 33% dan 72% gachani tashkil etgan.

Parranda grippiga qarshi kurash. O'zbekistonda ishlab chiqilgan strategiya quyidagilarga yo'naltirilgan:

1. Respublika hududiga boshqa mamlakatlardan parranda grippi virusining artefakt (zararlangan tovarlar, transport, kasal odamlar orqali olib kirilishi) yo'l bilan olib kirilishining oldini olish.

2. Parranda grippi tabiiy o'choqlarini o'z vaqtida aniqlash uchun yovvoyi suvda suzuvchi qushlarni kuzatish va laborator nazorat qilish tizimini tashkil etish.

3. Tabiiy o'choqlarda epizootiya va epidemiyaga qarshi chora-tadbirlarni o'tkazish hamda aholi orasida kasallik tarqalishining oldini olish va o'lim holatlarini kamaytirish uchun aholiga o'z vaqtida malakali tibbiy yordam ko'rsatish.

4. Kasallikning odamlar va uy parrandalariga tarqalishining oldini olishga qaratilgan chora-tadbirlar tizimini tashkil etish.

Aholiga tavsiyalar. O'zingizni va yaqinlaringizni kasallikdan saqlash uchun yovvoyi parrandalar mavjud bo'lgan ochiq suv havzalari atrofiga bormang (ayniqsa, karantin e'lon qilingan joyga), ularni ov qilmang. Bunday joylarda baliq ham ovlamang. Yovvoyi suvda suzuvchi parrandalar go'shtini va tuxumini iste'mol qilmang.

O'lik parrandalarni ko'rib qolsangiz, darhol veterinariya va tibbiyot xodimlariga xabar bering. Uy parrandasi go'shti va tuxumi, shuningdek baliq mahsulotlaridan ovqat tayyorlaganda barcha ishlatilgan oshxona anjomlarini uzoq muddat termik ishlovdan o'tkazing va qo'llaringizni sovunlab yuving.

Uy parrandalari orasida parranda grippi aniqlanganda quyidagilar mumkin emas:

❖ noaniq joylardagi xususiy tadbirkorlardan parrandalar, parranda go'shti va tuxumlarni sotib olish;

❖ dudlangan parranda go'shti, parranda kabobi, ko'pirtirilgan tuxum oqidan tayyorlangan qandolat mahsulotlarini iste'mol qilish;

❖ yuvilmagan xo'l meva, mabzavot va ko'katlarni iste'mol qilish;

❖ parranda grippi aniqlangan hududlarga borish.

Agar uyingizda parrandalar bo'lsa, sizdan quyidagilar talab qilinadi:

❖ parrandalarni yopiq holda saqlash va mumkin qadar yovvoyi qushlarning (qarg'a, mayna, to'rg'ay va boshq.), kalamushlarning tovuqxonalar va emxonalarga kirishini cheklash;

❖ parrandalarni xavfsiz emlar bilan ta'minlash (parrandalar axlati bilan ifloslanmagan), ovqat berishdan oldin em ustidan qaynoq suv quyish;

❖ parrandalarni toza suv bilan ta'minlash (vodoprovod yoki qaynatilgan);

❖ parrandalar boqiladigan joylar tozalanganda chang ko'tarilishini kamaytirish uchun avval suv sepish;

❖ tozalash ishlarini dokali niqob yoki respirator, qo‘lqop, bosh kiyim, ish kiyimi va oyoq kiyimidan foydalangan holda o‘tkazish va axlatni 0,5 metrdan kam bo‘lmagan chuqurlikda ko‘mish;

❖ tozalash ishlari tugagandan keyin, ish kiyimlari va oyoq kiyimni tozalab sovun bilan yuvish, quyoshda quritish, qo‘l va yuzni tozalab yuvish yoki cho‘milish;

❖ agar bularning barchasini bajarish imkoniyati bo‘lmasa, unda parrandani yo‘qotish zarur.

Esda tuting! Uy parrandalari orasida parranda grippi holatlari paydo bo‘lganda, kasallik tarqalishi va odamlar zararlanishining oldini olishning yagona yo‘li – bu o‘sha hududdagi emlanmagan barcha uy parrandalarini qirib tashlashdir.

Oqsil kasalligi:-Oqsil (o‘zbekcha), YАщур (ruscha). Oqsil - juft tuyoqli yovvoyi va uy hayvonlarining xavfli va o‘tkir kechuvchi hamda yuqori kontagiozli virusli kasalligi hisoblanadi. (Moyil hayvonlar – qoramol va cho‘chqalar. Qo‘y va echki hamda yovvoyi juft tuyoqli hayvonlar esa kamroq moyil). Tarixiy ma‘lumotlarga ko‘ra oqsil kasalligi to‘g‘risida 1546 yilda italyan olimi D.Fraskastro axborot bergan, bu filtrlanuvchi virus ekanligini 1898 yilda nemis olimlari Leffler va Frosh aniqlagan. Virusning bir qancha serotiplari borligi haqida dastlab Vale va Karre 1922 yilda ma‘lumot bergan. Hayvonlarning chegara bilmas kasalliklari orasida eng ko‘p uchraydigan va katta iqtisodiy hamda ijtimoiy zararlar keltiradigan yuqumli kasallik hisoblanadi.

Kasallik geografik mintqa va iqlimning har xil bo‘lishiga qaramay qisqa muddatda chegara bilmay uzoq masofalarga tez tarqalish xususiyatlariga ega. Hayvonlarda kasallikni klinik belgilari juda xarakterli, burun og‘iz bo‘shlig‘i shilliq pardalarida, tilda, tuyoq milki oralig‘ida va elinda aftalar (pufakchalar) paydo bo‘lishi so‘ngra ular yorilib eroziyalarga aylanishi bilan kasallik namoyon bo‘ladi. Oqsil kasalligi tarqalgan hududlarda mavjud yosh hayvonlar 60-80 %gacha nobud bo‘ladi. Tashqi muhit ta’sirlariga chidamli, yoz oylarida 200S haroratda pichanda 7-9 kun davomida, tuproqda 5-7 kun davomida saqlanadi, 370S haroratda 20 soatda, 430S da 5-7 soatda, 70-800S da esa bir necha daqiqa o‘z hayotchanligini yo‘qotadi. Virus qish oylarida er qatlamining 5 sm chuqurligida 50-60 kun, kuzda 35 kun saqlanadi, go‘ngda 40-60 kun, tuzlangan hayvon terisida 10-150S haroratda 50 kun, 25-300S haroratda esa 10-15 kun, muzlatilgan go‘shda esa 320 kun saqlanadi.

Oqsil virusni tashqi muhitga ajralishi va muddatlari Qonda- 5, Spermada- 10, Siydikda- 7, Sutda- 5, So‘lakda -11, Nafas orqali-5, Burun suyuqliklari orqali- 7,Axlatda – 5 Oqsil quyidagi holatlarda juda tez va keng tarqalishi mumkin:

- Kasal yoki kasallikdan tuzalgan lekin virus tashuvchi bo‘lib qolgan hayvonlar sog‘lom mollar bilan birga boqilsa, sog‘lom manzillarga, go‘sh kombinatlariga, hayvon bozorlari va ko‘rgazmalariga kiritilsa;

- Virus bilan zararlangan sut yoki yog‘sizlantirilgan sut yosh mollarga berilsa;

- Nosog‘lom hududdagi yaylovlarda sog‘lom mollar boqilsa yoki undagi suv manbalari va binolaridan foydalanilsa;

- Nosog‘lom hududdan em-xashak va boshqa qishloq xo‘jalik maxsulotlari yoki kasallikka moyil bo‘lmagan ot, eshak, daydi it, mushuklar va h.k. sog‘lom xududlarga kirib kelganda;

- Biologik xavfsizlik choralariga amal qilinmaganda, veterinariya mutaxassislari o‘z kiyimlari va qurollari dezinfeksiya qilmaganda.

1996-2000 y. davomida oqsil kasalligi 88ta mamlakatda barcha 7-xil serotiplari tarqaldi, ayrim mamlakatlarda (Keniya, CHad, Hindiston, Pokiston, Eron va Turkiya) virusning 2-5tagacha serotiplari bir vaqtda qayd etildi.,

2001-2003 y. davomida 76 mamlakatda, jumladan 34ta Osiyo, 27ta Afrika, 8ta janubiy Amerika va 7ta Evropa davlatlarida kasallikning barcha 7-xil serotiplari ham tarqaldi.

2006 yilda Eron, Pokiston, Saudiya Arabiston, Turkiya va Iordaniya mamlakatlarida “A”-serotipi keng tarqaldi.

Oqsil kasallikni oldini olish:- uchun hayvonlarni ommaviy va majburiy emlash, veterinariya-sanitariya tadbirlarini o‘z vaqtida o‘tkazish, biologik xavfsizlik choralariga amal qilish, chorva mollari va mahsulotlarining harakati ustidan doimiy nazorat yuritish kabi kompleks tadbirlarni amalga oshirish talab etiladi.

Manqa kasalligi – sap. Ushbu zoonoz kasallikni manqa tayoqchasi qo‘g‘atadi. Manqaning o‘tkir va surunkali xillari bor. U eshak, tuya, zebra va yirtqich hayvonlarda uchraydi.

Manqa qo‘zg‘atuvchisini 1881 yilda rumin olimi Babesh manqa bilan og‘rigan odamda topgan. 1882 yilda Lefler va SHyuts manqa tayoqchasini olishga muvaffaq bo‘lishgan. Kasallik bir vaqtlar Rossiyaning janubiy rayonlarida otlar orasida keng tarqalgan bo‘lib, odamlarda ham bir qadar uchrab turgan.

Manqani qo‘zg‘atuvchi mikroob, uzunligi 2-5 mkm keladigan aerob tayoqcha bo‘lib, spora hosil qilmaydi. U glitserin, bulon va kartoshka qo‘shilgan oziq muhitda tez ko‘payadi. Manqa tayoqchasi tashqi muhitga chidamsiz, 55 darajagacha qizdirilganda 10 daqiqa ichida halok bo‘ladi.

Yiringda 10-15 kun saqlanadi. Dezinfeksiyalovchi moddalar uni tez o‘ldiradi.

Infeksiya manbai – kasal otlardir. Kasallik asosan, kasal otni parvarish qilish vaqtida, kasal ot yiringi bilan ifloslangan buyumlar orqali kontakt yo‘l bilan odamga yuqadi. Ko‘pincha veterinariya xodimlari, otboqarlar kasallanadi. Kasal hayvonning go‘shiti ham xavfli hisoblanadi.

Manqaga qarshi chora-tadbirlar veterinariya xizmati xodimlari bilan hamkorlikda amalga oshiriladi. Manqa bilan og‘rigan otlar o‘ldiriladi va o‘sha xo‘jalikda karantin e‘lon qilinadi.

Otxona va molxonalar yaxshilab dezinfeksiya qilinadi.

Bemorga yaqin yurgan kishilar 15 kun davomida shifokor nazoratida bo‘ladi.

Quturish – hayvonlarning ko‘plab turlari, ayniqsa it, tulki va boshqalarning o‘tkir virusli kasalligi. Markaziy nerv tizimining og‘ir zararlanishi bilan tavsiflanadi va inson uchun o‘ta xavfli hisoblanadi. Hayvon tishlab olganda, shuningdek hayvon so‘lagining boshqa hayvonlar va odam organizmiga tushishidan yuqadi. Odamlarda quturish kasalligi itlarning tishlashi natijasida kelib chiqishini birinchi marta Aristotel aniqlagan.

Quturishni qo‘zg‘atuvchi virus quturgan hayvonning so‘lagida mavjud bo‘lib, u tashqi muhitda uzoq saqlana olmaydi. 1887 yilda Babesh va 1903 yilda quturib o‘lgan hayvonlar bosh miyasining ammon shoxi deb ataluvchi qismida dog‘ga o‘xshash yumaloq tuzilmalar borligini aniqlaganlar. Keyinchalik o‘sha dog‘lar quturish virusi ta‘sirida paydo bo‘lishini isbotladilar.

Virus dezinfeksiyalovchi moddalar ta‘sirida 5-10 daqiqa, qaynatilganida 2 daqiqa davomida halok bo‘ladi. Quritilganda va past haroratda uzoq vaqt tirik saqlanadi.

Infeksiya manbai quturgan itlar, mushuklar, bo‘rilar, tulkilar, bo‘rsiqlar va boshqa hayvonlardir. Kamdan-kam hollarda kasallik quyonlardan, kalamush va boshqa hayvonlardan yuqishi mumkin. Itning so‘lagida virus quturish belgilari ma‘lum bo‘lishidan 7-10 kun ilgari paydo bo‘la boshlaydi. Itdan quturish kasalligi yuqishi uchun odamni tishlashi shart emas, uning so‘lagi

odam terisidagi kichkina shilingan yoki tirnalgan joyga tushsa ham yuqadi. Quturish kasalligining rivojlanishida tishlangan joy ham katta ahamiyatga ega bo'lib, odam boshi va yuzining tishlanishi oyoq-qo'llar tishlanishiga qaraganda ancha xavfli hisoblanadi, chunki virus tananing yuz qismidan bosh miyaga tezroq etib boradi.

Quturishga qarshi kurash infeksiyani avvalo hayvonlar, birinchi navbatda – itlar orasida yo'kotishga qaratilgan bo'lishi kerak. Quturgan yoki noma'lum it tishlaganda quturishga qarshi vaksina qo'llaniladi.

Bizda Fermi vaksinasi qo'llaniladi. Vaksinaning miqdori, emlash muddati jarohatning katta-kichikligi, chuqurligi va qaerga joylashganligiga bog'liq. Vaksina bilan bir qatorda antirabik gammaglobulin ham yuboriladi.

Bunday holatlarning oldini olish uchun O'zbekiston Respublikasi Vazirlar Mahkamasining 1996 yil 18 yanvardagi 32-sonli qarori Bilan tasdiqlangan «Aholi yashash joylarida it, mushuk va boshqa hayvonlarni saqlash qoidalari»ga rioya qilish shart.

Tulyaremiya harorat ko'tarilishi, limfa tugunlarining shishishi, intoksikatsiya va turli a'zolar zararlanishi bilan ta'riflanadigan zoonoz kasallikdir.

Sinonimlari: tounsimon kasallik, quyon isitmasi, sichqonlar kasalligi, Parino kon'yunktiviti, kiyik, pashsha isitmasi, kemiruvchilar kasalligi va h.k.

Yumronqoziqsimonlarda uchraydigan ushbu kasallikni qo'zg'atadigan bakteriya birinchi bo'lib 1911 yilda Mak-koy va CHepin tomonidan aniqlanib, kasallik aniqlangan joy Kaliforniya shtatining Tulyare okrugi nomi bilan «tulyaremiya» deb nomlangan.

Markaziy Osiyo davlatlarida tulyaremiya daryo sohillarida va tog' bag'ri mintaqalarida, O'zbekiston Respublikasida, Qoraqalpog'iston va Xorazm viloyatlarida, Amudaryo sohillarida topilgan.

Kasallik qo'zg'atuvchisi dumaloq yoki tayoqcha shaklidagi mayda, harakatsiz, maxsus qobiq (spora) hosil qilmaydigan, yupqa kapsulaga ega bo'lgan mikrobo'lib, o'zidan zaharli modda – toksin chiqaradi. 36-37⁰ haroratda ko'payadi. Tulyaremiya bilan suv kalamushlari, dalada yashaydigan kalamushlar, quyonlar, sichqonlar va boshqa kemiruvchi hayvonlar tez kasallanadi va tulyaremiya kasalligi manbaiga aylanadi. Bu bakteriya past haroratda uzoq vaqtlargacha tirik saqlanadi. Masalan, 4 daraja sovuq suvda nam joyda 4 oygacha halok bo'lmaydi, 1 darajada esa 9 oygacha tirik saqlanadi. Don, somonda, 0 darajada va tulyaremiyada o'lgan va muzlab qolgan hayvon o'liklarida 6 oygacha tirik saqlanadi. Quyosh nurlari ta'sirida 20-30 darajada, ultrabinafsha nurlari ta'sirida o'sha zahoti o'ladi. Oddiy dezinfeksiyalovchi moddalar – krezol, formalin, spirt va 2-3% li lizol eritmalari bir necha daqiqa ichida halok qiladi. Antibiotiklar va sulfanamid preparatlariga sezuvchan.

Odamlar tulyare mikrobiga 100% sezuvchan bo'lib, kasallik bemordan sog'lom odamga bevosita yuqmaydi. Tulyaremiyaning asosiy manbai kemiruvchi hayvonlar va qonso'rar hasharotlar hisoblanib, tulyaremiya infeksiyasini kanalar tuxumlari orqali o'z avlodiga o'tkazadi.

Tulyaremiya mikrobi odam organizmiga teri, ko'z, havo yo'llari, me'da ichak yo'llari orqali kirib oladi.

Kasallikning epizootologik va epidemiologik holatiga ko'ra, har bir hududda tegishli profilaktika choralari ko'riladi. Asosiy chora-tadbirlar kemiruvchi hayvonlar va kanalarni qirishga qaratiladi. Qishloq xo'jalik hayvonlari va o'lgan kemiruvchilarning jasadi, chiqindilari maxsus chuqur o'ralarga (kamida 2 m chuqurlikda) ohak moddalari aralashtirilgan (bir chelak suvga 102

kg ohak solinadi) eritmalar bilan birga qo'yiladi, ustiga tuproq sepib ko'mib tashlanadi. Kasal hayvonlardan tayyorlangan jun va teri mahsulotlarini maxsus xonalarda dezinfeksiya choralari ko'rilgan holda 60 kun saqlanadi va veterinarlar ruxsat berishgandan so'nggina qayta ishlab chiqarish uchun korxonalariga yuboriladi.

Tayyorlangan don va don mahsulotlarini maxsus don quritadigan moslamalarda 70⁰S da 10-30 daqiqa mobaynida yuqumsizlantiriladi. Urug'lik don esa formalin eritmasi bilan 1:90 yoki 1:150 nisbatli konsentratsiyada brezent bilan yopilgan holda bir kun saqlanadi, keyin ochiq havoda saqlashga ruxsat beriladi.

Kasallik yuqish xavfi bor odamlar emlanadi. Aholi o'rtasida tushuntirish ishlari olib boriladi. Epizootiya vaqtida infeksiya o'chog'ida yashovchi aholi tirik tulyaremiya vaktsinasi bilan emlanadi.

Ovqat mahsulotlarini kemiruvchilardan saqlash maqsadida turar joy va xo'jalik xonalarini ozoda saqlash, chiqindilarni o'z vaqtida yuqumsizlantirish o'rindir. Oziq-ovqatlarni etarli darajada termik ishlovdan o'tkazish, suv va go'sht mahsulotlarini maxsus sovitgichlarda saqlash, yaxshilab qaynatilgan, pishirilgan holda iste'mol qilish, sifatli ichimlik suvidan foydalanish, tabiiy o'choqlarda esa qor va turib qolgan suvni ishlatmasdik, quduq suvidan foydalanilganda uni oldin tekshirib ko'rish, xlorli ohak bilan zararsizlantirish tavsiya etiladi.

Kuydirgi kasalligi qadim zamonlardan keng tarqalgan bo'lib, ko'p asrlar davomida odamzod boshiga ko'plab talafotlar keltirgan. Adabiyotlardan ma'lum bo'lishicha, Abu Ali ibn Sino, Gippokrat, Gomer, Ovidiy, Tit-Lvoiya, Seneki, Selz uni hayvonlardan odamlarga yuqadigan kasallik deb ta'riflashgan.

O'rta asrda kuydirgi chorvachilikka katta zarar keltirgan va undan ko'plab odamlar kasallangan. Masalan, 1598-1599 yillarda Italiyada hayvonlar va odamlar orasida kuydirgi epizootiyasi va epidemiyasi avj olib, talaygina iqtisodiy va ijtimoiy zarar keltirgan.

XVIII asrning ikkinchi yarmida Fransiyada, XIX asrda Evropa va Amerika qit'asida kasallik qishloq xo'jaligida va aholi o'rtasida keng tarqalgan.

Kuydirgidan har yili millionlab uy hayvonlari halok bo'lgan, ko'plab odamlar kasallangan.

Qadim zamonlarda kuydirgini «Muqaddas olov», «Fors olovi» nomlari bilan ham atashgan. Rus olimi S.S.Andreevskiy 1788 yili Sibirdagi epizootiya vaqtida bu kasallikni tekshirish maqsadida hayvondan o'ziga yuqtirib, odamlar bilan hayvonlarda uchraydigan kasallik bir xil ekanligini isbotlagan va bu kasallikni «Sibirskaya yazva» deb atashni taklif etgan. U kuydirgining patologik anatomiyasini, klinik xillarini tasvirlab bergan, davo va profilaktik usullarini ishlab chiqqan.

Kuydirgini qo'zg'atuvchi mikrobn birinchi marta 1855 yilda shu kasallikdan nobud bo'lgan ot organizmidan rus olimi Braueler topgan. 1876 yilda R. Kox uning toza kulturasini olishga muvaffaq bo'lgan. 1881 yilda L.Paster va 1883 yilda L.S.Senkovskiy kuydirgiga qarshi vaktsinani ixtiro qilishgan. Kuydirgi mikrobi uzunligi 5-8 mkm, yo'g'onligi 1-1,5 mkm keladigan tayoqcha tuzilishida bo'lib, yuqori harorat va turli dezinfeksiyalovchi moddalar ta'sirida bir necha daqiqa ichida halok bo'ladi. Sporalari esa tashqi muhitga juda chidamli, 70 daraja issiqda sporalar bir necha soat saqlanadi. Qaynatilganda 30 daqiqadan keyin parchalanadi. Tuzlangan go'shtlarda uzoq vaqt saqlanadi.

Quydirgi kasalligining manbai uy hayvonlari, asosan mayda va yirik shoxli hayvonlar hamda otlar hisoblanadi. Kasallangan hayvonlar mikroblarni peshob va axlatlari bilan tashqariga

chiqaradi. Hayvon o'lganidan so'ng uning terisi, juni, ichki organlari va qoni uzoq muddat yuqumli bo'lib turadi. Odamlarga kasallik tirik va o'lgan hayvonlar orqali ularga yaqin yurish, parvarish qilish natijasida yuqadi. Kuydirgini asosan cho'pon, veterinar, qushxona xodimlari, teri zavodi ishchilari, mo'ynado'zlar va eski-tuski qabul qiladiganlarda uchrashi mumkin.

Profilaktik chora-tadbirlar veterinariya va tibbiyot xodimlarining hamkorligida olib boriladi. Infeksiya manbalarini tugatish ishlari veterinariya xodimlari tomonidan tibbiyot xodimlari nazorati ostida olib boriladi. Tadbir davomida zootexniklar va veterinariya xizmati xodimlari hamda hayvon mahsulotlari bilan ishlaydigan kishilar maxsus vaksina bilan emlanadi.

Kasallik nuqtai nazaridan noxush bo'lgan punktlarda hayvonlar yiliga 2 marta (aprel-may va noyabr-dekabr) quturishga qarshi emlanadi. Bemor kasalxonada alohida xonaga joylashtiriladi.

Bemorga yaqin yurgan kishilar 8 kun davomida nazorat ostiga olinadi va ularga nisbatan shoshilinch profilaktik chora-tadbirlar ko'riladi. Kuydirgidan halok bo'lgan hayvon va odam jasadi kuydiriladi yoki maxsus tobutga solinib, 2 metr chuqurlikka ko'miladi. Infeksiya o'chog'ida bo'lganlarga shoshilinch profilaktik chora-tadbir sifatida 7-10 kun davomida kuydirgi gammaglobulini va penitsillin ukol qilinadi.

Kasallik qayd qilingan xo'jaliklarda karantin e'lon qilinadi. Xo'jalikda oxirgi kuydirgi kasalligi hisobga olingan kundan boshlab 15 kun o'tgandan so'ng bekor qilinadi. Bunda yakunlovchi dezinfeksiya tadbirlari o'tkaziladi. Karantin paytida xo'jaliklarga boshqa joylardan mol keltirish, bir xo'jalikdan boshqa xo'jalikka mol yuborish yoki almashtirish, karantin bo'lgan xo'jaliklardan em-xashak, sut va sut mahsulotlarini olib chiqish, mollarni so'yish man qilinadi.

Karantinli xo'jaliklarda tayyorlangan sut va sut mahsulotlarini odamlarga tarqatish mutlaqo mumkin emas. Bu mahsulotlar yaxshilab dezinfeksiyalovchi moddalar bilan yuqumsizlantiriladi. Bunda xlorli ohakdan (25% faol xlordan) foydalaniladi, buning uchun 1 kg xlorli ohak 20 litr suvga qo'shiladi va 6 soat ekspozitsiyada saqlab turiladi, so'ngra maxsus qazilgan chuqurlarga yoki xo'jaliklardagi hayvonlar chiqindilari saqlanadigan chuqurlarga tashlanadi.

Kuydirgi bor deb shubha qilingan hayvonlar darhol ajratib qo'yiladi va profilaktika choralari ko'riladi. Xo'jalikdagi hamma hayvonlar veterinariya ko'rigidan o'tkaziladi va harorati o'lchab turiladi. Kuydirgiga shubha qilingan yoki kuydirgi kasalligi qayd qilingan yirik xo'jaliklarda mutaxassislarining 4 ta guruhi tuzilib, veterinariya va sanitariya choralari amalga oshiriladi;

1. Hayvon (ferma) larni tekshiradigan guruh.
2. Davolash guruhi.
3. Hayvonlarni kuydirgiga qarshi emlash guruhi.
4. Dezinfeksiyalash guruhi.

Har bir guruh o'z zimmasiga yuklangan vazifalarni bajarishi bilan birga umumiy epizootik holatni ham baholaydi, xo'jalikda kasallikning tarqalmasligi bo'yicha chora-tadbirlar ko'radi (maxsus yo'riqnomaga asoslanib).

Kuydirgidan o'lgan hayvonlar jasadi patolo-anatomik tekshirish uchun yorilmaydi va maxsus transportda shunga ajratilgan joylarga olib boriladi. CHuqur o'ralar tagiga beton yotqiziladi, ustiga xlorli ohak sepiladi va o'lgan hayvonlar ko'mib tashlanadi (maxsus instruksiyaga qat'iy amal qilish shart). Kuydirgidan o'lgan hayvonlar jasadini kuydirsa ham

bo‘ladi, buning uchun maxsus pechlardan foydalaniladi. Kasal hayvon yotgan va o‘lgan hayvonlar sinchiklab dezinfeksiya qilinadi, bunda tuproqni dezinfeksiya qilishga alohida e‘tibor beriladi.

Xulosa. Hayvonlar yuqumli kasalliklarining tarqalishi epizootiya, panzootiya va enzootiya shaklida yuz beradi.

Epizootiya – aniq bir hududda bir yoki ko‘p turdagi qishloq xo‘jalik hayvonlari o‘rtasida kasallikning odatda ushbu hududda qayd qilinadigan darajasidan anchagina katta bo‘lgan darajada vaqt va fazoda bir vaqtda rivojlanadigan yuqumli kasallikning tarqalishi.

Epizootiyaning quyidagi turlari ajratiladi:

- tarqalish ko‘lamiga ko‘ra – xususiy, ob‘ekt, mahalliy va regional;
- xavf darajasiga ko‘ra – engil, o‘rtacha og‘irlikdagi, og‘ir va o‘ta og‘ir;
- iqtisodiy zarariga ko‘ra – uncha katta bo‘lmagan, o‘rta va katta.

Cho‘chqalarning klassik vabosi – virusli kasallik. U bilan faqat uy va yovvoyi cho‘chqalar kasallanadi.

Infeksiya manbalari – kasallangan va kasal bo‘lib o‘tgan cho‘chqalar.

Vabo yilning ixtiyoriy vaqtida, ko‘proq kuzda uchraydi. Davolash usullari ishlab chiqilmagan. SHu sababli kasallangan hayvon zudlik bilan o‘ldirilib, yoqib yuboriladi.

Yuqumli gepatit – it va boshqa go‘shtxo‘r (tulki, bo‘ri)larning virusli kasalligi. Bezgak, shilliq pardalarning shamollashi va jigarning zararlanishi bilan tavsiflanadi.

Qora oqsoq (brutsellez) – uy va ayrim yovvoyi hayvonlarning yuqumli kasalligi. Odam uchun xavfli. It va mushuklar brutsella (melitenzis, abortus, ovis va boshq.)ning ixtiyoriy turidan zararlanishi mumkin. Hayvonlar kasal sigir, qo‘y, cho‘chqalarning go‘shti va sutini iste‘mol qilganda yuz beradi.

Quturish – inson va hayvonlar markaziy asab tizimini shikastlaydigan, neyrotrop virus keltirib chiqaradigan o‘tkir yuqumli kasallik. Insonning zararlanishi o‘zida quturish kasalligi qo‘zg‘atuvchisini saqlaydigan hayvon tishlaganda yohud insonning terisiga yoki shilliq pardasiga so‘lagi tushganda sodir bo‘ladi.

Quturishga qarshi kurash infeksiyani avvalo hayvonlar, birinchi navbatda – itlar orasida yo‘qotishga qaratilgan bo‘lishi kerak. Quturgan yoki noma‘lum it tishlaganda quturishga qarshi vaksina qo‘llaniladi.

Kuydirgi – kasalligi batsillasi keltirib chiqadigan hayvonlar va odamlarning o‘tkir yuqumli kasalligi. Isitma, limfa apparatining shikastlanishi, zaharlanish bilan xarakterlanadi, teri, ayrim hollarda ichaklar zaharlanishi bilan kechadi. Odamlarga yuqishi – kasal hayvonlardan, murdani yorganda, go‘shtni nimalaganda suv, tuproq, chorvachilik mahsulotlari orqali, hayvonlarga yuqishi – ko‘proq yaylovda.

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TOJIK XALQI ETNOLOGIYASI

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Osiyo xalqaro universiteti tarix yo'nalishi talabasi.

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Annotatsiya. Ushbu maqolada tojik xalqining kelib chiqishi, ularning e'tiqod qilgan dini va mazhabi haqida ma'lumotlar yoritib berilgan. Tojik xalqining madaniyati, urf-odatlarini, kiyim-kechalarining tuzilishi ochib berilgan. Alohida davlat bo'lish bosqichida "Tojikiston Respublikasi" nomining olinishi.

Kalit so'zlar: Dialekt, hanafiy mazhablar, xalq mifologiyasi, muqaddas olov, hunarmandchilik, kurtayi kiftan, Tojikiston ASSR, oktyabr to'ntarishi, suniylik.

ETHNOLOGY OF THE TAJIK PEOPLE

Abstract. This article provides information about the origin of the Tajik people, their religion and sect. The structure of Tajik people's culture, customs, and clothing is revealed. Taking the name "Republic of Tajikistan" at the stage of becoming a separate state.

Key words: Dialect, Hanafi sects, folk mythology, sacred fire, crafts, kurtai kiftan, Tajikistan ASSR, October coup, artificiality.

ЭТНОЛОГИЯ ТАДЖИКСКОГО НАРОДА

Аннотация. В данной статье представлены сведения о происхождении таджикского народа, его религии и секты. Раскрыта структура культуры, обычаев и одежды таджикского народа. Принятие названия «Республика Таджикистан» на этапе становления отдельного государства.

Ключевые слова: Диалект, ханафитские секты, народная мифология, священный огонь, ремесла, куртай кифтан, Таджикская АССР, Октябрьский переворот, искусственность.

O'rta Osiyo, jumladan, hozirgi Tojikiston hududidan so'nggi paleolit davriga oid qurollar topilgan.

Qadimda Baqgriya davlati vujudga keddi. Keyinchalik Tojikiston hududida Ahamoniylar hukmronligi o'rnatildi. 329-yilda makedoniyalik Aleksandr Makedonskiy qo'shinlari bostirib keldi, xalq unga qattiq qarshilik ko'rsatdi. Natijada Tojikiston hududining bir qismi Salavkiylar davlati tarkibiga, so'ng hududning aksariyat qismi Yunon-Baqgriya podsholigi tarkibiga kirdi.

Kushon imperiyasi davrida yirik sug'orish kanallari qurildi, shaharsozlik, hunarmandchilik yuqori darajaga ko'tarildi, ayniqsa, qo'shni mamlakatlar bilan savdosotiq va ijtimoiy aloqalar rivojlana bordi. Yunon yozuvi asosida kushon yozuvi paydo bo'ldi.

V – VI asrlarda O'rta Osiyoning sharqiy qismini ko'chmanchi xioniy qabilalari, so'ngra eftaliylar egallab oldi. VI asr 2-yarmida Tojikiston hududi Turk xoqonligi tarkibiga qo'shib olindi.

X asr o'rtalarida arablar bostirib kelishi natijasida islom dini joriy qilina boshlandi. IX- X asrlarda Tojikiston hududi Tohiriylar va Somoniylar davlati tarkibida, IX- XIII asrlarda G'aznaviylar, Qoraxoniylar, G'uriylar, Qoraxitoylar, Xorazmshohlar davlatlari tarkibida bo'lgan Tojikiston hududiga bostirib kirgan Chingizxon qo'shinlari (1219—21) aholining qattiq qarshiligiga duch keldi. (Xo'jandda Temur Malik boshchiligidagi xalq qarshiligi va boshqa).

Mo'g'ullar istilosi iqtisodiy-ijtimoiy va madaniy hayotga jiddiy zarar yetkazdi.

XIV asrning 2-yarmiga kelib, xo‘jalik qaytadan tiklana boshladi. Tojikiston hududi bu davrda Amir Temur va Temuriylar, XVI asrda esa Shayboniylar saltanati tarkibida bo‘ldi. So‘ngra Buxoro amirligi qo‘l ostiga o‘tib, XIX asrning boshlarida Buxoro amirligi va Qo‘qon xonligi o‘rtasida taqsimlandi. XIX asrning 2-yarmida podsho Rossiyasi tomonidan zabt etildi. Rossiyada Oktyabr to‘ntarishi (1917) dan so‘ng aholining jiddiy qarshiligiga (Ibrohimbek, Eshon Sulton, Davlatmandbiy, Fuzayl Maxsumlar boshchiligida) qaramasdan, Tojikiston bolsheviklar tomonidan bosib olindi. 1917-yil noyabr — 1918-yil fevralda Shimoliy Tojikistonda sho‘ro hokimiyati o‘rnatildi va u Turkiston ASSR tarkibiga kirgan. Tojikistonning qolgan hududi Buxoro amirligi tarkibida bo‘ldi. 1920-yil Buxoro bosqinidan keyin BXSRS tashkil etildi. 1924-yil O‘rta Osiyo respublikalarini “milliy davlat chegaralanishi” deb atalgan bo‘lib tashlash natijasida Tojikiston O‘zbekiston SSR tarkibida muxtor respublika, 1929-yil esa SSSR tarkibida ittifoqdosh respublikaga aylantirildi. 1991-yil 9-sentyabrda mustaqillik to‘g‘risida deklaratsiya e‘lon qilindi va “Tojikiston Respublikasi” nomi tasdiqlandi. Ittifoq tugatilib, Tojikiston 1991-yil sentyabrda mustaqillikka erishgach, turli etnik, diniy va mahalliy urug‘ aymoqchilik guruhlarini o‘rtasida qurolli to‘qnashuvlar boshlandi, bu esa mamlakat siyosiy hayotida beqarorlikka olib keldi.

Nihoyat, 1997-yilda o‘zaro muxolif kuchlar milliy murosaga kelib, tinchlik o‘rnatildi.

Tojikiston — 1992-yildan BMT a‘zosi. O‘zbekiston Respublikasi suverenitetini 1992-yil 6-yanvarda tan olgan va o‘sha yil 1-oktyabrda diplomatiya munosabatlari o‘rnatgan.

Milliy bayrami — 9-sentyabr — Mustaqillik kuni (1991).

“Tojik” etnonimi o‘rta forscha “arab” deb tarjima qilingan “tazig” so‘zining kelib chiqishi bilan bog‘liq. Tojiklar eroniy xalqlardan biri bo‘lib fors-tojik kontinuumining turli lahjalarida gaplashadi va hozirgi Afg‘oniston, Tojikiston, O‘zbekiston, Qirg‘iziston hamda Pokistonda joylashgan hozirgi Eronning sharqi va shimoli-sharqidagi hududlarda istiqomat qiladi. Eron dunyosining sharqida so‘g‘dcha “tozik” so‘zi jihatdan bayrog‘i ostida u yerga bostirib kirgan xalifalik qo‘shinlarini nazarda tutgan. O‘rta Osiyoni bosib olgan qoraxoniylar turklari o‘troq bo‘lgan Eron aholisini belgilashda “tejik” so‘zini keng qo‘llashgan. Eron dunyosining narigi chekkasida “tejik” arman tilida barcha musulmonlarga berilgan nom bo‘lgan. Tojiklar fors-tojik kontinuumining turli lahjalarida, tojik va dari (afg‘on-fors) tillarida gaplashadi. 20-asrgacha tojiklarning adabiy tili Erondagi forslar tili bilan bir xil bo‘lib, “forscha” yoki “sud”, saroy tili deb atalgan. Tojik tilida 50 dan ortiq dialekt mavjud bo‘lib, ular to‘rtta asosiy guruhga bo‘lingan ²:

- Markaziy (Yuqori Zaravshon)
- Janubi-sharqiy (Darvaz)
- Shimoliy
- Janubiy

Arablar istilosi davridan boshlab O‘rta Osiyo tojiklarining asosiy dini sunniylik islom hisoblanadi.

Bugungi kunda aholining ko‘pchiligi hanafiy mazhabidagi sunniylardir. Markaziy Osiyoda oz sonli shia jamoalari mavjud. Afg‘oniston g‘arbidagi forslar alohida guruhdir. Asosan, bular Pomir xalqlaridan keyin islom diniga e‘tiqod qiluvchi Pomir tojiklari va shialaridir. Tojiklarning an‘anaviy e‘tiqodida zardushtiylik va qadimgi eronlik e‘tiqodlari keng namoyon bo‘lgan. Xalq mifologiyasida madaniy qahramon, tojik xalqining ajdodi “Bobo dehqon” muhim o‘rin tutadi. IX-

X asrlarda Somoniylar davlatining tashkil topishi bilan tojiklarning etnik o'zagingining shakllanish jarayoni ham yakunlandi.

Tojik xalqini xo'jalik mahsuloti qadimdan asosan, sun'iy sug'orishga asoslangan dehqonchilik va bog'dorchilik hisoblanib, chorvachilik ham muhim rol o'ynagan. Shuningdek, hunarmandchilikning yog'och o'ymakorligi, ganchkorlik hamda kashtachilik turlari keng rivojlangan. Yer haydash uchun sipor va omoch ishlatilgan, shuningdek, qo'sh ho'kiz bilan ham yer haydalgan. Haydalgan yerni mola bilan tekislanib, go'ng, kul, to'kilgan barg va loyqa o'g'itlangan. Ayrim hududlarda esa, devor tuprog'i, guvola va paxsa o'g'it sifatida ishlatilgan.

Tojiklar tomonidan qadimgi ardoqlanib kelinayotgan nafis hunar turlaridan biri naqqoshlik va zargarlik hisoblanadi Naqqoshlik san'atining xilma-xil turlari rivojlanib kelgan. Tojik ayollari kashta tikish hunarini ham mukammal bo'lgan. Xususan, Samarqand va Buxoroda tojik kashtachilarining mahoratiga teng keladigani bo'lmagan. Buxoro amiri saroyida baxmalga zar tikish bilan mashg'ul bo'lgan bir guruh zargarlar ishlagan. Zarbof to'n va do'ppi tikishning xilma-xil usullari qo'llanilgan.

Tojik erkaklarining yozgi kiyimi ko'ylak, shalvar, chupon, belbog' va do'ppidan iborat.

Erkaklarning ko'ylagi kurtayi kiftan. Ayollar ko'ylagi yenglari torroq va kaltaroq bo'lgan.

Ularni ko'ylagini old qismi yumaloq kesilgan. Kurtayi yaxtagi deb ataladigan xili ham bo'lgan. Tojik ayollarining kiyim-kechagi turli xil bichimda bo'lib, yashash joyiga qarab har xil matodan turli ko'rinishda tikiladi. Oyoq kiyimi maxsi, uchli kalish, tuflidan iborat. Sovuq kunlari xilma-xil rangli ipdan qo'lda to'qilgan paypoq jurob kiyishgan³ ' 292.

Bugungi kunda tojikistonliklarning aksariyati shahar kiyimida yurishadi, lekin milliy liboslar saqlanib qolgan. Ayniqsa, qishloq ayollari orasida talab katta. Ayollar ichki va ustki kiyim vazifasini bajaruvchi ko'ylak (kurta), "ezor" yoki "poytsoma" shimlari, "tsoma" ko'rpali xalat, "rumol" ro'mol kiyganlar. So'nggi yillarda viloyat markazlarida kamzul kiyiladi – bel qismi toraygan palto shaklidagi ustki kiyim. Halatlar kesilgan erkaklarnikiga o'xshaydi. Ro'mollar oq muslin, fabrika, trikotaj, yarim jun, ipakdan kiyiladi. Odatda sharflar katta, diagonal katlanmish, boshning ustiga tashlanadi, uchlari orqaga tashlanadi. Yosh ayollar ko'pincha peshonalarini yopadilar, uchlarni boshlarining orqa qismiga bog'laydilar. So'nggi paytlarda tojik ayollari do'ppi (totsi) kiyib yurishgan².

Tojiklarning milliy taomlari dunyodagi eng qadimgi taomlardan biridir. Mahsulotlar assortimenti va taom turlari bo'yicha o'zbek va fors oshxonalariga unga eng yaqin. Tojik xalqining oshpazlik san'ati boy tarix ta'sirida shakllangan. Mintaqaga qarab oziq-ovqat tayyorlash va iste'mol qilish uchun turli usullar qo'llaniladi. Ilgari taomlar tabiiy, geografik sharoitlar, odamlarning ijtimoiy mavqeiga ko'ra farq qilar edi.

Tog'li hududlarda ovqatlanishning asosini yassi pishiriqlar (non), sut mahsulotlari, quruq pishloq (qurut), eritilgan sariyog', tvorog (panir), turli xil donlar va noodlar tashkil etdi.

Tekisliklarda pirojnoe, guruchli idishlar, noodle, meva, sabzavotlar va haykaltarosh manti iste'mol qilishgan. Ovqat pishirish uchun o'simlik moyi, shu jumladan paxta yog'i ishlatilgan. Ular mol go'shti, qo'zichoq, ot go'shti, echki go'shti, ko'pincha noodle, kartoshka bilan quritiladi.

Kolbasa (kazy) ot go'shtidan tayyorlanadi. Go'shtdan ko'pincha shish kabob, qovurilgan qovurdoq, kabob, to'ldirilgan karam shaxleti tayyorlanadi. Kamdan-kam hollarda stolda qush paydo bo'ladi, asosan tovuq, bedana, keklik.

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BARCHA DAVRLAR GO'ZALLIGI

Allanazarov Javohir Anvar o'g'li

Osiyo xalqaro universiteti tarix yo'nalishi talabasi

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Annontatsiya. Maqolada qadimgi Afrosiyob shahrining tarixda tutgan o'rni. Barcha davrlarda o'z ahamiyatini yo'qotmay kelayotgan, o'z mahobatligi va go'zalligi bilan dunyoga mashhur bo'lgan qadimgi boqiy shahar

Kalit so'z: Afina, Sharqiy Bobil, qoplon, Maroqand, Aleksandir Makedonski, Arxeologik qo'riqxon, Kushonlar, Ark, Buxorxudot, Juyi Arziz, Tolu Borzu, So'g'diyona, Semizkent.

THE BEAUTY OF ALL TIMES

Abstract. In the article, the place of the ancient city of Afrosiyob in history. It is an ancient and eternal city that has not lost its importance in all eras and is famous for its majesty and beauty.

Key word: Athens, Eastern Babylon, Kaplan, Marokand, Alexander the Macedonian, Archaeological Reserve, Kushans, Ark, Bukhorkhudot, Juyi Arziz, Tolu Borzu, Sogdiyona, Semizkent.

КРАСОТА ВСЕХ ВРЕМЕН

Аннотация. В статье место древнего города Афросиаб в истории. Это древний и вечный город, не потерявший своего значения во все эпохи и славящийся своим величием и красотой.

Ключевое слово: Афины, Восточный Вавилон, Каплан, Мароканд, Александр Македонский, Археологический заповедник, Кушаны, Арк, Бухорхудот, Джуйи Арзиз, Толу Борзу, Согдиена, Семизкент.

KIRISH

Samarqand dunyoning eng qadimiy shaharlardan biri bo'lib, Rim va Afina bilan tengdoshdir. U 2750 yoshdan oshgan. Shahar har doim haqiqiy sharqona mehmondo'stlikning chinakam namunasi bo'lgani bilan ajralib turgan. Bu yerda bir necha millat vakillari doimo birgalikda yashab kelgan. Samarqandni odatda "Sharqiy Bobil" deb atashadi.

Unda go'yo ulkan oynadagidek yo'l aks etadi. Ko'p avlodlar bosib o'tgan yo'l. Shaharning boy voqealari, yuksalishlar va pasayishlar, qimmatbaho topilmalar va eksponatlar, qadimiy obidalar dastlabki odamlar bu hududda ming yillar oldin yashay boshlaganliklarini tasdiqlashga imkon beradi.

Qadimgi afsonaga ko'ra, Samarqand shahri tashkil etilganida (miloddan avvalgi VIII asrda) Zarafshon tog'laridan qoplon kelib, shahar qurilishini ma'qullagan ekan. O'shandan beri Samarqandda odamlar o'zlarini qoplon bilan bog'lashadi – ular xuddi o'shanday mag'rur, xuddi o'shanday qat'iyatli va xuddi o'shanday saxiydirlar.

Samarqand nomi so'g'd tilidagi Smr'kand so'zidan kelib chiqib, "tosh qal'a" yoki "tosh shahar" degan ma'noni anglatadi. Qadimgi davrlarda Samarqand eng qadimiy So'g'diyona davlatining poytaxti bo'lgan va Afrosiyob deb nomlangan. Qadimgi yunonlar orasida va Rimda shahar Marakanda nomi bilan tanilgan. Aleksandr Makedoniskiy davrida ham Samarqand obodonlashtirilib, ancha rivojlangan shahar bo'lgan.

Asosiy qism

Afrosiyob – Samarqandning qadimgi xarobasi. Bu nom tarixiy manbalarda qadimgi Samarqandga nisbatan faqat XVII - asrdan boshlab uchraydi. Qadimgi Samarqand so'g'd manbalarida Samarkanve deb atalgan. M.avv. IV asrda Samarqand Aleksandir Makedoniskiy qo'shinlari tomonidan istlo etilgach, yunon mualliflari kundaliklarida Maroqanda sifatida eslatiladi. Maroqanda Samarkanvening yunoncha tarjimasidir. Movarounnahirda somoniylar hokimiyati tepasiga kelgach, qadimgi Samarkanve IX asrdan boshlab Samarqand deb atala boshlandi.

XI-XV asrlarda turkiy tilda bitilgan adabiyotlarda Samarqand Semizkent sifatida uchraydi. XV asrdan fors va turkiy tillardagi manbalarda bir xilda Samarqand nomi ishlatiladigan bo'ldi.

Afrosiyob siyob arig'i bilan chegaralangan. Janub tomondan "eski shaxar" deb atalgan Samarqandga qo'shilib ketgan. Shaxarning dastlabki tarixi haqida yozma manbalarda malumotlar juda kam uchraydi. Ko'hna shaharda o'tkazilgan arxeologik qazishlar esa bunday malumotlarni ko'proq bermoqda. Samarqand -Smarakansa ning qadimgi markazi Afrosiyob yodgorligidir. Arxeologik tadqiqotlar natijasida Afrosiyobdan mil. avv. VI-IV asrlarga oid qadimgi shahar izlari topilgan. Uning umumiy maydoni 219 gektarni tashkil qilgan. Bu yerdan sopol idishlar, temir va bronzadan ishlangan ko'plab uy-ro 'zg'or buyumlari va qurol yarog'lar topilgan. XX asrning 60-70 yillarida V.A.Shishkin va Ya.G'.G'ulomovlar rahbarligida keng ko'lamlilik arxeologik tadqiqotlar olib borilib, 1966-yilda Afrosiyobni «arxeologik qo'riqxonasi» deb e'lon qildilar. Arxeologik tadqiqotlar natijasida shaharning yoshi, tarixiy topografiyasi, shahar tarkibi, shahar hayotining rivojlanish bosqichlari va saroy qoldiqlari ochildi. Tadqiqotlar natijasida 1970 yilda Samarqandning 2500 yillik yubileyi keng nishonlandi. Mustaqillik yillarida arxeologik va ilmiy tadqiqot ishlarining samaradorligini oshirish maqsadida o'zbek arxeolog olimlar professor M.Isomiddinov, A.Anorboev va tadqiqotchi A.Otaxo'jaevlar fransiyalik arxeologlar Pol Bemar va Franc Grene bilan hamkorlikda ishladilar. Natijada Afrosiyobning eng quyi madaniy qatlamlarini o'rganish jarayonida yer sathidan 10-15 m. chuqurlikda miloddan avvalgi IX-VII asr o'rtalariga oid ashyolar topildi; qo'lda yasalgan rangli naqsh berilgan sopol idishlarning parchalari. 7 metr qalinlikdagi guvaladan tiklangan mudofaa devori qoldiqlari va boshqalar. Topilgan ushbu namunalar Fransiyada radiokarbon tadqiqot usulida o'rganildi va ular miloddan avvalgi VIII asr. ya'ni Samarqandning 2750 yoshga ega ekanligi isbotlandi. Afrosiyobdan topilgan arxeologik materiallar Samarqand miloddan avvalgi VIII-V asrlarda Sug'diyonaning markaziy shahri sifatida vujudga kelganligini ko'rsatadi. Mil.avv 329-yilda shahar Aleksandir Makedoniskiy qo'shinlari tomonidan vayron etilgan. Kushonlar saltanati davrida shahar hayotida yuksalishlar kuzatilgan.

Mil.avv. III asrda shahar qishloq mudofaa devori bilan o'rab olingan. U davrlarning qalin madaniy qatlami Afrosiyobning shimolida, uning arki aholisi joylashgan hududda madaniy qatlamlar yaxshi saqlanib qolgan. Arxeologik materiallar va yozma manbalarda takidlanishcha bu zamonda Samarqand orqali Buyuk ipak yo'li o'tgan ichki va tashqi savdo, hunarmandchilik rivoj topgan. Ilk o'rta asrlarda Samarqand So'g'diyonaning bosh shahri sifatida nufuzli mavqega ega bo'lib, shahar ijtimoiy va iqtisodiy hayotida tub o'zgarishlar ro'y berdi.

Badavlat dehqon xo'jaliklari kuchaydi, xuddi shu kezlarda ularning qasrlari joylashgan Afrosiyobning shimoliy qismi mudofaa devori bilan o'rab olingan. Bu holat Movarounnahr va unga qo'shni viloyatlarda ham yuz berdi. Bu davirda Samarqand hukumdori "Ixshid" Buxoro hukumdorlari esa "Buxorxudot" deb atalgan. 1220-yilda Chingizxon qo'shinlari "Juyi arziz" to'g'onini buzib, shaharni suvsiz qoldirdi. Shahar mudofachilari tengsiz jangda taslim bo'ldilar.

Bosqinchilar shaharning devor va darvozasini vayron qilib saroy, masjid va madrasalarga, aholi xonadonlariga o't qo'ydilar. Aholining katta qismi jangda qirildi, hunarmandlar Mo'g'listonga haydab ketildi. Shaharning so'ngi mudofachilari Jome masjidiga yashirib, qarshlikni davom ettirdilar.

Ularning olovda yongan tanalari jang kiymida bizgacha yetib kelib, arxeologik qazish vaqtida topildi. Afrosiyobda suvsiz qolgan aholi Siyobdan charxpalakda suv chiqarib, kun ko'rgan, so'ng aholi bora-bora Afrosiyobni butunlay tashlab ketgan. Kimsasiz xarobaga aylangan qadimgi Samarqand avvallari Histori ko'hna "qal'ai Histor" deb atalgan. Afrosiyobda ko'pgina qazishma ishlari olib borilgan shulardan biri 1948 yilda arxeolog A.I.Terenojkin Afrosiyobning ilk o'rta asrlarga oid qatlamlarini tekshirdi. Qazish ishlari natijasida VI asrga mansub Tolu Barzu yodgorligi. VIII asrga oid sopol idishlar, sosoniy tangalari topildi. 1958 yildan buyon Afrosiyobni o'rganilish ishlari davom etmoqda va hozirgacha turli davrlarga oid bir qancha yodgorliklar topildi.

Tadqiqotlar natijada IV-V asrlarda Samarqandning tushkunlikka uchragan davri ekanligi aniqlandi. Uning rivojlanishi yangitdan VI asrdan boshlangan. Bu davrda ark yangi devor bilan o'rab olingan va uzunligi 1,5 km bo'lgan 4-devor qurilgan. Shahar janubga qarab kengaytirilib, uzunligi 3 km bo'lgan ichki devor qurilgan. VII asrlarda Afrosiyobda maxsus saroy devori quriladi va shaharning to'rtinchi tashqi devori butunlay qayta qurilgan. Saroy devorining ichida yirik inshootlar qurilgan. Shahar aholisi kasbiga ko'ra maxallalarga bo'ling.

Xulosa qilib shuni aytishimiz mumkunki, ushbu maqolada Afrosiyobning qadimdan shakillanishidan hozirgi davrgacha bo'lgan voqealarni ko'rib o'tdik. Afrosiyob aslida qadimgi So'g'diyonaning markaziy shahri sifatida shakillana boshlaydi, keyinchalik ko'plab bosqinlar davrida vayrona xolga kelib qoladi. Afrosiyobni qayta tiklash ishlari barcha davrlarda amalga oshirilgan Aleksandr Makedoniskiy bosqini davrida shaxar mudofa devorlar vayronaga aylantirladi. Lekin ko'p o'tmay shaharda qayta tiklash ishlarini olib boradi. Aleksandr Makedoniskiy shaxarga kirib kelgan chog'da shunday deydi "Men Samarqand haqida eshitganlarimning hammasi albatta haqiqat! Faqat bitta narsa: u men tasavvur qilganimdan ham chiroyliroq bo'lib chiqdi." Biz ham ushbu fikrlarning to'g'ri ekanligiga guvoh bo'lyabmiz.

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ALOGIZM TUSHUNCHASI TADQIQI RIVOJI XRONOLOGIK YONDASHUV KESIMIDA

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Annotatsiya. Ushbu maqolada “alogizm” nuqtai nazaridan stilistikaning eng muhim tarmoqlaridan biri bilan bog‘liq ma’lumotlar yoritilgan.

Kalit so‘zlar: stilistika, alogizm, mantiqiy qiyinchiliklar, tropalar.

THE DEVELOPMENT OF THE CONCEPT OF ALOGISM FROM A CHRONOLOGICAL PERSPECTIVE

Abstract. This article highlights the data related to one of the most crucial branches of the stylistics in terms of “alogism”

Key words: stylistics, alogism, logical difficulties, tropes.

РАЗВИТИЕ КОНЦЕПЦИИ АЛОГИЗМА В ХРОНОЛОГИЧЕСКОЙ ПЕРСПЕКТИВЕ

Аннотация. В статье освещаются данные, относящиеся к одной из важнейших отраслей стилистики с точки зрения «алогизма».

Ключевые слова: стилистика, алогизм, логические трудности, тропы.

"Alogizm" termini lingvistika va adabiyotshunoslikda faol qo'llaniladi, biroq aslida u filofosiya terminologiyasiga kirgan bo'lib, u atama nafaqat mantiqiy xatolik, mantiq qonunlarining buzilishini, balki mantiqiy fikrlash va hatto o'zi mantiqning inkorini ham anglatadi ¹²¹. Ushbu hodisani to'liq tushunish uchun uni filofosiya nuqtai nazaridan va keyinchalik, filofosiyadan ajralib chiqqan boshqa fanlar pozitsiyasidan ko'rib chiqish zarur. Fan sohasida ushbu atama haqida qadimdan ma'lum narsalarni va XX-XXI asrlarda fanda qanday yangilik qilinganini aniqlash kerak. Ushbu maqola alogizm tushunchasining davriy rivojlanishini yoritishga bag'ishlanadi.

"Alogizm" tushunchasi qadimgi filofosiyada

Alogizm masalasi filofosiyada qadim zamonlardan beri yoritilib kelingan, garchi atama faqat milodiy VI asrda Kassiodor tomonidan kiritilgan bo'lsa ham. Aristotelda logik sifatga to'g'ridan-to'g'ri zid ma'noni anglatuvchi termin mavjud: "Poetika"da (24, 1460 b) logikaga mos kelmaydigan bayonotlar haqida gapiriladi (ἀλογα), bu so'zdan keyinchalik "alogizm" termini kelib chiqqan. Ba'zan Aristotel ἀλογα uchun sininim sifatida ἀτοπον (absurd) terminini ishlatadi¹²².

Aristotel sillogizmlar (**Sillogizm** (yun. syllogismos — hisobga olaman, xulosa chiqaraman) degan ma'noni anglatadi, deduktiv xulosa chikarish turi. Unda o'zaro mantiqiy bog'langan ikki qat'iy mulohazadan uchinchi — yangi qat'iy mulohaza xosil bo'ladi.) nazariyasini ishlab chiqarib, alogizm muammosini ko'taradi, u ostida "agar bir narsa taxmin qilinsa, undan zarurat bilan taxmin qilingandan farqli bir narsa kelib chiqadi, chunki taxmin qilingan narsa mavjud" degan ma'noni tushungan.

¹²¹ Philosophical Encyclopedic Dictionary 1983.20p

¹²² Попов. "Poetics" 1974.40p

Aslida, sillogizm bu premisalarni o'z ichiga olgan va uchta atributiv bayonotga asoslangan xulosadir: "bir narsani boshqa narsaga nisbatan tasdiqlaydigan yoki inkor etadigan nutq"¹²³. Filozof faqat sillogizmlar turlarini belgilabgina qolmay, ularni figuralar va moduslar bo'yicha farqlab, keyinchalik sxolastiklar(diniy dunyoqarashni nazariy asoslashga intiluvchilar) tomonidan rivojlantirilgan tipologiyasini ham ishlab chiqadi, balki xulosalar qurishda mumkin bo'lgan xatolarga ham murojaat qilishdi. B. Russel Aristotelning tizimi formal logikaning boshlanishi ekanligini ko'rsatadi¹²⁴, bu umuman qadimgi filozofiyaga xos emas, u logik kategoriyalarni til va nutqning namoyon bo'lishi natijasi sifatida tahlil qiladi. "Metafizika"da Aristotel yanada umumiy asoslar nazariyasini ishlab chiqadi, bu asoslarga asoslanib xatolar paydo bo'ladi. U uchta mantiqiy qonunni formulalaydi¹²⁵, ularni turli nuqtai nazarlardan tahlil qiladi. Qonunni formal tarzda talqin qilish uning asarlarida quyidagicha ifodalangan: "...bir-biriga zid bo'lgan narsalar bir vaqtda haqiqatda bir xil narsaga nisbatan to'g'ri bo'lishi mumkin emas..." va "...bir vaqtda bir xil narsani to'g'ri da'vo qilish va inkor etish mumkin emas...".¹²⁶ Aristotel bu qonunga ontologik talqinni beradi, uni mavjudotning umumiy prinsipi sifatida ko'rsatib: "Mavjud narsaning shunday boshlanishi bor ki, unga xato qilish mumkin emas, – u doimo aksiga majbur qiladi, ya'ni to'g'ri gapirishga majbur qiladi, ya'ni bir vaqtda bir xil narsa bo'lishi va bo'lmasligi mumkin emas..."¹²⁷

Aristotelning o'zaro zid bo'lgan ikki da'vo orasida o'rtacha hech narsa bo'lishi mumkin emasligi haqidagi qonuniy pozitsiyasi quyidagicha ifodalangan: "Bir narsaga nisbatan, hech qanday o'rtacha holat bo'lishi mumkin emas, va zarurki, biror narsa haqida yoki ijobiy yoki salbiy hukm chiqarilishi kerak".¹²⁸ Bu Aristotelning fikri lotin tilidagi mashhur iboraga aylangan: "Tertium non datur" yoki "Uchinchi yo'q".

Bu kabi ma'nolarni boshqa logik qonunlar ham ifodalaydi, ularning ko'pi tarixan shakllangan. Xususan, ikki barobar inkor qilish qonuni va Peirce qonuni intuitsionist logikada chetlatilgan uchinchi qonuni bilan ekvivalent hisoblanadi. Leybnits tomonidan ifodalangan asos qonuni, logikaning to'rtinchi qonuni sifatida tan olingan, garchi bu qonun avvalroq ko'plab logika tizimlarida (masalan, Levkipp yoki Aristotel tomonidan) nazarda tutilgan bo'lsa ham. "Monadologiya" asarida Leybnits bu "prinsip"ni quyidagicha ifodalagan: "hech qanday hodisa rost yoki haqiqiy bo'la olmaydi, hech qanday bayonot adolatli bo'la olmaydi, – agar bu ishlar nima uchun shunday bo'lib, boshqacha bo'lmasligining yetarli asoslari bo'lmasa, garchi bu asoslar ko'pincha bizga noma'lum bo'lishi mumkin".¹²⁹ Asosiy logik qonunlar ancha oldin, boy matematik vositalar va murakkab hisob-kitoblardan foydalanish boshlanishidan ancha oldin ishlab chiqilgan, ularning ko'plari ularning nisbiy xarakterini ko'rsatgan. Ammo, allaqachon qadimgi davrlarda to'plangan logik g'oyalar filozofik qayta ko'rib chiqilishi boshlangan va logik qonunlar tanqid ostida qolgan. Zaynon Eleylik (taxminan mil. av. 490 – mil. av. 430 yillar), qadimgi yunon faylasufi, Parmenidning shogirdi bo'lib, harakat, makon va ko'plikning imkonsizligini isbotlashga urinish ko'rgan. Uning argumentlari sifatida aporiyalar (yunoncha ἀπορία, "chiqish yo'qi, umidsiz vaziyat") keltirilgan, bu aporiyalarda harakat, makon va vaqt tushunchalari, umuman, hal qilinishi

¹²³ Аристотель. Собрание сочинений в 4-х томах. – М.: 1976 – 1983 гг. с 16-17

¹²⁴ Рассел Б. История западной философии. В 2-х т. Т. 1. – М.: «Миф», 1993. С217

¹²⁵ Попов П.С. Стяжкин Н.И. Развитие логических идей от античности до эпохи Возрождения. – М., 1974.с8

¹²⁶ Аристотель. Собрание сочинений в 4-х томах. – М.: 1976 – 1983 гг. 1011b 15-23

¹²⁷ Аристотель. Собрание сочинений в 4-х томах. – М.: 1976 – 1983 гг. 1061b 34-1062a 1

¹²⁸ Аристотель. Собрание сочинений в 4-х томах. – М.: 1976 – 1983 гг. 1011b 21-24

¹²⁹ Лейбниц Г.В. Сочинения в четырех томах. – М.: Мысль, 1984. С418

qiyin va hal qilinmas muammolar, o'tib bo'lmas logik qiyinchiliklar ziddiyatlari qayd etilgan. Boshqacha aytganda, aporiyalar o'zining asosida **alogizmni** o'z ichiga oladi. "Narsalarning ko'pligi haqida" aporiyasida narsalarni ko'plik sifatida tasavvur qilish imkoniyati haqida so'z yuritilgan, Zaynonga bunday tasavvurning ziddiyatli ekanligi nisbatan berilgan: ikki narsani ajratish uchun uchinchi narsa kerak bo'lgani kabi, har bir narsa cheksiz ko'plik sifatida tasavvur qilinishi mumkin, lekin bu holda, u - ochiq-oydin bo'lishiga qaramay - agar tarkibiy qismlar hajmga ega bo'lsa, cheksiz hajmlarga ega bo'lishi kerak, yoki agar tarkibiy qismlar shunday bo'lmasa, umuman hajmga ega bo'lmasligi kerak. "Dixotomiya" aporiyasi: harakatdagi jism butun yo'lni bosib o'tishdan oldin, ushbu yo'lning yarmini, undan oldin esa choragini va hokazo bosib o'tishi kerak; cheksiz bo'linish jarayoni tufayli, jism umuman harakatga kelishi mumkin emas (yoki harakat tugay olmaydi). "Axill" aporiyasi: Axill toshbaqani quvib yetish uchun cheksiz miqdordagi kesmalarni ketma-ket yugurib o'tishi kerak, natijada uning buning uchun kerak bo'lgan vaqti ham cheksiz bo'ladi va u, demak, hech qachon toshbaqani quvib yetolmaydi. "O'q" aporiyasi: agar makon, vaqt va harakat jarayoni ba'zi "bo'linmas" elementlardan iborat deb hisoblansa, biror "bo'linmas" vaqt davomida jism (masalan, o'q) harakat qila olmaydi (aks holda "bo'linmas" bo'linib ketgan bo'lar edi), va "sukunatlar yig'indisi harakatni bera olmaydi" ekan, demak, harakat umuman imkonsiz, garchi biz uni har qadamda kuzatayotgan bo'lsak ham.¹³⁰ Bu harakat aporiyalari turli davrlarda matematiklar (D. Hilbert, P. Bernays, R. Courant, H. Robbins, shuningdek, Nikolay Burbaki taxallusi ostida yozgan fransuz matematiklari guruhi), filosoflar va mantiqshunoslar (Aristotel, Aleksandr Afrodisiylik, Pyer Bayl, I. Kant, G.V.F. Hegel) tomonidan ko'rib chiqilgan. Ularni Zaynonning aporiyalari mohiyati, birinchi ko'rishda logik jihatdan aybsiz bo'lib ko'rinadigan, ammo haqiqatga zid keladigan masalaga qiziqishgan.

