

**TORONTO, CANADA
CONFERENCE-2022
PROCEEDINGS**



AUGUST 29TH
2022

A CONFERENCE FOR THE EDUCATORS

**INTERNATIONAL CONFERENCE ON
DEVELOPMENTS IN EDUCATION**

- Education
- Social Sciences
- Humanities
- Medical Sciences
- Management



2022: ICDE-Canada August

1. MALAKA OSHIRISHDA O'QITUVCHILARNING MULOQOT QOBILİYATLARI VA ULARNING PEDAGOGIK MULOQOTDAGI O'RNI. AUDITORIYA BILAN MULOQOT QILISHDA O'QITUVCHI UCHUN ZARUR BO'LGAN SHAXSIY VA PROFESSIONAL FAZILATLAR

Nazirov Quдрat Yuldashevich

1-5

2. THE BASICS REPRODUCING AND TRANSMITTING UNIT SIZES OF PHYSICAL QUANTITIES

Haydarova Muhtasarxon Odiljon qizi, Xolboyeva Shoxsanam Abdumalik qizi

6-7

3. CERTIFICATION, BASIC CONCEPTS AND TERMS FOR CERTIFICATION OF PRODUCTS AND SERVICES

Haydarova Muhtasarxon Odiljon qizi, Xolboyeva Shoxsanam Abdumalik qizi

8-9

4. СОЦИАЛЬНО ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ ФОРМИРОВАНИЯ ПСИХИЧЕСКОГО ЗДОРОВЬЯ ЛИЧНОСТИ

им. З. М . Бабура, К.п.н. Т. Г. Сулейманова

10-12

5. ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В ИЗУЧЕНИЕ ЯЗЫКА

Мухаммадиев Шокир Зокирович

13-16

6. ONA SUTI BILAN BOQISH JARAYONIDA SHIFOKOR MASLAHATLARINING O'RNI

Axmadjonova Fotima Akmaljon qizi

17-20

7. TASVIRIY SAN'AT MOHIYATI, TUR VA JANRLARI

B. R. Haqberdiyev, Sh. F. Otaxonova

21-25

8. SEMENT ISHLAB CHIQRISH JARAYONIDA MUQOBIL YOQILG'ILARDAN FOYDALANISHNING AFZALLIKLARI

Sadulayev Nasullo Ne'matovich, Usmonov Shukurillo Yulbarsovich, G'afurov Mirzohid Orifovich

26-33

9. МОЛЕКУЛЯРНО-ГЕНЕТИЧЕСКИЙ АНАЛИЗ ПРЕДСТАВИТЕЛЕЙ РОДА SPHEX LINNAEUS, 1758

Кодиров Илхомжон Тожирахматович, Ахмедова Зухра Юлдашевна, Кодирова Нигора Муйдиновна

34-38

10. ПРОБЛЕМЫ В СИСТЕМЕ НАЧАЛЬНОГО ОБРАЗОВАНИЯ

Смирнова Алла Юрьевна

39-41

11. MALAKA OSHIRISH JARAYONIDA O'QITUVCHINING SHAXSIY FAZILATLARI TUSHUNCHASI
Nazirov Qudrat Yuldashevich
42-46
12. FLYWHEEL ENERGIYA ZAXIRALASH QURILMASINING KONSTRUKTIV TUZILISHI VA UNING ASOSIY XUSUSIYATLARI
Norboyev Abbas Askar o'g'li
47-51
13. STRATEGIEN ZUR VORBEREITUNG AUF INTERNATIONALE DEUTSCHPRÜFUNGEN
Furqat Jumayev Soatmumin Ugli
52-55
14. MANAGEMENT ACCOUNTING SYSTEM IN STATE MEDICAL INSTITUTIONS AND ITS ORGANIZATIONAL ASPECTS
Kuliboev Azamat Shonazarovich
56-60
15. TEXNOLOGIYA FANI DARSLARINING O'QUVCHILARGA KASBLARGA OID MA'LUMOTLARNI BERISHDAGI AHAMIYATI
Sharibova Shoxista Hakimboy Qizi, Sharibova Shoxida Hakimboy Qizi
61-64
16. ИНТРОДУКЦИЯ ВИДОВ РОДА ВЯЗА (ULMUS L.) НА ЗАСОЛЁННЫХ ПОЧВАХ КАРАКАЛПАКСТАНА
Утегенов И. Б.
65-68
17. DIACHRONIC ANALYSIS OF ENGLISH ANTHROPONYMY
Abdurahimova Durdona Tavakkaljon kizi
69-71
18. ЭПИЗОТИК ФАВҚУЛОДДА ВАЗИЯТЛАРНИНГ ОЛДИНИ ОЛИШДА ИННОВАЦИОН УСУЛЛАРНИ ИШЛАБ ЧИҚИШ. ЭПИЗООТИЯГА ҚАРШИ КУРАШ ЧОРА-ТАДБИРЛАРИ
Турдикулов А. А ., Умаров Х. Ж., Мухторов Ф. Н.
72-76
19. USING MILITARY TERMINOLOGY AT THE ENGLISH CLASSES
Usmonova Dono Sotvoldiyevna, Odilov Maqsadjon Mahmudjon ugli
77-79
20. BANK AUDITINI TASHKIL QILISHNING NAZARIY ASOSLARI
Kamolov Sardorbek Davlatjon o'g'li,
80-84
21. PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF TOLERANCE IN STUDENTS
Narshabaeva Aliya Yumutbaevna
85-93

22. DISADVANTAGES OF TRADITIONAL CURRICULUM IN MODERN EDUCATION
Nurillo Jambilov
94-96
23. RELATIONSHIPS OUTSIDE OF MARRIAGE - AS A SPIRITUAL AND MORAL PROBLEM
Komilov Ruzi Rabievich
97-100
24. IMPROVING VOCABULARY SKILLS OF SECONDARY SCHOOL STUDENTS
Vohidova Matluba Ma'rufbekovna
101-103
25. "A THOUSAND AND ONE NIGHTS" AND EUROPEAN LITERATURE
Astanova Gulnora Aminovna
104-107
26. ИСТОРИЯ ЛЕКСИКОЛОГИИ
Хужанов Умид Таджиевич
108-112

MALAKA OSHIRISHDA O'QITUVCHILARNING MULOQOT QOBILIYATLARI VA ULARNING PEDAGOGIK MULOQOTDAGI O'RNI. AUDITORIYA BILAN MULOQOT QILISHDA O'QITUVCHI UCHUN ZARUR BO'LGAN SHAXSIY VA PROFESSIONAL FAZILATLAR

Nazirov Qudrat Yuldashevich

Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti Farg'ona filiali tadqiqotchisi "Jismoniy tarbiya, sport nazariyasi va uslubiyati" kafedراسi mudiri

Annotatsiya: Ushbu maqolada Malaka oshirishda o'qituvchining muloqot qobiliyatlari va ularning pedagogik muloqotdagi o'rni. Auditoriya bilan muloqot qilishda o'qituvchi uchun zarur bo'lgan shaxsiy va professional fazilatlari haqida ma'lumotlar berilgan.

Kalit so'zlar: Malaka oshirish, pedagogik muloqot, o'qituvchi, nutq, qobiliyatlar, so'z boyligi, shaxsiy fazilatlar, professional fazilatlar.

KIRISH

Malaka oshirish ta'lim muassasasi tomonidan ta'lim dasturining murakkabligi e'tiborga olingan holda va buyurmachining u bilan tuzilgan shartnomasi asosidagi ehtiyojlariga muvofiq ravishda belgilanadi. Malaka oshirish va qayta tayyorlash muddati turlicha bo'lib, har bir holda qo'yilgan maqsad hamda vazifalarga muvofiq belgilanadi.

ASOSIY QISM

Malaka oshirish va qayta tayyorlash ta'lim muassasasi o'quv jarayonini maqsadli tashkil etish, ta'lim shakli, uslublari, texnologiyasini qo'llash orqali tinglovchilarga ta'lim dasturlarini o'zlashtirishlari uchun zarur sharoitlar yaratadi. Mazkur dasturlar malaka oshirish ta'lim muassasalari tomonidan buyurtmachi ehtiyojlarini, shuningdek, qo'shimcha kasb ta'limi dasturlari mazmuni oldiga qo'yilgan davlat talablarini e'tiborga olgan holda ishlab chiqiladi, tasdiqlanadi va amalga oshiriladi. Mutaxassislarni professional Malaka oshirish va qayta tayyorlash jarayoni yakuniy davlat attestatsiyasi bilan tugallanadi. Attestatsiyani o'tkazish tartibi ta'limni boshqarish bo'yicha tegishli davlat organlari tomonidan belgilanadi. O'quv rejasining barcha talablarini bajargan, yakuniy davlat attestatsiyasidan muvaffaqiyatli o'tgan tinglovchilar Malaka oshirish va qayta tayyorgarlikdan o'tganligi haqida belgilangan namunadagi diplom yoki sertifikat oladilar. Kadrlar malakasini oshirish va ularni qayta tayyorlash tartibi O'zR Vazirlar Mahkamasi tomonidan belgilanadi.[1]

Muvaffaqiyatli pedagogik muloqot va o'qituvchi va talabalar o'rtasidagi o'zaro munosabatlar o'qituvchining quyidagi psixologik fazilatlari va qobiliyatlariga ega bo'lishini nazarda tutadi:

odamlarga qiziqish va ular bilan ishlash, muloqotga bo'lgan ehtiyoj va ko'nikmalar, xushmuomalalik, kommunikativ fazilatlar;

hissiy empatiya va odamlarni tushunish qobiliyati;

moslashuvchanlik, tezkor va ijodiy fikrlash, bu o'zgaruvchan aloqa sharoitida tez va to'g'ri navigatsiya qilish, muloqot holatiga qarab nutq ta'sirini tezda o'zgartirish qobiliyatini ta'minlaydi; individual xususiyatlar talabalar;

aloqada fikr-mulohazalarni his qilish va saqlash qobiliyati;

o'zini, ruhiy holatini, tanasini, ovozini, yuz ifodalarini nazorat qilish qobiliyati, kayfiyat, fikrlar, his-tuyg'ularni nazorat qilish qobiliyati, mushaklarning qisqichlarini bo'shatish qobiliyati;

spontanlik qobiliyati (tayyor bo'lmagan aloqa);[1]

yuzaga kelishi mumkin bo'lgan pedagogik vaziyatlarni, ularning ta'sirining oqibatlarini bashorat qilish qobiliyati;

yaxshi og'zaki qobiliyatlar: madaniyat, nutqni rivojlantirish, boy so'z boyligi, til vositalarini to'g'ri tanlash;[2]

hayotiy, o'qituvchining tabiiy kechinmalari va o'quvchilarga kerakli yo'nalishda ta'sir ko'rsatishi mumkin bo'lgan pedagogik tajribalarning uyg'unligi bo'lgan pedagogik tajribalar san'atiga ega bo'lish;

pedagogik improvizatsiya qobiliyati, turli xil ta'sir vositalarini qo'llash qobiliyati (ishontirish, taklif qilish, infektsiyalash, turli xil ta'sir usullaridan foydalanish, "qurilmalar" va "qo'shimchalar").

Ta'sir samaradorligini oshirish vositalari:

- "moslashishlar" - uslublar tizimi (yuz, nutq, psixologik): ma'qullash, maslahat, norozilik, ishora, iltimos, qoralash, hazil, masxara, buyurtma, ishonch, istak va boshqalar (160 turgacha);

- "qo'shimchalar yoki to'ldirishlar" - o'z xulq-atvorini o'qituvchining maqsadlariga moslashtirish uchun o'z tanasini, intonatsiyasini va muloqot uslubini boshqa shaxsga moslashtirish;

- iboraning boshida oldingisiga nisbatan ovozni ko'tarish orqali ta'sirni kuchaytirish; og'zaki ta'sir usullarini o'zgartirish: murakkabdan oddiyga, oddiydan murakkabga o'tish; iboralarni bo'rtma tanlash; aloqaning keskin o'zgarishi.

Imrovizatsiya sharoitida (kutilmagan vaziyat yuzaga kelganligi sababli) o'qituvchilar mumkin turli xil turlari xatti-harakatlari:

tabiiy turi: samarali improvizatsiya harakatlari o'qituvchi uchun psixologik va hissiy qiyinchiliklarni keltirib chiqarmaydi;

zamon-transformativ tip: vujudga kelgan qiyinchilikni yengish uchun shaxsning barcha resurslarini safarbar qilish mavjud;

ataylab qochish tipi: o'qituvchining kutilmagan pedagogik vaziyatni engib o'tishdan ongli ravishda qochishi ("sezmaslik");

beixtiyor tormozlovchi turi: chalkashlik va o'qituvchining harakatlarini to'liq inhibe qilish;[3] hissiy buzilish: o'qituvchi nazoratsiz, tasodifiy harakat qiladi, ziddiyatni kuchaytiradi, o'zini tuta olmaydi yoki his-tuyg'ularini yashira olmaydi;

noadekvat tip: o'qituvchi o'z his-tuyg'ularini yashiradi, lekin ularni pedagogik jihatdan maqsadga muvofiq tajriba va harakatlarga aylantira olmaydi.

Pedagogik takt o'qituvchi axloqiy madaniyatining tarkibiy qismi sifatida. Pedagogik takt - bu o'qituvchining xatti-harakati va xatti-harakatlaridagi mutanosiblik hissi bo'lib, u o'z ichiga yuksak insoniylik, o'quvchining qadr-qimmatini hurmat qilish, bolalar, ota-onalar, ishdagi hamkasblar bilan munosabatlarda adolat, chidamlilik va o'zini tuta bilishni o'z ichiga oladi.

Pedagogik takt pedagogik axloqni amalga oshirish shakllaridan biridir.[2]

Takt tom ma'noda "tegish"dir. Pedagogik takt muammosi tadqiqotchilari bu tushunchani turlicha izohlaydilar:

- ba'zida xushmuomalalik yaxshi naslchilik fazilatlari bilan belgilanadi, keyin esa bu tushuncha xushmuomalalik tushunchasiga tenglashtiriladi;

- xushmuomalalik - o'qituvchining ta'lim va tarbiya masalasiga munosabatining ifodasidir;

- pedagogik takt - bu kasbiy pedagogik fazilatlarni talab qiladigan o'ziga xos ta'sir vositasi: mahorat, ijodkorlik, axloqiy tuyg'ular.

Psixologik nuqtai nazardan ushbu kontseptsianing mohiyatini K.D. Ushinskiy, garchi u kontseptsiyaga aniq ta'rif bermagan bo'lsa ham. Pedagogik takt "o'zimiz boshdan kechirgan turli xil aqliy harakatlar haqidagi xotiralarning ko'p yoki kamroq tushunarsiz va yarim ongli to'plamidan boshqa narsa emas". Hozirgi zamon pedagogik adabiyotlarida bu tushunchaning turli talqinlari mavjud. Biz ulardan faqat bir nechtasini taqdim etamiz. Pedagogik taktika bu:

- "o'qituvchining bolalar bilan o'zaro munosabati va ularga ta'sirining axloqiy jihatdan maqsadga muvofiq o'lchovi sifatida tashkil etilgan o'qituvchining xatti-harakati";

- "asosiy pedagogik qobiliyatlardan biri va muhim komponent o'qituvchining pedagogik mahorati";

- "odam axloqiy murosaga kelganda, lekin yuksak axloqiy maqsadlar uchun xulq-atvor shakli. Bu boshqalarga sodiqlik yo'lida bir axloqiy talabni yumshatish, ongli ravishda zaiflashtirishdir";

- "o'qituvchining o'quvchilarga pedagogik jihatdan maqsadga muvofiq ta'siri, samarali muloqot uslubini o'rnatish qobiliyati";

- "optimumning alohida tuyg'usi, o'qituvchi nima qilayotganining o'lchovi";

- "to'g'ri munosabatlarni o'rnatish qobiliyati, talabchanlik, talablar qo'yish shaklida namoyon bo'lishda mutanosiblik hissi, psixologik nozik pedagogik masalalarni hal qilishda alohida sezgirlik.

Pedagogik taktning asosiy belgisi uning o'qituvchi shaxsining axloqiy madaniyatiga mansubligidir. Takt pedagogik jarayonning axloqiy tartibga soluvchilarini bildiradi va o'qituvchining axloqiy-psixologik sifatlariga asoslanadi.

Pedagogik taktikaning asosiy elementlari quyidagilardir:

- talabalikka talabchanlik va hurmat;
- o'quvchini ko'rish va eshitish qobiliyati, unga hamdard bo'lish;
- muloqotning ishbilarmonlik ohangi;
- o'qituvchining diqqatliligi, sezgirligi.

Professional takt namoyon bo'ladi:

- ichida ko'rinish o'qituvchi;[4]
- mavjud vaziyatni tez va to'g'ri baholay olish va shu bilan birga o'quvchilarning xatti-harakati va qobiliyatlari haqida xulosa chiqarishga shoshilmaslik;
- o'z his-tuyg'ularini tiya olish va qiyin vaziyatda o'zini tuta olmaslik;
- o'quvchilarga nisbatan sezgir munosabat bilan oqilona talabchanlik uyg'unligida;
- o'quvchilarning yosh va individual xususiyatlarini yaxshi bilishda;
- o'z ishini o'z-o'zini tanqidiy baholashda.

Xushmuomala o'qituvchi ishga, ish uchrashuvlariga o'z vaqtida keladi; hamkasblaridan, talabalaridan, ularning ota-onalaridan qarz olgan narsalarni o'z vaqtida qaytaradi; mish-mishlarni, tasdiqlanmagan faktlarni takrorlamaydi, ayniqsa ular boshqalarga zarar etkazishi mumkin bo'lsa. Pedagogik takt pedagogik ta'sir ko'rsatish usullari, shakllari va usullarining asosiligi va moslashuvchanligi bilan tavsiflanadi. U shablonlarga va rasmiyatchilikka toqat qilmaydi. Taktning asosi - o'qituvchining chidamliligi va muvozanatidir. Ijodiy jamoaning xushmuomala yetakchisining o'qituvchi sifatidagi asosiy ajralib turadigan jihati o'quvchilarga yuksak talab va samimiy hurmatdir. "Tact" tushunchasi ko'plab tarkibiy qismlarni o'z ichiga oladi, ammo ularning barchasi qandaydir tarzda g'amxo'rlik qilish bilan bog'liq kichkina odam, unga nisbatan diqqatli va sezgir munosabat bilan. Pedagogik takt o'qituvchining xulq-atvorining moslashuvchanligini - taktikani nazarda tutadi, bu o'qituvchining pedagogik faoliyatining turli xil rollari bilan bog'liq. Sinfda - aniqlik, to'g'rilik, qat'iylik, agar jamoa darsga tayyor bo'lmasa. In darsdan tashqari ish- qulaylik, samimiylik, ayniqsa individual suhbatda, sayohatda, ekskursiyada zarur.[5]

XULOSA VA MUNOZARA

Psixologlarning ta'kidlashicha, pedagogik taktikaning moslashuvchanligi o'tkir qichqiriq yoki g'azabning so'zma-so'zligi va g'azab bilan almashtirilsa, kasbiy pedagogik faoliyat pedagogik muvaffaqiyatsizlik ifodasi bilan almashtiriladi. Shifokor bemorga yordam berish o'rniga uni kaltaklagandek. Taktning ko'rinishlari xilma-xildir. Bu voqea aybdori bilan suhbat joyini va suhbat uchun vaqtni va uning ohangini mohirona tanlashdir. Bular ham zaifroq yoki negadir ortda qolgan talabalarga e'tibor kuchayganligining namoyonidir. Bu talabalarning muvaffaqiyatini xushmuomalalik bilan baholash va yo'l qo'yilgan xatolarni to'g'ri sharhlash va boshqalarni o'z ichiga oladi. Shuni ham ta'kidlash kerakki, jazo va rag'batlantirish kabi rag'batlantirish usullaridan foydalangan holda, o'qituvchi har bir o'quvchiga nisbatan

xushmuomala bo'lishi kerak. Masalan, o'qituvchi jamoani qo'llab-quvvatlamasa yoki talabalar hamkasbi tomonidan maqtovg'a loyiq emas deb hisoblasa, rag'batlantirishni qo'llash bema'nilikdir. Jazoni qo'llashda o'quvchiga imkon qadar hurmat va shu bilan birga talabchanlik ko'rsatish juda muhimdir. Talabaning noto'g'ri xatti-harakatidan g'azablanish va undan ham ko'proq yomonlikni tortib, uni xafa qilish mumkin emas.

FOYDALANILGAN ADABIYOTLAR

1. N.A.Muslimov Bo'lajak kasb-ta'limi o'qituvchisini kasbiy shakllantirish T.,Fan 2004.[1]
2. Muslimov N. va boshqalar. Kasb ta'limi o'qituvchilarining kasbiy kompetentligini shakllantirish texnologiyasi. - T.: «Fan va texnologiyalar», 2013. -128 b.[2]
3. Ishmuhamedov R, Abduqodirov A, Pardaev A. Ta'limda innovatsion texnologiyalar. - T.: "Iste'dod", 2008. - 180 b.[3]
4. www.liblary.uz[4]
5. www.ziyonet.uz[5]

THE BASICS REPRODUCING AND TRANSMITTING UNIT SIZES OF PHYSICAL QUANTITIES

Haydarova Muhtasarxon Odiljon qizi

Specialist of metrological control of measuring instruments of the National Institute of Metrology of Uzbekistan Namangan branch
E-mail: haydarovamuhtasar769@gmail.com

Xolboyeva Shoxsanam Abdumalik qizi

Specialist of metrological control of measuring instruments of the National Institute of Metrology of Uzbekistan Namangan branch
E-mail: shoxsanamkholbayeva9407@gmail.com

Annotation

When performing measurements, it is necessary to ensure their unity. Unity of measurement refers to the state of measurement in which the results are expressed in legal units and measurement errors are known with a given probability.

Keywords: measurements, e-coupon, probability, error, physical values, results.

The unity of measurements allows you to ensure comparability of measurement results of the same parameters performed at different times, in different places, using different methods and measuring instruments.

To ensure the uniformity of measurements, the identity of units in which all existing measuring instruments of the same value are graded is necessary. This is achieved by accurately reproducing and storing the installation units of physical quantities in specialized institutions and transmitting their dimensions to the measuring instruments used.

Measuring instruments intended for reproducing and storing units of quantities, verification and calibration of measuring instruments are divided into standards and model measuring instruments.

Etalon – a measuring instrument (or a set of measuring instruments) that provides reproduction and (or) storage of a unit of physical quantity with the highest accuracy for a given level of development of measuring technology in order to transfer its size to lower-level measuring instruments according to the verification scheme.

Standards are highly stable and high-precision devices and are the foundation of work to ensure the uniformity of measurements.

Transfer of the dimensions of units of physical quantities from standards to working measuring instruments is carried out using model measuring instruments.

Model measuring instruments (measures, measuring transducers, measuring instruments) are intended for checking and calibration of other measuring instruments based on them.

According to the level of accuracy and metrological subordination, model measuring instruments are divided into categories established for each value by a special document – a verification scheme.

Verification scheme – a regulatory document that establishes the subordination of measuring instruments involved in the transfer of the unit size from the standard to working measuring instruments, indicating methods and errors, and which is approved in accordance with the established procedure.

Model measuring instruments corresponding to the highest stage of the verification scheme are considered initial. Lower-level measuring instruments are subordinate to the original reference measuring instrument.

Literature

1. I.Kh. Siddikov, Kh. A. Sattarov, O.I.Siddikov, X.E. Khujamatov, G.N. Suleymanova, D.T. Khasanov, Sh.B.Olimova, Tashkent University of Information Technologies, Tashkent 2018.
2. Baxodirovich, X. D. The state system of standardization of the republic of uzbekistan with the example of the fergana region. EPRA International Journal of Multidisciplinary Research (IJMR), 236.
3. Orif o'g'li, A. O. Conditions for carrying out the metrological expertise of regulatory and technical documentation and their assessment in the conditions of Uzbekistan.

CERTIFICATION, BASIC CONCEPTS AND TERMS FOR CERTIFICATION OF PRODUCTS AND SERVICES

Haydarova Muhtasarxon Odiljon qizi

Specialist of metrological control of measuring instruments of the National Institute of Metrology of Uzbekistan Namangan branch
E-mail: haydarovamuhtasar769@gmail.com

Xolboyeva Shoxsanam Abdumalik qizi

Specialist of metrological control of measuring instruments of the National Institute of Metrology of Uzbekistan Namangan branch
E-mail: shoxsanamkholbayeva9407@gmail.com

Annotation

General information about certification, which means "done right" in Latin. In order to make sure that a product is "made correctly", you need to know what requirements it must meet and how it is possible to obtain reliable evidence of this compliance. CProduct certification is a confirmation of product compliance with the requirements set out in the regulatory document.

Keywords: measurements, standard, probability, error, physicale values, results
"Certification " is a procedure by which a third party certifies in writing that a product, process, or service meets specified requirements.

The generally accepted method of such certification is conformity certification. In general terms, the term "compliance" is defined as "compliance with specified requirements for a product, (process, service)".

Confirmation of conformity through certification involves the mandatory participation of a third party according to the rules of a certain procedure. A third party is a person or bodyаh, that is independent of either the supplier (first party) or the consumer (second party). Certification is considered the most reliable way to prove that a product (process, service) meets the specified requirements. Proof of compliance is carried out according to a particular system that contains its own rules of procedure and management.

The certification system generally consists of: the central body that manages the system and supervises its activities; participants and members of the system (certification bodies, testing -лaboratories, control bodies); regulatory documents for compliance with which certification is carried out; certification procedures; and the procedure for inspection control.

Certification systems can operate at national, regional and international levels. If the certification system is engaged in proving the conformity of a certain type of product (process, service), it is a system of certification of homogeneous products, which in its practice applies standards, rules and procedures related specifically to this product.

Any certification system uses regulatory documents (ND) that are used for conformity assessment. A certificate — of compliance is a document issued in accordance with the rules of the certification system, confirming that the necessary confidence is provided that a properly identified product (process, service) meets a specific standard or other regulatory document. The certificate can relate to all the requirements of the standard, as well as individual sections or specific product characteristics, which is clearly stipulated in the document itself. The information provided in the certificate should allow it to be compared with the results of the tests on the basis of which it is issued.

A conformity mark — is a mark used in accordance with the rules of the certification system for prompt confirmation of product conformity. The sign is placed directly on the product or packaging itself.

Recognition agreements are concluded at the national, regional and international levels. A unilateral agreement consists of one party accepting the results of the other party's work.

The main organizational and methodological principles of certification are:

- ensuring the reliability of information about the certification object;
- objectivity and independence from the manufacturer and consumer;
- exclusion of discrimination against foreign applicants;
- the right of the applicant to choose a certification body and a testing laboratory;
- responsibility of certification participants and experts;
- openness of information on the results of certification or on the termination (cancellation) of the certificate, (mark) of conformity;
- variety of methods and professionalism of testing, taking into account the characteristics of the certification object, its production and consumption;
- use in certification activities certification of ISO/IEC recommendations and rules and other international documents;
- recognition of the accreditation of foreign certification bodies and testing laboratories, certificates and marks of conformity on the basis of various agreements in which Uzbekistan participates;
- confidentiality of information constituting a trade secret;
- involvement of consumer societies in certification work, if necessary.

Literature

1. I.Kh. Siddikov, Kh. A. Sattarov, O. I. Siddikov, X.E. Khujamatov, G.N. Suleymanova, D.T. Khasanov, Sh. B. Olimova. Tashkent University of Information Technologies, Tashkent 2018.
2. Baxodirovich, X. D. The state system of standardization of the republic of uzbekistan with the example of the fergana region. EPRA International Journal of Multidisciplinary Research (IJMR), 236.
3. Orif o'g'li, A. O. Conditions for carrying out the metrological expertise of regulatory and technical documentation and their assessment in the conditions of Uzbekistan.

СОЦИАЛЬНО ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ ФОРМИРОВАНИЯ ПСИХИЧЕСКОГО ЗДОРОВЬЯ ЛИЧНОСТИ

им. З. М. Бабура

К.п.н. Т. Г. Сулейманова

Андижанский государственный университет

Личность – это социальная категория, это характеристика человека, как общественного индивида, субъекта и объекта социальных отношений. Развитие личности непосредственно связана с развитием общества и имеет социальное происхождение. Сегодня, проблема психического здоровья личности является одной из самых актуальных проблем.

В психолого-педагогическом направлении здоровый образ жизни личности рассматривается с точки зрения сознания, психологии человека, мотивации.

На здоровье личности оказывает влияние множество факторов, среди которых наследственность, экологическая обстановка, социально-экономические условия, образ жизни, эмоционально-волевые особенности личности, и пр.

Русский психолог И.С.Карась, изучая динамику психического здоровья пограничного индивида, выделяет ряд компонентов: отказ от наркотиков, физическая активность, соблюдение мер безопасности, режима труда и отдыха, личной гигиены, отказ от вредных привычек, использование средств защиты от заболеваний, передаваемых половым путем, обращение за медицинской помощью.

Формирование здорового образа жизни зависит не только от социально-психологических свойств личности, но и от предпочтений, убеждений и мировоззрений, изменений, которые происходят в эпоху научно-технической и промышленной революции, когда за человека почти все делают машины, лишая его двигательной активности. Основная доля физических нагрузок приходится на спорт и физическую культуру. На которые не всегда есть возможности, времени, сил, желания и т.д. Отсюда и слабое здоровье, и вялость, и болезни, и ожирение и остальные недуги.

Психическое здоровье человека во многом определяется его образом жизни и жизненными установками. От того, какого образа жизни человек придерживается, какую форму активности предпочитает, будет зависеть, принесет он пользу своему здоровью или нанесет непоправимый вред.

Также на состояние здоровья человека влияет экологическая обстановка в месте его проживания, качества питания и наличия благоприятных природных условий. В районах с экологическими проблемами поддержание здоровья носит первостепенный характер.[5]

Под здоровым образом жизни следует понимать типичные формы и способы повседневной жизнедеятельности человека, которые укрепляют и совершенствуют резервные возможности организма, обеспечивая тем самым успешное выполнение своих социальных и профессиональных функций независимо от политических, экономических и социально-психологических ситуаций.[1]

Здоровый образ жизни включает в себя следующие основные элементы:

- распорядок дня;
- рациональный режим труда и отдыха, рациональное питание;
- дыхание;
- режим сна;
- искоренение вредных привычек;
- оптимальный двигательный режим;
- плодотворный труд;
- личную гигиену;
- массаж;
- закаливание и т.д.

Неотъемлемой частью здорового образа жизни являются высокие моральные, нравственные и этические ценности человека. Большое внимание надо уделять формированию сознания личности как общественной единицы.[2]

Особое место при формировании психического здоровья имеет мотивация деятельности. И мотивы, как факторы побуждающие человека заниматься определённым видом деятельности имеют свою структуру:

1. Непосредственные мотивы:

- потребность в чувстве удовлетворения от проявления мышечной активности;
- потребность в эстетическом наслаждении собственной красотой, силой, выносливостью, быстротой, гибкостью, ловкостью;
- стремление проявить себя в трудных, даже экстремальных ситуациях;
- потребность в самовыражении, самоутверждении.

2. Опосредованные мотивы:

стремление стать сильным, здоровым;

- стремление через физические упражнения подготовить себя к практической жизни;
- чувство долга («стал заниматься физическими упражнениями, потому что нужно было посещать уроки ФК как обязательные в школьной программе»).[1]

Физическая культура является составной частью общей культуры. Она не только укрепляет здоровье, но и избавляет от некоторых врожденных и приобретенных недугов.

Неоценимую услугу физкультура и спорт оказывают и в формировании у молодёжи высоких моральных качеств. Они воспитывают волю, мужество, самооценку, упорство в достижении цели, чувство ответственности и товарищества.

На основе обобщения психологических теорий можно предложить пять ключевых направлений для здравоохранения на практике.

1. **Поддержание мотивации** важно, когда начинается новый образ жизни, например, посещение спортивного зала, первые пробежки, правильное питание или отказ от фастфуда, либо отказ от избытка алкоголя. Неудивительно, что мотивация критически важна для установления долговременного изменения образа жизни. Мотивация меняется во времени, и чтобы поддерживать новый образ жизни, нужно знать как, даже при снижении мотивации. Это может быть осуществимо, если вы заранее спланируете, что будете делать в момент появления трудностей. Например, «в случае проливного дождя я буду заниматься дома вместо пробежки или спортзала»

2. **Саморегулирование** включает присмотр за тем, чем занимается личность делаете. Отслеживание образа жизни важно, чтобы определить необходимость изменений, а значит иметь возможность активно измениться, если потребуется. Например, чтобы узнать, нужно ли что-то делать с уровнем физической активности, следует отслеживать ежедневный уровень активности. Для этого можно использовать гаджеты с функцией счёта шагов. Руководства Всемирной организации здравоохранения указывают, что нужно как минимум 30 минут умеренной активности в день.
3. **Ресурсы** важны для изменения образа жизни и включают в себя физический и психологический компонент. Например, сложно оставаться здоровым (делать упражнения, правильно питаться), когда находишься в стрессе, когда человек чувствует себя подавленным или не спал ночь. Для поддержания здоровых стереотипов поведения нужно много ресурса, то есть нужно чувствовать себя полным сил, отдохнувшим и не в стрессе. Физический ресурс тоже важен: нужно построить окружение, которое поможет здоровью..
4. **Привычки** – все говорят о привычках, и обычно люди понимают их не совсем так, как психологи. Для медицинского психолога привычки вырабатываются, когда в ответ на триггерную ситуацию человек получает желаемый результат. Вредные привычки, например, курение или еду поздним вечером, трудно изменить, поскольку они становятся естественны, органичны и о них человек не задумывается. Чтобы поддерживать здоровый образ жизни, нужно разорвать вредные привычки и сформировать полезные. Психология даёт много рецептов для этого. Новые хорошие привычки обычно требуют времени, чтобы сформироваться, как и чтобы избавиться от старых..
5. Ближайшее социальное **окружение**, место и люди вокруг должны поддерживать нас в здоровом поведении. Нередко при изменении образа жизни требуется изменить и окружающую реальность. Люди вокруг – важная часть это реальности. Семья, друзья ,ближайшее социальное окружение влияют и на то, насколько здоровый образ жизни.личности Они могут помочь просто поддерживая или становясь ролевыми моделями, но могут и нести плохое влияние, например, предлагая закурить или выпить. Не нужно понимать это как

Список используемой литературы:

1. Асеев В.Г. Мотивация поведения и формирование личности. — М., 1976
2. Все о здоровом образе жизни: Пер. с англ. – Франция: Ридерз Дайджест, 1998
3. Правосудов В.П. Физическая культура и здоровье. – М, 1985г
4. Рубинштейн С.Л. «Основы общей психологии.» СПб., 1999г.
5. Оглоблин К.А. Здоровый образ жизни. – Уссурийск, 1998
<http://do.gendocs.ru/docs/index-94182.html>
http://www.coolreferat.com/Психологические_особенности_здорового_образа_жизни
<http://bbcont.ru/psychologies/zdorovyi-obraz-zhizni-psihologicheskie-osobennosti.html>

ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В ИЗУЧЕНИЕ ЯЗЫКА**Мухаммадиев Шокир Зокирович**

Учитель, шк. №20 Шерабадского района, Сурхандарья, Узбекистан

Аннотация. В последнее десятилетие все большую актуальность приобретает применение инновационных технологий в методике преподавания русского языка как иностранного. В настоящей статье представлен обзор материалов по современным компьютерным технологиям, выпущенных в течение нескольких последних лет. Методами исследования стали описательный, сплошной выборки, статистического анализа. В ходе исследования были выявлены основные направления, позволяющие сделать выводы о возможностях использования и целесообразности применения инновационных технологий в процессе преподавания русского языка иностранцам. Значительно возросшее количество публикаций по заявленной тематике свидетельствует о перспективах инновационных технологий на занятиях в иностранной аудитории. Вопрос использования инновационных технологий в процессе преподавания в целом и в процессе преподавания русского языка как иностранного (РКИ) в частности представляется особо актуальным в последние десятилетия в связи с повышением общего технического уровня обеспечения, развитием самой методики, которая постоянно находится в поиске наиболее эффективных, доступных методов, приемов, способов обучения, направленных на «достижение максимально возможного взаимопонимания в многополярном мире» (Стрельчук, Лонская, 2018: 751).

