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ACHIEVEMENTS, INNOVATIONS AND  
DEVELOPMENT PROSPECTS**



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**Умида Тураева**

*РОЛЬ МНОГОЯЗЫЧНОСТИ В РАЗЛИЧНЫХ ОТРАСЛЯХ*

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## “MUHABBATNOMA” ASARINING LEKSIK O‘ZIGA XOSLIKLARI

**Azatova Guliston**

*magistrant, Urganch davlat universiteti, O‘zbekiston*

“Muhabbatnoma” asarining leksikasi boy, tili xalq tiliga ancha yaqin va uslubi ravon, uning yaratilganiga necha asrlar o‘tganligiga qaramay hozir ham uni o‘qib tushunish mumkin. Asar tilidagi ko‘pgina so‘zlar hozirgi o‘zbek adabiy tilida faol qo‘llaniladi. Asarda qo‘llanilgan leksik qatlamlarni quyidagicha tasniflash mumkin:

1. Umumturkiy so‘zlar: *tun, oy, ko‘ngul, til, eshik, suv, kishi, arslon, ov, tong* kabi;

**Ko‘ngulning** qoni qaynab barcha toshqay,

Ko‘zumning yoshidin kavsar buloshqay<sup>1</sup>.

Qaro qoshingda yuz ming fitnalar bor,

Ko‘zung ohusi **arslonlarni ovlar**<sup>2</sup>.

2. Forsiy so‘zlar: *parda, baxt, jamol, husn, chehra, dard, dilbar* kabi.

Sening ishqingda bag‘rimdin oqar qon,

**Jamolingning** tamoshosin tilar jon<sup>3</sup>.

Erur bechora Xorazmiy murodi,

Iki olamda **dilbar** ittihad<sup>4</sup>.

Arabiy so‘zlar: *ishq, g‘azal, qibla, muhabbat, vafo, umr, mehnat, fотиha, saodat* kabilarni aytib o‘tish mumkin.

Muhabbat nori jondin ketmadi hech,

Qo‘lim siym olmangizg‘a etmadi hech<sup>5</sup>.

**Umr mehnat** bila poyona keldi,

Ko‘ngul javring alindin jona keldi<sup>6</sup>.

**Onomastika.** Asarda ko‘plab atoqli otlarga misollar uchratishimiz mumkin. Ularni quyidagi mavzuiy guruhlarga ajratamiz:

Antraponimlar. Asar tilida tarixiy shaxslar (Muhammad Xo‘ja, Hotami Toy, Jamshid, Aflotun (Platon) kabi); mumtoz adabiyotda an‘anaviy tarzda qo‘llanilib kelingan badiiy asar qahramonlari (Layli, Majnun, Shirin, Farhod, Xisrav, Rustam kabi); payg‘ambar va farishta (Sulaymon, Yusuf, Horut (afsonaga ko‘ra ko‘kdan yer yuziga haydalgan ikki farishtaning biri) kabi) nomlari keng qo‘llangan. Masalan:

<sup>1</sup> Муборак мактублар. Тошкент. Гафур Ғулом номидаги адабиёт ва санъат нашриёти. 1987. 17 б

<sup>2</sup> O‘sha asar, 27-bet

<sup>3</sup> O‘sha asar, 28-bet

<sup>4</sup> O‘sha asar, 29-bet

<sup>5</sup> O‘sha asar, 16-bet

<sup>6</sup> Муборак мактублар. Тошкент. Гафур Ғулом номидаги адабиёт ва санъат нашриёти. 1987. 34 б

*Tun oqshomkim, ko'rundi bayram oyi,  
**Muhammad Xo'jabek** — davlat humoyi<sup>7</sup>.*

*Gahe **Hotam** uyolur bazm ichinda,  
Gahe **Rustam** yuponur razm ichinda<sup>8</sup>.*

*So'zung **Shirin**, o'zung **Xisravdin** afzun  
Bo'lur **Layli** sening husnungga **Majnun**<sup>9</sup>.*

Toponimlar: *Kashmir, Misr, Shom, Rum, Iroq, Chin* kabi.

Masalan:

*Nishon bermas kim ersa mislingizni,  
**Iroq-u Rum-u** ham **Kan'on** ichinda<sup>10</sup>.*

*Kitobat boshladim, anjoma etgay,  
"Muhabbatnoma" **Misr-u Shoma** yetgay<sup>11</sup>.*

Astroponimlar: *Zuhra, Atorud, Oy, Quyosh, Axtar*. Asar tilida ayrim yulduz va sayyora nomlari, chunonchi, forsiy Zuhra (Venera, Cho'lpon), arabiy Atorud (Merkuriy) kabilar ifodalangan. Ma'lumki, mumtoz adabiyotda Zuhra yulduzini shoirlar osmon sozandasi, cholg'uchisi sifatida tasvirlaganlar. Atorud sayyorasi esa shoirlar homiysi hisoblangan. "Muhabbatnoma" asarida ham ushbu yulduz va sayyora nomlari mazkur majoziy ma'nolarda qo'llangan.

*Necha kim bo'lsalar ko'k ichra jovid,  
**Atorid** bitqachi, barbatchi **Nohid**<sup>12</sup>.*

*Salomim gulga elt, ey tong nasimi,  
-Kim erur **Oy** quli, **Axtar** nadimi<sup>13</sup>.*

"Muhabbatnoma" asarida qadimgi turkiy so'zlardan *ochun* (dunyo, olam), *qamug'* (hamma, barcha, jami), *dag'i* (yana, tag'in), *ev* (uy, xona), *uchmoh* (jannat), *tamug'* (do'zax, jahannam) kabilar qo'llangan. Biroq bu kabi izohtalab qadimgi turkiy so'zlarning miqdori ko'p emas.

Ma'nodosh so'zlar tilning lug'aviy jihatdan boylik darajasini ko'rsatib beruvchi o'ziga xos vositalardir. Tilda ma'nodosh so'zlarning ko'p bo'lishi tilning estetik vazifasini yanada to'liq bajara olishini osonlashtiradi. Bu tilimizning qadimgi davrlaridan anglangan, idrok etilgan va o'rganilgan o'zbek tili ma'nodosh so'zlarga juda boy. Xususan, Xorazmiy ham o'z asarida ma'nodosh so'zlardan mahorat bilan foydalangan. Ijodkor sinonim so'zlarni qo'llash mobaynida ikki jihatga e'tibor qaratgan: ulardan biri muallifning ikki yoki undan ortiq ma'nodosh so'zdan ifodalanayotgan mazmun uchun eng maqbulini tanlay olgani bo'lsa, ikkinchisi, ayni bir matn tarkibida ikki yoki undan ortiq ma'nodosh

<sup>7</sup> O'sha asar, 10-bet

<sup>8</sup> O'sha asar, 14-bet

<sup>9</sup> O'sha asar, 28-bet

<sup>10</sup> O'sha asar, 15-bet

<sup>11</sup> O'sha asar, 13-bet

<sup>12</sup> Муборак мактублар. Тошкент. Фафур Фулом номидаги адабиёт ва санъат нашриёти. 1987.14 б

<sup>13</sup> O'sha asar, 18-bet

birliklarni badiiy tasvir maqsadiga uyg'un holda qo'llay bilganidir. U umumturkiy *ko'rk* va forsiy *husn*, arabiy *jamol* va forsiy *chehra*, arabiy *saodat* va forsiy *baxt* so'zlarini ma'nodosh so'zlar sifatida qo'llab, asarining ta'sirchanligini oshirgan. Masalan:

**Saodat birla baxt ikisi bichti**  
*Bo'yungizg'a latofatning buqoyin*<sup>14</sup>.  
*Ayo ko'rk ichra olam podshohi,*  
*Jahon tutti sening husnung sipohi*<sup>15</sup>.

Shoir diniy sig'inish va e'tiqod qilishning ob'ekti sifatida namoyon bo'ladigan ilohiy kuchni arabiy *Haq*, forsiy *Xudo*, *Yazdon* va umumturkiy *Tangri*, *Yaratuvchi* kabi sinonim so'zlar bilan atagan:

**Yaratqonkim, tan ichra jon yaratti,**  
*Seni ko'rkliklar uzra xon yaratti*<sup>16</sup>.  
*Husnni to huvaydo qildi Xoliq,*  
*Husn birla vafo bo'lmas muvofiq*<sup>17</sup>.

Ma'lumki, so'zlarning ma'no munosabatiga ko'ra turlari ichida qarama-qarshi ma'noli so'zlar badiiy asar ta'sirchanligini oshiruvchi muhim vosita sifatida keng qo'llaniladi. Tilda zid ma'noli so'zlarning mavjudligi badiiy nutqning ifodaliligi, ekspressivligini ta'minlashda qulay vositalardan biridir. Sharq adabiyotida qadim davlardan buyon tildagi bu ifoda imkoniyatidan keng foydalanib kelingan."Shoir uchun juda zarur bo'lgan san'atlardan biri tazoddir. Bu san'at yana mutobaqa, tiboq, tatbiq, muttazod, ittizod va takofu deb ham ataladi. Bu san'atda, badiiyshunoslarning aytishicha, zid ma'noli so'zlardan foydalaniladi<sup>18</sup>." Zid ma'noli so'zlarni yonma-yon qo'llash orqali tushunchalar, belgilar holatlar, obrazlar zidlantiriladi. Xususan, "Muhabbatnoma" asarida ham ijodkor jamiyatdagi bir-biriga zid bo'lgan tushunchalarni ifodalashda antonim so'zlardan o'rinli foydalanadi. Masalan:

**Jafodin ingramas bu yo'lda ushshoq,**  
**Vafodin javringiz ming qatla xushroq**<sup>19</sup>.  
*Seningdek podshoning marhabosi,*  
*Meningtek ming gadoning xun bahos*<sup>20</sup>.

Asar tilida umumturkiy *o'lum* (o'lim) va arabiy *hayot*, qadimgi turkiy *uchmoh* va forsiy *do'zax*, forsiy *dard* va *darmon*, arabiy *jaf* va *vafo* so'zlari o'zaro qarshilantirilib, tazod badiiy san'ati voqelantirilgan.

<sup>14</sup> Муборак мактублар. Тошкент. Ғафур Ғулом номидаги адабиёт ва санъат нашриёти. 1987. 12 б

<sup>15</sup> O'sha asar, 16-bet

<sup>16</sup> O'sha asar, 12-bet

<sup>17</sup> O'sha asar, 35-bet

<sup>18</sup> Рустамов А. Навоийнинг бадий маҳорати. Т: Ғ.Ғулом номидаги Адабиёт ва санъат нашриёти, 1976. 64 б

<sup>19</sup> Муборак мактублар. Тошкент. Ғафур Ғулом номидаги адабиёт ва санъат нашриёти. 1987. 35 б

<sup>20</sup> Муборак мактублар. Тошкент. Ғафур Ғулом номидаги адабиёт ва санъат нашриёти. 1987. 19 б

Shuningdek, asarda shakldosh soʻzlar ham muhim oʻrin egallagan boʻlib, ular muallifning soʻz qoʻllash mahoratini koʻrsatish barobarida, leksik mukammallik va goʻzal badiiy ifodani taʼminlagan. Jumladan:

*Oshar yeldin sening yelganda **oting**,  
Quyosh yangligʻ jahonni tutti **oting**<sup>21</sup>.  
Muhabbattin tugʻar ming turli **asror**,  
Koʻngil asrorini jon birla **asror**<sup>22</sup>.*

Xorazmiy oʻz baytlarida shakldosh soʻzlarni qoʻllash orqali badiiy adabiyotda aynan omonim soʻzlar hosilasi boʻlgan tajnis sanʼatiga oʻziga xos, betakror namunalar keltirgan.

Ushbu noyob asar buyuk mutafakkir Alisher Navoiy tomonidan yuqori baholanib, alohida eʼtirof etilgan. Xususan, Navoiy oʻzining “Muhokamat-ul lugʻatayn” asarida oʻzbek tilida katta holni ifodalovchi maxsus meng soʻzi borligini aytib, fikrlarini “Muhabbatnoma”dan quyidagi baytni keltirish orqali asoslaydi:

*Aningkim, al enginda meng yaratti,  
Boʻyi birla sochini teng yaratti.*

Ushbu maʼlumotning oʻzi ham Xorazmiy “Muhabbatnoma” asari leksikasining xilma-xil va mavzu koʻlami jihatdan mukammaligini isbotlaydi. Asar leksikasining mukammal tadqiqini amalga oshirish esa oʻzbek tili taraqqiyotida muhim omil boʻlib xizmat qiladi.

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<sup>22</sup> Oʻsha asar, 27-bet

## NOTIQLIK PUBLITSISTIK USLUBNING TARKIBIY QISMI SIFATIDA

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**Annotatsiya:** *Ushbu maqolada publitsistik uslubning o'ziga xos jihatlari va uning asosiy vazifalari bayon etilgan. Shuningdek, publitsistik uslubning tarkibiy qismlari, xususan, notiqlikning lingvistik xususiyatlari ochib berilgan.*

**Kalit so'zlar:** *publitsistik uslub, notiqlik, takrorlash*

Zamonaviy ingliz tilining nutq uslublari tizimida taxminan XVIII asr o'rtalarida alohida uslub ajralib chiqq boshladi. Bu publitsistik uslub deb nomlanib, boshqa nutq uslublaridan farqli o'laroq u aynan bir xil uslub me'yorlari doirasida ish yuritmaydi.<sup>23</sup> U janrlarning xilma-xilligi, til vositalaridan uslubiy foydalanishning rang-barangligi kabi belgilar bilan xarakterlanadi. Xususan, ushbu uslub o'zining obrazlilik, hissiy-ta'siriy xususiyati bilan badiiy uslubga; yorqinligi, aniqligi va terminologik leksikasi bilan ilmiy uslubga yaqin turadi. Ma'noning ilmiy va badiiy uslublar elementlari bilan qorishgan, uyg'unlashgan holda ifodalanishi publitsistik nutqning salohiyatini yanada ko'taradi va uning ta'sirchanligini oshiradi.

Publitsistik uslub muayyan ijtimoiy maqsadga, lingvistik vazifalarning uyg'unligiga ega bo'lib, u keng ommaga qaratilgan ommaviy nutqlarda, siyosiy chiqishlarda, ijtimoiy va siyosiy adabiyotlarda va bosma ommaviy ishlarda o'z aksini topadi.

Publitsistik uslubning umumiy maqsadi – jamoatchilik fikriga ta'sir qilish, o'quvchi yoki tinglovchini yozuvchi yoki so'zlovchi tomonidan berilgan izoh yagona to'g'ri talqin ekanligiga ishonirish va uni nafaqat mantiqiy dalillar bilan, balki hissiy qiziqish bilan ham qabul qilishga undaydi.<sup>24</sup> Shu jihatdan ushbu uslub o'zining obrazlilik, hissiy-ta'siriy xususiyati bilan badiiy uslubga; yorqinligi, aniqligi va terminologik leksikasi bilan ilmiy uslubga yaqin turadi.

Publitsistik uslubda, shuningdek, hissiy bo'yoqdor so'zlashuv uslubining ba'zi elementlari ham mavjud, chunki muallif aniq bir shaxsga yo'naltirilmagan nutqni (ilmiy yoki rasmiy uslubda bo'lgani kabi) emas, balki, bevosita odamlar bilan gaplashayotgandek uni jonli muloqotga yaqinlashtirishga harakat qiladi.

<sup>23</sup> Dr. Margherita Dore. (2000). Introduction to Stylistics. Italy: Sapienza. P. 34.

<sup>24</sup> Galperin I.R. *Stylistics*. Moscow: Vysshaya shkola, 1977

Publitsistik uslub o'zining yozma va og'zaki ko'rinishlariga ega. Hayotning muhim ijtimoiy-siyosiy masalalariga bag'ishlangan bosh maqolalar, felyeton, murojaatnomalar, chaqiriqlar, deklaratsiyalar uslubning yozma turidagi namunalaridir. Notiqlik esa publitsistik uslubning og'zaki turidir. Notiqlikning eng aniq maqsadi ishontirish bo'lib, u notiqdan so'zamonlikni talab qiladi.<sup>25</sup> Bu uslub davrning siyosiy-ijtimoiy muammolariga bag'ishlangan nutqlarda, to'y, dafn va yubiley kabi tantanali marosimlardagi nutq va murojaatlarda, va'z va munozaralarda, shuningdek, sudlardagi maslahatchilar va sudyalarning nutqlarida yaqqol namoyon bo'ladi. Tinglovchilar bilan to'g'ridan-to'g'ri muloqot tilning sintaktik, leksik va fonetik xususiyatlarini uyg'unlashtirishga imkon beradi. Bu uslubning ikkala turida ham siyosiy faollik, hozirjavoblik, o'tkir va ta'sirchan notiqlik, mantiqiy salobat, tashviqot va targ'ibot kabi xususiyatlar mavjud.

Notiqlikning ba'zi o'ziga xos xususiyatlari:

a) maxsus ifodalar orqali tinglovchilarga to'g'ridan-to'g'ri murojaat qilish (*Xonimlar va janoblar!; Hurmatli partiya a'zolari!; Janob rais!; Muhtaram a'zolar!; Konferensiyaning yuqori martabali a'zolari!*);<sup>26</sup> yoki kamroq rasmiy vaziyatda (*Qadrli do'stlar!*); yoki yanada ehtirosli bo'yoqdorlik bilan (*Do'stlarim!*). To'g'ridan-to'g'ri murojaat iboralari nutq davomida takrorlanishi va boshqacha ifodalanishi mumkin (*Mark you! Mind!*).

b) nutq oxirida tinglovchilarga minnatdorchilik bildirish uchun qo'llaniladigan maxsus ifodalar (*Katta rahmat; Vaqt ajratganingiz uchun rahmat*).

d) I shaxs ko'plikdagi *We (Biz)*, II shaxs ko'plikdagi *You (Siz)* olmoshlarining qo'llanilishi: *Bizga bu haqiqatlar o'z-o'zidan ravshanki, barcha insonlar teng yaratilgan. Ularga Yaratguvchi tomonidan ma'lum ajralmas huquqlar berilgan, ular orasida Hayot, Ozodlik va Baxtga intilish kabilar bor... (Tomas Jeferson, Mustaqillik Deklaratsiyasi).*<sup>27</sup>

e) *I'll, won't, haven't, isn't (bo'lmaydi; yo'q; emas)* kabi yordamchi fe'l qisqartmalarining qo'llanilishi: *Biz millatimizni davolash haqida gapiryapmiz, siyosat haqida emas. Biz hammamiz bu yerga hayotni saqlab qolish uchun qo'limizdan keladiganini qilish uchun jamuljammiz... Men bu chaqiriqni eshitganingiz uchun sizga rahmat aytmoqchiman. Aslida, men sizga emas, balki ushbu xitobni sizga yetkazgani uchun Ilohga (Xudoga) minnatdorchilik bildirishim kerak (Jorj V. Bush).*<sup>28</sup>

<sup>25</sup> Yu.M.Skrebnev *Fundamentals of Stylistics*. Moscow, 2003

<sup>26</sup> Tarjima o'zimizniki

<sup>27</sup> Merrill D. Peterson *Thomas Jefferson and the New Nation: A biography*. Oxford University Press, 1970. p.90

<sup>28</sup> George W. Bush. Remarks at the White House Conference on Faith-Based and Community Initiatives in Los Angeles, California. March 03, 2004



f) so'zlovchining tinglovchilar bilan yaqinroq munosabatga kirishish uchun ularga ritorik so'roq gaplar bilan murojoat qilishi: *Ba'zida odamning o'zini o'zi boshqarishiga ishonib bo'lmaydi, deyishadi. Unda uning boshqalarni boshqarishiga ishonish mumkinmi? Yoki biz uni boshqarish uchun podshoh qiyofasida farishtalarni topdikmi? Tarix o'zi bu savolga javob bersin.* (T.Jeferson)<sup>29</sup> yoki tinglovchilarni undash: *Kelinglar, jasorat va ishonch bilan o'zimizning federal va respublika tamoyillariga intilaylik.*

So'zlashuv uslubi singari, notiqlik odatda hissiy bo'yoqdorlik va konnotatsiyalar bilan ajralib turadi, ammo ularning o'rtasida farq bor. Publitsistik uslubning hissiy bo'yoqlari baland – u tantanali yoki istehzoli bo'lishi mumkin, lekin so'zlashuv nutqida uchraydigan "quyi" darajadagi (hazilomus, qo'pol, beadab yoki jargonli) ma'nolarga ega bo'la olmaydi.<sup>30</sup> Nutqlarning lug'at tarkibi odatda puxtalik bilan tanlanadi va asosan uslubning yuqori darajasida saqlanib qoladi.

Tinglovchilar odatda xotiraga tayanganligi sababli, ma'ruzachi ko'pincha ularni ergashtirish va nutqning asosiy fikrlarini saqlab qolishi uchun takrorlashdan foydalanadi. Shuningdek, takrorlash tinglovchilarni ishontirish, so'zlovchi fikrini salmoqli qilish maqsadida ham qo'llaniladi. Amerika Konfederatsiyasi generali A.P.Xillning AQShda fuqarolar urushi tugashi haqidagi nutqidan olingan quyidagi parcha anaforik takrorlashning namunasidir:

*Bu xalqning urush ehtiroslaridan qutulish vaqti keldi. Safsatabozlardan emas, davlat arboblardan maslahat olish vaqti keldi... Shimol va Janub xalqlari bir-birini tushunib, bir-biriga ishonch uyg'otish vositalarini tadbiiq etish vaqti keldi.*

Keltirilgan misollardan xulosa qilib aytish mumkinki, publitsistik uslub xabar va ta'sirning kombinatsiyasidir. Bunda o'quvchiga ta'sir o'tkazish va muallifning qarashlarini ochib berishda aniq pragmatik funksiyalardan foydalaniladi. Umuman olganda, ommaviylik, siyosiylik, alohida emotsionallik, baholash va fikr teranligi publitsistik nutqqa xosdir.

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<sup>29</sup> *The Papers of Thomas Jefferson, Volume 33: 17 February to 30 April 1801*. Princeton University Press, 2006

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## O'QISH DARSLARINI TASHKIL ETISHDA PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH

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*5-umumiy o'rta ta'lim maktabi*

**Annatsiya:** *Pedagogik texnologiyalar boshlang'ich sinflarda ta'limning samarali rivojlanishida o'quvchilarning o'quv-bilish faoliyatini muvaffaqiyatli natijalarga erishishida o'z samarasini berishi borasida so'z yuritiladi.*

**Tayanch so'zlar:** *Boshlang'ich ta'lim, o'qish, savod, muddat, rivojlanish, didaktik o'yin, sinf, e'tibor, motiv, muddat*

Boshlang'ich sinf o'quvchilarini o'qitishda o'quvchilarning dunyoqarashini kengaytirish, bilimlarni keng va oson o'zlashtirish maqsadida pedagogik texnologiyalarning usul, vosita va shakllarini to'g'ri tanlab, ulardan foydalanish muhim sanaladi. O'qish darslarini tashkil etishda pedagogik texnologiyalarning ko'pgina metodlaridan foydalaniladi.

Bola hayotida bog'chadan so'ng maktabning dastlabki davrlari muhim o'rin tutadi. Shu bois boshlang'ich ta'lim davri ta'lim jarayonidagi eng mas'uliyatli davrdir. Bu paytda bolaning savodi chiqishi bilan birga, uning dunyoqarashi shakllanadi, tafakkur qilish malakasi rivojlanadi.

Bu davrda bolaning zehni o'stirishga qaratilgan har bir mashg'ulot bola aqlining tarkib topishi va rivojlanishiga katta ta'sir ko'rsatadi. Shuning uchun ham bu davrda, avvalo, ta'lim jarayonini qiziqarli, ta'sirli qilib tashkil etishga, motiv hosil qilish va uni rivojlantirishga e'tibor qaratish lozim. Chunki bu muddat bolaning o'yin faoliyatidan aqliy faoliyatga, ya'ni o'quv faoliyatiga o'tganligi bilan xarakterlanadi.

Bolaning o'quv faoliyatini rivojlantirishda turli o'yinlardan foydalanish katta ahamiyat kasb etadi. Bolalar o'yin orqali o'z bilimlarini mukammallash-tiradilar va uni chuqur o'zlashtiradilar. Shu jihatdan qaraganda, ta'lim jarayonida qo'llanadigan didaktik o'yinlarning roli beqiyosdir. Didaktik o'yinlar ta'lim jarayoni samaradorligini oshiradi, ta'lim jarayonida o'quvchilar faolligini, o'qish motivlarini rivojlantiradi. O'qish motivlari ta'lim jarayonini pedagogik texnologiyalar asosida tashkil etishda ham muhim o'rin tutadi.

Didaktik o'yinlar boshlang'ich sinflarda ta'limning samarali borishiga o'quvchilarning o'quv-bilish faoliyatini muvaffaqiyatli boshqarishga ham katta yordam beradi, ya'ni didaktik o'yinlar vositasida nazariy bilimlar oson egallanadi, o'quvchilarning bilim olishga qiziqishlari ortadi.

Didaktik o'yinlar nafaqat boshlang'ich sinflarda, balki ta'limning keyingi bosqichlarida ham o'quvchilarning bilimga bo'lgan ishtiyoqlari rivojiga katta turtki bo'lishi mumkin. Ayniqsa qiyin o'zlashtiruvchi o'quvchilarning bilish

imkoniyatlarini oshirishga bunday oyinlar samarali ta'sir ko'rsatadi. Shuni alohida ta'kidlash lozimki, boshlang'ich sinflar uchun yaratilayotgan o'quv qo'llanmalarida shu sohaga oid materiallar tanqisligi ko'zga tashlanib turadi.

Hozirgi davrda pedagogik texnologiyalar asosida ta'limni tashkil etishga katta e'tibor qaratilmoqda.

Pedagogik texnologiya o'quvchilar qobi-liyati, imkoniyati va ehtiyojlarini hisobga olgan holda, ta'lim shakllarini amalga oshirish uchun ko'zlangan natijaga erishishda eng qulay yo'l va usullarni tanlash va ishlab chiqish mahorati ekan, u

Haqiqatdan ham ta'lim jarayoni unumdorligini oshiradi, o'quvchilarning mustaqil fikrlash jarayonini shakllantiradi, o'quvchilarda bilimga ishtiyoq va qiziqishni oshiradi, bilimlarni mustahkam o'zlashtirish, ulardan amaliyotda erkin foydalanish ko'nikma va malakalarini shakllantiradi.

6-7 yoshli bolalar hayotida maktab davri ancha murakkab davr bo'lib, bolalar oldida jiddiy sinov turadi. Bola yangi hayot - maktab hayotiga kirib boradi. Endi u yangi jamoaning a'zosi ekanligini his etishga, intizomga bo'ysunishga, yangi rejimga moslashishga majbur bo'ladi. Bola yosh bo'lishiga qaramay, endi uning maktabda oqish, uy vazifalarini bajarish, murakkab materiallarni o'rganish kabi zarur yumushlari ko'p. Muhimi, o'yindan maktabga, kundalik majburiy va davomli mehnatga o'tish bola hayotida tub burilishdir. Hatto maktabgacha tarbiya muassasalaridan kelgan bolalar uchun ham bu oson kechmaydi. Uydan maktabga kelgan bolalarga esa yana ham qiyin. Ayniqsa, sinfda 40—45 daqiqalik darsda o'tirish, tinglash va topshiriqlarni bajarish, uzoq aqliy mehnat bolani tez toliqtiradi. Bola maktabdan, o'qishdan sovib ketishi mumkin. Shuning uchun ham o'qituvchilar bolalarning maktabdagi hayotini qiziqarli tashkil etishga intilishlari, motiv hosil qilish va uni rivojlantirishga harakat qilishlari lozim. Motiv o'z-o'zidan hosil bolmaydi. Uni bolalar yoshiga va psixologik xususiyatlariga mos didaktik o'yinlar va mustaqil ishlar vositasida hosil qilish mumkin.

Xulosa o'rnida shuni aytish joizki, boshlang'ich ta'lim jarayonida pedagogik texnologiyalardan foydalangan holda darslarni qiziqarli olib borish natijasida o'quvchilarni darsga jalb etish samarali bo'ladi. Shunday darslarda bolalar diqqati to'liq jalb etiladi, xotirasi yaxshi ishlaydi. Motivlar o'quvchilarning bilimlarini chuqur egallashlariga yordam beradi. Shuning uchun ham boshlang'ich sinf o'qituvchilari ta'lim jarayonini qiziqarli motivlar asosida tashkil etishga e'tibor qaratishlari zarur.

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## **BOLALARGA INGLIZ TILINI O'RGATISHNING PSIXOLOGIK VA PEDAGOGIK MOHIYATI**

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*Ilmiy rahbar: katta o'qituvchi*

**Annotatsiya:** *Ushbu ilmiy maqolada yurtimizda ingliz tilini o'rganishga bo'lgan e'tibor, hamda yosh bolalarning tilga qiziqishlarini oshirishda pedagogik, psixologik qarashlar xususidagi ma'lumotlar keltirilgan.*

**Kalit so'zlar:** *Deduktiv, zamonlar, predloglar, artikllar, o'yin metodining ahamiyati, qiziqish, o'qish, o'rganish*

Mamlakatimizda har yili ilm-fanning bir nechta yo'nalishi tanlab olinib, alohida e'tibor bilan rivojlantirilmoqda. Bu yil fizika va chet tillari ana shunday ustuvor sohalar etib belgilangan. O'zbekistonning ochiqlik siyosati, dunyo bozoriga faol kirib borayotgani, barcha sohalarda xalqaro hamkorlik kengayayotgani xorijiy tillarni bilishga ehtiyojni oshirmoqda. Bugungi kunda yurtimizdagi 25 ta oliy ta'lim muassasasida o'qitish chet tilida olib borilmoqda. 2016-yilda ular atigi 7 ta edi. Xalqaro til sertifikatini olgan bitiruvchi o'quvchilar soni oxirgi 3 yilda 10 baravarga oshgan.

Joriy yilda "El-yurt umidi" jamg'armasi orqali 350 nafar talabaning nufuzli xorijiy universitetlarda o'qishi uchun stipendiyalar ajratildi. Bu o'tgan yillarga nisbatan 5 baravar ko'pdir.

Lekin, joylardagi ahvol maqsad qilingan katta rejalarga mos emas. Xususan, ta'lim tizimida 2 mingdan ortiq chet tili o'qituvchisi lavozimi vakant bo'lib qolmoqda. 1 ming 400 ta maktabda chet tilini o'qitish sifati mutlaqo qoniqarsiz. Bu tizimdagi o'qituvchilarning atigi 4 foizi milliy va xalqaro til sertifikatiga ega. Xonobod va Quvasoy shaharlari, Zafarobod, Mirishkor, To'rtko'l, Sherobod va Uzun tumanlarida bunday sertifikatli birorta o'qituvchi yo'q. Maktablardagi chet tili o'qituvchilarining 49 foizi testdan o'ta olmagan.

Kichik yoshli bolalarda til o'rganishga bo'lgan xohish-istak juda yuqori, ayniqsa hozirgi axborot kommunikatsiya vositalari bilan bu holat yuqori ko'rsatkichlarni ko'rsatmoqda. Davlatimiz tomonida maktablarda yaratilgan shart-sharoitlar, o'quv xonalarining zamonaviy texnologiyalar bilan johzlanganligi, yosh bilimlilar bilan ta'minlanganligi, maktab drslaridan tashqari mustaqil shug'illanish uchun barcha sinflar uchun online telekanallardagi televizion online darslarning tashkil etilganligi tahsinga sazovordir. 1 va 2- sinf o'quvchilari tildagi grammatik, leksik, fonetik, birliklarni tushunmasliklari mumkin ammo multfilmlar, o'yinlar, rasmlar orqali tilni a'lo

darajada o'zlashtirishlari mumkin. Shunga ko'ra grammatikada asosan ikki xil usuldan unumli foydalaniladi

- **Inductive**
- **Deductive**

Induktiv usulda o'quvchilarga avval grammatik qoidalar tushuntirilib so'ngra misollar orqali mustahkamlanadi. Bu usul ko'pincha yuqori sinf o'quvchilari uchun foydali. Masalan zamonlar, predloglar, artikllar yuqori sinf o'quvchilari uchun ma'lum termenlar bo'lib ular gaplarda ega, kesim aniqlovchi, to'ldiruvchi, hol kabi gap bo'laklarini qo'yib gap tuza olishadi. Deduktiv usulda avval ma'lum o'yinlar, mashqlar orqali mavzu tanishtirilib, so'ngra qoidaga bog'lab tushuntiriladi. Boshlang'ich sinf o'quvchilari ega, kesim, fe'l va boshqa birliklar haqida ma'lumotga ega bo'lmaganliklari sababli ularga o'yinlar qo'shiqlar orqali mavzu tushuntirish samaraliroq. Masalan Can -ingliz tilida "qila olmoq" modal fe'li bo'lib qo'shiqlar handout materiallar orqali o'rgatiladi.

-Can you play football

-Can you phone call

-It is very easy

-Can you do it Nansy?

Psixologlar fikriga ko'ra yoshi katta insonlarga nisbatan bolalarda yangilikka qiziqish, o'qish, o'rganishga bo'lgan ishtiyoq 70-80% kuchliroq bo'lar ekan. Kundalik hayotimizda ham bajara ololmaydigan vazifalarni ham bolalar ogohlantirishlarga

qaramasdan bajarib ko'rishga harakat qilishadi. Bir xillikdan juda tez zerikishadi shu sababli pedagog kadrlardan yangicha uslublarda, noan'anaviy tarzda darslarni tashkil etish, o'rganilayotgan xorijiy tilning muhitini to'liq yarata olish talab etiladi.

Ingliz tilini o'qitishdagi yana bir muhim jihat shuki o'quvchining qay holatda ma'lumotni to'laqonli qabul qilishini nazorat qilish. Bir guruhdagi bolalarning o'y xayollari, fikrlashi, dunyoqarashi ma'lumotni qabul qilishi turlicha bo'ladi. Shunga ko'ra o'qituvchi har bir o'quvchining xarakteri xususiyatidan kelib chiqqan holda ta'lim jarayonini olib borishi kerak.

Misol uchun, qaysidir o'quvchida ko'z bilan eslab qolish, yana birida eshitish orqali eslab qolish qobiliyati tabiatdan shakillangan bo'lishi mumkin. Shu xususiyatlarga ko'ra ingliz tilini o'rganish asosiy 3 yo'nalishda bo'ladi S Visual learning- ko'rish orqali ma'lumotni eslab qolish S Auditory learning - eshitish orqali ma'lumotni eslab qolish S Kinaesthetic learning- harakatlar orqali ma'lumotni eslab qolish Yuqoridagi xususiyatlarni inobatga olgan holda o'qituvchi o'quvchilar bilan dars mobaynida, mashqlar bajarishda, rol playlar tayyorlashda, o'yinlar orqali mavzu tushintirilsa yoki tashkillashtirilsa sezilarni natija hosil qiladi va o'quvchida til o'rganishga motivatsiya beradi.

Xulosa o'rnida ta'kidlash joizki, umumta'lim maktablarida ingliz tilini turli sinflar doirasida o'quvchilarni yosh va psixologik xususiyatlarini inobatga olgan holda , ulardagi chet tilini o'zlashtirishga bo'lgan qiziqish va ehtiyojlarini to'liq qondirishga yordam beruvchi pedagogik innovatsion texnologiyalarga asoslangan zamonaviy dars ishlanmalar yordamida dars o'tish o'quvchilarda tilni o'rganish uchun yuqori samara beradi.

Quyida mana shunday mazmunli dars tashkil etishda darslarda foydalanishimiz mumkin bo'lgan didaktik o'yinlar va pedagogik texnologiyalardan bir nechtasini ko'rib chiqamiz. Kim tezroq-o'yin maqsadi writing-yozish texnikasini rivojlantirish. O'yinning borishi:inglovchilarga gaplar yozilgan kartalar beriladi va kartadagi gaplarning so'zlari notartib joylashgan bo'ladi. Kim birinchi va to'g'ri tartibda joylashtirib yozsa shu o'quvchi g'olib bo'ladi. Bu o'yin ko'proq yuqori sinflarda samara beradi.

Men kimman?- o'yin maqsadi speaking-gapirish texnikasini rivojlantirish. O'yinning borishi: guruhdagi xohlovchi chiqib biror narsa yoki shaxsni nomini aytmasdan tasvirlaydi va qolgan o'quvchilar ta'rifga ko'ra kim yoki nimaligini topishi kerak. Bu o'yin nutqiy savodxonlikni oshiradi. Bu o'yin ko'proq boshlang'ich sinflarga xos.

Davomiy hikoya-o'yin maqsadi vocabulary-so'z boyligini rivojlantirish. O'yinning borishi:sinf 2 guruhga bo'linadi va 2 turdagi hikoyalar yarim tayyor holatda beriladi va guruhlar o'z fantaziyalarigan kelib chiqqan holda hikoyani davom ettirib oxiriga yetkazadilar. Qaysi guruhda ko'proq yangi so'z ishlatilsa shu guruh g'olib hisoblanadi. Bu o'yin o'quvchilarni bir-birlari bilan hamjihatlikda ishlashga o'rgatadi. Bu o'yin yuqori sinflarda yaxshiroq samara beradi.

Noisy dictation-o'yin maqsadi grammatikani rivojlantirish. O'yinning borishi:Sinfdagi o'quvchilar bir biriga yuzma-yuz qilib joylashtiriladi va vaqt belgilanib bir vaqtda bir birlarini ham eshitib ham ro'parasidagi o'quvchining aytga so'zlarini ilg'ab to'g'ri yoza olishi kerak.

Bu o'yin biroz shovqinli bo'ladi va aynan mana shu shovqin ularga hatto shunday vaziyatda ham so'zlarni ilg'ay olishni rivojlantirish imkonini beradi. Listening- eshitish texnikasini oshiradi. Ingliz tilida so'zlar eshitilganidek yozilmaydi, masalan speakgapirmoq so'zida {ea} diftongi [i] tovushini beradi [spi:k]. Agar o'quvchi so'zlarni to'g'ri anglay olsa demak bu yaxshi natija. Bu o'yin boshlang'ich hamda yuqori sinflarda ham qo'llaniladi.

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## BITIMLARNING KOLLIZION MASALALARI. ELEKTRON SHARTNOMALAR VA SMART KONTRAKTLAR

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**Annotatsiya:** Ushbu maqolada xalqaro xususiy huquqda bitimlarning kollizion masalalari, elektron shartnomalar va smart kontraktlar haqida O'zbekiston qonunchiligi va umumiy tarzda muhokama qilinadi.

**Kalit so'zlar:** xalqaro xususiy huquq, kolliziya, bitim, elektron shartnomalar, elektron imzo, elektron hujjat, smart kontraktlar, aqlii shartnomalar.

### KIRISH

Xalqaro xususiy huquq butun dunyoda eng muhim huquq tarmoqlaridan biri hisoblanadi va uning boshqa tizimlardan ajratib turuvchi asosiy belgilari mavjud. Bular sirasiga chet el elementi bilan murakkablashganligi, ya'ni faqatgina bir davlat ichidagi emas, balki ikki yoki undan ortiq mamlakatlar orasidagi muammolarni tartibga soluvchi, shuningdek davlat milliy qonun-qoidalariga bevosita taalluqli bo'lgan va ularda nazarda tutilgan munosabatlar tartibga solinadi. Xalqaro xususiy huquq davlatning ichki turli huquq sohalari normalaridan, shu bilan birga kollizion, ya'ni turli davlatlar normalarining to'qnashishidan tashkil topgan alohida huquq sohasidan iborat. Olimlardan biri A.B.Levitinning fikriga ko'ra, kollizion normalar chet el elementlari bilan murakkablashgan fuqarolik huquqiy munosabatlarni tartibga solmaydi, ularning vazifasi asosan qo'llanilishi lozim bo'lgan biron-bir davlatning ichki moddiy huquqiy normasini ko'rsatishdan, ya'ni unga havola qilishdan iboratdir. Kollizion norma vositasida vujudga kelgan munosabatlarda kelajakda tartibga solinishi ma'lum huquqiy sohaning moddiy-huquqiy normasi vositasida amalga oshiriladi.

Shuningdek, **kolliziya** so'zi lotinchadan olingan bo'lib "to'qnashuvchi ish" degan ma'noni bildiradi. Qonunlar kolliziyasi esa ular o'rtasida qo'llanilishi zarur bo'lgan qoidani tanlash demakdir. Kollizion muammo esa u yoki bu huquqiy munosabatga nisbatan qo'llash uchun tegishli bo'lgan huquq muammosidan iboratdir.<sup>31</sup>

Kollizion metodlardan foydalanishning bir nechta sabablari mavjud bo'lib, bitim va shartnomalar ustida turli xil nizolar kelib chiqqan taqdirda aynan mana shu kollizion metodlardan foydalaniladi. Birinchidan, moddiy-huquqiy normalarni bixillashtirish jarayonida qoidasiz ochiq qolgan munosabatlarni

<sup>31</sup> Xalqaro xususiy huquq. Darslik, T-2008. 53-b

tartibga solish uchun, ikkinchidan, xalqaro hamkorlikning alohida sohalarida vujudga keladigan munosabatlarni tartibga solish va uni amalga oshirishda asosiy qoida sifatida qo'llash uchun, uchinchidan esa ba`zida moddiy-huquqiy manbalarni qo'llash bilan bog`liq qiyinchiliklar borligi sabablidir.<sup>32</sup>

Kollizion normalar faqatgina kelib chiqqan nizo ustidan qaysi davlat qonunlaridan foydalanish kerakligi uchun yo`nalish ko`rsatadi, ammo qaysidir ma`noda uning natijasiga tegishli bo`lmaydi.

Bundan tashqari, kollizion normalar izohlash va unga baho berish ham asosiy prinsiplaridan bir hisoblanadi. Nega deganda, turli xil davlatlar o`rtasida imzolangan shartnomalar ustidan vujudga kelgan nizolar qaysi davlat qonunchiligi asosida ko`rib chiqilishi kerakligini bilish uchun, albatta, kollizion normalarning xususiyatlarini birma-bir ko`zdan kechirish lozim bo`ladi. Kollizion normaning tuzilishi o`z vazifasiga ko`ra moddiy-huquqiy normalardan farq qiladi. Mazkur normalar ikki qismdan iborat bo`lib, uning dastlabki qismi norma qo`llanishi kerak bo`lgan tegishli huquqiy munosabatlar (mulkiy va nomulkiy shaxsiy oilaviy munosabatlar, shartnomaga asoslangan yoki asoslanmagan munosabatlar) haqida gap yuritiladi. Ikkinchi qismida esa muayyan munosabatga nisbatan qo`llanadigan huquq tizimini ko`rsatuvchi bog`lovchi qismdan iboratdir.

Shuningdek, mazkur normalarni faqat hajmiga qarab turli xil davlatlar uchun ishlatib bo`lmaydi, chunki roman-german va anglosakson huquq oilalariga tegishli bo`lgan mamlakatlar o`rtasida biroz nomuvofiqlik vujudga kelishi mumkin.

Bundan tashqari, kollizion normalar imperativ va dizpositiv hamda bir tomonlama va ikki tomonlama turlarga ham bo`linadi. Imperativ normalar majburiy xarakterdagi deb izohlasa, dizpositiv esa havola etuvchi hisoblanib, kollizion normaning mazkur tarzga ega bo`lgan qismini o`zgacha qo'llash to`g`risida taraflar bitim bo`yicha o`zlari kelishib olgan bo`lishlari mumkin.

Qisqacha qilib aytganda, kollizion normalar xalqaro xususiy huquqda eng muhim mavzulardan biri hisoblanib, chet davlatlar o`rtasida kelib chiqqan shartnomaviy nizolarga nisbatan qo'llashdan mayoq vazifasini o`taydi. Bitimlarning kollizion masalalari ham aynan bitim turlariga va tomonlar o`rtasida belgilangan nizolarga nisbatan tadbiiq etiladi. Mazkur bitimlar yozma, og`zaki bo`lishi bilan bir qatorda elektron bitimlar ham vujudga kelmoqda.

### **Elektron shartnomalar**

Hozirgi kunda zamon shiddat bilan rivojlanmoqda, ayniqsa axborot texnologiyalarga bo`lgan talab kun sayin emas, soat sayin o`sib borayotganligi barchamizga ravshan. Shu sababli, insonlar o`rtasidagi onlayn axborot almashinuvi orqali xalqaro xususiy huquqda ham bir necha o`zgarish va

<sup>32</sup> Xalqaro xususiy huquq. Darslik, T-2019. 62-69b

yangiliklar vujudga kelmoqda. Shu xususda, O`zbekiston huquq tizimida ham elektron shartnomalar va smart kontraktlarga tegishli bo`lgan qonun hujjatlari ishlab chiqilmoqda. Bu esa aynan kundalik hayotimizda ro`y berishi mumkin bo`lgan ko`plab muammolarga yechim sifatida qo`llanishi mumkin. Shuningdek, raqamlashtirish va moliyaviy texnologiyalarning qo`llanilishi dunyoning aksariyat mamlakatlari iqtisodiyoti va moliya bozorlaridagi mavjud holatlarni tubdan o`zgartirmoqda. Natijada esa turli yo`nalishdagi kelishuvlar va shartnomalar masofaviy tarzda imzolanmoqda.

Ushbu elektron tizimni yo`lga qo`yish va yanada jadallashtirish natijada davlatimiz qonunchiligida ham ancha islohotlar amalga oshirib kelinmoqda. Ulardan biri asosida iqtisodiyotning raqamli sektorini rivojlantirish borasida davlat tomonidan keng ko`lamli chora-tadbirlar ko`rish, elektron hujjat aylanishi tizimlari joriy etish, elektron to`lovlar rivojlantirish va elektron tijorat sohasidagi normativ-huquqiy bazani takomillashtirishni nazarda tutgan 3882-sonli Prezident Farmonidir.<sup>33</sup>

Ayni davrda axborot-texnologik platformalarda faoliyat ko`rsatadigan raqamli iqtisodiyot jadal rivojlanmoqda, bu esa shunday platformalarning yangi modellarini yaratish zaruratini taqozo etmoqda. Ma`lumotlarning taqsimlangan reyestri texnologiyalari, "sun'iy aql", superkompyuterlar imkoniyatlaridan foydalanish, shuningdek, kripto-aktivlar bo'yicha faoliyat jahonning ko'plab mamlakatlarida raqamli iqtisodiyotni rivojlantirish yo`nalishlaridan biri hisoblanadi. Ma`lumotlarning taqsimlangan reyestri texnologiyalari nafaqat iqtisodiyotning ko'plab sektorlariga, balki davlat boshqaruvi tizimiga va boshqa jamoatchilik munosabatlariga asta-sekin joriy etilmoqda. Natijada esa davlat boshqaruvi tizimini yanada takomillashtirish, raqamli iqtisodiyotni joriy etish va rivojlantirish uchun shart-sharoitlar yaratish, investitsiya muhitini yaxshilash, shuningdek, 2017 — 2021-yillarda O`zbekiston Respublikasini rivojlantirishning beshta ustuvor yo`nalishi bo'yicha Harakatlar strategiyasini amalga oshirish maqsadida mazkur Farmonga muvofiq bir nechta vazifalar belgilab qo`yildi.

Bundan tashqari, elektron hujjat, elektron imzo kabi tushunchalar hayotimizga kirib kelishni boshlashi bilan turli sohada qilayotgan munosabatlarni amalga oshirish yanada osonlashdi. Mazkur aloqalarni tartibga soluvchi qonun hujjatlari ishlab chiqildi va amaliyotga tadbiiq etilganligi so`zimiz isbotidir. Ulardan "Elektron hujjat aylanishi to`g`risida"gi va "Elektron raqamli imzo to`g`risida"gi tegishli qonunlarni misol qilishimiz mumkin. Mazkur qonun hujjatlariga muvofiq, elektron shaklda qayd etilgan, elektron raqamli imzo bilan tasdiqlangan va elektron hujjatning uni identifikatsiya qilish imkoniyatini

<sup>33</sup> <https://lex.uz/ru/docs/-3806053>

beradigan boshqa rekvizitlariga ega bo'lgan axborot elektron hujjatdir.<sup>34</sup> Ushbu qonunning 7-moddasiga ko'ra esa elektron hujjat qog'oz hujjatga tenglashtiriladi va u bilan bir xil yuridik kuchga ega bo'ladi. Mazkur moddalar elektron hujjatlar, ya'ni elektron shartnomalarni ham o'z ichiga olgan holda ularni qog'oz hujjatga tenglashtiradi hamda ular orqali o'tkazilgan turli operatsiyalar ham qonuniy hisoblanadi. Zamon talabi asosida kengayib borayotgan elektron shartnomalar ham xalqaro xususiy huquqda kelib chiqadigan nizolarga yechim sifatida qo'llanilishi mumkin.

### Smart kontraktlar

“Aqlli shartnomalar” nomini olgan ushbu kontraktlar ham hozirgi davrda butun dunyo bo'ylab keng tarqalmoqda. Avvalo, mazkur shartnomaning asl ma'nosini haqida so'z yuritadigan bo'lsak, smart contract(SM\*) blockchain yaratilishidan ancha oldin 1996-yili Niko Sabo tomonidan keltirib o'tilgan ekan. Uning aytishicha, smart kontraktlar bu intellektual kontrakt bo'lib, belgilangan shartlarga asosan tranzaksiyalar va ma'lumotlarning avtomatik ravishda elektron shaklda almashinuvidir. Bu g'oyani avvalgi paytlarda amalga oshirishga imkon yo'q edi, lekin hozirgi kungacha uning g'oyasi o'z kuchida qolgan va butun dunyoda bunday shaklda shartnomalar u aytganidek ishlab kelmoqda. 2008-yilda yaratilgan Bitcoin uning g'oyasiga to'liq mos kelmasada, qanchadir ma'noda uning fikriga yaqinroq edi. Bir qancha yillar o'tib esa Aqlli kontraktlarni qo'llashni boshlashdi.<sup>35</sup> Qo'shimcha ma'lumotlarga ko'ra, bir-birini tanimaydigan ikki kimsa sheriklariga ishonchsizliklari sababli masofadan turib hech qachon savdo qilishga shoshilmaydi. Shuning uchun uchinchi kimsaga murojaat qilishlariga to'g'ri keladi. “Aqlli kontraktlar” esa hozirgi kunda mana shu uchinchi shaxssiz ishlash imkonini beradi. Chunki blockchain tizimi desentrallashtirgan, hech kimsa undagi ma'lumotlarni o'chirib yoki almashtirib qo'yolmaydi. Smart kontraktlarda yozilgan ma'lumotlar hech qachon ortga qaytmaydi. Natijada esa ikkala shaxs masofadan turib ham shartnoma imzolay olishadi.

Shu sohada faoliyat olib boruvchi bir nechta shaxslarning fikriga ko'ra, olimlar ikkita termini farqlashadi: “smart shartnoma” va “huquqiy smart shartnoma”. Ya'ni, bunda “**smart shartnoma**” bu – oldindan belgilangan funksiyalarga ko'ra, muayyan holat yoki shart vujudga kelsa avtomatik tarzda ishga tushadigan kompyuter kodini anglatadi. Kod taqsimlangan registrda saqlanishi va qayta ishlanishi va unga har qanday natijaviy o'zgarishlar yozilishi mumkin. “**Huquqiy smart shartnoma**” tushunchasi esa ikki va undan ortiq tomonlarning o'zaro, programmali kod yordamida shakllantirilgan va avtomatizatsiyalashtirilgan qonun doirasidagi kelishuvi sanaladi. Sodda qilib

<sup>34</sup> <https://lex.uz/ru/docs/-165079>

<sup>35</sup> <https://community.uzbekcoders.uz/post/smart-contract-nima-5ed0d7759cac61388ec10212>

aytganda, aqlli shartnoma zamonaviy axborot texnologiyalar yordamida yaratiladigan virtual shartnoma bo'lib, an'anaviy shartnomaning yangi avlodidir.<sup>36</sup>

Smart kontraktlardan foydalanishning ko'pgina qulay taraflari bo'lishiga qaramasdan, hozirgi vaqtda yurtimizda bu boradagi huquq tizimini qo'llash amaliyoti yo'qligini ham aytib o'tishmoqda. Agar barchasi qonuniy bir tizimga qo'yib ishlab chiqilsa, fuqarolarimiz uchun juda keng qulayliklardan biri yaratilgan hisoblangan bo'ladi. Chunki mazkur shakldagi bitimlar oson tarzda tuzilib, faqatgina ma'lum bir ko'rinishdagi shartnoma shartlariga roziliklarini bildirishadi. Shuningdek, ular faqat electron tizimda mavjud bo'lib, shaxsning electron imzosini majburiy talab qiladi. Natijada esa bir shaxsning o'rnidan boshqalarning imzo qo'yish kabi jinoyatlar oldi olinadi. Yuqorida aytib o'tganimizdek, uchinchi shaxslarning ishtiroki muhim hisoblanmaydi.

Xulosa qilib aytganimizda, rivojlanib borayotgan zamonda smart shartnomalar aholiga ko'pgina qulayliklar keltirib o'tadi. Ayniqsa, uchinchi shaxslarning ishtirokini kamaytirish, shartnoma shartlarining bir tomonlama o'zgartirilmasligi hamda shartnoma shartlarining asosli tarzda shakllantirilishi e'tiborga molikdir.

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<sup>36</sup> <https://www.uwed.uz/uz/news/fulltext/1359>

## ANTISEMIYA VA UNING O'RGANILISHI

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**Annotatsiya:** *Antisemiya semantik qarama-qarshilikni anglatuvchi lingvistik kategoriya. Antisemiya lingvistik hodisa sifatida antonimiyaga nisbatan keng ko'lamli xarakterli komponentdir.*

**Kalit so'zlar:** *Antisemiya, antonimiya, qarama-qarshilik, lison, sath, sema, leksima, ziddiyat, kategoriya.*

Ziddiyat kategoriyasi nafaqat antonimiya bilan, balki antisemiya deb nomlanuvchi qarama-qarshilikning turi bilan ham tanishamiz. Antonimiyada leksik birliklar semantikasidagi zid semalarning reallashishi uchun qulay vaziyat hisoblanadi. Negaki, bunday vaziyatda mazkur qarama-qarshi semalardan boshqa barcha semalarning mavjud ekanligi qarama-qarshilikni yana ham yorqin tasvirlaydi. Biroq, leksik birliklarning semantik qarama-qarshiligiga asos bo'ladigan semalar doim ham shunday simetrik vaziyatda emas, bundan tashqari assimetrik holatda bo'lishi ham ko'p uchraydi. Masalan, *katta* va *kichik* so'zlarining antonimik munosabatiga ularning semantik tarkibidagi qarama-qarshi so'zlar ( o'lchami yuqori) va (o'lchami kam) asos bo'lmoqda. Bu yuqoridagi juftlik antonimiyaning belgilariga to'la moslik hosil qiladi. Ammo shu qarama-qarshi semalar *katta- kichraymoq* so'zlari o'rtasida ham bor. Shunday juftliklarga ko'p misollarni keltirsa bo'ladi. Masalan, *baland – pasaymoq, oq – qoraymoq, uzun – qisqarmoq* misollarida. Keltirilgan til birliklari lisoniy ifodalovchi sifatida ziddiyatga mos bo'lgan xususiyatlarga ega. Bularda ham antonimlarga xos bo'lgan belgilarni ko'rsata oladi. Ularda ham antonimlarga xos belgilar: logik, psixologik, leksik, kommunikativ jihatlar mavjud. Shunday ekan, ziddiyat kategoriyasining lingvistik mohiyatining faqat antonimiya qonunlari asosida belgilanishi hodisa mohiyatining tugal ochilishga yo'l bermaydi. Shunday ekan, leksik birliklardagi semantik zidlik munosabatini antonimik holda emas, biroq bundan tashqarida o'rganish muhimligini anglatdi, va shundan so'ng *antisemiyaning* o'rganilishi biz uchun kerakligini angladik.

Antisemiya hodisasini o'zbek tilshunosligida chuqur o'rgangan tilshunos D.Abdullaeva bo'lib, u kishi o'zining darslik va qo'llanmalarida antisemiyaning aniq misollar bilan tushuntirib berganlar.

Antisemiya (yunoncha anti-“zid”, sema-“belgi”) degan ma'noni anglatib, leksik birliklarning semantik tarkibida qarama-qarshilikka asos bo'la oladigan semalarning mavjud bo'lishi antisemiya hodisasining mohiyatini belgilaydi. Lingvistik hodisa sifatida antisemiya antonimiyaga nisbatan keng qamrovga egaligi bilan xarakterlanadi. Har qanday antonimik juftlik asosida antisemiya

yotadi, biroq har qanday antisemik munosabat antonimiyani yuzaga keltirmaydi<sup>37</sup>.

Aslini olganda, antonimiyani antisemiyaning yuqori bosqichi sifatida qarashimiz lozim. Masalan, *chiroyli* – *xunik* soʻzlarining atonimik munosabatiga ularning semantik tarkibidagi “koʻrinishi yaxshi” va “koʻrinishi yomon” semalari asos boʻlgan. Bunday zid semalar ushbu ikki leksema oʻrtasidagi antisemiyaning yuzaga keltirgan, qolgan barcha semalarning umumiyligi esa antisemiyaning antonimiya darajasiga olib chiqqan. Bundan tashqari

*xursand xafa*

*xursand boʻlmoq xafa boʻlmoq*

semalari antonimik munosabatni keltirib chiqarsa,

*xursand xafa boʻlmoq*

*xafa xursand boʻlmoq*

semalari esa antisemik munosabatni ifodalayapti.

E.N.Miller ham tilshunoslar tadqiqini maqullagan holda, “borliqda har xil shakldagi predmetlar bir xil mohiyatga ega boʻla olgani kabi, shakl tomonidan har xil boʻlgan soʻzlar ham mohiyatiga koʻra aynan boʻlishi mumkin. Demak, bir oʻzakli soʻzlarda grammatik shaklning turli boʻlishi leksik maʼnoning bir xil boʻlishiga halal bermaydi”,<sup>38</sup> — degan fikrni ilgari surib kelgan. Chunki uning qarashi antonimiyani tadqiq qilish davomida, ushbu hodisaga sof semantik kategoriya sifatida yondoshib, grammatik kategoriya hisoblangan turkumlik antonimiyaning belgilanishida ahamiyatga molikmasligini taʼkidlaydi. Miller antonimlarning belgilanishidagi anʼanaviy paradigmatic mezon boʻlgan bir turkumga mansublikni ikki leksema antonimligi belgilanishidagi muhim shart sifatida qaralishiga hech qanday fakt yoʻqligini aytadi. Miller antonimlar yuzaga kelishida “mohiyat” tushunchasining ahamiyati haqida gapirib, “bir oʻzakdan hosil boʻlgan soʻzlar faqat formal, grammatik jihatdan farqlanib, leksikologik nuqtai nazardan esa ular aynan, “bir mohiyatli”<sup>39</sup> boʻlishini isbotladi.

Ammo E.N.Millerning bu qarashini M.M.Xalikov tanqid qildi, uning fikricha, odatda tilshunoslikda, “leksik maʼno jihatdan aynan deb absolyut yoki toʻliq sinonimlarga nisbatan aytiladi”, deb eʼtiroz bildirdi.

Bundan tashqari, soʻzlarning turkumlanishiga asos boʻluvchi kategorial sema soʻz mazmuniy qurilishidagi nisbatan eng umumiy xarakterli jarayondir.

Turkumlikni rus tilshunosi K.A.Levkovskaya maʼlum soʻzlar guruhi uchun umumiy boʻlgan mazmun sifatida deb, turkumlik maʼnosini soʻzning leksik mazmuni qatorida deb taʼkidlaydi. A.A.Ufimseva esa turkumlikni, eng avvalo,

<sup>37</sup> Абдуллаева, Д. Ўзбек тилида антисемия. Тошкент-2009. 39-б.

<sup>38</sup> Миллер Е.Н. Межчастеречная антонимия. -Научн.док.высш.шл.Филол.науки. 1981.№1,- С 79-82.

<sup>39</sup> Каранг: Миллер Е.Н. Межчастеречная антонимия. -Научн.док.высш.шл.Филол.науки. 1981.№1,-С-78-82



so'zlarning semantik guruhi deb sanaydi: " So'zlarning turkumlanish bo'yicha klassifikatsiyasining asosini sof semantik belgi tashkil etadi"<sup>40</sup>.

Tilimizda leksemalarning semantik tarkibida bittadan differentsial sema mavjudligini ko'rib chiqamiz: *qora* – narsaning belgisi; *qoralik* – bu belgining obyektidan xoli shakli; *qoraymoq* – shu belgining yuzaga chiqishi. Shu o'rinda leksemalarning semantik tarkibida bittadan differentsial sema bor. Shu sema ularni har xil turkumlarga xoslagan. Biroq *qora* leksemasining *qoralik* va *qoraymoq* leksemalaridan farqlab turgan turkumlik semasi uning *oq* leksemasi bilan antonimlik munosabat hosil qilishida asos vazifa bajarmaydi. Negaki *qora* – *qoralik* – *qoraymoq* so'zlari umumiy mazmuniy yadroga xos bo'lib, shu yadro ulardagi qarama-qarshilik munosabatining semantik asoschisi vazifasini o'taydi. Shu boisdan *oq* leksemasi *qora* leksemasi barobarida *qoralik* va *qoraymoq* leksemalari bilan ham semantik jihatdan zid munosabatga kirishadi.

D.N.Shmelov: "Antonimlik juftlikdagi har bir a'zo aynan qarama-qarshi tomondagi tushuncha orqali tilda leksik-semantik birlik sifatida aniqlanadi. Katta tushunchasi kichik tushunchasi mavjudligi uchungina mavjuddir"-dedi<sup>41</sup>. Demak, *katta-kichraymoq*, *kichik-kattalashmoq* leksimalari o'rtasidagi ziddiyat ham bundan holi emas. Masalan, *katta* – "o'lcham jihatdan ortiq belgi"; *kichik* – "o'lcham jihatdan kam belgi"; *kattalashmoq* – "o'lcham jihatdan ortiq holga o'tmoqda"; *kichiklashmoq* – "o'lcham jihatdan kam holga o'tmoq" ma'nolarini hosil qilmoqda.

Semantik abstraksiya hodisasini antisemiyaning tilda real mavjudligini isbotlashda bir argument sifatida misol keltirish mumkin. Bu hodisa belgi yoki harakat ifodalovchi so'zlarning o'z turkumidan chiqib, ot turkumiga o'tishi vaqtida yuz beradi. Masalan, *dono-donolik*, *yaxshi-yaxshilik* kabi.

Antisemiyani psixolingvistik talqinga ko'ra qarama-qarshilik tafakkur sistemasida assotsotiv munosabat hosil qilish muhimdir. Bunday holat esa, psixolingvistik jihatdan antonimiyaning muhim vazifasi edi. Antisemik birliklar ham mazkur tomondan antonimiya tomonida turadi. Bular ham ongimizda asotsatsiya mazmunida beriladi.

Tilda antisemiya semantik qarama-qarshilikni anglatuvchi lingvistik katigoriya sifatida ham paradigmatic, ham sentagmatic jihatdan o'z asosiga ega. Antonimiyaning pragmatik jihatdan eng asosiy belgisi semantik qarama-qarshilik bo'lsa, antisemik birliklar uchun ham bu belgi mavjud. Masalan,

*Chiroy xunik*

*Pasayish ko'tarilish*

*ho'l quruq*

<sup>40</sup> Уфимцева.А.А. Слово в лексико-семантической системе языка. – М.,1968,- С.86.

<sup>41</sup> Шмелов.Д.Н. Проблема семантического анализа лексики-М.,1973.-С-141-142-б.

kabi juftliklar boshqa-boshqa soʻz turkumiga oid boʻlishiga qaramay, ular oʻrtasidagi semantik qarama-qarshilik aniq bilinib turadi. Bularni antonimik holatda ham taʼriflash mumkin: *chiroyli-xunik, pasayish-koʻtarilish, hoʻl-quruq* kabi.

Lingvistik tahlilda leksemalarning semantik jihatdan qarama-qarshilik munosabati bir soʻz turkumi doirasida ham, har xil soʻz turkumi doirasida ham mavjuddir.

Aslida sintagmatik jihatdan antisemik birliklarning xususiyatlari antonimiyaga juda yaqindir. Tilshunos M.M.Xalikov paradigmatic jihatda asosiy mezonlardan boʻlgan “antonimlar – bir turkum soʻzlar” taʼrifi sintagmatik jihatdan jiddiy shubha ostidaligini aytib oʻtgan.

Haqiqatdan ham, nutqda turli turkumdagi soʻzlar bir turkumdagi soʻzlar bilan teng holatda kontrast hosil qiluvchi vosita boʻlib keladi.

Sintagmatik jihatdan antonimlarning yana bir belgisi, leksik qurshovning oʻxshashligi sanaladi. Bundan tashqari, antisemik birliklar ham bundan holi emas. Masalan, *aql* – “belgining obyektidan holi shakli”; *aqli* – “oʻsha belgining obyektida yuzaga chiqishi”. Bu misolda sintagmatik jihatdan asosning imkoniyatlari yasalmada ham aks etishining guvohi boʻlyapmiz, faqat bir oʻrinda *aql*, ikkinchi oʻrinda *aqli* boʻlsa, ikkinchi oʻrinda inson semasi ham mavjud.

Antisemiya hodisasi antonimiyaga nisbatan umumiy xarakterga ega hodisadir. Ziddiyatda antisemiya – qarama-qarshilikni ifodalovchi keng qamrovli lingvistik kategoriya, antonimiya esa antisemiyaning eng yuqori turidir. Qarama-qarshi hodisalarning umumiy va farqli jihatlarini taqqoslaymiz:

Antonimiya oq qora

Antisemiya oq qoraymoq

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# KOGNITIVE LINGUISTIK ALS NEUES GEBIET DER MODERNEN LINGUISTIK

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**Anmerkung:** *Die Kognitive Linguistik ist eine wissenschaftliche Disziplin, deren Gegenstandsbereich die menschliche Sprache ist. Sie befasst sich mit diesem Phänomenbereich mit dem Ziel, theoretische und praktische Aspekte von Sprache und Sprechen zu beschreiben und zu erklären*

**Schlüsselwörter:** *Kognitive Linguistik, Konzept, mental, Kognition, moderne Linguistik, Sprache.*

In der Zeit der Globalisierung und der intensiven interkulturellen Kontakte steigt das Interesse der Sprachwissenschaft zum Problem der Wechselwirkung zwischen der Sprache und der Kultur sowie zum Problem der Feststellung und Beschreibung der ethnospezifischen Konzeptsphären in den unterschiedlichen Linguokulturen. Eine der führenden Untersuchungen in der modernen Linguistik ist die Untersuchung von Konzepten. Dieser Begriff wird von Philologen, Linguisten und Kognitionswissenschaftlern aktiv verwendet. Der neue Ansatz gibt Möglichkeit, aus einer neuen Sicht sowohl die Gesetzmäßigkeiten der Herkunft der Sprache, des Bewusstseins und der Kultur als auch die neuen Anknüpfungspunkte der kognitiven Linguistik mit Linguokulturologie, Psychologie, Kulturologie und Philosophie zu betrachten.

Die kognitive Linguistik kam Anfang der 1980er Jahre mit den Arbeiten der überwiegend amerikanischen Linguisten und Philosophen wie George Lakoff, Mark Johnson, Ronald Langacker und Leonard Talmy auf. Kognitive Linguistik ist Teil der Kognitionswissenschaft (Cognitive Science). Die Kognition bedeutet Denken und Tätigkeit des (menschlichen) Geistes.

Nach Martin Pütz wurde die Kognitive Linguistik vom amerikanischen Linguisten Ron Langacker begründet. Die „kognitive Wende“ tritt in den 70er Jahren ein. Im Mittelpunkt der Sprachforschung steht der Mensch mit den Konzepten im Gehirn [2].

Einen großen Beitrag zur Entwicklung der Kognitiven Linguistik leistete die deutsche Kognitionswissenschaftlerin Monika Schwarz-Friesel. Ihrer Ansicht nach ist die menschliche Kognition „ein System mentaler Strukturen und Prozesse“, die im Rahmen von Modellen zu beschreiben ist [3, 14].

Die Hauptaufgabe der kognitiven Linguistik ist die Untersuchung der mentalen Prozesse, die der Sprachstruktur und dem Sprachgebrauch

zugrunde liegen. Daraus folgt, dass die Sprache mit anderen kognitiven Domänen wie Denken, Weltwissen, Wahrnehmung und mentaler Erfahrung zusammenwirkt.

Die Kognitive Linguistik ist Kognitive Linguistik, eine Forschungsrichtung der interdisziplinär orientierten Kognitionswissenschaft und mittlerweile einer der einflussreichsten sprachtheoretischen Ansätze. Kognitive Linguistik sucht die Antwort folgende Fragen:

1. Wie ist Sprache mental und neuronal repräsentiert?
2. Welche Prozesse laufen in unseren Köpfen ab, wenn wir Sprache produzieren und rezipieren?
3. Wie erwerben wir Sprache?

Die Erforschung der Sprachfähigkeit umfasst somit die Untersuchung der Verwendung von Sprache im Kommunikationsprozess, der biologischen und physiologischen Grundlage von Sprache im menschlichen Gehirn, der historischen Entwicklung und typologischen Variation der Sprachen sowie der Prozesse des muttersprachlichen (und fremdsprachlichen) Spracherwerbs. Hinzu kommen ferner die Analysen sprach-pathologischer Phänomene sowie kommunikativer Bedingungen und Auswirkungen sprachlichen Verhaltens.

Ausgehend vom Zeichencharakter der Sprache lassen sich folgende Hauptgebiete der Kognitiven Linguistik unterscheiden:

- Phonetik und Phonologie, die sich mit der lautlichen Struktur von Sprache befassen;
- Morphologie und Syntax, die die Bausteine der sprachlichen Form und ihrer Verknüpfung zu komplexen Ausdrücken untersuchen;
- Semantik, die mit Hilfe formallogischer Methoden die Bedeutung sprachlicher Äußerungen untersucht;
- Pragmatik, die die situationsangemessene Verwendung von Ausdrücken beim sprachlichen Handeln untersucht.

Die kognitive Linguistik lässt sich in die Teilgebiete **Kognitive Semantik**, **Kognitive Grammatik** und **Kognitive Phonologie** aufgliedern. Objekt der Kognitiven Linguistik ist die Sprache als Realisation kognitiver Strukturen und Prozesse des Bewusstseins.

In der kognitiven Linguistik wird die sprachliche Tätigkeit als eine der Kognitionsformen (d.h. sprachliche Realisation von Wissen und Denken) interpretiert, die sich auf den nicht rein linguistischen kognitiven Fähigkeiten gründet.

Im Mittelpunkt der kognitiven Linguistik steht die Sprache als allgemeiner kognitiver Mechanismus. Die Aufgaben der kognitiven Linguistik sind:

1. *Untersuchung der mentalen Mechanismen des Verständnisses, der*

*Produktion und der Beherrschung von Sprache in Bezug auf die sprachliche Repräsentation von Wissen und ihre Beteiligung an der Verarbeitung von*

*Information;*

*2. Systembeschreibung und Erklärung der Mechanismen des Spracherwerbs;*

*3. Untersuchung der Prozesse der Sprachproduktion, insbesondere der Organisation syntaktischer, semantischer und konzeptueller Substrukturen, die an diesen Prozessen beteiligt sind;*

*4. Studium der Strukturen des Sprachbewusstseins, der Organisation des semantischen Gedächtnisses und seiner Rolle bei der Wahrnehmung und dem Verständnis von Sprache;*

*5. Untersuchung der Rolle natürlicher Sprachen bei der Implementierung kognitiver Prozesse [1, 12].*

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## SHAYBONIYLARNING HARBIY-SIYOSIY FAOLIYATI ZAHIRIDDIN MUHAMMAD BOBUR TAVSIFIDA

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**Annotatsiya:** *Ushbu maqolada buyuk davlat arbobi, shoh va shoit Zahiriddin Muhammad Boburning Shaybobiylar va shayboniylarga bo'lgan munosabati, davlatni boshqarishdagi ko'rsatmalari va usullari, shaxsiyatidagi o'ziga xos sifatlar, hayotiy prinsiplari, Shaybobiylarning jangdagi mahoratlari, harbiy-siyosiy faoliyati, Boburning Hisdistondagi bunyodkorlik ishlari, mamlakatni gullab-yashnatishi, Boburning insonparvarlik g'oyalari ochib berilgan.*

**Kalit so'zlar:** *“Boburnoma”, Shaybobiylar, to'lg'ama, taktika, “qochib urushish, “Devon”, “Xalifat ur-rahmon”, “Imom uz-zamon”, harbiy aslahalar, “Tarixi Rashidiy”, Kanva jangi, jang usullari.*

Vatanimiz tarixi shayboniylar sulolasi hukmronligi davrini o'rganish, o'sha davr voqea-hodisalarini, davlat negizini tashkil etgan harbiy boshqaruv tizimini haqqoniy o'rganish bugunning dolzarb mavzularidan hisoblanadi.

Zahiriddin Muhammad Bobur o'zining “Boburnoma” asarida nafaqat do'stlar va xolis shaxslar, balki dushmanlariga ham obyektiv baho bergan. Shuning uchun ham uning shaxsiga nisbatan keng qalbli, dilbar shaxs sifatidagi ta'riflar beriladi. Hatto Mirzo Muhammad Haydar “Tarixi Rashidiy” asarida Boburning dushmanlarga munosabatini baholab, o'z otasi (Mirzo Haydarning otasi Muhammad Husayn) Boburga xiyonat qilganiga qaramay kechirgani, o'gay buvisi Shohbegim (Yunusxonning xotini) fitnasi bilan Boburga ham amakivachcha, ham xolavachcha hisoblangan Mirzoxonning xiyonatkorona Kobul taxtini egallab olganida ham ularni kechirib, aksincha, ularga iltifot ko'rsatgani, “Boburnoma”da ham ular haqida iliq fikrlar bildirgani ham uning keng qalbli, insoniy va mehr-shafqati yuqori shaxs bo'lganligidan dalolatdir.

Bobur Muhammad Shayboniy va shayboniy sultonlar bilan eng ko'p kurash olib borgan temuriy hukmdordir. U bu kurash tafsilotlarini o'zining “Boburnoma” asarida jonli, shu bilan birga, xolis baho bergan holda hikoya qilgan. Boburning ma'lumotlaridan ko'rinadiki, shayboniylarning jang uslubi o'ziga xos sharq an'analari asosida tashkil etilgan. Bu taktikalar dushman jang uslubi, qo'shin tuzilishi va jang maydoniga qarab o'zgartirilib borilgan.

“Boburnoma”da shayboniylarda suvoriylar qo'shinining asosiy qismini tashkil qilganligi sababli, ochiq maydonda, tekistlikda jang olib borishga intilganliklari aytiladi. Qo'shin tarkibidagi eng uchqur otlar asosiy qismning yon

tarafidagi kichik g'ullarda joylashtirilgan. Jang boshlanishi bilan suvoriylar tezlik bilan dushman qo'shinlari qanotlarini aylanib o'tib, ularni o'rab olishga harakat qilgan. Shayboniylar bilan bir necha bor to'qnash kelgan Zahiriddin Muhammad Bobur bu taktikani quyidagicha ifodalaydi: "ular bizning ilgarimizdan ham, ortimizga ham bostirib kelib, elimizni sarosimaga soldi. Ularning urushdagi ulug' hunari ushbu to'lg'amadir va hech bir urush to'lg'amasiz o'tmaydi". Voqealar bayondan Bobur 1501-yil Saripul yaqinidagi jangda aynan "to'lg'ama" natijasida mag'lubiyatga uchraganini tan olganligini bilib olish mumkin. U bu uslubni keyinchalik, faoliyatidagi eng yirik harbiy to'qnashuvlarda qo'llagan. Xususan, 1526-yil Panipat jangida (Ibrohim Lo'diyga qarshi), 1527-yil Kanva jangida (Rana Sangaga qarshi) "to'lg'ama" dan foydalanganligi va u o'z samarasini berganligi yozadi. Shuni alohida ta'kidlash lozimki, shayboniylarning temuriylar qo'shinini tahlikaga solib qo'yadigan mashhur jang usuli – "to'lg'ama" ilk bor "Boburnoma" asarida tilga olinadi.

Shayboniylar qal'alar qamal qilingan paytlarda, dushman qo'shinini tashqariga chiqarish yo'llarini qidirganlar va himoyachilar qal'adan chiqishgach, yolg'ondan chekinganlar. Dushman qo'shin ortidan quvib pistirmaga duch kelgan va halokat topgan. Mazkur davrning tarixchisi Xondamir bu usulni "qochib urushish" deb ataydi. Bundan tashqari, shayboniylar jang paytida muvaffaqiyatsizlikka uchrayotgan taqdirda, kamonchilarning o'q yomg'irini tinimsiz yog'dirib turishlari ko'magida safni buzmagan holda chekinganlar.

Asarda shayboniy sultonlarning qamal uslubi, qal'alarning ichki qismiga kirib olish uchun shoti va ulama narvonlardan foydalanilganligi, har bir shoti 2-3 kishi yonma-yon chiqa oladigan darajadagi kenglikda bo'lganligi va bu holat qal'a devorini shiddat bilan egallash imkonini oshirganligini ta'kidlaydi. Qo'shin tarkibida maxsus harbiy qurollarni ishlatuvchi malakali askarlar bo'lgan.

Muhammad Shayboniyxonning kuch-qudrati oshib, Movarounnahr va Xurosonda harbiy-siyosiy faoliyat olib borayotgan barcha temuriy va chig'atoy sarkardalarini bo'ysundirib, o'z davlati ostida birlashtirgan. Bu haqda Bobur dushmanning kuchiga, diplomatiyasiga tan bergan holda "Movarounnahr va Xurosonda hamma Shayboqxon tomoniga o'tib ketdi, faqat bir mengina qoldim" deb, ta'kidlaydi.

"Boburnoma"da Boburning Samarqand taxti uchun Shayboniyxon bilan olib borgan kurashi batafsil yoritilgan. Shuningdek, 1512-yilning bahorida Ko'li Malik degan joyda Shayboniylardan Ubaydullaxon, Muhammad Temur Sulton, Jonibek Sultonning birlashgan kuchlari bilan jangi ham qalamga olingan. Asarda ko'chmanchi o'zbeklar qo'shinining tuzilishi to'g'risida ham tafsilotlar o'rin olgan. Bundan tashqari, o'sha davrdagi Movarounnahr qal'alarining tasviri va ularning egallanish tartiblari, qal'abegi, qo'rchi, tavochi, udachi,

to'qsobo, to'ra, chog'dovul, bayroqdor, jibagar, ra'dandoz singari harbiy mataxassis va mansablar, zarbzan, zehgir, to'ra (qalqon), shoti, jiba, to'fang, shashpar (olti qirrali gurzi), cho'qmor, kestan, tabarzin singari harbiy aslahalar haqida ma'lumotlar berilgan.

Bobur Mirzo va Shayboniyxon o'rtasida doimiy kurashlar va janglar bo'lib turgan bo'lsa-da, sulolalar o'rtasidagi ziddiyatlar noto'g'ri talqin qilinib kelingan. Boburiy hukmdorlar shayboniylarga, shayboniy hukmdorlar Bobur Mirzo xizmatida bo'lishgan. Ikki sulola o'rtasida diplomatik va savdo-sotiq munosabatlari bardavom bo'lgan.. Bobur Mirzo Hindistonni egallab, sulola poydevorini barpo etgach, Movarounnahr bilan keng ko'lamli aloqalarni yo'lga qo'ydi, shayboniy sultonlarga kek saqlamagan, hattoki, "Boburnoma"da Shayboniyxonning nabirasi Po'lod sulton (Temur sultonning o'g'li, 1530-yili vafot etgan) bilan yozishmalarini zikr etgan. Bobur Mirzo Po'lod sultonning nazmga moyillini bilgach, unga "Devon"ini tuhfa qilgan. Maktubga quyidagi she'riy baytni ilova qilgan:

Ul sarvning haramig'a gar yetsang, ey sabo,  
Bergil bu hajr xastasidin yod ko'ngliga.

Rahm aylabon sog'inmadi Boburni, bor umid, Solg'ay Xudoy rahmni Fo'lod ko'ngliga

Shayboniylar sulolasi vakili Abdullaxon davrida Buxoroning nufuzi ortib, Abdullaxon Hindistondagi boburiylar bilan iliq diplomatik munosabatlar o'rnatdi, bir necha marta elchilar yubordi, boburiy Akbarshoh elchiliklarni qabul qildi. Shuningdek, 1528-yili Bobur Agradagi elchilarni qabul qilish marosimi haqida yozar ekan, Movarounnahrdan kelgan Ko'chkunchixon elchilariga chap tomondan joy berilgani, ularga Eron, hind va boshqa yurtlardan kelgan elchilar bilan bir xil munosabatda bo'linganligini ta'kidlaydi. Bobur bu manzarani ta'riflay turib boshqa davlat elchilarining kimligi, ularni kim yuborganligi, ularga qanday munosabatda bo'linganligi singari masalalarga to'xtalmasada, Movarounnahrdan kelgan elchilarni nomma-nom sanab, ularning Abu Said sulton (1530-1533), Mehribon xonim (Shayboniyxonning kelini, Temur sultonning xotini) va uning o'g'li Po'lod sulton tomonidan yuborilgani, ularga qanday sovg'alar ulashilganini batafsil yozadi. "Boburnoma"ning 1528-yil voqealari bayon qilingan qismida shayboniylardan bo'lgan Balx hokimi Kistan Qora sulton (shayboniylarning mashhur vakili Abdullaxonning amakisi)dan kelgan elchilar, ularni qabul qilish va kuzatish holatlariga to'xtaladi.