O'rta asrlarda alogizm haqidagi tasavvurlar.

Xristianlikning paydo bo'lishi bilan filosiya maqomida, shu bilan birga, logikada ham o'zgarishlar yuz berdi, bu esa arab mamlakatlarida, arab tili madaniyati mamlakatlarida, logika hali ham mustaqil maqomni saqlab qolgan davrlarga to'g'ri keladi (Al-Farobi, Ibn Sina, Ibn Rushd va boshqalar). Al-Farobi olimlar klassifikatsiyasi haqidagi ishida logikani muhim bilim va baholash yordamchisi sifatida taqdim etadi, bu "insonni haqiqat yo'liga boshlaydi".¹³¹ Yevropada teotsentrik qarashlar logikaning mustaqil fan sifatida rivojlanishini sekinlashtirdi. Kenterberiylik Anselm filosofik pozitsiyalarni cherkov dogmalariga, aqlni esa e'tiqodga bo'ysundirish zarurligi haqidagi tezisini ilgari surdi. Foma Akvinskiy, Aristotelning kristian ta'limotiga tayangan holda, shunga o'xshash fikrni bildirdi: "filosofiya – bog'oslovlikning xizmatchisi".

Shunday qilib, qadimiy faylasuf xristianlashtirildi va uning ta'limoti skolastika rivojlanishining yordamchi bazasi bo'lib xizmat qildi, bu esa diniy filosiyaning, bog'oslovlik va logikani birlashtirgan tur hisoblanadi. A.L. Subbotin skolastik logikaning bir nechta farqlovchi xususiyatlarini ajratib ko'rsatadi. Birinchidan, "logik-g'rammatik nuqtai nazardan fikrlash logik usullariga qarash xususiyati" edi. Ikkinchidan, "skolastik logikada texnik, to'liq formal unsurlar va talqin qilish usullarining ustunligi xarakterli".¹³² Logika boshqa fanlar (teologiya, yurisprudensiya, tibbiyot, arifmetika, geometriya, astronomiya va musiqa) uchun ulkan metodologik yordamga aylanadi. Shunday qilib, o'rta asr va'zxonasi uchun retorika, logika va uning qonunlarini bilish aniq

¹³⁰ Философский энциклопедический словарь. М.: Сов. Энциклопедия, 1983. С31-32

¹³¹ Аль-Фараби. Философские трактаты. – Алма-Ата: «Наука», 1970. с.118

¹³² Арно А., Николь, П. Логика или искусство мыслить. – М.: Изд-во МГУ, 1991.с.393

dalillangan nutq qurish uchun zarur edi. O'rta asrlarda logikaning asosiy maqsadi "eng nozik mulohazalar orqali haqiqatni yolg'ondan ajratish" ¹³³ edi. Shu tariqa, biz alogizm deb atagan narsamiz, noto'g'ri tushuncha yoki xulosaga olib keladigan xatoni anglatadi, va shu sababli, asosiy vazifa uni oldini olishni o'rganish edi, garchi diniy matnlarning immanent alogikligi (buni Tertullian "Ishonaman, chunki bu absurddir" maksimasida ko'rsatgan) hali ham engib o'tilmagan. Formal-logik yondashuv diniy asarlarda ko'plab ziddiyatlarni ochib beradi, bu haqda Pierre Abelard, Leo Taxil, A.I. Uyemov, L.E. Balashov, David Naydis, M.M. Kublanov kabi mualliflarning ishlaridan batafsil bilib olish mumkin. L.I. Balashov Bibliyadagi logik qonunlarning buzilishi misollarini keltiradi: "Xudo hamma narsani kechiradi, bir vaqtni o'zida do'zaxni yaratadi, u yerda gunohkorlar ruhlari abadiy azoblanadi. Va yana bu gunohlar Xudo irodasi bilan paydo bo'ldi, unisiz "boshdan bir dona soch ham tushmaydi"¹³⁴ (chetlatilgan uchinchi qonunining buzilishi). Diniy matnlardagi ziddiyatlarni chiqarib tashlash orqali ularni ramziy va metaforik ma'nolardan mahrum qilishimiz mumkinligi haqida bahslashish mumkin bo'lgan masala.

Bog'oslovlikka bo'ysungan logika O'rta asrlarda (asosan XIII asrdan Yangi davr boshlanishigacha) mustaqil ilmiy maqomga ega emas edi. Logika ilmi diniy ta'limotning mustahkamligi va xatolaridan xoli ekanligini isbotlashga yo'naltirilgan edi. Shunga qaramay, o'sha davrdagi fan inqiroz holatida bo'lganini aytish noto'g'ri bo'lardi. Bunga universalialar haqidagi bahs dalil bo'la oladi, u logika va teologiya uchun bir xil darajada muhim edi. Umumiy tushunchalar masalasi uchta filosofik oqimni: realizm, nominalizm va konseptualizmni vujudga keltirdi. Realistik nuqtai nazar xristian dogmatikasiga ko'proq mos kelgani uchun nominalizm va konseptualizm rasmiy bo'lmagan oqimlar sifatida qolaverdi. Ushbu filosofik yo'nalishlarning uzoq davom etgan qarama-qarshiligi ilmiy fikrning rivojlanishini ko'rsatadi. Shu davrda tur va turlar orasidagi munosabatlar, tushunchalar konseptsiyasi tushunilishi boshlanadi, bu esa logikaning predmetini qayta ko'rib chiqishni talab qiladi: Shotlandiyalik filosof-konseptualist Yoann Duns Skot logikaning predmeti sifatida aql faoliyati bilan yaratilgan tushunchalarni ko'radi. I. Skotga ko'ra, logika o'ylangan mavjudotni, boshqacha qilib aytganda, inson ongining konseptlarini o'rganadi. Konseptualist Pyer Abelar logikani yanada kengroq ko'radi: "logika – bu argumentlarni ularning rostligi yoki yolg'onligi jihatidan baholash va farqlash bo'yicha fan. Logikani u nutq fan sifatida, ya'ni fikrni so'zlar bilan ifodalash sifatida ko'radi. Fizikani esa logika uchun shart sifatida ko'radi, chunki fizika narsalarni, logika esa so'zlarning to'g'ri ishlatilishini o'rganadi".¹³⁵ Bizni qiziqtirgan alogizm hodisasi O'rta asrlarda tubdan yangi interpretatsiyalarga ega bo'lmagan, biroq til va logika o'rtasidagi aloqalarni o'rnatuvchi ilmiy qarashlar ushbu hodisani yanada chuqur tushunishga yordam bergan. Yangi davr boshida F. Bekon va R. Dekart Aristotelning skolastikaga aylangan logikasiga qarshi keskin chiqdilar. Bu qarama-qarshilikning ramzi F. Bekonning "Yangi Organon" asari bo'ldi, muallifning fikricha, bu asar Aristotelning "Organon"ini almashtirib, ilmiy bilimning yangi asosiga aylanishi kerak edi. Bekonning so'zlariga ko'ra, Aristotelning asarida

¹³³ Исидор Севильский. Этимологии или Начала. В XX книгах. Кн. I–III: Семь свободных искусств / Пер. с латин., статья, примеч. и указатели Л.А. Харитонова. – СПб.: Евразия, 2006. с.9

¹³⁴ Балашов Л.Е. Мысли о религии. – М., 2001. (Из цикла "Философские беседы / серия «Практическая философия») с.10

¹³⁵ Попов П.С. Стяжкин Н.И. Развитие логических идей от античности до эпохи Возрождения. – М., 1974. с.153-154

yotqizilgan logik ta'limot zamonaviy fan talablariga javob bera olmaydi va "ilmiy kashfiyotlar uchun foydasiz".¹³⁶ Bekon o'zining "eski" logikadan farqlarini quyidagicha bayon etadi: "Ularning o'rtasidagi keskin farq asosan uchta narsada: maqsadida, dalillar tartibida va tadqiqot prinsiplarida". Silllogizm usulini inkor etib, u ob'ektiv haqiqatda sabab-oqibat bog'lanishlarini o'rnatishning yangi usullarini ishlab chiqishga asos soldi. Ratsionalizmning rivojlanishi bilan klassik logika tizimi qayta ko'rib chiqiladi. B. Spinoza intuitsiyani yuqori tartibli bilish sifatida joriy etadi. Bu, insonning ratsional qobiliyatlarining eng yuqori namoyon bo'lishidir. U "narsa faqat uning mohiyati orqali yoki uning eng yaqin sababini bilish orqali qabul qilinadigan to'rtinchi qabul qilish usuli"ga asoslanadi.¹³⁷ Ilm-fan tarixidagi muhim o'rinlardan birini "Port-Royal Umumiy Ratsional Grammatikasi" egallaydi, bu asar grammatika, filologiya, filosofiya va yangi lingvistik konsepsiyani shakllantirgan, bu qo'shni sohalarga tegishli yangiliklarni o'z ichiga oladi. Keyinchalik "Port-Royal Logikasi" chiqadi. Ushbu asarning asosiy g'oyasi Dekartning intuitsiya haqidagi fikrlariga asoslangan bo'lib, u intuitsiyani intellektual tanishning eng yuqori, deduktiviyadan ko'ra ishonchliroq shakli deb tan olgan. Bilish muammosiga e'tibor qaratib, A. Arno va P. Nikol kitobning deyarli choragida Aristotelning silllogizm nazariyasiga bag'ishlaydilar. Ularning fikricha, Aristotelning o'n kategoriyasi kam foydali va faqat hukm qobiliyatini rivojlantirishga ozgina yordam beradi, balki tez-tez bunga to'sqinlik qiladi. Ratsionalizm nazariyadan tanish usuli sifatida o'zgaradi, shu sababli olimlar mukammal isbotlash usulining imkoniyatlarini qayta ko'rib chiqmoqdalar. "Port-Royal Logikasi" mualliflari B. Paskalning g'oyalari asosida ishlaydilar, u isbot jarayonida rioya etilishi kerak bo'lgan besh talabni ilgari surgan: 1) biror mantiqsiz yoki noaniq atamani tavsifsiz qoldirmaslik; 2) ta'riflarda faqat yaxshi tanilgan yoki allaqachon tushuntirilgan atamalardan foydalanish; 3) faqat mutlaqo aniq tushunchalarni aksioma sifatida qabul qilish; 4) biroz noaniq tushunchalarni isbotlashda faqat oldingi ta'riflar, qabul qilingan aksiomalar yoki allaqachon isbotlangan tushunchalardan foydalanish; 5) atamalarning noaniqligiga aldangan holda qolmaslik va ularning o'rniga ularni cheklaydigan va tushuntiradigan ta'riflarni ongda almashtirib turish.¹³⁸ B. Paskal tomonidan bayon qilingan qoidalar tanish jarayonida mantiqsizlikdan qanday qochish mumkinligini tushuntiradi. Kitob yaratilishida A. Arno va P. Nikol Dekart tomonidan belgilangan vazifani hal qilishgan: "to'g'ri va yaxshi" logika qoidalarini "zararli va ortiqcha"lardan ajratish. Asarda sofizmlar (mualliflar sofizmni sinonim sifatida ishlatgan paralogizm atamasidan foydalanishgan) tahlili keltirilgan, ular guruhlarga bo'lingan. Kitobda Aristotel davrlaridan ma'lum bo'lgan sofizmlar turlari takrorlanadi, ammo tadqiqotchilarning yondashuvi yangilikchidir. "O'zini sevish, shaxsiy manfaat yoki ehtiros sofizmlari" bobida paralogizmlar formal logika nuqtai nazaridan emas, balki inson psixologiyasi nuqtai nazaridan keltirilgan: "Agar odamlar bir fikrni boshqasidan ko'ra qanday qilib ko'proq qo'llab-quvvatlayotganini tushunish kerak bo'lsa, aniqlanadiki, bu ularning haqiqatni bilishi yoki dalillarning kuchi emas, balki o'zini sevish, shaxsiy manfaat yoki ehtiros bog'lanishlari. Bu, tarozining palatasini egiluvchi yuk va, odatda, ikkilanish holatida tanlovimizni belgilaydi; bu bizni hukmlar chiqarishda boshqaradigan asosiy narsa va bizni fikrlarimizda mustahkamlaydi. Biz narsalarni o'zlari uchun emas, balki bizga nisbatan qandayligi jihatidan

¹³⁶ Francis Bacon "The New Organon" 1977. 28p

¹³⁷ Спиноза Бенедикт "Избранные произведения в двух томах". Том 2. 50p

¹³⁸ Арно А., Николь, П. Логика или искусство мыслить. – М.: Изд-во МГУ, 1991.с398-399

baholaymiz; haqiqat va foydalilik biz uchun bir xil".¹³⁹ Ya'ni, inson o'z hukmlarida qiziqishlarga bog'liq bo'lib, shu sababli atrofdagi voqealarni noto'g'ri baholashi mumkin, bu uning xulosalarida xatolarga olib kelishi mumkin. Mualliflar o'z manfaatlari yoki o'zini sevishtiga asoslanib biror narsaga ishonishning mantiqsizligini ta'kidlashadi: "Men uni yomon ko'raman, demak, bu odam hech narsaga arzimaydi".¹⁴⁰

Terminning ma'nosi bo'yicha muhim o'zgarishlardan biri alogizm (paralogizm) atamasida I. Kant tomonidan amalga oshirildi, u logik paralogizmni (uni o'zining logik shakli bo'yicha noto'g'ri xulosalar sifatida belgiladi) trantsendental paralogizmdan farqladi, bu esa "shakli bo'yicha noto'g'ri xulosalar uchun trantsendental asosga ega"¹⁴¹. Kant uni logiko-filosofik xato deb atadi, chunki abstraktsiyadagi sodda narsa ob'ektdagi sodda narsadan tubdan farq qiladi va "Men" birinchi ma'noda hech qanday ko'plikni o'z ichiga olmasa, ikkinchi ma'noda, u jonni bildirganda, juda murakkab tushuncha bo'lishi mumkin, ya'ni ko'p narsalarni o'z ichiga olishi va bildirishi mumkin.¹⁴² Kantdan boshlab, logikada psixologiyadan uzoqlashish, "Port-Royal Logikasi"da taqdim etilgan har qanday psixologik tamoyillarni logika mazmunidan chiqarib tashlash, uni "sof fikr" o'qituvchi sifatida taqdim etish tendentsiyasi kuzatiladi. Terminning rivojlanishiga G.V.F. Gegel kabi muhim hissa qo'shgan, u dialektik ziddiyatlar ta'limotining muallifidir. U Aristotelning formal logikasiga o'zining dialektik logikasini qarama-qarshi qo'ydi. Ziddiyatlar faqat cheklangan fikrlashga xos bo'lgan logik xato emas, balki ularning umumiy va ob'ektiv xarakterini ko'rsatib, bu nuqtai nazarni tanqid qildi: "Hech qaysi mavzuda ziddiyatlarni, ya'ni qarama-qarshi aniqliklarni topa olmaydigan mavzu yo'q, chunki o'ziga zid kelmaydigan mavzu bu aqlning sof abstraktsiyasi, bu aql biror ikkilanishni majburan ushlab turadi va birinchi aniqlikda mavjud bo'lgan boshqa aniqlikning ongini qorong'ilashtirish va yo'q qilishga harakat qiladi".¹⁴³

XIX-XX asrlarda logik qonunlarga qarshi tanqidiy qarashlar kuchaydi.

Gegel qarama-qarshilik va chetlatilgan uchinchi qonunlari doimo qo'llanilishi mumkin emasligini ta'kidlagan. U oxirgisini, jumladan, quyidagi shaklda taqdim etgan: "Ruh yashil yoki yashil emas", va "noqulay" savol beradi: bu ikki da'voning qaysi biri rost? Ammo, bu savolga javob berish qiyin emas. "Ruh yashil" va "Ruh yashil emas" degan ikkala da'vo ham rost emas, chunki ikkalasi ham ma'noli emas. Chetlatilgan uchinchi qonuni faqat ma'noli bayonotlarga qo'llaniladi.

Gegelning "Logika fanida" bayon etilgan g'oyalari formal logikani rad etmaydi, lekin filosofning rejasiga ko'ra, logikaning tushunilishini spekulativ darajaga rivojlantiradi. Formal-logik narsa Ideaning hayotini yetarli darajada, aqliy, noqis tasvirlamaydi. Faqat spekulativ, unda formal-logik (aqliy) dialektik jihatdan yengilgan, haqiqiy logikadir.

Gegelning formal logikaga qarshi tanqidiy mulohazalari keng tarqaldi. XIX asr oxiri – XX asr boshlarida logikada ilmiy inqilob ro'y berdi, bu fan yuzini tubdan o'zgartirdi. Ammo logikaga erishilgan ulkan yutuqlar ham Gegel boshlagan an'analarni butunlay yo'q qila olmadi. Nemis logikasi tarixchisi X. Sholts Gegelning formal logikaga qilgan tanqidini hozir ham qayta baholash

¹³⁹ Арно А., Николь, П. Логика или искусство мыслить. – М.: Изд-во МГУ, 1991.с267

¹⁴⁰ Арно А., Николь, П. Логика или искусство мыслить. – М.: Изд-во МГУ, 1991.с.268

¹⁴¹ Immanuel Kant "The Philosophy of Kant" 1994. 301p

¹⁴² Immanuel Kant "The Philosophy of Kant" 1994. 574p

¹⁴³ Philosophical Encyclopedia 1962. 108p

qiyin bo'lgan shunchalik ulkan yomonlik deb yozgan.¹⁴⁴ 1908 yilda gollandiyalik matematik va filosof L. Brauer tomonidan "Logik prinsiplarining ishonchsizligi haqida" nomli maqola chop etiladi, unda chetlatilgan uchinchi qonuniga jiddiy tanqid berilgan. Bir oz keyinroq, rus logigi N.A. Vasiliev va polyak logigi Yan Lukasevich bir vaqtning o'zida, lekin bir-biridan mustaqil ravishda, zidliklar qonunini tanqid qilishdi. Uzoq vaqt davomida rivojlanib kelayotgan logik tizimiga nisbatan bu noan'anaviy qarashlar matematik g'oyalarining rivojlanishi bilan bog'liq edi. L. Brauer to'plamlar nazariyasida paradokslarni topdi, bu uning tanqidiy g'oyalariga asos bo'ldi.

Logik qonunlarga turli fanlarda turlicha munosabatda bo'linadi. E.D. Smirnova ta'kidlaydi: "Zamonaviy logikaning intensiv rivojlanishi, uni matematika filosofiyasi, fanlar metodologiyasi, hisoblash texnikasi, dasturlash, informatika va tabiiy tillar logik tahliliga qo'llash natijasida turli turlardagi logik tizimlar paydo bo'ldi".¹⁴⁵ Shunga ko'ra, har bir logik tizimning o'z logik qonunlar to'plami mavjud. Masalan, matematik logika uchun kommutativlik qonuni muhim va qabul qilinadigan bo'lishi mumkin: $A \text{ va } B = B \text{ va } A$. Ammo, til-nutq tizimiga bu qonunni qo'llash mumkin emas: masalan, M.Yu. Lermontovning "Tunda qorong'i edi, hech kim ko'ra olmadi" degan jumla komponentlarining tartibini o'zgartirib bo'lmaydi.

XIX asrda lingvistikada psixologik yo'nalish vakillari (X. Shteyntal, V. Vundt, M. Deychbayn, M.A. Tulov, F.F. Fortunatov) tilning alogikligi haqidagi fikrni ilgari surdilar. Olimlar til hodisalarini logika pozitsiyalaridan tahlil qilishning imkonsizligini ko'rsatib, til psixologik jarayonlarini afzal ko'rdilar. G.V. Kolshanskiy, asosiy yo'nalishlarni solishtirib, ularning logika va til tuzilishi muammolarini o'rganish predmeti ekanligini ta'kidlab, logika va grammatikani tenglashtiruvchi logik yo'nalish hamda psixologik yo'nalishning ikkalasi ham ekstremal ekanligini qayd etadi.

Ilmiy tanqidga qaramay, yangi logik qonunlar ko'plab fanlarda o'z dolzarbligini yo'qotmagan. Masalan, lingvistikada bu qonunlar nutqning kommunikativ xususiyatlari bilan bog'liq holda tilin stilistikasi, nutq madaniyati, retorika doirasida tilga olinadi. Ularning yonida, aytib o'tilgan qonunlarni buzish oqibatida kelib chiqadigan xatolar ham tahlil qilinadi. Fanlarda logik qonunlarni buzish (tajovuzkorlik qonuni, zidliklar qonuni, chetlatilgan uchinchi qonuni, yetarli asos qonuni) alogizm hodisasi deb hisoblanadi.

Xulosa

Logik va lingvistikadagi alogizm muammosining tarixiga qilingan ilmiy sayohat, ushbu hodisaning doimo ilmiy qiziqish uyg'otganini ko'rsatadi. Ilmiy fikr rivojlanishi bilan alogizm tanishning filosofik prinsipi sifatida qaraladigan tushunchasi ham rivojlanadi. Logikaning umumlashtiruvchi komponenti sifatida qaraladigan an'anaviy tushunchalarni rad etuvchi g'oyalar paydo bo'lishi, ushbu fenomenning gnoeseologik muhimligini ko'rsatadi. Fan tarixi faqat logik qonunlar va qoidalar haqiqatni tanishga yordam berishini, balki logikaga tegishli bo'lmagan hodisalar: intuitsiya, ijodiy hissiyotni hisobga olish zarurligini ko'rsatdi.

Turli xil logik va filosofik tizimlarning paydo bo'lishi, tadqiqotchilarning logikadan chetlashuvlarga e'tiborini shartlantirdi. Fan tarixida alogizm deyarli doimo til pozitsiyasidan tahlil qilinganini ta'kidlash kerak: Aristotelning sofizmlarni rad etishi til pozitsiyasidan amalga oshirilgan, Yangi davrda xulosa xatolarini til logikasi nuqtai nazaridan tahlil qilishgan.

¹⁴⁴ "Ivan" 1998 Австралия короткометражка, драма Morgan Read.26p

¹⁴⁵ E.D. Smirnova "Logic and Philosophy" 1996.3p.

Turli logik tizimlarning paydo bo'lishi bilan zamonaviy logika tildan uzoqlashdi, biroq lingvistika asosiy logik qonun va qoidalarni hisobga olishni davom ettiradi.

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А.П. ПЛАТОНОВ. Диссертация на соискание ученой степени кандидата филологич

ТАЪЛИМ ОЛУВЧИЛАРНИНГ ЎҚУВ ФАОЛИЯТИНИ ТАШКИЛ ЭТИШ ВА ШАХСИЙ МАЛАКАВИЙ БИЛИМЛАРНИ ЎЗЛАШТИРИШ ЖАРАЁНИ

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Аннотация. Ушбу мақолада олий таълим олувчиларнинг ўқув фаолиятини ташкил этиши ва шахсий малакавий билимларни ўзлаштириши жараёни ҳақида фикр ёритилган.

Таянч сўз ва иборалар: педагогик жараён, таълим жараёни, моделлаштириши тамойили, мобиллик тамойили, политехник тамойил, дидактик лойиҳа, таълим лойиҳаси, эҳтиёж уйғотиши, эмоциялар, тафаккур ҳодисалари, ижодий фаолият, стохастик характер, лойиҳалаш объекти, шахсий малакавий билимлар, тарбияланганлик даражаси, самарали ўзлаштириши, эслаб қолиш, ижодий ёндошиши, таълим тамойиллари, самарадорлик критерияси.

THE PROCESS OF ORGANIZING EDUCATIONAL ACTIVITIES OF STUDENTS AND MASTERING PERSONAL PROFESSIONAL KNOWLEDGE

Abstract. This article discusses the process of organizing the educational activities of students of higher education and mastering personal professional knowledge.

Key words and phrases: pedagogical process, educational process, modeling principle, mobility principle, polytechnic principle, didactic project, educational project, need stimulation, emotions, thought phenomena, creative activity, stochastic character, design object, personal professional knowledge, education level, effective learning, memorization, creative approach, educational principles, efficiency criteria.

ПРОЦЕСС ОРГАНИЗАЦИИ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ И ОВЛАДЕНИЯ ЛИЧНЫМИ ПРОФЕССИОНАЛЬНЫМИ ЗНАНИЯМИ

Аннотация. В данной статье рассматривается процесс организации образовательной деятельности студентов высшей школы и овладения личными профессиональными знаниями.

Ключевые слова и фразы: педагогический процесс, образовательный процесс, принцип моделирования, принцип мобильности, политехнический принцип, дидактический проект, образовательный проект, стимулирование потребности, эмоции, мыслительные явления, творческая деятельность, стохастический характер, объект проектирования, личные профессиональные знания, уровень образования, эффективное обучение, запоминание, творческий подход, принципы обучения, критерии эффективности.

Таълимда ёшларни билим, кўникма, малакалар билан қуроллантириш, уларнинг қобилияти ва истеъдодларини ривожлантириш жараёнида баҳолаш ва билимларни текшириб туриш муҳим аҳамият касб этади. Баҳолаш таълим тизимида фойдаланилаётган методлар қанчалик самарали эканлигини, талабаларнинг ўзлаштириш даражасини

аниқлашга ёрдам беради. Албатта таълим тизимини самарали бўлиши педагог кадрларнинг тайёргарлик даражасига ҳам боғлиқ. Педагог биринчи галда ўз касбини севиши, ҳурмат қилиши, талабага катта қизиқиш ва меҳр билан қараши, жамият олдидаги ўзининг катта масъулиятини ҳис қила олиши шарт. Педагог ҳар бир талабанинг билими ва тарбияланганлик даражасини аниқлай олиши ва ҳисобга олиши, ўқув материалларини тўғри танлай билиши, таҳлил қила олиши ва умумлаштира билиши педагогик маҳорат учун зарур бўлган таълим усуллари, воситалари ва шаклларини мукамал билиши, талабага нисбатан талабчан бўлиши педагогик вазиятга қараб улардан ўринли фойдалана олиши, ўз фаолиятини таҳлил қила олиши ва хулосалар чиқара олиши керак.

Таълим олувчиларнинг асосий ўқув фаолияти билимларни ўзлаштириш бўлиб, куйидаги компонентларни ўз ичига олади: ўқув материалларини қабул қилиш, фикрлаш, эгаллаб қолиш ва қўллаш. Бу компонентлар бир-бири билан ўзаро боғлиқ бўлиб, ўқув жараёнида кетма-кет қўлланилиб бутун бир ўқув жараёнини ташкил этади.

1. Таълим олувчининг ўқув материални қабул қилиши.

Ўқув материални қабул қилиш ўқув жараёнининг энг муҳим қисмидир. Ўқув материални яхши қабул қилиниши ўқув ишлаб чиқариш фаолиятида мустақкам фундамент ролини ўйнайди.

2. Ўқув материални самарали ўзлаштиришнинг ички шароитлари.

Ўқув материални самарали ўзлаштириш учун энг аввало таълим олувчининг ички эҳтиёжи бўлиши керак. Ички ўзлаштириш жавоб бергандан имтиҳонгача эсда сақланиб жавоб бериб бўлганидан кейин эсдан чиқади. Ўзлаштиришнинг муваффақияти таълим олувчининг фаолиятига ҳам боғлиқ бўлади. Чунки таълим олувчи берилаётган материалларга қизиқса ва ўз устида ишласа ўзлаштиришнинг энг юқори чўққисига эришиши мумкин.

Ўзлаштиришнинг ички фактларидан яна бири берилаётган материални таълим олувчи томонидан тушунишдир. Чунки таълим олувчи мавзуни тушунмаса, қанча ўз устида ишламасин, олдинги мавзулар билан боғлиқ бўлмаса, мавзунинг ўзлаштирилиши содир бўлмайди ва жуда саёз бўлади.

3. Қабул қилишнинг ташқи факторлари.

Ўқув материални қабул қилишнинг асосий факторлари асосан ўқув материалнинг мазмунига боғлиқ бўлади. Унинг қийинлиги, ўқув материалда қўлланиладиган техник материаллар аниқ ва абстрактлигига, амалиётга боғлиқлигига қараб фарқ қилади.

4. Эслаб қолиш.

Ўқув материални қабул қилишнинг энг муҳим компоненти бу янги материални эслаб қолиши ва хоҳлаган вақтда уни назарий ва амалий қўллай олишдир. Таълим олувчи ўқув материал билан фаол ишлаганда уни яхши эслаб қолиб, самарали қўллайди. Эслаб қолишнинг энг асосий самарадорлиги таълим олувчининг иродавий хусусиятларига боғлиқ.

5. Билимларни қўллашда кўникма ва малакаларни шакллантириш.

Бизга маълумки билимларни амалий фаолият давомида қўллай билиш, билимларни эгаллаганлик даражасини кўрсатади. Назарий билимларни амалиётда қўллай билиш, яъни лаборатория ишларини бажариш давомида эгаллаган билимлар асосида уй вазифасини бажариш, билимларни мустақил эгаллашдан иборат. Бу жараёнда билимлар кенгайиб мукамаллашиб чуқур ўзлаштирилган билимга айланади.

Таълим олувчилар ўқув фаолиятини ташкил қилишда ўз устида мустақил иш олиб бориши ҳам муҳим аҳамият касб этади. Шахсий билимларни ошириш, таълим олишнинг алоҳида тури ҳисобланиб, ўз-ўзини ўқитиш жараёни кўпроқ таълим олувчининг зиммасига юклатилади. Бу жараёнда ижтимоий-психологик шартлар куйидагилар ҳисобланади:

- Таълим олувчининг шахсий касбий малакасининг юқорилиги.
- Мутахассисларнинг билим даражаси меҳнатни рақобатбардошлигини кўтаради.
- Ҳозирги замон технологиялари ва мутахассислар фаолияти ишсизликни келтириб чиқариб, ишсизларни янги мутахассислик турига қайта ўқитишни тақоза этади.
- Дунё иқтисодиётининг ривожланиши мутахассис кадрлар билимини мукамаллашиб бориша олиб келади.

Касбий таълимнинг самарадорлик мезони. Асосий самарадорлик критериясига мутахассислик киради:

- малакавий фаолиятда мустақиллик ҳисси;
- меҳнат хавфсизлигига амал қилган ҳолда техник талабларни бажариш;
- ишлаб чиқаришда вақт ва нормаларни бажариш;
- касбий фаолиятда фикрлаш ва ўз-ўзини назорат қилиб бориш;
- меҳнат маданиятига қатъий амал қилиш;
- меҳнат фаолиятига ижодий ёндошиш;
- бажарилган иш учун масъулият ҳис қилиш кабилар киради.

Хулоса. Ушбу бобда таълимда талаба ёшларни билим, кўникма, малакалар билан қуроллантириш, уларнинг қобилияти ва истеъдодларини ривожлантириш жараёнида баҳолаш ва билимларни текшириб туриш муҳим аҳамият касб этиши, баҳолаш таълим тизимида фойдаланилаётган методлар қанчалик самарали эканлигини, талабаларнинг ўзлаштириш даражасини аниқлашга ёрдам бериши ҳақида фикр баён қилинган. Албатта таълим тизимини самарали бўлиши педагог кадрларнинг тайёргарлик даражасига ҳам боғлиқлиги бўйича маълумотлар келтирилган. Педагог ҳар бир талабанинг билими ва тарбияланганлик даражасини аниқлай олиши ва ҳисобга олиши, ўқув материалларини тўғри танлай билиши, педагогик маҳорат учун зарур бўлган таълим усуллари, воситалари ва шакллари мукамал билиши, талабага нисбатан талабчан бўлиши педагогик вазиятга қараб улардан ўринли фойдалана олиши, ўз фаолиятини таҳлил қила олиши ва хулосалар чиқара олиши керак. Таълим тамойиллари - умуминсоний тарбиянинг мақсад ва вазифаларини амалга оширишга қаратилган ўқиш ва ўқитиш жараёнларининг йўналиши талабалар томонидан илмий билимларнинг ўзлаштирилиши, билим ва малака ҳосил қилишнинг асосий қонун ва қоидаларининг йиғиндисидан иборат. Шу нуқтаи назардан таълим тамойиллари ва унинг турлари бўйича фикрлар баён қилинган.

Касб таълими жараёнининг моҳияти ва унинг тузилиши, касб таълимининг тамойиллари, педагогик жараёни лойиҳалаш, педагогик режалашнинг умумий алгоритми, таълим олувчиларнинг ўқув фаолиятини ташкил қилиш жараёни, касб таълимида шахсий малакавий билимлар олиш касбий таълимнинг самарадорлик критерияси кабиларга алоҳида ёндошилган.

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ХОТИН- ҚИЗЛАРНИНГ ЖИСМОНИЙ ТАРБИЯ ВА СПОРТ МАШҒУЛОТЛАРИДА ИШТИРОКИ ВА ЖАМИЯТ ТАРАҚҚИЁТИДА ЎРНИ

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Аннотация. Мақолада хотин-қизларнинг жисмоний тарбия ва спорт машғулотларида иштироки ва жамият тараққиётида ўрни, уларнинг тузилиши ва мазмуни мусобақа фаолияти тизими ўрганилган.

Калим сўзлар: ёш спортчилар, ўқув дастури, режалаштириш, ўқув соатлар тақсимоли, техник-тактик ҳаракатлар, техник-тактик ҳаракатлар ҳажми, техник-тактик ҳаракатлар самарадорлиги.

WOMEN'S PARTICIPATION IN PHYSICAL EDUCATION AND SPORTS ACTIVITIES AND THEIR ROLE IN THE DEVELOPMENT OF SOCIETY

Abstract. In the article, the participation of women in physical education and sports activities and their role in the development of society, their structure and content, the system of competition activities are studied.

Key words: young athletes, training program, planning, distribution of training hours, technical-tactical actions, volume of technical-tactical actions, effectiveness of technical-tactical actions.

УЧАСТИЕ ЖЕНЩИН В ЗАНЯТИЯХ ФИЗИЧЕСКОЙ КУЛЬТУРОЙ И СПОРТОМ И ИХ РОЛЬ В РАЗВИТИИ ОБЩЕСТВА

Аннотация. В статье исследуются участие женщин в физкультурно-спортивной деятельности и их роль в развитии общества, их структура и содержание, система соревновательной деятельности.

Ключевые слова: юные спортсмены, программа подготовки, планирование, распределение тренировочных часов, технико-тактические действия, объем технико-тактических действий, эффективность технико-тактических действий.

Мухтарам Президентимизнинг «Ўзбекистон Республикасининг давлат ва ижтимоий қурилишида хотин - қизларнинг ролини ошириш чора – тадбирлари тўғрисидаги» ги қарори, «Зулфия номидаги давлат мукофоти таъсис этиш бўйича тақлифларни қўллаб – қувватлаш тўғрисида» ги фармони, «Хотин – қизларга қўшича итиёзлар тўғримида» ги Ўзбекистон Республикасининг Қонуни Олий Мажлиснинг 15–сессиядаги «Сайловлар тўғрисидаги» ги Қонуннинг 22 – моддасига Ўзбекистон Республикасининг икки палатали Парламентига сиёсий партиялардан депутатликка номзодларни кўрсатишга аёллар сони 30 фоиздан кам бўлмаслиги лозимлиги тўғрисидаги норманинг киритилиши жамиятимиз хотин – қизларининг манфаатларини, оналик ва болаликни химоя қилиш, уларнинг ижтимоий - сиёсий фаолликларини ошириш ва амалга оширилаётган кенг миқёсли ислохотлардаги фаол иштирокини таъминлашда самарали хизмат қилмоқда.

Аммо хотин – қизларнинг салоҳиятидан ва имкониятларидан жамият тараққиёти учун тўла фойданишга эришганимиз йўқ. Демак олдимизда бу борада жуда кўп долзарб вазифалар бор.

Айниқса, болалар ва қизлар спортини ривожлантириш йўлида амалга оширилаётган жадал саъй – ҳаракатлар бугун юртимизнинг ҳар бир гўшасида ўз самарасини кўрсатмоқда.

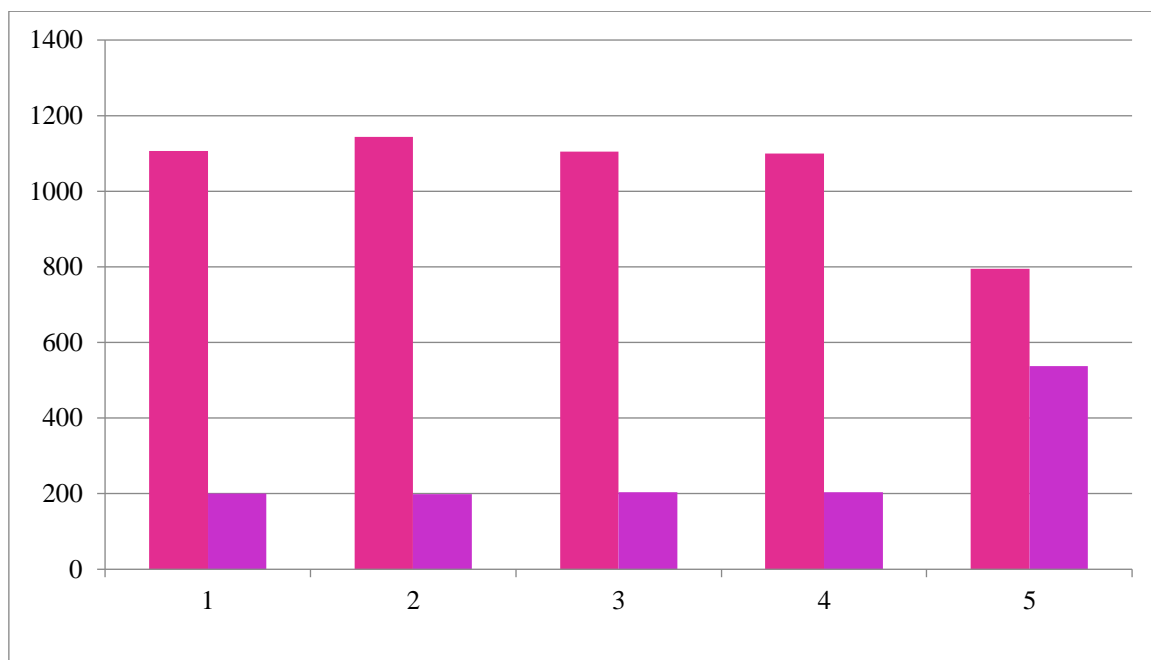
Мустақил Республикамиз, юртимиз, миллатимиз равнақи ва порлоқ келажагимизнинг асосий пойдевори – бу ўсиб келаётган ёш авлоднинг жисмоний ва маънавий саломатлиги ва етуқлигига эришиш, уларда, соғлом турмуш тарзини шакллантириш, спортга меҳр– муҳаббатни сингдиришга эришиш учун диёримизнинг барча ҳудудлардаги етарлича шарт – шароитлар яратиб бериш, болалар оммавий спортини ривожлантиришга алоҳида эътибор бериш, соғлом – спортчиларни танлаб олиш ҳамда уларнинг қобилятини намоён этиш ва ривожлантиришга кўмаклашиш каби долзарб вазифаларни ҳал этиш давлатимиз сиёсати даражасига кўтарилган.

Республикамиз Президентининг шахсий ташаббусига кўра мамлакатимиз барча ҳудудларида, айниқса чекка қишлоқларда, келажакда соғлом авлод дунёга келишининг асоси ҳисобланган – қизларни сиҳат саломатлигига ғамхўрликни кучайтириш мақсадида узоқ келажакни кўзлат Тошкент Архитектура Қурилиш Университетида таълим олаётган талабалар орасидаги қиз Университетга қабул қилинаётган талабалар сафига ҳар йили «Қизлар спорти» йўналиши бўйича 550 дан ортиқ қизлар қўшилиб, жисмоний тарбия ва спорт соҳаси сиру – синоатларидан сабоқ олмоқдалар.

Ушбу йўналишда қабул қилинган қизларнинг бир гуруҳ қалдирғочлари эса ўқишни муваффақиятли тамомлаб турли йўналишларда спорт билан шуғулланиш ва шу йўл билан сиҳат – саломатликка эътиборни кучайтириш ҳамда соғлом турмуш тарзи афзалликлари, аҳолининг кенгроқ жалб этиш ва болалар спортини янада такомиллаштириш ва оммавийлаштириш, аҳоли орасида соғлом турмуш тарзини тарғиб этиш, қиз болаларга хос бўлган спорт турларини ривожлантириш ишлари бўйича жамланган билим, малака ва кўникмаларини қизалоқларга ўргатишни бошладилар.

Ҳозирги кунда ТАҚУ бакалавр даражасини олиш учун талабгор талабалари умумий сони 5249 тани ташкил этиб, улардан 1343 таси (25,5 % и) қизлардан иборат. Шулардан қизларбоп спорт турлари ва мутахассислардан иборат бўлган гимнастика ва спорт психологияси факультетига талаба – қизларнинг катта қисми (уларнинг умумий сони 537 нафар бўлиб, ушбу факультет талабалари сонининг 67,5 % ини, Университет талаба – қизлари умумий сонининг қарийб 40% ини ташкил этади) таълим олмоқда.

Мазкур факультетда спортнинг энг нафис турлари ҳисобланган бадий ва спорт гимнастикаси ҳамда спорт гимнастикаси ҳамда спорт соҳаси психологлари сингари йўналишларига қизларнинг қизиқиши табиий. Қўйидаги даиграммаларда талабаларнинг умумий сони ва улардан қизлар сонига оид маълумотлар (1 – диаграмма) ҳамда Университетнинг 1 – диаграмма. ТАҚУ факультетлари бўйича талабалар ва шулар жумласидан қизлар сони.



Юқоридаги диаграммада ТАҚУ факультетлари қўйидаги шартли белгилашлар орқали ифодаланган:

Юқорида зикр этилган маълумотларга кўра (даграммага қаранг) қизлар энг кам жалб этилган йўналиш сифатида футбол қайд этилганлигини кўриш а бўлади, чунки аёллар футболи хам бутун дуетга тез тарқалиб бормоқда. Унинг устига жаҳон аёллар футболи соҳасида етарли даражада машҳур жамоалардан Қарши шаҳрининг “Севинч” ва “Олимпия” жамоалари хамда Андижон шаҳрининг “Андижанка” жамоаларига муносиб ўринбосарлар тайёрлаш масаласи долзарблигича қолмоқда.

Қизиқарлилиги бўйича кейинги ўринларда спорт ўйинлари, кўпкураш ва яккакураш спорт турлари факультетлари қизларини айтиш мумкин. Жумладан, волейбол бўйича Ўзбекистон Республикаси аёллар терма жамоа асосий қисмини ташкил этган жамоасини айтиш мумкин. Умуман олганда, спортивизмининг барча соҳасидаги етакчи ва маҳоратли спортчиларнинг халқаро миқёсда эришган ютуқларини сақлаб қолиш ва янада ривожлантириш хамда шу йўл билан жонажон Ўзбекистонимизни оламга янада машҳур этиш учун хам ёшларимиз ва айниқса қизларимиз, биринчи навбатда, соғлом бўлишлари керак. Ана шунда улар халқ хўжалигининг барча соҳаларида, жумладан спорт соҳасида хам юксак натижаларга эришишлари учун мустаҳкам замин яратилади. Бу дегани яна узок йиллар давомида энг юқори даражадаги мусобақаларда Ўзбекистон Республикаси Давлат Мадҳияси баралла чалинади, байроғимиз баланд кўтарилади ва ҳилпираб туради.

Ана шундай долзарб лиги вақт ўтиши билан хам ҳеч пасаймайдиган ва, аксинча, янада кучайиб борадиган вазифани хал қилишда спортчи – қизларимиз ва мураббийларимиз ўрни беқиёс, албатта. Иккинчи томондан, бугунги кундаги спортчи – талаба – эртанги мутахассис – мураббий аёл ўз келгуси фаолияти жараёнида минг– минглаб ёш қизларимиз соғлом турмуш тарзига оид билим, малака ва кўникмаларини шакллантиришга ўз ҳиссасини қўшиши хамда шунинг ўзи миллатнинг соғлом давомчилари дунёга келиши учун замин тайёрланиши эканлиги қувонса арзигулик ҳолдир.

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ZOKIRJON XOLMUHAMMAD O'G'LI FURQATNING HAYOTI VA IJODI, ADABIY MEROSI

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Annotatsiya. O'z vaqtining buyuk zabardasti, namoyondasi. Ziyolilar qatoridan joy olgan buyuk mutaffakir. Alisher Navoiy ijodini juda sevib o'qiganligi bois yozgan ash'orlaridan ham Navoiy she'rlaridagi muhit yaqqol sezilib turadi. Bir qancha davlatlarni kezib o'zi uchun yangilik yaratgan, yevropacha muhitni his qilgan.

Kalit so'zlar: "Furqat", XIV- XX asr ziyolilari, "Sayding qo'yaber sayyod", "Sayohatnoma".

THE LIFE AND CREATION, LITERARY HERITAGE OF ZAKIRJON KOLMUHAMMAD SON OF FURKAT

Abstract. He is a great influencer of his time. A great thinker who is among the intellectuals. Because Alisher loved reading Navoi's works, the atmosphere of Navoi's poems is clearly felt in his poems. He traveled to several countries and created something new for himself, felt the European atmosphere.

Key words: "Furqat", intellectuals of the 14th-20th centuries, "Sayding qo'yaber sayyod", "Sayohatnoma".

ЖИЗНЬ И ТВОРЕНИЕ, ЛИТЕРАТУРНОЕ НАСЛЕДИЕ ЗАКИРДЖОНА КОЛМУХАММАДА СЫНА ФУРКАТА

Аннотация. Великий влиятельный человек и представитель своего времени. Великий мыслитель, находящийся среди интеллектуалов. Поскольку Алишер любил читать произведения Навои, в его стихах отчетливо чувствуется атмосфера стихотворений Навои. Он объездил несколько стран и создал для себя что-то новое, почувствовал европейскую атмосферу.

Ключевые слова: «Фуркат», интеллектуалы XIV-XX веков, «Сайдинг койабер сайод», «Путешественник».

KIRISH

Furqat desa elimiz ko'z o'ngiga albatta Zokirjon Mullo Xolmuhammad o'g'li keladi. U bitgan g'azal, muhammas, mudarris taqlidnomalari ko'z oldimizda namoyon bo'ladi. U bitgan har bir asarlarida o'zi yashagan zamonasi muhitini ajoyib tarzda jo aylagan. Tug'ilish chog'idan toki, vafotigacha bo'lgan ajoyib muhitni o'z asarlarida batafsil keltirib o'tgan. Yoshligidan she'rga o'z mehrini bergan ilm-u savodini ham madrasada, ham oilasida chiqargan. U o'n sakkiz yoshidan boshlab tog'asi iltimosiga ko'ra uning yonida yordamga borgan va u yerda savdo ishlarini o'rgangan[3]. Oilasi yoniga qaytib u yerda oila quradi, lekin shunda ham ijoddan to'xtamadi.

Oradan ko'p o'tmay u Marg'ilonga yana qaytib keladi. U yerda yana shariyat dunyosiga berilib ketadi. Shaharning ziyolilari Xo'jajon Rojiiy, Muhammad Umar Umidiy – Havoiiy, Mulla Toshbolto Royiq kabi ijodkorlar bilan tanishib, adabiy suhbatlar qurdi. Furqat 1889-yil yo'lga Toshkent tomon yo'lga otlagan, avval Toshkent so'ng Qo'qon orqali Xo'jandga qarab yo'l olgan shoir, u yerda ham o'ziga o'xshagan shariyat shaydolari bilan tanishib, ular bilan mushoira,

munozalar o'tkazadi[1]. Shulardan biri Toshxo'ja Asiriydir, badiiyat ixlosmandi, ziyoli inson, bilan yaqin o'rtoq bo'ladi. Shu bilan birga o'sha shaxar aholisini yashash sharoiti, turmush tarzi, ko'rgan bilganlari bilan yaqindan tanishadi. Furqatda shunday qiziqish bo'lganki, u o'zi borgan hamma joydagi aholisini turmush tarzini yaqindan o'rgangan. O'z yurti bilan borgan joylaridagi yashash sharoitlarni bir-biri bilan taqqoslab ko'rishga juda qiziqqanlar. Borgan joylari ba'zilar qiyinalib, ba'zilar esa yengil hayotda yashagan xalqlarni ko'rgan Furqat o'zi uchun xulosa olardi. Qaydadir yaxshi xislatlarni olsa, qaydadir yomon xislatlardan voz kechardi.

ADABIYOTLAR TAHLILI

Furqat o'z ijodida ijtimoiy muhit haqida ham biroz to'xtalib o'tgan. O'z yoziqlarida xalq dardini imkon qadar yoritir edi-yu, lekin uni ochiq aytadigan zamon emasligi uchun ham nimanidir ortiga bekitib ketar edi. O'sha zamon Mustamlaka tizimning tazyiqlari boshlangan kezlar bo'lgani uchun ham ko'proq siyosatga yaqinlashmagan. Lekin uning xon Xudoyorxon nomidan yozilgan "Dermish xon bir kuni-kim, davru davronlar qayon qoldi?"[3] deb nomlangan g'azali ham hatto badiiylik bilan birga yo'g'rilgan desak xato bo'lmaydi, menimcha. Chunki shoir bu g'azalni yozarkan, uning qalb istiroblari, chorasizliklari, alam, nafrat hamma hammasini chiroyli mubolag'a bilan go'zal ta'riflar bilan so'z ortiga berkitganligi bunga asil misol hisoblanadi. Bundan tashqari yana bir she'ri bo'lgan "Sayding qo'yaber sayyod sayyora ekan mendek" nomli musaddasida ham shoirning qay mahoratda so'z ortiga so'z berkitish, dard-u alamni qanday yo'l bilan baham ko'rish qobiliyatiga tassanno aytmay ilojimiz yo'q.

Sayding qo'ya ber, sayyod, sayyora ekan mendek,
Ol domini bo'ynidin, bechora ekan mendek,
O'z yorini topmasdan ovora ekan mendek,
Iqbolni nigun, baxti ham qora ekan mendek,
Hijron o'tidin jismi ko'p yora ekan mendek,
Kuygan jigari-bag'ri sadpora ekan mendek.[2]

Bu she'rni o'qigan odam albatta chuqur mulohazaga cho'kadi. Chunki buni bir misrasini anglab olishni o'zi uchun ham ancha vaqt ketadi. Har bir qatorini o'ziga qarata yozgan shoir aslida esa allakimlarni fikri, dardi va hattoki baxtini ham oddiy misralari ortiga go'zal qiyoslov bilan berkitganiga ajablanadi odam.

MUHOKAMA

Furqat hayotida ayniqsa Toshkentdagi davr ancha noodatiy kechdi. Chunki Toshkent hududiga chor qo'shinlarini kirib kelishi bilan bu yerdagi muhit tubdan o'zgarib boshladi.

Toshkentga kelgan Ovropacha madaniyat ham Furqatning ham dunyoqarashlarida o'zgarishlarni paydo qila boshladi. Bu bilan shoir nafaqat o'zida balki ijodida ham ma'rifatparvar, Ovropacha ilm-madaniyat, fan va texnikaga xayrixohlik o'zida mujassamlashtira boshladi. Shu davrdan boshlab o'zbek adabiyotiga yangidan navotor ijodkor sifatida ko'p asrlik qoidalardan voz kechgan holda yangicha mavzu hamda yevropacha g'oyalar olib kirgan shoir bo'lib qoldi. Endichi u, yangicha fikr, mulohaza va yoki g'oyalarning targ'ibotchisi, hisoblanardi. Imkon qadar ulardan yaxshi fikr va mulohazalarni olib boshqalarga ham imkon qadar tushuntirardi, targ'ib etardi. Shu tariqa Furqat hayotida ijtimoiy, ilmiy, ijodiy hamda tortishuvlarga boy bo'lgan eng qiziq hayot yo'lidagi bosqichi endi boshlangan edi. Shoir va nihoyat o'zi uchun qulay bo'lgan va ommabop qo'llanma hisoblangan gazeta matbootiga ishga kirdi va bu ishni u gazetalar yordamida bajara boshlaydi.

NATIJARLAR

1890 yilning may, iyul va sentyabr oylarida “Ilm xosiyati”, “Akt majlisi xususida”, “Toshkent shahrida bo‘lg‘on nag‘ma bazmi xususida”, shuningdek, uch qismdan iborat “Vistavka xususida” kabi davr adabiyotidagi ma‘rifatparvarlik yo‘nalishining yetuk namunalari darajasida bo‘lgan asarlari shu gazeta sahifalarida dunyo yuzini ko‘rdi.[1] Bunday asarlaridan keyin Furqat o‘sha zamonning eng jonkuyar, fidoiy, mehnatsevar va Yevropacha madaniyatning yorqin jarchisi sifatida namoyon bolib borgandi. Bu bilan u o‘z xalqini zamonaviy ilm-fanni o‘rganishga va dunyoviy bilimlarni puxta egallashga to‘xtovsiz ravishda da‘vat etardi. Bundan maqsad esa albatta xalqning tinchi va birdamligini o‘ylab qilingan ishlar edi. Xalqini boshqa xalqlardan qolishmaydigan bo‘lishi uchun butun vujudi bilan harakat qilardi. Shoir bitgan har bir hayqirig‘i nihoyatda ta‘sirchan, uni o‘qigan inson qalbidan albatta chuqur joy olar edi. Har bir so‘zida olam-olam ma‘no topar edi o‘qigan odam.

Jahon bastu kushodi – ilm birla!

Nadur dilni murodi – ilm birla!

Ko‘ngullarni sururi – ilmdandur!

Ko‘rar ko‘zlarni nuri – ilmdandur[1]!

Mana shunday oddiy jummalarni bir biri bilan chambars bog‘lashlik faqat o‘z ishini ustalari bo‘lgan shoirlargagina xos ishdir. Shoir haqli ravishda o‘zbek publitsistikasining asoschilaridan biri hisoblanadi. Uning otashin publitsist sifatida faoliyati 1890-yildan “Turkiston viloyatining gazetasi” xodimi sifatida boshlanadi. Shoirning Toshkentda bo‘lgan vaqti uzoqqa cho‘zilmadi. 1891-yili u Samarqandga jo‘naydi. U yerda shahar fozillaridan Mirzo Buxoriy hovlisida yashab, tarixiy obidalarni o‘rganadi[1]. Ular haqida material tayyorlab Toshkentga yuboradi. So‘ngra Buxoroga o‘tib undan keyin esa dunyo kezishni boshlaydi. Marv, Ashxobod, Boku, Botumi orqali noyabr oyida Istanbulga boradi. Bu bilan ham shoir juda ilhomlanardi, dunyoviy muhit bilan tobora qiziqar ekan uning dunyoga bo‘lgan intilishi yana ham ortar edi.

Lekin bu bilan birga vatan sog‘inchi, ona yurtga bo‘lgan intilish, yaqinlarini sog‘inish kabi vatangadolikning ilk bosqichlari ham boshlangan edi. Shu sabab Istanbuldan Toshkentga yo‘llagan “Sabog‘a maktub” she‘riy maktubi shoirning sog‘inch alamlarini imkon qadar inson omiliga yetkazib bera olgan. Furqat Istanbuldan Bulg‘oriya va Yunonistonga qisqa muddatli sayohat uyushtirib, Bolqon yarim orolining qator shaharlarida bo‘ladi. Furqat 1892-yil martida Istanbuldan O‘rta yer dengizi oraqali Arabistonga o‘tib, Makkada haj ziyoratini bajo aylab, Jadsa, Madina shaharlarida bo‘ldi. Xuddi shu ziyorat munosabati bilan uning “Hajnoma” asari maydonga keladi. Makkadan keyin esa Bombeyga yol oladi. 1893-yil Kashmir-Tibet orqali uyg‘urlar vatani bo‘lgan Yorkentga boradi va o‘sha yerda muqim bo‘lib o‘rnashib qoladi. Shoir har daqiqqa har onda vatanga qaytish orzusi bilan yashagani u yozgan yozishma va asarlarida namoyon bo‘ladi. O‘zini yozishi bo‘yicha uning eng ko‘p yozilgan asari “Sayohatnoma” asari bo‘lgan. Bundan tashqari ham shoir “Masarratnoma”, “Qasida” asarlari, hamda rus-yapon urushi munosabati bilan yozgan masnaviysi xuddi shu turkum jumlasidandir[1]. Bundan tashqari shoir yana bir qator xatlarni do‘stlariga yuborib ular bilan ham aloqalashib turgan. “Turkiston gazeta”siga ham tinmay she‘r, maqola va xabarlar yo‘llab turgan. U yerda oila qurib shu bilan muqim yashab qoladi. Umrini so‘nggi kunlarini Yorkentda yashab o‘tgan shoirni bilganlarni fikricha. Har on har daqiqada shoir vatanini qo‘msab yashagan. Qalbida vatanga bo‘lgan sadoqat aslo so‘nmagan.

XULOSA

Izlanishlarim va qiziqishlarim natijasida shunga amin bo'ldimki, shoir hayotida juda ham ochilmagan sahifalar mavjud. Bu sahifalar aslida qanchalik haqiqatga yaqin joyda va ularni topish qay darajada bo'ladi buni bilmadim lekin shoir hayotini yanada chuqurroq o'rgangan ma'qul ekan. Shoir hayoti bilan tanishar ekanman ochiq qolgan qancha savollar menda paydo bo'ldi. Ularga javobni kimdan va qaydan olishni esa hozircha bilmayapman. Balki bu yozganlarimni yana ham davomi bo'lar, balki bu izlanishlar shu joyda yakun topar, bu esa ozgina ochilmay qolgan haqiqatlarga ham haqiqatlar bog'liq deb o'ylayman.

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OVERSEAS EXPERIENCE OF RISK ASSESSMENT OF COMMERCIAL BANKS

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Abstract. *In this article, thanks to the study of the banking systems of developed countries, sufficient importance is given to monitoring commercial banks, identifying negative changes in the practice of their activities, as well as scientific improvement of methods for the timely and coordinated application of control actions.*

Key words: *Risk assessment and rapid action systems, CAMEL system, assessment and analysis of financial condition.*

ЗАРУБЕЖНЫЙ ОПЫТ ОЦЕНКИ РИСКОВ КОММЕРЧЕСКИХ БАНКОВ

Аннотация. *В данной статье, благодаря изучению банковских систем развитых стран, достаточное значение уделяется осуществлению контроля коммерческих банков, выявлению негативных изменений в практике их деятельности, а также научному совершенствованию методов своевременного и скоординированного применения управляющих воздействий.*

Ключевые слова: *Системы оценки рисков и быстрых действий, система CAMEL, оценка и анализ финансового состояния.*

In most developed countries, banking systems are objects of increased control and inspection compared to other systems of the economy, because commercial banks are responsible for the protection of the interests of national agencies, commercial enterprises and individuals who are their clients. In that place, the Central Bank defines the future and development strategy of the commercial banks in order to ensure credit operations that meet the requirements of the time. The main goal in the field of the credit system is to provide services to clients in the form of effective credit risk management of the bank, to ensure the financial stability of the banking system, and to develop the economy, which is the main goal of the services of commercial banks. The most effective way to achieve this is the effective management of credit risks.

Globalization of economic processes, development of information technology has a significant impact on banking business. Global computerization, the expansion of the network of Internet technologies gave an opportunity to create effective systems for providing accounting services to customers, speeding up accounting and payments, and increasing the control of cash flows. Assisted in the introduction of new banking products. At the same time, these changes led to the diversification of risks in banking activities. In such a situation, the banking offices also introduce new approaches to the assessment and analysis of the financial situation. Necessary changes have occurred in the assessment of the financial stability of banks by supervisory authorities in various countries. They have the following properties:

1. Currently, the main attention of supervisory authorities is focused on the risks of banking activity. Implementation of standardized assessment of management and internal control

quality in control approaches and systems. At the moment, remote monitoring of such factors may not provide sufficient resolution. Therefore, on-site inspections in many countries attract more attention. Uses the practice of holding meetings with the heads of commercial banks.

2. Control organizations are developing statistical models of "high-speed traffic systems". The main purpose of these models is to identify possible problems in the activity of commercial banks and establish effective control to avoid them [1].

In the practice of control work in the USA and European countries, there is a comparison of the methods of assessment of the existing conditions of commercial banks, as well as prediction models, while the rapid action system works. The purpose of such a structure of the control system is to be constantly aware of the organization's activities. In this way, it is possible to influence the problematic areas of the bank's activity and make effective decisions. The special system includes a continuous process, from determining the control period of commercial banks' activities and developing a program for it, to determining the efficiency of its implementation and evaluating the bank's activities in this period. There are necessary similarities in the evaluation systems of the commercial banks of the supervisory authorities of different countries, which mainly include the following:

- the possibility of conducting on-site inspections, their frequent conduct and inclusion;
- remote control systems;
- types and content of reports to be adopted as part of control;
- availability of other sources of information;
- excellent technical equipment [2].