Ключевые слова: лексика, слова, частность, изучать

Понятие «технология обучения» учеными-методистами рассматривается по-разному. Для методики преподавания РКИ актуальным является определение, предложенное в словаре Э.Г. Азимова, А.Н. Щукина: «Технология (от греч. *techne* - искусство, ремесло, мастерство + *logos* - учение) обучения - совокупность наиболее рациональных способов научной организации труда, обеспечивающих достижение поставленной цели обучения за минимальное время с наименьшей затратой сил и средств» (Азимов, Щукин, 2018: 350). Данный термин стал широко использоваться в литературе второй половины XX столетия из-за развития программированного обучения (Там же). В настоящее время термин включает два понятия: технологию обучения (*Technology of Teaching*) и технологии в обучении (*Technology in Teaching*). Данное деление произошло вследствие дифференциации двух составляющих содержания. Первое понятие позволяет обозначить «приемы научной организации труда учителя, благодаря которым наилучшим образом достигаются поставленные цели обучения», а второе - «приемы использования в учебном процессе технических средств обучения и сами такие средства» (Там же: 351). Среди основных

характеристик технологий обучения принято выделять результативность и экономичность, эргономичность, высокую мотивированность в изучении предмета.

«Современный этап в методике преподавания РКИ можно охарактеризовать такими словами, как инновация, развитие, движение вперед» (Тара-нова, 2017). Данное определение приводит к мысли о том, что в обучении в настоящее время появляются инновации и продуктивные изменения, новые методы и технологии, которые могут способствовать повышению эффективности занятий, а также способов оценки их результатов.

Если говорить об инновациях в технологиях обучения, то, прежде всего, необходимо также привести определение, объясняющее, что именно входит в данное понятие. По словам В.Г. Колосова, «инновационные технологии - набор методов, средств и мероприятий, обеспечивающих инновационную деятельность» (Колосов, 2002: 15). Под термином «инновационные технологии в профессиональном образовании» понимаются «технологии, ориентированные на формирование системного творческого технического мышления учащихся и их способности генерировать нестандартные технические идеи при решении творческих производственных задач» (Научная электронная библиотека).

Среди всего многообразия технологий можно выделить следующие:

- обучение в сотрудничестве;
- проектные технологии (метод проектов);
- тандем-метод;
- технология case study;
- технология «эдьютейнмент»,
- дистанционное обучение;
- компьютерные технологии обучения;
- игровые технологии обучения и др. (Азимов, Щукин, 2018: 351).

Использование инновационных технологий возможно не только в качестве способа передачи материала ученикам, организации дистанционного изучения языка, тестирования и т. д., но также является полезным источником и для самого преподавателя. Это могут быть уже готовые ресурсы (справочные, открытые образовательные ресурсы, тренажеры) или сервисы для разработки материалов и организации обучения (сервисы для создания учебных материалов, конструктор тестов, управление классом и т. п.).

Рассмотрим работы по данной теме более детально. В 2018-2019 годах были проведены защиты по кандидатским диссертациям, исследующим внедрение инновационных технологий в процесс обучения.

Например, В.А. Жильцов в своей работе предложил рассмотреть возможность использования дистанционного обучения как одну из перспективных форм

образования. Автором был запущен пробный проект под названием «Трехмерная активно-коммуникативная образовательная среда» (ТАКОС) (Жильцов, 2019: 7), в котором рассматривается потенциал виртуальной платформы в качестве средства воссоздания русской языковой среды.

Также возможности использования электронных образовательных ресурсов рассматривает в своей работе И.В. Воронина, которая предлагает воспринимать их в качестве особых средств, позволяющих сформировать коммуникативные умения будущих учителей при изучении мультимедиа и интернет-технологий (Воронина, 2018).

Помимо непосредственного использования дистанционного образования и компьютерных технологий, рассматриваются вопросы применения и использования конкретных интерактивных технологий обучения. Так, в работе И.О. Амелиной говорится о «возможности соединения дидактического потенциала медиаресурсов и интерактивных технологий для активизации развития релевантных компетенций обучающихся» (Амелина, 2019: 6) и «создании... модели... на основе конвергенции кейс-технологии и медиаре-сурсов, в частности аутентичных кино- и телефильмов, как средства обучения в рамках вузовского курса РКИ» (Там же: 8). В исследовании В.М. Филипповой рассматривается лингводидактический потенциал метода проектов и его реализация в преподавании РКИ «как эффективного метода обучения и контроля уровня сформированности коммуникативной компетенции, а также средства развития поисковых, творческих, практических умений и навыков иностранного обучающегося» (Филиппова, 2019: 3).

Исследования, обращенные к теме изучения и использования инновационных технологий, встречаются и в публикациях последних лет в научной периодической печати. Нами были проанализированы статьи, опубликованные по результатам проведения конгрессов МАПРЯЛ, РОПРЯЛ, а также в журналах «Мир русского слова», «Русский язык за рубежом». Сводные данные представлены в таблице. В ней указано цифровое значение общего количества статей в анализируемых выше изданиях, а также показатели, указывающие, сколько именно статей, написанных российскими и зарубежными специалистами, посвящены непосредственно инновационным технологиям преподавания русского языка как иностранного.

Литература

1. Азимов Э.Г. Методика организации дистанционного обучения по русскому языку как иностранному. М.: Русский язык, 2006. 150 с.
2. Азимов Э.Г., Щукин А.Н. Современный словарь методических терминов и понятий (теория и практика обучения языкам). М.: Русский язык. Курсы. 2018. 496 с.

3. Акишина А.А., Тряпельников А.В. Кибертекст как новый вид учебного текста // Русский язык и литература в пространстве мировой культуры: материалы XIII Конгресса МАПРЯЛ. 2015. Т. 13. С. 5-8.
4. Амелина И. О. Интегративная модель обучения иностранных студентов русской деловой коммуникации на основе кейс-технологии и медиаресурсов (направление «Экономика», уровни В1-В2): дис. ... канд. пед. наук. М., 2019. 266 с.
5. Андреева Н.В. Использование современных технологий в обучении аудированию: организация самостоятельной работы учащихся на платформе LMS Canvas // Русский язык за рубежом. 2017. № 4 (263). С. 28-34.

ONA SUTI BILAN BOQISH JARAYONIDA SHIFOKOR MASLAHATLARINING

O'RNII

Axmadjonova Fotima Akmaljon qizi

Andijon davlat tibbiyot instituti talabasi

Annotatsiya

Mazkur maqolada tug'ruqdan keyin onalar farzandlarini oziqlantirishda ona sutining ahamiyati nechog'li katta ekanligini tushuntirish maqsad qilib olingan. Maqolada asosan birinchi farzandini dunyoga keltirgan onalar tanlab olindi. Ularga ona suti afzalliklari yotig'i bilan tushuntirildi. Ko'krak suti bilan emizib bo'qishni himoya qilish va qo'llab quvvatlash zarurligi onalar bilan ish olib boruvchi tibbiy hodimlarning maslahatlari foydali ekanligi ko'rsatib o'tildi.

Kalit so'zlar: Ona suti, g'amho'rlik, mastit, sun'iy ovqatlantirish.

Annotation

This article aims to explain the importance of breast milk in the nutrition of mothers after childbirth. The article mainly selected mothers who gave birth to their first child. The benefits of breastfeeding were explained to them. The need to protect and support breastfeeding It has been shown that the advice of health professionals working with mothers is helpful.

Keywords: breast milk, care, mastitis, artificial feeding

Dolzarbli:

Jamiyatda ona suti bilan boqishga nisbatan to'g'ri munosabatni shakllantirish jarayonini doimo olib borish va bolalarga ona sutinining ahamiyatini doimo targ'ib qilish.

Necha asrlardan beri yangi tug'ilgan chaqaloqlarni ko'krak suti bilan boqish barcha xalqlar orasida keng tarqalgan bo'lib, bu go'daklarning omon qolishi va sog'lig'ini ta'minlagan. Biroq, xx-asrda sun'iy aralashmalar ishlab chiqarish texnologiyalarining yuqori darajada rivojlanishi, ularning keng reklamasi va emizishning ona-bola uchun foydalari haqidagi ma'lumotlarni onaga yetkazish, ayniqsa homilador ayolni laktatsiya jarayoniga va uning tug'ruqdan keyingi samarali emizishi uchun organizmni tayyorlash zarurati tug'ildi. Ammo, pediatrlar tomonidan olib borilgan tadqiqotlar shuni ko'rsatdiki, ona sutini sun'iy sutlarga almashtirish juda ko'p asoratlarga olib kelishiga qaramasdan osongina va tez-tez sodir bo'lmoqda. Asoratlarning eng havlisi onalardagi ko'krak saratoni va chaqaloqlardagi erta o'lim xavfi shular jumlasidandir. Bir bolaning kamida 3 oy davomida ona suti bilan oziqlantirish ko'krak saratoni va tuxumdon epithelial saratoni xavfini mos ravishda 50% va 25% ga kamaytiradi. YUNISEFning ta'kidlashicha sayyoramizda tug'ilayotgan har ikki nafar bolaning biri dunyoga kelishining

dastlabki daqiqasidanoq ona sutidan mahrum bo'layotgani achinarli holat sifatida ko'rsatib o'tilmoqda. Bunga sabab ko'krak suti bilan boqishdagi qiyinchiliklarni bartaraf qilishda onaning oila a'zolari va tibbiy hodimlar tomonidan qo'llab quvvatlashning sezilarli darajada kamayganini misol keltirish mumkin. Ko'pincha savol tug'iladi: "Emizish - bu tabiiy jarayon! Nima uchun bu bilan ayolga yordam berish kerak?" Albatta, ba'zi onalar chaqaloqlarini hech qanday qiyinchiliksiz ovqatlantirishadi. Ammo ko'plab ayollar, asosan birinchi marta ona bo'lganlar, yosh va ma'lumoti o'rta bo'lgan ayollar yordamga muhtoj bo'ladi. 1989 yilda Jahon sog'liqni saqlash tashkiloti va Birlashgan Millatlar Tashkilotining Bolalar jamg'armasi (YUNISEF) ko'krak suti bilan boqishni himoya qilish, rag'batlantirish va qo'llab-quvvatlashda onalarga g'amxo'rlik qilish xizmatlarining ahamiyati haqida qo'shma bayonot berdi. Ushbu bayonotda laktatsiya masalalari bo'yicha eng dolzarb ilmiy bilimlar va amaliy tajribalar, homiladorlikdan oldin, homiladorlik paytida va tug'ruqdan keyin onalarni parvarish qilish bo'yicha aniq, umume'tirof etilgan tavsiyalar jamlangan. Ma'lumotlar tibbiyot xodimlari, pediatrlar, akusherlar, hamshiralari uchun mo'ljallangan.

JSST/YUNISEF faoliyati bir necha yo'nalishda amalga oshiriladi:

1. Jamiyatda ona suti bilan boqishga nisbatan to'g'ri munosabatni shakllantirish.
2. Ko'krak suti bilan boqishni qo'llab-quvvatlashda tibbiyot muassasalarining rolini oshirish, tibbiyot xodimlarini tayyorlash.
3. Onalar va onalikka tayyorlanayotgan ayollar uchun emizishning foydalari haqida maksimal ma'lumot berish. Ayniqsa JSST tomonida ishlab chiqilgan samarali ona suti emizishning 10 ta muhim prinsipi bunga yaqqol dalildir.

Tadqiqot maqsadi: Onalar va onalikka tayyorlanayotgan ayollar uchun emizishning foydalari haqida maksimal ma'lumot berish jarayonining laktatsiyaga ahamiyatini tekshirish

Ishning borishi: Namangan shahridagi № 1 tug'ruqhona tadqiqot ob'ekti sifatida tanlab olindi. Asosan birinchi marta ona bo'layotgan 20 ta ayol tanlab olindi. Ulardan 9 nafari 22 yosh, 4 nafari 20 yosh, 3 nafari 19 yosh, 3 nafar 24 yosh va 1 nafar 32 yosh. Ayollarning 17 nafariga tabiiy yo'l bilan, 3 nafariga kessarcha kesish yoli bilan tug'ruq olib borilgan. Ayollardan ona suti emizish borasidagi bilimlarini va ma'lumotlarini, ayni vaqtdagi muammolar haqida anonym tarzda so'rovnoma olindi. 3 kun davomida tug'ruqhona hamshiralari tomonidan JSST tomonida ishlab chiqilgan samarali ona suti emizishning 10 ta muhim prinsipi bo'yicha darslar o'tildi va yana so'rovnoma olindi. So'rovnoma natijalari tahlil qilindi.

Ishning tahlili. Yangi tug'ilagan chaqaloqlarda ona suti berishga hech qanday moneligi bo'lmagan asosan birinchi marta ona bo'layotgan 20 ta ayol tanlab olindi. Ulardan 9(45%) nafari 22 yosh, 4(20%) nafari 20 yosh, 3(15%) nafari 19 yosh, 3(15%) nafar 24 yosh va 1(5%)

nafar 32 yosh. Ayollarning 17(85%) nafariga tabiiy yo'l bilan, 3(15%) nafariga kessarcha kesish yoli bilan tug`ruq olib borilgan. Olib borilgan so`rovnoma ko`ra mashg`ulotlardan oldin 13 (65%)nafar ona sutning kamligi haqida, 3(15%) nafar ona bolasining ko`p uhlashidan, 7(35%) nafar ona ko`krak uchidagi og`riqlardan shikoyat qildi va deyarli 18(90%) ta ayol ko`krak suti bilan emizishni qiyin deb hisoblashyapti va ular bundan tashvishda ekanligini aytishdi. Ona suti mohiyatlari haqida 15 (75%)ta ayol habardorligini aytishdi, lekin to`g`ri emizish qoidalarini va qoldiq sutni sog`ish kerakligini 20 (100%) nafar ayol bilmasligi ayon bo`ldi. 6 nafar ayolda oksitotsin refleksi belgilari bor edi, lekin 14 ta ayol har ikki ko`krani emishi va bolaning tez-tez, uzoq vaqt emishini aytishdi. 3 kun mahsus o`qitilgan hamshiralar olib brogan mashg`ulotlardan so`ng, qayta so`rovnoma olindi va ayollarda javoblar ancha farqli chiqdi.

	Savollar	Mashg`ulotdan oldin	Mashg`ulotdan keyin
1	Bolangizni ona suti bilan boqyapsizmi?	100%	100%
4	Ko`krak bilan bo`g`liq muammolar; a.sut kam; b.yo`riqlar bor c.bola emishga qiylanyapti; d.ko`krak uchi kalta; e.bolam ko`p uhlaydi; j;emizish juda qiyin ekan.	13(65%) 7(35%) 18(90%) 3(15%) 18(90%)	15(75%) 5(25%) 7(35%) 2(10%) 7(35%)
6	Ona suti bilan boqilgan bolalarning aqliy faoliyati baland bo`lishidan habardormisiz?	Ha 15ta(75%)	Ha 20(100%)
7	Ona suti bilan boqish ko`krak bezi saratonining oldini olishi haqida habardormisiz?	Ha15(75%)	Ha(0%)
8	Siz ko`krakda qolib ketgan sutni sog`asizmi?	Yoq (0%)	Ha(0%)
10	Bola qachon hohlasa sut emishi mumkinligini bilasizmi?	Yoq 11(55%):Ha 9(45%)	Ha 20(100%)
11	Bolaning to`g`ri emizish qoidalarini bilasizmi?	Yoq 20(100%)	Ha(0%)
12	Bolangiz har ikki ko`krakni ham emadimi?	14(70%)	20(100%)
13	Sizda bola haqida o`ylasangiz sut to`lishganini sezasizmi?	6(30%)	18(90%)
14	Ona suti bilan emizish sizga rohat bag`ishlaydimi?	7(35%)	18(90%)

Xulosa. Yuqoridagi jadvaldan ko`rinib turibdiki, tibbiy hodimlarning olib brogan mashg`ulotlari ona suti bilan samarali emizish jarayoniga juda foydali ta`sir qilgan. Tug`ruqhonada o`tkazilgan so`rovnoma homilador ayollar bilan mahalliy patronaj tizimida

tushuntirish ishlari yahshi olib borilmaganini ko`rsatdi. Tug`ruqhonada ayollar oz muddatda ketishini inobatga olgan holda asosiy mashg`ulotlar oilaviy shifokor va hamshiralar tomonidan olib borilsa maqsadga muvofiq bo`lar edi. Bu mashg`ulotlarning samarasi kelajak avlodga kerakli ekanligi mashg`ulotlar ilmiy va psixologik aspektlarni o`z ichiga olgan holda o`tkazilishini va ma`suliyat bilan yondoshishni taqozo etadi.

Adabiyotlar

1. Kўkrak suhi bilan emizib boqish (tibbiyot oliy ўquv yurtlari uchun ўquv qўllanma). Ўzbekiston Respublikasi Soғliqni saqlash vazirligi Pеdiatрия ИТИ, Тошкент, 2003 йил
2. ЖССТ. Эмизикли ва эрта ёшдаги болаларни овқатлантириш бўйича глобал стратегия. Женева, Бутунжаҳон соғлиқни сақлаш ташкилоти, 2002 йил.
3. ЮНИСЕФ, ЖССТ, WABA ва бошқалар. Кўкрak суhi билан эмизиб боқишни ҳимоя қилиш, рағбатлантириш ва қўллаб-қувватлаш бўйича Инноченти Декларацияси. Нью-Йорк, ЮНИСЕФ, 2005 йил
4. ЖССТ, ЮНИСЕФ. Кўкрak суhi билан эмизиб боқишни ҳимоя қилиш, рағбатлантириш ва қўллаб-қувватлаш: туғруққа кўмаклашувчи хизматларнинг алоҳида роли. ЖССТ/ЮНИСЕФнинг қўшма баёоти. Женева, Бутунжаҳон соғлиқни сақлаш ташкилоти, 1989 йил
5. ЭМИЗИКЛИ ВА ЭРТА ЁШДАГИ БОЛАЛАРНИ ОВҚАТЛАНТИРИШ» бўйича ўқув қўлланма. АҲМЕДОВА Д.И, ШАМАНСУРОВА Э.А, МАҲКАМОВА Г. Ғ, УБАЙДУЛЛАЕВА С. А.

TASVIRIY SAN'AT MOHIYATI, TUR VA JANRLARI

B. R. Haqberdiyev

Andijon Pedagogika insituti TSMG dotsenti

Sh. F. Otaxonova

And DU TSMG 3-bosqich talabasi

Annotatsiya

Biz bu maqolada tasviriy san'atning rivojlanish tarixi va ushbu kungacha bo'lgan davir orasidagi o'zgarishlar, yangiliklar, uning asosiy prinsplari, tur va janrlari, tasviriy san'atda ijod qilib, shu fan rivoji uchun hissa qo'shgan rassomlarimiz haqida so'z olib bordik.

Kalit so'zlar: tasviriy san'at, ibtidoiy davr, go'zallik, taraqqiyot, ijodkor, rangtasvir, haykaltaroshlik, grafika, qalamtasvir, borliq, amaliy san'at, monumental, dekorativ, mo'jaz, animalistik, maishiy, botal, marina, tarixiy, manzara. amaliy grafika, dizayn, muhandislik grafikasi.

THE ESSENCE OF FINE ART, TYPES AND GENRES

B. R. Hakberdiyev

Andijon Pedagogical institute TSMG associate professor

Sh. F. Otakhonova

AndDU is a 3rd year student of TSMG

Annotation:

In this article, we will talk about the history of the development of visual art and the changes, news, its main principles, types and genres between the period until today, and about our artists who contributed to the development of this science by creating in visual art we took.

Keywords: fine art, primitive, beauty, development, creativity, painting, sculpture, graphics, pencil drawing, being, applied art, monumental, decorative, miraculous, animalistic, domestic, botal, marina, historical, practical, design, engineering graphics.

Сущность видов и жанров изобразительного искусства

Б. Р. Хакбердиев

Андижанский Педагогический институт ТСМГ доцент

Ш. Ф. Атаханова

АндДУ ТСМГ студент 3 ступени

Аннотация:

В этой статье мы поговорим об истории развития изобразительного искусства и изменениях, новостях, его, основных принципах, видах и жанрах за период до наших дней, а также о наших художниках, внесших свой вклад в развитие этой науки своими созданием в изобразительном искусстве мы взяли.

Ключевые слова: изобразительное искусство, первобытные, красота, развитие, творчество, живопись, скульптура, графика, карандашный рисунок, бытийное, прикладное искусство, монументальное, декоративное, чудотворное, анималистическое, бытовое, ботал, марина, историческая, практическая графика, дизайн, инженерная графика.

Tasviriy san'atning rivojlanish tarixi, ibtidoiy davrdan hozirgi kungacha bolgan vaqt davomida, mehnat jarayonlarining taraqqiy etishi natijasida rivojlanib keldi. Mehnat jarayonining rivojlanish davomiyligida inson olamni tafakkur qilishni va undagi tabiiy gozalliklarga bolgan etibori ortdi, voqealidagi go'zallikning qulaylilik va foydalilik tushunchalari kengaydi. Ibtidoiy davrdan song asta-sekin sinfiy jamiyat vujudga kelishi natijasida taraqqiyotda juda katta o'zgarishlar sodir boldi. Aqliy mehnat jismoniy mehnatdan ajrab chiqib boshladi. Bu esa fan va san'at rivojida muhim ahamiyat kasb etdi. Shu davrda professional san'at va san'atkorlar paydo boldi. San'at esa o'zining xususiyatlari va sinfiyligini namoyon qilib, hukumron sinfnig haqqoniyligini targ'ib etuvchi kuchli g'oyaviy kuchga aylandi. Shunga qaramay, xalq hayotida istedodli, ijodkorlar, mehnatkash xalqning orzu –istaklarini, insonparvarlik, oliyjanoblik, go'zallik, rahim-shavqat kabi tushuncha va tasavvurlarni aniq korsatib beruvchi asarlar yaratdilar. Xalqning doimiy hayoti, hulqi, odat va an'analari, yutuq va mag'lubiyatlari asarlarda o'z ifodasini topdi. Xar bir davrda mavjud bo'lgan ana shunday san'at hayoti go'zalliklarini tasvirlab, insonlarda yetuk hislat va fazilatlarini kamol topdirdi, ularni tenglik, ozodlik, birodarlik aks etgan yorqin kelajakka intilishga da'vat etdi.

Haqiqatdan insoniyat yaratib qoldirgan madaniy qadriyatlar oddiy boyliklar bolibgina qolmay, balki, o'zida inson aql-zakovati, hayoti to'grisidagi fikr va o'ylarini aks ettiruvchi ko'zgu hamdir. Jahon san'ati tarixini o'rganish, uning taraqqiyot qonunlarini tushunish, nodir yodgorliklar bilan tanishish, o'tmish odamlarining xis-tuygu, hayot tajribalarini o'rganish g'oyaviy-estetik qarashlarning shakillanishini bilish demakdir. Bu so'zsiz kishilarda hayotiy tajribaning boyishiga, hayotga yanada keng va atroflicha yondashishga yordam beradi.

Tasviriy san'at - rangtasvir, haykaltaroshlik, grafikani birlashtirgan nafis san'at turi. Voqealidni uning osongina ilg'ab oladigan fazoviy shakllarda, ko'rgazmali obrazlarda aks ettiradi. Tasviriy san'at turlari o'z xususiyatlariga qarab real borliqni obyektiv mavjud sifatlariga- hajm, rang, fazo, shuningdek, predmetning moddiyshakli va nur, havo muhiti, harakat va o'zgarishlari xissini yaratadi, bunda tasvirning hissiy konkretligidan

illyuzionizmga, o'tish mumkin. Tasviriy san'at faqat korish mumkin bolgan narsalarnigina tasvirlab qolmay, balki asarlarda hodisalarning vaqtinchalik rivoji, uning u yoki bu qismi, erkin hikoyanavislik, dinamik harakatlarni ham aks ettirib, dunyoni g'oyaviy o'zlashtirish imkoniyatini kengaytiradi.

Tasviriy san'at turlariga: rangtasvir, aritektura, garfika, haykaltaroshlik, amaliy san'at kiradi. Rangtasvir tasviriy san'atning eng muhim turlaridan bo'lib, mahsus polotnolarga, devorlarga ishlanadi. Tasviriy san'at asarlarida ifodalangan maqsad va mazmuni yoritib berishda ranglar jilosi muhim rol o'ynaydi.

Rangtasvir asarlari xarakteriga ko'ra monumental, dekorativ, mo'jaz, dastgoh turlariga bo'linadi.

Monumental rangtasvir memorchilik bilan bog'liq bo'lib ular uylarning devorlarini, nshiftlarini bezashda qollaniladi. Katta hajmda uzoqdan korishga moljallanganligi uchun bular yaxliylashtirilgan holatda ishlanadi va ranglar ham shartli ravishda olinadi. Mo'jas san'at asarlari turli mamlakatlarda, shu jumladan, O'zbekiston hududida qadimdan taraqqiy etib, qadimiy qo'lyozmalarga ishlangan. Alisher Navoiyning 'Hamsa' asariga ishlangan rasmlar bunga misol bola oladi.

Dasgoh rangtasvir asarlari keng tarqalgan bo'lib maxsus matolar, karton, yog'och, ramkaga tortilgan mato-xolst va shu kabilarga ishlanadi. Dastgohlik rangtasvir suvboyoq, moybo'yoq, guvash, tempyera bo'yoqlarida maxsus dastgoh (molbyert) larga o'rnatib ishlanadi.

Grafika – lotincha 'grafo' so'zidan olingan bo'lib 'yozaman', 'chizaman' degan ma'noni anglatadi. Tasviriy san'atning bu turiga oddiy va rangli qalamda kumir, pastel, sangina, suvbo'yoq, guvash, tushda ishlangan.

Haykaltaroshlik tasviriy san'at turlaridan biri. U lotincha 'skulpo' so'zidan olingan bo'lib, qattiq materiallarga qirqish, kesish, o'yish orqali ishlov berish manisini anglatadi.

Tasviriy san'at janrlari;

1. Naturmort janri.
2. Portret janri.
3. Manzara janri
4. Tarixiy janri.
5. Maishiy janri.
6. Animalistik janri.
7. Botal janri.
8. Marina janri.

Portret – rangtasvir janrlari ichida eng qadimgilaridan bo'lib, kishilarning tashqi va ichki kechinmalarini tasvir orqali ochib beradi. Portret janrida ishlangan tasviriy san'at asarlari bizga musavvir yashagan davrni, madaniyatini hamda tasvirdagi kishining ruhiyatini asarda talqin etadi.

Avtoportret – portret janirining ko‘rinishlaridan biri bo‘lib, musavvir o‘zining tashqi qiyofasini o‘zi tasvirlaydi.

Manzara - janrdagi asarlarda borliq tabiatdagi ko‘rinishlar, haqqoniy aks ettiriladi. Manzarada faqatgina narsa va voqealar, balki, musavvirning ichki kechinmalari ham ifodalanadi. Bu janrda ijod qiladigon musavvirlardan O. Tansiqboyev, ‘O‘zbekistonda mart’, ‘Jonajon o‘lkam’, ‘Mening qishlogim’, N. Kashinaning ‘Tog‘da bahor’, I.Inag‘omovning ‘Arpa o‘rimi’, ‘Choyga’ asarlari mualliflariga shuxrat keltirdi.

Peyzaj – manjara janrida tabiat ko‘rinishi o‘z aksini topadi. Unda real yoki ko‘z oldiga keltrilgan joylar, memorchilik qurilishlari, shahar korinishlari, dengiz ko‘rinishlari va h.k. tasvirlanadi.

Naturmort – fransuscha so‘z bo‘lib ‘jonsiz tabiat’ degan ma‘noni anglatadi. Bu janrda musavvir asosan insonni o‘rab turgan atrof muhitdagi narsalar, turmushda qo‘llaniladigon buyumlar, oziq-ovqat maxsulotlari, meva, gullar va boshqalarni tasvirlaydi. U o‘z asarida tevarak-atrofdagi narsalarni tasvirlash orqali, uning harakterli hususiyatlarini, voqea qaysi davrda ro‘y berayotganini ham ko‘rsata oladi. Ijodkor musavvirlardan R.Ahmedov. L.Salimjonova, R.Abdurahmonov va boshqalar naturmort janrida barakali ijod qilmoqdalar.

Tarihiy janrda ishlangan suratlar orqali biz uzoq o‘tmishda bo‘lib o‘tgan voqea-hodisalar, tarixiy shaxslar, xalqlarning turmushi va madaniyati, hayot tarzi bilan tanishamiz. Tarixiy janrning ko‘rinishlaridan biri bu- jang (botal) manzaralaridir.

Botal janri- ‘botal’ fransuzcha so‘z bo‘lib ‘jang’, ‘urush’ ma‘nosini bildiradi. U jang manzaralarini o‘zida aks ettiradi. Bu janrda jang va harbiy yurushlar manzaralari asosiy o‘rinni egallaydi. Botalist – rassomlarning asarlarida jangchi obrazi, uning qaxramonligi, martligi, jasorati hamda o‘z ona Vataniga bo‘lgan cheksiz muhabbati ifodalanadi. Leonardo da Vinchi, M.B.Grekov, G.K.Sovitskiy, A.A.Deyneka, V.V.Volkov va boshqalar ana shunday musavvirlardandir. Taniqli ijodkor M.Nabievning ‘Spitamen qo‘zg‘oloni’, musavvir R.Rizamammedovning ‘Mukanna qo‘zg‘oloni’, musavvir T.Sodiqovning ‘To‘marisning qasosi’ nomli asarlari bunga yorqin misol bo‘la oladi.

Animalistik janr o‘zgacha tasviriy san‘at turidir. U loticha ‘anima’, ‘hayvonot olami’ degan ma‘noni bildiradi. Animalistik janrda rassom hayvonot dunyosiga zo‘r qiziqish, sevgi va mahorat bilan yondashadi. Xayvonot dunyosi, ibtidoiy odamlar hayotida katta ahamiyatga ega bo‘lgan. O‘sha davrda ular g‘orlarning devorlariga kiyik, qutos, mamontlarning rasmlarini chizganlar. Qadimgi Yaponiya va Xitoyda hayvonlarning tasvirlari dekorativ naqishlar holatida hamda monumental kompozitsiyalar yaratishda asosiy hisoblangan XVI asrga kelib hayvonot olami anatomiyasini buyuk musavvirlar Leonardo da Vinchi va A.Dyuryerlar ishladilar. Keksa haykaltarosh va grafik musavvir V.A.Vatagin o‘zining asarlarida to‘rt oyoqli do‘stlarini haqqoniy va ishonchli tasvirlaydi.

Maishiy janr- tasviriy sanatda bu janrdagi asarlar kishilarning kundalik hayotini, turli voqealarni o‘zida mujassamlashtiradi. Aksariyat rang tasvirda aks etuvchi maishiy janr ilk bor

XVII asrda yashab ijod etgan Golland rassomi – Pityer de Xoh, Sten, Tyerboth Vyermyer kabilar ijodida namoyon boladi. Reolist rassomlardan P.Fedotov, V.Pyerov, V.Maksimov, Q.Savitskiy, I.Repin kabilar maishiy janrdagi taraqqiyotga katta xissa qo'shdilar. O'zbek rassomlaridan R.Axmedov, M.Saidov, Z.Inog'omov, R.Choriyev, R.Abdurahmonovlar hamda shu janrda barakali ijod qilmoqdalar.

Marinistika – fransuscha 'marine', italyancha 'marina'- 'suv' degan manoni bildiradi. Dengiz ko'rinishini aks ettiradigon manzara turi. Mustaqil rangtasvir turi sifatida XVII asr Yevropa san'atidan ajralib turadi. Dengiz, dengiz hayotidagi muhim tarixiy voqealar, harbiy kemalar tafsilotini aynan tasvirlashda dengiz bezak sifatida xizmat qiladi. Golland marinachilari bu janr imkoniyatlarini kengaytirib dengiz tabiati va u bilan bog'liq baliqchilar hayotini haqqoniy aks ettirdilar. XVIII- XIX asrlarning yirik marinachilari K.Berni, U.Terner, X.Mesdag, I.Ayvazovskiy va boshqalar ijod qildilar. O'zbekistonda marina janriga oid dastlabki asarlar XX asrning 30-yillarida paydo bolgan. Bir qator rassomlarning Orol dengiziga bag'ishlangan asarlari bor.

Bir so'z bilan aytganda tasviriy san'at bugungi kunda ta'lim va iltimoiy hayotning hamma sohalariga jadallik bilan kirib kelmoqda. Ular ma'lumot va axborotlarni yetkazishda kuchli vosita bo'lib hisoblanadi. Shuning uchun endilikda kasb-hunar va oily ta'lim muassasalarida mutaxassislar tayyorlashda juda ko'p sohalar bevosita tasviriy san'at yoki chizmachilik bilan bog'liq va o'xshash fanlar keng o'rganilmoqda (chizma geometriya, muhandislik grafikasi, kompyuter grafikasi, amaliy grafika, dizayn). Tasviriy san'at insonni komillik sari yetaklaydi, hayotga, atrofdagi narsa va insonlarga bo'lgan e'tiborini oshiradi. Fazoviy tasavvurini shakillantradi.

Foydalanilgan adabiyotlar

1. O'zME . birinchi jild. Toshkent, 2000-yil.
2. Abdullayev N.U. 'San'at tarixi' Tema1, Toshkent, O'qituvchi.
3. Abdiyev V.I. 'Qadimgi Sharq tarixi', Toshkent.
4. Pugachenkova G.A. Rempel L.I. 'Istoriya iskusstv O'zbekistana' Toshkent Oripov B. tasviriy san'at o'qitish metodikasi.2006.
5. Ismatov Ulfat Shuhratovich 2020 APPLICATION OF INNOVATION IN EACHING PROCESS European Journal of Research.

**SEMENT ISHLAB CHIQRISH JARAYONIDA MUQOBIL YOQILG`ILARDAN
FOYDALANISHNING AFZALLIKLARI**

Sadulayev Nasullo Ne'matovich

Buxoro muhandislik – texnologiya instituti
“EnergoAudit” kafedrası professori

Usmonov Shukurillo Yulbarsovich

Farg‘ona politexnika instituti dotsenti,

G`afurov Mirzohid Orifovich

Buxoro muhandislik – texnologiya instituti
“Elektr mexanikasi va texnologiyalari” kafedrası doktoranti
mirzogafur@gmail.com

Annotatsiya

Maqolada sement ishlab chiqarish jarayonida an'anaviy yoqilg`ini muqobil yoqilg`iga o`zgartirishning mavjud nazariy asoslari tahlil qilindi. Tadqiqot sohasiga oid xorijiy ilg`or tajribalar o`rganildi. Respublikamizda sement ishlab chiqarish tarmog`ida, muqobil yoqilg`ilardan foydalanishni tadbiiq qilish uchun turli muqobil yoqilg`ilarning miqdori va energetik ko`rsatkichlari tahlil qilindi. An'anaviy va muqobil yoqilg`i manbalaridan foydalanish jarayonida ajralib chiqadigan zaharli gazlar miqdori taqqoslandi va muqobil yoqilg`ining ekologik, texnologik va iqtisodiy afzalliklari yoritib berildi. Shuningdek, muqobil yoqilg`idan foydalanishning ilmiy asoslari ishlab chiqildi.

Kalit so‘zlar: sement ishlab chiqarish, muqobil yoqilg`i, maishiy va sanoat chiqindilari, energiya ko`rsatkichlar, issiqxona gazlari.