Bobur Mirzo "Boburnoma"da 1506-yilgi voqealarni tasvirlar ekan, bu davrga kelib Movarounnahrda Muhammad Shayboniyxon hukmronligi o'rnatilgani, temuriylarning ayrimlari janglarda halok bo'lgani, ayrimlari Shayboniy tarafiga o'tib ketgani va bir o'zi yolg'izlanib qolganini nadomat bilan yozgan bo'lsa ham, shayboniylar sulolasiga mansub ko'plab sultonlar Bobur Mirzoning xizmatida bo'lgan. Shayboniylardan bo'lgan Baxtiyor sultonning



o'g'illari – Hamza sulton va Mahdi sulton dastlab Shayboniyxonga xizmat qilgan bo'lsa-da, keyinchalik Hisorda hukmronlik qilib turgan temuriy hukmdor Sulton Mahmud mirzo (1494-yilga qadar Hisor hokimi, 1494-1495-yillarda Movarounnahr hukmdori) xizmatida bo'lgan. Sulton Mahmud Mirzo vafot etgach, 1495-yili Andijonga kelib Bobur xizmatida bo'lgan va uning dastlabki janglarida ishtirok etgan. Shayboniylar naslidan bo'lgan yana bir davlat arbobi, sarkarda Odil sulton 1525-yildan Bobur xizmatida bo'lgan. 1525-yilgi “Miyoni Duoba”, 1526-yilgi “Panipat”, 1527-yilgi “Kanva” janglarida Bobur qo'shinining asosiy qismlariga boshchilik qilgan va g'alabani ta'minlashga o'z hissasini qo'shgan. U 1528-yili Hirotidan Kobulga kelgan Sulton Husayn Boyqaroning nevarasi Shodibegimga uylantirilgan. “Boburnoma”da yozilishicha, shayboniylardan bo'lgan Tongotmish sulton 1528-yili Bobur Mirzo huzurida uyushtirilgan ziyofatda hukmdorning chap tomonida o'tirgan. Tongotmish sulton Gang daryosining Haldiy guzarida Bangola qo'shini bilan bo'lgan jangda ishtirok etgan va Boburning e'tirofiga sazovor bo'lgan. Bobur Mirzo qo'shinida shayboniylardan bo'lgan Muhammadiy sulton Panipat jangida, To'lamish sulton Kanva jangida jasorat ko'rsatib sadoqatini namoyon qilgan. Bobur Mirzo qo'shinida Mahdi sulton, Hamza sulton, Odil sulton, To'lamish sulton singari shayboniylarning sadoqat bilan xizmat qilib yuqori martabaga erishgani Bobur Mirzoning barcha turkiy qavm, jumladan, shayboniylarga xalq sifatida qaraganini ko'rsatadi. Bobur Mirzo Muhammad Shayboniyning qarindoshlarini hurmat bilan munosabatda bo'lish bilan birga, dushmanlik qismatida ularning aybi yoki o'rni borligiga bag'rikeng hukmdor sifatida ahamiyat bermaydi.

Shayboniyxon shariat amallariga bo'ysungan va musulmonlik qoidalariga amal qilgan. Uning din arkonlaridan yaxshi xabardor ekanini Bobur Mirzo ham tan olgan. Shayboniyxon o'zini sunniylik mazhabidagi musulmonlarning ximoyachisi deb hisoblagan. Shoir va tarixchilar uni “Xalifat ur-rahmon” va “Imom uz-zamon” deb ulug'lashganki, Shayboniyxon Hirot olingan yilda sazovor bo'lgan.

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## DINIY MATNLARDA QO‘LLANILADIGAN UNDALMALAR

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Undalma – so‘zlovchining nutqi qaratilgan shaxs yoki predmet deb tasavvur qilingan hodisani bildiradigan so‘z yoki so‘z birikmasi. Undalma, kirishlar yoki kiritmalar kabi, gapni kengaytiradi, ammo uning bo‘laklari bilan sintaktik aloqaga kirishmaydi, yozuvda vergul yoki undov belgisi bilan ajratiladi. Undalma Gap boshida ham, o‘rtasida ham va oxirida ham kelishi mumkin. Qiyoslang: Uka, bu ishlaring menga yoqmayapti; Bu ishlaring , uka, menga yoqmayapti; Bu ishlaring menga yoqmayapti, uka. Bolalar! Ko‘chada ehtiyot bo‘linglar. Gap boshida undalma maxsus intonatsiya bilan aytiladi va ba‘zan vokativ gap vazifasini bajaradi. Undalma, kirish, kiritma kabi, fikr bayonida muhim o‘rin tutadi. Shuning uchun ularni gapning uchinchi darajali bo‘laklari sifatida qarash ham mavjud.

Diniy matnlar ta‘sirchanligi nuqtai nazaridan ham boshqa nutq usulblaridan farq qiladi. Diniy matnlar yuqori saviya va bilimga ega vazxonlar va imomlar tomonidan yaratiladi.

Diy matnlarning ko‘chasi uchun asos muqaddas kitobimiz “Quronu Karim” hisoblanadi. Barchamiz ma‘lumki islom dini halimlik ya‘ni muloyimlikni da‘vat etadi.

Diniy matnlar ta‘sir kuchini oshirishda leksik birliklar qanchalik ahamiyatli bo‘lsa undalmalar ham shunchalik ahamiyatli hisoblanadi. Diniy matnlar Alloh, Payg‘ambarlar yoki insonlarga murojat yordamida ifodalanadi. Ey Xudo, Yo rab, Ey Allohim kabi undalmalar Allohga murojat qilinganda ishlatiladi.

O‘zbek tilshunosligida undalmalar asosan badii matnlar nuqtai nazaridan tahlil qilinadi.

Undalma – so‘zlovchining nutqi qaratilgan shaxs yoki predmet deb tasavvur qilingan hodisani bildiradigan so‘z yoki so‘z birikmasi hisoblanadi.

Diniy matnlardagi qo‘llaniladigan undalmalarni quyidagi misollar yordamidan ko‘rib chiqamiz:

“Un kunda zolim ikki qo‘lini tishlab “Ey Alloh Payg‘ambar ila yo‘lni tutganimda edi” der”<sup>42</sup>.

“Ey Allohim!!! Koshi falonchi (kofir, fosiq, xaromxo‘r, aroqxo‘rlar) ni do‘st tutmasam edi”<sup>43</sup>.

Ushbu misollarimizdagi undalmalarimizda kuchli iztirob, achinish ma‘nolari aks etgan. Diniy matnlarni tahlil qilish jarayonida shuni aytishimiz

<sup>42</sup> «Furqon surasi” – 27- oyat

<sup>43</sup> «Furqon surasi” – 28- oyat

mumkinki ushbu matnlarda qo'llanadigan undalmalar so'zlashuv uslubida ham faol qo'llaniladi.

Diniy matnlarda undalmalar asosan duolarda, oyat sharhlarida uchratish mumkin.

Duo matnlarida undalmalar Allohga murojat shaklida uchraydi.

Birinchi duoda Allohga murojat tarzda uchraydigan undalmalar quyidagilar Yo Razzoq, Yo Qoniy, Yo G'ofur, Yo Aliy tarzida ishlatilishiga guvoh bo'ldik.

Shayx Muhammad Sodiq Muhammad Yusufning ro'za oylarida qilgan duolarida ham undalmalarning ishlatilishiga e'tibor qaratadigan bo'lsak ushbu duoda undalmalarning takror holatda qo'llanilishiga guvoh bo'lishim mumkin. Yuqorida aytib o'tganimizdek duolarda undalmalar Allohga murojat tarzida ifodalanadi.

Duoda Ey Marhamatli Robbim, Robbim Allohim singari undalmalarni bir necha o'rinlarda takror qo'llanilganiga guvoh bo'lishimiz mumkin.

Yuqorilardan xulosa qilib shuni aytishimiz mumkinki, duolardagi undovlar yolg'iz yaratganga murojaat tarzida bo'ladi. Bunday misollarni diniy matnlarda yuzlab uchratishimiz mumkin.

Diniy matnlarda Allohdan keyingi murojaatlar Payg'ambarlarimizga qaratiladi.

Masalan, Ey Nuh, Ey Ibrohim, Ey Muso, Ey Horun, Ey Soliy deya Payg'ambarlarimizga murojaat qilamiz.

So'ngi Payg'ambarimizga Ey Muhammad deb murojaat qilinmagan.

Muhammad Payg'ambarimizga oyatlarda Ey Rasul, Ey Nabiy deb murojaat qilingan. Dinimizda yuksak ehtiromga sazovor kishiga ismi bilan emas, balki uning unvoni, darajasi, mavqeyi bilan murojaat qilinadi.

Quroni Karimda buyruq maylida kelgan barcha hukm oyatlari bevosita Rosululloh Sallallohu alayhi Vasallamga murojaatdir<sup>44</sup>. Alloh taolo Quroni Karimda so'ngi ummatga 90 o'rinda "Ey lymon keltirganlar" deb murojaat qilganlar.

Oyatlarda keltirilgan undalmalarga quyidagi misollar yordamida to'htalib o'tamiz.

Ular: «Robbimiz, albatta, biz imyon keltirdik, bizning gunohlarimizni mag'firat qilgin va do'zax azobidan saqlagin», deydiganlardir<sup>45</sup>.

Ey Robbim, meni va zurriyotlarimni namozni to'kis ado etadiganlardan qilgin. Ey Robbimiz, duoni qabul etgin.<sup>46</sup>

"Ey Robbim, menga hikmat hadya et va meni solihlarga qo'shgin"<sup>47</sup>.

<sup>44</sup> Tafsir – 6-bet 2022.

<sup>45</sup> Oli Imron surasi – 16 -oyat

<sup>46</sup> Ibrohim surasi 40-oyat

<sup>47</sup> Shuaro surasi 86-oyat

Ey, Odam bolalari, shayton ota-onangizni o'zlariga avratlarini ko'rsatish uchun ustlaridan liboslarini yechib, jannatdan chiqarganidek, sizni ham fitnaga solmasin. Albatta, u va uning yordamchilari sizni siz ko'rmaydigan tomondan ko'radir. Biz, albatta, shaytonlarni iymon keltirmaydiganlarga do'st qilganmiz<sup>48</sup>.

Ey Robbim, Sendan shaytonlarning vasvasasidan panoh so'rayman<sup>49</sup>!

Sen bizdan faqat Robbimizning oyatlari kelganda ularga iymon keltirganimiz uchungina o'ch olmoqdasan! Ey Robbimiz, ustimizdan sabr to'kkin va musulmon holimizda vafot ettirgin», – dedilar<sup>50</sup>.

Alloh hech bir jonni toqatidan tashqari narsaga taklif qilmas. Foydasi ham o'z kasbidan, zarari ham o'z kasbidan. Ey Robbimiz, agar unutsak yoki xato qilsak, (iqobga) tutmagin. Ey Robbimiz, bizdan oldingilarga yuklaganga o'xshash og'irlikni bizga yuklamagin. Ey Robbimiz, bizga toqatimiz yetmaydigan narsani yuklamagin. Bizni afv et, mag'firat qil va rahim et. Sen xojamizsan. Bas, kofir qavmlarga bizni g'olib qil<sup>51</sup>.

Qachonki yigitlar kahfdan joy olganlarida: «Ey Robbimiz, bizga O'z huzuringdan rahmat bergin va ishimizni o'zing to'g'rilagin», dedilar<sup>52</sup>.

Va Zakariyoni esla. O'shanda u Robbiga nido qilib: «Ey Robbim, meni yolg'iz tashlab qo'yma, Sen O'zing vorislarning eng yaxshisidan», degan edi<sup>53</sup>.

Alloh iymon keltirganlarga Fir'avning xotinini misol qilib ko'rsatdi. U (xotin): «Robbim, menga O'z huzuringda, jannatda bir uy bino qilgin. Menga Fir'avndan va uning ishidan najot bergin va zolim qavmlardan najot bergin», deb aytdi<sup>54</sup>.

U: «Ey Robbim, ular meni chorlayotgan narsadan ko'ra men uchun qamoq mahbubroqdir, bu(ayol)larning makrini mendan O'zing nari qilmasang, ularga moyil bo'lib, johillardan bo'lib qolaman», – dedi<sup>55</sup>.

**Ey, iymon keltirganlar! Mo'minlarni qo'yib, kofirlarni do'st tutmang. Allohning huzurida o'z ziddingizga ochiq hujjat qilishni xohlaysizmi?!**

(Mo'minni qo'yib, kofirni do'st tutish ham bir navi hujjatdirki, oxiratda bu hujjat ularning zararlariga ishlaydi va Alloh ularni shu hujjat asosida azoblaydi)<sup>56</sup>.

Ular: «Ey Robbimiz, O'zing bizdan jahannam azobini burgin, albatta, jahannam azobi doimiydir<sup>57</sup>.

<sup>48</sup> A'rof surasi 27-oyat

<sup>49</sup> Mo'minun surasi 97-oyat

<sup>50</sup> A'rof surasi 126-oyat

<sup>51</sup> Baqara surasi 286-oyat

<sup>52</sup> Kahf surasi 10-oyat

<sup>53</sup> Anbiyo surasi 89-oyat

<sup>54</sup> Tahrir surasi 11-oyat

<sup>55</sup> Yusuf surasi 33-oyat

<sup>56</sup> Niso surasi 144-oyat

<sup>57</sup> Furqon surasi 165-oyat

Ey iymon keltirganlar! Bir qavm boshqasini masxara qilmasin, ehtimol ular bulardan yaxshiroqdir<sup>58</sup>.

Ey, iymon keltirganlar! Bir qavm boshqasini masxara qilmasin, ehtimol, ular bulardan yaxshiroqdir. Va ayollar ham boshqa ayollarni (masxara qilmasin), ehtimol, ular bulardan yaxshiroqdir. Va o'zingizni o'zingiz mazax qilmang, bir-biringizga laqab qo'ymang. Iymondan keyin fosiqlik ismi naqadar yomon! Va kim tavba qilmasa, bas, ana o'shalar, o'zlari zolimlardir<sup>59</sup>.

Ko'rinib turibdiki diniy matnlarda qo'llaniladigan undalmalar, Allohga, Payg'ambarlarimizga bandalariga nurojaat tarzida aks etadi.

Undalmalar tarkibi baholash attekasining ijobiylik yoki salbiylik mavjudligi neytrallik ekspressivligi

Diniy matnlar tilida muhim o'rin tutuvchi sintaktik vositalardan biri undalma – ritorik murojaatlardir. Bu murojaatlar Allohga, uning payg'ambarlariga, yoki bo'lmasa, bandalariga qaratilgan bo'ladi va yaxlit gapning undalma qismi tashkil etadi<sup>60</sup>.

Diniy matnlarda asosan kishilarning nomlari undalma bo'lib keladi.

Allohga, Payg'ambarlarimizga murojaat qilayotganimizda Yo qo'shimchasini ishlatamiz, Yo Alloh, Yo Rasululloh. Bu kabi murojaatlarimizda hurmat ma'nosi ko'zga tashlanadi<sup>61</sup>.

Oddiy odamlarga murojaat qilganimizda ham ismdan oldin "Ey" undalmasi ishlatiladi.

Masalan, Ey mo'minlar, Ey birodarlar, Ey musulmonlar singari.

Bu kabi undalmalarda buyruq, achinish ohangi yetakchilik qiladi va bu undalmalar chaqirish, da'vat qilish ma'nolari yotadi.

Undalmalar narsa va predmetlarga ham qaratilgan bo'lishi mumkin.

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<sup>58</sup> Hujurot surasi 11-oyat

<sup>59</sup> Hujurot surasi 11-oyat

<sup>60</sup> Sh.Omonturdiyeva 141-bet

<sup>61</sup> Sh.Omonturdiyeva 142-bet

## CHARACTERIZATION OF WOMEN IN THE PERIOD OF ROMANTICISM

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**Abstract:** *Whether it is the social aspect, the treatment aspect, the communication aspect, or any other part of life, women play a critical role. As a result, I will attempt to describe the significance of a woman in the Romantic Era by incorporating a variety of viewpoints from other authors on what particularly they applied to the position of women. In order to understand the significance and role of a woman, I will also attempt to discuss some crucial aspects of how women were treated throughout the Romantic Period, taking Jane Austen's Pride and Prejudice into account.*

**Key words:** *Romantic Period, taking Jane Austen's Pride and Prejudice, Wollstonecraft.*

Age of Reason (ending) and Romantic (beginning) periods can be distinguished in the early 19th century. The only things they primarily focused on throughout the Age of Reason were art and literature, which represented the ultimate aspirations of existence. The greatest turning point in English history was the industrial revolution, which gave rise to industries and brought riches and prosperity to the nation. During the Romantic Period, women did not have any voice on politics issues, were household wives, and had no voting rights. But, what is the real role of the women? A woman was treated as a piece of property and their only jobs was to stay at home and take care of the house chores and their children. Many writers like Austen and Byron had two different ideas about the romantic women. But, what were the real views of these two author's towards women in the Romantic era?

Jane Austen wrote only about the world she knew, because she only lived in small villages on the south of England. Austen wrote about the normal daily life of women of her age and class. During the lifetime of Austen, she wrote about six books, but the book "Persuasion" by Jane Austen.

Whether it is the social aspect, the treatment aspect, the communication aspect, or any other part of life, women play a critical role. As a result, I will attempt to describe the significance of a woman in the Romantic Era by incorporating a variety of viewpoints from other authors on what particularly they applied to the position of women. In order to understand the significance and role of a woman, it is also important to discuss some crucial aspects of

how women were treated throughout the Romantic Period, taking Jane Austen's *Pride and Prejudice* into account.

Romantic novels provide those ideas that a woman in reality it is very precious for everything. There are many authors who describe the success of Romantic novels, and who describes the importance of a woman, and it's clearly mentioned that nowadays or today's women are too busy to don a diaphanous, low-cut, or satin dress and seduce her man. The growth of what we now more commonly refer to as "gender studies" has been significantly influenced by feminist literary critique. The goal of the current work is to further explain the value of women and the significance of gender in understanding Romanticism. During the Romantic era, it was crucial that society started debating how women should be positioned in society. In addition to male poets and writers discussing how they saw women's changing roles, women writers became more and more active, sharing their own opinions and experiences on the subject. The role of women in society was hotly debated by writers of the time, including Mary Wollstonecraft, Maria Edgeworth, and Mary Darcy, who posited for women to be allowed more rights and autonomy over themselves, while Anna Letitia Barbauld wrote affirmatively in favor of the current social norms. The women used language that was simple to understand and, in many cases, drew on their personal experiences.

Wollstonecraft makes the claim that inadequate education was one of the primary causes of social dysfunction and that without a proper education and understanding of the world, women are unable to be the partners that their husbands need, to manage the household effectively, and to educate the children that they were expected to produce. Shakespeare is quoted to further emphasize this point: "Women spend much of their first years of life acquiring a smattering of accomplishments, while the strength of body and mind are sacrificed to notions of beauty, and in order to establish themselves when they marry - they act as such children may be expected to act as it's needed." A woman must be educated in the changing society, other female writers who were affected by Wollstonecraft's writings started to argue. Each author who contributed to the discussion of women's issues did so from a different perspective because they all came from various backgrounds, had different experiences and perspectives, and had varied degrees of education. As a result, each had a unique idea of what social change for women would entail. The writers previously mentioned were successful in elevating discussion to the fore of people's consciousness, and as for the debates that would take place in the Victorian Era, this subject is still up for debate as it affects women today more than 200 years later.<sup>62</sup>

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<sup>62</sup> Wollstonecraft – *A Vindication of the Rights of Women*, New York, p.208,2008

In Romantic literature, women are expected to behave in a certain way; when a guy enters the room, they are expected to blend into the background and not make any overt comments or suggestions about him. The most important thing to understand about women is that they must treat their husbands with respect and dignity. Women are intuitive, impulsive, and emotional, and they cry at the drop of a hat. However, they are permitted to be aggressive when it comes to issues involving their homes or children. When it comes to everything, including sexuality, the male is the aggressor. A man should be cunning, assertive, yet composed while interacting with others, and he consistently has a source of income from an unspecified job. A lady is said to be very physically gorgeous, emotional, and prone to crying easily at the slightest provocation. She is not whole until she finds a man to love her. Because a woman's love lasts forever and a man's love is only sexual until he discovers he loves her, there is a contradiction in the definitions of both relationships.<sup>63</sup>

It's common to think of the Romantic era as lasting from 1780 to 1835, and that year marked a turning point for British women writers. The Romantic era has long been recognized as a period of literary creativity and change, as well as a significant time of new political ideas and social upheaval. Following the release of Samuel Richardson's *Clarissa* in 1748, novels argued that while a woman shouldn't be compelled to marry a man she doesn't love, a good woman shouldn't voluntarily wed a man her parents or guardians disapprove of. This reinforced tractable sexuality. Only two well-known books, *Cecilia* by Burney and *Emmeline* by Charlotte Smith, illustrate this concept.

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## PEDAGOGIK MAHORAT VA UNING O'QITUVCHI FAOLIYATIDAGI O'RNI

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**Annotatsiya:** *Pedagogik mahoratning asosiy tarkibiy qismlari. Pedagogik fikrlar taraqqiyotida o'qituvchi mahorati masalalari.*

**Kalit so'zlar:** *Pedagogik mahorat, tarbiya, Tashkilotchilik faoliyati, Kommunikativ faoliyat.*

Pedagogik faoliyat yosh avlodni hayotga, mehnatga tayyorlash uchun jamiyat oldida, davlat oldida javob beradigan, ta'lim tarbiya beri shda maxsus tayyorlangan o'qituvchilar mehnati faoliyatidir. O'qituvchilarning faoliyati pedagogik jarayonning harakat vositasidir. A. Xoliqov tomonidan e'tirof etilganidek, o'qituvchining pedagogik faoliyatida ijobiy nati ja larga erishishi, mehnat malakasini, ya'ni egallagan bilimlarini o'zining hayotiy va amaliy faoliyatida nechog'lik qo'llay bilishi bilan belgilanadi. Pedagogik faoliyat turlari tarbiyaviy ish o'qitish Tarbiyaviy ish – bu tarbiyaning tizimliliigi, to'laligi, uzviyligi va uzluksizligidir. Tarbiyaviy ish tarbiyalanuvchilarning muaiyan faoliyatini tashkil etuvchi va amalga oshiruvchi shakldir. Tarbiyaviy ishning asosiy xususiyati – zaruriylik, foydalilik va tatbiq etish imkoniyatidan iborat. O'qitish – qo'yilgan maqsadga erishishga yo'naltirilgan pedagog bilan o'quvchilarning tartiblangan o'zaro harakatidir. O'rgatish – o'qitish maqsadini amalga oshirish bo'yicha pedagogning tartiblangan faoliyatini aks ettirsa, o'rganish anglash, mashq qilish, va egallangan tajribalar asosida xulq atvor va faoliyatning yangi shakllarini egallash jarayoni bo'lib, avval egallanganlari o'zgaradi. Pedagogik faoliyat bu mazmunini o'quvchilarni o'qitish, tarbiyalash, rivojlantirish tashkil qilgan faoliyatdir. Shuni yodda tutish kerakki, pedagogik faoliyat bu bir tomonlama emas, balki ikkitomonlama (hamkorlikdagi) faoliyatdir. Unda ikkita faol tomon ishtirok etadi: o'qituvchi – o'quvchi (o'quvchi). Maqsad – o'quvchi, o'quvchi shaxsi, uning rivojlanishidir. Mahorat faoliyatda namoyon bo'ladi. Pedagogika fanida “pedagogik mahorat” tushunchasining turli ta'riflari mavjud: “o'qituvchining ilmiy bilimlari, ko'nikmalari, metodik san'ati va shaxsiy fazilatlarini sintezi” (A. I. Sherbakov); Pedagogik mahorat pedagogik faoliyatning yuqori darajasi bo'lib, u pedagogning belgilangan vaqt ichida optimal natijalarga erisha olishida namoyon bo'ladi. Pedagogik faoliyatining tarkibiy qismlari. N. V. Kuzmina pedagogik faoliyatning o'zaro biri bilan aloqador quyidagi uch tarkibiy qismini ajratib ko'rsatadi: Konstruktiv faoliyat mazmunli (o'quv materialini tanlash va tizimlashtirish, pedagogik jarayonni rejalashtirish va

tashkil etish), konstruktiv operativ (o'zining va o'quvchilarning harakatlarini rejalashtirish); konstruktiv moddiy (pedagogik jarayonning o'quv moddiy bazasini loyihalash) jihatlarni o'zida aks ettiradi. Tashkilotchilik faoliyati – o'quvchilarni faoliyatning xilma xil turlariga jalb etish. Kommunikativ faoliyat – pedagogning ta'lim oluvchilar, o'qituvchilar jamoasi, jamoatchilik, mahalla va ota onalar bilan munosabatini yo'lga qo'yishdir.

Pedagogik faoliyat maqsadining o'ziga xosligini quyidagilarda bilish mumkin: Pedagogik faoliyatning maqsadi jamiyat tomonidan belgilanadi, ya'ni pedagog faoliyatining natijasi jamiyat manfaatlari bilan bog'liqdir. • Pedagog faoliyati doimo shaxs faoliyatini boshqarish bilan bog'liq. Bunda pedagogik maqsad o'quvchi maqsadiga aylanishi muhimdir. • Pedagogik (ta'lim tarbiya) jarayonda o'quvchi faoliyatini boshqarish shuning uchun ham murakkabki, pedagog maqsadi doimo o'quvchi kelajagi tomon yo'naltirilgan bo'ladi.

O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni va "Kadrlar tayyorlash milliy dasturi"da pedagogik faoliyatni tashkil etishga qo'yilgan talablar: Tarbiyachi – ustoz bo'lish uchun, boshqalarning aql idrokini o'stirish, ma'rifat ziyosidan bahramand qilish, haqiqiy vatanparvar, haqiqiy fuqaro etib yetishtirish uchun, eng avvalo, tarbiyachining ana shunday yuksak talablarga javob berishi, ana shunday buyuk fazilatga ega bo'lishi kerak (I. A. Karimov). • O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni 5 moddasining 3 bandiga muvofiq ta'lim muassasalarida sudlangan shaxslarning pedagogik faoliyat bilan shug'ullanishlariga yo'l qo'yilmaydi

Pedagogik mahorat – pedagogik jarayonni bilish, uni tashkil eta olish, harakatga keltira olish, pedagogik jarayonning yuqori samaradorligini belgilovchi shaxsning ish sifati va xususiyatlari sintezi (N. N. Azizxo'jayeva); "kasbiy faoliyatning yuqori darajada tashkillanishini ta'minlovchi shaxs xususiyatlari kompleksi (o'qituvchi faoliyatining gumanistik yo'naltirilgani, kasbiy bilimlari, kasbiy qobiliyatlari va pedagogik texnikasi" (I. A. Zyazyun); Yuqoridagi fikrlardan kelib chiqqan holda, "pedagogik mahorat" tushunchasiga quyidagi tarzda umumlashgan ta'rifni berish mumkin: Pedagogik mahorat – bu o'quv jarayonining barcha shakllarini eng qulay va samarali holatda tashkil etish, ularni shaxs kamoloti maqsadlari tomon yo'naltirish, talabalarda (o'quvchilarda) dunyoqarash, qobiliyatni shakllantirish, ularda jamiyat uchun zarur bo'lgan faoliyatga moyillik uyg'otishdir.

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## THE CONCEPT OF “IDEAL HERO” OF FOLKLORE GENRES IN THE EXAMPLE OF VARIETY NATIONS

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Folklore is shared by a particular group of people; it encompasses the traditions common to that culture, subculture or group. This includes tales, myths, legends, proverbs, poems, jokes and other oral traditions. They include material culture, ranging from traditional building styles common to the group. Folklore also includes customary lore, taking actions for folk beliefs, the forms and rituals of celebrations such as Christmas and weddings, folk dances and initiation rites. Each one of these, either singly or in combination, is considered a folklore artifact or traditional cultural expression.[11] Just as essential as the form, folklore also encompasses the transmission of these artifacts from one region to another or from one generation to the next. Folklore is not something one can typically gain in a formal school curriculum or study in the fine arts. Instead, these traditions are passed along informally from one individual to another either through verbal instruction or demonstration. The word folklore, a compound of folk and lore, was coined in 1846 by the Englishman William Thoms, who contrived the term as a replacement for the contemporary terminology of "popular antiquities" or "popular literature". The second half of the word, lore, comes from Old English *lār* 'instruction'. It is the knowledge and traditions of a particular group, frequently passed along by word of mouth. The concept of folk has varied over time. When Thoms first created this term, folk applied only to rural, frequently poor and illiterate peasants. A more modern definition of folk is a social group that includes two or more persons with common traits, who express their shared identity through distinctive traditions. "Folk is a flexible concept which can refer to a nation as in American folklore or to a single family." This expanded social definition of folk supports a broader view of the material, i.e. the lore, considered to be folklore artifacts. These now include all "things people make with words (verbal lore), things they make with their hands (material lore), and things they make with their actions (customary lore)". Folklore is no longer considered to be limited to that which is old or obsolete. [11]These folk artifacts continue to be passed along informally, as a rule anonymously, and always in multiple variants. The folk group is not individualistic, it is community-based and nurtures its lore in community. "As new groups emerge, new folklore is created... surfers, motorcyclists, computer programmers". In direct contrast to high culture, where any single work of a named artist is protected by copyright law, folklore is a function of shared identity within a common social group. Folklore began to distinguish itself as

an autonomous discipline during the period of romantic nationalism, in Europe. A particular figure in this development was Johann Gottfried von Herder, whose writings in the 1770s presented oral traditions as organic processes grounded in locale. After the German states were invaded by Napoleonic France, Herder's approach was adopted by many of his fellow Germans, who systematized the recorded folk traditions, and used them in their process of nation building. This process was enthusiastically embraced by smaller nations, like Finland, Estonia, and Hungary, which were seeking political independence from their dominant neighbours. [11]Folklore, as a field of study, further developed among 19th century European scholars, who were continued to exist within the lower strata of society. The "Kinder- und Hausmärchen" of the Brothers Grimm (first published 1812) is the best known but by no means only collection of verbal folklore of the European peasantry of that time. This interest in stories, sayings and songs continued throughout the 19th century and aligned the fledgling discipline of folkloristics with literature and mythology. By the turn into the 20th century the number and sophistication of folklore studies and folklorists had grown both in Europe and North America. Whereas European folklorists remained focused on the oral folklore of the homogenous peasant populations in their regions, the American folklorists, led by Franz Boas and Ruth Benedict, chose to consider Native American cultures in their research, and included the totality of their customs and beliefs as folklore. [11] This distinction aligned American folkloristics with cultural anthropology and ethnology, using the same techniques of data collection in their field research. This divided alliance of folkloristics between the humanities in Europe and the social sciences in America offers a wealth of theoretical vantage points and research tools to the field of folkloristics as a whole, even as it continues to be a point of discussion within the field itself.

### **Folklore genres**

Individual folklore artefacts are commonly classified as one of three types: material, verbal or customary lore. For the most part self-explanatory, these categories include physical objects (material folklore), common sayings, expressions, stories and songs (verbal folklore), and beliefs and ways of doing things (customary folklore). There is also a fourth major subgenre defined for children's folklore and games (child lore), as the collection and interpretation of this fertile topic is particular to school yards and neighbourhood streets. Each of these genres and their subtypes is intended to organize and categorize the folklore artefacts; they provide common vocabulary and consistent labelling for folklorists to communicate with each other. That said, each artefacts is unique; in fact one of the characteristics of all folklore artefacts is their variation within genres and types. This is in direct contrast to manufactured goods,

where the goal in production is to create identical products and any variations are considered mistakes.

Linguistic and cross-cultural analysis of folklore includes the study of ways of describing and understanding the creature in different cultural and linguistic settings. This analysis can illuminate the cognitive processes involved in the creation and transmission of folklore, as well as the ways in which cultural beliefs and values are reflected and expressed through narrative. The ideal hero in folklore often varies by culture and specific tale, but there are some common characteristics that many stories share. In general, the ideal hero in folklore is someone with extraordinary physical or mental abilities, courage, and a strong sense of morality or justice. They often seek to defeat evil, right wrongs, or protect their community. [3] In many fairy tales, the hero is also humble and unassuming, using his abilities for good rather than personal gain. They may have a wise mentor or guide to help them on their journey, and they often face obstacles and challenges that test their strength and character. Ideal heroes in folklore include characters like King Arthur, Robin Hood, and Beowulf, all of whom are known for their bravery, selflessness, and dedication to justice. Other heroic figures in folklore include gods and goddesses, mythical creatures, and ordinary people who rise to extraordinary heights in the face of adversity.

**Some other examples of idealized characters in folklore include:**

- **Mulan:** A legendary figure from Chinese folklore, Mulan is a brave and skilled warrior who disguises herself as a man to join the army in place of her elderly father. He serves with distinction and ultimately saves the emperor from invasion.[10]

- **Siegfried:** Hero Germanic mythology, Siegfried the Brave Warrior who slays the dragon and becomes invincible by bathing in its blood. He falls in love with a princess named Kriemhild, but their love is eventually destroyed by jealousy and betrayal.[2]

In African folklore, Anansi the spider is a beloved character often depicted as a trickster. Anansi is known for his intelligence and wit, and he uses these skills to outwit his enemies and help his team. It is often seen as a symbol of wisdom and resourcefulness.[6]

In Native American folklore, the hero figure often takes the form of a trickster or an animal spirit. One example is the coyote, a figure in various Native American cultures known for its cunning and shape-shifting abilities. The coyote is often seen as an intermediary between humans and the spirit world and is a symbol of resilience and survival. In general, the ideal hero in folklore is often a complex individual who embodies various qualities and strengths. They may be Brave, intelligent, selfless or wise and they may face various challenges and obstacles in their journey. However, regardless of their

individual characteristics, these characters serve as powerful symbols of hope and inspiration for generations of listeners and readers.[4]

Russia has a rich tradition of folklore, many stories and legends have been passed down from generation to generation. One famous example is the fairy tale Baba Yaga, a witch-like figure that appears in many Russian folklores. Baba Yaga is often depicted as an old, crone-like woman who lives in a hut on chicken legs in the forest. It is known for its strange appearance, including a long nose, sharp teeth and bony legs, as well as its unpredictable behaviour. Baba Yaga is also feared and respected by those who know her because she has great powers and knowledge of magic. In some fairy tales, Baba Yaga is depicted as an evil person who steals children or causes mischief and harm. But in other stories, he is a helper or mentor figure who helps the hero in his quest. In these tales, Baba Yaga often tests the hero's courage and wisdom and rewards them with knowledge or magical gifts if they pass her tests.

Another famous figure in Russian folklore is the firebird, a magical bird with feathers that glow like fire. The Firebird is said to be extremely rare and valuable, and is often sought after by heroes in search of adventure or fortune. In some versions of the tale, the Firebird is protected by a fierce dragon or other obstacles, making the hero's quest even more difficult. [4]Other common themes in Russian folklore include talking animals, magical creatures, and trickster figures. Many Russian folklores contain strong moral lessons and themes of loyalty, courage, and honour. [8]

Australia has a rich and varied history of folklore that reflects the country's unique cultural heritage and natural environment. Some of the most famous examples of Australian folklore include:

**Youi:** Youi is a mythical creature from Australian folklore similar to Bigfoot or Sasquatch of North American legend. The creature is said to be a large, hairy humanoid that lives in the remote areas of the Australian bush. Youi are often reported in rural communities and have become part of popular culture in Australia.

In general, Australian folklore reflects the country's unique history and cultural identity, drawing on local and European traditions to create a rich tapestry of stories and legends. In general, Australian folklore reflects the country's unique history and cultural identity, drawing on local and European traditions to create a rich tapestry of stories and legends. The Youi is a mythical creature from Australian folklore, said to be a large, hairy humanoid that lives in the outback of the Australian bush. This creature is also known as Yahoo, Yuvii and other names depending on the local language of the region. Sightings and reports have been reported for decades, particularly in the Eastern States of Australia. Descriptions of the Yowie vary, but it is generally depicted as a tall, ape-like creature with shaggy, brown fur, and a muscular



build. It is said to stand between 6 and 9 feet tall and to weigh several hundred pounds. [9]The Yowie is often described as having a flat, broad nose, deep-set eyes, and a wide, gaping mouth. Reports of sightings are often associated with specific areas of the bush, where the creature lives in caves, dense forest, and mountainous terrain. It is said to be a solitary creature, and while some reports describe the evil as a peaceful, harmless creature, others describe it as an aggressive and dangerous creature that attacks people who get too close. There have been many reports of Youi sightings in Australia over the years, some dating back to the early colonial period. Many indigenous Australians have long believed in the existence of the Youi and have their own stories and traditions related to this creature. However, the Youi is also a popular topic of interest among non-native Australians, with many researchers and enthusiasts studying sighting reports and trying to find evidence of the creature's existence. Despite decades of reported sightings and anecdotal evidence, there is little concrete scientific evidence to support its existence. Sceptics say that creature sightings may be misidentified animals such as bears or large wild boars, or hoaxes by individuals seeking attention or fame. Nevertheless, the legend of the Youi remains a popular and enduring part of Australian folklore. The concept of Youi is based around the idea of a large, hairy humanoid creature that inhabits the remote regions of the Australian bush in Australian folklore. Youi are often described as a mysterious and elusive creature rarely seen by humans, and are said to have a strong and unpredictable nature. In indigenous Australian folklore, the Youi is often associated with spiritual beliefs and practices and is considered a sacred and powerful presence in the natural world. Some local cultures believe that the devil is the protector of the earth and its creatures, while others see it as a symbol of danger and unpredictability.[9] Recently, the Youi has become a popular topic of interest among non-native Australians, particularly those interested in paranormal and cryptozoological phenomena. The legend of Youi has been the subject of many Views and reports and has spawned a cottage industry of books, documentaries and merchandise. The concept of Youi in Australian folklore reflects the country's unique cultural and natural heritage, drawing on local and European traditions to create a rich and complex tapestry of stories and legends. While the Youi's existence remains the subject of debate and doubt, it continues to capture the imaginations of Australians and visitors alike, serving as a powerful symbol of the country's rugged and untamed wilderness. In addition to its role as a symbol of Australia's natural world, the concept of the Youi in folklore also reflects the country's history and cultural identity. The legend of Youi has been passed down through generations of indigenous Australians, and is often associated with stories and traditions related to the Dreamtime - a period of creation and spiritual

significance of indigenous Australian culture. Youi has also become a more widely accepted Australian folklore tradition with many stories and performances written down over the past few centuries. The creature is often depicted as a symbol of the country's rugged and independent spirit, and has been used in popular culture to represent a variety of ideas and themes, from the fear of the unknown to the struggle for survival in the harsh Australian wilderness. Although the existence of the Youi remains a matter of debate, the concept of the creature in Australian folklore continues to play an important role in the country's cultural heritage. The legend of Youi is part of a wider tradition of storytelling and mythology that reflects Australia's unique history and cultural identity, and has contributed to the country's sense of mystery, wonder and adventure. One of the linguistic and cognitive aspects of Youi folklore is the use of specific descriptive terms and images to convey the appearance and behaviour of the creature. For example, the use of terms such as "hairy," "monkey-like," and "muscular" are common in descriptions of Youi, serving to create a vivid mental image of the creature in the minds of listeners or readers. Another aspect of Youi folklore is its cross-cultural significance, as the creature is a part of both Indigenous Australian culture and has become a popular topic of interest among non-Indigenous Australians. This creates a complex interplay between different cultural traditions and beliefs, as well as different linguistic and communicative practices. Through a linguocognitive and cross-cultural analysis of the Yowie folklore, researchers can gain insights into the ways in which folklore reflects and shapes cultural identities and values, as well as the ways in which these identities and values are transmitted across generations and cultural contexts. This analysis can also help to shed light on the ways in which cultural beliefs and practices are adapted and transformed in response to changing social and environmental conditions. Furthermore, a linguocognitive and cross-cultural analysis of the Yowie folklore can reveal the ways in which cultural and linguistic practices are intertwined with social and ecological systems.[9] For example, the Yowie's presence in Indigenous Australian folklore reflects the deep connections between Indigenous cultures and the natural environment, and the spiritual significance of these connections. The Yowie's role in non-Indigenous Australian folklore, on the other hand, can be seen as a reflection of the country's history and cultural identity, as well as its ongoing relationship with the natural world. The creature serves as a powerful symbol of Australia's rugged and untamed wilderness, as well as the dangers and challenges inherent in navigating this environment. Through a linguocognitive and cross-cultural analysis of the Yowie folklore, researchers can also explore the ways in which folklore reflects and responds to social and political issues. For example, the Yowie legend has been used to draw attention to environmental concerns, such as the destruction of natural

habitats and the impact of climate change on Australia's ecosystems. Overall, the linguocognitive and cross-cultural analysis of the Yowie folklore offers a rich and complex lens through which to explore the interplay between language, culture, cognition, and the natural environment. By examining the ways in which the creature is portrayed and understood within different cultural and linguistic contexts, researchers can gain insights into the complex relationships between people, stories, and the world around us. In addition, a linguocognitive and cross-cultural analysis of Youi folklore can reveal the ways in which stories and mythology transmit social and cultural values across generations. The legend of Youi has been passed down through oral tradition, each retelling adding to its complexity and cultural significance. This emphasizes the importance of storytelling as a means of transmitting cultural knowledge, values, and beliefs from generation to generation.

In addition, the legend of the Youi provides a powerful example of how folklore can adapt and change in response to changing social and environmental conditions. While the creature's presence in Australian Indigenous folklore reflects the deep connections between Indigenous cultures and the natural environment, its role in non-Indigenous Australian folklore emphasizes the enduring relationship between Australians and their unique wilderness environment. The legend of Youi has also been adapted and modified in response to changing social and political issues. For example, in recent years the Youi has been used as a symbol of resistance to habitat loss and the effects of climate change on Australian ecosystems. It highlights the ways in which folklore serves as a vehicle for social and political activism, as well as a means of preserving cultural heritage and identity. In conclusion, a linguocognitive and cross-cultural analysis of folklore reveals a complex interrelationship between language, culture, cognition, and the natural environment. Researchers can gain insight into the deep connections between people, stories, and the world around us by studying the ways in which existence is represented and understood in different cultural and linguistic contexts. It emphasizes that folklore plays an important role in shaping and reflecting cultural identity, values and beliefs.

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# MODERN METHODS OF MANAGING GEODESY, CARTOGRAPHY

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**Abstract:** *Geodesy and cartography have come a long way from the traditional methods of manual measurement and map-making to modern technological methods. This article explores the modern methods of managing geodesy and cartography, including remote sensing, geographic information systems (GIS), and global navigation satellite systems (GNSS).*

**Keywords:** *geodesy, cartography, remote sensing, GIS, GNSS.*

**Introduction:** Geodesy and cartography play a crucial role in various fields, including urban planning, resource management, and disaster management. In recent years, the traditional methods of manual measurement and map-making have been replaced by modern technological methods. This article aims to explore these modern methods in detail. Uzbekistan has been making significant strides in the field of geodesy and cartography in recent years, with a focus on modern technological methods. This article explores the modern methods of managing geodesy and cartography in Uzbekistan, including remote sensing, geographic information systems (GIS), and global navigation satellite systems (GNSS).

## **Modern Cartography Tools**

Today's cartography tools have taken mapmaking to new heights, mostly in terms of detail and accuracy, but sometimes quite literally.

Mapmaking can employ a huge variety of methods and tools. Here we'll cover a few of the most common tools: aerial photography, sensors, GPS, satellites, and [GIS](#).

*Aerial Photography.* Folks have been trying to get cameras into the sky for as long as those same cameras have existed. Early attempts at aerial photography included balloons, kites, and even rockets.

In 1860, the oldest surviving aerial photograph was taken by James Wallace Black, tethered in a hot air balloon 2,000ft above Boston.

Modern aerial photography now relies on advanced technology like helicopters and unmanned aerial vehicles (UAVs) - more colloquially known as drones.

**Methods:** Remote sensing is a method of collecting data about the Earth's surface without physically being present at the site. This method uses

satellites, airplanes, and drones to capture images from the Earth's surface and then processes the images to create maps and other applications. Geographic information systems (GIS) are computer-based tools used to manage, analyze, and visualize geographic data. These systems enable the integration of various data sources, including geospatial data, socioeconomic data, and environmental data, to create comprehensive maps and other applications. Global navigation satellite systems (GNSS) are a network of satellites that provide signals to GNSS receivers on the Earth's surface to determine exact locations with high accuracy.

**Results:** Remote sensing has revolutionized the field of geodesy and cartography by providing high-resolution images of the Earth's surface. These images have enabled the creation of accurate and detailed maps and other applications. GIS has also played a significant role by enabling the integration of various data sources, leading to the creation of comprehensive maps and other applications. GNSS has provided accurate location information, making it possible to track vehicles, create navigation systems, and monitor the movement of tectonic plates and other natural phenomena (figure 1).

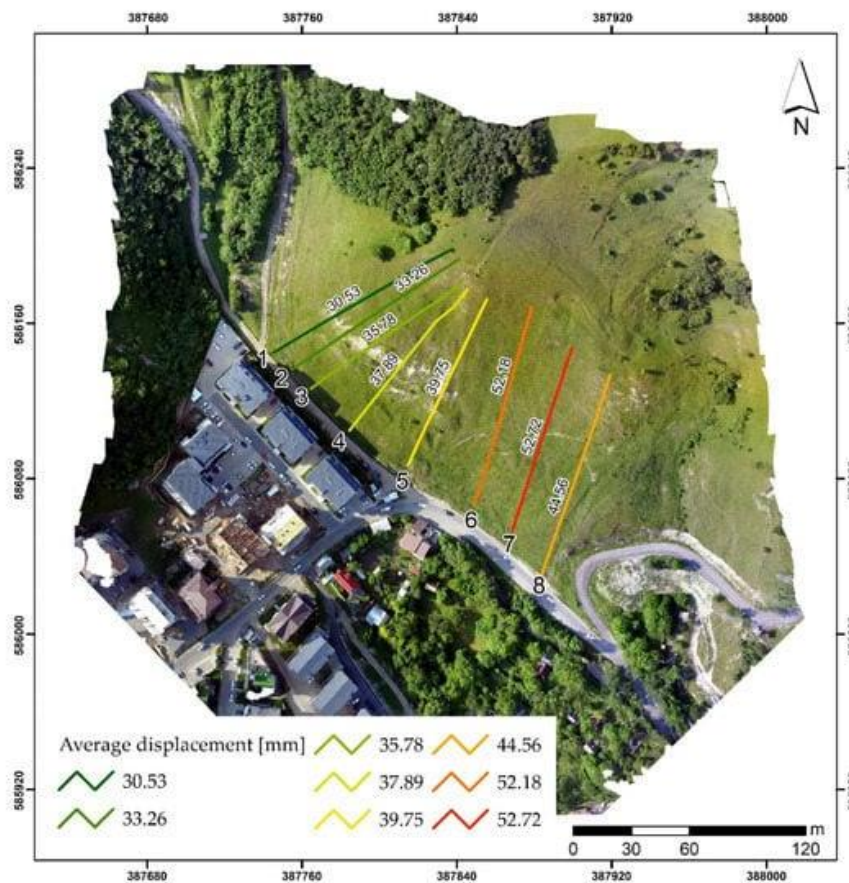


Figure 1. picture for an example of modern methods of managing geodesy, cartography.

**Discussion:** The modern methods of managing geodesy and cartography have numerous benefits. These methods have enabled the

creation of accurate and detailed maps, making it easier to plan and manage urban areas, natural resources, and disaster responses. The integration of various data sources has also made it possible to create comprehensive maps and other applications, leading to better-informed decisions. Moreover, the accurate location information provided by GNSS has made it possible to track vehicles, create navigation systems, and monitor natural phenomena such as earthquakes and tsunamis.

**Conclusion:** The traditional methods of managing geodesy and cartography have been replaced by modern technological methods such as remote sensing, GIS, and GNSS. These methods have revolutionized the field of geodesy and cartography, enabling the creation of accurate and detailed maps and other applications that have numerous benefits in various fields. It is clear that the future of geodesy and cartography lies in the continued development of these modern methods. Uzbekistan has been making significant efforts in the field of geodesy and cartography using modern technological methods such as remote sensing, GIS, and GNSS. These methods have revolutionized the field of geodesy and cartography in Uzbekistan, enabling the creation of accurate and detailed maps and other applications that have numerous benefits in various fields. It is clear that the future of geodesy and cartography in Uzbekistan lies in the continued development of these modern methods.

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## THE ROLE AND SIGNIFICANCE OF THE SCIENCE OF THE LATIN LANGUAGE AND MEDICAL TERMINOLOGY IN MEDICINE

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**Abstract:** *This thesis discusses the role and importance of the science of Latin language and medical terminology in medicine. It contains information on the use of Latin terms in anatomical, clinical, pharmaceutical and all other fields of medicine.*

**Key Words:** *the Latin language, medical terminology, borrowings, professional phrases, proverbs*

The Latin language continues to be an important cultural phenomenon in the modern world. Without this seemingly "dead language" it is impossible to imagine many areas of human activity.

Latin in medicine is traditionally used in anatomical, clinical and pharmaceutical terminology. Knowledge of Latin allows doctors from different countries of the world to easily understand each other. The long tradition of using the Latin language in medicine serves as a unifying factor for physicians around the world and for the unification of medical education. Until quite recently, most medical writings were written in Latin.

The Latin language plays a special role in anatomy and pharmacology. All organs and parts of the human body have either Latin names or Latinized names. The same applies to drug names; in this area, unification is especially important, since without it it is impossible to navigate the boundless sea of drugs. Prescriptions have long been written in Latin and according to certain rules, so that a prescription written, for example, in America, should be easily understood in other countries.

In many fields of science, primarily in botany and zoology, the terminology is based on Latin or Latinized Greek words. Each animal or plant has a corresponding "standard" scientific name, which allows scientists from different countries to clearly and unambiguously designate certain phenomena of wildlife that have completely different names in different languages of the world.

Scientific terminology, therefore, belongs to the field of international vocabulary, largely built on the basis of the Latin language and its forms. This vocabulary should be equally understandable to educated people all over the

world. Of course, much of the medical or scientific terminology is technical and therefore known to few. But in the international vocabulary there is the most common layer, which consists of the most common words, mainly of social or political significance, which should be known and understood by everyone. This includes such words borrowed from the Latin language (or formed using its forms) as humanism, republic, dictatorship, forum, university, international, association, applicant, assistant, associate professor, internship, student, scholarship, seminar, professor, lecture, laboratory assistant, etc.

It is clear that one of the most important tasks of international vocabulary is to promote the progress of knowledge, on the one hand, and a better understanding of people, on the other. This determines its undoubted merits. The disadvantage of international vocabulary is the lack of a "live" language color, schematic and abstract.

The Latin language uses concise and aphoristic formulations that reflect or summarize experience in various fields of activity. The very concept of "winged words" is attributed to Homer, and as a term of literary criticism, it has been used since the 2nd half of the 19th century. The Latin language is very rich in such expressions due to its long and meaningful history.

Winged expressions arise in different ways and refer to different areas of human experience. The main subject areas or areas of classification are: aphorisms of worldly wisdom (proverbs, sayings, etc.), expressions from the field of scientific knowledge (medicine, jurisprudence, etc.), from literary works, as well as statements of famous historical figures, owe their appearance to a particular situation. All these types of winged expressions are fully present in the history of the Latin language.

Since the expressions summarizing the everyday experience of the Romans have come down to us, as a rule, as part of literary works, it is not in all cases possible to clearly separate folk art proper from the later literary form that a particular Latin writer gave it.

This area includes, for example, such statements as *Quod licet Jovi, non licet bovi* ("what is allowed to Jupiter, the bull is not allowed"), *Finis coronat opus* ("the end is the crown of business"), *De gustibus non est disputandum* ("tastes differ"), *Festina lente* ("hurry, slowly"), *Mens sana in corpore sano* ("a healthy mind in a healthy body" (Juvenal), *Fortes fortuna adjuvat* ("fortune helps the brave" (Cicero), *Manus manum lavat* ("hand washes hand"), etc. Many expressions were borrowed by the Romans from the Greeks.

Many expressions were born in the field of medicine. These include, for example, the famous expression attributed to the Greek physician Hippocrates: *Ars longa, vita brevis est* ("Life is short, art is eternal"), *Noli nocere* ("Do no harm"), *Medicus curat (morbos), natura sanat* ("Doctor heals (diseases), nature heals).

The functional role of popular expressions is to enhance the expressiveness of the statement, they act as a certain kind of stylistic means.

From all that has been said, it is clear that the study of the Latin language, maintaining a high level of knowledge in this area is a very urgent task of modern education.

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## OILA, MAHALLA VA TA'LIM MUASSASALARI HAMKORLIGI ASOSIDA O'QUVCHI-QIZLAR IJTIMOY FAOLLIGINI OSHIRISH PEDAGOGIK MUAMMO SIFATIDA

**Karimova Saida O'ktamovna**

*Jizzax Davlat Pedagogika Universititi 2 bosqich magistranti*

**Annotasiya:** *Maqolada oila, mahalla va ta'lim muassasalari hamkorligida o'quvchi-qizlar ijtimoiy faolligini oshirishning dolzarb masalalari pedagogik jihatdan tahlil qilingan.*

**Kalit so'zlar:** *Oila, mahalla, ta'lim muassasalari, o'quvchi-qizlar, ijtimoiy faollik, faollik.*

Ma'naviy barkamol, aqliy jihatdan etuk, jismonan sog'lom farzandni tarbiyalash masalasi asrlar davomida insoniyat jamiyatining oliy maqsadi bo'lib kelgan va bugungi kunda ham dolzarb masalalardan biri hisoblanadi. O'zbek xalqining ma'naviy-ma'rifiy, axloqiy tarbiya maktabining ildizlari juda teran, zabardastdir. Ayniqsa oilada qiz bolalar tarbiyasiga alohida e'tibor berilgan.

Mamlakatimizda xotin-qizlarning ijtimoiy-siyosiy faolligini oshirish masalalariga katta e'tibor qaratilib, ayollar masalasi ko'tarilgan. 2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yunalishi bo'yicha Harakatlar strategiyasida "Xotin-qizlarning ijtimoiy-siyosiy faolligini oshirish", ularning davlat va jamiyat boshqaruvidagi o'rnini kuchaytirish, xotinqizlar, kasb-hunar umumiy o'rta ta'lim maktablarini bitiruvchi qizlarning bandligini ta'minlash, ularni tadbirkorlik faoliyatiga keng jalb etish, oila asoslarini yanada mustahkamlash vazifasi belgilangan. O'zbekiston Respublikasi Prezidentining "Ma'naviy-ma'rifiy ishlar samaradorligini oshirish buyicha kushimcha choratadbirlar tugrisida" 2019 yil 3 maydagi PK-4307-son qarori ijrosini ta'minlash maqsadida 2019 yil 31 dekabrda Uzluksiz ma'naviy tarbiya konsepsiyasi qabul qilindi: Konsepsiyada "Qiz bolalarda ona Vatanga muhabbat, milliy g'oyaga sadoqat, mehnatsevarlik, jonkuyarlik, oilaparvarlik, ibo, xayo, nafosat, did-farosat, qanoat, vafodorlik, mehribonlik, raxmdillik, kamtarlik, ziyraklik, mehmondo'stlik, bolajonlik, murosaliilik, orastalik, saranjomlik, xushmuomalalik, pazandalik kabi malakalarni shakllantirishga qaratilgan treninglar dasturlarini ishlab chiqish va amalga oshirish<sup>64</sup>" vazifalari belgilangan.

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64 O'zbekiston Respublikasi Vazirlar Mahkamasining Uzluksiz ma'naviy tarbiya konsepsiyasini tasdiqlash va uni amalga oshirish chora-tadbirlari to'g'risidagi 31.12.2019 yildagi 1059-son qarori. <https://lex.uz/ru/docs/-4676839>

O'quvchi-qizlarning ma'naviy-milliy madaniyatini shakllantirish insonparvarlik, valeologik, axloqiy, estetik va tashkiliy-pedagogik sharoitlar, tabiiy va ijtimoiy muhitga bosqichma-bosqich kirib borishiga asoslanadi. Ijtimoiylashuvning muvaffaqiyati bola, o'smirning o'qish va mehnat faoliyatida faol ishtirok etishiga, uning dunyoqarashini kengaytirishda atrofmuhitning ta'siri, uning yosh va individual xususiyatlari qanday hisobga olinishiga, o'z-o'ziga ishonchi qanday rivojlanishiga bog'liq. O'quvchi-qizlarni o'z burchiga sadoqat ruhida tarbiyalash mas'uliyat, onglilik, vijdon kabi fazilatlar bilan chambarchas bog'liqdir. Bunda nafaqat ota-onaning maktab, mahalla, qo'ni-qo'shnining o'zaro samimiy munosabati, ularning maktab yoshidagi qizlar bilan yaqin, do'stona munosabatda bo'lishi, ularning kelajakdagi orzu-maqсадlarini tushunib olishlari, farzandlarning sog'-salomat voyaga etishlari uchun asos bo'ladi.

Bugungi kunda qizlarni mustaqil hayot yo'lini tanlashga tayyorlash va ularda ijtimoiy faollikni shakllantirish muhim ahamiyatga molikdir. Prezidentimiz "Qiz bolalarni hayotga tayyorlash, ularni zamonaviy bilim va kasb-hunarlarga o'rgatish, ilm-fan, madaniyat va san'at, sport sohalariga keng jalb etish orqali ularning qobiliyati va salohiyatini ro'yobga chiqarish muhim ahamiyatga ega ekanini, o'ylaymanki, barchamiz yaxshi tushunamiz"<sup>65</sup> deganlarida bugunning gapini aytgan edilar. Qizlarning ma'naviy darajasining sustligi, hayotiy qadriyatlarni anglamasligi, o'zlarining hayoti davomida turmush tarzini ijtimoiy-madaniy me'yor va qoidalar asosida qura olmaslik, odamlar o'rtasidagi ko'plab ijtimoiy munosabatlarni tushunmaslik holatlari ko'p uchraydi. Haqiqat shundaki, ular oldida rasmiy ravishda ochilgan istiqbollar va keng imkoniyatlarga qaramay, ular hayot jabhalarida katta qiyinchiliklarga duch kelishmoqda. Ushbu tanlovni amalga oshirish, avvalambor, qizlar tarbiyasida faqat bir tomonlama yondashish, ya'ni ularni faqat oila qurishga tayyorlashdan iborat bo'lib qolib, qizlarning ijtimoiy faol, ma'naviy etuklik, iqtisodiy mustaqil bo'lish imkoniyatlaridan foydalanish darajasiga e'tibor qaratilmagan. Shu nuqta nazardan, O'zbekiston Respublikasi Vazirlar Mahkamasining 2020-yil 31-dekabrda "Oila institutini yanada rivojlantirish va yoshlarni oilaviy hayotga tayyorlash chora-tadbirlari to'g'risida"gi 820-sonli Qarori muhim va tarixiy ahamiyatga egadir.

Qiz bola uchun mustaqil hayot mas'uliyatli, qiyin davrdir. Bu davr yangi ijtimoiy aloqalar, kelajak uchun ko'rsatmalar, ijtimoiy moslashuv kabi qator jaryonlarni bosib o'tishni talab qiladi. Albatta bu kabi jarayonni bosib o'tish uchun qizlarni bolalik davridayoq ular uchun zarur bo'lgan bilim, ko'nikma va

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<sup>65</sup> O'zbekiston Respublikasi Prezidentining "Xotin-qizlarni qo'llab-quvvatlash va oila institutini mustahkamlash sohasidagi faoliyatni tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PF-5325-son Farmoni, 2018 yil 02.03.

malakalar bilan qurollantirish lozim. Qizlarni jamiyat hayotiga integratsiya qilish, ularda faollikni kuchaytirish, hayotiy qiyinchiliklardan xayiqmaslik ruhida tarbiya qilish, ularning ijtimoiylashuvini ta'minlash davr talabidir. Qizlarning o'z taqdirini o'zi belgilashga, xatti-harakatlarini o'zlashtirishga yaqindan yordam berish lozim. 2022-2026 yillarga mo'ljallangan yangi O'zbekistonning Taraqqiyot strategiyasida "Umumta'lim maktablarida darslik va o'quv-metodik majmualarni tajriba-sinovdan hamda chet ellik mutaxassislar ishtirokida ekspertizadan o'tkazish tizimini joriy etish" hamda "Xalq ta'limi tizimi tuman bo'limlari faoliyatini to'liq raqamlashtirish hisobiga optimallashtirish" ustuvor vazifalar etib belgilangan. Bu esa, umumiy o'rta ta'lim maktablarining boshlang'ich sinflari darslarida ta'limning shakl va texnologiyalaridan kompleks foydalanishning innovatsion modelini ishlab chiqish orqali o'quvchilarni kichik yoshdanoq kasb tanlash faoliyatini rivojlantirish texnologiyalarini ishlab chiqish zaruriyatini ko'rsatadi.

O'quvchi-qizlarning ta'lim yo'li uning ijtimoiy rivojlanishining eng muhim vositasi, ijtimoiy tajribani o'zlashtirishning muhim usuli bo'lib hisoblanadi. Ushbu muammoni hal qilishda o'rta maxsus ta'lim tizimi asosiy o'rinni egallaydi, albatta. Vaziyat o'quv muassasasining ta'lim imkoniyatlari bilan ham, o'quvchi shaxsini shakllantirishda maktab davrining o'ziga xos xususiyatlari bilan ham bog'liq. Ma'naviy barkamol, aqliy jihatdan etuk, jismonan sog'lom farzandni tarbiyalash masalasi asrlar davomida insoniyat jamiyatining oliy maqsadi bo'lib kelgan va bugungi kunda ham dolzarb masalalardan biri hisoblanadi.

O'zbek xalqining ma'naviy-ma'rifiy, axloqiy tarbiya maktabining ildizlari juda teran, zabardastdir. Ayniqsa oilada qiz bolalar tarbiyasiga alohida e'tibor berilgan. Bugungi kunda qizlarni mustaqil hayot yo'lini tanlashga tayyorlash va ularda ijtimoiy faollikni shakllantirish muhim ahamiyatga molikdir. *Xulosa qilib aytganda:*

1. *Fanlararo integratsiya qanchalik tez umumta'lim maktablarining darslariga kirib borsa, o'quvchilarning ham nazariya bilan amaliyotni birlashtirishi shunchalik tez bo'ladi.*

2. Oila, mahalla va ta'lim muassasalari hamkorligi asosida o'quvchi-qizlar ijtimoiy faolligini oshirish uchun turli o'quv fanlari, fan to'garaklari va sinfdan hamda maktabdan tashqari tadbirlarning imkoniyatlaridan unumli foydalanish maqsadga muvofiqdir;

3. Oila, mahalla va ta'lim muassasalari hamkorligi asosida o'quvchi-qizlar ijtimoiy faolligini oshirishga yo'naltirilgan ijtimoiy ahamiyatlilik darajasi yuqori bo'lgan o'quv topshiriqlarini bajarishlarini ta'minlash kerak;

4. Jamiyat hayoti uchun ahamiyatli bo'lgan mehnat va kasb-hunarning turli sohalariga Oila, mahalla va ta'lim muassasalari hamkorligi asosida o'quvchi-qizlar ijtimoiy faolligini oshirish kerak;

5. Oila, mahalla va ta'lim muassasalari hamkorligi asosida o'quvchi-qizlar ijtimoiy faolligini oshirish maqsadida, maktab o'qituvchilari, firmalar, ishlab chiqarish korxonalari, ijodiy jamoalar, kasb maktablari hamda tashxis markazlari hamkorligini yo'lga qo'yish lozim

6. Oila, mahalla va ta'lim muassasalari hamkorligi asosida o'quvchi-qizlar ijtimoiy faolligini oshirish jarayonini yanada takomillashtirish yuzasidan: — kasbga yo'naltirishda yakka tartibda ishlashga e'tibor qaratish; — mavzu yuzasidan davra suhbatlarini tashkil etish; — turli kasblarga oid audio-video materiallar bilan tanishtirish; — sinfdan tashqari ishlarni ekologik madaniyatga yo'naltirish; — turli soha mutaxassislari bilan uchrashuvlar tashkil etish; — madaniy tadbirlar tashkil etish; — kasblar burchagini tashkil etish va shu mavzuda ko'chma ko'rgazmalar tashkil etish lozim.

7. Oila, mahalla va ta'lim muassasalari hamkorligi asosida o'quvchi-qizlar ijtimoiy faolligini oshirish uchun sinfda va sinfdan tashqari mashg'ulotlarda o'yin texnologiyalari hamda ishbob o'yinlardan foydalanilsa o'quvchilarning ekologik madaniyat ko'nikmalari rivojlanadi

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## STUDYING THE MODERN ARTISTIC IMAGE OF HISTORICAL MONUMENTS

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**Abstract:** *In connection with the development of urban development works in historically established settlements, the preservation of the planning structure, silhouette and originality of the architectural style of the ancient settlements, the creation of a harmonious unity of the new construction with the historically formed plan and spatial structure, and the characteristic features of the city and natural environment are explained in this article.*

**Keywords:** *Historical city, architecture, shrine, Samarkand, Ishrathana mausoleum, khanaqah, mosques, palaces.*

### **Introduction.**

The artistic expressiveness of a historical city depends first of all on the aesthetic value of its complexes, how well they are preserved and whether they can provide vitality in the restored historical city center.

Naturally, the tasks of repairing, restoring and using the urban environment should be solved at the level of the city master plan. It is a multifactorial system that can only be solved by the joint action of a whole group of experts, from economists and psychologists to urban planners and renovators. Only the architects of the countries where the design of the master plan of the cities is closely connected with the plans of the general national economy are capable of such a task. Planned, purpose-oriented and scientifically based work is being carried out in a number of foreign and CIS countries.

### **Main part.**

Preservation of our national architectural heritage is an important element of the complex urban planning activity of Uzbek architects. Several main problems can be conventionally distinguished in the restoration of historical city centers with important historical architectural monuments:

- preservation of architecturally and spatially valuable urban planning dominants or their restoration;
- restoration and modernization of the main residential areas (our modernization);
- solving transport problems.

Architectural monuments of Uzbekistan have their own typology; Apart from residential buildings with verandas, palaces, caravanserai and rabads, baths, observatories, mosques, houses and madrasas have been preserved.

Pilgrimage buildings include mosques, minarets, madrasas, shrines and mausoleums. Each type of these buildings has its unique volumetric-spatial and architectural-planning structure, which is not found in European architecture.

The level of construction techniques and the characteristics of local building materials play a major role in determining the character of national traditions.

In the construction of such types of buildings in mass constructions: residential buildings, shrines, civil and engineering structures, as before, cost-effective, sufficiently durable, cooling in the heat, protecting from the cold of winter, raw brick, mud, straw (mud) walls and flat, thatched roofs with mud-straw plaster were predominant. Speaking of Eastern architecture, it is important to distinguish two technical systems: flat (with a base, columns) and arched roofs. In architecture, improved constructions were developed with aerated bricks, the main raw material of large-scale constructions. Laboratory test of high technological qualities shows that the brick meets high modern standards of durability.

In addition, in construction and folk architecture, building materials made by hand from healthy soil, mud walls, and raw brick were used, which constituted the ancient construction technique. Healthy soil (clay, humus) also served as a binder.

A number of urban planning, architectural, artistic and socio-economic tasks are solved during the restoration of historical cities. Ensuring clear functional zoning is the main task in planning, traffic is removed from conservation zones, because the impact of traffic on the destruction of architectural monuments is well known. In order to preserve the historically formed structure of the cities and their architectural-artistic appearance, the monuments and complexes will be established, which should provide good conditions for the functioning and perception. A system of urban planning measures aimed at ensuring the preservation and use of the historical-architectural heritage, including the problem of restoration and compensatory constructions, is required.

The same issues arise in the organization of the reserve of the monument complex (territorial boundary, definition of the environment). For example, when organizing the protective zone of the Kokaldosh madrasa in Tashkent, the problem of visibility around this monument was not considered.

The situation of the Ishratkhana mausoleum in Samarkand is even more complicated. The area where the mausoleum is located was one of the most

beautiful places in the city in the distant past, because it was surrounded by alleys, a "pool", and a flower garden. Currently, residential buildings have been randomly built around the mausoleum, which makes it difficult to restore the monument. It is necessary to quickly ban voluntary constructions in this place and to establish protection zones, as well as landscape protection zones, not only around this monument, but also around other monuments, to ensure the solidity of the mausoleum, to develop engineering and technical measures to use it as a museum.

Thus, based on the specified rules, it will be possible to scientifically develop the general classification of adaptations according to the functional task and the principles of using historical valuable objects on a larger scale than the present, as well as to work out such a classification that, according to this classification, the architectural monuments of Uzbekistan are the same for modernity as they are for culture. can be "tied up".

It is known that there are many types of architectural monuments in Uzbekistan - places of pilgrimage, educational, commercial, administrative, economic, medical, residential, production, palaces, engineering structures. Determining the main function of buildings, for example, for residential buildings (residences, palaces, madrasas, etc.), it is possible to find a suitable modern type of institution that meets this task. These are such monuments that, taking into account the planning structure, they can be used as holiday homes, boarding houses, boarding houses, hotels, children's homes, the main function of which is a place of residence. It is convenient to use commercial buildings (shopping domes, khanaqahs, mosques, palaces, baths) as commercial and catering establishments (souvenir stores, shops, bookstores, cafes, etc.).

The model classification of adaptation to use is based on the approximation of new and original tasks of the building-architectural monument, compatibility of the main functional and planning groups. In other words, it is aimed at using the architectural-planning scheme of the building. It is necessary to keep in mind the preservation of the main structure of the monument when designing the adaptation to use, while using modern planning methods. Customization, as history has shown, is temporary. Therefore, the main structures of the building (bearing walls, roof, etc.) are saved from being changed, and the building can be preserved for further operation. As the new planning requires a serious change of the structural system, such a solution is undoubtedly considered unreasonable.

One of the complex issues of adaptation, which requires a special status, is the adaptation of pilgrimage structures (mosque, madrasa, khanaqah, etc.) for modern purposes.

The volume-spatial structure of such structures and the fact that they were places of worship of the people and creations of folk architecture for many centuries have a special effect on their further activity (in the past, due to the lack of distinction between the concepts of "mosque-organization" and "mosque-architectural monument", many types of folk masters-architects his works were demolished), all this allows the use of this type of constructions only as museum-type institutions.

### **Conclusion.**

Issues such as protection and restoration of cultural monuments, modern construction and development of transport movement in the conditions of historical cities of Uzbekistan are not solved separately. Isolating and artificially separating the architectural heritage in all its various forms from the problems of modern urban planning harms not only the preservation of the cultural heritage, but also the way of life of the city.

Currently, in the process of repairing the central part of the city on a large scale, there is a question of protecting the general environment of the historical building. Aspects of conservation activities include the preservation of quarters and streets in conditions of improvement of their functional content and artistic quality, the restoration and restoration of separate architectural and planned complexes taking into account the memorial value of the place, the most serious restrictions in the complex renewal of a part or the whole district, which is carried out on the basis of the most advanced social and urban planning concepts.

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## INTEGRATED FOREIGN LANGUAGE LEARNING “FOREIGN LANGUAGE AND PAINTING”

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**Abstract:** *Need of search of new, effective training methods, the means stimulating assimilation of a training material was always realized in a technique of training in a foreign language. One of such methods is the integrated training in a foreign language through objects of an esthetic cycle, music, literature, the fine arts, technology — turned to soul and the student's heart.*

**Keywords:** *integration, interdisciplinary connections, in-depth study, increasing interest, developing students' aesthetic taste*

The need to turn to integrated learning is caused by a number of objective reasons that were discovered in the process of working in high school. One of the most important problems, in my opinion, is a noticeable decrease in students' interest in the German language. In addition, the lack of thoughtfulness and elaboration of existing programs and textbooks for secondary schools causes dissatisfaction. The very specificity of the German language at their modern level encourages a comprehensive approach in teaching schoolchildren this subject, to integration.

The integration process (from Lat. *integratio* — connection, restoration) is the unification into a single whole of previously disparate parts and elements of the system on the basis of their interdependence and complementarity. Integration is a complex interdisciplinary scientific concept used in a number of humanities: philosophy, sociology, psychology, pedagogy, etc. The problems of integration in pedagogy are considered in different aspects in the works of many researchers. In the works of V. V. Kraevsky, A.V. Petrovsky, N. F. Talyzina discusses the integration of pedagogy with other sciences. It should be noted that integrated education is designed to reflect the integration of scientific knowledge that is objectively taking place in society. It would be a great disadvantage of a modern school not to highlight scientific connections between them or to show them superficially. Integrated learning makes it possible to show interdisciplinary connections and the natural science research method used at the intersection of sciences most effectively. Ideas, methods and principles of integrated learning Integration in teaching involves, first of all, the significant development and deepening of interdisciplinary connections, which are analogous to the connections between scientific ones, the transition



from the coordination of teaching different subjects to their deep interaction. Integration of knowledge from various subjects is carried out with the help of an integrated lesson. The system of integrated lessons is the basis of integrated learning. An integrated lesson is a specially organized lesson, the purpose of which can be achieved only by combining knowledge from different subjects, aimed at considering and solving some borderline problem, allowing students to achieve a holistic, synthesized perception of the issue under study, harmoniously combining the methods of various sciences, having a practical orientation. Signs of an integrated lesson: 1) a specially organized lesson, i.e. E., if it is not specially organized, then it may not be at all or it breaks up into separate lessons that are not united by a common goal; 2) a specific (combined) goal; it can be set, for example, for a) deeper insight into the essence of the topic being studied; b) increasing students' interest in subjects; c) a holistic, synthesized perception of the issues studied on this topic; d) saving educational time, etc.; 3) extensive use of knowledge from different disciplines, i.e. in-depth implementation of interdisciplinary connections. Integrated course "Foreign language and painting" The need to find new, effective teaching methods, means to stimulate the assimilation of educational material, has always been recognized in the methodology of teaching a foreign language. One of such methods is integrated teaching of a foreign language through the subjects of the aesthetic cycle, addressed to the soul and heart of the child: music, literature, fine arts, technology. The relevance of the study of this problem is a natural consequence of the task facing modern education: to form students' perception of the surrounding world as an integral system, and themselves as an active person in it. To achieve this goal, it is necessary to solve the following tasks: 1. To study and analyze scientific research on the problem; 2. To analyze integrated language courses; 3. To justify the correctness of the choice of painting as the second component of the integrated course "Foreign language and painting" for the education of an aesthetically developed personality. To solve the tasks, such research methods were used as: 1) the study of scientific literature on this topic; 2) the study of the positive experience of teaching advanced teachers; 3) checking the effectiveness of the use of elements of the integrated course "Foreign language and painting" in German lessons at school. The novelty of the research lies in the fact that the integrated lessons "Foreign Language and painting" were not considered either at the theoretical or practical level. Special attention should be paid to the integration of a foreign language and culture in general, painting as an art form in particular. Among all kinds of arts, painting, having a specific language of expression and recreating various aspects of real activity, is the most suitable for the formation of a full-fledged personality with the necessary experience of emotional, moral, spiritual and aesthetic attitude

to life. The use of paintings in foreign language lessons allows the teacher to awaken students' interest in art, form their good aesthetic taste, develop imagination, evoke positive emotions in schoolchildren and deepen their knowledge of a foreign language. Revealing the rich artistic world created by famous painters of the past, the teacher helps schoolchildren to understand the basic meaning of works of fine art, teaches them to give their own assessment of paintings, introduces young people to the world of beauty. The effectiveness of the implementation of the methods of the integrated course "Foreign language and painting" was tested in the course of pedagogical activity. The greatest interest among students was aroused by acquaintance with the works of German artists of the XVIII–XIX centuries: Albert Durer, Karl Lessing, Heinrich Zille. To begin with, the students were familiarized with the biographies of the artists, then we studied the vocabulary for describing reproductions, performed fixing exercises, and eventually the students had to describe the picture offered to them independently. This helped me to interest the group in learning German, to increase motivation for the practical application of a foreign language and to form the aesthetic taste of the trainees. The integrated course "Foreign language and Painting" helps to increase the level of intercultural competence of pupils and students. During the analysis of the UMK in foreign languages (UMK "Steps", author Bim I. L., publishing house "Enlightenment", UMK "English", Kuzovlev V. P., publishing house "Enlightenment") thematic texts, exercises aimed at the formation of intercultural competence, introducing the realities of German life, important historical events, creativity and the life of major figures of literature and art were identified. Some of this information is presented in the form of paintings, illustrations, the other in the form of authentic material: tickets, menus, monetary units, letters, postcards, etc. Thus, the use of country-specific information in the educational process, the development of the realities of German, English and Russian life, the comparison of their reality in different spheres of life: in culture, art, etc. contributes to the cognitive activity of students, the expansion of their communicative activity, are a beneficial basis for creating positive motivation among students.

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## MUNIS TARJIMASIDAGI “RAVZATU-S-SAFO” LEKSIKASIDA ISMLARNING MAVZUIY-SEMANTIK GURUHLARI

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**Annotatsiya:** *Maqolada Muhammad ibni Xovandshoh ibni Mahmud Mirxond qalamiga mansub yetti jildlik “Ravzat us-safo” asari ikkinchi jildining Shermuhammad Munis tomonidan o‘zbek tiliga qilingan tarjimasi qo‘lyozmasi asosida asarda ismlarning mavzuiy – semantik guruhlari haqida ma‘lumot berilgan. Ushbu nusxa birinchi marta ilmiy istifoga kiritilmoqda.*

**Kalit so‘zlar:** *qo‘lyozma, tavsif, tarjima, tarixiy asar, tarixiy asar tarjimasi, atoqli ot, turdosh ot.*

Har bir asar leksikasi qanday mavzuiy-semantik guruhga mansub so‘zlarni qamrab olishi, ularning bir-biriga ko‘lam jihatidan qay darajada muvofiq kelishi yaratilgan asar mavzusi, janri, mo‘ljallangan o‘quvchilar ijtimoiy toifasi kabi ko‘plab omillarga bog‘liq bo‘ladi. Shuning uchun ham “leksika tilning boshqa sohalariga nisbatan turli ichki va tashqi ta’sirlarni o‘zida mujassam etgani bois, xalqning madaniy, siyosiy, ijtimoiy-iqtisodiy hayotidagi o‘zgarish va o‘shishni aniqlashtirishda ko‘maklashadi”. Ushbu tabiiy jarayonni e’tiborga olib, har bir asar leksikasining mavzuiy-semantik guruhlari o‘ziga xos tizimga ega bo‘lishi, ularning bir-biri bilan bog‘liqlik darajasi turlicha bo‘lishini nazardan soqit qilmaslik kerak. Xuddi shu sababli bir muallif tomonidan yaratilgan turli xil asar leksikasining mavzuiy-semantik guruhlari ham bir-biridan u yoki bu darajada farqlanishi ham yuqorida qayd qilingani kabi omillarga bog‘liqdir. Masalan, Z.Hamidov Alisher Navoiyning “Lison ut-tayr” asari leksikasini falsafiy tushunchalar, afsonaviy nomlar, diniy tushunchalar, qush nomlari, harbiy tushunchalar, kishilarning ism, taxallus va nisbalarini ifodalovchi nomlar kabi 28 ta mavzuiy-semantik guruhga ajratadi. Nosiriddin Rabg‘uziyning “Qisasi Rabg‘uziy” asari leksikasini tadqiq qilgan B.Abdushukurov asar leksikasini o‘z navbatida ichki guruhlarga ajraluvchi 35 ta guruhga ajratadi. Shuningdek, Z.Xolmanova “Boburnoma” leksikasining funtsional-semantik xususiyatlari haqida so‘z yuritar ekan, asar lug‘at fondidagi so‘zlarni 9 ta semantik maydonga mansub so‘zlar tashkil qilishini yozadi. M.Tojiboyev Muhammad Shaboniy (Shayboniy) devoni tilining leksik-semantik xususiyatlari tadqiqida ismlarni 22 ta, fe’llarni esa 10 ta mavzuiy-semantik guruhlarga ajratadi<sup>66</sup>. Bizningcha, ushbu ishda ismlar va fe’llarning alohida mavzuiy-semantik

guruhlarga ajratilishi guruhlashni osonlashtirgan va ayrim tadqiqotlarda bo'lgani kabi fe'llarni nazardan soqit qilmagan.

Yuqorida bayon qilingan mulohazalar hamda ushbu tahlillardan xulosa chiqargan holda aytish mumkinki, mavzuiy-semantik guruhlar tasnifini qat'iy belgilash g'oyat murakkab masaladir. Bu borada tarixiy leksika bo'yicha amalga oshirilgan tadqiqotlardagi ushbu masala yoritilgan o'rinlarni umumlashtirish, shuningdek, xalq shevalari leksikasi sohalar bo'yicha tasnifi berilgan ishlar hamda ayrim shevalar leksikasi tahlili berilgan tadqiqotlarda bayon qilingan mulohazalarni e'tiborga olib ish tutish maqsadga muvofiq bo'lardi.

Bu borada amalga oshirilgan tajribalar asosida Munis tarjimasidagi "Ravzatu-s-safo" leksikasini quyidagi mavzuiy-semantik guruhlarga ajratgan holda tahlil qilish mumkin:

### I. Ismlarning mavzuiy-semantik guruhlari.

I. **Atoqli otlar tizimi.** Munis tarjimasidagi "Ravzatu-s-safo" asari atoqli otlar tizimi keng. Asardagi atoqli otlar o'z navbatida quyidagi ichki guruhlarga ajraladi:

**1. Ilohning nomlari:** a) *Alloh, Tengri, Xudo, Izi, Mavlo, Rab, Iloh.* Ushbu nomlardan *Tengri, Xudo* so'zlari iloh tushunchasini ifodalashda umumiylikka ega bo'lsa ham, Munis tarjimasidagi "Ravzatu-s-safo" mazmunida ular yagona Xudo nomlaridan biri sifatida ishlatiladi. Ayrim manbalarda islomda iloh nomi sifatida Alloh lafzigina ishlatilishi haqida gapiriladi. Albatta, Alloh lafzining ishlatilishi boshqa hech qanday savolga o'rin qoldirmaydi. Lekin musulmon odamning tilida tangri, xudo so'zlari ham mutlaq yagona iloh – Alloh ma'nosini anglatib keladi. Masalan, "Lison ut-tayr" muqaddimasidagi

Jon qushi chun mantiqi roz aylagay,

Tengri hamdi birla og'oz aylagay

baytidagi tengri so'zini Alloh ma'nosidan boshqacha anglash mumkin emas. Tadqiqotlarda ega, sohib, boshliq, boshqaruvchi ma'nosidagi xudo, xudovand so'zlari pahlaviy tiliga mansub bo'lib, keyinchalik podshoh ma'nosini kasb etgani va undan keyingi ma'no taraqqiyotida iloh nomiga aylangani qayd etiladi. Xuddi shu kabi qadimgi turkiy tilda tangri so'zi falak ma'nosini ham anglatgan. "Saddi Iskandariy" muqaddimasidagi ushbu baytlar yuqoridagi fikrimizni dalillaydi:

Xudoyo, musallam xudoliq sanga,

Birov shahki, da'bi gadoliq sanga.

Xudovandi bemislu monandsen,

Xudovandlarg'a xudovandsen.

b) *Asmo-yi husno*, ya'ni Allohning go'zal ismlari deb zikr etilgan sifatleri: *Rahmon, Rahim, G'affor* va *hokazo*. *Salavotur-rahmoni alayhi* — unga Rahmonning (Allohning) salavoti bo'lsin.

d) Allohning turli sifatлари: akramul-akramin – karamlilarning eng karamlisi: Shibliydin soʻrdilarki, Akramul-akramin kimdur? (196).

2. Shaxs ismlari. Sayfi Saroyi asarlarda turli munosabat bilan koʻplab paygʻambarlar, sahobalar, tobeʼinlar, muhaddislar, zamondoshlar ismi qayd etilganini hisobga olsak, uning antroponimik koʻlami ancha kengligi ayon boʻladi.

