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O'quvchilar malakalarining saviyasi ana shu ishning qanday tashkil etilishiga bog'liq. Mashqlarni tasniflashning bir necha tizimlari mavjud bo'lib, uning hamma turlarini malakalar hosil bo'lishi jarayonidagi o'rniga qarab uch guruhga: tayyorgarlik, o'quv va o'rganish mashqlariga bo'lish mumkin.

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ONOMASTIKA BO‘LIMINI O‘QITISHDA INNOVATSION TA‘LIM TEXNOLOGIYALARINING IMKONIYATLARI

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Annotatsiya. *Ushbu maqolada innovatsion ta‘lim texnologiyalarining ta‘lim samaradorligini oshirishdagi ahamiyati va o‘quvchilarning ma‘naviyatida ona tilimizning boy imkoniyatlaridan foydalanib, ularni teran axloqli va tilimizdagi so‘zlardan o‘rinli va to‘g‘ri foydalanish masalalarining ahamiyati haqida fikr yuritiladi.*

Kalit so‘zlar: *onomastika, innovatsiya, harf, texnologiya, millat, til, texnika, savodxonlik, o‘qish, tarbiya, ta‘lim.*

Fan va texnika jadal sur‘atlar bilan rivojlanayotgan bugungi kunda ilmiy bilimlar, tushuncha va tasavvurlar hajmi keskin ortishi bilan bir qatorda ko‘plab muammolar uchun yechim bo‘lmoqda. Bu bir tomondan, fan-texnikaning yangi soha va bo‘limlarining taraqqiy etishi tufayli uning differentsiallashtiruvini ta‘minlayotgan bo‘lsa, ikkinchi tomondan, fanlar orasida integratsiya jarayonini vujudga keltirmoqda. Bunday sharoitda, yuqori malakali pedagoglarga bo‘lgan talablar ortib borib, barkamol avlodni asrlar davomida shakllanib kelgan umuminsoniy va milliy qadriyatlar ruhida tarbiyalash layoqatiga ega, fanning fundamental asoslarini, pedagogika va psixologiya metodlarini mukammal egallagan, kasbiy tayyorgarligi yuksak darajada bo‘lgan hamda zamonaviy pedagogik va axborot texnologiyalarini amaliyotda qo‘llash ko‘nikma va malakasiga ega ijodkor pedagoglarni tayyorlash talab etiladi.

Hozirgi vaqtda ta‘lim-tarbiya jarayonida pedagogik innovatsiyalarni keng ko‘lamda qo‘llash jahon taraqqiyotining global tendensiyasi hisoblanadi. Pedagogik innovatsiyalar ko‘lamining ortib borishi, mamlakatda modernizatsiya jarayoni tez sur‘atlar bilan rivojlanayotgan davrda ta‘lim sohasiga yangiliklarni tizimli ravishda kiritishga alohida e‘tibor qaratilmoqda. Ammo ko‘plab pedagogik innovatsiyalarning yaratilayotganiga qaramay, ta‘lim jarayonlariga o‘qitishning yangi mazmun, shakl, metod va vositalarini tatbiq etish bo‘yicha pedagogik tadqiqotlarni joriy etish darajasini hozircha yetarli deb bo‘lmaydi.

Oliy pedagogik ta‘lim muassasalari talabalarida kasbiy tayyorgarlikni shakllantirish va uni rivojlantirish, mazkur jarayonga nisbatan tizimli, kompleks yondashuvni taqozo etadi. Bo‘lajak o‘qituvchining chuqur bilimga, samarali faoliyat yurita olish mahoratiga ega bo‘lishi ma‘lum fan asoslari borasida unda yetarli nazariy hamda amaliy bilimlarning, ta‘lim jarayonida yangiliklardan unumli foydalanish malakasining qanchalik shakllanganligiga bog‘liqdir.

Ta‘kidlash joizki, o‘quvchi uchun onomastik birliklarni farqlash, ularning ma‘nosini to‘g‘ri anglash nomlarni xatosiz yozishga imkon beradi.

Ism – bolaning tug‘ilganligi qayd etilayotganda unga beriladigan nom. Odatda, chaqaloqqa ismni ota-onasi, qarindosh-urug‘, oiladagi keksa kishilar tanlaydilar. Ism tanlovchilarning orzu-istaklari, tasavvur va dunyoqarashlari milliy xususiyat bilan bog‘langandir. Xullas, har bir ism biror sabab bilan paydo bo‘lib, o‘zining tarixi, geografik tarqalishi, hududi va mazmuniga ega.