**BENEFITS OF USING ALTERNATIVE FUELS IN THE CEMENT
MANUFACTURING PROCESS**

Sadullayev Nasullo Nematovich

Bukhara Engineering-Technological Institute
Professor of the Department of
EnergyAudit

Usmonov Shukurillo Yulbarsovich

Associate Professor of Fergana Polytechnic Institute

Gafurov Mirzokhid Orifovich

Bukhara Engineering-Technological Institute

Doctoral student of the Department of Electrical Mechanics and Technology

Abstract

The article analyzed the existing theoretical basis of changing traditional fuel to alternative fuel in the process of cement production. Foreign best practices related to the field of research were studied. In order to implement the use of alternative fuels in the cement production network in our republic, the quantity and energy indicators of various alternative fuels were analyzed. The amount of toxic gases released during the use of traditional and alternative fuel sources was compared and the environmental, technological and economic advantages of alternative fuel were highlighted. Also, the scientific basis of using alternative fuel was developed.

Keywords: cement production, alternative fuel, household and industrial waste, energy indicators, greenhouse gases.

Kirish

So‘nggi chorak asrda dunyo aholisi sonining keskin ko‘payishi, qurilish ishlarining yangi rivojlanish bosqichiga ko‘tarilishiga va bu o‘z navbatida qurilish materiallariga bo‘lgan talabni oshishiga sabab bo‘ldi. Ishlab chiqarish hajmining ko‘payishi, energiyaga bo‘lgan talabni bir necha baravar oshishiga olib keldi. Qurilish mahsulotlari orasida sement ishlab chiqarish energiya iste‘moli va ekologiyaga ta‘siri bo‘yicha yetakchi sanoat tarmog‘i sifatida e‘tirof etilmoqda va bu sanoat tarmog‘i sezilarli darajada rivojlandi. Sement ishlab chiqarish uchun odatiy pechlarda ishlatiladigan an‘anaviy yoqilg‘ilarga ko‘mir va tabiiy gaz kiradi. Sement klinkeri ishlab chiqarishda qazib olinadigan yoqilg‘ining muqobil yoqilg‘i bilan almashtirilishi sement ishlab chiqaruvchilar uchun ham, jamiyat uchun ham katta ahamiyatga ega, chunki u qazib olinadigan yoqilg‘i zahiralari tejaydi va issiqxona gazlari chiqindilarini kamaytiradi. Bundan tashqari, muqobil yoqilg‘idan foydalanish sement ishlab chiqarish xarajatlarini kamaytirishga yordam beradi. Energiya xarajatlari va atrof-muhit muammolari butun dunyo bo‘ylab, sement kompaniyalarini an‘anaviy yoqilg‘ilarni neft-gaz chiqindilari, qayta ishlanmagan plastmassa va qog‘oz aralashmalari, ishlatilgan shinalar, biomassa chiqindilari kabi chiqindi materiallar bilan qanchalik darajada almashtirish mumkinligini baholashga undadi. Klinkerni tayyorlash jarayonida yoqilg‘i sifatida turli xil muqobil yoqilg‘ilardan foydalanish orqali klinker mahsuloti sifatini saqlab qolish, jarayonni nazorat qilish va an‘anaviy yoqilg‘i sarfini optimallashtirishga erishish mumkinligini ko‘rsatadi. Ko‘p yillik sanoat tajribasi shuni ko‘rsatdiki, sement zavodlari tomonidan chiqindilardan muqobil yoqilg‘i sifatida foydalanish ham ekologik, ham iqtisodiy jihatdan o‘zini oqlaydi.

Asosiy qism

Sement pechlarida klinker hosil bo'lishi jarayonida zarur bo'lgan yuqori haroratni ishlab chiqarish uchun turli xil energiya manbalaridan foydalanadi. Sement sanoati uchun yoqilg'ining eng keng tarqalgan manbalari: ko'mir, mazut, neft koksi va tabiiy gaz [1].

Muqobil yoqilg'ilar butun dunyo bo'ylab sement ishlab chiqaruvchilar tomonidan qo'llaniladigan yana bir energiya manbai hisoblanadi. Ushbu yoqilg'ilar odatda sanoat, kommunal va xavfli chiqindilar aralashmasidan olinadi [2]. Sement sanoatida ishlatiladigan muqobil yoqilg'i qattiq yoki suyuq bo'lishi mumkin. Ular tarkibiy qismlarning turiga va ularning organik tarkibiga qarab tegishli kimyoviy tarkibga ega bo'lishi kerak. Qattiq muqobil yoqilg'ining to'rtta guruhi mavjud [3].

Ushbu yoqilg'ilarga odatda quyidagilar kiradi:

- Qishloq xo'jaligi biomassasi qoldiqlari
- Qishloq xo'jaligiga tegishli bo'lmagan biomassa qoldiqlari
- Neftga asoslangan chiqindilar
- Har xil chiqindilar
- Kimyoviy va xavfli chiqindilar

Bundan tashqari, Schneider M., Romer M., Wirthwein kabi olimlar o'z maqolalarida quyidagi muqobil yoqilg'ilarni sement sanoati uchun "kelajak yoqilg'isi" sifatida bayon etishgan. Ular asosan ishlatilgan shinalar, hayvon qoldiqlari, neft-gaz chiqindilari va batafsil 1 – jadvalda berilgan. Yoqilg'i chiqindilari maydalangan qog'oz, plastmassa, to'qimachilik va kauchukdan iborat bo'lib, shuningdek, metall yoki mineral aralashmalarni o'z ichiga oladi. Sement pechlarida muqobil yoqilg'idan foydalanish hali ham davom etmoqda. Ba'zi pechlarda 100% gacha almashtirish imkoniyatiga erishilgan bo'lsa, boshqalarida mahalliy chiqindilar bozorlari va ruxsat berish shartlari muqobil yoqilg'idan yuqori foizlarda foydalanishga to'siq bo'lmoqda. Har qanday holatda, muqobil yoqilg'i resurslaridan foydalanishda yonish jarayonini moslashtirish talab qiladi. Muqobil yoqilg'i va issiqlik tizimlaridan foydalanish uchun mo'ljallangan zamonaviy ko'p kanalli pechlar yoqilg'ining yonishini va klinkerning yonish sharoitlarini optimallashtirish uchun olov shaklini nazorat qilish imkonini beradi. 2-jadvalda sement sanoatida qo'llaniladigan turli xil yoqilg'ilarning issiqlik qiymatlari ko'rsatilgan [6-9].

1-jadval Sement sanoati uchun muqobil yoqilg'i potentsiali.

Suyuq chiqindi yoqilg'ilari	Qattiq yoqilg'i chiqindilari	Gazsimon chiqindilar
Neft-kimyoy chiqindilari	Batareya qutilari	Chiqindi gazi
Asfalt eritmasi	Plastik qoldiqlari	Piroliz gazi
Bo'yoq chiqindilari	Yog'och chiqindilari	
Neft koksi	Kauchuk qoldiqlari	

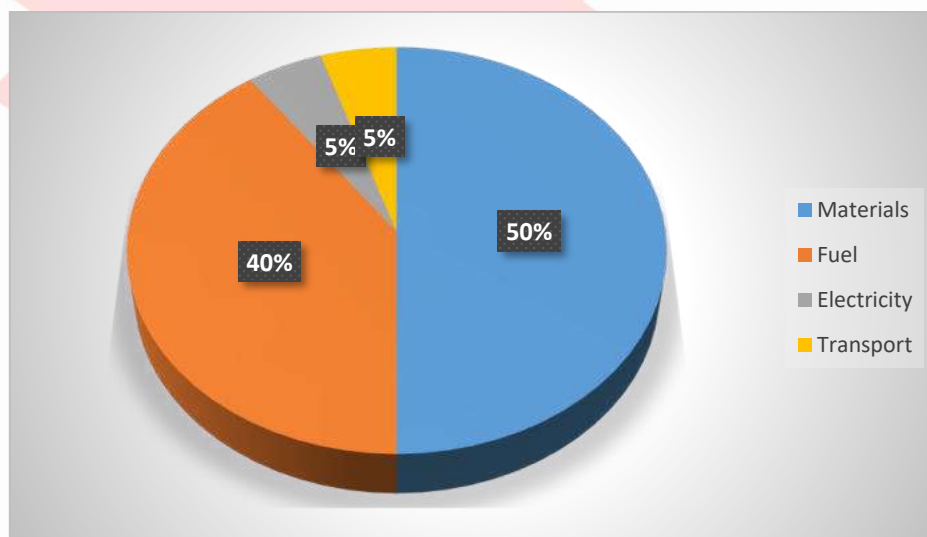
2-jadval Muqobil yoqilg'i manbalari uchun ishlatiladigan chiqindilar va ularning energiya tarkibi.

Chiqindilar	Energiya (MJ/kg)
Ishlatilgan shina	23.03
Po'choq	19.93
Sanoat plastmassasi	18.21
Neft chiqindisi	14.65
Qog'oz qoldig'i	14.23
Ifloslangan chiqindilar	14.23
Chiqindidan olingan yoqilg'i chiqindi	11.72
Kanalizatsiya chiqindisi	8.37

Klinkerni shakllantiruvchi pechda eng ko'p yoqilg'i sarflanishi va eng katta miqdorda CO₂ hosil bo'lishi 1 - rasmda ko'rsatilgan [10].

An'anaviy qazib olinadigan yoqilg'ilar o'rniga yuqori vodorod-uglerod (H/C) nisbati bo'lgan past uglerodli yoqilg'idan foydalanish jarayonda CO₂ emissiyasini sezilarli darajada kamaytirishi mumkin. Muqobil yoqilg'idan foydalanish pechning o'tga chidamlilik muddatini yaxshilashi, isitish minorasidagi bosimni va CO₂ emissiyasini kamaytiradi [4].

Sement zavodida har xil turdagi muqobil yoqilg'idan foydalanish mumkin, bunda utilizatsiya uchun mos uskunarlar o'rnatilgan. Sement zavodlarida muqobil yoqilg'idan foydalanish ham chiqindixona chiqindilarini kamaytiradi [5]. Ushbu muqobil yoqilg'i manbalari haqida biroz ma'lumot berib o'tamiz.



1 – rasm. Sement ishlab chiqarish jarayonida hosil bo'ladigan CO₂ emissiyasi.

Chiqindilardan olingan yoqilg'i (CHOY). Qattiq maishiy chiqindilarni (QMCH) qayta ishlash mahsuloti bo'lib, odatda "chiqindi yoqilg'isi" (CHOY) deb nomlanadi va ko'plab Evropa mamlakatlarida keng tarqalgan muqobil yoqilg'i hisoblanadi. Italiya, Belgiya, Daniya va Gollandiya kamida bitta sement pechini qayta ishlaydigan CHOYga ega davlatlar qatoriga

kiradi. QMCH sement o'choqlariga kiritilgunga qadar, u yerdan aylanuvchan va inert, ba'zan esa nam fraksiyalarni olib tashlash uchun saralanishi kerak. Qolgan materiallar asl QMCH og'irligining taxminan 20-50% ni tashkil qiladi, to'g'ridan-to'g'ri yondirilishi yoki granulalanishi mumkin. Sement ishlab chiqarishda qo'shimcha yoqilg'i sifatida CHOYdan foydalanish yoqilg'i xarajatlarini va chiqindixonalarni utilizatsiya qilishni minimallashtirishning iqtisodiy jihatdan foydali variantidir. YCHdan foydalanishning iqtisodiyotga ta'siri kapital, ko'mir va poligon narxiga qarab o'zgaradi [9,11-12].

CHOYsining CO₂ emissiyasi va kul qoldiqlarini minimallashtirish, ko'proq bir xil yoqilg'i ishlab chiqarish, yuqori kaloriya qiymati va past namlik miqdori kabi ko'plab afzalliklari mavjud. Ma'lum qilinishicha, ko'mirni CHOY bilan almashtirish orqali sof uglerod miqdorini qoplash uchun suv miqdori 15% dan kam bo'lishi kerak va bu holda emissiyaning aniq qisqarishi 0,4 tonna CO₂ / tonna ko'mirga teng [13]. Sement o'choqlari tomonidan CHOY foydalanishda xlor tarkibi aniq o'lchanadi, chunki xlor sement tarkibini zaiflashtiradi va temir-beton konstruktsiyalarda po'lat armaturalarning korroziya xavfini oshiradi. Plastmassa chiqindilari kabi yuqori miqdorda xloridga ega bo'lgan muqobil yoqilg'ilar cheklangan miqdorda ishlatilishi kerak va yoqilg'i aralashmasini optimallashtirish pech va sement sifati uchun yetarli issiqlik qiymati nuqtai nazaridan juda muhimdir [14,15].

Shinalardan olingan yoqilg'i (SHOY). Shinalar sement sanoatida yoqish jarayonida ishlatiladigan muqobil yoqilg'ining eng istiqbolli yoqilg'ilaridan biridir. Sement o'choqidagi yuqori harorat foydalanish muddati tugagan shinalarni to'liq yo'q qilishni ta'minlaydi. Bundan tashqari, shinalar yuqori energiya miqdori (30 MJ / kg dan yuqori), materiallarning past darajadagi diversifikatsiyasi va past namlik darajasi tufayli eng kuchli muqobil yoqilg'ilardan biridir. Sement ishlab chiqarish jarayonlarida shinalardan foydalanishning texnik, ekologik va iqtisodiy maqsadga muvofiqligi so'nggi yillarda tahlil qilindi [15, 17]. Shunday qilib, ko'mir yoki koksning talab qilinadigan miqdori kamayadi va shuning uchun ulardan foydalanish bilan bog'liq xarajatlar ham kamayadi.

Portland sement ishlab chiqarish jarayonida qo'shimcha yoqilg'i sifatida bo'laklangan shinalardan foydalanishning ekologik foydalari ko'p. Butun shinalar sement pechlarida yondirilganda, rezina shinani mustahkamlovchi simli to'r ishlab chiqarish jarayonida zarur bo'lgan temirning bir qismini yoki barchasini almashtirib, klinkerning tarkibiy qismiga aylantiriladi. Shinalarda sement sifatiga zarar yetkazuvchi komponentlar mavjud emasligi va mahsulot sifatini tekshirish bo'yicha ko'p yillik tajriba isbotlanganidek, shinalarni oziqlantirish natijasida sement sifati o'zgarmaydi. Shina va po'latning yonish qoldiqlari tayyor sementda topilmaydi [13]. Olingugurt dioksidi, azot oksidi, umumiy uglevodorodlar, uglerod oksidi va metallar uchun SHOY bo'lmagan kuydiriladigan pechlar bilan shinalardan olingan yoqilg'i o'rtasidagi emissiya ma'lumotlar to'plamidagi farqlarning hech biri statistik SHOYni yoqish sement pechlaridan chiqadigan turli ifloslantiruvchi moddalarning chiqindilarini

kamaytiradi yoki sezilarli darajada ta'sir qilmaydi. Shinalar to'g'ridan-to'g'ri o'choqqa kiritilganda ba'zi cheklovlarga ega, chunki kulda qoladigan ko'p miqdordagi Zn sement tarkibini keskin o'zgartirishi mumkin. Ushbu muammoning oldini olish uchun o'choq yoqilg'isini 30% dan kam almashtirish nisbati tavsiya etiladi. SHOY Evropada sement sanoatida eng ko'p qo'llaniladigan muqobil yoqilg'ilardan biri bo'lib, Evropa Ittifoqi bo'ylab 10 mamlakatda muntazam ravishda qo'llaniladi. Finlyandiya, Luksemburg va Portugaliyada SHOY sement pechlarida qo'llaniladigan yagona muqobil yoqilg'i hisoblanadi.

Qattiq maishiy chiqindilar (QMCH). QMCHlardan yoqilg'i sifatida ishlab chiqarishda foydalanish ayniqsa Evropada ortib bormoqda va QMCH sement sanoatida keng tarqalgan muqobil yoqilg'isiga aylandi. Biroq, ko'pchilik sement zavodlari chiqindilarning sifati va atrof-muhitga xavf tug'dirishi mumkin bo'lgan tarkibiy qismlar mavjudligi sababli to'g'ridan-to'g'ri ajratilmagan QMCHni yoqmaydi. Buning o'rniga ular yuqorida aytib o'tilganlar kabi CHOYlardan foydalanadilar. QMCHdan olingan CHOYlar manbalariga, ayniqsa kul, xlor, oltingugurt va suv tarkibiga qarab turli xil fizik va kimyoviy xususiyatlarga ega. CHOYlar o'rtasida sezilarli farqlar mavjud va ma'lum fizik va kimyoviy xususiyatlar CHOY to'g'ridan-to'g'ri kiritilgan hollarda pechning yonish jarayonida qiyinchiliklarga olib kelishi mumkin [4, 8, 10, 17].

Muqobil yoqilg'ini sement zavodlarida yoqilg'i sifatida ishlatish orqali quyida afzalliklarga erishish imkoni mavjud.

Ekologik afzaliklar. Sement sanoati tomonidan chiqindilardan muqobil yoqilg'i sifatida foydalanish bo'yicha bir necha yillik tajriba shuni ko'rsatdiki, ularni qo'llash ham iqtisodiy, ham ekologik nuqtai nazardan oqlanadi. Birinchidan, sement pechlarida muqobil yoqilg'idan foydalanish atrof-muhitni muhofaza qilish, shu bilan birgalikda asosiy energiya manbalari tejash, chiqindilarni utilizatsiya qilish muammosining ham yechimi ham bo'la oladi. Chiqindilardan ishlab chiqarilgan muqobil yoqilg'idan foydalanish chiqindilar miqdorini 50% gacha kamaytirish imkonini beradi. Chiqindilardan muqobil yoqilg'i manbalari sifatida foydalanmaslik esa yonilg'i quyish zavodlarida ham, chiqindilarni utilizatsiya qilish joylari ham atrof-muhitning tarkibiy qismlariga sezilarli salbiy ta'sir ko'rsatishi mumkin. Birlamchi energiya manbalarini olish – atrof-muhitga ham salbiy ta'sir ko'rsatishini unutmazlik kerak.

Texnologik afzalliklar. Pech ichidagi olov harorati 2000⁰ C, materialning harorati taxminan 1400⁰ C ni tashkil qiladi, bu kislorodga boy atmosferada 4-5 soniya turishi bilan birga har qanday qoldiqdagi organik tarkibiy qismlarning yo'q qilinishini ta'minlaydi. Yonish paytida hosil bo'lgan har qanday gazsimon kislotalarni xom-aSHOYning ishqoriy tabiati bilan zararsizlantirish va keyinchalik klinkerga kiritish imkoniyatini beradi. Pechdagi tutun gazlari va xom-aSHOYning o'zaro ta'siri, agar mavjud bo'lsa, yonmaydigan qismning kamayishini

ta'minlaydi. To'liq hayot sikli konsepsiyasiga ko'ra, u maxsus yoqish pechlaridan yoki boshqa usullardan ustundir. Ko'plab ijtimoiy imtiyozlar mavjud, masalan, qishloq joylarida amalga oshirish, hududning umumiy rivojlanishiga va aholi bandligiga yordam beradi. Bundan tashqari, bu mintaqaning iqtisodiy jihatdan qoloq aholisiga qo'shimcha daromad keltiradi va qishloqlarning o'sishiga va ularning iqtisodiy ahvolini yaxshilashga yordam beradi.

Iqtisodiy afzalliklari: Sement sanoati tomonidan muqobil yoqilg'idan foydalanish klinker ishlab chiqarishning energiya sarflaydigan jarayoni bilan bog'liq. Bir tonna sement ishlab chiqarish uchun zarur bo'lgan energiya o'rtacha 3,3 GJ ni tashkil qiladi, bu taxminan 120 kg ko'mirga to'g'ri keladi. Energiya xarajatlari sement ishlab chiqarish umumiy xarajatlarining taxminan 30-40% ni tashkil qiladi. Shu sababli, muqobil yoqilg'ilarni qo'llash ishlab chiqarish xarajatlarini kamaytirishga imkon beradi. Sement zavodlarida chiqindidan ishlab chiqariladigan yoqilg'idan foydalanish nafaqat sanoat, balki jamiyat uchun ham moliyaviy foyda keltiradi. Bunday chiqindilarni boshqarish tufayli, kamroq miqdordagi chiqindilar yoqib yuboriladigan zavodlarga tashlanadi yoki yo'naltiriladi. Bu yangi utilizatsiya maydonchalari sonining qisqarishiga, mavjud maydonlarni kengaytirishning cheklanishiga olib keladi va yoqish zavodlarini qurish zaruratining oldini oladi.

Xulosa qilib aytganda, sement zavodlari tomonidan chiqindilardan muqobil yoqilg'i sifatida foydalanish ham ekologik, ham iqtisodiy jihatdan o'zini oqlaydi. Muqobil yoqilg'idan foydalanish sement ishlab chiqarish xarajatlarini kamaytirishga yordam beradi. Muqobil yoqilg'ilarni qazib olinadigan yoqilg'ilarga almashtirish energiya xarajatlarini kamaytirishga yordam beradi, bu energiya manbasidan foydalanadigan sement zavodi uchun raqobatdosh ustunlikni ta'minlaydi. Bundan tashqari, kamroq chiqindilarni tashlash yoki yoqish kerak bo'ladi, bu esa kamroq chiqindilarni tashlash joylarini anglatadi. Shuning uchun sement zavodlari tomonidan chiqindilardan olingan muqobil yoqilg'idan foydalanish ham atrof-muhit uchun foydali bo'ladi. Yuqori harorat, gaz oqimining yuqori tezligi va uzoq zarrachalarni saqlash muddati kabi aylanma pechlardagi sharoitlar muqobil yoqilg'idan foydalanish ekologik xavfsiz ekanligini kafolatlaydi. Sement sanoatida birgalikda qayta ishlangan chiqindilardan energiya va materiallarni qayta ishlashning optimal usuli hisoblanadi. Bu qat'iy nazorat ostida bo'lgan sharoitlarda qayta tiklanmaydigan resurslarni ijtimoiy chiqindilar bilan almashtirish orqali jamiyat, atrof-muhit va sement sanoati uchun xavfsiz va ishonchli yechim taklif qiladi. Yoqilg'i sifatida foydalanish uchun kerakli chiqindilar har bir davlatning chiqindini qayta ishlash siyosati asosida tanlandi. Yoqilg'i sifatida ishlatiladigan chiqindilarning narxi qazib olinadigan yoqilg'i narxidan oshmaydi.

Foydalanilgan adabiyotlar

1. Madloola N.A., Saidura R., Hossaina M.S., Rahim N.A., (2011) A critical review on energy use and savings in the cement industries, Renewable and Sustainable Energy Reviews, 15 2042–2060
2. Singhi MK, Bhargava R. (2010). Sustainable Indian cement industry. In: Workshop on International comparison of Industrial Energy efficiency.

3. Mokrzycki E., Uliasz- Bochenczyk A. (2003) Alternative fuels for the cement industry, *Applied Energy* 74 95–100.
4. Grosse-Daldrup, H. Scheubel, B., (1996). Alternative Fuels and Their Impact on the Refractory Linings. Refra technik Report, No. 45.
5. Benhelal E, Gholamreza Z, Shamsaei E, Bahadori A, (2013) Global strategies and potentials to curb CO₂ emissions in cement Industry, *Journal of Cleaner Production* 51 142-161
6. Schneider M., Romer M., Tschudin M., Bolio H. (2011), Sustainable cement production, present and future, *Cement and Concrete Research* 41 642–650
7. Wirthwein R., Emberger B., (2010) Burners for alternative fuels utilisation: optimization of kiln firing systems for advanced alternative fuel co-firing, *Cement International* 8 (4) 42–46.
8. Karstensen, K.H. (2007) A Literature Review on Co-processing of Alternative Fuels and Raw Materials and Hazardous Wastes in Cement Kilns. <http://www.environment.gov.za/hotissues/2008/cementproduction/cement.html>.
9. Daniel Leo Summerbell (2017) Environmental Performance Improvement in the Cement Industry. PhD thesis, University of Cambridge
10. Avami A, Sattari S. (2007) Energy conservation opportunities: cement industry in Iran. *International Journal of Energy*, 1(3):65–71.
11. Junior LM. (2003). Sustainable development and the cement and concrete industries. PhD thesis, Universite de Sherbrooke.
12. Nakajima Y, Matsuyuki M., (1981) Utilization of waste tires as fuel for cement production, *Conservation & Recycling* 4 (3) 145–151.
13. Murray A., Price L. (2008) Use of Alternative Fuels in Cement Manufacture: Analysis of Fuel Characteristics and Feasibility for Use in the Chinese Cement Sector, Ernest Orlando Lawrence Berkeley National Laboratory Report No: LBNL-525E.
14. MVW, Session 5-Quality Management (2010), in: Workshop Alternative Fuels for the Cement Industry in Turkey, Lechtenberg and Partner, Turkey, Ankara.
15. Gendebien A., Leavens A., Blackmore K., Godley A., Lewin K., Whiting K.J., Davis R., Giegrich J., Fehrenbach H., Gromke U., del Bufalo N., Hogg D. (2003), Refuse Derived Fuel, current practice and perspectives (B43040/2000/306517/MAR/E3), Final Report, European Commission – DG Environment
16. Aranda Uson A, Ferreira G, Zabalza Bribian I, Zambrana Vasquez D. (2012) Study of the environmental performance of end-of-life tire recycling through a simplified mathematical approach. *Thermal Science*, 16:889–99.
17. Pipilikaki P, Katsioti M, Papageorgiou D, Fragoulis D. (2005), Use of tire derived fuel in clinker burning. *Cement and Concrete Composites* 27:843–7.

**МОЛЕКУЛЯРНО-ГЕНЕТИЧЕСКИЙ АНАЛИЗ ПРЕДСТАВИТЕЛЕЙ РОДА
SPHEX LINNAEUS, 1758**

Кодиров Илхомжон Тожиахматович

Наманганский Государственный Университет преподаватель

Tel:949051285 -IxlosbekIsfandiyor@jmail.com

Ахмедова Зухра Юлдашевна

Институт Зоология АН Руз, заведующий лабораторией

к.б.н. z_akhmedova@mail.ru

Кодирова Нигора Муйдиновна

Учительница школы 86 города Намангана

Аннотация

В данной статье представлены сведения о молекулярно-генетическом анализе видов *S. flavipennis*, *S. funerarius* и *S. pruinosus*, относящихся к роду *Sphex* Linnaeus, 1758. А также, представлены морфобиологические особенности этих видов.

Ключевые слова: *Sphex*, *Nucleos*, суспензия, фрагмент, ДНК, род, вид.

**MOLECULAR-GENETIC ANALYSIS OF SPECIES BELONGING TO SPHEX
LINNAEUS, 1758 GENUS**

Qodirov Ilkhomdjon Tojiakhmatovich Namangan State University

Tel:949051285 -IxlosbekIsfandiyor@jmail.com

Akhmedova Zukhra Yuldashevna

Institute of Zoology, Academy of Sciences of the Republic of Uzbekistan,

Head of the laboratory

PhD z_akhmedova@mail.ru

Kodirova Nigora Muydinovna

School 86 teacher in Namangan city

Abstract

This paper provides information on the molecular genetic analysis of *S. flavipennis*, *S. funerarius* and *S. pruinosus* belonging to the genus *Sphex* Linnaeus, 1758. In addition, morpho-biological properties of this species are given.

Keywords: *Sphex*, *Nucleos*, suspension, fragment, DNA, genus, species

Введение

Средний размер (длина) представителей рода *Sphex* Linnaeus, 1758 составляет 11-47 мм [5], и большинство из них являются хищниками, которые питаются гусеницами бабочек (Noctuidae) и кузнечиками (Tettigoniidae) [9].

Представители семейства роющих ос (Sphecidae) распространены во всём мире, и в основном широко распространены в засушливых, полу засушливых и тропических регионах. В мире встречаются 779 видов и 19 родов, в Полярктике 260 видов 13 родов, в России – 68 видов 11 родов [1].

Согласно результатам морфологических исследований, проведённых по изучению видов *S. flavipennis*, *S. funerarius* и *S. Pruinusus*, относящихся к роду *Sphex*, у этих трёх видов по морфологическим признакам и морфометрическим размерам отличий не выявлено. Однако, после вычисления длины их передних крыльев и угол примыкания жил крыльев, доказано их отношение к трём видам [4].

Как показывают результаты морфологических исследований Moritz RFA 1992, определение видовой принадлежности представителей рода *Sphex* Linnaeus, 1758 проводилось по строению их крыльев, а также форме и строению клеточек на клыльях [7].

Целью данного исследования является проведение молекулярно-генетического анализа видов *S. flavipennis*, *S. funerarius* и *S. Pruinusus*, относящихся к роду *Sphex* Linnaeus, 1758.

Материалы и методы исследования

Для осуществления данного исследования в течение 2019-2022 годов накапливался энтомологический материал из горных, предгорных, холмистой и равнинных регионов Ферганской долины.

Накоплен ос рода *Sphex* Linnaeus, 1758 проводилось с помощью почвенных (земельных) ловушек Малеза, Мерике и Барбера. Кроме этого, также были использованы и энтомологические сети различных размеров [3]. Накопленный энтомологический материал хранился в 70% ном этаноловом растворе.

При определении видовой принадлежности представителей рода *Sphex* Linnaeus, 1758 были использованы сведения из стандартного определителя. Для выделения ДНК из образцов, хранящиеся в в 70% ном этаноловом растворе, сначала были отделены ножки мужских индивидов *S. flavipennis*, *S. funerarius* и *S. Pruinusus*, относящихся к роду *Sphex* Linnaeus, 1758, затем их оставляли на сухой бумаге на 10-15 минут при комнатной температуре для выпаривания спирта.

Для выделения ДНК представителей рода *Sphex* был использован метод [6].

Проведение полимеразно-цепной реакции на выделенных ДНК образцах проводилось с помощью автоматического программного амплификатора (PR-96E).

COI фрагменты нуклеотидов митохондриальной ДНК представителей рода *Sphex* выделялось с использованием LEP-F-прямой, 5-attcaaccaatcataaagatat-3 и LEP-R-обратной 5- taaacttctggatgtccaaaaa-3 праймеров [8].

При приготовлении раствора Master-mix для ПЦР были использованы дистиллированная вода – 7,1 мкл, 10x ПЦР буфер -1 мкл, dNTP - 0,2 мкл, каждого праймера по 0,25 мкл, Taq-полимераза - 0,2 мкл=10 мкл.

Аmplификация фрагментов ДНК осуществлялась на термоцикле в течение 35 циклов. Процесс ПЦР проводился по следующей схеме: 1 этап – денатурация ДНК при температуре 95°C в течении 2 минут; 2 этап - денатурация ДНК при температуре 93°C в течении 20 секунд; 3 этап – примыкание праймеров к ДНК при температуре 52°C в течении 45 секунд; 4 этап – элонгирование при температуре 72°C в течении 2 минут; 5 этап – элонгация цепи при температуре 72°C в течении 10 минут. От второго до четвертого этапа процесс повторяется 35 в виде цикла.

Для определения длины фрагментов в качестве маркеров был использован ДНК λ бактериофага, гидролизованного эндонуклеазой PstI, а также специальный маркер Ladder 3-1 фирмы “Axigen”.

Анализ нуклеотидной последовательности осуществлялось с помощью специальной компьютерной программы Bioedit, Clustal W и DNASTar™, RAUP4 и MEGA11.

Полученные результаты

В результате проведённых молекулярно-генетических исследований (сиквенс хроматография) выделены нуклеотиды длиной 640 пар из участка COI мДНК видов *S.flavipennis*, *S.funerarius* и *S.pruinosus*, а также для сравнительного анализа этих видов были использованы сведения видов *S.flavipennis* (входной номер: MH611040), *S.funerarius* (входной номер: MH610066) и *S.pruinosus* (входной номер: MH610705) из международной базы данных (рисунок 1)[10].

Как видно из рисунка вид *S.flavipennis* на 100% соответствует нуклеотидной последовательности *S.flavipennis* из международной базы данных, и это доказывает что он является видом *S.flavipennis*. Доказано, что виды *S.funerarius* и *S.pruinosus* на 100% похожи на *S.funerarius* и *S.pruinosus* из международной базы данных.

Согласно результатам исследования, у образцов *S.flavipennis* и *S.funerarius* выявлены отличия в местоположении 111 нуклеотидов, и общее отличие составило 17,2%. Между нуклеотидами видов *S.flavipennis* и *S.pruinosus* наблюдалось отличие в местоположении 123 нуклеотидов, где общее отличие составило 19,2%, а между видами *S.funerarius* и *S.pruinosus* - выявлены отличия в местоположении 115 нуклеотидов, где общее отличие составило 17,3%.


```

      10      20      30      40      50      60
S_flavipennis_Uz      AATATGATCA GGCATACTGG GATCTTCCCT AAGATTATTA ATCCGATTAG AGTTAGGTTT
S_flavipennis_MH611040
S_funerarius_Uz      .....C.....A.....TT.....TC.T.....TC.....A.....A.....
S_funerarius_MH6110066 .....C.....A.....TT.....TC.T.....TC.....A.....A.....
S_pruinosus_Uz      .....C.....A.....TT.....TA.C.....T.TC.....A.....
S_pruinosus_MH610705 .....C.....A.....TT.....TA.C.....T.TC.....A.....

      70      80      90      100     110     120
S_flavipennis_Uz      CCCAGGAAGA TTAATTAATA ATGATCAAAAT TTATAATAGA ATTATTACAG CTCATGCCTT
S_flavipennis_MH611040
S_funerarius_Uz      T.T.T.....C.....C.....C.....T.....
S_funerarius_MH6110066 T.T.T.....C.....C.....C.....T.....
S_pruinosus_Uz      T.....C.....C.....C.....A.....
S_pruinosus_MH610705 T.....C.....C.....C.....A.....

      130     140     150     160     170     180
S_flavipennis_Uz      TGTATAAATT TTTTATATA ATTATACCAT TTATAATCGG AGGTTTCGGA AATTGATTAA
S_flavipennis_MH611040
S_funerarius_Uz      .....A.....T.....T.....A.....T.....
S_funerarius_MH6110066 .....A.....T.....T.....A.....T.....
S_pruinosus_Uz      .....A.....C.....T.....T.....T.....G.....
S_pruinosus_MH610705 .....A.....C.....T.....T.....T.....G.....

      190     200     210     220     230     240
S_flavipennis_Uz      TTCCTCTAAT ATTAGGAGCA CCTGATATAG CTTACCCCTCG AATAAACCAAT ATAAGTTTTT
S_flavipennis_MH611040
S_funerarius_Uz      .....C..AT.....C.....A.T.A.....T.C.....A.....
S_funerarius_MH6110066 .....C..AT.....C.....A.T.A.....T.C.....A.....
S_pruinosus_Uz      .....A..T.....C.....C.....T.A.A.....T.C.....A.....
S_pruinosus_MH610705 .....A..T.....C.....C.....T.A.A.....T.C.....A.....

      250     260     270     280     290     300
S_flavipennis_Uz      GACTTCTTCC CCCATCTATA A TTTTATTA ACAATAAGAA TAATTTTAGG TTCAGGTACA
S_flavipennis_MH611040
S_funerarius_Uz      .....C.....T.C.....CC.....C.....A..C.....
S_funerarius_MH6110066 .....C.....T.C.....CC.....C.....A..C.....
S_pruinosus_Uz      .....AT.A..A..G..T.T..A.C.....A.....T.A.....
S_pruinosus_MH610705 .....AT.A..A..G..T.T..A.C.....A.....T.A.....

      310     320     330     340     350     360
S_flavipennis_Uz      GGAACAGGAT GAACAGTTTA TCCTCCCTTA TCCTCTATTA TATTCCACAA TAGAGTTTCT
S_flavipennis_MH611040
S_funerarius_Uz      .....T.....T.....G..C..C..C..TT.....A.....C.....T.....AC..C.....
S_funerarius_MH6110066 .....T.....T.....G..C..C..C..TT.....A.....C.....T.....AC..C.....
S_pruinosus_Uz      .....T.....T.....A..TT.....T.....T.....T.....CTCT..A..A.....
S_pruinosus_MH610705 .....T.....T.....A..TT.....T.....T.....T.....CTCT..A..A.....

      370     380     390     400     410     420
S_flavipennis_Uz      GTAGATTGA GAATTTTATT CTCTCATATC GCAGGAATTT CATCAATTAT AGGAACAATT
S_flavipennis_MH611040
S_funerarius_Uz      .....A.....C.TCTC.....C.T.....T.....T.....
S_funerarius_MH6110066 .....A.....C.TCTC.....C.T.....T.....T.....
S_pruinosus_Uz      .....A.....C.TCTA.....T.A.....CA.....T.T..C.....
S_pruinosus_MH610705 .....A.....C.TCTA.....T.A.....CA.....T.T..C.....

      430     440     450     460     470     480
S_flavipennis_Uz      AATTTTATTA CAACCATTTT AAATATAAAA AATCCTAACT TATCTATAG ATAAATTACC
S_flavipennis_MH611040
S_funerarius_Uz      .....C.....G.AA.C.....A.....
S_funerarius_MH6110066 .....C.....G.AA.C.....A.....
S_pruinosus_Uz      .....T.A.....AAA.A.....AAT.T.A.....
S_pruinosus_MH610705 .....T.A.....AAA.A.....AT.AAT.T.A.....

      490     500     510     520     530     540
S_flavipennis_Uz      CTTATTACCC TGATCTATTT TTATTACAAC CATCTTACTT TTAATTTCTC TACCAGTATT
S_flavipennis_MH611040
S_funerarius_Uz      .....T.TT.....A.....C.....A.T..T.A.....T.....C.....
S_funerarius_MH6110066 .....T.TT.....A.....C.....A.T..T.A.....T.....C.....
S_pruinosus_Uz      TC.....T.T.....A.....A.T..T.A.....C.....AT.....
S_pruinosus_MH610705 TC.....T.T.....A.....A.T..T.A.....C.....AT.....

      550     560     570     580     590     600
S_flavipennis_Uz      AGCTGGAGCA CTCACTATAT TATTAACCGA CCGAAATTTA AATACAACAT TCTT GACCC
S_flavipennis_MH611040
S_funerarius_Uz      T.A.....T.A.....A.....A.....T.....T..T..T.....
S_funerarius_MH6110066 T.A.....T.A.....A.....A.....T.....T..T..T.....
S_pruinosus_Uz      .....C.....T.A.....C.....C.....A.....T.....TT..T..T.....
S_pruinosus_MH610705 .....C.....T.A.....C.....C.....A.....T.....TT..T..T.....

      610     620     630     640
S_flavipennis_Uz      GATCGGAGGA GGTGATCCTA TTTTATACCA ACATTTATTT
S_flavipennis_MH611040
S_funerarius_Uz      A.T.....A.....C.....T.....C.....
S_funerarius_MH6110066 A.T.....A.....C.....T.....C.....
S_pruinosus_Uz      T.T.....A..C.....C.....C.....
S_pruinosus_MH610705 T.T.....A..C.....C.....C.....