3. Shaxslarning nisba, taxallus, laqab va kuniyalari. Nisba biror shaxsning asl vatani haqida tasavvur beradi va uni ifodalaydi. Masalan, marvlik Marvaziy, nishopurlik Nishopuriy (arab manbalarida Naysaburiy) kabi.

4. Ilohiy kitoblar, turli asarlar nomlari: Qurʼon, Injil, Zabur, Tavrot.

5. Kosmonimlar. Oʻzbek tili kosmonimlarining lisoniy xususiyatlari maxsus tadqiq qilingan<sup>67</sup>. Bundan tashqari kosmonimiya masalasi Sh.Bobojonov, Z.Yunusova ishlarida tahlil qilingan. Samo jismlari lisoniy tadqiqiga H.Dadaboyev, Z.Hamidov, Z.Xolmanova, Sh.Yoqubov, I.Bakirovalar ham eʼtibor qaratganlar<sup>68</sup>. Ushbu tadqiqotlardagi xulosalarga koʻra, maʼlum osmon jismini ifodalagan nomlargina kosmonimiya deb atalgan atoqli otlarning maxsus tizimiga mansub boʻladi. Burj, sayyora, fazo kabi soʻzlar esa, tabiiyki, maʼlum bir narsa-hodisaning atoqli oti boʻlmagani bois, astronomiyaga oid ilmiy terminlar sanaladi. Asarda qoʻllanilgan kosmonimlar miqdori unchalik katta emas.

II. Toponimlar. Munis tarjimasidagi “Ravzatu-s-safo” toponimik tizimi unda bayon qilingan voqealar, zikr etilgan shaxslarning turli hududlardan ekanligi kabi omillarga bogʻliq ravishda ancha kengdir. Undagi toponimlarni quyidagi ichki guruhlariga ajratish mumkin:

a) mamlakat nomlari: Misr.

Chin – Xitoy. Xito(y) – Sharqiy Turkiston. Xuroson – Xuroson mamlakati.

b) viloyat nomlari

d) shahar nomlari.

g) gidronimlar: Jayhun suyi – Amudaryo.

d) oronimlar: Arafot – Makkadagi togʻ.

e) masjid nomlari: Masjidi Haram – Makkadagi masjid.

I.2. Turdosh otlar. 1. Shaxs tushunchasini ifodalovchi soʻzlar:

a) shaxs tushunchasini umumlashtirib ifodalovchi soʻzlar: odami, odamizod – odam, inson: odamilar xatigʻa oʻxshamas erdi va oni har necha yusalar yana bitilgan koʻrunur erdi. (30). Eski oʻzbek tilida “odam” maʼnosida

adami so'zi qo'llanilgan bo'lib, odam so'zi Odam antroponimi sifatidagina ishlatilgan. Bundan tashqari odami so'zi nozik ma'no qirralariga ham ega.

b) shaxs tushunchasini yoshga ko'ra farqlab ifodalovchi so'zlar: abushqa – er. Bu so'z “er”, “qari er” ma'nolarida izohlangan.

Qiz – qiz, qiz bola.

d) shaxsni jinsga ko'ra farqlab ifodalovchi so'zlar:

Eran – er kishi.

*Xotun* – xotin, nikohdagi ayol. Bu so'z qadim yozma manbalarda, jumladan, “Tafsir”da avrat, ewluk, urag'ut so'zlarining ma'nodoshi sifatida ham qo'llangan. K.Musaev qrim-tatardan boshqa g'arbiy qipchoq turkiy tillarining barchasida qato`n so'zi turli fonetik variantlarda – qaraimda qato`n, kato`n, qorachoy-bolqor, qumiqda qato`n (qrim-tatarda esa apaqay) ishlatilishini yozadi. Bu so'z aslida so'g'dcha bo'lib, xvatauni “malika” ma'nosini anglatgan. V.A.Livshits va A.L.Xromovlar uning muzakkar shakli xutan bo'lganini qayd etadilar. Bu so'z mo'g'ul tilida xatan shaklida ishlatilgani uning turk-mo'g'ul tillariga ancha qadim davrlardayoq o'zlashganini ko'rsatadi.

Zavja – nikohdagi ayol.

Mankuha – nikohlangan ayol.

Kadxuda – uylangan er. Pahlaviy tilida aynan “uy egasi” ma'nosidagi bu so'z Navoiy asarlarida podshoh ma'nosida ham uchraydi:

Yana bo'ldi Kayxusravi pok roy,

Jahon ahlig'a roy ila kadxudoy .

**2. Qavm-qarindoshlik ifodalovchi so'zlar.** Ushbu tipdagi so'zlar o'z navbatida quyidagi kichik mavzu guruhlariga ajraladi:

a) qavm-qarindoshlikni umumlashtirib ifodalovchi so'zlar: qarindosh – qarindosh, yaqin odam.

*Qardosh* – qardosh, tug'ishgan.

*Avlod* – avlod, nasl, urug'. Lug'aviy jihatdan arabcha valad – bola so'zining ko'pligi bo'lgan mazkur so'z ma'no kengayib, keyinchalik “nasl”, “urug”, “xesh-aqrobo” mazmunlarini kasb etgan.

*Xonavoda* – urug', silsila, nasl-nasab, oila

b) qarindoshlikni muayyanlashtirib ifodalovchi so'zlar: ato – ota. Ota va ona so'zlarining arab tilidan o'zlashgan sinonimlari valid va volida badiiy bo'yoqdorlik, ota-ona ehtiromini yaqqolroq ko'rsatish uchun ishlatilgan: bizing validimiz buyururlar erdiki,.. (394); volidasi eshitti va ul tabibae erdi. (292). Bu holatni volida so'zi orqali hozirgi o'zbek adabiy tilida ham kuzatish mumkin: validangni rozi qil!

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## PROBLEMS OF CHILDHOOD AND EDUCATION IN CHARLES DICKENS WORKS "LITTLE DORRIT"

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English literature is therefore not so much insular as detached from the continental European tradition. It is strong in all the conventional categories of the bookseller's list in poetry, a genre notoriously resistant to adequate translation and therefore difficult to compare with the poetry of other literatures, it is peculiarly rich as to merit inclusion in the front rank. English literature's humor has been found as hard to convey to foreigners as poetry, if not more so a fact at any rate permitting bestowal of the label. English literature's remarkable body of travel writings constitutes another counterthrust to the charge of insularity; in autobiography, biography, and historical writing. English literature compares with the best of any culture; and children's literature, fantasy, essays, and journals, which tend to be considered minor genres, are all fields of exceptional achievement as regards English literature. [12]

Charles Dickens was an English writer and social critic who lived during the Victorian era. He is widely considered to be one of the greatest writers in the English language and his novels are still widely read and studied today.[4] Some of his most famous works include "Oliver Twist," "Great Expectations," "A Tale of Two Cities," and "David Copperfield." Dickens was known for his vivid descriptions of London and his social commentary on the issues of poverty and social injustice in Victorian society. He also created some of the most memorable characters in literature, such as Ebenezer Scrooge from "A Christmas Carol" and Miss Havisham from "Great Expectations." [7]

*The theme "Problems of childhood and education"*

The theme of "Problems of childhood and education" is a recurring motif in the works of Charles Dickens. Dickens, who was deeply influenced by his own experiences of poverty and lack of education as a child, often portrayed the difficulties faced by children who come from impoverished backgrounds and receive subpar education. His works highlight the inequalities and injustices of the Victorian education system, which often failed to provide children with the skills and knowledge needed to succeed in life. [8] The theme of childhood and education in Dickens' works explores the impact of poverty, neglect, abuse, and social class on the development of children and their chances for a better life. Dickens' portrayal of the struggles and hardships of

children and their education aims to raise awareness of the need for social and educational reforms.

*The novel "Little Dorrit" and its main characters*

"Little Dorrit" is a novel written by Charles Dickens, first published in 1857. The story is set in London and revolves around the Dorrit family, with a focus on the youngest daughter, Amy Dorrit. The novel is a social commentary on Victorian society, with a particular emphasis on poverty and the harsh conditions faced by those living in debtors' prisons. Amy Dorrit, the protagonist of the novel, is a kind and compassionate young woman who has spent her entire life in poverty. She was born and raised in the Marshalsea debtors' prison where her father is incarcerated. Despite her difficult upbringing, Amy remains optimistic and is beloved by all those who know her. The novel also features a cast of memorable characters, including Arthur Clennam, a businessman who befriends Amy and becomes a champion for her cause, and Mr. Merdle, a wealthy financier whose fraudulent schemes eventually lead to his downfall. [10]

*Description of the protagonist, Amy Dorrit and her upbringing*

Amy Dorrit is the central character in Charles Dickens' novel "Little Dorrit". She was born and raised in the Marshalsea debtor's prison, where her father was incarcerated for debt. Her mother died in the prison, leaving her to take care of her father and her two siblings, Tip and Fanny. Amy is described as a kind, gentle, and selfless person, who always puts the needs of others before her own. She spends her childhood helping her father and others in the prison, and her upbringing is marked by poverty and hardship. Despite her difficult circumstances, Amy remains optimistic and hopeful, and dreams of a better life outside of the prison walls.

*Amy's childhood problems, including poverty, abuse, and neglect*

Amy Dorrit, the protagonist of "Little Dorrit," faces a number of childhood problems stemming from her family's poverty and her father's imprisonment. Her father, William Dorrit, is a debtor in Marshalsea Prison, and Amy lives with him and her siblings in a small room within the prison walls. As a result, Amy grows up in an environment of extreme poverty and deprivation. Amy is responsible for taking care of her father and siblings, despite being a child herself. She does not receive proper nourishment or clothing, and her living conditions are squalid. She is often subjected to verbal abuse and neglect from her father, who is self-absorbed and obsessed with his own status as a gentleman. Additionally, Amy is forced to beg for money on behalf of her family, which further degrades her already precarious social standing. [9] Throughout the novel, it becomes clear that Amy's childhood problems have had a lasting impact on her adult life. She remains trapped in a cycle of poverty and is unable to escape the social class into which she was born. Her experiences have

made her humble, self-sacrificing, and empathetic to the suffering of others, but they have also left her with a deep sense of shame about her family's circumstances. Amy's difficult childhood had a significant impact on her adult life. Her experiences of poverty, abuse, and neglect left her with a sense of shame and inferiority, which affected her relationships with others and her own self-worth. As a result, she struggled to assert herself and to take control of her own life. She was also hesitant to accept help from others, fearing that she would be seen as weak or dependent. In addition, Amy's limited education and lack of opportunities made it difficult for her to escape her circumstances. She was forced to work as a seamstress to support her family, which further reinforced her sense of inferiority and powerlessness. Despite her difficult circumstances, Amy remained resilient and determined, holding onto her sense of hope and optimism in the face of adversity. As an adult, Amy continued to be affected by her upbringing. She struggled to trust others and to believe in her own worth, which made it difficult for her to form healthy relationships. However, her experiences also gave her a unique perspective on life, and she was able to see the good in people and to find joy in small things. Ultimately, Amy was able to overcome the limitations of her childhood and to find happiness and fulfillment.

#### *The role of social class in Amy's childhood and education*

In "Little Dorrit," social class plays a significant role in both Amy's childhood and education. As the daughter of a debtor, Amy is born into poverty and experiences significant hardship and discrimination because of her family's social status. She and her family live in the Marshalsea debtors' prison, which is a reflection of the harsh realities of the social and economic class system in Victorian England. As a result of her family's poverty, Amy's education is limited. She does not receive formal schooling and instead learns from her father and older sister, Fanny. Amy's lack of education and social status also limits her opportunities for upward mobility and financial independence. Her only hope for improving her situation is to marry well, but even this is unlikely due to her family's reputation and social standing. Amy's experiences highlight the systemic issues of class inequality and how they can perpetuate cycles of poverty and limited opportunity.[11] Dickens uses her character to illustrate the injustice of a social and economic system that values wealth and status above all else, and the ways in which it limits the potential of individuals from lower social classes.

#### *Amy's struggle to escape her social class and achieve a better life*

Amy's struggle to escape her social class is a significant aspect of the novel. Despite being born into poverty and being imprisoned with her family in Marshalsea, Amy is intelligent and eager to learn. She is given some opportunities to improve her situation through her work as a seamstress, but

she is still subject to the limitations of her class. Throughout the novel, Amy is torn between her loyalty to her family and her desire for a better life. She is courted by Arthur Clennam, who comes from a higher social class, but she initially resists his advances because of her loyalty to her family. However, as she becomes more independent and self-sufficient, she begins to see that there may be a way out of poverty for her. Amy's struggles reflect the broader social issues of the time, where social class was a significant barrier to upward mobility. The novel suggests that education and hard work are not enough to overcome the entrenched social structures that keep people in poverty. Ultimately, Amy is able to escape her social class through a combination of luck and the support of those around her. [10] The novel suggests that while individual effort and determination are important, social change is also necessary to truly address the problems of poverty and inequality.

*How social class affected other characters in the novel*

In "Little Dorrit," social class plays a significant role in the lives of many characters. The distinction between the wealthy and the poor is stark, and characters from different classes often have very different experiences and opportunities. For example, the Meagles family is wealthy and well-connected, and they are able to provide their children with a comfortable life and a good education.[2] On the other hand, Amy's family is poor, and she is forced to work as a seamstress to support them. Social class also affects the relationships between characters. Arthur Clennam comes from a wealthy family and is initially hesitant to befriend Amy because of her social status. Similarly, Mrs. Merdle is obsessed with climbing the social ladder and looks down on those beneath her.

In conclusion, social class is shown to be a significant factor in determining one's opportunities and experiences in life. It creates barriers between people and can lead to prejudice and discrimination. In addition to Amy Dorrit, many other characters in "Little Dorrit" are also affected by their social class. The novel portrays a stark contrast between the wealthy and the poor, with those of higher social status enjoying privilege and power, while those of lower classes struggling to survive. One example is Arthur Clennam, the novel's male protagonist, who comes from a wealthy family and initially holds many prejudices against the poor. However, throughout the novel, he learns to empathize with and understand those of lower social classes, particularly through his interactions with Amy and her family. Another character who is affected by social class is Mr. Merdle, a wealthy businessman who is idolized by high society. Despite his wealth and status, Mr. Merdle is ultimately revealed to be a fraud and a criminal, demonstrating that even those of high social standing are not immune to corruption and wrongdoing. Overall, "Little Dorrit" shows how social class can impact all aspects of life, from education

and opportunities to personal relationships and morality. Dickens highlights the inequalities and injustices of the Victorian social hierarchy and calls for a more equitable society where all individuals have equal opportunities to succeed.

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## TURLI SPORT MAKTABLARI FAOLIYATINI BOSHQARISHNI SAMARALI YO'LLARNI TA'MINLASH UCHUN OLIB BORILADIGAN ISHLAR

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**Annotatsiya:** *Bugungi rivojlanayotgan zamonda, yoshlarning ham jismonan ham aqlan shakllanishiga katta e'tibor qaratilmoqda. Shunga muvofiq, yurtimizda ko'plab sport komplekslari hamda majmualari barpo etilmoqda. Ushbu maqolada so'nggi yillarda sport sohasidagi rivojlanishlar va o'zgarishlar haqida aytib o'tilgan.*

**Key words:** *sport maktablari, musobaqa, boshqaruv, jismoniy tarbiya, sog'lomlashtirish.*

Jahon sport tarixi tajribalari va xalqaro sport musobaqalarining natijalari shuni ko'rsatadiki, katta sportga chiqish uchun eng avvalo yoshlarni sportga jalb etish va ularni tarbiyalash lozim. O'tgan davrlardagi tajribalar va an'analar mustaqil respublikamizda shaklan va mazmunan ancha boyigan holda davom ettirilmoqda. O'zbekistonda bolalar va o'smirlar sport maktablari, olimpia rezervlari sport maktablari, kasb-hunar kollejlari tizimi hamda ularni boshqarishning qat'iy tartib va qoidalari mukammal ishlab chiqilgan. Sport maktablari faoliyatlarini to'la aks ettiruvchi talab va qoidalar ularning nizomlarida batafsil bayon etilgan.

Sport maktablari va kasb-hunar maktablari moddiy-texnik ta'minlash va boshqarish tajribalari mas'ul idoralar va tashkilotlar tomonidan amalga oshiriladi. Sport maktablari va kasb-hunar maktablari faoliyatini asosan direktor tomonidan boshqariladi. Pedagogik (murabbiylar) kengashda ta'lim tarbiyaviy ishlar, sportchi o'qituvchilarni tanlab olish, o'quv sport tayyorgarlik, o'quv sport mashg'ulotlarni tashkil qilish, musobaqalarga tayyorgarlik, musobaqa natijalari, murabbiylarning faoliyatlari, ota-onalar bilan aloqadorlik, moliyaviy-xo'jalik va boshqa ko'pgina masalalar muhokama qilinadi.

Jismoniy tarbiya va sport maktablarini boshqarishning zamonaviy tizimini belgilovchi navbatdagi yana muhim omillari sifatida menejmentdagi miqdoriy yoki sonli yondashuvlarni ko'rish mumkin. Bu boshqaruvdagi barcha usullarni umumiy lashtirgan, matematika, statistika, muhandislik va kibernetika fanlarini birgalikda joriy etish bilan bog'liq maxsus soha yo'nalishidir. Miqdoriy yoki sonli yondashuv ishlab chiqarish yoki jismoniy tarbiya va sport sohasida, texnikadan foydalangan holda ko'pgina murakkab savollarga tez ijobiy javob qaytarishga xizmat qiluvchi va u boshqaruv mehnatini takomillashtirish asosida yuzaga kelgan.

O'zbekiston respublikasi Prezidenti Shavkat Mirziyoyev: —Bugungi kunda O'zbekiston jadal rivojlanmoqda. Biz ajdodlarimizning donishmandlik an'analariga amal qilib, uni teran anglagan holda, qat'iy islohotlarni amalga oshirmoqdamiz, mamlakatimizning yangi qiyofasini shakllantirish yo'lidan bormoqdamiz. Jamiyatimizda siyosiy faollik ortib bormoqda, barcha sohalarda chuqur islohotlar amalga oshirilmoqda. Ulardan ko'zlangan maqsad —Inson manfaatlari hamma narsadan ustunll degan oddiy va aniq-ravshan tamoyilni amalga oshirish ustuvor ahamiyatga ega bo'lgan demokratik davlat va adolatli jamiyat barpo etishdan iborat , deb ta'kidlab o'tdi.

Darhaqiqat, amalga oshirilayotgan ta'limiy islohotlar zamirida yurtimiz ravnaqiga xizmat qiladigan mutaxassis kadrlarni tayyorlash, mamlakatimiz taraqqiyotini yuksaltirish, barqaror rivojlanish yo'liga o'tish masalalasi birinchi galda kadrlar salohiyatiga va ularni etkazib berayotgan oliy ta'lim muassasalari faoliyatiga borib taqaladi. Shuningdek, 1997 yil 29 avgustda qabul qilingan —Ta'lim to'g'risidagi va —Kadrlar tayyorlash milliy dasturill to'g'risidagi me'yoriy-huquqiy hujjatlar dasturilamal bo'lib xizmat qilib kelmoqda.

Respublikamizda jismoniy tarbiya va sport sohasini isloh qilish, uni yanada rivojlantirishga asos bo'luvchi eng muhim tadbirlar amalga oshirilmoqda. Tarixga nazar tashlaydigan bo'lsak, dastlab 1992 yil 14 yanvarda O'zbekiston respublikasining —Jismoniy tarbiya va sport to'g'risidagi qonuni qabul qilindi. Qonundan ko'zlangan asosiy maqsad mamlakatimiz aholisining sog'ligini mustahkamlash, ularning jismoniy tarbiya va sport bilan shug'ullanishlariga shartsharoitlar yaratib berish kabi vazifalar belgilab berilgan.

Ushbu qonun 2000 yil 26 mayda va 2015 yil 4 sentyabrda yangi tahrirda qayta qabul qilindi. Yangi va o'zgartirishlar bilan 2015 yil 4 sentyabrda qabul qilingan qonunda O'zbekiston respublikasi fuqarolari jinsi, irqi, millati, tili, dini, ijtimoiy kelib chiqishi, e'tiqodi, shaxsiy va ijtimoiy holatidan qat'i nazar, jismoniy tarbiya va sport bilan shug'ullanish, jismoniy tarbiya-sport jamoat birlashmalarini tuzish, jismoniy tarbiya-sport harakatini boshqarishda ishtirok etish huquqiga egaligi alohida ta'kidlangan.

O'zbekiston respublikasi Prezidentining «Madaniyat va sport sohasida boshqaruv tizimini yanada takomillashtirish chora-tadbirlari to'g'risida» 2017 yil 15 fevraldagi PF-4956-sonli Farmonini bajarish yuzasidan hamda Jismoniy tarbiya va sport davlat qo'mitasining samarali faoliyat yuritishini ta'minlash maqsadida O'zbekiston respublikasi Xalq ta'limi vazirligi hamda Oliy va o'rta maxsus ta'lim vazirligining O'zbekiston respublikasi Xalq ta'limi vazirligi huzuridagi Bolalar o'smirlar sport maktablari xodimlarini qayta tayyorlash va malakasini oshirish markazini O'zbekiston davlat jismoniy tarbiya instituti huzuridagi Jismoniy tarbiya va sport bo'yicha mutaxassislarni ilmiy-metodik ta'minlash, qayta tayyorlash va malakasini oshirish markaziga birlashtirish yo'li

bilan uni qayta tashkil etish, shuningdek, mazkur markazlarning shtatlar sonini optimallashtirish hamda ularga birlashtirib qo'yilgan binolar, inshootlar va boshqa mol-mulkni tasarruf etish va ulardan foydalanish borasidagi muhim masalalar sifatida ta'kidlab o'tilgan.

O'zbekiston respublikasi Prezidentining 2017 yil 7 fevraldagi PF-4947-sonli Farmoni bilan tasdiqlangan —2017-2021 yillarda O'zbekiston respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasi jismoniy tarbiya va sport sohasini tubdan rivojlantirish, sohada muammolarni bartaraf etish hamda kadrlar tayyorlash tizimini tartibga solish va boshqarish tizimini rivojlantirishda tub burilish bo'la oldi desak mubolag'a qilmaymiz.

O'zbekiston respublikasi Prezidentining 2017 yil 7 fevraldagi PF-4947-sonli

Farmoni bilan tasdiqlangan —2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasida

—Bolalar sportining ommaviyligini oshirish hamda musiqa va san'at ta'limini rivojlantirish uchun qulay sharoitlar yaratish, 251 ta umumta'lim maktabi, 12 ta bolalar va o'smirlar sport maktabida sport zallarini qurish, 9 ta yopiq suzish havzasini qurish va 2 tasini rekonstruksiya qilishll ishlarini amalga oshirish ta'kidlab o'tilgan.

**O'zbekiston respublikasida mavjud sport inshootlari soni tahlili, birlik**

**(2000-2017 yillar)**

№	Ko'rsatkichlar	2000 y	2005 y	2010 y	2015 y	2016 y	2017 y	2017 yilni 2000 yilga nisbati	
								%	+/-
1.	Shahar joylarida	9149	9539	9377	2349 2	2485 2	2373 3	259, 4	+1458 4
2.	Qishloq joylarida	3733 8	4165 9	4129 1	2744 2	2600 1	2757 3	73,8	-9765
3.	<b>Jami:</b>	<b>4648 7</b>	<b>5119 8</b>	<b>5066 8</b>	<b>5093 4</b>	<b>5085 3</b>	<b>5130 6</b>	<b>110, 3</b>	<b>+4819</b>

Manba: O'zbekiston Respublikasi Davlat statistika qo'mitasi ma'lumotlari.

Respublikamiz hududlarida bunyod etilgan sport inshootlari soni jihatdan qaraydigan bo'lsak, 2000 yilda 46487 tani tashkil etgan bo'lsa, shundan 80,3 foizi ya'ni 37338 tasi qishloq joylarida jismoniy tarbiya va sportni rivojlantirish



maqsadida bunyod etilgan. 2017 yil yakunlari bo'yicha ko'radigan bo'lsak, jami sport inshootlari soni 51306 tani tashkil etgan holda, qishloq joylarida tashkil etilgan sport inshootlari soni 53,7 foizni ya'ni 27573 tani tashkil etgan. 2016-2020 yillarda bolalar va o'smirlar sport maktablari, ixtisoslashtirilgan bolalar va o'smirlar sport maktablarini qurish, rekonstruksiya qilish va capital ta'mirlash parametrlari keltirilgan bo'lib, respublika bo'yicha yangidan quriladigan, rekonstruksiya qilinadigan, kapital ta'mirlanadigan BO'SM va IBO'SMlarning umumiy soni jami 152 tani tashkil qilgan holda hududlar kesimida bu ko'rsatkich turlicha keltirilgan.

Xulosa qilib aytganda, O'zbekistonning katta sporta rivojiga bolalar va o'smirlar sport maktablari, maxsus olimpiya o'rinbosarlari sport maktablari hamda bilim yurtlari jamoalari o'z hissalarini qo'shmokda. Yosh sportchilarni tarbiyalab voyaga yetkazishda, ularning Xalqaro sport maydonlariga qadam qo'yishlarida murabbiylarning xizmati g'oyat kattadir.

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## YAXSHI VA YOMON BID'AT O`RTASIDAGI FARQ

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**Annotasiya:** ushbu ilmiy maqola bid'at haqida bo`lib, yaxshi va yomon bid'at o`rtasidagi farq, ulamolarning bid'at haqidagi qarashlari va bugungi kundagi bid'atning lug'aviy ma'nosini ushlab olib, yangiliklarni barchasini yomon bid'at deydiganlarga qarshi raddiyalar berilgan.

**Kalit so`zlar:** Qu'on, sunnat, ijmo', l'tqonus son'a, Nihoya fi g'arib al-hadis val-asar, bid'at, fosiq, vojib, mandub, harom, makruh, zalolat.

Ko`pchilik insonlar bid'at so`zining lug'aviy ma'nosini istilohiy ma'nosi bilan aralashtirib yuboradi, shu bois ular odamlarni bid'atchiga, fosiqqa chiqaradilar va bid'at so`zini hamma narsaga qo`llayveradilar, barcha odamlarning hayotini bid'at ustiga, bid'at bilan qorishib ketgan bir zalolat hayotida yashayapdi deb da'vo qiladilar. Yana ular har bir yangi narsani yomon bid'at, uni bajaruvchisini esa, zalolatda va do`zaxda ekanligini gapirishadi!

Bu noto`g`ri tushuncha. Chunki, bid'at Qur'on oyatlariga xilof, sunnati Nabaviyaga yoki shar'iy maqsadlarga zid bo`lishi kerak.

Bid'at so`zi lug`atda: biror narsaning boshlanishi va uni yasash ma'nosida bo`lib "بِدْعٌ" so`zidan olingan, bu esa ixtiro qilish ma'nosida ham keladi. Qur'oni karimda:

﴿ قُلْ مَا كُنْتُ بِدْعًا مِنَ الرُّسُلِ ﴾

**"Ayting: men birinchi Payg`ambar emasman"** (Ahqof surasi 9-oyat). Ya'ni: bandalarga Alloh taolodan Payg`ambarlikni birinchi bo`lib olib kelgan men emasman, balki mendan oldin ham ko`p Payg`ambarlar kelgan degan ma'noda. Va yana اَبْتَدَعَ فُلَانٌ بِدْعَةً "Falonchi bid'at o`ylab topdi", ya'ni: u ilgari bo`lmagan yangi ishni boshlab berdi" ma'nosida keladi.

Imom Shotibiy buni shunday ta'riflagan: "Bu shar'iy ishlarga mos keladigan, o`ylab topilgan dindagi bir yo`ldir. U yo`lda yurish bilan Alloh taolaga haddan tashqari ixlos qilayotganligini ko`rsatish maqsad qilinadi".

Shar'iy istilohda esa, Payg`ambarimiz sollallohu alayhi vasallamning davrlarida bo`lmagan, u zot va sahobalarining e'tiqodiga yoki amallariga xilof holda din ishlarida yangi paydo qilingan narsadir. Yuqoridagi ta'riflardan kelib chiqib bid'at ikki xil bo`ladi:

Birinchisi: mayshiy hayotda kerak bo`ladigan zamonaviy ixtirolar va yangiliklarni yaratish kabi va bu joiz; Chunki mayshiy hayotda kerak bo`ladigan zamonaviy ixtirolar va yangiliklar yaratish aslida mumkin.

Ikkinchisi: Dinda yangilik qilish. bu ish esa harom hisoblanadi. Chunki diniy ishlarda asl qoida tavaqquf qilishdir. Ya'ni diniy ishlarda yangilik qilishdan to'xtash kerak; zero Mo'minlarning onasi Oisha roziyallohu anhodan rivoyat qilingan hadisda Rasululloh sollallohu alayhi vasallam aytdilar:

مَنْ أَحَدَّثَ فِي أَمْرِنَا هَذَا مَا لَيْسَ مِنْهُ فَهُوَ رَدٌّ

“Kimki bizning ishimizga undan bo'lmagan biror narsani kiritsa, u rad qilingandir”. Buxoriy va Muslim rivoyat qilgan.

Ibodatlarda aslida buyurilganiga amal qilish va bid'atga yo'l qo'ymaslik. Ibodatlar, muomalalar, urf-odatlar, yegulik va ichimliklar o'rtasidagi farqlarni ajratib olishimiz kerak bo'ladi. Bu ishlarning barchasidagi asl qoida muboh va mumkin ekanligidir.

Ibnul Asirning<sup>69</sup> “Nihoya fi g'arib al-hadis val-asar”<sup>70</sup> kitobida “bid'at” so'zi haqida shunday kelgan:

“Umar roziyallohu anhuduning Ramazon oyida taroveh namozini jamoat bo'lib o'qishni tashkil qilganlarida:

نِعْمَتِ الْبِدْعَةِ هَذِهِ

“Bu naqadar yaxshi bid'at”: deb aytganlar. U kishining bu so'zlaridan bid'atni ikki xil ekanligi kelib chiqadi:

1. Hidoyat bid'ati.
2. Zalolat bid'ati.

Alloh va Rasuli buyurgan narsaga zid bo'lsa, u yomon va qaytarilgan bid'atlardan hisoblanadi. Agar Alloh va Rosuli uni yaxshi sanab, bajarishga targ'ib qilgan ishlardan bo'lsa, u maqtovgaga sazovor amallardandir. Modomiki uning ochiq ko'ngillilik, saxovatlilik, yaxshilik qilish kabi misollari bor ekan, u maqtovgaga sazovor amallardan bo'ladi va shariat keltirgan narsaga zid bo'lishi mumkin emas; Chunki, Ahmad ibn Hanbal rahimahulloh Jarir ibn Abdulloh roziyallohu anhudandan rivoyat qilingan hadisda Rasululloh sollallohu alayhi va sallam bu ishning sohibiga savob borligini aytib shunday deganlar:

مَنْ سَنَّ سُنَّةً حَسَنَةً كَانَ لَهُ أَجْرُهَا وَ أَجْرُ مَنْ عَمِلَ بِهَا

“Kim bir yaxshi ishni joriy qilsa, unga u ishning ajr-savobi va unga amal qilgan kishining ajr-savobi border”<sup>71</sup> deganlar. Yana aynan shu hadisning davomida uning aksi o'laroq:

وَ مَنْ سَنَّ سُنَّةً سَيِّئَةً كَانَ عَلَيْهِ وِزْرُهَا وَ وِزْرُ مَنْ عَمِلَ بِهَا

“Kim bir yomon ishni joriy qilsa, unga u ishning gunohi va unga amal qilgan kishining gunohi bordir” deganlar. Bu esa Alloh va Rasuli (sollallohu alayhi va sallam) ning buyrug'iga xilof ish bo'lganidadir.

<sup>69</sup> Majdiddin Abussaodatul Muborak ibni Muhammad ibni Muhammad ibni Muhammad ibni Abdulkarim ash-Shayboniy al-Jazariy ibnul Asir (hijriy 544 – 606/milodiy 1150 - 1210) yillarda yashab o'tgan arab tilshunos olimi.

<sup>70</sup> Ibnul Asir. Nihoya fi g'arib al-hadis val-asar. 4 juz. 2008-y. Halabiy.

<sup>71</sup> Ahmad ibn Hanbal. Musnad Ahmad. 4-juz 361-bet. 19225-hadis.

Umar roziyallohu anhunging tarovih namozini jamoat qilib o`qishni tashkil qilganlarida:

"نِعْمَتِ الْبِدْعَةِ هَذِهِ"

“Bu naqadar yaxshi bid’at” deb aytganlari tarovih namozini jamoat qilib o`qish, yaxshi va maqtovgga sazovar ishlardan bo`lgani va uni yaxshi ishlardan hisoblaganidan edi. Shu sababdan uni bid’at deb nomladilar va maqtadilar, ya’ni bu hidoyat bid’ati deyiladi. Chunki Rasululloh sollallohu alayhi va sallam tarovihni ramazonda to`liq o`qimaganlar va jamoat bo`lib ham o`qimaganlar balki, bir necha kechalardagina tarovehni o`qiganlar so`ng uni tark qilganlar, qattiq turmagan va odamlarni ham jamoat bo`lib o`qishlariga buyurmaganlar. Bu ish Abu Bakr roziyallohu anhunging davrida ham shunday davom etgan. Lekin Umar roziyallohu anhu esa, odamlarga tarovih namozini jamoat bo`lib o`qishni taklifini kiritdi va bu ishni yaxshi deb hisobladilar. Shuning uchun ham uni “bid’at” deb atadi. U aslida Nabiy alayhissalom:

عَلَيْكُمْ بِسُنَّتِي وَ سُنَّةِ الْخُلَفَاءِ الرَّاشِدِينَ مِنْ بَعْدِي

“Mening yo`limni va mendan keyingi roshid xalifalarning yo`lini mahkam tutinglar”, va yana boshqa bir hadisda

اِفْتَدُوا بِاللَّذِينَ مِنْ بَعْدِي أَبِي بَكْرٍ وَعُمَرَ

“Mendan keyingi Abu Bakr va Umarga ergashinglar”, degan so`zlariga ko`ra Umar roziyallohu anhunging aytganlarini bajarish sunnat hisoblanadi. Yuqorida aytilgan ta’rif va izohlardan kelib chiqib, Nabiy alayhissalomning:

كُلُّ مُحَدَّثَةٍ بَدْعَةٌ

“Har bir yangi paydo qilingan narsa bid’atdir” degan hadislarida shariat asoslariga zid bo`lgan va sunnatga muvofiq kelmaydigan narsalar nazarda tutilgan.

Ko`pincha bid’at deb urfda, dinda yangi paydo bo`lgan yomon ishlarga nisbatan ishlatiladi.

Shayx Atiyya Saqar rahimahulloh Ibn Asir aytgan gaplariga qo`shimcha qilib, shunday deydi: Tushunchalarni aniqlash har qanday mavzudagi tadqiqotning muhim elementi bo`lib, usiz hukmlar turlicha bo`ladi, bayonotlar (so`zlar) bir biriga ziddiyatli bo`ladi va tarqoqlik yuzaga keladi. Sohibini do`zaxga olib kiradigan zalolat bo`lmish bu bid’at tushunchasiga ta’rif berish biroz mushkul. Ta’riflar bitilgan kitoblardagi bid’at so`ziga berilgan ta’riflar to`plamidan shuni aytish mumkinki: Olimlar bid’atni ta’riflashda ikki xil yondashganlar.

Birinchisi: umumiy lug`atdagi ma’nosi asosida,

Ikkinchisi: o`ziga xos istilohiy ma’nosi asosida.

Shunday qilib, birinchi yondashuv egalari yuqoridagi misoldan boshqa yangi paydo bo`lgan narsaga dalolat qiluvchi “bid’at” mavzusini ko`rib chiqib, quyidagicha ta’rif berdilar: “Payg`ambar sollallohu alayhi vasallamning

zamonalaridan va u zot eng yaxshi asr deya ta'kidlagan asrlardan<sup>72</sup> keyin paydo bo'lgan narsadir". Va bu ta'rifga yaxshi va yomon, ibodat va ibodat bo'lmagan narsalar ham kiradi deyishgan. Ularni bunday qilib keng qamrovli ta'rif aytishga undagan narsa, "bid'at" so'zining ba'zan qoralangani va ba'zan maqtalganidir. Xossatan Umar roziyallohu anhu tamonidan tarovih namozi haqida:

نِعْمَتِ الْبِدْعَةُ هَذِهِ

"Bu naqadar yaxshi bid'at" deb maqtaganlari bunga yaqqol misol bo'ladi.

Shofe'iy rahimahulloh aytadilar: "Yangi paydo bo'lgan ishlar ikki xil bo'ladi, ulardan biri: Qur'on, Sunnat yoki ijmo'ga zid bo'lgan narsa bo'ladi, bu bid'at zalolat (yomon) dir".

Ikkinchisi: yaxshilikdan iborat yangi kiritilgan narsa bo'ladi, bu esa maqtalgandir qoralangan emas.

Yuqorida ulamolar aytishgan tariflardan kelib chiqib Shayx Ibn Obidin Hanafiy o'zining "Roddul muxtor"<sup>73</sup> kitobida shunday degan:

1. "Bid'at bazan vojib bo'ladi, Xavorijlar, murjialar va mu'tazilalar kabi adashgan firqalarga adashganligini bildirish uchun dalil keltirish, Qur'on va Sunnatni tushunish uchun kerak bo'ladigan nahu va sarf kabi vosita ilmlarni o'rganish kabi.

2. Mandub<sup>74</sup> bo'ladi, bunga maktab va madrasa kabi ta'lim maskanlarini qurish va Payg'ambarimiz davrlarida bo'lmagan barcha yaxshi ishlar kiradi.

3. Harom bo'ladi, Qur'onni arabiy ekanligidan chiqarib yuboradigan musiqiy kompazitsiya qilib (musiqiy ohang bilan) o'qish va xavorijlar, murjiyalar kabi botil oqimlarning chiqishlari.

4. Makruh bo'ladi, Qur'on va masjidlarni haddan ziyod oshirib bezash<sup>75</sup> kabi

5. Muboh bo'ladi, dasturxonga turli tuman mazali taomlar, ichimliklar qo'yish va turli qimmatbaho kiyimlar kiyish kabi.

<sup>72</sup> "Insonlarning eng yaxshisi mening asrdoshlarim. So'ngra ularga yaqin bo'lgan (tobe'in) lar. So'ngra, ularga yaqin bo'lgan (taba'a tobe'in) lardir. Ulardan keyin yolg'onchilik tarqalib ketadi. Hatto biror kishiki, undan guvohlik so'ralmasada (yolg'ondan) guvohlik beraveradi, undan qasam ichish so'ralmasada (noo'rin) qasam ichaveradi". Payg'ambarimiz yaxshiligini ta'kidlagan asrlar shu hadisda aytilgan uch asrdir.

<sup>73</sup> Ibni obidin. Roddul muxtor. Bayrut: -Dorul kutubul ilmiyya. 1-juz. -B 376.

<sup>74</sup> Mutahab va tavsiya etilgan ma'nolarida keladi.

<sup>75</sup> Rasululloh sollallohu alayhi vasallam masjidlarni ziynatlash qiyomat alomatlaridan ekanini aytganlar. Shuning uchun ba'zan ulamolar masjidlarni ziynatlashni makruh deyishgan. Uning makruh bo'lishiga sabab qilib mehrobdan daqiq va nozik naqshlarni ko'paytirib yuborish, chiroyli masjidlari borligi bilan qavmning maqtanchoqlik qilishlari, riyoga berilishlari, namoz o'qimasdan masjidni ziynatlashni cho'zib yuborishlari kabi narsalar ko'rsatilgan ("Qozixon", "Fath ul-Qodiyr"). Alloma Ibn Obidiyn ash-Shomiy esa "Rodd ul-Muxtor" da masjid devorlariga oyatlarni yozishni ham karih ko'rganlar. Bularning hammasi masjidga tushgan mablag' evaziga qilinsa, mutavalli zomin bo'lishini "Hidoya" da ta'kidlab o'tilgan. Chunki masjidga tushgan mablag'lar masjidning asosiy ishlariga, asosiy binolariga ishlatilmog'i darkor. Uning naqshlari esa asosiy emas, ortiqchadir. Uni odamlar o'zlari kelib ishlab bersalar joiz va bu aslo makruh emas. (Sobiq Muftiy Usmonxon Alimov, "So'ragan edingiz")

Shuningdek, Shofi'ylardan Izziddin ibn Abdussalom<sup>76</sup> ham bid'atni aynan shu turlarga bo'lib chiqqan.

Ikkinchi yondashuv egalari esa bid'atni quyidagicha ta'riflaganlar: bid'at bu aslida dindan bo'lmagan narsani dindan deb bilish demakdir, yoki shar'iy amallarga mos keladigan, unga amal qilishdan shariat yo'lga amal qilish tushiniladigan, dindagi yangi paydo qilingan ishdir. Aslida esa, umuman dinga aloqasi yo'q narsa bo'ladi. Unga ibodatlar ham boshqa amallar kiradi. Ba'zilar bid'atni faqat ibodat qilinadigan amallarga cheklaydilar. Bu ta'rifdan kelib chiqqan holda, bid'at har qanday holatda ham qoralangan bo'ladi, uni farz, mandub va muboh deb tasnifiga kiritilmaydi va Irboz ibn Sariya roziyallohu anhudan rivoyat qilingan Nabiy alayhissalomning:

كُلُّ بَدْعَةٍ ضَلَالَةٌ

“Har bir bid'at zalolatdir”<sup>77</sup> degan hadisi ham shu ma'no asosdadir. Imom Molik rahimahullohning ham: “Kimki Islomda yangilik qilsa va uni yaxshilik deb bilsa, Muhammad sallolohu alayhi va sallamni payg'ambarlikga xiyonat qilgan, deb da'vo qilgan bo'ladi” degan so'zlari shu ma'nodadir. Ya'ni uning bu ishi bilan Alloh buyurgan narsalarni hammasini ham bizga aytmagan ba'zilarini yashirib qolgan degan da'vo chiqib qoladi. Chunki, Alloh taolo Qur'oni karimda  
(الْيَوْمَ أَكْمَلْتُ لَكُمْ دِينَكُمْ وَأَتْمَمْتُ عَلَيْكُمْ نِعْمَتِي وَرَضِيْتُ لَكُمُ الْإِسْلَامَ دِينًا)

**“Bugungi kunda Men sizning diningizni mukammal qilib berdim. Sizga ne'matimni batamom qilib berdim. Va sizga Islomni din deb, rozi bo'ldim ”**<sup>78</sup> (moida surasi 3-oyat.) deb marhamat qilgan. Ya'ni islom dini mukammal bo'ldi, oxiriga yetdi va barcha buyruqlari ham yaxshiliklari ham oxiriga yetdi bundan keyin unda buyruqlar, yangiliklar va yaxshiliklar ham bo'lmaydi deyishadi.

Bu yondashuv sohiblari Umar roziyallohu anhudaning tarovih namozi haqidagi “Bu naqadar yaxshi bid'at” degan so'zlarini lug'aviy ma'nosiga ta'vil qiladi. Ya'ni oldin bo'lmagan bir yangi ish bo'ldi degan manoda tushunishadi. Lekin imom Molik rahimahullohning aytgan bu so'zlari yangi paydo qilingan ishni aynan diniy ishlaridan yoki uning bir ruknlaridan deb e'tiqod qilish haqidadir. Bu haqida yo'qorida batafsil bayon qilindi.

Xulosa o'rnida shuni aytish lozim Oisha roziyallohu anho onamizdan rivoyat qilingan hadisda: “Kimki bizning ishimizga undan bo'lmagan biror narsani kiritisa, u rad qilingandir”<sup>79</sup> deganlaridek agar Payg'ambar alayhissalom olib kelgan shariiy ishlarga xilof bo'lsa, bu ish rad qilingan va bu ish uchun albatta jazo muqarrar, agar aksincha bo'lib Payg'ambar

<sup>76</sup> Asl ismi Abdul Aziz ibn Abdussalom bin Abulqosim ibni Hasan ibni Muhammad ibni Muhazzab bo'lib Izziddin ibn Abdussalom va Izz ibn Abdussalom deb ham atalgan. U kishi 577-578- hijriy yillarda Damashqda tavallud topgan.

<sup>77</sup> Imom buxoriy va Muslim rivoyat qilgan.

<sup>78</sup> Shayx Muhammad Sodiq Muhammad Yusuf. Tafsiri hilol.

<sup>79</sup> Imom Muslim rivoyat qilgan.

alayhissalom olib kelgan shariy ishlarga muvofiq bo`ladigan bo`lsa bu albatta maqbul ishlardan hisoblanadi. Bunga esa masjidlarda mehroblar uchun bo`sh joy qoldirish, Payg`ambarimiz sollallohu alayhi va sallam tavalludlarini nishonlash va azondan keyin muazzin azon duosini barcha uchun eshittirib duo qilish ham kiradi.

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## STUDY OF A NUMBER OF CYTOKINES IN COVID-19-INFECTED PATIENTS WITH ACUTE INFLAMMATION OF THE NASAL CAVITY

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**Relevance.** Despite the constant improvement of treatment methods, in COVID-19-infected patients, acute inflammation of the nasal cavity (ARPN) occupies a leading place in the structure of somatic diseases due to a severe course and frequent residual effects. The state of the immune system before the disease and its reaction to the introduction of the pathogen largely determine the course and outcome of the disease.

**Purpose:** to study the level of cytokines in the blood serum of COVID-19-infected patients with acute inflammation of the nasal cavity.

35 children with CVA living in Bukhara were examined. The content of cytokines (IFN- $\gamma$ , IL-10) in the blood serum was determined by the ELISA method using test systems from Vector Best (Russia).

In COVID-19-infected patients with ARHF treated in the traditional way, the concentration of the pro-inflammatory cytokine IFN- $\gamma$  was increased by 3.5 times compared with the control group ( $p < 0.05$ ). In COVID-19-infected patients with AKI, the content of IL-10 was  $86.08 \pm 25.72$  pg/ml, which was 8 times higher than in the control ( $10.95 \pm 3.65$  pg/ml;  $p < 0.001$ ).

**Thus**, in COVID-19-infected patients with AKI, increased production of pro- and anti-inflammatory cytokines is noted, which can be regarded as a necessary condition for protection from an infectious agent and, in parallel, protect the body from the systemic damaging effect of high concentrations of pro-inflammatory cytokines.

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## SCIENTIFIC BASIS OF ORGANIZING PHYSICAL ACTIVITIES FOR CHILDREN WITH DEVELOPMENTAL DISABILITIES

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**Annotation:** *This scientific article talks about the daily routine and development of children with mental and physical disabilities and the importance of physical exercises.*

**Key words:** *developmental disabilities and disorders, hearing and vision, parent club, pedagogical skills, physical training*

It is known that the birth of a child with developmental disabilities fundamentally changes the perspective of the family. Parents face many responsibilities in raising a child, and they face several problems when raising a child with a disability. Identifying such families, rehabilitating children in need of special help and providing correctional and pedagogical support to their parents in this regard is one of the urgent problems of today.

The priority policy of our state is to bring up the young generation to be mentally mature, physically healthy and mentally mature. In this place, special attention has been paid to the upbringing of some children with developmental disabilities who need social protection. A child's upbringing is formed physically, mentally and emotionally in the family in the bosom of his parents. The fact that the upbringing of children largely depends on the environment in the family, the attitude of the surrounding adults to the upbringing of the child, that the parents are responsible to the society, is recorded in a number of laws and decisions of our country.

In order for disabled children to become mentally and physically mature people, it requires a pedagogical factor, that is, special attention should be paid to the pre-school education process. It is emphasized in the literature that parents should know how to correctly apply corrective and pedagogical methods to eliminate existing defects in preparing a child for school, and that preschool teachers should work in cooperation with special specialist pedagogues.

There is every special educational institution operating in Uzbekistan, where all work related to children's issues is carried out on the basis of parental consent. The system called inclusive education creates a unique legal basis for children's education. Such an educational system is based on the

philosophy that all children, regardless of the severity of their disabilities, are considered living and integral representatives of the educational system. However, it should not be forgotten that one of the important tasks is to determine the ability of children with special needs to meet the requirements of the special education program.

Today, among the problems of the educational system, the issues related to children in need of special support, which are considered family problems, have not lost their relevance. According to information related to the club of disabled children and parents in Tashkent, it became known that the number of such families in the capital is more than 2000. When it comes to the rehabilitation and adjustment of children, of course, the help they receive directly from their families is imagined. If such a family is in a state of economic distress, faces obstacles in social work and education, it is natural that it feels mentally weak. As a result, instead of helping their children in their all-round growth and development, parents are far from expecting results from them. Only if the problems of families with disabled children are solved, they can be fully rehabilitated and integrated.

It is known that not all developmental defects and disorders occur during infancy. Most of these changes can be detected at an older age. They are often manifested in the example of defects of the nervous system, organs of hearing and vision, and speech. Various models of early intervention for children with developmental disabilities from infancy have been written in foreign literature, including centers in Sweden and early intervention programs in the United States. Taking into account the model of the above centers, the "Integrative Education Center" in the city of Saint-Petersburg established the Early Aid Service (Slujba ranney pomoshi - SPR) and has been working until now. The activities of the early aid service are aimed at providing assistance to children with developmental disabilities from infancy (from 0 to 3 years) and their families.

Experiments have shown that in the first year of a child's life, not noticing subtle changes in his development, and if necessary treatment and training measures are not taken, it is inevitable that he will face difficulties and problems in education in the future. On the other hand, it is possible to achieve high results if the child with severe changes in development is carried out in a comprehensive manner. Therefore, the earlier the training starts, the easier it is to achieve the desired results.

Teaching a child at home is a very difficult and demanding job. The pedagogues, who have just started to take on such responsibility, are disappointed that there is no visible result from their long-term training. But working on such children requires a lot of attention and patience. To increase the child's enthusiasm for action and work, even to stop at things that are not

so necessary to emphasize, to repeatedly encourage and praise him, to increase his interest in learning, as well as The most important aspects are the development of the child's confidence that he will do everything according to the brochure. It is not appropriate to ignore the child's positive attitude towards the task, it is necessary to highlight and evaluate the simple, tangible successes he achieves. Based on the main idea of the teacher's activity, it is to encourage the student to taste the feelings of joy, happiness, success and luck, while awakening feelings of trust and hope in life. Even a one-time achievement can change a child's life and lifestyle.

Teaching a child at home is a multifaceted process, and it is very important for a family that wants to work in cooperation with a pedagogue and is able to organize a psychological environment. For several years, researchers have studied the moral and spiritual environment of a home-schooled child's family, the mother's attitude towards her child's behavior, her child's participation in the process of education, the relationship between the student and the parents with the pedagogue. It has been studied that the level of communication has been established.

Most of the home-schooled children (75%) develop emotional relationships as a result of communication with the teacher. In 25% of children, such relationships are created through work. Most (77%) families have moderate relations between teachers and parents. In 11% of cases it appears through labor, in 11% of cases it is not formed at all. According to the researchers' observation, emotional connection and mutual understanding in the "student-parent-teacher" system is the key to success in behavioral correction activities.

Establishing contact with parents and family members is the first task and plays an important role. However, it is not easy to find the language of families with disabled children. In such cases, we would recommend listening to M.Egg's advice. "My child is not like others..." In his book, he says: "You are entrusted with the noble task of raising your child.

Only you can lead him to goodness, his future depends only on you. No one will do it for you. In order to help him, it is enough to understand your child, as well as to have patience and love and to strive for the goal.

Nevertheless, the efforts of pedagogues to educate children with special needs are somewhat difficult due to the lack of support from parents. One of the main reasons for this is that parents are not properly prepared to raise a child. That is why it is one of the urgent issues of today to improve correctional-pedagogical literacy of parents, which is a huge task for us in every way.

Correctional work carried out on the basis of the above requirements ensures the effectiveness of the teacher's work and its positive result. There is no doubt that students who participate in such classes and are armed with

knowledge, skills and abilities will achieve personal perfection, find their proper place in social life, and become skillful builders of our great country in the future.

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**NEW CORONAVIRAL INFECTION COVID-19. ETIOLOGY AND  
PATHOGENESIS. EPIDEMIOLOGICAL CHARACTERISTICS.  
DIAGNOSTICS OF CORONAVIRUS INFECTION**

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**Relevance:** On December 31, 2019, Chinese authorities reported the first cases of new pneumonia caused by a previously unknown pathogen. The infection was first detected in Wuhan City, Hubei Province, PRC. The number of cases in China as of 02/29/2020 is 79,251 people, the death are 2,835, and the infection has also spread to the countries of Asia, North America, Europe: Thailand, Japan, the Republic of Korea, Vietnam, Malaysia, Nepal, Taiwan, Singapore, Australia, USA, Canada, France, Germany. In total, 85,681 people were infected in the world, of which 2,933 died.

Purpose of the study: to study the etiology of new atypical pneumonia, to analyze the currently available information about the pathogen and to characterize the epidemiological situation.

**Materials and methods:** statistical analysis, study of domestic and foreign literature on this topic.

**Results:** Covid-2019 is a single-stranded RNA-containing virus, which belongs to the Coronaviridae family, the Beta-CoV B line. The genome is packed inside a spiral capsid formed by a nucleocapsid protein (N) and surrounded by an envelope. Three structural proteins are associated with the viral envelope: membrane protein (M), envelope protein (E), spike protein (S). Virus transmission mechanisms - aerogenic, contact; the probability of a vertical path is currently denied by researchers. At the time of February 24, 2020, the incubation period varies from 2 to 27 days, on average, 5.2 days. The mortality rate is 3.42%. On February 19, 2020, the National Health Commission of China published the sixth version of the recommendations for the treatment of SARS caused by the new coronavirus infection.

**Conclusions:** the causative agent of SARS in China is the RNA-containing virus Covid-2019, which belongs to the Coronaviridae family, the Beta-CoV B line. At the moment, 92.5% of infected and fatal outcomes are in the PRC. Despite the massive spread of the virus, the number of recovered patients is growing, which indicates the effectiveness of prevention and treatment measures.

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## KOMPETENSIYA VA KOMPETENTLIK O'RTASIDAGI O'XSHASHLIK TUSHUNCHASI

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**Annotatsiya:** *Ilmiy izlanishlar natijasiga ko'ra ijtimoiy-psixologik kasbiy kompetentlik ta'lim tizimini boshqaruv jarayoni uchun zarurat sifatida qaralmoqda. Bu esa o'z navbatida boshqaruvchi tomonidan alohida bilim, balki egallanishi lozim bo'lgan har bir mustaqil yo'nalish bo'yicha integrativ bilimlar, boshqaruvning ta'sirchan usul va vositalari, boshqaruvdagi muomila madaniyati va rahbarlik faoliyatiga doir ijodiy harakatlarning o'zlashtirilishini nazarda tutadi. Pedagogik kompetentlik o'qituvchilik faoliyatini sifatli tashkil etilishini ta'minlovchi omil sifatida haraladi. Bugunda o'qituvchining kompetentligi qaysi mezonlar bilan belgilanishin o'rganish muxim bo'lmoqda. Maqolada kompetensiya va kompetentlik tushunchalari, ular o'rtasidagi o'xshashlik va farqlar ko'rsatib berilgan.*

**Kalit so'zlar:** *Kompetensiya, kompetentlik, bilimdonlik, boshqaruv kompetensiyalari (professional, uslubiy, ijtimoiy – psixologik, autopsixologik, ijtimoiy – informatsion, kommunikativ, kognitiv, maxsus, madaniy).*

Kompetensiya va kompetentlik tushunchalari deganda asosan zamonaviy fanda xodimlarni boshqarish nazariyasi va amaliyotini tahlil qilishda kompetensiya tushunchasiga muhim ahamiyat berilmoqda. "Kompetentlik" – tushunchasi dastlab ta'lim sohasiga psixologik, pedagogik izlanishlar natijasida kirib kelgan tushuncha bo'lib, zamonaviy atamasifatida qo'llanilib kelinmoqda. «Competentia» lotincha so'zdan olingan bo'lib, o'zbek tilidagi tarjima qilinganda unung lug'aviy ma'nosi «yaxshi biladigan inson», «tajribaga ega bo'lgan kishi» kabi ma'nolarni bildiradi. Shu sababli kompetentlik ta'lim jarayonida sodir bo'ladigan turli xil vaziyatlar, kutilmagan holatlar rahbarning o'zini qanday tutishi, muloqotga kirishuvchanligi, qo'l ostidagilarni ruhiy holatlarini tushuna olish qobiliyatiga ega bo'lishi, raqobaddosh tomonlar bilan o'zaro munosabatlarda yangi yo'l tutishi, noaniq vazifalarda mavjud muammolar ziddiyatlarga to'la ma'lumotlardan foydalanishda rahbar tomonidan o'zlashtirilgan bilim, ko'nikma va malakalarni aniq maqsadlar asosida qo'llay olish, izchil rivojlanib boruvchi va murakkab jarayonlarda harakatlanish rejasiga egalik"ni anglatadi. Kompetensiya – xodimning kompaniyada kutayotgan darajada va belgilangan tarkibda ishlab chiqarish xulqini muntazam ravishda namoyish qilishga tayyorlik qobiliyati. Kompetensiyalar tizimini yaratishda tashkilot xodimlarning faoliyatiga taalluqli



muhim mezonlar majmuasini standart talablarga asosan tuzadi. Shuningdek, kompetensiya xodimlarning tashkilotda ham professional, ham ijtimoiy jihatdan tengligi xususida guvohlik beradi. XX asrning 90-yillarida mutaxassislarga malakaviy talablarni quyuvchi “Xalqaro mehnat tashkiloti” malaka oshirish hamda boshqaruv xodimlarni kasbiy qayta tayyorlashda “tayanch kompetensiya”lar degan tushunchani fanga kiritdi. Tayanch kompetensiyalari turli xil kasbiy birlashmalarda mutaxassislarning ijtimoiy-professional jihatdan ta’minlanishi hamda faoliyatga moslashishida xodimlarning xizmat vazifalaridan kelib chiqib o’ziga xos xarakter kasb etadi.

Personalni boshqarish alohida ahamiyat kasb etib, tashkilotda kishilarga ta’sir ko’rsatuvchi uchta asosiy omilga alohida diqqat-e’tiborni qaratish maqsadga muvofiq sanaladi. Bular tashkilotning iyerarxik tuzilmasi, madaniyat, bozor omillaridir. Ushbu ta’sir ko’rsatish omillari juda murakkab tushunchalar bo’lib, amaliyotda kamdan-kam hollarda bir-biridan alohida ravishda qo’llanadi. Ulardan birontasi qanchalik ustuvor bo’lsa, tashkilotdagi iqtisodiy vaziyat qiyofasi ham shunday bo’ladi. Ko’pincha kundalik muloqotda biz “kompetensiya” yoki “bilimdonlik” tushunchalarini tez-tez ishlatamiz. Ayniqsa, “professional kompetensiya” tushunchasi ko’proq diqqatni tortadi. Lekin, ba’zan insonlar bilan ishlash borasida “kommunikativ kompetensiya” tushunchasi ham ishlatiladi. Bu aslida o’zgaralar bilan til topisha bilish, o’z nutqini ravon va bir tekisda tuzish orqali fikrlarini boshqalarga yetkaza olish kabi muhim xususiyatlar bilan bog’lanadi. Psixologiya fanida, xususan, uning “Boshqaruv psixologiyasi” sohasida oxirgi paytlarda “ijtimoiy-psixologik kompetensiya” fenomeni ajratilmoqdaki, mohiyatan u – kommunikativ kompetensiyadan kengroq va ko’ppqamrovliroqdir. Professional faoliyat shaxsdan juda ko’p bilimlarni hamda malakalarni talab qiladi. Nima uchun u yoki bu kasbni tanlaganini anglab yetgan shaxs (motivlar muammosi), endi o’z faoliyati va qobiliyatlarini boshqara bilishi va o’z ustida muttasil ishlab, malakalarini orttirib borishi shart. Professional kompetensiya shu nuqtai nazardan shaxs umumiy madaniyatining shunday yo’nalishiki, unga faqat kasbga taalluqli bo’lgan bilimlardan tashqari, shu bilimlarning hosil bo’lish yo’llari va malakalarning takomillashuvini ta’minlovchi psixologik jarayonlar va holatlarni bilishni ham taqozo etadi. Bu psixologiyada bilish jarayonlari, ularning mohiyati va kechishini anglash demakdir. Kasbga doir topshiriq va vazifalarni echish, o’quv-tarbiya jarayonini boshqarishda pedagogik-psixologik yondashish ta’lim-tarbiyani modellashtirish to’g’risidagi ma’lumotlar ham mazmunidan keng o’rinda foydalanishlari zamonaviy ta’lim tizimi rahbarlarining zimmasiga yuklatilmoqda. Olib borilgan ilmiy tadqiqotlarda bevosita ta’lim tizimi rahbarlariga xos kasbiy kompetentlik va uning o’ziga xos jihatlari tadqiq etilib, o’rganilgan. Bu boradagi pedogogik-psixologik kasbiy kompetentlik yuzasidan olib borilgan ilmiy tadqiqotlarni bir qator olimlar xususan, V.M.Karimova

tomonidan olib borilgan izlanishlar tadqiqot davomida alohida ahamiyat kasb etadi. Kasbiy faoliyatni tashkil etishda muhim ahamiyatga ega bo'lgan kompetentlikning asosiy elementlari davlat ta'lim standartlarida o'z ifodasini topgan. Kompetentlik tushunchasi nafaqat aniq bilim va ko'nikmalar, balki aniq strategiya, mos emotsiya va munosabat, xuddi shuningdek, butun bir tizimni boshqarish mexanizmi mavjud ekanligi talab etiladigan murakkab amaliy masalalarni hal etish bilan bog'liq. U o'z ichiga nafaqat kognitiv tashkil etuvchini, balki qadriyatli yo'nalganlikning motivatsion, etik, ijtimoiy va ahloqiy tizimlarini ham oladi. Barcha ijtimoiy tarmoqlar borki boshqaruvga muhtojlik sezadi. Agar boshqaruv jarayoni sustkashlik asosida qurilgan bolsa boshqaruvda samaradorlik bolmaydi. Rahbarning boshqaruvdagi roli past bo'ladi va iskicha yondoshuvlar asosida ta'lim jarayonini tashkil etgan, yoki boshqaruvga qobiliyati yuq deb qaraladi. Bugungi kunda zamonaviy boshqaruv gaxos kompetensiyalar farqlanadi.

G.Miroljubova o'zining "Menejerlar madaniy kompetensiyalarining rivojlanishi" (2005) deb nomlangan o'quv-uslubiy qo'llanmasida boshqaruvchining tayanch kompetensiyalari xususida zamonaviy, ilmiy jihatdan asoslangan qator fikr-mulohazalarini ta'kidlab o'tadi. Shu bois ham, da'vogarning lavozimga loyqlik mezonlari xususida gap ketganda, mutaxassislar oldida boshqaruvchi shaxsiga xos quyidagi tayanch kompetensiyalarni aniqlash yoki o'rganish masalasi ko'ndalang turadi. Professional kompetensiya– bu o'zi boshqarayotgan soha faoliyatini mukammal darajada yo'lga quyish uchun tashkilot missiyasini aniqlashtirishga xizmat qiluvchi mavjud ma'lumot, bilim hamda malakalarga ega bo'lishlikdir. Uslubiy kompetensiya– bu rahbarning bilgan narsalari, shaxsiy malaka va ko'nikmalari, turli loyihalar xususidagi ma'lumotlar hamda topshiriqlarni tez, to'g'ri va tushunarli (operativ) tarzda xodimlarga yetkaza olish qobiliyati. Ijtimoiy-psixologik kompetensiya– bu shaxsning ijtimoiy-psixologik hodisalar hamda muomala qonuniyatlari, o'zgalarni bilish, to'g'ri idrok qilish, dilidagini anglash va shu asosda o'zaro hamkorlikni tashkil qilish borasidagi savodxonligidir.

"Amaliy ijtimoiy psixologiya" (1998) kitobining mualliflari ijtimoiy-psixologik kompetensiyaning 3 ta asosiy tarkibiy qismlarini ajratib ko'rsatishadi:

- a) kommunikativ kompetensiya;
- b) perseptiv kompetensiya;
- c) interaktiv kompetensiya.

Agar diqqat bilan bu tizimga qaralsa, u G.Andreyevaning uch tizimli muloqot to'g'risidagi nazariy qarashlaridan kelib chiqqanligiga guvoh bo'lishimiz mumkin (kommunikativ, perseptiv va interaktiv). Har qalay, bunday yondashuv psixologiya fanidagi mashhur ko'pqirrali muloqot jarayonining asosiy sohalarini qamrab olganligi bilan xarakterlanadi. Autopsixologik

kompetensiya– bu rahbardagi shunday malakalar majmuiki, ular boshqaruvchini o‘z kasbiy hamda shaxsiy sifatlarini diagnostikalash, ya’ni o‘zini-o‘zi diagnostika qilish, o‘zini-o‘zi tuzata olish (korreksiyalash), o‘zini-o‘zi takomillashtira olish, o‘ziga-o‘zi motivasiya bera olish, har qanday ma’lumotdan samarali foydalana olish, psixolingvistik kompetensiyalar bilan bog‘liq qobiliyatdir. Ijtimoiy-informasion kompetensiya– bu rahbardagi axborot texnologiyalari bilan ishlay bilish hamda ijtimoiy informasiyalarga nisbatan tanqidiy munosatda bo‘la olishga egaligi. Kommunikativ kompetensiya– bu boshqaruvchining turli tildagi og‘zaki va yozma muomala texnologiyalarini o‘zlashtirganligi hamda kompyuterda dasturlash va Internet orqali munosabatga kirisha olish qobiliyati. Ayrim mutaxassislar tomonidan ijtimoiy-psixologik kompetensiya tushunchasi ko‘pincha OAVda “kommunikativ kompetensiya” tushunchasi bilan sinonim sifatida ham ishlatiladi. Bevosita kommunikativ kompetensiyani aniqlash uchun “Muloqotga kirishuvchanlik darajasi”, “Fikrni bayon eta olish” kabi qator metodikalar hamda o‘zini qanchalik nazorat qila olishini bilishda M.Snaydarning maxsus testi qo‘llaniladi. Kognitiv kompetensiya– bu rahbarning ma’lumot darajasini oshirishga tayyorligi, o‘zining shaxsiy imkoniyatlarini faollashtirishga ehtiyojmandligi, yangi malaka va bilimlarni mustaqil ravishda yaratish hamda o‘zini-o‘zi rivojlantirish qobiliyati demakdir. Maxsus kompetensiya– bu boshqaruvchining professional xatti-harakatlarni mustaqil tarzda bajarishga tayyorlanish va o‘z mehnati natijalarini baholay olish qobiliyati. Madaniy kompetensiya– bu menejerning tashkilot normalari va qadriyatlari orqali xulq-atvorini boshqarishga tayyorlik qobiliyatiga egaligi.

Yuqoridagilardan kelib chiqqan holda xulosa qiladigan bo‘lsak, barcha turdagi kompetensiyalar boshqaruv sohasini rivojlantirish bilan bir qatorda rahbar faoliyatini samaradorligini belgilab beradi. Psixologiya fanida, xususan, uning “Boshqaruv psixologiyasi” sohasida oxirgi paytlardabarcha turdagi kompetensiyalar aloida ajratilib ko‘rsatilmoqda va har bir turdagi kompetensiya o‘ziga xos xususiyat kasb etadi.

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## VERBAL USES OF PREPOSITIONS: PREPOSITIONAL VERBS AND PHRASAL VERBS

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**Abstract:** *The present paper determines recollecting some of the academic studies carried out on the employment of prepositions, with a deepening in their use in the verbal function. Moreover, we have observed how verbs are not only made by a single-word lexeme, but on the contrary, the verbs in which we can observe prepositions to be a full part of the verbal element are of two types: prepositional verbs and phrasal verbs. These two variants of verbs, despite appearing extremely similar in their form, present a great range of differences, which mainly depend on the syntactic level of words order and adverbs insertion. Nonetheless, preposition use in general, but also their specific use with verbs, proves to be extremely difficult and unsystematic from a semantic point of view, and an evidence to it can be observed in the quite little material available in the studies about semantic relations among prepositional sub-sections' functions.*

**Keywords:** *prepositions, phrasal verb, prepositional verbs.*

Prepositions represent an extremely frequent and fundamental grammatical element used both in English and in Romance languages. Fang (2000), reporting the corpus of a study made of one million English words, affirms that one out of ten words of the corpus is a preposition. In the same way, considering a Romance language such as Spanish, it is also demonstrated how, considering a corpus of 20 million words, approximately 10% of the 175 most used words were discovered to be prepositions (Ramón et al., 2005). Moreover, language acquisition studies demonstrated how prepositions in both Romance languages and English often represent an extremely challenging task in acquisition and understanding of a language, not only for second language learners, but for the native speakers of that language as well. In fact, articles and prepositions have been proved to be the primary cause of grammatical errors for students of English as a foreign language. Still, despite the complexity of prepositions' employment being documented by a great number of linguists, psycholinguists and computational linguists, there seem to be very few studies about their function in the application of NLP (Natural Language Processing). Hence, we could assume that this lack of sources derives from the fact that prepositions are considered to be the most polysemous category of words, so that it becomes extremely difficult to predict

and identify their linguistic usage, as well as their cross-linguistic regularities (Girju, 2008).

Moreover, observing prepositions' role in English semantics, we can see that little space is given to directional adverbs such as forward or prepositions in English and American coursebooks, and if we consider books about phrasal verbs, we can see incredibly small sections about prepositions usage. On the other hand, Lindstromberg, after having searched for academic books about prepositions and having found little material, he discovered a dictionary (Sinclair, 1987) which shows how, for instance, an entry for the preposition on can present 19 subsections; the book however did not present any attempt of explaining the semantic relations among the various functions presented. This might give us an idea of how unsystematic and difficult the prepositions' semantics are and that they should be often learned phrase by phrase as well as in singular narrow contexts. Still, Lindstromberg (1996) also highlights how the collocational approach sometimes underestimates too much the systematicity of the prepositional semantics.

Prepositions' primary function is that of introducing peripheral noun phrases, which may provide information to the sentence such as a beneficiary or a recipient (e.g. for/to John), an instrument (e.g. with a knife) and temporal and locational specification (e.g. at 6pm/ in the street). Considering specifically how prepositions act when being part of the verbal element, we can see that they present two further functions within two types of verbs – inherent preposition verbs and phrasal verbs. These two types of verbs differ from the simple one-word verbs, as they composed precisely of a root and a preposition (or more in the case of some types of phrasal verbs). Moreover, while in an inherent preposition verb the root cannot be used alone, but should be substituted by its correspondent one-word verb (e.g. refer to – to mention), the phrasal verbs' root can be used alone, but with a totally different meaning from the phrasal verb itself (e.g. to take after = to resemble, which has no relation with the one-word verb root to take).

As far as prepositional verbs are concerned, we can treat them in two different ways. The first approach would be that of considering them as transitive verbs, as to say as two-word lexemes that behave exactly like any other transitive one-word verb. The second option is that of considering them intransitive verbs, which are followed by a noun phrase, consequently considering their preposition not as part of the verbal element, but as part of the noun phrase instead. Dixon (2005) argues that the right approach to employ should be the first one, since the second option put us in front of two main problems. The first issue relates to the fact that, despite considering the inherent preposition verb an intransitive verb, it can be passivized easily as, for

example, a noun phrase following the verb *rely on* can freely become a passive subject, as opposed to noun phrases which follow e.g. *float on*.

We can rely on John's sense of property → John's sense of property can be relied on.

We have floated on that pool → ~~That pool has been floated on.~~

The second problem has to do with the number of prepositions that an inherent preposition verb can be followed by. In fact, in contrast to other intransitive verbs such as *travel to*, which can potentially be followed by a wide range of prepositions, inherent preposition verbs can be followed only by one specific preposition, which cannot be neither replaced nor omitted.

"We will travel to/towards/around/in Japan".

"We were referring to/ at/ for/ on what we saw in Japan".

Therefore, opting for the first approach to treat an inherent preposition verb, we thus should consider it as a transitive verb, to which it is both syntactically and semantically similar, and by which it could be easily substituted (e.g. She relies on him → She trusts him).

Still, it is also important to highlight that including a preposition, as well as which preposition to include, is not arbitrary. On the contrary, it implies a semantic reason, so that the meaning of an inherent preposition verb, even if similar, is not the same as its corresponding one-word verb, the difference is subtle but remarkable. Usually, this difference lays in the fact that an inherent preposition verb normally implies a much more directed volition than its one-word semi-synonym, as in the case of *confess to/ admit or look at/see and listen to/ hear* (Dixon, 2005).

"She loves to listen to classical music"

"She suddenly heard a loud noise downstairs"

Dixon defines phrasal verbs as combinations of verb plus preposition(s) that has a meaning not inferable from the individual meanings of verb and preposition(s), so that it must be regarded as an independent lexical item and accorded a dictionary entry of its own. He also provides a classification of the six main varieties of phrasal verbs:

1. V + p (set in, come to, pass out)
2. V + p + N (set about X, come by X, pick on X)
3. V + N + p (put X off, take X on, bring X down)
4. V + N + p + N (see X through Y, hold X against Y, hold X against Y)
5. V + p + p + N (take up with X, go in for X, scrape by on X)
6. V + N + p + p + N (put X down to Y, let X in for Y, take X up on Y)

In this classification of phrasal verbs, we can infer whether they could be considered transitive or intransitive. For instance, we can observe how in types 3, 4 and 6 the noun phrase which immediately follows the verb is in a direct object position, so that it can easily be turned into a passive subject, and the

verb can thus be considered a transitive verb. Types 2 and 5, on the other hand, present a low possibility to be passivized, as in this case the noun phrase does not come immediately after the verbal element. Finally, verbs of type 1 are the only phrasal verbs considered fully intransitive (Dixon, 2005).

Quirk (1990) provides some criteria to differentiate phrasal verbs from prepositional verbs:

1. In a prepositional verb, the preposition must precede the noun phrase, while in a phrasal verb we can find its preposition both before or after the noun phrase following the verb.

“They called on the dean → ~~They called the dean on~~”.

“They put off the meeting → They put the meeting off”.

2. When the noun phrase that comes after the verb is a personal pronoun, this latter can both precede or follow the preposition of a prepositional verb, but it must precede the preposition in the case of a phrasal verb.

“They called on him → They called him on”.

“They put it off → ~~They put off it~~”.

3. In the case of a prepositional verb, an adverb can usually be inserted, but this does not happen with phrasal verbs.

“They called angrily on the dean”.

“~~They put angrily off the meeting~~”.

4. At the beginning of a relative clause, a phrasal verb’s preposition cannot precede a relative pronoun.

“The man on whom they called”.

“~~The man up whom they called~~”.

5. At the beginning of a wh- question, a phrasal verb’s preposition cannot precede the interrogative word.

“On which man did they call?”

“~~Up which man did they call?~~”.

6. A prepositional verb’s preposition is usually unstressed, unlike a phrasal verb’s preposition, which normally is stressed.

“Which man did they ‘call on?”

“Which man did they call ‘up?”

To sum up, these guidelines can help to distinguish phrasal verbs from transitive prepositional verbs or multi-word verbs. Still, it should be highlighted how fundamental it is to consider each verb according to the context it acquires in a specific sentence, taking into account not only its semantic interpretation, but also the syntactical and phonetic level.



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## “PRETSEDENT NOM” TUSHUNCHASINING ILMIIY TAVSIFI

O‘rinova Zarifa Jumanazar qizi

Ma’lumki, dunyo tillari lug‘at tarkibi ichki va tashqi manbalar tufayli boyib, kengayib boradi. Ichki manba sifatida shevalardan so‘z olish va ma’lum bir yasovchi qo‘shimchalar orqali yangi so‘zni hosil qilish qayd etilsa, tashqi manbaning asosi o‘zlashma so‘zlardir. O‘zbek tiliga kirib kelgan shunday o‘zlashma so‘zlardan biri “pretsedent” so‘zidir. Izlanishlarimiz natijasida “pretsedent” terminining o‘zbek tilshunosligida nashr qilingan izohli, ensiklopedik, etimologik, ikki va undan ko‘p tilli lug‘atlarda, shuningdek, sinonim, antonim, omonim, lug‘atlarida quyidagicha izoh va ta’riflarini ko‘rishimiz mumkin. 1984- yilda nashr qilingan ikki tomli “Ruscha-o‘zbekcha lug‘at”ning ikkinchi tomida “pretsedent” terminiga quyidagicha ta’rif berilgan:

“ПРЕЦЕДЕНТ м. книж. (ўзидан кейин содир бўладиган худди шу турдаги воқеларга намуна, ўртак бўла оладиган воқеа, ҳодиса): ўхшаш, тенг. случай, не имеющий ~а прецеденти (ўхшаши, тенги) бўлмаган ҳодиса; установить~ прецедентни белгиламоқ (ўтмишда худди шундай воқеа ёки ҳодиса бўлганини аниқламоқ); судебный ~ юр. Суд прецеденти”<sup>80</sup>

O‘zbek tiliga ilmiy termin sifatida kirib kelgan “pretsedent” so‘zining dastlabki izohi berilgan lug‘at sifatida aynan shu “Ruscha-o‘zbekcha lug‘at”ni aytishimiz mumkin. Shundan so‘ng bir necha lug‘atlarda ushbu so‘z kiritila boshlandi. Xususan, Madvaliev hammuallifligida 2013- yilda kirill va lotin alifbolarida nashr qilingan “O‘zbek tilining imlo lug‘ati”da ham “pretsedent” so‘zi kiritilgan.

Olib borgan tadqiqotimiz natijasida shunday xulosaga kelishimiz mumkinki, “Pretsedent” so‘zi o‘zbek tiliga ilmiy termin sifatida kirib kelar ekan, asosan, tarjima lug‘atlarida ushbu so‘zga ta’riflarni uchratishimiz mumkin. Ammo, o‘zbek tilining hozirga qadar nashr qilingan etimologik lug‘atlarida hamda E.M. Ma’rufov tahriri ostida 1981- yilda nashr qilingan “O‘zbek tilining izohli lug‘ati”, E. Begmatov va boshqalar hammuallifligida 2007- yilda nashr qilingan “O‘zbek tilining izohli lug‘ati” nomli lug‘atlarida, shuningdek, T.Umarov mas’ul muharrirligida 1990- yilda nashr qilingan “Ensiklopedik lug‘at”da “pretsedent” so‘zining kiritilmagani va izoh keltirilmaganini ta’kidlash mumkin. Buning sababi esa “pretsedent” termini o‘zbek tiliga rus tili orqali yurisprudentsiya termini sifatida kirib kelganligini aytishimiz mumkin. Ya’ni faqatgina muayyan doiradagi shaxslar tomonidan ishlatiladigan ilmiy termin

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<sup>80</sup> Русча-ўзбекча луғат. II том. — Toshkent:1984. — 195 б.

sifatida qayd etilgan. Shunday sohalarining biri sifatida esa tilshunoslik sohalaridan biri lingvokulturologiyani qayd etish lozim.

Pretsedent nomlar tilshunoslikda, asosan, lingvokulturologik va kognitiv aspektda keng miqyosda o'rganilgan.<sup>81</sup> Buning sababi yuqorida qayd qilganimizdek, pretsedent nomlar xalqning madaniyati va lisoniy xotirasi bilan bog'liq bo'lgan hodisaligidir. Shuningdek, ular biror shaxs, predmet, o'rin-joy, tushuncha yoki hodisaning nomi bo'lganligi bois, onomastik birlik hamdir. Namlarni pretsedentlik bilan bog'liq holda o'rgangan E.A. Fleysher quyidagi fikrni aytadi: "Bir tomondan, pretsedent nomlar kognitiv zahirani shakllantirish xususiyati bilan pretsedent birliklar qatoriga kirs, ikkinchi tomondan, ular nom sifatida onomastik ko'lamning tarkibiy qismlaridan biri hisoblanadi. Binobarin, pretsedent nomlarning onomastik ko'lamdagi o'rnini belgilash zaruriy muammolardan biridir".<sup>82</sup> Demak, o'zbek tilshunosligida pretsedent nomlar lingvokulturologiyaning asosiy o'rganish obyekti sifatida o'rganilishi bilan birga, u, avvalo, onomastik birlik bo'lganligi uchun lingvopoetik tadqiqotlarning obyekti ham bo'la oladi. Chunki nomlar badiiy va lirik asarlarning eng muhim poetik komponenti ekanligi barchamizga ma'lum. Tilshunos D. Andaniyozova bu xususida shunday deydi: "Mazkur nomlarning pretsedentlik xususiyatiga ega bo'lishi esa lingvopoetik tadqiqotlarda ularga integrativ nuqtai nazar bilan yondashishni taqozo etadi, ya'ni pretsedent nomlarning badiiy matndagi o'rnini tahlil etish jarayonida ularning lingvomadaniy, etnolingvistik va kognitiv xususiyatlari ham e'tiborga olinishi lozim".<sup>83</sup>

Pretsedent nomlarga bag'ishlangan tadqiqotlarda qayd etilishicha, bu termini tilshunoslikda birinchi marta N.Karaulov tomonidan rus tilida e'lon qilingan "Роль прецедентных текстов в структуре и функционировании языковой личности" nomli maqolada qo'llangan<sup>84</sup>. Keyinchalik, Yu. N. Karaulov o'zining "Русский язык и языковая личность" nomli asarida "pretsedent" terminining nazariy tomonlarini kengaytirib ifoda etdi. Shundan so'ng pretsedent terminining atributlarini o'zida namoyon qilgan boshqa turlari: pretsedent nom, pretsedent aytim, pretsedent birlik, pretsedent vaziyat, pretsedent fenomen, pretsedent kontsept va h.k. kabi turlari tilshunoslikning turli sohalarida o'z ifodasini topdi.

Muallif pretsedent matn hosil qiluvchi lisoniy vositalarni aniqlar ekan, ular qatoriga nafaqat, muloqot jarayonida doimiy qo'llanadigan, jamiyatda barchaga tanish bo'lgan shaxslarning intellektual-emotsional sifatlarini

<sup>81</sup> Нахимова Е.А. Прецедентные онимы в современной российской массовой коммуникации: Теория и методика когнитивно-дискурсивного исследования. – Екатеринбург, 2011.-276 с.

<sup>82</sup> Флейшер Е. А. Основы прецедентности имени собственного. - Дисс. . . д-ра. филол. наук. – Санкт-Петербург, 2014. - С. 164

<sup>83</sup> Andaniyozova D. Onomastik birliklarning lingvopoetik tadqiqi. -Toshkent: Turon zamin ziyo. 2016.-46-b.