Risk assessment and rapid action systems have been introduced in various countries since 1980. We can see it in 1-table.

1-table

Risk assessment and rapid employability in different countries [1.4]

| Country and regulatory authority | Systems and year of introduction | System type |
|---|--|---|
| French Banking Commission | ORAP (Organization and Fixation of Risk Prevention Actions), 1997 SAABAA (Statistical Method for Aggregate Analysis), 1997 | 1997 Distance rating system Quick action system expected damage |
| Germany: Federal Office for Banking Supervision | BAKIS (Information System), 1997 | Analysis system of financial coefficients and groups of some banks |
| Italy: Bank of Italy | PATROL, 1993 A rapid employability system has been developed | Remote rating system Rapid employability system predicts deterioration |
| Netherlands : Bank of the Netherlands | RAST (error estimation tools), 1999 system in evaluation development | Aggregate system of bank risk assessment Analysis system of financial |

| | | |
|--|--|--|
| | | coefficients and some banking groups |
| United Kingdom: Organization for Financial Policy | RATE (risk assessment and regulatory framework), 1998 Monitoring model of some banks, 1980 | Aggregate system of bank risk assessment Analysis of financial coefficients |
| USA: Federal Reserve System | SEER Rating, 1993 SEER Risk Rank | Quick Action System Prediction Ratings Assessment of rapid movement system deterioration |
| USA: Federal Deposit Insurance Corporation | CAEL, 1985 (1999 revised in) SCORE (statistically calculated CAMELS rating in the field of remote control), 1995 | Bank control remote system The rapid motion system has progressive dynamics. |
| USA: Money Circulation Management | Bank Calculator (in progress) | The rapid action system is divided into cases |
| U.S.A.: Uchtalarevlik Khodalawangan | CAMELS, 1998 | Rating system based on on-site inspection |

As can be seen from the list, banking risk assessment systems supported in developed countries can be classified as follows:

- rating evaluation systems of commercial banks;
- remote monitoring (calculation of financial ratios and analysis of bank groups);
- statistical systems of risk systems in banking activity;
- statistical models of rapid motion systems.

The most widely recognized rating system in the world is the CAMEL system, created in the USA (1979). Its main components are capital adequacy (C), asset quality (A), management quality (M), profitability (E) and liquidity (L). Since 1997, when determining the rating price of banks, this system began to take into account the sensitivity to market risks (S). Thus the CAMELS system was born.

Each component of the rating system provides an assessment of the bank's activity based on the analysis of several factors affecting this component. Some factors are classified as several elements in the system. This means that the components that serve as a criterion for assessing the bank's risk are interrelated. For example, the degree of difficulty of the participants is used both in the assessment of bank capital adequacy (C) and in the assessment of the quality of participants (A). The final rating and the quantitative assessment of each component rating are carried out on a 5-point scale. The 1st rating is a high indicator and indicates that the commercial bank has a strong position in the market. Hence, it can be very little monitored by bank supervisory organizations. The lowest rating of 5 means that the bank is in a crisis state, the quality of

management is low, and there is a need for urgent intervention and corrective actions by supervisory organizations.

Remote monitoring systems are used in many countries to control the activities of commercial banks. The conditions for the operation of commercial banks are related to various changes that occur both inside the bank and on the external market. To take them into account, it is necessary to determine the dynamic changes of one-line indicators and coefficients by groups of banks. If the calculated indicator exceeds the specified lowest level, is in the dangerous range or has decreased compared to the indicators of the previous period, the analysis of financial indicators allows to determine the dangerous situation zone for the bank.

Analysis of banks by groups is carried out on the basis of financial indicators of groups of banks separated by a certain character. This makes it possible to determine whether or not a bank in a particular group has completely different working capacity from the banks in the group, and to find out the reasons for the existing difference. Banks are divided into groups according to various characteristics, namely, the number of active participants or the segments they work in. The bank's indicators are compared with the existing indicators in the group, and banks with declining dynamics are identified. In the late 1980s, the US Federal Reserve developed a system of monitoring certain banks to identify problematic banks. 39 financial, 35 market indicators (indicators) are studied in this system. In this way, it was possible to identify problematic changes in banking activity. This ensures that issues that are of particular importance are identified in the next inspection.

BAKIS information system was introduced in Germany in 1997 by the Federal Office for Banking Supervision and the Fund's bank. It is a standard system for rating banks. The purpose of this innovation is to quickly analyze the bank's financial situation, to identify trends in the level of credit, market and liquidity risk, and therefore to search for the main trends in the development of banking groups and the entire banking system. In the BAKIS information system, 47 indicators are calculated and analyzed on a monthly, quarterly, half-yearly and annual basis in accordance with a special program. These indicators include 16 credit risk indicators, 2 liquidity risk indicators and 10 profit risk indicators. The expert compares specific bank indicators with the indicators of banks belonging to the group [3].

In recent years, remote control systems have turned from the calculation of some indicators for the purposes of control audits into a means of assessing the daily risks in the banks' activities. It is actively and effectively used as a supplement to the existing control system, aggregating indicators in various statistical formats.

Risk assessment systems in the banking activity consist of a stable process, which continues from the initial familiarization with the situation of the bank to the determination of the effectiveness of the control measures, the stages of which are interrelated and complement each other. The approach is based on assigning weight coefficients to each of the banks and banking groups, and then evaluating each unit by type of risks and categories of risk control. The values of each unit are compared to the values of the groups of higher levels, and then the position in the bank or group of banks is evaluated. This approach is currently being used in the UK and the Netherlands.

In the Netherlands, the allocation of large alliances in the Risk Aggregation Analysis System (RAST) is based on expert judgment. In this case, each unit covers more than 10 percent

of the relevant indicator (income, profit, capital). The analysis of additional aspects of activity can be added at a level that is less important for the bank. But they should have the necessary importance for the point of control organizations - the bank under review. The same procedure is applied if their stable growth dynamics are observed or if they cause a serious risk.

The weighting of each organizational unit and type of functional capability is related to the formation of quantitative indicators or the risk of risk, and is classified as low, medium and high. Bank of the Netherlands 10 types of risk that a commercial bank may face (credit, valuations, interest rates, swap operations, loss of liquidity, transfer of operations, information, strategy, use of laws, reputational risks) and risk over distinguishes control from interest rate category (internal control, organizational factor and management). Risks are evaluated on a 4-point scale (1 point-low-level risk).

In general, the use of statistical methods "Preliminary detection systems" in the control of banking activities will be widely used in foreign countries in the next 5-7 years. At the moment, statistical models are conditionally divided into three groups: models that provide rental predictions and models that evaluate the probability of changes in rating indicators (SEER and SCORE systems in the USA). Models that predict the bankruptcy of financial institutions (SEER Risk Rank Bank Calculator in the USA, System of advance prediction in Italy), models of predictable losses (SAABA in France). It is clear that it is appropriate to use such systems to control commercial banks, identify negative changes in their operation practices in advance, and apply control actions in a timely and coordinated manner.

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CONCEPT AND THEORETICAL FOUNDATIONS OF FINANCIAL LITERACY

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Abstract. This article describes the content of regulatory documents adopted in our country to improve the level of financial literacy of the population and their priorities. Scientific works of foreign and domestic scientists devoted to financial literacy were also analyzed. The concept of "financial literacy" based on the acquisition of financial and economic knowledge, skills and abilities to make financial decisions is defined and their components are described.

Keywords: financial literacy, human economic behavior, increasing popularity of financial services, financial abuse, financial innovation, financial sector, mass media, financial thinking.

ПОНЯТИЕ И ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ФИНАНСОВОЙ ГРАМОТНОСТИ

Аннотация. В данной статье описано содержание нормативных документов, принятых в нашей стране для повышения уровня финансовой грамотности населения и их приоритеты. Также были проанализированы научные работы зарубежных и отечественных ученых, посвященные финансовой грамотности. Определено понятие «финансовая грамотность», основанное на приобретении финансово-экономических знаний, навыков и умений принимать финансовые решения и описаны их составляющие.

Ключевые слова: финансовая грамотность, экономическое поведение человека, растущая популярность финансовых услуг, финансовые злоупотребления, финансовые инновации, финансовый сектор, средства массовой информации, финансовое мышление.

The priority of scientific research to improve the theoretical aspects of improving the level of financial literacy of the population in developed countries and increase the effectiveness of national government programs, the development of targeted government programs to improve the level of financial literacy of the population in developing countries with market economy, improving the mechanism of their implementation, financial literacy programs. Scientific research devoted to strengthening the position of financial organizations, including commercial banks, in enriching them with the components of market economy, improving the level of financial literacy of the population is becoming more active. During the years of independence in Uzbekistan, the financial system was formed based on the requirements of market economy and is constantly improving.

Decree of the President of the Republic of Uzbekistan of January 9, 2018 «On measures for radical improvement of the activity of the Central Bank of the Republic of Uzbekistan» Resolution № PF 5296 of April 13, 2021 «On measures for further development of the capital market» Resolution № PF 6207 of January 28, 2022 «On the Strategy for the Development of New Uzbekistan for 2022-2026» Resolution №PF60 of July 23, 2019 «On measures to increase the popularity of microfinance services» Resolution № PQ 4400 [1], «National Strategy to increase

the popularity of financial services for 2021-2023», approved by the Coordinating Council for the development and further implementation of the National Strategy to increase the popularity of financial services and practical work on the implementation of these tasks defined in other regulatory legal documents to varying degrees specified in the article.

Increasing the level of financial literacy of the population is a necessary part of rapid development of any country participating in international economic relations, including modern Uzbekistan. In such a situation, one of the main goals set by the government is to "equip" citizens with information and educational tools for effective management of personal funds and, as a consequence, equal participation in the socio-economic life of the country. The solution of this problem requires a comprehensive approach and involvement of specialists of various structures and organizations of regional organizations in this process.

The need to improve financial literacy of the population was clearly manifested in the causes of the global financial and economic crisis that occurred in 2008 and its negative consequences. In particular, in most developed countries, the growth of external debt, excessive risk taking and deficiencies in risk management had a negative impact on the objective formation of the price of financial assets and real assets in the financial sector[3]. They manifested themselves in the following:

- in a number of developed countries, the development of financial innovation at a steady pace, the increase in the volume of financial products, and the increase in consumer debt through domestic and external sources of financing on favorable terms;
- the underdevelopment of the financial sector in developing countries has led to the channeling of excess savings to finance the deficits of developed economies;
- asymmetry in the international monetary system: after the collapse of the Bretton Woods system, most developing countries use a controlled floating exchange rate regime, while developed countries have introduced a free floating exchange rate regime.

Based on the above, improving financial literacy of the population in the context of sustainable development of financial and economic relations becomes an urgent global problem.

Although the content of theoretical views on the concept of financial literacy varies, their single idea is that the main condition for financial independence and well-being of a person is related to his/her financial literacy. The theoretical foundations of financial literacy are important for the perfect development of various strategies, concepts, programs and measures developed by the states to improve financial literacy of the population and their effective implementation.

Financial relations affect all spheres of life of a modern person. Financial literacy allows people to manage their financial well-being. Lack of basic financial knowledge and skills limits people's ability to make the right decisions regarding their financial well-being.

At the macroeconomic level, lower levels of financial literacy constrain the development of financial markets. In particular, it undermines trust in financial institutions and government policies to regulate them, putting additional pressure on budgets at all levels and slowing down economic growth. Lack of knowledge and trust of citizens in financial markets, lack of understanding of contractual relations and basic principles of financing hamper the development of entrepreneurship and small business: people do not know how to start a business, organize a business project.

Documents of the Organization for Economic Cooperation and Development (IHRT) officially define financial literacy as follows: «Financial literacy is the awareness, knowledge, skills, values (life orientations) that enable an individual to make informed financial decisions to achieve personal financial well-being» -being. «and a set of elements such as behavior». [2]

In our opinion, in order to correctly and accurately analyze the level of financial literacy of the population, we believe it is advisable to conduct the study based on its scale. Based on the results of the analysis, it is advisable to group the level of financial literacy by individuals, households, regions, enterprises, a certain sector of the economy and the country as a whole (see Figure 1).

| Authors | Description | Analyzing its characteristics |
|---------------------|--|---|
| Weber M. [4] | "Human economic behavior is a cultural way of controlling the resources owned by the subject and exercises control over resources subjectively and objectively in terms of the economic utility of resources" | Financial literacy of the population is an integral part of an individual's financial behavior and is mutually proportional to economic literacy. |
| Drucker P. [5] | "A person's level of economic and financial literacy determines his or her attitudes toward money and goods and services in the marketplace." | Financial literacy is a concept related to economic literacy, which is shaped and developed by a person over the course of a lifetime. |
| Kiyosaki R. [6] | "Financial literacy is the result of economic and financial knowledge that is initially explained by earning money, saving, consciously channeling savings into high-impact investments, increasing income and improving one's life." | An individual's financial literacy is related to earning, saving and making effective investment decisions to improve it. |
| L.N. [7] | «Financial literacy means more than just information or opportunities. Financial literacy education activities should be multifaceted and should be defined as part of the education of children and adults who learn only in the formal education system» | Financial literacy is a person's level of financial competence in performing real financial transactions in the financial market. |
| Stakhovich L.V. [8] | «Financial literacy is a person's financial and economic knowledge acquired in school, college, and higher education and skills developed in his or her life» | The basics of financial literacy of a person are formed on the basis of knowledge acquired in educational |

| | | |
|-------------------|---|--|
| | | institutions, qualifications and skills acquired in life. |
| Vakhabov A.V. [9] | Financial literacy manifests itself as the sum of knowledge and skills required for a citizen to take an active position in the market of financial products and services, to improve the well-being of themselves and their family members in society. | Financial literacy of an individual means effective and active use of his/her knowledge and skills in serving the financial market. |
| Shadmanov E. [10] | Financial judgment is the skill and behavior in evaluating decisions about investing funds. | Describes the development of financial thinking and positive change in the financial position and structural structure of the population in providing economic well-being. |

Conclusions and suggestions

At the end of our article on the theoretical foundations for improving financial literacy of the population, the following conclusions were drawn:

First, financial literacy means having positive financial behavior, basic economic and financial knowledge, skills and competencies, as well as having experience in financial resource management, short- and long-term planning and effective management.

Secondly, financial relations affect all spheres of modern man's life. Financial literacy allows people to manage their financial well-being. Lack of basic financial knowledge and skills limits people's ability to make informed decisions to ensure their financial well-being.

Thirdly, it is appropriate to categorize into groups on the scale of financial literacy, individual, household, business relations, by specific economy and in general for the country. By realizing this type of grouping, it becomes possible to accurately assess the impact of improving the literacy level of the population on the economy of the country.

Taking into account the urgency of improving financial literacy of the population of Uzbekistan, it is advisable to realize the following in our country:

- inclusion of financial literacy in the curricula of schoolchildren, academic lyceums and vocational colleges, and higher education institutions;

- electronic textbook, video lesson to improve the level of financial literacy of schoolchildren, academic lyceums and vocational colleges, students and students of higher educational institutions, including the formation of young people's knowledge, skills and qualifications on the basics of basic financial literacy, the creation of a mobile application;

- improvement of knowledge, skills and qualification of the population and entrepreneurs in the field of Islamic finance, including the preparation and publication of popular scientific articles and books, gradual development of banking products and services based on Islamic principles in commercial banks, special broadcasting on this topic in the media and organization of short publications;

- assessment of the level of financial literacy of the working-age population, taking into account their professional orientation, and implementation of measures aimed at its improvement;
- presenting to the population regular programs, TV and radio quizzes aimed at improving financial literacy of the population through mass media;
- development of financial literacy programs for business entities;
- organization of «centers for improving financial literacy of clients» at financial institutions, including commercial banks;
- formation of knowledge and skills of the population about financial products, services, financial market, its structural components;

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ÁJINIYAZ SHAYÍR DÓRETPELERINIŇ OQÍWSHÍ JASLARDÍ TÁRBIYALAWDAĞÍ ÁHMIYETI

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Annotatsiya. Bul maqalada Ájiniyaz shayır dóretpeleriniń oqıwshı jaslardı tárbiyalawdağı áhmiyeti hám bul dóretpeler tiykarında jaslardı Watanǵa sadıqlıq ruwxında tárbiyalaw haqqında sóz etiledi.

Tayansh sóz hám sóz dizbekleri: kompozitor, qosıq, xalıq ladı, duwtar, qádiriyat, lirika, klass, metod, tálım, tárbiya.

IMPOTANCE AND NECESSITY OF POET AJINIYAZ'S WORKS IN THE EDUCATION OF YOUNG PEOPLE

Abstract. This article talks about the importance of poet Azhiniyaz's work in the education of school learners and the education of young people in the spirit of patriotism, devotion to the Motherland on the basis of these creations.

Key words: composer, song, folk harmonies, dutar, value, lyrics, class, method, education, upbringing.

ВАЖНОСТЬ И НЕОБХОДИМОСТЬ ТВОРЧЕСТВА ПОЭТА АЖИНИЯЗА В ВОСПИТАНИИ МОЛОДЕЖИ

Аннотация. В данной статье говорится о важности творчества поэта Ажинияза в воспитании учащихся и о воспитании молодежи в духе патриотизма, преданности Родине на основе этих творении.

Ключевые слова: композитор, песня, лады народной музыки, дутар, ценность, лирика, класс, метод, образование, воспитание.

Bul dúnyanıń kórki adam balası

Ajiniyaz Qosibay ulı

Bárshemizge belgili Ózbekstan Respublikası Prezidenti Shavkat Mirziyoyeytiń Jańa jıl bayramı múnasebeti menen Ózbekstan xalqına jollaǵan bayram qutlıqlawında “2024 – jıl Jaslar hám biznesti qollap quwatlaw jılı” ataması menen atalǵanın daǵazaladı hám “Insan qádirin ulıǵlaw, xalqımızdıń máplerin támiyinlew, bunıń ushın kúshli ekonomikanı payda etiwimiz biziń tiykarǵı wazıypamız bolıp esaplanadı” -, dep atap ótken edi. [1]

Haqıyqatında da mámleketimiz jaslar mámleketi. Xalqımızdıń 60 payızdan artıǵın jaslar quraydı. Bunda mektepke shekemgi bilimlendiriw tarawın qamtıp alıw, mektepke shekemgi hám mektep bilimlendiriw sistemasındaǵı mashqalalardı sheshiw hám bilimlendiriw sapasın asırıw is ilájların kóriw, bul joqarı bilimlendiriw sistemasındaǵı reformalardı joqarı basqıshqa alıp shıǵıw, jaslarǵa kásip – óner úyretiw sistemasın jetilistiriw, ulıwma jaslar ushın jańa jumıs orınların jaratıw máseleleri sistemalı túrde óz sheshimin tabıwdı talap etedi.

Milliy sananı rawajlandıratuǵın tárbiyalıq mazmunda milliy ırǵaqlarǵa tolı qaraqalpaq xalqınıń xalıq ladında jazılǵan qosıqları búgingi kún jaslarımızda milliy maqtanış sezimlerin

oyata aladı hám olardı hár tárepleme tárbiyalawda hám milliy muzika mádeniyatımızdın bunnan bılayda rawajlanıwına tiykar boladı. Milliy ruwxıy baylıgımız bolğan Ájiniyaz shayırdın tárbiyalıq mazmunğa iye bolğan, ana Watanğa ana tábiyatqa muhabbat haqqındağı hámde tağı basqa da jaslardın tárbiyasında tereń mazmunğa iye qosıqların naması menen oqıwshı jaslarımızğa úyretiw arqalı olarğa muzika arqalı bilim beriw menen birgelikte xalqımızdın tariyxı, jasap ótken xalqımızdın iri tulgaları haqqında, tariyxıy maǵlıwmatlar beriw, milliy úrp - ádetleri, dástúrleri, hám mádeniyatı menen tanıstırıp ótiw menen birge olardıń qálbinde ana Watanğa elimizge súyispenhilik oyatıw hám hár tárepleme rawajlangan kámil, jetik, insan etip tárbiyalawdan ibarat.

Ájiniyaz babamızdın jaslarda óz Watanına, óziniń tuwǵan jerine muhabbat sezimlerin oyatıwda, olarğa úlken rux baǵıshlawda tuwǵan jer haqqındağı qosıqlarınıń áhmiyeti oǵada úlken. Ájiniyaz shayırdın qosıqlarında xalıqtın arızın ármanların, oyın kúlki quwanışları, hátteki xalıqtın basıman ótken qayǵılı kúnlerin sheberlik penen súwretlew túrleride ushırasadı, máselem onıń «Bozataw» poemasında keń túrde orın alǵan. Shayır «Ellerim bardı», «Bolmasa», «Ayrılsa», «Jaqsı» [2] qosıqlarında tuwǵan jerińdi, tuwısqan xalqıńdı, jaqın juwıǵıńdı súyiwdi, olardı qásterlep abaylap húrmetlewdi, óz eliniń, xalqınıń shin azamatı bolıwdı eń hasıl aqıl – násiyat – sózleri menen kórkem etip bezep sáwlelendirgen. Solay etip duwtar saz áspabı menen atqarılatuǵın Ájiniyaz shayırdın dóretpeleri jas áwladqa jol – joba hám násiyat beriwde oǵada áhmiyetli bolıp, jaslardın kewilinde ómirge degen, tuwǵan jerine muhabbat sezimlerin oyatıw menen birge olardı joqarı adamgershilikke tárbiyalaytuǵın, bilim alıwǵa shaqıratuǵın ruwxıy derek bolıp esaplanadı. Ózleriniń bálent lapızı, tilsimli ónerleri menen xalqımızdın júreginen orın alǵan Ájiniyaz babamızdın xızmetlerin xalqımız úlken húrmet penen tilge aladı. Olardan keleshek áwladqa altınǵa almasırmas ájayıp qosıqlar, sazlar qaldı. Bul miynetler jas áwladlar ushın biybaha gáziyne, sarqılmas bulaq, házirgi jas kompozitorlarımız ushın úlken mektep bolıp esaplanadı. Xalqımızdın ásirler dawamında toplaǵan milliy qádiriyatlarımız bolğan milliy miyraslarımızdı biliw, olardı oqıwshı jaslarımızdın atqarıwında keńnen en jaydırıw búgingi kúnde biz qánige pedagoglar, kórkem óner iyeleri hám bolajaq muzika oqıtıwshıları aldında turǵan baslı wazıypalardıń biri bolıp esaplanadı.

Muzika kórkem óneri ásirler dawamında áyyemgi zamanlardan berli xalqımız benen birge jasap kiyatırǵan kórkem óner janlarınıń birinen bolıp, hár bir xalıqtın ózine tán ózgeshelikleriniń qáliplesiwine turmıs saltın sáwlelendirip, ádep – ikramlılıqqa tárbiyalawshı teńi tayı joq milliy qádiriyatlar bolıp kelgen. Ájiniyaz shayırdın dóretpeleri xalqımızdın qaytpas erligi, mártlik isleri, dúnyanı terbetip kiyatırǵan muhabbat lirikası – adamzat áleminiń real turmıslıq nátiyjesinde dúnyaǵa kelgen qádiriyat kórinisleriniń biri bolıp tabıladı. Onıń “Ellerim bardı” qosıǵında Ótirikti ras etip aytpaǵan,

Tuwrı joldan bas ketsede qaytpaǵan.

Námáhremdi hasla joldas tutpaǵan,

Atı qaraqalpaq ellerim bardı, [2] dep xalqımızdın ózine tán qádiriyatların sóz etedi. Oqıwshı jaslardı milliy qádiriyatlar tiykarında Watanğa sadıqlıq ruwxında tárbiyalawda oǵan tikkeley ámel etiwde jaslarda bul sezimlerde qáliplestiriw baslı wazıypa etip belgileniwi kerek.

Demek, milletniń ózine tán miyrasları ata – babalarımızdın tárbiyalıq hám danalıq násiyatları, xalqımızdın turmıslıq tájiriylari jámiyetimizdın jarqın keleshegin bekkemlewdegi tuykarlarınıń biri bolıp esaplanadı. Ruwxıy ádep – ikramlılıq pikirlerin bayanlap, xalıqtı bilimli,

jetiklik dárejesine kóteriwge shaqırǵan Ájiniyaz shayır dóretpelerinde insan hám onıń tárbıyası tiykarǵı orındı iyeleydi. Mısalı onıń “Jaqsı” qosıǵında da ushıratıw múmkin

Adam ulı adam qádirin bilmese,
Oñnan dúzde otlap júrgen mal jaqsı.
Aytqan sózdiń maǵanasın bilmese,
Ol adamnan tilsiz ósken mal jaqsı. [2]

Keleshegimiz úmitimiz bolǵan oqıwshı jaslar salamat, ruwxıy rawajlanǵan, bilimli, barkamal insan bolıp jetilisiwinde zamanagóy bilimler menen bir qatarda pútkil dúnyada qádiriyat sıpatında tán alınǵan bay ilimiy – kórkem miyrasımız tiykarǵı tayanış wazıypasın óteydi. Sol sebepten oqıwshı jaslarǵa dáslepki bilim beriw basqıshında onıń tolıq qalıplesiwinde zamanagóy pán jetiskenlikleri tiykarında danışpanlarımız jaratqan ullı qádiriyatlar menen birlesken halda ózlestiriliwiniń qanshelli áhmiyetli ekenligin kórsetedi. Jetiklik mazmunında ótmishimizdiń bay ruwxıy miyrası ullı danışpanlarımızdıń táliymatı, tárbıyalıq mazmunda jazılǵan qosıqları birlesip ketkenligi sonshelli olar ruwxıy ádep – ikramlılıq tárbıyasında áhmiyetli hám bahalı derek bolıp esaplanadı. Sebebi, ótmishdegi ilim – aǵartıwshılıq, tálim – tárbıya tarawındaǵı biybaha pikirleri mámleketimizdiń búgingi rawajlanıwında jas áwlad tárbıyasında kórnekleli orın tutadı.

Tájiriye talqılaw nátiyjelerinde oqıwshı jaslardı Ájiniyaz dóretpeleri tiykarında Watanǵa sadıqlıq ruwxında tárbıyalawda muzıka dógereklerinde ámel etiwde usınıladı:

- muzıka dógerekleri (duwtarshılar) baǵdarlamasında oqıwshı jaslardı Ájiniyaz shayır dóretpeleri tiykarında Watanǵa sadıqlıq ruwxında tárbıyalawdıń imkanıyatların belgilep beredi;
- klass hám klasstan tısqarı tárbıyalıq jumısları mazmunına oqıwshılar sanasına milliy qádiriyatlar hám Watanǵa sadıqlıq tuyǵıların síndiriwge baylanıslı temalar hám qosıqlardıń kiritiliwi;
- anıqlap alınǵan baǵdarlama tiykarında onıń maqseti, tárbıyalaw metodları hám Watansúyiwshilik, Watanǵa sadıqlıq tuyǵıların qalıplestiriwdiń formaların islep shıǵıw maqsetke muwapıq boladı.

Juwmaqlap aytqanda Ájiniyaz Qosıbay ulınıń dóretiwshilik xızmetleri bizge qaldırǵan biybaha miyrası, ruwxıy ádep – ikramlılıq haqqındaǵı kóz qaraları hám tárbıyalıq mazmundaǵı dóretpelerinen mámleketimizdiń keleshegi bolǵan jas áwladqa tálim hám tárbıya beriwde, jetik insan etip kamalǵa keltiriwimizde keń paydalanıwımız zárúr hám áhmiyetli dep esaplaymız.

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MAKTABDA MUMTOZ ADABIYOTNI O'QITISH MUAMMOLARI

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Annotatsiya. Mazkur maqolada maktabda mumtoz adabiyotni o'qitish muammolari va berilgan parchalar yuzasidan ayrim mulohazalar keltirib o'tilgan. Maqola davomida yo'l qo'yilgan ba'zi kamchiliklarga to'xtalib o'tilgan hamda yechim sifatida taklif, mulohazalar keltirib o'tilgan.

Kalit so'zlar: mumtoz adabiyot, adabiyot darsliklari, Alisher Navoiy, Zahiriddin Muhammad Bobur, to'g'rilik va egrilik.

PROBLEMS OF TEACHING CLASSIC LITERATURE AT SCHOOL

Abstract. In this article, some comments on the problems of teaching classical literature at school and the given excerpts are given. In the course of the article, some of the shortcomings have been touched upon, and suggestions and comments have been made as a solution.

Key words: classic literature, literature textbooks, Alisher Navoi, Zahiriddin Muhammad Babur, straightness and crookedness.

ПРОБЛЕМЫ ПРЕПОДАВАНИЯ КЛАССИЧЕСКОЙ ЛИТЕРАТУРЫ В ШКОЛЕ

Аннотация. В статье даются некоторые комментарии по проблемам преподавания классической литературы в школе и приводятся отрывки. В ходе статьи были затронуты некоторые недостатки, а также высказаны предложения и замечания в качестве решения.

Ключевые слова: классическая литература, учебники литературы, Алишер Навои, Захириддин Мухаммад Бабур, прямолинейность и кривизна.

O'rta maktablarning adabiyot darsliklarida mumtoz adabiyotning o'qitilish muammosi dolzarb bo'lib, yosh avlodni tarbiyalashda muhim qirralarni namoyon etadi. Masalan 5-sinfning adabiyot darsligida Alisher Navoiy va Zahiriddin Muhammad Bobur siymolari o'tiladi. "Hayrat ul-abror" dostonining o'ninchi maqolati va "Sher bilan durroj" hikoyati o'rganiladi. Birinchi navbatda maqolat va hikoyatning asl matni beriladi, so'ngra xuddi shu maqolat va hikoyatning nasriy bayoni, ya'ni ma'nosi keltiriladi.

Endi darslikdagi ana shu Alisher Navoiy qismini bir boshdan ko'rib chiqaylik, avvalo, shoir tarjimai holi qisqacha bayon etiladi. So'ng aytilgani kabi "Hayrat ul-abror" dostonidan o'ninchi maqolat va hikoyat beriladi. Uning izidan maqolat va hikoyatning nasriy mazmuni keltirilib, uning tushunilishi yengillashtiriladi. Shundan keyin dostondan to'g'rilik va egrilik to'g'risida degan qism keladi. Bu qismda "Hayrat ul-abror" dostoni 63 bobdan iborat ekani, turli mavzular sharhiga bag'ishlangan 20 ta maqolat borligi va shu mavzularga mos 20 ta hikoyat mavjudligi gapiriladi.

Ana shu to'g'rilik va rostlik haqida tushunchalar izohi berilgan qism ancha o'rinli. Chunki bu qism 5-sinf bolalariga to'g'rilik va rostlik xususida katta tasavvur beradi va ularni shu ruhda tarbiyalashda ahamiyati jihatidan ancha muhim.

Mavzu oxirida "Savol va topshiriqlar" qismi beriladi, ularning miqdori 26 ta. Savollarning darajasi 5-sinf bolalari saviyasiga moslab tuzilgan, lekin ochig'i ba'zi topshiriqlar og'irroq tuyuladi. Masalan, "Alisher Navoiy siymosining milliy-ma'naviy hayotimizda tutgan

o'zni haqida so'zlab bering", "Navoiy she'riyati qanday to'plamlarda jamlangan?" va boshqalar. Bundan tashqari xamsanavislik an'anasi, shoirning keksaligi va asarlari, majoziy obrazlar kabi savollar ham 5-sinf o'quvchilariga og'irlik qiladi. Basharti savol va topshiriqlar qismi o'qituvchiga mo'ljallangan bo'lsa, bu o'rinli, lekin savollarni o'qituvchi va o'quvchi, ya'ni ustoz va shogirdlar bahamjihat hal etsa, bu to'g'ri. Takror aytamiz savollar 5-sinf bolasi uchun og'irlik qiladi, umuman, savol va topshiriqlarni soddalashtirish ma'qul.

Xulosamiz shuki, Alisher Navoiy mavzui 5-sinfda ilk bor o'tilishi hisobga olinsa, oson yo'ldan borish lozim. Shoir tajimai holining birinchi rejada berilishi to'g'ri, lekin o'ninchi maqolat va hikoyatning asl matni bilan ularning nasriy bayonlari o'rin almashgani ma'qul. Boisi doston matni 5-sinf bolasi uchun og'irlik qiladi, shuning uchun bolalarga oldin maqolat va hikoyatning mazmuni tushuntirilsa yaxshi bo'ladi. So'ngra doston matniga o'tilsa bo'ladi, lekin doston matni uchun maxsus lug'at zarur. Chunki matnda tushunilishi og'ir so'zlar juda ko'p, demak lug'atni hatto oldin berib borsa ham bo'ladi.

Yana bir niyatimiz shuki, ustoz emas, balki shogirdlar faollashtirilishi lozim, bu esa ko'zlangan maqsad sari yo'lni osonlashtiradi.

Eslatilganidek, Alisher Navoiy ijodidan so'ng Zahiriddin Muhammad Bobur hayoti bilan tanishtiruv boshlanadi. Birinchi, Bobur hayot yo'li berilgan, uning og'ir va ziddiyatli hayot yo'li o'quvchilarda chuqur taassurot qoldiradi. Boburning alamliligi yillari, tortgan azoblari, asosan, uning hayot yo'lida chizgilar beruvchi ruboiylari orqali ochib beriladi. Ayni shu ruboiylarning nasriy bayoni, uning mazmuni tag mag'zi o'quvchiga sodda tarzda tushuntirib beriladi. Boburning 5ta shu yildagi ruboiylari alohida urg'u berilgan holda tushuntiriladi va o'quvchida kuchli taassurot qoldiradi.

Shu bilan birga Boburning ruboiylari o'quvchilarga mustaqil o'qish uchun havola etiladi. Bu ruboiylar 22 ta bo'lib, qiyin so'zlar lug'ati ham berib boriladi. Lug'at holda beriladi va o'sha so'zning mazmunini to'la shu o'rinning o'zida bilib oladi. Bu esa, shubhasiz, o'sha ruboiyning mazmunini anglab olishda kalit vazifasini o'tagan. Lekin baz'i ruboiylar bolalar uchun og'irlik qiladi, ruboiylarning ma'nosiga tushunmaslik esa, tabiiyki, anglashilmovchiliklarga sabab bo'ladi. Shu bois ruboiylarning tushunarli, oson anglashga moslarini tanlashga harakat qilishi lozim edi. Shu xil anglashili mushkul ruboiylarning nasriy bayoni berilsa, ma'qul bo'lar edi, chunki o'quvchini qiyin ahvolga solib bo'lmaydi.

Ruboiylar izidan ruboiyga doir nazariy ma'lumot beriladi va qofiya hamda radif xususida mo'jaz tushuncha beriladi. Ruboiyning qofiyalanish usuli, qofiya odatan birinchi, ikkinchi, to'rtinchi misralarda kelib, uchinchi misraning ochiq qolishi kuzatiladi. Goho ruboiyda har to'rtala misrada qofiyaning ham mavjudligi kuzatiladi va bu xil ruboiylarning nomlanishi aytilganda maqsadga muvofiq bo'lar edi. Lekin darslikda bular ochiq qoldirilgan, vaholanki 5-sinf bolasi uchun bu xil ma'lumotlar og'irlik qilmaydi. Chunonchi, ma'lumot uchun to'rt misrasi ham qofiyalangan ruboiy taronai ruboiy deyilish aytilsa yomon bo'lmas edi.

Shundan so'ng savol va topshiriqlar beriladi, ularda Boburning kimligi, avlodlari, ajdodlari, ruboiylari haqida so'raladi. Nihoyat ana shular asosida yozma ish tayyorlash topshiriladi, bu esa g'oyatda to'g'ri vazifadir.

Yuqoridagilardan xulosa shuki, Bobur hayoti va ijodiy faoliyati to'g'ri yoritilgan, bolalarga moslab tushuncha berilgan. Ammo qofiya va radiflarning ma'nolari, ya'ni misraning

oxiri va izidan bormoq (qofiya), otga mingashmoq (radif) kabilar aytilsa yomon bo'lmas edi. Bu hodisalar o'quvchi bolalarning tushunchasini shakllantiradi va ruboiy haqidagi ma'lumotlarda o'zbek mumtoz adabiyoti namoyondasi Lutfiy ruboiylari ham eslatib o'tilishi joiz deb bilamiz. Bu xil ma'lumotlar bolalar tushunchasiga ijobiy ta'sir qiladi va ularning tushunchasini charxlaydi, albatta.

Bizningcha, 5-sinf darsligida mumtoz siymolarga kam o'rin ajratilgandek tuyuladi, boisi Navoiy va Bobur ijodining berilishi kamlik qiladi. Qolaversa, Navoiy va Boburlarning rasmi masalasida ham e'tirozimiz bor. Sababi darsliklardagi rasmlar talab darajasida emas. Vaholanki, Navoiy va Boburlarning o'z zamondoshlari tomonidan chizilgan suratlari zamonimizgacha yetib kelgan. Ana o'sha rasmlar darslik sahifasidan o'rin olsa nur ustiga a'lo nur bo'ladi. Chunki rasm va tasvirlar bolaga ko'proq ta'sir o'tqaza oladi hamda xotirada uzoq saqlab qoladi.

Achinarlisi shundaki, maktab darsliklarining 6-7-8-sinflar uchun mo'ljallangan darslik kitoblarida ham mumtoz siymolarga juda oz o'rin ajratilgan. Masalan, 6-sinf darsligida mumtoz siymolardan Alisher Navoiy, Rabg'uziy, Gulxaniy kabilar ijodi mavjud. 7-sinf darsligida esa Alisher Navoiy, Turdi Farog'iy, Uvaysiy, 8-sinf darsligida Yusuf Xos Hojib, Lutfiy, Navoiy, Nodira ijodi berilgan. Sirdan qaraganda mumtoz siymolarga kam e'tibor berilgandek tuyuladi. Aslida ham shunday, boisi mumtoz adabiyotimizning qolgan qator siymolari nechundir e'tibordan chetda qoldirilgan.

O'QITUVCHI VA TALABALARDA NUTQ MADANIYATINI SHAKLLANTIRISHGA QARATILGAN ILMIY YONDASHUVLAR VA TEXNOLOGIYALAR

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Annotatsiya. Ushbu maqolada o'qituvchi va o'quvchilarning nutq madaniyatini shakllantirishga qaratilgan ishlar, bilim, ko'nikma, malakalar va texnologiyalar, nutq madaniyatini to'g'ri rivojlantirish bo'yicha qilinishi lozim bo'lgan ishlar bo'yicha ilmiy ma'lumotlar keltirilgan.

Kalit so'zlar: pedagog, o'qituvchi, talaba, yoshlar, nutq, til, o'zbek tili, nutq madaniyati, jamiyat, to'g'rilik, aniqlik, soflik, adabiy, badiiy.

SCIENTIFIC APPROACHES AND TECHNOLOGIES FOR THE FORMATION OF SPEECH CULTURE IN TEACHERS AND STUDENTS

Abstract. This article contains scientific information on the work aimed at forming the speech culture of teachers and students, the work that should be done on the proper development of knowledge, skills, skills and technologies, speech culture.

Key words: pedagogue, teacher, student, youth, speech, language, Uzbek language, speech culture, society, correctness, accuracy, purity, literary, artistic.

НАУЧНЫЕ ПОДХОДЫ И ТЕХНОЛОГИИ ФОРМИРОВАНИЯ КУЛЬТУРЫ РЕЧИ У ПЕДАГОГИ И СТУДЕНТОВ

Аннотация. В данной статье содержатся научные сведения о работе, направленной на формирование речевой культуры учителей и учащихся, о работе, которую следует проводить по правильному развитию знаний, умений, умений и технологий, культуры речи.

Ключевые слова: педагог, учитель, ученик, молодежь, речь, язык, узбекский язык, культура речи, общество, правильность, точность, чистота, литературный, художественный.

Kirish

Dunyoda har bir kasbni egallashda nutq madaniyati muhim qurol hisoblanadi. Chunki o'z nutqini ravon gapira olmagan va fikrini erkin bayon qila olmagan mutaxassis o'zining egallagan kasbiga loyiq emas, befarq hisoblanadi. Jamiyatning rivojlanish darajasini bilish uchun, uning til madaniyati qanchalik rivojlanganligiga e'tibor qaratish lozimdir. Nutqni aniq, ravon, to'g'ri bayon etish, ta'sirchanligi va sofligini oshirish har bir millatning mutaxassislariga, talaba-yoshlariga bog'liq jarayon hisoblanadi.

O'zbek tilini yanada rivojlantirish, uning taraqqiy etishi uchun hamma imkoniyatlarni yaratib berish dolzarblik kasb etayotgan bugungi kunda ta'lim tizimining barcha bo'g'inlarida o'zbek tilini o'qitish sifatini yaxshilash, o'quvchi va talabalarni o'zbek tilida to'g'ri va ravon so'zlashga o'rgatish, ularning nutqi madaniyatini takomillashtirish zarurligini davrning o'zi ko'rsatib turibdi. Shuning uchun nutq madaniyatini rivojlantirish maqsadida o'zbek tilini chuqur o'rganish, shu tilde so'zlash mahoratini oshirishga qaratilgan markazlarning tashkil etilishi, oliy

ta'lim muassasalarida "Nutq madaniyati", "O'zbek tili" fanlarining kiritilishida tilimiz rolini yanada oshirish ko'zda tutilgan.

Nutq madaniyati-til normalarini egallamoq ya'ni talaffuz urg'u, so'z ishlatish, gap tuzish qonunlarini yaxshi bilmoq, shuningdek, tolning tasviriy vositalardan har xil sharoitlrga mos va maqsadga muvofiq foydalana olish, ifodali o'qish va so'zlay olish madaniyatini egallash demakdir.

Nutq madaniyati amaliy jihatdan nutqning xilma-xil muammolarini tadqiq qiluvchi fan bo'lib,chiroyli nutq tuzishning qonuniyatlari, sirlari, til, til normalari, nutq, nutqning sifatlari, nutqiy uslublar, nutqda uchrashi mumkin bo'lgan kamchilik va xatolar, nutqiy asarlarning ko'rinishlari, nutqning talaffuziga doir muammolar yuzasidan bahs yuritadi.

Odam nutq yordamida o'zining his-tuyg'ulari, fikrlarini bayon etadi va boshqalarning fikrlari, his-tuyg'ularini anglab oladi.

O'qituvchilar va talabalarning nutq madaniyati shakllanishi uchun turli xil badiiy asarlar, hikoyalar, roman va she'riy janrlarga oid kitoblar o'qishi lozim. O'qilgan badiiy asarlar yuzasidan bir-biri bilan fikr almashinishi, xulosa chiqarishi va o'z fikrlarini bayon qilishi nutqiy madaniyatni shakllantirishda eng yaxshi texnologiya hisoblanadi. Nutq madaniyatini pedagogdan ayro holda tasavvur etib bo'lmaydi, Zotan, nutq madaniyati sohiblik malakalari ta'lim va tarbiya jarayonlarida shakllantiriladi. Nutq madaniyati yetuk kadrlar tayyorlash uchun tilshunoslik faniga e'tiborni yanada oshirish, turli ilmiy loyihalar ishlab chiqish va talaba-yoshlar o'rtasida kitobxonlikni keng targ'ib qilish muhim yondashuvlardan biri hisoblanadi.

Xulosa qilib shuni aytadigan bo'lsak, o'qituvchilar va talabalardagi nutq madaniyatini rivojlantirish, to'g'ri va sofligini taminlash, adabiy me'yorlariga mos holda gapirish va fikrimizi aniq bayon qilib bera olishimiz jamiyatimizning qanchalik rivojlanganlik darajasini belgilab beradi. Kadrlar tayyorlashda ham nutqiy madaniyatimizga shakllariga alohida e'tibor berishimiz tilimizning boyishiga xizmat qiladi.

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IXTISOSLASHTIRILGAN MAKTAB O'QUVCHILARINING ARHITEKTURA DIZAYNI ORQALI KASBIY MAHORATLARINI RIVOJLANTIRISH

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***Annotatsiya.** Mazkur maqolada ixtisoslashtirilgan maktab o'quvchilarining arxitektura dizayni orqali kasbiy mahoratlarini rivojlantirish masalalari yoritib berilgan. Maqola davomida arxitekturaning o'ziga xos soha ekanligi va imkoniyatlari haqida so'z boradi. Shuningdek, dars jarayonidan rasmlar berib o'tilganligi maqolaning mazmunini yanada ochib berishga xizmat qilgan.*

***Kalit so'zlar:** ixtisoslashtirilgan maktab, arxitektura, dars jarayoni, o'rta maktab o'quvchilari, dizayn.*

DEVELOPMENT OF PROFESSIONAL SKILLS OF SPECIALIZED SCHOOL STUDENTS THROUGH ARCHITECTURAL DESIGN

***Abstract.** This article highlights the issues of developing professional skills of specialized school students through architectural design. The article talks about the fact that architecture is a unique field and its possibilities. Also, the presentation of pictures from the lesson served to further reveal the content of the article.*

***Key words:** specialized school, architecture, teaching process, high school students, design.*

РАЗВИТИЕ ПРОФЕССИОНАЛЬНЫХ НАВЫКОВ УЧАЩИХСЯ ПРОФИЛЬНЫХ ШКОЛ ЧЕРЕЗ АРХИТЕКТУРНОЕ ПРОЕКТИРОВАНИЕ

***Аннотация.** В данной статье рассмотрены вопросы развития профессиональных навыков учащихся профильных школ посредством архитектурного проектирования. В статье говорится о том, что архитектура – уникальная область и ее возможности. Также презентация фотографий с урока послужила дальнейшему раскрытию содержания статьи.*

***Ключевые слова:** специализированная школа, архитектура, учебный процесс, старшеклассники, дизайн.*

Arxitektura – maftunkor va dinamik soha bo'lib, u ham ta'limga, ham tadbirkorlikka qiziquvchi o'rta maktab o'quvchilari uchun keng imkoniyatlar yaratadi. Bu odamlar hayotiga sezilarli ta'sir ko'rsatishi mumkin bo'lgan funksional va estetik jihatdan yoqimli joylarni yaratish uchun san'at va ilm-fanni birlashtirgan kasb. Arxitektura bo'yicha martaba izlash ijodkorlik, muammolarni hal qilish va innovatsiyalarga bo'lgan chuqur ishtiyoqni, shuningdek, umrbod ta'limga sodiqlikni talab qiladi. Ushbu maqolada men arxitekturaga ixtisoslashtirilgan maktab o'quvchilari uchun ajoyib kasb tanlovi bo'lishining ba'zi sabablarini, jumladan, ijodkorlik, ta'sirchanlik, hilma-hillik, qiyinchilik, tadbirkorlik va global tajribalar uchun imkoniyatlarni o'rgataman.

Ijodkorlik:

Ijodkorlik arxitekturaning hal qiluvchi jihati hisoblanadi. Arxitektor sifatida sizga nafaqat yashovchilarning funksional ehtiyojlarini qondiradigan, balki ularning estetik afzalliklari va

madaniy qadriyatlarini aks ettiradigan binolar va makonlarni loyihalash vazifasi yuklangan. Buning uchun siz kuchli ijodiy qarashga va konsepsiyani aniq dizaynga aylantira oladigan innovatsion g'oyalarni yaratish qobiliyatiga ega bo'lishingiz kerak.



1-rasm. Respublika ixtisoslashtirilgan dizayn maktabi arxitektura yo'nalishi
10-sinf o'quvchilari

Arxitekturada ijodkorlik hayolot, muammoni yechish qobiliyatlari va texnik bilimlarning kombinatsiyasini o'z ichiga oladi (1-rasm). Bu byudjetlar, qurilish me'yorlari va havfsizlik qoidalarini kabi amaliy cheklovlarni hisobga olgan holda qutidan tashqarida fikr yuritish, bir xillikka qarshi chiqish va chegaralarni surish qobiliyatini talab qiladi.

Karyera o'sishi:

Dizayn me'mori: Ushbu martaba yo'li binolar va makonlarni loyihalashga qaratilgan. Dizayn arxitektorlari mijozlar bilan dizayn konsepsiyasini ishlab chiqish, chizmalar va modellarni yaratish va qurilish jarayonini nazorat qilish uchun ishlaydi (2-rasm).



2-rasm. Respublika ixtisoslashtirilgan dizayn maktabi arxitektura yo'nalishi
o'quvchilarining nazariy va amaliy darslari

Loyiha menejeri:

Loyiha menejerlari binolar va joylarni rejalashtirish, loyihalash va qurilishni boshqarish uchun javobgardir. Ular mijozlar, arxitektorlar, muhandislar va pudratchilar bilan yaqin hamkorlik qilib, loyihalarni o'z vaqtida va byudjet doirasida bajarilishini ta'minlaydi.

Shahar rejalashtiruvchi:

Shahar rejalashtiruvchilar jamoalar va shaharlarni loyihalash va rivojlantirish uchun mas'uldirlar. Ular barqaror va yashash uchun qulay joylar yaratish uchun ijtimoiy, iqtisodiy va ekologik omillarni muvozanatlash uchun ishlaydi.

Ta'sir va hamkorlik:

Arxitektura jamiyat, atrof-muhit va iqtisodiyotga sezilarli ta'sir ko'rsatadi. Arxitektorlar qurilgan muhitni shakllantirish va odamlarning yashashi, ishlashi va bir-biri bilan o'zaro munosabatiga ta'sir qilish kuchiga ega. Ular o'z dizaynlarining ijtimoiy, madaniy va atrof-muhitga ta'sirini hisobga olishlari va jamiyatga ijobiy hissa qo'shishlarini ta'minlashlari shart. Arxitektor bir necha jihatdan ijobiy ta'sir ko'rsatishi mumkin. Masalan, ular energiya samaradorligini oshiradigan, uglerod chiqindilarini kamaytiradigan va barqaror materiallardan foydalanadigan binolarni loyihalashlari mumkin.

Arxitektura - bu muhandislar, pudratchilar va mijozlar kabi boshqa mutaxassislar bilan ishlashni o'z ichiga olgan hamkorlikdagi kasb. Me'morlar boshqalar bilan samarali ishlash va o'z dizaynlarini hayotga tatbiq etish uchun kuchli muloqot va jamoada ishlash ko'nikmalariga ega bo'lishi kerak. Arxitekturadagi hamkorlik aqliy hujum, muammolarni hal qilish va qaror qabul qilish kabi bir qator faoliyatni o'z ichiga oladi. Arxitektorlar o'z mijozlari va manfaatdor tomonlarning ehtiyojlari va intilishlarini diqqat bilan tinglashlari va ularning talablariga javob beradigan dizaynlarni ishlab chiqish uchun hamkorlikda ishlashlari kerak (3-rasm).



3-rasm. Respublika ixtisoslashtirilgan dizayn maktabining
Soha korxonalari bilan hamkorlik aloqalari

Ta'lim va tadbirkorlik:

Arxitektor sifatida siz o'zingizning arxitektura firmangizni ochish orqali ham tadbirkorlik bilan shug'ullanishingiz mumkin. Bu o'z martabangizni nazorat qilish, o'z brendingizni yaratish va o'zingiz qiziqqan loyihalar ustida ishlash uchun ajoyib imkoniyat bo'lishi mumkin.

Ta'lim:

Arxitektura bilan shug‘ullanish uchun katta hajmdagi ta’lim talab etiladi, bu o‘rganish va shaxs sifatida o‘shish uchun ajoyib imkoniyat bo‘lishi mumkin. Siz dizayn tamoyillari, qurilish texnikasi va atrof-muhitning barqarorligi va boshqa narsalar haqida chuqur tushunchaga ega bo‘lasiz (4-rasm).



4-rasm. Respublika ixtisoslashtirilgan dizayn maktabining
Universitetlar bilan hamkorlik aloqalari

Global imkoniyatlar:

Arxitektorlarga global talab, ayniqsa tez o‘shish va urbanizatsiyani boshdan kechirayotgan mamlakatlarda mavjud. Bu shuni anglatadiki, to‘g‘ri malaka va malakaga ega arxitektorlar dunyoning turli burchaklarida ish imkoniyatlarini topa oladi.

Madaniy almashinuv:

Arxitekturada martaba bilan shug‘ullanish sizga turli mamlakatlarda sayohat qilish va ishlash imkoniyatini beradi, bu boyituvchi tajriba bo‘lishi mumkin. Siz turli madaniyatlar, urf-odatlar va dizayn uslublari bilan tanishish va ularni ishingizga qo‘shish imkoniyatiga ega bo‘lasiz.

Loyihalash korxonalari:

Ko‘pgina yirik arxitektura korxonalari global miqyosda mavjud, ya’ni siz ushbu fkorxonalarda ishlashingiz va dunyoning turli burchaklarida joylashgan bo‘lishingiz mumkin. Bu sizga turli mamlakatlardagi yuqori darajadagi loyihalarda ishlash uchun noyob imkoniyatni taqdim etishi mumkin. Umuman olganda, arxitektura dizayn, ijodkorlik va dunyoga ijobiy ta’sir ko‘rsatishga ishtiyoqi bo‘lganlar uchun qiziqarli va qoniqarli martaba tanlovi bo‘lishi mumkin (5-rasm).



5-rasm. Respublika ixtisoslashtirilgan dizayn maktabining
Universitetlar bilan hamkorlik aloqalari

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XVIII - XX ÀSIRLERDE TÜRKISTANDA TÀRBIYA, MEKTEP HÀM PEDAGOGIKALIQ PIKIRLERDİŇ RAWAJLANIWI

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Annotaciya. Maqalada 18-20 ásirlarde Turkistanda tárbiya, mektep hám pedagogikalıq pikirlerdiń dáslepki payda bolıwları onıń oziq oyli insanlar tárepine jetilistiriwleri sóz etiledi. Bul dáwirdegi ađartıwshılıq oy pikirlerge iye insanlardıń miynetlerindeki tálim-tárbiyağa, kásip tańlawğa baylanıshı bolǵan ideyaları sóz etiledi.

Tayanısh tusinikler: Tárbiya, Turkistan, mektep, pedagogikalıq pikirler, Abdulla Avloniy, milliy tárbiya, medrese, Xorezmiy, Xiywa medreseleri, Kúnxoja Ibrayim ulı, Ajiniyaz Qosibay ulı.

PROMOTION OF EDUCATION, SCHOOL AND PEDAGOGICAL IDEAS IN TURKESTAN IN XVIII - XX CENTURIES.

Abstract. The article talks about the progressive use of education, school and pedagogical ideas in Turkey in the 18th - 20th centuries, and the education of advanced thinkers. During this period, the works of intellectuals who have enlightened thoughts talk about the ideas related to education and career choice.

Key words: Education, Turkestan, school, pedagogical ideas, Abdulla Avloni, national education, madrasa, Khorezmi, Khiva madrasas, Kunkhoja Ibrahim Ođli, Ajiniyaz Kosibay Ođli.

РАЗВИТИЕ ОБРАЗОВАНИЯ, ШКОЛЫ И ПЕДАГОГИЧЕСКОЙ ИДЕИ В ТУРКЕСТАНЕ В XVIII – XX ВЕКАХ.

Аннотация. В статье говорится о прогрессивном использовании образования, школы и педагогических идей в Турции XVIII – XX веков, воспитании передовых мыслителей. В этот период произведения интеллектуалов, обладающих просвещенными мыслями, рассказывают об идеях, связанных с образованием и выбором карьеры.

Ключевые слова: Образование, Туркестан, школа, педагогические идеи, Абдулла Авлони, национальное образование, медресе, Хорезмийское, Хивинское медресе, Кунходжа Ибрагим оглы, Ажинияз Косибай оглы.

Tárbiya – adamzat jámiyetiniń ajıralmas bólegi, mádeniy dárejesiniń aynası hám rawajlanıwınıń tiykarı bolıp xızmet etedi. Ol jámiyet rawajlanıwınıń tiykarǵı buwını sıpatında, jámiyetlik tájiriyebe, ruwhıy-adamgershilik hám milliy dástúr, úrp-ádetlerdiń birligin, olardıń áwladtan-áwladqa ótiwin hám jámiyet rawajlanıwın támiynlewshi tiykarǵı kúsh bolıp esaplanadı.

Tárbiya - násil, ortalıq, dóretiwshi xızmet hám adamgershilikli qarım-qatnas sistemasında adamnıń shaxs bolıp qalıplesiwiniń tiykarǵı faktorı sanaladı. Abdulla Avloniydiń sózi menen aytqanda «Tárbiya – bul ya ómir, ya azatlıq, ya apatshılıq, ya saadat, ya baxıtsizlıq máselesi...» bolıp qalǵan hám qala beredi. Tárbiya – hár bir shaxsta belgili bir fizikalıq, ruwxıy, ádep-ikramlılıq sıpatlardı qalıplestiriwge qaratılǵan ámeliy pedagogikalıq process; insannıń jámiyette jasawın

támiyinlew ushın zárúr bolğan aqılıy-fizikalıq, kórkem-estetikalıq hám ádep-ikramlılıq - ruwxıy ózgesheliklerin qalıplestiriwge baǵdarlangan ilájlar kompleksı.

Tárbiya - turmıstı biliw, oǵan tayarlanıwday juwapkershilikli wazıypanı orınlaydı. Tárbiya - balanıń ana qursaǵındaǵı waqıtlarınan baslanıp, pútkil ómir boyı dawam etetuǵın úzliksiz process. Tárbiya – insannıń inasanlıǵın támiynleytuǵın ázelden bar hám máńgilik qádriyat.

Pedagogikada tárbiya túsiniǵinen basqa tárbiyalaw túsiniǵide qollanıladı. Ol tárbiya procesiniń ózine tán bolğan tiykarǵı belgilerin, rawajlanıw basqıshların belgilep berip, olar arasındaǵı negizgi baylanıslardı hám ishki qarama-qarsılıqlardı kórsetedi. Tárbiyalawda toqtap qalıw, «izdegiler»diń jetip alıwı ushın kútip turıwlar bolmaydı. Kún menen túnniń, ay menen aydıń, jıl menen jıldıń almasqanı siyaqlı olda úzliksiz alǵa qaray rawajlanıp bara beredi hám balanıń pútkil ómiri boyı dawam etedi. Biraq, tárbiyanıń nátiyjeleri oqıtıwdıń nátiyjeleri siyaqlı birden kózge taslanbaydı.

Ol uzaq waqıtlar dawamındaǵı tınımsız miynetti, shıdamlılıqtı, tásir jasawlardı, kútiwdi talap etedi.

Feodalizm jámiyetindegi tárbiya qatlamlı túske iye boldı. Jámiyet dvoryanlar, ruxanıylar hám diyqanlar, ónermentler qatlamlarına bólinde. Hár bir qatlamnıń óz aldına tárbiya maqseti boldı. Dvoryanlar balaların mámlekettegi basshı xızmet orınlarına tayarladı, mártlikke, joqarı adamgershilikke tárbiyaladı. Ruxanıylar bolsa balalarına diniy tárbiya berdi, diniy táliymatlardı úyretti. Diyqan hám ónermentlerdiń balaları tárbiyanı tiykarınan úyde, miynet procesinde aldı.

Olar ushın arnawlı ashılǵan mekteplerde balalar ónermentshilikke, sawda islerine, oqıw, jazıw hám esaplawǵa úyretilgen.

Tárbiyanıń wazıypaları delingende tárbiyanıń jobalastırılǵan aqırǵı nátiyjesine, maqsetine erisiw ushın orınlanatuǵın talaplar sisteması túsiniledi. Tárbiya procesinde tárbiyalanıwshınıń sanası qalıplese, sezimleri, oy-pikirleri rawajlanıp baradi Tárbiya dáslep shańaraqta qalıplesip baradisoń mektep dâwirinde jetilisip rawajlanıp baradi. Sol waqıttaǵı Orta Aziyada dáslepki mektepler jeke menshik mektepler payda boladi, muǵallım jallap balalardı úyde oqıtıw ilajları ádetke aylandırıladi. Qala hám awıllarda ashılǵan mekteplerde balalardı oqıtıw 6 jastan barıp, álipbeni úyrenip onıń ayırım hâriplerin jazıwdı úyrengen. Er balalar hám qız balalar bòlek oqıtılǵan.

Sol dâwirde baslanǵısh bilip beretuǵın mektepler hám joqarı bilim beretuǵın meshit hám medireseler bolǵan. Mektepler tiykarınan meshitler qasında ashılǵan hám imamlar oqıtıwshılıq etken. Medreselerde diniy bilimlerden tisqari dunyalıq bilimlerde berilgen yaǵniy nizamshılıq (fiqh), logika, matematika (riyazat), geometriya (handasa), astronomiya, medicina, tariyx, geografiya, ádebiyat, poetika (ilmu aruz), arab tili hám onıń morfolagiyası (qofiya) oqıtılǵan. Medresede eń bilimli tájiriybeli qanıgeler sabaq bergen. Baslanǵısh bilim beriw mekteplerinde 5-6 jil dawamında oqıtılıp, arab álipbesi, hâriplerdiń oqılıwi úyretilip barılǵan. Keyingi basqishta Quran sureleri hám ayatlari " Haftiyak " yaǵniy (Qurani kârimniń jetiden biri) oqıtılıp soń " Shor kitap " (tört kitap) onnan keyin bolsa Suwpi Allayardiń "Risolai aziza", "Sabat ul aji zin" kitaplari oqıtılǵan. Orta àsirlerde hayal- qızlar mektepleri bay adamlar úyinde yamasa oqıtıwshı hayallar úyinde ashılǵan bolip, hayal - qızlar oqıtıwshılarınıń Otin oyi, Otin Bibi, Bibi Otin, Bibi Xatun dep ataǵan. Olar qızlarǵa uy jumislari uyretken. XIX asirdiń ekinshi yarimi XX àsir naslarında Türkistan ulkesinde uzaq tariyxıydâwir ishinde qalıplesip rawajlanǵan bilimlendiriw sisteması dawam etti. XIX asirdiń ortalarinan baslanǵan basqınshılıq jürisleri nátiyjesinde kaloniyaǵa aylanǵan Turkstanda jergilikli xalıqtıń dâsturlık bilimlendiriw sistemasında da kalloniyalıq

hukimettiñ mąplerin gızlewshi siyasat jurgizildi. Bul eñ dáslep jergilikli xalıqtı ruslastırıw maqsetinde dúzilgen rus - tuzem mektepleri ashılıp hám olardıñ sani tez pát penen kóbeytirildi.