```

Рисунок 1. Сравнение нуклеотидной последовательности участка COI видов *S.flavipennis*, *S.funerarius* и *S.pruinosus*, относящихся к роду *Sphex*. В COI фрагменте мДНК видов *S flavipennis*, *S. funerarius* и *S.pruinosus* точками обозначены одинаковые нуклеотидные основы в направлении от 5' до конца 3' фрагмента.

Вывод

В результате молекулярно-генетических исследований доказано, что виды *S.flavipennis*, *S.funerarius* и *S.pruinosus* из рода *Sphex* Linnaeus, 1758 являются отдельными видами.

ЛИТЕРАТУРА

1. Белокобыльс С.А., Лелея А.С. Аннотированный каталог перепончатокрылых насекомых России // Труды Зоологического института РАН, приложение 6, 2017 г., 475 с.
2. Правдин Ф.Н. Экологическая география насекомых Средней Азии // Ортоптероиды. – М.: Наука, 1978. – 270.
3. Ayla Tüzün. Significance of wing morphometry in distinguishing some of the hymenoptera species // 2009. African Journal of Biotechnology Vol. 8 (14), pp. 3353-3363.c.
4. Hensen R.V. Review. Of Malesian Sphecina (Hymenoptera, Sphecidae, Sphecinae) // Tijdschriftvoor Entomologie 1991: 134:9-30.
5. Issa M.R.C., Figueiredo V.L.C., Jong D. De, Sakamoto C.H. and. Simões Z.L.P. Rapid method for DNA extraction from the honey bee *Apis mellifera* and the parasitic bee mite *Varroa destructor* using lysis buffer and proteinase K // Genetics and Molecular Research, 2013, 12 (4): 4846-4854 p.
6. Moritz R. F. A. The limitations of biometric control on pure race breeding in *Apis mellifera* // J. Apicult. (1992). Res. 30 (2): 54-59.
7. Paul D. N. Hebert, Erin H. Penton, John M. Burns, Daniel H. Janzen, and Winnie Hallwachs. Ten species in one: DNA barcoding reveals cryptic species in the neotropical skipper butterfly *Astraptes fulgerator* // PNAS., -2004 vol., 101., 14812–14817 p.
8. Roche G. C. Conspectus of the sphecid wasps of Egypt (Hymenoptera: Ampulicidae, Sphecidae, Crabronidae) // Egyptian Journal of Natural History 2007: 4:12-149.
9. <https://www.gbif.org/species>.

ПРОБЛЕМЫ В СИСТЕМЕ НАЧАЛЬНОГО ОБРАЗОВАНИЯ

Смирнова Алла Юрьевна

город Бухара СГООШ № 22, учитель начальных классов

Аннотация:

Начальное образование имеет свои особенности, которые отличают его от всех последующих этапов школьного образования. В этот период идет формирование основ учебной деятельности, познавательных интересов и мотивации. В данной статье освещаются проблемы в системе начального образования.

Ключевые слова: Развитие школы, образование, проблема разработки, социальная деятельность, степень активность

Abstract:

Primary education has its own characteristics that distinguish it from all subsequent stages of school education. During this period, the foundations of educational activity, cognitive interests and motivation are being formed. This article highlights the problems in the primary education system.

Keywords: School development, education, development problem, social activity, degree of activity.

В настоящее время проблемам образования, поиску путей его совершенствования посвящено множество исследований, как ученых, так и учителей практиков. Все шире в школьную практику внедряются инновации, суть которых — пересмотр целей образования, разработка новых образовательных технологий, пересмотр оценки достижений учащихся. Однако развитие школы, ее обновление зависит не столько от внедряемых инноваций в образовательный процесс, но и от отношения к школе педагогов, родителей, учащихся. Исследования психологов показывают, что особенности отношения к среде в значительной мере обуславливают характер и степень активности личности в этой среде. При этом важным является не столько реально, объективно существующая связь, сколько субъективное отражение этой связи, т. е. как эта связь воспринимается, оценивается и переживается человеком. Известный психолог Л. С. Выготский писал, что недостатком при изучении среды, в которой находится человек, является то, «что мы изучаем ее в абсолютных показателях... изучать среду для ребенка прежде всего надо..., что она означает для него, какого отношение его к различным ее сторонам... среда определяет развитие ребенка через переживание этой среды... отношение к ней». Образование – это важнейшая социальная деятельность общества. Российское образование, как ведущая социальная

деятельность, нацелено на достижение определенных результатов, а именно: укрепление объединяющих позиций общества в условиях роста его разнообразия; формирование российской гражданской идентичности личности; социальное выравнивание. Новой целью образования на современном этапе стало воспитание, социально-педагогическая поддержка становления и развития ответственного, высоконравственного, инициативного, творческого, компетентного гражданина России. И именно начальная школа является фундаментом всего последующего обучения. Начальное общее образование в нашей стране представляет собой первый этап общего образования у детей и является обязательным и общедоступным. Начальное образование имеет свои особенности, которые отличают его от всех последующих этапов школьного образования. В этот период идет формирование основ учебной деятельности, познавательных интересов и мотивации. Особенностью содержания современного начального образования является и результат: учащийся по окончании этой ступени образования должен не только приобрести набор определенных знаний, но и умений (применять полученные знания, уметь находить самостоятельно информацию, оценивать свои результаты и т. д.). Преемственностью называют непрерывный процесс обучения и воспитания ребенка, имеющие общие и специфические цели для каждого возрастного периода; связь между различными степенями развития. В начальные классы часто приходят дети с разным уровнем подготовки, что, несомненно, влияет на процесс обучения, значительно осложняя его, затрудняет процесс адаптации детей. Учитель начальной школы во многом определяет судьбу ребенка, помогает развивать его способности, участвует в формировании базовых основ личности. Выполнить столь сложную задачу может лишь высококвалифицированный специалист, но сегодня ощущается острая нехватка педагогических кадров. На это влияет и непрестижность профессии, и недостаточная заработная плата, и недостаток молодых специалистов. Особую актуальность приобретет проблема детского здоровья. По данным Минздрава Российской Федерации лишь 10% выпускников школ являются здоровыми, 60-70% - имеют нарушение зрения, 60% - нарушенную осанку, 30% - хронические заболевания. Во многом эти результаты зависят от неправильного формирования отношения к здоровому образу жизни еще в младших классах. Ребенок в начальной школе должен ко многому привыкнуть и приспособиться, ведь учеба — это совершенно новый вид деятельности. Для более успешного обучения разработаны определенные режимные нормы соблюдение которых зависит не только от семьи, но и школы. Неправильное чередование различных видов деятельности, нерациональное питание, снижение двигательной активности, особенно в младших классах, трудности с восприятием новой, более сложной программы могут привести к плохой успеваемости ребенка и развитию различных болезней.

В настоящее время дети-инвалиды оказались практически полностью исключены из полноценной общественной жизни. Одной из самых недоступных сфер для людей с ограниченными возможностями является образование. Обычные школы не отвечают условиям и требованиям, позволившим инвалидам чувствовать себя комфортно в их стенах. Встал вопрос подготовки компетентных педагогов. Дети с незаурядными умственными способностями обладают некоторыми особенностями, отличающими их от остальных детей, такими как: способность быстро схватывать смысл различных понятий и положений; способность рассуждать и выдвигать объяснения; потребность сосредотачиваться на заинтересовавших сторонах проблемы и стремление разобраться в них и т.п. Эти особенности должны учитываться учебными программами, т. к. такие учащиеся способны усваивать их гораздо быстрее, нежели другие дети, и если скорость и уровень обучения не соответствует потребностям ребенка, то может быть нанесен вред его познавательному и личностному развитию. Поэтому сейчас остро стоит проблема разработки методов диагностики детей, с помощью которых можно выявить ребенка с незаурядными способностями. И так, начальная школа, является одним из важнейших этапов образования. Именно период обучения в младшей школе определяет дальнейшее развитие и реализацию личности ребенка. Начальная школа – основа последующего обучения. В системе начального образования существуют определенные проблемы, но именно поиск новых путей развития должен обеспечить успех в решении поставленных задач. Наш мир не стоит на месте, развиваются новые технологии, изменяются жизненные ценности, все это меняет и предъявляет повышенные требования к современному образованию, так как оно является основой в развитии личности и будущих успехов в освоении новых вершин, поэтому данная тема всегда будет актуальной.

Литература

1. Ganievna K. N., Muhammadislom R. Psychological approach in teaching methods //Достижения науки и образования. – 2017. – №. 4 (17). – С. 101-102.
2. Ganiyevna K. N. The peculiarities of making perfect lesson plan //Достижения науки и образования. – 2018. – №. 5 (27). – С. 45-46.
3. Xaydarova N. G. IMPORTANCE OF LESSON PLANS IN TEACHING PROCESS //Zamonaviy dunyoda pedagogika va psixologiya: Nazariy va amaliy izlanishlar. – 2022. – Т. 1. – №. 10. – С. 68-70.
4. ХАЙДАРОВА N. Использование технологии интеллект-карт на уроках английского языка //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 8. – №. 8.

MALAKA OSHIRISH JARAYONIDA O'QITUVCHINING SHAXSIY

FAZILATLARI TUSHUNCHASI

Nazirov Qudrat Yuldashevich

Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti Farg'ona filiali tadqiqotchisi "Jismoniy tarbiya, sport nazariyasi va uslubiyati" kafedrasi mudiri

Annotatsiya

Mustaqil vatanimiz dunyo hamjamiyati tomonidan tan olinayotgan ekan, uning kelajagi rivoji gullab-yashnashi va istiqboli bugungi kun yoshlariga, shuningdek, ularga berilayotgan ta'lim-tarbiyaga ham bog'liqdir. Shu boisdan, bugungi yosh-avlodni har jihatdan bilimli, zukko va keng dunyoqarashli qilib tarbiyalash masalasi bugungi kunda biz pedagoglarning oldimizda turgan muhim vazifalarimizdandir. O'quvchilarga ta'lim-tarbiya berish jarayonida, ularning shaxs sifatida shakllanishida o'qituvchi-pedagoglarning kommunikativ kompetentligining ahamiyati nihoyatda muhimdir.

Kalit so'zlar: Malaka oshirish, shaxsiy fazilatlar, o'qituvchi, kompetentlik, kommunikativ qobiliyatlar, pedagogika, texnika.

KIRISH

Pedagoglar faoliyatida kommunikativ malakani, kompetentlik va kommunikativ qobiliyatlarni rivojlantirishda malaka oshirish tizimining o'rni ahamiyatlidir. Yosh avlodga ta'lim-tarbiya berayotgan pedagog maxsus pedagogik, psixologik va mutaxassisligi bo'yicha chuqur bilimli va yuksak fazilatli shaxs hisoblanadi. Shu boisi, bugungi kun zamonaviy o'qituvchisida quyidagi fazilatlar bo'lishi lozim. U o'zining mutaxassisligi bo'yicha puxta bilimga ega bo'lishi, o'z ustida muntazam ishlashi, ta'lim-tarbiya pedagogikasi va psixologiyasi, fiziologiya fanlarining asoslarini bilishi, mashg'ulotlar jarayonida bolalarning yoshi va psixologik xususiyatlarini inobatga olgan holda faoliyatini tashkil etishi lozim.

ASOSIY QISM

Ustoz-murabbiylar ta'lim-tarbiya jarayonida samarali shakl, metod va vositalardan unumli foydalanishni bilishi kerak. U yuksak darajadagi pedagogik mahoratga, chunonchi kommunikativlik layoqatiga ega bo'lishi, pedagogik texnika, nutq, yuz, qo'l, oyoq va gavda harakatlari, mimika, jest, pantomimika qonuniyatlarini chuqur o'zlashtirib olgan bo'lishi kerak. pedagog bolalarni kuzata oladigan, ularning xulqi, hatti-harakati sabablarini to'g'ri tahlil qilib, unga ta'sir etuvchi vositalarni qo'llay oladigan bo'lishi kerak. Yosh avlodni kerakli bilim, malaka, ko'nikmalardan xabardor qilish uchun yangi pedagogik texnologiyalardan

foydalanishi, nutq madaniyatiga ega bo'lishi va uning nutqi quyidagi xususiyatlarda aks etishi kerak.

-Nutqning aniqligi

-Nutqning irodaviyligi

-Nutqning sofliigi (uning turli sheva va so'zlardan xoli bo'lib, faqat adabiy tilda ifoda etish, jargon (muayyan kasb yoki soha mutaxassislariga xos so'zlar), varvarizm (muayyan millat tilida bayon etiladigan nutqda o'zga millatlarga xos so'zlarning o'rinsiz qo'llanilishi), vulgarizm (so'kishda qo'llaniladigan so'zlar) hamda konselyarizm (o'rinli bo'lmagan vaziyatlarda rasmiy nutqda so'zlashish) so'zlaridan xoli bo'lishi) va pedagogning nutqi sodda ravon va tushunarli bo'lishi kerak. Pedagogika va psixologiya fanlarida kommunikativ qobiliyatlar va ularni rivojlantirish masalasiga oid juda ko'plab ma'lumotlar berilgan. Kommunikativ kompetentlik malakasi shakllanganlik belgilari:

- ijtimoiylikka yo'naltirilgan o'zaroharakat vaziyatlaridan shaxsiy xulq-atvor, tarbiyalanuvchi shaxsi, uning o'ziga xosliklari, qadriyatlar tizimi kabilarni ob'ekt sifatida ko'rib chiqish;

- o'z xulq-atvori, shaxsiy fazilatlarini tahlil etish mezonlari tizimini aniqlash;

- noma'lumdan ma'lumni ajratib olish;

Bugungi kun o'qituvchisi o'ziga yuklangan vazifani bajarish uchun bolalarda o'sha faoliyatga nisbatan qiziqish uyg'ota olishi, ularning diqqatini jalb qilib faolligini o'stirish, bolalarning xulqini, hatti-harakatini real baholay olishi kerak. Har bir faoliyat uchun zarur bo'lgan materialni oldindan tayyorlab qo'yishi, yangi bilimni egallagan bilimlar bilan bog'lay olishi. Bolalar egallab olishi lozim bo'lgan bilim, ko'nikma va malakalar ularning yoshlik xususiyatlariga mos bo'lishi kerak. U bolalarning ruhiy va jismoniy holatini aniqlay bilishi va uni bolalar bilan amalga oshiradigan ta'lim-tarbiyaviy ishlarida e'tiborga olishi kerak. Shuningdek, pedagog ota-onalar bilan muntazam suhbatlar uyushtirishi, uchrashuvlar o'tkazishi, ularni bolalarga ta'lim-tarbiya berish bo'yicha amalga oshiriladigan ishining mazmuni, metodlari bilan tanishtirib borishlari lozim bo'ladi. U bolalarga nisbatan xayrixoh munosabatda bo'lishi va har bir bola uchun qulay ruhiy sharoit yaratish, xafa bo'lsa bolani ovuntira olish, xursandchilik va xafagarchiligiga sherik bo'la olish, kichik guruh bolalariga nisbatan muloyim, e'tiborli, qat'iy, sabr-toqatli, yumshoq, ozgina hazilkash, bolani kuch imkoniyatlariga ishonch bilan qaraydigan bo'lishi kerak. Pedagogik ta'sir ko'rsatish metodikasi bolalarning ijtimoiy-foydali faoliyatini pedagogik jihatdan maqsadga muvofiq tarzda tashkil etishga xizmat qiladigan vositalar tizimidan iboratdir. Bu vazifalar tarbiyalanuvchi shaxsiga qaratilgan bo'lib, bolalarning xulq-atvorini rag'batlantiradi, qiyin va murakkab vazifalarni quvonch, ijodiy zavq-shavq manbaiga, har bir bolaning shaxsiy muddaosiga aylantiradi. Pedagogik ta'sir ko'rsatishning asosiy usullari - ishontirish, talab, istiqbol, rag'batlantirish va jazolash, jamoatchilik fikridir. O'zaro hamkorlikda ta'sir ko'rsatishning natijasi ishontirishdir. U haqiqiy va soxta turlarga bo'linadi. Ishonch 3 tarkibiy

qismdan iborat: 1. Bilim; 2. Hissiyot; 3. Xulq-atvor. U tushunish -kechinma - qabul qilish orqali amalga oshadi. Pedagogik ta'sir ko'rsatish usuli bo'lgan talab bilan jamoani tashkil etish metodi sifatidagi yagona pedagogik talablarni farqlay bilish lozim. Agar yagona pedagogik talablar bolalarning ijtimoiy foydali faoliyatini rag'batlantirish mazmunini, jamoani jipslashtirishda pedagoglar bilan bolalarning harakatlari birligiga erishish yo'llarini ta'minlasa, talab esa xulq-atvor va faoliyat normalarini, bolalarning xatti-harakatlari hamda ishlarida amalga oshirish usullaridan iboratdir.

O'qituvchining shaxsiy va individual fazilatlari bir vaqtning o'zida ushbu kasbga qo'yiladigan ikki darajadagi talablarga javob berishi kerak. Birinchi darajali talablar umuman o'qituvchiga kasb tashuvchisi sifatida qo'yiladi. Ular ijtimoiy sharoitlar bilan bog'liq emas, ijtimoiy shakllanishlar, ta'lim muassasasi, ta'lim mavzusi. Har qanday haqiqiy o'qituvchi kapitalizm sharoitida, sotsializm sharoitida, qishloq, shahar sharoitida ishlashidan qat'i nazar, matematika, mehnat, til va hokazolardan dars berishidan qat'i nazar, bu talablarga javob berishi kerak. Tadqiqotchilar o'z-o'zini hurmat qilishning adekvatligi va da'volar darajasi, o'qituvchining intellektual faolligini ta'minlaydigan tashvishning ma'lum bir optimalligi, maqsadlilik, qat'iyatlilik, mehnatsevarlik, kamtarlik, kuzatuvchanlik, aloqadorlik kabi shaxsiy fazilatlarning zarurligini ta'kidlaydilar. Bunda zukkolik, notiqlik qobiliyati, tabiatning badiiy mahorati kabi fazilatlar zarurligi alohida ta'kidlangan. O'qituvchining o'quvchilarning ruhiy holatini tushunishga tayyorligi va empatiya, ya'ni empatiya va zarurat kabi fazilatlari ayniqsa muhimdir. ijtimoiy shovqin. Tadqiqotchilar "pedagogik takt"ga ham katta ahamiyat berishadi, bunda o'qituvchining umumiy madaniyati, uning pedagogik faoliyati va yo'nalishining yuksak kasbiy mahorati namoyon bo'ladi. Har bir o'qituvchi muvaffaqiyatli faoliyatga erishish uchun ideal tarzda ma'lum pedagogik qobiliyatlarga ega bo'lishi kerak. Pedagogik qobiliyatlar odatda quyida muhokama qilinadigan tashkiliy va gnostik qobiliyatlar tarkibiga kiradi, garchi bu qobiliyatlar bir-biridan alohida mavjud bo'lishi mumkin: o'z bilimlarini boshqalarga o'tkazish, hatto o'zlari tushunganlarini tushuntirish qobiliyatidan mahrum bo'lgan olimlar mavjud. yaxshi. Talabalarga kurs o'tayotgan professor va bir olim – laboratoriya mudiri uchun talab qilinadigan pedagogik qobiliyatlar har xil. E.F. Zeer quyidagi shaxsiy xususiyatlarni beradi, ularning tuzilishi, uning fikricha, haqiqiy pedagogik qobiliyatlarni tashkil qiladi:

- o'quv materialini qulay qilish qobiliyati;
- ishda ijodkorlik;
- o'quvchilarga pedagogik-irodaviy ta'sir ko'rsatish;
- talabalar jamoasini tashkil etish qobiliyati;
- bolalarga qiziqish va muhabbat;
- nutqning boyligi va yorqinligi, uning obrazlilik va ishonarliligi;
- pedagogik takt;
- mavzuni hayot bilan bog'lash qobiliyati;
- kuzatuv;

- pedagogik talablar.

Ikkinchi darajadagi talablar, nima bo'lishidan qat'i nazar, umuman olganda, ilg'or o'qituvchiga qo'yiladi Mavzu o'rgatishi uning pedagogik faoliyatga shaxsiy tayyorgarligidir. Tayyorlik keng va professional tizimli kompetentsiyani, shaxsning mustahkam ishonchini, shaxsning ijtimoiy ahamiyatga ega yo'nalishini, shuningdek, kommunikativ va didaktik ehtiyojning mavjudligini, muloqotga bo'lgan ehtiyojni va tajribani o'tkazishni anglatadi. Tanlangan kasb bo'yicha ishlashga doimiy motivatsiya, unda o'zini anglash, bilim va qobiliyatlarini qo'llash istagi shaxsning kasbiy yo'nalishini shakllantirishni aks ettiradi. Bu murakkab, integratsiyalashgan sifatdir. O'qituvchi va magistrlar shaxsining kasbiy-pedagogik yo'nalishining tarkibiy qismlari sanoat ta'limi ijtimoiy va kasbiy yo'nalishlar, kasbiy va pedagogik manfaatlar, kasbiy faoliyat va o'zini o'zi takomillashtirish motivlari, shaxsning kasbiy pozitsiyalari. Ularda kasbiy-pedagogik faoliyatga munosabat, qiziqish va moyillik, ularning tayyorgarligini oshirish istagi aks ettirilgan.

Zamonaviy sharoitda kasbiy mahoratning ortib borayotgan roli, ayniqsa, keskinlik bilan mutaxassisning kasbiy malakasi muammosini qo'ymoqda. "Kasbiy kompetentsiya" tushunchasi nimani o'z ichiga oladi? U pedagogik adabiyotlarda uchraydigan odatiy bilim, ko'nikma va malakalardan nimasi bilan farq qiladi? Kasbiy kompetentsiya - bu mutaxassis shaxsining integral sifati, shu jumladan bilimlar, ko'nikmalar tizimi, tipik muammolarni hal qilishning umumlashtirilgan usullari.

Kasbiy kompetentsiyani shakllantirish shaxsiyatning turli xususiyatlariga bog'liq bo'lib, uning asosiy manbai mashg'ulot va sub'ektiv tajribadir. Kasbiy kompetentsiya doimiy ravishda takomillashtirishga, yangi bilim va ko'nikmalarga ega bo'lishga, faoliyatni boyitishga intilish bilan tavsiflanadi. Qobiliyatning psixologik asosi - bu o'z malakasini doimiy ravishda oshirishga, kasbiy rivojlanishga tayyorlik.

O'qituvchining ijtimoiy-psixologik yo'nalishining muhim xarakteristikasi pedagogik markazlashtirishdir.

Markazlashtirish - o'qituvchining pedagogik jarayonning turli tomonlariga tanlab yo'naltirilishi.

Markazlashtirishning 6 turi mavjud:

Konformal - manfaatlar, hamkasblarning fikrlariga e'tibor qaratish;

Egosentrik - o'z manfaatlari va ehtiyojlariga e'tibor qaratish;

Gumanistik - bolalarning manfaatlariga qaratilgan (bunday markazlashtirilgan o'qituvchilar barcha o'quvchilarga e'tibor va sezgirlik bilan ajralib turadi);

Ma'muriyatning manfaatlari, talablari (mehnatsevarligi va faoliyatining reproduktiv xususiyati tufayli amalga oshirilmagan individual xususiyatlarga ega bo'lgan o'qituvchilar uchun xosdir);

Ota-onalarning manfaatlariga e'tibor qaratish (o'quvchilarning ota-onalariga qaram bo'lib qolgan o'qituvchilarda topilgan);

XULOSA VA MUNOZARA

O'qituvchining shaxsiy va individual fazilatlari bir vaqtning o'zida ushbu kasbga qo'yiladigan ikki darajadagi talablarga javob berishi kerak. Birinchi darajali talablar umuman o'qituvchiga kasb tashuvchisi sifatida qo'yiladi. Ular ijtimoiy sharoitlar bilan bog'liq emas, ijtimoiy shakllanishlar, ta'lim muassasasi, ta'lim mavzusi. Har qanday haqiqiy o'qituvchi kapitalizm sharoitida, sotsializm sharoitida, qishloq, shahar sharoitida ishlashidan qat'i nazar, matematika, mehnat, til va hokazolardan dars berishidan qat'i nazar, bu talablarga javob berishi kerak.

FOYDALANILGAN ADABIYOTLAR

1. N.A.Muslimov Bo'lajak kasb-ta'limi o'qituvchisini kasbiy shakllantirish T.,Fan 2004.[1]
2. Ishmuhamedov R, Abduqodirov A, Pardaev A. Ta'limda innovatsion texnologiyalar. - T.: "Iste'dod", 2008. - 180 b.[2]
3. Muslimov N. va boshqalar. Kasb ta'limi o'qituvchilarining kasbiy kompetentligini shakllantirish texnologiyasi. - T.: «Fan va texnologiyalar», 2013. -128 b.[3]
4. www.liblary.uz[4]
5. www.ziyonet.uz[5]

FLYWHEEL ENERGIYA ZAXIRALASH QURILMASINING KONSTRUKTIV TUZILISHI VA UNING ASOSIY XUSUSIYATLARI.

Norboyev Abbas Askar o'g'li

Buxoro muhandislik texnologiyalari instituti

“Elektr mexanikasi va texnologiyalari”

kafedrasi tayanch doktoranti

Annotatsiya

Ushbu maqolada mexanik energiya zaxiralash qurilmalari turkumiga kiradigan Flywheel energiya zaxiralash tizimining konstruktiv elementlari sinchkovlik bilan tahlil qilingan va bu tizimning energiya zaxiralash qobiliyatlari tahlil qilingan. Bu tizimning matematik modeli orqali tizimning energiya almashinuv jarayonlari yoritib berilgan. Tizimda ishlatilishi mumkin bo'lgan detallarning fizik kattaliklari keltirib o'tilgan va optimal detallar uchun tavsiyalar berilgan. Flywheel energiya zaxiralash qurilmasining geometric o'lchamlari ham tahlil qilingan.

Kalit so'zlar: Energiya zaxiralash qurilmasi, mexanik energiya zaxiralash qurilmasi, Flywheel energiya zaxiralash qurilmasi, magnit podshipnik,

CONSTRUCTIVE STRUCTURE OF FLYWHEEL ENERGY STORAGE DEVICE AND ITS MAIN CHARACTERISTICS.

Norboyev Abbas Askar o'g'li,

Bukhara Engineering-Technological Institute

Doctoral student of the Department of

Electrical Mechanics and Technology

Abstract

In this article, the structural elements of the Flywheel energy storage system, which belongs to the category of mechanic energy storage devices, are carefully analyzed and the energy storage capabilities of this system are analyzed. The energy exchange processes of the system are explained through the mathematical model of this system. The physical dimensions of the details that can be used in the system are mentioned and recommendations for optimal details are given. The geometric dimensions of the Flywheel energy storage device are also analyzed.

Keywords: Energy storage device, mechanical energy storage device, Flywheel energy storage device, magnetik bearing.

Kirish

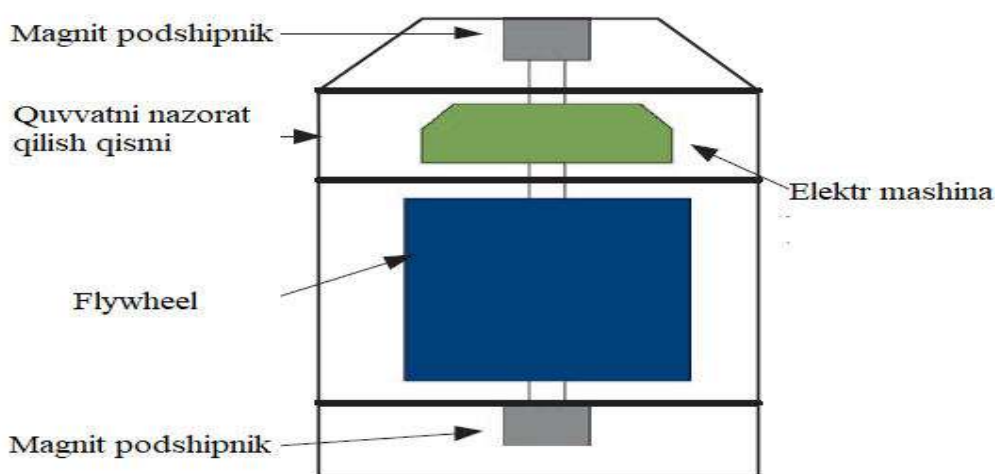
Anʻanaviy energiya manbalaridan foydalanib elektr energiya ishlab chiqarish jarayonida atrof muhitda korbanat angedrid (CO_2) kabi juda koʻplab zarali gazlar ajralib chiqadi [1] va bu holat iqlim oʻzgarishi va insonlar salomatligiga juda kata zarar yetkazadi [2]. Bu holatlarga oddiy misol qilib yer sharidagi haroratning uzluksiz koʻtarilib borayotgani va bu orqali koʻplab chuchuk suv manbalarining suvsizlanayotganini olish mumkin. Bu faktorlardan tashqari dunyoda tabiiy yoqilgʻilarning kamayib borishi va energiyaga boʻlgan talabning uzluksiz oshishi tufayli energiyadan oqilona foydalanish eng muhim masalalardan biri boʻlib qolmoqda. Energiyadan oqilona foydalanish uchun albatta bizga yuqori samaradirlkga ega boʻlgan energiya zaxiralash qurilmalari kerak boʻladi.

Asosiy qism

Hozirgi paytda energetika tizimida asosan kimyoviy energiya zaxiralash qurilmalaridan keng foydalanilmoqda ammo bu energiya zaxiralash qurilmalarining bir nechta kamchiliklari mavjud bulardan eng muhimi bu kimyoviy energiya zaxiralash qurilmalarining ishlash muddati kamligi va ularning utilizatsiya jarayoning murakabligi [3].

Yuqorida aytib oʻtilganlarnin inobatga olgan holda bizga bu qurilmalarga muqobil ravishda ishlay oladigan ekologik toza energiya zaxiralash qurilmalariga boʻlgan zarurat oshib bormoqda. Hozirgi kunga kelib ekologik toza va uzoq muddatli ish faoliyatiga ega zaxiralash qurilmalari bular mexanik energiya zaxiralash qurilmalaridir. Mexanik energiya zaxiralash qurilmalarining eng optimal variant esa hozirgi kunda bu Flywheel energiya zaxiralash tizimidir (FEZT).

FEZT elektr energiyani kinetik energiya koʻrinishda zaxiralab uni qayta elektr energiya koʻrinishiga oʻtqazadi.



1-rasm. FEZTning konstruktiv tuzilishi.

Yuqorida ko`rinib turganidan bu tizim asosan to`rtta qismdan iborat bo`ladi. Dastlabki holatda elektr mashina motor rejimida ishlaydi va mexanik energiyani Flywheel qurilmasiga uzatiladi ma`lum bir holatga yetgandan so`ng elektr mashina va mexanik disk ajratiladi va energiya kinetik energiya ko`rinishida saqlanadi. Zamonaviy Flywheelning foydali ish koeffitsienti 90-95 foizgacha yetishi mumkin.

Yuqori foydali ish koeffitsientini ta`minlovchi faktorlarning asosiysi bu tizimda ishlatiladigan magnit podshipniklardir (magnetik bearings) bu qurimalarda ishqalanish koeffitsienti bo`lmaganligi sababli energiya yo`qotishlari deyarli yo`q. Ikkinchi asosiy vaktor esa bu qurilmalarning vakum orasida bo`lishidir bu esa diskning havo zarralari bilab bo`ladigan ishqalanishining yo`qolishiga olib keladi. FEZTning FIKi haqida gapiroladigan bo`lsa bu yerda elektr mashinaning foydali ish koeffitsienti ham muhim rol o`ynaydi [4].

$$\eta_u = \eta_{em} * \eta_{Fly} = 0.75 * 0.9 = 0.7$$

Ushbu formuladan tizimning umumiy foydali ish koeffitsientini aniqlab olish mumkin bo`ladi. Energiya almashinuv jarayonlarida elektr mashina dastlabki ya`ni energiya zaxiralanayotgan holatda motor rejimida va energiya iste`mol qilinayotgan jarayonda generator rejimida ishlaydi bu jarayonlarda albatt aelektr mashina ikki xil samaradorlikda ishlaganligi sababli biz bu yerda foydali ish koeffitsientining o`rtacha qiymati ya`ni 0,75 ni olishimiz zarur. Bu tizimning energiya zaxiralay olish qobiliyati Flywheel qurilmasi uchun tanlangan diskning materilining bardoshlilikiga bog`liq bo`ladi [5].