<sup>84</sup> Гунко Ю.А. Особенности функционирования прецедентных высказываний в разговорной речи носителей русского языка: Дисс. . .канд.филол.наук.-Санкт-Петербург, 2002.

ifodalovchi leksemalarni, balki frazeologizmlarni, tugallangan fikr darajasidagi gaplarni, shuningdek, noverbal ifodalanuvchi omillarni ham (musiqa, rasm) ham kiritadi. Olim pretsedent matni hosil qilishda sitata, matn nomi, matn muallifi yoki personajlar nomlari ham ishtirok etishini ta'kidlaydi.

Karaulov presedentlik konsepsiyasiga muvofiq pretsedentlik matn hosil qilishda ishtirok etuvchi arxitektura, tasviriy san'at, musiqaqa doir lisoniy birliklarni ham qamrab oladi. Masalan, "Mona Liza", "Feel minorasi", "Bibixonim masjidi", "Ulug'bek rasadxonasi", "Go'ri Amir maqbarasi" va boshqalar. Yuqoridagi fikrlar natijasida, atoqli otning boshqa bir kishi yoki joy nomini ifodalashda implitsit ma'noda ishlatilishi pretsedent nomlar nazariyasining shakllanishiga olib keldi.

Demak, "pretsedent" tushunchasiga yuqorida keltirilgan ta'riflar asosida aytish mumkinki, "pretsedent" — "etalonlik", "imperativlik" va "nufuzlilik" kabi belgilar xos bo'lgan "qandaydir fakt"dir. D. B. Gudkovning fikriga ko'ra, ushbu ta'rifdagi pretsedentlar sirasiga "o'xshash faktlarni xuddi o'ziday qilib qaytarish uchun qolip (model) bo'lib xizmat qiladigan, nutqda muayyan verbal signallar bilan ifodalangan, qaytadan yaratilmaydigan, ammo takroran ishlab chiqiladigan standart mazmuni faollashtiruvchi namunaviy faktlar"<sup>85</sup> kiradi. Ya'ni pretsedentlarning barchasi faqat verbal hodisalar bilan chegaralanadi, noverbal hodisalar (tasviriy san'at, muzika, arxitektura va hokazo) o'rganish doirasidan tashqarisida qoladi. Gudkov ushbu fikri bilan Karaulovning ta'rifini biroz chegaralaydi, ya'ni pretsedentlikni tasviriy san'at, musiqadan holi tarzda ifodalaydi.

Pretsedent nomlar leksik-grammatik nuqtai nazardan tadqiq qilinganida atoqli otlarning turdosh otlarga aylanishi sifatida o'rganiladi. Bunda atoqli otlar bir xil yoki o'xshash xarakterga ega bo'lgan turdosh otlar qatoriga o'tkaziladi va lug'atlarda izohlanib aks eta boshlaydi. Masalan, G'arbiy Yevropa adabiyotidagi ishqiy sarguzashtlar ishqibozi Don Juan okkozional qo'llanilgan turdosh ot sifatida lug'atda quyidagicha izohlanadi:

Donjuan- ishqiy sarguzashtlar izlab yuruvchi, xotinboz, shilqim kishi

Madaniyatlararo kommunikatsiya jarayonida qo'llaniladigan pretsedent otlar madaniyatlararo muloqotda "tilning madaniyatda va madaniyatning tilda qolgan izlari", "gapiruvchi otlar" sifatida o'rganiladi. Masalan, doktor Vatson, Solovyova razboynik, qirol Artur, Nasiriddin Afandi, Tohir va Zuhra, Alpomish singari pretsedent ismlar muayyan darajada rus, ingliz, o'zbek milliy madaniyatining muayyan bir ahamiyatli qismini tashkil qiladi va ularni boshqa millatlarga mansub kishilar tomonidan "begona so'z" sifatida idrok qilinishini

<sup>85</sup> Гудков Д.Б. Прецедентное имя и проблемы прецедентности. — М.: МГУ, 1999. — 152 с. — URL: <https://urss.ru/cgi-bin/db.pl?lang=Ru&blang=ru&page=Book&id=258079>

madaniyatlararo muloqotni, individning lisoniy va madaniy qobiliyatini belgilaydi.

Pretsedentlik tinglovchi yoki kitobxon tomonidan badiiy asarlarda, muloqot jarayonida qo'llanilib, idrok qilinadigan va idrok qilinmaydigan pretsedent nomlar, aniq yoki o'zgartirishlar kiritish orqali qo'llanadigan sitatalar ko'rinishida ham ifodalanishi mumkin. Bular A.E.Supirin va uning izdoshlari tomonidan matniy reministsentsiyalar sifatida talqin qilinadi. Olim ular qatoriga "barqaror iboralar"ni (og'izdan og'izga ko'chib yuruvchi purma'no iboralar), personajlar nomlari, mashhur asarlar mualliflarini, turli tarixiy vaziyatlarda ro'y bergan voqea nomlarini kiritadi. Masalan, "Samarqand sayqali ro'yi zamin ast, Buxoro quvvati islomi din ast", "Borodino jangi", "Nasriddin Afandi", "Loy jangi" va boshqalar.

Demak, yuqoridagi fikrlarga tayangan holda shunday xulosaga kelish mumkinki, "pretsedent" so'zi o'zbek tiliga rus tili orqali kirib kelgan, rus tiliga esa yevropa tillari ya'ni ingliz, fransuz tillaridan o'zlashgan ilmiy termindir. O'zbek tilshunosligida lingvokulturologik birlik sifatida qayd etilgan pretsedent nomlar deganda esa biz lisoniy shaxsning madaniyati, etnik kelib chiqishi va milliy urf-odatlarini ochib beruvchi vosita bo'lib xizmat qiluvchi hodisani tushunishimiz lozim. Shunday ekan, o'zbek lingvomadaniyatiga xos jihatlarni yoritib berishda ham pretsedent nomlarni tadqiq etish nihoyatda muhimdir.

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# USE OF FOREIGN LITERATURE WORKS IN TEACHING ENGLISH LANGUAGE

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**Abstract:** *Language is the soul of the whole nation. Today, attention to learning and teaching national and foreign languages is one of the most urgent issues. Therefore, in this article, the use of works of art and the lives of writers used in teaching English plays an important role. This article has some thoughts on this.*

**Keywords:** *language, education system, fiction, foreign literature, literary works, modernization.*

## INTRODUCTION

*Today, we are living in such a time that requires pedagogues to equip young people not only with national values, but also with modern knowledge in accordance with the needs of the times. After all, M. Behbudi also emphasized that "secular science and science are necessary to survive in the world, a nation without modern science and science will be destroyed by others."*

## MATERIALS AND METHODS

*Today, according to general recognition, there is no need to prove that the 21st century is turning into the age of globalization and the era of the disappearance of borders, the age of information and communication technologies and the Internet, and the age of ever-increasing competition in the world arena and the world market.*

## RESULTS AND DISCUSSION

Along with mother tongue and literature, English language and literature, cultural traditions are taught in schools. The works of English writers are widely used in this field.

English writer Charles Dickens was born on February 7, 1812 in Portsmouth, England, in the Dickens family. In his works, Dickens highlighted the social and spiritual life of the English society in the 21st century. Writer's "The Pickwick Papers", "Oliver Twist", "The life and Adventure of Nicholas Nickleby", "David Copperfield", "Great expectations" and other works are very popular.

"Great Expectations" by Charles Dickens is one of the most popular works among Uzbek readers. It describes the social life of Great Britain in the 19th century. In the work, the writer sharply condemns the differences between the rich and the poor in the English society, the struggles between the classes, what human dreams and aspirations can make him capable of, and the

injustices in the society. In this work, the writer described the whole reality and his child's attitude to life in all its aspects. When we read the work, sometimes it brings a sweet smile to our lips, and sometimes it brings a sarcastic smile. Pip's simple idea that life should continue as it is in his imagination changes as a result of his meeting with other characters of the play. In the end, Pip becomes a person who keeps his thoughts to himself and does not comment on what is happening in society. The writer showed that this work can happen to any person living in the entire English society in the character of Pip. Thousands of works of not only Charles Dickens, but also other representatives of English literature, which have been preserved for centuries, leave an indelible mark on the hearts of readers and invite a person to think deeply. Therefore, it is important for Uzbek students to familiarize themselves with the works of these great writers in order to receive education in accordance with the requirements of the present time.

Through the reading of short stories, plays, and novels, which often try to portray the society in some realistic way, students have a glimpse of the culture of the native speakers of English. The conversations give them the nuances used by the native speakers of English in performing various roles in the society. They learn the social etiquette and the words, sentences, tone, and tenor, which go with the etiquette [2].

With the study of literature, the second/foreign language learners of English are introduced to the historical as well as the current culture of the English speaking peoples. Through the culture, they also come to know and understand the worldview of the native speakers. No language makes sense to its learner without some understanding of the worldview it represents.

English speaking peoples do have a unique history, even though the Europeans may share aspects of this history in general. This is not unlikely that many TESOL students may or may not show any interest at all the English literature. The learners may come to a SL/FL class simply to learn the language to meet practical needs. Many students are able to hold their attention and progress further in acquiring another language only if the materials are exposed to be interesting, not just meet their practical ends.

With the study of literature, the second/ foreign language learners of English are introduced to the historical as well as the current culture of the English- speaking people. Through the culture, the learners also come to study and understand the worldview of the native speakers. No language makes sense to its learner without some understanding of the worldview it represents. Thus universally applicable moral and ethical concerns are easily conveyed, raised and impressed in the minds of the learners through English literature, even as they enjoy reading and listening to the stories [4].

A poem readily lends itself for listening and speech practice. As a rule, poems are musical and sweet to hear. Hence, the poem to be taught should be recorded and then played for the benefit of the learners. The learners may be encouraged to listen to the recording as many times as possible. This will not only give them a feel of the music present in the poem but also provide them the much-needed exposure to the sounds of the target language. This is fact that, speech practice may follow listening practice. We should let the learners recite the poem in chorus, then in groups and at last individually. This will enable them to have practice with the target language sounds in a meaningful way. Also, engaging the learners in a discussion in the class can ensure speaking practices. After they have learnt the poem and got the overall message, they may be asked evaluative questions.

Initially, the learners may be asked to find justifications for their answers from within the text. And, at the next step, they may be allowed to seek justifications from outside the text. This will encourage natural and spontaneous speaking in the class. It is not that only listening and speaking can be promoted with the help of a poem. Reading and writing can also be promoted.

#### Active listening to the recitation

This is crucial for students to be able to get a feel for the rhythm and sounds of a poem - more so than for most pieces of prose. This isn't always easy in a second language, and so listening to their teacher read the poem, or to a professional recording, perhaps by the poet or by an actor, is, it is, essential [5].

With any listening activity, students will need some kind of preparation and task so that they can be actively engaged. They might be asked to check predictions that arose from a warm-up discussion, to compare their suggested rhyming couplets with the poet's, or to identify stressed words and syllables.

- You might also want to get your students to listen to recorded or live discussions about poems. This can, for example, take the form of a couple of teachers or a group of students giving their views on a poem, or even an

#### Active reading of selected poem

interview with the poet.

Here, reading means extensive reading of the poem. Reading activities can center on not only the poems themselves, but also around background reading sources like biography or criticism [6].

- Teacher should not get stuck in literary analysis unless your students have specifically asked for a literature lesson, but do draw attention to useful syntax, grammar and vocabulary, and beware of common poetic conventions



like inverted word order, ensuring that students are aware that this is a deviation from the norms of everyday English language.

- The teacher should avoid too much analysis, which can kill enjoyment, and we are aiming for the opposite! As a pre-reading activity, Teachers may get the students to predict what they are about to read. With poetry, this can be done with the title as a catalyst, by revealing the lines gradually on an overhead projector, or by looking at the first verse of a longer poem. The teacher should refer students back to what they have read in the text so that they are justifying their predictions.

### CONCLUSION

Finding appropriate literature to teach in the second language classroom has always been a major challenge. Selected text should not be too long, not too linguistically and conceptually complex, not too distant from the knowledge of the students, and should generate student's interest. Due to these stringent requirements few teachers use literature in the English classroom. However, adequate attention should be paid to the proper text selection. If the text is beyond the level comprehension of the learning, then the purpose of language teaching will also get defeated; therefore, the text should be simple and interesting in keeping with the level of proficiency of the learners.

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## THE ROLE OF YERSENIOSIS AMONG INTESTINAL INFECTIONS

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**Summary:** *Yersiniosis is a disease caused by several types of enteropathogenic Yersinia. They have an alimentary route of infection, clinically manifested by CNS intoxication, dyspepsia, tonsillitis, lymphadenopathy, rash, organ lesions in various organs. The survey data, as well as the diagnosis and treatment of 120 children aged 6 months to 14 years with acute diarrheal disease, were analyzed between 2021 and 2023, while they constituted the main study group, 40 children were examined for the control groups. All children under observation underwent extensive continuous examination, which included clinical and laboratory, biochemical, virological and immunological studies. In this regard, the emphasis was placed on their complaints, previous and concomitant diseases, the causes of the disease, the duration of the disease, the results of diagnostic and early treatment measures.*

**Key words:** *Yersinia enterocolitica, sick animals with yersiniosis.*

**The study showed that 250 sick children with acute diarrhea were analyzed retrospectively, of which 120 sick children were analyzed prospectively, and all of them constituted the main group in our study. Of our main group, 78 (65%) were children living in rural areas, and 42 (35%) were children living in urban areas.**

**When studying the etiology of the disease in 120 patients with controlled intestinal infections, the cause of acute diarrhea was not established in the remaining patients: 34 cases of intestinal yersiniosis, 2 cases of salmonella, 2 cases of shigella, 2 cases of rotavirus infection.**

**The purpose of the work: The study of epidemiological, clinical manifestations, laboratory diagnosis of yersiniosis.**

**Materials and methods. 120 children taken under observation were divided into 3 subgroups depending on age to study their nature**

**Results and discussion:** Subgroup 1 included 91 (75.8%) children aged 6 months to 3 years, subgroup 2 included 24 (20%) children aged 4 to 11 years, and subgroup 3 included 5 (4.2 %) of children aged 12 to 14 years. Figure 1 shows that boys made up 44% of those examined, and girls - 66%. It should be noted that in all studied age groups, depending on gender, the number of girls prevailed in the total number of children.

It is much more difficult to explain this law, the reason for which is connected with the biological sexual characteristics of the child's body, which

are not yet clear to us. At the same time, at the age of 6 months to 3 years, it accounts for more than half of the examined children affected by intestinal infection - 75.8%. It should be noted that this can be explained by the anatomical, physiological, pathomorphological and local and general features of the organism, characteristic of children affected by yersiniosis.

When studying concomitant diseases in children with yersiniosis, 89 (74.1%) patients were found to have anemia, rickets, malnutrition in children, as well as rickets, malnutrition - in 41 (34.1%), malnutrition, anemia - in 28 (23.3%), exudative catarrhal diathesis - 23 (19.1%), anemia - 19 (15.8%), anemia - 19 (15.8%), paratrophy was detected in 16 (13.3%), hereditary diseases - in 12 (10%), chronic tonsillitis - in 5 (4.2%), carriage of nvsad - in 5 (4.2%).

Of 34 children with controlled yersiniosis, 18 (53.0%) were diagnosed with gastroenteritis, 8 (23.5%) with enteritis, and 8 (23.5%) with enterocolitis. In the clinical course of yersiniosis, own evidence was found and substantiated that the course of the disease by the type of gastroenteritis in most cases is characteristic.

**Conclusions:** A variety of intestinal infections and their complications, clinical course attracts the attention of every infectious disease specialist, pediatrician and allows you to quickly diagnose this disease and correctly and accurately select pathogenetic measures for treatment. Table 2.5 shows that 3 (8.8%) of 34 children affected by a controlled infection with yersiniosis had a moderately severe course of the disease, while 24 (70.6) sick children had severe forms of the disease. Of the 120 children with controlled acute diarrheal illness, 34 (20.6%) had mild illness, 16 (8.8%) had moderate illness, and 80 (70.6%) sick children had severe illness.

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## "THE ROLE OF CULTURE IN FOREIGN LANGUAGES INSTRUCTION"

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**Abstract:** *Over the past three decades, the importance of including cultural instruction in the study of foreign languages has gained emphasis. Contemporary perceptions of the communicative nature of language have coincided with this emphasis on the significance of culture.*

Our article emphasizes the significant role of culture in foreign language instruction and how it contributes to the overall learning and teaching of a language. The study utilizes a qualitative approach and presents the findings of interviews with teachers and students in foreign language classrooms. The data obtained from the interviews show that culture plays a pivotal role in foreign language instruction. Teachers have been successful in incorporating cultural elements into their curricula to promote cultural awareness among students. Students, on the other hand, express their appreciation for the inclusion of cultural elements in language instruction, as it helps them develop an understanding of the context and style of the language. The study recommends the integration of culture in foreign language curricula to strengthen the learning outcomes. In this article, I explore the critical role that culture plays in foreign language instruction and discuss best practices and strategies for developing culturally sensitive and competent language learners.

**Keywords:** *foreign language instruction, culture, language learning, communication, cultural awareness.*

### INTRODUCTION

The role of culture in foreign languages instruction has been a topic of interest for language teachers and researchers for many years. The importance of culture in language learning has been recognized as a fundamental aspect of communication and understanding. Cultural knowledge is crucial in comprehending a language holistically. The incorporation of cultural elements in the curriculum not only enhances students' understanding of the language but also adds a practical dimension to the communication process.

Language in the relationship between "language and culture" is not a collection of random verbal constructions used to describe a cultural reality that exists outside of language, in the real world. The customs, values, institutions, and structures we refer to as cultural phenomena would not exist without language and other symbolic systems. They need to have purpose in order to

become culture. Culture is the meaning we assign to things like cuisines, gardens, and lifestyles. (Kramersch 2013:62)

Findings done by scientists show that cultural knowledge facilitates language learning, including a more profound interpretation of idiomatic expressions, nuances, and other figurative language. The incorporation of culture broadens communication skills by allowing speakers to use specific cultural cues and gives them the confidence to communicate with native speakers more effectively. Culture can be defined as the shared values, beliefs, customs, attitudes, and behaviors of a particular group of people. In foreign language instruction, culture plays a critical role in enabling learners to understand the social and cultural context of the language they are studying. It helps learners develop an appreciation for the rich diversity of cultures and societies and ultimately, deepen their understanding of the language.

- **Integrating culture into foreign language:**

The importance of culture in foreign language instruction cannot be overstated. Culture is an integral component of language learning, as it shapes the way we use language, communicate, and interact with others. Cultural competence is a critical component of foreign language instruction, as it enhances learners' communication skills, promotes cross-cultural understanding, and helps learners navigate intercultural interactions. Teachers must be proficient communicators in the target language in order to incorporate cultural knowledge into a foreign language learning program. The means of negotiating meaning that are ingrained in values, practices, and norms are significant when using cultural knowledge in communication.

There are several ways to integrate culture into foreign language instruction. One strategy is to incorporate authentic cultural materials such as songs, art, literature, and films into the language learning process. Authentic materials provide learners with a real-world perspective on the language and culture, helping them to develop cultural awareness and sensitivity. Moreover, authentic materials provide learners with an opportunity to practice their language skills in a context that is both rich and meaningful. Another way to integrate culture into foreign language instruction is to provide learners with opportunities to interact with native speakers of the language. This can be achieved through language exchange programs, study abroad programs, or even through online language exchange platforms. By interacting with native speakers, learners can observe first-hand how language is used in real-life situations, learn about social and cultural norms, and gain a deeper understanding of the language.

In addition, teachers can also incorporate intercultural learning activities into foreign language instruction. Such activities help learners develop the skills necessary for effective intercultural communication, such as the ability to

recognize and respect cultural differences, to communicate across cultural boundaries, and to work effectively with people from diverse cultural backgrounds.

- **Exploring Best Practices and Strategies for Creating Culturally Sensitive and Competent Language Learners**

One of the fundamental tools for educating people with planetary thinking is a foreign language. The use of a foreign language as a tool for intercultural dialogue can help students develop their multilingual social skills, including tolerance and an open mind toward different people, cultures, and nations. Students get the chance to broaden their social-cultural understanding by studying the language and culture of another people. To develop culturally sensitive and competent language learners, educators must incorporate best practices and strategies that foster cultural awareness and appreciation.

One of the best practices for creating culturally sensitive and competent language learners is to incorporate authentic cultural materials into language instruction. This includes literature, films, music, and art, which provide learners with an immersive experience in the culture of the target language. By exploring diverse cultural perspectives and practices, learners can develop a deeper cultural understanding and appreciation.

Furthermore, educators should provide opportunities for learners to interact with native speakers of the language to develop a more authentic and nuanced understanding of the culture. This could be accomplished through language exchanges, cultural immersion programs, or online platforms that connect learners with native speakers. Interacting with native speakers allows learners to practice their language skills in a real-world context and exposes them to the intricacies of the target culture.

Another strategy for creating culturally sensitive and competent language learners is to incorporate intercultural learning activities into language instruction. These activities promote intercultural communication by encouraging learners to explore cultural similarities and differences. Intercultural learning activities could include role-playing, cultural simulations, or intercultural exchanges, which provide learners with a safe space to practice their communication skills and develop intercultural awareness.

Moreover, educators should strive to create a culturally sensitive and inclusive classroom environment. This includes acknowledging and valuing the diversity of learners in the classroom, creating a safe space for learners to express their cultural identities, and incorporating diverse cultural perspectives into instruction. By creating an inclusive learning environment, educators can make learners feel valued and supported, which can foster a positive learning experience and encourage learners to engage with the target culture.



Finally, educators should advocate for the importance of culture in language instruction and work to overcome any institutional barriers that may hinder the integration of culture into language learning. This could include advocating for cultural programs and resources, collaborating with other educators and language programs, and promoting a culturally sensitive and competent approach to language instruction.

### CONCLUSION

In conclusion, the critical methodological shifts needed to integrate cultural components in language instruction effectively. It is evident that the integration of culture requires a sound theoretical framework and that teachers need cross-cultural training to incorporate culture in their language instruction effectively.

The role of culture in foreign language instruction is critical, yet it is often overlooked or undervalued. As language learners, it is important that we recognize and value the role of culture in language learning and incorporate culture-rich content and activities into our language instruction. By doing so, teacher can help their learners develop not only their language proficiency but also their cultural competence and intercultural sensitivity. Besides, creating culturally sensitive and competent language learners requires a holistic approach that incorporates best practices and strategies for developing cultural awareness, appreciation, and understanding. By integrating culture into language instruction, educators can enhance learners' communication skills, promote cross-cultural understanding, and develop a more inclusive and culturally sensitive learning environment.

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## O'ZBEKISTONDA EKSPORT SALOHİYATINI RIVOJLANTIRISHDA KICHIK VA O'RTA BIZNES SUB'YEKTLARNING AXAMIYATI

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**Annotatsiya:** *Ushbu maqolada hozirgi davrda O'zbekistonda import o'rnini bosuvchi va eksport salohiyatini yanada rivojlantirishga qaratilgan chora- tadbirlar, shuning bilan birga kichik va o'rta biznes sub'yektlarning eksport hajmini oshirishida tutgan o'rni, va davlatimiz tomonidan korxonalar faoliyatini yanada yaxshilash uchun olib borilayotgan muhim o'zgarishlar haqida so'z olib boriladi.*

**Kalit so'zlar:** *Kichik va o'rta biznes sub'yektlari, eksportni diversifikatsiya qilish, valyuta konvertatsiyasi, eksportni rag'batlantirish, yalpi ichki maxsulot, investitsiya.*

Hozirgi kunda O'zbekiston Respublikasida eksportni rag'batlantirish, eksport hajmini oshirish qilinayotgan ulkan islohatlarga guvoh bo'lishimiz mumkin. Ma'lumki, O'zbekistondatashqi savdo bir nechta tabiiy resurslarda asoslangan hisoblanadi. Kichik va o'rta biznes sub'yektlari eksportini oshirish hamda eksportni diversifikatsiya qilish va rivojlantirishni qo'llab-quvvatlashda muhim rol o'ynaydi. Bundan tashqari hukumatimiz iqtisodiy ochiqlik foydasiga, ayniqsa valyuta konvertatsiyasiga qaratilgan islohotlarni amalga oshirmoqda. Kichik va o'rta biznes sub'yektlarini ochish hamda faoliyat yuritishi uchun maxsus konsalting xizmatlari va bozor ma'lumotlari, aniq qiymat taklifi va xorijda eksportni ilgari surish tarmoqlari, shuningdek, eksportni rag'batlantirish faoliyatining ta'sirini monitoring qilish va baholash kabi muhim strategik ko'maklarini taqdim etib kelmoqda. Iqtisodiyotda Kichik va o'rta biznes sub'yektlarining roli sezilarli darajada kengaydi. Xususiy kichik va o'rta tadbirkorlik va tadbirkorlikni rivojlantirish hozirgi vaqtga qadar hukumatimiz tomonidan izchillik bilan ustuvor yo'nalish sifatida belgilanib kelinmoqda. Hukumatimizning bir qator strategiyalari, dasturlari va qarorlari kichik biznesni moliyalashtirishni yaxshilash, infratuzilmasini rivojlantirish, ma'muriy tartib-taomillarni soddalashtirish va bartaraf etish, soliq yukini soddalashtirish va kamaytirish orqali kichik va o'rta biznesni rivojlantirishni qo'llab-quvvatlashga qaratilgan. Hukumatning maqsadlari umumiy ishbilarmonlik muhitini yaxshilash va davlatning kichik va o'rta korxonalarining iqtisodiy faoliyatiga aralashuvini kamaytirish, natijada kichik va o'rta va xususiy tadbirkorlikni rivojlantirish orqali ish o'rinlari va daromadlar yaratishdan iborat bo'lib kelmoqda. 2017-yilda hukumatimiz ushbu maqsadlar uchun islohotlarni faollashtirdi. Natijada O'zbekiston Jahon bankining 2018 yilgi biznes yuritish

hisobotida 13 pog'onaga yuqoriladi. Mamlakat 74-o'rinni egalladi va islohotlarning borishi bo'yicha dunyoning eng yaxshi iqtisodlari o'ntaligiga kirdi, eng sezilarli yaxshilanishlar biznesni yuritish islohotlaridan kelib chiqdi.

O'zbekistonda rasmiy ma'lumotlarga ko'ra, kichik va o'rta korxonalar bandlikning eng katta manbai hisoblanadi, chunki ular 2010-yildagi 74,3% va 2000-yilda 50% dan sal pastroq bo'lgan bo'lsa, hozirda ular 78% ish o'rinlarini ta'minlaydi. Bu ko'ra, kichik va o'rta korxonalar tomonidan taqdim etilgan 70% dan ko'proqdir. Ularning yalpi ichki mahsulotga qo'shgan hissasi ham sezilarli darajada oshdi. Ular sanoat mahsulotlarining 45 foizdan ortig'ini, xizmatlarning 61,4 foizini, qishloq xo'jaligi mahsulotlarining 98,2 foizini tashkil etadi. Rasmiy manbalar ko'pincha soliqlarning kamayishi, biznesni ro'yxatdan o'tkazish va litsenziyalashning soddalashtirilgani va moliyadan foydalanishning qulayligi mamlakatda kichik va o'rta biznesni rivojlantirishga turtki bo'lgan asosiy islohotlar sifatida tilga olinib kelinmoqda.

Shu bilan birga hozirgi kunda qilinayotgan eng muhim ishlardan hukumatimizning ustuvor vazifalari bojxona tartib-taomillarini soddalashtirish, kichik va o'rta korxonalar eksportini moliyalashtirishni qo'llab-quvvatlash va eksportni rag'batlantirishga qaratilgan. Rasmiy ma'lumotlarga ko'ra, kichik va o'rta korxonalar eksport qiluvchi tashkilotlarning 76% dan ortig'ini tashkil qiladi. O'zbekiston eksporti hozirda xomashyoda, ayniqsa uchta sohada jamlangan: gaz va metall, paxta va meva-sabzavot. O'zbekistonning diversifikatsiyasi eksport qilinadigan mahsulotlar bo'yicha jamlangan bo'lgani bilan birga. Rasmiy manbalar ma'lumotlariga ko'ra, O'zbekiston mahsulotlari va tovarlarining asosiy eksport yo'nalishlari Xitoy, Rossiya, Qozog'iston, Turkiya, Afg'oniston, Eron va Koreya bo'lib, eksportning 53,3 foizini bu davlatlar tashkil etadi. Iqtisodiyot vazirligi mutaxassislari bergan ma'lumotga ko'ra, joriy yilda Kichik biznes va xususiy tadbirkorlik subyektlarining eksportini qo'llab-quvvatlash jamg'armasi tomonidan 2 ming 162 tadbirkorlik subyektiga o'z tovar va xizmatlarini eksport qilishda xuquqiy, moliyaviy va tashkiliy yordam ko'rsatilgan. Buning natijasida 395 tadbirkorlik subyekti tomonidan 1 milliard 93 million dollarlik eksport amalga oshirilgan. Kichik biznes va xususiy tadbirkorlik subyektlari eksportining mamlakatimiz umumiy eksportidagi ulushi oxirgi 15-yilda uch marotaba ortib, bugungi kunda bu ko'rsatkich 27 foizga yetgani alohida ta'kidlab o'tishimiz joiz, bundan tashqari oxirgi besh yilda eksport faoliyati bilan shug'ullanadigan korxonalar soni 1,5 barobar, kichik biznes subyektlari soni 1,6 barobar oshgani yurtimizda eksportni yanada rag'batlantirishga qaratilgan chora-tadbirlar o'z ijobiy natijalarini berib kelmoqda.

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# O'SMIR YOSHIDAGI MAKTAB O'QUVCHILARINING QADRIYATLAR VOSITASIDA TOLERANTLIK RUHIDA TARBIYALASH IMKONIYATLARI

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**Annotatsiya:** *Ushbu maqolada o'smir yoshidagi maktab o'quvchilarining qadriyatlar vositasida tolerantlik ruhida tarbiyalash imkoniyatlari dolzarb mavzulardan ekanligi, tolerantlik haqidagi bilimlar, bugungi o'smir yoshidagi maktab o'quvchilarining qadriyatlar vositasida bag'rikenglik tamoillarining xulq-atvorda namoyon bo'lishi bayon etilgan.*

**Kalit so'zlar:** *Tolerantlik, qadriyatlar, hamkorlik, tarbiya.*

O'quvchilarni har tomonlama yetuk, barkamol qilib tarbiyalash masalalarini muvaffaqiyatli hal etish, ularda faol hayotiy mavqeni shakllantirish, o'zlashtirish va bilim sifatini oshirish ko'p jihatdan tarbiyaga bog'liqdir. Tarbiya va qadriyatlar o'quvchilar hayotidagi tarbiyaviy faoliyatni to'ldiradi. Ularning dunyoqarashini to'g'ri shakllanishiga, axloqiy kamol topishiga ko'maklashadi. Nazariy bilimlarning amaliyot asosida ishlab chiqarishi bilan bog'lanishiga zamin yaratadi. O'smir yoshidagi maktab o'quvchilarining qadriyatlar asosida tolerantlik ruhida tarbiyalash imkoniyatlari, vazifalari ham ko'p qirralidir. Ularga quyidagilar kiradi:

1. O'smir yoshidagi maktab o'quvchilarining tarbiyaviy ishlarni rejalashtirish va amalga oshirishni nazorat qilish.
2. O'quvchilarning qadriyatlar haqidagi ko'p qirrali bilimlarini innovatsion metodlar yordamida yo'lga qo'yish.
3. Tarbiya va qadriyat, tolerantlik bevosita bir-biriga bog'liq holda o'qituvchilar, sinf rahbarlari, ota-onalar, o'quvchilar bilimini oshirish.
4. Umumta'lim maktablari va maktablararo o'tkaziladigan eng muhim tarbiyaviy tadbirlarda qatnashish.
5. O'quvchilarning bo'sh vaqtlarini tashkil qilishda qadriyat, tolerantlik bevosita ulardan foydalanish.

O'quvchilarni qadriyatlarimiz asosida, urf-an'analарimiz asosida tarbiyalash har bir o'qituvchining vazifasidir. O'quvchi yoshlarni hozirgi zamon ma'naviyati bilan, ularni ongini sug'orishi, ya'ni kerakli ma'lumotni singdirishi kerak. O'quvchi atrofini o'rab turgan vositalar, yaxshi-yomon odatlar, o'qituvchilar, maktabning muhiti, o'quvchilar tarbiyasini to'g'ri, ongli ravishda o'rganishi va qabul qilishi lozim. Bunda asosiy e'tibor bola shaxsiga qaratilishi, yillar davomida to'plangan ijobiy tajribadan unumli foydalanish

zarur. Tarbiyaning bosh maqsadi yosh avlodni ma'naviy, axloqiy tarbiyalashda xalqning boy, milliy ma'naviy an'analarga, urf-odatilari hamda qadriyatlariga asoslangan samarali tashkiliy ishlarni amalda ishlab chiqishdir.

Tarbiyaning asosiy vazifasi - shaxsni aqliy-axloqiy tarbiyalashda erkin fikrlovchi va jismoniy rivojlanishi, uning qobiliyatlarini hartomonlama ochish uchun imkoniyat yaratishdir. Shunday ekan tolerantlik tushunchasini ko'rib o'tamiz. Tolerantlik (lot.Tolerantia-sabr-toqat), bag'rikenglik-o'zgalarning turmush tarzi, xulq-atvori, odatlari, his-tuyg'ulari, fikr-mulohazalari, g'oyalari va e'tiqodlariga nisbatan toqatli bo'lish. Hozirgi dunyoda tolerantlik o'ta muhim ahamiyat kasb etadi.[2] Iqtisodiyotning globallashuvi va yanada mobillashuvi, kommunikatsiyalarning tez rivojlanishi, integratsiya va o'zaro bog'liqlik, keng miqyosli migratsiya va aholining ko'chib yurishi va b. Jamiyatda tolerantlik tamoyilining ahamiyatini kuchaytiradi. Bag'rikenglik tamoyili aqidabozlikdan, haqiqatni mutloqlashtirishdan voz kechishni anglatadi va inson huquqlari sohasidagi xalqaro huquqiy hujjatlarda belgilangan qoidalarni tasdiqlaydi. Bu tamoilga ko'ra, har kim o'z e'tiqodiga amal qilishda erkindir va har kim bu huquqqa boshqalar ham ega ekanligini tan olmog'i lozim. Bir kishining qarashlari boshqalarga majburan singdirilishi mumkin emas. Tolerantlikni alohida shaxslar, guruhlar va davlatlar namoyon qilishi lozim. Tolerantlikni har tomonlama qo'llab-quvvatlash maqsadida YUNESKO «Bag'rikenglik tamoyillari deklaratsiyasi»ni qabul qilgan (1995-y. 16 noyab.). Jamiyatda turli xalqlar, millatlar va dinlarning o'ziga xos xususiyatlariga nisbatan tolerantlik munosabatini O'zbekiston misolida ko'rish mumkin. Mamlakatimizda turli toifadagi odamlar, siyosiy kuchlar va partiyalar o'rtasidagi hamkorlik, millatlararo totuvlik, dinlararo bag'rikenglik tamoyili ijtimoi taraqiyotning eng muhim omillaridan biridir. O'zbekistonda 130 dan ziyod millat va elat vakillari istiqomat qiladi. Ular o'rtasida asrlar davomida milliy nizolar bo'lmagan va bu xalqimizning azaliy bag'rikengligini ko'rsatadi. 10 dan ziyod konfessiyaga mansub din vakillari yurtimizda hamkor, hamjihat yashab kelayotgani esa dinlararo tolerantlikning yaqqol namunasidir[5]. O'quvchilarga bu tushunchalarni ta'lim jarayonida singdirib boriladi.

Qadriyatning ta'lim tizimidagi roli shundan iboratki, jamiyatda bu hodisaga o'rganish ilm-fan qanday haqida bir necha bor qarab, uning foydalanish yondashuvlar. Misol uchun, falsafa qiymati konsepsiyasini ko'rib: u muayyan ob'ektlar ijtimoiy-madaniy va shaxsiy ma'no bo'ladi. psixologiya, unga qiymati hisoblanadi individual jamiyat, barcha shu ob'ektlar tushunadigan bir qiymati sifatida. Bu davr juda yaqindan rag'batlantirish bilan bog'liq, bu holda bo'ladi. Lekin ijtimoiy, qadriyatlar ularga munosib, izlab odamlarni birgalikda deb nomlangan vazifalari, sharoitlari, voqealar tushunchalarni, tushunish. Bundan tashqari, ijtimoiy fanlar nuqtai nazaridan, quyidagi turdagi bor materiallar: qadriyatlar va ma'naviy. ikkinchisi ham abadiy qadriyatlarni deyiladi. Ular aniq

emas, lekin ba'zan juda ham muhim birga har qanday moddiy narsalar ko'ra jamiyat uchun. Albatta, ular iqtisodiyotning bilan hech qanday aloqasi yo'q. Bu fan qiymati tushunchasi ob'ektlar qiymati hisoblanadi. foydalanish va: Bu holda, u ikki turdagi bor almashish qiymati. Sobiq bir yoki bir foyda tovar yoki inson ehtiyojlarini qondirish uchun o'z qobiliyati darajasiga qarab iste'molchilar uchun yana bir qiymat, va ular almashish uchun mos bo'lgan, chunki ikkinchi qadrlil va muhim ahamiyatga darajasi teng birjasida olinadi nisbati bilan belgilanadi. Bu yana bir ob'ekt ustida qaramligini, oliy qiymati xabardor bo'ladi. Ular asosiy tovarlar, ya'ni oziq-ovqat sotib olish uchun ularni zarur, chunki shaharlashgan hududlarda yashovchi odamlar, naqd butunlay qaram bo'ladi. Pul munosabatlari birinchi holatda kabi buyuk emas qishloq aholisi uchun, chiqindi mahsulotlar uchun zarur, deb ular o'z bog'idan, masalan, qat'i nazar, pul mablag'lari mavjudligini olishingiz mumkin. [1]

Yuqorida aytib o'tilganidek, qadriyatlar asosiy turlari moddiy (hayot targ'ib) va ma'naviy bo'ladi. O'tgan shaxs ma'naviy ehtiyojini qondirish uchun. boylik asosiy turlari - bu faqat yaxshi (uy-joy, oziq-ovqat, uy mahsulot, kiyim-kechak, va hokazo ...), va yuqori tartibini foyda (ishlab chiqarish vositalari). Biroq, ular ikkala jamiyat hayotiga hissa, shuningdek, uning a'zolari hayot sifatini yaxshilash. A ma'naviy qadriyatlar odamlar qurish va yanada o'z munosabatini va dunyo idrok rivojlantirish kerak. Ular shaxs boyitishga hissa. Ushbu turkumda, jamiyat uchun, ba'zi ahamiyati nima bilan bir qatorda, shuningdek, bir ahamiyat kasb etadi. Misol uchun, inson qadriyatlari turli rivojlantirish Madaniyat biriktirilgan deb natija bilan, ijtimoiy tajriba sotib hissa qo'shadi va bu, o'z navbatida, uning shaxsini shakllantirishga ta'sir qiladi. jamiyatda qadriyatlar yana bir muhim rol odamlar allaqachon, eski asrab-avaylash, mavjud, yangi boylik yaratish uchun harakat, deb. Bundan tashqari, fikrlar, harakatlar qiymati, har xil narsalar ular ijtimoiy rivojlanish jarayonida, ya'ni, jamiyatning taraqqiyotiga muhim qanday ifodalangan.

Maktab ta'lim tizimida o'smir yoshlarning qadriyatlar vositasida tolerantlik ruhida tarbiya toptirish bugungi ta'lim tizimining chambarchas qismi hisoblanadi.

Xulosa qilib shuni aytish mumkinki, o'smir yoshidagi maktab o'quvchilarning tolerantlik ruhida tarbiyalashda, milliy mafkurra va mustaqillik g'oyalariga asoslangan holda shakllantirish hamda ularda vatanparvarlik, insonparvarlik, imon, vijdon halollik, poklik mehnatsevarlik, ishbilarmonlik, singari xislatlarni shakllantirish, har bir fuqoroning mustaqillikning ongli fidoisiga aylantirishda sharq muttufakkirlarining bag'rikenglik haqidagi qarashlari muhim ahamiyat kasb etadi.

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# THE INFLUENCE OF REFLECTIVE LEARNING IN TEACHING ENGLISH

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**Abstract:** *Since the beginning of the 20th century, professionals in language teaching have strived for ways that could guarantee better outcomes in language teaching classes. Different methods were used mostly in the first half of that century. Then some language teaching professionals moved beyond methods with the hope of gaining greater results. In one case, some language teachers moved towards what is now called reflective teaching (RT). RT requires teachers' self-observation as well self-evaluation which should go on in a cyclical manner to ensure teachers' understanding of their own classroom actions so that refinements can be introduced where necessary.*

**Keywords:** *Frierian Fish Bowl, Adult Education, Reflective Teaching, Professional Development, Constructivism.*

## INTRODUCTION

Over the past couple of centuries, the profession of foreign/second language teaching has witnessed many fluctuations all of which were based on good will. In their quest for better outcomes, teachers, educators, and other involved parties moved beyond the age of traditional methods to effective and reflective teaching. This, in turn, gave way to the post method age to ensue. Although apparently distinct, the method era, the beyond method phase, and the post method condition share one major concern: finding practical options for professionalism. The field (of foreign/second language teaching) has failed to achieve ideal professionalism due to a number of factors. As Burt & Keenan noticed, these factors include, at least, the following [1]:

- The range of program types
- The part-time workforce
- The limited financial resources for training
- The varied policies and requirements for professional credentialing or certification

## MATERIALS AND METHODS

Dewey's discussion of what comprises reflection entails five states of thought and feelings which Dewey identifies as follows [2]:

- Suggestions, in which the mind leaps forward to a possible solution.
- An intellectualization of the difficulty or perplexity that has been

felt (directly experienced) into a problem to be solved.

- The use of one suggestion after another as a leading idea, or hypothesis, to initiate and guide observation and other operations in collection of factual material.
- The mental elaboration of the idea, or supposition as an idea or supposition (reasoning, in the sense in which reasoning is a part, not the whole, of inference).
- Testing the hypothesis by overt, or imaginative action.

### **RESULTS AND DISCUSSION**

*Practicality:* Reflective teaching links theory to practice. It provides the teacher with opportunities to reflect on and explore new ideas, techniques, and approaches. These are part and parcel of the reflective process. As such, they empower the teacher with the ability to teach in varied contexts since it requires the teacher to make connections between their own beliefs and what is happening in various teaching contexts. It makes teachers plausible.

*Professionalism:* RT requires teachers to engage in an ongoing process where they exercise intellect, responsibility, and professional development. Reflective teachers are expected to promote deliberate actions in planning and implementing classroom activities which, in turn, require ongoing attention to teaching and learning theories. The reflective teacher assesses, revises, and implements approaches and activities as the teaching process goes on. This leads to professional development; hence, professionalism [4].

*Sustainability:* Teaching second/foreign languages is never possible in the form of discrete workshops and conferences. Rather, language teaching, especially where adults are involved, requires sustained development (Burt & Keenan). This is best guaranteed through RT since it creates a cyclical process which spares time for reflection, adjustment, implementation, fine-tuning, and follow-up.

### **CONCLUSION**

It was argued in this paper that RT has several important merits that make it a suitable alternative for language teaching methods especially where adult learners are concerned. RT offers options, both practical and theoretical, to guarantee professional development. Moreover, due to its cyclical and additive nature, RT results in an ever-increasing class outcome. It can therefore be concluded that, if willing to invest in time and resources, adult foreign/second language learners and teachers should resort to RT as the choice.

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## AHMAD YASSAVIY HIKMATLI SO‘ZLARIDA PAYG‘AMBARLAR TIMSOLI

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**Annotatsiya:** *Ushbu maqolada tasavvuf ilmining namoyondasi Ahmad Yassaviyning “Devoni hikmat” asarida payg‘ambarlar timsoliga mansub hikmatli so‘zlar tahlili yoritilgan va kerakli misollar orqali izohlangan. Hikmatlarda payg‘ambarlar timsolining o‘ziga xos xususiyatlari o‘rganilgan. Maqolada Qur‘on oyatlaridan joy olgan payg‘ambarlar to‘g‘risidagi g‘oyalar ham o‘rin olgan.*

**Kalit so‘zlar:** *Payg‘ambar, tasavvuf, nafs, oshiq, obid, hikmat, faqir*

Tasavvuf ilmining namoyondasi mumtoz adabiyotimizga ulkan hissa qo‘shgan, uni yuksak taraqqiyot darajasiga ko‘targan, tariximizda, madaniyatimizda o‘chmas iz qoldirgan buyuk siymolarimizdan biri Ahmad Yassaviydir.

Uning “Devoni hikmat” asari turkiy tilda yozilgan bo‘lib, u barchaga ma‘lum va mashhurdir. Ahmad Yassaviyning “Devoni hikmat” asarida har xil obrazlar jumladan oshiq, obid, zohid, pir, eranlar bilan birgalikda “Qur‘oni karim” da zikr etilgan payg‘ambarlar tasvirini ham uchratishimiz mumkin.

“Qur‘oni karim”da sura va oyatlar orqali anbiyo-payg‘ambarlar, qolaversa, yaxshi va yomon sifatli kishilarning qissalarida bir talay hikmat namunalari ko‘rish mumkin.

Shu jumladan Ahmad Yassaviyning hikmatlari haqida so‘z borganda, uning ma‘no va mohiyatiga e‘tibor beradigan bo‘lsak, Qur‘oni Karim va Muhammad (s.a.v)ning hadislariga chambarchas bog‘liq ekanligiga alohida e‘tibor berish darkor. Sahl at-Tustariyning aytishicha, “Ollohni sevishning alomati, payg‘ambarni sevmak, payg‘ambarni sevishning alomati esa, uning sunnatiga munosib bo‘lmoqdir”. Yassaviy uchun Qur‘ondagi har bir so‘z va har bir tushuncha-bu “Haq farmoni”. Tasavvuf ta‘limoti ma‘lum bir ma‘noda nubuvvat ta‘limoti va ma‘rifatga sodiqlikdir. Shu jihatdan Junayd Bag‘dodiyning tasavvufning asoslarini Hazrat Ibrohimning sahovati, Ismoilning taslimiyati, Ayub alayissalomning sabri, Zikriyo payg‘ambarning sukuti, Hazrati Yahyoning g‘aribli, Iso ruhullohning tarki va Muhammad Mustafoning faqr maslagi tashkil qiladi degan fikrini quvvatlash mumkin. [1.36]. Yassaviy ham islomiy tasavvufiyg‘oyalarni ilk marotaba turkiy tilda talqin etgan edi.

Mazkur hikmatda keltirilgan Odam (alayhissalom) Alloh taolo man qilgan daraxtning mevasini yeyishda o'zini tiya olmaydi, bu xatolik atayin emas, balki uning zaifligi tufayli sodir bo'ladi. O'sha davrda Odam Ato Alloh taoloning amriga bo'ysinib, u man qilgan narsalardan qaytishi kerak edi. Ibratli hikmatdan maqsadimiz shuki, Alloh taoloning buyukligi, kechirimliligi, rahmati va karamining kengligini anglab yetishidir. Alloh taolo Odam Atoning o'z xatosini tushunib, pushaymon bo'lgani uchun uni kechiradi. Mazkur hikmatda Qur'oni Karimdagi payg'ambarlarning hayot yo'li yoritilgan:

Yunusdek daryo ichra baliq bo'lsam,  
Yusufdek quduq ichra vatan qilsam  
Yoqubdek Yusuf uchun ko'p yig'lasam.

Bu ish birla yorab, seni topgaymumen? [2].

Alloh taolo mill av VIII asrda Yunusni Iroqdagi Naynavo ahliga payg'ambar qilib yuborgan. Yunus o'z qavmini Allohga ixlos bilan itoat qilishga chorlaydi, ammo qavmi payg'ambarga bo'ysunmagan. Yunus payg'ambar ahliga 3 kun ichida azob yog'ilishini bashorat qiladi va qavmni tark etadi. Yunus qavmining boshiga balo yog'ilmaganini ko'rib, boshi oqqan tomonga ketadi. Kema uchray va unga chiqadi, ammo kema joyidan qimirlamaydi. Kema egasi; "Oralaringizda bir shum qadam bor ekanligini" aytadi va ular qu'ra tashlashadi, qu'ra kimga tushsa, uni dengizga uloqtirmoqchi bo'lishadi. Qu'ra Yunusga tushadi. Bir necha marta tashlashsa ham yana Yunusga tushadi. Buni ko'rgan Yunus o'zini dengizga uloqtiradi va uni katta baliq yutib yuboradi. Yunus Parvardigorning iznisiz qavmidan qochganligi tufayli falokatga yo'liqdi, Dengizda uni baliq yutib yubordi. Yunus allayhissalom baliq qornida tinmasdan tasbeh aytadi, Alloh taoloni ko'p zikr qilgani uchun uni baliq qornidan quruqlikka chiqaradi. Hadisi sharifda shunday deyilgan. Hikmatning kegingi misrlarida Yusuf va Ya'qub alayhisallomning hayotiga doir ma'lumotlar berilgan. Yusufning akalari uni quduqqa tashlab ketishadi va o'sha yerda ham Allohni zikr etishdan to'xtamaydi. Otasi Ya'qub esa o'gli hajrida ko'p yig'laydi, ammo o'g'lini ko'rish istagida toat- ibodatini mukammal qilib, Alloh taoladan o'g'lini topilishini chin dildan so'rab yolvoradi. Yusufni qutqarib olishadi va Yusuf otasonasi va akalarini Misrga taklif qiladi va otasi bilan diydor ko'rishadi.

Ibrohim o'z o'g'lini qurbon qildi,  
Ismoil diydor teyu jonin berdi.  
Ko'zin ochib Haq jamolin hozir ko'rdi,  
Ismoildek Haq jamolin ko'rgon bormu?

Qur'oni karimning yetmishga yaqin joyida Ibrohim alayhissalomning ismlari zikr qilingan. Ibrohim (alayhissalom) befarzand bo'ladi va Alloh taolo ularga solih farzand berilishi bashorat qilinadi. Alloh taolo unga bir o'g'ilning xushxabarini beradi. Ismoil (alayhissalom) o'z otasining qaramog'ida ulg'ayib, otasiga uy ishlarini qilishga yordamlashish darajasiga yetgan edi. Ibrohim

(alayhissalom) bir kuni tush ko'radi. Unda o'g'lini qurbonlik qilayotganini ko'radi. "Tushini unga aytib, sen qanday fikr bildirasan bir o'ylab ko'rgin" dedilar. Ammo Ibrohim o'gli rozi bo'lsa ham, rozi bo'lmasa ham u ishni baribir amalga oshirishi kerak edi. Unga o'g'li quyidagicha javob beradi. "Otajon, buyurilgan ishni qilgin. Inshaalloh, meni sabr qilguvchilardan ichidan topursan" deb aytadi. Ibrohim o'g'lini qurbon qilish uchun yerga yotqizdi va Alloh taolodan vahiy keladi. Alloh taolo qurbonlik keltirish uchun unga qo'y yuboradi va Ismoil tirik qoladi.

Ahmad Yassaviy hikmatlarida payg'ambarlar hayot yo'li insonlarni hidoyatga va ularni to'g'ri yo'lga hamda yomon odatlardan uzoqlashishga chorlaydi. Shunindek, uning hikmatlarini diyonat va iymon ziyosi nurlantirib turadi, qalbning eng chuqur joylarigacha nazar tashlangan va ko'ngilning nozik torlari chertib o'tilgan.

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## DARS JARAYONLARIDA INTERFAOL METODLAR VA ULARDAN FOYDALANISHNING AHAMIYATI

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**Annotatsiya:** *Ta'lim va tarbiya jarayonining samaradorligini oshirish maqsadida interfaol metodlardan foydalanishning afzalliklari*

**Kalit so'zlar:** *interfaol metodlar, ta'lim- tarbiya jarayoni, pedagogik texnologiya, didaktika, o'qitish mazmuni*

Hozirgi vaqtda ta'lim jarayonida ayniqsa professional ta'lim sohasida o'qitishning zamonaviy metodlari keng qo'llanilmoqda. O'qitishning zamonaviy metodlarini qo'llash o'qitish jarayonida yuqori samaradorlikka erishishga olib keladi. Bu metodlarni har bir darsning didaktik vazifasidan kelib chiqib tanlash maqsadga muvofiq. An'anaviy dars shaklini saqlab qolgan holda uni ta'lim oluvchilar faoliyatini faollashtiradigan turli-tuman metodlar bilan boyitish ta'lim oluvchilarning o'zlashtirish darajasi o'sishiga olib keladi.

Bugungi kunda bir qator rivojlangan mamlakatlarda ta'lim-tarbiya jarayonining samaradorligini kafolatlovchi zamonaviy pedagogik texnologiyalarni qo'llash borasida katta tajriba asoslarini tashkil etuvchi metodlar interfaol metodlar nomi bilan yuritilmoqda. Interfaol ta'lim metodlari hozirda eng ko'p tarqalgan va barcha turdagi ta'lim muassasalarida keng qo'llanayotgan metodlardan hisoblanadi. Shu bilan birga, interfaol ta'lim metodlarining turlari ko'p bo'lib, ta'lim-tarbiya jarayonining deyarlik hamma vazifalarini amalga oshirish maqsadlari uchun moslari hozirda mavjud. Amaliyotda ulardan muayyan maqsadlar uchun moslarini ajratib tegishlicha qo'llash mumkin. Bu holat hozirda interfaol ta'lim metodlarini ma'lum maqsadlarni amalga oshirish uchun to'g'ri tanlash muammosini keltirib chiqargan.

Buning uchun dars jarayoni oqilona tashkil qilinishi, ta'lim beruvchi tomonidan ta'lim oluvchilarning qiziqishini orttirib, ularning ta'lim jarayonida faolligi muttasil rag'batlantirib turilishi, o'quv materialini kichik-kichik bo'laklarga bo'lib, ularning mazmunini ochishda aqliy hujum, kichik guruhlarda ishlash, bahs-munozara, muammoli vaziyat, yo'naltiruvchi matn, loyiha, rolli o'yinlar kabi metodlarni qo'llash va ta'lim oluvchilarni amaliy mashqlarni mustaqil bajarishga undash talab etiladi.

Interfaol metod biror faoliyat yoki muammoni o'zaro muloqotda, o'zaro bahs-munozarada fikrlash asnosida, hamjixdtlik bilan hal etishdir. Bu usulning



afzalligi shundaki, butun faoliyat o'quvchi-talabani mustaqil fikrlashga o'rgatib, mustaqil hayotga tayyorlaydi.

O'qitishning interfaol usullarini tanlashda ta'lim maqsadi, ta'lim oluvchilarning soni va imkoniyatlari, o'quv muassasasining o'quv-moddiy sharoiti, ta'limning davomiyligi, o'qituvchining pedagogik mahorati va boshqalar e'tiborga olinadi.

Interfaol metodlar deganda – ta'lim oluvchilarni faollashtiruvchi va mustaqil fikrlashga undovchi, ta'lim jarayonining markazida ta'lim oluvchi bo'lgan metodlar tushuniladi. Bu metodlar qo'llanilganda ta'lim beruvchi ta'lim oluvchini faol ishtirok etishga chorlaydi. Ta'lim oluvchi butun jarayon davomida ishtirok etadi. Ta'lim oluvchi markazda bo'lgan yondashuvning foydali jihatlari quyidagilarda namoyon bo'ladi:

- ta'lim samarasi yuqoriroq bo'lgan o'qish-o'rganish;
- ta'lim oluvchining yuqori darajada rag'batlantirilishi;
- ilgari orttirilgan bilimlarning ham e'tiborga olinishi;
- ta'lim jarayoni ta'lim oluvchining maqsad va extiyojlariga muvofiq lashtirilishi;
- ta'lim oluvchining tashabbuskorligi va mas'uliyatining qo'llab-quvvatlanishi;
- amalda bajarish orqali o'rganilishi;
- ikki taraflama fikr-mulohazalarga sharoit yaratilishi.

Shunday qilib, fanlarni o'qitish jarayonida interfaol metodlardan foydalanish o'ziga xos xususiyatga ega. Ta'lim amaliyotida foydalanilayotgan har bir interfaol metodni sinchiklab o'rganish va amalda qo'llash o'quvchi-talabalarning fikrlashini kengaytiradi hamda muammoning to'g'ri echimini topishlariga ijobiy ta'sir ko'rsatadi. O'quvchi-talabalarning ijodkorligini va faolligini oshiradi. Turli xil nazariy va amaliy muammolar interfaol metodlar orqali tahlil etilganda o'quvchi-talabalarning bilim, ko'nikma, malakalari kengayishi va chuqurlashishiga erishiladi.

Yuqorida aytilganlardan interfaol ta'lim metodlarini tegishlicha tahlil qilish va shu asosda ularni tasniflash zarurati ma'lum bo'ladi. Quyida ushbu masala yuzasidan umumiy mulohazalarni keltiramiz.

Bu metodlarni tasniflashda ularni interfaol metodlar, interfaol ta'lim strategiyalari, interfaol grafik organayzerlarga ajratish mumkin.

**Hozirgi kunda eng ommaviy interfaol ta'lim metodlari quyidagilar sanaladi:**

1. Interfaol metodlar: "Keys-stadi" (yoki "O'quv keyslari"), "Blist-so'rov", "Modellashtirish", "Ijodiy ish", "Muammoli ta'lim" va b.
2. Interfaol ta'lim strategiyalari. "Aqliy hujum", "Bumerang", "Galereya", "Zig-zag", "Zinama-zina", "Muzyorar", "Rotastiya", "Yumaloqlangan qor". Interfaol ta'lim metodlari tarkibidan interfaol ta'lim strategiyalarini

ajratishda guruh ishini tashkil qilishga yondashuv ma'lum ma'noda strategiyondashuvga qiyoslanishiga asoslaniladi. Aslida bu strategiyalar ham ko'proq jihatdan interfaol ta'lim metodlariga tegishli bo'lib, ularning orasida boshqa farqlar yo'q.

3. Interfaol grafik organayzerlar: "Baliq skeleti", "BBB", "Konseptual jadval", "Venn diagrammasi", "T-jadval", "Insert", "Klaster", "Nima uchun?", "Qanday?" va b. Interfaol grafik organayzerlarni ajratishda bunday mashg'ulotlarda asosiy fikrlar turli grafik shakllarda yozma ko'rinishda ifodalanishiga asoslaniladi. Aslida bu grafik organayzerlar bilan ishlash ham ko'proq jihatdan interfaol ta'lim metodlariga tegishli bo'lib, ularning orasida boshqa farqlar yo'q.

Interfaol ta'lim metodlarini ko'pincha turli shakllardagi o'quv mashg'ulotlari texnologiyalari bilan bir vaqtda qo'llanmoqda. Bu metodlarni qo'llash o'quv mashg'ulotlari jarayonida o'quvchilarning faolliklarini oshirib, ta'lim samaradorligini yaxshilashga xizmat qiladi.

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## GULXANIYNING “ZARBULMASAL” ASARIDA QOLIPLASH USULINING O‘RNI

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**Annotatsiya:** *Ushbu maqolada Gulxaniyning “Zarbulmasal” asarida qoliplash usulining o‘rni, bu usluni qo‘llashidan asosiy maqsadi hamda asardagi ta’siri haqida so‘z yuritiladi. Maqolada qopillash usulining mohiyati, qo‘llanilish sabablari ko‘rsatilgan. Zarbulmasal asarini Alisher navoiyning “Sabbai sayyor” asari, shuningdek, “Silsilatuz-zahhab”, “Kalila va Dimna”, “To‘tinoma” asarlariga solishtirilgan holda o‘rganilindi. Ushbu maqolada qopilash usulining asar mazmuniga qo‘shgan ulkan hissasi ko‘rsatib berilgan.*

**Kalit so‘zlar:** *qoliplash, “Sabbai sayyor”, “Silsilatuz-zahhab”, “Kalila va Dimna”, hikoya, qushlar*

Bizga ma’lumki, xonliklar davri boshlangan bir davrda jamiyatdagi chirkinliklar va illatlarni fosh etishda qalamkashlar turli ramzlar orqali, satiric va yumoristik uslublardan foydalangan holda davr tuzumini fosh etishga urinishga. Shunday urinishlardan biri sifatida Gulxaniy qalamiga mansub “Zarbulmasal” asarini keltirib o‘tish mumkin. Ushbu asar o‘z ichiga 400ga yaqin maqollarni qamrab olgani bilan kishini hayratga soladi. Qushlar obrazlari orqali yuqori organ vakillari hamda oddiy jamiyat kishilarining asl yuzlarini fosh etgan asar sifatida hamon kitobxonlar tomonidan sevib o‘qiladi.

Ushbu maqola orqali Zarbulmasal asarining yana bir xususiyati ijodkorning qoliplash usulidan unumli foydalanilganini ko‘rsatib berishni maqsad qildik. Avvalo, qoliplash usuli nima degan savolga javob izlasak, o‘ylaymanki yanada tushunarliroq bo‘ladi.

Qoliplash usuli – badiiy asarda mustaqil voqealarni ma’lum bir voqea doirasiga solib, xuddi manashu voqeaga bog‘lagan holda tasvirlash. Bu usul orqali bir qancha mustaqil asarlar g‘oyaviy-kompozitsion jihatdan yaxlit tus olishini ko‘rishimiz mumkin. Qoliplash usulini qay tarzda berish yozuvchi tomonidan turli shaklda amalga oshirilishi mumkin. Ba’zi hollarda asar boshlanishida syujet bilan mantiqan bog‘lash mumkin bo‘lgan rivoyat, afsona yoki bir hikoya keltiriladi. Bu esa bayon etilayotgan voqea yoki hodisaning yanada ta’sirli, tushunarli bo‘lishini ta’minlab beruvchi asosiy vosita bo‘lib hisoblanadi. Endi buni misollar orqali ko‘rsak. Asarda Ko‘rqush va Yapaloq qush suhbatini berilgan bir o‘rinda Yapaloqqush o‘g‘lining oti kulonkir sulton ekanligini so‘zlaydi. Shunda Ko‘rqush unga bolangga bunday ism qo‘yish

sening xaddingmi? Bu Xumo, uqob, qarchig'ay, Baxrin, Lochin, Itolg'un qushlarining salotinidanku, ularga munosib (Gulxaniy, 2016, 6-7-bet) ism bu deb aytadi. Shunda Ko'rqush unga "Sililatuz-zahhab" asaridagi Qarchig'aylik dag'dag'asini qilib, durroj shikorini ixtiyor qilib, oxri o'zi balchiqqa botib qolganligi haqidagi hikoyani aytib beradi va bunga javoban Yapaloqqush unga bin ova nobino haqidagi hikoyani eslatadi. Bu hikoyani "Kalila va Dimna"dan topishini aytadi. Xuddi mana shu uslu qoliplash usuli bo'lib, Gulxaniy ushbu asarida qoliplash usulidan unumli foydalanganligini ko'rishimiz mumkin.

Ba'zi asarlarda hikoya ichidan hikoya chiqarish holatlarini ham ko'p uchratamiz. Ayniqsa o'zbek adabiyotida bunga bir qancha misol keltirib o'tishimiz mumkin. Misol uchun: Alisher Navoiyning "Sabbai sayyor" asaridagi Bahrom obrazini eslasak kifoya. U yoridan ayrilib, 7 qasr qurdi va 7 davlatdan kelgan musofirlardan hikoyalar tinglaydi. "Ming bir kecha", "To'tinoma" va boshqa asarlarda ham xuddi shu qoliplash usulini uchratamiz va bevosita Gulxaniy ushbu asarlardan yaxshigina ta'sirlangani, o'qib-o'rganganini bilishimiz mumkin.

Fikrimizni dalillash maqsadida yuqorida tilga olingan asarlardan misollar keltirib o'tish o'rinli bo'ladi, nazarimda. "Ming bir kecha" asari ertak ichida ertak shaklida yozilgan asar bo'lib, yuqoridagi kabi hikoyat va masallar bilan yanada boyitilgan. Masallar podsho Shahriyorning vazirini qizi bo'lgan Shahrizoda haqidagi hikoyalardan iborat ekanligi hech birimizga sir emas. Shahriyor har hikoya aytganni ertasiga qatl ettirtiradi. Shahrizoda bu qatlning oldini olish uchun hikoya aytib beradi va tong otishiga yaqin eng qiziq joyida ertakni to'xtatadi. Hikoyaning davomiga qiziqib qolgan shoh qatl etishni ertangi kunga qoldiradi, Shahrizodaning aqliga qoyil qoladi va unga uylanadi. Qiziqarli hikoyalarda biri sifatida biz uchun ma'lum va mashhur bo'lgan "Alibobo va qirq qaroqchi" ertagini eslasak kifoya. "To'tinoma" asari Sharq xalqlari orasida keng tarqalgan axloqiy-estetik mavzudagi asar hisoblanadi. To'tiqushning Shahzoda Maymun va uning xotini xujasta haqidagi ibratli hikoyalari majoziy shaklda badiiy aks ettirilga bu asarda ham hikoya ichida hikoya usulidan unumli foydalanilgan. Qoliplash usuli Gulxaniy shaxsiyati, hayotiy va ijodiy tajribaga ega ekanligini, asar tili va uslubining ravonligiligi ko'rsatib bera olganligi ham ahamiyatli. Yozuvchi ushbu hikoyalarni keltirish orqali asar qahramonlarini murosai-madoraga keltirishga urinayotganini ham sezishimiz mumkin. chunki bu hikoyalar orqali qahramonlarning fikri o'zgarishi mumkinligi ham ayni haqiqat. "Toshbaqa bilan chayon" hikoyasini olamizmi? "Maymun va najjor" hikoyasini baribir yuqoridagi fikrlarimizni tasdiqlab turishi ham bor gap.

Bundan ko'rinadiki, qoliplash usuli oqali Gulxaniyning "Zarbulmasal" asari o'qimishli, qiziqarli va shiddatli tarzda bayon etilishiga sababchi bo'lgan. Bu uslub asarning mohiyatini ochib berishda ulkan xizmat qilgan desam, yanglishmayman.

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## OILADAGI BOLA TARBIYASIDA MILLIY AN'ANALARDAN FOYDALANISHNING AHAMIYATLI JIHALTLARI

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**Annotatsiya:** *Ushbu maqolada oiladagi bola tarbiyasida milliy an'analardan foydalanishning ahamiyatli jihatlari haqida mulohaza yuritilgan.*

**Kalit so'zlar:** *Oila, an'ana, urf-odat, ahloqiy his-tuyg'u, ahloqiy ong, odob-ahloq.*

Oila insonlarning tabiiy – biologik – fizalogik, moddiy – iqtisodiy, huquqiy – qonuniy, ma'naviy – axloqiy, aloqa – munosabatlari asosiga qurilgan ijtimoiy birlikdan iboratdir. Insonlarning tabiiy –biologik – fizologik munosabati deganda jinsiy aloqa va nasl qoldirish ( farzand tug'dirish va tarbiyalashni), moddiy – iqtisodiy munosabatida - uy ro'zgorini boshqarish, mulkiy munosabat – nikoxining qonuniyligini, ma'naviy – axloqiy munosabatda esa er – xotin inoqligi, pokligi, ota – ona bilan farzand o'rtasidagi mehr – oqibat, hurmat, burch va shu kabilarni tushunish lozim. Hozirgi kunda yuqoridagi zikir etilgan oila va uning bilan bevosita bog'liq masalalar qonun yo'li bilan muhofaza qilingan va kafolatlangan. Jumladan, yurtboshimiz oilaning jamiyatda tutgan o'rne va ahamiyati to'g'risida shunday deydi; “Bola tug'ilgan kundan boshlab oila muhitida yashaydi. Oilaga xos an'analar, qadriyalar urf - odatlar bola zuvolasini shakllantiradi. Eng muhimi, farzandlar oilaviy hayot maktab orqali jamiyat talablarini anglaydi his etadi. Bu o'rinda ilgari surulayotgan pedagogik g'oyani tub mohiyatini oila tarbiyasini to'g'ri yo'lga qo'yish mustaxkamlash va yanada chuqurlashtirish bilan bog'liqdir. Oila tarbiyasi deganda ota - ona, oiladagi katta kishilar, buva va buvilar , aka -opalar va shu kabilar tomonidan bolalarning to'g'ri, milliy axloq-odob no'rmalari asosida tarbiyalanish tushunish lozim. Oilada axloqiy tarbiyani negiziga asoslanadi. U bolada shakllanish lozim bo'lgan barcha insoniy munosabat va fazilatlarni tarbiyalovchi hayot maktabi hisoblanadi.

O'zbek xalqi tabiatan bolajon xalq. Bolaga bag'ri kenglik, mehrdar yolik, o'ta fidoyilik o'zbeklargagina xos xususiyatidir. [Shu boisdan ham](#), ota – onamiz farzandlarning baxti va kelajagi uchun qayg'uradi. Ularning puxta bilim olishlari qiziqishlari bo'yicha kasb – hunar egallashlari, axloq – odob qoidalarni mukammal bilishlari va ularga amal qilishlari uchun mavjud imkoniyatlarni yaratadilar. Chunki oilada bolani to'g'ri tarbiyalash mustahkam poydevorli jamiyat barpo etishning garovidir.Oilada bolalarni axloqiy jihatdan tarbiyalash

vazifasi va mazmuni bolaning ma'naviy dunyosini uning ongini, axloqiy hislatlarini, shaxsiy sifatlari va xulqi tarbiyalash va rivojlantirishni taqoza etadi.

Xalqning milliy qadriyatlari uning yillar davomida erishgan ulkan ma'naviyati bilan uzviy bog'langan. Ana shuning uchun axloqiy tasavvurlarimiz, milliy qadriyatlarimiz, millat uchun, uning obro'yi va istiqboli uchun xizmat qilsagina, o'z o'tmishini, ma'naviy merosini, qadriyatlarini unutmaydi. Sharqda oila qurish, oila mustahkamligini, farovonligini ta'minlash insonning o'z millati, ajdod-avlodlari, jamiyati oldidagi mukaddas burchi hisoblanadi. Bu esa eng oliy darajada ma'naviy qadriyat, inson kalbining gavharidir.

Darhaqiqat, mamlakatimizda yoshlarni oilaviy hayotga tayyorlash - oilalarning mustahkamligini ta'minlashning muhim shartidir.

Oila - oilaviy an'analarni hamda ma'naviy axloqiy merosni saqlab qoluvchi, davom ettiruvchi;

- jamiyatning eng kichik bir qismi bo'lib, bolaning madaniy estetik va boshqa ehtiyojlari o'sishini va sog'lom turmush tarzini ta'minlovchi;
- hayotning barcha jabhalarida yosh avlodning doimo maslahatchisi, yo'l-yo'rik ko'rsatuvchisidir.

Xalqimizda bolalarni axloqiy tarbiyalashda dasturxon atrofi eng qulay joy sanalgan. Bu erda katta yoshlilar yoshlarga pand-nasihatlar qilishgan, nima yaxshi-yu, nima yomonligini tushuntirishgan.

An'analarga ko'ra, ota-ona nasihatini bajarmaslik katta gunoh hisoblangan. Otaga tik boqma (u kiblagoh), oxirating kuyib ketadi, ota-onani rozi qilish kerak, deb bolaning ongiga singdirib borilgan.

Oilada shaxsni axloqiy shakllantirish bolaning tug'ilishidan boshalanadi. U ko'pgina omillar ta'sirida tarkib topadi. Bu omillar oilaviy munosabatlar xarakteri, ota-onalarning namunasi, ulardagi umum ta'lim darajasi, umummadaniy saviyasi, hamda ularning pedagogik madaniyati va nihoyat oilaviy hayotning tashkil etilishidan iborat.

Hozirgi kunda oilalarda bola tarbiyasi borasida salbiy holatlarni uchratish mumkin. Masalan, ayrim ota-onalar farzandlarining bemehrligidan nolishadi. Yomon yo'llarga kirib ketgan farzandlar xususida ko'pchilik ota-onalarning fikrlari bir xil: "Uz bilganidan qolmaydi, kattalarni hurmat qilishni bilmaydi, kattalar gapini gap o'rnida ko'rmaydi". Xo'sh, o'sha bemehr bolaning ota-onasini tarbiyali desa bo'ladimi?! Ishdan so'ng va dam olish kunlari ota choyxonada, ona mehmondorchilikda bo'lsa. Ertalab ko'zi uyqudan ochilmagan bolani bog'chaga olib borib, horib-charchab ishdan qaytgach, tezrok uqlatishga harakat qilinsa, go'yo bola haqida tinmay kayg'urib, boshini har bir eshikka urayotgan bir paytda, oilada bola tarbiyasi bilan kim shug'ullanadi?!

Oilada farzand tarbiyasida sinalgan tarbiya metodlaridan biri - namunadir. Bobo, buvi, ota-ona, atrofdagi katta yoshdagi kishilarning xatti-harakatlari, yurish-turishlari, muomalasi, o'zlarini tutishlari, jamiyatga, tabiatga munosabatlari namuna sifatida juda katta tarbiyaviy ahamiyat kasb etadi. Bolaga aqliy, axloqiy, estetik, diniy, mehnat tarbiyasi asoslari ota-ona namunasi asosida singdirib boriladi.

Alla xalqning qadimiy, muhim tarbiyaviy xarakterga ega qo'shik turlaridan biridir. Ona allasidan bahramand bo'lmagan bola kalbida ota-onaga, Vatanga nisbatan mehr-muhabbat hissi bo'lishi qiyin. Alla aytmagan yoki alla eshitib katta bo'lmagan qiz bola bo'lmasa kerak. Shuning uchun odatda alla aytish onalarga xos xususiyat bo'lib, u farzandiga nisbatan butun mexr-muhabbatini, orzu-o'ylarini, kalb haroratini shu qo'shiq orqali bola qalbiga etkazadi va shu ruhda uni tarbiyalab boradi. Alla tinglab katta bo'lgan bolada ota-onaga nisbatan o'zgacha muhabbat, hurmat qissi shakllanadi.

Oiladagi farzandlar kattalar tomonidan bajarilayotgan amallar, marosimlarni kuzatib, ular ongida ham ko'rganlai shakllanib, tarbiyalanib boradi.

Oilada ayolning sadoqati, ozodaligi muomalasi, ishbilarmonligi qizlar uchun namunadir.

Ota-onani hurmat qilish, ularning hech qachon dilini ranjitmaslik, itoatli bo'lish, keksayishganda moddiy va ma'naviy qo'llab-quvvatlash, ular kurgan oila deb atalmish qal'aning axlokiy-ma'naviy poydevorini mustahkam saqlash, an'analarni doimiy davomchilari bo'lish, ularning dustlari, yoru birodalarining ham izzat-hurmatlarini joyiga qo'yish, olamdan o'tganlarida ham xotiralarini doimo qadrlash va yod etish -farzandning burchidir.

Oilada bola tarbiyasini yo'lga qo'yishda o'zbek mahallalarining roli katta chunki, qadimdan o'zbek, qoraqalpoq xalqi mahalla, qo'shnilar bilan hamjihatlikda yashab kelganlar.

Har bir oila biron-bir tadbir o'tkazmoqchi bo'lsa, avvalo, mahalla bilan, uning oqsoqollari bilan maslahatlashgan, o'zlarining turli muammolarini shu erda hal qilishga xarakat qilganlar. Ayniqsa, mahalla oilalardagi bolalar tarbiyasiga alohida e'tibor berganlar.

Milliy milliy qadryatlarimiz tiklanishi mahallalarning an'anaviy faoliyatini keng yo'lga qo'yishga imkon tug'ildi.

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## SO'ROV METODI VA UNING ASOSIDA ISHLAB CHIQLADIGAN METODIKALAR. SO'ROVNOMALAR TURI

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**Annotatsiya :** *Mazkur maqolada o'quvchilardan psixologik so'rovlarni olish metodlari ishlab chiqilgan . Shuningdek, ularning javoblarini tahlil qilish savolnomalar turlari haqida bayon etilgan*

**Kalit so'z :** *Intervyu, Kontent-analiz. psixodiagnostik eksperiment, Yuqori darajali «xavotirlanish*

Savolnomali psixodiagnostik metodlar maxsus standart bo'yicha tanlab olingan savollarga yozma og'zaki javoblarni tahlil qilishdir. Ushbu metodning bir necha turi mavjud: anketa, savolnoma, intervYu. Sinaluvchi savollarga javob berishidan tashqari, o'zi haqida ma'lumot berishi anketa metodi deb aytiladi.

Sinaluvchiga beriladigan savollar majmuasi savolnoma metodi deyiladi. Bu savollar ochiq va yopiq usulda bo'ladi.

Standartlashtirilgan javoblarga, sinaluvchi o'ziga mos javobni berishi yopiq savollar deyiladi. Masalan: «ha», «yo'q», «bilmayman», «roziman, rozi emasman», «aytish qiyin».

Sinaluvchi mustaqil ravishda hohlagan javobni berishi ochiq savollar deyiladi, bu javoblar yopiq savollardan farqli ravishda, faqat sifatli tahlil qilinadi.

Bundan tashqari, savolnomali psixodiagnostik metodlar shaxs sifatlarini to'g'ridan-to'g'ri aks ettiruvchi savollar hamda to'g'ridan-to'g'ri yo'naltirilmagan savollar usulida bo'lishi mumkin. To'g'ridan-to'g'ri yo'naltirilgan savollarga sinaluvchi o'zida u yoki bu psixologik sifatning ko'rinishlari bor yo'qligi haqida javob beradi. To'g'ridan-to'g'ri yo'naltirilmagan savollar, sinaluvchidagi o'rganilayotgan xususiyatga to'g'ridan-to'g'ri yo'naltirilmagan bo'lib, ammo uning shaxs sifatining bu xususiyati psixologik taraqqiyotini o'rganishga qaratilgan bo'ladi. Masalan, shaxs sifatlaridan «xavotirlanish»ni diagnostika qilish uchun savollarga murojaat qilamiz (bezovtalik, o'ychanlik):

Ochiq savol: «Kuchli xavotirlanish holatiga tushib qoladigan hodisalar haqida gapirib bersangiz».

Yopiq savol: «Siz ko'p hollarda xavotirlanish holatida bo'lasizmi? Quyidagi javoblardan birini tanlang va belgilang «ha», «yo'q», «ba'zan», «bilmayman».

To'g'ridan-to'g'ri yo'naltirilgan savol: «Sizda xavotirlanish degan shaxs sifati mavjudmi?».

To'g'ridan-to'g'ri yo'naltirilmagan savol: «Sizda imtihon paytida bezovtalik holati vujudga keladimi?».

Yozma savolnomalardan tashqari, og'zaki savolnomalar ham mavjud, bu intervYu deb Yuritiladi. Unda psixolog sinaluvchiga o'zi savol berib, o'zi javoblarni yozib boradi, bu savollar oldindan aniqlanib, tayyorlab qo'yiladi ular xuddi yozma savollar tipidagi kabi bo'lishi mumkin.

Psixodiagnostik metodlardan yana biri faoliyat mahsullarini analiz qilish orqali kontent-analiz hisoblanadi. Kontent-analizning vazifasi shundan iboratki, u kishining psixologik tavsifini aniqlash va baholashda, uning nima ish qilayotganligi, asosan yozma ijodi mahsuli tahlili orqali o'rganishga qaratilgandir.

Ekspirimentning psixodiagnostik metod sifatidagi muhim jihatlari shundan iboratki, sinaluvchining biron-bir xususiyatini baholashda maxsus psixodiagnostik eksperiment ishlab chiqiladi va tashkil qilinadi. Bunday eksperiment muolajalari bir qancha tibbiy voqeliklarni o'z ichiga oladi, ya'ni bu hodisalar sinaluvchining o'rganilayotgan xususiyatini namoyon qilish hamda bu sifatning taraqqiyotini baholash va belgilashning standart metodikasini ishlab chiqishga qaratilgan. Psixodiagnostik eksperimentni tashkil qilish va o'tkazish natijasida tadqiqotchi o'zini qiziqtirayotgan muammolar, bo'yicha maxsus tarzda tashkil qilingan eksperimental tadqiqotda sinaluvchi xulq-avtorini kuzatish orqali ma'lumotlarga ega bo'ladi. Masalan, tadqiqotchini shaxs sifatlaridan xavotirlanish muammosi qiziqtiradi. Bu holda diagnostik eksperiment quyidagi tarzda olib boriladi. Sinaluvchi imtihon sinovlari kabi voqelik holatiga tushiriladi qandaydir murakkab ishni vaqt tig'izligida bajarib qat'iy natijalar olishga undaydi. Sinaluvchi topshiriqni bajarayotgan paytda, uning xulqida har xil Yuqori darajali «xavotirlanish» kuzatilib va belgilab borilishi mumkin.

Biz yuqorida psixodiagnostik metodlar va ularning turlari hamda qo'llanishi haqida ma'lumotlar berdik, har qanday psixolog yuqori malakali mutaxassis bo'lib etishishi uchun, albatta, ushbu psixodiagnostik metodlarni o'zlashtirishi va amaliyotda foydalana olish ko'nikma va malakalariga ega bo'lishi shart

Yuqorida qayd etilgan belgilarning mavjudligi pedagoglar va psixologlar tomonidan o'quv jarayonida turli didaktik vosita va usullar yordamida aniqlanadi.

Ekspirimental tadqiqot sharoitida yuqoridagi belgilarning mavjudligi so'zli, predmetli va psixometrik metodikalar yordamida aniqlanadi. Har bir konkret holda olingan ma'lumotlarni sifatli tahlil qilish va ularni boshqa metodlardan olingan natijalar bilan bog'lash zarur.

Psixologik diagnostikada metodikalarning ishonchliligi muhim hisoblanadi. Soddaroq qilib aytganda, bu tushuncha «testda olingan natija nechog'lik to'g'riligini ko'rsatadi». (A.Anastazi). Har qanday metodikaning, testning ishonchliligi o'rganilayotgan psixologik xususiyatlarning ularda aks

etishi nuqtai nazaridan to'g'ri qo'llanishini xarakterlaydigan ma'lumotlar majmui sifatida qaralmog'i kerak (L.F.Burlachuk, S.M.Moroz, 1989).

Shunday qilib, maqsadga muvofiq tanlangan metodika va testlar psixik faoliyat ko'rinishlarini to'liq va har tomonlama o'rganish imkonini beradi.

Bolalar ustida psixologik tadqiqotlar o'tkazish tajribasi shundan dalolat beradiki, qo'llanilayotgan psixodiagnostika metodikalarini shartli ravishda u yoki bu psixik jarayonlarni o'rganish metodikalariga ajratish mumkin. (L.I.Poperechnaya 1978; L.A.Venger, V.V.Xolmovskaya 1978; Z.I.Kalmikova, 1982; V.M.Bleyxer, I.V.Kruk, 1986). Masalan, bola xotirasi haqida faqat bir metod asosida xulosa chiqarish mumkin emas, buning uchun metodikalar majmuini qo'llash kerak. Shu bilan bir vaqtda, har bir eksperimental metodika o'zining asosiy yo'nalishidan tashqari (ya'ni shaxsning ma'lum xususiyatini o'rganishdan tashqari) psixikaning boshqa xususiyatlarining holati haqida ba'zi ma'lumotlar beradi. Masalan: bolaga berilgan 10 ta so'zni qanday yodlashiga qarab, faqat uning xotirasi haqidagina emas, balki ixtiyoriy diqqati, harakatlarining maqsadga yo'naltirilganligi, ularning sabablari haqida ham bilsa bo'ladi.