Rossiya imperiyasınıñ hár turli guberniyalarinan Túrkiстанğa kפשirip alıp keltirilgenlerdiñ balalarına bilim beriw arqalı hákimyat wákılleri menen jergilikli xalıq ortasında daldálshiliq qılatuğın awdarmashılardı tayarlaw kózde tutilğan. Sonıñ menen birge bul mektepler arqalı tiykarğı jergilikli xalıqta rus madeniyatin keñ en jaydiriwğa hareket etilgen. Sol sebepli Turkistan general gubernatori G. Rozenbax (1884-1889) birinshi rus- tuzem mektebin 1884- jil Tashkentte Saidğani Saidazimjanniñ uyinde ashti. Dáslep bul mekteplerge jergilikli sawdager hám isbilermenler óziniñ balaların oqıwğa bergen. 1911-jil nul mektepler sani 89 ğa jetedi. Rus - tuzem mekteplerinde oqıw kúni eki bòlimnen ibarat bolıp, dáslep rus oqıwshisi oqıwshılarğa (oqıw, jazıw, esap) ekinshi bòliminde shiniğıwları sabaqlardı jergilikli muğallım alıp baratugin edi. 1896- jil Tashkentte birinshi gimnaziya shılıp, onda zamanagòy pánler menen kúndelikli turmista zárúr bolatuğın bilimler berilgen.

XVIII- XX ąsirlerde bilimlendiriw sisteması jetilisip bariwi sebepli sol dawirdegi oziq oyli shayir hám oyshıllar jetilisip shiğa baslaydı. Olardıñ pedagogikalıq pikirleri, kózqarasları rawajlanıp baradı. Bul bolsa pedagogika pániniñ rawajlanıwına óziniñ unamli tásirin tiygizedi. Bul sòz etilgen dawirde XVIII- XIX ąsirlerde jasap ótken ullı insan Munis Xorezmiy bolıp, onıñ shiğarmalar jaslarğa tereñ bilim beriwge qaratılğan shiğarmalar bolıp esaplanadı. Xorezmiy Xiywağa jaqın jerdegi Qiyat awılında Awezbiy shañaragında 1778-jili dunyağa keledi. Onıñ ąkesi Awezbiy ilim hám madeniyattiñ qádirine jetetuğın doretiwshilik miynet adamların húrmetleytugin adam bolğan. Sol sebepli balasınıñ ilim hám doretiwshilik penen shugillanıwına baylanisli bolğan barlıq arzu- úmitlerin ámelge asiriwğa hareket etken. Munis Xorezmiy dáslepki bilimdi awıllıq mektepde aladı soñ Xiywa medreseleriniñ birinde oqıydı. Ol ilim sırların sol dawirdegi belgili ustazi Saydiyshanxojadan úyrenedi. Oqıw barısında arab, parsi tillerin puqta úyrenedi. Jas shayir sol waqıttağı qosıqların "Munis" ádebiy laqabı menen jazadı. 1804 - jili qosıqların bir tolamğa jámleydi. 1815- jili bolsa 16892 qatardan ibarat bolğan "Munisul - ishshoq" qosıqların jàriyalaydı.

Al, 1804 - jili bolsa jazıwğa, xat taniwğa bağıshlangan "Sabodi tàlim" atlı qollanbasın jazadı. Bul shiğarma sawat ashıw jollarına umtiliwshılar ushin oğada ahmiyetli boladı. Onıñ birinshi bòliminde xat taniwğa hám jazıp úyreniwge kerekli bolğan oqıw quralları haqqında, al ekinshi bòliminde bolsa xat taniw hám jazıw sheberliklerin jetilistiriw usılları boyınsha ameliy bağdarda bilimler beriledi. Munis Xorezmiy óziniñ tàlim - tàrbiyalıq qosıqlarında doslıq, wapadarlıq maselelerine ayırıqsha itibar qaratadı.

Uliwma aytqanda Munis Xorezmiy óziniñ tàlim- tàrbiyalıq kózqaraslarında irasğòylik, doslıq wapadarlıq, sadiqliq, adalatlılıq, shirin sòzlilik ,gozzal insaniy pàzoletlerge iye bolıwshılıqtı joqarı bahalaydı. Xalıqtı ilimli bolıwğa shaqıradı. Kúnxoja Ibrayim ulı (1798-1880) niñ jàmiyetlik - pedagogikalıq kózqarasları ayırıqsha diqqatqa ilayiq. Ol XIX ąsirdegi qaraqalpaq xalqınıñ oğada ullı shayir – oyshılı mektep ashıp ustazlıq etken muddaris. Shayırdıń ómiri tuwralı mağlıwmatlar bizge izbe-iz kelip jetpegen. Shayırdıń ómirine tiyisli tiykarğı mağlıwmatlar onıñ «Jaylawım», «Ólim», «Ármanda», «Qashan kórermen». «Kún qayda», «Shalqıp maqsetli jerge bara almay», «Bolar ma eken», «Meniñ balam», «Umitpaspan», «Balam ólgende», «Jarımadım», «Ne boldım», «Sazan-aw», «Yarım qal endi», «Shagalalı kóldey shalqımay», «Qızıl qum», «Kim biler», «Kórinbey» sıyaqlı qosıqlarında jámlegen. Shayırdıń ómiri tuwralı biraz bahalı mağlıwmatlar Berdaq hám Ótेश shayırlardıñ shiğarmalarında ushırasadı. Sonıñ menen birge, shayırdıñ tikkeley

áwladlarman jazıp alıńǵan maǵlıwmatlar da bahalı maǵlıwmat beredi. Shayırdıń ata-anası erterek qaytı bolǵan. Buni onıń qosıqlarındaǵı «Atam óldi ráhatimdi kóre almay», «Anadan jetim qalıppan, qańǵırıp jetim bolıppan» degen qatarlar ayqın kórsetedi. Usılayınsha jarlılıqtıń ústine jetimlik azabı, shańaraq mashqalası qosılıp shayır hár tárepleme turmıs qısqısına ushıraydı. Onıń «Ólim» qosıǵındaǵı Zar jılap otırǵan úyimniń ishi, Eki ul bala bar ózimnen kishi, — degen qatarlarǵa hám shayırdıń sońǵı áwladlarınıń bergen maǵlıwmatlarına qaraǵanda Kúnxoja, Ayxoja, Nurxoja degen eki inisi menen jetim qaladı. Bolajaq shayır "Qaraqum iyshan" medresesin tamamlap Jańadarya (Moynaq) dametep ashıp ustazlıq etken Kúnxoja shayırshılıq hám qıssaxanlıq benen shuǵıllanǵan. Shayırdıń pedagogikalıq kózqarasları jàmiyetlik- filosofiyalıq túsiniyelerinen kelip shıǵadı. Ol jàmiyettegi unamli -unamsız qubılıslar adamlardıń alǵan tərbiyasına, aqıl - túsiniyine baylanisli jüzege keletuginin aytıp ótedi. Shayırdıń "Meniń balam", "Balam òlgende" h.t.b qosıqlarında tərbiyaniń barlıq túrlerin jas waqıttan baslap qalıplestirilse sapalı bolatuǵının, adamniń jaqsı - jaman dep bòliniwi alǵan tərbiyasına baylanisliliǵın túsindiredi, tərbiyada adam jasaǵan ortalıqtıń qatnasi ùlken ekenligin, turmista jetim, àmengersiz qalǵan jaslardıń geyde jaman ortalıqtaǵı tásirlerge beriliwi mùmkinligin bunday jaǵdaydıń aldın aliw lazımlıǵın aytadı. Onıń "Kòrersen", "Malim qayda" qosıqlarında insanniń taǵdirin aqıl àdebin nasil -belgilemeytuǵının bayanlaydı. Unamsız minaz -qulıqlı jaslardı qaytadan tərbiyalaw arqalı hám olardıń òzin - òzi tərbiyalaw jàrdeminde jaqsılar qatarına qosıwǵa bolatuǵınına isenedi. Usı isenim arqalı ol pútkil jamiyette tərbiya arqalı jaqsılaw mùmkin degen juwmaqqa keledi. Al, Kúnxojaniń " Jaylawim" qosıǵında adamaqıllılıǵı menen abırayǵa, qàdirlikke erisetuǵının biraq, aqıl qubılısı adam menen birge tawılmaytuǵının, ol úyretiw, tərbiya beriw arqalı sirtqi unamli tásirleri jàrdeminde rawajlantuginin adamniń dunyani tanıp- biliwinde seziw aǵzalarınıń xızmeti, olardıń òzara baylanisliliǵı birin- biri toliqtiriwi oǵada àhmiyetli ekenligin bayanlaydı. Kúnxojaniń jaslarǵa estetikalıq tərbiya beriw kòz qarasları diqqatqa ilayiq. Ol gozzallıqtı bahalawda mazmun hám forma màselesine itibar berip, suliwliqtı túsiniwdiń tiykarǵı òlshemi mazmun ekenligin bayanlaydı. Shayırdın kòp ǵana pedagogikalıq pikirleri hàzirgi jaslar tərbiyasında da ùlken àhmiyetke iye bolıp kelmekte.

Sunday-aq bul dàwirde Ajiniyaz Qosıbay ulinińda tàlim - tərbiyalıq hám pedagogikalıq kózqarasları ùlken àhmiyetke iye. Ajiniyaz shayır 1824-jılı Moynaq rayonı aymaǵına qarashlı «Qamis bóget» degen jerde orta xallı diyqan xojalıǵında dúnyaǵa keledi. Ata-babalari balıqshılıq, ańshılıq hám egin egip kún kòretuǵın adamlar bolǵan. Ajiniyazdıń ákesi Qosıbay, onıń ákesi Baltabek, arǵı atası Aqjigit óz dàwiriniń batır adamları bolǵanlıǵı belgili. Anası Náziyra sózge sheshen, óz dàwiriniń dilwar hayallarınıń biri bolǵan. Ajiniyaz jasınan ziyrek bolıp, awıllıq meshit-mektepte oqıp bilim alǵan. Xiywadaǵı Shergazı xan medresesine oqıwǵa baradı. 1840-1844 jıllarda Xorezm, Xiywada ilim-bilim u'yrenedi. Shergazı xan medresesinde oqıǵan dàwirinde Ajiniyaz pútkil Shıǵıs du'nyası, arab ádebiyatı, mádeniyatı, Orta Aziya hám Qazaq dalasına belgili bolǵan ulama-mashayıqlar, pútkil Turan-Turkistan miyrasları menen óziniń tıp nusqasında arab, parsı tillerinde tanısadı. Bozataw, Qamis bóget, Jetim ózek degen jerlerde mektep ashıp, jergilikli xalıq balaların oqıtqan, dóretiwshilikke berilip qosıqlar jazǵan. Ajiniyazdan bizge hár qıylı temada jazılǵan bir júz eliwge jaqın lirikalıq qosıqları miyras bolıp qaldı. Ol qaraqalpaq ádebiyatı tariyxında asa bilimli lirik shayır bolıp qalıw menen birlikte, óz qoljazbaların miyras etip qaldıra alǵan belgili kórkem sóz iyeleriniń Ajiniyaz Hámra degen qızǵa úylengen. Onnan Naǵmetulla, Habibulla, Nietulla degen úsh bala hám Húrzada atlı bir qız tuwıladı. Shayırdıń aqlıq-shawlıqları

házirgi Qońrat, Qanlıkól, Shomanay rayonlarında hám de Nókis qalasında turadı Shayir adamlardıń anadan tuwiliw principi birdey ekenligi biraq, turmista " Bárshe birdey bolǵan emesligin, olardıń bir - birine parqiniń payda bolıwı tarbiyadan ekenligin túsindiredi. Ásirese tarbiyaniń áhmiyetli tarepi jaslarǵa óner bilim úyretiw ekenligin biraq, jámiyettegi har qiyli qiyinshılıqlarǵa baylanisli " heshkim ayap nàzer salmas, óner - bilim baǵqa megzer", deydi. Ol óner - bilin eldi abadanlastiriwshi, qiyinshılıqtan shiǵariwshi qural dep esaplap, hár bir insan bilimli bolıwı, ilimler bayanlanatuǵın pikirlerdi ózlestirip bariw kerekligin aytıp ótedi. Balanıń bilimdi puqta iyelewi onıń jeke umtiliwina hám ustazdıń oqitiw usilina baylanisli óz túsindiredi. Ajiniyaz shayir jaslarǵa pàk adamgershilik belgilerdi qalıplestiriw tarepdari bolip, tarbiya nàtiyjesinde olardıń keleshekte haq kewil, miyrim-shàpààtli, ózara dos, hadalmiynet etip jasawına tiykar tayarlanıwın talap eted. Insan bul dunyaniń tiykarǵı tutqasi bolıwı ushin tarbiyalanıwı tiyisli ózligin ortaǵa qoyadı.

Onin' shig'armalari ta'lim – ta'rbiya mektebi boli'w menen birge do'retpeleri ha'zirgi a'wladqa ruwxiiy ku'sh, estetikaliyq zawiqlar bag'ishlawi menen qunli. Prezidentimiz aytqanında: "Ajiniyazdin' jarqin lirikasi jasliqtin' gozalliqtin' ha'm jaqsiliqtin' o'shpes ko'rkem yesteligi bolip tabiladi ha'm bul yestelik shayir ta'riyplegen bas ketse de tuwri joldan qaytpag'an, la'biz hadal ma'rt ha'm ken' - peyil jas a'wladti' ta'rbiyalap jetilistiriwde mudami ruwxiy ta'rbiya qurali' boli'p xi'met etetug'ini so'zsiz", - degen edi professor Ken'esbay Allambergenov. Keleshegimiz bolg'an jas a'wladtin' jetik ka'mil insan bolip jetilsiwinde Ajiniyaz do'retpeleri jaslar tarbiyasında ruwxiy aziqlar bola aladi. Sòz etilip atrǵan dáwirde qaraqalpaq xalqiniń belǵili shayir- oyshili Ótesh Alshinbay uliniń (1828-1902) tálim - tarbiyalıq oy- pikirleride kúta mazmunli boladi. Basqa da qaraqalpaq shayırları sı-yaqlı Ótesh shayırdıń ómiri haqqındaǵı maǵlıwmatlardı, tiykarınan, onıń óz shiǵarmalarındaǵı ayırım qosıq qatarları menen birge ilimiy ekspediciyalar waqtında el awzınan jazıp alıńǵan maǵlıwmatlardan alamız. Bunday maǵlıwmatlardıń kópshiligi 1930-jıllardıń basında xalıq arasınan jazıp alınıp, baspasózde daǵazalandı. Shayir bala tarbiyasında shańaraq, ata-analardıń órnegi úlken tásir kórsetetuǵınin, jaman áke balasin jamanlıqqa qalıplestiretuǵınin, nàtiyjede bala ákesiniń "aynimaǵan ózi" bolip shiǵatuǵınin aytadi. Ótesh jaslardı aqilliliq penen minez-qulqin uslap tutiwǵa ózin - ózi basqariwǵa tarbiyalaw áhmiyetliliǵin de aytadi. Jaslardı ar-namisli bolip, dushpanlarǵa sir ashpawǵa, ótirik sòylemewge pikirdi oylap duris bayanlawǵa ,jámiiyetke birlesip, el - xalıq penen doslasip jasawǵa ádetlendiriwge ,xalıq ğamin oylawǵa tarbiyalaw idealarin bayanlaydi. Shayir hayal - qizlardıń tarbiyasi doqqat awdarip ("Gulziyba", Qizlar" t.b) olardıń insaniylik huqıqın hürmet etiw kerekligin, analar kòrgenli, tarbiyalı bolsa shańaraqda perzentlerin jaqsı tarbiyalaytıǵınin, tarbiyaniń saǵası shańaraqdan bundaǵı analardıń balaǵa beretuǵın tarbiyasınan baslanatuǵınin aytadi.

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DÁP HÁM URIP SHERTILETUĞIN ÁSBAPLARINĠN TARIXIY GENEZIESI

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Annotatsiya. Bul maqalada muzika asbaplarınıń kelip shıǵıw tariyxı hám de dáp hám urip shertiletuǵın muzika ásbablarınıń tarixiy geneziesi haqqında sóz baradı.

Gilt sóz: genezies, dáp, dástúr, muzika, dawıs, tariyx, bayramlar, ilájlar.

HISTORICAL GENESIS OF CIRCLE AND PERCUSSION INSTRUMENTS

Abstract. This article deals with the history of the origin of musical instruments and the historical genesis of circle and percussion instruments.

Key words: genesis, circle, program, song, voice, history, holidays, event.

ИСТОРИЧЕСКОЕ ПРОИСХОЖДЕНИЕ КРУГОВЫХ И УДАРНЫХ ИНСТРУМЕНТОВ.

Аннотация. В данной статье рассматривается история возникновения музыкальных инструментов и исторический генезис круговых и ударных инструментов.

Ключевые слова: генезис, кружок, программа, песня, голос, история, праздники, событие.

“Genezis” sóziniń ulıwma mánsi - payda bolıw, áwlad degen mánsilerdi ańlatadı. Bul termin “tuwiliw” degen mánsisti ańlatıwshı grekshe “Detesis” hám “kelip shıǵıwı” dep awdarma etilgen tiykarǵı mánsinen kelip shıqqan.

Biraq, tek ǵana dástúriy pán túsiniǵi - genezisdan paydalanadı degen pikir naduris esaplanadı. Mısalı, kóplegen filosofiyalıq mektepleri genezis túsiniǵinen barlıq social hám tábiyiy máselelerdiń kelip shıǵıwı, qalıplesiwi hám rawajlanıwın baqlaw ushın paydalanadı. Óz-ózin quraytuǵın, óz-ózin tártipke salıwshı hám óz-ózin rawajlantıratuǵın kóp basqıshlı tábiyiy jáne social sistemalar áyyemgi zamanlardan berli olardıń genezisi menen táriyplenedi.

Zamanagóy ilimde tábiyiy jáne social turmıs geneziasini túsindiriw global evolyutsionizm principleri menen de baylanıslı.

Túrlerdiń túrli mutatsiyalar arqalı túrlerden kelip shıǵıwın tiykari, olardıń jıyındısı evolyutsiya dep ataladı, yaǵınıy - genezis. Zamanagóy evolyutsion teoriya kózqarasınan, bul ilgeri oylanǵanı sıyaqlı, tek ǵana tiri organizmlerge, bálki ulıwma barlıq túrlerge tiyisli. Baslanıw quramalı, kóp kletkalı organizmlerge de, eń ápiwayı bir kletkalı organizmlerge de tiyisli bolıp tabıladı.

Álbette joqarıda biz “genesis” terminin ilimiy sózliklerde atalıwın kórip óttik. Bul termindi biz kóbinese anatomiya, tariyx, geologiya, botanika sıyaqlı pánlerde ushıratamız. Búgingi kúnde “genesis” termini derlik hár qanday iskerlik, filosofiya, pán, kórkem óner salasında qollanıladı.

Biz tórende dáp hám urip shertiletuǵın ásbapları tariyxıy geneziesi, dáp muzıka ásbapınıń payda bolıwınan tap búginge shekem jaǵdayı hám de zamanagóy teoriyasi jaǵdayı haqqında sóz júrgizemiz.

Urip shertiletuǵın ásbaplar eń áyyemgi muzıka asbaplar túrine kiredi. Olardıń kelip shıǵıwı insanniń qádem basıwı, shappat shertiw, oym háreketleri, ań hám áskeriy júriwler menen baylanıslı. Urip shertiletuǵın ásbaplarǵa bolǵan mútajlik dawıslardı málim sistemaǵa salıw, yaǵınıy anıq usıl (ritm) ga maslastırıw menen belgilenedi. Tas, tayaq, qattı deneler urip shertiletuǵın

ásbaplardıń dáslepki úlgileri esaplanadı. Olar anıq biyiklikti bermesa-de, insanlardıń háreketin, jırlawın málim ritmda saqlap turıwına járdem bergen. Waqıt ótiwi menen usıl beriwdiń sapasın jaqsılaw, jáne de kúshli, jáne de shıńgırlaytuǵın dawıslar shıǵarıw ushın qol astındaǵı shiyki onimlerge islew beriledi, olar málim forma hám kórinisti kásip etedi, dawıs shıǵarıw múmkinshilikleri keńeyedi. Nátiyjede insan tárepinen jasalǵan urıp shertiletuǵın ásbaplar payda boldı.

Tariyxıy rawajlanıw processinde túrli xalıqlar muzikasında túrme-túr urıp shertiletuǵın ásbaplar qalıplesti. Oraylıq Aziyada kóp ásirler dawamında dáp, naqıra, safoıl, qayroq, qasıq muzıka asbapları keń qollanılǵan. Geyde tarelkalar, patnis, keselerden de urma asbap retinde paydalanılǵan.

Urma (soqqı urıw) sóziniń tıp mánisine toqtalıp ótsek. Soqqı urıw - arabsha urıw mánisin ańlatadı. Urip shertiletuǵın ásbaplar tiykarlanıp tayaqshalar járdeminde soqqı urıw menen urıw, barmaq menen shertiw, silkiw hám basqa háreketler arqalı dawıs payda etiledi.

Dáp - milliy muzıka atqarıwshılıǵında usıl (ritm) beretuǵın eń tiykarǵı ásbap esaplanadı. Dáp Oraylıq Aziya xalıqları arasında daff, dapp, deyra, depu, dáp, dov sıyaqlı túrli atlar menen atalıp kelinedi.

Dáp jaratılıwı eramızdan aldınǵı dáwirlerge barıp taqaladı. Bul haqqında Saymalitosh, Afrosiyobda alıp barılǵan arxeologik qazılmalar nátiyjesinde tabılǵan ılaydan islengen ıdıs terrakotalar, ritonlar (pıl súyeki menen bezetilgen shax siyaqlı ıdıslar) dagi dáp siyaqlı sazlarda atqarıw jetip atırǵan áyellerdiń súwretleri gúwalıq beredi. Bul súwretlerde súwretlengen dáp zamanagóy ózbek hám tájik dáplerine uqsas ekenligi kóplegen ádebiyatlarda belgilengen.

Dáp ásbabınıń kólemi áyyemginde júdá úlken bolǵan. Dawısı da boǵıq bolǵan. Onı shertiw waqtında shıńgırlaytuǵın dawıs shıǵıwı ushın sazandeler noxundan paydalanǵanl. S.Saidiy «Oraylıq Aziya mádeniyatında urıp shertiletuǵın ásbaplar» kitabında áyyemginde Xorezmde dáptiń gárdishi jıńishkelew bolıp 450-500 mm.di, Buxarada bolsa qalıńlaw bolıp, 400-450 mm.di shólkemlestirgenligin hám tal, seksewil, tok, jıńıldan jasalǵanlıǵın aytıp ótedi¹⁴⁶. Waqıt ótiwi menen dáptiń kólemi ıqshamlasdı. Onı qızdırıw hám teri qatlamın tartılıwı nátiyjesinde dawısı da qatti shıǵa baslaǵan. Bul shıńgırlaytuǵınlıqqa barmaqlar járdeminde erisilgenligi sebepli noxunlardan paydalanıwǵa mútajlik qalmaǵan. Kóplegen ádebiyatlarda, atap aytqanda: Begmatov S, Matyoqubov M. «Ózbek an'anaviy ásbapları», Ikromov I, Lutfullayev A. «Dáp» oqıw qóllanbalarında dáptiń shama menen diametrik 370-400 mm. dep berilgen. Dápsiler menen alıp barǵan sáwbetlerimiz nátiyjesinde búgingi kúnde dáp diametri 370-380 mm.di qurawı anıqlandı.

Dáp ásbabı tut, goza, erik sıyaqlı miyweli tereklerden jasaladı. Onıń gárdishine baspaq yamasa balıq terisi oraladı, qırqtan artıq halqashalar taǵılıp, bular dápti shertkende qosımsha ses beredi. Dápte payda etiletuǵın dawıslar tembr hám biyiklik tárepinen parq qilsada, olar málim bir muzıkalıq biyiklikke iye bolmaydı. Dápte payda etiletuǵın bo'g'iq dawıs - bum, shıńgırlaytuǵın dawıs - bak, oǵada shıńgırlaytuǵın dawıs bolsa - noxun dep júritiledi. I.Ikromov «Dáp» oqıw qollanbasında XV-XVII ásirlerge tiyisli kitap bezewlerinde, shıǵıs miniatyuralarida súwretlengen dáptiń gárdishinde tesikler oyılmaǵanlıǵın, házirde bolsa olardıń ornın gárdishniń ishinde bolǵaninan osiladigan metall halqashalar iyelegenligin aytıp ótedi. Bul maǵlıwmattı toliqtırǵan

¹⁴⁶ S.Saidiy «Markaziy Osiyo madaniyatida urma cholg'ular» T., 2008 y. 89 b.

halda, S.Saidiy halqashalar XIX asrniñ aqırına shekem altın, gúmis hám misdan jasalğanlıgın, olardıñ sanı 40 tan 60 danağa shekem bolğanlıgın, búgingi kúnde polat hám qayirilmaytuğın, qattılaw temirden isleniwın aytıp otedi.

Tariyxıy dereklerge tiykarlangan halda sonı aytıw múmkin, dáp ásbabı ótken zamanda, atap aytqanda zardushtiylik dáwirlerinde áyeller arasında keñ qollanılğan. Baqsı áyeller adamlardı emlewde, diniy dástúrlerde dáp asbabinan paydalanğan. Bunday qásiyetler shamanlar iskerliginde de baqlanğan. Olar da insan denesinen jawız ruxlardı shıǵarıw, kesellikti emlew, órtke hám ájdadlar ruhına sıymıw, qurbanlıqlar qılıw, zikrge túsiw sıyaqlı túrli dástúrlerde dáp ásbabinan paydalanılğan. Dáptiñ jańlawı ótkerilip atırğan dástúr ruhini kúsheytiwge, ekstaz jaǵdayına jóneltiriwge xızmet etken. Sol dáwirlerdegi ayırım dástúrler búgingi kúnde de shet oazislerde óz kúshin saqlap qalğan.

Dáp, dáp siyaqlı ásbaplar ásirler dawamında insanlardıñ ruwxıy zárúriyatın qandırıwda xızmet etken. Bul haqqında oyanıw dáwiri hám onan keyingi ásirlerde ullı oyshillarımız tárepinen jazılğan qollanbalardan, bildiriwlerden, xudojnikler shizǵan miniatyuralardan da biliwmiz múmkin.

Dáp atqarıwshılıǵı respublikamızdıñ hár bir oazisinde ayriqsha ayirmashılıǵına iye.

Xorezm, Buxara, Samarqand, Fergana -Tashkent atqarıw jolları, tárepten bir-birinen pariq etedi. Mısalı, Xorezmde úlken hám kishi dáp ámeldegi bolıp, olar tiykarinan jo'rnavoz retinde qollanıladı. Bul oazisinde jo'rnavoz dáp atqarıwshılıǵı onsha rawajlanbağan. Xorezmde dáp jaqsılap qızdırılıwı sebepli onıñ tembri ózgeshe shıǵadı.

Xalıq arasında túrli bayramlar, toylarda, sayllarda áyellerimiz «Háwjar», óleńler, lapar hám qosıqlardı dáp penen atqaradı.

Dáp Ózbekstanda keñ tarqalğan muzıka asbaplarınan bolıp, onıñ xalıq ishinde keñ ǵalabalasiwında ustaz artistler Usta Alım Kámalov, To'ychi Inog'omov, G'ofir Azimov, Qaharman Akeyev, ájaǵa-ini Dilmurod, Xolmurod, Elmurod Islamovlar, Ádil Kámalxo'jayev, Abbas Qosimov sıyaqlı dápshilerdiñ xızmetlerini úlken bolıp tabıladı.

Noǵara - áyyemgi zamanlardan insannıñ ómirine kirip kelgen asbaplardan bolıp tabıladı.

Uniñ jaratılıwı haqqında S.Saidiy sonday jazadı: «Belgili, Oraylıq Aziya xalıqları arasında eñ áyyemgi hám keñ tarqalğan urıp shertiletuğın ásbaplardan biri noǵara bolıp tabıladı. Bul asbaptıñ az-azdan usı xalıqlar, olardıñ qáwim hám qáwimleri arasında payda bolıp, tarqalıp ketiwinde hayallardıñ ornı hám xızmeti úlken bolğan. Olar «Musnty» dáwirinde úngirler ishinde jasap, óz úy jumısların bul jerdiñ ózinde orınlağan. Áyeller asbap soǵıw maqsetinde emes, bálki kiyim tayarlaw maqsetinde haywan terisine ilew bergen, keyin onı xum siyaqlı úlken aǵash kúndege keptiriw ushın tastap qoyǵanlar. Úngirler degi qurǵaqlıq hám ıssılıq tásirinde aǵash kúndelerge teriniñ jelim siyaqlı nársesiniñ jabısıp qalıwı nátiyjesinde qurıwı da tezleskenn.

Aqıbette, gewek kúndege jabılğan teri haqıyqıy naǵara siyaqlı ses shıǵarıp, dıqqattı ózine tartqan halda urıp shertiletuğın ásbaplar poziciyasın iyelep qalğan, dep shama qılıw mumkin»¹⁴⁷.

R.Gruber da noǵara siyaqlı saz ásbaplardıñ payda bolıwın alǵashqı adamlardıñ jumıs, ań processleri, bayram hám dástúrleri menen baylanıstıradı. Olar terek denesine urıw, teri menen oralǵan bos shuqır ústinde oyinga túsken. Keyinirek terekten jasalğan úlken tabaq siyaqlı ásbaplar jaratılğan. Bunday urıp shertiletuğın ásbaplardıñ kólemi kúta úlken bolğan. Hátte kópshilik bolıp

¹⁴⁷ S.Saidiy «Markaziy Osiyo madaniyatida urma cholg'ular» T., 2008 y. 94 b.

uniń ústine shıǵıp oynasa da bolǵan. Ilydan jasalǵan túbekler, tesilgen qabaqlardan da urıp shertiletuǵın ásbaplardıń soǵılǵanlıǵın R.Gruber «vseobshaya istoriya muziki» ádebiyatında belgilengen dep kórsetedi¹⁴⁸. Bunday «rawajlanıw» Oraylıq Aziyada jasap ótken insanlarǵa da tán bolıwı itimaldan jiraq emes.

D.Islamovtıń «Shıǵıs muzıkası tariyxınan» kitabınıń «Haqıyqat hám ráwiyat aralıǵındaǵı turmıs» bóliminde keltirilgen ráwiyatda «kishi hám úlken noǵara Iskandar Zulqarnayn zamaninde payda boldı» dep jazılǵan. Bul sózlerniń haqıyqatqa jaqınlıǵın asbapniń anıq formaǵa, jetiliskeń kóriniske iye bolǵanlıǵı menen baylanistiriwimiz múmkin.

S.Saidiy urıp shertiletuǵın ásbaplar, atap aytqanda noǵaraniń túrli dáwirlerde qollanıwı haqqında pikir bildirer eken, buǵan baylanıslı Abu Rayhon Beruniy jazıp qaldırǵan maǵlıwmatqa da itibardı qaratadı: «... sol dáwirde (yaǵnıy, IV-V ásirlerde) Oraylıq Aziyada jergilikli xalıq jil dawamında jeti túrdegi bayramdı keń bayramlaǵan. Bayramlardan «Nawriz» bayramı patshaniń tuwılıwı kúni retinde bayram etilgen. Ásirese, tap sol bayram hám de sol túsdegi úrp-ádetler, máresimler óz gezeginde jańa dástúrlerniń qalıplesiwine alıp kelgen. Bul dáwirde kifara, fleyta (nay), arfa (shang) eń áyyemgi ásbaplardan dól-noǵara, iri rez-noǵara, áskeriy noǵara, kishi noǵara, dáp (daff), tablag, hind tablagı, ko's, tabira sıyaqlı urma asbaplardıń sol dáwir túrleri jetekshilik etken. Bunnan kórinip turıptı, olda, zardushtiylik dáwirinde noǵaraniń bir-neshe túrleri ámeldegi bolǵan hám túrli dástúrlerde málim túrlerinen paydalanılǵan.

Nagiraniń ótken ásirlerde de keń qollanıwı haqqında oyshıl ilimpazlarımızdıń qollanbalarınan biliwimiz, kórkem ádebiyatqa baylanıslı dóretpelerge islengen miniatyuralarda kóriwimiz múmkin. Olarda an menen baylanıslı bolǵan súwretlaeda basqa ásbaplar qatarında noǵaraniń súwretleniw jaǵdayları kóbirek kúzetiledi. XII - ásir haqqında pikir bildirgen S.Sayyid Orta Aziya, Iran, Mo'g'uliston, Hind aymaqlarındaǵı urıp shertiletuǵın ásbaplar ansamblları belgili bolǵanlıǵın aytıp ótedi. Tadjikistanda «Chindaul», Kazaxstanda «doul-paz», Kirgizstanda «doul bas», Ózbekstanda «qos noǵaralar», «al-tabr», «chindoul» dep atalǵan úlken noǵaralardıń áhimiyesi úlken bolǵan. Olar tekǵana bayram saltanatlarında emes, bálki basqa jaǵdaylarda da ansambl hám jalǵız tárzdegi atqarıwlarda qollanıwı, - dep jazadı alım.

Sahıpqrın Ámir Temur dáwirinde urıp shertiletuǵın saz ásbapları áskeriy ataq hám dáreje nıshanı retinde qollanıwı haqqında «Ámir Temur tuzukleri»niń arnawlı bóliminde maǵlıwmat berilgen. Biri jarangdor, ekinshisi bo'g'iq dawıs shıǵaratuǵın túbeklerdiń teri tartılǵan bólegine arnawlı paqallar menen urılıp usıl payda etiledi.

Búgingi kúnde karnay-sırnay ansambllarında, milliy ásbap ansambllarında, maqom ansambllarında, xalıq ásbapları orkestrlarında qollanıwı atr.

Urip shertiletuǵın ásbaplar áyyemgi-áyyemgi zamanlardan xalıq arasında bar ekenligi júdá kóp ótken zaman qollanbalarında jazılǵan. Abu Nasr Farobiydiń (IX) «Úlken muzıka kitapı», Abu Ali ibn Sinoniń (IX—X) «lyqo» ilmine arnalǵan qollanbasında, Abdurahmon Jomiydiń (XV ásir) «Muzıkalıq qollanba»sida, Najmiddin Juldızıy Buxoriydiń (XVI ásir) «Risola dar bayoni duvozdah maqom», Darvish Ali Shańchiniń (XVII ásir) «Muzıkalıq qollanba» sıyaqlı qollanbalarında arnawlı itibar menen, urıp shertiletuǵın ásbaplar hám olarda atqarıw usıllar haqqında kóp paydalı pikirler hám úlgiler ayılǵan. XX asirde bolsa, Abdurauf Fitratıń «Ózbek klassik muzıkası jáne

¹⁴⁸ Всеобщая история музыки, Часть 1, Грубер Р.И., 1960. 37 б.

oniń tariyxı” atlı kitabı 1926 - jılda baspadan shıǵarılǵan. Ilyos Akbarovtıń usıllardıń jetik ustası Usta Alım Komilovdan jazıp, baspadan shıǵarılǵan “Dáp usılları” kitabı (T.,1952- y.), Isxoq Erejepovtıń “Maqomlar máselesine doir” (T., 1963- y.), Yunus Erejebiydıń “Ózbek xalıq musiqası» (5 bet. T., 1962- y.), Fayzulla Karaniatovniń «Ózbek asbap muzıkası» (T., 1972- ol.), T.S.Vizgoniń “Orta Aziya muzıka asbapları” (M., 1980- y.) sıyaqlı kitapları, bólek usıllar kitabı hám arnawlı baplar usıllar máselelerine baǵıshlap jazılǵan, zamanagóy processda bolsa qóllanba retinde bir qatar oqıw qóllanbaları baspadan shıǵarılǵan. Atap aytqanda, I. Xo’jayevniń “Dáp sabaq” (qos qars); Y.Ikromovniń «Dáp sabaqlıǵı» (T. 1997) kitapları, Bul qollanba hám kitaplarda dáp muzıka ásbabiniń tariyxıy qáliplesiwı, túrli kórinisleri, atqarıw jaǵdayları, barmaqlar jaylasıwı sıyaqlı atqarıwshı ushın zárúr bolǵan zárúrli maǵlıwmatlar jazılǵan.

Muzıka kóplegen ásirler dawamında insanǵa joldas bolıp, uniń miynet iskerligin, turmısın, sezim-sezimi hám de keshinmalarını, oy-pikirleri hám úmitlerin sáwlelendirip kelgen. Insaniyat jámiyetiniń ulıwma rawajlanıwı hám de qandayda -bir xalqniń konkret tarixiy turmıs sharayatına muwapıq halda oniń muzıkası rawajlanǵan. Hár bir xalqtıń bay mazmunı, janr hám kórkem obrazları ráń-baránlıǵı, sesler uyǵınlıǵı qásiyetleriniń ayriqshalıǵı, ritmikasi hám melodika (sesler uyǵınlıǵı) qurılısı, ayriqsha muzıka (asbap) ásbapları jaratılıwı menen parıqlanıwshı ózine tartatugin muzıka dóretpeleri júdá kóp. Ózbek xalqiniń saz ásbapları kútá ráń-bareń: olar ámeldegi muzıka ásbaplariniń derlik barlıq tiplerin óz ishine aladı.

Xalqtıń muzıkalıq mádeniyatiniń ósip bariwi menen muzıka ásbapları da áste aqirinliq penen ósip barǵan. Ayırım sazlar konstruksiyası sebepli ásirler dawamında saqlanıp kelgen hám bizgeshe «algashqi» kórinisi saqlanǵan halda jetip kelgen bolsa, basqaları dáwirdiń joqarı talaplarına juwapıq jetilissen. Milliy muzıka ásbapları, ásirese, XX asrıń 20 -30 -jıllarında jedel rawajlanıwlandı.

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TIJORAT BANKLARIDA MASOFAVIY BANK XIZMATLARINING AVZALLIKLARI

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Annotatsiya. Ushbu maqolada O'zbekistonda tijorat banklarining masofadan boshqariluvchi xizmatlarni yo'lga qo'yishda, zamonaviy texnologiyalarni joriy etish orqali raqamli xizmatlarni yanada rivojlantirish, bank xizmatlari ommabopligini oshirishga doir taklif va xulosalar shakllantirilgan. Shuningdek, raqamli bankni joriy etishda yangi innovatsion texnologiyalarni amaliyotga qo'llash imkoniyatlari yoritib berilgan.

Kalit so'zlar: raqamli banking, xizmatlar, to'lov tizimi, bank xodimlari, omnikanal bankingning, tijorat banklari.

ADVANTAGES OF REMOTE BANKING SERVICES IN COMMERCIAL BANKS

Abstract. The state contains proposals for the development of remote management of commercial banks in Uzbekistan, further development of digital services through the introduction of modern technologies, and an increase in the popularity of banking services. At the same time, he emphasizes the possibilities of introducing innovative technologies when introducing a digital bank.

Keywords: digital banking, services, payment systems, bank staff, omnicanal banking, commercial banks.

ПРЕИМУЩЕСТВА ДИСТАНЦИОННОГО БАНКОВСКОГО ОБСЛУЖИВАНИЯ В КОММЕРЧЕСКИХ БАНКАХ

Аннотация. В данной статье содержатся предложения и выводы по развитию дистанционного обслуживания коммерческих банков, дальнейшему развитию цифровых сервисов за счет внедрения современных технологий, повышению популярности банковских услуг в Узбекистане. Также подчеркивает возможности внедрения новых инновационных технологий при внедрении цифрового банка.

Ключевые слова: цифровой банкинг, услуги, платежные системы, банковский персонал, финансово-банковские услуги, коммерческие банки.

Mamlakatimizning moliyaviy-iqtisodiy barqarorligi ko'p jihatdan bank tizimiga va ularning samarali faoliyatiga bog'liq. Shu o'rinda banklarning samarali faoliyat olib borishi, banklar ko'rsatayotgan bank xizmatlarini sifat jihatidan oshishi avvalo banklar tomonidan mijozlari bozorini o'rganish va ular talabidan kelib chiqib bank xizmatlarini ko'rsatilishiga bog'liqdir.

O'zbekistonda bank infratuzilmasini rivojlantirishda bank xizmatlari ommabopligini oshirish, to'lov tizimida raqobatni rivojlantirish, shuningdek, uni yangi zamonaviy to'lov tizimi vositalari bilan ta'minlashga alohida e'tibor qaratilmoqda. O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi PF-60-son «2022-2026-yillarga mo'ljallangan yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida»gi[1], 2020-yil 12-maydagi PF-5992-son «2020-2025-yillarga mo'ljallangan O'zbekiston Respublikasining bank tizimini isloh qilish strategiyasi to'g'risida»gi farmonlari,[2] 2018-yil 23-martdagi PQ-3620-son «Bank xizmatlari ommabopligini oshirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida»gi [3] qarorlari hamda

ushbu sohaga oid boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda muayyan darajada xizmat qiladi.

Tijorat banklarining masofaviy xizmatlari iste'molchilarining huquqlarini himoya qilishni ta'minlash mexanizmlarini yanada takomillashtirish va innovatsion rivojlanishning tendentsiyalarini inobatga olgan holda moliyaviy ochiqlik darajasini oshirish maqsadida O'zbekiston Respublikasi Prezidentining 2018 yil 23 martdagi PQ-3620 son «Bank xizmatlari ommabopligini oshirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida»gi qarori qabul qilingan. Qarorda «bank xizmatlari ommabopligining oshirilishini va bank xizmatlari iste'molchilari huquqlarining himoya qilinishini ta'minlash O'zbekiston Respublikasi Markaziy bankining asosiy vazifalaridan biri ekanligi va bank xizmatlari iste'molchilarining huquqlari va qonuniy manfaatlari himoyasini ta'minlash, moliyaviy ochiqlikni hamda aholi va tadbirkorlik subyektlarining moliyaviy savodxonlik darajasini oshirish asosiy vazifalari bo'lgan bank xizmatlari iste'molchilarining huquqlarini himoya qilish xizmati tashkil etilganligi ta'kidlangan»[3].

2020 —2025 yillarga mo'ljallangan O'zbekiston Respublikasining bank tizimini isloh qilish strategiyasida “aholi va kichik biznes uchun masofaviy xizmatlarni keng joriy qilish” vazifasi –masofaviy bank xizmatlarini ko'rsatish orqali banklarning nafaqat o'z daromadlarini oshirib borishini, balki xalqimizning turmush darajasini yaxshilashga ham xizmat qilishini e'tiborga olgan holda belgilanganligi bevosita bugungi kunda masofaviy bank xizmatlari bo'yicha amalga oshirilishi lozim bo'lgan chora-tadbirlar ko'lami kengligidan dalolat beradi.

Shu nuqtai nazardan, tijorat banklari tomonidan xizmatlari sifati hamda bank xizmatlarining zamon talablari asosida shakllanishi doimiy e'tibor markazida bo'lmo'gi lozim. [4]

Masofaviy bank xizmatlarini ko'rsatish turli bank operatsiyalarni masofadan amalga oshirish imkoniyatini beradigan xizmatlar kompleksidir. Buning uchun bank muassasasiga tashrif buyurmasdan turib kompyuter yoki mobil telefondan foydalanish kifoya. Masofaviy texnologiyalar mijozga bank xizmatlaridan foydalanishda maksimal qulaylik va bank bilan ishlash jarayonida vaqt hamda moliyaviy xarajatlarni minimallashtirish imkonini beradi.

Masofadan xizmat ko'rsatish tizimi mijozlarga taqdim etilayotgan xizmatlarning xarakteriga ko'ra ikki turga bo'lish mumkin:

- informatsion;
- tranzaktsion.

Informatsion banking mijozlarga moliyaviy ma'lumotlarni taqdim etishga yo'naltirilgan bo'lsa, tranzaktsion banking moliyaviy operatsiyalarni amalga oshirishga imkoniyat yaratadi.

Masofaviy bank xizmatlarining asosiy tamoyili mijoz va bank o'rtasida turli axborotlarning masofadan almashinuvi hisoblanadi. Bunda bank tomonidan mazkur amaliyotning xavfsizligi ta'minlanadi.

Bank hisobvaraqlariga masofadan xizmat ko'rsatish tizimlarining turlari:

Bank-Mijoz – bu kompyuter orqali amalga oshiriladigan tizim bo'lib, bunda mijozning kompyuteriga maxsus dastur o'rnatiladi. Ushbu dastur kompyuterda barcha mijoz ma'lumotlarni saqlaydi (asosan to'lov hujjatlari va hisobvaraqlardan ko'chirmalar). Bank va mijozning kompyuteri o'rtasida modem orqali to'gridan-to'g'ri aloqa amalga oshiriladi.

Internet-banking – bu mijozlarning depozit hisobvaraqlarini, jumladan bank kartalariga ochilgan hisobvaraqlarini, internet orqali boshqarish huquqini beruvchi tizimdir. Bu xizmat turi mijozning masofadan bank bilan bog'langan holda real vaqt davomida to'lovlarni o'tkazish uchun

mo`ljallangan tizimdir. Foydalanuvchi tizimga veb-brauzer orqali qiradi. Internet-banking tizimi bankning veb-serverida joylashtiriladi. Foydalanuvchi bankning veb-saytida barcha o`z ma`lumotlari (to`lov hujjatlari va hisobvaraqlardan ko`chirmalar)ni ko`rib chiqish imkoniyatiga ega.

Internet-banking xizmati orqali mijoz o`z ish joyida yoki boshqa o`ziga qulay sharoitda:

-to`lovlarni o`tkazish;

-to`lov o`tishi bosqichlarini kuzatish;

-barcha hisobotlarni olish kabi amaliyotlaridan istalgan vaqtda foydalanish imkoniyatini yaratadi.

Internet-banking orqali mijoz o`z ish joyidan internet orqali bank saytiga ulanib, o`z hisobraqamiga tushayotgan pullarni ko`rishi va pul o`tkazmalarini tayyorlab bankka uzatishi mumkin bo`ladi.

Mobil banking tizimi internet-banking texnologiyasi asosida yaratiladi.

SMS-banking–bu bank mijozlarga ularning depozit hisobvaraqlaridagi hamda bank kartalariga ochilgan hisobvaraqlaridagi operatsiyalar haqida SMS ko`rinishdagi ma`lumotlarni olish tizimidir. Hisobvaraqidan ma`lumot olish uchun mijoz bankning maxsus telefon raqamiga belgilangan SMS-so`rovni yuborish kerak.

Mijoz uchun SMS-banking xizmati quyidagi amallarni bajarish imkoniyatlarini beriladi:

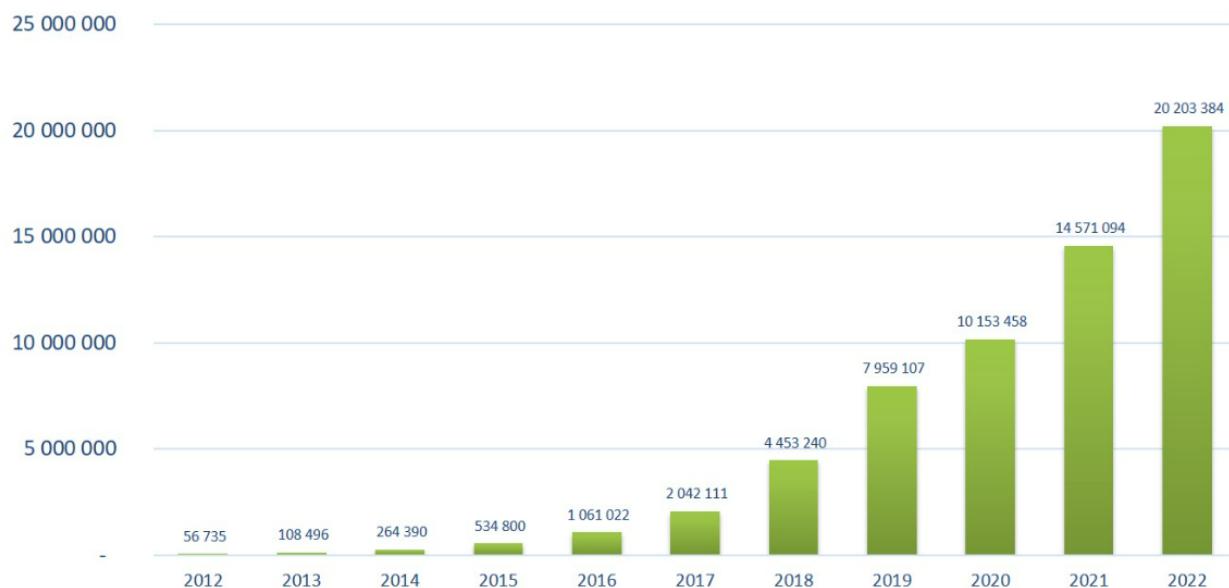
hisobvaraqiga kelib tushgan mablag`lar;

hisobvaraqidan qilingan xarajatlar;

hisobvaraq balansi;

kun davomida o`tkazilgan bank operatsiyalari haqida operativ ma`lumot olish.

Bugungi kunda aholi tijorat banklarining mobil ilova dasturlari orqali real vaqt rejimida kartadan kartaga pul o`tkazish (P2P) operatsiyalarini bajarish, soliq, byudjet, kommunal va boshqa to`lovlarni amalga oshirish, mikroqarz olish va kreditlarni so`ndirish, onlayn omonatlarni rasmiylashtirish, depozit hamda ssuda (kredit) hisobvaraqlarini masofadan ochish, xalqaro bank karta hisobvaraqidan to`lovlarni amalga oshirish, onlayn konversiya operatsiyalarini amalga oshirish va boshqa masofaviy bank xizmatlaridan keng foydalanmoqda.



**1-rasm. Masofadan bank xizmatlarini ko`rsatuvchi tizimlardan foydalanuvchilarning soni
(2023 yil 1-yanvar xolatiga) [4]**

O`z navbatida, korxonalar va tashkilotlar uchun bank hisobvaraqlarini masofadan boshqarish tizimlari orqali real vaqt rejimida bank hisobvaraqlaridagi mablag`larni tasarruf etish va to`lovlarni amalga oshirish, valyuta mablag`lari sotib olish (konvertatsiya) uchun buyurtmanomani elektron shaklda xizmat ko`rsatuvchi bankka yuborish, oylik ish haqi va unga tenglashtirilgan to`lovlarni o`tkazish uchun elektron qaydnomani bankka uzatish va boshqa xizmatlardan foydalanish bo`yicha imkoniyatlar yaratildi.

Tijorat banklari tomonidan ko`rsatilayotgan masofaviy bank xizmatlari, uning samaradorligi va sifati tahlili shuni ko`rsatadiki, hozirgi kunda banklar o`z mijozlariga taklif etayotgan masofaviy xizmat turlarining ko`lami anchaga kengaygan. Birgina bank mobil ilovasi orqali mijoz bankka kelmasdan turib bank xizmatlaridan foydalanishi, milliy valyutadagi mablag`larini xorij valyutasiga komission to`lovsiz erkin konvertatsiya qilishi, onlayn omonatlar qo`yishi va oladigan mablag`larini hisoblab borish, overdraft kreditlarini olishi va kreditlarni so`ndirib borish, shuningdek, bank mobil ilovasi orqali mijoz o`z mablag`larini doimo monitoring qilish imkoniga ega bo`ladi.

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MERITS OF SOLO PERFORMERS IN THE DEVELOPMENT OF KARAKALPAK SINGING ART

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Abstract. The article is devoted to the activities of solo performers which are contributed to the development of the singing art of Karakalpakstan, known for their talent of performing solo songs on the stage of the theater of our Republic in the 50-60s of the twentieth century. Ayymkhan Shamuratova, Tarbiya Zholimbetova, Gulkhan Sherazieva, Arzigul Atamuratova, Tokhta Rakhmanova, Fatima Bekpolatova, Tileusan Akhmedova, Kalbike Matyakubova and Sulyokhan Mambetova as actresses and singers skillfully performed songs from their repertoire, taking a place in the hearts of our people and talking about the first steps of Karakalpak girls in the sphere of art.

Key words: Theater, stage master, actress, performance, theatrical characters, folk songs.

ЗАСЛУГИ СОЛЬНЫХ ИСПОЛНИТЕЛЕЙ В РАЗВИТИИ КАРАКАЛПАКСКОГО ПЕВЧЕСКОГО ИСКУССТВА

Аннотация. Статья посвящена деятельности сольных исполнителей, внесших свой вклад в развитие певческого искусства Каракалпакстана, известных своим талантом исполнения сольных песен на сцене театра нашей республики в 50-60-е годы XX века. Айымхан Шамуратова, Тарбия Жолимбетова, Гульхан Шеразиева, Арзигуль Атамуратова, Тохта Рахманова, Фатима Бекполатова, Тилеусан Ахмедова, Калбике Матякубова и Сулѣхан Мамбетова как актрисы и певицы умело исполнили песни из своего репертуара, заняв место в сердцах нашего народа и заговорив о первых шагах каракалпакских девушек в искусстве.

Ключевые слова: Театр, мастер сцены, актриса, спектакль, театральные персонажи, народные песни.

1. Relevance.

Each nation's own culture and art is one of the main factors that determine its value as a nation. Humanity came into being, using all its potential, constantly searching for creativity, creation, creativity, observation, it gets aesthetic pleasure, and in this process it rises spiritually. Every nation occupies a strong place in world civilization due to the power of its culture and art.

2.Methods and level of study: As our country continues to further strengthen its place and importance in the world arena, further development of national culture, creation of a new history of new Uzbekistan, preservation and promotion of tangible and intangible cultural heritage masterpieces, further popularization of folk art and amateur art, ensuring active integration of our country into the world cultural space, implemented systematic measures aimed at innovative development of culture and art.

As a clear example of this, a series of Resolutions and Decrees adopted by the head of our state on "Development of the field of culture and art", "On measures to further increase the role and influence of culture and art in the life of society" opens the door to huge opportunities necessary for the development of the field. From this point of view, in order to introduce the

creative activities of our performers who contributed to the development of Karakalpak singing art to today's youth, we should pay special attention to their activities.

3. Research results:

In the 50-80 years of the XX century, Karakalpakstan occupied a special place in the activities of solo performers in the development of singing art. Of these, Ayimkhan Shamuratova received the title of "people's artist of the USSR" in 1968. Along with playing the main roles in the Karakalpak State Theater, it also sang songs of fraternal peoples.

In the 50-60 years of the XX century, the upbringing of solo singers was known by Jolimbetova (1917-1963), Gulkhan Sherazieva (1920-1978), Arzigul Atamuratova (1923-2017), Rachmanova (1934), Fatima Bekpolatova, Tileuhan Akhmedova, Suliukhan Matyakubova and Suliukan Mambetova. They took a deep place in the heart of the people through their skillfully performed songs in their repertoire. National artist of the Republic of Uzbekistan Gulkhan Sherozиеva, along with playing the main role in musical performances, inherited Karakalpak folk songs in her repertoire.

National artist of Uzbekistan and Karakalpakstan Arzigul Atamuratova has devoted more than 40 years of her life to the development of the art of Karakalpakstan. Arzigul Atamuratova "Dembermes", "Eshbay". She performed the songs "Ceti asirim", "Bes perde", "Bahar suygen yar", "today we are in the bosom of Bakhit", "Tang samallari", "nəkis gulleri", "bagman girl", "Yar-yar".

In the 60-80s of the XX century, Karakalpak girls, known for their tender voice, made folk songs known to the world. In the days of literature and culture of Karakalpakstan, which took place in Moscow in 1959, Gulparshin Sirimbetova performed the song "Dəryasan". The songs "Dembermes", "Nalish", "Dostima", "my ways" by the owner of istedad Tamara Dorshumova remained in the people's memory as indelible Navos.

In the 60s and 70s of the XX century, an excellent talent Dao'itbay Kayipov for seven years of his work received a place in the heart of the Karakalpak people with his unique songs, sonorous voice.

In the 80s of the XX century, processed variants of Karakalpak national songs appeared in the variety direction. The services of Dautboy Kayipov, Zamira Khozhanazarova, who raised the Karakalpak variety by one step, were great in it. Z. Khajanzarova "Anajanim", "talqin", "who was Janim jaqsi kəresen? the word G.Music of Shamuratova D.Janabaeva. "In which did he eat love?Performing arias from the musical drama" shagalas", "Bahar Samali", "Kelmedi", "Magan kelip ket", "Tuo'ilgan jer", "Tahirlik", "Berdaq" enriched Karakalpak national singing art.

These two talents became known to the country for their short life with the art of Karakalpak execution and were regarded as "unfading stars", revered among the people. The repertoire of Bayram Matjanov (1940-2020), known for his 37 years of work, which contributed to the development of Karakalpak singing art, with a pleasant voice, lively feelings and a stage culture that attracts listeners, is popularly known as a rich innovator performer. B. Matzhanov paid special attention to the synchronicity of music with the meaning of words, paying special attention to the issue of choosing a repertoire. B.Matzhanov introduced the art of Karakalpak singing to fraternal peoples and received the title of people's artist of Uzbekistan, Bashkirdistan, Karakalpakstan and state awards.

National artist of Uzbekistan, Turkmenistan, Karakalpakstan Kamiljon Otaniyozov said among his students that Atajon Khudayshukurov "on the other side of the Amudarya there is a talented young man who is distinguished from his peers by the voice given by Allah. It is said by his father Khudayshukurov. Both tomorrow's Nightingale and pride of the bust of art will be that young man." Father Khudayshukurov has been working as a solo singer in the Karakalpak State Philharmonic since 1963. Along with classical songs, Turkmen, Azerbaijani, Karakalpak, Kazakh and Kyrgyz folk songs were included in his work. O.Khudayshukurov, along with the singer, musician, is also known as the composer of more than 300 songs, such as "your Mujgon", "one in the universe", "my first love". O.Khudayshukurov was attractive, timbre, with a smooth and sonorous voice in all curtains. It was not for nothing that such qualities in his songs as passion, enthusiasm and enthusiasm, and depth in content took a deep place in the hearts of the audience."

Bazarboy Nodirov, Gulparshin Sirimbetova, Bibiraba Utebergenova, Tursingul Kayipnazarova, Tursinbay Palimbetov, Utebay Temirkhanov, Tamara Doshumova, Marjangul Tileomuratova, Sveta Shinikulova, Makhset Matekov, Hanzada Paloanova, Perikhan Alibekova, who created a unique school in the national singing art of Karakalpakstan in the 70-80s of the XX century left an indelible mark on national singing art with.

Ida Rafikova, Ilyich Khodjametov, Maxset Khozhaniyazov, Davlet Atajanov, Kenesboy Serzhanov, Gulhatiysha Ayimbetova, Bazargul Karimova, Dalibay Mambetmuratov, Mirzagul Sapaeva, Rosa Kutekeeva brought the Karakalpak national singing art to a new level. The fact that the talented singer Maxset Khozhaniyazov was a prize winner at the International Festival in Rio de Janeiro, Brazil, a laureate of the Central Asian Festival of vocalists took an important place in the world recognition of the art of Karakalpak singing.

Ilich Khodjametov also played a great role in the development of the variety route in Karakalpakstan. I.Khodjametov organized the revyu variety ensemble "forty girls" under the Karakalpak State Philharmonic named after Berdak. From the singers of the ensemble Bayarkina, L.Koshan (Russia), I.Vakhlakov (Baku) I.Khadjametav, Q.Allayarov, M.Tileomuratova, O.Temirkhanov, D.Mambetmuratov, M.Artikova, Z.Kamalova, G.Monteeva, M.Tajigalieva, Zamira and Inkar Khojanazarova, V.Chaban from dancers S.Dospanova, Zarema and Lola Rafikova, I.Loseva, I.Shvalova, I.Number, I.Li, A.Kalikovas made a great contribution to the development of the variety genre in the art of Karakalpakstan. The first time the ensemble performed works from the repertoire of foreign performers, Uzbek, Karakalpak folk songs and musics. In particular, the songs "Mukhabbatihnan", "Tashkent evening", "Black Willows", "Tuugan jerge", "Shagala", "Tolqin" are preserved in the people's memory to this day. In 1981, the ensemble "Forty Girls" was called variety-choreographic Revue, and the artistic director D.M.Tarleev and chief ballet player D. Yusupov was engaged in work.

1981-1982 with the ensemble concert program, they toured South Sakhalin, the Far East, Kamchatka, the Caucasus, Crimea, Moldavia, the Republic of Buryatia, in 1983 in the cities of Magadan, Chita, Ulan-Ude, in 1986 in the republics of Moykop, Ukraine, Vilnius, Riga, Belarus, Kyrgyzstan, Kazakhstan. Especially Muyassar Razzakova, Rosa Qutekeeva, Eliza Aitniyazova contributed to the recognition of Karakalpak opera, folk songs all over the world.

A Republican competition of Bakhshi performers was organized in Tashkent, dedicated to the 100th anniversary of Japaq Bakhshi Shamuratov, at which the Karakalpakstan T.Gurbanov, M.Pirnazarov, young singer a.Aytiniyazov won.

In 1992, 11 competitions and Memorial evenings were held dedicated to the anniversaries of art artists. In Particular, Japaq Bakshi Shamuratov, Ayimkhan Shamuratova, A.Khajalepesov, E.Gaspalatav, C.Bekmuratov, D.Qayipov, Z.Festivals of young talented people were organized in memory of Khozhanazarova. The festivals were attended by guests from Tashovuz, Khorezm and Bukhara region of Turkmenistan.

The days of culture of the Republic of Karakalpakstan were held in Tashkent on January 25-29, 1993. During these days of culture, literary and art artists of Karakalpakstan presented concert programs at the State Theater and stage of Tashkent City. A group of Karakalpak artists are awarded honorary titles of the Republic of Uzbekistan by the decree of the president of the Republic of Uzbekistan. Of These, T.Kayipbergenov "people's writer of Uzbekistan", G.Aymbetova, M.Sapayeva, R.Saparova and B.Kayipovs title "Honored artist Of The Republic of Uzbekistan", chief correspondent of the magazine "Aral girls" G.Esemuratova is awarded the title of " honored cultural figure of the Republic of Uzbekistan.

2007 Actress of Karakalpak state musical theater Sarbinaz Annakulova became laureate of the Nihal prize. As a theater actress, she starred in the play" Alpomish " in Gulbarshin, S.Aysanem in the play by hojaniyazov "Syymegenge syykenbe", K.Rakhmanov in the play" Yar diydari " created the images of the main character in Maqpal and many other performances .

In 2008, Variety singer late Rashid Khojasov, the winner of the " Nihol "award, was highly appreciated for his service as a real talent and was awarded the honorable title" Honored artist of the Republic of Karakalpakstan".

In recent years, Aygul Nadirova has been noticed for her skills in performing folk songs and national songs of the variety direction. In his performance, folk songs were sung, modernizing the songs "Nalish" and "walk girls", N.Muhammedinov, "Yor-yor I say", J.Shamuratov's songs" Yestelik seven oramal " performed with high skill in the national style.

Independence has taken an important place in the recognition of our talented youth on the world stage. In particular, the Honored artist of Uzbekistan and the Republic of Karakalpakstan, Jenisbek Piyazov, with his special talent for creativity in the opera direction, was able to receive the "Nihol" award in 2007. Jenisbek Piyazov took part in competitions held in such countries as France, Spain, Portugal, Russia, Malaysia, Kazakhstan. In 2010, in accordance with the presidential decree, he was awarded the Medal of Fame. J.Piyazov's tireless work in introducing national art to the world was highly appreciated, in 2014 he was awarded the title of "Honored artist of the Republic of Uzbekistan", in 2021-"people's artist of the Republic of Uzbekistan".