Rotor tayyorlanishi mumkin bo`lgan materiallar	σ_m (GPa)	ρ (kg/m ³)	E_{ep} (Wh/kg)
E-glass(shisha)	3.5	2540	190
S- glass(shisha)	4.8	2520	265
Kelvar	3.8	1450	370
Spectra 1000	3	970	430
T-700 Grafit	7	1780	545
T-1000 Grafit	10	-	780
Po`lat	2.7	8000	47

1-jadval. Flywheel rotori tayyorlanishi mumkin bo`lgan materiallarning fizik parametrlari. Rotori tayyorlanadigan material turiga qarab Flywheel asosan ikki turga bo`linadi. Birinchi turda rivojlantirilgan karbon tola yoki grafitdan tayyorlangan turi bu turda ushbu materiallar Flywheelga ogirlikga nisbatan yuqori birklik bera oladi. Ikkinchi tur esa asosan rotor materiali sifatida po`latdan foydalaniladi ammo bu turda klassik tur xisoblanadi va past aylanish nisbati va energiya zichligi bilan ta`minlanadi. Zaxiralangan energiya miqdori diskning inersiya momenti yani massasiga va burchakli tezlikning kvadratiga to`g`ri proporsional bo`ladi va bu quyidagichaa hisoblanadi:

$$E = \frac{1}{2} I \omega^2$$

Mexanik energiya zaxiralash qurilmalarida hisobga olinishi kerak bo'lgan yana bir muhim kattalik bu massa birligiga tushadigan energiya miqdoridir va bu quyidagicha hisoblanadi:

$$E_{ep} = K_s \frac{\epsilon_m}{\rho}$$

Bu yerda ϵ_m disk tayyorlangan materialning maksimal bikrligi va ρ esa materialning zichligi. K_s bu rotorning shakliga bog'liq bo'lgan o'zgarimas koefitsient hisoblanadi.

Magnit podshipniklar FEZTning asosiy komponentlaridan biri hisoblanadi. Har qanday bir o'q atrofida aylanuvchi jism bohlashish va tugash qismlarida podshipniklarla (bearings) mahkamlangan bo'lsihi kerak. Bu tizimda biz magnetik podchepniklardan foydalanamiz va bu podshipniklar mexanik podshipniklarga nisbatan yuqori samaradorlikga ega hisoblanadi. Mexanik podshipniklarning tez ishdan chiqish, ishqalanish kuchlarining kattaligi, vaznining og'irligi kabi kamchiliklari magnetik podchipniklarda kuzatilmaganligi tufayli bu tizimda shunday podchipniklardan foydalaniladi. Aylanish tezligiga nisbatan ham bu ikkala qurilmalar solishtirilganda bu paramaets ham magnetik podchipniklarda yuqori ekanligini kuzatish mumkin. Magnetik podchepniklarning yana bir muhim ustunliklaridan biri bu ularning temperaturaga bo'g'liq emasligidir va bu esa mexanik podchepniklarning asosiy kamchiliklaridan hisoblanadi.

Magnetik podchipniklar magnit maydon kuchi tufayli harakatlanadi va ularda hech qanday fizik kontaktlar mavjud bo'lmaydi. Magmetik podchipniklar mexanik podchipniklarga nisbatan maksimal harakatlanish tezligiga ega bo'lishi mumkin.

Bunday qurilmalarning hozirgi kunga kelib asosan ikki turi mavjud bular aktiv va passiv magnetik podchipniklardir. Aktiv magnetik podchipniklarda magnit maydon o'tkazgichlardan tok o'tishi jarayonida paydo bo'ladigan magnit maydon kuchi asosida ishlaydi. Passiv magnetik podchipniklarda esa bu magnit maydon faqatgina doimiy magnitning magnit kuch chiziqdari orqali hosil qilinadi. FEZTda biz asosan doimiy magnitdan iborat bo'lgan magnit podchipniklarni qo'llaymiz chunki bu jarayonlarda magnit oqimining o'zgarish zarurati sezilmaydi [6].

Flywheel va zomonaviy elektronik vositalarning kombinatsiyasi orqali energiya almashinuv jarayonlarida vujudga kelishi mumkin bolgan yo'qotishlarni maxsimal darajada kamayishiga erishish mumkin bo'ladi va bu qurilmadan ishlab chiqarilayotgan elektr energiyasi sifat ko'rsatkichlarining yaxshilanishiga olib keladi. Bu tizimdan energiya ajralib chiqish jarayonida elektr energiyasi kuchlanishida qisqa muddatli va tasodifiy tebranishlar vujudaga kelishi mumkin va bu holatlarni oldina olish uchun bizga chastotani vaqt bo'yicha rostlab turish zarurati tug'ilishi mumkin. Bu muammoni hal qilish uchun ma'lum turdagi chastota rostlash qurilmalaridan foydalanish kerak bo'ladi. Yuqorida aytib o'tilgan holatlar bu tizimning asosiy kamchiliklaridan biri hisoblanadi chunki bu qurilmalrning narxi ancha

qimmatga tushishi va tizimdan ishlab chiqarilayotgan bir energiya birligining tan narxining oshishiga olib keladi [7].

Yuqorida ta'kidlab o'tilgan afzalliklar va kamchiliklarni inobatga olgan holda biz bu tizimni kelajak energiya zaxiralash tizimi deb ayta olishimiz mumkin bo'ladi. FEZT tizimini takomillashtirish va uni muqobil energiya olish jarayonda keng qo'llash orqali biz energiya olish jarayoning ekologik zararlarini va tizimlarning ishonchliligini oshishiga erishishimiz mumkin bo'ladi. Tizimda geliy-havi aralashmasi yoki vakumdan foydalanish orqali turli boshqarish tizimlarida zaxiralash qurilmasining xavfsizligini oshishiga erishish mumkin bo'ladi. Bu tizimni rivojlantirish uchun biz qilishimiz kerak bo'lgan muhim ishlardan yana biri bu tizimning boshqaruv qismini avtomatlashtirish va bu uchun dasturiy ta'minotni ishlab chiqishdir. Agarda yuqoridagi texnologiyalarning qo'llanilishi orqali tizimning tan narxining kamayishiga erishilsa bu tizim sanoat, qishloq xo'jaligi va harbiy sanoatda keng qollanilish potensialiga ega bo'ladi va dunyo bo'ylab elektr energiya tanqisliklarini oldina olishda muhim rol o'ynashi mumkin.

Foydalanilgan adabiyotlar

1. G'afurov Mirzohid Orifovich, Elektr energiya samaradorligini oshirish orqali issiqxona gazlari tarkibini kamaytirish, «Sanoat injeneriyasining dolzarb muammolari» respublika ilmiy-amaliy anjumani (2021) 505-506.
2. M. Leslie, A commentary on 'the energy review', Power Engineering Journal 16 (4) (2002) 175–181.
3. R.M. Dell, D.A.J. Rand, Energy storage—a key technology for global energy sustainability, Journal of Power Sources 100 (1–2) (2001) 2–17.
4. Y. Suzuki, A. Koyanagi, M. Kobayashi, et al., Novel applications of the flywheel energy storage system, Energy 30 (11) (2005) 2128–2143.
5. K. Demachi, K. Miya, R. Takahata, et al., Numerical evaluation of rotation speed degradation of superconducting magnetik bearing caused by the elektromagnetik phenomena, Physica C 378–381 (2002) 858–863.
6. R. de Andrade Jr., A.C. Ferreira, G.G. Sotelo, et al., A superconducting high-speed flywheel energy storage system, Physica C 408–410 (2004) 930–931.
7. N. Koshizuk, F. Ishikawa, H. Nasu, et al., Progress of superconducting bearing technologies for flywheel energy storage systems, Physica C 386 (2003) 444–450.

STRATEGIEN ZUR VORBEREITUNG AUF INTERNATIONALE DEUTSCHPRÜFUNGEN

Furqat Jumayev Soatmumin Ugli

Fremdsprache, Germanistik

Der Student der Gruppe 311.

Anmerkung

Es ist keine Übertreibung zu sagen, dass das Fremdsprachenerlernen heute zu einem Bestandteil unseres Lebens geworden ist. Aktuell spielen internationale Zertifikate für die Zulassung zum Masterstudium eine zentrale Rolle. Für die Zulassung zum Masterstudium muss ein Fremdsprachennachweis gemäß Präsidialdekret Nr. PQ-5117 vom 19. Mai 2021 (<https://www.lex.uz/docs/5426736>) vorliegen.

Stichwörter: Schreiben, Hören, Lesen, Sprechen, Vorbereitung, Testniveau, Prüfung.

Internationale Prüfungen zu erhalten erfordert heute besonderen Aufwand an Mühe und Zeit. Für Vorbereitungen auf internationale und nationale Zertifikate biete ich einige Tipps an. Obwohl ich diese Tipps für deutsche Prüfungen beschrieben habe, gelten die Tipps vermutlich auch für allgemeine Fremdsprachenprüfungen.

Im Folgenden geben wir dir unseren 10-Punkte-Plan mit den wichtigsten Tipps, um die Prüfung erfolgreich zu bestehen!

Analysiere deine größten Schwächen (Schreiben, Hören, Lesen, Sprechen). Der erste Schritt der Vorbereitung sollte sein, dass du dich fragst, was deine größten Schwächen sind. Ist es Schreiben, Hören, Lesen oder Sprechen. Hier gibt es sehr große individuelle Unterschiede: Für manche Personen ist das Sprechen schwierig. Doch meiner Erfahrung nach haben die meisten Schüler mit dem Schreiben die größten Probleme. Wenn du nicht genau weißt, wo deine Schwächen sind, empfehle ich dir, ein Coaching mit einem Deutschlehrer zu buchen, der deine individuellen Stärken und Schwächen analysieren kann.

Analysiere, ob dein angestrebtes Niveau und der Zeitraum realistisch sind!

Bevor du mit der Vorbereitung beginnst, solltest du dich fragen, welches Niveau du erreichen möchtest und ob dieses realistisch ist. Manche Deutschlerner überschätzen sich, andere unterschätzen sich. Wenn du mehr Zeit zur Verfügung hast und dich nicht zwischen zwei Niveaus entscheiden kannst, kannst du tendenziell das schwierigere Niveau wählen. Wenn du jedoch nicht so viel Zeit vor der Prüfung hast, solltest du eventuell erst das niedrigere Niveau wählen, gut bestehen, Selbstbewusstsein tanken und dich dann in ein paar Monaten für das höhere Niveau anmelden. Hier musst du dich auch fragen, wie deine Ambitionen sind: Wenn du „nur“ bestehen willst, kannst du auch das höhere Niveau wählen, wenn du mit einem guten Resultat bestehen willst, solltest du mehr zum niedrigeren Niveau tendieren. Ein qualifizierter Deutschlehrer hilft dir dabei, das für dich richtige Testniveau auszuwählen.

Stelle einen Lernplan auf und halte dich konsequent an diesen!

Nachdem du dich entschieden hast, welches Niveau du ablegen möchtest, ist der nächste Schritt, einen konkreten Lernplan aufzustellen und sich konsequent an diesen Plan zu halten. Du solltest eine ehrliche Analyse machen, wie viel Zeit du während der Woche neben der Arbeit, Familie, Kinder, Sport etc. für die Vorbereitung zur Verfügung hast. Ich empfehle, einen Stundenplan zu machen und feste Zeiten zu bestimmen, an denen du bestimmte Fähigkeiten trainierst. Zum Beispiel kannst du Montagabend eine Stunde Zeit nehmen, um Schreiben zu trainieren. Am Dienstagabend kannst du mit einem Tandempartner über Skype, Zoom, Telegram sprechen und das Sprechen trainieren. Am Wochenende (z.B. am Samstag) kannst du eine Beispielprüfung machen. Ein qualifizierter Deutschlehrer hilft dir dabei, einen guten Lernplan aufzustellen. Halte dich konsequent an deinen Lernplan!

Lerne mit Beispielprüfungen, mache keine (abstrakten) Übungen.

Ein häufiger Fehler, den ich immer wieder sehe, ist, dass viele Schüler zur Vorbereitung abstrakte (Grammatik-)Übungen machen, um ihre Schwächen zu verbessern. Diese Grammatikübungen sind natürlich hilfreich, um weniger Fehler zu machen, jedoch sollte meiner Meinung nach die meiste Zeit dafür verwendet werden, mit konkreten Beispielprüfungen zu arbeiten. Man kann als ERGÄNZUNG (z.B. um bestimmte Grammatikthemen zu wiederholen) Grammatikübungen machen, der Schwerpunkt der Vorbereitung sollte jedoch sein, dass man Probeprüfungen macht. Denn letztlich wird in der Sprachprüfung keine Grammatik geprüft, sondern man muss eine spezifische Prüfung schreiben. Ich empfehle deshalb, vor der Prüfung ca. 5 – 10 Prüfungen in originalen Prüfungsbedingungen zu machen.

Simuliere originale Prüfungsbedingungen!

Das bringt mich schon zum nächsten Punkt. Man sollte, während man diese Probeprüfungen schreibt, originale Prüfungsbedingungen simulieren, besondere Zeitdruck und Lärm. In der Realität findet man oft keine idealen Bedingungen wie zu Hause, wo man sich in Ruhe vorbereiten kann. Ich empfehle deshalb, beim Trainieren des Hörens, Lärm und Hintergrundgeräusche zu simulieren, damit man sich an diese nicht-optimalen Bedingungen gewöhnen kann. Es ist auch wichtig, beim Üben des Sprechens oder Schreibens einen Wecker zu benutzen, um den Zeitdruck zu simulieren und ein Gefühl für die Zeit zu bekommen.

Entwickle deinen individuellen Schreibstil!

Meiner Erfahrung nach liegt beim Schreiben das größte Problem. Das liegt daran, dass wir heutzutage einfach nicht mehr genug schreiben, da die Kommunikation meistens sehr effizient (in kurzen Sätzen) erfolgt. Bei den meisten Schülern sollte deshalb der Fokus der Vorbereitung auf dem Teil Schreiben liegen. Es ist wichtig, dass du deinen eigenen Schreibstil entwickelst. Der erste Schritt ist, dass du dir Beispiele für gute Texte ansiehst, die du oft unten in den Modellsätzen finden kannst. So hast du ein konkretes Beispiel, an dem du dich orientieren kannst. Markiere die Vokabeln, Ausdrücke und Konnektoren, die wichtig für einen guten Stil sind und integriere sie in deinen Schreibstil! Versuche, diese Ausdrücke in deinem nächsten

Text auch zu benutzen! Wenn du einen Text geschrieben hast, schicke an einen Deutschlehrer, der dir genau sagen kann, was gut ist und was nicht. Analysiere deine Fehler und vermeide sie das nächste Mal – so verbesserst du langfristig dein Schreiben und entwickelst deinen individuellen Schreibstil. Es ist ein Prozess aus Fehler machen, ausprobieren und Feedback durch einen Lehrer.

Höre so viel Deutsch wie möglich vor der Prüfung!

Für das Hören ist es wichtig, dass du so viel Deutsch wie möglich vor der Prüfung hörst. Ich empfehle meinen Schülern, dass sie das vor allem mit YouTube-Kanälen, Radio und Podcasts machen sollten. YouTube eignet sich sehr gut, um konzentriert zuzuhören, wohingegen man beim Sport oder z.B. Autofahren Radio und Podcast hören kann, während man also etwas anderes macht. Generell sollte man versuchen, jede freie Minute Deutsch zu hören.

Sprich so viel Deutsch wie möglich vor der Prüfung!

Um im Teil Sprechen selbstbewusst und fließend Deutsch zu sprechen, sollte man schon vor der Prüfung viel gesprochen haben. Du solltest am besten mit einem Tandempartner oder Deutschlehrer lernen, mit dem du die Präsentation und die Diskussion spezifisch trainierst. Ich empfehle einen Lehrer für die spezifische Vorbereitung und einen Tandempartner, mit dem du über alltägliche Dinge sprechen kannst. Versuche, dich während der Vorbereitung mindestens zweimal pro Woche mit deinem Tandempartner/Deutschlehrer zu treffen.

Lies so viel wie möglich vor der Prüfung!

Du solltest für die Prüfung auch so viel lesen, wie möglich. Ich empfehle, einen festen Tag auszuwählen, an dem du einen Zeitungsartikel/ Blog Post über ein politisches oder gesellschaftlich relevantes Thema liest. Anschließend kannst du mit deinem Deutschlehrer/ Tandempartner auch über diesen Artikel diskutieren, um dein Sprechen zu verbessern. Mit diesen Fachartikeln trainierst du komplexeres Vokabular. Markiere auch Konnektoren, Satzverbindungen und Vokabeln und versuche, diese in deine Texte zu integrieren. Zudem solltest du abends, wenn du nicht mehr so aufmerksam bist, (z.B. vor dem Schlafen) leichtere Lektüre lesen. Das können z.B. Romane, Kinderbücher oder Magazine sein.

Hol dir einen qualifizierten Deutschlehrer/ Testvorbereiter, um dein Potenzial voll auszuschöpfen!

Der vielleicht wichtigste Tipp ist: Du musst die Vorbereitung nicht alleine machen! Du kannst es zwar versuchen, aber: Wenn du einen qualifizierten Deutschlehrer hast, der deine Stärken und Schwächen analysiert und dir einen individuellen Lernplan aufstellt, wirst du sehr viel Zeit sparen und meistens ein besseres Resultat erreichen. Er kann aufgrund seiner Erfahrung deine Texte korrigieren und dir sagen, was du gut gemacht hast und was du verbessern kannst. Aber der wichtigste Punkt ist: Wenn du Unterricht mit einem Deutschlehrer buchst, wirst du auch an Tagen, wo du dich nicht so gut fühlst, motiviert sein, zu lernen. Viele Schüler brauchen diese sehr wichtige externe Motivation.

Quellenverzeichnis

1. Aus eigenen Erfahrungen
2. Präsidialdekret Nr. PQ-5117 vom 19. Mai 2021 (<https://www.lex.uz/docs/5426736>)
3. E. Broszinsky-Schwabe, Interkulturelle Kommunikation Springer Fachmedien Wiesbaden GmbH 2017
4. Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen. Begleitband 2001
5. Bachmann, S., Gerhold S., Wessling G. Aufgaben und Übungstypologie zum interkulturellen Lernen mit Beispielen aus Sichtwechsel-neu, in Zielsprache Deutsch 27(2) 1996, S. 77-91.

MANAGEMENT ACCOUNTING SYSTEM IN STATE MEDICAL INSTITUTIONS AND ITS ORGANIZATIONAL ASPECTS

Kuliboev Azamat Shonazarovich

Basic doctoral student of Tashkent Financial Institute

Abstract:

This article describes the stages of creating a management accounting system in state medical institutions and ensuring its operation. The structure of the management accounting organization standard in state medical institutions is shown.

Key words: Management accounting, state medical institution, accounting policy, accounting, balance sheet, report.

In our country, the reform of the health sector is defined as one of the most important directions of state policy. The goal is to maintain and strengthen the health of the population by creating a healthy lifestyle, improving the quality of medical care and services.

In order to achieve this goal, comprehensive reforms in the health care system of our country, including the modernization and diversification of the economy of the entire health care system, as well as a system of measures to ensure the efficiency of each medical institution, have been implemented. In recent years, a number of legal documents on the management and regulation of state medical institutions and the health care system have been adopted. In particular, on January 28, 2022, the Decree of the President of the Republic of Uzbekistan No. PF-60 "On the development strategy of New Uzbekistan for 2022-2026" was adopted, as part of the tasks set in the Development Strategy to ensure public health. In 2022: establishment of 105 family doctor's points and 31 family polyclinics by establishing primary medical service in the regions on the basis of the "one step" principle;

within two months, it is decided to ensure the implementation of the mechanism of providing free medical services to private medical organizations at the expense of the state budget, through the electronic information system of referral for treatment of privileged persons.

In addition, the adopted normative documents on the regulation of health care had a significant impact on changing the financial and economic aspects of the activities of medical institutions, except for free medical services provided by the state to the population in public medical institutions. Provision of paid medical services to the population was also launched.

In this regard, on September 3, 1999, the Cabinet of Ministers of the Republic of Uzbekistan adopted Resolution No. 414 on "Improving the Procedure for Funding Budget Organizations", which included the formation of the Budget Organization Development Fund for budget organizations. The right is given. According to Article 44 of the Budget Code of the Republic of Uzbekistan, the non-budgetary funds of budgetary organizations include the "Fund for financial promotion and development of medical organizations".

Revenues of the Fund for Financial Promotion and Development of Medical Organizations: funds allocated from the budget in the amount of up to 5% of the total amount of budget funds allocated to the medical organization;

Income from the sale of goods (works, services) according to the specialization of activity; at the end of the last working day of the reporting quarter, the funds saved according to the cost estimate, excluding the funds provided for the financing of capital investments; a part of the funds received from the lease of property on the balance sheet of the medical organization;

funds to be left at the disposal of budget organizations in the prescribed manner; will be formed at the expense of funds received from sponsorship

The ultimate goal of the implemented reforms is the purposeful and effective use of the funds allocated to the health care system from the state budget and the funds freed up as a result of the tax benefits given to medical institutions to equip the medical institution with modern medical equipment, directing the purchase of spare parts, consumables and other items for medical purposes.

In addition, it is to encourage the work of employees working in state medical institutions, to increase the efficiency of their activities and to create conditions for staff to settle down.

It is known that the organization of management accounting in state medical institutions and the study of its methodological aspects are also important issues today.

Management accounting is a component of the information system of an economic entity. the nature of the management account is determined by the goals set by the managers of the economic entity: it should be changed again by the decision of the administration or certain corrections-additions should be made based on the interests and goals of the managers of the internal structural structures is also possible. If it is expressed in a simpler way, each business entity can organize management accounting in different ways and forms based on the goals and the level of real possibilities

in a situation where the role of management accounting in providing them with information for making management decisions in state medical institutions is increasing, defining the general methodological principles of the organization of the management accounting system, the goals and tasks of its implementation, management accounting. Determining the content of means and stages of implementation is an important scientific task. this task is especially relevant for state medical institutions that do not have enough experience in organizing the management accounting system due to the novelty of the problem itself.

the need to form a management accounting system in state medical institutions arose due to the dependence on the process of financing medical services provided to the population.

specific difficulties in the organization of management accounting in state medical institutions, specific features of accounting in the public sector aimed at meeting the requirements of legislation, providing information to higher authorities, tax legislation for the medical

institution as a whole related to the disclosure of information on the costs of providing services in the budget execution report for the health system.

The organization of management accounting is greatly influenced by the complex structure of the industry - the presence of outpatient and inpatient departments of various profiles, paraclinical services, etc., the abundance of medical services, and financing from various sources.

management accounting in state medical institutions is one of the information systems of institutions that creates relevant information and presents it to all levels of management to evaluate the effectiveness of using available resources and make decisions aimed at improving the quality of medical services should become part of The management accounting system in state medical institutions is necessary for:

introduction of results-oriented budgeting principles, including control over the correct spending of budget funds and evaluation of their effectiveness;

assessment of the effectiveness of the use of all types of resources, regardless of funding sources;

evaluation of the activity of structural departments and divisions of medical institutions;

determining the profitability of the services provided.

taking into account the current international trends in the development of management accounting and reporting, the basis of the management accounting system of a state medical institution should be the collection and analysis of information necessary for making tactical and strategic management decisions.

management accounting systems of state medical institutions can be represented by the following systems, taking into account the activities of institutions in the field.

In order to ensure the development and operation of the management accounting system, it is recommended to draw up a work plan with a list of stages, tasks and executors.

At the initial stage, the goals and objectives of the introduction of the management accounting system should be formed based on the diagnosis of the current accounting and reporting system in the state medical institution. the implementation of the management accounting system in state medical institutions largely depends on their organizational structure.

At the stage of developing a plan for creating a management accounting system, it is necessary to identify a responsible person or to form a special group of responsible persons for the implementation of management accounting. the number and professional composition of the team (department) required to work in the management accounting system being created depends on the scope of the proposed work.

It can be implemented step by step depending on the priority of the tasks to be solved during the introduction of the management accounting system. if it is necessary to improve the effectiveness of cost management in a medical institution, then first of all it is necessary to develop and implement a subsystem of cost accounting and cost calculation. in this case, it is

necessary to apply the accounting policies of the medical institution consistently from year to year to ensure comparability of management accounting information.

The stage of continuous improvement of the management accounting system. at this stage, it is assumed that the management accounting system should be constantly improved, taking into account the changing information needs of the management of the state medical institution, the emergence of new modern management accounting tools. in our opinion, it is appropriate to formalize the above approaches to the organization of management accounting in state medical institutions in a standard form that can have the following structure (Table 1).

Table 1.

the structure of the standard of organization of management accounting in state medical institutions.

Section name	Department composition
Introduction	the following information about the standard is displayed: by whom was the standard developed?, by which authority and according to which order was it approved?, was the standard developed for the first time or revised.
field of application	the field of application of the standard, its purpose and tasks, and its connection with other standards are determined.
terms and definitions	terms used in the standard and their definitions are provided
basics of management accounting system organization	the main principles of management accounting are shown. It is determined what functions this system will perform. The main elements necessary for the full operation of the management accounting system are shown.
organization of management accounting system in state medical institutions	stages of organization of management accounting system in state medical institutions are separated separately. The content of each stage is described.

Approval of such a standard, which describes the possible approaches to the organization of management accounting in public medical institutions, will provide them with methodological assistance in solving this complex problem. as a result, the process of analyzing the activity of state medical institutions based on accounting data will be improved and the efficiency indicator of the institution will increase.

List of Used Literature

- 1.Budget Code of the Republic of Uzbekistan, Law No. ORQ-52-I dated December 26, 2013.//www.lex.uz.
- 2.Decree of the President of the Republic of Uzbekistan "On the Development Strategy of New Uzbekistan for 2022-2026", January 28, 2022 PF-60-number.// www.lex.uz.

3. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan 4. "On improving the procedure for providing budget organizations with funds", September 3, 1999, No. 414. //www.lex.uz.

5. PARDAEV A.H., PARDAEVA Z.A. MANAGEMENT ACCOUNTING. - T.: "FINANCE", 2019. - 561 p.

Vakhrushina M.A. problemy i perspektivy razvitiya rossiyskogo upravlencheskogo ucheta //Mejdunarodnyy bukhhalterskiy uch. 2014. No. 33. P.12–23.

6. Kuliboyev Azamat Shonazarovich, 2022. Organization of management accounting in public medical institutions. International Journal of Research in Business Management. Vol. 10, Issue 5, May 2022, 1–8.

Ostonokulov Azamat Abdukarimovich, 2020. Budget Organizations Formation and Improving Accounting for Out-of-Budget Budgets. International Journal of Advanced Science and Technology. 29, 8s (Apr. 2020), 11 - 16.

7. Sabirova Aygul, Ostonokulov Azamat, Kuliboev Azamat, Khalilova

8. Shokhsanam, Abdurasulov Murodjon, 2022. Ways of effective use of financial control methods in public finance management. International Journal of Research in Economics and Social Sciences. Available online at: <http://euroasiapub.org> Vol. 12 Issue 05 May- 2022 ISSN: 2249-7382.

TEXNOLOGIYA FANI DARSLARINING O'QUVCHILARGA KASBLARGA OID MA'LUMOTLARNI BERISHDAGI AHAMIYATI

Sharibova Shoxista Xakimboy Qizi

Xorazm viloyati Shovot tumani 5-umumiy o'rta
ta'lim maktabining texnologiya fani o'qituvchisi

Sharibova Shoxida Xakimboy Qizi

Xorazm viloyati Shovot tumani 45-umumiy o'rta
ta'lim maktabining texnologiya fani o'qituvchisi

Annotatsiya

Maqolada umumta'lim maktablarida Texnologiya fani darslarinig o'quvchilarni kasb tanlashga yo'llashdagi o'rni haqida ma'lumotlar berilgan. Texnologiya darslarinig kasb tanlashga yo'llash ishlaridagi imkoniyatlari haqida bayon qilingan. Texnologiya o'quv predmeti darslarida o'quvchilarni kasblar bilan tanishtirish samaradorligini oshirish uchun qilinishi lozim bo'lgan tashkiliy va uslubiy ishlar bo'yicha ko'rsatmalar berilgan.

Kalit so'zlari: Kasb, texnologiya, xalq hunarmandchiligi, soha, ishlab chiqarish, faoliyat.

Аннотация

В статье представлена информация о роли технологических классов в средних школах в руководстве учащимися при выборе карьеры. Объясняет возможности технологических курсов в профориентации. Технологический курс содержит рекомендации по организационной и методической работе, которая должна быть проделана для повышения эффективности приобщения студентов к профессии.

Ключевые слова: Профессия, технология, народные промыслы, промышленность, производство, деятельность.

Annotation

The article provides information on the role of technology classes in secondary schools in directing students to career choices. Explains the possibilities of technology courses in career guidance. The technology course provides guidelines for the organizational and methodological work that needs to be done to increase the effectiveness of introducing students to the profession.

Key words: Profession, technology, folk crafts, industry, production, activity.

Insonning kasbiy shakllanishi va mutaxassis sifatida kamolga yetishini uning hayot yo'lidan ayri holda tasavvur etib bo'lmaydi. Psixologik adabiyotlarda ta'kidlab o'tilganidek, kishining kasbiy shakllanishi butun hayoti davomida kechadigan jarayon bo'lib uning yoshiga hamda shaxsining taraqqiyotiga mos holda boradi. Kasbiy faoliyat sohasidagi muvaffaqiyat va mataxassisining mahorat darajasiga erishish sur'ati uning kasb tanlash motivlari bilan o'zaro aloqadordir.

Kasb tanlash inson uchun muhim muammolardan biridir. Tanlov doirasi qanchalik keng bo'lsa, u shunchalik psixologik jihatdan murakkablashib boradi. Shaxsning sub'ektiv moyilliklari va u yoki bu faoliyatga qobiliyatligi bir butunlikni tashkil etadi. Qiziqish va moyillik faoliyat jarayonida shakllanadi va o'zgarib boradi. Kasb tanlash arafasida turgan inson shaxsining mazkur sohadagi qanchalik mos ekanligi faqatgina ushbu faoliyat jarayonidagina aniqlanadi.

Kasblarga xos faoliyat turlari bilan yaqindan tanishish uchun Texnologiya o'quv predmeti masg'ulotlarida juda katta imkoniyatbor. Umumiy ta'lim maktablarida texnologiya fani asosida o'rganilishi muhim va zarur bo'lgan nazariy ma'lumotlar, amaliy ko'nikma va malakalar, jarayonlar yotadi.

Umumiy ta'lim maktablarida tashkil etiladigan texnologiya mashg'ulotlari ushbu ta'limni amalga oshirishda, o'quvchilarning umumtexnologiya, mehnat, maxsus bilim, ko'nikmalarini shakllantirish va rivojlantirishda etakchi o'rin egallaydi. Texnologiya o'quv predmeti mazmuni, mohiyati va vazifalariga ko'ra ko'pgina ilmiy, tabiiy, ijtimoiy-iqtisodiy bilimlarni umumlashtirib, uyg'unlashtirib, mujassamlashgan holda amaliyotga tadbiq etishni ko'zda tutadi. SHu jihatdan olib qaraganda texnologiya maktab tizimi umumta'lim fanlaridan o'rganiladigan nazariy bilimlarni amaliyot, ishlab chiqarish bilan bog'laydigan quvvatli didaktik vositadir. Demakki, kasb tanlashga yo'llashda ham katta ahamiyatga egadir.

Maktablarda texnologiya ta'limining maqsad va vazifalari:

Boshlang'ich maktabda (I-IV - sinflar) o'quvchilarni texnologiya va hunarmandchilik dunyosi, o'simliklarni parvarish qilish, turli materiallar bilan tanishtirish, oddiy ishlov berish, oddiy texnologiya va hunarmandchilik asboblari va texnologiya, ish-harakat usullari to'g'risida sodda tasavvurlar hosil qilishni ko'zda tutadi. Bu davrda o'quvchilar texnologiya ta'limidan o'zlashtirgan bilimlar ko'lamini o'zlarining hayotiy tajribalarida va oiladagi texnologiya jarayonida mustahkamlaydilar va kengaytirib boradilar.

Tayanch maktablarda (V-IX – sinflar) da o'quvchilar umumtexnologiya ko'nikma va malakalarini shakllantiriladi, qiziqish va moyilliklariga ko'ra, o'z-o'zini kasbiy jihatdan aniqlashlari, kasb-hunar turlarini tanlashlarini ta'minlanadi, qiziqish va moyilliklari rivojlantiriladi, umumtexnologiya madaniyati shakllantiriladi va rivojlantiriladi, xalq xo'jaligi va hunarmandchilikning sohalari, ularda ishlatiladigan asbob-uskunalar, texnika va texnologiya bilan tanishtiriladi, texnologiya faoliyatining turli qirralarida ishtirok etishlari ta'minlanadi.

Yuqori sinflarda texnologiya ta'limi va kasblarga yo'naltirish kursi-ishchi va mutaxassislarining amaliyotida qo'llanadigan turli xil qo'l asbob-uskunalar, jihozlar, moslamalarini o'rgatishni, mexanizatsiyalashtirilgan va elektrlashtirilgan vositalar bilan ishlashni, texnologiya qonunchiligi xavfsizligi, sanitariya-gigiena qoidalari va yo'l-yo'riqlari asoslarini o'rgatishni ta'minlaydi. SHuningdek, bu davrda o'quvchilarda xalq xo'jaligining va hunarmandchilikning asosiy sohalarini bo'yicha maxsus kurslarni o'qitishni tashkil etib, turli xil kasbiy bilimlar berish, amaliy ko'nikma va malakalarni hosil qilishni maqsad qilib qo'yadi. Ushbu kurslarda o'quvchilar kasbiy mahoratlarini takomillashtira borib, tanlagan kasblari bo'yicha tegishli hujjatlarni olib, bevosita unumli texnologiya jarayonida qatnashish imkoniyatiga va huquqiga ega bo'ladi.

Texnologiya ta'limining yuqorida ko'rsatilgan maqsadiga erishishi uchun quyidagi vazifalarni hal etishni taqozo etadi:

-turli sohalaridagi ishlab chiqarish mazmuniga ega vazifalarni echish, tajribalar o'tkazish, o'lchov-tekshiruv asboblaridan, ma'lumotlardan foydalana olish, texnologiya operatsiyalarini bajarish, olingan natijalarni talab etilgani bilan taqqoslash yo'li bilan xulosa chiqarishga o'rgatish;

-o'quvchilarda bilim va mehnatga muhabbat, mehnat ahillariga hurmat hissini singdirish, ularni jamoatchilik, vatanga sadoqat, do'stlik, o'zaro hurmat ruhida tarbiyalash;

-o'quvchilarni bozor iqtisodiyoti qonuniyatlari talablari asosida sifatli, xaridorgir iste'mol mollari, texnologiya mahsulotlari etishtirishga odatlantirish, o'zlari etishtirgan mahsulotlarni o'zlari iste'molchiga etkazishlariga o'rgatish, ish boshqaruvchilik (menedjerlik), homiylik, ishbilarmonlik sifatlarini singdirib borish va rivojlantirish.

-texnologiya ta'limini o'rganish jarayonida o'quvchilarga, xalqimiz ruhiyatini yashash tarzini, an'analarni tiklash va rivojlantirish maqsadida xalq hunarmandchiligining kiritilishi milliy qadriyatlar, tarixiy yodgorliklar, xalq ustalarining ko'p qirralari boy merosini o'rganish, o'zlashtirish va amaliy faoliyatlariga qo'llash kabilarni o'rgatish.

Qator yillardan buyon olib borgan kuzatishlar natijasida yuqorida ko'rsatib o'tilgan mehnat ta'limi-texnologiya ta'limining asosiy xususiyatlariga qo'shimcha ravishda aytish mumkinki, ushbu sohaning har bir bosqichini, mashg'ulotini, mavzusini, mavzu qismlarini o'tishda ham o'ziga xoslik sezilib turishini ta'kidlash o'rinlidir.

Texnologiya ta'limining o'ziga xos xususiyatlari, ahamiyati uning ta'lim mazmunini tanlashda, har bir bosqich uchun belgilab olishda namoyon bo'ladi.