Psixologik-pedagogik tadqiqotning sifati eksperimentda qo'llaniladigan metodikalar soniga bog'liq bo'ladi. Lekin bog'cha va maktab yoshidagi bolalar bilan tadqiqot o'tkazganda ularning tez charchashini hisobga olish zarur. Shuning uchun bir tadqiqot o'tkazganda, tadqiqot vazifalariga bog'liq ravishda tanlangan 5 – 7 metodikadan foydalanish tavsiya etiladi. Bir necha bosqichda o'tkaziladigan tadqiqotlarda ko'proq metodikalardan ham foydalanish mumkin. Eksperimental tadqiqot usullarini yaxshi egallash ham muhimdir. Tadqiqotchi tajriba vaqtida bola bilan qanchalik yaxshi munosabatda bo'lsa, bola topshiriqni yaxshi bajaradi.

## MODERN METHODS OF TEACHING ENGLISH IN PRIMARY EDUCATION

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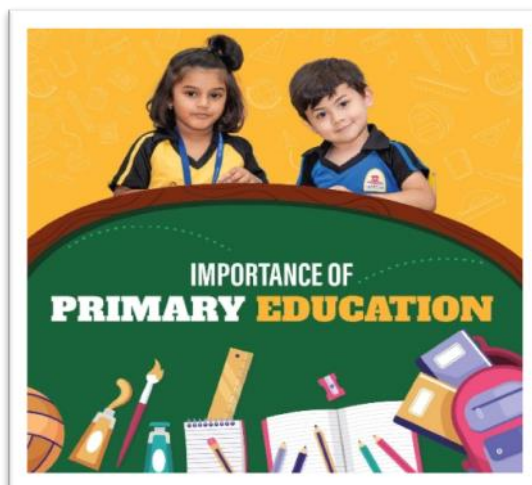
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**Abstract:** *This article cover the great importance about to given modern methods of teaching English language in Primary education in the Republic of Uzbekistan, as well as teaching language quickly and using easily ways for children.*

**Keywords:** *primary, English language, children, games, gestures, explanation, physical, critical thinking, development, using songs, motivation, interests.*

### INTRODUCTION

Today, language has become a communication about more than two billion people around the world. Approximately 1.5 billion people speak English in the world. The role of the English language in society is very important. It is not difficult to know that the role of the English language in the world is growing day by day, and the role it plays in the lives of today is youth. Around us, the number of young people, students, schoolchildren, and even elderly people who are learning languages is increasing rapidly. Everywhere you look, you will find a variety of English language course listings. Today, English is recognized as the most vital language of communication in the world. It should be noted that this language is a consider an official communication in 70 countries of the world. (Dilmurodov, 2021). Thus, the use of modern and unique methods of English language teaching in primary education will further increase students` interest in the language.



## MATERIALS AND METHODS

There are a lot of modern ways teaching English language for primary education. Now, let's get acquainted with several methods of teaching English language. **Method of working with characters and interests.** Teacher should explore the children's characteristics and interests that affects the children's learning process. According to this method teacher should know their characteristic and plan their lessons and use creative activities, physical activities, hand-on activities, using pictures, and others. Through this method, we can determine which method will be more effective to teach students. Also using simple in authentic materials such as the text, video, and audio materials gets their attention. During the lesson, should give pay attention each children and do not give up them. Starting the lesson first with uplifting games or encouraging words will double increase their interests. Keep simplicity and practice. Our communication language is Uzbek and children may have come across some difficulties in learning English, because there are many rules such as spelling, pronunciation, and grammar. It is convenient for language learners that when teacher during the class always uses simple language and avoid complicated words. Passing the lesson with pictures and various ensure that children spend their time in a fun and interesting way. On December 10, 2012, the implementation of the Presidential Degree N\_1875

- Foreign languages should be taught to international standards to meet the commercial, industrial, scientific and academic needs of Uzbekistan.
- Foreign languages, mainly English, are to be taught from the first year of schooling.
- The communication approach is to be adopted.

**Games for English class.** Games and fun activities are vital part of learning foreign languages for young learners. Children can learn better through the games and fascinating activities during their class.

There are some games for primary schools: Simon says, Yes/No, Board games, Alphabet game, Quiz, Puzzles, Stand Up If...., and Bingo and etc... Simon Says, is classic classroom game, children are required to follow your instructions every time they are preceded by the words "Simon says jump", or "Simon says turn around". Board games are always good for wet play and can keep children engaged four hours. Whether it is Scrabble, Snakes, and Ladders or chees, you are sure to find something your pupils will like. Bingo is hand out a ticket to each child and call out numbers one-by-one. Bingo is good for young children who are still developing number recognition skills, and offering prizes will motivate pupils to participate.

### Using songs.

Songs can be an interesting and motivating way to teach young learners. Teaching by songs young learners not only relaxing, but also developing their

knowledge. While listening to music helps them develop their listening comprehension as well as pronunciation, grammar, and vocabulary.

Great Songs for teaching primary education: 1. Head, Shoulders, Knees, and Toes; 2. E-I-E-I-O (Old McDonald); 3. Six Little Ducks; 4. Do you Like Bananas? And etc... Many other songs can be used to create lesson plans. Kids will love standing at the front of the class and playing teacher for this. (Monaco, 2021)

**Assessment.** Assessment in primary school is viewed as building a picture over time of a child's learning progress across the curriculum and is posited as an integral part of teaching and learning. (Anon., 2023) During the lesson the teacher should assess the work done by students during the lesson, how they approach the lesson, and based on their knowledge.

**Motivation.** Motivation plays a key role of life, not only for young learners, but also all people. By giving motivation for young learners during the lesson, it is possible to further strengthen their interest in the lesson and language learning. Hustle beats talent when talent does not hustle. (Ross Simmonds).

**RESULTS.** Teaching English to children in modern and different interesting ways will further increase children's interest in language learning, as well as countries where young learners communicate in English by learning in English, particularly United States, Great Britain, Australia, Canada and many other countries' customs, traditions, their technologies and much more. Strong communication skills to revealing in child many ways. It helps to develop self-confidence, creativeness, thinking, and understand the world. In different situation, it also helps them to communicate well. Self-confidence is one of the keys to motivate children to learn better. If they are come across some difficulties for the lesson, it means to lower self-confidence. And children learn English language well, it support improve their self-confident.

**CONCLUSION:** Today, teaching English language has vital activity in the classroom to give knowledge, experience, self-confidence, independent, and motivation to students. Also students eagerness in learning English so high. Students should the new way to learn English which is more effective, creativeness, interesting, and excited than previous strategy.

The teacher tries to give simple sentences to understand every nook and corner of the language. Through these techniques and methods the student learns a new language in a better way and thus it builds a confidence level on ones own self. (Anon., 2022)

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## IMPORTANCE OF LEARNING ENGLISH IN THE MODERN WORLD

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**Abstract:** *the article reveals the role and importance of the English language in enhancing the cognitive activity of students.*

**Keywords:** *speech activity, motives, speaking, dialogue.*

Today's world is known as the "global village" and is the result of scientific inventions made in the second half of the 19th century. Language has played a key role in the development of mankind, in the dissemination of ideas in the past and will play a more important role in its future growth and development. Thus, the study of languages is of the utmost importance for humanity, and the necessary attention must be given to ensuring that humanity moves smoothly into the stage of maturity or universal consciousness.

In the age of globalization, in addition to the native language, people need an international assistant language in order to improve dialogue and stimulate the process of uniting nations. While English plays a key role in job opportunities, international mobility, and access to information, its overall role is being questioned. There is evidence that the widespread love of learning English and adapting to the so-called Western way of life is preventing the development of local cultures and languages. Moreover, students face problems in the field of education because they have to study the content of the discipline in a language that they may not know very well.

On the other hand, countries such as China, where English is not used in everyday communication, have set high standards in all areas of human activity, while maintaining their culture, language and identity. Therefore, most likely, a two or multilingual approach can be more effective than constant communication in one language.

Humanity currently uses 6809 living languages and about 100 dead ones to facilitate social interaction. In the 21st century communication has been greatly improved by the widespread use of mass media, computers and mobile phones.

The Internet is rapidly becoming the information highway of choice, fulfilling our need for communication as well as important business transactions and negotiations.

It is almost impossible now to be fully part of the "global village" in which we live without knowing the universal world language. Nevertheless, English, being a global language, is currently in conflict with local languages and cultures, although new "linguistic attacks" warn us that no one language

can fully resist another and that the development of a language depends on how it is used.

It is estimated that about one billion people in the world use English as their mother tongue or foreign language. The use of English as an official or semi-official language is common in more than 70 countries and plays a very important role in another 20 states. More than 1400 million people live in countries where English is traditionally spoken. About 75% of mail and information in the world is stored in English. Of the approximately 50 million Internet users, most use English.

Along with the development of English as a world language, we learn about some of the features that a world language should have. Regardless of the origin, it should be a practical and profitable language that can cover the needs of everyone. In addition, the English language now brings together the dreams, aspirations of many peoples, as well as the experience of various countries. It is used to convey a huge amount of various information, whether it be the latest achievements in the field of science and technology, enriching the experience of an ethnic group, or business negotiations; in documentation of cultural characteristics; in individual experience. His vocabulary was greatly enriched by new words borrowed from other languages of the world. Over time, it becomes obvious that the global language will change beyond recognition, as it happens with the English language.

In recent decades, the study of foreign languages has attracted increased interest. At the same time, there is an increasing role played by foreign languages in influencing the consciousness and activity of people. It should also be taken into account that knowledge of languages can play an important role and provide some advantages in personal and professional communication. As a result of world globalization and integration, there has been a rapid growth of intercultural contacts in all spheres of our life: a wide variety of situations of intercultural communication has appeared, such as studying at school and university for exchange, internships for scientists, international conferences, joint ventures, tourist trips, exhibitions, etc. e. Thus, knowledge of a foreign language is one of the conditions for successful adaptation in the social space.

English is the language of international communication. It is the language of navigation, aviation, literature, education, contemporary music, international sports, tourism, and programming. 75% of the world's correspondence is conducted in English, 60% of radio stations broadcast in English, more than half of the world's periodicals are published in English, 80% of information is stored in this language. English is the world's most widely spoken language today, with more than 400 million people speaking

it as their first language, but three times as many who speak it as a foreign language.

Language learning can be successful only when it is related to the business in which the person himself is engaged. Analyzing various professional situations, the language learner masters a whole complex of words and expressions that are combined into a group, so that each subsequent new expression turns out to be a natural consequence of the previous one. This allows a person to concentrate more deeply and fully on those aspects of the English language that reflect the specifics of his professional activity, so the learning process can be relatively simple, easy and specific.

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## ABOUT HOW TO TEACH CHEMICAL TECHNOLOGY

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**Abstract:** *Teaching chemical technology requires a specific approach that greatly affects the quality of education students receive. This article offers an examination of the current methodology used, the difficulties faced by educators, and potential areas for growth in this field. The article emphasizes the significance of continuous professional development and incorporating fresh and creative teaching techniques to provide students with the best education possible.*

**Keywords:** *education, professional development, methodology, teaching, chemical technology, innovation, challenges, opportunities.*

### **Introduction**

Teaching pedagogic skills in chemical technology, however, presents unique challenges. One of the main challenges is that chemical technology is a complex subject that requires a deep understanding of the underlying principles. As such, educators must not only be experts in the subject matter but must also possess the necessary pedagogic skills to effectively convey this knowledge to their students. Pedagogy is the study of the principles and methods of teaching, especially as it relates to children. However, in chemical technology, pedagogy takes on a broader meaning as it encompasses the teaching of technical subjects to students of all ages. The importance of pedagogy in chemical technology cannot be overstated, as it is essential for developing students' professional competencies and preparing them for their future careers as educators.

Pedagogic skills in chemical technology refer to the ability to effectively teach and convey technical knowledge in the field of chemical technology. It involves the use of various teaching strategies and techniques to help students understand complex chemical principles and techniques. What's new in the field of pedagogic skills in chemical technology is the recognition of the importance of developing effective pedagogical skills among chemical technology educators. This includes the need to incorporate new and innovative teaching methods that go beyond traditional lecture-based approaches. There is also a growing focus on experiential learning, which

involves hands-on learning experiences that enable students to apply their knowledge in practical settings.

In addition, advances in technology have opened up new opportunities for chemical technology educators to enhance their pedagogical skills. For example, interactive digital tools and simulations can be used to create engaging and immersive learning experiences that help students better understand complex chemical phenomena. Furthermore, the use of data analytics can help educators identify areas where students may be struggling, allowing for targeted interventions to improve learning outcomes. Overall, the field of pedagogic skills in chemical technology is constantly evolving, driven by the need to provide students with the knowledge and skills they need to succeed in this rapidly changing field. As such, chemical technology educators must be committed to ongoing professional development and the integration of new and innovative teaching approaches to ensure their students receive the best possible education.

One of the key areas of reform has been the transition from a traditional, lecture-based approach to a more student-centered, interactive approach to teaching. This has involved the introduction of new teaching methods and the training of teachers to use these methods effectively. The government has also invested in the development of new teaching materials and resources, such as textbooks and multimedia resources, to support teaching and learning.

#### **Study area and methods**

Another area of reform has been the introduction of competency-based education, which focuses on developing the practical skills and knowledge that students need to succeed in the workforce. This has involved the development of new curricula that are more closely aligned with the needs of the labor market, and the integration of practical work experience and internships into the education system. The government has also made efforts to improve the quality of teacher training programs and increase the number of qualified teachers in the country. This has involved the establishment of new teacher training institutions and the development of new teacher training programs that focus on the needs of the 21st-century classroom.

#### **Discussion:**

The results of this study highlight the importance of ongoing professional development and the integration of new and innovative teaching approaches in the methodology of teaching chemical technology. Chemical technology educators must be committed to staying up-to-date with the latest developments and trends in the field and must be willing to embrace new and innovative teaching methods in order to provide students with the best possible education.

**Conclusion:**

In conclusion, the methodology of teaching chemical technology is critical to the quality of education received by students. Chemical technology educators must be committed to ongoing professional development and the integration of new and innovative teaching approaches in order to provide students with the best possible education. The development and application of effective teaching methodology are essential for the continued growth and success of the chemical technology industry.

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## IJTIMOY TARMOQLARNING DISKURSIV XUSUSIYALARI

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**Annotatsiya:** *Ushbu maqolada ijtimoiy tarmoqlarning bugungi kundagi o'rni va uning diskursiv xususiyatlari o'z ifodasini topgan.*

**Kalit so'zlar:** *Raqami iqtisodiyot, internet, axborot asri, diskursiv, online, Google, ommaviy madaniyat.*

*"Hammamizga ayon bo'lishi kerakki, axborot asri deb nom olgan 21-asrda hech qaysi davlat yoki jamiyat o'zini temir devor bilan o'rab yashay olmaydi... Yaxshi bilamizki, xalqimiz oqko'ngil, sodda va ishonuvchan. Matbuotda bosilgan, televediniyadan, radiodan aytilgan gaplarga ishonch bilan qaraydi. Chetdan turib bizga qarshi ish olib borayotgan informatsion markazlar ham shundan foydalanib qolishga urinadi".*

### **ISLOM KARIMOV**

Raqamli iqtisodiyot shiddat bilan rivojlanayotgan asrimizni texnologiyalarsiz tasavvur etib bo'lmaydi. Ularning o'rni insonlar hayotida kundan-kunga tobora ortib bormoqda. Ayniqsa, ijtimoiy tarmoqlar insonlar hayotining bir bo'lagiga aylanib qolgan. Ijtimoiy tarmoqlarning insonlar hayoti va faoliyati uchun foydali jihatlari talaygina, lekin shu bilan birga zarali tomonlari ham yo'q emas.

Bugungi zamon rivojlanishida hayotimizni internet yoki ijtimoiy tarmoqlarsiz tasavvur etib bo'lmaydi. Juda ko'p insonlarning hayoti bugungi kunda ijtimoiy tarmoqlar uzviy ravishda bog'liq. Chunki ko'pchilik ma'lumotni qabul qilish va uzatish uchun va shu bilan birga butun dunyoda sodir bo'layotgan yangiliklardan xabardor bo'lishda ham ulardan foydalanadi. Hatto bugungi kunda juda ko'pchilik odamlarning ish faoliyatlari, ya'ni kasblari ham aynan ijtimoiy tarmoqlar bilan uzviy bog'liq. O'qituvchidan tortib dasturchilargacha o'z kasbi uchun ijtimoiy tarmoqlarga murojaat qilishadi. Misol uchun o'qituvchilar ham baholashning yangi tizimi bo'lgan "Kundalik.com" da o'quvchilarni baholash uchun Google tarmoqida foydalanishiga to'g'ri keladi. Bu qatorga deyarli barcha kasblar kiradi. Chunki ijtimoiy tarmoqlarda ishlash qulay va juda tez. Masalan, online ijtimoiy tarmoqlar ya'ni Telegram, Instagram kabi tarmoqlarda faoliyat yurituvchilar ham o'z ishlarini bu mesenjerlar orqali tez va oson bitiradi. Bulardan tashqari o'zaro ma'lumot almashish, biror voqea-hodisaga munosbat bildirish, o'z fikrini

bayon qilish yoki o'zaro ma'lumotga kirishishda ham ijtimoiy tarmoqlar qulay vosita bo'lib xizmat qila oladi. Bu keltirilgan misollarning hammasi ijtimoiy tarmoqlarning qanchalik muhimligini ko'rsatmoqda.

Ijtimoiy tarmoqlar kundan-kunga rivojlangani sayin uning turli xil diskursiv ya'ni munozaralarga sabab bo'layotgan, munozarali xususiyatlari namoyon bo'lmoqda. Ulardan biri bu ijtimoiy tarmoqlarning mamlakat bo'ylab va dunyo miqyosida sodir bo'layotgan yangiliklarni tez va televideniya, radio, gazeta va jurnallar kabi ommaviy axborot vositalaridan oldin ommaga ma'lum qilishidir, ya'ni bugungi kunda har qanday yangilik sodir bo'lishi bilanoq Telegram, Youtube, Instagram kabi ijtimoiy tarmoqlar orqali keng ommaga yetib boryapti. Ijtimoiy tarmoqlarning bu xususiyatining insonlar uchun foydasi anchagina yuqori. Chunki ular hamma yangiliklardan, masalan, Prezident qarorlaridan yo bo'lmasa, davlat hokimiyat tomonidan yaratilayotgan turli xildagi insonlar hayotini va muammolarini yengillashtiradigan imkoniyatlardan ertaroq xabar topgani albatta zarar emas. Bundan tashqari juda ko'p odamlarning bugungi kunda oilaviy ishlari, kasbiy topshiriqlari ko'p bo'lganligi sababli televizor ko'rishga yoki radio eshitishga yetarlicha vaqtlari yo'q. Shu sabablarga ko'ra, ularga ijtimoiy tarmoqlar orqali ma'lumotlarni yoki yangiliklarni o'qish qulay. Chunki ular bu narsani yo'l-yo'lakay ishga ketayotib yoki qayerdadir kimnidir kutib turganida qilishlari ham mumkin. Ijtimoiy tarmoqlarning ma'lumotlarni tez va birinchi yetqizishining salbiy tomoni tog'risida gapiriladigan bo'lsak, uning salbiy tomoni hali bu ma'lumot to'g'ri yoki noto'g'ri ekanligi haqida aniq ishonch hosil qilmay turib e'lon qilishi va bu orqali keng ommani vahimaga solib qo'yishga sabab bo'lishidir yoki turli xil yolg'on ma'lumotlar tarqatib aholi orasida turli kelishmovchiliklar, janjallar, nizolarga sabab bo'lishidir. Bundan tashqari ijtimoiy tarmoqlar orqali tarqalayotgan juda ko'pchilik xabarlar mamlakat tinchligiga, osoyishtaligiga raxna solish uchun yaratiladi va tarqatiladi. Hamma yangiliklarni ijtimoiy tarmoqlar orqali kuzatishga odatlangan insonlar esa bunga ko'r-ko'rona ishonadilar va shu orqali ularda o'z yurtiga nisbatan norozilik kuchi rivojlanadi va bu bir kun salbiy oqibatga olib keladi. Ijtimoiy tarmoqlarning yana bir bahslarga sabab bo'lgan va bo'lib kelayotgan tomonlaridan biri bu, yoshlarning ijtimoiy tarmoqlardan foydalanishidir. Bugungi kunda juda ko'pchilik yoshlar vaqtlarining katta qismini ijtimoiy tarmoqlarga sarflashadi. Butun dunyo yoshlarining deyarli 96 foizi Facebook tarmog'idan foydalanadi va bu ko'rsatkich kundan-kunga ortib bormoqda. O'zbekiston yoshlari orasida eng keng tarqalgan ijtimoiy tarmoq bu Instagramdir. Juda ko'pchilik O'zbekiston yoshlari bugun vaqtlarini Instagram tarmog'i uchun rasm olish va uni tarmoqqa joylash bilan o'z vaqtlarini o'tkazishmoqda. Yoshlarning kun bo'yi ijtimoiy tarmoqlarda vaqt o'tkazishlari, birinchi navbatda ularning ma'naviyatiga jiddiy ta'sir o'tkazadi. Ular kitob o'qish o'rniga, vaqtlarini ijtimoiyda tarmoqda o'tkazgandan so'ng, ularning miyyasida

ma'naviy bo'shliq paydo bo'ladi. Ular ma'naviy immuniteti past bo'lgan yoshlar hisoblanadi va o'z domiga tortuvchi tuzoqlarga tezgina ilinib qolishadi. Ularga ishonib o'zliklarini yo'qotishga sabab bo'lishadi. Bundan tashqari ijtimoiy tarmoqdan foydalanayotgan ko'pchilik yoshlar, hatto aksariyat katta yoshli insonlar ham ijtimoiy tarmoqlardagi turli "ommaviy madaniyat" ni o'z vatanlariga olib kirmoqlar va o'z yurti madaniyatini buzish va unga bepisandlik bilan qarash kabi turli xil nizolar kelib chiqmoqda. Bu qanchalik katta muammo ekanligini ular anglab yetishmayapti. Bunga qo'shimcha sifatida ko'pchilik Instagram, Youtube kuzatuvchilari turli xil boshqa davlat so'zlarini o'z tillarida qo'llashmoqda, bu bilan ular o'z tillarining darajasini pasaytirishmoqda. O'zbek qizlari azaldan o'zlarining ibosi va hayosi bilan mashhur, lekin hozirgi vaqtga kelib juda ko'pchilik o'zbek qizlarini kiyinishi yoki o'zini tutishi jihatidan boshqa davlatda kam emasligining guvohi bo'lishimiz mumkin. Bular hammasi internet va ijtimoiy tarmoqlarning ta'sirida rivojlanmoqda. Bundan tashqari. Ijtimoiy tarmoqlarning yoshlar uchun ham juda ko'plab foydali tomonlari ham bor. Shulardan biri, ijtimoiy tarmoqlardan turli boshqa kerakli bilimlarni ham olish mumkin. Ma'lumotlarni izlash va topish bo'yicha Google ijtimoiy tarmog'i birinchi o'rinda turadi. Yuqoridagi ijtimoiy tarmog'idan ma'lumot izlash juda tez va oson. Istalgan vaziyatdan, istalgan soatda ushbu ijtimoiy tarmog'dan foydalanish mumkin, hattoki juda ko'plab kitoblarni ham ushbu tarmoq chiqarib bera oladi. Ma'lumot izlovchilar kutubxonalarga borib tik oyoqda mavzuga aloqador ma'lumotlarni qidirirish ancha qiyin. Googleda esa bir joyda turgan holda har qanday ma'lumotni izlab topish mumkin. Ushbu tarmoqdan ma'lumot izlashning ham o'ziga yarasha salbiy tarafdari bor. Ijtimoiy tarmoqlarning yana bir ajoyib xususiyatlaridan biri bu insonlar bilan bema'lol video orqali ko'rib gaplasha olish imkoniyati bo'lib, har bir inson qayerda bo'lishidan qat'iy nazar u odamda internet bog'lanishi va tezligi yaxshi bo'lsa o'zi istagan inson bilan gajetlar orqali Whatsup, Telegram, Instagram ijtimoiy tarmoqlaridan foydalanib ko'rib gaplashish imkoniyati bor. Bu juda ko'plab uyidan, oilasidan uzoqda bo'lgan va tez-tez ko'rgani kelishga sharoiti bo'lmagan insonlar uchun juda foydali. Ular bema'lol oilasini ko'rib gaplashishlari mumkin. Bundan tashqari turli xil miting, brifing, konferensiyalarni ham online tarzda tashkil qilish mumkin. Online yig'ilishlar ortiqcha harajat yoki ortiqcha tashkilotchilik talab qilmaydi. Bu ayniqsa pandemiyadagi karantin davrida anchagina foyda berdi. Juda ko'plab davlatlar o'zlari oldiga qo'ygan turli masalalar bo'yicha karantin sabab jonli mitinglar o'tkaza olmagan uchun hamma mitinglarni, konferensiyalarni ijtimoiy tarmoqlar orqali tashkillashtirdi. Ko'pgina institut darslari ham online tarzda tarmoqlardan foydalangan holda tashkil qilindi. Lekin bu imkoniyatning ham o'ziga yarasha salbiy tomonlari bor. Bulardan birinchisi bu– yaqinlar bilan ko'rib gaplashish imkoniyati, bu narsa insonlar orasida mehr-oqibatsizlikka, e'tiborsizlikka olib kelishi muki. Online mitinglar

o'tkazish imkoniyati haqida so'z yuritilgandan esa shuni aytish mumkinki, miting paytida ba'zi texnik nosozliklar chiqib qolishi mumkin, internet bog'lanishi ob-havo sabab paydo bo'ladigan texnik nosozliklar tufayli sekinlashishi yo bo'lmasa umuman uzilib qolishi mumkin. Bunday holda miting ham to'xtab qolishi va ko'rilayotgan mavzu ham chala bo'lib qolishi mumkin. Ba'zi davlat organlari amaldorlarining ish vazifalari juda ko'p bo'lganligi sabab texnik nosozliklar tufayli to'xtatilgan miting boshqa kuni davom etganda qatnasha olmasliklari mumkin. Bundan tashqari ular bundan shikoyat qilishlari, bunday vaziyatda tashkilotchilar ancha og'ir vaziyatda qolishlari mumkin. Online darslar tashkil qilinishi haqida esa, bu darslar effektivlik darajasi anchagina past, chunki ko'pchilik talabalar gadgetlarini online darsga kirgizib qo'yib, darsga quloq solish o'rniga o'zlari xohlagan mash'g'ulotlari bilan bemalol shug'ullanishlari mumkin. Bular hammasi ularning nazoratsiz qolib ketishlari oqibatida sodir bo'ladi. Online dars o'tuvchi o'qituvchi ularning hamma harakatlarini kuzatishining imkoni yo'q. Buning natijasida o'quvchilarning, talabalarning mavzuni yaxshi tushunmaganligi sabab pradaktivlik darajasi pasayishiga olib keladi. Ijtimoiy tarmoqlar haqiqiy hayotni baham ko'rishimiz uchun mumkin bo'lgan tarmoqni yaratish uchun zarur va shartdir.

Yuqoridagi kabi diskursiv, ya'ni muhokamaga sabab bo'lgan va bo'ladigan misolarni ko'plab keltirish mumkin. Bunday munozaralar bundan keyin ham juda ko'plab ucharshi mumkin. Chunki doim tanganing ikki tomoni bo'lganligi kabi har qanday yaxshi narsaning ham o'ziga yarasha salbiy jihatlari bo'ladi. Ularni chetlab o'tishning eng ma'qul yo'li esa insonlar o'rtasida ijtimoiy tarmoqlardan foydalanish savodxonligini oshirishdir.

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## TORNDAYK STIMUL REAKSIYASIDA PSIXOLOGIK NAZARIYANING INDIVIDUAL TADBIQLARI

To'qumbetov Og'abek Shavkat o'g'li

*TDIU talabasi*

**Annotatsiya:** *Ushbu maqolada ta'lim sifatiga Edvard Li Torndayk effekt qonunini ta'siri, Edvin Rey Gazrining o'quv jarayoni aniq maqsadlarga tayanishi, K.Xallning ta'lim asosiy ehtiyoj shiddatini pasaytirish bilan uzviy bog'liq fikrlari hamda N.I.Reynvaldning faoliyat regulyatsiyasida uch o'lchovli tasnifning mohiyati xususida so'z boradi.*

**Tayanch iboralar:** *effekt qonuni, xavotir hissi, ehtiyoj, motivatsiya, destruktiv xulq, muvaffaqiyat.*

Edvard Li Torndayk effekt qonunini ta'siri, Edvin Rey Gazrining o'quv jarayoni aniq maqsadlarga tahlil shu singari muammolar tahliliga bag'ishlangan ta'limga doir bixevioristik nazariya prinsiplari iste'molga kiritilgan bo'lib, E.Torndayk fikriga ko'ra ta'lim jarayoni "muayyan vaziyat bilan muayyan reaksiya o'rtasida mavjud aloqalarni o'rnatishdan va ushbu aloqalarni mustahkamlashdan" iborat. Stimul va reaksiya o'rtasidagi aloqalarni hosil qilish va mustahkamlashning asosiy qonunlarlari sifatida u effekt qonuni, takrorlash qonuni va tayyorlik qonunini ko'rsatib o'tgan. E.Torndayk effekt qonuniga alohida e'tibor qaratadi. U mazkur qonunni quyidagicha ta'riflaydi: "Vaziyat va javob reaksiyasi o'rtasida aloqa o'rnatish jarayoni qoniqish holati bilan birga kechadi yoki qoniqish holatiga aylanadi, bunda aloqa mustahkamligi oshadi; agar mazkur aloqa qoniqmaslik holati bilan birga kechsa yoki qoniqmaslik holatiga aylansa, aloqa mustahkamligi pasayadi" (Edward Lee Thorndike. 1913). "Qoniqqanlik holati, - deb E.Torndayk fikrini davom ettiradi, - organizm uni vujudga keltirish yoki saqlab qolishga intiladigan holatga aytiladi; qoniqmaslik holati deb organizm undan qochishga yoki qutulishga harakat qiladigan holatga aytiladi". Bundan ko'rinib turibdiki effekt nafaqat musbat, balki manfiy ham bo'lishi mumkin; musbat effekt muvaffaqiyat, qoniqish hissini yuzaga keltirish bilan kechadi; qoniqish effekti hosil bo'lgan aloqaga bevosita ta'sir ko'rsatish orqali uni mustahkamlaydi. Xafsalasizlik, muvaffaqiyatsizlik effekti (manfiy effekt) aksincha hosil bo'lgan aloqalar yo'qolishiga, ularga vayronakor ta'sir ko'rsatadi. Torndayk musbat effekt zaruriy aloqalarni, manfiy effekt zararli aloqalarni yo'q qilishidan ko'ra tezkorroq hosil qilinishiga olib kelishini alohida ta'kidlaydi. Takroriylik qonunining mohiyati stimul va xos reaksiyaning vaqt ichra izchil takrorlanishi aloqalar mustahkamligini oshirishidan iborat.

Torndayk stimul va reaksiyaning vaqt ichra izchil takrorlanishi qo'llab-quvvatlanmasa (musbat effekt) aloqalar hosil bo'lmasligiga, ya'ni effekt

qonunisiz takroriylik qonuni samarasiz ekanligiga urg'u qo'yadi. Tayyorlik qonuni aloqalar hosil bo'lish tezligi subyektning ayni paytdagi holatiga bog'liq ekanligiga ishora qiladi. "Har qanday psixologik aloqada – deydi Torndayk, - individual nerv tizimining spetsifik holatini izi yotadi". E.Torndayk tomonidan ilgari surilgan ta'limga doir qonunlar zamonaviy bixeviorizmning ta'limga doir barcha nazariyalari negizida yotadi; uning barcha oqimlari namoyandalari mazkur "stimul-reaksiya" sxemasiga binoan tahlilni amalga oshiradilar. Torndaykka binoan, o'quv jarayoni aniq maqsadlarga ega bo'ladi, stimullarga nisbatan talabalar qobiliyati muvofiq bo'lishi lozim, zotan talabalar ijobiy reaksiyani bersa o'qituvchi ham o'z faoliyatidan qoniqish hosil qilishi kerak. Edvin Rey Gazri Torndayk singari o'quv jarayoni aniq maqsadlarga tayanishi kerak deb hisoblaydi. U ta'lim muhitini shunday uyushtirar ediki zaruriy reaksiyalar o'sha stimullar mavjudligida paydo bo'lsin. E.Gazri uchun motivatsiyaning umuman ahamiyati yo'q. Zaruriy xulq ko'plab stimullar tomonidan hosil bo'lishi imkoniyatini oshirish uchun amaliy mashg'ulotlar ko'p bo'lishi lozim. Har bir tajriba o'ziga xos bo'lgani bois bir xil narsalarni muttasil ravishda "qayta va qayta" yod olishi lozim. E.Gazri fikriga ko'ra 2 ni 2 ga doska yonida qo'shish, talabalar partada o'tirib 2 ga 2 ni qo'sha olish kafolatini bermaydi. Formal ta'lim real hayotiy vaziyatlarga yaqin bo'lishi kerak. E.Gazri qarashlariga qo'shiladigan o'qituvchilar talabalarni ta'lim muassasasini bitirgandan keyin nima shug'ullanishlari ko'zda tutilgan bo'lsa shu faoliyatni ta'lim muassasasida ham bajarishga majburlaydi. Talabalarning destruktiv xulqi bilan to'qnash kelganda E.Gazri qarashlariga qo'shiladigan o'qituvchilar jazolashga qo'l urishlari mumkin, biroq shuni yodda tutish kerakki jazo destruktiv xulq namoyon bo'lgan paytda qo'llanilishi maqsadga muvofiq. K.Xall fikriga binoan ta'lim asosiy ehtiyoj shiddatini pasaytirish bilan uzviy bog'liq. Xavotirni pasaytirishga harakat shunday ehtiyojlar sirasiga taalluqli. Unga ko'ra o'qitishning zaruriy sharti talabalarda xavotirning ma'lum darajasini vujudga keltirishdan iborat. Mazkur xavotir muvaffaqiyat ta'sirida pasayishi kerak. Xavotirning pastligi o'zlashtirishga salbiy ta'sir ko'rsatadi, o'ta yuqori darajasi vayronkor kuchga ega bo'ladi. E.Miller va D.Dollard K.Xall nazariyasini ta'limga joriy etishda quyidagilarga e'tibor qaratishadi.

Signal: talabalar nimagadir e'tiborini qaratishi kerak. Reaksiya: talabalar nimanidir bajarishi shart. Qo'llab-quvvatlash: talabalar xatti-harakati u istagan narsani berishi joiz. N.I.Reynvaldning izohlashicha, faoliyatning regulyatsiyasida psixik funksiyalarni umumlashgan guruhlashtirish ularning uch o'lchovli (mezonli) tasnifining aql (intellekt), hissiyot (emotsiya) va iroda mohiyati zimmasiga tushishi shaxs tuzilishini temperament, xarakter va kobiliyatlarga, ikkinchi tomondan esa ekstraversiya, introversiya omillariga ajratishga barham beradi. N.I.Reynvaldning ushbu yondashuvi A.R.Luriyaning miya faoliyatining uch blokli roli tasnifiga bevosita mos tushadi, chunonchi, aql (intellekt) ko'p

hollarda informatsion blok orqali amalga oshadi, iroda (tashkiliylik) programmashtirish bloki bilan xilma-xil emotsional holatlar (hissiyot) yuzaga kelishining negizida “energetik” blok yotadi. Aql, hissiyot, iroda va ularni ro'yobga chiqaruvchi miyaning bloklari, harakatlantiruvchilarni emas, balki o'zaro uzviy bog'liq bo'lgan insonni atrof-muhitga nisbatan munosabatining uch lahzasini anglatadi. Bu holatni inobatga olgan tarzda talabalarga munosabat bildirish juda muhim.

A.N.Leontyevning fikricha, faoliyatning tuzilishi: maqsadga qaratilgan xatti-harakatlar va operatsiyalardan iboratdir. Odatda faoliyat o'zining predmeti va motiviga ega bo'lib, agarda motiv bilan predmet (jism, narsa) o'rtasida mutanosiblik (moslik) vujudga kelsa, demak shundagina u tub ma'nodagi faoliyatga aylanadi. Masalan, bir talaba imtihondan (reytingdan) o'tish uchungina birlamchi manbalarni o'qiydi, lekin boshqasi esa o'zini tekshirish va haqiqiy bilimlarni egallash uchun dars tayyorlaydi. Birinchi holatda talabada motiv imtihonga qaratilgan bo'lib, o'quv predmeti mazmuni bundan mustasnodir, xuddi shu boisdan uning faoliyati faqat xatti-harakatlar tizimidan iboratdir, degan xulosa chiqarishga imkon beradi. Ikkinchi holatda esa motiv o'quv predmetini o'zlashtirishga qaratilganligi sababli uning intilishi faoliyatiga o'sib o'tadi.

Ta'limning yana bir muhim funksiyasi shuki, u turli yoshdagi odamlarni kasb tanlashga yunaltiradi, kasbiy tayyorgarlikni amalga oshirishga, mutaxassis sifatida shakllanishga muhim ta'sir o'tkazadi. Ta'lim ijtimoiy jihatdan shaxslarni shakllantirish, ixtisos ko'nikmalari bilan qurollantirish, u yoki bu sohada mutaxassis bo'lib faoliyat ko'rsatishga xizmat qiladi. Mustaqil fikrlash, psixologik imkoniyatlarni ro'yobga chiqarish, barkamollikni egallash borasida ijtimoiy hayotning turli jabhalarida ta'lim yetakchi faoliyat tariqasida muhim rol o'ynaydi. Psixologiya fanida malakani shakllantirishning asosiy bosqichlari sxemasi ishlab chiqilgan, bunda asosiy e'tibor malakaning xususiyatiga, malakaning maqsadiga, harakatni bajarish usullariga qaratiladi. Shuningdek, malakalarning o'zaro ta'siri muammosiga alohida ahamiyat beriladi, chunki inson malakalar tizimiga amal qilgan holda yangi malakani o'zlashtiradi. Oldin egallangan malaka, keyingisini tarkib topishiga yordamlashadi, goho unga halaqit berishi ham mumkin. Harakatning avtomatlashuvi uning maqsadi, obykti, vaziyati va shart-sharoitlari bilan belgilanadi. Harakatning muvaffaqiyati, samaradorligi ko'p jihatdan sensor nazoratga hamda uning yangi sharoitiga ko'chishiga bog'liq. Talabalarning bo'lajak mutaxassis sifatidagi kasbiy tayyorligining asosiy va eng murakkab tomoni (psixologik tomoni) — mutaxassis ruhiyatining kasbiy tayyorgarligi hisoblanadi. Bu yosh mutaxassis psixikasi ruhiy kuchlarining kasbiy masalalarni hal etishga o'zining vazifalarini bajarishga tayyorligi va yo'nalganligi darajasidir.



Demak, ta'lim jarayonini muvaffaqiyatli tashkil etishda o'qituvchilar psixologik nazariyalarning mohiyatiga suyangan holda samarali tashkil etishi maqsadga muvofiq bo'ladi.

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## PRAGMATIC ASPECTS OF ADVERTISEMENT AND IMPLICATURE

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**Abstract:** *the article deals with the peculiar features of implicature in advertisement texts. In this respect, it is necessary to define the word "implicature". There are different scholars, who provide definitions to the term "implicature".*

**Keywords:** *pragmatics, Implicature, slogan, Politeness Principle by Leech.*

Dyer contends that due to the selection process, not all material and advertising can capture people's attention. People only select the option that is attractive to them or necessary. An advertisement needs to be visually appealing to get viewers' attention. This can be attained by paying attention to how an advertising uses color, illustration, text, headlines, and other elements.

As several slogans for the products in media advertisements are examined. Many people around the world use television today. Some of them desire information about certain products whose slogans are displayed on television. When viewers are watching TV, they frequently unintentionally catch the tagline. These days, you can watch many slogans on television. The majority of them are medical, but they typically succeed in grabbing readers' interest. Gets The Red Out Visine, for example (medicine). From the eye medication Visine, whose tagline is "Gets The Red Out," came the phrase. The manager of the official company is a woman in the scene. In addition to her constant schedule of meetings, a car unexpectedly pulled up in front of her on the way to a meeting to reach an agreement. The manager's eyes then turn red and ache from the dust. She uses Visine to treat his eyes as a remedy. She is finally released from the issue with her eye. The word "red" suggests that everyone has a problem with their eyes being red. Thus, they must find a solution to this issue. The phrase "gets...out" suggests that people can overcome their challenges. People believe that the medication "Visine" is the best treatment for their eye problems based on these justifications. When experiencing eye pain, individuals will be motivated to purchase "Visine" because they want to get better. According to the aforementioned conclusions, it can be claimed that a slogan's implicit message will encourage people to take an action, such as purchasing a product. Finding the hidden meaning of slogans for different types of products advertised on TV or in the media might be aided by an analysis of their implicature.

For the discourse on advertising and this thesis, implicature is crucial for a number of reasons. Furthermore, implicature serves as a pragmatic illustration of the nature and potency of pragmatic explanations of linguistic events, according to Levinson. Furthermore, a lot of the examples of advertising below may initially seem irrelevant and to lack any communicational value, but when used in the context provided, they are meant to express more than is actually spoken. The analysis that follows also focuses on the implied or supplementary meaning that is being transmitted, or implicature. According to Peccei, the following instances illustrate how implicature is evaluated pragmatically:

1) A: Hello, Do you like my new coat?

B: It's pink.

- Implicature: I don't like your coat.

2) A: Pepsi?

B: It would keep me awake during the lecture.

- Implicature: I will have some Pepsi.

According to Levinson, "inferences arise to maintain the assumption of cooperation; it is only by making the assumption contrary to superficial indications that the inferences first arise." In other words, this is a type of inference that Grice refers to as a conversational implicature, highlighting the fact that, despite the fact that people do not always adhere to the maxims on a surface level, they do so whenever it is reasonable to do so.

Each maxim in the Politeness Principle has a sub-maxim that is less crucial, therefore not every maxim is equally significant. Multiple politeness rules can be followed simultaneously by speakers, and frequently one rule dominates the conversation while another is implied. The goal of copywriters is to influence consumers and convince them to purchase their goods or services. To do this, copywriters must demonstrate concern for the advantages and challenges faced by consumers (Tact Maxim), exaggerate their own loss (Generosity Maxim), praise consumers to draw attention to themselves (Approbation Maxim), minimize self-praise (Modesty Maxim), and come to an understanding with consumers (Agreement Maxim). For example:

(1) *Go the Green and Gold!! Over \$15 million worth of prizes could be won!*  
(McDonald)

(2) *Clearance sale up to 40% off.* (The Nike)

Examples of politeness maxims are shown above. The prospect of winning "over \$15 million worth of prizes" in the first example optimizes the advantages for buyers. The phrase "over \$15 million" can be understood by customers as a reward they can win right away. It is a reality that no single reward offered by the corporation will likely exceed \$100 in terms of overall prize value across all categories. However, in order to draw readers' attention,

the marketer places the number in an obvious place and omits a justification, making it a typical illustration of how the advertising effectively utilizes several objects to realize the Tact Maxim observation.

**Generosity** In the second example, we can observe that Maxim instructs advertisers to maximize their cost. The phrase "sale up to 40% off" indicates that the advertiser has a lot to offer. Since readers might only focus on the "40% off" and neglect the "up to," which still includes reductions under 40%, the undefined phrase "up to" really serves as a deceit here. Advertisers can convince consumers that they are saving a lot of money by doing this, which will persuade them to buy their goods.

In light of the aforementioned assertions, it is important to understand that advertising text is a complicated phenomenon. In the advertisement texts, there are various lexical and pragmatic concepts based on the implicature theory, the courtesy principle, and communicative maxims. It should be emphasized that pragmatics is the branch of linguistics that examines how language functions in relation to people's social and cultural contexts.

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## TA'LIM JARAYONIDA AXBOROT-KOMMUNIKATSION TEXNOLOGIYALARIDAN FOYDALANISH

**Tojimatova Shafotxon Abduqayum qizi**

*Farg'ona viloyati Rishton tumani 2-son kasb hunar maktabi ingliz tili fani  
o'qituvchisi*

**Annotatsiya:** *Ushbu ilmiy maqolada ta'lim jarayonida innovatsion texnologiyalardan foydalanib darsning samarasini oshirish xususida yo'l yo'riqlar ko'rsatilgan.*

**Kalit so'zlar:** *AKT kompetensiyalari, o'quv kurslari tahlil qilish, modellashtirish, maqbul qarorlar qabul qilish, bilimlarni egallash, kompyuter savodxonligi*

Zamonaviy ta'lim o'zgarishlarni boshdan kechirmoqda. Ilm-fan va zamonaviy texnologiyalarning rivojlanishi bitiruvchining AKT vositalaridan kasbiy maqsadlarda foydalanish sohasidagi tayyorgarlik darajasiga tobora ortib borayotgan talablarni belgilaydi. Zamonaviy mehnat bozori va tez o'zgaruvchan axborot maydoni sharoitida mutaxassis raqobatbardosh xodim bo'lishi kerak. U shaxsiy va jamoaviy muammolarni hal qila oladigan ijodiy, mustaqil, mas'uliyatli, kommunikativ shaxs bo'lishi kerak. U yangi narsalarni o'rganish, kerakli ma'lumotlarni topish va tanlash qobiliyatiga xos bo'lishi kerak. Ta'limning shaxsiy va ijtimoiy ma'nolaridan biri bo'lgan har qanday fanni o'qitishda kompetensiya yondashuvidan foydalangan holda bu fazilatlarning barchasi muvaffaqiyatli shakllantirilishi mumkin. Talaba asosiy kompetensiyalarni rivojlantiradi - bilim, ko'nikma, mustaqil faoliyat tajribasi va shaxsiy javobgarlikning universal yaxlit tizimi. So'nggi paytlarda pedagogik yo'nalish talabalarining AKT kompetensiyalarini shakllantirishga jiddiy e'tibor qaratilmoqda. Zamonaviy uslubiy adabiyotlarda o'qituvchining axborotkommunikatsiya texnologiyalaridan foydalanish bo'yicha kasbiy mahorat darajasini aniqlashda "AKT kompetensiyalari" atamasi qo'llaniladi. Yangi avlod standartlari - kompetensiya - ma'lum bir sohada muvaffaqiyatli faoliyat uchun bilim, ko'nikma va shaxsiy fazilatlarni qo'llash qobiliyatini belgilaydi. So'nggi paytlarda pedagogik yo'nalish talabalarining AKT kompetensiyalarini shakllantirishga jiddiy e'tibor qaratilmoqda. Zamonaviy uslubiy adabiyotlarda o'qituvchining axborot-kommunikatsiya texnologiyalaridan foydalanish bo'yicha kasbiy mahorat darajasini aniqlashda "AKT kompetensiyalari" atamasi qo'llaniladi. Yangi avlod standartlari - kompetensiya - ma'lum bir sohada muvaffaqiyatli faoliyat uchun bilim, ko'nikma va shaxsiy fazilatlarni qo'llash qobiliyatini belgilaydi. So'nggi paytlarda pedagogik yo'nalish talabalarining AKT kompetensiyalarini

shakllantirishga jiddiy e'tibor qaratilmoqda. Zamonaviy uslubiy adabiyotlarda o'qituvchining axborot-kommunikatsiya texnologiyalaridan foydalanish bo'yicha kasbiy mahorat darajasini aniqlashda "AKT kompetentsiyalari" atamasi qo'llaniladi. Yangi avlod standartlari - kompetentsiya - ma'lum bir sohada muvaffaqiyatli faoliyat uchun bilim, ko'nikma va shaxsiy fazilatlarini qo'llash qobiliyatini belgilaydi.

Biz ilmiy izlanishlarimizni bo'lajak o'qituvchida murakkab tuzilishga ega bo'lgan elektron hujjatni (masalan, elektron taqdimot) yaratish, tahrirlash va formatlashda zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish ko'nikmasini shakllantirishga qaratmoqdamiz. O'ylaymizki, talaba yuqori saviyada elektron hujjatlar bilan ishlash ko'nikmalariga ega bo'lishi zarur. Zamonaviy multimedia vositalari kelajakdagi taqdimot uchun resurs yaratish, unga yuqori sifatli grafik va video, ovoz, animatsiya va maxsus effektlarni yaratish va qo'shish uchun boy imkoniyatlarni taqdim etadi. Windows muhitida multimedia taqdimotlarini yaratish va o'tkazish uchun ko'plab dasturiy vositalar mavjud (PPT Create, Image (Open Office), Macromedia Flash, Media Mixer). Buning uchun biz MS Power Point 2007 dasturidan foydalanamiz.

Zamonaviy o'quv kurslari tahlil qilish, modellashtirish, maqbul qarorlar qabul qilish, bilimlarni egallash qobiliyatini o'rgatish ko'nikmalarini rivojlantirish uchun shart-sharoitlarni ta'minlashi kerak. Shu munosabat bilan axborotni tashkil etishning turli modellaridan foydalanish maqsadga muvofiqdir. Rivojlantiruvchi, faoliyatga asoslangan va muammoli ta'lim texnologiyalarida aynan shu yondashuvlar ishlab chiqilmoqda. Bunday modellarni amalga oshirish murakkab tuzilishga ega bo'lgan elektron taqdimot shaklida amalga oshirilishi mumkin. Shuningdek, gumanitar fakultet talabalari "Matematika va informatika" kursi hamda "O'quv jarayonida zamonaviy axborotkommunikatsiya texnologiyalaridan foydalanish" kurslari bo'yicha elektron taqdimotlar yaratishga jalb etilgan.

Kurslarning amaliy yo'nalishi shundan iboratki, informatika taqdim etayotgan turli xil imkoniyatlardan mutaxassis o'zining aniq amaliy muammolarini hal qiladigan kompyuter texnologiyalarini tanlay olishi kerak. O'rganish jarayonida biz quyidagi vazifalarni qo'ydik:

- gumanitar fakultet talabalarining AKT kompetensiyasini shakllantirish darajalarini aniqlash;
- bo'lajak o'qituvchilarning murakkab tuzilmaga ega bo'lgan elektron hujjatni yaratish, tahrirlash va formatlash (elektron taqdimot misolida) bo'yicha AKT kompetensiyasini shakllantirish bo'yicha uslubiy ko'rsatmalar ishlab chiqish.

O'ylaymizki, talaba yuqori saviyada elektron hujjatlar bilan ishlash ko'nikmalariga ega bo'lishi kerak. Axborotni taqdim etish, uni tinglovchiga

zamonaviy o'qitish vositalaridan foydalangan holda etkazish qobiliyati o'qituvchining intellektual va hissiy-axloqiy madaniyatining sifat jihatidan yangi darajasini ta'minlaydi, uzluksiz o'z-o'zini rivojlantirish va o'z-o'zini tarbiyalashga bo'lgan ichki ehtiyojni yaratadi. AKT kompetensiyasi talabada nazariy va amaliy informatikaning muayyan bo'limlari va mavzularini o'rganishda shakllanadi va o'rta maktabda AKT kompetensiyalarining shakllangan tarkibiy qismlariga asoslanadi. Har bir darsda talabalar taqdimotni o'zlarining ma'lumotlari bilan to'ldirishlari uchun namunaga muvofiq harakat qilishlari uchun taklif qilinadilar. Materiallarni o'z-o'zidan tanlash asosida elektron taqdimot yaratish qobiliyatini rivojlantirish shaxsiyatga yo'naltirilgan va professional ahamiyatga ega bo'lgan axborot resurslarini shakllantirishga yordam beradi. Darslarimizda biz talabaga murakkab tuzilishga ega elektron taqdimotlarni ishlab chiqish qobiliyatini egallagan holda zamonaviy, sifatli elektron ta'lim resurslarini yaratishi mumkinligini ko'rsatishga harakat qilamiz.

Ko'pincha AKT texnologiyalarini o'rganish ko'pincha kompyuter savodxonligi bo'yicha foydalanuvchi kursi sifatida qabul qilinadi. Bu tushuncha umuman informatika kursining yo'nalishini butunlay noto'g'ri ko'rsatadi. Ta'limning asosiy ma'nosi va natijasi - bu shaxsning rivojlanishi va shaxs uchun muhim bo'lgan muammolarni hal qilishda foydalanish mumkin bo'lgan shaxsiy resurslarning o'zgarishi. Shaxsiy resurslarning tarkibiy qismlaridan biri instrumental resurslardir. Bular, qoida tariqasida, bir nechta yoki barcha fanlarni o'rganishda o'zlashtiriladigan va asosan fanlararo xususiyatga ega bo'lgan universal faoliyat usullari. Kursda ko'rib chiqilgan barcha vositalar kuchli ta'lim salohiyatiga ega. Ular bilan ishlashda ularning roli va ahamiyatini tushunish kerak.

Axborot bilan ishlash qobiliyati: to'plash, yig'ish, tuzish, tarqatish mutaxassisni axborot tayyorlashning o'zgarimas elementi ekanligini ko'ramiz. Axborotni taqdim etish uchun kompyuter vositalaridan biri bu elektron taqdimotdir.

Kurslarning asosiy vazifalaridan birini talaba ongiga aniq dastur bilan ishlashning "yo'naltiruvchi" mafkurasini singdirishda ko'ramiz, bu esa unga o'z muammolarini hal etishda uni bosqichma-bosqich egallash imkonini beradi. Kompyuter texnologiyalarini mustaqil izlashga va o'zlashtirishga o'rganish kasbiy va shaxsiy fazilatlarini rivojlantirishga qaratilgan. Biz birinchi darslardan o'qitish tizimlarning ma'lumotnoma imkoniyatlaridan foydalanishga o'rgatamiz, bu esa axborot texnologiyalarini keyingi mustaqil o'zlashtirishga hissa qo'shamiz.

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## MODERN CHILDREN'S LITERATURE

**To'Iqinova Mohidil Elmurod qizi**

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**Annotation:** *It is time to introduce a new system of foreign language teaching in our country, which will be a solid foundation for the future. Since we have set ourselves the goal of building a competitive state, from now on graduates of schools, high schools, colleges and universities must be fluent in at least 2 foreign languages. This strict requirement should become the main criterion of activity of the head of each educational institution, - said Shavkat Miromonovich Mirziyoyev.*

**Key words:** *literary pastimes, story, novel, child's play, genre, nonfiction books, middle school libraries*

To elaborate upon a prior piece that we'd published about the history of children's literature, we thought it necessary to get a sense of the present and future of the canon of works that have captivated young hearts and inspired young minds.

An enriching afternoon spent with Ms. Barbara Kinkead, a children's librarian with over thirty years' experience who presently works as the Assistant Director of Library and Information Services at the St. Mark's School of Texas' Lower School Library in Dallas, allowed us to develop a more comprehensive sense of not only the evolution of children's literature during the 20th century, but also the components of a successful children's book and the merits that active, young readers can gain via their literary pastimes.

While children's literature may be, naturally, aimed at children, it is definitely not simplistic child's play; far from being a monolithic, formulaic, codified genre, it is instead a supple, ever-mutable collection of kaleidoscopic narratives that must simultaneously delight and educate its readers while seeking innovation and relatability[2,16].

Children's versus "Young Adult" Literature

Among the problems inherent to the study and discussion of children's literature, demonstrated during our discussion with Ms. Kinkead, were the challenges stemming from the very heading of "children's literature" itself. For one, who is defined as a child:

do pre-adolescents and adolescents count, or are they part of the coveted young adult demographic so targeted by publishers, movie producers, and

television execs alike? If we look at "young adults" as a separate entity, how does it relate to children's literature?[1,15].

In Kinkeed's experience, many young adults who fall into the Young Adult category actually consume adult literature and other media. Indeed, it is the young, under-adult children who are generating the bulk of the demand in this particular market. Similarly, Ms. Kinkeed pointed out that, with a few notable exceptions, young adult work is primarily embraced by female readers. "Maybe this reflects the way boys are raised in general," Kinkeed mused. "They're being asked to be tougher and less emotional." is not necessarily suitable for She found that boys preferred nonfiction books about World War II, guns, cars, science, and celebrities (popular books in middle school libraries included presidents and Steve Jobs). ). However, Ms Kinkeed was quick to point out that Twilight was very popular with the young students at St. Mark's College, and many chose to read Number the Stars. The book is a 1989 story about a girl and her family's history of fleeing Nazi occupation. Copenhagen - for their work[3,20].

Given that Ms. Kinkeed's students' response to young adult literature was somewhat muted, the rest of our conversation focused primarily, if not entirely, on children's picture books. Picture books are generally aimed at younger readers and have a consistent format (images incorporated into the text), but there is wide variation in book style, structure, and genre that warrants careful observation. Many are left and discussion is encouraged[3,18].

In conclusion, children's literature now consisted of traditional stories, such as fairy tales, which were identified as children's literature in the XIX th century, and songs that were part of a wider oral tradition shared by adults with children before publication. It is difficult to trace the development of early children's literature before the invention of the printing press. Even after print became widespread, many classic "children's" tales were originally created for adults and later adapted for younger audiences. Since the fifteenth century, much literature has focused on children, often with moral or religious messages. Children's literature is shaped by religious sources such as the Puritan tradition or more philosophically and scientifically influenced by Charles Darwin and John Locke.

The purpose of this article is not to make an encyclopaedic attempt to cover all aspects of authors, texts and issues in Irish children's literature over the past decades. What I would like to do is to draw attention to a relatively young and very lively children's literature in the English language, whose conditions of development differ considerably from those of its English-speaking neighbours in Great Britain or the USA. A future historian of children's literature looking back over developments in the XXth century will draw attention to various caesuras, trends and movements: the emergence of `new

realism' in the United States in the 1960s, for example, or the huge changes in German children's literature after the immediate post-war period, where we find a widescale opening up to and translation of children's literature from other countries. Our historian will find no parallel to these developments in Irish children's literature. The point in time which he or she will have to name as the significant date in the development of modern Irish children's literature in English occurs around 1980.

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## WAYS TO IMPROVE RISK MANAGEMENT IN PAYMENT SYSTEMS

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**Abstract:** *The article provides the analysis of various methods of constructing the classification of payment system risk management instruments. The research also includes the generalized scheme of payment systems risk management methods. The main purpose of conducting this research is to correctly assess and manage the risks in today's developing market of payment systems. Also, this article systematically analyzed ways to improve risk management in payment systems and developed the necessary recommendations and conclusions.*

**Keywords:** *Payment system; risk management; classification; systematization; method.*

### **Introduction**

The establishment of a highly effective system of money circulation and the application of modern payment mechanisms is a necessary condition for the development of the country's economy.

The increasing turnover between business entities assumes confidence in the timely and correct fulfillment of payment obligations.

Cash flow failures negatively affect material production, which serves as the basis for the formation of financial resources of the whole country.

In the modern economic system, participants in the daily economic turnover carry out a large number of transactions on the exchange of goods, services and financial assets, which, in turn, are carried out through monetary calculations. The effectiveness of the activities of the National Economic mechanism depends on the continuous, fast and safe implementation of payments and calculations in payment systems. Scientific and technological progress is provoking the process of changing payment and settlement relations in the country. Forms and methods of payment, means of payment are changing, the latest information technologies are being introduced to increase the speed, reliability and quality of payment services provided, reduce the transaction costs of payment transactions. At the same time, the rapid development of this industry leads to an increase in risks inherent in payment systems.

The new legislation on the payment system of the Republic of Uzbekistan will strengthen the requirements for the procedure for ensuring the continuity of the activities of payment systems, the risk management system, as well as general aspects of regulation and control.

One of the main components of the procedure for ensuring the continuity of the activities of payment systems developed by the operator of the payment system is the selection of suitable tools for managing the risks of payment systems.

### **Discussion and results**

Currently, many different methods are used in economic practice to manage the risks of payment systems.

At the same time, the study showed that there is no clear logical systematization of the methods used.

Within the framework of this work, it is proposed to consider risk management methods in two ways to form a classification:

- \* risk management methods used by international financial organizations;
- \* risk management methods given in the scientific literature.

Below, let's take a closer look at these aspects.

The methodology used by the bank for International Settlements distinguishes two main groups of risk management methods of payment systems: analytical and operational procedures.

Analytical procedures include constant monitoring and analysis of the risks that participants face to the system.

Operational procedures include implementing decisions in risk management, such as setting credit limits for positions at risk, managing transaction queues, etc .

In the materials for the regulation and control of the risks of payment systems of the Bank of Finland, risk management mechanisms are grouped according to the directions of risk minimization strategy: directions for organizing calculations, creating rules of the payment system, organizing self-regulation, security, etc .

A distinctive feature of the Bank of England's approach to classifying the risks of payment systems and their management tools is a detailed analysis of the main business processes of payment system participants,

also, distinguish between three main types of risk risk violation of risk subjects (accounting participant, payment agent, system component) and the functioning of the payment system: accounting, business and operational .

In the materials of the Committee on payment and settlement systems of the Bank of International Settlements, a variant of the classification of methods for managing the risks of payment systems presents the risk of disrupting the uninterrupted operation of the payment system from a structural point of view by the system of types of risks:

- credit risk management methods (using systems where credit risk is zero; access criteria; credit limits for maximum amounts at risk, etc.;

- liquidity risk management methods (payment sequence management; setting limits on positions; bet money; use of hybrid systems, etc.;
- \* operational risk management methods.

Operational risk management methods described in the instructions of the Bank of International Settlements, in turn, are divided into three areas: ensuring operational reliability, ensuring security and ensuring the uninterrupted operation of the payment system .

In the process of analyzing the mechanisms for managing this type of risk in payment systems such as operating, it is recommended to resort to materials dedicated to the analysis of the risk of the operating bank.

The Central Bank of the Russian Federation states that the methods of risk management of this type are grouped according to the main sections. Stages of operational bank risk management: identification, assessment, monitoring, control and minimization of risks .

The use of business continuity mechanisms in this regulation acts as a general measure of operational risk limitation.

Below, we will consider the most common approaches to classifying the risks of payment systems found in the scientific literature.

E. V. In kurdyumova's work, the elements of the three main components of the Integrated Risk Management System for payment systems are organizational (institutions and bodies), information (collection and analysis of information about the state of risks) and methodological (risk management policy, methods of risk assessment).

It also defines two levels of risk management in its scientific work: microdaraja (individual credit organizations, associations and associations) and makrodaraja (government bodies, auditing, consulting firms, investors, etc .

Also, banking risk management methods can be classified in four areas: localization, distribution (distribution), risk avoidance, and compensation . This scheme can be used to create a risk classification of payment systems.

Researcher N.V. In his scientific work, Zhukov analyzes the methods of managing credit risk and liquidity risk in accounting and clearing systems used by central banks of different countries. The scientist also adds to the list of risk management methods the determination of criteria for choosing participants according to their financial reliability and technical equipment. Analyzing the means of limiting the maximum allowable risks of payment systems, it determines the limits that regulate the individual net credit positions of banks and debit limits for the entire system. It also describes in detail operational risk management methods (use of double-entry technology, identity control) and fraud risk management methods (data encryption technology, access restriction, dual control, password protection).

L.I. Khomyakova analyzes the methods of risk management of payment systems based on the principle of systematization of the risk of disrupting the uninterrupted operation of the payment system. The researcher considers each type of credit risk, liquidity risk, as well as, analyzes operational and currency risk and risk management methods in turn .

A distinctive feature of this approach is the separation of methods for managing currency risks.

S.V. A distinctive feature of the Krivoruchko approach is the careful construction of the risk of disrupting the uninterrupted operation of the payment system and the identification of risk management tools for each specific type (subtype) of the risk .

A.S. In his scientific work, Obaeva considers methods for managing the risks of payment systems in two groups, depending on the type of system (net and gross calculations). Having studied the system of pure calculations, he analyzes the standards of Lamfalussi .

Based on the comparative analysis carried out, it is possible to draw up a single scheme of the main directions for the classification of risk management mechanisms characteristic of payment systems, shown in Figure 1.

The option of classifying risk management methods of payment systems, built on the classification of banking risk management methods, is also proposed.

This classification method is of practical importance when the operator of the payment system solves the problems of changing the risk management system and developing the procedure for ensuring the smooth operation of payment systems.

One of the main tasks of the payment system operator in the design of the risk management system in the context of the adoption of new legislation and the strengthening of the requirements for ensuring business continuity in the country's payment system.

### **Conclusion**

Depending on the strategy being implemented and the task being solved, as well as the specifics of the organization of internal business processes, the operator of the payment system can use one or another of the approaches that we have considered to classify the mechanisms of risk management of the payment system.

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## INTERAKTIV VA RAQAMLI MARKETING KOMMUNIKATSIYASINI SAMARADORLIGINI OSHIRISH VA BAHOLASH USLUBLARI

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**Annotatsiya:** *Ushbu maqolada iqtisodiyotdagi reklama xarajatlari joriy xarajatlar yoki sarf xarajatlar sifatida qarab utilgan. Tovarlar reklamasi, uning hayotiylik davri, bosqichlari, sarflanadigan pul miqdori , reklama berilgandan so'ng korxaga qancha miqdorda foyda olib kelishi bo'yicha tahlillar olib borilgan. Raqamli marketing turlari bo'yicha ham tuxtalib o'tilgan .*

**Kalit so'zlar:** *dinamik joylashtirish, statik joylashtirish, kontekstli joylashtirish, reklama, reklama byudjeti, reklama samaradorligi, reklama turlari, rentabellig,*

Raqamli marketing kommunikatsiya texnologiyalari yordamida iste'molchilar bilan ishlash, marketing tadqiqotlarini olib borish, strategiyani shakllantirish qulayroqdir. Masalan, korxonada ishlab chiqaruvchi mahsulot bozorini o'rganmoqchi bo'lsangiz, buni internet ma'lumotlari asosida tezda amalga oshirish mumkin. Xattoki mijozlar va hamkorlar talablari, fikrlari va tavsiyalarini tezda olishingiz mumkin. Loyihalar ustida ishlash sifatliroq bo'ladi. Chunki internet yordamida loyihaning dolzarbligi va zarurati, mijozlarning talablari va imkoniyatlarini o'rganish mumkin. Bu esa loyihani yaratishda va amalga oshirishda muhim omil hisoblanadi.

Raqamli marketing imkoniyatlaridan foydalanish yuzasidan xodimlar uchun trening tashkil etish va xodimlarni faol o'qishini ta'minlash zarur. Axborot xavfsizligi mavzusida seminarlar tashkil etish kerak. Muntazam ravishda raqamli marketing texnologiyalarining yangi imkoniyatlari bo'yicha forumlar olib borish va unda barcha xodimlarning ishtiroq etishini ta'minlash zarur. Raqamli marketing texnologiyalari imkoniyatlaridan unumli foydalangan marketologlar rag'batlantirish zarur. Bu boshqa xodimlarni raqamli texnologiyalardan foydalanish imkoniyatlaridan unumliroq foydalanishga undaydi. Ushbu siyosat albatta ish unumdorligini ta'minlaydi.

Raqamli marketingning iste'molchilar bilan kommunikatsiya imkoniyatlarini o'rganib chiqib, undan korxonada foydalanish bo'yicha yo'llanma ishlab chiqish talab etiladi va unga korxonadagi barcha xodimlarning ma'suliyati belgilanadi. Ushbu yo'llanmada raqamli marketing kommunikatsiyalaridan foydalanish siyosatini, xavfsizlik tartiblari va xodimlar ma'suliyatini ko'rsatish maqsadga muvofiq. Ushbu yo'llanmani ekspertlarga ko'rsatib va ularning tavsiyasini hisobga

olgan ma'qul.

Hujjatlarni, hisobotlarni va loyihalarni internet orqali yuborish vaqtni tejaydi. Masalan, Siz xodimlar loyihalarini internet orqali qabul qilib, sizga qulay bo'lgan vaqtda tanishib, fikr va mulohazalaringizni unda ko'rsatishingiz mumkin. Natijada tavsiyalar asosida xodim loyiha ustida qayta ishlaydi. Bu esa loyihani takomillashtiradi. Ushbu jarayon siz va xodimlarni yangi g'oya va yangi loyihalarga olib keladi. Chunki ushbu muloqot yangi bilim va ko'nikmalar rivojlanishi uchun muhit yaratadi. Shu bilan birgalikda hujjatlar, hisobotlar va loyihalar ustida ishlash jarayonini qisqartiradi va unumdorlikni oshiradi. Ya'ni bir vaqtning o'zida bir-necha hujjat bilan ishlash imkoniyati paydo bo'ladi. Internetdan muloqot uchun foydalanish ish jarayonini tezlashtiradi va harajatlarni kamaytiradi. Chunki rasmiy muloqot og'zaki muloqotdan ustundur. Chunki maqolga asosan, 100 marta eshitgandan ko'ra bir marta ko'rgan afzaldir. Yozma ravishda fikr bildirish ko'proq e'tiborni va ma'suliyatni jalb etadi. Bu esa barchadan q'o'shimcha harakat talab etadi. Agar bilim va ko'nikmalar etarli bo'lmasa, bu malakani va ko'nikmalarni oshirish uchun o'z ustida ko'proq ishlashni talab etadi. Ya'ni bu xodimlarni o'z ustida doimo ishlashga undaydi. Bu bir tomondan bo'lsa, ikkinchi tomondan vaqt tejaladi. Ya'ni keraksiz baxslarga o'rin qolmaydi. Videoaloqa yordamida muloqot qilish ikki tomondan ham jiddiylikni talab etadi. Yana bir tomoni telefon aloqasi uchun va safarlar uchun harajatlar sezilarli darajada kamayadi. Raqamli marketing kommunikatsiya vositalari orqali yangi imkoniyatlar, yangi loyihalar va yangi hamkorlar topish mumkin. Bu biznesni rivojlantirish uchun omildir. Buning uchun doimo raqamli marketing texnologiyalaridan korxonalar uchun zarur bo'lgan yangiliklarni, imkoniyatlarni, hamkorlar veb sahifalarini kuzatib borish zarur va forum va veb bloglarda qatnashib borish kerak. Yangiliklarni olish uchun axborotnomalarga korxonani qayd qilish muhimdir. Masalan, bir xorijiy korxonalar yangi loyiha ustida ish boshlagan va buning uchun turli davlatlarda hamkorlar qidirayotgan bo'lishi mumkin. Yoki xalkaro fond amalga oshirish uchun korxonalar o'rtasida tendor o'tkazayotgan bo'lishi mumkin.

Interaktiv va raqamli marketing faoliyatini samaradorligi – korxonada interaktiv va raqamli marketingdan foydalanish asosida tovarlarni sotish ko'lamini oshirish bilan belgilanadi. Internet reklama samaradorligini ikki muxim ko'rsatkich belgilab beradi.

1. Reklamani psixologik ta'siri: bunda asosan iste'molchilarning psixologiyasiga ta'sir doirasi o'rganiladi. Reklamani ta'sir doirasi sotishni rag'batlantiradi. Uni turli usullar orqali aniqlash mumkin:

- So'rov
- Kuzatish
- Anketa
- Eksperiment

2. Iqtisodiy samaradorlik – bunda reklamadan ko‘rilgan iqtisodiy samaradorlik ko‘rsatkichlari aniqlanadi. Reklama samaradorligi korxonaning maxsulotlarini sotish xajmini ortishi bilan baholab boriladi va shunga muvofiq xolda eng samarali reklama vositalari qo‘llaniladi:

2.1.Korxonaning umumiy reklama faoliyati samaradorligi quyidagi formula orqali aniqlanadi

$$C = (\Phi / X) \cdot 100 \%$$

bunda,

$\Phi$ - sof foyda

X – reklama xarajati

C – reklama samaradorligi

2.2.Reklamaning iqtisodiy samaradorligi esa quyidagi formula orqali aniqlash mumkin:

$$S_q = T_q \cdot Q_q / 100 - (Z_r + X_q),$$

$S_q$  - reklamaning iqtisodiy samaradorligi

$T_q$  – reklama ta‘sirida qo‘shimcha tovar aylanmasi (so‘m)

$Q_t$  – tovar birligiga qo‘shilgan qo‘shimcha- sotish narxiga nisbatan (%)

$X_q$ - reklamaga xarajatlar (so‘m)

$Z_r$  – tovar aylanishini o‘shishi bo‘yicha qo‘shimcha xarajatlari (so‘m)

2.3.Reklama natijasida qo‘shimcha tovar aylanishi quyidagi formula orqali aniqlash mumkin:

$$S_t = T_s \cdot P_r \cdot D / 100$$

$S_t$ -Reklama ta‘sirida qo‘shimcha tovar aylanishi.

$T_s$  - reklama davrigacha kunlik o‘rtacha tovar aylanish xajmi (qiymat ko‘rinishida);

$P_r$  - reklama tadbirlari va undan keyingi davrlarda kunlik tovar tovar aylanish xajmini o‘shishi (foiz xisobida);

$D$  - reklama davrigacha va keyingi kunlarni xisobga olinishi.

2. Iqtisodiy samaradorlik – bunda reklamadan ko‘rilgan iqtisodiy samaradorlik ko‘rsatkichlari aniqlanadi. Reklama samaradorligi korxonaning maxsulotlarini sotish xajmini ortishi bilan baholab boriladi va shunga muvofiq xolda eng samarali reklama vositalari qo‘llaniladi:

2.1.Korxonaning umumiy reklama faoliyati samaradorligi quyidagi formula orqali aniqlanadi

$$C = (\Phi / X) \cdot 100 \%$$

bunda,

$\Phi$ - sof foyda

X – reklama xarajati

C – reklama samaradorligi

2.2.Reklamaning iqtisodiy samaradorligi esa quyidagi formula orqali aniqlash mumkin:

$$S_q = T_q * Q_q / 100 - (Z_r + X_q),$$

$S_q$  - reklamaning iqtisodiy samaradorligi

$T_q$  – reklama ta’sirida qo’shimcha tovar aylanmasi (so’m)

$Q_t$  – tovar birligiga qo’shilgan qo’shimcha- sotish narxiga nisbatan (%)

$X_q$ - reklamaga xarajatlar (so’m)

$Z_r$  – tovar aylanishini o’sishi bo’yicha qo’shimcha xarajatlari (so’m)

2.3.Reklama natijasida qo’shimcha tovar aylanishi quyidagi formula orqali aniqlash mumkin:

$$S_t = T_s Pr D / 100$$

$S_t$ -Reklama ta’sirida qo’shimcha tovar aylanishi.

$T_s$  - reklama davrigacha kunlik o’rtacha tovar aylanish xajmi (qiymat ko’rinishida);

$Pr$  - reklama tadbirlari va undan keyingi davrlarda kunlik tovar tovar aylanish xajmini o’sishi (foiz xisobida);

$D$  - reklama davrigacha va keyingi kunlarni xisobga olinishi.

Reklamalarni joylashtirishning bir nechta turlari mavjud va maqsadi joylashtirilgan reklama samarasi yuqori bo’ladi, jumladan:

*dinamik joylashtirish* - turli reklama beruvchilarning bir necha reklama xabarlari bir xil reklama maydonida navbat bilan paydo bo’lishi shaklida amalga oshiriladigan joylashtirish;

*statik joylashtirish* – reklamani ma’lum muddatda bitta nuqtada joylashtirish;

*kontekstli joylashtirish* - bu turdagi joylashtirish qidiruv tizimlarida va sayt kataloglarida ishlatiladi. Bu holda reklama predmeti odatda taassurot qoldiradi. Misol uchun, reklama beruvchi "Yandex" qidiruv tizimida "turizm" kalit so’zining ostida 5000 ta kontekstli taassurot olishlari mumkin. Buning ma’nosi shundaki, foydalanuvchilarga mo’ljallangan reklama xabarlari faqatgina sayyohlik haqida ma’lumot izlayotgan bo’lsagina ko’rsatiladi. Bunday joylashtirish yuqoridagi boblarda keltirib o’tilganidak SEO tizimi asosida boshqariladi. Tarqatish muddati - saytdagi reklama xabarlarini joylashtirish davridir. Bunda asosiy e’tibor joylashtirilgan vaqt davomida xarijlar sonini oshishi bilan belginada va odatda bunday xolatlar mavsumiy, tadbirlar, bayramlar, hodisalar va boshqalarni xisobga olgan xolda amalga oshiriladi. Reklamalarning samaradorligini baholashda nafaqat statik, balki dinamik

tarzda ham ko’rib chiqilishi tavsiya etiladi. Masalan, kun, hafta, oy bo’yicha taassurotlar soni, ko’rishlar soni va boshqalar. Faqat ayrim hudud iste’molchilari uchun ishlash ko’rsatkichlarini ko’rib chiqqish, reklama xarajatlarini tejash imkoniyatlarini beradi va samaradorlik oshadi. Internet-foydalanuvchilarning avtomatik ravishda dasturiy ta’minoti bilan ta’minlangan. Internet-foydalanuvchilarning texnik tavsiflari bo’yicha ma’lumotlarga ko’ra, veb-saytni texnik modernizatsiya qilish, texnik jihatdan murakkabligi ham

reklama vositalariga ta'sir etadi. Bundan tashqari, texnik vositalar yordamida to'plangan ma'lumotlar majmuasini batafsil tahlil qilish natijasida ham samaradorlik ko'rsatkichlarichastotasiga, tashrif chastotasiga, ko'rish holatiga, sayt va hokazolarga bog'liqliq bo'ladi.

Iqtisodiyotda reklama xarajatlariga joriy xarajatlar, yoki sarf-xarajatlar sifatida qaraladi. Ayni paytda xarajatning bu turi tovar savdosi hajmini kengaytiruvchi va reklama beruvchining rentabelligini oshiruvchi asosiy omillardan biri hisoblanadi. Ba'zida tovar reklamasi uchun uning hayotiylik davrining birinchi bosqichlarida sarflanadigan pul miqdori reklama qilinayotgan tovardan foyda olishni ancha muddat o'tgach cho'zib yuborishi mumkin. Reklamaga ajratiladigan mablag'larni savdo hajmiga nisbatan qayd etiladigan foizlarni aniqlash yo'li bilan rejalashtirish. Ushbu usul sodda va qo'llashga qulay. Avvalgi ikki usuldan farqli ravishda bunda reklama xarajatining hajmi va tovar aylanish hajmi o'rtasidagi o'zaro aloqadorlik tan olinadi. Reklama byudjetini raqobatchi firmalar tajribasini e'tiborga olgan holda hisob-kitob qilish lozim. Reklama xarajatlari hajmini raqobatchilarning xarajatlari darajasida belgilash usulining tarafdorlari odatda ikki asosiy dalilni keltiradilar. Reklama xarajatlari hajmini belgilovchi asosiy omillar quyidagilardir: bozor hajmi va o'lchamlari; reklama qilinuvchi tovarning o'ziga xosligi va hayotiylik davrining qaysi bosqichida ekanligi; reklama beruvchining andozalari va qudrati; reklama beruvchining marketing strategiyasida reklamaga berilgan o'rin, asosiy raqobatchi sarflaydigan reklama xarajatlarining hajmi va boshqalar. Reklama byudjetini ishlab chiqish bo'yicha chiqariladigan qarorlarning barchasini shartli ravishda ikki katta blokka bo'lish mumkin: reklama uchun ajratiladigan mablag'ning umumiy hajmini belgilashga oid va reklama byudjetimablag'larini uning xarajatlari moddalari bo'yicha taqsimlashga oid qarorlar. Interaktiv va raqamli marketing faoliyatini samaradorligi – korxonada interaktiv va raqamli marketingdan foydalanish asosida tovarlarni sotish ko'lamini oshib borishi bilan belgilanadi. Iqtisodiy samaradorlik – bunda reklamadan ko'rilgan iqtisodiy samaradorlik ko'rsatkichlari aniqlanadi. Reklama samaradorligi korxonaning maxsulotlarini sotish xajmini ortishi bilan baholab boriladi va shunga muvofiq holda eng samarali reklama vositalari qo'llaniladi. Raqamli marketing samaradorligini baholashning tavsiya etilayotgan keng qamrovli usuli bir qator yo'nalishlarda amalga oshiriladi, jumladan: reklama siyosatining samaradorligini baholash, individual reklama kompaniyalari va reklama elementlari Internet-foydalanuvchilarning avtomatik ravishda dasturiy ta'minoti bilan ta'minlanganligi ham xisobga olinadi. Internet-foydalanuvchilarning texnik tavsiflari bo'yicha ma'lumotlarga ko'ra, veb-saytni texnik modernizatsiya qilish, texnik jihatdan murakkabligi ham reklama vositalariga ta'sir etadi.

Raqamli marketingning iste'molchilar bilan kommunikatsiya imkoniyatlarini o'rganib chiqib, undan korxonada foydalanish bo'yicha

yo'llanma ishlab chiqish talab etiladi va unga korxonadagi barcha xodimlarning ma'suliyati belgilanadi. Ushbu yo'llanmada raqamli marketing kommunikatsiyalaridan foydalanish siyosatini, xafvsizlik tartiblari va xodimlar ma'suliyatini ko'rsatish maqsadga muvofiq. Ushbu yo'llanmani ekspertlarga ko'rsatib va ularning tavsiyasini hisobga olgan ma'qul.

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## DIGITAL MARKETING AND INTERACTIVE BUDGETING

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**Annotation:** *This article looks at advertising costs and running costs as a summary and expenses. Advertising of goods and errors that occur in it, how long after advertising, access to profit and other processes are completed*

**Keywords:** *advertising, advertising budget, advertising effectiveness, types of advertising, digital marketing budget, Schroer method, social efficiency, economic efficiency.*

In the economy, advertising costs are current costs, or expenditures considered as At the moment, this type of cost is the volume of merchandise sales the main one that expands and increases the profitability of the advertiser is one of the factors. Sometimes its vitality for product advertising. The amount of money spent in the first stages of the advertising period can delay the profit from the advertised product for a long time.

Decisions made on the development of the advertising budget all can be conditionally divided into two large blocks:

A. Determining the total amount of funds allocated for advertising.

B. The amount of the advertising budget according to the items of its expenses distribution. The concept of the size of the advertising budget has several definitions that are most often used is available. We will briefly touch on some of them.