During the independence period, the folklore and ethnographic ensemble "AMU wave " occupies an important place in the supply of musical treasures of the Karakalpak people to generations. People's artist of Uzbekistan and Karakalpakstan Gylkhatiysha Ayimbetova, honored artists of the Republic of Karakalpakstan Bakhtiyar Yesemuratov, Salamat Kalibekov, Sultan Kasekyev showed their abilities in performing folk and modern songs from the members of the ensemble.

The establishment of the State prize named after Zulfiya by the decree of the president of the Republic of Uzbekistan on June 10, 1999 took a huge place in the material and spiritual support of the creative and active people of gifted youth. To date, more than 20 girls have won the Zulfiya State Prize in the Republic of Karakalpakstan since 2000.

The "germination" award opened a wide path to the identification of young talent and their further improvement from creative abilities. The first winner of the award from the Republic of Karakalpakstan was the talented singer Makset Utemuratov. In subsequent years, Dilfuza Bekimbetova, Gulnar Aljanova, Eleonora Qutlibulatova, Gulnaz Utepova, Sarbinaz Annakulova, Jenisbek Piyazov, Rashid Khojasov, Gulbar Abipova, Zhat Bekchanov, Lola Muhammaddinova, G.Akhimbetova, Janibek Piyazov, Adilbek Bakhtibayev, Naorizbek Mahammadiyarov became winners of the "Nihal" prize.

Conclusions:

In the 50s-80s of the 20th century, professional composers were able to contribute to the development of national singing art with new music in the development of Karakalpak music culture. Genisbek Piyazov's services in introducing the opera genre to the world in the art of singing, as a result, talented talents are emerging after him. In the development of the pop genre in Karakalpakstan, the activity of the Karakalpak State Folklore Ethnographic Ensemble "Amu Wave" marked the beginning of a new era in art. At the same time, the Ayqulash juldyzlary ensemble had a great role in the development of dance art in the republic during the years of independence, and these artists won a number of achievements in the national dance art in the Central Asian republics and at festivals of Eastern dances. During the period of independence, G. Allambergenova, Z. Sharipova, T. Qalliev, G. Akhymbetova contributed to the introduction of the Karakalpak national art of charity to the peoples of the world. The Decision of the President of the Republic of Uzbekistan on April 10, 2021 "On additional measures related to the preparation for the Second International Bakhshiki Art Festival and the creation of favorable conditions for the development of the art of Bakhshiki" opened the door of opportunities for the development of national Bakhshiki art at the national and international level.

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MODULLI FUNKSIYANING HOSILASI VA UNI TA'LIM METODI BILAN TAHLILI

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Annotatsiya. Modulli funksiylarning hosilalarini olishda ikki xil usul ta'rif bo'yicha va hosila olish va almashtirish kiritib hosila formulalari yordamida hosila olish masalasi ko'rilgan.

Misollarni yechishda modul ichini bir marta musbat deb hosila olamiz, bir marta manfiy deb hosila olami, modul ichini nolga teng den hosila olganda bo'sh to'plam bo'ladi deb topilgan.

Kalit so'zlar: Modulli funksiya, funksiya orttirmasi, argument orttirmasi, intilgandagi limiti, sxema bo'yicha, bo'sh to'plam.

DERIVATIVE OF A MODULAR FUNCTION AND ITS ANALYSIS BY LEARNING METHOD

Abstract. There are two ways to obtain derivatives of modular functions by definition and the problem of obtaining derivatives using derivative formulas with replacement. When solving examples, we can output the module once as positive, once as negative, and the zero module will turn out to be the empty set.

Key words. Modular function, adding a function, adding an argument, the sought limit, according to the diagram, is an empty set.

ПРОИЗВОДНАЯ МОДУЛЬНОЙ ФУНКЦИИ И ЕЕ АНАЛИЗ МЕТОДОМ ОБУЧЕНИЯ

Аннотация. Существует два способа получения производных модулярных функций по определению и задача получения производных с помощью формул производных с заменой.

При решении примеров мы можем один раз вывести модуль как положительный, один раз как отрицательный, а нулевой модуль окажется пустым множеством.

Ключевые слова: Модульная функция, добавление функции, добавление аргумента, искомый предел, согласно схеме, представляет собой пустое множество.

Kirish. Bizga 1) $y = |x|$ va 2) $y = |f(x)|$ modulli funksiyalar berilgan bo'lsin.

Ta'rif. Funksiya orttirmasining argument orttirmasiga nisabatining argument orttirmasi nolga intilgandagi limiti berilgan funksiyadan olingan hosila deyiladi;

$$\lim_{x \rightarrow 0} \frac{\Delta y}{\Delta x} = y' = f'(x) = \frac{dy}{dx} - \text{hosila}$$

Hosila topishning umumiy qoidasi.

$y = f(x)$ funksiyadan olingan hosila quydagi sxema bo'yicha topiladi.

1. x argumentga orttirma beriladi va modulli funksiyaning orttirilgan qiymati topiladi:

$$y + \Delta y = f(x + \Delta x) \quad (1)$$

2. funksiyaning orttirilgan qiymatidan dastlabgi qiymati ayriladi:

$$\Delta y = f(x + \Delta x) - f(x) \quad (2)$$

3. funksiyaning orttirmasining argument orttirmasiga nisbatini topamiz:

$$\frac{\Delta y}{\Delta x} = \frac{f(x + \Delta x) - f(x)}{\Delta x} \quad (3)$$

4. funksiya orttirmasini argument orttirmasiga nisbatining argument orttirmasi nolga intilgandagi limitini topamiz. Ana shu limitning o'zi berilgan funksiya olingan hosila bo'ladi.

$$\lim_{\Delta x \rightarrow 0} \frac{\Delta y}{\Delta x} = y' \quad (4)$$

1-misol. $y = |x|$ funksiyaning hosilasini toping
 $y' = ?$

Misolimizni ishlashdan avval yuqoridagi hosilaga berilgan ta'rifni eslab olamiz.

1-Usul

$$y' = \lim_{\Delta x \rightarrow 0} \frac{\Delta y}{\Delta x} = \frac{f(x + \Delta x) - f(x)}{\Delta x}$$

Demak buni misolimizda $\begin{cases} f(x) = |x| \\ f(x + \Delta x) = |x + \Delta x| \end{cases}$ hosil qilamiz

hosilaga berilgan ta'rifga ko'ra

$y' = \lim_{\Delta x \rightarrow 0} \frac{|x + \Delta x| - |x|}{\Delta x}$ $\Delta x \rightarrow 0$ ga intiladigan bo'lsa $\frac{0}{0}$ matematik noaniqlik hisoblanadi bo'ladi bu noaniqlikdan qutilish uchun bir nechta hisob kitoblarni amalga oshirishimiz kerak bo'ladi.

Kasirimizni suratiniham maxrajiniham $|x + \Delta x| + |x|$ ko'paytirishimiz kerak bo'ladi.

$$\text{Natijada } y' = \lim_{\Delta x \rightarrow 0} \frac{(|x + \Delta x| - |x|)(|x + \Delta x| + |x|)}{\Delta x(|x + \Delta x| + |x|)} = \lim_{\Delta x \rightarrow 0} \frac{|x + \Delta x|^2 - |x|^2}{\Delta x(|x + \Delta x| + |x|)} =$$

$$= \lim_{\Delta x \rightarrow 0} \frac{x^2 + 2\Delta x \cdot x + \Delta x^2 - x^2}{\Delta x(|x + \Delta x| + |x|)} = \lim_{\Delta x \rightarrow 0} \frac{2\Delta x \cdot x + \Delta x^2}{\Delta x(|x + \Delta x| + |x|)} = \lim_{\Delta x \rightarrow 0} \frac{2x + \Delta x}{|x + \Delta x| + |x|} = \frac{2x}{|x| + |x|} = \frac{2x}{2|x|} = \frac{x}{|x|}$$

$$y' = \frac{x}{|x|}$$

2-Usul $y = |x|$ funksiyaning $y' = (|x|)'$

$\sqrt{(x^2)} = |x|$ ko'rinish hosil qilamiz

$$y' = (\sqrt{(x^2)})' = ((x^2)^{\frac{1}{2}})' = \frac{1}{2} * \frac{1}{\sqrt{(x^2)}} * (x^2)' = \frac{2x}{2|x|} = \frac{x}{|x|}$$

Bu ikkala usulning natijalari bir xil bo'lganini bilgan holda umumiy xulosa qilib

$$y' = \frac{x}{|x|}$$

$$(|x|)' = \begin{cases} 1; & x > 0 \\ -1; & x < 0 \\ x \neq 0 \end{cases}$$

$x=0$ nuqtada hosila mavjud emas.

$y=|f(x)|$ murakkab funksiyani hosilasini toppish masalasini ko'raylik

$y'=(|x|)' = \frac{x}{|x|}$ yuqoridagi natijaga ko'ra

$(|f(x)|)' = \frac{f(x)}{|f(x)|} * (f(x))'$ hosil bo'ladi

Moduldan quydagicha hosila olinadini: modul ichini bir marta musbat deb hosila olamiz, bir marta manfiy deb hosila olami, modul ichini nolga teng den hosila olganda bo'sh to'plam bo'ladi.

$$y=(|f(x)|)' = \begin{cases} f(x) > 0, \text{ bo'lsa } y = f(x) & y' = (f(x))' \\ f(x) < 0 \text{ bo'lsa } y = -f(x) & y' = -(f(x))' \\ f(x) = 0 \text{ bo'lsa } y = 0 & y' = \emptyset \end{cases}$$

Misol-1 $y = f(x) = |4x-8|$ funksiyani hosilasini toping.

$$\text{Yechish: } y' = \frac{4x-8}{|4x-8|} * (4x-8)' = \frac{4x-8}{|4x-8|} * 4$$

$$y' = (f(x))' = \begin{cases} x > 2 \text{ bo'lsa } & y' = 4 \\ x < 2 \text{ bo'lsa } & y' = -4 \\ x = 0 \text{ bo'lsa } & y' = \emptyset \end{cases}$$

Misol -2 $y = f(x) = |x^2-5x-6|$ funksiyani hosilasini toping.

$$\text{Yechish: } y' = \frac{x^2-5x-6}{|x^2-5x-6|} * (2x-5)$$

$$y' = (f(x))' = \begin{cases} x = (-\infty; -1) \cup (6; \infty) \text{ da } y' = 2x - 5 \\ x = (-1; 6) \text{ da } y' = -2x + 5 \\ x = -1 \text{ va } 6 \text{ da } y' = \emptyset \end{cases}$$

Xulosa. Xulosa qilib aytganda modulli funksiyalarning hosilalarini olishda ikki xil usuldan foydalanish mumkinligi ko'ridi. Murakkab modulli funksiyalarning hosillalarini ham hosila to'ishning umumiy qidasiga asosan ular yordamida umumiy va umumiy bo'lmagan jihatlari ko'rib o'tildi.

Takliflar: Talabalarga metodik jihatdan yana qanday umumiy va umumiy bo'lmagan jihatlarni ko'rsata olasiz degan mazmundagi vazifa berish orqali ulardagi jihatlarni kashf etishini mumkin.

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THE ISHAN KALA MONUMENT HAS GREAT IMPORTANCE IN ITS INFLUENCE ON THE DEVELOPMENT AND FORMATION OF THE KARAKALPAK CULTURE

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Abstract. *In this article, we have historically analyzed the Ishan kala monument, which has a great role in the widespread promotion of Karakalpak culture. In this research work, we have made effective use of many archives and scholarly articles.*

Key words: *Ishan kala, religion, monuments, Khanate of Khiva, medrese.*

ПАМЯТНИК ИШАН КАЛА ИМЕЕТ БОЛЬШОЕ ЗНАЧЕНИЕ ПО СВОЕМУ ВЛИЯНИЮ НА РАЗВИТИЕ И ФОРМИРОВАНИЕ КАРАКАЛПАКСКОЙ КУЛЬТУРЫ

Аннотация. *В данной статье мы исторически проанализировали памятник Ишан кала, играющий большую роль в широком распространении каракалпакской культуры. В своей исследовательской работе мы эффективно использовали множество архивов и научных статей.*

Ключевые слова: *Ишан кала, религия, памятники, Хивинское ханство, медресе.*

In the middle of the 19th century, a number of political, economic and cultural changes took place in the life of the peoples of Central Asia. This change was primarily associated with the conquest of a vast territory of Central Asian lands by tsarist Russia. In the 19th century, the Bukhara, Khiva and Kokand khanates were inhabited by Uzbeks, Kazakhs, Karakalpaks and other peoples. Their main religion was Islam. Along with Islam, relics of pre-Islamic beliefs have been preserved in the spiritual life of peoples. The Islamic religion had a special influence on the spiritual and material life of the peoples of Karakalpakstan.

The Karakalpak people had their own original material and spiritual culture. Chokan Valikhanov, studying the historical and spiritual life of the peoples of Central Asia, especially the Uzbeks, Karakalpaks, Kazakhs, Kirghiz, especially notes the poetic culture of the Karakalpak people, considering them to be the first songwriters and poets. This estimate refers to the middle of the 19th century, when the Russian Empire began its expansionist plans on the territory of Central Asia.

The process of conquering the territory of Karakalpakstan by tsarism was not a voluntary annexation of the Karakalpaks, the entry of the Karakalpak people into Russia was carried out through military actions by the Russian Empire [1,112].

The culture of any people is estimated by the level of education. At all times, all peoples attached exceptional importance to knowledge and enlightenment. There is a proverb "Bilimli myнды jygady" ("The Enlightened One will conquer thousands of people"), which is widespread to this day, which originates from ancient times. The royal authorities after the conquest of the territory of Karakalpakstan were not interested in the widespread dissemination of public education. They did not attach due importance in the matter of public education. Tsarism was interested in keeping the people in darkness and ignorance. On the territory of Karakalpakstan, the main educational institutions were mektebs and madrasahs. Compared to the madrasah, there were many mektebs - up to 600 mektebs. These were elementary schools that were in every village.

These schools were the center of education, they gave the children knowledge on the basics of the Muslim religion Sharia. They studied religious books like "Haftiyak", "Sufi Allayar", "Sharkitab". The books were in Arabic and Persian. Schoolchildren studied the works of the classics of Uzbek and Persian literature Alisher Navoi, Bedil. Religious books were in all mosques, madrasas and mektebs. Numerous holy places "Tokmak ata", "Hakim ata", "Kabakly ata", "Sultan Wais Baba" had their own special book depositories[2, 56].

The Russian authorities, first of all, the first Governor-General of Turkestan K.N. Kaufman paid special attention to the study of the Russian language by local peoples, without which it would be difficult for the Russian authorities to pursue their colonial policy. Tsarism, as is known, set before itself the policy of Russification. That is why the tsarist authorities sought to open a school for the joint upbringing of Russian and Muslim children[2,49].

In 1873, a special commission was created to implement the colonial policy, which developed the basic provision on the organization of public education in the region. The provision clearly indicated the direction of public education, which was based on the interests of Russia, without any interference with the religious beliefs of the local population. Thus the principles in the position were carefully formulated. The provision provided for the goal of gradually ousting Muslim schools and replacing them with Russian ones. Muslim schools were to gradually lose their influence among the local population. In Turkestan, at the same time, mektebs and madrasahs were preserved, where joint education of local children with Russian children was provided[3,339].

Every Muslim had to give his children to the Mektebs when they were 5-6 years old. Each child was given special attention, great importance was given to independent learning under the guidance of teachers. The children were given the task of knowing well the five times prayer and knowing the Koran by heart. The training was conducted in Arabic. Such mektebs existed in every village. In addition to such mektebs, madrasahs operated on the territory of Karakalpakstan. One of these was the Karakum Ishan Madrasah. The term of study in such madrasahs was at least 20 years. Students from Kazakhstan, Turkmenistan, Khorezm studied at this educational institution.

They received religious knowledge, spread the Muslim religion in the territory of Central Asia. The Karakumishana Madrasah had its own library, which existed until the 30s of the 20th century. This library was confiscated and liquidated during the years of Soviet power. Karakum ishan participated in political, spiritual and economic life. In establishing contacts between the leader of the popular uprising led by Yernazaralakov and the administration of the Khiva Khanate, in 1856-1857 he took the side of the khan [4, 69]. Another religious center of the Islamic religion was Qom Uzek ishans. The founder, Imam Ishan, played a certain role in spreading Islamic culture among the masses. Having received special permission and land from the Khan of Khiva, he settled on the banks of the Amu Darya River, below the Shylpyk fortress. His students continued his work, built a number of mosques and madrasahs on the shores of the Aral Sea. At the end of the 19th - beginning of the 20th century, there were about 70 madrasahs. There were 58 madrasahs in the Amudarya department[5, 30]. From 17 to 40 students studied in the madrasah. Around the madrasah were numerous houses of residents.

The number of such houses around the Karakum Ishan was about 300. The name Karakum Ishan got its name from the location of the madrasah, built on a high sandy hill. The houses built by Kutlykhozha ishan and his children, who later became large and influential ishans on the

territory of the Khorezm oasis, and their ruins of houses have survived until recently, the houses in which students lived, as well as oil mills and their remains, karaz khan, guest houses have been preserved. Around the madrasah there was a large cemetery where prominent public and religious figures, biys of the Karakalpaks, poets Kunkhozha, Berdakh were buried.

"Tas madrasah" near the Shylpyk fortress was built at the expense of the Mangyt khakim Khozha Niyazbiy. In the 19th century, the building of this madrasah was built of mud brick, and therefore the people gave it the name "Tas madrasah", destroyed during the years of the totalitarian regime.

There were other madrasahs "Zhantimir Ishan", "Aimbet Ishan" on the territory of Chimbay. Numerous madrasahs and mosques were on the banks of the river Kuk Uzyak "Abdikarim Akhuna", "Ayimbet Ishan", which served as spiritual centers for the peoples of Karakalpakstan. So far, scientists and ordinary people have found numerous fragments of Arabic, Persian, Turkic books in these places. Of particular value are various documents, including numerous documents of a household nature, legal documents, kazy huts, business letters, works of folk poets Berdakh, Ajiniyaz and other written sources.

In 1893, there were 878 mektebs on the territory of the Amu Darya department, with 7801 students and 4 madrasahs with 240 students, in 1907 there were 990 mektebs on the territory of the department where 10767 students studied[6].

The madrasah located on the territory of Karakalpakstan consisted of two stages or courses. The students studied the grammar of the Arabic language. In the second year, books of a religious and legal nature were studied.

Many Karakalpaks were also educated in the largest madrasahs of Bukhara and Khiva. Books on astronomy and other subjects of the natural sciences were studied in Bukhara and Khiva madrasahs. Natives of the territory of Karakalpakstan and Khorezm received education in some foreign countries; Turkey, Egypt, etc. In addition, they annually made a pilgrimage to Mecca and Medina. A traditional phenomenon was a pilgrimage to the city of Yassy (Turkestan), where the grave of Khoja Ahmed Yassavi was located. Therefore, among the masses there was a saying "In the city of Medina Mohammed, in Turkestan-Khoja Ahmed". Madrasahs and mosques were real centers of spiritual culture, a center for the training of widely educated people. Makhtumkuly, Ajiniyaz, Kasym Auezov, Abbas Dabylov and other famous people graduated from the madrasah and became active builders of the cultural life of their people.

New Jadid schools are opening on the territory of Karakalpakstan. These schools were opened in such cities as Petro-Aleksandrovsk, Kungrad, Khodjeyli, and other cities. In this case, the figures of the Azerbaijani, Tatar and Karakalpak intelligentsia such as Yusup Akhmetov, Seipulgabit Mazhitov and other cultural figures played an active role [2, 143].

In the city of Petro-Aleksandrovsk, one of the first new method schools was opened, the teacher of which was Khafiz Yanbulatov, a Tatar by nationality. Such new method schools were opened in 1907 in Khojeili and Kungrad, where at that time the teachers were Zaki Sharipov in the city of Kungrad, in the city of Khojeili Kysmatulla. According to Zh. Urumbaev, the Khodjeyli New Method School stood above the rest[2, 134].

In 1909, Yusup Ahmed opened another school and for 7 years (1909-1916) became its head. The famous poet and educator Seifulgabit Mazhitov wrote the following poetic words

Chimbay is huge, there is enough land, water in it,

However, I do not know why the lack of another
For 120 thousand souls - 25 thousand households
No school is the source of knowledge
The best way today is the new method
Satisfy the request - she will lay a bed in front of you

S. Mazhitov raised the issue of opening Jadid schools in the city of Chimbaya before the Nukus volost administration [7].

According to statistics, in 1909 there were 870 mektebs, 2 madrasahs with 18289 students.

Karakalpak children were mainly educated in religious schools and madrasahs. In Turtkul, in 1886, a special school inspector was established, since tsarism did not allow the independent opening of mektebs, the teaching of the Russian language was introduced into the curricula of the madrasah, the spread of Jadid ideas, etc. was prohibited.

The tsarist administration paid special attention to the study of the natural resources of the region, its history, language, culture and way of life of the peoples of Karakalpakstan. For this purpose, a special Amu Darya expedition was organized, which included natural scientists, ethnographers, artists and other specialists. They comprehensively studied the territory of Karakalpakstan. Among them were such scientists as A. Kaulbars, Stoletov, Kun, Riza Kuli Mirza and others.

They collected valuable historical and ethnographic data, and they also published a number of works. However, the main difficulty for the conquerors was that they did not speak the languages of the local peoples. Therefore, the tsarist administration, in its colonial policy, paid special attention to the study of the languages of local peoples, primarily in the training of translators. Therefore, after the seizure of the territory, schools immediately began to open to teach children of local nationalities the Russian language, for this purpose, in 1874, a men's city school was opened in Petro-Alexandrovsk. In the early years, children of Europeans were admitted to this school, and then children of local nationalities later with the aim of implementing the Russification policy of tsarism. In 1879, a teacher's seminary was organized in the city of Tashkent. Yerzhan Kozhurov, a resident of Turtkul, graduated from this Tashkent teacher's seminary. Russification policy on the territory of Turkestan and on the territory of the Amu Darya region from the very first days of the colonial period was formulated as follows, which reads: "The state school must be Russian, national-patriotic. Government schools cannot be of a foreign nature; the state language should dominate in it without any concessions, and everyone should be taught in Russian.

We nobles should say that the school should be Russian and Russia for Russians" [2, 137].

As Zh. Urunbaev correctly notes, "In the educational department of the Amu Darya department, the main attention was paid to the study of the Russian language and teaching children in Russian. The native language of students was ignored"[2, 138].

Indeed, on the territory of the Amu Darya department, the school did not teach in the Karakalpak language, the main language of instruction was Russian. Tsarism attached exceptionally great importance to the opening of Russian schools. For this purpose, in 1874, the first elementary school was opened in Petro-Aleksandrovsk.

In Russian-speaking schools, the Russian language, Slavic reading, arithmetic, geometry, drawing, history, and other natural sciences were studied. Schools were allocated by the state, where children of local nationalities, especially children of rich people, studied together with

Russian children. The peoples of Karakalpakstan from the lower classes did not want to send their children to schools, because they called them the Kafir school, the school of the infidels. At the same time, the Ural Cossacks did not send their children to schools. Therefore, the local authorities took a number of measures to ensure the compulsory education of the Russian-speaking population at the Petro-Alexandrovsky School. A boarding school was opened at the school, a board of trustees and an honorary caretaker were organized who were engaged in strengthening the material base of the school, but only 7 pupils studied at this school in 1890 [2, 139].

In 1890, a Russian-native school was opened in Shorakhan and Chimbay, where children of local nationalities studied. Their main task was to train translators who knew the Russian language in order to carry out the colonial policy of tsarist Russia. In addition, the tsarist administration was interested in the Russification of non-Russian peoples, the Christianization of the indigenous population, especially the peoples of Central Asia.

For this purpose, the tsarist administration resettled about 5 thousand Ural Cossacks on the territory of Karakalpakstan, they were settled on the shores of the Aral Sea, near Nukus and along the banks of the Amu Darya.

The conditions of the settlers were better than those of non-Russian peoples, the wages of the settlers were higher than those of local workers, so many local residents studied Russian, spoke Russian, especially there were more such people in the Aral Sea region in such places as Muynak, Zaire, Terbenbes, Akbetkey and in other areas.

After the conquest of Russia, people appeared among the Karakalpaks, the so-called "dilmash", i.e. translators from one language to another. Some of the Karakalpak fishermen began to speak Russian.

In his memoir book, Kally Aimbetov cites certain facts about the knowledge of the Russian language by some Karakalpaks. According to him, one of the Karakalpak volosts spoke Russian well [8, 27].

At the beginning of the 19th century, teaching in the native language began throughout Turkestan. But, however, such a phenomenon was not typical in the life of the Amu Darya department.

Many graduates of the Petro-Alexander School played a certain role in the implementation of the colonial policy of tsarism in the territory of Karakalpakstan. They worked as translators, performed various assignments in various state institutions of the Amu Darya department of the Turkestan Governor General and the Khiva Khanate. Basically they did translation work.

The people still remember the names of such "dilmashes" as Amin dilmash, who worked for many years at the court of the Khiva Khan, as well as Karakazakova, Nasrulla dilmash, Asan dilmash Aitymova from Chimbay and others. In addition to them, there were also Zhuma Atashev, Urazymbet Khalmuratov, Turdymurat Nizamatinov.

In the minds of the public, these people were respected people. Among them, Asan dilmash Aitymov worked in many institutions of Karakalpakstan. He knew the Russian language and Russian culture well [8, 28].

Yerzhane Kozhurov, one of the graduates, wrote a number of articles; there are valuable facts in the books of Zh. Urumbaev, M. Tleumuratov and other authors [9]. It should be noted that many such "dilmash" (translators) who received a European education, who know Russian culture and the Russian language well, were subjected to repression during the years of Soviet power [10].

The study of the cultural life of the Karakalpak people shows that during this period there were a number of changes in cultural life, especially in the field of education. In connection with socio-economic changes, especially with the development of capitalism, Russian schools appeared on the territory of Karakalpakstan. The royal administration paid special attention to the development of such schools in order to prepare devotees for the cause of the royal colonial administration. New Jadid schools were opened. The territory of Karakalpakstan became the object of comprehensive study by the colonial authorities. As in the time of the Khiva khanate, the Karakalpak people struggled to preserve their national culture, language, religion, their national ideology, and historical values. During the colonial period, the best representatives of the Karakalpak intelligentsia fought to preserve the identity of the people, their natural wealth.

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ARCHITECTURE OF THE ROMAN PERIOD

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Abstract. In this article features suitable for Roman architecture are described in terms of appearance, character and psychological impact on a person.

Keywords: memory, architecture, temple, monument, roman period.

АРХИТЕКТУРА РИМСКОГО ПЕРИОДА

Аннотация. В данной статье описаны черты, подходящие для римской архитектуры с точки зрения внешнего вида, характера и психологического воздействия на человека.

Ключевые слова: память, архитектура, храм, памятник, римский период.

Charlemagne's empire did not last long. His decline began during the emperor's lifetime.

After his death, the conflict between his sons and grandsons disturbed the peace of the country.

The attack of armed forces from the surrounding area also brought heavy hardships to the people. From this period, the development of art also increased. Previously built buildings turned into ruins.

Rare architectural monuments were looted or stolen. From the end of the 10th century, Fahat began to trace his life in Europe. Feudal relations were formed in Kupkina lands. The history of art and architecture has entered a new stage. This stage of development, which includes the 10th-11th centuries, is called Romanesque architecture. The term "Romanesque architecture" of this period was used in scientific sources in 1825 by the French archaeologist Arnis Comon as a factor denoting Western European architecture.

During this period, the role of the church in European social life was great. Especially in France, England, Germany, Spain, the great revival and related art forms were created by order of the church. In the Roman period, it occupies the place of architecture. The building in the Romanesque style is somewhat serious and heavy in appearance. Its walls are also thick and strong, its doors, windows and gates are narrow. Columns used for functional and decorative purposes are also rough and rough. These features, which are suitable for Roman architecture, determine the unique appearance, character and psychological impact on a person.

Another feature of Romanesque architecture is the abundance of flat surfaces on its inner walls. This feature creates an opportunity for the development of monumental color image. In the 11th century, this period experienced its heyday. Stained glass also became an integral part of architecture. During this period, sculpture developed in connection with architecture. The ieshtokh, columns and capitals of the building, special shelves on the wall are decorated with sculptural art. Miniatures and small sculptures were also influenced by architecture. The Roman style of architecture had a great influence on the construction of the fuhoro.

The term "Romanesque" is conditional, derived from the Latin word "Roman", and it is assumed that the architecture of this period used forms widely used in Roman architecture.

Romanesque architecture developed based on the achievements of the Carolingian period.

It caused the emergence and competition of many local schools in Romanesque architecture.

No matter how diverse these schools are, it cannot be denied that they are based on a single principle. This situation is seen in the nature of decorative forms in the plan and construction. The buildings of this period were made of stone, and the basilica type took the main place in the construction, but unlike the previous period, the basilica had more than two transepts, and the commentary part of the building (choir) reserved for church servants and priests was expanded, and additional rooms and basements were built.

The unique aspect of Roman architecture is the closing of the roof in the form of a curved arched dome and the placement of windows. This construction technique is becoming more and more perfect. Columns and capitals used in architecture. In the advanced period of Romanesque architecture, capitals and columns took on a unique sculptural appearance. By this century, there appeared a separate house-type palace where the feudal lord lived. Usually, there is a large courtyard of the castle, in the upper part of which a tall and tall tower-like building is built, which consists of many rooms where the feudal lord lives.

The outskirts of the city are surrounded by a thick wall. Built buildings were few and simple. The visual art of the novel is also unique and concrete. The leading place in the art of this period is occupied by sculpture, first of all, carved images. It conveys great content to the audience, directly viewed as architectural elements. In the period of the early Romanesque, the sculptures of the 10th century were adapted to architectural forms. By the 12th century, the capital became a well-known system of decoration of the architectural ensemble. France is the classic homeland of feudalism in the country.

During the heyday of medieval art, his art occupies a leading position in Western Europe.

In French architecture, the unique aspects of the Roman style are clearly visible. French architecture, which is colorful in terms of its decorative decoration and constructive structure, occupies an important place in the art of European construction.

The types of architecture created here became a model for imitation in many European cities. The 11th-12th century temple of the grant in Poitou shows features typical of the Romanesque style. It is somewhat low in appearance, the stone walls are made thick and solid. Small narrow windows left during these periods increase the thickness of these walls and increase its restraint. This temple consists of three naves.

The upper nave is slightly higher than the two side naves, and the sun shines in through the small windows. The walls of the building are decorated with architectural decorative elements of the type of sculptures. There are shelves on the second and third floors, and the used semi-columns, semi-circular arches, etc., with statues placed inside them, add grace to the serious appearance of the building. The architectural monument reflects the political situation of that time.

In the temples built in Burgundy, a desire to change their forms is felt. This feature is especially noticeable in the church in Cluny. This church was built at the end of the 11th century.

At that time, it was one of the largest temples in Europe. The principles of this building, which was destroyed at the beginning of the 19th century, are used as the basis for many churches.

This temple with five naves is characterized by the rhythmicity of the external elements, the complete appearance of the volumes, and the appearance and harmony of the fine details.

Romanesque buildings built in Germany are characterized by their clear cubic forms and the grandeur of their appearance.

The abundance of light towers ensures its dynamic appearance. Lenses on a flat wall surface serve to give the building a dynamic appearance, in this respect the cathedral in Vermos is characteristic. Italy has a stylistic unity in the architecture of this country.

Therefore, in some of its areas, the influence of Byzantium is felt, while in others, the traditions of Romanesque architecture can be felt. Early Tuscan and Lombard schools were influenced by local antique traditions. The architectural ensemble of Pisa is noteworthy in this regard. Each bin in the ensemble has improbable value.

Their outer walls are divided into several tiers with elegant arcades. This situation has added lightness and elegant grace to the appearance of the building. As a result, even the huge Pisa Cathedral looks light and attractive. And the elliptical dome provides its harmonious complete appearance.

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**NATRIYNING INSON ORGANIZMIDAGI BIOREGULYATORLIK XUSUSIYATLARI,
UNING TOKSIKO-FARMAKOLOGIK TA'SIRI. TIBBIYOTDA ISHLATILADIGAN
BIRIKMALARINING AHAMIYATI.**

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Annotatsiya. *Usbu maqolada inson organizmi uchun muhim bo'lgan biogen element natriyning organizmdagi bioregulyatorlik xususiyati, hujayra va to'qimalarda boradigan moddalar almashinuvidagi ishtiroki, oksidlanish-qaytarilish orqali hujayra buferligining oshishiga ta'siri, xlorli tuzining oshqozon shirasi tarkibidagi HCl xlorid kislotasi bilan sintezlanishi, hamda kislota-asos muvozanatini boshqarishdagi ahamiyati, tibbiyotda ishlatiladigan fiziologik eritmalari haqida ma'lumotlar berilgan.*

Kalit so'zlar: *Biotik ta'sir, oligobiogen, biomolekulyar, HCl sintezlanishi, buferlik, fosforoprotein, izotonik.*

**BIOREGULATION OF SODIUM IN THE HUMAN BODY CHARACTERISTICS, ITS
TOXIC-PHARMACOLOGICAL EFFECT. IMPORTANCE OF THE CONNECTIONS
USED IN MEDICINE**

Abstract. *In this article, the biogenic element sodium, important for the human body, carries out bioregulation in the body, its participation in metabolism in cells and tissues, its effect on increasing the cellular buffer through redox processes, the synthesis of chlorine salt with HCl, hydrochloric acid of gastric juice and acid - information is given on the importance of maintaining the basic balance of physiological solutions used in medicine.*

Keywords: *Biotic effect, oligobiogenic, biomolecular, HCl synthesis, buffering, phosphoroprotein, isotonic.*

**БИОРЕГУЛЯЦИЯ НАТРИЯ В ОРГАНИЗМЕ ЧЕЛОВЕКА ХАРАКТЕРИСТИКА,
ЕГО ТОКСИКО-ФАРМАКОЛОГИЧЕСКОЕ ДЕЙСТВИЕ. ЗНАЧЕНИЕ
СОЕДИНЕНИЙ, ИСПОЛЬЗУЕМЫХ В МЕДИЦИНЕ.**

Аннотация. *В данной статье биогенный элемент натрий, важный для организма человека, осуществляет биорегуляцию в организме, его участие в обмене веществ в клетках и тканях, его влияние на увеличение клеточного буфера посредством окислительно-восстановительных процессов, синтез хлорной соли с HCl, соляной кислотой желудочного сока и кислотой - даны сведения о важности поддержания основного баланса физиологических растворов, применяемых в медицине.*

Ключевые слова: *Биотический эффект, олигобиогенный, биомолекулярный, синтез HCl, буферизация, фосфоропроtein, изотонический.*

Tirik organizmlardagi hayotiy jarayonlarda bevosita ishtirok etuvchi yoki shu moddalar tarkibiga kiruvchi elementlar biogen elementlar deb ataladi.

Odam organizmida kimyoviy elementlar davriy sistemasidagi 80 dan ortig'i saqlanib,ular o'zaro nafaqat bajaradigan vazifasi balki biologik xossalari bilan,organizmdagi to'qimalar va hujayralarda teng taqsimlanishi bilan ajralib turadi.

Inson organizmining o'sishida, akseleratsiyalik xususiyatlari, organizmdagi yangi hujayralarning adaptatsiyalik xususiyatida biogen elementlar va ekosistema katta ro'l o'ynaydi. Jumladan, ona qornidagi homilaning jigaridagi mis va yangi tug'ilgan chaqaloqnikidan 10 barobar ko'p bo'ladi.

Organizimizdagi ba'zi a'zolarimiz o'zlarida depo xususiyatini namoyon qiladi. Ulardagi elementlar organizmimizning ehtiyojiga qarab asta-sekin sarflanishi xususiyati shakllangan.

Masalan, hammamiz bilgan jigar, qon deposi vazifasini bajarsa, undan tashqari 30 dan ortiq oelementni depo(zahira) sifatida saqlaydi. Bu elementlarga Fe, Co, Si, Mn, Zn va boshqa elementlar zahira sifatida yig'iladi.

Ba'zi bioogen elementlar masalan mishyak As ning asosiy o'zgarmas depo vazifasi teri to'qimalari deposi hisoblanadi. Terining tez-tez yangilanib turishi, terida moddalar va nerv hujayralarini oziqlantirish vazifasini bajaradi.

Bu xususiyatlarni istisno qiluvchi elementlardan rux Zn hisoblanadi rux ionlari Zn^{2+} ionlari faqat jinsiy bezlar faoliyatida ishtirok etib qolmasdan, oqsil, yog', minerall moddalar almashinuvida ishtirok etadi.

Inson organizmida biror vitamin yoki biogen elementning vitaminoz yoki avitaminoz, gipovitaminoz holatlari organizm uchun jiddiy xavf tug'diradi.

Natriy inson organizmi uchun nihoyatda zarur bo'lgan oligobiogen element bo'lib,organizmdagi umumiy miqdori 0,25-0,30% atrofida bo'ladi.

Natriy biomolekulyar holda, boshqa biogen elementlarni tashish, stimulyatorlik, nerv impulslari hosil qilishda, osmotik bosimni normada saqlashda muhim bioregulyator element vazifasini bajaradi.

Natriy hujayra tashqi muhit suyuqligining ioni hisoblanib, uning nerv hujayra sirtqi muhitidagi miqdori ichidagidan 15 barobar ko'p.Bunday konsentratsiya nomutanosibliklari doimiy energiya sarfini talab qiladi.Bir so'z bilan aytganda natriy "nasos"vazifasini bajaradi.

Organizmda natriy ionlarining miqdori kamayishi organizmdagi osmotik bosimni boshqa ionlar bila qayta tiklanmaydigan darajada o'zgartiradi, oqibatda suyuqlik hujayra ichiga kirib shish hosil qiladi.

Organizmda natriy va kaliy ionlari doim bir-biriga qarama-qarshi tarzda antagonistik ta'sirda bo'ladi. Masalan, organizmda natriy ionlari miqdori oshishi, kaliy ionlari miqdorining kamayishi bilan kechadi.

Natriyning antidotlik xususiyati. Tibbiyotda natriyning CaN_2EDTA (EDTA ning kalsiy-natriyli tuzi) berilishi siydik tarkibida ajralib chiqayotgan temir miqdorining 13-45 marotaba, axlat bilan chiqayotgan misning miqdorini esa 2-5 barobarga ortishiga olib keladi. Buning natijasida avitaminoz, yanada kamayib ketishi o'limga olib keladi.

Natriy xloridning 0,86% li eritmasi fiziologik eritma, ko'p qon yo'qotilganda,organizm suvsizlanganda tomirdan in'eksiya qilinadi.

Natriy o'rtacha 60 kg odam organizmida o'rtacha 60 g ni tashkil etadi. Hujayra tashqi suyuqligining musbat ioni (Na^+) ta'minlash, suv balansi, eng muhim elektrolitlar o'zlashtirilishida, nerv impulslar normal o'tishida muhim ahamiyatga ega. Natriy makrobiogen element bo'lib, turli

biomolekulalar tarkibiga kirib, K^+ , Ca^{2+} , va Mg^{2+} ionlari bilan birgalikda nerv impulslari hosil qilish, va aksonlar bo'ylab o'tkazishda ishlatiladi.

Odam organizmidagi elektrolit ionlarining miqdoriy o'zgarishlari qator ko'ngilsiz natijalarga olib kelishi shubhasiz. Masalan, organizmdagi natriy ionlarining kamayishi qon quyilishi kasalligini bu esa bevosita tromblar hosil qilib yurak-qon tomir tizimida qon aylanishning buzilishiga olib keladi. Natijada qon qovushqoqligi 5.0 dan ortib ketadi, yurak qon bilan ta'minlanmay qolib kuchli sanchiq sezilishi, natijada organizm o'limiga saba bo'lishi mumkin. Natriy ionlarining kamayishi kislotali muhitning kuchayishiga ya'ni atsidozga olib keladi. Natijada organizm o'sishi sekinlashadi. Natriy ionlarining hujayra ichiga kirishi natijasida kelib chiqqan hujayra membranasi depolyarizatsiyasi kalsiy kanallarini faollashtiradi.

Nerv va muskul hujayralarining sirtidagi suyuqlikka nisbatan protoplazmasida kaliy ionlari 20-50 baravar ko'proq, natriy ionlari 8-10 barobar kamroq bo'ladi. Bu natriy va kaliy izatoplari yordamida o'tkazilgan tajribada isbotlangan.

Aldosteron buyrakning distal kanalchalarida Na^+ reabsorbsiyasini va bir vaqtning o'zida kaliy ionlarini siydik bilan ko'p chiqib ketishini kuchaytiradi.

Aldosteron gormon sekretsiasining pasayishi organizmdan natriy va suvning ko'plab chiqib ketishiga sabab bo'ladi, natijada qon-tomir tizimida tromblar hosil bo'ladi va aretmiya yuzaga keladi. Agar qonda giponatriyemiya va gipokalsiyemiya kuzatilsa, sezilarli darajada bo'lmasa ham bu gormonning sekretsiasini kortikotropin tomonidan ham stimullanadi.

Hayvonlarda buyrak usti bezi po'stlog'i olib tashlansa, ular tezda o'lib qoladi. Buning asosiy sababi—siydik bilan ko'p miqdorda natriy yo'qolishi va buning natijasida qon va to'qimalardagi natriyning keskin kamayishidir. Organizmga ko'p miqdorda natriy yuborib, bu hayvonlar umrini bir necha vaqtga cho'zsa bo'ladi.

Natriy reabsorbsiyasi buyrak usti bezi po'stlog' moddasining aldosteron gormoni ta'sirida nefronning distal kanallari oxiri va yig'uvchi naychalarda kuchayadi. Aldosteron sekretsiasini qon hajmi kamayganda va plazmada natriy ionlari miqdori kamayganda kuchayadi. Yurak bo'lmalchalaridan ajralib chiqadigan natriyuretik gormon natriy reabsorbsiyasini tormozlab, uni chiqib ketishini kuchaytiradi.

Xulosa qilib shuni aytish kerakki, Natriy organizm normal fiziologiyasi uchun biostilulyator element bo'lib qoladi. Uning birikmalari asosan tuzlar holida qazib olinadi va qayta ishlanadi. Qishloq xo'jaligida oziq-ovqat sifatida ishlatiladigan natriy xlorid $NaCl$ osh tuzi asosan dengiz suvlarida ko'proq uchraydi. Orol dengizining qurigan qismida minglab tonna tuzlar shamol yordamida minglab kilometr masofalarga uchib borishi va odamlar salomatligiga, nafas olish yo'llarida hastaligi bor bemorlarga jiddiy tasir ko'rsatdi.

So'nggi yillardagi izlanishlar va iinovatsion usullar yaratilib tuzning uchuvchanligini kamaytirish, saksovulzorlar plantatsiyasini ko'paytirish ishlari 50% dan oshdi. Jumladan Natriyning birikmalaridan o'g'it ishlab chiqarish yo'lga qo'yildi.

Inson uchun birinchi baxt uning sog'ligi hisoblanadi.

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**FALOKATLAR VA TABIIY OFATLAR TUFAYLI ASAB-PSIXIATRIK
KASALLIKLARGA CHALINGAN SHAXSLARNING PSIXOTERAPIYASI VA
PSIXOPROFILAKTIKASI**

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Annotatsiya. Bu maqola asab-psixiatrik kasalliklarga chalingan shaxslarning psixoterapiyasi va psixoprofilaktikasi mavzusiga bag'ishlangan. Falokatlar va tabiiy ofatlar tufayli yirik zararlanishga uchragan shaxslar psixiatrik muassasalarni ko'rib chiqamiz. Bu maqola, asab-psixiatrik kasalliklarni tibbiy o'zlashtirish usullari bo'yicha muhim ma'lumotlar taqdim etadi.

Kalit so'zlar: Psixoterapiya, psixoprofilaktika, asab-psixiatrik kasalliklar, depressiya, ruhiy sog'lomlik, terapiya jarayoni, psixoterapevt

**PSYCHOTHERAPY AND PSYCHOPROPHYLAXIS OF INDIVIDUALS WITH
NERVOUS-PsYCHIATRIC DISORDERS DUE TO DISASTERS AND NATURAL
DISASTERS**

Abstract. This article is devoted to the topic of psychotherapy and psychoprophylaxis of individuals with nervous-psychiatric disorders. We will consider psychiatric institutions of individuals who have suffered major damage due to disasters and natural disasters. This article provides important information on methods of medical assimilation of Neuromuscular Diseases.

Key words: Psychotherapy, Psychoprophylaxis, neuromuscular disorders, depression mental wellness therapy process psychotherapist

**ПСИХОТЕРАПИЯ И ПСИХОПРОФИЛАКТИКА ЛИЦ С НЕРВНО-
ПСИХИЧЕСКИМИ РАССТРОЙСТВАМИ В СЛЕДСТВИЕ КАТАСТРОФ И
СТИХИЙНЫХ БЕДСТВИЙ**

Аннотация. Данная статья посвящена теме психотерапии и психопрофилактики лиц с нервно-психическими расстройствами. Лица, получившие серьезные повреждения в результате катастроф и стихийных бедствий, будут рассматриваться в психиатрических учреждениях. В этой статье представлена важная информация о методах медицинской ассимиляции нервно-психических расстройств.

Ключевые слова: Психотерапия, психопрофилактика, нервно-психические заболевания, депрессия, психическое здоровье, терапевтический процесс, психотерапевт.

Aholining Global o'sishi, ko'plab mamlakatlarda qashshoqlik, yomon er sharoitlari va urbanizatsiya tabiiy ofatlar tufayli yuzaga kelishga koproq moyil hududlarda yashovchilar soni va tabiiy ofatlarning aholi salomatligiga ta'siri ortdi. So'nggi yillarda tabiiy ofatlarning chastotasi va kattaligi halokatli ofatlarni ko'paytirdi bu millionlab odamlarga jiddiy va iqtisodiy zarar etkazdi. Amerika Qo'shma Shtatlari Katrina to'foni (2005) va Buyuk Sharqiy Yaponiyada zilzila va tsunami qo'shma Shtatlarda (AQSh) kabi hatto eng rivojlangan mamlakatlar ham tabiiy ofatlarga

qarshi himoyasiz qolishgan. Tabiiy ofatlar, ekologik tizimning jamiyatga moslashish qobiliyatidan yuqori bo'lgan tashqi yordam, shuning uchun bu talab qilinadigan uzilishlar sifatida aniqlanadi.

Aksariyat odamlar tabiiy ofatdan ko'p o'tmay yuqumli kasalliklar va epidemiyalar yuqori xavf keltirishiga ishonadi. Ammo tabiiy ofatlardan keyin yuqumli kasalliklarning tarqalish xavfi bo'rttirilgan ba'zida bu vahima qo'zg'atishi mumkin, ba'zida esa sog'liqni saqlashning keraksiz faoliyatiga olib kelishi mumkin. Tabiiy ofatdan keyingi jarayonni tushunish uchun vafot etganlarning katta qismini yuzaga keltirgan zilzilalarni va zilziladan keyingi davirni ko'z oldida shakillantirish kerak. (11) Masalan, 1966-yilgi Toshkent zilzilasi — 1966-yilning 26-aprelida soat 5 dan 23 daqiqa o'tganda Toshkent shahrida ro'y bergan falokatli zilzila. Qurbonlar soni kamligi (8 kishi halok bo'lgan, bir necha yuz kishi jarohatlangan) esa silkinishlarning bo'ylama bo'lganligi bilan izohlanadi, bo'ylama tebranishlarda binolar katta zarar ko'rmaydi. Ammo hodisadan keyingi yurak va asab hastalıkları tufayli qurbonlar soni ko'paydi. jamiyatning psixologik o'lchovi bilan, unda muammolar ham qo'shiladi.

Tabiiy ofatdan keyingi jarayonlar. Tabiiy ofatning kattaligiga qarab shaxslarning reaksiyalari ko'p elementlarga ko'ra farq qiladi. Bu jarayonlarni to'rt bo'limda tushuntirish mumkin: Psixologik shok jarayoni: bu 24 soatdan ko'proq vaqtni olishi mumkin. Jismoniy shaxslardagi fiziologik reaksiyalar, diqqatni jamlay olmaslik, unutulchanlik, gallyutsinatsiyalar, qotish kabi reaksiyalar ko'rinmoqda. Reaksiya jarayoni: ikki yoki olti kundan keyin ko'rinadi. Shaxslar g'azablangan, ishonchsiz, tashvishli, qo'rqinchli; jismoniy ko'ngil aynishi, yurak urishi, doimiy harakatchanlik kabi reaksiyalar ko'rinadi. Xabardorlik jarayoni: bir haftadan keyin ko'rinadi. U nima bo'layotganini bilishni istamaydi, qayg'u jarayoni boshlanadi, tuyg'ularning intensivligi tajribali, diqqatni jamlay olmaydi, nizolar kelib chiqadi. Sog'ayish jarayoni: falokatdan uzoq vaqt o'tgandan keyin jarayonga ular moslashishga harakat qilishadi. Qarshilik kamayadi, xotirjamlik, mehribonlik holatlari ko'rinadi; maqsadlar aniqlanadi, falokat jarayoni hayotning bir qismi sifatida ko'rila boshlaydi. Bu jarayonlarning barchasi shaxslarga ko'ra farqlanadi.

Katta inqiroz yoki hayratlanarli xotirjamlik kabilar shaxslarda uchraydi. Umuman olganda, favqulodda vaziyatlar rejalari asosan jiddiy jarohatlangan bemorlarga e'tibor qaratish, bu bilan birlikda tabiiy ofatlar psixologiyasi o'rganilgan voqealarning aksariyatida bemorlarning aksariyati asosiy tibbiy yordamga g'amxo'rlik yoki psixososyal yordamga muhtoj bu ko'rsatilgan. Umumiy sog'liqni saqlash, reabilitatsiya va psixososyal yordam bir necha oy yoki yil davom etishi mumkin (5). Tabiiy ofatdan keyingi bola va o'smirlik davrida Ko'rilgan Psixologik Ta'sirlar Texnologiyaning jadal rivojlanishi va u bilan aloqa falokat jarayonining katta massaga etishiga olib keladi bo'ldi. Ushbu massalar orasida asosan bolalar Dek bu topilgan (14). Bolalar va o'smirlik davrida shaxslar hayotiy tajriba nuqtai nazaridan eng kam xabardorlikka ega egasi guruhdir.

Shuning uchun, ofatlar kabi katta jarohatlardan ular juda ta'sir qiladi (13, 14). Tabiiy ofatlardagi bolalar va o'smirlar, ular qaysi yoshda guruhning rivojlanish xususiyatlarini kim ham olib yuradi ular aniq reaksiyalarni ko'rsatadi (13). Tabiiy ofat jarayonidan keyin ular beradigan reaksiyalarga qarasa; bezovta, tashvishli, xavotirli, qo'rqinchli, introversiya va motam reaksiyalari ko'rinmoqda. Depressiya, bu kattalarda ham kuzatiladi, shikastlanishdan keyingi stress buzilishi, tashvish kabi patologiyalar ko'pincha tabiiy ofatlardan keyin bolalar va o'smirlar guruhlarida bu ko'rilgan psixologik ta'sirlardan biridir (4, 14). Falokatdan keyin ko'plab jarohatlarga duchor bo'lgan shaxslar inqiroz va to'satdan yo'qotishlar tufayli psixopatologik u jarayonlardan o'tadi. Stress-Anksiyete buzilishi va moddalarni iste'mol qilish kabi yo'nalishlar

ortib borayotganligi sababli, ruh salomatlik va psixososyal yordam juda muhimdir. Buqo'llab-quvvatlash agar bu soha mutaxassislari tomonidan berilishi kerak bo'lsa de eng yaqin shaxslar bilan dastlabki o'tkir qo'llab-quvvatlash bu boshlanmoqda. Shuning uchun u hali inqirozdan qutulmagan biror kishi boshqa shaxsni qo'llab-quvvatlashga harakat qilganda buni ko'rish mumkin (10).

Jahon Sog'liqni saqlash tashkiloti psixologik birinchi yordam, jiddiy inqirozni yaratgan voqealardan so'ng, fosh bo'lgan odamlar boshqalarni qo'llab-quvvatlash uchun gumanitar, qo'llab-quvvatlovchi, amaliy yordam boshqacha qilib aytganda, azob chekayotganlar, qo'llab-quvvatlash va yordamga muhtojlar jismoniy shaxslarga taqdim etiladigan insonparvarlik va qo'llab-quvvatlovchi aralashuvlar bu (18-20) sifatida belgilanadi. Psixologik birinchi yordam, to'g'ri yo'lga muhtoj jismoniy ehtiyojlarni qondirgandan so'ng, ijtimoiy va psixologik jihatdan qo'llab-quvvatlovchi, aniq munosabatni ko'rsatmoqda xizmatni taqdim etish.

Psixologik birinchi yordam (Health Gap Action dasturi) mavzuni baholash bilan birga, katta auditoriya bu uning e'tiborini ham tortdi (10). Ushbu qo'llanmani ishlab chiqish guruh yaqinda travmatik hodisani boshdan kechirgan odamlarga psixologik birinchi yordam yondashuvi bu foydali degan xulosaga kelgandan so'ng, u samarali bo'ladi aralashuvlarni standartlashtirish va aniqlashtirish ko'plab milliy va xalqaro ekspert guruhlari tomonidan barcha yoshdagilar, mahalliy ehtiyojlar va madaniyatlar uchun mos qo'llanma u yaratildi. Ushbu qo'llanma JSST tomonidan 2011 yilda nashr etilgan u ko'plab tillarga tarjima qilingan va nashr etilgan. Ishlab chiqilgan qo'llanmada asosiy psixologik birinchi yordam kuzatish, tinglash va ulanish uchun dastur tamoyillari sifatida ko'rsatilgan. Tomosha qilish, voqea sodir bo'ladi atrof - muhit, xavfsizlik, jiddiy stress va favqulodda vaziyatni ko'rsatmoqda asosiy ehtiyojlari bo'lgan shaxslarni kuzatishni yoritishda, qo'llab-quvvatlashga muhtoj bo'lgan shaxslarning ehtiyojlarini tinglang va ularning tashvishlarini tinglash va tinchlanishlariga imkon berish mumkin (18, 23).

Ushbu tamoyillarning maqsadi psixologik birinchi yordam amaliyotchilariga bir ofat / falokat holatiga qanday yondashish kerak, jabrlangan odamlarga qanday murojaat qilish kerak, ularni eng ko'p qiling qisqa vaqt ichida ularni qo'llab-quvvatlash va ma'lumotga qanday yo'naltirish kerakligini aniqlashda rahbarlik qilishdir. (7,9) Zilzilalarda qo'rquvini qanday engish mumkin? Avvalo, siz ushbu qo'rquvni haqiqatan ham engish istagingizga e'tibor qaratishingiz kerak. Ishonish bu fobiyani engishning eng muhim omilidir. Hayotingizga salbiy ta'sir ko'rsatadigan ushbu holatdan xalos bo'lish uchun siz davolash usullarini o'rganishingiz va davolanishni imkon qadar tezroq boshlashingiz kerak. Zilzila bo'yicha ta'limda qatnashish orqali ushbu masaladan xabardor bo'lish sizni qo'rquvingizga qarshi kuchliroq qiladi. Qo'rquvingizni bostirmang, sizni tushunmaslik tashvishi bilan boshdan kechirgan narsangizdan voz kechmang. Uni baham ko'ring va echim topish uchun atrofingizdan ma'naviy yordam oling.

Kognitiv-xulq-atvor psixoterapiyalari yordamida siz mumkin bo'lgan zilzila haqidagi haqiqiy e'tiqod va fikrlarni sinab ko'rishni boshlashingiz va buning o'rniga realroq o'ylashingiz mumkin. Shunday qilib, zilzila qo'rquvining hissiy, jismoniy va ruhiy belgilari yo'qoladi, qochish xatti-harakatlari vaqt o'tishi bilan kamayadi yoki hatto tugaydi. Eng muhimi, siz xotirjam bo'lishni o'rganishingiz kerak. Zilzila sumkasini yaratish sizning tashvishingizni kamaytiradi, lekin zilzila sumkasini ko'z oldingizga qo'yishdan va har soniyada zilzila haqida o'zingizga eslatishdan saqlaning.

Fobiyalar Psixoterapiya sizning ruxiy sog'lomlashishingiz maqsadida muvofiq rejalashtirilgan ishlar bo'lib, unda muammoning mutaxassisi (ya'ni siz) va muammoni hal qilishda qo'llaniladigan texnikaning mutaxassisi (ya'ni psixoterapevt) sizning farovonligingizni oshirish uchun birgalikda ishlaydi, asosan ikki yoki 3 kishi munosib ishtirok etadi, og'zaki muloqot asosan ishlatiladi. So'nggi yillarda zilzila yangiliklari tufayli butun jamiyat og'ir kunlarni boshdan kechirmoqda. Nafaqat zilziladan zarar ko'rgan shaharlarda, balki butun mamlakat bo'ylab hukmronlik qiladigan motam jarayoni zilzilalarning davom etishi bilan boshlanadi va jamiyatning ko'plab qatlamlariga ta'sir qiladigan zilzilalardan qo'rqish tobora keng tarqalmoqda. Zilzilalardan tobora ko'proq qo'rqish, shuningdek, travmadan keyingi stress buzilishi va o'tkir stress buzilishi kabi jiddiy psixologik kasalliklarga olib kelishi mumkin. Zilzila qo'rquvi o'tishi va normal turmush tarzini saqlab qolish uchun mutaxassislardan yordam olish va ba'zi muhim tavsiyalarni hisobga olish kerak.

Xulosa qilib aytganda Psixoterapiya va psixoprofilaktikaga qaratilgan faollik, falokatlar va tabiiy ofatlar tufayli asab-psixiatrik kasalliklarga chalingan shaxslar uchun muhimdir. Psixoterapiya, klinik va ma'muriy usullar orqali shaxslarga yordam beradi, ularni bu xilmaxillikdan qutqarish, maqsadga muvofiq hayotga qaytish va murakkab his-tuyg'ulari bilan boshlash imkoniyatini beradi. Psixoprofilaktika esa, kasallikning oldini oladi va kasallikning ortga qaytishini oldini olish uchun strategiyalar, texnologiyalar va resurslarni joriy etishni o'z ichiga oladi.

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КУЛЬТУРА РЕЧИ УЧИТЕЛЯ

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Аннотация: Речь учителя должна быть чёткой, спокойной, характерной для разных диалектных слов. Он должен иметь умеренный тон, должен говорить с интонацией, то есть уметь ставить логические ударения. Разговорная культура является важным инструментом в приобретении любой профессии в мире.

Ключевые слова: педагогическая речь, культура речи, голос, воспитание, духовность, невербальное отношение, просвещение, грамотность, эстетический эффект.

TEACHER'S SPEECH CULTURE

Abstract. The teacher's speech should be clear, calm, and characteristic of different dialect words. He must have a moderate tone, must speak with intonation, that is, be able to place logical emphasis. Conversational culture is an important tool in acquiring any profession in the world.

Key words: pedagogical speech, speech culture, voice, education, spirituality, non-verbal attitude, education, literacy, aesthetic effect.

Место родного языка очень важно в духовной зрелости человека, в культурном и образовательном развитии общества. Язык является самым беспристрастным и бесспорным зеркалом национальной духовности, просвещения и культуры. В хадисе сказано: «Красота человека – в его языке». Наш прадед поэт Захириддин Мухаммад Бабур особое внимание уделяли здравости, беглости и ясности речи, высокому уровню речевой культуры. Культура речи является важным признаком культурно-образовательного развития общества и духовной зрелости нации. Речевая культура означает овладение нормами языка, т. е. хорошее знание законов акцента, словоупотребления, построения предложений, а также овладение культурой выразительного чтения и говорения. Речевая культура должна служить формированию и развитию навыков творчества, самостоятельного мышления, правильного и беглого выражения продукта творческой мысли в устной и письменной формах в соответствии с условиями речи, воспитанию языковой интуиции.

Культурная речь в истинном смысле является одним из чрезвычайно важных элементов общего культурного уровня человека. Сегодня как никогда актуальны вопросы культуры речи, навыков культуры речи учителя, повышения культурно-речевых навыков и квалификации наших детей, адекватного рассмотрения речевых проблем на всех этапах образовательного процесса. Речь учителя должна быть примером для ученика в соблюдении норм литературного произношения. Нарушение норм литературного произношения происходит прежде всего вследствие диалектности. Поэтому педагогу нелегко полностью освободить свою речь и речь своих учеников от артикуляционной базы диалекта и фонетических законов диалекта. Речь – это речевое общение, то есть процесс общения с помощью языка.

В социальном опыте слова, которые что-то означают, считаются средством устного общения. Педагог должен уметь произнести ученику одно слово такими тонами, как команда, просьба, совет. Невербальное общение также развивается посредством жестов,

пантомимы и разнообразия тона речи. Существует ряд требований к общению между учителем и учеником, которые необходимо строго соблюдать в ходе педагогического процесса. Эти требования таковы: речь учителя должна быть беглой, изложение мыслей учителя должно быть четким и понятным, достигается связность в использовании жестов рук, глаз и мимики в ходе речевого процесса, в произношении речи учителя. формирование нравственных норм, учитель не допускает методических и стилистических ошибок в речевом произношении, речевые навыки учителя развиты, он соблюдает искусство художественного слова в процессе общения, это зависит от владения преподавателем искусством публичного выступления а затем вступая в общение, регулярно занимаясь упражнениями, развивающими произношение речи, рациональное использование учителем пауз и интонаций в его произношении. Успех коммуникативной речи требует развития ряда специальных способностей педагога: социально-перцептивной способности, способности социального воображения, умения владеть собой, умения оказывать произвольное влияние, умения убеждать.

Диапазон — это размер звука. Его предел определяется высоким и низким тоном. Учитель говорит 50% рабочего времени. Учитель должен избегать разговоров в течение 2-3 часов после окончания рабочего времени. При необходимости говорите коротко и медленно. На это необходимо обратить внимание при составлении расписания занятий. Многие опытные преподаватели устают за 2-3 часа и им необходимо 2 часа отдохнуть. Сложную часть темы учитель должен говорить в медленном темпе, а затем в более быстром. Среди учителей много людей, которые от природы приятны и имеют красивые голоса. Коммуникативное поведение педагога – это не только процесс говорения и подачи информации, но и создание эмоционально-психологической среды для взаимодействия педагога и учителя, организация речи, влияющая на взаимоотношения и стиль работы между ними. и уместно. Учитывается также красноречие учителя.

Коммуникативные качества речи учителя, такие как правильность, точность, уместность, лексическое богатство, выразительность и чистота, определяют культуру речи учителя. Слушая речь преподавателя, ученик выполняет ряд операций: уточняет данную информацию в наглядной форме, реагирует на нее своими знаниями, запоминает, следит за логикой речи, развитием мысли. Речь также играет роль управления взаимоотношениями между учеником и учителем. В наши дни существует поговорка: «Слово – визитная карточка человека». От того, насколько грамотно человек выражает себя, зависит его успех не только в повседневном общении, но и в профессиональной деятельности. Особенно актуален этот штык в речи педагога, работающего с детьми дошкольного возраста. Дети каждой возрастной группы общаются со своим педагогом в различных видах деятельности.