Jumladan xalq hunarmandchiligining umumta'lim maktablari texnologiya o'quv predmeti tarkibiga kiritilishi texnologiya darslarini tashkil etishning ko'lamini yanada kengaytirishga, shahar va qishlok maktablarida texnologiya ta'limi darslarini tashkil etishni yanada yaxshilashga olib keladi. chunki, ushbu ta'limning an'anaviy ko'rinishda shahar va qishlok maktablarida mashg'ulotlarni tashkil etishda xalq hunarmandchiligi sohalarini taraqqiyoti, ta'lim muassasani o'rab turgan ishlab chiqarish sohalarini hisobga olib, ularga bog'lanish

zarur. Xalq hunarmandchiligining esa bevosita xalq xo‘jaligi (mahalliy) tarmoqlarga bog‘lik bo‘lmagan holda o‘quvchilarga turli umumtexnologiya, maxsus ko‘nikmalarni o‘rgatishda didaktik imkoniyatlari behisobdir.

Xalq hunarmandchiligi sohalarini o‘rganish bo‘yicha olib borilayotgan mashg‘ulotlarning moddiy, xom ashyo, materiallar bilan ta‘minlanishini yo‘lga qo‘yishda deyarli barcha maktablarda mahalliy imkoniyatlar mavjuddir. Mahalliy xom ashyo ta‘minotini o‘quvchilar va o‘qituvchilar o‘z kuchlari bilan bevosita amalga oshirishlari mumkin. Xalq hunarmandchiligining texnologiya va kasb-hunar ta‘limida muntazam o‘rganilishi o‘g‘il va qiz bolalar texnologiyani, qishloq va shahar maktablarida muqobil mashg‘ulotlarning tashkil etilishini va qolaversa, o‘quvchilarning ta‘lim muassasasini bitirganlaridan so‘ng doimiy ish o‘rinlari bilan ta‘minlanishlarini ma‘lum tartibga soladi.

Umumiy ta‘lim maktablarida texnologiya ta‘limi mashg‘ulotlari negizida xalq xo‘jaligi soxalari xususiyatlarini, ishlab chiqarish bilan bog‘liq nazariy ma‘lumotlarni, ma‘naviy, milliy, madaniy, moddiy qadriyatlardan hisoblangan xalq hunarmandchiligining turli yo‘nalishlarini o‘rganish va yoshlarga o‘rgatish ishlarining yo‘lga qo‘yilishi ushbu sohalarning didaktik, tarbiyaviy imkoniyatlari beqiyos ekanligini ko‘rsatadi. Shu jixatdan Texnologiya ta‘limida o‘quvchilarni kasblar bilan tanishtirish, kasb tanlashuf yo‘naltirishda o‘rni kattadir.

Yuqorida bayon qilingan kasb tanlashga yo‘llash ishlarining samaradiligini oshirishda texnologiya darslarida zamonaviy ta‘lim texnologiyalaridan, axborot texnologiyalardan keng foydalanishni talab qiladi. SHu bilin birga ta‘lim vositalarini ham moderinizatsiya qilsh xam zarur. Chunki, o‘quvchilarni xalq xo‘jaligining turli tarmoqlari, ularda zarur bo‘ladigan kasb egalari uchun muxim jixatlar bilan tanishtirish imkoniyatlari ana shu vositalarga bilan chambarchas bog‘liq.

Foydalanilgan adabiyotlar

1. Abduqudusov O. Kasb-hunar pedagogikasi. Darslik. – T.: O‘MKHTTKMO va UQTI, 2014.
2. Pedagogika nazariyasi va tarixi. M.X. To‘xtaxo‘jaeva tahriri ostida. – T.: “Moliya-iqtisod”, 2008.
3. Tolipov O‘., Usmonboeva M. Pedagogik texnologiyalarning tadbqiqiy asoslari – T.: 2006.
4. Haydarov F. Xalilova N. Kasb psixologiyasi – T.: 2010.

ИНТРОДУКЦИЯ ВИДОВ РОДА ВЯЗА (ULMUS L.) НА ЗАСОЛЁННЫХ ПОЧВАХ КАРАКАЛПАКСТАНА

Утегенов И. Б.

Докторант (PhD) Института сельского хозяйства
и агротехнологии Каракалпакстана, г. Нукус

Аннотация

В статье приводятся почвенно-климатические условия Каракалпакстана. Этот регион разделен на Устюртский, Кызыл-Кумский, Нижне-Амударьинский районы и новая пустыня Аралкум. Определено, что в Ботаническом саду ККНИИЕН ККО АН РУЗ интродуцировано и произрастает 4 вида. Описана морфолого-биологическая характеристика каждого вида. Приводятся отличительные черты: засухоустойчивости, солевыносливости, морозоустойчивости, теневыносливости. Дано хозяйственное значение и использование в зеленом строительстве.

Республика Каракалпакстан расположена в Юго-Западном Приаралье и входит в состав экстрааридной зоны. По природным климатическим условиям вся территория Каракалпакстана разделена на Устюртский, Кызыл-Кумский, Нижне-Амударьинский дендрологические районы и новая пустыня Аралкум, образовавшаяся в результате антропогенного воздействия опустынивания Аральского моря.

Каждый такой район характеризуется своими аборигенными древесными растениями. Дендрофлора является не только индикатором почвенно-климатических условий района но и показателем его интродукционных возможностей.

В Устюртском дендрологическом районе распространен - *Haloxylon ammodendron* (СAM), в Кызыл-Кумском - *Haloxylon persicum* (Vge), в Нижне- Амударьинском - *Haloxylon aphyllum* (Minkw) jjin.

На территории Каракалпакстана дико произрастают около 98 видов древесных растений, что составляет около 10 % всей флоры. Большинство древесных растений этой области относится к кустарникам и полукустарникам. Многие из них мелколистные, иногда безлистные, низкорослы. Деревья представлены лишь шестью видами. По экологии здесь преобладают галофиты и псаммофиты. Эти общие особенности дендрофлоры Каракалпакстана отражают почвенно-климатические и лесорастительные условия, мало пригодные для культуры широколиственных древесных растений.

Известно, что изменение внешних условий вызывает морфофизиологические изменения организмов, направленные на приспособление к новым условиям [1].

Ключевые слова

Интродукция, районы, род, виды, ильм, морфобиология, деревья, кустарник, распространение, солеустойчивость, засухоустойчивость, морозостойкость, теневыносливость, использование, зеленое строительство.

Основная часть

Мы изучили представителей рода вяза, ильма, береста *Ulmus L.* Определено, что в ботаническом саду ККНИИЕН ККО АН РУз интродуцировано и произрастает 4 вида: вяз гладкий - *U. laevis Pall.*, вяз листоватый - *U. foliacea Gilib.*, вяз густой (берест) - *U. densa Litw.*, вяз приземистый или ильмовник – *U. pumila L.* [2].

Род вяза (*Ulmus L.*), по узбекски кайрагаш, по каракалпакски карагаш, принадлежит к семейству ильмовые *Ulmaceae L.* Род включает около 16 видов, растущие в умеренном поясе Европы, Азии и Северной Америки и в горах Тропической Азии [3]. Распространение рода *Ulmus* приближается к космополитному, его современный ареал считается реликтовым.

Ниже приводится морфолого-биологическая характеристика произрастающих в Ботаническом саду видов.

Вяз гладкий (в.обыкновенный) - *U.laevis Pall.* Дерево высотой до 25-30 (35) м, с широкоэллиптической кроной и тонкими свисающими конечными ветвями. Молодые, одно-двухлетние побеги, пушистые позже гладкие, светло-бурые, блестящие. Кора ствола взрослых деревьев буро-коричневая, отслаивающаяся тонкими пластинками. Листья продолговато или округлояйцевидные, сверху заостренные, в основании резко неравнобокие – длиной 6-12 см и шириной 3-6 см, по краям дважды остропильчатые, с серповидными зубцами; сверху темно-зеленые, голые, снизу светло-земные, мягковолосистые. Цветки, на длинных цветоножках. Околоцветник коричневый, с 6-8 лопастями, тычинок 6-8, с фиолетовыми пыльниками. Плоды крылатые орешки, каждый в середине крылатки, края расположенной сверху выемки крыла заходят один за другой, края крыла густоресничатые. Цветет в марте до распускания листьев, плоды созревают в апреле, по созревании быстро теряют всхожесть.

В саду 10 экземпляров со средней высотой в 159 см. В условиях сада вяз гладкий растет хорошо. Довольно засухоустойчив и солевынослив, морозостоек, теневынослив.

Широко известен в культуре, как парковая растение с древних времен, применяется для озеленения городов СНГ в пределах своего ареала: на Кавказе, в Средней Азии, Западной Сибири и Дальнем Востоке.

Вяз листоватый (берест, карагач) – *Ulmus foliacea Gilib.* Дерево высотой до 20-30 (40) м, со стройным стволом и густой овальной кроной, иногда более сжатой широкопирамидальной или более раскидисто-округлой. Кора ствола и старых ветвей

коричневая, с глубокими трещинами, кора молодых ветвей гладкая, иногда (на открытых местах) образует крыловидные пробковые выросты. Листья обратнояйцевидные или почти ромбические, с заостренной вершиной и неравнобоким основанием, длиной 12 см и шириной 7 см, по краям просто или двояко-тройкозубчатые, плотные, сверху голые, снизу с редкими короткими волосками. Черешки длинные (до 1,5 см), пушистые. Листья изменчивы по форме и величине. Цветки мелкие, на короткие ножках, в шаровидных пучках, околоцветник ржаво-красный, тычинок 4-5, с ржавчинными пыльниками. Цветет до распускания листьев в марте. Крылатка обратнояйцевидная, голая, орешек длиной 1,5-2 см, помещается ближе к верхнему краю крыла. Плоды созревают в апреле.

Более теплолюбив чем и.гладкий, в сильные морозы страдает от морозобойных трещин. Растет в смешанных и широколиственных лесах в поймах рек, в горах и в степных районах Европейской части СНГ, в Крыму, на Кавказе и широко разводится в садах и парках.

В условиях Каракалпакстана довольно зимо-и морозостойкий, хорошо переносит сухость воздуха.

Представляет большой интерес как декоративное растение.

Вяз густой (берест, гужум) – *U. Densa Litw.* В природе дерево до 30 м высоты, с прямым стволом до 1 м в диаметре и с густой широкопирамидальной кроной, образованной ветвями, начинающимися почти от земли. Кора старых ветвей темная, молодых веточек серая или желто-бурая. Почки тупые, 2-4 мм длины. Листья плотные, кожистые, продолговато-ланцентные, с округло- яйцевидным основанием и острой верхушкой, по краю двоякопильчатые голые или пушисты, без железок 5-7 см длины. Черешок рассеяно-опушенные, прилистники продолговатые или линейные, часто на верхушке длинноволосистые. Цветет в марте-апреле. Крылатки продолговато-яйцевидные, 2 см длинны на ножке с кругло-яйцевидным основанием.

В ботаническом саду с 1962 г. растет умеренно, цветет обильно, однако полноценных плодов не завязывает, от чего и нет всходов. В г. Нукусе, в южных и северных районах встречается редко, возле жилых домов. Засухоустойчив, применяется для озеленения улиц, аллей, в садах и парках Средней Азии.

Вяз приземистый (в. мелколистный, ильмовник) - *U.pumila L.* Небольшое дерево, высотой до 15 м или кустарник с густой округлой кроной и тонкими периферийными ветвями. Листья мелкие, эллиптически-ланцентные, длиной 2-7 см, кожистые, остроконечные, у основания почти равнобокие, по краям просто или двоякопильчатые, сверху темно-зеленые голые, снизу более светлые. Черешки очень короткие (0,2-0,4 см), прилистники широкие. Крылатка округлая, неравнобокая или слегка скошенная, длиной 1,5-2 см, орешек расположен посередине плода. Цветет в марте, плоды созревают в апреле.

В ботанический сад г.Нукуса интродуцирован в 1962 г. сеянцами, полученными из Ташкентского ботанического сада.

Первое цветение наблюдалось в 4-х летнем возрасте. В настоящее время в саду много саженцев и сеянцев репродукции сада.

Семена обладают высокой всхожестью, корневых отпрысков не даёт. Выдерживает засоление почвы. Зимостоек, светолюбив. Ильм приземистый весьма ценное дерево для зеленого строительства в засушливых районах.

Изучение интродуцированных видов показало, что ассортимент озеленительных древесных пород можно пополнить ильмами. Виды ильма хорошо растут, устойчивы к жаре и сухости воздуха, зимостойки, хорошо размножаются семенами [4].

В настоящее время в городах и населенных пунктах Каракалпакстана использование ильмов составляет 20% озелененной территории. Кроме того, представители ильма используется в столярном деле, в народной медицине, а также являются медоносными растениями. Молодые побеги и листья используется на корм скоту.

Использованная литература

1. Отенов Т., Гроховатский И.А. и др. Лох (*Elaeagnus L.*) - представитель ксерофильной флоры древнего Средиземья на юге Приаралья. Theoretical & Applied Science. Philadelphia, USA. PP.(186 -119).
2. Итоги интродукции растений в Каракалпакском Ботаническом саду. Изд-во “ФАН”. Ташкент-1970. 191 с.
3. Колесников А.И. Декоративная дендрология. Госиздат, Москва-1960, 667 с.
4. Отенов Т., Гроховатский И.А. Оспанов А. Ж. Ассортимент древесных растений для юга Приаралья. Мат-лы IV-Респ. науч.-практ. конф,: “Интродукция растений: достижения и перспективы“ Ташкент. 2013.с. 103-105.

DIACHRONIC ANALYSIS OF ENGLISH ANTHROPONYMY

Abdurahimova Durдона Tavakkaljon kizi

Master's degree student, Fergana state university

dabdurahimova00@gmail.com

Abstract

The article provides a diachronic (historical) analysis of anthroponyms in onomastics, the most important branch of linguistics, based on convincing evidence of its stages of development in English people.

Keywords: onomastics, anthroponyms, diachrony, patronymics, family relationship, cultural influence.

The branch of onomastics that studies personal names and their etymology (origin) is called anthroponymics. The word anthroponymics is a combination of the Greek words anthropos (man) and opuma (name) and means "the doctrine of human names". Previously, the term "onomastics" was used instead of anthroponymy, and later in the 1960s and 1970s, this word appeared. This science analyzes information related to the name, i.e. a person's clan, father, nationality, origin and human qualities. In Western linguistics, anthroponymics is a source of research on proper nouns, nicknames, nicknames, and personal naming. In Oriental linguistics, emphasis is placed on the structure, development and practical use of atroponymic systems in society. [3, 56]

Although the main function of atroponyms is aimed at meaning the name of a person, their practical use is inextricably linked with the culture, psychology, customs, and history of peoples. In addition, as the past and lifestyle of each nation is unique, atroponomic identity is recognized as an inexhaustible topic that has been studied by linguists for many years. In particular, the diachronic (historical) method of choosing names for children, promoted by the English people, provides a distinctive feature that distinguishes it from the eastern peoples with several elements. [2, 125]

The scientific and theoretical research of a number of linguists-scientists served as a methodological basis for this article in the study of the athroponomics of the English peoples. In this regard, the work of such scientists as C.F. Hockett, E.B. Magazanik, L.I. Royzenzon, A. Isaev, Sloat, L.I. Royzenzon, A. Boboxho'jaev, R. Rahimov, T.S. Erokhina, M.N. Ramazonova, V.B. Suzanovich, V.A. Nikonov should be highlighted. According to their scientific research, choosing a name for a child is given semantic priority to the factors that have been polished over centuries in the culture of each nation, to the elements that are integrally related to the life of the society, closely related to the past and development of the people. However, Uzbek onomologist Ernest Begmatov says the following: "The custom of giving names was born due to the need to distinguish and separate a single person from others.

Surnames, nicknames, patronymics, names and their various forms, and methods of naming a person, which appeared later and became official, are the legal product of such a vital need. [1, 65]

Based on the results of my observations, I found out that the historical (diachronic) method of choosing a name for children in the English people was formed on the basis of 3 stages. [4, 47]

1. **Family relationship** was considered an atroponomic element that entered into the tradition of the English people for many centuries when naming a person. Accordingly, when a new baby is born in an English family, the boy is traditionally named after his grandfather, father or godfather. In order to ensure the traditional name proportionality, a complex of numbers was used: Smitt I (grandfather), Smitt II (father), Smitt III (son). Similarly, if a girl was born in the family, she was named after her grandmother, aunt, mother: Elizabeth I (grandmother), Elizabeth II (aunt), Elizabeth III (daughter). It is clear from this that at that time, when choosing a name for a child, the priority was not the psychology, culture, history, meaning of the name, but simply distinguishing the child from others.

2. **Cultural influence** also played an incomparable role in the development of Old English atropyonymy. Because many English names have roots from other nations, including Scandinavian, Norwegian, German, and French nations. In particular, the name Williams, which is given to a boy, is taken from the German peoples, and this name became popular during the German occupation. The origin of the name Hughes also goes back to the French people and means "good-hearted, sincere", and as a result of the acceleration of the process of the French entering the English territory through trade relations, the English anthroponymy became richer.

3. **Religion** also made a significant contribution to the origin of English names. Because later, when choosing a name for children in many families, they relied on their holy religious books, the Bible. Accordingly, when choosing a name for a baby born in the family, it is customary to use the names of persons whose names are mentioned in this religious source. For example, names such as 'Zacharias', 'Grace', 'John', 'Aaron', and 'Mary' contributed significantly to the expansion of English atropyonymy at that time, as they belonged to figures considered holy in the Bible.

4. **Professions** also occupy a special stage in the analysis of English atropyonymy in a diachronic way. Because at that time, there was such an interesting custom in the English people that when naming a baby, family members referred to the names of professions that were popular in the society. In particular, professional names such as "Tailor" and "Baker" became popular and contributed to the development of the diachronic method.

Based on my scientific research, it became clear that the atropyonymy of the English people developed and enriched not only based on the vital need, but also the semantic essence.

References

1. Begmatov E. Antroponimlarni tadqiq qilishning sotsiolingvistik aspekti, 2011.
2. Hockett, C.F. "A course in Modern Linguistics". Macmillan, 1958.
3. Sloat, C. "Proper nouns in English". Linguistic Society of America, 1969.
4. Khudoynazarov I.I. Antroponimlarning til lug'at tizimidagi o'rni va ularning semantik-uslubiy xususiyatlari, 1998.

**ЭПИЗОТИК ФАВКУЛОДДА ВАЗИЯТЛАРНИНГ ОЛДИНИ ОЛИШДА
ИННОВАЦИОН УСУЛЛАРНИ ИШЛАБ ЧИҚИШ. ЭПИЗООТИЯГА ҚАРШИ
КУРАШ ЧОРА-ТАДБИРЛАРИ**

Турдикулов А. А .

Самарқанд вилоят , фавкулодда вазиятлар бошқармаси
ҳаёт фаолияти хавфсизлиги ўқув маркази ўқитувчи методисти

E-mail: turdiqulovanvar@gmail.com

Умаров Х. Ж.

Самарқанд вилоят ветеринария ва чорвачиликни
ривожлантириш бошқармаси бўлим бошлиғи

Мухторов Ф. Н.

Самарқанд вилоят ветеринария ва чорвачиликни
ривожлантириш бошқармаси мутахассиси

Annotation

These abstracts contain materials on emergency epizootic animal diseases, infectious diseases, measures to combat epizootics, principles of counteraction, measures to prevent the spread of the disease, isolation and neutralization of the focus of the disease.

Аннотация

В данных тезисах собраны материалы по чрезвычайным эпизоотическим заболеваниям животных, инфекционным заболеваниям, мероприятиям по борьбе с эпизоотиями, принципам противодействия, мероприятиям по предупреждению распространения болезни, изоляции и обезвреживанию очага болезни.

Аннотация

Ушбу тезисларда ҳайвонларнинг фавкулодда пайдо бўладиган эпизоотия чақирадиган касалликлар, инфекция касалликлар, эпизоотияга қарши кураш чора-тадбирлари, қарши кураш тамойиллари, касалликнинг тарқалмаслик чоралари, касаллик қўзғатувчи манбани изоляция қилиш, зарарсизлантиришга қаратилган тадбирлари тўғрисида материаллар келтирилган.

Кириш. Инфекцион касалликларнинг юқумсиз касалликлардан фарқи - қўзғатувчининг мавжудлиги, касалликни босқичма-босқич кечиши, қўзғатувчига нисбатан антителоларни шаклланишидир.

Инфекцион касалликлар эпизоотиясига қарши курашиш ишлари – бу профилактик ва соғломлаштириш тадбирларининг илмий-асосланган тизимлари ҳисобланади. Эпизоотияга қарши курашишнинг асосий мақсади ҳайвонларнинг ўлимига йўл қўймасдан, уларни соғломлаштириш, касалликнинг тарқалишига йўл қўймаслик ва одамларни зооантропоноз касалликлардан ҳимоя қилиш ҳисобланади.

Долзарблиги. Агар 1948 йилда инфекцион касалликлар даражаси умумий касалликларнинг 22% ни ташкил қилган бўлса, 1968 да 7% гача, 1971 йилда 3,6% гача, бугунги кунда эса 0,5% атрофида холос. Инфекцион касалликлар чорвачиликка жуда катта талофат етказди. Масалан: 2001 йилда Англия мамлакати қорамол, қўй ва чўчқаларнинг оқсил касаллиги эпизоотиясидан жами 12 миллиард фунт стерлинг миқдорида зиён кўрган. Инфекцион касалликни олдини олиш билан фақатгина халқ хўжалигига катта иқтисодий фойда келтирибгина қолмасдан, одамларни зооантропоноз (куйдирги, кутуриш, бруцеллез, туберкулез ва бошқ.) касалликлардан ҳимоя қилинади.

Амалиётда эпизоотияга қарши кураш 3 та ўзаро бир-бирига боғлиқ йўналишда олиб борилади:

1. Соғлом худудларда ва аҳоли пунктларида ҳайвонларни четдан келадиган инфекцион касалликлардан ҳимоя қилиш, профилактик ҳамда касаллик тарқалишига йўл қўймаслик тадбирларини ўтказиш.
2. Инфекцион касаллик бўйича носоғлом хўжаликларда, аҳоли пунктларида соғломлаштириш ва уни йўқотиш тадбирларини ўтказиш.
3. Инсон ва ҳайвонлар учун умумий бўлган касалликлардан одамларни ҳимоя этиш.

Эпизоотияга қарши кураш ишлари қуйидаги тамойилларга асосланиши шарт:

- инфекцион касалликларга қарши курашда давлат нуқтаи назаридан ёндошиш.
- инфекцион касалликларни ҳисоб-китобини тўғри олиб бориш.
- касалликни олдини олиш йўналиши бош мезон деб ҳисоблаш.
- тадбирларни режа асосида ва комплекс олиб бориш.
- инфекцион касалликни олдини олишда ва уни йўқотишда эпизоотик занжирнинг асосий звеносини аниқлаш.

Инфекцион касалликларга қарши курашиш “Ветеринария тўғрисида”ги Қонуннинг янги таҳририда қатъий белгиланган. Қонунда инфекцион касалликларга қарши курашда ва уларнинг олдини олишда ветеринария мутахассисларининг ҳуқуқ ва бурчлари, ҳайвон эгаларининг, хўжалик, ташкилот ва корхона раҳбарларининг бурчлари аниқ белгиланган.

Қонунга қўшимча равишда ҳар бир инфекцион касалликка қарши кураш бўйича “Йўриқномалар” мавжудки, унда талаб қилинган барча тадбирларни амалга ошириш ветеринария мутахассислари, ҳайвон эгалари, хўжалик, ташкилот ва корхона раҳбарлари учун мажбурдир.

Инфекцион касалликларга қарши кураш режалари – бу директив режа ҳисобланади, уни бажариш мажбурий, унга материал-техник ресурслар давлат томонидан ажратилади.

Эпизоотияга қарши кураш тадбирларини комплекс тамойили.

Бу эпизоотик жараённинг учала ҳаракатлантирувчи кучларига қарши ўтказиладиган тадбирларнинг уйғунлиги, яъни:

- биринчидан - касаллик қўзғатувчи манбани ажратиш ва зарарсизлантириш;
- иккинчидан - қўзғатувчини бошқа ҳайвонга ўтиш йўлини узиш, бартараф этиш;
- учинчидан - ҳайвонларни умумий ва махсус чидамлилигини (резистентлигини) ошириш билан ифодаланади.

Эпизоотияга қарши кураш тадбирларининг бир-бирига боғлиқлиги.

Касаллик қўзғатувчи манбани зарарсизлантириш биринчидан эпизоотияни бартараф этади. Иккинчидан соғлом ҳудуддаги ҳайвонларни қўзғатувчи билан зарарланишдан ҳимоя этади, яъни касалликнинг тарқалишини олди олинади.

Касаллик қўзғатувчи манбани йўқотишга қаратилган тадбирлар икки қисмдан иборат:

- касалликка диагноз қўйиш (эпизоотологик, клиник, гематологик, патологоанатомик, аллергик, серологик, иммунологик, бактериологик, вирусологик, биосинов усуллари)
- касаллик қўзғатувчиси манбани изоляция қилиш, зарарсизлантириш (дезинфекция).

Касалликни тарқалмаслик чоралари:

- Носоғлом фермада ҳайвонларини оммавий текшириш натижасида улар 3 гуруҳга бўлинади: а) касаллар; б) касалликка гумон қилинган; в) шартли соғлом ҳайвонлар.
- Касал ҳайвонлар алоҳида бинога (изолятор) ажратилади. Изолятор турар жой ва чорвачилик биноларидан камида 100 метр нарида бўлиши керак.
- изоляторда касал ҳайвонларга қаровчи алоҳида чўпонлар ажратилади, керакли асбоб-ускуналар, махсус ҳимоя кийимлари, озиқ-овқат ва бошқа керакли нарсалар билан таъминланади.
- изоляторга кириш жойида дезобарьер қурилади ва унга бирор бир дезинфектор билан ишлов берилади.
- ишчилар қўлларини зарарсизлантириши учун қўл ювгич, совун ва дезинфекцияловчи эритма, сочиқлар билан таъминланади.
- айрим касалликлар инфекцияси манбаини йўқотиш учун касал ҳайвонларни даволаш тадбирлари ўтказилади, баъзан эса касал ҳайвонларни сўйиш, куйдириш йўли билан йўқотиш талаб этилади.

Касалликка гумон қилинган ҳайвонлар - булар ҳарорати қўтарилган, клиник белгилари ёрқин намоён бўлмаган ёки серологик реакцияда гумон натижа берган ҳайвонлар.

- бу ҳайвонлар ҳам алоҳида жойга ажратилади ва қайтадан диагностик текширишлар ўтказилади. Текшириш натижасига қараб касаллар ёки шартли соғлом ҳайвонлар гуруҳига кўшилади.

Шартли соғлом ҳайвонлар гуруҳида ўтказиладиган тадбирлар:

- Бу гуруҳ ҳайвонлари ветеринария назоратида бўлади, то касаллик чиқиши тўхтагунча мунтазам диагностик текширилиб турилади. Бу гуруҳ ҳайвонлари инфекцион касаллик характериға қараб ёки дарҳол вакцинация қилинади ёки даволаш препаратлари, умумий профилактика тадбирлари ўтказилади

Касаллик қўзғатувчи манбани изоляция қилиш, зарарсизлантиришға қаратилган тадбирлар.

Бу ташқи муҳитдаги қўзғатувчиларни фаолсизлантиришға (дезинфекция) йўналтирилган. Инфекцион касалликларда касаллик қўзғатувчи манба бўлиб, касал, касалдан ўлган, касалдан тузалган, бироқ қўзғатувчи ташувчи бўлиб хизмат қиладиган ҳайвонлар, уларнинг сийдиги, ахлати, сўлаги, кўз ёши, бурун ва жинсий аъзоларидан чиққан суюқликлар таркибидаги организмдан ажралган қўзғатувчилар билан ифлосланган бино, яйраш майдончалари, яйлов, сув ичиш жойлари хизмат қилади. Касаллик қўзғатувчи манбани йўқотишға қаратилган тадбирлар ўлган ҳайвонларни, аборт вақтида ташланган ҳомилаларни тезда йиғиштириш ва куйдириш, бино, яйраш майдончаларида дезинфекция тадбирларини ўтказишдан ташкил топади.

Инфекция қўзғатувчисининг ўтиш механизмиға қарши тадбирлар

Носоғлом фермада касаллик қўзғатувчиси юқиши мумкин бўлган соғлом ҳайвонларни, аввало, касал ва касалликка гумон қилинган гуруҳлардан узоқроқ сақлашға эришилади. Тадбирлар қўзғатувчининг контакт, алиментар, ҳаво орқали ва трансмиссив йўллар билан ўтишиға қарши қаратилган бўлади.

Соғломлаштириш тадбирлари касаллик қўзғатувчисининг ўтиш механизмиға тўсқинлик қилишға ёки бутунлай йўл қўймасликка йўналтирилган бўлади. Гарчи ҳар бир касаллик қўзғатувчисига ўзига хос (махсус) ўтиш механизми бўлса-да, унинг амалға ошишида кўпгина ташқи муҳит объектлари, қўзғатувчининг турли хил тарқалиш йўллари иштирок этади. Шунинг учун касаллик қўзғатувчисининг ўтиш механизмини ва тарқалиш йўлларини маълум бир касалликда аниқлаш, унинг ўтишиға дарҳол тўсқинлик қилишға ёки бутунлай бартараф этишға асос бўлади

Ҳар бир касаллик қўзғатувчи учун унинг ўтиш механизми махсус ва ўзига хос бўлгани учун эпизоотияға қарши курашиш тадбирлари ҳам махсус бўлади. Респиратор касалликларда тадбирлар ҳайвонларни сақлаш шароитларини яхшилашға

йўналтирилган бўлса, алиментар инфекцияларда - озуқалар, яйловлар алмаштирилади, озуқалар зарарсизлантирилади ва индивидуал озиқлантириш ва сув бериш ташкиллаштирилади.

Трансмиссив касалликларда - қон сўрувчи ҳашаротларга қарши дезинсекция тадбирлари ўтказилади.

Мунтазам дезинфекция, дезинсекция, дезакаризация ва дератизация тадбирларини ўтказиш орқали ташқи муҳит объектларини санацияда сақлаш эпизоотияга қарши курашишда энг самарали усул ҳисобланади.

Эпизоотик касалликларнинг олдини олишда инновацион усуллари ишлаб чиқиш.

Вилоят фавқулодда вазиятлар ва вилоят ветеринария ва чорвачиликни ривожлантириш бошқармалари Самарқанд вилояти Тойлоқ туманида жойлашган Ветеринария илмий-тадқиқот институти билан бевосита ҳамкорликда эпизоотик касалликларни аниқлашнинг замонавий инновацион усуллари яратиш борасида ҳамкорликни йўлга қўйган. Жумладан, институтнинг бруцеллёз лабораторияси олимлари томонидан ҳайвонлар бруцеллёзининг серологик ва аллергик диагностикасини инновацион такомиллаштириш борасида олиб борилаётган тадқиқотлар мисол бўла олади. Бунда ҳайвонлар бруцеллёзини аниқлашда маҳаллий антигенлар ва аллергенларни яратиш борасида илмий тадқиқотлар давом эттирилмоқда.

Фойдаланилган адабиётлар рўйхати

1. Материалы и методики ФАО/ВОЗ, 2018г.
2. Ўзбекистоннинг шимолий худудларида куйдирги ўчоқларининг эпизоотологик тахлили //Ж. Зооветеринария. -Т.,2009.-№7.-Б.14
3. Ветеринария микробиологияси, вирусологияси, эпизоотологиясига оид изоҳли луғат ва маълумотнома // Тафаккур нашриёти.-Тошкент-2013.-208 б.
4. Теоретические и практические основы борьбы с особо опасными инфекционными заболеваниями животных // В сб. мат. 3-ей меж. конф. «Мониторинг распр. и предот. особо опас.бол. ж-х.-Самарканд, 2006.-С. 287.

USING MILITARY TERMINOLOGY AT THE ENGLISH CLASSES

Usmonova Dono Sotvoldiyevna

The Head of department “English language department”

Odilov Maqsadjon Mahmudjon ugli

Fergana state university master’s degree student

odilovmaqhsadjon@gmail.com

Annotation

Today, during English language classes, teachers teach different topics to language learners. There are also terms related to the military field among the obscure topics. This article discusses approaches and methods related to teaching military terms in English classes.

Key words: terminology, term, morals, ethics, martial, detachment, infantry, armor, armament
“Military” and “Army” are words that everyone has heard and used many times. So, we should clarify what these words make us think of. As we know, every nation wants to defend their land that’s why army has been continuing to be one of the most well-known term in recent years. Youth are the future of every country. What is good for the youth, is good for the future of that country. Everyone loves their children and wants the best future for them. For that reason, people everywhere are interested in peace, security and a good, stable economy. The government of Uzbekistan pays great attention to the education and upbringing of young people. They have every opportunity to study. The uniform system of public education in our republic makes it possible to proceed easily from lower level to higher education. Graduates can enter any type of specialized secondary or higher school. [2, 56]

Much attention is paid to the positive development of young people and their preparation for employment. Teachers try to do their best to educate young people and to bring them up in the spirit of democratic ideals and internationalism. They try to teach children good morals and ethics.

It is the young people who will take the world’s future in their hands. That is why it is necessary for them to develop their own interests and goals and to recognize and understand the problems of today.

The Uzbekistan Army consists of Mechanized Infantry, Armor, Artillery, Air Defense, and Mobile units. Mechanized Infantry is the basic ground-gaining unit of the Army. Because of their versatility today's Mechanized Infantry units are capable of fighting under widely various conditions of terrain, weather, and nuclear availability. The modern Mechanized infantry may fight on foot, or go into action by parachute, helicopter, armored fighting vehicles. Infantrymen are capable of making rapid maneuvers on frontage and from the depth with a high speed, to pursuit, and neutralize enemy personnel and technics. Armor units are the main striking forces

of the Army and the powerful mean designated for accomplishment of the most important missions in the modern warfare. [1, 79] Modern tanks, which have great fighting capacities and are capable of operating through country roads, mountain and desert. The Armor units have the best capabilities to move, live and fight on the nuclear battlefield permitting their employment in nuclear warfare. Why do we need to know English? This is for number of reasons: The first one is **English has become an international language. It makes people exchange their experiences in technology language because modern weapons are designed by world's developed countries and they all use English, another reason is when an adult gets into the army they can easily get on with advanced technology like in Mechanized Infantry units.** Knowing English will make it easier for you to communicate with other people and do your job better.

Knowing English can help you get a job in arm since it is an important skill for these kinds of jobs. How you learn English is also a little different from how you would learn regular English. You can learn it from specific channels because there are some slangs and specific words we need to know.

We know that there are Academy of the Armed Forces universities and departments in Uzbekistan. University students of academy of armed forces are striving for developing their language skills to B2 level. At the lessons students try to work on language skills as reading, writing and speaking. Students have opportunities to learn not only uzbek language but they learn Russian and English too Academy of Armed Forces of Republic of Uzbekistan, because with these languages they can develop their knowledge perfectly in the advanced technology based world. Students try to work on military terminology at the English classes. Teacher gives some useful expressions from army glossary. Students should learn them be comparing. For example, Troop means that soldiers on duty in a large group. „Troop carrier” means that a vehicle, ship or aircraft that has been designed for transporting a lot of soldiers. [5, 125]

During learning such expressions students try to work on exercises using these words and expressions. Here there are some other useful words and expressions with their definitions. **Martial** means relating to soldiers, war or life in the armed forces. **Infantry** is the part of an army that fights on foot. **Detachment** is a group of soldiers who are separated from the main group in order to perform a particular duty. **Armour** is strong protective covering, especially for the body. **Defense of the country** - system of measures of political, economic, military, social and legal, information, organizational and other nature for ensuring protection of sovereignty, territorial integrity of the Republic of Uzbekistan, peaceful life and safety of its population. **Emergency situation** - the situation in certain territory which developed as a result of accident, catastrophic crash, natural hazard, natural or other disaster which can entail or entailed the human victims, damnation to human health or the environment, considerable material losses and violation of conditions of life activity of people. **The military conflict** - form of permission of interstate or interstate contradictions using the military force which covers all types of the armed antagonism, including wars and armed conflicts. **The special period** - the period from the moment of decision making about mobilization (introduction of

warlike situation), including the entire period of conducting military operations. **Mission** is an important job, especially a military one, that someone is sent somewhere to do. **Headquarters** is the main offices of an organization such as the army, police or a business company. **Military organization of the state** - set of bodies of the public and military administration, the Armed Forces, other bodies, organizations and special forming created on wartime and also defense industry complex which joint activities are directed to the solution of tasks on ensuring military safety. **Armament** is the process of increasing the number and strength of a country's weapons. [4, 32]

So, learning military terminology at the English classes and knowing how to use them is useful for every student who want to get into the arm to defend their motherland.