Table.1

No Advertiser's sequence number	Advertising giver company	Country of headquarters	Advertising budget total volume, \$ million
1.	Procter & Gambl	USA	4747.6
2.	Unilever	Netherlands / Great Britain	3428.5
3.	General Motors	USA	3193.5
4.	Ford Motors O	USA	2229.5
5.	Philip Motors.	USA	1980.3

6.	Nestle	Switzerland	1833
7.	Toyota	Japan	1692.4
8.	Sony orp	Japan	1337.7
9.	Sosa-sola So	USA	1327.3
10.	Volswagen	Germany	1325.8

Compilation of the budget based on available funds. This method its use means that the company is advertising according to the opinion of its management allocates as many funds as it deems necessary. The advertising budget, which can be adjusted according to the change of conditions formation based on the volume of the previous period. Record of funds allocated for advertising in relation to the volume of sales planning by determining the percentages to be paid. This method is simple and easy to use. Unlike the previous two methods in this case, the interaction between the volume of advertising expenses and the volume of product circulation affiliation is acknowledged.

Advertising budget taking into account the experience of competing companies to calculate. The amount of advertising expenditure is the expenditure of competitors Proponents of the level-based approach generally cite two main arguments. First, this method, according to them, is the result of "collective wisdom", "neutral point of view". Second, the advertising budget is equal to that of competitors avoiding "advertising wars" in putting pressure on buyers and provides an opportunity to maintain a certain balance. Schroer style. This method is used to develop a strategy for advertising budgets of brands that are sold in several territories and remain in place.

Its primary condition is the viability of the advertised product category is to assume that the period has passed to the maturity stage.

The level of communication of the advertising budget and the attitude of the consumer development on the basis of modeling the relationship between. The use of this method is sufficient to fulfill the planned sales volume has a quantity of buyers, each of them a certain amount of goods the fall of the proposal that they should buy their units at the price of one unit is the primary cause.



The method of forecasting the size of the advertising budget based on expert assessment. The process of this method is as follows. A group of experts consisting of five to ten people is invited. However, they are the communicator's advertisement they do not have to work in departments. It is desirable for experts to have a short list of factors that affect the sales volume and how and to what extent each factor affects the sales volume.

Between advertising costs and changes in sales volume application of various mathematical models of communication.

The distribution of funds allocated for advertising is carried out in the following directions is increased:

- a) according to the tasks of advertising activity;
- b) according to sales territories;
- c) according to advertising means;
- g) according to the advertised product.

The main items of the advertising budget according to their tasks are as follows:

Administrative expenses - monthly salaries of advertising service employees, overheads, etc.;

Costs for advertising distribution space (the largest one of the articles) - places from newspaper pages, television and radio broadcasts

time, places to be given from special advertising boards, gluing leaflets and for placement of various advertising carriers in transport and others

buying seats . The main factors determining the amount of advertising expenses are: market size and dimensions; originality and viability of the advertised product at what stage of the cycle; advertiser patterns and power the place given to advertising in the advertiser's marketing strategy is the main one the amount of advertising expenses spent by the competitor, etc. Decisions on the development of the advertising budget all can be conditionally divided into two big blocks: for advertising determining the total amount of allocated funds and the advertising budget decisions on the distribution of funds according to the items of its expenses.

That's why it's so important to invest in a digital presence that is easy to find, informative, useful, and simple to use. That said, knowing how to invest your digital marketing dollars can be challenging. To create a realistic digital marketing plan and budget, take a step back to look at what you have done in the past, what's working and not working, and look for opportunities for growth. Good data and analysis will help ensure you spend money in areas with the highest return on investment for your organization.

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## ENRICHING THE EDUCATIONAL SYSTEM THROUGH DIGITAL TECHNOLOGIES

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**Annotation:** *This article examines the digitization of all areas of our life, including the role of digital technologies in the field of education, that is, preschool and primary education, higher education, and the problems that arise in the process of digitization.*

**Keywords:** *digital technology, digital technology in education, cloud technology, Internet of things, augmented reality, virtual reality, 3D technology, virtual world, multimedia, projector, computer*

Nowadays, modern pedagogical and information technologies are used in educational institutions special attention is paid to the implementation of the educational process. Every subject in educational institutions lesson plans developed on the basis of modern pedagogical technology are known has a special place in improving the quality and efficiency of teaching at the This is primarily professionalism and creativity of teachers and professors, and secondly, in their work related to the use of various technical and information technology tools. Modern digital technologies in all educational institutions around the world provides new tools for development. Digitization, lessons learned and By creating opportunities to share knowledge, people get more information and daily enables them to make good decisions in their lives. In the educational environment in the near future there will be big changes related to digitization. It is known that the application of technology to the educational process, as well as information the use of technologies began in the 70-80s of the 20th century. A number of techniques used with particular success in the teaching process. To students with their help conveying the content of subjects in a descriptive, vocal, moving manner, as well as to them deeper knowledge could be given. Above as a result of continuous development of science and technology high-tech devices with a modern look instead of listed technical means was created. Also, the improvement of computer technology is new to the education system led to the introduction of technical means. The introduction of computers into the educational system complex processes, phenomena, macro and microcosm in students' science education It was important for him to understand the laws. Digital economy based on digital technologies, with e-business, e-commerce producing and providing

connected, digital goods and services is an economic activity. In this case, accounting for economic services and goods books are made through electronic money. Digital economy the concept of atom to bit, i.e. the smallest chemical particle to the electron based on the transition to unity. Information and communication technologies based on innovative educational technologies and didactic models education system to the digital generation through mass and effective application adaptation is necessary. At the same time, the educational process is based on research approach should be actively used and thus in scientific research based on the development of students' skills and IT competence creative abilities and creative thinking can be formed. The reputation of the teacher and the effectiveness of his work is only a course not to the level of knowledge in the content and his pedagogical ability of the teacher in collecting, processing and teaching specific educational material depends on how modern information and communication technologies are used. In other words, education in the digital age must be reviewed and the educational paradigm changed.

It is known that the President of our country Sh.M. Mirziyoev to the Oliy Majlis In the next address, all sectors of the economy are digital Digital economy, which implies updating on the basis of technologies development of the national concept, on this basis "Digital Uzbekistan - 2030" the issue of implementing the program was raised. In the application, of course, operating in the field of education, even if it refers to the field of economy We, the teachers, are also burdened with huge tasks. Because, economic life of the country, digital technologies in all areas implementation reforms and advanced technologies, naturally, education is also directly related to the field. After all, the basis of the digital economy organizes personnel and education. So, digital Uzbekistan the future is now in the hands of our children and youth. Of course they are able to manage and develop the digital economy if we have quality and modern knowledge, our future will be great, digital. The security of Uzbekistan will be ensured. Implementation of digital education in the development of digital economy program. This program is implemented to emphasize the development of many developed observed in the experience of countries. In particular, this is also the case in the Russian Federation aspect is in particular attention. Especially education in secondary schools Harmonization with digital technologies will bear fruit in the future must be taken into account. Specialists as noted, not only informatics, but also general education schools implementation of digital technologies in the teaching of all subjects in the plan acceleration of long-term plans increases the speed of realization. However, of enlightenment, progress having opponents, resistance to the introduction of any innovation, by bringing digital technologies into education as they face conflict mutually exclusive situations in access -

material supply and lack of electronic literature is evident. This is the most important thing one of the tasks increased the inventiveness and business skills of the teacher achieve effective use of innovative educational technologies without of video lectures and centers of innovative educational technologies creating a national network, a strategic plan of mutual digital communications creation and implementation, digital in the organization of the educational process expanding the use of technology, creative and talented involving students in digitization projects, to higher efficiency structures equipped with digital devices, classrooms, "Educational acquired through the establishment of digital competence centers achieving practical application of experience, modern information and communication technologies and education. strong integration of technologies provision, continuous development of professional skills of pedagogic personnel,

interactive and internet related for lecture and seminar classes development of multimedia presentations; digital didactics and digital application of educational models; projects for teachers and students, diploma develop a scientific website to discuss the work, scientific research output, classrooms with interactive presentation systems, laptops equipping, education in equipping classrooms with interactive tables taking into account that the environment will be better and more comfortable, during the lectures effective use of systems that provide subject-to-subject communication, creation of electronic interactive multimedia educational materials, provision of libraries on the basis of modern technology, remotely wide implementation of the electronic library system that allows for use and digitization of funds, national of digital educational resources fund, that is: electronic interactive multimedia educational materials create, public open online training for students and teachers development and implementation of courses, basic for the digital generation e-textbooks and training manuals that provide opportunities development etc.

Applying information technologies to the educational process through it, there is an opportunity to interpret the laws of nature in physics in new conditions. Enriching physics with new knowledge, observes several phenomena and laws not getting, the need to acquire a large amount of knowledge in a short time in educational institutions.

New teaching methods and technical tools to overcome such problems must be used. Physics, unlike other natural sciences, is concerned with natural phenomena and studies the laws and reasons for their appearance. As you know, natural phenomena as they occur in the macro and micro worlds, the processes that occur in them Studying in the laboratory, observing theoretically proven laws in practice is very effective. But in this laboratory, observing macro laws and phenomena, demonstrating them in practice, that's it It is relatively

easy to strengthen theoretical knowledge. Physics laboratory a number of special by specialists and methodists in the field of organizing training literature and manuals have been developed. These publications describe the methodological aspects of laboratory work, assembling equipment, developing procedures and methods, and studying them ensures that it is performed by In the following years, physical knowledge, as in other subjects expansion, deepening of the scope, to study the processes taking place in the microcosm some laboratories that are used in practice for the formation of knowledge lack of equipment capabilities, high cost and security techniques laboratory equipment, whose rules are difficult to follow, in every educational institution. Due to a number of reasons, such as the inability to organize, new laboratory work Forms and options should be developed. Information on how to solve these problems it is shown that the use of technologies, especially computer equipment, is the most promising is happening The reason for this is that the capabilities of the computer are expanding and attention to providing educational institutions of the country with these technical means focus allows for quality formation of educational content. Also on the computer there are a number of electronic recommendations on the organization of laboratory work. manuals, virtual laboratory kits have been developed. This is also the case in the foreign education system seeing that serious attention is being paid, we also have the requirement to strengthen this direction puts Of course, with the help of computer technology, biology, chemistry, physics, mathematics, great attention is paid to the study of geometry, astronomy and other academic subjects. However Information technology tools have their own characteristics in the study of biological science.

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## MODELING BUSINESS PROCESSES IN MODERN BUSINESS INTELLIGENCE

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**Annotation:** *this article discusses various methods of modeling business processes. Methodologies of modeling business processes, diagrams of information flows in business processes and selection and diagrams of alternatives occurring in the process were created. Types, models and sets of business processes were discussed.*

**Keywords:** *Business processes, business intelligence (BI) concept, business intelligence services, Business Intelligence (BI) architecture, data warehouse, business intelligence systems, Integrated information, modeling*

Modeling of the company's business processes can be done in different ways. Special attention should be paid to object-oriented and functional approaches. Within the framework of the functional approach, the main structuring element is the function (movement), and the object-oriented approach is the object. At the entrance and exit of each, objects of different origin are indicated: material and information types, as well as used resources, organizational units. As part of the functional modeling methodology, structural diagrams of business processes and information flows are drawn up, a sequence of functions is shown, in which the selection of specific process alternatives is more complicated and there are no object interaction schemes. Functional modeling of business processes has important advantages - visibility and clarity at different levels of abstraction. This is especially important at the stage of introducing the created business processes to the company departments.

In the object-oriented approach, the modeling of business processes is built according to the following scheme: first, classes of objects are distinguished, and then the actions in which the objects must participate are determined. Objects can be active, that is, actions (organizational units, certain performers, information subsystems) and passive, actions are performed on them (we are talking about equipment, documents, materials). Object-oriented modeling of business processes reflects the objects, functions and events through which certain processes are performed. The object-oriented approach has a number of advantages, the main of which is the more precise definition of operations on objects, which leads to a reasonable solution to the problem

of the appropriateness of their existence. We will also pay attention to the minus of the method. Specific processes for decision makers are less visible. But thanks to modern software products, it is very easy to present functional diagrams of objects. Complex business process modeling methodologies show the most promise. For example, thanks to ARIS technology, it is possible to choose the most optimal models according to the analysis goals.

### **Practical methods of modeling business processes**

Now we can note the tendency to combine different methods of systems modeling and analysis. This manifests itself when creating integrated tools for modeling business processes. One of them is a product of the German company IDS Scheer called ARIS - Integrated Information System Architecture. The ARIS system includes a set of tools that allow analysis and modeling of the company's work. The system is based on different modeling methods, which together reflect different views of the studied environment. The same model can be created using several methods. For this, experts with different levels of theoretical knowledge can use it for their own purposes and configure it to interact with systems with specific characteristics. The ARIS system supports 4 types of models that represent various objects of the studied system: To create the above-described types of models, they use their own ARIS modeling methods, as well as various well-known methods and languages - ERM, UML, OMT and they use others. When modeling business processes, first of all, each direction of the company's activity is considered separately. After all the aspects are developed, an integrated model is created that reflects all the relationships of the different parties with each other. In ARIS, models are diagrams consisting of various objects - "functions", "events", "structural units", "documents", etc. All kinds of relationships are established between objects. At the same time, each ob The project has its own attributes that allow you to enter additional information about it. Attribute values can be used in simulation or cost analysis. The main business model of ARIS is eEPC (extended event-driven process chain - event-driven business extended model of the process chain). In fact, it extends the capabilities of IDEF0, IDEF3 and DFD, it has its own advantages and disadvantages. Using a sufficient number of objects connected to each other by various types of links allows you to significantly increase the size of the model and make it makes it less readable. In EEPS, a business process is a flow of sequential activities (functions, procedures, activities) arranged in chronological order. In eEPC, the exact duration of the procedures is not clearly indicated, as a result of which situations may arise when one performer has to solve two tasks at the same time during the development of models. The logical symbols used in the simulation help to show the branching and linking of the process. To find out



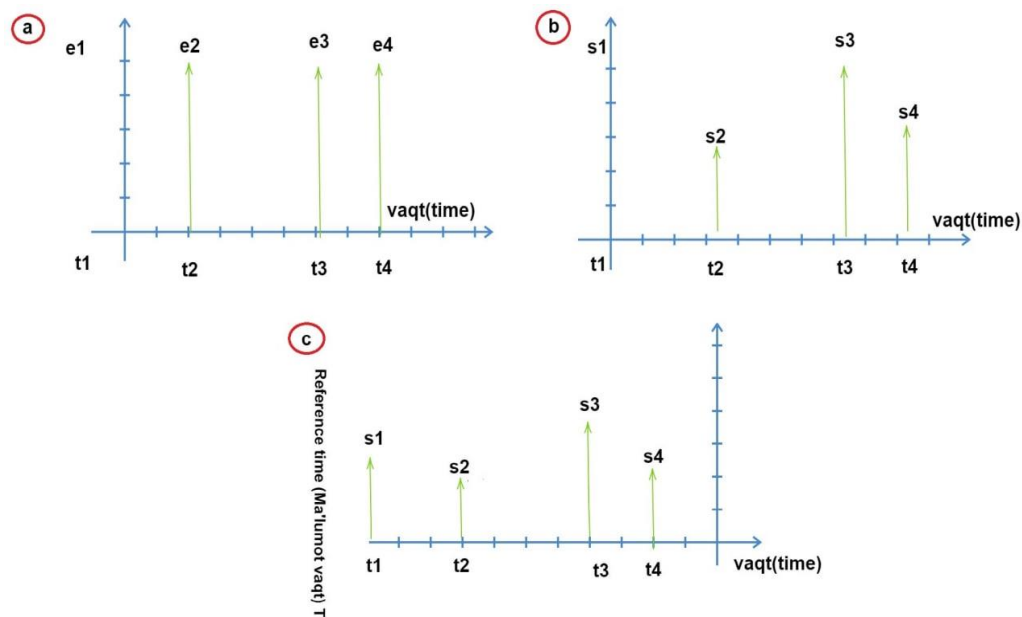
how long processes take, you need to use other description tools, for example, Gantt charts in the MS Project system.

**Views of business intelligence on business processes**

Event View: Focuses on events in a business process that are timestamped to start, timestamped to end, and, if necessary, timestamped to resume activity after interruption. State view: in addition to the occurrence of events, the values of attributes measured in connection with events in the state view are called state variables.

Cross-sectional view: In this case, we study the history of many processes at a given reference time. Typically, this view considers information about events as well as values of state variables and summarizes information about processes to make decisions.

In the form of the event, the main attention is paid to the rules that determine the partial order of business processes in accordance with production prospects. This ordering of events determines the perspective of the management flow of the business process.



**Figure 1. Data time**

Figure 1 shows the recording of four events e1:::;e4 at the corresponding time stamps t1; :::; t4 specifies the partial order between these events. Note that in some cases, it is very difficult to accurately record the start and end events for an activity. For example, in medical manuals, it is often difficult to determine the onset of a disease, and we only have information about the time of diagnosis.

The last comment brings us to the second view of the business process, which emphasizes the results of the process activities. These results shift the focus from the business process to the relevant process entities. These entities

can be customers, delivered goods or services, or a network of business partners.

Understanding the behavior of the subjects of this process is based on measurements called measurement variables. This concept suggests looking at the business process as a dynamic system. Obviously, the values of state variables change over time, either due to specific business processes or due to inherent variability of process entities. Consider, for example, the state of a person's health as measured by some medical parameter, or the change in the quality of a product due to aging. Understanding business change states as trajectories of such state variables is henceforth referred to as state views of the business process. Figure 1b shows four states of a single state variable,  $s_1; \dots; s_4$  received by the system at four points in time, i.e.  $t_1; \dots; t_4$ . Different bar heights represent different values of state variables, for example, if a patient is febrile, the height of the corresponding bar represents the temperature at a given time. The state view is sometimes blurred with the event view, because usually we need a business process to record or change the values of variables. For example, business applications need a customer account verification activity to retrieve the customer's financial status.

Event view and state view result in a data structure for observed instances, often referred to as transient data or timed data. A third perspective begins with the observation that in most applications our primary interest lies in the sum of business process instances at a given point in time. Such meetings can be obtained from the event view or from the state view. About event views, we can consider the different activity instances that occurred during a given observation period, the total running time of those activities, or the resources consumed by those instances. From a state perspective, an assemblage can refer to the average state value for each instance over a period of observation or to the actual state of states. We call this view the business process view. The idea behind business process visualization is illustrated in Figure 1c.

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## THE ROLE OF DIGITAL TECHNOLOGIES IN THE MODERN EDUCATIONAL PROCESS

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**Annotation:** *In this article, students and pupils are taught to think creatively, to adapt to changing situations (taking into account the latest advances in technology and technology), to organize their activities based on free competition in the use of digital technologies, to use electronic textbooks, to use multimedia tools. conclusions were given about the importance of teaching.*

**Key words:** *digital technologies, figurative and logical thinking, electronic education, interactive teaching, educational resources, distance education, smart boards, didactic, methodological, psychological pedagogy.*

Nowadays, teaching and learning has become one of the most urgent issues in the world. Because it is no secret that quality education plays an important role in saving the world we live in from various problems. Because of this, the countries allocate a lot of money to the education sector. Considerable work is being done in this regard in our country. Despite this, there are a number of issues that are still waiting for their solution in our education system, without which it is impossible to talk about modern quality education. In particular, in the present era, when the speed of information acquisition and use is very high, in our opinion, it is impossible to improve the quality of education and educate socially active young people without involving digital technologies in the education system. Previously, we conducted educational programs in the traditional way in the form of lectures. This was also done through large books and manuals. This, in turn, did not ensure that the quality of education was so high. Pupils had to carry large volumes of literature and large bags in order to master various additional materials. Now the process of digitalization of education has started..

Based on the above, we can divide educational resources into the following groups: Traditional publication materials containing text, pictures, diagrams and tables (textbook, study guide, text and course of lectures, manuals for laboratory and practical exercises, problem sets, dictionaries, catalogs, reference books , handouts, educational and demonstration materials, various methodological guide and instructions, questions and assignments, etc.). Of course, electronic educational resources occupy an

important place in the structure of electronic educational resources in ensuring the quality of education. Electronic learning resources are widely used not only in distance education, e-learning or open education, but also in traditional education.

General requirements: - compliance of the structure and content of the electronic textbook with the curriculum, scientificity, problem-solving, demonstrativeness, awareness, independence and activity of the learner, taking into account the latest advances in science, technology and technology, systematicity and sequence of teaching in use, students' develop skills such as deep thinking and memorization, perform the developmental and educational functions of teaching, search, collect, store, analyze, process, and calculate, design and construct, process the results of experiments, control tasks, information processing involves automation, simulation of the operation of complex objects (machines, equipment, hardware, devices, etc.), various processes in real, accelerated or should contain transition tools in a slowed-down time scale, the training tools of which are to prepare the learner in a virtual environment depending on his future professional activity.

Didactic requirements: - flexibility, interactivity, computer visualization capabilities, development of the learner's intellectual ability, thinking, ability to make independent decisions in complex situations, formation of information processing skills, structural and functional connection of educational material presentation, completeness of education and provide continuity and have an intellectual teaching system of problem and research assignments.

Methodological requirements: - creation of educational material based on the interdependence of conceptual, figurative and moving components, providing educational material in the form of a high-order structure, taking into account the logical interdependence of disciplines, the ability to implement various controls for the learner to master the educational material step by step creation,

All computations to be performed have an open system of visualization 304, showing the interdependence of variable objects or processes.

Psychological requirements: - presentation of educational material is not only verbal, but also corresponds to sensory and presentation situations of the cognitive process, taking into account the characteristics of psychological processes such as reception, attention, thinking, imagination, memory retention, the age of learners in the content of the educational material, basic knowledge should be taken into account, should be focused on the development of figurative and logical thinking, should ensure demonstration of teaching, should be used by students perceive and personally observe the studied objects, their layouts or models, consider the need to take into account their life experience.

Technical and technological requirements: - movement in local and other external information carriers and in the network system, allowing maximum use of modern tools of multimedia and telecommunication technologies, ensuring thoroughness and stability in work, heterogeneity (stable in various types of computer and other similar tools provided for in the specification of electronic textbooks performance), efficient and correct use of resources is created and tested.

Today, digital technologies are rapidly developing and require keeping up with the times in every field. For example, the introduction of artificial intelligence technology helps to detect cases of tax evasion, prevent fraud, analyze data and automate existing processes, and increase transparency, while large-volume data - Big data provides an opportunity to store and process a large amount of data received by tax authorities, better predict incomes and improve the exchange of documents between taxpayers and tax authorities. In the age of digital technologies, data is the most important factor.

As a result of observing the data, the following conclusion was drawn: In conclusion, it can be said that the introduction of digital technologies in various fields, not only in the education system, plays a major role in the modernization of the country's education system. Today's classrooms are very different from ten years ago, and classrooms are equipped with computers, iPads, tablets, smart boards, and other types of educational technology. As in other parts of the world, the seven-screen generation of the digital generation - TV, computer, tablet, tablet, phablet, smartphone and smartwatch - is emerging in Uzbekistan. As a result of having such a dense digital environment and constant interaction with it, the thinking and information processing processes of today's students are fundamentally different from the thinking and information processes of the past. The digital generation cannot and should not be taught the way our parents were taught.

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# TECHNISCHE UNIVERSITÄT MÜNCHEN

## EDUCATION IN THE DIGITAL ECONOMY AND INNOVATIONS IMPORTANCE AND ITS ADVANCED SOLUTIONS

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**Annotation:** *This article describes the features and conditions for the development of the digital economy. The factors of its importance for economic growth were determined, and the development of innovative training for the formation of the digital economy was considered.*

**Keywords:** *digital economy, information technology, digital economy risks, innovations in education, digital economy, innovative technologies, artificial intelligence*

In the developed countries of the world, the USA, France, Germany, Japan, Korea and other countries, constant attention is paid to the continuous improvement of the quality of education, its improvement and the use of innovative approaches in education. Currently, the introduction of advanced innovative ideas and digital technologies into education, the transition of universities to self-sufficiency, the continuous scientific research of professors and teachers, the involvement of students in scientific research through various scientific laboratories, the introduction of the achieved scientific results and the production of patents, in higher education, great attention is being paid to the introduction of the "University 4" model and the use of "digital university" systems in the future.

According to the Decree of the President of the Republic of Uzbekistan dated October 8, 2019 PF No. 5847 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030", it is planned to gradually introduce reforms and updates of education in our country. Currently, in Uzbekistan, the "University 3.0" model is considered a commercialization model of education, science, innovation and research. Step-by-step implementation of the "University 4.0" model by the advanced higher education institutions of our country and at the same time introduction of digital economy, artificial intelligence and innovative technologies to improve the quality of education, transition of higher education institutions to self-sufficiency, education quality of higher education and increasing efficiency remains an urgent problem.

Before using innovation in education, we need to clarify its essence. In this regard, it is of particular importance to study the opinions of the world's mature scientists in the field of innovation and come to a consensus on this basis. "Innovation is not any innovation or novelty, but the only thing that significantly increases the efficiency of



production, a working system," defined one of the founders of the field, American scientist J. In Schumpeter's own scientific works. There are scientific studies of many scientists on the study of innovation problems, one of them, B. Twiss, in his research defines innovation as "a process in which an invention or a new idea acquires economic meaning" . Another scientist M. Hucek classifies innovation as the embodiment of the material of technical and natural sciences . Prigogine A.I. and other scientists consider innovation as a complex process that includes the production, introduction and commercialization of new consumer values such as goods, equipment and technologies, organizational forms. B. According to Santo's definition, innovation is a socio-economic process that leads to the creation of the best products and technologies according to their characteristics through the practical use of ideas and inventions. Ultimately, it will bring economic benefits and its appearance in the market can provide additional income . Based on the above, it can be said that innovation consists of developments and processes that serve to significantly increase the efficiency of new inventions, ideas, and production, and research and continuous research are necessary to create it. This research and research requires a certain level of investment funds to be directed to this area. Especially in the development of innovation, the use of digital economy technologies, new inventions, ideas, proposals, scientific research and research play a key role. Since the beginning of the 21st century, developed countries have been paying a lot of attention to the issues of wide development of the digital economy and its introduction into the economy.

Digital economy is a type of economic activity, in which the main factor of production is the production of digital data, the processing of large volumes and the comparison of the results of their analysis with traditional forms of management, which allows to significantly increase the efficiency of various types of production, technologies, equipment, and storage. . Sales are focused on the delivery of goods and services. In this field, the use of digital economy technologies in educational processes serves to further increase the effectiveness of education and raise the quality of personnel training to a higher level.

Many "Digital Economy", "Artificial Intelligence", "Financial Analysis and Forecasting" and other laboratories have been established in the advanced universities of the developed countries of the world, where students use digital technologies and artificial intelligence to solve modern financial and economic problems with the help of the most modern software tools. , conducting research, working in cooperation with corporations on various projects is well established. Patenting and commercialization of the results obtained as a result of scientific research by the universities of developed countries, given by various companies

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## HOZIRGI DAVRDAGI TA'LIM JARAYONINI MAQSADLI TASHKUL ETISHDA PSIXOLOGIK NAZARIYALARNING YONDASHUV USULLARI

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**Annotatsiya:** *Ushbu maqolada ta'lim sifatiga tasnifning mohiyati xususida so'z boradi. Iqtisodiyot sohasi jamiyat hayotining iqtisodiy sohasida o'ziga xos muhim ahamiyat kasb etsa, ta'lim faoliyati jamiyat iqtisodiy rivojlanishining muhim bir bo'lagi. Ta'lim jarayonida psixologik nazariyaning izchil yondashuvi ushbu maqolada yoritib berilgan.*

**Tayanch iboralar:** *Mustaqil bilim, fan-texnika, xavotir hissi, stimulyatsiya, ehtiyoj, motivatsiya, muvaffaqiyat.*

Mamlakatimizda keng ko'lamli modernizatsiya jarayonlarini amalga oshirish bosqichida —ta'lim, fan va ishlab chiqarish integratsiyasini kuchaytirishga katta ahamiyat berilmoqda. Mazkur uch sohaning o'zaro bog'liq faoliyatini ta'minlash, erishilgan natijalarni iqtisodiy taraqqiyotga qo'shgan hissasini oshirishda oliy ta'lim tizimining ahamiyati katta. Barcha rivojlangan davlatlarda oliy o'quv yurtlari nafaqat talabalarga fundamental va amaliy bilim beradigan, oliy malakali mutaxassislar tayyorlaydigan o'quv maskanlari, balki mamlakatdagi olimlar, iqtidorli yoshlar, fan-texnika mutaxassislarini jamlaydigan ilm-fan markazlari, ishlab chiqarish korxonalarini yaratuvchi muassasalar hisoblanadi. Shuning uchun respublika innovatsion salohiyatini rivojlantirishda va bugungi kunda mustaqil fikr yurita oladigan va mustaqil harakat qila oladigan yosh avlodni tarbiyalash asosiy vazifalardan hisoblanadi. Shuning uchun ham didakt olimlar va ilg'or pedagoglar talabalarlarga o'quv faoliyatiga ijodiy yondashishni rivojlantirish yo'llarini qunt bilan izlamoqdalar. Bular jamiyatni tarbiyalashning yangi tuzilmasini yaratishdan iborat umumiy jarayonning davomidir. Zamonaviy ta'limni tashkil etishga qo'yiladigan muhim talablardan biri ortiqcha ruhiy va jismoniy kuch sarf etmay, qisqa vaqt ichida yuksak natijalarga erishishdir. Qisqa vaqt orasida muayyan nazariy bilimlarni talabalarlarga yetkazib berish, ularda ma'lum faoliyat yuzasidan ko'nikma va malakalarni hosil qilish, shuningdek, talabalar faoliyatini nazorat qilish, ular tomonidan egallangan bilim, ko'nikma hamda malakalar darajasini baholash pedagogdan yuksak pedagogik mahorat hamda ta'lim jarayoniga nisbatan yangicha yondashuvni talab etadi. O'zbekiston Respublikasining Prezidenti Sh.M.Mirziyoyev aytib o'tganlaridek: — "...Tajribali pedagog va mutaxassislarni jalb etgan holda, o'quv reja va dasturlarni tubdan qayta ko'rib chiqish zarur. Oldimizda yoshlarga tarbiya berish, psixologiya va boshqa turli

sohalarda kadrlarni tayyorlash va qayta tayyorlash bo'yicha murakkab vazifalar turibdi. Ikkinchi vazifa – umumta'lim maktablari, litsey va kasb-hunar kollejlari, shuningdek, oliy o'quv yurtlaridagi o'qitish sifati bilan bog'liq".

Ta'limning bugungi vazifasi ham talabalarlarni kun sayin oshib borayotgan axborot ta'lim muhiti sharoitida mustaqil faoliyat ko'rsata olishga, axborot oqimidan oqilona foydalanishga o'rgatishdan iboratdir. Buning uchun ularga uzluksiz ravishda mustaqil ishlash imkoniyati va sharoitini yaratib berish zarur. Aytish lozimki, iqtisodiyot sohasi jamiyat hayotining iqtisodiy sohasida o'ziga xos muhim ahamiyat kasb etsa, ta'lim faoliyati jamiyat iqtisodiy rivojlanishining muhim bir bo'lagi hisoblanadi. Shu sababli, iqtisodiy ta'lim jarayonini texnologiyalashtirish, aniq vazifalarni qo'ygan holda, dars mashg'ulotlarini innovatsion ta'lim texnologiyalari asosida to'g'ri tashkillashtirish asnosida shaxsning intellektual salohiyati va ijodiy qobiliyatini rivojlantirish, jamiyatdagi har bir fuqaroning iqtisodiy bilim va malakasini oshirish, tezkor ta'lim uchun shart-sharoit yaratish mumkin.

Ta'lim ham jarayon, ham faoliyat sifatida insonning hayotida muhim rol o'ynaydi va muayyan davr uchun yetakchi faoliyat sifatida gavdalanishi mumkin. Ta'lim boshqacha so'z bilan aytganda, o'qituvchi bilan talabaning subyekt-subyekt munosabatidagi hamkorlik faoliyati hisoblanadi. Aksariyat hollarda o'qituvchi axborot uzatuvchi (kommunikator) talaba esa uni qabul qiluvchi obyekt sifatida talqin etiladi, lekin ikkiyoqlama harakat tufayli ma'lumot insonga anglashiniladi, o'zaro ta'sir, o'zaro anglashuv, tushunuv, o'zaro subyektlarning bir - birga zaruriyligi, taqozochanligi hamkorlikning muvaffaqiyati kafolati sanaladi. Ta'lim o'quv faoliyati, aqliy faoliyat, bilish faoliyati turtkisi vazifasini o'taydi, chunki har qaysi faoliyatning shakli aqliy mehnat tufayli amalga oshadi. Ta'limning boshqa faoliyat turlaridan farqi uni mahsulining o'ziga xosligi, barcha bosqichlariga ongli yondashuvda va munosabatda bo'lishidir. Ta'lim o'quv faoliyati yoki jarayon sifatida mustaqil izlanishni, ijodiy munosabatni, turli vaziyat (auditoriya va undan tashqarida)ni, har xil bosqichni (boshlang'ich o'rta, maxsus, oliy ta'lim) o'zida mujassamlashtiradi. Mustaqil bilim olish va mutolaa qilish ham o'quv faoliyatining muayyan ko'rinishlari bo'lib, shaxsiy ilmiy, ijodiy izlanishning mahsuli hisoblanadi.

Tayyorlik qonuni aloqalar hosil bo'lish tezligi subyektning ayni paytdagi holatiga bog'liq ekanligiga ishora qiladi. "Har qanday psixologik aloqada – deydi Torndayk, - individual nerv tizimining spetsifik holatini izi yotadi". E.Torndayk tomonidan ilgari surilgan ta'limga doir qonunlar zamonaviy bixeviorizmning ta'limga doir barcha nazariyalari negizida yotadi; uning barcha oqimlari namoyandalari mazkur "stimul-reaksiya" sxemasiga binoan tahlilni amalga oshiradilar.

Ta'lim jarayonini muvaffiqatli tashkil etishda o'qituvchilarning psixologogik nazariyasi va yondashuv tamoyillari mohiyatiga suyanganlik asosida samarali tashkil etish maqsadga muvofiq bo'ladi.

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# DEVELOPMENT OF THE CONSTRUCTION AND TECHNOLOGY OF SEASONAL CLOTHES FROM POLYCOMPONENT KNITTED FABRICS

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**Abstract:** *The development of seasonal clothes has been influenced by advancements in technology and construction techniques. Polycomponent knitted fabrics have emerged as a popular choice for creating comfortable, durable and versatile clothing for different seasons. This paper explores the construction and technology of seasonal clothes from polycomponent knitted fabrics. It examines the properties and advantages of these fabrics, as well as the various construction techniques used in producing them. The paper also highlights the importance of incorporating sustainability practices in the production process to ensure the environmental impact is minimized.*

**Key words:** *Seasonal clothes, Polycomponent knitted fabrics, Construction techniques, Technology, Sustainability practices.*

## **Introduction:**

Seasonal clothes are an essential part of our wardrobe, and their construction and technology have evolved over the years. One of the significant developments in this field is the use of polycomponent knitted fabrics. These fabrics offer superior comfort, durability, and aesthetic appeal, making them a preferred choice for seasonal clothing. In this article, we will discuss the development of the construction and technology of seasonal clothes from polycomponent knitted fabrics. Seasonal clothes have been a part of human civilization for centuries, adapting to the changing weather and climate conditions. With the advancement of technology, the construction and development of seasonal clothes have also evolved over time. Polycomponent knitted fabrics have emerged as a popular choice for manufacturing seasonal wear due to their durability, versatility, and comfort. In this article, we delve deeper into the development of the construction and technology of seasonal clothes from polycomponent knitted fabrics. We explore how these fabrics are created, their unique properties, and how they are used in creating different types of seasonal wear. Through this article, we aim to provide readers with an insight into the evolution of seasonal clothing technology that has revolutionized the fashion industry.

## **Methods:**

The development of seasonal clothes from polycomponent knitted fabrics involves various stages. The first step is the selection of suitable materials. Polycomponent knitted fabrics are made by blending different fibers such as cotton, polyester, nylon, and spandex to create a fabric with desired properties. The blend composition depends on the intended use of the fabric.

Once the material selection is complete, the next step is designing the garment. This involves creating a pattern that will fit well and look aesthetically pleasing. To investigate the development of the construction and technology of seasonal clothes from polycomponent knitted fabrics, various methods were employed. Firstly, a comprehensive review of existing literature on this topic was conducted to gain an understanding of the history and current status of these fabrics. Secondly, interviews were conducted with industry experts who have experience in designing and producing seasonal clothes using polycomponent knitted fabrics. Thirdly, laboratory tests were performed on different types of polycomponent knitted fabrics to evaluate their physical properties such as tensile strength, elasticity, moisture absorption, and air permeability. Finally, case studies were analyzed to examine how fashion designers have utilized these fabrics in their collections and how they have been received by consumers. The combination of these methods provided a comprehensive overview of the development of construction and technology in seasonal clothes made from polycomponent knitted fabrics. The fabric is then cut into pieces and sewn together to create a finished garment.

#### **Results:**

Polycomponent knitted fabrics offer several benefits in terms of comfort, durability, and aesthetic appeal. They are soft to touch, breathable, stretchable, and retain their shape even after multiple washings. These properties make them ideal for seasonal clothing such as sweaters, jackets, leggings, and t-shirts.

In addition to comfort and durability, polycomponent knitted fabrics also offer excellent thermal insulation properties. They can keep you warm in cold weather while allowing your skin to breathe.

1. Increased knowledge and understanding: The article can provide readers with detailed information about the development of seasonal clothes made from polycomponent knitted fabrics. This can help readers to understand the construction and technology behind these types of garments.

2. Improved fashion industry: The fashion industry can benefit greatly from the article as it can provide designers with valuable insights on how to create seasonal clothes that are both functional and aesthetically pleasing.

3. Increased demand for polycomponent knitted fabrics: As more people become aware of the benefits of using polycomponent knitted fabrics in

seasonal clothes, there may be an increase in demand for these types of materials.

4. Greater sustainability in the fashion industry: Polycomponent knitted fabrics are often made from recycled materials, making them a more sustainable option for the fashion industry. Increased use of these materials could lead to a reduction in waste and a more environmentally-friendly approach to clothing production.

5. Potential for new business opportunities: The article could inspire entrepreneurs to start businesses focused on creating seasonal clothes from polycomponent knitted fabrics, leading to new job opportunities and economic growth.

#### **Conclusion:**

The development of seasonal clothes from polycomponent knitted fabrics has revolutionized the fashion industry. These fabrics offer superior comfort, durability, thermal insulation properties while also being aesthetically pleasing. The use of these materials has led to innovative designs that cater to different fashion tastes while also being practical for everyday wear.

Overall, it can be concluded that polycomponent knitted fabrics have played a significant role in transforming seasonal clothing from being just functional to being fashionable and practical. As technology advances, we can expect further developments in this field, leading to even better and more innovative seasonal clothes.

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## MILLIY YUKSALISH SHAROITIDA O'Z-O'ZINI TASHKILLASHTIRISHNING MURAKKAB KOEVOLYUSION RIVOJLANISHI

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**Annotatsiya:** Maqolada milliy yuksalish sharoitida o'z-o'zini tashkillashtirishning murakkab koevolyusion rivojlanishi sinergitik paradigm nuqtqi-nazaridan tahlil qilingan.

**Kalit so'zlar:** Sinergitika, milliy yuksalish, o'z-o'zini tashkillashtirish, evolyusiya, barqarorlik.

Borliqdagi ko'plab o'zaro aloqada bo'lgan, qismlardan tashkil topgan sistemalar, o'z-o'zini tashkillashtirish imkoniyatiga ega bo'ladi. Bu jarayonning, ya'ni o'zo'zini tashkillashtirishning asosiy talabi sistema ochiq bo'lishi lozim. Bunda sistema o'zini o'rab turgan muhit bilan axborot, energiya va modda almashib turish imkoniyatiga ega bo'lishi lozim. Yuqoridagi xossalarga ega bo'lgan va evolyusion harakat belgilarini o'zida mujassamlashtirgan tizimlarni nochiziqli, dissipativ tizim deb aytishimiz mumkin bo'ladi. N. Kurdyumov, "Nochiziqli olam bu – an'anaviy, klassik fan qonuniyatlaridan farq qiluvchi olamdirdir. Bu murakkab strukturalar, turli qismlardan tashkil topgan evolyusion bir butunlikdir"<sup>86</sup>, deb ta'rif bergan. Shu nuqtai nazardan ijtimoiy tizim o'z-o'zini tashkillashtirishning evolyusion mexanizmlarini tadqiq qilish asosiy masalalardan biri bo'lib qolmoqda va bu paragrafda aynan shu muammoni atroflicha ko'rib chiqishga harakat qilamiz.

Ijtimoiy evolyusiya qonuni amerikalik olim Lesli Uayt tomonidan birinchi bor ta'riflangan edi. Uning fikricha, sivilizasiya evolyusiyasini 3 omil belgilaydi<sup>87</sup>:

- 1) texnologiya;
- 2) ijtimoiy tashkillashma;
- 3) falsafa.

Ushbu omillar ichida texnologiya qolgan omillar mazmunini belgilab beradi. L.Uaytning ta'kidlashicha, "Ijtimoiy evolyusiya masshtabi va tezligi sistemaning energiya qabul qilishi va foydalanish miqdoriga bog'liq"<sup>88</sup>. Ushbu qonunning amal qilish mexanizmini muallif quyidagi formulada ifodalaydi:  $E$  (energy)  $\times$   $T$  (technology)  $\rightarrow$   $C$  (culture) Ushbu formula uch ma'noga ega:

<sup>86</sup> Курдюмов С.П., Князева Е.Н. Синергетика: нелинейность времени и ландшафты коэволюции. - Москва: КомКнига, 2007. – С. 19.

<sup>87</sup> Уайт Л. Теория эволюции в культурной антропологии // Уайт Л. Избранное: Эволюция культуры. — М.: РОССПЭН, 2004. — С. 386.

<sup>88</sup> White Leslie. The Evolution of Culture: The Development of Civilization to the Fall of Rome. — New York: McGraw-Hill, 1959. – P. 51.

1) agar, E (energiya) o'smasa va mukammallashtirilmasa yoki T (texnologiya) takomillashtirilmasa, C (madaniyat) o'zgarmay qoladi, evolyusiya yuqoriga qarab bormaydi;

2) agar, energiya oshsa yoki texnologiya takomillashsa, yohud har ikkalasi ham rivojlansa, madaniyatda yuqoriga qarab rivojlanish (evolyusiya) yuz beradi;

3) agar, energiya miqdori kamaysa yoki texnologiyada tanazzul yuz bersa, madaniyat ham tanazzulga duchor bo'ladi<sup>89</sup>.

Ko'rinib turibdiki, modda va energiya qabul qilinishi tizim o'z-o'zini tashkillashtirishining asosi bo'lib xizmat qiladi. Tariximizga nazar soladigan bo'lsak, Sohibqiron Temur davlatining qudrati ham shunda edi. Tashqi muhitdan yetarli darajada qabul qilingan energiya davlatning qudratiga qudrat qo'shdi. Egallangan hududlardan olingan o'lja, o'lponlar, o'z davrining yetakchi texnologiyasi ijodkorlari, ya'ni olimu fuzalolar, ustahunarmandlar ayni bir zamonda va makonda to'planishi, davlatning har tomonlama taraqqiyotiga tashqi omil bo'lib xizmat qildi. Ichki omil esa sarkarda adolatga tayanishni lozim topganidir. Ideal boshqaruv, adolatli davlatning nazariy asoslarini ishlab chiqish borasida ulkan meros qoldirgan o'rta asrlar davlat arbobi Nizomulmulkning "Siyosatnoma" si muhim manba bo'lib xizmat qiladi. U davlat amaldorlarini ularning axloqiy fazilatlariga ko'ra tanlash, insof hamda diyonatni oyoq osti qiluvchi kishilarni boshqaruv ishlariga aralashtirmaslik, davlat ishlarini kengash asosida olib borish, faoliyani nazorat qilish, ijro va itoatkorlik kabi g'oyalari bilan ahamiyatlidir. Jumladan, Nizomulmulkning, "Ko'pchilik bo'lib qabul qilingan tadbir eng savobli bo'ladi va shunday yo'l tutish kerak"<sup>90</sup> tarzidagi fikrlari ulug' ajdodlarimiz davlat tuzilishining adolatli tartibotlariga qanchalik e'tiborli ekanligidan dalolatdir. Amir Temurning fikricha, davlat boshqaruvida yana bir muhim jihat bu qonun ustuvorligi. "Qat'iy tartib va qonunlarga amal qilishim baxt-saodatim kaliti bo'ldi"<sup>91</sup>. O'sha davrda qonunlar sifatida diniy ahkomlar va ular asosida yozilgan qoidalar (shariat) amalda bo'lgan. Bu kabi omillarning barchasi buyuk Temur adolatli va fozil boshqaruvga alohida e'tibor qaratganligini ko'rsatib turibdi. Demak, bundan xulosa qiladigan bo'lsak, tizimni tashkil qiladigan tizim ostilar va tizim elementlari energiyasining yig'indisi tizim energiyasidan oshib ketishiga, ya'ni entropiyaning kuchayishiga yo'l qo'yilmagan. Shunday buyuk imperiyaning yemirilishiga nima sabab bo'ldi? Vaqt o'tishi bilan ichki omillar tufayli, ya'ni temuriyzodalarning o'zaro hokimiyat uchun olib borgan qirg'inbarot urushlari natijasida buyuk imperiya tanazzulga yuz tutdi. Ko'rinib turibdiki, elementlar

<sup>89</sup> White Leslie. The Concept of Cultural Systems: A Key to Understanding Tribes and Nations. — New York: Columbia University Press, 1975. — P.65.

<sup>90</sup> Низомулмулк. Сиёсатнома (Сияр ул-мулк). - Т.: Янги аср авлоди, 2015. – Б. 98.

<sup>91</sup> Темур тузуқлари. - Т.: Ўзбекистон НМИУ, 2019. - Б. 83.

energiyasi tizim energiyasidan oshib ketdi. Albatta tashqi omil sifatida qo'shnilar qudratining oshishi ham o'z ta'sirini o'tkazmay qolmadi. Tizimda tanazzul, madaniy hayotda turg'unlik kuzatildi. Tashqi omillarga e'tibor qaratadigan bo'lsak, O'rta asrlarda yuksak sivilizasiyaning garovi karvon yo'llari edi. Chorrahalarda joylashgan o'lkalar dunyo hamjamiyatining moddiy va nomoddiy investisiyalaridan, texnologiya yutuqlaridan unumli foydalanar va kerak bo'lsa, uni takomillashtirar edi. Buyuk geografik kashfiyotlar, dengiz yo'llarining ochilishi Buyuk ipak yo'liga bo'lgan ehtiyojni so'ndirdi. Natijada, Markaziy Osiyo jahon sivilizasiyasi yutuqlaridan mosuvo bo'lib qoldi.

Xulosa qiladigan bo'lsak, borliqdagi barcha sistemalar ochiq sistemalar va muayyan darajada boshqa sistemalar bilan modda, energiya va axborot almashinuvida qatnashadi<sup>92</sup>, tizim o'z-o'zini tashkillashtirishi imkoniyatlari oshib boraveradi va aksincha, ya'ni izolyasiyada qolib ketgan tizimlar kommunikasiya resurslarining cheklanganligi sababli rivojlanish potensialini namoyon qilolmay qoladi. Masalan, Amazoniya hindulari, Avstraliya aborigenlari kabilar o'zining geografik qobig'idan chiqolmay, tosh davrida qolib ketishdi, hatto, metallga ishlov berish darajasiga ham yetib kelisholmadi. Bu yana bir bor ayni zamonda turli makonlarda yashayotgan jamiyatlarning taraqqiyot yo'nalishlari parallel kechmasligini isbotlaydi. Ko'rinib turibdiki, jahon hamjamiyati tajribasidan unumli foydalanib, texnologiyalarni o'zlashtirish va takomillashtirish orqali ijtimoiy tizim rivojlanadi. "Taraqqiyotga erishish uchun, raqamli bilimlar va zamonaviy axborot texnologiyalarini egallashimiz zarur va shart"<sup>93</sup>. Texnologiya esa fanlarning o'z ichki muammolariga yechim topish va ijtimoiy buyurtmalar (social orders) asosida rivojlanadi.

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# O'ZBEKISTONDA BANK TIZIMI VA UNING BARQARORLIGINI TA'MINLASHNING O'ZIGA XOS XUSUSIYATLARI

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**Annotatsiya:** *Ushbu maqolada mamlakatimiz bank tizimi va uning shakllanib borish tarixi, soha rivoji maqsadida qabul qilingan muhim me'yoriy – huquqiy hujjatlar, amalga oshirilgan islohotlar atroflicha yoritib berilgan. Bank tizimi barqarorligining makroiqtisodiyot uchun ahamiyati va bu moliyaviy barqarorlikni ta'minlash va nazorat qilish vakolatliga ega bo'lgan Markaziy banklarning bu boradagi siyosatlari to'g'risida ma'lumot berilib, O'zbekiston Respublikasi Markaziy bankining moliyaviy barqarorlikni ta'minlash maqsadida foydalangan instrumentlari tahlil qilingan.*

**Kalit so'zlar:** *bank tizimi , moliyaviy barqarorlik, stress-test, makroprudentsial siyosat, kreditni garov qiymatiga nisbati (Loan-to-value, LTV) , kredit to'lovining daromadga nisbati (Payment-to-income, PTI), kapital monandlilik koeffitsiyenti, bank tizimida likvidlikni qoplash koeffitsiyenti (LCR), bank aktivlari rentabelligi (ROE).*

## **Kirish**

O'zbekiston Respublikasining bank tizimi 1991 yildan rivojlana boshladi.. Iqtisodiyotning barqaror rivojlanishida banklarning va bank tizimining ahamiyati yuqori ekanligini hisobga olgan holda davlatlarning Markaziy banklari tomonidan moliyaviy holatni barqaror ushlab turishga qaratilgan chora tadbirlar amalga oshirilib turiladi. Bank tizimining moliyaviy holatini va shoklarga bardoshini tahlil qilishda uning kapital monandlilik koeffitsiyenti, bank tizimida likvidlikni qoplash koeffitsiyenti (LCR), bank aktivlari rentabelligi (ROE) kabi indikatorlardan foydalaniladi.

**Mavzuning o'rganilganlik darajasi:** Moliya tizimining barqaror ishlashiga bevosita yoki bilvosita ta'sir ko'rsatishi mumkin bo'lgan barcha omillar o'rganiladi. XVF tomonidan ishlab chiqilgan "Moliyaviy barqarorlik ko'rsatkichlari kartasi" ham moliyaviy barqarorlikni baholash vositasidir. Ushbu qo'llanmaga ko'ra moliyaviy barqarorlikni tahlil qilishda Markaziy bank tomonidan depozit muassasalar (banklar), korporatsiyalar , moliyaviy korporatsiyalar ( pensiya jamg'armalari, sug'urta kompaniyalari, investitsion fondlar , lizing kompaniyalar) , uy xo'jaliklari, nomoliyaviy tashkilotlar ( kasaba uyushmalari, iste'molchilar uyushmasi, xayriya fondlari) va davlat sektorining holati tahlil qilinadi. Bundan tashqari har yili davlatlar Markaziy banklari

tomonidan moliyaviy barqarorlikka bag'ishlangan o'rganishlar chop etilib boriladi.

### **Tahlil va natijalar**

1992 yil "Banklar va bank faoliyati" to'g'risidagi qonunda aynan O'zbekistonda ikki darajali bank tizimining tashkil etilishi va bunda Markaziy bankning zimmasiga pul muomalasini tartibga solish, tijorat banklari va to'lov tizimini shakllantirish vazifalari yuklandi. Ushbu qonunning keyingi takomillashtirilgan tahrirlarida tijorat banklari faoliyatining huquqiy asosi yanada mustahkamlanib, unda bank aktivlarining diversifikatsiyalashuvi, xorijiy kapitalni jalb qilgan holda tijorat banklari shakllantirish tamoyillari yoritib berilgan. 1994 yilning iyul oyida muomalaga kiritilgan milliy valyuta - so'm – mustaqil bank tizimi shakllanishida muhim ahamiyat kasb etdi. Aynan shu vaqtdan boshlab Markaziy bankning pul-kredit siyosatini yuritish, valyutaga oid ishlarni tartibga solish, bank faoliyatini boshqarish va keyinchalik samarali to'lov tizimini yaratish bo'yicha faoliyati to'laqonli ravishda milliy valyutaning barqarorligini ta'minlashga qaratildi. Shuningdek, bank qonunchiligiga oid "O'zbekiston Respublikasining Markaziy banki to'g'risida"gi Qonun Markaziy bankning asosiy maqsad -vazifalari, vakolatlarini, "Aktsiyadorlik jamiyatlari va aktsiyadorlar huquqlarini himoya qilish to'g'risida"gi Qonun esa nodavlat banklarning xususiy va aktsiyadorlik-tijorat shaklida tashkil etilishining huquqiy asosini, O'zbekiston Respublikasi Prezidentining "Xususiy tijorat banklarini tashkil qilishni rag'batlantirish chora-tadbirlari to'g'risida"gi Farmoni bank sektorida xususiy kapital ishtirokini rag'batlantiruvchi kuch bo'ldi. Shuningdek, bank nazorati bo'yicha xalqaro qo'mita Bazelning tavsiyalariga muvofiq faoliyat ko'rsatish maqsadida tijorat banklari faoliyatini moliyaviy hisobotning xalqaro standartlari doirasida tartibga soluvchi kompleks me'yoriy hujjatlar ishlab chiqildi.

Bank tizimida amalga oshirilgan islohotlarni ko'rib chiqadigan bo'lsak, eng dastlabkisi milliy valyutaning muomalaga kiritilishi bo'lsa, bundan keyin iqtisodiyotning alohida tarmoqlariga ( qishloq xo'jaligi, avtomobil sanoati, aviasozlik kabi) xizmat ko'rsatuvchi kredit-moliya tashkilotlarining tashkil etilishi, hisob-kitoblar mexanizmining ishlab chiqilishi (1996-1997y.) va banklararo elektron to'lovlarning zamonaviy tizimi yo'lga qo'yilishi, kichik biznes korxonalarining eksport operatsiyalarini bankda hisob raqam orqali valyuta ulushini o'z hisobiga o'tkazish yo'li bilan naqd xorijiy valyutada amalga oshirish imkoniyatiga ega bo'lishi (2001 y.), IT-texnologiyalar asosida yangi bank mahsulotlari va instrumentlarini ishlab chiqish, banklarda aholi omonatlarini rag'batlantiruvchi siyosatlar ( pul muomalasining mustahkamlanishi, milliy valyuta ayirboshlash kursining barqarorligini oshirish) qo'llanila boshlandi, bank mahsulotlari qatoridan yangi xizmat turlari ( masalan, lizing) joy oldi. Bundan tashqari, O'zbekiston Respublikasi "Iste'mol krediti



to'g'risida”gi va “Ipoteka to'g'risida”gi Qonunlari (2006-2007 y.) orqali ko'chmas mulkni xarid qilish uchun kreditlar ajratishning huquqiy mexanizmi va garov qo'yishda yuzaga keluvchi munosabatlar yo'lga qo'yildi. 2017 yildan boshlab esa banklarda avtoulov xaridi uchun , 2019 yildan boshlab esa ko'chmas mulk xaridi uchun uzoq muddatli kreditlar ajratilishi yo'lga qo'yildi. [1]

### **Banklarning moliyaviy barqarorlik tizimi**

Moliyaviy barqarorlik – bu moliyaviy tizimning, ya'ni moliya muassasalari, bozorlar va bozor infratuzilmalarining ehtimoliy shoklar va nomutanosibliklarga bardosh bera olishi, shu bilan birga moliyaviy vositachilik funktsiyalarini bajara olmaslik ehtimolini pasaytirish qobiliyatidir. Moliyaviy barqarorlik maqsadi alohida moliya muassasasi emas, balki butun moliya tizimi barqarorligini ta'minlashdan iborat. Moliyaviy barqarorlik iqtisodiyotning barqaror rivojlanish asosi hisoblanadi

Moliyaviy barqarorlikni ta'minlash bir qator mamlakatlar markaziy banklari faoliyatining ustuvor yo'nalishlaridan biridir. Buning sababi shundaki, zamonaviy iqtisodiyotda pul-kredit va boshqa davlat organlari oldiga qo'yilgan vazifalar sifatida inflyatsiya va ishsizlikning past darajasi, yuqori iqtisodiy o'sishni ta'minlash iqtisodiyotning boshqa tarmoqlariga pul-kredit siyosatini o'tkazuvchi barqaror moliya tizimi yordamisiz hal qilib bo'lmaydi.

Moliyaviy barqarorlikni ta'minlash ko'pgina mamlakatlarda Markaziy bankning zimmasiga yuklatiladi. Markaziy bank ushbu vazifani moliya tizimidagi risklarni baholash va ularni kamaytirishga qaratilgan ishlarni amalga oshirish, moliya va to'lov tizimini nazorat qilish va tartibga solish, zarurat tug'ilganda muammoli va tugatilayotgan bankrot banklar uchun oxirgi instansiya kreditori rolini bajarish hamda qayta tashkil etish tartib-taomillarini amalga oshiradi.

Markaziy bank tomonidan qo'llaniladigan moliyaviy barqarorlik vositalari:

- Xatarlarning ( risklarning) tahlili va baholanishi;
- bozor ishtirokchilari tomonidan risklarni idrok etish, xabardorligini oshirish va ularning manfaatlarini himoya qilish bo'yicha tadbirlarni amalga oshirish;
- moliyaviy infratuzilmalarni nazorat qilish va takomillashtirishga qaratilgan tadbirlarni amalga oshirish;
- moliya bozorlarida operatsiyalarni amalga oshirish va zarur hollarda likvidlikni ta'minlash;
- oxirgi instant kreditor funksiyasini qo'llash;
- Moliyaviy barqarorlik masalalari bo'yicha qo'mita va boshqa vositalar.

Mumkin bo'lgan risklarni aniqlash va cheklash maqsadida Markaziy bank doimiy ravishda mamlakat iqtisodiyoti va jahon moliya tizimini, makroiqtisodiy

ko'rsatkichlarni tahlil qiladi, bozorlar monitoringini olib boradi, ichki to'lov va hisob-kitob tizimlari ustidan nazoratni amalga oshiradi. Ushbu bosqichda moliya tizimini tahlil qilishning tarkibiy qismlari moliya tizimining bo'g'inlari (moliya institutlari, moliyaviy infratuzilmalar va moliyaviy bozorlar) va makroiqtisodiyot kiradi. [2]

Moliyaviy tizimning ehtimoliy risklar yuzaga kelganda zaiflik darajasini baholash uchun Markaziy bank xalqaro amaliyotda keng qo'llaniladigan stress testlarini qo'llaydi. Stress testlar kuzatiladigan turli xil shok ssenariylar amalga oshirilgan taqdirda moliyaviy tizimga yoki uning alohida ishtirokchilariga yetkaziladigan zararni baholash uchun ishlatiladi.

Moliyaviy barqarorlikni ta'minlashning navbatdagi muhim bosqichi risklarni boshqarishdir

Markaziy bank moliyaviy tizim risklarini prudensial va makroprudensial siyosat, shuningdek, moliya institutlari faoliyatini nazorat qilish orqali boshqaradi. Prudensial boshqaruv alohida moliyaviy sub'ektlar uchun ular bilan bog'liq risklarni tartibga solinadigan darajada ushlab turishga imkon beradigan ma'lum bir me'yoriy-huquqiy bazani yaratishni o'z ichiga oladi.

Makroprudensial siyosat deganda, bu holda, uning alohida sub'ekti emas, balki butun moliya tizimining barqarorligini ta'minlash uchun prudensial vositalardan foydalanish tushuniladi. Makroprudensial siyosatni qo'llashdan maqsad tizimli risklarni kamaytirishdir. . O'z navbatida, makroprudensial vositalariga kapitalning konservatsiya buferi, kontrsiklik kapital buferi, mahalliy va global tizimli ahamiyatga molik banklar uchun kapital bufer, kreditni garov qiymatiga nisbati (Loan-to-value, LTV) hamda kredit to'lovining daromadga nisbati (Payment-to-income, PTI) bo'yicha cheklovlar va boshqalar kiradi.

Markaziy bankingning moliyaviy barqarorlikni ta'minlash siyosati uchta yo'nalishga ega:

Agar moliya tizimi barqaror deb baholansa yoki boshqacha aytganda, ko'rsatkichlarning o'zgarishi maqbul darajada bo'lsa, bu holda tegishli siyosat preventiv xarakterga ega bo'ladi. Bunday siyosatni amalga oshirish bir qator makroprudensial ko'rsatkichlarning doimiy monitoringini nazarda tutadi. Moliya tizimiga bevosita va bilvosita tahdid soluvchi xalqaro risklarning miqdoriy va sifat jihatidan tahlili ham amalga oshiriladi.

Agar moliya tizimining tebranishlari maqbul tebranishlar oralig'ida qolsa ham , ammo maqbul diapazondan tashqariga chiqish ehtimoli mavjud bo'lsa, bu esa moliya tizimi yoki nomoliyaviy tizimning har qanday bo'g'inidagi tebranishlarning o'zgarishiga ta'sir qilishi mumkin bo'lsa, tenglashtiriluvchi siyosat qo'llaniladi. Bunday siyosat moliya bozori vositalarini baholashning yangi usullarini qo'llashni, risklarni baholashni, aktivlar zaxiralari va kapitalning etarliligiga yangi talablarni belgilashni, moliya tizimining barqarorligi uchun xalqaro miqyosda tan olingan talablarni belgilashni va tegishli o'zgarishlarni

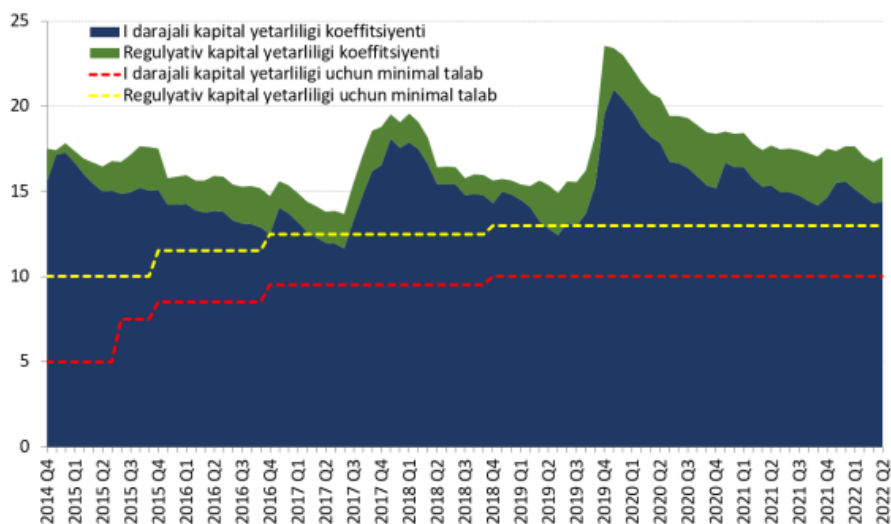
amalga oshirishni nazarda tutadi. Boshqacha qilib aytganda, mavjud vositalar to'plami kengaytirilishi va tartibga soluvchi talablarni o'zgartirishi mumkin.

Agar moliya tizimining tebranishlari ruxsat etilgan tebranishlar doirasidan tashqariga chiqsa va tizim moliyaviy vositachi, to'lov va hisob-kitob funktsiyalari sifatida o'z funktsiyalarini yetarli darajada bajara olmasa, bu holda siyosat reabilitatsion xarakterga ega bo'ladi. Reabilitatsiya siyosati odatda inqirozni butunlay yengish choralarini ifodalaydi. Markaziy bank tomonidan amalga oshirilayotgan inqirozga qarshi chora-tadbirlar quyidagilardan iborat: Markaziy bankdan qarz mablag'larini olish imkoniyatlarini kengaytirish, miqdoriy kengaytirish siyosatini qo'llash, favqulodda likvidlikni oxirgi chora sifatida ta'minlash va boshqalar.

### **O'zbekiston Respublikasining bank tizimi barqarorligi tahlili**

Kapital monandlilik koeffitsiyenti banklar to'lov qobiliyatining asosiy ko'rsatkichlaridan biri hisoblanadi. Bazel III standartlariga ko'ra, bank jami kapitalining monandlilik koeffitsiyenti riskka tortilgan aktivlarga nisbatan kamida 8 foiz bo'lishi tavsiya etilgan. Bundan tashqari, Bazel III standartlarida bank kapitaliga nisbatan konservatsiya buferi (2,5 foiz), kontrsiklik kapital buferi (0–2,5 foiz), mahalliy va global tizimli ahamiyatga molik banklar uchun kapital buferi (aniq chegarasi belgilanmagan) kabi qo'shimcha talablarni o'rnatish ko'zda tutilgan. O'zbekistonda tijorat banklari uchun kapital monandlilik koeffitsiyenti 13 foiz qilib belgilangan. Markaziy bank Bazel III tavsiyalariga mos ravishda kapitalga qo'yilgan minimal me'yoriy talablarini bosqichma-bosqich o'zgartirdi.

2015-yilda birinchi darajali kapital nisbatining talabi ikki marta 5 foizdan 8,5 foizgacha, kapital monandlilik koeffitsiyenti esa 10 foizdan 11,5 foizgacha oshirildi. Ushbu o'zgarishlarga ko'ra, birinchi darajali kapital –birinchi darajali asosiy kapital (CET1) va birinchi darajali qo'shimcha kapitalga ajratilgan. Navbatdagi o'zgartirishlarda regulyativ kapital yetarliligi va birinchi darajali kapital yetarliligi uchun minimal talab 1 foiz bandga oshirildi va 2017-yil 1-yanvardan kuchga kirdi.[3]

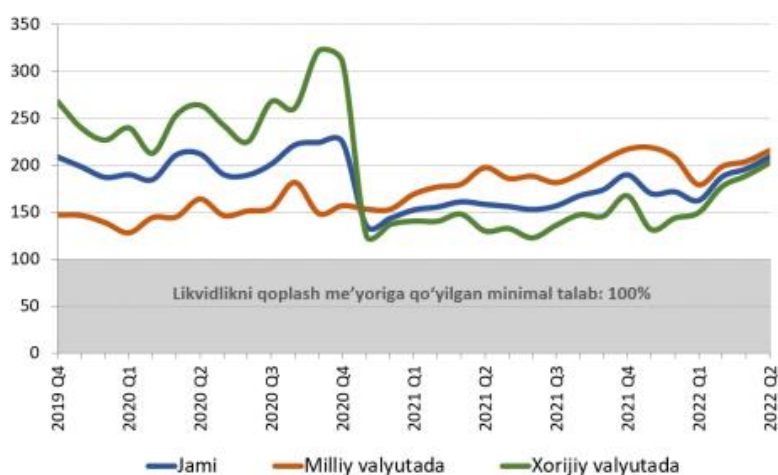


Manba: Markaziy bank.

### 1- Rasm Bank tizimida kapital yetarlilik ko'rsatkichlari, %

2017-yil 1-oktabrdagi me'yoriy o'zgartirishlar kiritilgunga qadar xususiy va boshqa tijorat banklari uchun eng kam ustav kapitali mos ravishda 5 mln va 10 mln yevroni tashkil qilgan. Yangi o'rnatilgan tartibga ko'ra, barcha tijorat banklari uchun eng kam ustav kapitalining qiymati 100 mlrd so'm etib belgilandi.[4]

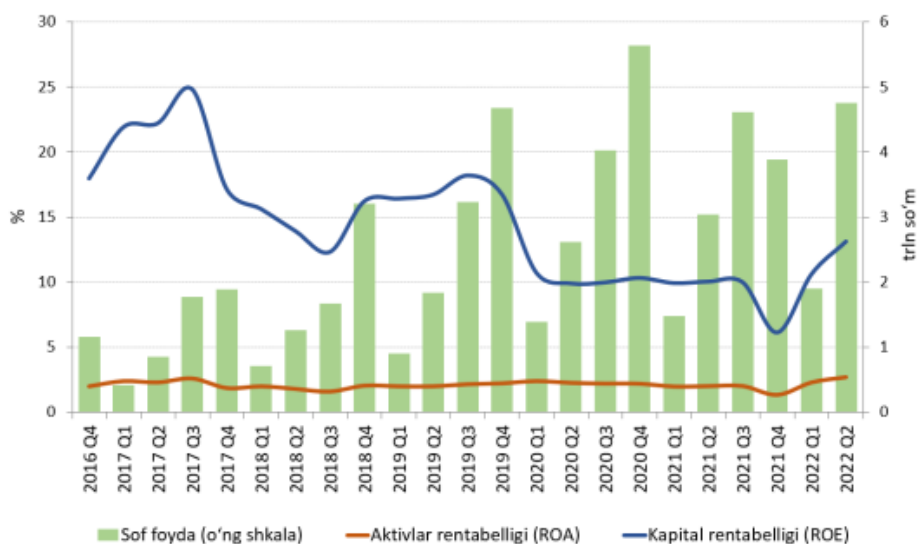
Bank tizimi bo'yicha likvidlikni qoplash koeffitsiyenti (Liquidity Coverage Ratio, LCR) Markaziy bank tomonidan o'rnatilgan me'yoriy minimal talablardan ancha yuqori bo'lishi banklar qisqa muddatli likvidlik shoklariga bardosh bera olishini ko'rsatmoqda. Buni 2020 yil I choragida karantin cheklovlari sabab iqtisodiy faollik pasayganda Markaziy bank tomonidan o'z vaqtida yetarlicha likvidlik bilan ta'minlanganligi natijasida banklarda likvidlikni qoplash koeffitsiyenti pasaymadi.



Manba: Markaziy bank.

### 2- Rasm. Bank tizimida likvidlikni qoplash koeffitsiyenti (LCR) , %

Pandemiya 2021 yilda banklarning rentabelligiga salbiy ta'sir ko'rsatdi. 2021-yil yakuniga ko'ra, bank tizimining sof foydasi 2020-yil oxiriga nisbatan qariyb 1,8 trln so'mga kamaydi. Pandemiya cheklovlari yumshatilganligi natijasida 2022-yil I yarmida esa o'tgan yilning mos davriga nisbatan banklar 1,7 trln so'mga ko'proq sof foydaga erishgan.[5]



Manba: Markaziy bank.

### 3- Rasm . Banklarda kapital rentabelligi , (trln so'm)

Bugungi kunda O'zbekistonda kreditni garov qiymatiga nisbati va kredit to'lovini daromadga nisbati kabi makroprudensial vositalar amaliyotda qo'llanib kelinmoqda. Bunga sabab oxirgi yillarda hajmi ortib borayotgan avtoullov va ipoteka kreditlaridir. 2020 yilda Markaziy bank tomonidan kredit to'lovining daromadga nisbati 50 foizdan ortiq bo'lgan jismoniy shaxslarga kreditlar berish bo'yicha cheklov o'rnatildi.[6]

Bu bilan muammoli kreditlarning salmog'i kamayishiga hissa qo'shildi. Bundan tashqari, 2021-yilda Markaziy bank tomonidan kredit summasini garov summasiga nisbati (LTV) ko'rsatkichi joriy qilindi. Chunki 2021 yilda yuqori riskli ipoteka kreditlari, ya'ni kredit summasini garov summasiga nisbati 76–80 foiz oralig'ida bo'lgan ipoteka kreditlari eng katta ulushni tashkil etgan. Bu ham moliyaviy barqaror tizimni saqlashga bo'lgan sa'y – harakatlardan hisoblanadi.

#### Xulosa

Banklarning moliyaviy barqaror tizimi bozor iqtisodiyotining barcha bo'g'inlari uchun ahamiyatli ekanligi ma'lum. Aynan bir bo'g'inga tahdid solyotgan xavflar tizim orqali boshqa bo'g'inlarga ham yoyilishi, natijada iqtisodiyotda ishsizlikning ortishi, inflyatsiyaning ko'tarilishi, ko'plab korxonalarining bankrot bo'lishi , kreditlarning to'lanmasligi esa banklar

faoliyatining izdan chiqishiga sabab bo'lishi mumkin. 2020 yil kovid-19 pandemiyasi sharoitida dunyoning barcha davlatlaridagi kabi yurtimiz iqtisodiy rivojiga salbiy ta'sir o'tkazgan bo'lsa-da, aynan kredit to'lovchilarning pandemiyasi sabab to'lovni kechiktirib berishlik holatlari tufayli likvidlik bilan bog'liq muammolar Markaziy bank tomonidan tijorat banklarning o'z vaqtida yetarlicha likvidlik bilan ta'minlanganligi natijasida banklarda likvidlikni qoplash koeffitsiyenti pasaymadi. Umuman olganda, O'zbekiston bank tizimi Kovid-19 pandemiyasi va tashqi iqtisodiy sharoitlar o'zgarishlaridan kelib chiqadigan shoklarga yaxshi bardosh bermoqda. 2022-yilning I yarim yilligida bank tizimining moliyaviy barqarorlik ko'rsatkichlari Bazel III minimal talablaridan yuqori bo'ldi. Regulyativ kapitalning hamda birinchi darajali kapitalning monandlilik koeffitsiyentlari minimal talablardan 1,3 baravar yuqoriligini ko'rsatdi. Bank aktivlariga nisbatan talabning qat'iyashtirilishiga qaramay, likvidlikni qoplash koeffitsiyenti (LCR) minimal talabga (100 foiz) nisbatan yuqori shakllandi.

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# USE OF ADVANCED TECHNOLOGICAL AND PEDAGOGICAL INNOVATIONS IN TEACHING ENGLISH LANGUAGE TO PRIMARY CLASS STUDENTS

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**Annotation:** *This scientific proverb contains information about the development of language learning ability of elementary school students, the proper organization of language learning processes.*

**Key words:** *pedagogical technologies, psychological approach, level of foreign language knowledge, vocabulary, speaking ability.*

Today, teaching of foreign languages includes level "A" specified in DTS, i.e. elementary classes. So, if a foreign language teacher skillfully uses pedagogical technologies in the 1st, 2nd and 3rd grades, the effectiveness of the lesson will be high.

Today, every subject teacher uses different interactive methods in the educational process based on the nature of his subject. The goal of our direction is to prepare young students for free thinking, using various interactive methods of pedagogical technologies in non-traditional classes, unlike other subjects. The state educational standard sets the goal of teaching 200 words and phrases for each grade, for example, 1st grade, 250 for 2nd grade, so a foreign language teacher is expected to implement the above-mentioned goals based on pedagogical technologies.

Decision No. 124 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 8, 2013 "On approval of the state education standard for foreign languages of the continuous education system" A-1 primary level of foreign language teaching for primary classes was adopted.

Teaching of foreign languages in the system of public education of the Republic of Uzbekistan is carried out in accordance with this DTS in the following two stages:

Level A-1: primary education (grades 1–4); Level A-2: general secondary education (grades 5–9).

Showing primary school students what foreign language teachers teach, based on which pedagogic technologies should be used to teach the language using the most convenient methods and methods encourages the implementation of innovative directions of education. Teacher innovation in language teaching is the result of introducing pedagogical technologies into

the educational system, reforming the educational system by introducing the most advanced technologies in the educational system, increasing the effectiveness of education, ensuring the socialization of the individual, achieving certain successes in this regard, as a result of trying to form friendly relations with the child during the educational process.

Today, the teacher should pay attention to the following in order for the lessons of elementary school students to be correct, clear, and consistent.

First of all, through the use of pedagogical technologies, thorough mastering of knowledge, skills and abilities by students, comprehensibility, consistency and accessibility of education, connection of theory with practice, visualization, new approaches of today, multimedia are ensured by implementation of students' awareness.

Secondly, it is important not only to teach foreign language to elementary school students, but also to organize communication with their friends.

Thirdly, it is necessary for every teacher to use interactive methods when using pedagogical technologies in the course of the lesson.

Fourthly, in order to form the students' thinking activity, the teacher should organize various didactic and role-playing games, taking into account the physiological development of the students.

Fifth, the teacher should use interactive methods - teacher-student and student-to-student joint action. Sixth, repetition should not be done passively in order to prevent students from forgetting the topic covered.

The effective use of pedagogical technologies in the context of «Lesson is holy» in primary classes is important and relevant today.

### **RESEARCH RESULTS**

It is known that today science, technology, information system is developing rapidly.

It is the time itself to have excellent knowledge, skills and skills in order to participate in daily activities in studying and teaching. By introducing advanced methods of teaching using modern pedagogic and information and communication technologies, teaching the young generation to foreign languages, fundamentally improving the system of training specialists who can speak these languages fluently, and based on this, their achievements of world civilization and wide use of world information resources, international in order to create conditions and opportunities for the development of cooperation and communication, the decision of the President of the Republic of Uzbekistan dated December 10, 2012 «On measures to further improve the system of learning foreign languages» No. PK-1875 was adopted. Since 2012, foreign languages have been successfully taught in primary classes. In addition to imparting knowledge to students in educational institutions, foreign language teachers themselves also receive additional courses with the help of



experienced trainers on Fridays of the week – «Foreign Language Teaching Methodology Day» starting from the 2013 academic year. Therefore, teachers are developing competencies for teaching foreign languages based on modern requirements.

Various interactive methods can be recommended for effective teaching of foreign languages. It is advisable to use various methods (methods) of pedagogical technologies in order to easily assimilate complex topics into the minds of students. For example, «Brainstorming», «Cluster», «Working with red and green cards», «BBB» (I know, I want to know, I learned), «Venn diagram» methods are among them. Access, integrate it into the content of education, find new ways of teaching, and create a foundation for meeting the requirements of state educational standards.

In order for the teacher to have a comfortable and lively lesson, it is necessary to develop various visual aids and use them optimally in the course of the lesson, to use modern advanced pedagogical technologies.

Uzbek scientist, professor N. Saidahmedov said that «nowadays, teachers cannot separate teaching methodology from technology in many cases». The methodology consists of a set of recommendations for the organization and conduct of the transition process, the goal of the methodology is to transfer the theories related to the subjects of the subject to the plane of concrete events. Pedagogical technology (PT) provides organizational arrangement of interrelated parts of the teaching process, viewing its stages, their introduction, determining the conditions, and taking into account the available opportunities to achieve the set goal. «Or, PT is a set of procedures that renews the teacher's professional activity and guarantees the final result in education.

«Technology differs from methodology by its flexibility, accuracy of results, efficiency, necessity of planning in advance.» In addition, the teacher uses various methods for conducting foreign language lessons: audio lesson (listening comprehension), video lesson, Internet lesson, travel lesson, music lesson, «module» lesson, debate, competition lesson, «Zakovat» and interactive pedagogical methods. Can use. Education always requires the teacher to work on himself, to search. Today's teacher should introduce innovations on the basis of competence approach, study modern pedagogical technologies on the basis of design. Therefore, today's teachers are required to search for new methods of education as much as possible.

Because students don't like traditional lessons very much, they get bored, and as a result, the student doesn't learn the content of the lesson well.

A clear result is achieved due to repeated practice of interactive methods in each lesson. Different methods of pedagogical technologies will increase the efficiency of the lesson so that students do not get bored.

In the course of the lesson, the teacher should pay attention to the student's ability to speak, think independently, freely express his opinion in a foreign language, write a work, talk, tell a story, rely on his independent thinking. In fact, the teacher cannot necessarily use pedagogical technologies in the course of the lesson. Some teachers, without knowing the advantages of pedagogical technologies, want to use them. However, no one needs it. If PT is used according to the content and purpose of the lesson, it will have a positive effect.

Pedagogical technologies, regardless of the form, methods and tools of foreign language lessons:

- pedagogical activity to increase the effectiveness of the educational process;
- to decide on mutual cooperation between the teacher and the student;
- to ensure students' acquisition of thorough knowledge of educational subjects;
- formation of independent, free and creative thinking skills in students;
- creating conditions for students to realize their potential;
- It should guarantee the priority of democratic and humanitarian ideas in the pedagogical process.

When such pedagogical technologies are used, students' knowledge potential and interest in science will increase; knowledge, skills, and abilities are further formed and they can distinguish the main concepts of their chosen subject. Before using interactive methods in the lesson, the teacher provides information about the basic concepts of the subject. After that, it is easy for students to independently assimilate, repeat, expand the scope of the information they have received, and think logically.

In this case, the importance of interactive methods increases even more. Below, let's consider the application of one of these methods to the process of the English language lesson.

Today, professors and teachers of the Surkhandarya Region Institute of Retraining and Advanced Training of Public Education Employees provide great practical support to the process of teaching foreign languages in schools of the region, especially in primary grades.

The goal of teaching a foreign language in the second grades is writing and reading. Pedagogical technologies are used during the observation of lessons through various interactive methods, which give very high results.

Foreign language teachers of schools of Denov, Kumkurgan, Angor, Kyziriq districts of Surkhandarya region studied their work experience and were given relevant methodical advice. In particular, experienced foreign language teachers were recommended to use the «Play» method in the 2nd grade. The «Play» method is used in the 2nd grade English class as follows: the teacher

first divides the students into two or three groups. He tells them a familiar word and gives them a certain time limit. Students write words related to this word in their notebooks. For example, let's take the word «write». The Uzbek translation of this word is «to write». The student must write other words related to this word and give examples through sentences within the time limit. One of the main conditions of the game is that they do not use their dictionaries, books and notebooks during the game. After the end of the given time, the examples found by the groups are determined to be correct and incorrect, and their results are evaluated. Using this method helps the teacher to know the level of students' thinking and their vocabulary.

And it helps the students to think logically, to form the skills of working with a group, to encourage each student to be active, to remember the examples they do not know and have not found through the examples found by their teammates or rival groups. If such methods are used several times during the course of the lesson, the students' vocabulary will certainly increase.

In addition, the «Speak» method can be used to teach foreign languages to students during the lesson. In this method, students rely on their vocabulary and grammar knowledge. The teacher writes one simple verb on the board. Pupils selected by the teacher make simple and complex sentences from this verb. In the process of using this method, the teacher once again tests students' grammatical knowledge and vocabulary. For example, the teacher writes the verb «go» on the board. And the chosen reader turns it into a simple sentence. For example, «I go» or «he goes», «go to school» and so on, the next selected students will continue this sentence in sequence. The teacher divides the students into two groups, writes two verbs on the board, and the participants of each group turn the verb into a sentence and continue the sequence of sentences. The grammatically correct use of sentences and the correct spelling of words are monitored by the teacher and evaluated summatively. The students with the best performance are shown by the teacher as an example and encouraged.

We can give many examples of such methods and they can be effectively used in foreign language lessons. The conclusion that follows from this is that the more a teacher brings advanced pedagogical technologies into his lesson, integrates them into the educational content, uses them in his place, and develops such methods and discovers new innovations, then he will achieve the desired result.

### **CONCLUSION**

Therefore, «The teacher should organize the foreign language classes using pedagogical technologies in such a way that it will be effective.» This, in turn, depends on the pedagogical skill of a highly competent teacher.