Воспитатель организует с детьми игры, ежеминутно общается с ребенком, знакомит детей с речью авторов художественных произведений во время чтения. Владение образцовой речью для воспитателя детского сада является показателем его профессиональной подготовки. Педагог обязан в совершенстве овладеть этими речевыми навыками, а затем передать их детям. Поэтому важно заботиться о совершенствовании коммуникативных и речевых навыков педагога в педагогическом процессе дошкольной организации образования. Речь учителя – главный образец родного языка для детей.

Дошкольники усваивают не только правильное произношение, употребление слов, тонкости построения фраз, но и речевые дефекты, с которыми сталкиваются взрослые. Одна из основных задач учителя – замечать недостатки своей речи, внимательно слушать свою речь и ее архитектуру, часто задавать себе вопросы. Голос – профессиональный инструмент педагога. В заключение стоит отметить, что общая речевая культура преподавателя на необходимом уровне является одним из важнейших признаков. Учитель, преданный своей профессии, предстает в глазах своих учеников безупречным, знающим, ценным учителем. Его соблюдение зависит от каждого педагога. Учитель должен всегда работать над собой, быть в курсе новостей, позитивно смотреть на нововведения. Голос учителя, произношение, дикция в целом, речь всегда служат неповторимым примером для учеников.

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METHOD OF DATA LAYERS AND SCATTER DIAGRAMS SUPPORTING PROJECTS IN THE SYSTEM OF QUALITY MANAGEMENT AND CERTIFICATION

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Data layering method

Abstract. This paper explores the application of date layers and scatter diagrams within the framework of quality management and certification projects. Date layers offer a visual representation of project timelines, facilitating planning, tracking, and analysis. Scatter diagrams provide insights into relationships between variables, aiding in the identification of patterns and correlations crucial for quality improvement and certification processes. Integrating these tools enhances organizational performance monitoring, identifies areas for improvement, and fosters compliance with quality standards.

Keywords: Date layers, Scatter diagrams, Quality management, Certification projects, Project planning, Performance monitoring, Quality improvement, Compliance.

МЕТОД СЛОЕВ ДАННЫХ И ДИАГРАММ РАССЕЯНИЯ ПОДДЕРЖКИ ПРОЕКТОВ В СИСТЕМЕ УПРАВЛЕНИЯ КАЧЕСТВОМ И СЕРТИФИКАЦИИ

Аннотация. В данной статье исследуется применение слоев данных и диаграмм разброса в рамках проектов управления качеством и сертификации. Слои данных обеспечивают визуальное представление сроков проекта, облегчая планирование, отслеживание и анализ. Диаграммы разброса дают представление о взаимосвязях между переменными, помогая выявить закономерности и корреляции, имеющие решающее значение для процессов повышения качества и сертификации. Интеграция этих инструментов улучшает мониторинг эффективности организации, определяет области для улучшения и способствует соблюдению стандартов качества.

Ключевые слова: слои данных, диаграммы разброса, управление качеством, проекты сертификации, планирование проекта, мониторинг производительности, улучшение качества, соответствие требованиям.

Using this method, statistical data is stratified, that is, data is collected and grouped depending on the conditions of individual processing of each group. The process of dividing data into pencils and layers grouped by their characteristics is called stratification.

There are several layering methods, and in practice the 5M method is often used, taking into account factors related to man (person), machine (machine), material (material), method (method), measurement (measurement).

Layers are applied as follows:

- stratification by performers - by qualifications, length of service, shifts and other information;

-classification of machinery and equipment - by brand, manufacturer, design and other information;

- stratification by materials - by place of production, price, quality of raw materials and other information;

- stratification by production features (methods) - by technological development, place of production and other information.

During the layering process, the following conditions should be taken into account:

- the value of mutual differences of random variables within a layer (variance) should be as small as possible compared to its differences in the original unstratified set;

- the difference between the layers (the mutual difference in the average random value of the sizes of the layers) should be as large as possible.

Scatterplot method

Another name for the method is “Scatter plot”, “Correlation plot”.

In 1979, the Association of Japanese Scientists included the scatterplot as one of its seven quality control methods.

The task of the method. It is used at various stages of the product life cycle and in production to determine the interdependence of the main production factors and quality indicators. The scatter plot method is one of the tools for statistical quality control (Fig. 15.4).

The purpose of the method. Define a description of the relationship between two different process parameters and determine whether the relationship exists.

The essence of the method. A scatterplot is a tool that allows you to determine the type and strength of relationship between two significant variables.

These two variables:

-description of quality and factors influencing it;

- two different quality descriptions;

- two factors influencing one description of quality.

If there is a relationship between two factors, this significantly facilitates process management both from an economic and time-based technological point of view.

Scatter plots are used in the quality control process, as well as to determine cause-and-effect relationships and factors affecting quality indicators.

Action plan. To clarify the influence of one variable on another, it is necessary to collect the necessary data and enter it into the registration sheet.

Based on the data obtained, a scatter diagram is constructed and the diagram is analyzed. Sometimes it is desirable to quantify the degree of correlation or strength of correlation between random variables.

The uniqueness of the method. A scatterplot is a scatter plot that graphically represents the points obtained from an observation made by plotting the scale of a particular experiment. The coordinates of the points on the graph correspond to the value of the observed value and the factors influencing it. The arrangement of dots indicates the relationship and description of two variables (for example, gas mileage and speed, or output and production hours).

Based on the obtained experimental points, it is possible to determine numerical descriptions of the relationship of random variables, i.e. correlation coefficient and regression coefficients.

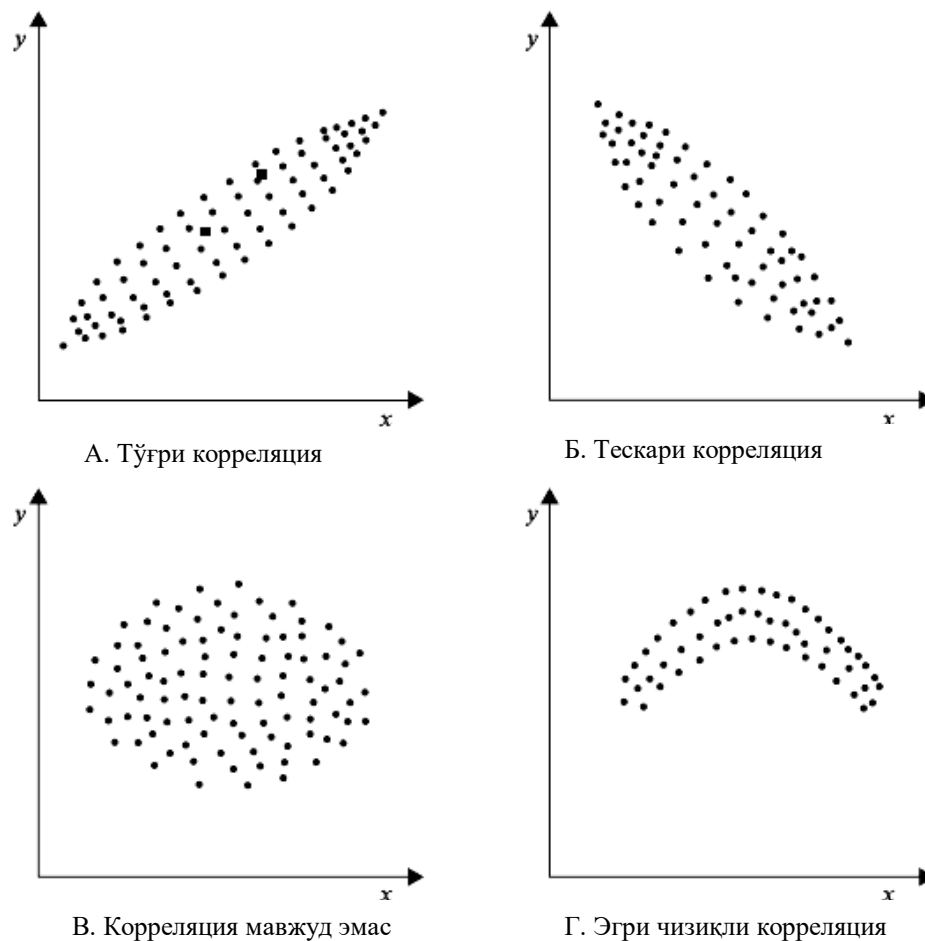


Figure 15.4. Scatter (scatter) diagram.

Rules for constructing a scatterplot:

1. It is necessary to determine which pairs of data and descriptions are interrelated. It is better to have at least 25-30 pairs of data.
2. Preparation of a tabular form (registration sheet) for data collection, indicating the serial number of the i -th observation in the columns; descriptions of independent variables known as x arguments; is intended to note the dependence of variables called function (reaction) y .
3. Filling out the data registration form based on the monitoring results.
4. Based on the obtained data, a graph of x - y coordinates is constructed and the data is placed on it. The length of the axes should be equal to the maximum and minimum x and y values, and the vertical and horizontal axes should be the same for the chart to be easy to read.
5. The diagram contains all the necessary symbols. The information displayed on the diagram should be understandable not only to the person who compiled the diagram, but also to any person.

In this case, the characteristics y (function) remain stable while controlling the causal factors x (reactions).

Additional Information:

It is important to note that just because two variables appear to be related does not mean they are.

Just because the data appears to be related does not mean that it is not related, i.e., there is only so much data presented, or the data is divided into classes and each class has its own chart and large measurement errors are allowed. kit.

Pay attention to the method. Ease and clarity of assessing the relationship between two variables.

Disadvantage of the method. To avoid misuse of this method, a person knowledgeable about the product must be involved when evaluating the chart.

Expected Result. Decide whether to take necessary action based on scatterplots.

In conclusion, the integration of date layers and scatter diagrams into quality management and certification projects proves to be highly beneficial. Date layers offer a clear visualization of project timelines, aiding in effective planning and tracking of milestones. Scatter diagrams provide valuable insights into the relationships between variables, enabling the identification of patterns and correlations crucial for quality improvement and certification processes. By leveraging these tools, organizations can enhance their ability to monitor performance, identify areas for improvement, and ensure compliance with quality standards. Ultimately, the use of date layers and scatter diagrams contributes to the overall success and effectiveness of quality management and certification initiatives.

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О ПРОБЛЕМАХ ОБУЧЕНИЯ ПРЕЛОГАМ РУССКОГО ЯЗЫКА В ИНОЯЗЫЧНЫХ ГРУППАХ

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***Аннотация.** В этой статье раскрывается проблема обучения предлогам русского языка в иноязычных группах, в частности, о частом употреблении в русской речи служебных слов и правильном применении предлогов в словосочетаниях, и о том, что некоторые предлоги являются валентными, что приводит к заметным трудностям при освоении данного материала аудиторией. Представлены примеры конструкций с предлогами «в», «на» и их многозначном употреблении.*

***Ключевые слова:** предлоги, валентность предлогов, послелоги, грамматическая связь, семантические и лексические ошибки, субъектно-объектные отношения.*

ON THE PROBLEMS OF TEACHING PREPOSITIONS OF THE RUSSIAN LANGUAGE IN FOREIGN LANGUAGE GROUPS

***Abstract.** This article reveals the problem of teaching prepositions of the Russian language in foreign language groups. In particular, about the frequent use of function words in Russian speech and the correct use of prepositions in phrases, and the fact that some prepositions are valence, which leads to noticeable difficulties in mastering this material by the audience. Examples of constructions with the prepositions “in”, “on”, “from/with” and their ambiguous use are presented.*

***Key words:** prepositions, valence of prepositions, postpositions, grammatical connection, semantic and lexical errors, subject-object relations.*

Русский язык, несомненно, богат и разнообразен в своем лексическом значении. С каждым годом увеличивается интерес к его изучению, и зачастую преподаватели русского языка сталкиваются с проблемами обучения русскому языку в иноязычной аудитории (школах с нерусским языком обучения). Разрабатываются различные методы для подачи определенного материала в доступной форме с целью предотвратить семантические и лексические ошибки в речи обучаемых. Одной из трудных тем на уроках русского языка является тема о предлогах.

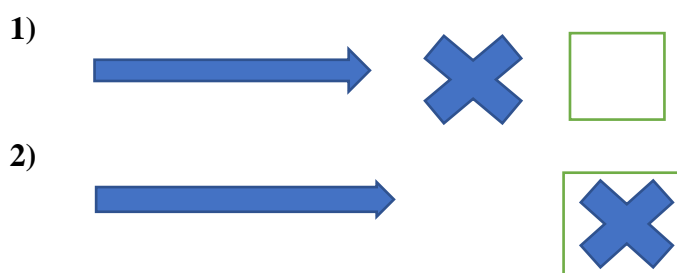
Человек, прежде чем высказать свою мысль при общении на неродном языке, сначала конструирует предложение на своем родном, мысленно его переводит на другой язык и высказывается. И, неправильное употребление некоторых предлогов в словосочетаниях приводит к недопониманию слушателя. В русском языке около 200 предлогов, которые употребляются в конструкциях со словами именных частей речи в косвенных падежах, и запомнить их составляет большую трудность в освоении данного языка. В данной статье уделяется внимание роли предлогов в речи, изучению предлогов в сопоставлении с узбекским языком, дается анализ валентных предлогов, таких как «в», «на» «с» и др.

Так, что такое предлог? Предлог в русском языке – это служебная часть речи, которая обозначает отношение между компонентами **объект и субъект** и служит для

выражения синтаксической зависимости именных частей речи от других слов в словосочетаниях и предложениях. Они не употребляются самостоятельно и всегда относятся к слову, употребляемому в косвенных падежах, т.е. в падежах, кроме Именительного. Предлоги никогда не выступают в роли членов предложения.

В узбекском языке предлоги являются служебными словами («ko'makchilar»), но их небольшое количество, они служат для грамматической связи слов в предложениях и называются «**послелог**». Например, в предложении «Собираясь **с** друзьями **за** ужином, мы говорили **об** учёных-энциклопедистах Востока». В этой конструкции существуют предлоги двух падежей: Творительного (**с**, **за**) и Предложного (**об**) и в переводе на узбекский язык данное предложение звучит так: "Do'stlarimiz **bilan** kechki ovqatga yig'ilib, biz Sharqning qomusiy olimlari **haqida** suhbatlashdik." Здесь «**bilan**» (= предлог «с») – выступает в качестве союзного слова; в слове «**kechki ovqatga**» (= **за ужином**) «**-ga**» падежное окончание; «**haqida**» (= «**об**»). Узбекские слова «**bilan**», «**haqida**» является послелогам.

Так, к примеру, в предложениях: 1) «Анвар идёт в университет», «Анна верит в победу»; 2) «Анвар учится в университете», «Анна не сомневается в своей победе» предлог «в» употребляется в первом случае как предлог Винительного падежа, а во втором – как предлог Предложного падежа и выражает субъектно-объектные отношения членов предложения. Это можно выразить схематически:



Попробуем задать вопрос: 1) Анвар идёт **куда?** Анна верит **во что?**

2) Анвар учится **где?** Анна не сомневается **в чём?**

Отсюда вытекает вывод: «**во что?**», «**куда?**» - вопросы Винительного падежа, а «**в чём?**», «**где?**» – вопросы Предложного падежа.

В сопоставлении с узбекским языком предлог «в» Винительного падежа соответствует словоизменительному падежному окончанию «-ga» («-га»), а предлог «в» Предложного падежа – окончанию «-da» («-да») в узбекском языке, и при переводе приведённых выше предложений на узбекский язык данные предложения выглядят так: 1) «Anvar universitetga ketyapti», «Anna g'alabaga ishonadi»; 2) «Anvar universitetda o'qiydi»; «Anna o'zining g'alabasiga shubha qilmaydi». В узбекском языке, при переводе предложений с русского языка, слова с предлогами выражаются падежными окончаниями: -ning? -ni, -ga (-ka, -qa), -da, -dan; и послелогам **haqida, tufayli, binoan, bilan, atrofida, yaqinida, uchun** и другие.

Бычков Вениамин Иванович (кандидат педагогических наук, доцент, кафедра педагогики и методики начального образования, Чувашский государственный педагогический университет им. И. Я. Яковлева) в своей научной статье «ОБ ОСОБЕННОСТЯХ ОБУЧЕНИЯ ПРЕДЛОГАМ РУССКОГО ЯЗЫКА В ИНОЯЗЫЧНОЙ

АУДИТОРИИ» пишет: «...Именно изучению разнообразия предлогов и выражаемых ими отношений будет посвящена большая часть работы преподавателя. И здесь учащиеся-иностранцы столкнутся с многозначностью предлогов, прежде всего непроизводных, которые в процессе развития языка закрепили за собой множество смысловых оттенков. Рассмотрим в этом аспекте предлог *в*, который, по мнению исследователей, представляет собой сложную философию в русской культуре и обладает «своей собственной значимостью, которая бессознательно актуализируется во множестве речевых актов», являясь самым высокочастотным словом в русской речи [16, с. 87]. Предлог *в* (в сочетании с винительным падежом) имеет следующие значения:

- указание на предмет, пространство, место, учреждение, внутрь или в пределы которых направлены действие, предмет: положить в стол, поехать в Москву, сходить в кино, зайти в магазин, дверь в спальню, написать статью в журнал;
- указание на какое-либо целое, в составе которого кто или что-либо включается, членом которого становится: поступить в университет, войти в сборную, ввести в список;
- указание на деятельность, в которую кто-либо включается, участником которой становится: вступить в спор;
- указание на момент, период времени, срок совершения чего-либо: состояться в пятницу, рассуждать в семнадцать лет, проснуться в шесть часов, отдыхать в каникулы;
- указание на деятельность, операцию, цель, ради которой осуществляется действие: поехать в командировку, отправиться в поход, получить в награду, сказать в шутку;
- указание на предмет, явление в качестве объекта, на который направлено действие: смотреть в окно, постучать в дверь, укутаться в плед;
- указание на человека, с которым у кого-то обнаруживается унаследованное сходство в чем-либо: лицом в отца, характером в бабушку;
- указание на предмет, состояние, форму, вид, в которые переходит что-либо или которые приобретает кто- или что-либо: растереть в порошок, превратить в лохмотья, связать в узел, вытянуться во весь рост;
- указание на то, что выступает в качестве признака, определяющего внешний вид чего-либо: тетрадь в линейку, рубашка в полоску;
- указание на количественный признак, который определяет величину, размер чего-либо: толщиной в палец, весом в тонну, ростом в два метра;
- в сочетании с количественными словами указание на количество, степень проявления какого-либо признака: попробовать в первый раз, жить стало во много раз лучше.

Предлог *в* (в сочетании с предложным падежом) имеет значения:

- указание на предмет, пространство границы, внутри или в пределах которых что-либо находится или происходит: сидеть в машине, найти в словаре;
- указание на деятельность, обстоятельство, ситуацию, в рамках которых что-либо имеет место: участвовать в проекте, победить в игре;
- указание на совокупность людей, среди которых осуществляется действие: работать в коллективе, обсуждается в команде, играют в семье;
- указание на время, период, когда что-либо происходит: получить в марте, выиграть в прошлом году;

– указание на то, что находится на ком-либо во время некоего действия: расхаживать в халате, бежать в кроссовках;

– указание на то, что, покрывая, охватывая собой что-либо, располагаясь на чем-либо, выступает как внешний признак чего-либо: грудь в орденах, мужчина в шляпе, фотография в рамочке;

– указание на деятельность, которая определяет содержание действия, относящегося к какому-либо временному отрезку: проводить время в заботах, день прошел в поисках [12, с. 40-45].

Безусловно, все многообразие значений каждого предлога невозможно раскрыть в рамках учебной программы, однако необходимо обращать внимание на предупреждение возможных ошибок, связанных с семантикой и традициями употребления этого служебного слова. Например, почему при употреблении с существительными, указывающими на место действия, в одних случаях используется предлог *в*, в других случаях – *на*? Оказывается, эта особенность связана с традицией употреблять предлог *на* при названиях определенных горных областей, островов, полуостровов: *на Кавказе, на Урале, на Камчатке, на Корсике* и т. д.

Существует грамматическое правило: при построении предложных сочетаний с указанием места должны коррелировать предлоги *в – из, на – с: жить на Кавказе, на Волге, на Сахалине, на Ямайке – приехать с Кавказа, с Волги, с Сахалина, с Ямайки.*

Несомненно, усвоение стилистических аспектов языка считается вершиной постижения законов языка. Стилистические оттенки предложных конструкций также важны для формирования коммуникативно совершенной русской речи.

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TIJORAT BANKLARINING RENTABELLIGINI TA'MINLASH BORASIDAGI DOLZARB MUAMMOLAR

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Annotatsiya. Mazkur maqolada tijorat banklarining rentabelligini ta'minlash borasidagi dolzarb muammolar yoritib berilgan. Shuningdek, maqola davomida bank faoliyatlari moliyaviy natijalarining shakllanishi va tahlilining asosiy vazifalari haqida so'z boradi. Maqolada ilmiy faktlar va nazariyalarga tayanilgan bo'lib, maqola so'nggida xulosa va takliflar keltirib o'tilgan.

Kalit so'zlar: sarf-xarajatlar, tijorat banklarining rentabelligini ta'minlash, daromad, soliq va to'lovlar.

CURRENT PROBLEMS IN ENSURING THE PROFITABILITY OF COMMERCIAL BANKS

Abstract. This article highlights the current problems of ensuring the profitability of commercial banks. Also, the main tasks of the formation and analysis of the financial results of banking activities are discussed in the article. The article relies on scientific facts and theories, and conclusions and suggestions are given at the end of the article.

Key words: spending, profitability of commercial banks, income, taxes and fees.

СОВРЕМЕННЫЕ ПРОБЛЕМЫ ОБЕСПЕЧЕНИЯ ПРИБЫЛЬНОСТИ КОММЕРЧЕСКИХ БАНКОВ

Аннотация. В данной статье освещены современные проблемы обеспечения прибыльности коммерческих банков. Также в статье рассмотрены основные задачи формирования и анализа финансовых результатов банковской деятельности. Статья опирается на научные факты и теории, а выводы и предложения приведены в конце статьи.

Ключевые слова: расходы, рентабельность коммерческих банков, доходы, налоги и сборы.

Tijorat banklari bozor munosabatlari sharoitida faoliyat yurituvchi barcha subyektlar kabi, faoliyatidan olgan daromadlaridan qilgan sarf-xarajatlarini qoplab, ma'lum miqdorda foyda olishlari lozim. Foyda–tijorat banklari faoliyatlarining yakuniy natijalarini ifodalovchi asosiy ko'rsatkichdir. Tijorat banklari foydasi yoki faoliyatini zarar bilan yakunlagan bo'lsa, zarari ushbu hisobot davrida (oy, chorak, yil) barcha daromadlaridan xarajat hamda soliq va to'lovlarni chiqarib tashlangandan qolgan summani tashkil etadi.

Tijorat banklari daromadlari ikki guruhga: foizli va foizsiz daromadlarga ajratiladi. Bank daromadlari tijorat banklari mijozlariga berilgan qisqa va uzoq muddatli kreditlar uchun olingan foizlar, maboda kreditlarni vaqtida qaytarmagan tarzda mijozlardan yuqori stavkalar bo'yicha olinadigan foiz daromadlar, qimmatbaho qog'ozlar operatsiyalaridan olingan daromadlar, turli xil investitsiyalar bo'yicha olingan daromadlar kabilar foizli daromadlarga kiradi. Banklar olgan xizmat haqi, savdo va valyuta operatsiyalaridan olingan daromadlar – foizsiz daromadlar bo'ladi. Tijorat banklari moliyaviy natijalarini tahlil qilganda – foydaning asosiy manbai bo'lgan daromadlarning tarkibi va o'zgarishini chuqur o'rganish lozim.

Tijorat banklari xarajatlari ham foizli xarajatlar va operatsion xarajatlarga guruhlanadi. Tijorat banklari depozitlarga, olingan kreditlarga, qimmatbaho qog'ozlarga to'lanadigan foiz va shu kabilarga –foizli xarajatlar deyiladi. Tijorat banklariga ko'rsatilgan xizmatlarga (transport, suv, gaz, elektroenergiya va shu kabilarga), xodimlarga ish haqi, ma'muriy-boshqaruv xarajatlarga operatsion xarajatlar deyiladi. Banklar moliyaviy natijalar tahlilida bu xarajatlarning zarurligi, o'tgan davrlar bilan o'zgarganligi, tejamkorlikga rioya qilinganligi o'rganiladi. Xullas, tijorat banklari moliyaviy natijalari tahlili, ularning daromad va xarajatlari tahlili bilan uzviy bog'liqlikda o'tkazilishi lozim ekan.

Tijorat banklari moliyaviy natijalarini tahlil qilish uchun ma'lumotlarni asosan, banklar buxgalterlik balansi, «Foyda va zararlar to'g'risidagi hisobot»lardan, hamda audit tekshiruv, yig'ilishlar bayonnomalaridan, zarurat tug'ilganda buxgalteriya hisobining analitik yozuvlaridan olish mumkin.

Tijorat banklari moliyaviy natijalari tahlili asosiy vazifalari quyidagilar hisoblanadi:

- faoliyat moliyaviy natijalarini (foyda yoki zarar) aniqlash;
- foydaning belgilangan rejaga mosligi va o'tgan davrlardan farqini o'r-ganish;
- foydaning tarkibi: daromadlar, xarajatlar miqdori va tarkibidagi o'zga-rishlarni o'rganish hamda ularning sabablarini aniqlash;
- faoliyat davomida tejamkorlikga rioya qilinganligini o'rganish;
- rentabellik (foydalilik) ko'rsatkichlarini aniqlash va ularga ta'sir etuvchi omillarni o'rganish;
- xarajatlarni va daromadlarni optimallashtirish orqali foydasni ko'pay-tirish ichki imkoniyatlarini aniqlash va shu kabilar. Ushbu vazifalar tahlili kelgusida to'g'ri qarorlar qabul qilish uchun asos hisoblanadi.

Ta'kidlash zarurki, bankning faoliyat yuritishidan asosiy maqsadi, bu maksimal darajada foyda olishdir. Foyda, albatta bank daromadlari va xarajatlari o'rtasidagi farq hisobiga shakllanadi hamda uning modelini yaratish hisob va hisobot tizimlari bilan bog'liqdir. Foyda xajmini bankning ko'proq daromad olishi mumkin bo'lgan riski yuqoriroq operatsiyalar hisobiga ham ko'paytirish mumkin

Bankning foydalilik darajasini baholash tavakkalchiliklarni himoya qilish darajasi taxlili bilan uzviy bog'liq

Bank foydasini boshqarish elementlarini ajratib ko'rsatish mumkin, bular:

- bank daromadlarini boshqarish;
- bank foydasining shakllanishini nazorat qilish;
- bankning daromadlilik va foydalilik darajasini miqdor va sifat pozitsiyalaridan kelib chiqqan holda baholash;
- bank tarkibiy bo'linmalari rentabelligini baholash;
- «foyda markazlari» yoki bankning asosiy yo'nalishlari rentabelligini baholash;
- bank yaratayotgan maxsulot va xizmatlar rentabelligini baholash;

Bank foydasini boshqarishning ikkinchi tarkibiy qismi bo'lib, foydaning shakllanishini nazorat qilishdir.

Bank balansi foydasi xajmining to'g'ri va ishonchliligi quyidagi vazifalar asosida o'z echimini topadi:

- bank daromadlari hisobining analitik hisob-raqamlarda qonuniy tarzda olib borishini tekshirish;
- bank xarajatlari bilan bog'liq operatsiyalarning tuzilishi hamda to'g'riligi va haqqoniyligi taxlili;
- daromad va xarajat hisob-raqamlarining yopilishi hamda qoldiqlar yillik hisobotda foyda yoki zararlar hisob raqamlariga olib borilishi bilan bog'liq operatsiyalarning nazorati;
- boshqa noan'anaviy operatsiyalarning miqdori taxlili;
- turli xildagi jarima va peniyalar bilan bog'liq tushumlar va to'lovlar aks etadigan hisob-raqamlarning yopilishini tekshirish;

Bank daromadlari va xarajatlarining haqqoniyligi balans schyotlari turkumiga kiruvchi shaxsiy schyotlar yordamida tekshiriladi. Bunda taxlil qilinayotgan davrni umumiy yoki tanlanma (ma'lum bir oy bo'yicha) xolda tekshiladi va tekshirishda xujjatlarni rasmiylashtirilishi, operatsiyalar mazmuni, xisob-raqamlar bo'yicha berilgan provodkalar to'g'riligi ko'rib chiqiladi.

Bankning daromadlari va xarajatlarini baholash uchun ularni muntazam srukturaviy taxlil qilib borish muxim ahamiyat kasb etadi. Bankning daromadlilik darajasi va faoliyati bo'yicha foydaliligi moliyaviy koeffitsientlar hamda srukturaviy taxlil natijalari asosida baxolanadi.

Bank faoliyatini srukturaviy taxlil qilishning vazifasi, ularning asosiy turlarini aniqlash, daromadlar manbaini stabiligi va saqlanib borish barqarorligini baholashdan iboratdir.

Taxlil, bankning o'tgan davrlar mobaynida erishgan asosiy moliyaviy ko'rsatkichlariga asosan olib boriladi. Jahon amaliyotiga ko'ra tahlil qilish davri minimum 3 yilni o'z ichiga oladi.

Daromadlar stabiligini baholashda, ular ikki guruhga bo'linadi:

- birinchi guruh, stabil daromadlar;
- ikkinchi guruh, nostabil daromadlar.

Birinchi guruhga bankning operatsion daromadlari, ya'ni foizli va foizsiz daromadlar kiradi. Foizsiz daromadlarga bankning komission xizmat to'lovlari kiradi va ushbu daromadlar o'zining tabiatiga ko'ra bankda stabil daromadlar hisoblanadi.

Ikkinchi guruhga bankning qimmatli-qog'ozlar bozoridagi operatsiyalari, spekulyativ xarakterga ega bo'lgan daromadlar, shuningdek, aktivlarni qayta baholashdan ko'riladigan va bankning noan'anaviy operatsiyalaridan oladigan daromadlari kiradi.

Bank xarajatlarini srukturaviy taxlil qilishning vazifasi, xarajatlarning asosiy turlarini o'rganib chiqish, ularning o'sish sur'atini belgilash xamda ta'sir etuvchi omillarni aniqlashdan iboratdir.

Srukturaviy tahlilning umumiy xulosasiga asosan bank daromadlari va xarajatlarining asosiy turlari bo'yicha chuqurroq tadqiqotlar olib boriladi. Masalan, foizli daromadlarni tahlil qilishda ularning manbalari tuzilishi o'rganiladi (ichki kreditlar, banklararo kreditlar, qimmatli-qog'ozlar, lizing va boshqa operatsiyalar). Tahlil qilishda berilgan ssudalar va ularning foiz stavkalari darajalari hajmiga qay darajada ta'sir ko'rsatish, operatsiyalarning aloxida turlari foizli daromadlarda tutgan o'zni, foiz marjasining dinamikasi o'rganiladi. Foiz marjasining pasayishi bankni bankrotlikka olib boradi. Bu rentabellikka erishishdagi asosiy muammolardan biridir.

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TIJORAT BANKLARI RENTABELLIGINING DARAJASI VA DINAMIKASI

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Moliya va Bank ishi kafedrası o'qituvchisi

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Annotatsiya. Mazkur maqolada tijorat banklari rentabelligining darajasi va dinamikasi masalalari yoritib berilgan. Shuningdek, maqola davomida tijorat banklari foydasining tahlili, tijorat banklari faoliyatining rentabellik (foydalilik) ko'rsatkichlari tahliliga alohida to'xtalib o'tilgan. Maqolada ilmiy faktlar va nazariyalarga tayanilgan bo'lib, maqola so'nggida xulosa va takliflar keltirib o'tilgan.

Kalit so'zlar: sarf-xarajatlar, tijorat banklari faoliyatining rentabellik (foydalilik) ko'rsatkichlari, dinamika, ko'rsatkich.

LEVEL AND DYNAMICS OF PROFITABILITY OF COMMERCIAL BANKS

Abstract. This article describes the level and dynamics of profitability of commercial banks. Also, during the article, the analysis of the profit of commercial banks, the analysis of profitability (profitability) indicators of the activity of commercial banks was specially discussed. The article relies on scientific facts and theories, and conclusions and suggestions are given at the end of the article.

Key words: expenses, profitability (profitability) indicators of commercial banks, dynamics, indicator.

УРОВЕНЬ И ДИНАМИКА ПРИБЫЛЬНОСТИ КОММЕРЧЕСКИХ БАНКОВ

Аннотация. В данной статье описывается уровень и динамика прибыльности коммерческих банков. Также в ходе статьи специально обсуждался анализ прибыли коммерческих банков, анализ показателей рентабельности (рентабельности) деятельности коммерческих банков. Статья опирается на научные факты и теории, а выводы и предложения приведены в конце статьи.

Ключевые слова: расходы, показатели прибыльности (рентабельности) коммерческих банков, динамика, показатель.

Tijorat banklari foydasini tahlil qilganda, daromadlari xarajatlari turlari hamda tarkibiga e'tibor qaratiladi. Eng avvalo, hisobot davridagi olingan haqiqiy foyda summasi reja bilan taqqoslanib, undan ko'p yoki kam ekanligi aniqlanadi va farqlar sabablari o'rganiladi. Bank foydasini shakllantiruvchi daromad, xarajatlar tarkibi o'tgan yillar bilan taqqoslanadi.

Respublika aksiyadorlik-tijorat banki «Savdogarbank» faoliyat natijalari 2023-yilda 564037,0 ming so'm sof foyda bilan yakunlangan. Respublika hududida ko'pgina bo'limlari bo'lgan bu bankning faoliyatidan olgan bunday summadagi foydasiga baho berish uchun (umuman olganda foydali ishlaganligi yaxshi ko'rsatkich) o'tgan yilgi ma'lumotlar bilan taqqoslash lozim. «Savdogarbank» hisobotiga ko'ra o'tgan – 2022-yilda -250952,0 ming so'm sof foyda olgan. Demak, bank 2023-yilda 2022-yilga nisbatan faoliyatini 2 baravardan ko'proq foyda olish bilan yakunlagan. Bularning sababini chuqur o'rganish uchun, daromadlar, xarajatlar tarkibini o'rganish va tahlil qilish zarur (1-jadvalga qarang).

Jadval ma'lumotlaridan, «Savdogarbank» foyda summasini qaysi manbalardan ko'paytirganligi, nimalardan xarajatlar ko'payganligi ko'rinib turibdi. Bankning foizli

daromadlari 2023-yilda o'tgan yilga nisbatan 126,9 % ko'paygan bo'lsa, foizli xarajatlari – ushbu davrda 140,3 foizga ko'paygan. Demak, foizli xarajatlarning o'sish (ko'payish) sur'ati juda yuqori, bunday yo'l tutib borilaversa bo'lmaydi. Natijada sof foizli daromadlar bo'yicha ko'rilgan natija 2011-yilda o'tgan yilga nisbatan faqat 16,1% ga o'sgan (daromadlar-26,9% o'sganligiga qaramasdan).

Bank 2023-yilda kreditlar bo'yicha ko'rilishi mumkin bo'lgan ehtimolli zararlarga qarshi shakllantirilgan zaxiralarga 2023-yilda 2022-yilga nisbatan 2 baravardan kamroq summa (48,5%) ajratgan. Shunday qilib, foizli daromadlar summasini biroz oshirgan. Lekin bank foizsiz daromadlarini 2022-yilga nisbatan kamaytirib yuborgan (51044,0 ming so'mga). Natijada shungacha bank foydasi o'tgan yilga nisbatan kamaygan. Tijorat banki operatsion xarajatlar summasini ko'paytirmaslik choralarini ko'rgan. Natijada bu xarajatlar 2023-yilda o'tgan yilga nisbatan faqatgina 107,9% gagina o'sgan. Tijorat bank bo'limlarida foizli va foizsiz daromad turlarini ko'paytirishning ichki imkoniyatlarini topish lozim.

1-jadval

«A» bank moliyaviy natijalarining tahlili (yil boshiga, mln. so'm)

| № | Moddalar | O'tgan yil | Joriy yil | O'zgarishi | |
|---|---|------------|-----------|------------|-------|
| | | | | so'mda | % da |
| 1 | Foizli daromadlar – jami | 5541,9 | 7037,8 | 1495,9 | 126,9 |
| 2 | Foizli xarajatlar – jami | 2491,5 | 3496,6 | 1005,0 | 140,3 |
| 3 | Sof foizli daromadlar | 3050,3 | 3541,2 | 490,0 | 116,1 |
| 4 | Kreditlar bo'yicha ko'rilishi mumkin bo'lgan ehtimoliy zararlarga qarshi shakllantirilgan zaxirani baholash | 381,6 | 185,0 | -196,6 | 48,5 |

8 – Bank faoliyati tahlili

| | | | | | |
|---|---|--------|--------|--------|-------|
| 5 | Zaxirani baholashni chiqarib tashlagandan so'ng qolgan sof foizli daromad | 2668,7 | 3356,2 | 687,5 | 125,7 |
| 6 | Foizsiz daromadlar – jami | 1963,2 | 1912,2 | - 51,0 | 97,4 |
| 7 | Operatsiya xarajatlari – jami | 3930,0 | 4241,3 | 310,7 | 107,9 |

| | | | | | |
|-----------|--|--------------|--------------|--------------|--------------|
| 8 | Daromad (foyda) solig'i to'langungacha bo'lgan sof foyda (zarar) | 701,4 | 1027,1 | 325,7 | 146,4 |
| 9 | Daromad (foyda) solig'i | 450,4 | 463,1 | 12,7 | 102,8 |
| 10 | Sof daromad (zarar) | 251,0 | 564,0 | 313,0 | 224,7 |

Joriy yilda bankning sof foydasi 313,0 mln. so'mga, ya'ni 224,7 foizga o'sgan. Bunga asosan foizli daromadlarning o'sishi va ehtimoliy zaxiralarning kamayishi ta'sir etgan.

Tijorat banklari foyda summolari bo'yicha sifat (reyting) baho berib bo'lmaydi. Chunki kichik, o'rta va yirik banklar mavjud. Misol: bir yilda bir bank 640 000,0 ming so'm foyda olgan bo'lsa, ikkinchi bank esa 680 000,0 ming so'm foyda olgan bo'lsa, ikkinchi bankni foydali ishlayapti deb baho berib bo'lmaydi. Chunki birinchi bank faoliyati jihatidan kichik, ikkinchi bank esa juda katta faoliyat yurituvchi bank bo'lishi mumkin.

Shuning uchun ham banklarning rentabellik ko'rsatkichlari aniqlanadi va tahlil qilinadi. Rentabellik ko'rsatkichlari nisbiy ko'rsatkich bo'lib, foyda summasini barcha aktivlari, o'z sarmoyasi summalariga bo'lish bilan aniqlanadi.

Tijorat banklarining mavjud barcha mablag'larni to'g'ri joylashtirib ulardan foydalanish darajasi aktivlar rentabelligi bilan o'lchanadi. Bank aktivlarining rentabelligi (B.A.R.) sof foyda summasini (sf) barcha aktivlar summasiga (balans jami summasi) bo'lib topiladi.

$$BAR = \frac{sf}{BA} \times 100; \text{ bu yerda } BA - \text{ barcha aktivlar.}$$

BA

«A» bank bo'yicha bu ko'rsatkichlar:

$$2022\text{-yilda } BAR = 250952:40021498 \times 100 = 0,62\%$$

$$2023\text{-yilda } BAR = 564037:37349977 \times 100 = 1,51\%$$

Demak, ushbu ko'rsatkich bo'yicha bank 2023-yilda o'sishga erishgan, ya'ni 0,62 % dan 1,51% gacha ko'tarilgan.

2-jadval

Tijorat banklari kapitalining samaradorligi (yil boshiga, mln.so'm)

| Tijorat banklari | Sof foyda | | Xususiy kapital | | sf. / xususiy kapital | |
|------------------------|-----------|--------|-----------------|------------|-----------------------|------------|
| | | | Joriy yil | O'tgan yil | Joriy yil | O'tgan yil |
| O'zsanoat qurilishbank | 2697,5 | 2528,1 | 30777,1 | 30283,6 | 9,7 | 8,3 |
| Aloqabank | 890,4 | 699,7 | 4260,5 | 3818,0 | 25908,9 | 19624,1 |
| Savdogarbank | 564,0 | 251,0 | 4276,8 | 4194,7 | 13,2 | 6,0 |
| Kapitalbank | 538,9 | 298,0 | 2084,5 | 1565,6 | 28,0 | 19,0 |
| O'ktambank | 82,0 | 94,9 | 1545,9 | 1572,1 | 5,3 | 6,3 |

3-jadval
(mln.so'm)

| Tijorat banklari | Sof foyda | | sf. / j. kapital(ROE) | | sf. / aktiv (ROA) | |
|------------------------|-----------|--------|-----------------------|---------|-------------------|------|
| | | | 2023 | 2022 | 2023 | 2022 |
| O'zsanoat qurilishbank | 2697,5 | 2528,1 | 9,7 | 8,3 | 0,67 | 0,81 |
| Aloqabank | 890,4 | 699,7 | 25908,9 | 19624,1 | 4,53 | 3,56 |
| Savdogarbank | 564,0 | 251,0 | 13,2 | 6,0 | 1,51 | 0,63 |
| Kapitalbank | 538,9 | 298,0 | 28,0 | 19,0 | 5,63 | 3,66 |
| O'ktambank | 82,0 | 94,9 | 5,3 | 6,3 | 3,00 | 3,50 |

Tijorat banklari aktivlarining samarali foydalanishini boshqa tijorat banklari ko'rsatkichlari bilan qiyoslab (taqqoslab) tahlil qilish yaxshi natijalarni beradi.

Jadval ma'lumotlaridan ko'rinib turibdiki, rentabellik ko'rsatkichlari tijorat banklari bo'yicha juda xilma xil. Bu ko'rsatkich banklarda 2022-yilda 3,66 % dan (Kapitalbank) 0,63% gacha (Savdogarbank), ya'ni 5,8 baravar farq qiladi. 2023-yilda esa Savdogarbank rentabellik ko'rsatkichi yaxshilanib, to 1,51% gacha ko'tarilgan. Aktivlar rentabelligi bo'yicha 2023-yilda eng past daraja O'zsanoatqurilishbankida bo'lib, 0,65 % ni tashkil etgan va Kapitalbank ko'rsatkichidan 8,4 baravar (Kapitalbank – 5,63 %) past. Tahlil qilinayotgan 2022–2023-yillarda aktivlar rentabelligi ko'rsatkichi O'zsanoatqurilishbank (2022-yil -0,81%, 2023-yil -0,67 %) va O'ktambank (2022-yil -3,50 %, 2023 yil -3,00%) larda pasaygan, qolgan banklarda esa ko'tarilgan.

Tijorat banklarida xususiy kapital rentabelligi ko'rsatkichi ham ahamiyatga ega. Bu ko'rsatkich (XKr) bankning sof foyda summasini (sf) 100 ga ko'paytirib (foizda) xususiy kapital (XK) o'rtacha qiymatiga bo'lib topiladi.

$$XKr = \frac{\text{sf} \times 100}{\text{xk}}$$

Biz tahlil qilayotgan «Savdogarbank»da bu ko'rsatkich 2022-yildagi 6,0 % dan, 2023-yil – 13,2 % gacha ko'tarilgan.

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BOSHLANG'ICH SINIF O'QUVCHILARIDA O'QUV JARAYONIGA MOSLASHISHNING PSIXOLOGIK XUSUSIYATLARI VA JARAYONLARI.

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Annotatsiya. Ushbu maqolada biz boshlang'ich sinf o'quvchilari uchun ta'lim jarayoniga moslashishning muhim jihatlarini ko'rib chiqamiz, ularning o'quv sayohatini optimallashtirish va muvaffaqiyatli ta'lim tajribasini ta'minlashga qaratilgan texnika va yondashuvlarni o'rganamiz.

Kalit so'zlar: boshlang'ich sinf, ta'lim, o'quv dasturlari, o'quv jarayoni, psixologik baholash, rivojlanish.

PSYCHOLOGICAL CHARACTERISTICS AND PROCESSES OF ADAPTATION TO THE EDUCATIONAL PROCESS IN ELEMENTARY SCHOOL STUDENTS.

Abstract. In this article, we examine the critical aspects of educational adaptation for elementary school students, exploring techniques and approaches to optimize their learning journey and ensure a successful learning experience.

Key words: elementary school, education, educational programs, educational process, psychological assessment, development.

ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ И ПРОЦЕССЫ АДАПТАЦИИ К ОБРАЗОВАТЕЛЬНОМУ ПРОЦЕССУ УЧАЩИХСЯ МЛАДШИХ КЛАССОВ.

Аннотация. В этой статье мы рассматриваем важнейшие аспекты образовательной адаптации учащихся начальной школы, изучая методы и подходы, позволяющие оптимизировать их учебный путь и обеспечить успешный учебный процесс.

Ключевые слова: начальная школа, образование, образовательные программы, образовательный процесс, психологическая оценка, развитие.

Boshlang'ich sinf o'quvchilarining o'quv jarayoniga moslashish sayohati ularning akademik rivojlanishidagi muhim bosqichni belgilaydi. Yosh o'quvchilar rasmiy ta'limning ushbu yangi bosqichiga kirishar ekan, ular o'zlarining ta'lim tajribasini shakllantiradigan turli qiyinchiliklar va imkoniyatlarga duch kelishadi. Maktab muhitiga muammosiz o'tish muhimligini tan olgan holda, o'qituvchilar va manfaatdor tomonlar boshlang'ich sinf o'quvchilarining moslashuvini qo'llab-quvvatlash uchun samarali strategiyalarni qo'llashlari kerak. Yosh o'quvchilarga ta'sir ko'rsatadigan noyob ehtiyojlar, xususiyatlar va psixologik omillarni tushunish orqali biz ularning akademik o'sishi va umumiy farovonligiga yordam beradigan tarbiyalovchi va rag'batlantiruvchi muhit yaratishimiz mumkin. Tuzilgan ta'lim muhitiga o'tish bolaning hayotida muhim bosqich bo'lishi mumkin. Boshlang'ich maktab o'quvchilari uchun bu davr ularning akademik sayohatlari uchun poydevor qo'yadigan rasmiy o'rganish tajribasining boshlanishini anglatadi. Ta'lim jarayoniga muammosiz moslashishni ta'minlash uchun boshlang'ich sinf o'quvchilarining o'ziga xos ehtiyojlari va xususiyatlarini hisobga olish kerak. Ushbu maqola yosh o'quvchilarning maktab muhitiga moslashishini qo'llab-quvvatlash va ularning ta'lim tajribasini optimallashtirish uchun samarali strategiyalarni o'rganadi.

Psixologik xususiyatlarni tushunish:

Muayyan moslashish strategiyalarini o'rganishdan oldin, boshlang'ich maktab o'quvchilarining psixologik xususiyatlarini tan olish juda muhimdir. Bularga ularning qiziqishi, o'rganishga bo'lgan ishtiyoqi, ijtimoiy rivojlanish ehtiyojlari va turli xil e'tiborni o'z ichiga oladi.

Ushbu xususiyatlarni e'tirof etgan holda, o'qituvchilar boshlang'ich sinf o'quvchilari uchun qo'llab-quvvatlovchi va qiziqarli o'quv muhitini yaratish uchun o'z yondashuvlarini moslashtirishlari mumkin.

Sinfda qulay muhit yaratish:

Boshlang'ich sinf o'quvchilarining moslashuvini osonlashtirishning asosiy strategiyalaridan biri tarbiyalanuvchi va inklyuziv sinf muhitini yaratishdir. Bunga o'qituvchilar va o'quvchilar o'rtasida ijobiy munosabatlarni rivojlantirish, tengdoshlar o'rtasida hamkorlikni rivojlantirish va ochiq muloqotni rag'batlantirish orqali erishish mumkin. Xavfsiz va qo'llab-quvvatlovchi sinf muhiti yosh o'quvchilarga o'zlarini qulay, qadrli va o'quv jarayonida faol ishtirok etishga undash imkonini beradi.

Shaxsiylashtirilgan ta'lim usullari:

Har bir o'quvchi o'ziga xos, individual o'rganish uslublari, qiziqishlari va kuchli tomonlariga ega. Shaxsiylashtirilgan ta'lim yondashuvlarini qabul qilish boshlang'ich sinf o'quvchilarining turli ehtiyojlarini qondirish va ularning ta'lim tajribasini oshirishga yordam beradi. Turli xil o'qitish usullarini qo'llash, o'z-o'zini boshqarish uchun imkoniyatlar yaratish va kerak bo'lganda qo'shimcha yordam ko'rsatish orqali o'qituvchilar har bir o'quvchi sinfda muvaffaqiyatga erishish uchun zarur ko'rsatmalarni olishini ta'minlashi mumkin.

O'quvchilarning faolligi va motivatsiyasini oshirish:

Boshlang'ich sinf o'quvchilarini o'quv jarayoniga jalb qilish ularning qiziqishi va rag'batini saqlab qolish uchun zarurdir. Interfaol o'qitish usullari, amaliy mashg'ulotlar va ijodiy o'rganish tajribalarini o'z ichiga yosh o'quvchilar e'tiborini jalb qilish va o'qishni qiziqarli qilish mumkin. Bundan tashqari, o'quvchilarning yutuqlarini e'tirof etish va taqdirlash ularning o'ziga bo'lgan hurmatini oshirishi va sinfdagi mashg'ulotlarda doimiy ishtirok etishiga yordam beradi.

Ota-onalar va vasiylar bilan hamkorlik:

Boshlang'ich sinf o'quvchilarining ta'lim-tarbiya jarayoniga moslashishini qo'llab-quvvatlashda ota-onalar va vasiylarning o'rni katta. Oilalar bilan ochiq muloqot yo'nalishlarini o'rnatish, ularni farzandining o'quv safariga jalb qilish, ularning fikr-mulohazalarini va hissalarini izlash uy va maktab o'rtasida hamkorlikdagi hamkorlikni yaratishi mumkin. Birgalikda ishlash orqali o'qituvchilar va ota-onalar o'quvchilarning sinf ichida va tashqarisida doimiy qo'llab-quvvatlash va rag'batlantirishni ta'minlashi mumkin.

O'quv faoliyatiga oid psixologik tadqiqotlar ilmiy izlanishlarning katta qismini tashkil etadi. L.S.Vigotskiy inson faoliyati va psixikasi – ruhiyatining uzviy bog'liqligi tamoyilini asoslagan edi: psixika faoliyatsiz, faoliyat psixikasiz amal qilmaydi. L.S.Vigotskiyning qarashlarini S.L.Rubinshteyn o'z tadqiqotlarida yanada rivojlantirdi. S.L.Rubinshteynning ta'kidlashicha, hissiyotlar faoliyat dinamikasi, sur'ati va tonusini belgilaydi. Shuning uchun ham har bir yosh davri uchun xos bo'lgan motivlar sohasining belgilangan rivojlanish qonuniyatlari ta'limning yangi dasturlarini ishlab chiqish hamda unda maxsus vazifalarni belgilash orqali o'quv biluv motivlarini faollashtirish uchun asos bo'lib xizmat qiladi.

Maktab ta'limi o'quvchining turmush tarzini, ijtimoiy mavqeini, sinf jamoasi va oila muhitidagi o'rnini o'zgartiradi. Uning vazifasi o'qishdan, bilim olish, ko'nikma va malakalarni egallash, o'zlashtirishdan iborat bo'lib qoladi. Bunda bolalar muhitga moslashishi kerak bo'ladi.

Boshlang'ich sinf yoshidagi o'quvchilarning o'quv faoliyatlari murakkab bo'lgan ko'p darajali motivlar tizimi bilan boshqariladi. O'quv faoliyati motivlari o'quvchilar nima uchun o'qiyotganlarini ko'rsatib beradi. Maktabning birinchi sinfiga kelgan bolalarda ijtimoiy motivlar ustunlik qiladi. Bu motivlar atrofdagilar orasida yangi mavqeni egallash, ijtimoiy ahamiyatga ega bo'lgan va baholaniladigan faoliyat bilan bog'liq bo'lgan motivlardir. Maktabga birinchi bor kelgan bola o'z faoliyatining tub mohiyati va vazifasini to'la tushunib yetmaydi, balki hamma maktabga borishi kerak deb biladi. Kattalarning ko'rsatmalariga amal qilib tirishqoqlik bilan mashg'ulotlarga kirishib ketadi. Oradan ma'lum vaqt o'tgach, shodiyona lahzalarning taassuroti kamayishi bilan maktabning tashqi belgilari o'z ahamiyatini yo'qota boradi va bola o'qishni kundalik aqliy mehnat ekanligini anglaydi. Bu holatda bola aqliy mehnat ko'nikmasiga ega bo'lmasa uning o'qishdan ko'ngli soviydi, unda umidsizlik hissi vujudga keladi, o'qituvchi esa bunday holning oldini olish uchun bolaga ta'limning o'yindan farqi, qiziqarliligi haqida ma'lumotlar berishi, amalda ko'rsatib isbotlab berishi va uni shu faoliyatga tayyorlashi kerak

Xulosa

Ta'lim jarayoniga moslashish boshlang'ich sinf o'quvchilarining akademik rivojlanishining muhim bosqichidir. Ularning psixologik xususiyatlarini tushunish, qo'llab-quvvatlovchi sinf muhitini yaratish, shaxsiylashtirilgan ta'lim yondashuvlarini joriy etish, o'quvchilarning faolligini oshirish va ota-onalar bilan hamkorlikni rivojlantirish orqali o'qituvchilar yosh o'quvchilarning muammosiz o'tishini osonlashtirishi mumkin. Ushbu strategiyalarni qo'llash orqali biz boshlang'ich sinf o'quvchilari uchun akademik muvaffaqiyat va umrbod ta'lim olish uchun poydevor qo'yadigan qulay va boyituvchi ta'lim tajribasini yaratishimiz mumkin.

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AKSIZ SOLIG'I MA'MURCHILIGINI TAKOMILLASHTIRISH

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Annotatsiya. Ushbu maqolada aksiz solig'i ma'murchiligini takomillashtirish, aksiz soligining hisobi va uning mamlakat byudjetini shakllantirishdagi ahamiyatiga oid masalalar ko'rib chiqiladi. Shuningdek, aksiz soligi stavkalarining o'zgarishi va aksiz solig'i ma'murchiligini takomillashtirish yo'nalishlari yoritiladi.

Kalit sozlar: aksiz soligi, davlat budjeti daromadlari, soliq stavkalari, soliq kodeksi, aksiz soligi tolovchilari.

IMPROVEMENT OF EXCISE TAX ADMINISTRATION

Abstract. This article examines issues related to the improvement of excise tax administration, the calculation of excise tax and its importance in the formation of the country's budget. Also, changes in excise tax rates and directions for improvement of excise tax administration will be covered.

Key words: excise tax, state budget revenues, tax rates, tax code, excise tax payers.

СОВЕРШЕНСТВОВАНИЕ АДМИНИСТРИРОВАНИЯ АКЦИЗНОГО НАЛОГА

Аннотация. В данной статье рассматриваются вопросы, связанные с совершенствованием администрирования акцизного налога, расчетом акцизного налога и его значением в формировании бюджета страны. Также будут освещены изменения ставок акцизного налога и направления совершенствования администрирования акцизного налога.

Ключевые слова: акцизный налог, доходы государственного бюджета, налоговые ставки, Налоговый кодекс, плательщики акцизного налога.

Iqtisodiy mohiyatiga qarab soliqlar bevosita va bilvosita soliqlarga bo'linadi.

Bilvosita soliqlarni huquqiy to'lovchilari mahsulot (ish, xizmat)ni yuklab yuboruvchilar hisoblanadi. Lekin soliq og'irligini haqiqatan ham budjetga to'lovchilari tovar ish, xizmatni iste'mol qiluvchilardir, ya'ni egri soliqlarning barchasi bevosita iste'molchilar zimmasiga tushadi. Bu soliqlar tovar qiymati ustiga qo'shimcha ravishda qo'yiladi.

Bilvosita soliqlar, xususan Aksiz solig'i soliq tizimining muhim tarkibiy qismi hisoblanadi. Dastlab soliq tizimi vujudga kelishida to'g'ri, ya'ni bevosita soliqlar shakllanib, keyinchalik davlatning vazifalari kengayib borgandan so'ng bilvosita soliqlar, xususan aksiz solig'i paydo bo'ldi va amaliyotga kiritildi.

Aksiz – lotincha “accidere” so'zidan olingan bo'lib kesish degan ma'noni anglatadi.

Adabiyotlarda ushbu soliq turi asosan hashamat tovarlari shuningdek inson salomatligi hamda atrof muhit uchun zararli bo'lgan tovarlarga nisbatan qo'llanilishi belgilangan.

Aksiz solig'i tovar narxiga qo'shiladi va davlatga uning qiymatidan bir qismini olishga yoki kesib olishga imkon beradi. Ustiga qo'yilgan qo'shimcha narx mahsulot ishlab chiqarishning unumdorligini yoki biron bir alohida xususiyatlarini bildirmaydi, balki aksiz

tvarlarini ishlab chiqarish va realizasiya qilishning alohida sharoitlaridan kelib chiqib belgilanadi.

Bilvosita soliqlar xususan, aksiz solig'i davlat budjeti daromadlarini shakllantirishda asosiy soliqlardan hisoblanadi. Davlat budjeti daromadlari tarkibida eng yuqori soliq tushumlari ushbu soliqlardan tashkil topadi.

Aksizni keng va tor ma'noda talqin qilish mumkin. Tor ma'noda bu tushuncha ostida, alohida tovarlarga Aksiz solig'i yoki individual Aksiz solig'i tushuniladi. Keng ma'noda esa aksiz tushunchasi individual Aksiz solig'ini ham, universal Aksiz solig'ini ham qamrab oladi. Ular o'rtasidagi farqi, uni undirish usuli hisoblanishi va amal qilish sohasiga bog'liq.

Bizga ma'lumki, tarixda dastlab individual Aksiz solig'i paydo bo'lgan.

Ular kiritish va undirish tartibi iqtisodiyotning rivojlanish darajasiga bog'liq bo'lib, soliqning bu turi alohida tovarlardan qat'iy belgilangan stavkalar asosida undirilgan. Universal

Aksiz solig'i esa keng qamrovga ega bo'lib, barcha holatlarda tovarlar, xizmatlar, ishlar realizasiyasi aylanmasi uni undirish obyekti bo'lib hisoblanadi. Universal Aksiz solig'iga oborotdan soliqlar, sotishdan olingan soliqlar, qo'shilgan qiymat soliqlari kiritilgan.

Individual Aksiz solig'i chegaralangan ma'lum tovarlarga belgilangan va narxga kiritilib iste'molchi tomonidan to'lanadi.

Hozirgi vaqtda soliq tizimida aksiz solig'i davlat moliyaviy resurslarining shakllanib borishi uchun muhim rol o'ynaydi. Alohida tovarlardan aksiz solig'ini undirish zarurligi ulardan budjetni to'ldirishning qo'shimcha manbai sifatida foydalanishdan tashqari, alohida iqtisodiy va ijtimoiy jarayonlarni davlat tomonidan tartibga solish zarurligi bilan ham bog'liqdir. Ular jumlasiga:

1. Atrof muhit holatiga va inson salomatligiga zarar keltiradigan tovarlar iste'molini cheklash ya'ni alkogol va tamaki mahsulotlari, avtomobil benzini.

2. Yuqori daromad olinadigan aholi iste'moli daromadlarini qayta taqsimlashga bo'lgan ehtiyoj.

3. Davlat monopoliyasida bo'lgan mahsulot ishlab chiqarish va realizasiyadan kelgan yuqori daromadni qayta taqsimlashga bo'lgan ehtiyoj kabilarni kiritish mumkin.

Soliq islohotlarini o'tkazishda soliqqa tortishning an'anaviy tamoyillari o'zgarmaydi. Lekin amaldagi soliq tizimining iqtisodiy-huquqiy tamoyillarini takomillashtirib boriladi. Bunda soliq munosabatlarining tamoyillari o'tkazilgan har bir islohotlar natijasida sayqallanadi va mohiyati, mazmuni maqsadlari borgan sari nazariy tamoyillar darajasiga yaqinlashib boradi. Zero har bir davrning o'ziga xos soliq tizimining adolatlilik, samaradorlik va soddalashtirilgan namunasi mavjud. Ana shu ko'rsatkichlar muayyan davrga moslashtirilgan soliq islohotlari o'tkazilishi natijasida an'anaviy mezonlarga yaqinlashib boradi.

Aksiz solig'i bilvosita soliqqa tortishning eng qadimgi shaklidir; ular haqida birinchi eslatma Qadimgi Rim davriga tegishli. O'sha paytda ham tuz va boshqa ba'zi iste'mol tovarlariga aksiz solig'i mavjud edi. Tovar-pul munosabatlarining rivojlanishi bilan soliqqa tortishning aksiz shakli ustunlik qiladi, garchi keyinchalik to'g'ridan-to'g'ri daromad va mulk solig'i rivojlanishi bilan aksizlar o'z mavqeini biroz yo'qotdi. Biroq, hozirgi kunga qadar aksiz solig'i deyarli barcha mamlakatlarning soliq tizimlarida qo'llaniladi va davlatning moliyaviy resurslarini shakllantirishda muhim rol o'ynaydi. Tarixan aksiz solig'i ob'ektlari birinchi navbatda ommaviy talab ob'ektlari bo'lib, bu soliqlarning yuqori fiskal ahamiyatini oldindan belgilab beradi.

Egri soliqlar sirasiga mansubligi jihatidan, aksiz solig'ining davlat budjetidagi ulushi qo'shilgan qiymat soligidan ikki baravar kamni tashkil qiladi. Buning o'ziga yarasha obyektiv sabablari mavjud, eng muhim sabablaridan biri sifatida, aksariyat yuridik shaxslar aksiz solig'i to'lovchilari hisoblanmasligini ta'kidlab o'tishimiz zarur. Shunga qaramasdan, mamlakatimiz budjetining daromad manbai sifatida aksiz solig'i bugungi kunga qadar o'zining muhim o'rnini va amaliy ahamiyatini saqlab kelmoqda. Aksiz solig'i davlat budjeti daromadlarini shakllantirishda salmoqli o'rin egallaydi, jumladan, davlat budjetining solikli daromadlari tarkibida uning salmog'ini quyidagi diagrammadan ko'rishimiz mumkin.

O'zbekiston Respublikasi Prezidentining 26.12.2018 yildagi "O'zbekiston respublikasining 2019-yilgi asosiy makroiqtisodiy ko'rsatkichlari prognozi va davlat budjeti parametrlari hamda 2020-2021-yillarga budjet mo'ljallari to'g'risida" gi PQ-4086-sonli qaroriga asosan aksiz osti tovar va xizmatlar tarkibi kengaytirildi.

2019-yil 1-yanvardan boshlab

mobil aloqa xizmatlarini ko'rsatuvchi yuridik shaxslar (uyali aloqa kompaniyalari) tomonidan abonent raqamidan foydalanganlik uchun to'lov haqini oyiga 2000 so'mga pasaytirish orqali ko'rsatilgan xizmatlarning umumiy qiymatidan 15 foiz stavkada mobil aloqa xizmati uchun aksiz solig'i;

polietilen granula bo'yicha qo'shimcha foyda solig'ini bekor qilgan holda 25 foiz miqdoridagi polietilen granulalarga aksiz solig'i joriy qilindi.