References:

1. Terminology in military 2.0: Identification of the categories in user generated reviews. M.L.Carrio-Pastor. 2017
2. Arm glossary –GDRC
3. Military Acronyms, Terminology and Slang Reference
4. David Crystal, The Cambridge Encyclopedia of the English Language, 2nd ed. Cambridge University Press, 2003
5. Ismailov G'. O'zbek tili terminologik tizimida semantik usulda termin hosil bo'lishi. Filol.fan.nomz.diss.avto-ref.-Toshkent, 2011.
6. O'zbekiston Respublikasi Prezidentining "Oliy ta'lim tizimini yanada rivojlantirish chora tadbirlari to'g'risida"gi Qarori.
7. Usmonova, D.S. (2021). Axiological Characteristics of English, Uzbek and Russian Phraseological Units. The American Journal of Social Science and Education Innovations. - IMPACT FACTOR 2021: 5. 857. Published: June 18, 2021 Pages:40-45,2021-yil. Doi <https://doi.org/10.37547/tajssei/Volume03Issue06-06>.

BANK AUDITINI TASHKIL QILISHNING NAZARIY ASOSLARI

Kamolov Sardorbek Davlatjon o'g'li,

BMA Magistranti

Annotatsiya

Maqolada bank auditini tashkil qilishning nazariy asoslari ochib berilgan, bugungi kunda bank auditini tashkil qilishdagi muammolar va kamchiliklar hamda ushbu faoliyatini rivojlantirishdagi mavjud tosiqlarga to'xatalib o'tilgan, O'zbekiston Respublikasida auditorlik tashkilotlari soni va ularning faoliyatiga tahliliy yondashilgan va mavzu bo'yicha asoslantirilgan xulosalar ishlab chiqilgan hamda mamlakatimizda qo'llash bo'yicha tavsiyalar berilgan.

Tayanch so'zlar. Bank audit, auditor, xalqaro standartlar, ichki audit moliyaviy nazorati, tashqi audit.

THEORETICAL FUNDAMENTALS OF BANK AUDIT ORGANIZATION

Kamolov Sardorbek Davlatjon ugli

Graduate Student of The Banking and Finance Academy

Abstract

The article reveals the theoretical foundations of the organization of bank audit, focuses on the problems and shortcomings of the organization of bank audit today and the existing obstacles to the development of this activity, the number of audit organizations in the Republic of Uzbekistan and their activities is analytically approached and based on the topic conclusions were drawn up and recommendations for application in our country were given.

Basic words. Bank audit, auditor, international standards, internal audit financial control, external audit.

Mamlakatimizda olib borilayotgan iqtisodiy islohotlar natijasida tijorat banklarida ichki audit tekshiruvlarini olib borishning yangi iqtisodiy tizimi yuzaga kelmokda. Iqtisodiyotni yanada rivojlantirish va liberallashtirish yo'nalishida aynan bank tizimini isloh qilishga¹ alohida e'tibor qaratilmoqda.

O'zbekiston Respublikasi Prezidentining 2018 yil 19 sentyabrda "O'zbekiston Respublikasida auditorlik faoliyatini yanada rivojlantirish chora-tadbirlari to'g'risida"gi PQ-3946-son qarorining qabul qilinishi audit va auditorlik faoliyatini yanada rivojlantirishga yana bir turtki bo'ldi. Auditorlik faoliyatini tashkil etishda xalqaro standartlarga muvofiq zamonaviy yondashuvlarni qo'llash masalasiga alohida e'tibor qaratilmoqda.

¹ O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risidagi" PF-4947 sonli farmoni. 2017 yil 7 fevral

O'zbekiston Respublikasi tijorat banklarida ularning faoliyatini xolisona nazorat qilish, ichki nazorat tizimi va buxgalteriya hisobi tizimiga baho berish, boshqaruv bilan bog'liq xarajatlarni kamaytirish va operatsion xarajatlarni tarkibini tahlil qilish orqali ularning optimal miqdorini belgilash, bank kengashiga ob'ektiv axborot etkazib berish muhim masalalardan biri hisoblanadi. Ushbu masalani ko'rib chiqishda, bank auditining iqtisodiy mohiyatiga to'xtalib o'tish lozim.

Har qanday mamlakatda audit uning tarkibiy va funktsiyasini belgilovchi moliyaviy-iqtisodiy tizimining elementidir. Boshqarishning turli talqinlari mavjudligi uning shakllanishi jarayoni hali tugallanmaganligini ko'rsatadi. Shu bilan birga, bizda etarlicha ildizlarga ega bo'lgan mamlakatlarda mavjud bo'lgan auditorlik ta'riflarini diqqat bilan ko'rib chiqsak, uning mazmuni jamoatchilikka xo'jalik yurituvchi sub'ektlarning muayyan faoliyatiga bo'lgan ishonchining darajasi haqida ma'lumot berishdir.

Banklarning sog'lom, xavfsiz va ishonchli bank tizimi uchun mustaqil tekshiruv muhim ahamiyatga ega. O'zbekiston Respublikasida, tijorat banklarida auditorlik faoliyatining boshlanishida eng avvalo, auditorlik faoliyati to'g'risidagi qonun va O'zbekiston Respublikasi Prezidentining farmon va qarorlari asosiy rol o'ynaydi.

O'tgan yillarda mamlakatimizda auditning normativ-huquqiy va uslubiy bazasi shakllantirildi, shuningdek, auditorlik faoliyatini litsenziyalashning soddalashtirilgan va muddatsiz tizimi joriy etildi, bu auditorlik xizmatlari bozorining shakllanishiga va mahalliy auditorlik tashkilotlari auditorlik kompaniyalarining yirik xalqaro tarmoqlariga kirishini ta'minlashga imkon yaratdi.

Shu bilan birga, qator muammolar va kamchiliklar auditorlik faoliyatining yanada rivojlanishiga, boshqarishga oid qarorlarni qabul qilish va korporativ boshqaruv sifatini oshirish uchun auditorlik xizmatlarining ahamiyatini oshirishga to'sqinlik qilmoqda, xususan: birinchidan, auditorlik tashkilotlariga ishonch darajasi past, shuningdek, auditorlik tekshiruviga moliyaviy hisobotning haqqoniyligini tasdiqlashning kafolati emas, balki ortiqcha va malol keladigan ma'muriy tartib-taomil sifatida qaralmoqda;

ikkinchidan, auditorlik tashkilotlarini tanlab olish bo'yicha mavjud cheklovlar va tanlovlar o'tkazish amaliyoti ko'p hollarda insofsiz, shu jumladan, narx borasida insofsiz raqobatni keltirib chiqaradi, buning oqibatida auditorlik xizmatlari sifati va auditorlik xulosalarining haqqoniyligi pasaymoqda;

uchinchidan, auditorlarni maxsus tayyorlash va ularning malakasini oshirishning amaldagi tizimi yuzaki tusga ega bo'lib, professional tayyorgarlikning va auditorlik xizmatlari sifatining zaruriy darajasini, shu jumladan, auditorlik faoliyatining xalqaro standartlariga mosligini ta'minlamayapti, bu esa auditor kasbi nufuzining pasayishiga olib kelmoqda;

to'rtinchidan, auditorlik tashkilotlari ishi sifatini tashqi nazorat qilishning samarali tizimi mavjud emas, bu litsenziyalovchi organning huquqiy ta'sir choralari cheklangani sharoitida

sifatsiz auditorlik xizmatlarini ko'rsatish hollariga va auditorlarning insofsiz xatti-harakatlariga nisbatan tezkor chora ko'rish imkonini bermayapti;

beshinchidan, auditorlik faoliyatining milliy standartlari umume'tirof etilgan xalqaro audit standartlariga to'liq mos emas, bu esa xorijiy investordlarda mahalliy korxonalar moliyaviy hisobotlarining haqqoniyligini tushunish ko'nikmasining shakllanishini ta'minlamayapti².

Albatta auditni, jumladan, bank auditini xalqaro standartlar asosida doimiy ravishda rivojlantirib borish maqsadga muvofiq hisoblanadi.

Mamlakatimizda olib borilayotgan iqtisodiy islohotlar natijasida audit tashkilotlarining yangi iqtisodiy tizimi yuzaga kelmoqda. Ayni paytda, respublikada audit tekshiruvlari moliyaviy xizmatlardan biri sifatida tez sur'atlar bilan takomillashib bormoqda. Audit tekshiruvlari tizimi moliyaviy xizmatlar bozorida xo'jalik yurituvchi sub'ektlarning talabiga javob beradigan nazorat turlaridan biri bo'lib hisoblanadi.

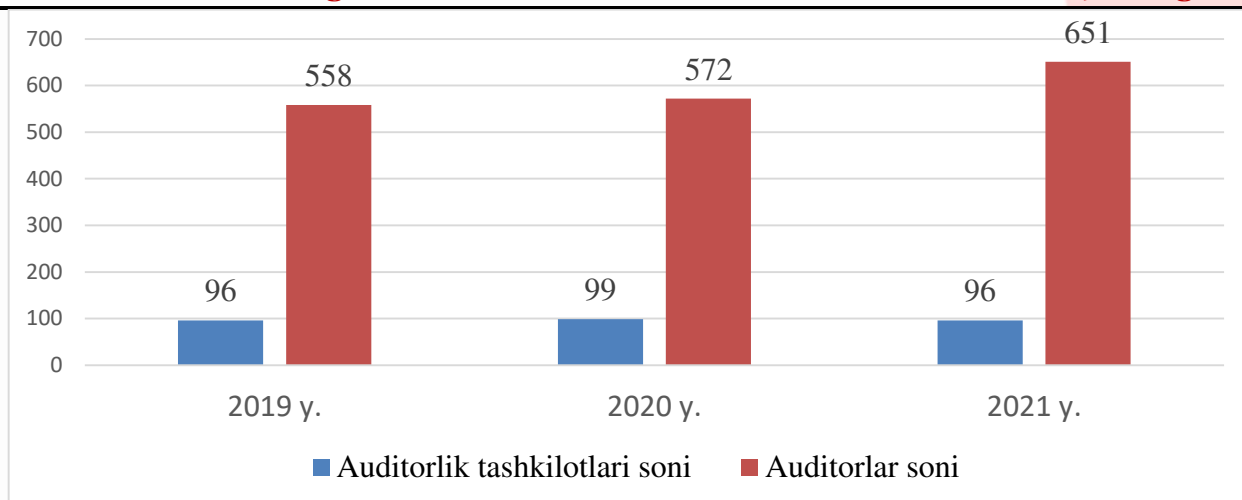
Auditorlik faoliyatini tartibga solishning samarali tashkiliy-huquqiy mexanizmini yaratish, auditorlik faoliyatini tartibga soladigan qoida va normalarni hamda me'yoriy hujjatlarni yagona normativ-huquqiy hujjatda unifikatsiyalash va tizimlashtirish maqsadida 2021-yil 25-fevralda O'zbekiston Respublikasining "Auditorlik faoliyati to'g'risida"gi O'RQ-677-son Qonuni qabul qilindi.

2021-yil 1-yanvardan boshlab auditorlik faoliyatini litsenziyalash tartibi bekor qilindi.

Auditorlar uchun zamonaviy sertifikatlash tizimini joriy etish, auditor malaka sertifikatini olish uchun malaka imtihonlarining shaffofligini ta'minlash, auditorlik tashkilotlarida Moliyaviy hisobotning xalqaro standartlari (MHXS) va Auditning xalqaro standartlari (AXS) bo'yicha xalqaro sertifikatga ega mutaxassislarini oshirish maqsadida Moliya vazirligining auditorlarni sertifikatlashtirish bilan bog'liq funksiyalarini auditorlarning respublika jamoat bilashmalariga o'tkazishni nazarda tutuvchi O'zbekiston Respublikasi Prezidentining 2021-yil 4-avgustda PQ-5210-son "Auditorlarni sertifikatlashtirish tizimini takomillashtirish bo'yicha qo'shimcha chora-tadbirlari to'g'risida"gi qarori qabul qilindi.

Yuqoridagi qonunchilik hujjatlari orqali auditorlik tashkilotlari va auditorlar faoliyati uchun bir qator yengilliklar yaratilib, ular soni ortib bormoqda. 2022-yil 1-yanvar holatiga auditorlik tashkilotlari soni 96 tani, mazkur auditorlik tashkilotlarida 651 nafar auditor faoliyati yuritib kelmoqda. 19 ta mahalliy auditorlik tashkiloti yirik xalqaro tarmoq va uyushmalar a'zolari hisoblanadi. Yurtimizda ham katta to'rtlik (Big-4) - "Ernst & Young", "PricewaterhouseCoopers", "Deloitte and Touche" va "KRMG" xalqaro auditorlik tashkilotlarining sho'ba jamiyatlari faoliyat yurityapti.

² O'zbekiston Respublikasi Prezidentining 2018 yil 19 sentyabrdagi "O'zbekiston Respublikasida auditorlik faoliyatini yanada rivojlantirish chora-tadbirlari to'g'risida"gi PQ-3946-son qarori



1-rasm. O‘zbekiston Respublikasida auditorlik tashkilotlari va sertifikatlangan auditorlar soni³

Bugungi kunda Moliya vazirligi tomonidan O‘RQ-677-son Qonun talablariga muvofiq Auditorlik tashkilotlarining reestriga kiritilib, auditorlik faoliyatini amalga oshirib kelayotgan auditorlik tashkilotlarining ro‘yxatini va undagi o‘zgarishlarni Moliya vazirligining rasmiy veb-saytida e‘lon qilib bormoqda.

Bank auditini asosiy mohiyati bank tizimini bir maromda faoliyat kursatishini, kreditorlar, omonatchilar va mijozlar manfaatini ximoya qilish shu bilan birga sog‘lom bank faoliyatini tashkil qilishda nazorat organlari mamlakatni ichki va tashqi xususiyatlaridan kelib chiqqan holda faoliyatlarini tashkil etishdan iboratdir.

Bank auditini zaruriyligi banklarning bankrotlik riskiga juda yaqinlik bilan belgilanadi, bunda bitta bankning bankrotligi bir necha soha sube‘ktlari bo‘lmish kreditorlar va mijozlarning bankrotligiga olib kelishi yoki boshqa banklar faoliyatiga salbiy ta‘sir o‘tkazishi mumkin. Chunki iqtisodiyotda barcha soha sube‘ktlari o‘zaro zanjirli bog‘liq hisoblanadi.

Ishonchli va samarali bank auditini avvalo bank xodimlarining ma‘suliyatlarini hamda nazorat organlari xodimlarini malakasiga bog‘likdir.

O‘zbekiston Respublikasi Markaziy Bankining 2021 yil 7 maydagi “Tijorat banklarining ichki auditiga qo‘yiladigan talablar to‘g‘risida”gi 3302-sonli Nizomiga muvofiq, barcha tijorat banklarida ichki audit xizmati tashkil etildi.

Tijorat banklari tashqi auditiga oid me‘yoriy hujjatlar bank nazoratini amalga oshirishda muhim ahamiyatga egadir.

Bank auditining asosini banklarning o‘zlari tomonidan tayyorlagan moliyaviy hisobot shakli yoki auditorlik firmalari tasdiqlagan ish faoliyatining moliyaviy ahvoli va rentabelligi xaqidagi axborotlar tashkil etadi. Ko‘pgina xalqaro me‘yoriy hujjatlarda bank aktivlari va passivlarini to‘g‘ri baholash, ular faoliyatining moliyaviy natijalari haqqoniy baholanishi zarurligi ta‘kidlanadi.

³ <https://www.mf.uz/uz/auditorskaya-devyatelnost.html#openModal-about5> ma‘lumotlari asosida muallif tomonidan shakllantirilgan

Biroq eng mukammal xalqaro standartlar ham tijorat banklarining real moliyaviy ahvoli va moliyaviy hisobotlaridagi ma'lumotlar bilan mos kelmasligi mumkin. Bu mumkin ham emas, chunki hech qanday yo'l-yo'riqlar banklar o'z hisobi va mijozlari topshirig'i bo'yicha operatsiyalarni amalga oshirishda barcha nostandart hollarni aks ettirmaydi. Bunday paytda bank nazorati organlari tomonidan ishlab chikilgan dasturlar bo'yicha yuqori malakali mutaxassislar, mustaqil auditorlar tomonidan bajariladigan tekshiruvlar katta ahamiyatga ega. Tashqi auditorlar nuqtai nazaridan, ichki auditorlar bilan hamkorlik ularga qator qulayliklar yaratadi, ya'ni bank faoliyati va operatsiyalarini yaxshiroq tushunish hamda tashqi audit jarayonida qayta o'tkaziladigan testlar sonini minimallashtirish imkonini beradi. Bundan tashqari, tashqi auditorlarning ichki auditorlar ish natijalari to'g'riligiga bo'lgan ishonchi ularga bank faoliyati masalalarining yanada keng doirasini qamrab olish imkonini beradi. Bunday amaliyot bank filiallari tizimi yanada kengayganida, moliyaviy xizmatlarning murakkabligi ortib, buning oqibatida auditga bo'lgan ehtiyoj oshganida ayniqsa foydali bo'ladi.

Foydalanilgan adabiyotlar

1. O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risidagi" PF-4947 sonli farmoni. 2017 yil 7 fevral
2. O'zbekiston Respublikasi Prezidentining 2018 yil 19 sentyabrdagi "O'zbekiston Respublikasida auditorlik faoliyatini yanada rivojlantirish chora-tadbirlari to'g'risida"gi PQ-3946-son qarori
3. Moliya vazirligining rasmiy sayti <https://www.mf.uz/uz/auditorskaya-deyatelnost.html#openModal-about5>

PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF TOLERANCE IN STUDENTS

Narshabaeva Aliya Yumutbaevna

Nukus State Pedagogical Institute named after Ajiniyaz,
Senior Teacher of Foreign Languages Department

Abstract

It is well-known that growth of social cooperation, humanization, democratization and economic development of modern Russian society commit educational institutions to inculcate tolerance in students. Having analyzed scientific and methodological literature and best practices of inculcation tolerance in students we have found the following unsolved problems: models of students' tolerance forming process are not sufficiently developed from theoretical and methodological point of view; insufficient level of tolerant interaction between teachers and students; the factors, conditions and mechanisms of infusion students with tolerance are not investigated in full. The purpose of this investigation: to simulate student's tolerance formation process; find dependencies between external conditions and personal inclinations (factors) of forming tolerance in students.

Keywords: tolerance, student, inculcation, conditions, education.

1. Introduction

Significance of tolerance as personal value of an individual is determined by globalization of economy, quick development of communications, interaction of cultures and their integration into single whole social space, large-scale migration of population, urbanization and changes in social structures [1]. Tolerance is a practical "humanism" which means good understanding and acceptance of socio-cultural and individual differences, ability for conflict-free interaction in multi-cultural social environment, establishing business and personal contacts, effective elimination of difficulties in personal interaction [2, 3]. Side by side with morals, ethics, religion, law norms tolerance is one of the most robust foundations on which society rests which provides for its stability and integrity. It is tolerance which will not allow individual and socio-cultural differences to grow into conflicts, it turns diversity into source of inter-enrichment and development of society, that is why tolerance is obligatory condition for human existence and self-development [4].

In the same time having analyzed scientific and methodological literature and best practices of inculcation of tolerance in students we have found the following unsolved problems: models of students' tolerance forming process are not sufficiently developed from theoretical and methodological point of view; insufficient level of tolerant interaction between teachers and students; its informative and didactical base is not systematic, factors, conditions and

mechanisms of tolerance formation in students are not sufficiently developed. [5]. Unsolved problems are the result of a number of contradictions: between dominating authoritarian styles of pedagogical management of democratization of Russian society; between necessity of inculcation of tolerance in students and insufficient focus of educational process on realization of this target; between big educational potential that can be used in inculcation of tolerance and its insufficient real use because of poor knowledge of conditions of its formation etc. Taking mentioned above contradictions into account we can define main problem of our investigation as follows: what are main factors and conditions of inculcation of tolerance in students? (The purpose of this research - to find main conditions of inculcation of students with tolerance). The objectives of research: to build model of inculcation of tolerance in students; to find relationship between tolerance formation conditions and personal factors; to develop criteria and diagnostic tools corresponding to realization of conditions of inculcation of tolerance in students.

Extent to which this problem has been studied

Nowadays it is agreed that the target of educational system is forming personal and professional features in students which are not restricted by appropriate skills and knowledge. Tolerance is among the most important personal and professional features which must form thanks to personal-orientated educational process [6]. Phenomenon of tolerance is an object of study of many sciences - polytology, ethnology, philosophy, sociology, psychology, pedagogics etc. [7]. Accordingly to modern models tolerance can be basic or situational feature of a person including operational, motivational-value, emotional-voluntary, activity and reflexion components. Pedagogical aspect of tolerance formation can be viewed at the following angles: forming of student's attitude towards tolerance as towards socially valuable feature; forming of tolerant mind in students; inculcation of tolerance within system of higher education [8]. Big number of scientific works devoted to tolerance formation demonstrates actual character of this problem.

Modern specialists have found both general conditions for forming of personal and professional features and the conditions for forming of tolerance. In opinion of A. Chernykh and T. Shaposhnikova [9] inculcation of personal and professional features in students in the system of continuous education is determined by compliance with organizational-methodological and psychological-pedagogical conditions and main principles of this process [10]. In

E. Sergeeva's opinion [11] the combination of organizational-pedagogical conditions for inculcation of ethnic tolerance in students of a military school includes general, particular and special conditions. Tolerance must be brought up in teachers - it is a leading factor of educational process.

But the conditions for inculcation of tolerance are still vague; relationship between them and the models of personal and professional development of students is unclear, their place among

other factors which lead to forming of tolerance and personal and professional development in general is also not defined. Single whole system of conditions is also absent.

Conditions for tolerance formation which are developed in educational process must be connected with external, leading, constant and controlled factors. Besides that in order to talk about conditions we must evaluate them in quantity by linear scale. We also have to remember that conditions are the factors which are the same for all students in terms of quantity; there are other factors which will differ in terms of quantity for every student. All mentioned above information determined the choice of subject for our study.

Organization of this study

Theoretical stage of research was performed in the Departments of engineering institute - FGBOU VPO Kuban State Technological University, experimental stage - on the base of the Departments of the Faculty of computer technologies and automated systems.

The methods of research: analysis and generalization of scientific and methodological literature and best practices of organization of educational process in higher education institutes, questionnaires, simulation, pedagogical observation (monitoring), methods of mathematical probabilities and statistics, methods of theory of sets and ratios, pedagogical experiment. Methodological grounds of research: competence, person-orientated and system approaches; theoretical grounds: works devoted to tolerance and the problem of inculcation of tolerance in students. Pedagogical experiments were made on students of 2007-2009 intake in accordance with conclusive classical scheme ROXO where R is randomization (forming) of reference and experimental groups, O is control in the process of experiment, X-experimental incentive (realization of the most important conditions of tolerance formation in students).

Main part.

In accordance with person-orientated approach, the task of educational institutions is to create conditions for development of personal and professional features in students (including tolerance) and to monitor their personal and professional development. It is determined by activity of a student as developing system, priority of self-development and personal and professional self-organization. Tolerance formation is connected with learning moral and spiritual values by person, self-improvement and use of potential of social institutes for personal and professional growth. That is why identification of conditions for tolerance formation in students in educational institutions must be done on the base of this process [12]. As tolerance includes 5 relatively independent but interrelated functional components its structural-functional model of formation can be divided into 5 elements. Proposed by authors model of infusion students with tolerance suggests stage-by-stage realization of combination of in-process elements which must be included into educational technologies intended for upbringing of spiritual and moral features in students - first of all, tolerance as practical humanism. It can be seen from this model that 3rd stage is intended for formation of educational level; 4th - to form creativity: highest levels reflect active tolerance (active

tolerance means searches for points of meeting "the unknown", ways of interaction with it, in opposition to passive tolerance (passive perception of the unknown, "as it is"); active tolerance is a factor of personal and professional growth by means of self-realization, optimization of social contacts and social interaction, use of the potential of multi-cultural social environment. It is well-known that development of personal and professional features and their components is not possible without appropriate activity. Tolerance components are formed simultaneously with accumulation of tolerant behaviour experience. To make trans-disciplinary process more orientated for infusion students with tolerance we designed a model of forming of experience of students' tolerant behaviour using innovative methods of learning. It is based on case studies when a student finds himself in situations which require tolerant reactions, skills for overcoming inter-personal barrier to interact together etc.

Education is a social institution, whose main purpose is to create conditions for personal and professional development of a student, infuse him with social culture. Development of modern education is characterized by a number inter-related trends: modernization, humanization, informatization, valeologization, technologization, integration of science, practice and modern technologies. Analysis of trends of education's development, models of personal and professional development in general and tolerance formation models in particular enabled us to define necessary conditions for effectiveness of the latter process: humanization of education (condition 1); multi-cultural environment of educational institution (condition 2); realization of measures of state regulation in educational institutions intended to form tolerance in students' society (condition 3); monitoring of infusion of students with tolerance and its relationship with monitoring of their personal and professional development and the quality of educational process (condition 4); orientation of educational process towards inculcation of tolerance in students (condition 5); providing sustainable relationship between tolerance components (condition 6); providing sustainable relationship between development of tolerance and other significant personal and professional features - informative competence, law culture of person, communicative competence etc (condition 7); availability of informative-educational environment helping in communication between students and in obtaining by them skills and knowledge connected with tolerance (condition 8).

Table 1. Students' tolerance stimulation model

Stages	Basic methods and factors	Teachers' tasks
Forming of axiological sphere, motivation of tolerant behaviour by use of model of "perfect person"	Persuasion; methods of forming of tolerant consciousness of person; self-persuasion	Make conditions for forming of tolerant moral-orientated person; organization of cultural and educational environment; inclusion of subjectively significant leaders, heroes etc.
Acceptance by person moral norms, interiorization of social duties; accumulation of spiritual and moral experience, first of all experience of tolerant behaviour	Demanding from a person obedience to social and cultural norms; methods of inculcation of socially-approved activity; exercise	Creation of learning situation which demand tolerance; skills to overcome difficulties in interpersonal interaction etc; infusing students with values, traditions, spiritual heritage of multicultural world
Moral self-regulation, self-control, self-evaluation of person based on reflexive capabilities and skills	Case studies which demand tolerance, methods of inculcation of socially approved behaviour; motivation	Finding and development of spiritual and moral resources in person of a student (will, conscience, kindness, responsibility etc); inculcation of positive moral self-evaluation based on accepted notions of Good and Evil, values, ideals, cultural norms
Personal and professional self-determination, self-development, elevation of the level of tolerance	Stimulation of activity&behaviour; methods of inculcation of tolerant personal orientation; reflexion	Facilitate to self-development of person; realize creative potential in socially-orientated activity, self-improvement and self-realization by showing positive personal features and social communication; finding and development of spiritual-moral targets of behaviour (patience, discipline, altruism etc)
The result of all this - is formation of tolerant consciousness and behavior model, high level of tolerance		

Humanization is orientation of education towards development of personality of a student and realization of his needs; creation of conditions for his comprehensive (all-round) development by means of educational process, real realization of self-preciousness of personalities of teacher and student, practical realization of ideas of natural- like training. Humanization of education means not only development and use of humanitarian educational technologies but such re-organization of educational process which is not possible without creation and

realization of productive models for training and upbringing, without respectful attitude towards the personality of a student. Table 2 demonstrates factors of humanization of educational process which are found on the base of analysis of aspects of anthropic educational technologies.

Table 2. Factors which lead to humanization of professional education

Factor	Its characteristic
Multi-cultural environment of institute	Student must develop in spiritually (mentally) saturated atmosphere of inter-personal contacts, determining mind's horizon, style of thinking and behaviour of students included in it
Tolerance of teacher	Without tolerance a teacher will not be able to establish conflict-free dialogue-like relations with students which differ from him greatly in many parameters
Tolerance of students	Success of pedagogical activity depends on perfect readiness of students for conflict-free interaction in multi-cultural educational environment
Availability of pedagogical practice (experience) and high level of professional competence of a teacher	Anthropic technologies are easier to implement by a teacher who has big experience of pedagogical activity and possesses the whole set of tools, methods and means of training and education. Humanization of educational process (organization of tolerant educational environment) demands from teacher special psychological and methodical efforts. Forming of productive dialogue-like relations with students is not possible without a number of personal and professional characteristics and in general - professional training of a teacher.
Use of innovative and educational technologies	Young and inexperienced teachers which would like to establish productive relations with students and reach success in their professional activity are not always able to use modern didactical technologies, innovative methods and means of education, upbringing and control; experienced teachers which in principle are able to use innovative technologies effectively do not use them because of ignorance (sometimes because of emotional exhaustion)
Availability of broad range of tools for pedagogical activity	Humanization of educational process is closely connected with its variation, with providing individualization and differentiation. It is not possible without a set of tools, methods and techniques of pedagogical activity and variation in their use. In conditions of informatization of education means of pedagogical activity are supplemented by computers.

Table 3. The results of pedagogical experiments on realization of authors' model of infusion students with tolerance

№	Indicator	Experiment № 1		Experiment № 2		Experiment № 3	
		RG	EG	RG	EG	RG	EG
Initial stage							
1.	Tolerance as basic feature , %	12	10	15	12	14	17
2.	Tolerance as situational feature, %	20	23	18	21	27	23
3.	Intolerance as situational feature, %	46	43	41	44	38	35
4.	Intolerance as basic feature, %	22	24	26	23	21	25
Final stage							
5.	Tolerance as basic feature , %	19	32	23	36	25	39
6.	Tolerance as situational feature, %	24	35	22	39	31	43
7.	Intolerance as situational feature, %	40	27	35	17	32	14
8.	Intolerance as basic feature, %	17	6	20	8	12	4
Realization of the most important conditions							
	Condition-1, logit	0,27	1,78	0,38	1,96	0,45	2,18
	Condition-2, logit	3,26	3,26	3,63	3,63	3,49	3,49
	Condition-3, logit	0,73	0,73	0,96	0,96	1,22	1,22
	Condition-4, logit	0,37	1,08	0,49	1,26	0,65	1,46
	Condition-5, logit	0,18	1,03	0,32	1,16	0,42	1,28
	Condition-6, logit	0,43	1,24	0,48	1,39	0,53	1,68
	Condition-7, logit	0,21	1,12	0,28	1,24	0,42	1,49
	Condition-8, logit	0,62	0,62	0,88	0,88	1,42	1,42

Humanization of education is the main factor of infusion of students with tolerance. It is determined by the fact that an individual is an adaptive system. Side by side with adaptivity a student is characterised by multi-parameter feature, dynamics, openness. Humanization of education places students in conditions where he must find conflict-free ways of interaction with social environment to reach productive personal development, it demands from him to

follow benchmark models of productive social behaviour and use of multi-cultural environment for optimization of individual development.

In conditions of informatization of education key factor of personal and professional development is use of modern informative technologies. But this factor will become the key condition of forming personal and professional features only when informatization of educational process will be systematic; besides that, tools of informative- educational technologies must be integral and therefore serve as artificial socio-cultural informative environment - it must be virtual projection of multi- cultural society. The role of these tools can be fulfilled only be informative-educational environment - telecommunication learning and methodical complex (it is usually realized in the form of educational sites) which integrates pedagogical program products and electronic educational resources. Content of this environment must be always re-filled by activity of teachers, students as well as by joint activity of teachers and students. Model and methods of quality- metric diagnostics of electronic educational resources is described in earlier works of the authors. These methods can be easily adopted for development of criteria for evaluation of electronic educational resources intended directly for infusion students with tolerance. Mentioned above informative system must enable to perform teleconferences and web-seminars.

Model of inculcation of tolerance in students has been tested experimentally (table 3). Table 3 demonstrates (in %) the proportion of students with tolerance or intolerance as basic or situational feature of their personality (indications: RG-reference group and EG-experimental group).

Conclusion

In all pedagogical experiments at initial stages there were no distinct differences between reference and experimental groups in regard to proportion of tolerant/intolerant students (being judged as basic personal feature); but at final stages in experimental groups the proportion of intolerant students was distinctly less (intolerance as basic personal feature) and proportion of tolerant students (tolerance as basic or situational personal feature) was bigger. The results of experiments give evidences for high effectiveness of proposed model, demonstrate significance of emphasized conditions for infusion students with tolerance (in table 3 realization is evaluated in common scale for measuring latent variables - logits; there were no differences in the limits of one intake year only on second, third and eighth conditions - multi-cultural environment of higher-education institute, realization of measures of state regulation for infusion students with tolerance; and informative-educational environment for development of tolerance.

References

1. Abdulkarimov, G., 2004. Tolerance in ethnic relations in Urals Region: sociological analysis, PhD thesis, ESU, Ekaterinburg.
2. Cabrera, A., N. Amaury, P. Terenzini, E. Pascarella and L. Hagedorn, 1999. Campus racial climate and the adjustment of students to college. *Journal of higher education*, 2: 135-160.
3. Home, K., P. Home, 1999. The dark side of zero tolerance: can punishment lead to safe schools? Date Views 11.09.2013 <http://www.pdkintl.org-/kappan/kski9901.htm>
4. Magnus, J., V. Polterovich and D. Danilov, 2002. Tolerance of cheating an analysis across countries. *Journal of Economic education*, spring: 125-135.
5. Nieto, S., 1994. Moving beyond tolerance in multicultural education. *Journal of multicultural education*, spring: 1-8.
6. Akulova, A., 2007. Ethnic tolerance as condition for overcoming ethno-social conflicts (social-philosophic analysis), PhD thesis, Krasnodar.
7. Alimbekova, F., 2009. Forming of tolerant culture of future managers in conditions of higher professional education (in the sphere of state and municipal management), PhD thesis, Ulyanovsk.
8. Bimbaeva, E., 2011. Inter-ethnic tolerance of modern students (evidence from Republic of Buryatia), PhD thesis, Ulan-Ude.
9. Chernykh, A., 2012. Mathematical models of succession in formation of personal-professional features. Krasnodar: Publishing house Dom-Yug.
10. Chernyavskaya, V., 2007. Development of pedagogical tolerance in the process of continuous professional education of teacher, PhD thesis, Vladivostok.
11. Sergeeva, E., 2009. Organizational and pedagogical conditions for inculcation of ethnic tolerance in the students of a military school, PhD thesis, Ulyanovsk.
12. Pugacheva, E., 2008. Infusing students with tolerance in multi-cultural environment of a higher-education institute, PhD thesis, Nizhny Novgorod.

DISADVANTAGES OF TRADITIONAL CURRICULUM IN MODERN EDUCATION

Nurillo Jambilov

Teacher trainer at Andijan Regional National
Center of Teaching Innovative methods to Teachers of Public Education

Abstract

A curriculum is just a big learning plan. As new research is published and as practices change, we will be forced to make updates to curriculum content. ... You do it with a structured set of activities designed to assess and adjust your curriculum; in other words, with curriculum management.