Jumladan, Sog‘lom bo‘lsin deb *Salomat*, uzoq yashasin deb *Umrzoq*, baxtli bo‘lsin deb *Baxtiniso*, *Baxtiyor* kabi ismlar qo‘yiladi. Oilaning to‘ng‘ich farzandi *Muqaddam*, ikkinchisi *Soniya*, to‘rtinchisi *Robiya* yoki *Chori*, beshinchisi *Panji* deb atalgan. Juma kuni tug‘ilgan chaqaloq *Jumaboy*, *Odina* deb atalgan va hokazo.

Ba‘zan odamlar o‘rtasida o‘z ismidan norozilik hissini sezib qolish mumkin. Bola ismini o‘zgartirish tartibi “O‘zbekiston Respublikasining Oila kodeksi”da belgilab berilgan (70-modda).

Unga ko‘ra fuqarolik holati dalolatnomalarini qayd etish organi ota-onaning birgalikdagi arizasini ko‘rib chiqadi. Bola manfaatlari e‘tiborga olinadi va u 16 yoshga to‘lguncha ismini o‘zgartirishga haqli. 10 yoshga to‘lgan bolaning ismini o‘zgartirishga faqat uning roziligi bilan yo‘l qo‘yiladi.

Innovatsion ta‘lim texnologiyalari o‘z maqsadi va mohiyatiga ko‘ra an‘anaviy ta‘limdan farq qilib, ta‘lim oluvchi shaxsining ichki imkoniyatlarini namoyon qilish, rivojlantirish uchun qulay sharoitni yaratishga xizmat qiladi. Bunda ta‘lim oluvchilarning o‘zlarini o‘quv faoliyatining subyekti sifatida his qilishlari, o‘z ustida ishlashlari, o‘z-o‘zini rivojlantirishlari muhim ahamiyat kasb etadi.

Innovatsion ta‘limning asosiy maqsadi ta‘lim oluvchilarda kelajakka mas‘uliyat hissini va o‘z-o‘ziga ishonchni shakllantirishdir. Aslida har bir o‘qituvchi ijodkor, har bir o‘tilgan dars uning betakror ijodining mahsuli bo‘lishi kerak. Buning uchun pedagogik texnologiyalarni samarali usullarini qo‘llay bilish mahoratiga ega bo‘lishlik taqozo etiladi.

Muammoli tahlil matnlarni o‘rganishda eng qulay texnologiyalardan hisoblanadi. Ular mumtoz matnlarni qiyosiy tahlil qilish, matn bilan ishlashda o‘qituvchi va o‘quvchi munosabatini tiklashda qulayliklar beradi.

Grafikli orgaynayzerlarning o‘ziga xos afzalligi shundaki, u o‘quvchi (talaba)lar tomonidan individual, guruh yoki jamoa tarzida aniq belgilangan vaqt oralig‘ida o‘rganilayotgan mavzu bo‘yicha axborotlarni yig‘ish va tadqiq qilishni ta‘minlashga xizmat qiladi. Grafikli organayzerlarni o‘quvchilarda matnni tizimli tahlil qilish orqali ilmiy xulosalarga kelishning eng samarali usullari sifatida baholash mumkin.

Xulosa sifatida aytish mumkinki, innovatsion ta‘lim texnologiyalarini adabiy ta‘limga joriy etish dars samaradorligini oshirib, talabalarning intellektual qobiliyatlarini shakllantirishda muhim omil hisoblanadi.

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DESCRIPTION OF THE MAIN PROPERTIES OF IRRIGATED SOILS OF SYRDARYA REGION

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Abstract: *In the conditions of Syrdarya region, as in other areas used for irrigated agriculture, the rapid increase in agricultural production is achieved with the help of rational use of land resources, increasing soil fertility, and at the same time, obtaining a high yield from agricultural crops. In this, of course, it is important to take into account the specific soil-ameliorative conditions of the area.*

Key words: *Soil salinization, Groundwater (GWL), Mineralization, Irrigation.*

Аннотация: *В условиях Сырдарьинской области, как и в других районах орошаемого земледелия, быстрый рост сельскохозяйственного производства достигается за счет рационального использования земельных ресурсов, повышения плодородия почвы и одновременно получения высокого урожая от сельскохозяйственной продукции. посева. При этом, конечно, важно учитывать специфические почвенно-мелиоративные условия местности.*