Bundan tashqari 2019-yil 1-martdan qat'iy belgilangan soliq bilan bir qatorda advalor stavkaning kiritilishini nazarda tutuvchi O'zbekiston Respublikasida ishlab chiqarilgan sigaretalarga aksiz solig'ining aralash stavkasi kiritildi.

O'zbekiston Respublikasi Prezidentining 25.10.2021 yildagi "Aholi va iqtisodiyot tarmoqlarini tabiiy va suyultirilgan gaz bilan barqaror ta'minlash chora-tadbirlari to'g'risida" gi PQ-5267-sonli qaroriga asosan 2022-yil 1-yanvardan boshlab ishlab chiqaruvchi korxonalar tomonidan sotiladigan suyultirilgan gazga aksiz solig'i solinmasligi belgilab qo'yildi.

Aksiz solig'ini budjet daromadlaridagi ulushi

| Tushumlar | 2020-yil mlrd.so'm | 2021-yil mlrd.so'm | 2022-yil mlrd.so'm | 2023-yil mlrd.so'm |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Budjet daromadlari | 98 186,1 | 120 231,7 | 162 587 | 183 442,8 |
| Shundan askiz solig'i | 6 461,2 | 9 439,3 | 11 687,8 | 13 988,1 |
| Aksiz solig'ini budjet daromadlaridagi ulushi foizda | 6,5 | 7,8 | 7,2 | 7,6 |

Aksiz solig'ining asosiy vazifasi mablag' yig'ishdan iborat, ya'ni u fiskal funksiyani to'liq bajaradi. Bozor iqtisodiyoti jarayonlari rivojlanib borgan sari aksiz solig'i fiskal funktsiya bilan bir qatorda boshqa vazifalarni ham bajara boshlaydi. Davlat iqtisodiyotni tartibga solish va ichki milliy bozorni rivojlantirishda hamda himoyalashda asosan aksiz

solig'iga tayanadi. Davlat aksiz solig'i orqali mamlakat hududiga ayrim tovarlarni ko'proq olib kirish yoki olib chiqish va buning aksini ifodalovchi vazifalarni bajarishi mumkin.

Xulosa qilib aytadigan bo'lsak aksiz solig'i davlat daromadlarini shakllantirishda va ayrim tarmoqlarni tartibga solishda hal qiluvchi rol o'ynaydi. Biroq, aksiz solig'i bo'yicha samarali ma'muriyatchilikni ta'minlash turli qiyinchiliklar va samarasizlik tufayli murakkab vazifa hisoblanadi. Aksiz solig'i ma'muriyati tartibga solinadigan tarmoqlarga ta'sirini hisobga olgan holda rioya etilishini nazorat qilish, adolatli yig'ishni ta'minlash va daromadlarni optimallashtirishni o'z ichiga oladi. Aksiz solig'i ma'muriyatchiligida duch keladigan muammolarni o'rganish va takomillashtirish strategiyalarini taklif qilishga qaratilgan. Ushbu muammolarni hal qilish orqali hukumatlar soliq yig'ish mexanizmlarini yaxshilashlari va maqsadli tarmoqlar uchun yaxshi tartibga solish natijalariga erishishdan iborat.

Aksiz solig'i ma'muriyatchiligini takomillashtirish bilan bog'liq masalalarni tahlil qilish asosida bir nechta xulosalar chiqarish mumkin: Aksiz solig'ini ma'muriyatchiligidagi asosiy muammolardan biri ham soliq to'lovchilar, ham soliq organlari uchun tartiblarning murakkabligi hisoblanadi. Jarayonlar va talablarni soddalashtirish muvofiqlikni oshirishga va ma'muriy yukni kamaytirishga olib keladi. Monitoring va ijro mexanizmlarini kuchaytirish soliq to'lashdan bo'yin tovlash va aksiz to'lanadigan tovarlarning noqonuniy savdosini cheklashga yordam beradi. Ilg'or texnologiyalar va ma'lumotlar tahlilidan foydalanish soliq ma'muriyatchiligini yaxshilash va daromadlarni yig'ishni oshirish imkonini beradi. Soliq qonunlari va qoidalaridagi noaniqliklar soliq to'lovchilar uchun chalkashliklarni keltirib chiqarishi va nizolarga olib keladi.

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ZARDUSHTIYLIK DINI

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Annotatsiya. Ushbu maqolada zardushtiylik dini sabablari, etiqodi, tarqalish ijtimoiy o'rni qanday ekanligini ochib beradi. Zardushtiylik dinini foydali jihatlari va muqaddas kitobi "Avestoni" ham o'rganadi. Bu din o'rta osiyo xalqiga qanday yordam bergani haqida atroflicha so'z yurtladi.

Kalit so'zlar: Behdin, Mazdayasna, Axura Mazda, Vandidot, Eng yaxshi din, Axriman, Avesto, Mitra.

ZOROASTRIAN RELIGION

Abstract. This article reveals the reasons, beliefs, and social role of the Zoroastrian religion. He also studies the useful aspects of Zoroastrianism and its holy book "Aveston". There was a lot of talk about how this religion helped the people of Central Asia.

Key words: Behdin, Mazdayasna, Ahura Mazda, Vandidot, Best religion, Ahriman, Avesta, Mitra.

ЗОРОАСТРИЙСКАЯ РЕЛИГИЯ

Аннотация. В данной статье раскрываются причины, верования и социальная роль зороастрийской религии. Он также изучает полезные аспекты зороастризма и его священную книгу «Авестон». Было много разговоров о том, как эта религия помогла народам Средней Азии.

Ключевое слова: Бехдин, Маздаясна, Ахура Mazda, Вандидот, Лучшая религия, Ариман, Авеста, Митра.

Asosiy qism

Mil.avv. VII-VI asrlarda Osiyoning markaziy qismida bir yorug'lik paydo bo'ldi va bu yorug'lik insoniyat taraqqiyotiga ta'sir o'tkazadi. Eronda Markaziy Osiyoda o'zgarish ro'y bera boshlaydi. Bu talimotga amal qilgan inson butun umri davomida ezgu fikir, ezgu so'z, ezgu amal, kabi g'oyalarni qalbiga joylashi kerak edi. Bu din zardushtiylik dini edi. Bu din ikki ibtido; yaxshilik va yomonlik, yorug'lik va qorong'ulikning to'xtovsiz kurashidan iborat edi.

Zardushtiylik dini eng qadimgi dinlardan bo'lib Mil.avv.VII-VI asrlarda vujudga keladi.

Bu din tog'risida turli xil qarashlar mavjud. Zardushtiylik dinida bosh xudo Axura-Mazda (yunoncha Ormuzd –“Donishmandlik soxibi”) tomonidan berilgan.

Zardushtiylikning vatani masalasida ikki xil qarash mavjud. Ayrim olimlar zardushtiylikni qadimgi Eron hududida keng tarqalganini “Avesto” ning shaxarlari paxlaviy tildan kelib chiqib, uning vatani Midia (hozirgi Eron hududida) deb xisoblashadi. Yana bir olimlar Xorazm hududida vujudga kelgan va muqaddas olov birinchi bor yoqilgan joy ekani qayd qilinganiga asoslanib Xorazmni etrof etadilar. Tadqiqotchi Toysning fikricha Zardusht mil.av.1500-1200-yillar oralig'ida yashab o'tgan va Markaziy Osiyoda (ya'ni Xorazm hududida) mavjud bo'lgan diniy e'tiqodlarni isloh qilib yangi bir din bo'lmish zardushtiylik dini paydo bo'ldi. Zardushtiylik payg'ambari Zardusht deb keladi aslida esa “Avesto”da “Mazdayasna”deb atalgan .Mazda so'zini “Mazdaga sig'inmoq” deb tarjima qilinadi. Mazda so'zini manosi “donishmand”, ”oqil

donishmand” deb tarjima qilish mumkin . Zardushtiylik dini yana “Behdin “va “Eng yaxshi din”deb ulug’langan. Zardushtiylik ta’limotiga ko’ra borliq olam Mazda irodasi bilan yaratilgan.

Mazda oldiga ulug’lash manosida “Axura” so’zini qo’shib zardushtiylikni oliy xudosi “Axura Mazda” nomi paydo bo’ladi. Zardushtiylik O’rta Osiyoda so’g’dlar va turkey qabilalar orasida keng tarqalgan So’g’dlar zardushtiylik dinini Mazdayasna yoki Mazdachilik deb ataganlar.

Zardushtiylik talimotiga ko’ra borliq olam qarama-qarshilikdan tashlik topgan. Bu qarama-qarshiliklar har xil ko’rinishda bo’ladi. Tabiatda ular hayot va o’lim issiqlik va sovuqlik, yorug’lik va zulmat ko’rinishida ifoda bo’lsa, jamiyatda esa adolat va adolatsizlik, itoatkorlik va bo’ysunmaslik kabi ko’rinishlar bo’ladi. Zardushtiylik dinida “Ahura Mazda“ ezgulik timsoli, ”Axriman “ (yovuz ruh) yomonlik timsolida qarshi turadi .Ezgulik timsoli Ahura Mazda va yovuzlik ruhi Axriman o’rtasidagi kurash bo’ladi .Kurashda doimo ularni yordamchilari ham ishtirok etadi.

Zardushtiylik muqaddas manbasi “Avesto” (“Apastak”, ”Avasto”) shunday muqaddas nomlar bilan atalgan. Sanskrit tiliga yaqin o’ziga xos (avesto) tilida yozilgan. Dastlab “Avesto” og’zaki ravishta yetib kelgan. Uning “Gat”lar nomli qismi Zardusht yozgan deb hisoblanadi. “Avesto” O’rta Osiyoda mil.avv. 1ming yillikning birincha yarmida vujudga kelgan deb aytiladi va keying asrlarda diniy urf-odotlari, axloqiy qonunlar yozilib boriladi. Avestoning to’liq qismi yetib kelmagan bo’lsa ham uni dastlab 12 ming qora mol terisiga bitilgan edi. Buyuk vatandoshimiz Abu Rayhon Beruniy “Podshox Doro ibn Doro xazinasida (Abistonning)o’n ikki ming qoramol terisiga tillo bilan bitilgan bir nusxasi bor edi. Iskandar (Aleksandr Makedonlik) otashxonalarini vayron qilib, ularda xizmat etuvchilarni o’ldirgan vaqtda uni kuydirib yubordi. shuning uchun o’sha vaqtda Abistonning beshdan uch yo’qolib ketdi”, deb aytgan so’zlarni yozib qoldirgan edi. Avestoni mil.av. I asrda Arshakiylar sulolasi davrida ilk marta oromiy alifbosida ko’chirilgan. Avesto 21 qismdan iborat bo’lib, bizgacha 4 qismi yetib kelgan: ”Vandidot”, ”Yasna”, ”Visprat”, ”Yasht” faqatgina shular yetib kelgan. Yasna xudolarga munajat va qurbonlik qilish duolaridan tuzilgan bo’lib, 72 bobga bo’lingan va bizgacha to’liq yetib kelmagan. Yashtlar xudolarni madh etuvchi qo’shiqlar haqida bo’lib 22 bobdan iborat va bizgacha 10 tasi saqlanib qolgan. Visprat yashtlarga qo’shimcha tarzda yozilgan va 25 bobdan iborat. Uning qismlari to’liq yetib kelmagan. Vandidot devlarga qarshi qonunlar haqida yozilgan va 22 bobdan iborat. Bizgacha to’liq yetib kelmagan. Ahamoniylar va Markaziy Osiyoni bosib olgan makedoniyalik Iskandar Zulqarnayn (mil.avv.334-327 yillar)12ming buqa terisiga yozilgan.

Avestoni nodir nusxasini qo’lga kiritgan va Avestoga katta qiziqish paydo bo’ladi va grek tiliga tarjima qildiradi. Tarjima qilinmagan katta qismi yo’q qilinadi. Shunday qilib Zardushtiylik dini Baqtriya va O’rta Osiyoda birinchi bo’lib tarqaladi.

Xulosa qilib shini aytishimiz mumkumki, Zardushtiylik dini qaysi mintaqada yoyilgan bo’lsa o’sha yerda o’ziga xos sivilizatsiya yasadi. Insonlarning din haqida, dunyo haqida qarashlariga ijobiy ta’sir ko’rsatdi. Negaki, boshqa ko’p dinda ko’p xudolik edi va har bir xudoga alohida qurbonlik talab qiladi. Qurbonlikka esa ko’p hollarda odamlar tanlanar edi. Zardushtiylik dini inson qadri ulug’lanar edi.

Zardushtiylik ta’limotiga ko’ra qo’riq yer olib uni bog’-u rog’ga aylantirgan odam ilohiyat ya’ni xudoni rahmatiga erishadi. Agar kimdir aksincha qilsa katta gunohga qolur deyiladi.Ushbu ta’limot sabab O’rta Osiyoda bunyodkorlik va dehqonchilik rivojiga olib keladi. Avesto ko’p

yillar bizga ezgu amallar tashuvchi bo'lib xizmat qiladi. Aynan shu sababdan ham hozirgi kunda ham o'zining qimmatli ahamiyatni o'zgartirmasdan qolmoqda.

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РОЛЬ АНКЕТИРОВАНИЯ В ПРОЦЕССЕ ПОДГОТОВКИ ПЛОВЦОВ ГРУППЫ НАЧАЛЬНОЙ ПОДГОТОВКИ

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Аннотация. В статье проведен анализ анкетирования пловцов группы начальной подготовки спортивной школы №2 Юнусобадского района города Ташкент. Анализ результатов анкетирования выявил желание заниматься плаванием не только как оздоравливающим компонентом, но и с достижением высоких результатов на уровне Олимпийских игр. Предполагается, в результате анализа анкетирования, внести изменения в структуру подготовки пловцов данной группы.

Ключевые слова: плавание, группа начальной подготовки, виды плавания, здоровье, соревнования.

THE ROLE OF THE QUESTIONNAIRE IN THE PROCESS OF TRAINING SWIMMERS OF THE INITIAL TRAINING GROUP

Abstract. The article analyzes a survey of swimmers from the initial training group of sports school No. 2 of the Yunusobod district of the city of Tashkent. Analysis of the survey results revealed a desire to engage in swimming not only as a health component, but also to achieve high results at the level of the Olympic Games. It is expected, as a result of the analysis of the survey, to make changes to the structure of training of swimmers of this group.

Key words: swimming, initial training group, types of swimming, health, competitions.

Актуальность. В современном мире, где все больше внимания уделяется достижению высоких результатов и улучшению здоровья, плавание становится одним из наиболее эффективных средств. Это не только способствует физическому развитию, улучшая гибкость, выносливость и координацию движений, но и помогает укрепить сердечно-сосудистую систему. В представленной работе мы рассмотрим результаты анкетирования пловцов группы начальной подготовки и актуальность, и важность занятий плаванием для детей.

Занятия плаванием для детей являются актуальными и важными по нескольким причинам [3,5,7,8,12]:

1. Физическое развитие: Плавание способствует развитию всех групп мышц, улучшает гибкость, выносливость и координацию движений. Регулярные занятия плаванием помогают укрепить сердечно-сосудистую систему и улучшить общую физическую форму ребенка.

2. Укрепление иммунитета: Во время плавания дети находятся в воде, что способствует закаливанию организма и укреплению иммунной системы. Это снижает риск заболеваний верхних дыхательных путей и улучшает общее здоровье ребенка.

3. Развитие дыхательной системы: Дыхательные упражнения в воде помогают развивать легкие и улучшать вентиляцию дыхательных путей. Это особенно важно для часто болеющих детей и детей с хроническими заболеваниями дыхательных путей.

4. Улучшение психоэмоционального состояния: Плавание помогает снять стресс и напряжение, улучшить настроение и сон. Занятия в воде способствуют развитию социальных навыков, так как дети учатся взаимодействовать с другими пловцами и тренерами.

5. Профилактика сколиоза и других нарушений осанки: Плавание является одним из лучших видов спорта для профилактики и коррекции нарушений осанки. Занятия в воде снижают нагрузку на позвоночник и суставы, позволяя ребенку свободно двигаться и заниматься без риска травм.

Метод исследования. Одним из методов исследования работы является анкетирование. Анкетирование как метод исследования в педагогике определяет возможность измерения отношений и способов решения задач развития личности в системе детализации особенностей социализации и самореализации через определённый вид деятельности, в нашем случае – через спорт, через плавание [1,2,4,6,8,9,10,11].

Анкетирование в структуре научно-педагогического исследования – одно из популярных средств измерения отношения к той или иной возможности или особенности развития личности и общества, по характеристикам и измерениям которых можно определять и качество социализации и самореализации личности [1,2,4,6,8,9,10,11].

Анкетирование обучающихся в исследовании качества социализации и самореализации личности обеспечивает реализацию условий включения обучающегося в систему самоанализа деятельности и потребностей, формируемых смыслов и ценностей, предопределяющих успешность и конкурентоспособность в модели современной культуры, общения и труда [1,2,4,6,8,9,10,11].

Результаты исследования. Анкетирование проводилось на спортсменах группы начальной подготовки плавания, занимающихся по утверждённой программе в спортивной школе №2 Юнусобадского района города Ташкент. В анкетировании принимали участие пловцы от 7 до 12 лет в количестве 20 человек. Тема анкетирования “Определение значимости занятия плаванием”. В программу анкетирования были включены вопросы, позволяющие изучить представления респондентов о сущности выдвигаемой темы. Было предложено 20 вопросов на которые были определены два варианта ответов: “ДА” и “НЕТ”

Результаты анкетирования приведены в таблице №1.

Из таблицы видно, что на многие вопросы спортсмены дали положительный 100% ответ, а именно: Нравится ли вам плавание?, При занятиях плаванием вы приобретаете здоровье?, Можно заниматься плаванием в юном возрасте?, говорит нам о том, что дети в настолько юном возрасте осведомлены о пользе плавания.

Таблица 1 - Результаты анкетирования респондентов – пловцов группы начальной подготовки спортивной школы № 2 Юнусобадского района города Ташкент (n=20)

| № | Вопрос | ответы | |
|----|---------------------------|--------|-----|
| | | Да | нет |
| 1. | Нравится ли вам плавание? | 20 | 0 |

| | | | |
|-----|---|----|----|
| 2. | При занятиях плаванием вы приобретаете здоровье? | 20 | 0 |
| 3. | Можно заниматься плаванием в юном возрасте? | 20 | 0 |
| 4. | Развивается ли у спортсмена сила при занятиях плаванием? | 20 | 0 |
| 5. | Улучшается результат у пловца при увеличении количества тренировок? | 20 | 0 |
| 6. | Вам нравится плавать «кролем»? | 19 | 1 |
| 7. | Вам нравится плавать «баттерфляем»? | 13 | 7 |
| 8. | Вам нравится плавать «кролем на спине»? | 18 | 2 |
| 9. | Вам нравится плавать «брассом»? | 13 | 7 |
| 10. | Вам нравится участвовать в соревнованиях? | 20 | 0 |
| 11. | Вам нравится занимать 1-2-3 места на соревнованиях? | 20 | 0 |
| 12. | Нужно ли проводить разминку на суше? | 19 | 1 |
| 13. | Нужны ли тренировки на суше? | 19 | 1 |
| 14. | Вы хотите быть олимпийским чемпионом? | 16 | 4 |
| 15. | Нравятся ли вам плавать короткие дистанции 50м., 100м.? | 16 | 4 |
| 16. | Нравятся ли вам плавать средние дистанции 200м., 400м.? | 11 | 9 |
| 17. | Нравятся ли вам плавать длинные дистанции 800м., 1500м.? | 3 | 17 |
| 18. | Нужно ли вести дневник тренировок? | 15 | 5 |
| 19. | Нужно ли обращать внимание на замечания тренера? | 20 | 0 |
| 20. | Тренер всегда прав? | 20 | 0 |

А уже следующие вопросы, которые показали 100 процентный результат:

Развивается ли у спортсмена сила при занятиях плаванием?, Улучшается результат у пловца при увеличении количества тренировок? Вам нравится участвовать в соревнованиях?, Вам нравится занимать 1-2-3 места на соревнованиях?, Нужно ли обращать внимание на замечания тренера?, Тренер всегда прав?, говорят нам о приоритете занятия плаванием именно как спортсменами, они уже понимают всю важность тренировок и деятельности тренера. Хотя на вопрос: Хотите быть олимпийским чемпионом? всего 16 опрошенных спортсменов дали положительный ответ, что составляет 80%, но всё равно это показывает мотивацию профессиональным занятием плаванием, желание прогрессировать и добиваться высших результатов.

Вам нравится плавать «кролем»? и Вам нравится плавать «кролем на спине»? – положительные ответы на данные вопросы дали 19 и 18 спортсменов, и составило 95% и 90% спортсменов. А на вопросы: Вам нравится плавать «баттерфляем»? и Вам нравится плавать «брассом»? всего 65% пловцов ответили «Да», и данная ситуация с разницей в 30%

говорит о том, что баттерфляй и брасс являются скоростно-силовыми и сложно координационными по сравнению с видами кроля.

Положительные ответы на вопросы № 12, 13 о разминке и работе на суше дали 19 человек и тоже показали отличный результат в 95%, а также на вопрос о ведении дневника тренировок 75% дали ответ «Да», что говорит об осознанном подходе спортсменов к процессу тренировки.

Опрос респондентов выявил желание соревноваться на коротких дистанциях 50 м., 100 м., положительный ответ составил 80%, и с увеличением дистанции заплывов отрицательные ответы также увеличивались: на 200 и 400 метров хотят плавать уже 11 спортсменов, это составляет 55% от занимающихся в группе начальной подготовки, а на 800 и 1500 метров только трое пловцов (15%) дали положительный ответ. Варианты ответов на последние вопросы прогнозировался тренером группы, так как по графику тренировок группа начальной подготовки проходит обучение всего 3 раза в неделю, и у данных пловцов еще нет приобретенных навыков плавания на длинные дистанции.

Выводы. Из предоставленных графиков (рисунок 1,2) можем смело констатировать тот факт, что из 20 поставленных вопросов, юные спортсмены дали положительные ответы с максимальными показателями в 80-100% на 15 вопросов. 4 вопроса составляют средние показатели 55-65%, и только один вопрос с максимальным отрицательным показателем в 85%, это вопрос о длинных дистанциях.

- Данные результаты проведенного анкетирования говорят нам о том, что пловцы столь юного возраста имеют как теоретическую, так и функциональную подготовку.

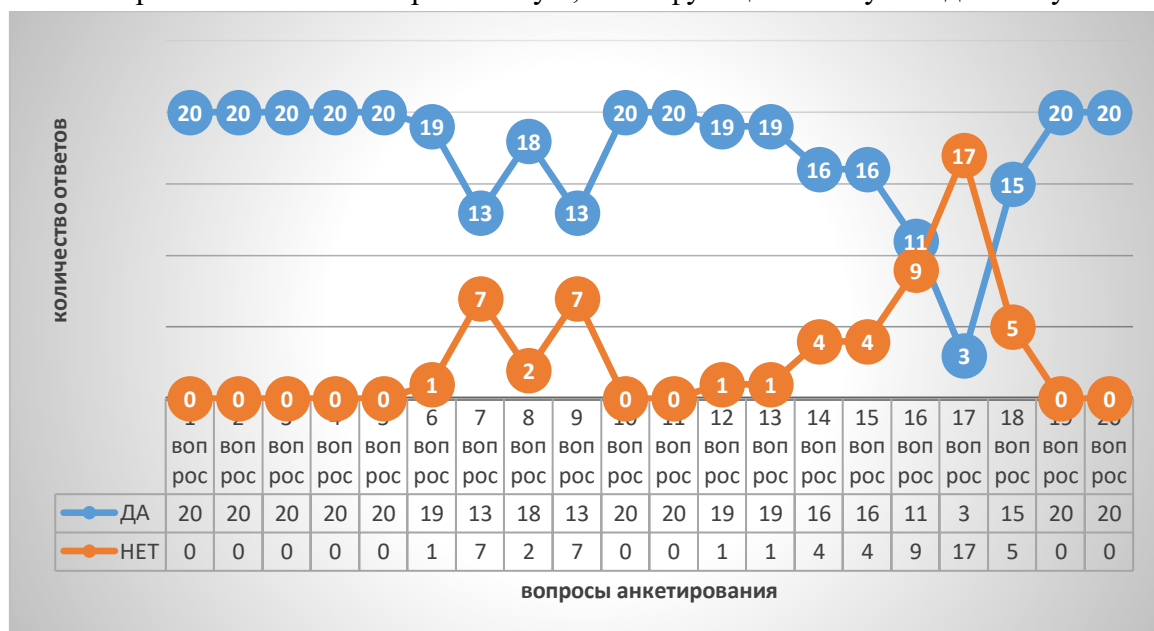


Рисунок 1. Результаты анкетирования пловцов группы начальной подготовки

- Имеют знания о видах плавания: вольный стиль, кроль на спине, баттерфляй, брасс – их координационной сложности технического выполнения.

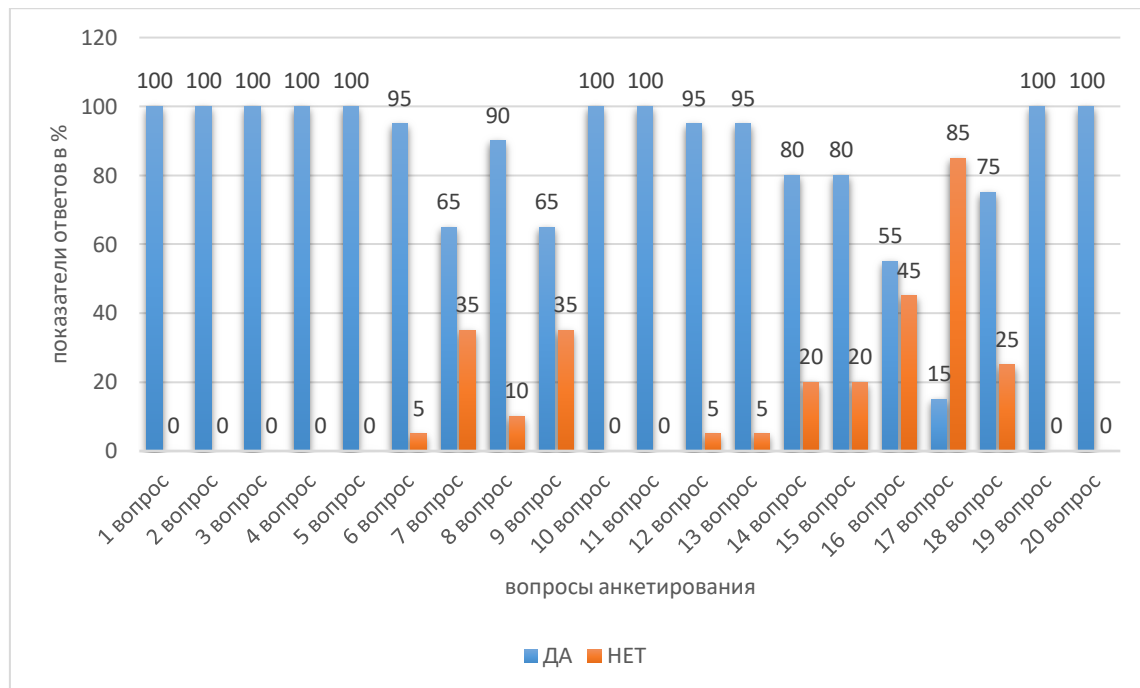


Рисунок 2. Процентное соотношение результатов анкетирования пловцов группы начальной подготовки.

- Учащиеся группы начальной подготовки уже не плохо разбираются в работе на суше и обязательной разминке.

- Также по результатам анкетирования мы констатируем тот факт, что юным пловцам больше импонирует соревноваться в скорости нежели в выносливости.

- Очень большой процент обучаемых замотивирован на достижение высоких результатов, что побуждает их тренера анализировать методики специалистов международного уровня и разрабатывать свою методику подготовки молодых чемпионов.

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AKSIZ SOLIG'I HISOBI VA UNING IQTISODIYOTDAGI O'RNI

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Annotatsiya. Mazkur maqolada aksiz soligining hisobi va uning mamlakat iqtisodiyotida tutgan orni muhokama qilinadi. O'zbekiston Respublikasida amalda bolgan aksiz soligi stavkalari va ularning byudjet daromadlarini shakllantirishdagi roli va ta'siri yoritiladi.

Kalit so'zlar: aksiz soligi, davlat byudjeti daromadlari, soliq stavkalari, soliq kodeksi, aksiz soligi tolovchilari.

ACCOUNT OF EXCISE TAX AND ITS ROLE IN THE ECONOMY

Abstract. This article discusses the calculation of excise tax and its role in the country's economy. Excise tax rates in force in the Republic of Uzbekistan and their role and influence in the formation of budget revenues are covered.

Key words: excise tax, state budget revenues, tax rates, tax code, excise tax payers.

УЧЕТ АКЦИЗНОГО НАЛОГА И ЕГО РОЛЬ В ЭКОНОМИКЕ

Аннотация. В данной статье рассматривается расчет акцизного налога и его роль в экономике страны. Освещены ставки акцизного налога, действующие в Республике Узбекистан, их роль и влияние на формирование доходов бюджета.

Ключевые слова: акцизный налог, доходы государственного бюджета, налоговые ставки, Налоговый кодекс, плательщики акцизного налога.

O'zbekiston Respublikasi bozor munosabatlarini taraqqiy etish jarayonining muhim bosqichidan o'tmoqda. Iqtisodiyotning barcha tarmoqlarida tadbirkorlik faoliyati va davlatning bilvosita boshqarishga asoslangan holda, raqobatchilik mexanizmiga tayanib chuqur tuzilmaviy islohotlar amalga o'shirilmoqda. Bugungi kunda, soliq siyosatining asosini soliqqa tortish tizimidagi islohotlarni amalga oshirish va soliq siyosatini yanada erkinlashtirish bo'lib, buning asosiy yo'nalishi yuridik va jismoniy shaxslardan olinadigan soliq yukni kamaytirish hamda byudjet daromadlarini yanada oshirishga qaratilgan chora tadbirlar tashkil qilmoqda.

Bu haqda Vazirlar Mahkamasining majlisida ma'ruzasida Prezidentimiz Sh.Mirziyoyev quyidagilarga toxtalib o'tdilar: "Soliq- budjet siyosatiga qat'iy amal qilish, davlatning ijtimoiy majburiyatlarini bajarish, ish haqi, pensiya, nafaqa va stipendiyalar hajmi, yirik investitsiya loyihalari va mamlakat mudofaa qobiliyatini mustahkamlashni moliyalashtirish – ushbu eng muhim vazifalarni amalga oshirish, avvalo, Moliya vazirligi va shaxsan vazirning faoliyati samaradorligi bilan belgilanadi".

Davlat iqtisodiyotni tartibga solish va ichki milliy bozorni rivojlantirishda hamda himoyalashda asosan aksiz solig'iga tayanadi. Davlat soliq tizimi vujudga kelishida to'g'ri ya'ni, bevosita soliqlar shakllanib, keyinchalik davlatning vazifalari kengayib borgandan so'ng bilvosita soliqlar, xususan aksiz solig'i paydo bo'ldi va amaliyotga kiritildi. Aksiz so'zi fransuz tilidan kelib chiqqan bo'lib, topib tanlash ma'nosini bildiradi. Aksiz solig'ining asosiy vazifasi mablag' yig'ishdan iborat. Soliqlar xususan, aksiz solig'i davlat budjeti daromadlari shakllantirishda asosiy soliqlardan hisoblanadi. Davlat budjeti daromadlari tarkibida eng yuqori soliq tushumlari ushbu soliqlardan tashkil topadi. Davlat aksiz solig'i orqali mamlakat hududiga

ayrim tovarlarni ko'proq olib kirish yoki olib chiqish va buning aksini ifodalovchi vazifalarni bajarishi mumkin. Aksizlar- tovarlar uchun qo'yiladigan bilvosita soliqlarning bir turi bo'lib qo'shilgan qiymat solig'idan farqli ma'lum bir chegaralangan tur va guruhdagi mahsulotlarning narxiga qo'shiladi. Aksizlar tovar narxiga qo'shiladi va davlatga uning qiymatidan bir qismini olishga yoki kesib olishga imkon beradi. Ustiga qo'yilgan qo'shimcha narx mahsulot ishlab chiqarish va realizatsiya qilishning alohida sharoitlaridan kelib belgilanadi. Aksizni keng va tor ma'noda talqin qilish mumkin. Tor ma'noda bu tushuncha ostida, alohida tovarlarga aksizlar tushuniladi. Keng ma'noda esa aksiz tushunchasi individual aksizlarni ham, universal aksizlarni ham qamrab oladi. Ular o'rtasidagi farqi uni undirish usuli hisoblanishi va amal qilish sohasiga bog'liq.

Hozirgi vaqtda soliq tizimida aksizlar davlat moliyaviy resurslarini shakllanib borishi uchun muhim rol o'ynaydi. Alohida tovarlardan aksiz solig'ini undirish zarurligi ulardan budjetni to'ldirishning qo'shimcha manbasi sifatida foydalanishdan tashqari, alohida iqtisodiy va ijtimoiy jarayonlarni davlat tomonidan tartibga solish zarurligi bilan ham bog'liqdir.

Ular jumlasiga:

1. Atrof muhit holatiga va inson salomatligiga zarar keltiradigan tovarlarlar iste'molini cheklash, ya'ni alkogol va tamaki mahsulotlari, avtomobil benzini.
2. Yuqori daromad olinadigan aholi iste'moli daromadlarini qayta taqsimlashga bo'lgan ehtiyojlar.
3. Davlat monopoliyasida bo'lgan (neft, gaz) mahsulot ishlab chiqarish va realizatsiyadan kelgan yuqori daromadni qayta taqsimlashga bo'lgan ehtiyoj kabilarini kiritish mumkin

Aksizlar asosan atrof –muhitga va inson salomatligiga zarar keltiradigan hamda zeb-ziynat buyumlaridan undirila boshlangan. ushbu yondashuvga asosan, gilamlar, billur buyumlar, markali vinolar, tabiiy teridan tikilgan kiyimlar aksiz solig'i undiriladigan tovarlar ro'yhatidan chiqarilgan.

Soliq islohotlarini o'tkazishda soliqqa tortishning an'anaviy tamoyillari o'zgarmaydi. Lekin amaldagi soliq tizimining iqtisodiy-huquqiy tamoyillarini takomillashtirib boriladi. Bunda soliq munosabatlarining tamoyillari o'tkazilgan har bir islohotlar natijasida sayqallanadi va mohiyati, mazmuni maqsadlari borgan sari nazariy tamoyillar darajasiga yaqinlashib boradi. Zero har bir davming o'ziga xos soliq tizimining adolatlilik, samaradorlik va soddalashtirilgan namunasi mavjud. Ana shu ko'rsatkichlar muayyan davrga moslashtirilgan soliq islohotlari o'tkazilishi natijasida an'anaviy mezonlarga yaqinlashib boradi.

Soliqlar har bir davlatning moddiy jihatlarini ta'minlaydi. Jahon iqtisodiyoti taraqqiyotining hozirgi bosqichida ular iqtisodiyotini davlat tomonidan tartibga solishning muhim vositasi hisoblanadi. Iqtisodiy islohotlarni yanada erkinlashtirish va chuqurlashtirish jarayonida kichik biznesni rivojlantirish muhim ahamiyat kasb etadi. Chunki, bozor iqtisodiyotiga o'tish sharoitida xususiy tadbirkorlik, kichik biznesni rivojlantirish, mulkdorlar sinfini shakllantirish, bozorlami tovarlar bilan to'ldirish, raqobat muhitini yaratish, ishsizlik barham berish mamlakat oldida turgan asosiy vazifalardan hisoblanadi.

O'zbekiston Respublikasida soliq tizimini isloh qilish va davlat soliq siyosati samaradorligini oshirishning hozirgi kundagi amaliyoti nazariyotchilar oldiga uning qator

yangi muammolariga yechim topishni ko'ndalang qilib qo'yimoqda.

O'zbekiston soliq tizimida asosiy o'rinni egri soliqlar egallaydi, ular quyidagilardan iborat: qo'shilgan qiymat solig'i, aksizlar va bojxona to'lovlari. Ular byudjet daromadlari tarkibida hal qiluvchi o'rinni egallaydi. Bunday miqdordagi egri soliqlar muqarrar ravishda bir xil obyektни qayta-qayta soliqqa tortishga olib keladi va iste'mol tovarlari va xizmatlari narxlarining doimiy oshib borishiga yordam beradi.

Aksizlar bilvosita soliqqa tortishning eng qadimgi shaklidir; ular haqida birinchi eslatma Qadimgi Rim davriga tegishli. O'sha paytda ham tuz va boshqa ba'zi iste'mol tovarlariga aksiz solig'i mavjud edi. Tovar-pul munosabatlarining rivojlanishi bilan soliqqa tortishning aksiz shakli ustunlik qiladi, garchi keyinchalik to'g'ridan-to'g'ri daromad va mulk solig'i rivojlanishi bilan aksizlar o'z mavqeini biroz yo'qotdi. Biroq, hozirgi kunga qadar aksizlar deyarli barcha mamlakatlarning soliq tizimlarida qo'llaniladi va davlatning moliyaviy resurslarini shakllantirishda muhim rol o'ynaydi. Tarixan aksiz solig'i ob'ektlari birinchi navbatda ommaviy talab ob'ektlari bo'lib, bu soliqlarning yuqori fiskal ahamiyatini oldindan belgilab beradi.

“Aksiz” fransuzcha aksize, lotincha aksidere so'zlaridan olingan bo'lib, tarjima qilinganda «kesib olish» ma'nosini anglatadi. O'zbekiston Respublikasi soliq qonunchiligida aksiz solig'iga quyidagicha izoh berilgan: «aksiz solig'i sof daromadning narxda va qo'shilgan qiymat solig'iga tortiladigan bazada hisobga olinadigan, egri soliq sifatida byudjetga o'tkaziladigan (undiriladigan) bir qismidan iboratdir. Bizning fikrimizcha, aksiz solig'i sof daromadning emas, balki yuklab jo'natilgan tovarlar qiymatining bir qismini egri soliq sifatida byudjetga yo'naltirish shaklidir.

Import qilinadigan tovarlar bo'yicha soliqni to'lash bojxona to'g'risidagi qonunchilikda belgilangan muddatlarda amalga oshiriladi. Aksiz markalari bilan tang'alanishi lozim bo'lgan olib kiriladigan aksiz to'lanadigan tovarlar bo'yicha soliq aksiz markalari olinguniga qadar to'lanadi.

Aksiz solig'ini to'lovchi subyektlar sotishga to'g'ri keladigan aksiz stavkasi va summasi «Hisob-faktura»da alohida ustunlarda korsatiladi. Aksiz solig'i summasi buyurtmachilardan olinadigan schetlarning jami summasiga kiritiladi.

Egri soliqlar sirasiga mansubligi jihatidan, aksiz soligining davlat byudjetidagi ulushi qoshilgan qiymat soligidan ikki baravar kamni tashkil qiladi. Buning oziga yarasha obyektiv sabablari mavjud, eng muhim sabablaridan biri sifatida, aksariyat yuridik shaxslar aksiz soligi tolovchilari hisoblanmasligini ta'kidlab otishimiz zarur. Shunga qaramasdan, mamlakatimiz byudjetining daromad manbayi sifatida aksiz solig'i bugungi kunga qadar o'zining muhim o'rnini va amaliy ahamiyatini saqlab kelmoqda. Aksiz solig'i davlat byudjeti daromadlarini shakllantirishda salmoqli o'rin egallaydi, jumladan, davlat byudjetining solikli daromadlari tarkibida uning salmog'ini quyidagi diagrammadan korishimiz mumkin.

Ozbekiston Respublikasi davlat byudjeti tushumida aksiz soligining ulushi 2021-yilda 10% ni tashkil qilgan, bu korsatkich otgan 2020-yilga nisbatan foiz korsatkichida oladigan bolsak 13.6 foizga oshganini korishimiz mumkin. Bu ijobiy korsatkichga erishish kop jihatdan pandemiya holatidan chiqish, hamda eksport va import jarayonlarini jadal sur'atlarda rivojlanib borishi bilan boglash mumkin.

2022-yil uchun Ozbekiston Respublikasining davlat byudjeti togrisidagi qonuni 2021-yil 15-dekabrda Senat tomonidan ma'qullangan va ushbu qonunga joriy 2022-yilda davlat

byudjeti daromadlari prognoz qilingan, unga kora aksiz soligining ulushi sezilarli ravishda tushishi kutilmoqda, ya'ni 10 foizdan 7,2 foizga, buning muhim sabablaridan biri bu ayrim tovar va mahsulotlar vaqtincha aksiz soligidan ozod etilishi hisoblanadi.

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BRONZA DAVRI HUNARMANDCHILIGI VA UNING AHAMIYATI

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Tarix ta'lim yo'nalishi talabasi.

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Annotatsiya. Ushbu maqolada bronza davrining vujudga kelishi va bu davrdan boshlab xo'jalikning turli sohasidagi bilimlar vujudga kelishi, manzillar hajmi yanada kengayganligi, aholi soni oshib borganligi (5 – 10 ming kishi). Bu tarixiy jarayon jamiyat taraqqiyotida dastlabki yirik mehnat taqsimoti bo'lib, ilk shaharlar paydo bo'lishi va rivojlanishiga zamin bo'ldi. Bronza davriga kelib O'rta Osiyoning janubiy hududlarida ilk dehqonchilik xo'jaligi tabiiy sug'roma dehqonchilik madaniyati qaror topdi. Bronza davri jamiyatining ijtimoiy-iqtisodiy va etno-madaniy rivojlanishining manbasi ekanligi haqida ma'lumotlar yoritilgan.

Kalit so'zlar: Bronza, mis, qalay, enolit, dehqonchilik xo'jaligi, sug'orma dehqonchilik, dehqonchilik, chorvachilik, hunarmandchilik.

BRONZE AGE CRAFT AND ITS SIGNIFICANCE

Abstract. In this article, the emergence of the Bronze Age and the emergence of knowledge in various fields of economy from this period, the size of settlements expanded, and the population increased (5-10 thousand people). This historical process was the first large-scale division of labor in the development of society and became the basis for the emergence and development of the first cities.

By the Bronze Age, the first agricultural economy, the natural sugroma farming culture, settled in the southern regions of Central Asia. Information about the source of socio-economic and ethno-cultural development of the Bronze Age society is highlighted.

Key words: Bronze, copper, tin, enolith, agriculture, irrigated agriculture, farming, animal husbandry, crafts.

РЕМЕСЛО БРОНЗОВОГО ВЕКА И ЕГО ЗНАЧЕНИЕ

Аннотация. В данной статье обсуждаются возникновение эпохи бронзы и появление знаний в различных областях экономики, размеры поселений, рост населения (5-10 тысяч человек). Этот исторический процесс явился первым масштабным разделением труда в развитии общества и стал основой возникновения и развития первых городов. К бронзовому веку в южных районах Средней Азии расселилось первое земледельческое хозяйство - естественная сугромная земледельческая культура. Освещены сведения об истоках социально-экономического и этнокультурного развития общества бронзового века.

Ключевые слова: Бронза, медь, олово, энолит, земледелие, орошаемое земледелие, земледелие, животноводство, ремесла.

Ma'lumki biz bilgan bronza Kichik Osiyo va Ikki daryo oralig'i deb ataluvchi Mesopotomiyada paydo bo'lgan. Bronzaning kashf etilishi juda katta va sezilarli darajada yangiliklarga sabab bo'ldi.

Aytish joizki, bronza eramizdan avvalgi 3-ming yillikda kashf etilgan. U mis bilan qalay qotishmasidan iborat bo'lib, nisbat jihatidan bronzaning tarkibi har xildir. Tarkibida 90% mis, 10%

qalay bo'lsa, eng yaxshi bronza hisoblanadi. paleolit, mezolit, neolit, Eneolit davrlaridan farqli ravishda bronza davri juda katta ahamiyat kasb etadi.

Mesopotamiyada paydo bo'lganidan so'ng u orqali qo'shni hududlarga tarqaldi. Ammo, bu davr barcha yerda bir xil kechgan emas. Yevro Osiyoni olib qaraydigan bo'lsak, uning chekka-chekka hududlariga nisbatan kech yetib borgan. Ammo tosh butun bronza davri davomida ham metal bilan muvaffaqiyatli ravishda raqobat qilib, qurollar ishlash manbai sifatida o'z ahamiyatini yo'qotmagan.

Mehnat qurollarini ishlab chiqarish uchun bronza kamchil metall bo'lib qolavergan.

Toshdan pichoqlar, o'roqlar, o'q va nayza uchlari ham yasalgan. Bronzaning paydo bo'lishi mis siqib chiqargan bo'lsada ammo toshni siqib chiqara olmadi.

Har davrda tosh o'z ahamiyatini uncha yo'qotmadi. Bronza qurollarini va xomashyolarini tayyorlashda albatta tosh ham kerak edi. Bu ikkala raqobatdosh metall hamda tosh insoniyatning mehnat unumdorligini oshirishga, atrof-muhit yer xo'jaligiga ham ta'sir ko'rsatgan. Bronza davriga xos moddiy-madaniy topilmalarni biz arxeologiya kabi sohalar orqali o'rganamiz.

Tadqiqotchilarimizning o'rganishlariga qaraganda bu davr ancha chuqur va boy tarixiy-madaniy topilmalar va madaniyatga ega deb e'tirof etiladi.

Eneolit davri-mis-tosh davridan bronza farq qiladi. Uning farqi shunda ediki, insonlar endilikda o'zlari uchun noyob, eng yaxshi samarali va kerakli madanga ega bo'lishgan. Bronza misga nisbatan juda pishiq, qulay hamda tarkibi jihatidan ancha farq qilar edi. Bronza tabiatda sof holda uchramas, uni mis va qalay qorishmasidan tayyorlashga insonlarning endi aqli ishlay boshladi. Bu o'z davrining yirik kashfiyotlaridan biri edi.

Bronzadan keyinchalik hunarmandchilikda foydalanila boshlandi. Metallardan ketmon, o'roq, tesha, bolta, xanjar, qilich, pichoq, nayza va shunga o'xshash buyumlar hamda zargarlik buyumlari yasala boshlandi. Bronza davrining muhim ixtirolaridan biri bu Omoch va G'ildirak, shu asosida arava yasalishi edi. Aravaning ixtiro etilishi insoniyat tarixida ilk bor hayvonlar transport sifatida foydalanila boshladi. Bu esa o'z navbatida savdo aloqalarini vujudga kelishiga zamin yaratgan. Bronza davrida maxsus hunarmandchilik ishlab chiqarish vujudga kelgan. O'rta Osiyoning turli viloyatlarida mutaxassis kulollar paydo bo'lgan. Mil.avv. 2-ming yillikda kulolchilik hunariga charx keng joriy etiladi.

Endilikda buning afzalligi kulollar ishini yanada tezlashtiribgina qolmay, sopol buyumlarning xilma-xil turlarini paydo bo'lishiga ham olib keldi. Bu davrga kelib dehqonchilik, chorvachilik, hunarmandchilik o'zining yuksak cho'qqilariga erishdi. Hunarmandchilikning kulolchilik sohasidagi yutuqlari sezilarli darajada insoniyatni yashash tarzini o'zgartira boshladi.

Endilikda odamlar o'zlariga ovqat pishirishlari uchun qozonlarni qo'lda yasay boshladilar. Sopol idishlarga naqshlar bilan ishlov berish, bo'yoqlardan foydalanish kishilarda madaniyat va did tushunchalarini uyg'ota boshladi.

Arxeologik qazishmalar chog'ida bronza davriga oid, shu metallardan yasalgan ayollarning turli-tuman taqinchoqlari endilikda ular o'zlarining tashqi ko'rinishiga ham e'tibor berayotganidan dalolat berardi. Bilamizki, bu davr hamma yerda hamma vaqtda bir xil kechgan emas. Xususan, O'rta Osiyoda ham. Janubiy O'zbekiston (Surxondaryo) o'troq aholining dastlabki markazlaridan biri hisoblanadi.

Ushbu viloyatda bronza davriga oid Sopollitepada to'rtburchakli istehkom qazib ochildi. Istehkom ichida turar joylar, ro'zg'or va xo'jalik xonalari, hunarmandchilik ustaxonalarining

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**МАФКУРАВИЙ ТАҲДИДЛАР ВА ҒОЯВИЙ ТАРБИЯНИНГ ДОЛЗАРБ
МАСАЛАЛАРИ МИЛЛИЙ ТАРИХИЙ ТАФАККУР**

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Аннотация. Мазкур мақолада Ўзбекистондаги глобаллашув жараёнларида ёшларнинг мафкуравий таҳдидлар ва ғоявий тарбиянинг долзарб масалалари миллий тарихий тафаккури ҳақида фикр юритилган.

Калит сўзлар: одамларнинг диний, миллий ҳиссиётлари, мавжуд ижтимоий-иқтисодий муаммолар, оммавий маданият.

**IDEOLOGICAL THREATS AND IMPORTANT PROBLEMS OF IDEOLOGICAL
EDUCATION, NATIONAL HISTORICAL THINKING**

Abstract. This article examines ideological threats and national-historical thinking of young people in the context of globalization of Uzbekistan.

Key words: religion, national feelings of the people, modern socio-economic problems, mass culture.

**ИДЕОЛОГИЧЕСКИЕ УГРОЗЫ И ВАЖНЫЕ ПРОБЛЕМЫ ИДЕОЛОГИЧЕСКОГО
ВОСПИТАНИЯ НАЦИОНАЛЬНОЕ ИСТОРИЧЕСКОЕ МЫШЛЕНИЕ**

Аннотация. В данной статье рассматриваются идеологические угрозы и национально-историческое мышление молодежи в условиях глобализации Узбекистана.

Ключевые слова: религия, национальные чувства народа, современные социально-экономические проблемы, массовая культура.

Муайян гуруҳ, халқ, жамиятни мафкуравий таъсир доирасига тортишга уринишлар ҳамма вақт бўлган. Тарихга назар ташласак, бу жараён жамият ривожлана бориши билан бирга чуқурлашиб борганини, янги техник ва технологик тизимларнинг юзага келиши натижасида ғоявий таъсир ўтказиш имкониятларининг кенгайиши, услуб ва воситаларининг такомиллашуви содир бўлганини кўрамиз. Хусусан, ҳозирги даврда мафкуравий таъсир ўтказиш ўзининг бир қатор хусусиятлари билан ажралиб туришини кўриш мумкин. Энг аввало, мафкуравий таъсир ўтказиш жараёни тезкор ва катта шиддат билан кечаётганини қайд этиш зарур Юқоридаги каби тезкорлик муайян мафкуравий кадриятларни яшин тезлигида оммалаштириш, тарқата олиш имкониятини яратган, Ер юзининг турли бурчакларида дунёга келаётган ғояларни миллионлар дунёқарашининг узвий қисмига айлантираётган матбуот, радио, телевидение, интернет каби ходисаларнинг тараққиёти туфайли содир бўлмоқда. Шу билан бирга, мафкуравий таъсир жараёни олдингидан ҳам кенг қамров касб этиб бормоқда. Бу мафкуравий таъсирга ижтимоий ҳаётнинг барча соҳалари, аҳолининг турли қатламлари тортилганида яққол кўринади. Бу жараён шунчалик кучлики, бугунги кунда жамият ҳаётининг бирор бир соҳасини мафкуравий таъсирдан ташқарида тасаввур қилиш қийин. Мафкуравий таъсирни амалга оширишда алоҳида олинган ташкилотлар ролининг кескин даражада ошиши ҳам кузатилмоқда. Буни катта иқтисодий ресурсларга эга бўлган турли диний экстремистик

ҳаракатларнинг бутун бир минтақаларда ўз таъсир доираларини кучайтириш йўлидаги уринишлари мисолида ҳам кўриш мумкин.

Мафкуравий таъсир аниқ белгиланган мақсадларга эришиш йўлида ҳар томонлама ва пухта ишланган режа асосида амалга оширилаётганини ҳам таъкидлаш зарур. Бу жараёнда хилма-хил институтларнинг изчил тарздаги иштироки ҳам таъминланмоқда. Мафкуравий таъсир ўтказишнинг юқоридаги каби хусусиятлари ўзида ботиний тарзда мужассам этган яхлит сифатий ҳолат ҳам мавжудлигини қайд этиш лозим. “Бу масаланинг кишини доимо огоҳ бўлишга ундовчи томони шундаки, — агар ҳарбий, иқтисодий, сиёсий тазйиқ бўлса, буни сезиш, кўриш, олдини олиш мумкин, аммо мафкуравий тазйиқни, унинг таъсири ва оқибатларини тезда илғаб етиш ниҳоятда қийин”. Мафкуравий жараёнлар ривожини муайян жамият, давлатнинг тинчлиги ва барқарорлигига қарши қаратилган, миллий ўз-ўзини англашни ва этномаданий қадриятларни заифлаштириш ва барбод қилишга йўналтирилган ғоявий-назарий қарашлар ва унга асосланган амалиёт сифатида чиқадиган мафкуравий таҳдидларга ҳам ўзига хослик бағишламоқда.

Замонавий воқелик мафкуравий таҳдидларни амалга оширишда турли усуллар, одамларнинг диний, миллий ҳиссиётлари, мавжуд ижтимоий-иқтисодий муаммолардан, шунингдек, замонавий техника (диск, телефон ва бошқалар), телекоммуникация воситаларидан усталик билан фойдаланишга ҳаракат қилинаётганини кўрсатмоқда. Бугунги кунда мафкуравий таҳдидлар аҳолининг маълум бир қатламлари, айниқса, ёшларнинг қарашларини ўзларига маъқул бўлган йўналишда ўзгартириш, диний экстремизм, ахлоқсизлик каби бузғунчи ғояларни сингдиришга уринишдек кўринишларда содир бўлмоқда.

Шунингдек демократия байроғи остида фуқароларни қонуний ҳокимият органлари фаолиятини издан чиқариш, зўравонлик ҳатти-ҳаракатларини амалга оширишга ундашдек интилишлар ҳам мавжудлигини ёддан чиқармаслик лозим. Бундай таҳдидлар «эркинлик ва демократияни олға силжитиш» ниқоби остида ҳам амалга оширилмоқда. Президентимиз таъкидлаганларидек, айрим қудратли давлатлар томонидан муайян мамлакатларга, авваламбор, ер ости, ер усти бойликларига эга бўлган ҳудудларга нисбатан олиб борилаётган ана шундай ғаразли сиёсат дунёнинг айрим минтақаларида тинч ҳаётнинг издан чиқишига, ҳокимият тепасига айнан ўша давлатларнинг манфаатларига хизмат қиладиган кучларнинг келишига замин яратмоқда. «Оммавий маданият» байроғи остида биз учун мутлақо ёт бўлган хулқ нормаларини, маънавий ва ахлоқий тубанликни тарғиб қилиш ҳам мафкуравий таҳдиднинг ўзига хос кўриниши ҳисобланади. Юртбошимизнинг “Юксак маънавият-енгилмас куч” асарида қайд қилинганидек, “... оммавий маданият» деган ниқоб остида ахлоқий бузуқлик ва зўравонлик, индивидуализм, эгоцентризм ғояларини тарқатиш, керак бўлса, шунинг ҳисобидан бойлик орттириш, бошқа халқларнинг неча минг йиллик анъана ва қадриятлари, турмуш тарзининг маънавий негизларига беписандлик, уларни кўпоришга қаратилган хатарли таҳдидлар одамни ташвишга солмай қўймайди”.

Бундай жараёнлар ривожидан киномотографиянинг ҳам ўзига хос ўрни бор. Кино инсон онги ва хулқига таъсир кўрсатишнинг ўзига хос услублари ва имкониятларига эга. Бундай таъсирнинг натижаларини кишиларнинг машҳур киноқаҳрамонларига тақлид қилишларида, уларнинг ҳатти-ҳаракатлари, қилиқлари ва ҳатто, кийинишларини

такрорлашга интилишларида кўришимиз мумкин. Киноқаҳрамонлар айтган ва машҳур бўлиб кетган сўзлар, иборалар ва гапларни ҳам кинонинг кишилар хулқида таъсирини кўрсатувчи ҳаётий мисоллар сифатида қараш мумкин. Мафкуравий глобаллашув шароитида улкан индустрияга айланиб улгурган кинематограф инсон онги ва қалби учун курашнинг муҳим бўғинига айланди. Ёшлар ўзининг ҳаракатчанлиги ва янгиликка интилувчилиги ҳамда бўш вақт ресурсига эгаллиги туфайли юксак коммуникатив фаоллик кўрсатишади. Уларга хос бундай хусусиятлар салбий оқибатларни ҳам келтириб чиқариши мумкин. Бу уларнинг «юмшоқ эротика» дан тортиб “очиқ порнография”гача, тажовузкорликдан тортиб очиқ ваҳшийликкача бўлган ҳодисаларни ўзида мужассам этаётган, турли шакллар ва “гўзал” кўринишларда инсон онгига кучли тазйиқ ўтказадиган кинообразлар ёрдамида тобора фаолроқ амалга оширилаётган агрессив ғоявий таъсирга берилиб кетиш хавфининг мавжудлиги билан белгиланади. Натижада уларнинг дийдаси қотади, қалбидан тошбағирлик, зўравонлик, ахлоқсизлик каби иллатлар жой олганини ўзи ҳам сезмай қолади. Ҳатто шундай томоша ва фильмларнинг қаҳрамонларига кўр-кўрона тақлид қилишни истайдиган йигит-қизлар ҳам топилади. Чунки, улар бундай уйдирма талқинлар таъсирида қўл ураётган иши қандай аянчли оқибатларга олиб келишини тушуниб етмайди”. Мафкуравий таҳдидлар ўта хатарли ва нозик тус олган бир шароитда ғоявий тарбиянинг долзарб масалалари ҳақида гап кетар экан, энг аввало ғараз мақсадларда амалга оширилаётган ғоявий таъсирларнинг олдини олиш, уларга қарши тура олиш учун ҳар бир фуқаромизда мустақил фикрлаш маданиятини, жаҳонда ва ён-атрофимизда мавжуд бўлган маънавий-мафкуравий таҳдид ва хатарларни тўғри баҳолаш, улардан тегишли хулоса ва сабоқлар чиқара олиш малакасини тарбиялаш ҳаётий-амалий аҳамият касб этишини қайд этиш лозим.

Шу билан бирга, маънавий оламимиз дахлсизлигини асраш учун тобора кучайиб бораётган мафкуравий таҳдидларга қарши доимо сергак, огоҳ ва хушёр бўлиб яшашни ўрганиш, мураккаб ва таҳликали ҳаётнинг шафқатсиз ўйинлари тўғрисида бирёклама ва сохта тасаввурлар шаклланмаслигига алоҳида эътибор бериш лозим. Бунинг учун кишиларимизда соғлом ҳаёт тарзи, миллий ва умуминсоний қадриятларга ҳурмат-эҳтиром, ўз кучига ва эртанги кунга ишонч туйғуларини янада камол топтириш зарур. Миллий ва диний қадриятлар уйғунлигига асосланган, чуқур ўйланган, пухта илмий асосда ташкил этилган, мунтазам ва узлуксиз равишда олиб бориладиган маънавий тарбия нафақат бугунги кунимиз, балки истиқболимизни ҳам белгилаб беради. Бунда Президентимиз қайд этганларидек, улуғ аждодларимиз томонидан ишлаб чиқилган, минг йиллар давомида шаклланиб, сайқал топган комил инсон ҳақидаги ахлоқий мезонлар мажмуини, замонавий тилда айтганда, шарқона ахлоқ кодексини, унинг ўзагини, мағзини ташкил этадиган орномус, уят ва андиша, шарму ҳаё, ибодат ва ифбат каби юксак ахлоқий туйғу ва тушунчаларнинг маъно-мазмуни чуқур англаб етилишига эришиш улкан аҳамият касб этади.

Ғоявий тарбиянинг долзарб вазифалари сирасида бепарволик ва лоқайдликнинг олдини олиш, хушёрлик ва жонкуярликни тарбиялаш ҳам ўта муҳим эканини алоҳида таъкидлаш зарур. Бундай вазифанинг муваффақиятли ҳал этилиши эса фуқароларимизда мамлакатимизда содир бўлаётган жараёнларда фаол иштирок этишга бўлган

интилишни шакллантириш билан бир қаторда, юрт тақдирига дахлдорлик туйғусини камол топтиришга хизмат қилади.

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HARAKATLI O‘YINLAR VOSITASIDA SHAXSNI AHLOQIY TARBIYALASH

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Annotatsiya. Ushbu maqolada jismoniy tarbiya darslarida shaxsning jismoniy sifatlari milliy harakatli o‘yinlarning turlari yordamida o‘quvchilarni estetik anglash vazifalarini amalga oshirish jarayonini amaliyotga joriy etish usullaridan foydalanish haqida so‘z boradi.

Kalit so‘zlar: Jismoniy tarbiya va sport, ta‘lim-tarbiya, milliy, jismoniy, ma‘naviy, axloqiy, estetik, malaka, faollik, amaliyot, jarayon, mahorat, musobaqa, o‘yin, pedagog, o‘qituvchi, murabbiy, o‘quvchilar.

MORAL EDUCATION OF THE PERSON THROUGH ACTION GAMES

Abstract. This article talks about the use of methods of implementing the process of aesthetic awareness of students in physical education classes with the help of types of national movement games.

Keywords: physical training and sports, education, national, physical, spiritual, moral, aesthetic, skill, activity, practice, process, skill, competition, game, pedagogue, teacher, teacher, students.

ПРАВСТВЕННОЕ ВОСПИТАНИЕ ЧЕЛОВЕКА ЧЕРЕЗ ИГР ДЕЙСТВИЯ

Аннотация. В данной статье говорится об использовании методов реализации процесса эстетического осознания учащихся на занятиях по физическому воспитанию с помощью видов национальных двигательных игр.

Ключевые слова: физическая культура и спорт, воспитание, национальное, физическое, духовное, нравственное, эстетическое, умение, деятельность, практика, процесс, мастерство, соревнование, игра, педагог, педагог, педагог, учащиеся.

Mamlakatimizning mustaqilligini to‘la ta‘minlash, uning jarayonida taraqqiy etgan davlatlardan biri sifatidagi nufuzini xalqaro huquqlar asosida yuqori ko‘tarish kabi faoliyatlar nihoyatda muhim. Bu faoliyatlarni amalga oshirishda esa mutaxassis kadrlarni tayyorlash dolzarb vazifalardan hisoblanadi. Bunda O‘zbekiston Respublikasining Konstitutsiyasi, “Jismoniy tarbiya va sport to‘g‘risida”gi, “Ta‘lim to‘g‘isida”gi Qonunlar, “Kadrlar tayyorlash milliy dasturi”ning qabul qilinishi alohida ahamiyatga molikdir.