Keywords: curriculum, curriculum content, curriculum management

1. Introduction

The purpose of curriculum management is to help ensure that all students will get the most out of their education. The more global goal of curriculum management is for students to use all the knowledge and skills they have learned to contribute to society in a meaningful and beneficial way. All stakeholders in any given school district contribute in ways that help to see to it that curriculum management is carried out, as best as possible (Barbara R. Cochran, 2003). Curriculum is the academic system that imparts knowledge and skills to students in a school environment. More specifically, curriculum refers to what is written to be taught, and what is tested at different student levels, in specific areas or courses. After evaluating test results, administrators and boards can determine what are the most effective methods for imparting knowledge to students (Barbara R. Cochran, 2003).

A Traditional curriculum is an educational curriculum which follows established guidelines and practices. This term can refer both to a curriculum as a whole, as in the set of courses which students must take to graduate and the order in which they are presented, and to the curriculum in the form of the content taught in an individual class. This curriculum is sometimes criticized for being too narrow, and a number of education professionals have developed alternative educational methods, or suggestions for teaching a traditional curriculum in a more expanded way.

In the sense of an entire curriculum, a traditional curriculum includes core subjects and electives. Core subjects usually include topics like math, science, history, and English. Students may also take courses in the social sciences, and can expand their curriculum with topics like art, foreign languages, music, acting, and so forth. The curriculum is designed in a progressive way, with each level being slightly more challenging than the last, requiring students to build skills and use them as their work their way through the curriculum.

In an individual classroom, the traditional curriculum involves the presentation of information in the form of blocks or units which are broken into smaller units of information and presented by the teacher to the students. Traditionally, exchange between students and teachers is less encouraged, and the facilitation of class discussion is also not a part of this curriculum. These are seen as shortcomings by some educators, who feel that students are more likely to develop **critical thinking** skills and to internalize and apply the information if they have discussions with the class, present projects which allow them to expand the material, and so forth. Increasingly, such activities are being accepted into curricula around the world.

The traditional curriculum can also be heavily standards-based, with testing used to measure accomplishment and progress. This practice has also been criticized by educators, as standards-based curricula can take on a “teach to the test” format in which students are provided with information which will help them pass a test, but not necessarily with information which they can use. For example, math education might be very based on learning set formulas and ways of doing math, but not on developing math skills which could be useful in real life (Mary McMahon, 2019)

How to Choose the Best Creative Curriculum?

The educational system has mainly focused on making subjects such as math and science core parts of the curriculum and using lectures and textbooks as the main teaching tools. In recent years, educators and parents have come to recognize the benefits of nurturing creativity in students, and incorporate creativity into their academic studies. Whether you're in search of creative curriculum with which to home school your kids, or trying to find a school with the best creative curriculum, there are a number of creative content indicators to look for. A curriculum's textbooks, projects, activities, classes offered, and grading methods can all indicate whether or not it encompasses creativity.

The content of a textbook or workbook that supports a creative curriculum is one which endeavors to engage different students on a variety of levels. For example, a textbook that has lots of photos, illustrations, and other interesting images will attract the attention of students who learn on a visual level, while students who enjoy reading may be attracted to its conversational text. A multimedia approach to teaching is another indicator of a creative curriculum, and could mean deploying videos, games, and other audio and visual tools to support standard textbook material.

Projects and other assignments which offer students choices both foster and reflect creativity. For example, if students are studying outer space and are required to complete an assignment on the topic, they could be presented with the choice of writing a report, making models of planets, or designing their own educational game about space. The diverse range of classes offered in certain schools today is another sign of a creative curriculum. Private schools that

specialize in the arts offer a particularly creative curriculum which may include classes focused in such subjects as dance, art, music, and theater.

The way in which a student's performance is evaluated also reflects a curriculum that is creative. Grades which take into consideration a student's attitude, problem-solving abilities, and overall approach to a subject can be assessed along with the student's test scores. This results in a richer, broader curriculum which places value on a student's approach to learning instead of just his or her test results.

Conclusion

Curriculum Management today is concerned with results, and particularly those peculiar to the enterprise of education. Schools are not factories. A study of school management would reveal that many of the solutions educators have historically selected and implemented are those that have limited schools from becoming more humane places. Effective application of management practice would be to identify poor practices and eliminate those that are contradictory to the results desired. Curriculum management is part and parcel of developing the education system in our modern life.

References

1. Fenwick W. English. Quality Control in Curriculum Development, Arlington, Virginia: American Association of School Administrators, 1987. 62pp.
2. Tech & Learning Newsletter, 01 December, 2006
3. A Traditional Curriculum Article, Mary McMahon, 2019
4. Frank L. Steeves and Fenwick W. English. Secondary curriculum for a Changing World Columbus, Ohio: Charles E. Merrill, 1978
5. Fenwick W. English. "What's Ahead in Curriculum?" AASA School Administrator 35(11):18-19; December 1978
6. Fenwick W. English and Roger Kaufman. Needs Assessment: A Focus for Curriculum Development. Washington, D.C.: Association for Supervision and Curriculum Development, 1975. P.7
7. George J. Posner and Kenneth A. Strike. "A Categorization Scheme for Principles of Sequencing Content". Review of Educational Research 46(4):665-90: Fall 1976.
8. Barbara R. Cochran. What is Curriculum Management? Article, 2003
9. O. Wallace. Curriculum Design, Article. 2003
10. <https://en.wikipedia.org/wiki/Curriculummanagement>

RELATIONSHIPS OUTSIDE OF MARRIAGE - AS A SPIRITUAL AND MORAL PROBLEM

Komilov Ruzi Rabievich (PhD),
Associate professor of the Samarkand
State Institute of Foreign Languages

Annotation

Extramarital relationships are as old as family relationships and are on the rise in the current era of globalization. The person who committed such an act is always tormented by heartache. This is a tragic event. As a result of this, the social status of a person is damaged, and professional and life standards are lost. The article thoroughly analyzes the causes and consequences of these evils that violate universal and national moral values.

Keywords: family, marriage, morality, monogamous, polygamous, happiness, love, egocentrism.

By the 21st century, there are different interpretations of extramarital affairs and even those who support extramarital affairs as normal. According to them, this relationship does not have any negative impact on the institution of family and marriage, but is a guarantee of its strengthening and health. They explain this by connecting people with failures in work. If a woman or a man falls into a state of deep depression and stress due to bad luck in his work, he begins to withdraw from life. In such a situation, he is found a “partner” who listens to him wholeheartedly for his personal interest and worries and stays by his side until he is relieved by telling his problems. In many cases, a person who has a problem does not want to tell his family and spouse about the problems in his professional activity, because they do not want him to be accused of weakness or cause other family conflicts. Professionals who support this activity certainly try to give other reasons, but in any case and situation, extramarital relations are against national and religious values, violate moral norms, and seriously damage the healthy life of family and society.

The transition from matriarchy to patriarchy in human society is the result of the emergence of monogamous marriage. Since the emergence of families formed on the basis of monogamous marriage, family values have been formed, gradually developed and transformed. Extramarital relationships are treated differently in different nations. In some nations this behavior is ignored, in others it is severely persecuted. In some regions, a woman who engages in an extramarital relationship is severely punished, while in others, the man is considered guilty. In our opinion, all the causes of this abominable act are the result of mistakes made.

No matter how much it contradicts moral ideals and religious values, we witness the variety of betrayal in social life. These are: to the country, to a friend, to someone's right, to a

companion, to a family budget, to a spouse, etc. Infidelity and fidelity of spouses in the family are subjective characteristics, in such situations they themselves are considered to be more the cause and sufferer. There is another type of extramarital relationship called “incest”, which is characteristic of primitive times. It is known that in the oldest clans, the situation of incest, that is, sexual relations between brothers and sisters, is widespread. For example, this is evidenced by the legends of that time. The ancient Greek god Zeus married his sister Hera, Zeus’s children were the god of beauty Aphrodite, his sister became the wife of the god of blacksmithing Hephaestus, etc. Such examples can be found in the legends of other nations.

Tribes where incest is prevalent tend to become more prone to physical and mental illness over time. In these tribes, the reproduction of the sick generation led to the prohibition of intra-tribal sexual relations, and it became customary for the young men of one tribe to marry the daughters of another tribe. This was the first ban or suppression in human history. Such a ban, according to Freud, led to neuroses. For example, wars break out between tribes. During matriarchy, sexual relations were often chaotic. At this time, the family had not yet appeared. Only the mother of the children is known. Inbreeding on the mother's side was strongly developed, and inbreeding on the father’s side was almost non-existent. As a result, the children who were born did not know who their father was. During the matriarchy, the state of incest was partially preserved. As a result, the second suppression in the history of society - patriarchy - appeared. This social system is characterized by a monogamous family (one husband, one wife). In such families, both the father and the mother of the child are known. Blood mixing was strictly forbidden by society. Thus, Sigmund Freud shows that sexual relations and their prohibition are of great importance in the development of society.

“During patriarchy, polygamy and polygyny in monogamous families were forbidden by the laws of society. This led to the third displacement, which led to the development of illicit sexual relations. Such connections, according to Freud, are common in today's society.” [1: 658-659]

Due to such circumstances and other reasons, family separations have been observed in all times and periods. Not only the forms and reasons for the failure of marriage, but also the characteristics of extramarital relationships have been the basis for each period to be a specific urgent problem. For example, in Eastern countries, it has long been believed that the failure of marriage is rare. The reason is that our ancestors paid special attention to the custom of choosing a bride at the beginning of the marriage relationship and considered it as a national tradition. Investigating the seven roses, connecting the fate of compatible young people through the institution of matchmaking, even marriages between distant relatives, i.e. mutual agreement between people who knew each other beforehand, and building a family through ties of love and affection, are valued and emphasized as Uzbek customs. rational thinking in all motives, young people and their parents paying special attention to marriage ceremonies were considered the basis for a strong family.

Analyzing the scientific heritage of our Jadid scholar Abdurauf Fitrat, we can come to the following conclusion: sexual relations are considered the basis of human social existence and are actions that ensure the continuity of society. It has always been and always will be whether it is within marriage or outside of marriage. Humanity continues because of sexual relations. If it is completely absent from human life, humanity will decline. Lack of sexual culture among married people, dissatisfaction, and limited opportunities are among the main reasons for the occurrence of extramarital affairs. Marriage is a guarantee of social health and religious and moral values. According to the religion of Islam, whoever says, “Let the one who is able to marry you marry. Because it restrains the eyes and makes the farj healthy (prevents corruption). If not, let him who is unable to do so fast. Because fasting is a protective shield for him.” [2: 9]

In any corner of the world, such shameful acts are always found. This is the reason why marriage practices are wrongly constructed and the principle of sanctity of the family fortress is disappearing in the thinking of young people. Extramarital relationships have always posed a serious threat to society, family, and human health. We have discussed the causes of these unethical attitudes and preventive measures in this paragraph. Interestingly, if we analyze the scientific works of researchers, most of them have drawn conclusions about the harmful consequences of extramarital relations, and society and countries are also struggling with the consequences. For example, we can see that the World Health Organization today reports that more than 40 sexually transmitted diseases kill more than half a billion people every year, millions of people die as a result, and they spend billions of money to save the lives of those with serious diseases. True, we support this activity from the point of view of humanism. We hear their confusion and regret. But why do we promote more about the harmful effects of the disease! Why are we not interested in what causes people who are suffering from diseases and engage in extramarital sex to commit such immoral actions!?

After marriage, young people understand each other on the basis of family values, mutual respect based on good behavior, exciting feelings, emotional closeness are among the motives that form sexual love. This is the basis of family strength and well-being. “Therefore, striving to change the system of cohabitation, that is, polygamy, celibacy, communal sex, etc., is only a search for a way to overcome the difficulties of true love. If a person is lucky enough to find and love his “half”, he will never seek another partner, he will devote his entire existence to the love of his beloved.” [3:169]

The number of extramarital relationships has been increasing dramatically in recent years in nations that are under the influence of mass culture under the conditions of globalization. We can say several reasons for this: the increase in the number of people living alone as a result of the trampling of the national and religious concept of marriage, a sharp change in the attitude of people to the way of life and family values, the decline of the role of the concept of a man as the head of the family in people's thinking, from patriarchy to matriarchy in some families

As a result of the transition, the increase in the number of dysfunctional families, the preference of personal and selfish interests over the honor of family pride, parents, brothers, and neighborhood, the increase of egocentrism, individualism in people, and the increase of materialism, moral and religious values are replaced by luxury and fleeting entertainment. is taking over.

REFERENCES

1. Western philosophy. Publishing House of the National Society of Philosophers of Uzbekistan. Tashkent: 2004. P- 658-659
2. Imam Ghazali. Marriage etiquette. “Tashkent Islamic University” publishing-printing association. Tashkent: 2009. P-9.
3. A. Sher. Ethics. National Society of Philosophers of Uzbekistan, Tashkent: 2010. P- 166-167.

IMPROVING VOCABULARY SKILLS OF SECONDARY SCHOOL STUDENTS

Vohidova Matluba Ma'rufbekovna

Namangan viloyati To'raqo'rg'on tumani 54-
sonli maktab ingliz tili fani o'qituvchisi

Abstract

This article illustrates the types of vocabulary, how the teacher teaches it and ways of the learning it. This article helps new teachers and students.

Abstract

bu maqola lug'at boyligi turlari, uni o'rgatish usullari va yo'llari haqida o'qituvchilarga ma'lumot beradi.

Introduction

A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

Vocabulary growth

During its infancy, a child instinctively builds a vocabulary. Infants imitate words that they hear and then associate those words with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on their ability to self-express without relying on gestures or babbling. Once the reading and writing vocabularies start to develop, through questions and education, the child starts to discover the anomalies and irregularities of language. In first grade, a child who can read learns about twice as many words as one who cannot. Generally, this gap does not narrow later. This results in a wide range of vocabulary by age five or six, when an English-speaking child will have learned about 1500 words.

Vocabulary grows throughout one's life. Between the ages of 20 and 60, people learn about 6,000 more lemmas, or one every other day. An average 20-year-old knows 42,000 lemmas coming from 11,100 word families. People expand their vocabularies by for e.g. reading, playing word games, and participating in vocabulary-related programs. Exposure to traditional print media teaches correct spelling and vocabulary, while exposure to text messaging leads to more relaxed word acceptability constraints.

One of the easiest ways to bolster your existing writing skills is to add new words to your written vocabulary. The English language is among the most voluminous of all languages, and this means that you'll never run out of vocabulary words to learn and use. All forms of the

written word—from fiction to journalism to essay writing to poetry—benefit from a strong vocabulary. To that end, the time you spend improving your vocabulary skills is actually time invested in your writing skills.

Ways to Improve Your Vocabulary

Most of us have not spent much time learning new vocabulary since we were high school or college students. Thankfully you can always pick up where you left off. Here are some tips to help you start learning new vocabulary words:

1. Develop a reading habit. Vocabulary building is easiest when you encounter words in context. Seeing words appear in a novel or a newspaper article can be far more helpful than seeing them appear on vocabulary lists. Not only do you gain exposure to unfamiliar words; you also see how they're used.

2. Use the dictionary and thesaurus.

Online dictionaries and thesauruses are helpful resources if used properly. They can jog your memory about synonyms that would actually be better words in the context of what you're writing. A full dictionary definition can also educate you about antonyms, root words, and related words, which is another way to learn vocabulary.

3. Play word games.

Classic games like Scrabble and Boggle can function as a fun way to expand your English vocabulary. Crossword puzzles can as well. If you really want to be efficient, follow up rounds of these word games with a little note-taking. Keep a list of the different words you learned while playing the game, and then study that list from time to time.

4. Use flashcards. A quick way to build a large vocabulary is to study a number of words via flashcards. In today's digital age, a wide array of smartphone apps make flashcards convenient and easy to organize. Aiming for one new word a day is reasonable. You can always go for more, but it may not be reasonable to assimilate dozens of English words every single day.

6. Use mnemonics. A mnemonic device is a form of word association that helps you remember words' definitions and proper uses. For instance think of the word obsequious which means "attempting to win favor from influential people by flattery." Break down that word into components: "obse" is the beginning of "obsessed," "qui" sounds like the French word for "yes" (oui), and "us" is like the word "us." So you can think of that big word obsequious as "obsessed with saying yes to us"—which is kind of what it means!

7. Practice using new words in conversation. It's possible to amass a huge vocabulary without actually knowing how to use words. This means you have to take it upon yourself to put your personal dictionary into use. If you come across an interesting word in your reading, make a point of using it in conversation. By experimenting in low-stakes situations, you can practice

the art of word choice and, with a with a little bit of trial and error, hone in on the right word for a particular context.

Used literature:

1. “504 Absolutely Essential Words”
2. “NTC Vocabulary Builders”
3. “Word Power Made Easy”.

"A THOUSAND AND ONE NIGHTS" AND EUROPEAN LITERATURE

Astanova Gulnora Aminovna

Doctor of Philological Sciences Associate Professor of the of Uzbek

Linguistics and Journalism Department, Bukhara State University

guli4803@mail.ru, g.astanova@gmail.com

ANNOTATION

This article is devoted to the study of the impact of the stories of the work "One Thousand and one Nights" on European literature, and it is analyzed the appearance of the plot of fairy tales in the European literature in its own style in the XI-XIV centuries.

Keywords: "One Thousand and One Nights", East, story, narrative, Europe, literature, analysis, research.

It is known that by the 11th-14th centuries, Western culture had a great impact on the spiritual and cultural life of other nations, especially the ancient culture of Iran, Byzantium, Arab countries, India, and China. Because during this period, the ancient culture, science and spirituality of the peoples of the East were reawakened and greatly developed. Westerners transferred the achievements of the first and second Renaissance periods to Europe. Its center first spread to France, then to the whole of Europe - Spain, Italy and Germany. "In the 11th-14th centuries, it was considered necessary for the intellectuals of the European nations to know the Arabic language, to be familiar with Eastern culture, science, and literature. It was unusual for any university in Western Europe, especially the Faculty of Medicine, to operate without Arabic science and language"[1;5]. As a result, the West was able to take advantage of the scientific advances made in the East during its Renaissance period. There are clear evidences of the influence of "One Thousand Nights" on Western literature, which is an example of this spirituality. In fact, "one of the widespread genres of Arab folk literature, siira is a folk novel or a large-scale folk tale in modern literary studies, and it is a popular literature that has been widely spread among different classes of Arabs - urban and rural workers, artisans, merchants and ordinary people - from about the 6th century to the present day. " [2; 112]. "Biographies and adventure works called "siyar" (poems) and "qisas" (stories) occupy an important place in the Arabic artistic prose of the Middle Ages. Some of the stories and characters from these works, which differ in size and content, were also included in the "One Thousand and One Nights" collection. However, the study of Arab folk tales first began not in Arab countries, but in European countries" [3; 8]. "By the 12th-14th centuries, there were many magical tales and legends, tales of strange adventures, the translation of various Eastern romantic works into the languages of the European nations increased, among the Arabic works translated into European languages, the magical stories of the "Thousand and One Nights" fairy tales are ancient since time immemorial, Europeans have created beautiful translations

of "One Thousand and One Nights" in world literature studies, and the professor N. Komilov informed in his work that "One Thousand and One Nights" has been translated into a number of European languages, including French, English, German, Spanish, Italian, Danish, Russian. [4;131]. Philosophical stories of Voltaire ("Candide", "Zadig, or Destiny"), Montesque's "Persian Letters", Hyote's "Garbu Sharq Divan" inspired by the magnificent poetry of Hafiz and Saadi, Wilhelm Hauf's tales on the theme of "A Thousand and One Nights", Byron's dramatic epics ("Manfred", "Gour", "Pirate"), "Vatek", "Arabic Tale", the delicate Andalusian stories of Chateaubriand, the tale of the Abenser Rojis are the brightest examples of the oriental spirit in the works of Western European romantic writers and poets. It is worth noting that European literature discovered the "Thousand and One Nights" stories thanks to the Italian writers of the Renaissance. This series of stories in "One Thousand and One Nights" strongly influenced the work of Pedro Alphonse, Juan Manuel and other European writers. After all, these stories were repeatedly published in French, Spanish and Italian until the 18th century.

Among the European writers, Juan Ruiz de Alarcon (XVII century), Francois Blanchet (XVIII century), Juan Valera, H. Andersen (XIX century) and others are effective in their novels and short stories, dramas and comedies from stories and plots common in the Indian and Arabic literature of the Middle Ages, used, created wonderful characters based on Eastern motifs [5; 81]. In fact, "a unique creative style that has continued in Eastern literature since ancient times - telling a story within a story" inspired the creation of many wonderful prose works, first in Italy, then in Spain, France and England. European writers of the Renaissance and later, in particular, made good use of the plot of such a great work as "One Thousand and One Nights". Works created in the West based on these plots have become classical monuments.

William Beckford's short story "Watek" [6;] (1786), Thomas Moore's novel "Lalla-Rook" [7] (1817), works by Pedro Alphonse [8], Juan Manuel [9], Franco Sacchetti's "Three Hundred Novellas" [10] collection and other similar works, we can clearly see the influence of "One Thousand and One Nights".

The Italians also had close contact with the Spanish. In addition, the Italians established economic and cultural relations with Eastern countries through the Mediterranean Sea. In the 12th - 14th centuries, interesting adventure, romantic works were more common in Italy. There is no doubt that Boccaccio's famous Decameron [11;345] was inspired by the "Thousand and One Nights". Because it is clear that Boccaccio used the molding method of "One Thousand and One Nights" when writing his work. "One Thousand and One Nights" contains more than three hundred fairy tales and stories. This was done by molding. In One Thousand and One Nights, most of the internal narratives are logically connected to the directly shaping narrative with attention to content. However, since the stories in Boccaccio's "Decameron" are close and similar in terms of content and idea, there is no direct connection between the molding story and the internal stories. It can be observed that in his work, Boccaccio arranged a hundred stories in one plot, arranged them according to ten days and divided them into ten chapters.

Although Boccaccio's work is among the works that have not lost their readers to this day, it cannot reach the level of "One Thousand and One Nights".

"One Thousand and One Nights" fairy tales are artistically and esthetically elaborated, and their poetics and plot logic are extremely rich. The details of events connected to each other in the style of "story within a story" tie the plot of the stories of the work together. As a result, the work unwittingly conquers the heart of its reader. Because of this, these tales have become one of the favorite works of readers all over the world. Among the fans of "One Thousand and One Nights" we can mention the names of famous Russian writers, including A.S. Pushkin, N.G. Chernyshevsky, I.S. Turgenev, L.N. Tolstoy, who liked Shahrizoda's stories very much. They note that they read these magical tales with enthusiasm, which greatly influenced the formation of their creative fantasies. "One Thousand and One Nights" has been of great interest to readers at all times, and has been the reason for the creation of new works. The reasons for this, of course, are related to the extreme vitality of fairy tales, unique compositional construction. In the history of Eastern and Western literature, there are only a few books written under the influence of "One Thousand and One Nights" or inspired by the dramatic scenes in this book.

"One Thousand and One Nights" is one of the best works of world fiction with a rich thousand-year history of the evolutionary path. During the creation of the literary fruits of the work, the collection of "nights" created many ancient myths, as well as many speculations of modern scientists. It is worth noting that the interest in the collection of unique fairy tales has not weakened and the work is firmly maintaining its position in the world cultural arena. This can still be seen in the fact that his pictures continue to inspire writers in artistic creation.

So, thanks to "One Thousand and One Nights", the customs and traditions of the peoples of the East were combined and a new high culture was created. Gradually, due to mutual relations, the inhabitants of the earth exerted a strong positive influence on each other, enriching and filling the spirituality and culture of each other, and at the same time, it was a life-giving path that spiritually awakened Europe.

References

1. Sulaymonova F. East and West. - T.: Uzbekistan, 1996. - B. 5.
2. Shidfar B. Ya. Genesis and questions of the style of the Arab national novel (mystery) - Genesis of the novel in the literature of Asia and Africa. - M.: Nauka, 1980. - S. 112.
3. Ibrohimov N. Medieval Arab folk literature. - T.: Science, 1994. - B. 8.
4. Komilov N. Caravans of thought. - T.: Spirituality, 1999. - B. 131.
5. Riftin B.L. Typology and interecine literature of the Middle Ages in the East and West. - M.: 1974. - S. 81.
6. https://royallib.com/book/beckford_william/vatek.html
7. <https://ru.wikipedia.org/wiki/>

<https://econferencezone.org>

8. <https://amp.google-info.org/>

9. <https://facetia.ru/node/>

10. <https://librebook.me/>

11. Boccaccio J. Decameron. / translated by K. Mirmuhammedov. - T.: Teacher, 1979. - 345 p.

ИСТОРИЯ ЛЕКСИКОЛОГИИ

Хужанов Умид Таджиевич

Преподаватель, Термезский Государственный Университет

Аннотация

Лексикология выделилась как отдельный раздел языкознания позже некоторых других, например, грамматики. Даже в 20 в. некоторые ранние направления структурализма отрицали необходимость выделения лексикологии либо на том основании, что лексика якобы слабо структурирована, либо потому, что языкознание вообще не должно заниматься семантикой, которая составляет ядро лексикологии.

Ключевые слова: Грамматика, раздел, структура, основания, отдел

Ряд проблем лексикологии обсуждался задолго до её становления как особой отрасли языкознания. В древнее время и средние века рассматривались вопросы семантики и строения слова. Античная риторика обращала внимание и на художественную функцию слова. Развитие лексикографии в Европе в 16-18 вв. стимулировало и развитие лексикологии. В предисловиях к толковым словарям (например, словарь Французской академии, 1694, английский словарь С. Джонсона, 1755) был отмечен ряд лексикологических категорий (синонимия, словосочетаемость, первичные и производные слова и т. п.). Впервые термин «лексикология» введён французской энциклопедией Д. Дидро и Ж. Л. Д'Аламбера в 1765, где лексикология определяется как один из двух (наряду с синтаксисом) разделов учения о языке. Задачу лексикологии авторы видели в изучении слов вне их конкретного использования в речи, в изучении общих принципов организации лексики языка. Они выделяли в лексикологии изучение внешней формы, значений и этимологии слов (под которой понималось и словообразование). В трактатах по стилистике 18 в. более подробно излагались пути формирования переносных значений слов. Первые работы по сравнительно-историческому языкознанию (Р. К. Раск, Ф. Бопп) заложили основы сравнительной лексикологии. В 19 в. основной сферой лексикологических разысканий в Европе была семантика: изучались внутренняя форма слова (В. фон Гумбольдт), общие закономерности формирования и эволюции значений слов (А. Дармстетер, Г. Пауль), большое развитие получила историческая лексикология. Достижения семасиологии были обобщены и развиты в работе М. Бреалю (1897), где семасиология предстала как особый раздел науки о языке. Продолжавшееся в 20 в. развитие семасиологии было направлено, с одной стороны, на выявление общих семантических законов эволюции значений слов с привлечением данных логики или психологии (Э. Кассирер, Х. Кронассер, С. Ульман, Г. Стерн и другие), что привело впоследствии к разработке семантических универсалий, с другой - на изучение истории слов в связи с историей объектов (школа «Слова и вещи», характерная, в частности, для

диалектологии). Ономазиологическое направление в лексикологии, способствовавшее изучению групп слов, получило описание в книге Б. Куадри (1952).

Идея системности языковых явлений, всё больше проникающая в лексикологию, отразилась прежде всего в теории лексических полей, построенных на парадигматических (Й. Трир) и синтагматических (В. Порциг) принципах. Завершением теории поля является тезаурусное представление организации словаря (Ш. Балли, Р. Халлиг, В. фон Вартбург). Разрабатывалась проблема общей теории слова как единицы языка, продолжались дискуссии относительно выделяемости слова и его критериев (Балли, А. Мартине, Дж. Х. Гринберг и другие), его семантики (Ч. К. Огден, А. Ричардс, К. Бальдингер). Большое развитие получило изучение соотносённости лексики с внелингвистическим миром, истории слов в истории общества (П. Лафарг; французская социологическая школа: А. Мейе, Э. Бенвенист, Ж. Маторе, М. Коэн), лексики и структуры сознания говорящих (Э. Сепир, Б. Уорф, Л. Вайсгербер). Лингвисты пражской школы выявили функциональную дифференциацию лексики.

Предметом лексикологии, как следует из самого названия этой науки, является слово (греч. *leksis*, *leksicos* - слово, выражение; *logos* - учение). Таким образом, лексикология рассматривает словарный (лексический) состав языка в разных аспектах. Принято различать *общую* и *частные* лексикологии. Первая, именуемая по-английски *general lexicology*, является разделом общего языкознания, изучающим словарный состав любого языка, то, что относится к лексическим универсалиям. Частная лексикология (*special lexicology*) занимается исследованием вопросов, связанных с вокабуляром одного, в нашем случае английского, языка. Так, общая лексикология может рассматривать, например, принципы синонимических или антонимических отношений в языке, в то время как лексикология частная займется особенностями именно английских синонимов или антонимов.

И общие, и частные проблемы словарного состава можно анализировать в различных аспектах. Прежде всего к любому явлению можно подходить *ссинхронической* или *диахронической* точки зрения. Синхронический подход предполагает, что характеристики слова рассматриваются в рамках определенного периода или какого-то одного исторического этапа их развития. Такое изучение словарного состава называют еще описательным, или дескриптивным (англ. *descriptive lexicology*). Диахроническая, или историческая, лексикология (*historical lexicology*) занимается изучением исторического развития значений и структуры слов.

Сопоставлением лексических явлений одного языка с фактами другого или других языков занята лексикология *сопоставительная*, или *контрастивная* (*contrastive lexicology*). Цель таких исследований - проследить пути пересечения или расхождения лексических явлений, свойственных избранным для сопоставления языкам.

Выбор подхода к изучению лексического состава языка обусловлен теми задачами, которые ставит перед собой исследователь. При этом часто привлекаются данные, полученные в смежных с лексикологией разделах языкознания. Так, на значение слова или определение его границ влияют его фонетические характеристики, такие как качество фонем, ударение, порядок фонем и т. д. Для примера достаточно сравнить пары *cor/core*, *hut/ heart* или вспомнить, что в начале английских слов невозможны звуки [ŋ], или [θ], а в конце - звуки [h] или [w]. Фонетические изменения в диахронии и редукция окончаний нередко приводили к совпадению основ, как это произошло, например, с древнеанглийским глаголом *carian* и существительным *cura*, известным в современной форме *care*. В конечном счете такие изменения способствовали смене флективного строя языка на аналитический, появлению новых словообразовательных способов, например, конверсии.

Грамматическая форма может оказаться смысловозначительной, например, *arm - arms* (*arms and hands; coat of arms*); *genius - genii, geniuses*; *open (open the door; the open door)*. С другой стороны, грамматическое значение может быть выражено лексическим способом (*We are going there tomorrow* вместо *We shall go there* или *Gone today, forgotten tomorrow*), при этом форма передачи будущего времени та же, что и в *We are going there now*, т. е. при употреблении настоящего продолженного времени. Лексикализация грамматической формы влияет на характер функции слова, при этом лексическое значение часто оказывается ослабленным. Это хорошо видно на примере модального глагола *sculan* (современная форма - *shall*), преобладающая функция которого является вспомогательной.

Необходимость отбора лексических средств в зависимости от обстоятельств речи обуславливает связь лексикологии со стилистикой, хотя лексикология изучает причины и способы развития новых оттенков значений, придающих речи выразительность, а стилистика главным образом занимается характером функционирования этих средств в тексте. Например, с точки зрения лексикологии слова *father* и *dad* являются синонимами, различающимися оттенком значения, но для стилистического анализа важно то, что данный оттенок заставляет эти слова функционировать в разных сферах речи (разговорный стиль предполагает употребление слова *dad*, а официальный - слова *father*).

В любом случае, в центре внимания исследователей остается слово или эквивалент слова.

В лингвистической литературе можно встретить различные определения слова. Лаконично определение слова в ЭРЯ: «Важнейшая структурно-семантическая единица языка, служащая для наименования предметов, процессов, свойств». Лингвистический энциклопедический словарь дает следующую дефиницию: «Слово - основная структурно-семантическая единица языка, служащая для именованя предметов и их

свойств, явлений, отношений действительности, обладающая совокупностью семантических, фонетических и грамматических признаков, специфических для каждого языка». Гораздо более развернутое определение находим у Е. С. Кубряковой, где, ссылаясь на Й. Трнку, она описывает слово как «формальную последовательность, части которой сочетаются для выполнения общих коммуникативных функций; все последовательности такого рода могут быть перемещены в тексте или отделены друг от друга без потери ими идентичности самим себе» (Кубрякова, 1986). Исторически можно насчитать более 70 критериев определения слова по графическим, фонетическим, структурным, грамматическим, семантическим и другим принципам. Наиболее важным соображением представляется то, что любой из этих критериев относит объект исследования к какой-либо системе, уточняя его связи внутри структуры, его границы и отношения с другими объектами. Еще А. И. Смирницкий выделял две основные проблемы, связанные с определением слова, - проблему его отдельности, с одной стороны, и проблему его тождества - с другой. Под отдельностью слова понимается отличие его от морфемы как единицы более низкого уровня и от словосочетания как единицы более высокого уровня. Под тождеством подразумеваются системность словоупотребления и неизменность базовых характеристик единицы. Любое слово можно рассматривать с разных сторон, отыскивая ответ на один или несколько ключевых вопросов. В поисках ответов формировались различные аспекты изучения слова, образовывались разделы лексикологии. Выделим главные из этих вопросов.

1. Что обозначает данное слово? Этот вопрос представляется наиболее сложным и требует обычно развернутых данных для ответа на него. Раздел лексикологии, занимающийся проблемами, связанными со значением слова, называется *семасиологией*.

2. Из чего состоит данное слово и где его границы? Строго говоря, составом слова занимается самостоятельный раздел языкознания - *морфология*, но этот раздел неразрывно связан с лексикологическими проблемами, поэтому некоторые задачи, связанные с морфологией, решаются в рамках лексикологических исследований, например, вопрос о значении аффиксов и их взаимоотношений с основами.

3. Каким способом образовано слово? Ответ на этот вопрос отыскивается соответственно в разделе *словообразование*, тесно связанном с морфологией.

4. В какой сфере употребляется данное слово? Это уже задачи *стилистики*, о которой говорилось выше. В рамках лексикологических исследований вопрос важен с точки зрения общего объема значения слова; здесь мы опять возвращаемся к разделу семасиологии.

5. Нередко одно понятие может быть описано не одним словом, а постоянной группой слов (*casual - free and easy; to begin (smth) - to get (smth) under way; etc.*). Как правило,

такие словосочетания устойчивы и более эмоциональны, чем соответствующее им слово. Их особенностями занимается раздел лексикологии, именуемый *фразеологией*.

6. Каково происхождение слова? Поскольку ответ на этот вопрос часто требует привлечения данных нескольких языков, его поиски выходят за рамки собственно лексикологии. Соответствующий раздел языкознания называется *этимологией*, но его данные особенно необходимы в лексикологических исследованиях словарного состава английского языка в силу его специфики - английский вокабуляр на 70 % состоит из заимствованных элементов.

7. Как описать слово? Как упорядочить все ответы на предыдущие вопросы? В какие системы слово входит? Это уже задачи *лексикографии*, науки о составлении словарей, данные которой также используются лексикологами.

Литература

1. Антрушина, Г.Б. English Lexicology. Лексикология английского языка [Текст]: учебное пособие для студентов / Г.Б. Антрушина, О.В. Афанасьева, Н.Н. Морозова. – 3-е издание (на англ. яз.) – М.: Дрофа, 2000. – 288 с.
2. Арнольд, И.В. The English Word. Лексикология современного английского языка [Текст]: учебное пособие для студентов / И.В. Арнольд. - 3-е издание (на англ. яз.). – М., 1986.
3. Бабич, Г.Н. Lexicology: a Current Guide. Лексикология английского языка [Текст]: учебное пособие / Г.Н. Бабич. – 3-е изд., испр. (на англ. яз.). - М.: Флинта: Наука, 2008 г. – 200 стр.
4. Гвишиани, Н.Б. Modern English Studies: Lexicology. Современный английский язык: Лексикология [Текст]: учебное пособие / Н.Б. Гвишиани. - М., 2007.– 224 стр