Ключевые слова: *Засоление почв, Подземные воды (УГВ), Минерализация, Орошение.*

Introduction

A comprehensive study of the chemical, physico-chemical properties of the soils of the region, taking into account other characteristics, makes it possible to forecast quantitative changes in specific indicators of soil fertility. At the same time, it also shows changes in the chemical and ecological conditions of soils during intensive agricultural use. Quantitative and qualitative changes of indicators of soil conditions are useful in solving issues of soil diagnosis and classification, especially in improving soil reclamation, determining measures to increase their productivity. A.A.Rode [8], V.A.Kovda [9], A.N.Rozhanov [5] and others' studies show that the study of the gross composition of soils and soil-forming rocks, especially the composition of their finely dispersed part, is important for soil formation. serves to reveal the specific features of the process of lishing. Therefore, the study of the mineral base and organic matter of the soil helps to show the effect of irrigation and applied agrotechnical measures on the chemical, physico-chemical properties of the soil and the main parameters of soil fertility[1-3].

The chemical composition of light gray soils of the region and their finely dispersed part has been studied in a number of works [1- 5]. Variations in soil formation in different regions and, accordingly, specific characteristics of the amount of humus in some soil types, its distribution and composition in the soil profile A. N. Rozanov [5], V. V. Ponomareva [10], M. M. Kononova [11], I. A. Ziyomukhamedov, S. N. Rijov [12], S. N. Rijov, M. M. Tashkoziyev [13] and others have shown in their in-depth studies.

In the research conducted by A. N. Rozanov [4] and S. N. Rizhov [14], it was determined that light gray soils of the region belong to fertile microstructured soils. According to them, the amount of microaggregates of 0.25–0.01 mm in these soils is 90–95%, so these soils have relatively favorable physical properties.

Regional soils are quite different from each other in terms of mechanical composition. In the main loess massif of the region, the soils consist of medium and light sands, and with the transition to depressions, heavy sands are more common. Light-colored gray soils mainly belong to the composition of coarse dust - medium sand. Large dust (0.05-0.01 mm) particles make up 44-51%, fine dust - 30-40%, clay fraction 15-20%. It was found that these soils are saturated with alkaline earth bases according to the composition of the absorbed bases, and the absorbed sodium increases towards the bottom of the profile. The abundance of carbonates ensures the aggregate of the soil mass. The lack of humus in the soil (mainly 0.5–0.8%) and the rate of mineralization of organic residues prevent the formation of aggregates larger than 0.25 mm. The total amount of such aggregates is 3.3-5.6%, while the amount of 0.2-0.02 mm aggregates reaches 30-40%. Therefore, light-colored gray soils are classified as microstructured soils. Light-colored gray soils with favorable physical properties due to their not too heavy mechanical composition, microstructure: volume mass is 1.3–1.4 g/cm³, total (48–52%) and capillary (32–38%) has porosity and good water permeability. Field moisture capacity is 20–22%.

According to research conducted by M. U. Umarov [7], the amount of humus in Mirzachol soils is 0.64–1.23%. Its maximum amount is distributed in arable and sub-arable layers. According to this study, the amount of humus in the newly irrigated soils was slightly lower than in the old irrigated soils. This seems to lead to the conclusion that the researcher's 30-year irrigation was insufficient to increase the humus layer and accumulate humus. According to the observations of a number of scientists, the growth of the humus layer is a long-term process and it depends on the level of agricultural culture, that is, the level of turbidity of the irrigation water, the use of organic fertilizers, etc. [1-3,6,12,13,15] .

The organic matter of protected and irrigated soils of the region was studied by T.P Popova [16]. Under the influence of irrigation, the mobility of humus decreases, the amount of fulvic acid increases, and at the same time, the amount of humic acid decreases. This is due to increased mineralization of organic matter in irrigated soils. In the fractional composition of soil humus, the contribution of humus groups bound with calcium increases under the influence of irrigation. The mobile form of easily hydrolyzable substances, which can be extracted directly using 0.1 NaOH, is completely absent. The mobile part of fulvic acid appears in an acid-soluble form.

Materials and methods

The water-salt regime of the soil depends on many factors - the level of groundwater (GWL), their mineralization, the degree of salinity of soil solutions, the regime of irrigation, the quality of saline washing and irrigation water, the properties of the soils, the lithological- depending on geomorphological and climatic conditions. All the factors that determine the salt regime are closely related, and the change of one of them leads to a sudden change of the others at the same time. The concentration of salts in the soil solution