We know that the most favorable period for learning foreign languages is 5-8 years old, during which the child has fully learned the system of learning his native language, he consciously approaches the acquisition of a foreign language, and communication with others in a foreign language does not cause much difficulty. Abilities developed through the process of learning foreign languages in childhood have a positive effect on the development of the child's communicative abilities.

After the age of ten, only 5% of children learning foreign languages can pronounce words correctly. That is why it is effective to start learning foreign languages early. In order to achieve educational effectiveness, the following requirements are imposed on today's foreign language teacher:

1. The teacher who incorporates the above classes should have sufficient knowledge, skills, qualifications, and clearly know the essence of pedagogical technologies.

2. Application of pedagogical technologies in the educational process taking into account pedagogical and psychological individual characteristics of primary school students.

3. One of the qualities of a teacher is that he knows his subject at a high level, he can effectively use pedagogical technologies to improve the effectiveness of education and achieve results.

4. One of the requirements for the teacher's profession should be to love children, be interested in their life, to awaken their love for a foreign language through the use of pedagogical technology.

Therefore, teaching a foreign language through pedagogical technologies should be of great importance in the future education of young people as a mature generation with independent thinking.

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# FREE INDIRECT DISCOURSE IN EARLY 20TH CENTURY AMERICAN LITERATURE

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**Abstract:** *This paper aims to analyze the emergence and development of free indirect speech in early 20th century American literature*

**Keywords:** *free indirect speech, discourse, personage, cognitive process, linguistic expression, mental expression.*

Free indirect speech (FIS) is a narrative technique used in literature where the thoughts, feelings, or speech of a character are presented indirectly by blending the character's perspective with the narrator's voice. While FIS is primarily associated with literary analysis, its presence in American discourse can provide interesting insights into the rhetorical and communicative strategies employed by speakers. Here is an analysis of presenting free indirect speech in American discourse:

1. Expressing Subjectivity: FIS allows speakers to express subjective thoughts or opinions while maintaining a certain level of detachment or plausible deniability. By presenting thoughts indirectly, speakers can convey their perspective while avoiding direct ownership or responsibility for the expressed ideas. This can be particularly useful in political or controversial contexts, where speakers may want to present their views without explicitly endorsing or committing to them.

2. Strategic Plausibility: FIS offers speakers the ability to present ideas or arguments that may not be widely accepted or politically viable. By couching these ideas within the narrative technique, speakers can present alternative viewpoints or challenge prevailing norms without directly endorsing or promoting them. This can be a way to test the waters, introduce new ideas, or engage in subtle persuasion without fully committing to a particular stance.

3. Blurring Boundaries: FIS blurs the boundaries between the speaker and the character or narrator, creating a sense of ambiguity or multiplicity in the discourse. This can be used to create a sense of distance, irony, or uncertainty. By presenting ideas indirectly, speakers can invite interpretation and leave room for multiple perspectives, allowing listeners or readers to engage with the discourse in a more active and participatory manner.

4. Building Empathy: FIS can be employed to evoke empathy or emotional connection by immersing the audience in a character's thoughts or experiences. By adopting the character's perspective, speakers can create a

more intimate and relatable narrative, fostering a deeper connection with the audience. This technique is often used in storytelling, personal anecdotes, or when discussing sensitive or emotional topics.

Additionally, Free indirect discourse, also known as indirect interior monologue or free indirect style, is a narrative technique commonly used in literature, particularly in the early 20th century. It involves blending the thoughts, feelings, and perspectives of a character with the narrator's voice, creating a unique and subjective narrative experience.

Early 20th-century American literature saw the emergence of several prominent authors who employed free indirect discourse in their works. Here are a few notable examples:

1. Virginia Woolf: Woolf's modernist novel "Mrs Dalloway" (1925) showcases her masterful use of free indirect discourse. The narrative voice seamlessly transitions between the perspectives of different characters, allowing readers to delve into their inner thoughts and emotions. This technique enhances the stream-of-consciousness style for which Woolf is renowned.

2. William Faulkner: Faulkner is celebrated for his use of innovative narrative techniques in his novels, and free indirect discourse is often employed to great effect. In "The Sound and the Fury" (1929), Faulkner employs multiple narrators, each with their unique voices and perspectives, often blurring the line between character and narrator. This technique provides insight into the characters' subjective experiences and adds complexity to the storytelling.

3. Ernest Hemingway: Hemingway's spare and economical prose style in works such as "The Sun Also Rises" (1926) and "A Farewell to Arms" (1929) is enhanced by his use of free indirect discourse. While his narrative voice remains distinct, Hemingway subtly incorporates the thoughts and feelings of his characters, creating an immersive reading experience.

4. F. Scott Fitzgerald: Fitzgerald's masterpiece, "The Great Gatsby" (1925), employs free indirect discourse to offer readers a glimpse into the minds of the characters. Through this technique, Fitzgerald conveys their desires, aspirations, and inner conflicts, deepening the understanding of the story's themes of wealth, love, and the American Dream.

In conclusion, these authors and others of the early 20th century leveraged free indirect discourse to explore the interior lives of their characters, capture shifting perspectives, and create a more intimate and psychologically rich reading experience. Free indirect discourse is a narrative technique in which the thoughts and expressions of a character are presented indirectly, blending the character's voice with the narrator's voice. This technique allows

the reader to experience the character's perspective while still maintaining the overall narrative voice.

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## MAKTABGACHA TA'LIMDA BOLALAR UCHUN CHET TILLARINI O'QITISH METODLARI, HAMDA ULARDAN SAMARALI FOYDALANISH USULLARI

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**Anotatsiya:** *Ushbu maqolada men maktabgacha yoshdagi bolalarga chet tillarini samarali, tez va oson usullar bilan o'qitish metodlarini, hamda uni amalyotga tadbiiq etish, chet tillarini yuqori malakali kadrlar va texnologiyalar orqali o'rganish va o'rgatish usullari haqida bayon qildim.*

**Kalit so'zlar:** *Metod, malakali, samarali ta'lim, kadr, ko'rgazmali qurollar, imo-ishiralar, jumboq*

Bizga ma'lumki qadimdan chet tillarini o'rganishga talab katta bo'lib kelmoqda. Xususan, bugungi kunda muhtaram prezidentimiz Sh. Mirziyoyev tomonidan 2021-yilning may oyida Vazirlar mahkamasi huzurida xorijiy tillarni o'rganishni ommalashtirish agentligiga asos solgan bo'lib, bu idora zimmasiga ta'limning barcha bosqichlarida o'qitish usullarini tadbiiq etish, samarali dastur va darsliklar ishlab chiqarish vazifasi yuklatilgan. Ushbu say-harakatlar doirasida hukumat O'zbekiston fuqarolari va umumman raqobatdoshligini oshirish ko'rilyotgan 10 ta tilni tanlab olgan. Ulardan eng asosiy urg'u ingliz tiliga qaratilgan bo'lib, O'zbekiston Respublikasi prezidentining 10-dekabr kuni qabul qilingan qaroriga binoan, 2013-o'quv yilidan boshlab maktablarda ingliz tilini 1-sinfdan boshlab o'rgatish joriy qilindi. Hozirgi kunda maktablar qatorida maktabgacha ta'lim muassasalarida ham ingliz tilini o'rgatish tobora rivojlanib bormoqda. Maktabgacha va boshlang'ich ta'limdagi bolalar uchun bu balki murakkab hisoblanishi mumkin. Ammo taraqqiyotimiz rivojlanib borgan sari raqobat ham kuchayib boraveradi. Albatta raqobat bor joyda rivojlanish bo'lgani kabi bu maktabgacha ta'lim muassasalarida ham ko'plab iqtidorli bolalar yetishib chiqmoqda. Maktabgacha yoshdagi bolalarga chet tillarini o'rgatish uchun ko'plab metodlar bor. Masalan, avvalam bor darsda bolalarning diqqatini bitta joyga ya'ni darsga qaratib olish kerak. 3-4 yoshdagi bolalarning hissiyotlari yaxshi rivojlangan bo'ladi. Ya'ni qo'rquv, jahl, qayg'urish ularning yuzidan yaqqol ko'rinib turadi. Ular boshqa bolalar bilan urushib qolishi, nimagadur tortishib qolishi va boshqa biriga qayg'urishlari mumkin. 5-6 yoshdagi bolalar esa o'z harakatlarida hissiyotlarini bevosita namoyon etishdan o'zini tuta olishi yoki oliy hissiyotlariga asoslanib harakat qilishlari mumkin. Shuning uchun har bir bolaga bir xil tarzda dars o'ta bilish kerak. Darslarda har xil o'yinlar va ko'rgazmali qurollar orqali o'rgatilsa bolalarda til o'rganishga bo'lgan qiziqish uyg'onadi, vazifalarni vaqtida qilishga

vavdarslarda faol qatnashishga harakat qiladi. Bog'cha yoshidagi bolalar ko'rgan va eshitgan narsalarini juda tez yod olishadi. Shu bois bolalarga ingliz tiliga oid qiziqarli multfilmlar, ashulalar, musobaqalar va har xil imo-ishorali o'yinlar orqali darslarni qiziqarli o'tkazish o'qituvchining asosiy vazifasi hisoblanadi. Asosan, bolalar darslarda zerikib qolmasligi kerak bo'ladi, chunki bola zerika boshlasa undagi til o'rganishga bo'lgan qiziqishi kamayib boradi va o'rganishni xohlamay qoladi. Shunday ekan, kichik yoshdagi bolalarga chet tilini o'rgatish ancha mushkuk va mas'uliyatli. Bolalarga ingliz tilini mazmunli va qiziqarlibo'rgatish uchun quyidagi usullardan foydalanish mumkin. Qo'shiq va she'rlar orqali tushuntirish yoki esda qolishi qiyin bo'lgan, ma'noga ega bo'lmagan harf yoki birikmalarni kuyga solib o'rgatish. Bunga misol qilib, bolalarning ingliz tili alifbosini qo'shiq qilib o'rganishlari shunchaki yodlashdan ko'ra samarali ekanligini ko'rsatish mumkin. Aqliy va jismoniy harakatlar bilan bog'liq bo'lgan o'yinlar.

**Multfilmlar.** Bolalar til o'rganish mobaynida multfilmdagi gaplarni tushunmasada, multfilm qahramonlarining harakatlari orqali ular ishlatayotgan so'zlarni tushunishga intiladi.

**Rol ijro etish.** O'qituvchi biror ma'lumotni, masalan, hayvon yoki qushlarning nomalarini o'rganayotgan paytda rol orqali ijro etilishi yoki bolalarga ijro ettirishi lozim.

**Misol uchun.** Bir o'quvchi itning vovullashi, mushukning miyovlashini ko'rsatib bersa boshqa bir o'quvchi bu tovushlar qaysi hayvonga tegishli ekanligini bilib, uning nomini inglizcha aytishi lozim. Ko'zga ko'rinadigan va kundalik hayotda ko'p ishlatiladigan narsa va buyumlarga, Masalan: Eshik(door), kitob(book), stol(table), doska(blackboard).

Xulosa qilib aytganda, kichik yoshdagi bolalarga til o'rgatish majburiyat sifatida emas, qiziqarli mashg'ulot tarzida olib borilishi, bir necha samarali usullardan foydalanib dars o'tish, ularning kelajakdagi oladigan bilimlari uchun poydevor bo'lib xizmat qilishi mumkin. Bolalarga chet tillarini o'rganish qanchalar muhumlugini tabiiy sharoitlar orqali to'g'ri tushuntirib borilishi darkor. Chunonchi, buyuk matafakkir Abu Nasr Farobiy ham ko'plab xorijiy tillarni mukammal bilgan, bu tillarda bemalol gaplasha olgan hamda shu tillarda ijof qilgan. Bunday imkoniyat allomamizning dunyo ilm-fanini o'rganishga, turtki bo'lgan. Zero, Navoiy bobomiz aytganlaridek " Til bilgan - el biladi". Yosh bolalarda eslab qolish qobiliyati kuchli bo'lganligi sababli, chet tillarini o'rgatishni bog'cha yoshidan boshlasa samarali foyda beradi.

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## TARBIYA DARSLARIDA O'QUVCHINING O'Z USTIDA IMKONIYATINI TASHKIL ETISH

Xurramova Jasmina Jamshid qizi

**Annotatsiya:** *Ushbu maqolada boshlang'ich sinflarda tarbiya fanini o'tish jarayonida o'quvchilarda tarbiya tushunchasini shakllantirish bo'yicha ma'lumotlar berilgan.*

**Kalit so'zlar:** *qadriyat, ma'naviy qadriyat, tarbiyalash metod, ta'lim, tarbiya, oliy qadriyat, an'ana, xis-tuygusini, milliy qadriyat.*

O'qituvchi o'z-o'zini tarbiyalashi uchun, avvalo o'zini atroflicha chuqur o'rganishi, o'z ishidagi yutuk va kamchiliklarni ko'ra olishi kerak. O'z-o'zni o'rganish va boshqa kishini anglash uchun ham zarurdir. Boshqa yutuqlarni o'rganmay, o'zini boshqalar bilan qiyos qilmay turib, o'zini shaxs sifatida o'rganish mumkin emas. O'zini anglash, o'zini baholash xususiyati boshqa kishilar bilan munosabat jarayonida, birgalikdagi faoliyat vaqtida tarkib topadi. Pedagogik vazifasi-faqat irodaviy fazilatlar doirasini ko'rsatib berishdan, ularning muhim axloqiy prinsplari bilan ichki aloqasini ochib berishdan tashqari o'z irodasini o'zi tarbiyalashga intiluvchi o'quvchiga yordam berish, irodaviy fazilatlarni rivojlantirishning qanday usullari kam samarador va qaysi birlari jiddiy yordam bermasligini ko'rsatishdan iboratdir. Agar pedagogik adabiyotda ta'rif-tasvirlanayotgan yoshlar qo'llayotgan sodda va yasama usullarga e'tibor beradigan bo'lsak, yana ham muhimdir. O'quvchilardan biri «sabr-toqatini rivojlantirish» uchun kinokomediya ko'rsatilayotganda kulmaslikka harakat qildi, kimdir qo'lini pichoq bilan kessa yoki dunyo bo'ylab sayohat qildi va hokoza? Irodani mustakil tarbiyalashning ana shu usullari samarasizligi eng avvalo shundaki, o'spirin bir lahzalik «irodaviy xatti-xarakat»ni amalga oshirib, o'zining irodasi kuchli ekanligi to'g'risidagi fikrni tasdiqlay oladi. Aslida esa irodani kundalik hayotda, o'qishda va birinchi navbatda uchraydigan qiyinchiliklarni muntazam ravishda bartaraf etishni tashkil etadi. Buning ustiga mehnat, o'qish, sport faoliyatining har bir daqiqasi irodani chiniqtirish uchun o'quv, mehnat va boshqa faoliyatni amalga oshirishga xalaqit beradigan bir daqiqalik istaklarni bartaraf etish uchun sharoit yaratadi. Eng avvalo o'qituvchi o'zida pedagogik qobiliyatning qanday xislatlari borligini o'rganishi kerak. Pedagogik faoliyatga muhabbati yuksak o'qituvchi ishga chin ko'ngildan berilib ishlaydi, hech qanday formalizmga yo'l qo'ymaydi. O'z kasbini sevgan o'qituvchi doimiy ravishda g'oyaviy-siyosiy saviyasini oshirish va bilim doirasini kengaytiradi, o'z predmetini chuqur bilish ustida qunt bilan ishlaydi. Ma'lumki, insoniyat kamolotga chorlovchi imkoniyatlari shunchalik ko'pki, ularga erishish

maqsadlari intilishida sabr-toqat bilan o'z ustida ishlash orqali erishishi mumkinligini tarixiy faktlarda ko'ramiz.

Buyuk nemis pedagogi D. Disterverg har bir o'qituvchi o'z-o'zini tarbiyalashni o'z oldiga sharafli vazifa qilib belgilashi lozim. Rus pedagogi A.B. Lunacharskiy; «Pedagog o'zida insoniyat idealini shakllantirishi lozim» -degan edi. Aynan insoniyatning go'zal fazilatlarini o'zida shakllantirish har bir pedagogning kasbiy tayorgarligining poydevorini tashkil etadi. Ushbu poydevorda pedagogning kasbiy mahorati o'z ustida ishlash tufayli kundankunga o'sib borishi mumkin. A.S. Makarenko kasbiy takomillashtirish masalasida shunday degan edi. «Men pedagogik talantga ega edim. Pedagogikaga kutilmaganda kirib keldim va o'rgandim. Men o'z ishimning ustasi darajasida ko'tarildim O'z ishimning ustasi darajasiga har bir intiluvchi pedagog erishishi mumkin.»

Bunda unga yordam berishi, o'zi ustida ishlash asosiy rol o'ynaydi. Otto Yulyevich Shimit umrining har bir daqiqasidan sermahsul foydalanadi. Yerning va sayyoralarning paydo bo'lishi nazariyasining asosi. U o'z- o'zini tarbiyalash bilan shug'ullanib, inson imkoniyatlari keng ekanligini isbotladi. A.A Lyubishev, shunday degan, inson uchun yomon, bo'sh, ortiqcha vaqt bo'lishi mumkun emas. U o'z umrining daqiqalarini ongli holda hisoblashdan qo'rqmas edi.

K.D Ushinskiy o'z-o'zini tarbiyalash orqali quydagilarga erishdi.

- 1) xotirjamlik
- 2) so'zda ishonch va to'g'rilikka.
- 3) xatti-xarakterga mulohaza bilan yondoshish
- 4) qatilylik
- 5) o'zi haqida sababsiz biror og'iz gapirmaslik
- 6.) lozim narsalardangina foydalanish.

7) har kuni kechasi o'ziga o'zi hisobot berish. 8) biror marotaba maqtanmaslik.

Shuni aytish joizki, ko'plab insonlar o'zining bebaxo vaqtini bekorga o'tkazib yuboradi. Inson o'z odatlarning bir xillik kun tartibi hukmronligi ta'siriga kirib, o'zining rejalarini keyingi kunga yoki xaftaga yoki yillarga qoldira boshlaydi. O'z-o'zini ishontirish, sobit qadam iroda orqaligina o'zining qobiliyatlarini namayon etishga erishish mumkin. O'zini tarbiyalashning psixologik sharoitlardan biri o'z-o'zidan norozilik bo'lib, uni L.N. Tolstoy, «Men telba, o'zgalarga qizig'i yo'q, chidamsiz va bolalardek uyalchangman». O'z-o'zini tarbiyalash o'z faoliyatini tahlil qilishdan va o'z shaxsini takomillashtirishdan boshlanadi. O'qituvchi o'z ustida ishlashi, o'z-o'zini tarbiyalashda quydagi uslublardan foydalanadi:

O'z-o'zini bilish:

- a) o'zini kuzatish.
- b) o'z xarakterlarini tahlil etishi.

- d) o`z-o`zini sinashi.
- e) o`rtoqlarining fikrini tushuna olish o`ziga baho berish:
  - a) o`zini kuzatish.
  - b) o`ziga xarakteristika berish.
  - d) o`z-o`zini taqdirlash.

O`z-o`zini tarbiyalash tashabbuskorlik va mustaqillikka undaydi. O`z shaxsiy fazilatlarini tahlil qilishga, xatti-harakatlarini uylashga o`rgatadi. O`z-o`zini nazorat qilish uchun o`zining yurish-turishi, intizomi, ijobiy odatlarining ortib borishi va aksincha, salbiy odatlarining kamayib borishini kuzatib boradi. O`z-o`zini baholash o`qituvchini, o`z imkoniyatlarini baholashda, o`zidan qoniqish hosil qilishda yordam beradi. O`qituvchi o`z-o`zini tarbiyalash bilan birga o`z ustida tinmay ishlab, o`zining g`oyaviy-siyosiy ongini doimiy ravishda o`stirib va pedagogik mahoratini takomillashtirib boradi.

M.I.Kalinin o`qituvchilarga qarata shunday degan edi: «O`qituvchi o`zini butun kuch-quvvatini, imkonini, o`zida bor hamma qimmatbaho narsalarni o`z uquvchilariga, xalqqa beradi. Ammo, o`rtoqlar, agar siz o`zingizda bor narsalarning hammasini bugun, ertaga, indinga bersangiz-u, lekin o`zingizda bunda o`z bilimlaringizni, o`z kuchingizni, o`z quvvatingizni yana va yana to`ldirib bormasangiz, u holda o`zingizda hech narsa qolmaydiku, axir. O`qituvchi, bir tomondan, o`zida borini beradi, ikkinchi tomondan, hayotdan, fandan hamma yaxshi narsalarni olib hazm qiladi va bu hamma yaxshi narsalarni yana yangidan bolalarga beradi». Ilg`or o`qituvchi hamma vaqt pedagogika sohasidagi yangiliklarni bilishga intiladi, boshqa o`qituvchilarning tajribalaridan foydalanishga hamda o`z shaxsiy tajribalaridan foydalanishga, hamda o`z shaxsiy tajribalarini umumiyashtirishga harakat qiladi.

Agar shaxs izlansa, o`z qobiliyatlari ustida ishlasa, o`zidagi yaxshi fazilatlarini kamol toptirsa, uning obro`si, mavqei ham shu darajada yuksaladi va doimo el nazarida bo`ladi. O`qituvchi o`zida kuzatuvchanlikni, g`amxo`rlikni tarbiyalashi lozim. O`qituvchining mustaqil bilim egallashi va malakasini oshirishi zaruriy shartlardandir. Sharq mutafakkirlari o`qituvchini o`zi o`qib tursagina – o`qituvchi bo`la oladi, agar o`qishni to`xtatib qo`yar ekan, deb haqqoniy aytganlar. Iroda va xarakterni shakllantirishda o`z-o`zini tarbiyalash. O`qituvchilik faoliyatida o`qituvchi xakteri muhim ahamiyat kasb etadi. Bunda iroda, his-tuyg`ularini boshqarish katta ahamiyat kasb etadi. O`zini-o`zi tarbiyalash ma`lum natijalarga olib kelishi lozim. Bunda: o`zini idora eta olish, yaxshi kayfiyat, o`ziga buyruq berish, ishontirish, shaxsiy rejimga rioya qilish va o`z qoidasiga ega bo`lish. L.N.Tolstoy o`z-o`zini tarbiyalashda quyidagi qoidalarga amal qilar edi. Nima belgilasa hech narsaga qarmay tezkorlik bilan bajarar. Nimani bajarsa yaxshi bajar. Doimo aqliy, o`z imkoniyati doirasi asosida faoliyat ko`rsatishga harakat qilardi». V.Shekspir shunday yozgan edi.

«Uyqu ona tabiatining g'aroyib, shirin taomidir tanavvul qilish me'yorini bilish lozim».

O'z-o'ziga buyruq berish, o'z-o'zini tarbiyalashning muhim usullaridan biri. Masalan, A.Meresyev «Olg'a, olg'a chidash kerak!» . . .

U.G.Shuls faraziga ko'ra o'z-o'zini tarbiyalash programmasi (dasturi):

Bir kunlik yoki haftalik ish rejasini tuzish, uni bajarish;

Umidsizlikka tushmaslik, kamchilikdarni bartaraf etish;

O'ziga, muvaffaqiyatga ishonish;

«Men o'zimga ishonaman», «Men buni qilishni xoxlayman», «Men qila olaman» kabi o'z-o'zini ishontirish formulasini qo'llash.

O'zini tarbiyalash:

Jiddiy, o'ylab ish ko'rish;

Ma'ruza, seminar darslarida e'tiborsizlikka berilmaslik;

«Men diqqat bilan eshityapman», «Mening diqqat e'tiborimda» formulasini qo'llash. O'z-o'ziga buyruq berish. «Pedagog fikrini kuzatib borish lozim». O'ziga-o'zi hisobot berish, kun yoki hafta yakunini qilish.

Xulosa, ma'lumki, jamiyat taraqqiyotida ta'lim-tarbiya, uning mazmunini, maqsad vazifalari muhim ahamiyat kasb etadi. Har bir tuzim ijtimoiy-iqtisodiy siyosiy taraqqiyot o'z yo'nalishini belgilashda yosh avtorga nimani o'qitish kerak? Qanday o'qitish lozim? Kimlarni o'qitishi kerak? Kabi savollar jamiyat oldidagi ko'ndalang qo'yiladigan savollarga javob izlab kelingan. Mazkur savollarga javob topish, ya'ni ta'limni yangilash, uning tizimini, mazmunini qayta qurish, yangi holatga yo'naltirish Respublikamizning ustivor yo'nalishlaridan biridir. Albatta, bu yo'nalish keng qamrovli, bosqichma-bosqich ravishda amalga oshiruvchi jarayondir. Yoshlarda mustaqil ravishda bilim olish va uni hayotga qo'llash ko'nikmalarini hosil qilish, axloq va odobni yaxshilash zarurati talabalik davrida shakllanadi. Yoshlarni talaba bo'lganiga qadar ota-onasi, maktab o'qituvchilari, qarindosh-urug'i, mahalla-kuy nazorat qilib borsa, talaba bo'lgandan keyin bu nazorat susayib ketadi. Bu holatni talabaning o'zi anglab yetishi lozim, shundan keyin boshqaruv nazariyasining asosiy tamoyili, tushuncha va qoidalarini egallagan holda o'zini-o'zi tarbiyalay boshlashi kerak.

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## LEKSIK-SEMANTIK RAZMETKALASH NAZARIYASIDAGI QARASHLAR

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**Annotatsiya:** *Mazkur maqolada korpus lingvistikasida semantik razmetka va semantik teglash muammolari va ularning yechimlari borasidagi fikr-mulohazalar bayon qilingan. Leksik ma'no (semema)ning tarkibiligi g'oyasi hozir ko'pchilik semasiologlar tomonidan tan olingan bo'lsa ham, lekin bu tarkibning xarakteri, ma'no komponentlarining bir-biriga munosabati masalasida hali ancha munozarali o'rinlar bor, shuningdek, maqolada semantik marker va semantik farqlovchi atamaları izohi ham keltirilgan.*

**Kalit so'zlar:** *korpus, semantik razmetkalash, semantika, semasiologiya, razryad, derevatsion tavsif, taksonomiya, mereologiya, topologiya, kauzatsiya, terminologik razmetka*

Semantik razmetka (rus., razmetka) – til korpuslaridagi so‘z yoki so‘z birikmasining ma‘lum bir semantik kategoriya yoki undan ham kichikroq semantik guruh (LSG, semantik maydon va to‘da)ga mansubligini bildiruvchi, ma‘noni maxsuslashtiruvchi belgi, izohlar majmui[1]. Korpusning semantik razmetkalari so‘z ma‘no(lar)i spetsifikasi, so‘zning omonimlik, sinonimlik bilan bog‘liq izohlar majmuini tuzish, so‘zni kategoriyalash, uning mavzuviy guruh, LSG, semantik maydonga mansubligini belgilash, derivatsion xarakteristikasi, atash ma‘nosi kabi belgilarni qamrab oladi. Rus tili milliy korpusi (NKRYA)ning semantik teg(razmetka)lash prinsiplarini kuzatish shuni ko‘rsatdiki, bu korpusda bir so‘zshaklga uch turdagi belgilar birlashtiriladi[1]:

- 1) razryad (nom yoki unga ishora so‘z: predmet, shaxs va h.);
- 2) avtomatik-semantik razmetkalash xarakteristika (leksema tegishli bo‘lgan LSG yoki semantik maydon, kauzativlik belgilari va h.);
- 3) derivatsion tavsif.

Avtomatik-semantik razmetkalash quyidagi maydon bo‘yicha guruhlanadi:

- 1) taksonomiya (leksema mansub LSG) – ot, sifat, fe‘l, ravish so‘z turkumlari uchun tegishli teg;
- 2) mereologiya (“butun-bo‘lak”ka ishora qiluvchi belgi, “element-to‘da/guruh”ga mansublik belgisi) – predmet va nopredmet atov birliklariga tegishli teg;

3) topologiya (ifodalanayotgan ob'ektning topologik mavqei) – narsa otlariga tegishli teg;

4) kauzatsiya – fe'llarga tegishli teg;

5) baho – predmet va nopredmet atov birliklari, sifat va ravishga tegishli teg.

Semantik razmetkalashda, boshqa razmetkalarda bo'lganidek, yagona standart shakl bo'lmasa ham, harf, raqam yoki faqat raqamdan iborat kodlardan foydalaniladi. Birinchi harf yoki raqam umumiy semantik ma'noni, keyingi belgi esa so'z ma'nosini yanada maxsuslashtiruvchi kichik semantik guruhni ifodalaydi. Semantik razmetka nafaqat so'z, balki ko'plab birikmalarni ham semantik guruhlariga birlashtiradi, bunday paytda turli birikuvdagi bir ma'noni bildiruvchi birikmalar bitta belgi bilan kodlanadi. Idiomatik birlik (ibora) tarkibidagi so'zlar miqdorini bildiruvchi axborot ham razmetkadan joy oladi. Semantik razmetka korpusdagi so'z ma'nosining ixtisoslashuvi, omonimlik, sinonimlik, ma'noviy guruhga ajratish kabi muammolarni hal qiladi. V.P.Zaxarov, S.YU.Bogdanovalar ham rus tili milliy korpusini tuzishda semantik razmetkalashning o'z variantini taklif qiladi[5]; ularning fikricha, har bir so'zga uch xil – so'z razryadi, avtomatik-semantik razmetkalash tavsif, derivatsion izoh berish deb aytilgani ma'qul.

Avtomatik-semantik razmetkalash korpus vositasida lingvistik amallar bajarish imkonini kengaytiruvchi ish quroli: korpusda semantik annotatsiyalangan birlikning mavjud bo'lishi faqat alohida so'zni emas, balki foydalanuvchi tomonidan so'ralgan birikma holdagi konstruktsiya qidiruviga javob berish imkonini paydo qiladi.

G.I.Kustova Rus tili milliy korpusi semantik razmetkasini tahlil qilar ekan, asosiy e'tiborni semantik razmetkaga asos bo'lgan "Leksikograf" bazasiga qaratadi[3]. Ushbu tizim Rossiya Fanlar akademiyasi Rus tili ilmiy tadqiqot institutida 1992-yilda ishlangan. Xususan, bazaning eng asosiy qismi sanalgan fe'llarning lingvistik ta'minoti E.V.Paducheva[4], narsa otlari E.V.Raxilina[5] tomonidan ishlab chiqilgan. Ushbu tizim oldindan semantik izohlar bilan shakllantirilgan so'zlarni ro'yxatga olishga mo'ljallangan lug'atdan iborat yuqori texnologiyali lingvistik baza hamda Korpusning avtomatik-semantik razmetkalash lug'ati sanaladi.

Semantik razmetka: belgi va guruhlar. Yuqorida aytib o'tilganidek, avtomatik-semantik razmetkalash morfologik razmetkaning davomi va kengaytmasi sanaladi; u o'zida uch guruh belgilar tizimini aks ettiradi[3]:

1) so'z yasovchi ko'rsatkichlar bilan shakllangan birlik;

2) avtomatik-semantik razmetkalash xususiyatga tegishli belgi: atoqli ot, narsa oti, asliy va nisbiy sifat; o'z va ko'chma ma'no;

3) xususiy-semantik belgi: mavzuviy (taksonomik) guruh, semantik maydon.

Zamonaviy avtomatik-semantik razmetkalashtizimlari lug'atlardan farqli o'laroq, semantik tarmoq yoki leksik tasniflarga bog'lanadi. Ular orasida Oxford Avanced Learners Dictionary (OALD)ga asosan ma'noni parchalab qo'llovchi WordNet[4] mashhur. Ushbu avtomatik-semantik razmetkalashdasturi asosida ilk marta Braun korpusi razmetkalangan; dastur 234136 so'zshakl razmetkasini o'z ichiga olgan. Ushbu so'z qo'llash holatlarining 186575 tasi ko'p ma'noli. Keyinchalik LEXAS [Ng & Lee 1996] sistemasi ishlab chiqildi; unga qo'l razmetkasi tarzida ot va fe'lga tegishli nisbatan chastotasi yuqori 200 ta so'zning 192800 ifodasi kiritildi. Prinston universitetida yaratilgan SemCor korpusi 700000 so'zdan iborat, ularning 200000 tasi semantik jihatdan qo'l razmetkasi asosida WordNet 1.6 da razmetkalangan, WordNet 1.7.-2.0 da avtomatik qayta kodlangan.

Rus tili milliy korpusi (NKRYA) razmetkasi avtomatik-semantik razmetkalash tasnifi o'z maqsadi (lingvistlarni tadqiqotlar bilan ta'minlash, til haqidagi dalillarni ajratib olish) hamda kelib chiqishi (VINITI RANing fe'llarni turli ma'noda qo'llash modeli haqidagi talqin, ma'lumotni formatlashdan iborat "Leksikograf" leksik ma'lumotlar bazasining merosxo'ri hisoblanadi) bilan FrameNet tizimiga yaqin turadi. Ammo bu korpusning tasnifi FrameNetniki singari mukammal emas. Buning bir necha sababi mavjud[6]:

1) sinfosti guruhlardan iborat shajaraviy qidiruvdan farqli "to'g'ridan-to'g'ri" qidiruv tezkor natija beradi;

2) semantik sinf nomlari kompyuter oynasida bir vaqtning o'zida namoyon bo'lsa, lingvist-foydalanuvchi tasnif tizimidagi to'g'ri yo'nalishni tezroq topadi, shunga ko'ra, qidiruv savolini ham tezroq kiritadi. Semantik ko'p ma'nolilik masalasining yechimi ham leksik sinflar ko'lamida osonlashadi.

Korpus lingvistikasida semantik razmetkalash rivojlangan hamda mukammal razmetkalash dasturlari mavjud bo'lishiga qaramay, semantik razmetkalash jarayoni qator kamchiliklarga ega ekanligi ko'rinadi. M.YU.Zagorulko, I.S.Kononenko, E.A.Sidorova semantik razmetkaning xml, rtf, wiki formatda saqlanuvchi matnlarda mavjud bo'lishida quyidagi kamchiliklarni sanab beradi[2]:

1) istalgan fragment bo'lagini ajratib olish qiyin;

2) fragmentlar orasidagi aloqani ko'rsatish engil kechmaydi;

3) ko'p atributli ob'ektlarning tavsifini ajratib olish murakkab;

4) razmetkava atribut belgilari sistemasi teglovchi mutaxassis tomonidan mustaqil tanlanadi; semantik razmetkalar tizimining umumqabul qilingan standarti mavjud emas;

5) past samarali dasturiy ta'minot bilan ishlaydi.

Korpusni semantik razmetkalash dasturchi va tilshunosning kompetensiyalari birlashishi asosida ikki asosiy ko'rinishga ajratiladi:

1. terminologik razmetka – matndagi tushunchalarni nomlash bosqichi;

2. birliklararo munosabatni ko'rsatuvchi razmetkalar bilan ta'minlash. Bunda har qaysi birlikning semantik maydondagi o'rni, boshqa birliklar bilan munosabatini aniqlash nazarda tutiladi.

O'zbek tili korpuslari avtomatik-semantik razmetkalashtamoyillari haqidagi birorta ishga duch kelmadik. Ammo B.Mengliyev va Sh.Xamroyevaning ayrim tadqiqotlarida semantik maydon, to'da va guruh tasniflarining avtomatik-semantik razmetkalashtizimini yaratishdagi o'rni haqida ayrim qaydlar mavjud[7].

Xulosa sifatida shuni ta'kidlash joizki, avtomatik-semantik razmetkalash tizimi umumlingvistik razmetka tizimi xususiyatlari bilan birga bir qancha xususiy belgilarga ham ega. Boshqa lingvistik razmetka tizimlariga o'xshash tomoni – razmetkaning lingvistik ta'minot yoki bazaga asoslanishi. Semantik razmetkaning o'ziga xos tomoni annotatsiyalashning ikki xil: faset va shajara usulining mavjudligida. Amalda birlikning xususiyatiga qarab bu ikki usuldan biri yoki ikkalasi aralash holda qo'llanadi. Faset usuli birlikka ketma-ket izoh berishni taqozo qilsa, shajara usuli birlik mansub bo'lgan guruh, to'da, maydonni belgilashni talab qiladi. Birinchi usulda so'zdan ma'noga, ikkinchi usulda ma'nodan so'zga qarab boriladi. Bu mutaxassisning razmetka jarayonida ham, interfeysda aks etadigan qidiruvda ham so'z → ma'no, ma'no → so'z prinsipining amal qilishini ko'rsatadi. Mavjud online korpuslarni kuzatish natijasida razmetka tizimida leksik-grammatik (1), leksik-tematik (2), uslubiy baho xarakteristikasi (3), derivatsion xarakteristika (4) kabi belgilarning ustuvorligiga guvoh bo'ldik. Konstanta va operator-klassifikator razmetkalar ham razmetka tizimidan doimiy joy oladigan razmetkahisoblanadi.

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## THEORETICAL IDEAS OF CONTENT-BASED IN ENGLISH METHODOLOGY

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**Annotation:** *This research paper examines the basic concepts of important terms of content-based learning.*

**Key words:** *professional development, CBI, teach content subjects, three approaches in detail, linguistic, psychologically*

Stryker and Leaver state that there may be a challenge for learners to participate in Content Based Instruction courses. Content Based Instruction is in the “learning by doing” school of pedagogy. Learners are expected to be active in different roles and cooperative with each other. In addition, they need a commitment to learn language in Content Based Instruction courses. This is an issue for students who are accustomed to whole-class, independent, and traditional learning and teaching models. Additionally, learners need to possess a minimum level of language proficiency so that they can understand the quantity of new information in Content Based Instruction courses. Stryker and Leaver suggest that students need to be prepared both psychologically and cognitively for and if they are not adequately prepared, then teachers should offer the missing schemata needs for students. Or students need to be kept from enrolling in Content Based Instruction courses until they are ready. In my opinion, I would suggest that teachers need to design a lesson that is intriguing and appealing enough to encourage students to participate in the lesson [2, p 87]. Moreover, teachers must know how to shelter the content to make it accessible to students.

Another issue is that language teachers have been trained to teach linguistic knowledge rather than a content subject. Hence, language teachers “May be insufficiently grounded to teach subject matters” [1,p.220]. Indeed, language teachers have not been trained to teach content subjects, and may be questioned about their credibility in CBI courses. From my perspective, I would say that language teachers can ask for assistance from content teachers. Additionally, language teachers can choose a content subject that they are familiar with to instruct. Do not try to teach all subject matters, that is, language teachers should start small. Finally, language teachers can attend professional development workshops to let themselves have second, third, or even fourth profession.

Another problem associated with CBI is that language teachers are too concerned with content area teaching and neglect teaching related language

skills. Language teachers seem to forget the main purpose of CBI is to enhance language development through content areas rather than content learning per se. If language components are missing, it cannot be called CBI. The language learning aspect should have equal priority with the content learning facet in CBI [2].

Howatt notes that there are two versions of the Communicative Approach: a strong version and a weak version. The weak version, which we illustrated in the previous chapter, recognizes the importance of providing learners with opportunities to practice English for communicative purposes. For instance, we saw in The Communicative Language Teaching lesson we observed that students were provided with a great deal of practice in learning the forms for a particular function and predicting [3]. The strong version of the Communicative Approach goes beyond giving students opportunities to practice communication. The strong version asserts that language is acquired through communication. The weak version could be described as 'learning to use' English; the strong version entails 'using English to learn it' [4].

Content-based instruction, which we explore in this chapter, and task-based and participatory approaches, which we will look at in the next two chapters, belong in the strong- version category. While the three may seem different at first glance, what they have in common is that they give priority to communicating, over predetermined linguistic content, teaching through communication rather than for it.

Before we examine the three approaches in detail, two points need to be made. First, some language educators might object to the inclusion of content-based, task-based, and participatory approaches in a methods book, for they might be more comfortable calling these 'syllabus types'. Nevertheless, others feel that a method designation is very appropriate. Snow, for instance, characterizes content-based instruction as a 'method with many faces'—both to make the case for content-based instruction as a method of language teaching and to portray the great variety of forms and settings in which it takes place. In addition, Kumaravadivelu observes that the term 'task' is often used with reference to both content and methodology of language teaching. Indeed, within the strong version of a communicative approach, the traditional separation of syllabus design and methodology is blurred. If students learn to communicate by communicating then the destination and the route become one and the same according to David Nunan [5, p 89].

Second, some might question whether the three are different enough to be treated separately. For example, Skehan makes the point that one could regard much content-based instruction as well as project work, which

we will briefly discuss in the next chapter as particular examples of a task-based approach. And others have suggested that task-based and participatory approaches are a form of content-based instruction. In any case, although it should be acknowledged that these methods are unified by the assumption that students learn to communicate by communicating, their scope and their particular focus seem distinctive enough to warrant independent treatment, which we do, starting in this chapter with content-based instruction.

For centuries Language Teaching has been approached in a gradual way, focusing on some of the most relevant linguistic components of the TL: grammar, vocabulary and phonetics. But many theorists have opposed to the partial and incomplete view that language courses have offered, arguing that it is unnatural to study any language by focusing only on its discrete elements. In contrast, they propose a global approach such as that which takes place in natural environments without formal tuition. As we have highlighted in Madrid, Oller has argued that the nature of second language proficiency is unitary and depends on the learner's pragmatic expectancy grammar. Communicative interaction is a process in which the speaker or reader and listener anticipate part of the information and then they compare the message received with the information expected and react according to the feedback received. "Whenever we say anything at all we leave a great deal more unsaid. We depend largely for the effect of our communication not only on what we say but also on the creative ability of our listener to fill in what we have left unsaid a normal listener... is always anticipating what the speaker will say next. Similarly, the speaker is always anticipating what the listener will infer and is correcting his output on the basis of feedback received from the listener" said by Oller. In order to develop the learner's capacity to interpret, understand and produce messages, Oller proposes the use of pragmatic or integrative procedures, which focus on the learner's pragmatic competence. The most common procedures are: oral and written texts, oral interviews, composition or essay writing, narrations and even translation. The main characteristics associated with the two opposed movements we are describing in this section are summarised in the following table: Analytic techniques Global and experiential techniques - Objective - Focus on code and the L2 system Grammar-Medium centred - Language practice with emphasis on usage rules and their application - Focus on Language forms - Formal teaching - Often decontextualized - Skill-getting receptive skills and procedures - Controlled activities and restricted language forms - Deliberate, systematic, graded and structured - Emphasis on graded linguistic exercises - Subjective: connected with the learners' experience, life and interests - Focus on communicative situations pragmatics - Language use with emphasis on discourse - Focus on



topic and content - Informal teaching - Always contextualized - Skill-using (productive skills and procedures - Unrestricted and natural language forms - Emphasis on fluency - Realistic, authentic, genuine - Emphasis on tasks and project work

#### Whole Language

Before moving on, it would be worthwhile to touch briefly upon one more approach here since its philosophy has much in common with CBI. Although it originated in classes for children who speak English as a native language, the Whole Language Approach has often been used with second language learners as well. The Whole Language approach, as the name suggests, calls for language to be regarded holistically, rather than as pieces, i.e. the vocabulary words, grammar structures, and pronunciation points. In other words, students work from the top-down, attempting first to understand the meaning of the overall text before they work on the linguistic forms comprising it.

This contrasts with the bottom-up approach we have seen in other methods in this book, where students learn a language piece by piece and then work to put the pieces in place, constructing whole meaningful texts out of the pieces. It is thought that the top-down process will work best when students are engaged in purposeful use of language, and not learning linguistic forms for their own sake. Therefore The Whole Language educators provide content-rich curriculum where language and thinking can be about interesting and significant content Edelsky, Altwerger, and Flores [1 p 57]. The Whole Language educators see errors as part of learning and they encourage students to experiment with reading and writing to promote both their enjoyment and ownership.

The Whole Language and Content Based Instruction educators embrace the ideas of Vygotsky about the social nature of learning. As a social process, it is assumed that learning is best served by collaboration between teacher and students and among students.

According to Vygotsky, it is through social interaction that higher order thinking emerges. The 'place' where this is most likely to be facilitated is in the zone of proximal development "... the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" according to Vygotsky [2;p 78].

One example of such a technique to teach The Whole Language is the Language Experience Approach. Two writing techniques that are consonant with WL philosophy are process writing and journal keeping. All three of these techniques are described in the next section.

Integrated language and content instructional programs offer an opportunity to both broaden and deepen a student's proficiency in the foreign or second language. Such programs provide students the possibility of acquiring the more formal, decontextualized, cognitively complex academic language used in solving problems and communicating ideas and thoughts orally and in writing according to Cummins.

Content-based language instructional programs are designed to help students achieve language proficiency beyond development of social language skills which are more commonly addressed in language classrooms or the knowledge of the forms of language states Canton-Harvey [5,p 98]. The integration of language and content instruction, then, is of major interest to both second, English, and foreign, Russian language educators. For second language educators, the need is acute. During the past 15 years, the number of language minority individuals in the Uzbekistan has increased dramatically and today, it represents the fastest-growing population. As a result, in many metropolitan school districts, the majority of the school-age population comes from homes in which a language other than English is spoken. Because of demographic trends, these numbers are rapidly increasing; by the year 2000, the majority of children in major metropolitan area schools will most likely be language minority.

Although some of these students enter school with some proficiency in English, their proficiency is not usually adequate for them to undertake the complex cognitive tasks in English that school demands, and for those who enter with little or no English, the challenge is even greater. Bilingual education programs are provided in some areas, enabling students to continue cognitive and academic growth in their mother tongue while they are studying English, but these programs are relatively scarce. More common are transitional programs in which students are provided with English as a second language instruction for an hour or so a day, usually for one to three years, during which time they are expected to acquire sufficient grounding in English to be able to receive all their instruction in regular, English medium classes with their English-speaking peers. Unfortunately, as a number of studies have demonstrated, while these students often are able to interact socially in English-to talk informally with other children and with their teachers they are not able to perform the more cognitively complex academic language tasks which are required of them in their math, science, or social studies classes.

They lack what has been called Cognitive Academic Language Proficiency said Cummins and Dawe [4,p 45], or the ability to deal with increasingly decontextualized language, the kind of language proficiency needed to understand math language and solve math problems to read

science textbooks, conduct experiments, and write lab reports, and to explain maps, graphs, and charts and write essays in social studies. Almost immediately after being "mainstreamed," that is, after being exited from their ESL programs, these students begin to experience difficulty in their academic work, falling progressively behind their English-speaking peers said Collier. The problem is especially great for Hispanic students who constitute the largest minority language group. Approximately 50% of these students will leave school before graduation. One statistic alone illustrates the severity of the situation: if a student in the United States is Hispanic, was born outside of the United States, entered school speaking no English, lives in a family which is at or below the poverty line, and is male, his chances of graduating from high school, statistically speaking, are almost at least 30 %. According to Cardenas, Robledo and Waggoner while socioeconomic status, educational role models, cross-cultural communication problems, and other factors play a role, a significant factor in the educational failure of these students is the burden which English language medium instruction places on them, especially in mathematics and science said Crandall, Dale, Rhodes and Spanos in press [5,p 69]. For language majority students the need is also great.

Relatively few American students study a foreign language for more than two years, and those who do rarely achieve sufficient proficiency to gain access to more than basic or simplified texts written in that language or to be able to carry on discussions of a complex nature or otherwise interact or negotiate effectively in that language. If students are not presented with complex cognitive texts and tasks, with opportunities to develop advanced oral and written language skills in their foreign language classes, then it is not surprising that they exit from their foreign language programs with only minimal proficiency. Foreign language educators, then, are looking toward content-enriched or content-based language instruction to help expand the proficiency of language majority students by presenting at least a portion of the academic curriculum through a foreign language.

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## CHET TILILARNI O'RGANISHDA AKTLARDAN SAMARALI FOYDALANISH

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**Annotatsiya:** *Ushbu ilmiy maqolada ingliz tilini o'rganishni takomillashtirish va bunda axborot-kommunikatsion texnologiyalarning ahamiyati xususida so'z yuritilgan.*

**Kalit so'zlar:** *AKT, yozishmalar, suhbatlar, videokonferentsiyalar, innovatsion metodlar, tarbiyalash, o'qitish, rivojlantirish*

O'qituvchining vazifasi har bir talaba uchun tilni amaliy o'zlashtirish uchun sharoit yaratish, har bir o'quvchiga o'z faolligini, ijodkorligini namoyish etishiga imkon beradigan shunday o'qitish usullarini tanlashdir. O'qituvchining vazifasi chet tillarini o'qitish jarayonida talabaning bilish faoliyatini faollashtirishdir. Hamkorlikda o'rganish, loyiha metodikasi, yangi axborot texnologiyalaridan foydalanish, Internetresurslar kabi zamonaviy pedagogik texnologiyalar o'quv jarayonida shaxsga yo'naltirilgan yondashuvni amalga oshirishga yordam beradi, bolalarning qobiliyatlari, ularning o'rganish darajasini hisobga olgan holda o'qitishning individualizatsiyasi va farqlanishini ta'minlaydi. Chet tili darslarida kompyuterni o'qitish dasturlari bilan ishlash shakllariga quyidagilar kiradi: so'z boyligini o'rganish; talaffuz qilishni mashq qilish; dialogik va monologik nutqni o'rgatish; yozishni o'rgatish; grammatik hodisalarni ishlab chiqish.

Internet-resurslardan foydalanish imkoniyatlari juda katta. Global Internet dunyoning istalgan nuqtasida joylashgan talabalar va o'qituvchilar uchun zarur bo'lgan har qanday ma'lumotni olish uchun sharoit yaratadi: mintaqaviy geografik materiallar, yoshlar hayotidagi yangiliklar, gazeta va jurnallardan maqolalar va boshqalar.

### **MUHOKAMA VA NATIJALAR**

Darslarda ingliz tilida Internet yordamida bir qator didaktik muammolarni hal qilish mumkin: global tarmoq materiallaridan foydalanib o'qish ko'nikma va malakalarini shakllantirish; maktab o'quvchilarining yozish qobiliyatini oshirish; talabalarning so'z boyligini to'ldirish; talabalarning ingliz tilini o'rganish motivatsiyasini shakllantirish. Bundan tashqari, bu ish maktab o'quvchilarining ufqini kengaytirish, ingliz tilida so'zlashadigan mamlakatlarda tengdoshlari bilan ishbilarmonlik munosabatlari va aloqalarini o'rnatish va qo'llab-quvvatlash uchun Internet-texnologiyalar imkoniyatlarini o'rganishga

qaratilgan. Talabalar Internetda o'tkaziladigan testlar, viktorinalar, tanlovlar, olimpiadalarda ishtirok etishlari, boshqa mamlakatlardagi tengdoshlari bilan yozishmalar, suhbatlar, videokonferentsiyalar va h.k.larda qatnashishlari mumkin.

Talabalar hozirda loyihada ishlayotgan muammo haqida ma'lumot olishlari mumkin.

Ommaviy kompyuterlashtirishning mazmunli asoslari zamonaviy kompyuter aqliy mehnat sharoitlarini, umuman, uning har qanday ko'rinishini optimallashtirishning samarali vositasi ekanligi bilan bog'liq. Kompyuterning bir o'ziga xos xususiyati bor, uni boshqalarga o'rgatish uchun vosita sifatida va bilimlarni egallashda yordamchi sifatida ishlatishda aniqlanadi, bu uning jonsizligi. Mashina foydalanuvchi bilan "do'stona" aloqada bo'lishi mumkin va ba'zi paytlarda uni "qo'llab-quvvatlaydi", ammo u hech qachon g'azablanish alomatlarini ko'rsatmaydi va sizni zerikkan deb his qilishingizga imkon bermaydi. Shu ma'noda, kompyuterlardan foydalanish, ehtimol o'qitishning ayrim jihatlarini individualizatsiya qilishda eng foydalidir. Maktabda chet tilini o'rganishning asosiy maqsadi kommunikativ kompetentsiyani shakllantirishdir, boshqa barcha maqsadlar (tarbiyalash, o'qitish, rivojlantirish) ushbu asosiy maqsadni amalga oshirish jarayonida amalga oshiriladi. Kommunikativ yondashuv muloqotni o'rgatish va Internet faoliyatining asosi bo'lgan madaniyatlararo ta'sir o'tkazish qobiliyatini shakllantirishni o'z ichiga oladi. Aloqa tashqarisida Internetning ma'nosi yo'q - bu xalqaro ko'p millatli, madaniyatlararo jamiyatdir, uning hayoti dunyodagi millionlab odamlarning elektron aloqasiga asoslangan bo'lib, bir vaqtning o'zida gaplashmoqda - bu sodir bo'lgan ishtirokchilar soni va hajmi bo'yicha eng katta suhbat. Unga darsda qatnashish xorijiy til, biz haqiqiy aloqa modelini yaratamiz.

Hozirgi vaqtda aloqa, interaktivlik, muloqotning haqiqiyliigi, madaniy sharoitda tilni o'rganish, ta'limning avtonomligi va insonparvarligi masalalariga ustuvor ahamiyat berilmoqda. Ushbu tamoyillar madaniyatlararo kompetentsiyani kommunikativ qobiliyatning tarkibiy qismi sifatida rivojlantirishga imkon beradi. Chet tillarni o'qitishning yakuniy maqsadi chet tilidagi muhitda erkin yo'nalishni va turli vaziyatlarda etarli darajada javob berish qobiliyatini o'rgatishdir, ya'ni. aloqa. Bugungi kunda Internet resurslaridan foydalangan holda yangi usullar an'anaviy chet tillarini o'qitishga qarshi. Chet tilida muloqotni o'rgatish uchun siz materialni o'rganishni rag'batlantiradigan va etarli xulq-atvorni rivojlantiradigan haqiqiy, haqiqiy hayotiy vaziyatlarni yaratishingiz kerak (ya'ni aloqa haqiqiyliigi printsiipi deb ataladi). Yangi texnologiyalar, xususan Internet ushbu xatoni tuzatishga harakat qilmoqda. Kommunikativ yondashuv - bu materialni ongli ravishda anglashga va u bilan ishlash usullariga, muloqotga psixologik va lingvistik tayyorgarlikni yaratishga qaratilgan muloqotni simulyatsiya qiluvchi strategiya.

Foydalanuvchi uchun Internetda kommunikativ yondashuvni amalga oshirish ayniqsa qiyin emas. Kommunikativ vazifa talabalarga muammo yoki savolni muhokama qilish uchun taklif qilishi kerak, talabalar nafaqat ma'lumot almashadilar, balki ularni baholaydilar. Ushbu yondashuvni o'quv faoliyatining boshqa turlaridan ajratib olishga imkon beradigan asosiy mezon - talabalar o'z fikrlarini shakllantirish uchun mustaqil ravishda lisoniy birliklarni tanlashidir. Kommunikativ yondashuvda Internetdan foydalanish juda yaxshi rag'batlantiriladi: uning maqsadi o'quvchilarga bilim va tajribalarini to'plash va kengaytirish orqali chet tilini o'rganishga qiziqishdir.

Internet-resurslardan foydalangan holda chet tillarini o'rgatishning asosiy talablaridan biri bu darsda o'zaro ta'sirni yaratishdir, bu odatda metodikada interaktivlik deb nomlanadi. Interaktivlik - bu "nutq vositalari yordamida kommunikativ maqsad va natijadagi sa'y-harakatlarni birlashtirish, muvofiqlashtirish va to'ldirish". Haqiqiy tilni o'rgatish orqali Internet nutq qobiliyatlari va ko'nikmalarini shakllantirishga yordam beradi, shuningdek lug'at va grammatikani o'rgatishda samimiy qiziqish va shuning uchun samaradorlikni ta'minlaydi. Interaktivlik nafaqat hayotdan real vaziyatlarni yaratibgina qolmay, balki talabalarni chet tilida ularga munosib javob berishga majbur qiladi.

O'quvchilarga yo'naltirilgan ta'limni ta'minlaydigan texnologiyalardan biri bu ijodkorlik, bilim faoliyati va mustaqillikni rivojlantirish usuli sifatida loyiha uslubidir. Loyihalarning tipologiyasi xilma-xil. Loyihalarni monoproyektlar, jamoaviy, og'zaki nutq, aniq, yozma va Internet-loyihalarga bo'linishi mumkin. Haqiqiy amaliyotda ko'pincha tadqiqot loyihalari, ijodiy, amaliyotga yo'naltirilgan va informatsion belgilar mavjud bo'lgan aralash loyihalar bilan shug'ullanish kerak. Loyiha ishi tilni o'rganishda ko'p qirrali yondashuv bo'lib, o'qish, tinglash, gapirish va grammatikani qamrab oladi. Loyiha usuli talabalarning faol mustaqil fikrlashini rivojlantirishga yordam beradi va ularni birgalikdagi tadqiqot ishlariga yo'naltiradi. Mening fikrimcha, loyiha asosida o'qitish bolalarni hamkorlik qilishga o'rgatishi, hamkorlik qilishni o'rganish esa o'zaro yordam va hamdardlik qobiliyati kabi axloqiy qadriyatlarni tarbiyalaydi, ijodkorlikni shakllantiradi va talabalarni faollashtiradi. Umuman olganda, loyihani o'qitish jarayonida o'qitish va tarbiyaning ajralmasligi kuzatiladi.

Loyiha usuli o'quvchilarning muloqot qobiliyatini, muomala madaniyatini, fikrlarni ixcham va oson shakllantirish qobiliyatini, aloqa sheriklarining fikriga toqat qilishni, turli xil manbalardan ma'lumot olish qobiliyatini rivojlantiradi, zamonaviy kompyuter texnologiyalaridan foydalangan holda qayta ishlaydi, tabiiy ehtiyoj paydo bo'lishiga hissa qo'shadigan til muhitini yaratadi. chet tilidagi aloqada.

Ishning loyiha shakli talabalarga mavzu bo'yicha to'plangan bilimlarni qo'llashga imkon beradigan eng dolzarb texnologiyalardan biridir. Talabalar

o'zlarining ufqlarini, tilni bilish chegaralarini kengaytiradilar, undan amaliy foydalanish tajribalarini to'playdilar, chet tilidagi nutqni tinglashni va eshitishni o'rganadilar, loyihalarni himoya qilishda bir-birlarini tushunadilar. Bolalar ma'lumotnomalar, lug'atlar, kompyuter bilan ishlashadi va shu bilan chinakam til bilan bevosita aloqa qilish imkoniyatini yaratadilar, bu esa sinfda faqat darslik yordamida til o'rganishni ta'minlamaydi.

Loyihada ishlash - bu ijodiy jarayon. Talaba mustaqil ravishda yoki o'qituvchi rahbarligi ostida muammoning echimini izlaydi, buning uchun nafaqat tilni bilish, balki katta miqdordagi predmetli bilimlarga ega bo'lish, ijodiy, kommunikativ va intellektual ko'nikmalarga ega bo'lish talab etiladi.

Xorijiy tillar jarayonida loyiha usuli deyarli har qanday mavzu bo'yicha dastur materiallari doirasida ishlatilishi mumkin. Loyihalar ustida ishlash tasavvur, fantaziya, ijodiy fikrlash, mustaqillik va boshqa shaxsiy fazilatlarni rivojlantiradi.

TO zamonaviy texnologiyalar hamkorlik texnologiyasi ham amal qiladi. Asosiy g'oya turli xil o'quv sharoitida talabalarning faol qo'shma faoliyati uchun sharoit yaratishdir. Bolalar 3-4 kishilik guruhlarga birlashadilar, ularga bitta topshiriq beriladi, shu bilan birga har birining roli muhokama qilinadi. Har bir talaba nafaqat o'z ishining natijasi uchun, balki butun guruhning natijasi uchun ham javobgardir. Shuning uchun kuchsiz talabalar kuchli bo'lmagan narsalardan tushunmagan narsalarini aniqlashga harakat qilishadi va kuchli talabalar kuchsizlarga topshiriqni puxta tushunishga intilishadi. Va butun sinf bundan foyda oladi, chunki bo'shliqlar birgalikda yopiladi.

### **XULOSA VA TAKLIFLAR**

Axborot texnologiyalarini o'qitishga joriy etish, axborotni idrok etish va qayta ishlash jarayonini ancha diversifikatsiya qiladi. Kompyuter, Internet va multimediyada tufayli o'quvchilarga keyingi tahlil qilish va saralash bilan katta hajmdagi ma'lumotlarni o'zlashtirish uchun noyob imkoniyat yaratildi. Ta'lim faoliyatining motivatsion asoslari ham sezilarli darajada kengaymoqda. Multimediyadan foydalanish sharoitida talabalar gazetalardan, televizordan ma'lumot olishadi, o'zlari intervyular o'tkazadilar va telekonferentsiyalar o'tkazadilar.

Til portfeli texnologiyasida chet tilini bilish darajasini baholashning asosiy mezonlari sinov hisoblanadi. Ushbu texnologiyaning ustuvor yo'nalishi ta'lim jarayonini o'qituvchidan o'quvchiga yo'naltirishdir. O'quvchi, o'z navbatida, uning bilim faoliyati natijalari uchun ongli ravishda javobgardir. Yuqoridagi texnologiya talabalarning ma'lumotni mustaqil ravishda o'zlashtirish ko'nikmalarini bosqichmabosqich shakllantirishga olib keladi. Umuman olganda, til portfeli ko'p funktsional bo'lib, ko'p tillilikning rivojlanishiga hissa qo'shadi.



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# ACHIEVEMENTS AND PROSPECTS OF A QUALITATIVELY NEW LEVEL OF DEVELOPMENT OF FEMALE ENTREPRENEURSHIP IN UZBEKISTAN

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**Annotation:** *The growth of female entrepreneurship is the focus of the essay. The author points out that women's entrepreneurship is a versatile tool that may contribute significantly to the practical resolution of many social and economic problems. In the article, there is a summary of the steps Uzbekistan has made to foster entrepreneurship among women and to improve the climate in which it can flourish. Numerous issues are identified at the same time, and suggestions are made about how to fix them.*

**Key words:** *corporate entities, environment that fosters the growth of women's entrepreneurship, financial and digital literacy, women's rights, gender equality.*

## **Using women's entrepreneurship as a versatile instrument to address a variety of issues on a global, regional, and national scale**

In the modern world, the private sector's contribution to finding solutions to global issues is more entrepreneurial. The growth of women's entrepreneurship is increasingly seen by many nations as a way to address a variety of issues related to social and gender policy. specifically women's entrepreneurship:

- helps women become more powerful in the workforce and achieve gender parity in employment;
- enables women to access financial resources and boost their financial independence, which significantly improves the status of women in society;
- It boosts productivity and aids in the nation's economic growth.

Thus, women's entrepreneurship serves a variety of purposes a tool that can and ought to be utilized to address issues of social policy and macroeconomic nature.

## **Taking steps to promote a favorable environment and a supportive one for the growth of women's entrepreneurship**

One of the components of sustainable development is women's entrepreneurship. However, in order for women's entrepreneurship to grow consistently and sustainably, several requirements must be met. Accordingly, in Uzbekistan According to the President's Decree No. UP-87 of March 7, 2022, "On Measures to Further Accelerate the Work on Systemic Family Support and Women," boosting the proportion of women in commercial

organizations to a minimum of 40% is one of the top priorities. Systematic and thorough actions are needed for this.

The creation of conducive conditions for a woman to launch her own business and a welcoming atmosphere for the development of the business in the future is crucial for the sustained development of women's entrepreneurship. First and foremost for these goals, measures to establish a suitable legal system. The Law on Guarantees of Equal Rights and Equal Opportunities for Women and Men, which was approved in 2019, stipulates in Article 20 that "The State provides Women and Men with Equal Rights and Opportunities in the Implementation of Entrepreneurial Activities." A number of elements in the National Gender Strategy that are related to the growth of women's entrepreneurship have been enacted.

The President's Decree No. UP-87, dated March 7, 2022, "On measures to further accelerate work on systemic support for families and women," calls for the following actions to promote women's entrepreneurship: allocation of soft loans for women's small business projects in 2022–2023; establishment of women's handicraft centers and clusters in each region; enhancement of the operations of women's entrepreneurship centers; steps toward the establishment of regional centers; assistance with the sale of products made by women entrepreneurs; entrepreneurship training and women's involvement in business. The Association now has 68 regional branches around the nation.

The foundations of entrepreneurship are being taught to women through various initiatives. Thus, the "People's Bank," the Ministry of Labor and Employment Relations, and the Association of Business Women of Uzbekistan "Woman Entrepreneur" are all involved. The training of women who joined "Women's Notebook" was the subject of a memorandum of cooperation that was signed. As a result, it is intended to create a "knowledge platform" to include women in business, based on the experience of the Bank.

Female entrepreneurship is rising as a result of the banking system's participation and banks' contribution to development. One woman must be chosen as vice chair for each bank. Depending on the particulars of the areas, People's The Bank has created "Business Plan" initiatives in 72 distinct fields and distributed handouts (brochures). The aforementioned actions need to act as impetuses for the growth of female entrepreneurship.

Development of women's business in rural regions is a separate focus, as is taking action to lessen and ameliorate the effects of the epidemic, notably by offering tax incentives, benefits. particularly as of this year's July 1. Up to January 1 2025, small companies in rural regions that employ low-income women are permitted to pay property and land tax at a rate of 50% and social tax at a rate of 1%.

The engagement of women in non-traditional fields (like IT-business) is the most significant trend. To eliminate gender inequality, an IT center has established in Uzbekistan to help women and young people develop their abilities. the disparity in access to technology and women's active participation in digital entrepreneurship.

The expansion of international collaboration to assist women's entrepreneurship is given special consideration. held a regular dialogue of Central Asian women leaders, as part of which the countries' 2021 Roadmap for Cooperation of Women Entrepreneurs was developed. In the area of sustainable development, Central Asia established a discussion group for female business owners from the region's nations. The first International Women's Business Forum, titled "Dialogue of Women Entrepreneurs from the Kyrgyz Republic and the Republic of Uzbekistan," took place in 2021 as well. Similar business forums were organized in 2022 in collaboration with women from Tajikistan and Azerbaijan.

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## FEATURES OF CLINICAL AND LABORATORY INDICATORS OF RENAL COMPLICATIONS DURING THE COVID- 19 PANDEMIC

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**Relevance:** Coronavirus disease 2019 (COVID-19) has been declared a pandemic, given its global spread. Children account for 1% of patients and are less likely to be severely ill than adults; although pre-school children and infants may have severe clinical manifestations. Urinary system damage in children with Covid-19 disease is progressive and is one of the most pressing medical problems of the present day. Renal pathology has a high risk of development in children at different stages of Covid-19 compared to the general population.

**Objective:** to determine the peculiarities of clinical and laboratory abnormalities and to estimate the efficacy of complex treatment in children with acute pyelonephritis developed on the background of Covid-19.

**Materials and methods of study.** We studied 65 patients, 30 children with AP without history of Covid-19 and 35 patients with AP on the background of Covid-19, aged from 4 to 18 years (depending on ways of treatment patients were divided into 2 groups: The 1st group consisted of 20 patients with AP with Covid-19 in anamnesis, which were treated with usual methods of treatment; the 2nd group consisted of 15 patients with AP with Covid-19 in anamnesis who were treated with complex therapy). General clinical history, examination, blood and urine tests, instrumental - excretory urography, renal ultrasound, nephroscintigraphy, blood pressure measurement, biochemical - blood and urine creatinine, PCR, bacteriological - urine culture for microflora and sensitivity to antibiotics, statistical.

**Results:** Different degree of activity of inflammatory process was revealed in 12 (40%) children without history of Covid-19 and in 35 (100%) patients with Covid-19, while in patients with AP without history of Covid-19 degree II activity was marked.

Fever of febrile nature; pain syndrome (pain in the abdomen, in the side, when palpating the kidneys, positive Pasternatzky's symptom) prevailed in all the children observed (65); these syndromes were combined with dysuria in eleven patients. Signs of intoxication were pale skin, "marbling", periorbital "shadows", decreased appetite and cephalgia in 16 and 26 patients. In 11 and 22 patients mild pastosis of eyelids, shins was observed, which was combined with short-term decrease of diuresis (2-3 days). The blood pressure of 10 (33%) and 28 (80%) Group 2 patients increased, whereas in 20 (67%) and 7

(20%) patients respectively, the blood pressure remained unchanged. Blood analyses revealed changes in nonspecific markers of inflammatory activity in all children: leucocytosis with a bacilliform shift ( $17.52 \pm 1.33 - 109/l$  and  $21.51 \pm 1.45 - 109/l$ ) and accelerated sedimentation rate (25.0 and 45.2 mm/hour respectively).

**Conclusions:** A high percentage of acute pyelonephritis of viral etiology (77%) was observed in patients with Covid-19. In 100% of AP patients treated with Covid-19 and 40% of children with AP without a history of Covid-19 the third degree of inflammatory process activity was observed. According to our observations, it is clear, that at admission of children with AP with Covid-19 in the anamnesis and in Group 1, all analysed parameters have significant differences in comparison with the control, which is a reflection of impairment of immunological reactivity in children with AP, while in children with AP against Covid-19 we observed more profound changes in all investigated clinical and laboratory parameters.

**Анкета на участие в Международной 77-й научно-практической конференции «Достижения фундаментальной, прикладной медицины и фармации»**

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5. Указать участие о Онлайн о Офлайн 5. Форма участия в конференции (необходимо указать) <input type="checkbox"/> публикация тезиса + доклад <input type="checkbox"/> только публикация тезиса	Только публикация тезиса
6. Ф.И.О. научного руководителя (полностью) с указанием должности, ученой степени, звания;	Ахмеджанова Н.И, д.м.н,доцент кафедры Госпитальной педиатрии №2
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## PECULIARITIES OF THE COURSE OF ACUTE PYELONEPHRITIS IN CHILDREN DURING THE COVID- 19 PANDEMIC.

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**Relevance:** Coronavirus disease 2019 (COVID-19) has been declared a pandemic, given its global spread. Children account for 1% of patients and are less likely to be severely ill than adults; although pre-school children and infants may have severe clinical manifestations. Urinary system damage in children with Covid-19 disease is progressive and is one of the most pressing medical problems of the present day. Renal pathology has a high risk of development in children at different stages of Covid-19 compared to the general population.

**Objective:** to determine the peculiarities of clinical and laboratory abnormalities and to estimate the efficacy of complex treatment in children with acute pyelonephritis developed on the background of Covid-19.

**Materials and methods of study.** We studied 65 patients, 30 children with AP without history of Covid-19 and 35 patients with AP on the background of Covid-19, aged from 4 to 18 years (depending on ways of treatment patients were divided into 2 groups: The 1st group consisted of 20 patients with AP with Covid-19 in anamnesis, which were treated with usual methods of treatment; the 2nd group consisted of 15 patients with AP with Covid-19 in anamnesis who were treated with complex therapy). General clinical history, examination, blood and urine tests, instrumental - excretory urography, renal ultrasound, nephroscintigraphy, blood pressure measurement, biochemical - blood and urine creatinine, PCR, bacteriological - urine culture for microflora and sensitivity to antibiotics, statistical.

**Results:** Different degree of activity of inflammatory process was revealed in 12 (40%) children without history of Covid-19 and in 35 (100%) patients with Covid-19, while in patients with AP without history of Covid-19 degree II activity was marked.

Fever of febrile nature; pain syndrome (pain in the abdomen, in the side, when palpating the kidneys, positive Pasternatzky's symptom) prevailed in all the children observed (65); these syndromes were combined with dysuria in eleven patients. Signs of intoxication were pale skin, "marbling", periorbital "shadows", decreased appetite and cephalgia in 16 and 26 patients. In 11 and 22 patients mild pastosis of eyelids, shins was observed, which was combined with short-term decrease of diuresis (2-3 days). The blood pressure of 10 (33%) and 28 (80%) Group 2 patients increased, whereas in 20 (67%)

and 7 (20%) patients respectively, the blood pressure remained unchanged. Blood analyses revealed changes in nonspecific markers of inflammatory activity in all children: leucocytosis with a bacilliform shift ( $17.52 \pm 1.33 - 109/l$  and  $21.51 \pm 1.45 - 109/l$ ) and accelerated sedimentation rate (25.0 and 45.2 mm/hour respectively).

**Conclusions:** A high percentage of acute pyelonephritis of viral etiology (77%) was observed in patients with Covid-19. In 100% of AP patients treated with Covid-19 and 40% of children with AP without a history of Covid-19 the third degree of inflammatory process activity was observed. According to our observations, it is clear, that at admission of children with AP with Covid-19 in the anamnesis and in Group 1, all analysed parameters have significant differences in comparison with the control, which is a reflection of impairment of immunological reactivity in children with AP, while in children with AP against Covid-19 we observed more profound changes in all investigated clinical and laboratory parameters.



# ИССЛЕДОВАНИЕ ПРИЕМЛЕМОСТИ ПЕРЕВОДА ОСНОВНЫХ ТЕРМИНОВ ТУРИСТИЧЕСКОЙ КУЛЬТУРЫ КОРЕЙСКОГО ЯЗЫКА

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**Аннотация:** *Целью данного исследования является изучение приемлемости перевода основных терминов туристической культуры с корейского языка на другие языки. Туризм играет важную роль в современном международном общении, и точность и адекватность перевода туристических терминов имеют решающее значение для успешной коммуникации между различными языковыми и культурными группами. В данной статье мы рассмотрим основные термины туристической культуры на корейском языке и проанализируем их перевод на английский и русский языки, сосредоточившись на проблемах, связанных с их приемлемостью.*

**Ключевые слова:** *Туризм, Культурный туризм, Перевод, Терминология, Межкультурная коммуникация*

## **Введение**

Туристическая индустрия является одной из ключевых отраслей экономики многих стран и играет значительную роль в международных отношениях. В связи с этим, перевод туристических терминов на различные языки имеет важное значение для эффективного обмена информацией и коммуникации между культурами. Однако, в процессе перевода возникают сложности, связанные с различиями в языках и культурах, что может привести к неправильному пониманию и неприемлемому использованию туристических терминов.

**Методология.** В исследовании был проведен анализ основных терминов туристической культуры на корейском языке. Для каждого термина были рассмотрены возможные варианты перевода на другие языки, включая английский и русский. Были проведены: анкетирование и опрос среди носителей этих языков для оценки приемлемости перевода туристических терминов. Оценка основывалась на различных критериях, таких как точность, адекватность, ясность и соответствие контексту. Это первая в истории база данных туристических и культурных терминов, которая послужила основой для анализа перевода и разработки руководящих принципов перевода в этом исследовании и, как ожидается, обеспечит полезную основу для дальнейших соответствующих исследований. Во-вторых, были проанализированы все переведенные термины на двух языках в базе данных. Переведенные термины были

разделены на шесть по стратегиям перевода, таким как латинизация, транслитерация, дословный перевод, семантический перевод и замена соответствием. Были собраны наиболее часто встречающиеся проблемы перевода, которые были разделены на пять категорий:

- 1) несоответствие, когда один корейский термин имеет много разных переводов;
- 2) неточная передача смысла;
- 3) недостоверная передача информации из-за сокращения или добавления информации;
- 4) использование неуклюжих или сложных выражений, либо выражений, лишенных культурной уникальности референта;
- 5) явная неточность перевода. Исходя из этих проблем, были выбраны условия приемочного обследования.

### Стратегия перевода по языку

Стратегия перевода английского и русского языков была разделена на английское обозначение, фонетический, прямой, семантический, соответствующий и смешанный, и содержание было следующим.

Таблица 3.1. Типы и определения стратегии перевода

Корейский термин	Стратегия перевода	Русский перевод	Английский перевод
경복궁	Обозначение	Кёнбоккун	Gyeongbokgung
불고기	Фонетический	Бульгоги	Bulgogi
산	Прямой	Гора	Mountain
한복	Семантический	Традиционная корейская одежда	Traditional Korean clothing
낙지	Соответствующий	Осьминог	octopus
찜닭	Смешанный	Тушеное куриное мясо	Korean braised chicken

Каждая стратегия перевода применяется в соответствии с особенностями и целями перевода, и выбор конкретной стратегии может зависеть от контекста и предпочтений переводчика.

Это лишь некоторые примеры различных стратегий перевода корейских туристических терминов на английский и русский языки. Конкретные переводы могут зависеть от контекста и специфических требований перевода.

### Типы проблем с традиционными переводами

Анализ английских и русских слов перевода терминов туристической культуры для книг (5-6 книг) и словарей, используемых в данном исследовании, показал, что в случае возникновения проблем с

информацией из-за отсутствия согласованности, сбоев в передаче, сокращения информации или вставки неточной информации, проблемы с выражениями и ошибками.

1. Лексические проблемы: Пример: Термин "한옥" (hanok) обозначает традиционный корейский дом, который имеет уникальную архитектуру и стиль. Перевод "традиционный корейский дом" может быть недостаточно точным и не передавать специфику и культурное значение этого термина.

2. Грамматические проблемы: Пример: В корейском языке порядок слов может отличаться от русского. Например, выражение "문화체험" (munhwacheheom) буквально означает "культурный опыт", но в переводе на русский язык нужно изменить порядок слов и использовать конструкцию "опыт культуры".

3. Семантические проблемы: Пример: Термин "맛집" (matjip) означает "лучшее место для питания" или "ресторан с вкусной едой". Перевод "ресторан" может быть недостаточно информативным и не передавать позитивную коннотацию этого термина.

4. Культурные проблемы: Пример: Термин "관광명소" (gwangwangmyeongso) означает "известное туристическое место". При переводе на русский язык может потребоваться пояснение, чтобы передать идею того, что это место является известным и популярным среди туристов.

5. Стилистические проблемы: Пример: Термин "가을 단풍" (gaeul danpung) обозначает "осенние краски" или "красота осенних листьев". При переводе этого термина в рекламном контексте может потребоваться использование более привлекательного и эмоционального языка, чтобы передать его привлекательность и восхитительность.

Исследование типов проблем с традиционными переводами на основе конкретных примеров поможет лучше понять сложности и особенности перевода терминов туристической культуры с корейского на русский язык.

### Типы и определения стратегии перевода

<Таблица 3-2> Проблемы анализа результатов с примерами:

Проблема	Пример
Субъективность оценок	Респондент А оценивает перевод термина "향토문화" как "национальная культура", а респондент В - как "этническая культура".
Разнообразие выборки	Группа респондентов, знакомых с корейской культурой, оценивает перевод термина "산" как

	"гора", в то время как группа, не знакомая с этой культурой, оценивает его как "холм".
Множество влияющих факторов	Перевод термина "관광객" в зависимости от контекста может быть оценен как "турист" или "посетитель".

Примеры в таблице иллюстрируют различия в оценках перевода терминов туристической культуры корейского языка в зависимости от субъективных предпочтений респондентов, их культурного и языкового фона, а также контекста использования термина. Эти факторы могут влиять на результаты исследования и требуют анализа с учетом множества переменных.

### Результаты

Результаты исследования показали, что при переводе основных терминов туристической культуры с корейского языка на другие языки существуют определенные проблемы. Они включают неправильное понимание, потерю значимости и информации, а также ошибки в выражении. Каждый из рассмотренных языков имел свои особенности и сложности при переводе туристических терминов, что указывает на необходимость более глубокого изучения их приемлемости и возможности улучшения качества перевода.

### Заключение

Исследование приемлемости перевода основных терминов туристической культуры корейского языка подчеркивает важность точности и адекватности перевода для успешной коммуникации в сфере туризма. Результаты исследования могут быть использованы для разработки рекомендаций по улучшению перевода туристических терминов и обеспечения более эффективной коммуникации между языковыми и культурными группами. Дальнейшие исследования в этой области могут помочь развитию межкультурного понимания и укреплению связей в сфере туризма.

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## ҚИШЛОҚ АҲОЛИСИГА ТИББИЙ ХИЗМАТ КЎРСАТИШ ФАОЛИЯТИ (1960-1980-ЙИЛЛАРДА СУРХОНДАРЁ ВИЛОЯТИ МИСОЛИДА)

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**Аннотация:** Мақолада 1960-1980-йилларда Сурхондарё вилояти қишлоқ аҳолисининг кундалик ҳаётида тиббий муассасалар – қишлоқ шифохоналари, амбулаториялар, тез ёрдам хизмати ва дорихоналарнинг фаолияти ҳамда уларнинг қишлоқ аҳолиси ҳаётида тутган ўрни ҳақида ёзилган.

**Калит сўзлар:** Шифохона, дорихона, касалликлар, захарли химикатлар, тиббий кўрик, врач, ҳамшира, туғруқхона, санатория, табиб.

1950-йилларнинг охирида Сурхондарё вилоятининг қишлоқ ҳудудларида аҳолига тиббий хизмат кўрсатиш даражаси қониқарли бўлмаган. 1960 йилда аҳоли жон бошига тиббиёт муассасалари тўғри келиши бўйича вилоят республикада охириги ўринларда эди. Шу йили Ўзбекистонда ҳар 10 000 аҳолига 83.9 та даволаш муассасалари тўғри келган бўлса, Сурхондарё вилоятида бу рақам 64 тани ташкил этган [1, 88].

Архив маълумотларига кўра, 1950-1960-йилларда вилоят қишлоқ ҳудудларида бир қанча касалланиш ҳолатлари қайд этилган. 1959 вилоятда кўз касаллиги – трахома билан касалланганлар кўпайган. Бу касалликка чалинганлар сони 5943 нафарга етиб, ҳар 10 000 кишига 125 нафарни ташкил қилди ва уларнинг 20 фоизини вояга етмаган болалар ташкил этган. 1959 йилда Термиз шаҳрида 50 ўринли ва Денов шаҳрида 15 ўринли трахомага қарши диспансерлар қурилди. 1960 йилда диспансерлардаги ўринлар сони 145 та, 1961 йилда 245 тага етказилиб, 1965 йилда ушбу касаллик билан оғриганлар тўлиқ тузалишига эришилган [2.32].

Ўзбекистон ССР Министрлар Кенгашининг 1960 йил 21 октябрдаги “Республикада сил касаллигининг ҳолати ва уни камайтириш чоратадбирлари тўғрисида” ги қарорига асосан 1964 йил Ангор туманида 35 ўринли, Шеробод туманида 50 ўринли силга қарши диспансерлар қурилди ва вилоятдаги силга қарши диспансерлардаги ўринлар сони 1960-1965-йилларда 243 тадан 366 тага кўпайди. 1974 йилда республикада қишлоқ аҳолисининг 51,4 фоиздан ортиғи силга қарши профилактик кўриклар билан қамраб олиниб, бу Хоразм вилоятида 79,4, Қашқадарё вилоятида 77,9, Сирдарё вилоятида 95,5, Сурхондарё вилоятида 76,6 фоизни

ташқил этган [3.138]. Ушбу касалликнинг олдини олишга қаратилган чоралар туфайли 1974 йилда 1971 йилга нисбатан қишлоқ аҳолисида сил касаллиги билан касалланиш 8,6 фоизга, ўлим ҳолати 18% га камайди. Шу даврда болалар ўртасида сил касаллиги билан касалланганлар 27 фоизга камайди [4.108].