Aholining salomatligini mustahkamlab borish, o‘quvchi yoshlarning jismoniy va ma‘naviy kamolotini oshirish, sog‘lom avlod tarbiyasini takomillashtirish, o‘quvchi-talabalarni milliy va umuminsoniy qadriyatlar ruhida tarbiyalash masalalari kelajagi buyuk davlat qurishning muhim omillaridan biridir.

Inson ruhiyati uning ijtimoiy turmush va ta‘lim-tarbiya jarayonida asosiy omildir. Shu sababdan o‘qitish, tarbiya berish, yoshlarning ma‘naviy va jismoniy kamolotini tarbiyalab yetishtirish, ularni kasb-hunarga yo‘llashda ijtimoiy-psixologik va pedagogik jarayonlarga alohida e‘tibor berib kelinmoqda. Bu jihatlar jismoniy tarbiya va sport harakatini boshqarish, ayniqsa, iqtidorli yoshlarni sportga jalb etish, sportchilar mahoratini oshirish, ularni sport musobaqalariga ruhiy jihatdan tayyorgarliklarini ta‘minlash eng muhim pedagogik jarayon hisoblanadi.

Uzluksiz ta'lim tizimida barkamol avlodni tarbiyalash jarayoni ta'lim bosqichlari hamda ta'lim sohalari o'rtasida uzviylik pritsipiga amal qilgan sharoitda samarali kechadi[3]. Qolaversa, ta'lim va tarbiyaning uzviyligi ham barkamol avlod tarbiyasining muhim shartlaridan biridir. Shu ma'noda jismoniy tarbiya darslarida shaxsning jismoniy sifatlari milliy harakatli o'yinlarning turlari yordamida o'quvchilarni estetik anglash vazifalarini amalga oshirish murakkab va uzoq davom etadigan jarayondir. Bunda hech qanday tasodifiy va shoshilinch narsalar bo'lishi mumkin emas. Shu bilan bir qatorda, hayotning o'zi oldimizga sog'lom avlodni tarbiyalashdek muhim va yangi vazifalarni qo'ymoqda.

Jismoniy tarbiya va sportning maqsadi - bu shaxsda axloqiy dunyoqarash, axloqiy ong, e'tiqod, his-tuyg'u va xulq – atvor qoidalarini tarkib toptirish maqsadida, *mustaqil jamiyatimizning ravnaqiga nazariy va amaliy hissa qo'sha oladigan "barkamol avlod"ni* o'qituvchi, murabbiy va jamoa tomonidan *tarbiyalashdir*.

O'quvchilarda milliy harakatli o'yinlarning ahloqiy sifatlari o'z-o'zidan rivojlanmaydi, buning uchun o'quvchilarni milliy harakatli o'yinlar bilan doimo tizimli ravishda shug'ullanishiga zarur sharoit yaratish va yoshiga hamda fiziologik imkoniyatlariga mos tushadigan milliy harakatli o'yinlarni tanlab olinishi kerak. Bu esa o'z navbatida o'quv dasturda berilgan o'yinlar jumlasiga kiradi. O'quvchilar milliy harakatli o'yinlarni o'ynashi va bajarishida o'yinni ahloqiy jihatlari ko'p jihatdan o'yinni to'g'ri tanlab olinishiga bog'liq.

Milliy harakatli o'yinlar insonni har tomonlama tetik, hushyor qobilyatli bo'lib kamolga etkazadiki, bunda "ahloq va go'zallikni anglash tarbiyasi" asosiy o'rinlardan biriga aylanadi. Tabiat qo'ynida yoki ozoda-shinam sport zalida o'quvchilarning milliy harakatli o'yinlar bilan shug'ullanishi, bularning hammasi ularda ahloqiy, his-tuyg'usini, aqliy tushunchasini va didini tarbiyalaydi. Shubha yo'qki, xilma-xil, aniq, ifodali bajarilgan harakatli o'yinlar ahloqiy hislarini yuzaga keltiradi. Milliy harakatli o'yinlarni o'ynash jarayonida, harkatlar va maqsadning mazmun jihatidan bir-biriga mos kelishi uning ahloqiy va go'zalligini ta'minlaydi. Ahloq bu avvalo, ijobiy xislatlar, harakatlarning sodda, engil, izchil va tugal bo'lishidirki, o'qituvchi ham o'quvchi ham bunga intilsalar, ahloq va nafosatga erishadilar.

Pedagog o'quvchilarga o'rgatayotgan dasturdagi milliy harakatli o'yinlarni o'zi hoxlaganicha o'zgartiraverishi mumkin emas, shuning uchun dasturda belgilangan o'yinlardan foydalanish tanlangan o'yinni o'quvchilar ongida shakllantirish hamda uni ahloqiy sifatlarni xis qilidirish orqali o'quvchilarda ko'nikma va malakalarni hosil qilish qat'iy tizimi bo'lishi shart[1]. Jismoniy tarbiya darslarida o'quvchilar milliy harakatli o'yinlaridagi ahloqiy jihatlarni anglashi bu ularning bir qator sifatlarini shakllantiradi.

Jumladan, boshlang'ich sinf yoshidagi o'quvchilarning faolligi, atrofdagi narsalarga juda qiziquvchanligi, sinchkovligi, har bir narsaga ishonishi va taqlid qiluvchanligidan o'qituvchi mohirona foydalansa, yo'naltira bilsa, ahloqiy odatlari tez mustahkamlanib borishiga yordam beradi. O'qituvchining shaxsiy o'rnagi madaniy xulq atvori o'quvchilarda ko'nikmalarni to'g'ri shakllanishiga ta'sir ko'rsatadi, chunki o'quvchilar unga astoydil taqlid qiladilar.

O'quvchilar milliy harakatli o'yinlardan turli ko'nikmalarni, shu bilan birga chiroyli harakatlarni egallab olishlari uchun to'g'ri xarakat qilish usullarini bilishi, harakatlarni ahamiyatini, uni ahloqiy sifatlarni shakllanishi zarurligini tushunishi, keyinchalik esa, bu o'yinlar mobaynida uni o'ziga singdira bilishi kerak. Buning uchun pedagog u yoki bu milliy harkatli o'yinlarning ahloqiy jihatlarni amalda ko'rsatishi, uni o'quvchilarga aniq tushuntirishi,

o'yinlardagi bir-biriga bo'ladigan munosabatlar qanday bo'lishini ko'rsata bilish, to'g'ri bajarilishini kuzatib borish lozim.

O'quvchilar ilk maktab ostonasiga qadam qo'yishar ekan umumta'lim fanlari sifatida jismoniy tarbiya darslari o'tiladi. Jismoniy tarbiya darslarining asosini esa milliy harakatli o'yinlar tashkil etadi [2]. Darsni boshlanishidan oldin salomlashish va xayrlashishga va so'ngra o'quvchilar buni o'zlashtirganlaridan keyingina ularni rahmat aytishga o'rgatish to'g'ri kelmaganidek, ba'zan zarur bo'lgan taqdirda bir necha qoidalarni bir vaqtni o'zida qo'llanilishiga to'g'ri keladi. Agar ko'p o'quvchilar bu qoidalarni buza boshlasalar, hamma o'quvchilarni e'tiborini uni qanday va nima uchun bajarish kerakligini tushuntirish va jalb etish lozim. Tushuntirish va topshiriq berishdan tashqari ba'zi o'quvchilar oldiga qat'iy talablar ham qo'yish kerak bo'ladi. Qoida bir necha bor takrorlansa ham, o'quvchi o'z joyidan ajrab qolishni istamaydi yoki qiziq o'yindan ketgisi kelmaydi.

Ana shunday paytlarda pedagogik mahoratdan foydalanish talab etiladi. O'yin jarayonida esa o'quvchilarni o'yin qoidalariga, undagi ahloqiy talablarga rioya qilishga odatlantirish uchun o'qituvchidan chidam, sabot va qat'iyat, elementli harakatlarga ham e'tibor berish, o'z harakatlarini doimo kuzatib borish ham zarurdir. O'quvchilarning o'yindagi xatti-harakatlariga o'quvchilarning bir-biriga ahloqiy tomondan baho berishi, ularning o'z harakatlarining tushinib olishiga yordam beruvchi imkoniyatdir. Harakatli o'yinlar o'quvchilarning ma'naviyati va madaniyati darajasining o'sishiga zamin yaratib, xulq, odob qonun-qoidalarini, axloq kategoriyalarini ularning ongi, hayoti, turmush tarziga singdirishi uchun muhim ta'sir ko'rsatadi. O'quvchilarda harakatli milliy o'yinlar orqali axloqiy tarbiya berish mazmuni asosan quyidagilarda o'z ifodasini topadi:

Ona zaminga, Vatanga muhabbat va sadoqatni tarbiyalash. Bu xildagi munosabatlar shaxsning vatanparvarligi, fuqaro etukligi, baynalminallik kabi fazilatlarda aks etadi, uning maqsadlarida Vatan sarhadlarini himoya qilish, sabot va matonat bilan mamlakat ravnaqini o'stirish, mustaqillikni mustahkamlash va himoya qilishga qaratilgan amaliy ishlarida namoyon bo'ladi.

Jismoniy fazilatlarni tarbiyalash. Bu fazilatlar insonni etuklikka, kamolotga ergashtirish uchun xizmat qiladi.

Mehnatga axloqiy munosabatni tarbiyalash. Bu axloqiy munosabat shaxsning mehnat jarayonida namoyon bo'ladigan yuksak ongida, mehnatning hayotdagi rolini anglashida, xususi va jamoa mehnatiga tayyorlik, mehnatsevarlikda ifodalanadi.

Jamiyat a'zolariga, atrofdagi kishilarga axloqiy munosabat. Shaxsning jamoatchilik, ko'pchilik manfaatini o'z shaxsiy manfaatidan ustun qo'yishidir.

Shaxsning o'ziga, o'z xulqiga axloqiy munosabatni tarbiyalashi- bu o'quvchini ongli intizom ruhida tarbiyalashdan iboratdir.

Demak, bolalar o'yindagi axloqiy sifatlarga ijodiy faollik ko'rsatib o'ynasalar, o'yinlar ularda tashkilotchilik malakasini o'stiradi. Ko'zlangan maqsadga erishish uchun o'rtoq'iga yordam berish, o'z holicha yoki o'rtoqlari bilan darhol bir qarorga kelishi axloqiy tashabbuskorlik hisoblanadi. Agar bolalar o'yinni ilgari o'zlashtirgan bo'lsalar, o'yin paytida ularning faolligi yanada ortishi mumkin.

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TADBIRKORLIK SUB'YEKTLARIDA QARZ MAJBURIYATLARI BO'YICHA XARAJATLAR HISOBINI TAKOMILLASHTIRISH

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Annotatsiya: Tadbirkor sub'yektlar o'z faoliyatlarini amalga oshirish davomida na faqat o'zlik (xususiy) kapitaldan, balki qarz mablag'laridan ham foydalanadi. Qarz mablag'laridan foydalanish esa ularga mos keluvchi turli xil qo'shimcha xarajatlarni yuzaga keltiradi, jumladan: qisqa va uzoq muddatli kreditlar bo'yicha foizlar, chiqarilgan obligatsiyalar bo'yicha chegirmalarni amortizatsiya qilish, moliyaviy ijara bo'yicha ijara to'lovlari va boshqalar. Ushbu maqolada qarz xarajatlarini qaysi qismini kvalifikatsiyalanadigan aktivlar qiymatiga va qaysi qismini moliyaviy xarajatlarga o'tkazish ko'rsatilgan. Qarz xarajatlarini hisob-kitoblar asosida buxgalterlik yozuvlarda aniq hisobvaraqlarda qayd qilish ko'rsatib berilgan.

Kalit so'zlar: qarz bo'yicha xarajatlari; kvalifikatsiyalanadigan aktivlar; qarzlari bo'yicha xarajatlarning tan olinishi; qarzlari bo'yicha xarajatlarni kapitalizatsiya qilishning boshlanishi; qarzlari bo'yicha xarajatlarni kapitalizatsiya qilishning to'xtatilishi, qarz olish xarajatlarini hisobga olish usullari.

IMPROVING THE ACCOUNTING OF DEBT OBLIGATIONS FOR BUSINESS ENTITIES

Abstract. economic entities in the process of carrying out their activities use not only their own (private) capital, but also borrowed funds. On the other hand, the use of borrowed funds entails various additional costs corresponding to them, including: interest on short-term and long-term loans, depreciation of deductions on issued bonds, lease payments on finance leases, etc. This article shows how much of the debt costs are transferred to the value of qualifying assets, and how much is transferred to finance costs. Accounting entries based on calculations indicate the accounting of loan expenses on specific accounts.

Keywords: debt costs; qualifying assets; recognition of debt costs; beginning of capitalization of debt costs; termination of capitalization of debt costs, methods of accounting for borrowing costs.

СОВЕРШЕНСТВОВАНИЕ УЧЕТА ЗАТРАТ ПО ДОЛГОВЫМ ОБЯЗАТЕЛЬСТВАМ У СУБЪЕКТОВ ХОЗЯЙСТВОВАНИЯ

Аннотация. хозяйствующие субъекты в процессе осуществления своей деятельности используют не только собственный (частный) капитал, но и заемные средства. С другой стороны, использование заемных средств влечет за собой различные дополнительные расходы, соответствующие им, в том числе: проценты по краткосрочным и долгосрочным кредитам, амортизация вычетов по выпущенным облигациям, арендные платежи по финансовой аренде и т. д. В этой статье показано, какая часть расходов по долгу переносится на стоимость квалифицируемых активов, а какая-на финансовые расходы. В бухгалтерских проводках на основе расчетов указывается учет расходов по займу на конкретных счетах.

Ключевые слова: *затраты по долгу; квалифицируемые активы; признание затрат по долгу; начало капитализации затрат по долгу; прекращение капитализации затрат по долгу, методы учета затрат по займам.*

Kirish. Xo‘jalik yurituvchi sub‘yektlar o‘z faoliyatlarini amalga oshirish davomida iqtisodiy resurslar bilan ta‘minlashning 2 xil manbasidan foydalanadilar:

- O‘zlik yoki xususiy capital;
- Qarz mablag‘lari.

O‘zlik yoki xususiy kapital aksiyalarni chiqarish va sotish, mulkdorlar ulushlari hamda badallari hisobiga tashkil qilinsa, qarz mablag‘lari jumlasiga uzoq va qisqa muddatli bank kreditlari, chiqarilgan obligatsiyalar, moliyalashtirilgan ijara, mol yetkazib beruvchilar yoki xaridorlardan qarzlarni kiritish mumkin.

Qarz mablag‘laridan foydalanish qarz oluvchi xo‘jalik yurituvchi sub‘yekt uchun bozor iqtisodiyoti sharoitida ularga mos keluvchi turli xil qo‘shimcha xarajatlarni yuzaga keltiradi.

Adabiyotlar sharhi. Buxgalteriya hisobining milliy standarti – 24 “Qarzar bo‘yicha xarajatlar hisobi” va MСФО (IAS) 23 «Затраты по заимствованиям»da usbu masalaga tarif berilgan, xarajatlarni qachon karitalizatsiya qilish va qachon to‘xtatish haqida ma‘lumot berilgan. Ammo foizlarni o‘rtacha tortilgan qiymatini hisoblash va hisobvaraqlarda qanday yozuvlar qilinishi ko‘rsatilmagan.

Xasanov B.A. va boshqalar asarida turli kreditorlar bilan hisob-kitoblar masalasi aniq ko‘rsatilgan bo‘lsada, lekin qarzar bo‘yicha xarajatlar hisobi chetda qolib ketgan. Urazov K.B. va boshqalar asarida ham bu mavzuga e‘tibor berilmagan. Alisenov A.S/ va Babayev Yu.A. kitoblarida ham xarajatlar kapitalizatsiyasi ko‘rib chiqmagan.

Tahlil qilgan adabiyotlar va me‘yoriy hujjatlar shuni ko‘rsattiki ko‘rayotgan masala bo‘yicha tatqiqotlar mavjud emas.

Qarz bo‘yicha xarajatlar – bu qarz mablag‘lari bilan bog‘liq bo‘lgan foizlar va boshqa xarajatlar, shu jumladan:

- qisqa va uzoq muddatli kreditlar bo‘yicha foizlar, shu jumladan bank overdrafti bo‘yicha foizlar (bank tomonidan joriy hisobvaraqdagi qoldiqdan ortiq to‘langan summa);
- chiqarilgan obligatsiyalar bo‘yicha chegirmalarni amortizatsiya qilish;
- mablag‘larni qarzga olishda qo‘shimcha xarajatlar;
- moliyaviy ijara (lizing) bo‘yicha ijara to‘lovlari;
- chet el valyutasidagi qarzar bo‘yicha yuzaga keladigan kurs farqlari, agar foiz xarajatlariga tuzatish sifatida qaralsa.

Aniq bir vaziyatlarga bog‘liq ravishda, belgilangan maqsadi bo‘yicha foydalanish holatigacha keltirilishi salmoqli vaqtni talab etadigan quyidagi aktivlar kvalifikatsiyalanadigan aktivlar bo‘lib hisoblanishi mumkin: binolar, inshootlar, ishlab chiqarish mashinalari va uskunalari, nomoddiy aktivlar, elektr stantsiyalari, investitsiya ko‘chmas mulki va shu kabilari. Boshqa turdagi investitsiyalar va har kuni katta miqdorlarda, qayta takrorlanadigan asosda ishlab chiqariladigan tovar-moddiy zahiralari, garchand ularning ishlab chiqarilishi uzoq muddatni talab etgan taqdirda ham (masalan, viski, vino, konyak va shu kabilarni ishlab chiqarish) kvalifikatsiyalanadigan aktiv bo‘lib hisoblanmaydi.

Xarid qilish paytida belgilangan maqsadi bo'yicha foydalanish uchun yoki sotish uchun tayyor bo'lgan aktivlar kvalifikatsiyalangan aktiv bo'lib hisoblanmaydi.

Yer maydoni kvalifikatsiyalangan aktiv bo'lib hisoblanmaydi. Biroq, agarda yer maydonida biror-bir yer tuzilish ishlari amalga oshirilayotgan bo'lsa, qarzarlar bo'yicha xarajatlarni yer maydoni qiymatiga qo'shish mumkin, chunki ushbu xarajatlar mazkur yer maydonini foydalanishdan yoki uni sotishdan olingan daromadlar bilan solishtiriladi (qoplanadi).

Agar yer maydoni xarid qilib olingan va yer tuzilish ishlari bino yoki inshootlarni qurish maqsadida amalga oshirilayotgan bo'lsa, bunday hollarda qarzarlar bo'yicha xarajatlar yer maydoni qiymatiga emas, balki qurilayotgan ob'ektlar qiymatiga qo'shilishi lozim.

Qarzarlar bo'yicha xarajatlarning tan olinishi. Qarzarlar bo'yicha xarajatlar, kapitalizatsiya qilinadigan qismidan tashqari qolgan qismi, ular amalga oshirilgan davrning xarajatlari (moliyaviy faoliyat bo'yicha xarajatlar) sifatida tan olinishi lozim.

Kvalifikatsiyalangan aktivni xarid qilish, qurish yoki ishlab chiqarish bilan bevosita bog'liq bo'lgan qarzarlar bo'yicha xarajatlar ushbu aktivning tannarxiga olib borish yo'li orqali kapitalizatsiya qilinishi lozim.

Qarzarlar bo'yicha xarajatlar kvalifikatsiyalangan aktivning qiymatiga qo'shish yo'li bilan kapitalizatsiya qilinadi, agarda undan xo'jalik yurituvchi sub'yekt kelgusida iqtisodiy manfaatlar olishi mumkin bo'lsa va agar bunda xarajatlarni ishonchli o'lchash imkoniyati mavjud bo'lsa.

Kapitalizatsiya qilish uchun ruxsat etilgan qarzarlar bo'yicha xarajatlar. Kvalifikatsiyalangan aktivni xarid qilish, qurish yoki ishlab chiqarish bilan bevosita bog'liq bo'lgan qarzarlar bo'yicha xarajatlar – bu, agar tegishli aktiv uchun xarajatlar amalga oshirilmagan taqdirda, vujudga kelmasligi mumkin bo'lgan qarzarlar bo'yicha xarajatlardir. Aniq bir kvalifikatsiyalangan aktivni xarid qilish uchun xo'jalik yurituvchi sub'yekt mablag'larni aynan shu maqsadda chetdan jalb qilgan hollarda, ushbu aktiv bilan bevosita bog'liq bo'lgan qarzarlar bo'yicha xarajatlar aniq ravishda belgilanishi (o'rnatilishi) mumkin.

Qarzarlar bo'yicha xarajatlar – mablag'larni qarzga olish munosabati bilan yuzaga keluvchi xarajatlar bo'lib, ular tarkibiga quyidagilar kiradi:

- qisqa va uzoq muddatli qarzarlar bo'yicha foizlar (bank overdrafti bo'yicha foizlarni qo'shgan holda);
- chiqarilgan obligatsiyalar bo'yicha chegirmalar amortizatsiyasi;
- mablag'larni olishda paydo bo'lgan qo'shimcha sarflar;
- moliyalashtirilgan ijara bo'yicha ijara to'lovi;
- xorijiy valyutada qarz olinganda foizlarni to'lash xarajatlariga tuzatish sifatida yuzaga kelgan kurslardagi farqlar va boshqalar.

Ko'rib turganimizdek, bu xarajatlar ishlab chiqarish xarajatlari yoki davr xarajatlari deb tan olinishi haqida darhol bir fikr aytib bo'lmaydi, chunki olingan qarzarlar yoki ishlab chiqarishni davom ettirish uchun yoki asosiy vositalarni xarid qilish, qurish yoki yana boshqa bir maqsadlar uchun olingan bo'lishi mumkin. Har qanday holda ham buxgalterning asosiy vazifasi yuzaga kelgan xarajatlarni moliyaviy hisobot moddasi sifatida o'z vaqtida va maqsadga muvofiq tan olishi kerak.

Aniq bir qarz va kvalifikatsiyalangan aktiv o'rtasida bevosita bog'liqlikni aniqlash va teskari holatda jalb qilmaslik mumkin bo'lgan qarzlarni aniqlash qiyinchiliklarni keltirib chiqarishi mumkin. Mazkur turdagi qiyinchiliklar quyidagi hollarda:

- xo'jalik yurituvchi sub'yektning moliyaviy faoliyati markazlashtirilgan tartibda muvofiqlashtirilgan bo'lsa;

- xo'jalik yurituvchi sub'yektlar guruhi turli foiz stavkalari bo'yicha qarz mablag'larini olish uchun qator qarz majburiyatlaridan foydalansa va ushbu mablag'larni guruhga kiruvchi xo'jalik jamiyatlariga turli asoslarda qarzga bersa, paydo bo'lishi mumkin.

Mazkur holat valyuta kurslarining tebranishida, shuningdek yuqori inflyatsiya sharoitida chet el valyutasida denominatsiya qilingan yoki unga bog'langan qarzlarni guruh tomonidan foydalangan hollarda yanada mushkullashadi. Bular natijasida kvalifikatsiyalangan aktivni xarid qilish bilan bevosita bog'liq bo'lgan qarz mablag'laridan foydalanish bo'yicha xarajatlar miqdorini aniqlash qiyinlashadi va u xo'jalik yurituvchi sub'yekt rahbariyatining professional mulohazasiga asoslangan baholashni talab etadi.

Kvalifikatsiyalangan aktivni xarid qilish uchun maxsus jalb qilingan qarz mablag'lari doirasida mazkur aktiv bo'yicha kapitalizatsiya qilish uchun ruxsat etilgan qarzlarni bo'yicha xarajatlar summasi, ushbu qarz bo'yicha davr mobaynida qilingan haqiqiy xarajatlardan ushbu qarz mablag'larini vaqtinchalik investitsiya qilishdan olingan har qanday investitsiya daromadi summasini chegirib tashlangandan so'ng qolgan summa sifatida aniqlanishi lozim.

Kvalifikatsiyalangan aktivni moliyalashtirish bo'yicha kelishuvlar xo'jalik yurituvchi sub'yekt tomonidan qarz mablag'larini olishga va ushbu mablag'larning bir qismi yoki hammasi kvalifikatsiyalangan aktiv uchun qilingan xarajat sifatida ishlatilishidan oldin, ular bilan bog'liq bo'lgan xarajatlarning paydo bo'lishiga olib kelishi mumkin. Bunday sharoitlarda qarz mablag'lari ko'p hollarda, ular kvalifikatsiyalangan aktiv uchun sarflangunga qadar vaqtincha investitsiya qilinishi mumkin.

Davr mobaynida kapitalizatsiya qilish uchun ruxsat etilgan qarzlarni bo'yicha xarajatlar summasini aniqlashda bunday mablag'lardan olingan har qanday investitsiya daromadi amalga oshirilgan qarzlarni bo'yicha xarajatlar summasidan chegirib tashlanadi.

Umumiy maqsadlarda jalb qilingan va kvalifikatsiyalangan aktivni xarid qilish uchun foydalanilgan qarz mablag'lari doirasida kapitalizatsiya qilish uchun ruxsat etilgan qarzlarni bo'yicha xarajatlar summasi ushbu aktiv uchun amalga oshirilgan xarajatlarga nisbatan kapitalizatsiya stavkasini qo'llash orqali aniqlanishi lozim.

Kvalifikatsiyalangan aktivni xarid qilish uchun maxsus olingan qarzlardan tashqari, davr mobaynida xo'jalik yurituvchi sub'yektning qoplanmay qolgan qarzlari nisbatan hisoblangan qarzlarni bo'yicha xarajatlarning o'rtacha tortilgan miqdori kapitalizatsiya stavkasi bo'lib hisoblanadi.

Davr mobaynida kapitalizatsiya qilingan qarzlarni bo'yicha xarajatlar summasi ushbu davr mobaynida amalga oshirilgan qarzlarni bo'yicha xarajatlar summasidan oshib ketmasligi lozim.

Konsolidatsiyalashgan moliyaviy hisobotni tuzishda qarzlarni bo'yicha xarajatlarning o'rtacha tortilgan miqdorini hisoblash maqsadida bosh va sho''ba xo'jalik jamiyatlarining barcha qarzlari kiritish mumkin yoki boshqa sharoitlarda har bir sho''ba xo'jalik jamiyati uchun mazkur sho''ba xo'jalik jamiyatining qarz mablag'lariga nisbatan hisoblangan qarzlarni bo'yicha xarajatlarning o'rtacha tortilgan miqdorini qo'llash mumkin.

Kvalifikatsiyalangan aktiv balans qiymatining uning joriy qiymatidan oshib ketishi.

Kvalifikatsiyalangan aktivning balans qiymati yoki ko'zlangan yakuniy tannarxi uning joriy qiymatidan yoki sof sotish qiymatidan oshib ketisa, uning balans qiymati buxgalteriya hisobi

bo'yicha qonun hujjatlari talablariga muvofiq qisman yoki to'liq hisobdan chiqariladi. Bunda, ayrim holatlarda kvalifikatsiyalangan aktiv qiymatining ilgari amalga oshirilgan qisman hisobdan chiqarilgan miqdori buxgalteriya hisobi bo'yicha qonun hujjatlariga muvofiq qayta tiklanishi mumkin.

Qarzlarni bo'yicha xarajatlarni kapitalizatsiya qilishning boshlanishi. Xo'jalik yurituvchi sub'yekt qarzlarni bo'yicha xarajatlarni kapitalizatsiya qilishni kvalifikatsiyalangan aktiv tannarxining bir qismi sifatida kapitalizatsiya qilishni boshlash sanasidan boshlab amalga oshirishi lozim. Kapitalizatsiya qilishni boshlash sanasi bo'lib, xo'jalik yurituvchi sub'yekt bir vaqtning o'zida birinchi marta quyida keltirilgan shartlarning barchasiga muvofiq kelish sanasi hisoblanadi:

- mazkur aktiv bo'yicha xarajatlarni amalga oshirganda;
- qarzlarni bo'yicha xarajatlarni amalga oshirganda;
- aktivni belgilangan maqsadi bo'yicha ishlatishga yoki sotishga tayyorlash uchun zarur bo'lgan faoliyatni amalga oshirganda.

Kvalifikatsiyalangan aktiv uchun qilingan xarajatlar faqatgina pul to'lovlarida, boshqa aktivlarni o'tkazib berishda yoki foizli majburiyatlarni qabul qilishda ifodalangan xarajatlarni o'z ichiga oladi. Xarajatlar mazkur aktiv bilan bog'liq oraliq to'lovlar va O'zbekiston Respublikasi Buxgalteriya hisobining milliy standarti (10-sonli BHMS) "Davlat subsidiyalari hisobi va davlat yordamining ochib berilishi"da ko'zda tutilgan tartibda olingan subsidiyalar miqdoriga kamaytiriladi.

Ilgari kapitalizatsiya qilingan qarzlarni bo'yicha xarajatlarni o'z ichiga olgan davr davomidagi aktivning o'rtacha balans qiymati odatda ushbu davrda kapitalizatsiya stavkasi qo'llaniladigan xarajatlarning asoslangan taxminiy qiymatiga teng bo'ladi.

Aktivni belgilangan maqsadlarda ishlatishga yoki sotishga tayyorlash uchun zarur bo'lgan faoliyat nafaqat aktivning o'zini jismoniy yaratishini o'z ichiga oladi. Unga aktivni jismoniy yaratishni boshlashdan oldin amalga oshiriladigan texnik va ma'muriy ishlar ham kiradi, masalan, qurilishni boshlash uchun zarur bo'lgan ruxsatni olish bilan bog'liq faoliyat. Biroq, bunday faoliyatga aktivga egalik qilish taalluqli emas, agarda bunda uning holatini o'zgartiruvchi ishlab chiqarish yoki modifikatsiya bo'lmasa. Masalan, qurilish uchun yerni tayyorlash ishlari amalga oshirilgan davrda qarzlarni bo'yicha amalga oshirilgan xarajatlar ushbu ishlarni amalga oshirish davri davomida kapitalizatsiya qilinadi. Biroq, kelgusida qurilish uchun sotib olingan yer, unda hech qanday tayyorlash ishlari olib borilmasdan egalik qilib turilgan davrdagi qarzlarni bo'yicha xarajatlar kapitalizatsiya qilinmaydi.

Qarz olish xarajatlarini hisobga olish usullari

23-IFRS, 7-band: "qarz olish xarajatlari ular yuzaga kelgan davr uchun xarajatlar sifatida tan olinishi kerak".

Ba'zi hollarda, UFRS qarzlarni bo'yicha xarajatlarni hisobga olishning muqobil tartibini taqdim etadi: "Kvalifikatsiyalanadigan aktivni sotib olish, qurish yoki ishlab chiqarish bilan bevosita bog'liq bo'lgan qarz xarajatlari ushbu aktivning qiymatining bir qismi sifatida kapitallashtirilishi mumkin".

Karzlarni hisobga olishning asosiy usuli

"Dilafroz" kompaniyasi yiliga ikki marta – 30-iyun va 31-dekabrda foizlarni to'lash sharti bilan besh yil muddatga yillik 24 foizli 500 mln. so'm miqdorida maqsadli bo'lmagan kredit oldi.

30 iyun va 31 dekabr kunlari buxgalteriya yozuvlar beriladi:

| | |
|---|------------|
| D-t “Foiz xarajatlari” | 60 000 000 |
| K-t “Hisoblangan foizlar” (500 mln. x 0,24 x 1/2) | 60 000 000 |
| D-t “Hisoblangan foizlar” | 60 000 000 |
| K-t “Pul mablag‘lari” | 60 000 000 |

Qarz olish xarajatlarini hisobga olishning maqbul (muqobil) usuli

Qarz bo‘yicha xarajatlar faqat quyidagi hollarda tannarxning bir qismi sifatida kapitallashtiriladi:

- ularning kelajakda iqtisodiy foyda keltirish ehtimoli;
- xarajatlarni ishonchli o‘lchash qobiliyati.

Kapitalizatsiya qilinadigan qarzlarni bo‘yicha xarajatlar:

- agar kreditlar ma’lum bir talabga javob beradigan aktivni sotib olish, qurish yoki ishlab chiqarish uchun maxsus olingan bo‘lsa, kapitalizatsiya qilinadigan xarajatlar miqdori hisobot davrida kreditni olish uchun qilingan haqiqiy xarajatlar sifatida, ushbu kreditlar kvalifikatsiyalanadigan aktivga kapital qo‘yish uchun foydalanilgunga qadar vaqtinchalik investitsiyalardan olingan daromadlarni chegirib tashlagan holda aniqlanadi;

- agar shartli aktivni sotib olish bilan bevosita bog‘liq bo‘lgan qarzlarni miqdorini aniqlash qiyin bo‘lsa, kapitalizatsiya qilinadigan xarajatlar miqdori kapitalizatsiya stavkasiga muvofiq belgilanadi. Kapitallashtirish stavkasi – hisobot davrida to‘lanmagan barcha boshqa kreditlar bo‘yicha xarajatlarning o‘rtacha tortilgan qiymati, kvalifikatsiyalanadigan aktivni olish uchun maxsus olingan kreditlar bundan mustasno.

Qarz olish xarajatlarini kapitallashtirish

Qarz olish xarajatlarini kapitallashtirish quyidagi hollarda boshlanadi:

- naqd pul to‘lovlari, aktivlarni o‘tkazish yoki majburiyatlarni o‘z zimmasiga olish tarzida ifodalangan shaklda aktivga investitsiya kiritgan bo‘lsa, aktiv bilan bog‘liq olingan har qanday subsidiyalar miqdoriga kamaytirilgan holda;

- qarzlarni bo‘yicha amalga oshirilgan xarajatlar;
- aktivni maqsadli foydalanishga tayyorlash bo‘yicha zarur ishlar davom etmoqda.

Мисол:

“Oliya” kompaniyasi 2022-yil 1-yanvarda kichik bino qurilishini boshlagan. Kompaniyaning birinchi chorakdagi yagona qarzi 2024 yil 31 dekabrda to‘lanishi kerak bo‘lgan yillik 22% lik 700 mln. so‘mlik uzoq muddatli foizli veksel bo‘ldi.

2022-yil 1-mayda kompaniya 300 mln.ga 23 foizli kredit oldi. Hisob-kitob 2023 yil 30 aprelda to‘lanishi kerak.

Kompaniya qurilayotgan binolar bilan bog‘liq foiz xarajatlarini choraklik xarajatlarning o‘rtacha tortilgan qiymat asosida kapitallashtiradi.

2022 yilning olti oyi davomida qurilayotgan binoga kapital qo‘yilmalar:

| Sana 2022 y. | Xarajat (ming so‘m) | Sana 2022 y. | Xarajat (ming so‘m) |
|--------------|---------------------|--------------|---------------------|
| 1 yanvar | 40 000 | 30 aprel | 230 000 |
| 31 yanvar | 80 000 | 31 may | 460 000 |

| | | | |
|-----------|---------|---------|---------|
| 28 fevral | 200 000 | 30 iyun | 90 000 |
| 31 mart | 440 000 | | |
| Jami | 760 000 | | 780 000 |

“Oliya”ning hisobot yili 31 dekabrda tugaydi. Foizlar har chorakda to‘lanadi.

Topshiriq:

1. O‘rtacha tortilgan qiymat usulidan foydalanib, foiz xarajatlari miqdorini hisoblang:

- a) kapitallashuv qismi;
- b) har chorakda xarajat sifatida tan olinishi.

2. Qurilish va foiz xarajatlari bilan bog‘liq barcha jurnal yozuvlarini ko‘rsating.

1-qismga yechim:

2022 yilning birinchi choragi:

O‘rtacha tortilgan yig‘ilgan xarajatlar = $40\,000\,000 + (81\,000\,000 \times 2/3) + (210\,000\,000 \times 1/3) = 164\,000\,000$

Qarz olish xarajatlarning o‘rtacha kapitallashuv stavkasini hisoblash:

Maqsadli bo‘lmagan veksel: $(700\,000\,000 \times 22\% \times 3/12 = 38\,500\,000) / 700\,000\,000 = 0,055\%$

Potensial kapitallashtirilishi mumkin bo‘lgan qarzlar bo‘yicha xarajatlar (buning oldini olish mumkin edi):

$164\,000\,000 \times 0,055\% = 9\,020\,000$

Kapitallashtirilishi mumkin bo‘lgan qarzlar bo‘yicha xarajatlarning maksimal miqdori – 1-chorak uchun ushbu veksel bo‘yicha hisoblangan foizlar yoki xarajatlar:

$700\,000\,000 \times 22\% \times 3/12 = 38\,500\,000$

Eng kichik qiymat kapitallashtiriladi: 9 020 000

Xarajat sifatida tan olingan $(38\,500\,000 - 9\,020\,000)$ 29 480 000

Biz faqat kapitalizatsiya stavkasiga muvofiq aniqlagan xarajatlar miqdorini kapitallashtirishingiz mumkin, ya’ni. 9 020 000. Farqi davr xarajatlariga o‘tkazish kerak – 29 480 000.

2011 yilning ikkinchi choragi:

Binolarni qurish uchun o‘rtacha tortilgan yig‘ilgan xarajatlar:

$771\,000\,000 + (225\,000\,000 \times 2/3) + (450\,000\,000 \times 1/3) = 1\,071\,000\,000$

Qarz olish xarajatlarning o‘rtacha tortilgan kapitallashuv stavkasini hisoblash:

| | Asosiy сумма | Haqiqiy foiz |
|---------------------------------|---|-----------------|
| Maqsadli bo‘lmagan veksel (22%) | $700\,000\,000 \times 22\% \times 3/12 = 38\,500\,000$ | |
| Qurilish vekseli (23%) | $\frac{300\,000\,000}{1\,000\,000\,000} \times 23\% \times 2/12 = 46\,000\,000$ | 84 500 000 |
| | 000 | |

O‘rtacha stavka: $84\,500\,000 / 1\,000\,000\,000 = 0,0845\%$

Potensial kapitallashtirilgan qarzlar bo‘yicha xarajatlar:

$1\,071\,000\,000 \times 0,0845\% = 90\,499\,500$

Kapitallashtirilishi mumkin bo‘lgan qarz xarajatlarining maksimal miqdori = 84 500 000.
Eng kichik qiymat kapitallashtiriladi: 84 500 000

Xarajat sifatida tan olingan (90 499 500 – 84 500 000) 5 999 500

2-qismga yechim:

Qurilayotgan binoga kapital qo‘yilmalar bo‘yicha buxgalteriya yozuvlari:

| | 1-chi chorak | 2-chi chorak |
|-----------------------|--------------|--------------|
| D-t “Yer” | 40 000 000 | |
| D-t “Bino” | 720 000 000 | 780 000 000 |
| K-t “Pul mablag‘lari” | 760 000 000 | 780 000 000 |

Qarz olish xarajatlarini kapitallashtirish uchun buxgalteriya yozuvlari:

| | 1-chi chorak | 2-chi chorak |
|----------------------------|--------------|--------------|
| D-t “Bino” | 2 750 | 9 750 |
| D-t “Foiz xarajatlari” | 5 500 | |
| K-t “To‘lanadigan foizlar” | 8 250 | 9 750 |

Belgilangan aktivning qurilishi qismlarga bo‘linib tugallanganda va qolgan qismlarni qurish davom etayotganda har bir qism mustaqil ravishda ishlatilishi mumkin bo‘lsa, agar qismni maqsadli foydalanishga tayyorlash yoki sotish bo‘yicha ishlar sezilarli darajada yakunlangan bo‘lsa, aktivning bir qismiga tegishli bo‘lgan qarz xarajatlarini kapitallashtirish to‘xtatilishi kerak. Bunday hollarda umumiy xarajatlar aktivning har bir qismining taxminiy qiymatiga mutanosib ravishda uning qismlari o‘rtasida taqsimlanishi kerak.

Qarzlarni bo‘yicha xarajatlarni kapitalizatsiya qilishning to‘xtatilishi. Xo‘jalik yurituvchi sub‘yekt kvalifikatsiyalangan aktivni tayyorlash bo‘yicha faol harakatni to‘xtatgan davomiy davrlar mobaynida qarzlarni bo‘yicha xarajatlarni kapitalizatsiya qilishni to‘xtatishi lozim.

Xo‘jalik yurituvchi sub‘yekt aktivni belgilangan maqsadda ishlatishga yoki sotishga tayyorlash uchun zarur bo‘lgan faoliyatni to‘xtatib turgan davomiy davrlarda ham qarzga olingan mablag‘lar bo‘yicha xarajatlar qilishi mumkin. Bunday xarajatlarga kapitalizatsiya qilish sifatida turkumlanmaydigan tugallanmagan qurilishni saqlab turish xarajatlari kiradi. Biroq, odatda xo‘jalik yurituvchi sub‘yekt asosiy (zaruriy) texnik va ma‘muriy ishlarni amalga oshirayotgan davrda qarzlarni bo‘yicha xarajatlarni kapitalizatsiya qilishni to‘xtatmaydi.

Vaqtinchalik to‘xtatib turish aktivni belgilangan maqsadda ishlatishga yoki sotishga tayyorlash jarayonining bir qismi bo‘lib hisoblanganda ham qarzlarni bo‘yicha xarajatlarni kapitalizatsiya qilish to‘xtatilmaydi. Masalan, zahiralarni yetarli darajada yig‘ish davrida yoki suvning yuqori darajada bo‘lishi ko‘prik qurilishini kechiktirganda, agar ushbu geografik hudud uchun qurilishning belgilangan davri davomida suvning bunday yuqori darajada bo‘lishi odatiy hol bo‘lsa, qarzlarni bo‘yicha xarajatlarni kapitalizatsiya qilish davom ettiriladi.

Qarzlarni bo‘yicha xarajatlarni kapitalizatsiya qilishni tugatish. Xo‘jalik yurituvchi sub‘yekt aktivni belgilangan maqsadda ishlatishga yoki sotishga tayyorlash uchun zarur bo‘lgan barcha ishlar tugatilganda qarzlarni bo‘yicha xarajatlarni kapitalizatsiya qilishni tugatishi lozim.

Agar kunlik ma‘muriy ishlar hali ham davom etayotgan bo‘lishiga qaramay, uni jismoniy yaratish tugatilgan bo‘lsa, odatda ob‘yekt belgilangan maqsadda ishlatishga yoki sotishga tayyor

deb hisoblanadi.

Agarda kvalifikatsiyalanadigan aktivni qurish qismlar bo'yicha tugatilganda va har bir qismni boshqa qismlarni qurish davomida ishlatish mumkin bo'lsa, xo'jalik yurituvchi sub'yekt aktivning ushbu qismini belgilangan maqsadda ishlatishga yoki sotishga tayyorlash uchun zarur bo'lgan barcha ishlarni tugatganda, qarzlar bo'yicha xarajatlarni kapitalizatsiya qilish tugatilishi shart. Masalan, har biri alohida ishlatishga yaroqli bo'lgan bir necha binolardan iborat bo'lgan biznes-markaz kvalifikatsiyalanadigan aktiv hisoblanadi va undagi har bir qism boshqa qismlarni qurish hali davom etayotgan paytda ishlatilishi mumkin bo'lsa. Tashkiliy qismlaridan har qaysisi alohida ishlatilishi mumkin bo'lishidan oldin to'liq tugatilishi lozim bo'lgan kvalifikatsiyalanadigan aktivga bir maydonda joylashgan, korxonaning turli tsexlarida ketma-ketlik bilan amalga oshiriladigan bir necha ishlab chiqarish jarayonlarini birlashtiradigan sanoat korxonasi misol bo'lishi mumkin.

Xulosa va takliflar. Tadbirkorlik sub'yektlarida qarz majburiyatlari bo'yicha xarajatlarni hisobini tashkil etishda kvalifikatsiyalangan aktiv uchun qachon xarajatlarni kapitalizatsiya qilishni boshlash va tugatishga e'tibor berish kerak. Kapitalizatsiya qilishni boshlash sanasi bo'lib, xo'jalik yurituvchi sub'yekt bir vaqtning o'zida birinchi marta quyida keltirilgan shartlarning barchasiga muvofiq kelish sanasi hisoblanadi: a) mazkur aktiv bo'yicha xarajatlarni amalga oshirganda; b) qarzlar bo'yicha xarajatlarni amalga oshirganda; c) aktivni belgilangan maqsadi bo'yicha ishlatishga yoki sotishga tayyorlash uchun zarur bo'lgan faoliyatni amalga oshirganda.

Xo'jalik yurituvchi sub'yekt kvalifikatsiyalangan aktivni tayyorlash bo'yicha faol harakatni to'xtatgan davomiy davrlar mobaynida qarzlar bo'yicha xarajatlarni kapitalizatsiya qilishni to'xtatishi lozim. Xo'jalik yurituvchi sub'yekt aktivni belgilangan maqsadda ishlatishga yoki sotishga tayyorlash uchun zarur bo'lgan barcha ishlar tugatilganda qarzlar bo'yicha xarajatlarni kapitalizatsiya qilishni tugatishi lozim.

Tadqiqot natijasi asosida quyidagi takliflar qilmoqchimiz:

a) qarzlar bo'yicha xarajatlarni kapitalizatsiya qilinadigan qismidan tashqari qolgan qismi, ular amalga oshirilgan davrning xarajatlari (moliyaviy faoliyat bo'yicha xarajatlarni) sifatida tan olinishi lozim;

b) aniq bir kvalifikatsiyalangan aktivni xarid qilish uchun xo'jalik yurituvchi sub'yekt mablag'larni aynan shu maqsadda chetdan jalb qilgan hollarda, ushbu aktiv bilan bevosita bog'liq bo'lgan qarzlar bo'yicha xarajatlarni aniq ravishda belgilanishi (o'rnatilishi) mumkin;

c) davr mobaynida kapitalizatsiya qilish uchun ruxsat etilgan qarzlar bo'yicha xarajatlarni summasini aniqlashda bunday mablag'lardan olingan har qanday investitsiya daromadi amalga oshirilgan qarzlar bo'yicha xarajatlarni summasidan chegirib tashlanishi kerak;

d) qarzlarni kapitalizatsiya qilish yoki moliyaviy xarajatlarga olib borish uchun buxgalteriya yozuvlarini BHMS – 21 “Xo'jalik yurituvchi sub'yektlar moliyaviy-xo'jalik faoliyatining buxgalteriya hisobi hisobvaraqlar rejasidan foydalanish mumkin/

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YANGI O'ZBEKISTON JAMIYATIDA HUQUQIY ONG VA HUQUQIY MADANIYATNING RIVOJLANISH TENDENSIYALARI

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Annotatsiya. Ushbu maqolada yangi O'zbekiston jamiyatida huquqiy ong va huquqiy madaniyatni rivojlantirishdagi muammolarga bag'ishlangan. Maqolada jamiyatdagi huquqiy ongning bugungi holati o'rganilib, qayd etilgan muammoni hal etish yo'llari taklif etilgan. Mamlakatda barcha davlat organlari, fuqarolik jamiyati institutlari hamda mansabdor shaxslar tomonidan fuqarolarning huquqiy ong va huquqiy madaniyatni rivojlantirish maqsadida olib boriladigan huquqiy targ'ibot faoliyatini yanada kengroq olib borish zarurligi nazarda tutilgan. Huquqiy targ'ibotni amalga oshirishda ommaviy axborot vositalari rolini oshirish masalalari ifodalangan.

Kalit so'zlar: Yangi O'zbekiston – yangi jamiyat, fuqarolik jamiyati, jamoatchilik nazorati, samarali tashabbus, jamoatchilik institutlari, “Ommaviy axborot vositalari, adolat tuyg'usi, madaniyat, ma'naviyat, mafkura, yangicha dunyoqarash, huquqiy psixologiya, huquqiy tarbiya, yuksak huquqiy ong, ijtimoiy fikr.

LEGAL AWARENESS AND LEGAL CULTURE IN THE NEW UZBEKISTAN SOCIETY DEVELOPMENT TENDENCIES

Abstract. This article is devoted to the problems of developing legal consciousness and legal culture in the new Uzbek society. The article examines the current state of legal consciousness in society and suggests ways to solve the noted problem. It is envisaged that all state bodies, institutions of civil society and officials in the country should carry out more extensive legal promotion activities for the purpose of developing legal awareness and legal culture of citizens. The issues of increasing the role of mass media in the implementation of legal propaganda are expressed.

Keywords: New Uzbekistan - new society, civil society, public control, effective initiative, public institutions, mass media, sense of justice, culture, spirituality, ideology, new outlook, legal psychology, legal education, high legal consciousness, social thought.

ТЕНДЕНЦИИ РАЗВИТИЯ ПРАВОВОГО СОЗНАНИЯ И ПРАВОВОЙ КУЛЬТУРЫ В НОВОМ УЗБЕКИСТАНСКОМ ОБЩЕСТВЕ

Аннотация. Данная статья посвящена проблемам развития правосознания и правовой культуры в новом узбекском обществе. В статье рассматривается современное состояние правосознания в обществе и предлагаются пути решения отмеченной проблемы. Предусматривается, что все государственные органы, институты гражданского общества и должностные лица страны должны проводить более широкую правопропагандистскую деятельность с целью развития правосознания и правовой культуры граждан. Высказаны вопросы повышения роли средств массовой информации в осуществлении легальной пропаганды.

Ключевые слова: Новый Узбекистан – новое общество, гражданское общество, общественный контроль, эффективная инициатива, государственные институты, средства массовой информации, правосознание, культура, духовность, идеология, новое

мировоззрение, юридическая психология, юридическое образование, высокое правосознание, общественная мысль.

Hozirgi kunda, chinakkam huquqiy demokratik davlat qurish hamda fuqarolik jamiyatini shakllantirishda, eng ustuvor vazifa sifatida jamiyatimizda huquqiy ong va huquqiy madaniyatni yuksaltirib borish, qonun ustuvorligini ta'minlash eng muhim siyosiy masala bo'lib qolmoqda. Huquqiy davlatning eng muhim belgisi, shuningdek, uning shakllanishining ko'rsatkichi jamiyatning, fuqarolarning, huquqiy madaniyati darajasiga bog'liq bo'lib, ijtimoiy-huquqiy faoliyatni nazarda tutuvchi demokratik institutlarning rivojlanishi bilan belgilanadi. Ayni paytda aholining huquqiy ongi va huquqiy madaniyatini shakllantirishning samarali tizimini yaratish nihoyatda muhim. Yangi O'zbekiston jamiyatida ham bu borada qator muammolar mavjud bo'lib, mazkur huquqiy muammolarni quyidagicha ifodalashimiz mumkin:

- jamiyatda huquqiy ong va huquqiy madaniyatning pastligi;
- huquqiy tartibsizlik holatlarining ortib borishi;
- huquqiy nigilizm va infantilizm;
- hayotning barcha jabhalarida hukm surayotgan huquqiy madaniyatning etishmasligi, odamlarning kundalik munosabatlari sohasidan (fuqarolar davlatning huquqiy tizimi, amaldagi qonun hujjatlari to'g'risida zarur bilimga ega bo'lmasa, o'z huquq va majburiyatlarini amalga oshira olmasa, o'z manfaatlarini himoya qila olmasa);
- ommaviy axborot vositalari faoliyati yetarli darajada emasligi, xususan surishtiruv jurnalistikasi rivojlanmaganligi;
- aholini, xususan, yosh avlodni huquqiy tarbiyalash va tarbiyalash tizimining izchil emasligi;
- ommaviy axborot vositalari faoliyatining samaradorligi yetishmasligi.

Bu kabi muammolar yangi O'zbekistonda olib borilayotgan siyosatning maqsad va vazifalarini chuqur anglab yetish hamda uni real hayotda to'g'ri tadbiiq etish yo'lida asosiy to'siq yaratadi. Darhaqiqat, bu kabi muammolar nafaqat mamlakatimizda, balki xalqaro miqyosda kuzatish mumkin. Misol tariqasida "Zamonaviy rus jamiyatida huquqiy ong inqirozi mavjudligi, shuningdek, Rossiya 21-asrga samarasiz huquqiy tizim, rivojlanmagan huquqiy madaniyat va yuqori darajadagi jinoyatlar bilan kirib kelmoqda" degan fikr taniqli rus mutafakkiri va huquqshunosi P.I.Novgorodtsev tomonidan keltirib o'tilgan. Unga ko'ra olingan so'rov ma'lumotlarini tahlil qilinib, ushbu tahlil markazi quyidagi xulosalarga kelgan. Hozirgi vaqtda ruslarning katta qismi konstitutsiya Rossiya Federatsiyasining asosiy qonuni sifatidagi roliga ahamiyat bermasligi, va afsuski, so'ralgan har o'ninchi fuqaro Rossiya Federatsiyasi Konstitutsiyasining mazmunini yaxshi tushunishini aytdi. Fuqarolarning atigi beshdan bir qismi konstitutsiya mamlakat ehtiyojlariga to'liq javob beradi, deb hisoblaydi va qariyb yarmi Asosiy qonun mamlakatdagi ishlar holatiga mos keladimi yoki yo'qligi haqida hatto tasavvurga ham ega emas¹⁴⁹. Yuqoridagilardan kelib chiqib, Rossiya Federatsiyasi fuqarolarini, shujumladan davlat organlari, ommaviy axborot vositalari va jamoat birlashmalarini huquqiy ta'lim va tarbiyalashning izchil, o'zaro bog'liq tizimini yaratish uchun mamlakatda huquqiy madaniyatni rivojlantirish bo'yicha federalda sturni ishlab chiqish, uning tarkibida huquqiy ta'lim bo'yicha aniq

¹⁴⁹ Yuriy Levada tahliliy markazi (Levada markazi) fuqarolarning "Konstitutsiya haqida ruslar" savoli (06/05/2015).

kengash tuzish (tarkibiga huquqni muhofaza qiluvchi organlar vakillari, madaniyat arboblari, kino, televideniye, ilmiy va ta'lim huquqiy muassasalar vakillari va boshqalar kirishi lozim), shu bilan birga mazkur organ aholining huquqiy ma'rifat darajasini o'rganishi, huquqiy bilimlarni tarqatish bo'yicha ishlarning shakl va usullarini umumlashtirishi zarur. huquqiy ta'limni tashkil etish, huquqiy materiallar va ularni taqdim etish shakllarini tahlil qilish, targ'ibot ishlarining eng dolzarb yo'nalishlarini belgilash, tavsiyalar va yo'riqnomalar ishlab chiqishi belgilab o'tilgan.

Biz esa yangi O'zbekiston va yangi jamiyatimizda olib borilayotgan islohotlar samarali bo'lishi uchun bu kabi muammolarni yuzaga kelishini oldini olishga qaratilgan qat'iy chora-tadbirlar kompleksini ishlab chiqish va uni samarali amalga oshirmog'imiz lozim. Mazkur faoliyatni amalga oshirishda nafaqat davlat boshqaruv organlari va yuqori turuvchi tashkilotlar balki barcha davlat idoralari hamda fuqarolik jamiyati institutlari tomonidan faol, tashabbuskor hamda oqilona faoliyat olib borilishi nazarda tutiladi. Bugungi kungacha aholini huquqiy ongi va huquqiy madaniyatini yuksaltirishga qaratilgan qator chora-tadbirlar amalga oshirib kelinayotganligi hamda bu islohotlar anchagina samarali natija berayotganligini ham ko'rishimiz mumkin. Bu borada, davlatimiz rahbarining 2019-yilgi PF-5618-sonli "Jamiyatda huquqiy ong va huquqiy madaniyatni yuksaltirish tizimini tubdan takomillashtirish to'g'risida"gi Farmoni¹⁵⁰ mazkur sohaga qaratilgan alohida e'tibor bo'ldi. Unga ko'ra, quyidagilar asosiy vazifa etib belgilangan edi:

- O'zbekiston Respublikasi Adliya vazirligini jamiyatda huquqiy ong va huquqiy madaniyatni yuksaltirish sohasidagi muvofiqlashtiruvchi organ etib belgilash;

- davlat organlari va tashkilotlarining huquqiy axborotdan keng ko'lamda foydalanishini ta'minlash, ularning ushbu sohada fuqarolik jamiyati institutlari va ommaviy axborot vositalari bilan samarali hamkorlik qilish bo'yicha muvofiqlashtirilgan faoliyatni tshkil etish;

- ommaviy axborot vositalarining huquqiy axborot bilan ta'minlashdagi rolini oshirish, huquqiy targ'ibotning innovatsion usullaridan foydalanib, veb-texnologiyalarni qo'llashni kengaytirish;

- jamiyatda huquqiy ong va huquqiy madaniyatni yuksaltirish konsepsiyasini samarali amalga oshirish bo'yicha "yo'l xaritasi"ni tasdiqlash belgilanib, konsepsiyada "Jamiyatda qonunlarga hurmat ruhini qaror toptirish – demokratik huquqiy davlat qurishning garovidir!", "Shaxsiy manfaatlar hamda jamiyat manfaatlari o'rtasidagi muvozanatni saqlash", "Yuksak huquqiy madaniyat –mamlakat taraqqiyoti kafolati" degan g'oyalar singdirish hamda "Shaxs – oila –mahalla – ta'lim muassasasi – tashkilot – jamiyat" prinsipini tizimli va uzviy tashkil etish nazarda tutildi. Islohotning mantiqiy davomi sifatida 2020-yil "Ta'lim to'g'risida"gi O'RQ-637-sonli Qonun hamda 2020-yil PF-5987-sonli "O'zbekiston Respublikasida yuridik ta'lim va fanni tubdan takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi Farmon¹⁵¹ natijasida ta'limning barcha shakllari joriy etilib, keng yuridik jamoatchilik ishtirokida yuridik kadrlar

¹⁵⁰ Qarang. O'zbekiston Respublikasi Prezidentining 2019-yil 9-yanvardagi "Jamiyatda huquqiy ong va huquqiy madaniyatni yuksaltirish tizimini tubdan takomillashtirish to'g'risida"gi PF-5618-son Farmoni. Qonunchilik ma'lumotlari milliy bazasi, 30.11.2021-y., 06/21/26/1111-son; 04.07.2023-y., 06/23/107/0441-son.

¹⁵¹ Qarang. 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 PF-5987-son Farmoni. Qonunchilik ma'lumotlari milliy bazasi, 25.12.2021 y., 07/21/61/1195-son; 04.07.2023 y., 06/23/107/0441-son.

tayyorlash sifatini oshirish, shuningdek, huquqiy targ'ibotni samarali amalga oshirish va oliy ta'lim amalga oshirish boshlandi.

Biz qurmoqchi bo'lgan yangi O'zbekiston jamiyatida huquqiy ong va huquqiy madaniyatni oshirishda davlat organlari, ayniqsa huquqni muhofaza qiluvchi idoralar, sud, prokuratura, ichki ishlar idoralari, adliya organlarigina emas, balki barcha fuqarolik jamiyati institutlari, mansabdor shaxslar hamda keng jamoatchilik ishtirokida yangicha chora-tadbirlar amalga oshirilib, ularni ommaviy axborot vositalari yordamida keng targ'ib qilish lozim. Amalda esa fuqarolik jamiyati institutlari va ommaviy axborot vositalari faoliyati hamkorligi va samarali faoliyati borasida qator muammolar borligini kuzatishimiz mumkin, ammo huquqiy targ'ibot borasidagi amalga oshirilayotgan ayrim tashabbuskor yetarlicha samara bermoqda.

Xulosa o'rnida shuni aytish joizki, fuqarolarga (ayniqsa, aholining kam ta'minlangan qatlamlariga) ijtimoiy masalalar va fuqarolik qonunchiligi bo'yicha yuridik yordam ko'rsatish bo'yicha ommaviy yuridik maslahatlar tarmog'ini tashkil etish galdagi vazifamizdir. O'zbekiston Respublikasi Adliya vazirligi tizimidagi TDYU (Toshkent Davlat Yuridik Universiteti) hamda yuridik texnikumlar tarkibida aholiga huquqiy yordam ko'rsatadigan "Yuridik klinika" bo'limlari faoliyati tashkil etilgan bo'lib, ular faoliyatini yanada takomillashtirish hamda bu jarayon haqida ommaviy axborot vositalarida kengroq yoritish maqsadga muvofiq bo'lar edi.

Misol uchun Adliya vazirligi yangi jamiyatimizda huquqiy ong va huquqiy madaniyatni rivojlantirish faoliyatini muvofiqlashtiruvchi organ sifatida mazkur vazirlik matbuot xizmatining televideniya orqali doimiy huquqiy axborot beradigan kanalini tashkil etish to'g'ri bo'lardi.

Shuningdek, yurtimizda surishtiruv jurnalistikasini yanada rivojlantirish hamda taqdim etilayotgan huquqiy axborotni juda yuqori sifatda (yangi rivojlanish g'oyalimiz yordamida) tayyorlash albatta o'z natijasini beradi. Vaholanki, ommaviy axborot vositalarini chinakkamiga "to'rtinchi hokimiyat" sifatidagi roli juda muhimdir. Ommaviy axborot vositalarining eng keng tarqalgan turlari orqali mamlakatimizda olib borilyotgan ijtimoiy-iqtisodiy, siyosiy va boshqa sohalarida olib borilayotgan islohotlar yanada kengroq yoritib borish har qachongidan ham muhim hisoblanadi.

Zero bu – davr talabi. Mamlakatimizda nafaqat davlat boshqaruvi organlari, balki fuqarolik jamiyati institutlari (nodavlat notijorat tashkilotlari, jamoat tashkilotlari, assotsiatsiyalar, uyushmalar, markazlar, milliy-madaniy markazlar, klublar, jamg'armalar) ham huquqiy ong va huquqiy madaniyatni yuksaltirishga qaratilgan kompleks chora-tadbirlarni samarali olib borsu bu faoliyat rivojiga erishish mumkin. "2021-2025-yillarda Fuqarolik jamiyatini rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi O'zbekiston Respublikasi Prezidentining PF-6181-son Farmoni asosida nodavlat notijorat tashkilotlariga hamda fuqarolik jamiyati institutlarini qo'llab-quvvatlash jamoat fondlariga 2021-yilda 16 milliard so'm, 2025-yilda 70 milliard so'm mablag' ajratish nazarda tutilgan. Ammo hozirgi kungacha real ijtimoiy hayotda fuqarolik jamiyati institutlari faoliyatda rajasi juda pastligicha qolmoqda.

Vaholanki, "Nodavlat notijorat tashkilotlari to'g'risida"gi Qonunga muvofiq, Nodavlat notijorat tashkilotlari jismoniy va yuridik shaxslarning huquqlari va qonuniy manfaatlarini, boshqa demokratik qadriyatlarni himoya qilish, ijtimoiy, madaniy va ma'rifiy maqsadlarga erishish, nomoddiy ehtiyojlarni qondirish hamda boshqa ijtimoiy foydali maqsadlarda tuziladi. Biz "... boshqa ijtimoiy foydali maqsad" deganda albatta huquqiy ong va huquqiy madaniyatni rivojlantirish masalasini nazarda tutishimiz mumkin.

Mazkur institutlarning professional aoliyat olib borishiga erishish qurmoqchi bo‘lgan yangi jamiyatimizning asosiy kuchiga aylanadi. Ya’ni huquqiy targ‘ibotning puxta o‘ylangan va samarali tizimigina jamiyatning huquqiy madaniyatini yuksaltirishga qodir bo‘ladi, fuqarolarning huquqiy ongini yuksaltirishga yordam beradi.

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