1966 йилда вилоятда чорвачилик билан шуғулланувчи аҳоли орасида бруцеллёз касаллиги билан касалланганлар 59 нафарни ташқил этган бўлса, 1967 йилда Шеробод, Термиз ва Жарқўрғон туманларида 66 нафар кишида ушбу касаллик аниқланди. 1970-йиллар ўрталаридада бруцеллёз билан касалланганлар сони камайиб, 1974 йилнинг 1 январь ҳолатида 23 нафар қишлоқ аҳолисида ушбу касаллик аниқланган. 1966 йил 20 июлдан 10 августгача Денов туманининг Собир Раҳимов номли колхозида яшовчи 26 нафар кишининг колхоз фермасидаги касалланган чўчқаларнинг гўштларини истеъмол қилганлиги натижасида уларда куйдирги касаллиги аниқланган. 1976 йилда Бойсун туманининг Кофирун қишлоғида 5 та, Термиз туманининг Мангузар қишлоғида 6 та ҳолатда куйдирги касаллиги аниқланди [5. 10].

Вилоятда юқумли касалликлар тарқалишининг асосий сабабларидан бири аҳолининг ичимлик суви билан қониқарсиз таъминланганлиги эди. 1966-йилда вилоят қишлоқ аҳолисининг 80 фоизи водопроводлаштирилмаганлиги учун ариқ ва зовурлардан сув истеъмол қилган. Расмий ҳужжатларда 1973 йилда вилоятда мавжуд 66 та колхознинг 29 тасида, 25 та совхознинг 11 тасида, яъни жами қишлоқ аҳолисининг 44.1 фоизи водопровод билан таъминланганлиги қайд этилган. Аслида қишлоқ ҳудудларини ичимлик суви билан таъминлаш анча қониқарсиз бўлиб, 1970-йилларда ҳам вилоят қишлоқ аҳолисининг 70 фоиздан ошиғи канал ва ариқ сувларидан истеъмол қилган. Ўрганилаётган йилларда қишлоқ аҳолисини тоза ичимлик суви билан таъминлашда колхоз ва совхозлар раҳбариятининг ташаббуси муҳим ҳисобланган. Масалан, 1973 йилда Денов туманининг “Ҳазарбоғ” совхозини насос станцияси орқали совхоз аҳолисини тўлиқ ичимлик суви билан таъминланган бўлса, худди шундай иқтисодий имкониятга эга бўлган Жарқўрғон туманининг “Сурхон” совхозида шу йили умуман водопровод сувийўқ эди [6. 16].

1960-йиллар бошларида вилоятда қурилган айрим кўп қаватли турар-жой биноларининг канализация иншоотлари қурилиши битмасдан фойдаланишга топширилиши чиқинди сувларининг яқин атрофдаги дарёга оқизилиши оқар сувларнинг ифлосланишига сабаб бўлган. Мисол учун, 1960 йилда Денов туманидаги “Гулистон”, “Октябрь 50 йиллиги”, Сариосиё туманининг “Тоқчиён” ва “Узун” посёлкаларида фойдаланишга туширилган турар-жой биноларида шундай ҳолатлар учраган.

1966 йилда Денов туманидаги Собир Раҳимов номли колхознинг чўчқачилик фермасидан чиққан чиқинди сувларининг “Ҳазарбоғ” каналига тушиши ва ундан аҳолининг истеъмол қилиши натижасида Денов ва Шўрчи туманлари аҳолиси орасида 839 нафар, жумладан Собир Раҳимов номли колхозда яшовчи 72 нафар, Шўрчи тумани Охунбобоев номли колхозида яшовчи 714 нафар, “Ленинобод” колхозида яшовчи 53 нафар кишида ўткир ичак касалликлари касалланган [7. 44]. Вилоятда ушбу касаллик билан касалланганлар 1973 йилда 1972 йилга нисбатан 6,1, 1971 йилга нисбатан 36,6 фоизга ошган. Бойсун, Жарқўрғон, Шеробод, Шўрчи, Сариосиё ва Термиз туманларида ушбу касаллик билан касалланиш кўпайган.

1970-йиллар ўрталарига келиб вилоят аҳолиси ўртасида вирусли гепатит касаллигининг тарқалиши кўпайди. 1973 йил вилоятда 7294 та ҳолатда вирусли гепатит касаллиги аниқланиб, касалланиш 100 минг аҳолига нисбатан 991 нафарни ташкил этди. Касаллик айниқса Жарқўрғон тумани аҳолисида кўп қайд этилди ва бу ҳар 100 минг аҳолига 1942 нафарни ташкил этди [8. 3]. Вилоятда вирусли гепатит касаллигининг олдини олиш мақсадида 1980-1985-йиллар оралиғида Шеробод ва Шўрчи туманларида 60 ўринли, Олтинсой туманида 150 ўринли юқумли касалликлар шифохоналари қурилди. 1980-йиллар охирида ушбу касалликка чалинганлар кўпайиб, биргина 1989 йилда Шеробод туманида 762 кишида вирусли гепатит касаллик аниқланди. Бунга асосий сабаб туманда ичимлик суви муаммоси эди. Шу йили туман аҳолисининг 36 фоизигина водопровод ва артезиан сувлари билан таъминланган эди. Бундан ташқари вилоятда юқумли касалликларнинг кўпайишига туман марказлари, колхоз ва совхозлардаги умумий овқатланиш корхоналарининг тозалик ва гигиена қоидаларига жавоб бермаслиги эди. 1973 йилда вилоят давлат санитария эпидемиологик станцияси томонидан санитария-гигиена меъёр ва қоидаларини бузганлик учун вилоятдаги 538 та овқатланиш корхоналари фаолияти тўхтатилган, 3 та иш прокуратура органларига ўтказилган.

Сурхондарё вилоятининг Афғонистон билан чегарадош эканлиги ушбу давлатдан ўтиши мумкин бўлган юқумли ва бошқа касалликларга доимий қарши курашишни тақазо этган. Масалан, 1973 йилда қўшни Афғонистонда вабо касаллиги тарқалганлиги муносабати билан ушбу давлатга чегарадош бўлган вилоятнинг Термиз, Жарқўрғон ва Гагарин туманларининг 7 ёшдан 50 ёшгача бўлган 107 минг аҳолиси бу касалликка қарши эмланган [9. 5].

Ўрганилаётган йилларда вилоят қишлоқ хўжалигида одам организми учун учун ўта заҳарли химикатлардан фойдаланиш кўпайди. Ўзбекистон ССР Министрлар кенгашининг 1967 йил 10 апрелда “Республика қишлоқ



хўжалигида заҳарли химикатларнинг қўлланилиши муносабати билан аҳоли саломатлигини муҳофаза қилиш бўйича чора-тадбирларнинг қониқарсиз амалга оширираётганлиги тўғрисида” ги ҳамда 1970 йил 3 августдаги “Қишлоқ хўжалиги зараркунандаларига қарши курашда кимёвий ўғитлардан фойдаланишни тартибга солиш тўғрисида”ги қарорларида заҳарли химикатларни ташиш, сақлаш ва ишлатишда хавфсизлик қоидаларига риоя қилиш бўйича бир қанча тадбирлар амалга оширилишига қарамай қишлоқ одамлари орасида заҳарланиш ҳолатлари кўпайиб борди. Мисол учун, биргина 1966 йил вилоятда 73 та, жумладан, Жарқўрғон туманида 17 та, Денов туманида 12 та, Термиз туманида 12 та ва Шеробод туманида 13 та ҳолатда одамлар орасида кучли заҳарланиш қайд этилган [10. 68].

Колхоз ва совхозларда, “Ўзселхозтехника” бирлашмасига қарашли омборхоналарда назоратсизлик натижасида пахта экиннинг зараркунандаларига қарши кимёвий воситаларни сақлаш ва ишлатиш қоидалари қўпол равишда бузилган. Далага кимёвий ишлов бериш у ерда ишлаётганларга хабар бермасдан амалга оширилган, дори сепувчи самолёт аҳоли манзилгоҳлари ва очиқ сув ҳавзалари устидан ҳам дориларни сепаб ўтган. Бунинг натижасида ҳаво, тупроқ, сув ва қишлоқ хўжалик маҳсулотлари заҳарланган. Қишлоқ ҳудудларидаги аэродромларда санитария-гигиена хоналари, душ, бассейн мавжуд бўлмаган. Бундан ташқари аэродромда иш вақтида бўлиши лозим бўлган навбатчи тиббиёт ходими ва техника хавфсизлиги бўйича инструктор деярли иш вақтида бўлмаган. Экин далалари кучли таъсир қилувчи ўғитлар билан ишлов берилгандан сўнг аэродромлар, дала шийпонлари химиявий ўғитлар қолдиғидан тозаланмаган, қишлоқ аҳолиси кимёвий заҳарланишдан сақланиш учун санитария-гигиена қоидаларидан хабардор қилинмаган [11. 296].

Вилоятдаги колхоз ва совхозларда заҳарли химикатларни сақлаш учун махсус омборхоналар қурилмас эди. Айрим ҳолларда колхоз ва совхозларга керагидан ортиқча химиявий ўғитлар берилиши ҳудудларда тонналаб химикатларнинг очиқ майдонларда, дала шийпонларида антисанитария ҳолатида сақланишига сабаб бўлган. Мисол учун, 1975 йил май ойида ўтказилган текширишда Шўрчи туманидаги “Октябрь 30 йиллиги” колхозидан 51 тонна олтингургурт колхоз идораси ёнида, туманнинг Чкалов номи колхозидан 5 тонна олтингургурт дала шийпонидан, 80 фоизли тетраметилтиурам-дисульфид (ТМТД) заҳарли химикати очиқ майдонда, 12 бочка нетрофен бригада хирмони ёнида офтобда тўкилиб, эриб, ойлар давомида назоратсиз ётганлиги натижасида ҳудуд табиати ва инсонларнинг заҳарланишига сабаб бўлганлиги аниқланган [12. 3]. Вилоят қишлоқ аҳолисидан давлат органларига заҳарли химикатларнинг

одамлар соғлигига зиён етказаётганлиги тўғрисида шикоятлар келиб турган. Масалан, 1970 йилда Жарқўрғон туманининг “Коммунизм” колхозида яшовчи фуқароларнинг вилоят ижроия кўмитасига колхоз далаларида ишлатилган заҳарли химикатларнинг етказаётган зарари бўйича мурожаати вилоят қишлоқ хўжалиги томонидан тузилган комиссия томонидан ўрганилганда ўз тасдиғини топган [13. 203].

1975 йилда Тожикистоннинг Турсунзода шаҳрида йирик алюминий заводининг ишга туширилиши ва завод чиқиндиларининг ҳавони ифлослаши туфайли Сурхондарё вилоятининг Тожикистон Республикасига қўшни бўлган Сариосиё (Тожикистон республикасига чегарадош Узун тумани 1992 йилга қадар Сариосиё тумани таркибида эди)) туманида одамлар соғлиги ёмонлашди, қишлоқларда чорвачилик ва деҳқонликка жиддий зарар етказилди. 1980-йилларда туман аҳолиси томонидан вилоят, республика давлат ташкилотларига юборилган шикоятлари сабабли 1988 йил 2 августда Ўзбекистон ССР Министрлар Кенгаши томонидан Сурхондарё вилоятининг Сариосиё ва унга туташ туманлари атроф-муҳитига алюминий заводининг таъсирини баҳолаш ҳамда уларнинг салбий оқибатларини камайтириш чора-тадбирларини ишлаб чиқиш бўйича илмий-техникавий дастур имзоланди [14. 2].

Дастур асосида Тожикистон алюминий заводнинг кишилар соғлигига етказган зарарини аниқлаш мақсадида Сариосиё туманининг “Дашнобод” совхози ва Свердлов номли колхозлари ҳамда Турсунзода шаҳридан 150 километр узоқликда жойлашган Жарқўрғон туманининг Норали Боймуродов номли колхози ҳудуди тиббий кўрик ўтказиш жойи сифатида танлаб олинди. Бунда ҳар икки ҳудудда кишиларнинг ижтимоий-иқтисодий турмуш шароити, санитария маданияти, қишлоқ хўжалиги, тиббий хизмат кўрсатиш даражаси бир хил бўлгани ҳамда қишлоқ хўжалигида ишлатиладиган зарарли химикатлар ва минерал ўғитларни қўллаш ҳажми, уларнинг ҳар иккала майдондаги экин майдонига ишлатилиши фарқ қилмаслиги ҳисобга олинди. Республиканинг 11 та етакчи илмий-тадқиқот муассасалари томонидан Сариосиё туманидан 3424 нафар ва Жарқўрғон туманидан 3652 нафар кишилар тиббий кўриқдан ўтказилди. Ўтказилган тиббий кўрик натижалари Сариосиё туманида касалланганлар сони Жарқўрғон туманига нисбатан 2,2 баробар кўп эканлигини кўрсатди. Жарқўрғон туманида 1000 кишида 1544 та касаллик аниқланган бўлса, Сариосиё туманида 3466 та касаллик аниқланган.

Шундай қилиб, 1960-1980-йилларда Сурхондарё вилояти қишлоқ ҳудудларида аҳолига тиббий хизмат кўрсатиш тизими ривожланди, кўплаб касалликларнинг олди олинди. Шу билан бирга ўрганилаётган даврда қишлоқ экинлари, асосан пахтага ишлов беришда зарарли

химикатларнинг меъеридан ошиқча ишлатилиши қишлоқда яшовчи аҳолининг соғлигига салбий таъсир кўрсатди.

### **Фойдаланилган адабиётлар рўйхати:**

1. Очиллов Ф.Э. XX-асрнинг 50-60-йилларида Ўзбекистоннинг ижтимоий-иқтисодий аҳволи ва муаммолари (Қашқадарё ва Сурхондарё вилоятлари мисолида). 07.00.01- Ўзбекистон тарихи ихтисослиги бўйича т.ф.н. илмий даражасини олиш учун тақдим этилган диссертация иши. – Тошкент. 2011. - Б.151.
2. Сурхондарё вилоят давлат архиви, 45-фонд, 1-рўйхат, 620-ҳужжат, 32-варақ.
3. Ўзбекистон ИТТХ миллий архиви 40-фонд, 3-рўйхат, 692-ҳужжат, 138-варақ.
4. Ўзбекистон миллий архиви, 837-фонд, 41-рўйхат, 3907-ҳужжат, 108-варақ.
5. Ўзбекистон ИТТХ миллий архиви 40-фонд, 2-рўйхат, 972-ҳужжат, 10-варақ.
6. Сурхондарё вилоят давлат архиви, 45-фонд, 1-рўйхат, 1419-ҳужжат, 16-варақ.
7. Сурхондарё вилоят давлат архиви, 45-фонд, 1-рўйхат, 769-ҳужжат, 43-44-варақ.
8. Сурхондарё вилоят давлат архиви, 45-фонд, 1-рўйхат, 1818-ҳужжат, 3-варақ.
9. Ўзбекистон ИТТХ миллий архиви 40-фонд, 2-рўйхат, 968-ҳужжат, 5-варақ.
10. Сурхондарё вилоят давлат архиви, 45-фонд, 1-рўйхат, 890-ҳужжат, 68-варақ.
11. Сурхондарё вилоят давлат архиви, 45-фонд, 1-рўйхат, 1594-ҳужжат, 296-варақ.
12. Ленин байроғи. 1974 йил 22 май
13. Сурхондарё вилоят давлат архиви, 45-фонд, 1-рўйхат, 1299-ҳужжат, 203-варақ.
14. Ўзбекистон миллий архиви, 2454-фонд, 6-рўйхат, 7293-ҳужжат, 2-варақ.

## КОМПЬЮТЕРЛИ ЎҚИТИШ ВА УНИНГ КАСБ-ХУНАР МАКТАБЛАРИДА ТАЪЛИМ - ТАРБИЯВИЙ АҲАМИЯТИ

**Амирова Зубайда Шодмоновна**

*Термиз шаҳар касб –ҳунара мактаби информатика фани ўқитувчиси*

**Аннотация:** Ушбу мақолада компьютерли ўқитиш ва уларни мактаб, таълим даргоҳларида ўқитишда амалда тадбиқ қилишда амал қилиш зарур бўлган кўрсатмалар ва кўникмалар келтирилган. Ҳозирги замон ахборотлашган даврдан келиб чиққан ҳолда керакли методлар ҳақида сўз юритилган.

**Калит сўз:** компьютер, мултимедиали ва анимацияли кўргазмалар, елестрон дарслик, автоматлаштирилган тизимлар.

Компьютерли ўқитиш воситалари ўқитувчи ва ўқувчининг ўзаро фаол ҳамкорлигини таъминлайди. Компьютер компьютерли ўқитиш технологиясида ўқитувчи вазифасини бажаради. Компьютер ўқув ахборатини узатиш манбаи бўлиб, мултимедиали ва анимацияли кўргазмалиликни таъминлайди, тренажер, таҳлил ва назарот қилиш моделлаштириш воситаси, ҳисоблаш машинаси вазифасини бажаради.

Ўқитиш объекти функцияси компьютер дастурлаштириш, дастурий маҳсулотларни яратиш, турли информацион муҳитни кўллаш сифатида бажаради. Компьютер ўқитиш технологиясида ўқитувчи қуйидаги вазифаларни бажаради:

- электрон дарслик воситасида ўқитиш жараёнини ташкил этиш;
- компьютер синфдаги тармоқли бошқариш, инструктуал ўтказиш, ўқитувчиларни фаолаштириш ;ўқувчиларни индивидуал кузатиш, уларга ёрдам кўрсатиш, яъни электрон дарслик билан мустақил ишлашга йўналтириш ўқувчиларнинг ўқув материаллари билан ишлашда маслаҳатлар бериш;
- ўқувчиларнинг топшириқларни бажариш бўйича қўшимча кўрсатмалар бериш;
- ўқувчиларнинг ўз-ўзини баҳолаш натижарани таҳлил этиш.

Электрон дарсликлар воситасида ўқитиш ўқитувчи ва ўқувчининг компьютер билан ишлаш малакасига эга бўлишини талаб қилади, яъни информатика ва ҳисоблаш техникаси асосий тушунчаларни компьютер техникасининг функционал имкониятларни ва принципал қурилмаларни билиш, асосий командалар ва дастурлар билан ишлаш, дастурлаштиришнинг тили ва алгоритмлари тўғрисида дастлабки тушунчаларга эга бўлиш, матнли дидактор билан ишлаш.

Ҳозирга қадар компьютерли ўқитишнинг психологик – педагогик назарияси ишлаб чиқилмаган бўлса-да, ўргатувчи компьютер дастурларида яратилмоқда ва таълим тамойиллари инобатга олмаган ҳолда қўлланилмоқда. Электрон дарсликлар дарсликлар ўқитиш сифатини оширишга мўлжалланган бўлиб, дарсни тақдимотлари ва назарот ишлари ўтказишни енгиллаштиради.

Информацион технологияларини қўллаш шароитда ўқитувчи фаолияти ўзгаради. Бу эса ўқитувчининг янги педогогик муҳитда янги ўқитиш воситаларини қўллаб, ўқувчиларига тайёр билимларни бериш эмас, балки уларга янги билимларни мустақил излаш ва топиш кўникмаларини шакллантиришдан иборатдир.

Демак, анъанавий ўқитишда интерфаол ўқитишнинг фарқи шундаки, ўқитувчи ва ўқувчи орасидаги муносабат ўзгаради яъни ўқитувчи фаоллиги ўқувчи фаоллигига ўтади, ўқитувчининг фаолияти эса факат таълим жараёнини самарали ташкил этишда ваа унда маслахатчи сифатида қатнашишдан иборат бўлади.

Компьютерли ўқитиш жараёнида иштирокчилар фаолияти қуйидагилардан иборат бўлади: ўқувчи - электрон дарслик – ўқитувчи ; ўқувчиларнинг электрон дарслик билан интерфаол алоқаси ва мустақил фаолияти; ўз-ўзини назорат қилиш ва бошқариш.

Электрон ўқув воситаларини ишлаб чиқиш ва фойдаланиш дастлаб иккита асосий йўналиш бўйича ривожланган. Биринчи йўналиш доирасида турли ўқув фанлари бўйича автоматлаштирилган таълим бериш тизимлари ишлаб чиқилиб, ўқув жараёнига тадбиқ этилган. Педагогларга ўз ўқув-услубий материални ўрганишни махсуслаштирилган тиллар ёки бошқа асбобли воситалар ёрдамида дастурлаштириш имконини берувчи муаллифлик тизимлари бундай автоматлаштирилган таълим бериш тизимининг ядроси яъни ўзаги ҳисобланади. Компьютер технологиясини таълим беришга жорий қилишнинг иккинчи йўналиши турли соҳаларни ахборотлаштириш жараёнлари билан узвий боғлиқ. Ушбу йўналиш доирасига алоҳида компьютерли ўқув дастурлари, автоматлаштирилган тизимлар элементлари, объектлар ва жараёнлар таркибини математик моделлаштириш киради.

XXI асрнинг компьютерларнинг кенг тарқалиши таълим соҳасида нафақат янги техникавий, балки дидактик имкониятлари ҳам яратади. Компьютерларнинг асосий афзалликлари уларнинг яқинлашувчанлиги, мулоқотининг оддийлиги ва албатта, графикавий имкониятларидир. Ўқув – компьютер тизимларида графикавий иллюстрацияларни қўллаш факат таълим олувчиларга ахборатни узатиш тезлигини ва уни тушуниш интенсивлигини ошириш имкониятини бериб қолмасдан, балки уларда

интуация, сезгирлик, образли фикрлаш каби қобилиятларини ривожлантиради. Хотира ҳажми катта бўлган электрон воситалар ва глобал телекоммуникацион муҳитларнинг пайдо бўлиши ўз ичида гиперматнли, мультимедиа ва гипермедиа технологияларни, виртуал тизимларни қўллайдиган ўқув дастурли воситаларни яратишга олиб келди. Бундай тизимлардан фойдаланиш лазерли компакт дискларда электрон дастурлар, маълумотномалар, китоблар ва бошқа манбаларни кўплаб жадаллаштириш имкониятини яратди. Шу билан бирга ҳозирги вақтда электрон ўқув воситалари соҳасида ўқув-услугий ишланмалар технологик ишланмалардан кейинда қолмоқда. Бундай ортда қолиш табиийдир. Чунки таълим жараёнини электрон воситалари ёрдамида қўллаб-қувватлаш фанлараро интеграциялашувни таъминлашни талаб этади. Айнан услубий муаммоларни ечишдаги ортда қолиш таълимда янги ахборот ва коммуникацион технологияларни қўллашнинг потенциал ва реал имкониятлари орасидаги узилишнинг асосий сабабларидан биридир. Электрон маълумотларни, энциклопедиялар, таълим берувчи дастурлар, таълим олувчилар билимини автоматик назорат қилиш воситалари, электрон ўқув нашри сифатида кўриб чиқиладиган ягона дастурли услубий мажмуалардаги электрон дарсликлар, тренажерлар ва виртуал стендлар каби электрон воситаларни яратишга интилиш таълимни ахборотлаштириш замонавий босқичининг тенденциялари сирасига киради.

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## УЧАСТИЕ УЗБЕКИСТАНА В МЕЖДУНАРОДНОМ СОТРУДНИЧЕСТВЕ СССР В 20-30-Х ГОДАХ XX ВЕКА

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**Аннотация:** *Статья представляет собой попытку краткого, но при этом структурированного изложения истории международного сотрудничества Советского Союза с зарубежными странами, особенности участия Узбекистана на этом сотрудничестве. Кратко изложено, про, посольских отношения с Германией и Францией: особенно культурно-экономические отношения между Германией и Узбекской ССР.*

**Ключевые слова:** *сотрудничество СССР, посольские отношения, Дрезден, Лейпциг, Париж, международные выставки, участие Узбекистана в 20-30-е годы XX века.*

Узбекистан издревле имел тесную связь с другими и вел активную внешнюю политику через Великий шёлковый путь. В период советской власти Узбекистан хотя вел внешнюю политику как представителя СССР, но при этих отношениях участие Узбекистана играет немаловажную роль. Именно какие признаки стали причиной для становления Узбекистана как ключевая страна при сотрудничестве СССР с зарубежными странами будет рассмотрено на этой статье.

В результате административно-территориальной реформы 1924 года были расформированы Хорезмская Социалистическая Советская Республика, Бухарская Социалистическая Советская Республика и на их территории, а также на территории бывшей Туркестанской АССР, входившей в состав РСФСР, были образованы две новые союзные республики – Туркменская ССР и Узбекская ССР. В состав Узбекской ССР вошли территории большей части Бухарской ССР, Хорезмской ССР, а также Самаркандская область, большая часть Ферганской области и Ташкентский уезд Сырдарьинской области Туркестанской АССР. Тогда же в южной части Узбекской ССР была образована Таджикская АССР. В 1925 году было введено единое административное деление. Республика была разделена на 7 областей: Самаркандская, Ташкентская, Ферганская, Зеравшанская, Сурхандарьинская, Кашкадарьинская, Хорезмская. Области состояли из 33 уездов. Столица республики – город Самарканд.

В 1926 году областное деление было заменено на окружное. Были учреждены Андижанский, Бухарский, Зеравшанский, Кашкадарьинский, Самаркандский, Сурхандарьинский, Ташкентский, Ферганский, Ходжентский<sup>94</sup>, Хорезмский округа.

В 1929 году Таджикская АССР была преобразована в Таджикскую ССР и выведена из состава Узбекской ССР.

В 1930 году были упразднены округа. Узбекская ССР стала состоять из 9 городов, выделенных в самостоятельные административно-хозяйственные единицы, 73 районов, 1696 сельских советов. В 1930 г. столица республики была перенесена из Самарканда в Ташкент.

В 1936 году из состава РСФСР в Узбекскую ССР была передана Каракалпакская АССР.

Международная политика Узбекской ССР в 20-30-года XX века осуществлялось под влиянием Советской власти. В СССР вся внешнеполитическая и внешнеэкономическая деятельность осуществлялась Центром. Место и роль Узбекской ССР в международном сотрудничестве в основном определялось организацией международных ярмарок и выставок на предназначенных местах для СССР. В результате изучения архивных документов, сохраняющиеся в фондах Национального архива Узбекистана, было определено участие Узбекской ССР в международных ярмарках и выставках.

Например, при изучении протокола во внеочередной заседании, Совета народных комиссаров от 16-го марта 1925 года было выявлено участие Узбекской ССР на Парижской выставке художественной промышленности. Так как по заключении заседания Совета народных комиссаров для организации Узбекского отдела на Парижской выставке художественной промышленности со стороны Совета народных комиссаров было выделено 31050 рублей от государственного бюджета.<sup>95</sup> Участие Узбекской ССР на Парижской выставке художественной промышленности является примером экономических и культурных сотрудничеств Узбекистана с Францией в 1925-1940-года.

В 26-го марта 1925 года в Ташкенте было проведено заседание Малого Президиума Центрального Исполнительного Комитета Советов Узбекской ССР «о посылке представителей Узбекской ССР в Париж на выставку»<sup>96</sup> и председателем этого заседания был назначен Касымходжаев С.<sup>97</sup>

<sup>94</sup> В 1929 году этот округ был упразднён.

<sup>95</sup> НА РУз, ф. Р-837, оп. 1, д. 13, л. 92.

<sup>96</sup> НА РУз, ф. Р-837, оп. 5, д. 515, л. 37-39.

<sup>97</sup> Касымхаджаев Султанхаджа – родился в г.Ташкент. Отец - бедный кустарь - ткач, затем - строительный рабочий. Окончил мактаб, учился в медресе (не закончил из - за бедности). Работал на строительстве



Следующий документ сохраняющийся в архивных фондах Национальном архиве Узбекистана является одним из примеров экономических и культурных отношений Узбекистана с Германской Республикой в 1925-1940 года. Протокол Совета народных комиссаров составленный на заседании в 18-го января 1930 года «О роли участия Узбекистана в международной пушной и охотничьей выставке в Лейпциге» является важным документом, которое освещает историю международного сотрудничества Узбекистана в 1925-1940 годах.<sup>98</sup> При изучении архивных документов сохраняющиеся в фондах Национального архива Узбекистана, обнаружено ещё один важный документ освещающий историю экономических и культурных сотрудничества Узбекистана с Германской Республикой в 1925-1940 года: протокол Совета народных комиссаров составленный на заседании в 7-го мая 1930 года «Об изыскании средств на посылку представителей Узбекской ССР на Дрезденскую выставку»<sup>99</sup>.

В мае 1928 года в Кёльне прошла выставка «Пресса», на которой был представлен советский павильон по эскизам Л.М. Лисицкого<sup>100</sup>. Это был масштабный проект с инсталляциями, стендами, кинетическими объектами и фотомонтажным фризом.<sup>101</sup> При изучении архивных фондов Национального архива Узбекистана было выявлено важный документ, который определяет место и роль Узбекской ССР в международном сотрудничестве СССР. При изучении протокола «Объединенного заседания выставочного комитета и рабочего бюро по организации Советского павильона на международной выставке печати в Кельне» от 27-го февраля 1928 года было определено, что представители Узбекской ССР были организаторами Советского павильона на Международной выставке печати в Кельне. Так как, главный ответственный человек по организации выставки печати в Кельне Л.М. Лисицкий, основную задачу

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здания. Принимает участие в революц. движении в 1905 - 06 гг. В 1908 вернулся в Ташкент, где работал учителем в русско - туземной школе. С июня 1917 - пред. Ташкентского Старогородского профсоюза рабочих строителей. С августа 1917 - пред. "Совета профессиональных союзов мусульман Туркестана". Член Компартии с января 1919. С лета 1920 - член Временного ЦК КПТ. С 1921 - зам. пред. ЦИК ТАССР. В 1922 - нарком по национальным делам ТАССР. С февраля 1925 - зам. пред. Верховного Совета Узбекской ССР. В декабре 1928 г. обвинен в "правом уклоне" и исключен из партии. Восстановлен решением ЦКК ВКП(б) в 1932. Репрессирован не был, но от дел отошел. Кавалер орденов "Ленина", "Трудового Красного Знамени", "Знак Почета".

<sup>98</sup> НА РУз, Р-837, ф. 8, д. 32, л. 342.

<sup>99</sup> Там же, л. 438.

<sup>100</sup>Лисицкий – художник, архитектор курировавший не одну всесоюзную выставку, а также павильоны СССР на международных экспозициях, разработал новый подход к организации выставочного пространства.

<sup>101</sup>[https://ru.wikipedia.org/wiki/%D0%9B%D0%B8%D1%81%D0%B8%D1%86%D0%BA%D0%B8%D0%B9\\_%D0%9B%D0%B0%D0%B7%D0%B0%D1%80%D1%8C\\_%D0%9C%D0%B0%D1%80%D0%BA%D0%BE%D0%B2%D0%B8%D1%87](https://ru.wikipedia.org/wiki/%D0%9B%D0%B8%D1%81%D0%B8%D1%86%D0%BA%D0%B8%D0%B9_%D0%9B%D0%B0%D0%B7%D0%B0%D1%80%D1%8C_%D0%9C%D0%B0%D1%80%D0%BA%D0%BE%D0%B2%D0%B8%D1%87)

по организации Советского павильона в Кельне передает именно представителям Узбекской ССР. Этому служит доказательством слова Л.М. Лисицкого: Лисицкий – в Кельне выставке придаётся большое значение. Эта выставка будет фактически являться крупным предприятием Европы. Посещаемость её ожидается 10 миллион человек. При осмотре на месте павильона – наш павильон занимает наиболее выгодное положение. Здание нашего павильона имеет как бы самостоятельный вид зданий, которые видно очень на далеком расстоянии. Соседями нашего павильона являются павильоны: Швейцарии, Норвегии, Дании, Испании и т.д.. Выставки будут иметь большой размах и некоторыми странами затрачиваются крупные суммы, например, Америка вкладывает около 200 тыс. долларов, Испания около 300 ты. Марок. Мною велись переговоры со Стоительным Комитетом, что мы можем сделать внутри нашего павильона и с этой стороны есть полная договоренность, обеспечивающая нас. Снаружи нашего павильона необходимо будет сделать что-то, такое, чтобы, могли выделяться, так как, я сказал уже, что наш павильон занимает настолько благоприятное местоположение, что он будет виден издали: по этому вопросу пришлось, много и долго говорить с Выставочным Кельнским Комитетом, т.к. немцы долго не соглашались, боясь нарушения их архитектурного стиля, но и здесь мы достигли соглашения. Необходимо будет широко использовать наше кино здесь же для наружной стороны павильона. В нашем павильоне будет организована собственная читальня.

Я обращаю внимание на оставшийся короткий срок до открытия выставки, а изготовление экспонатов, у нас все равно задерживается. Считаю необходимым форсировать сбор материалов (экспонатов). Кроме того, необходимо будет теперь же осмотреть все музеи с целью изъятия оттуда соответствующего материала для выставки. По вопросу транспорта необходимо приступить.

Теперь же к выяснению о возможности организовать периодическую отправку экспонатов, те экспонаты, которые можно - отправить в Кельн теперь же – отправлять. Мною в Кельне закуплена часть материалов для изготовления экспонатов (бумага, целлулоид, краски, фото-бумага). Мною оставлено в Бюро выставок около 30 эскизов для моделей, которые по своей сложности не могут быть исполнены у нас, кроме того, мною оставлено для изготовления около 60% чертежей – для внутреннего оборудования нашего павильона. Я считаю, что сумма, отпущенная на художественное оформление, должна быть удвоена.

Все эти обязанности были переданы на Совет народных комиссаров Узбекской ССР для выполнения сроком до середины августа в 1928 года.<sup>102</sup>

Следующий документ сохраняющийся в фондах Национального архива Узбекистана выявляет отношения между Узбекистаном и Германий в период советской власти в сфере медицины. Так как, на распорядительном заседании Совета народных комиссаров который был проведен в 24-го февраля 1930 года был составлен протокол №3. В результате изучения этого протокола было выявлено что, на Дрезденскую выставку были направлены представители из СССР состоящие из врачей, студентов, санитарных деятелей Узбекской ССР. Т.е. на Дрезденскую выставку были командированы представители из Узбекской ССР.<sup>103</sup>

Для того чтобы показывать всему миру достижения Узбекской ССР в составе СССР советское правительство уделяло огромное внимание на такие ярмарки и выставки на мировом уровне и со всей силой старалась чтобы на примере Узбекской ССР мировое сообщество было свидетелем того, что СССР такая могущественная страна, которая развивает не только центральные территории, а территории, которые находятся на окраинах государства.

Политика советской власти для Узбекской ССР открывала путь на мировое сообщество так как, Узбекская ССР на этих ярмарках и выставках показывает свои культурные и экономические достижения. Например, экономическими достижениями Узбекской ССР является экспорт таких товаров как: хлопок, шерсть, лечебные препараты, специальные виды сельскохозяйственных машин и другие.

В 1925 году было создано Всесоюзное общество культурных отношений с зарубежными странами. В управленческий состав Всесоюзного общества входили представители из каждой страны в том числе и представитель из Узбекистана. Со стороны правительство начали издавать сбор информации в котором освещали достижения Узбекской ССР в сфере экономики, науки, техники и образования.

Участие Узбекистана в международном сотрудничестве СССР в 20-30-е года XX века определялось в основном как участника внешней торговли СССР. Поэтому Узбекистан в этот период занимает особое место при внешней торговле СССР.

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<sup>102</sup> НА РУз, ф. Р-837, о. 5, д. 515, л. 37-39.

<sup>103</sup> Там же, о. 8, д. 53. л. 24.

При определении отношений с Афганистаном важное место занимает строительство железной дороги так как, в ноябре 1925 года открывается железная дорога Карки-Термез, которая стала основной линией при установлении торгово-экономических отношений между Узбекистаном и Афганистаном в 1925-1940 года. В истории авиации Узбекистана первый постоянный рейс осуществляется по направлению Ташкент-Кабул. в целях увеличения объемов торговли с Афганистаном Народная комиссия внешней и внутренней торговли СССР 30 июня 1927 г. ввел должности уполномоченных комиссариатов при Карки, Кушка, Термез, Сарой-Камарских таможнях, в обязанности которых входило беспрепятственное вывоз всех поступающих товаров на внутренний рынок Союза или на внутренние таможни СССР. Он также состоял из пересылки по афганскому торговому адресу в Москве и Ташкенте.

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## ЖИНОЯТ ЎЧОҚЛАРИ ХИСОБЛАНГАН ЖОЙЛАРДА ХУҚУҚБУЗАРЛИКЛАРНИ ОЛДИНИ ОЛИШ

**Жўрабеков Жамшид Равшанбек ўғли**  
*ИИВ Академияси 3-ўқув курси 307-гуруҳ курсанти*

“Жиноят ўчоқлари” жисобланган жойларда, ҳар бир маҳалла, оила ва шахс кесимида жиноятчиликнинг сабабларини аниқлаш ва уларни бартараф этиш орқали ҳуқуқбузарликларнинг олдини олиш ва жиноятчиликка қарши курашишга оид муаммоларни бевосита жойларнинг ўзида ҳал этиш, қолаверса, ҳудудларда жиноятчилик аҳволдан келиб чиқиб, ҳар бир туман, шаҳар ва маҳаллаларни тоифаларга ажратиш ҳамда ҳокимликлар, секторлар ва жамоатчилик билан ҳамкорликда «жиноят ўчоқлари»ни бартараф этиш учун барча зарур куч ва воситалар жалб қилиш лозимдир. Шунингдек, «республика — вилоят — туман — маҳалла» тизими асосида яхлит бошқарув ва узлуксиз назорат қилиш механизмларини жорий этиш, ички ишлар ва бошқа давлат органларининг жамоат хавфсизлигини таъминлаш борасидаги фаолиятини самарали мувофиқлаштириш орқали мамлакатимизда тинчлик ва барқарорликни таъминлаш, ички ишлар органлари ходимларининг замонавий қиёфасини яратиш, уларнинг масъулияти ва касбий салоҳиятини ошириш, жиноятчиликнинг янги кўринишларига қарши курашиш учун зарур кўникмаларни шакллантириш ҳамда соҳани тўлиқ рақамлаштиришга эришиш борасида ҳуқуқбузарликлар профилактикасини амалга оширувчи органлар ходимларини мутлақо янги куч ва воситалар билан таъминлаш лозим. Тошкент шаҳрининг марказий кўчалари, дам олиш зоналари ва аҳоли гавжум бўладиган бошқа жойларда жамоат тартибини сақлаш ва фуқаролар хавфсизлигини таъминлаш, ҳуқуқбузарларни ушлаш бўйича кечиктириб бўлмайдиган чораларни кўриш. Ички ишлар органлари ходимларида ҳуқуқбузарлар билан кураш бўйича кўникмаларни шакллантириш, ҳамда ходимларга жисмоний ва жанговар таёрликдан дарслар бериш. Ўтган давр мобайнида мамлакатда тинчлик ва осойишталикни таъминлаш, жамоат тартибини сақлашнинг мутлақо янги механизмларини жорий этиш ҳамда аҳолида шахсий хавфсизлик ҳиссини шакллантириш борасида тизимли ва самарали чора-тадбирлар амалга оширилди, шунингдек, мазкур фаолиятни тартибга солувчи норматив-ҳуқуқий база “Халқ манфаатларига хизмат қилиш” олижаноб ғояси асосида тубдан қайта кўриб чиқилди.

Шу билан бирга, жамоат хавфсизлигини таъминлаш тизимида ҳуқуқ-тартиботни таъминлаш ва ушбу йўналишда ўзаро мақсадли ҳамкорликни

ташкил этишда жойлардаги давлат ҳокимияти ва бошқаруви органлари ҳамда жамоатчилик тузилмалари иштирокининг самараси пастлигида, ҳуқуқбузарликларнинг, биринчи навбатда, ижтимоий-маиший тусдаги жиноятларнинг олдини олиш, уларга чек қўйиш, содир этилганларини фош этишда фуқаролик позициясининг суствлигида намоён бўлаётган қатор камчиликлар мавжуд.

Мамлакатда жамоат хавфсизлигини таъминлаш борасида ўрнатилган механизмларнинг самарали амалга оширилишини таъминлашда жойлардаги давлат ҳокимияти ва бошқаруви органлари ҳамда жамоатчилик тузилмаларининг куч ва воситаларини мувофиқлаштирган ҳолда сафарбар қилиш, шунингдек ҳуқуқбузарликлар профилактикаси ва жиноятчиликка қарши кураш соҳасида уларнинг масъулиятини ошириш мақсадида:

- тегишли ҳудуднинг сутка давомидаги криминоген вазияти билан шахсан танишади ва бунда ижтимоий-маиший тусдаги жиноятларга алоҳида эътибор қаратади;

-тегишли ҳудудда содир этилган, биринчи навбатда ижтимоий-маиший тусдаги жиноятларнинг сабаблари ва шароитларини ўрганиб, ҳуқуққа хилоф ҳаракатларни келтириб чиқарган омилларни аниқлаштиради ҳамда масъул ташкилотлар ва уларнинг мансабдор шахсларнинг ҳаракатсизлигига нисбатан чоралар кўради;

-ҳуқуққа хилоф ҳолатлар бўйича ўз вақтида таъсир чораларини кўриш ва уларнинг салбий оқибатларига барҳам бериш мақсадида ҳуқуқбузарликлар профилактикасида бевосита иштирок этувчи органлар ва муассасаларни жалб қилиш ҳамда уларнинг ҳамкорлигини ташкил этиш борасида таъсирчан чоратadbирларни кўриб, мазкур йўналишда шахсий назорат ўрнатади;

-ҳар ойда халқ депутатлари туман (шаҳар) Кенгашларининг мажлисларида ҳисобот даври якунига кўра, жамоат хавфсизлигини таъминлаш натижаларининг таҳлили асосида қуйидагилар танқидий муҳокама қилинади:

-тегишли ҳудудда содир этилган оғир ва ўта оғир турдаги жиноий ҳолатлар;

-жамоат хавфсизлигини таъминлаш самарадорлигини ошириш бўйича манзилли таклифларни ишлаб чиқиш ҳамда уларни ҳудудларда жиноятчиликнинг барвақт олдини олиш ва ҳуқуқбузарликка қарши курашиш Республика комиссиясига киритишни белгиланган ҳолда ҳуқуқбузарликлар профилактикасида бевосита иштирок этувчи органлар ва муассасалар томонидан кўрилаётган чоратadbирларнинг аҳволи ҳақида доимий равишда огоҳ бўлиш лозим.

## ГОРМОНЛАРНИНГ АЛОҲИДА НУҚСОНЛАРИ

Н.Джўраева  
Г.Тожимамадова  
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*Кува Абу Али Ибн Сино номидаги жамоат саломатлиги техникуми  
махсус фан ўқитувчилари*

**Анатцатция:** *Гипопитуитаризмни даволаш касалликни келтириб  
чиқарувчи сабабларга ва шунингдек муайян гормон танқислигининг  
клиник оқибатларни урганиш*

Одатда идиопатик

Рилизинг гормон йўқлиги билан мумкин қадар боғланган

Кальман синдроми

Неоплазиялар

Бирламчи: гипофиз аденомалари (хромоб, эозинофил, базофил);  
краниофарингеома;

Менингиома; оптик глиома

Иккиламчи: сут беги ва ўпканинг ўсмалари

Васкуляр нуқсонлар — Шихан синдроми

Катта ёшлиларда 50% ҳолатларда гипофиз ўсмаси гипопитуитаризмга энг кўп сабаб бўлади. Дастлаб интраселляр ўсмалар кўпроқ хромоб, камроқ базофил ёки ацидофил бўлади, баъзида эса интраселляр, параселляр краниофарингиомалар гипопитуитаризмга сабаб бўлади. Кўпинча параселляр ўсмалар, менингиомалар, оптик нервлар глиомалари, тератомалар ёки герминомалар, хордомалар ҳамда камроқ метастатик карциномалар ёки лимфомалар гипопитуитаризмга сабаб бўлади.

Инфундибуломалар — ғоят кам учрайдиган келиб чиқиши нейрогипофизар бўлган, одатда болаларда учрайдиган ўсмалар гипопитуитаризмга олиб келиши мумкин.

Туғуруқдан кейинги гипофиз некрози (Шихан синдроми) гипопитуитаризмнинг иккинчи энг кўп учрайдиган омилдир ва уни туғиш вақтида кўп қон йўқотиш ва ҳомиладорлик вақтида катталашган гипофизнинг кислородга бўлган талаби ортиши оқибатида келиб чиқадиган без ишемик некрози сифатида кўриб чиқиш мумкин, шунингдек ушбу ҳодисага қоннинг ивиш системасидаги бузилишлар ҳам сабаб бўлиши мумкин. Гипофиз олд бўлаги портал системасини васкуляр таъминланишдаги ҳусусиятлар, аденогипофизни геморрагик шок чоғида гипоксияга мойиллигини ошиши билан изоҳлаши мумкин. Ривожланган

мамлакатларда акушерлик парвариши яхши йўлга қўйилиши туфайли Шихан синдром амалиётда кескин пасайган, аммо учинчи дунё — ривожланаётган давлатларда халихануз бу хасталик кўп учрамоқца. Гипофизнинг ишемик некрози қонтомирларнинг батамом касалланиши билан кечадиган касалликлари қандли диабет, чакка артрити ва ўроқсимонхужайравий анемия билан бирга кечиши мумкин.

Турли инфекцион касалликлар, шу жумладан менингит, септик шок, интракраниал абцесс, МНСнинг замбуруғли инфекцияси, безгак, сил ва сифилис каби гипопитуитаризмнинг қатор бошқа сабаблари ҳам аниқланган. Ҳозирги вақда инфекция оқибатида келиб чиқадиган гипопитуитаризм вақгли антибактериал терапевтик муоаяжалар олиб бориш туфайли ғоятда кам учрайди. Гипофизнинг, кўпинча эса гипоталамуснинг инфилтратив касалликлари — саркоидоз ва гистиоцитоз гипопигуитаризмга олиб келиши мумкин. Баъзида уйқу артерияси тармошнинг аневризмаси гипофиз ўсмасига ўхшаб кечиб гипопитуитаризмга олиб келиши ва диагнозни аниқлаштириш учун бундай ҳолларда мия қонтомирлари ангиографияси ўтказилиши керак.

Баъзида эса ёғларнинг патологик тўпланиши — липоматоз, гигантхужайрали гипофизит ҳам гипофизнинг псевдоаденомаси белгилари билан кечиб, 50% ҳолларда гонадотропинлар секрециясини бузилиши билан кечади. Бундай ҳолларда тўғри диагноз қўйишда одатда гипофиз биопсияси ёки ёришдан кейинги гисталогик текширувлар ёрдам беради. Патология сабаби номаълум бўлмасада, фараз қилишларича бу аутоиммун жараённинг натижаси бўлиши мумкин, чунки аутоиммун жараён оқибатида гипофизга зарар етиши мумкишшги ҳақида қатор далиллар мавжуд. Яъни гипопитуитаризми бўлган беморларда гипофизнинг гистологик тасдиқланган лимфоид инфилтрацияси ва гипофиз тўқимаси ҳамда иммунологик адьювант киритилган каламушлардаги гипопитуитаризмнинг ривожланиши аутоиммун ўзгаришларнинг гипопитуитаризм туфайли келиб чиққанлиги мумкин дейишга асос бўлади. Назофарингиал ёки мия ўсмаларини нур билан даволаш, шунингдек гипофизэктомия, ҳам сут беги ўсмасини ёки диабетик ретинопатияни даволашдан кейинги гипопитуитаризм ятроген сабабларига киритилади.

Баъзан гипопитуитаризм (транзитор ёки доимий) бош мия жароҳатидан кейин ҳам ривожланиши мумкин.

Бўш турк эгари барча ҳолатларининг 10%и клиник гипопитуитаризм билан биргалиқда кечиши, баъзида эса кичик гипофизар микроаденомаларни ўз ичига олиши мумкин ва кўпчилик ҳолатларда гипофизар белгилар бўлмайди. Мурдани ёриш ҳолатларининг 58%и ида тасдиқланишича бўш турк эгари синдроми унинг диафрагмаси нуқсони



туфайли субарахноидал бўшлиғининг турк эгари чуқурчасига киришишга имкон берадиган касалликдир. Ва ниҳоят системали касалликлар — сурункали буйрак етишмовчилиги ёки жигар циррозида гипоталамогипофизар соҳада бирор бир гистологик ўзгаришлар бўлмасда турли даражадаги гипофизар етишмовчиликлар кузатилиши мумкин.

### **Гипопитуитаризм клиникаси**

Гипопитуитаризмнинг клиник кўринишлари хшшахилдир. Улар бирор бир клиник аломатларсиз кечувчи гипопитуитаризмдан то кўнгил айнаши, қусиш, васкуляр коллапс ва ўлим каби фожиали ҳолатларга қадар намоён бўлиши мумкин. Клиник кўринишлар беморнинг ёши, жинси, касаллик этиологияси, гипофизар гормонал етишмовчилик даражаси ва даволашга боғлиқ.

Агар етишмовчиликка ўсма, абцесс ёки уйқу артерияси аневризмаси сабаб бўлса бемор патологик жараён томонида эгалланган интракраниал бўшлиқ билан туфайли интракраниал гипертензия кузатилади. Бемор бош оғриши, кўнгил айнаши, қусиш, кўзни ҳаракатлантирувчи нервлар (n. trochlearus and n. oculomotorius) фалажи, кўрув майдони нуқсонларидан шикоят қилиши мумкин. Кам ҳолларда гипофизар ўсманинг кўрув нерви кесишувига босим натижаси каби сифатида битемпорал гемианопсиядан шикоят қилиши мумкин. Кўпинча кўришдаги ўзгаришлар олачипор скатомалар (доғлар), рангларни қабул қилишдаги ўзгаришлар, битта игнатешигидан ип ўтказишдаги қийинчиликлар кўринишида бўлиши мумкин.

Гипопитуитаризми бўлган беморлар рангпар, мадорсиз, летаргияга мойил бўлиб, териси қуриydi, артериал қон босимининг пасайиб, брадикардия кузатилади, кам ҳолларда беморлар Simmonds тасвираб берганидек кахектик бўладилар. Касалликнинг клиник намоён бўлиши учун гипофизнинг 75% ҳужайралари зарарланишини кераклигини кўпчилик эътироф этган. Клиник кузатишлар ва итларда ўтказилган экспериментлар касаллик авж олган сари гипофиз олд бўлаги гормонларининг пасайиш ўзининг маълум изчил тартибига эга бўлишини кўрсатмоқца. Кўпинча ўсиш гормони танқислиги намоён бўлади. Катта ёшли беморларда клиник манифестация кўпинча гонадотроп функциянинг, сўнгра эса ТТГ ва АКТГнинг пасайиши билан намоён бўлади. Шундай бўлсада, ушбу қоидадан истиснолар ҳам кўп бўлади.

Ўсиш гормони. Катта ёшли беморларда ўсиш гормони танқислиги кўпинча билинмаган ҳолда кечиши мумкин, инсулинга сезувчанликнинг пасайиши, қандли диабети беморларда эса инсулинга бўлган эҳтиёжнинг пасайиши кузатилиши мумкин. ЎГ танқислиги туфайли гипопитуитаризм белгиларига анемия, шунингдек яраларнинг секин битиши, мушаклар

кучи ва чидамлилигининг пасайиши ҳам қўшилади. ЎГнинг глюконеогенезга маълум таъсири туфайли гипопитуитаризм бўлган беморларда наҳорда гипокликемия кузатилиши мумкин. Ўсишнинг секинлашуви болаларда ЎГ танқислигининг энг катта асорати бўлиши мумкин. Гипофизар нанизмда гавда мутаносиб ва бирламчи тишлар меъёрида, аммо иккиламчи тишларнинг чиқиши секинлашади. ЎГ танқислиги бўлган болаларнинг 10%ида симптоматик гипокликемия кузатилиши мумкин.

**Гонадотропинлар.** Препубертат ёшдаги болаларда гонадотропинлар танқислиги нормал пубертатга хос бўлган ривожланишдан фарқли ўзгаришларга олиб келиши мумкин. ПТУ тарзда ҳам қизларда, ҳам ўғил болаларда нормал пубертат ўсиш етишмовчилиги кузатилади. Қиз болаларда гонадотропинлар танқислиги бирламчи аменорея, кўкрак безларининг етарлича ривожланмаслиги ёки чаноқнинг етарлича кенгаймаслиги кўринишида намоён бўлади; ўғил болаларда эса бу мойларнинг етарли даражада ривожланмаслиги, ёрғоқ терисининг қалинлашмаслиги, жинсий аъзонинг ўсмаслиги, мушакларнинг ривожланмаслиги ёки овознинг дағаллашмаслиги кўринишида намоён бўлади. Эркакларда гонадотропинлар танқислиги бепуштлик, либидо (жинсий майл)нинг йўқолиши, импотенция (мижоз сустлиги), юзда тук ўсишининг ва мушаклар массасининг камайиши билан ажралиб туради; аёлларда аменорея, кўкраклар ўлчамларининг кичрайиши ва қин шиллик пардасининг атрофияси кузатилади. Агар ушбу ҳолат даволанмаса эркакларда ҳам, аёлларда ҳам суяклар остеопорози ривожланади.

ТТГ. ТТГ танқислиги, агар беморда Грейвс йўлдош касаллиги ёки қалқонсимон безнинг автоном ишлайдиган тугуни бўлмаса, иккиламчи гипотиреозга олиб келади ва у уйқучанлик, тез чарчаш, толиқиш, қабзият, совуққа чидамсизлик, терининг қуруқлиги, сочларнинг ингичка ва мўрт бўлиши, ҳаракатларнинг сустлиги, брадикардия, Ахил пайи рефлексининг сусайиши билан кечади

Одатда бу ҳолат Гиперхолестеринемия, гиперкаротинемия, микседема ва бўшлиқларда суюқлик тўпланиши камроқ кузатилади. Гипотиреозда анемиянинг уч тури — нормал ҳужайравий, микроҳужайравий ва камроқ макроҳужайравий тури учраши мумкин. Бундан ташқари гипотиреознинг сув метаболизмига маълум таъсири туфайли антидиуретик гормоннинг (АДГ) ноадекват секрецияси, яъни гипернатриемия билан бирга кузатилиши мумкин.

**Адренотропикотроп гормон.** АКТГ танқислиги буйрак усти безларининг иккиламчи етишмовчилиги, баъзи клиник кўринишлар бўйича уларни дифференциация қилиш мумкин бўлса ҳам, Аддисон

касаллигидаги (буйрак усти безларининг бирламчи етишмовчилиги) каби қуйидаги клиник аломатларни келтириб чиқариши мумкин.

Ҳар икки патология анорексия, уйқучанлик, ҳолсизлик, кўнгил айнаши, қусиш, абдоминал оғриқлар, постурал гипотензия ва васкуляр коллапс кузатилади.

Гипонатриемия кўпинча АКТГ танқислигида кузатилса, айти пайтда гиперкалиемия буйрак усти безлари бирламчи етишмовчилигининг минералокортикоид секреция йўқотилиши билан бирга унинг вақтли белгиларидан бири бўлиши мумкин. Маълумки, бу ўзгаришлар асосан ренин-ангиотензин система, шунингдек натрий ва калийнинг зардобдаги миқдори билан бошқарилади.

Тери гиперпигментацияси ёки у билан боғлиқ бўлган пешлик, шунингдек бирламчи буйрак усти бези етишмовчилиги учун хосдир; айти пайтда АКТГ танқислиги бор бўлган беморлар баданнинг офтобдан қораймаслигидан шикоят қиладилар.

**Гипопитуитаризм ташхиси.** Гипопитуитаризмни ташхис қилиш учун деярли шикояти бўлмаган беморда кўпинча катта гумонлар мавжуд бўлиши керак. Касаллик клиник манзара жинсий, тиреоид ёки буйрак усти бези етишмовчилиги ёхуд уларнинг комбинацияси билан намоён бўлганда, клиник ва биохимик маълумотларни таққослаш учун қатор лаборатория синамалар ўтказиш зарур бўлади. Агар гормонлардан бирининг танқислиги аниқланган бўлса, у билан ассоциацияланган танқисликни далиллар билан асослаш учун гипофизар гормонлар ҳолатини аниқлаш лозим. Бунда биринчи бўлиб караллик сабабини аниқдашга уриниш керак. ТТТу сабабли гипоталамогипофизар соҳа анатомиясини компьютер томография ёрдамида текшириш гипопитуитаризм диагнозини қўйишнинг муҳим босқичи ҳисобланади. КТ (компьютер томография) ёрдамида эришилган натижалар калла чаноғини томографияси билан ён томонли краниографик баҳолаш каби одатдаги усулнинг эскиришига олиб келди. Бугунги кунда камданкам ҳолларда уйқу артерия тармоқларидан бирининг аневризмасини аниқлаш ёки ўсманинг қон билан таъминланишини баҳолаш учун артериографиядан фойдаланилади.

Гипофизар гормонлари секрецияси эпизодик ҳусусиятга эга бўлганлиги сабабли гипофизнинг гормонал захирасини баҳолаш учун гормонларнинг базап кўрсаткичларини аниқлаш, уларнинг стимуляцияга динамик жавобига нисбатан камроқ маълумот беради, деб қабул қилинган. Шу сабабли ўГ танқислигига гумон қилинган беморни баҳолашда ҳам асосий кўрсаткичлар, ҳам стимулланган ўГ даражаси аниқланади. Стимуляцион синамалар ёки физиологик (уйқу, машқлар), ёки фармокологик (инсулинли гипогликемия, аргинин ёки Лдопа ёрдамидаги стимуляция)

бўлади. Клиник амалиётда инсулин гипогликемияси, аргинин ва Лдопа стимуляцияси, шунингдек жисмоний машқдардан бошқа синамаларга нисбатан кўпроқ фойдаланилади.

Агар ЎГ даражаси икки ва ундан ортиқ стимуляцияга жавобан  $7\text{ ng/ml}$  дан ошмаса ЎГ танқислиги белгиланади.

Агар иккиламчи буйрак усти етишмовчилиги билан АКТГ танқислиги туфайли гумон қилинса АКТГ миқдори ва 24 соатлик сийдикда 17 КС ёки асосий кортизолга қўшимча равишда сийдикда эркин кортизол миқдорини аниқлаш тавсия этилади. АКТГ гипофизар захирасини баҳолаш учун инсулинга толерантлик синамаси ўтказиш (вена ичига 0, 15 бирлик/кг миқдорда инсулин юбориш) зарур. Кортизолнинг гипогликемик стимулга нормал адекват жавоби (қондаги глюкоза базал даражадан 50% кам) унинг 6 дан 10  $\text{мкг/dl}$  гача ўсиши ёки абсолют даражаси 20  $\text{мкг/dl}$  дан юқори бўлиши керак. Мазкур синаманинг афзаллиги нафақат АКТГнинг, балки ЎГ нинг ҳам захирасини бир вақтнинг ўзида баҳолаш имкониятидир. Ушбу синама коронар етишмовчилиги ёки эпилепсияси бўлган беморларда ўтказилмайди. Бундан ташқари гипофизнинг АКТГ резервини баҳолашда метирапон синамасидан кенг фойдаланилади. Метиропон ёрдамида кортикотрофларни кортизолнинг сусайтирувчи тескари негатив таъсирига нисбатан сезувчанлиги баҳоланади. Нормалда сийдикнинг билан 24 соатлик экскрециясида 17КС 2 баробар кўпайиши ва зардобининг S компоненти (11деоксикортизол) даражасининг Ю $\text{мкг/dl}$  дан кўпга ортишидир. Қон зардобидаги кортизоли даражасининг 8  $\text{мкг/dl}$  дан кам пасайиши глюкокортикоидлар синтезининг адекват супрессиясини кўрсатади.

Амбулатор шароитида шунингдек тунги метирапон тест қўлланилади ва у қондаги кортизол миқдорининг АКТГ экзоген стимуляциясига жавоби АКТГнинг захира индекси сифатида муқобил ҳисобланади. Синтетик ЎГ ва АКТГнинг рилизинг гормонлари — УТРГ ва КРГнинг пайдо бўлиши улардан гипофиз резервини бевосита аниқлаш учун фойдаланиш имконини берди. Таъкидлаш жоизки, 40 ёшдан ошган нормал субъектларда GnRH стимуляциясига жавоб реакцияси сустдир.

Бир мартадан ортиқ аниқлашда эркин тироксиннинг асосий даражаси пастлигини ёки ТТГ паст ёки нормал даражасини маълум бўлиши одатда ТТГ танқислигини тасдиқлаш учун етарлидир. Гипофизнинг тиреотроп фаолиятини ажратиш қобилиятини баҳолаш учун баъзида ТРГ дан (TRH, 500  $\text{мкг в/и}$ ) фойдаланишга тўғри келади. ТТГнинг нормал жавоби одатда ТРГ қўйилгандан сўнг 15 дақиқадан 30 дақиқагача кузатиладиган ТТГ асосий даражасининг 2 баробар кўпайиши ёки 6  $\text{мкЕд/мл}$  23  $\text{мкЕд/мл}$  гача кўтарилишидир. ТРГ қўйилишига жавобан пролактин ўзгаришларини серияли аниқлашлар бир вақтнинг ўзида гипофиз лактотрофофлари

ҳолатини баҳолашга имкон беради. Эркакларда гипогонадизм гумон қилинганда ФСГ ва ЛГ, тестостерон ва эркин тестостероннинг базал миқдорларини бир неча марта аниқлаш лозим. Гонадотропинларнинг паст ёки нормал даражаси билан тестостероннинг паст даражаси гипоконотроп гипогонадизмнинг даракчидир. Иккиламчи аменореяси бўлган аёлларда зардобдаги эстроген миқдори аниқлаш асосий усул ҳисобланади. Аменореяли аёлларда гонадотропинлар даражаси кўпаймаган ҳолларда гипоталамогипофизар дисфункция ташхиси айниқса эҳтимолга яқин. Агар гипогонадизми бўлган беморда зардоб пролактини даражасининг кўтарилгани аниқланса шифокор сергаклиниши лозим, чунки бу гипофиз ўсмасининг белгиси бўлиши мумкин. Бунинг устига гонадотропинлар захираси кломифен билан стимуляция синами (50 мг кломифен цитрат кунига 2 марта per os 5 кун), шунингдек ГнРГ стимуляция синамаси (200 мкг в/и) воситасида баҳоланиши мумкин. 5 кунлик кломифен тестга меъёрдаги жавоб ЛГ даражасининг 2 баробар кўтарилишидир, ҳолбуки ГнРГ инфузияси (қуйилиши) меъёрда ФСГ базал даражасини 60 дан 120 дақиқагача 1, 52 марта кўтаради ва ЛГ даражасини GnRH қуйилгандан сўнг 4560 дақиқагача 310 марта кўтаради. Гипоконотроп гипогонадизмни пубертат кечикишидан фарқдаш учун кломифен билан даволашдан кейин ГнРГ стимуляция синамасидан фойдаланилади. Пубертат кечикишида кломифен цитрат билан олдиндан даволаганда ГнРГ га жавобан ЛГнинг ошишини пасайтиради ва ФСГга деярли таъсир курсатмайди.

Пролактаннинг ТРГ га нормал жавоби ҳам пубертатнинг кечикиши учун хос бўлиб, уни бошқа гипогонадизм ҳолатларидан фарқлашга ёрдам беради. Шуни таъкидлаш жоизки, ҳеч бир эндокрин динамик синама гипоталамик гипогонадизмни унинг гипофизар туридан фарқлашга ёрдам беролмайди. Шунинг учун гипоталамик касаллик клиник ва лаборатория маълумотларига асосланган ҳолда истисно қилиниши лозим: ҳусусан, сўнгги вақтда мумкин бўлган ГнРГ, ТРГ, ГРРФ гормонлар ва КРГдан фойдаланиб эндокринологак баҳо бериш билан бир қаторда гипоталамусни синчиклаб анамнестик ва адекват рентгенологик текширувдан ўтказилади. Ниҳоят, беморда гипопитуитаризм гумон қилинганда гипопитуитаризм клиник манзарасини ўхшатиш мумкин бўлган барча ҳолатлар, жумладан невроз анорексияси, етарли даражада оқсил тутувчи овқатларни емаслик, систем касалликлар, сурункали буйрак етишмовчилиги, ичкиликбозлик ёки бошқалар оқибатида келиб чиққан жигар циррозини истисно қилиш ғоятда муҳим.

Даволаш. Гипопитуитаризмни даволаш касалликни келтириб чиқарувчи сабабларга ва шунингдек муайян гормон танқислигининг клиник оқибатларига боғлиқ.

Бунинг учун аввалам бор шу патологик жараён аникланиб, кейин мувофиқтарзда ўринбосар терапия ўтказиш зарур. Гипофизар паст бўйлик билан хасталанган бемор ўсиш гормони билан даволаниши лозим. Масалан ёш гипофизар нанизми бўлган беморларни даволашда ГРилизинг гормондан фойдаланиш келгусида муқобил бўлиб қолиши муқаррар.

Лтироксин гипотиреоидизмни даволашда, гарчи унинг бир кунлик дозаси катта ёшдаги бемор учун бир суткада 75 мкг дан 150 мкг гача ўзгариб турсада, асосий ўрин тутати. Даволаш касаллик клиникаси ва тиреоид статуснинг биохимик маълумотларига мувофиқ индивидуал бўлиши лозим. Беморларга Лтироксиннинг турли брендлардан уларни доим алмаштирган ҳодда фойдаланмасликни маслаҳат бериш керак, чунки турли ишлаб чиқарувчилардан олинган препарат дозировакиси бир ҳил таблеткаларда ҳам турли биологик таъсири жиҳатидан фарқланиши мумкин.

Гипогонадизмли беморларда маскулинизацияни сақлаш учун тестостероннинг кўпинча инъекцион шакли ишлатилади (ҳар 23 ҳафта да 200 мг м/и (мушак ичига) Депо-тестостерон). Шундай бўлсада, фертилликка эришиш учун, гарчи натижалар кўпинча умидсизлантирувчи бўлса ҳам, гонадотропинлар билан даволашга ҳам ҳаракат қилиб кўриш керак. Гипогонадизми бўлган аёлларга эса диабет бўлган беморларга инсулин юбориладиган (қуйиладиган) насослар каби насослар ёрдамида гонадотропин инъекцияларини ўз вақтида белгилаш билан уларнинг фертиллигига эришиш мумкин. Агар фертилликни тиклаш ўтказилаётган терапиянинг мақсади бўлмаса прогестагенлар билан биргалиқда/ ёки уларсиз эстрогенларнинг циклик ўринбосар терапиясининг белгилаш мумкин (ҳар куни 1,25 мг дан 2,5 мг гача Премарин ёки бир ой давомда 21 кун контрацептив дори воситалари қабул қилиш) ва бу феминизация белгиларини ушлаб туриш ва эрта бошланган остеопорознинг олдини олиш учун етарли бўлади.

АКТГ танқислиги бўлган бемор глюкокортикоидлар билан, иложи бўлса гидрокортизон билан даволаниши керак. Катталар учун одатдаги доза эрталаб 2025 мг ва кечқурун 1015 мг. АКТГ нинг минералокортикоидлар секрециясида рол ўйнамаганлиги сабабли минералокортикоидлар билан терапия керак бўлмасада, ҳар ҳолда баъзи беморларга уларнинг белгиланиши (флюдрокортизоннинг кичик дозалари) касаллик аломатларини яхшироқ назорат қилиш, шунингдек глюкокортикоидлар дозаси ортишининг кўшимча таъсирларидан сақланиш имконини беради.



## РОЛЬ ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЫ В ОБОГАЩЕНИИ СЛОВАРНОГО ЗАПАСА ОБУЧАЮЩИХСЯ

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**Аннотация:** *Использование разговорной речи у детей – процесс с большим потенциалом на будущее. У каждого ребенка развиваются три процесса на разных стадиях. Основы психологии и педагогики, высокоэффективные в процессе обучения, зависят от хода этого процесса. Развитие устной речи учащихся включает в себя несколько аспектов и средств.*

**Ключевые слова:** *устная речь, письменная речь, студенческая психология, школа, образовательная программа, интерактивные игры и др.*

Известно, что исправление ошибок в речи учащихся является важным аспектом. Ответственность за это лежит на студентах и логопедах. Для выявления речевых нарушений и изучения причин дефектов в произношении проводится осмотр и анализ речи. В этом процессе каждому ребенку необходимо заполнить специальный лист, указав, какие звуки он может правильно или неправильно произносить.

Чтение вслух, говорение и преподавание — речь о возрасте учащихся и предоставлении им соответствующих знаний. Воспитание внимания и развитие речи, а также любовь к чтению книг, имеют большое значение. Проблема заключается в неправильном произношении некоторых детских звуков, которые невозможно отличить друг от друга. Такая речь может нанести вред и затруднить усвоение материала на уроках. Для таких детей потребуется помощь логопеда. Одним из способов развития речи является творческий пересказ, который осуществляется путем изменения контекста или формы рассказа и добавления новых эпизодов. Когда учащиеся инсценируют или постановочно читают рассказ, они превращают его в театральную историю. В ходе этого процесса они разрабатывают сценарий, обдумывают костюмы, жесты и переходят от монологической речи к диалогическим оборотам (это важная часть языкового обучения). От картинки к рассказу, который нужно прочитать, читатель выбирает картину, созданную художниками, и интерпретирует ее согласно содержанию прочитанного или нарисованного произведения. Рисунки



говорят сами за себя. В случае, если учащийся плохо рисует, он может использовать словесное описание картинки, которую хотел бы нарисовать, то есть рисовать картину словами.

Метод продолжения прочитанного рассказа широко используется в школьной практике. Он применяется в произведениях, где содержание рассказа позволяет продолжить историю. Красивая речь, грамотное и правильное письмо, а также ясное и беглое изложение мыслей являются важными навыками. Ученик, который испытывает трудности в обучении, может успешно осваивать знания, если научится использовать эти навыки.

Если у всех людей речь красивая, совершенная, а произношение четкое и беглое, то их способность мыслить будет широкой, а восприятие — глубоким. Речь человека является выражением его внутренних переживаний, и она одинаково развивается и формируется у всех людей.

Важно рассказывать детям сказки и вовлекать их в процесс работы над сказкой. Не только умение читать, но и умение рассказывать историю является важным. Рассказывание истории способствует развитию устной речи, обогащает детскую речь новыми словами и словосочетаниями, а также воспитывает любовь к языку. Речь имеет две формы — устную и письменную. Несмотря на то, что они взаимосвязаны, каждая из них имеет свои особенности. В устной речи звуки и слова произносятся с помощью органов речи и воспринимаются через органы слуха. Поэтому развитие устной речи учащихся является очень важным. Чтобы выявить причины недостатков в своей речи и найти способы их устранения, мы должны исследовать их. В раннем периоде обучения устной речи используется дактилология (ручной алфавит). Она помогает детям правильно произносить и учить звуки. Хорошо написанная художественная литература содействует успешному усвоению речевых норм и развитию способности чувствовать эмоциональные аспекты языка. Устная речь влияет на формирование интонационной выразительности речи. Разговор-разговор является уместным методом для активизации словарного запаса детей. Это правильно использовать слова из детского словаря и исправлять предложения с помощью метода учения сочинять. При этом учитель работает с небольшой группой детей, используя природные объекты и модели (игрушки, картинки), а также проводит дидактические словесные игры в больших группах. Метод пересказа широко используется среди пятилетних детей и помогает формировать лексические, грамматические и интонационные аспекты речи, связывая диалогическую и монологическую речь. Примеры произведений искусства позволяют детям получить практический опыт. Метод придумывания (плетения) истории побуждает детей к творческому

исследованию: создание истории на основе того, что они наблюдают; составление рассказа по памяти; вымышленная история учит сочинять. Речь имеет две формы - устную и письменную. Несмотря на тесное родство, каждая из них имеет свои особенности.

В устной речи, когда слова произносятся посредством речи, звуки воспринимаются органами слуха. Поэтому при развитии устной речи учащихся мы должны в первую очередь выявить причины недостатков их речи и устранить их. Нам нужно найти пути для достижения этой цели. Хорошее и грамотное умение говорить важно для студента, так как не умеющий писать и ясно выражать свои мысли бегло и ясно не сможет успешно освоить материал. Если произношение ясное и беглое, у всех речь будет красивой и совершенной, и объем мышления будет широким, а восприятие — глубоким. Через речь человек выражает свои внутренние переживания, и речь присутствует у всех людей, но ее нельзя полностью улучшить и сформировать одинаково. Некоторые дети не только издают неправильные звуки, но и не могут их различить. Такие недостатки в речи вызывают значительные трудности в усвоении учебного материала. В таких случаях дети нуждаются в помощи логопеда. Оральная дактилология (ручная азбука) используется в начальном периоде обучения речи. Она служит вспомогательным средством, так как помогает детям произносить звуки и улучшает их восприятие. Речь играет ведущую роль на уроках родного языка в начальной и средней школе. Развитие речи включает обучение грамоте, развитие навыков письма и задания, направленные на расширение кругозора и мышления. На этих уроках акцент делается на достижении практических целей и формировании навыков использования языковых средств в речи. Необходимо развивать творческое мышление и воспитывать языковую чувствительность у учащихся.

Их регулярное обучение устной речи практично и помогает развивать соответствующую устную и письменную речь. Например, такие игры, как "Кто чуток", "Что это такое" и "Назови свое имя", являются эффективными упражнениями, которые помогают учащимся учить новые буквы и проверять свои навыки. Учитель записывает буквы на доске в определенном порядке, а учащиеся читают их по очереди. Затем буквы меняются незаметно для детей. В результате оцениваются и поощряются внимательность и изобретательность учащихся. Таким образом, на каждом уроке, независимо от темы, учащимся предоставляется возможность осознанного, беглого, правильного и выразительного чтения, а также стремление к совершенствованию речи. Это является нашим главным приоритетом - демонстрировать, анализировать и закреплять полученные знания с помощью устной речи, которая

способствует развитию и развивает способность запоминать. Известно, что речь связана с мышлением. Главное, чтобы учащиеся осознанно понимали прочитанное на уроке произведение. Для понимания содержания и идей используются логические методы, такие как анализ, синтез, сравнение, обобщение. Разные методы работы при анализе прочитанного произведения используются. Дети рассказывают о главных героях рассказа, а под руководством учителя составляют схематический план работы (включая узел, кульминацию и решение).

Можно сказать, что занятия по развитию речи, особенно для детей, являются значительной инвестицией. Особое внимание уделяется чтению и рассказыванию историй. Преподавание произведений искусства, их инсценировка, пересказ рассказов и заучивание стихов требуют от педагога большого мастерства и ответственности. Если содержание художественного произведения ярко выражено автором и выразительно передано участниками выступления, особенно важное для детей, такие как их чувства, эмоции, развитие характера, события, то они будут запомнены и сохранятся надолго. Развитие словарного запаса положительно влияет на обогащение речи и ее грамматически правильное формирование. Дети легко отвечают на вопросы учителя о произведении, некоторых словах, могут повторить предложения, описать положительные и отрицательные стороны персонажей, а также пытаются подражать учителю и его голосу.

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# ЎЗИНИ ЎЗИ ЎЛДИРИШГА УНДАШ ЖИНОЯТИНИНГ АХБОРОТ ТЕХНОЛОГИЛАРИ СОҲАСИДА СОДИР ЭТИЛАДИГАН ЖИНОЯТЛАР БИЛАН ЎЗARO БОҒЛИҚЛИГИ ВА ФАРҚЛИ ТОМОНЛАРИ.

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**Аннотация:** Ушбу мавзудаги мақоламнинг долзарблиги, ўзини ўзи ўлдиришаг ундаш ҳамда ахборот технологиялари соҳасидаги жиноятлар тушунчаси ва турлари, асосий хусусиятлари, шунингдек кибермаконда содир бўлаётгани жиноятларни тартибга солувчи нормалар ва уларни қўллаш амалиётининг таҳлили ва ахборот технологиялари ва хавфсизлиги соҳасидаги жиноятлар бўйича терговга қадар текширув ва дастлабки тергов ҳаракатларини ўтказиш хусусиятлари ҳамда ушбу фаолиятда учрайдиган айрим турдаги муаммо ва камчиликларни бартараф этиш бўйича бир катор таклифлар келтириб ўтилган.

**Калит сўзлар:** ўзини ўзи ўлдириша ундаш, ахборот, ахборот технологиялари, телекоммуникация тармоқлари, компьютер тизими, дастурий аппарат воситалари, кибермакон, кримналистик тактика.

Дунёда давлатларнинг ахборот тизимлари ва ресурсларига, халқаро ташкилотлар ва компанияларнинг маълумотлар базасига, молия институтларининг ахборот-коммуникация технологияларига ҳамда инсон ҳуқуқ ва манфаатларига путур етказаётган энг хавфли қилмишлардан бири интернет тармоқлари орқали содир этиладиган жиноятлар ҳисобланади. Хусусан, интернет тармоқлари орқа<sup>104</sup>ли содир этиладиган жиноятларни таҳлил қилувчи халқаро Cybersecurity Ventures ташкилоти экспертларининг фикрича, «дунё бўйлаб ҳар 14 сонияда битта киберҳужум содир этилмоқда, унинг натижасида Жаҳон иқтисодий форумининг прогнозига кўра, 2022 йилда 8 триллион доллар миқдорда дунё давлатлари зарар кўриши мумкин»<sup>1</sup>

Кибержиноятларнинг турлари ҳам кундан кунга кўпайиб бормоқда. Шу турдаги жиноятларни таснифлашга оид кўплаб қарашлар мавжуд. Бироқ уларнинг энг асосийси халқаро ҳуқуқий ҳужжатлар орқали белгиланган. Жумладан, Европа Кенгашининг “Кибержиноятчилик тўғрисида”ги конвенцияси (Будапешт шаҳри 2001 йил 23 ноябрь)да ахборот технологиялари соҳасида содир этиладиган жиноятлар 4 та гуруҳга ажратилган. 2003 йил 28 январда Страсбург шаҳрида мазкур

<sup>104</sup> 1 <https://www.tadviser.ru>.

Конвенцияга қўшимча протокол қабул қилиниши натижасида кибержиноятлар таснифига яна 1 та гуруҳ жиноятлар қўшилди.

Интернет тармоқлари орқали содир этиладиган жиноятларга таъриф бериш бевосита ахборот-коммуникация технологияларининг ривожига билан боғлиқ экани, ушбу тушунча технологиянинг ривожига қараб, «глобал тармоқ жиноятчилиги», «компьютер жиноятчилиги», «компьютер билан боғлиқ жиноят», «компьютер орқали жиноят содир этиш», «электрон жиноятчилик» ва «юқори технологиялар жиноятчилиги», «виртуал жиноятчилик» каби тушунчалар мавжуд.

Ўзини ўзи ўлдиришга ундаш жинояти амалдаги Ўзбекистон Республикаси ЖКнинг «Шахсга қарши жиноятлар» бобида жойлашган бўлсада, ҳозирга вақтда мазкур жиноят асосан интернет жаҳон ахборот тармоғи орқали турли хил ўйинлардаги психологик таъсирлар натижасида содир этилаётганлиги, мазкур жиноятнинг бошқа ахборот технолагилари соҳасидаги жиноятлар билан ўзаро узвий боғлиқликда эканлигидан далолат беради.

Бироқ, Жиноят кодексининг 167-169, 278-1-278-7 -моддаларида назарда тутилган жиноятнинг воситаси ёки предмети бўлган компьютер тизимлари ёки компьютер техникаси тушунчаси бугунги кунда ўзининг техник имкониятлари туфайли тўлиқ интернет тармоқлари орқали содир этиладиган жиноятларни қамраб ололмаслиги, хусусан, мобил илова орқали амалга оширилган фирибгарлик жиноятларида мобил илова ўзининг техник имкониятидан келиб чиқиб, компьютер тизими ёки тармоғига кирмаслиги сабабли, жиноят қонунчилигимизни қайта кўриб чиқиш мақсадга мувофиқ бўлади. Интернет тармоқлари орқали содир этиладиган жиноятлар объектига нисбатан содир этилишига қараб, шахснинг ҳаёти, соғлиғи, ахлоқи, ҳуқуқ ва манфаатларига қарши қаратилган, ижтимоий-сиёсий, иқтисодиёт соҳасидаги, ахбороткоммуникация технологияларига қарши қаратилган кибержиноятларга бўлинади.

Интернет тармоқлари орқали содир этилган жиноятлар амалга ошириш усулига кўра, иккита катта гуруҳга бўлинади, яъни кибертехнологиялардан фойдаланиб содир этиладиган кибержиноятлар ва кибертехнологияларга қарши қаратилган кибержиноятлар. Буни аниқроқ тушунтирадиган бўлсак, кибержиноятлар ахборот-коммуникация технологияларидан фойдаланиб содир этиладиган кибержиноятларга ва ахборот-коммуникация технологияларига нисбатан содир этиладиган жиноятларга бўлинади. Жиноят кодексининг 103-моддасининг иккинчи қисми «г»-банди, 103-1-моддасининг иккинчи қисми «в»-банди, 167-моддасининг учинчи қисми «г»-банди, 168-моддасининг иккинчи қисми «в»-банди, 169- моддасининг учинчи қисми «б»-банди, 188-1, 244-1, 244-

5 ва 278-моддаларида назарда тутилган ижтимоий хавфли қилмишлар ахборот-коммуникация технологияларидан фойдаланиб, Жиноят кодексининг 278-1-278-7-моддаларида назарда тутилган ижтимоий хавфли қилмишлар ахборот-коммуникация технологияларига нисбатан содир этилган кибержиноятлар саналади.<sup>105</sup>

Кибержиноятларни текшириш жараёнида МДХ мамлакатларининг хорижий тажрибаси шуни кўрсатадики, қуйидаги тергов ҳаракатлари олиб борилмоқда: сўроқ қилиш, юзлаштириш, воқеа жойини кўздан кечириш; тинтув; олиб қўйиш; тергов эксперименти; суд экспертизаларини тайинлаш. Шу билан бирга, тактик тавсияларни ишлаб чиқиш учун кибержиноятларни текширишдаги тергов ҳаракатларини вербал ва новербалларга ажратиш таклиф этилади. Вербал тергов ҳаракатларини ишлаб чиқаришда, дастлабки, маълумотларнинг манбаи — бу идеал тасвирларнинг манбаи сифатида бўлувчи шахс. Кибержиноятни тергов қилишда новербал тергов ҳаракатлари қуйидагиларни ўз ичига олади: воқеа жойини кўздан кечириш; тинтув ва олиб қўйиш; тергов эксперименти; суд экспертизасини тайинлаш. Новербал тергов ҳаракатларини ишлаб чиқаришда, моддий излари ташувчиси сифатида нарсалар, ҳужжатлар, нарсалар маълумот манбаи ҳисобланади. Кибержиноятни текширишда маълум тергов ҳаракатларини ишлаб чиқариш компьютер маълумотларини олиш билан боғлиқ эканлигига эътибор қаратиш лозим.

**Ҳодиса содир бўлган жойни** (теварак-атрофни, уйни, хизмат ёки бошқа биноларни, ашёларни ва ҳужжатларни) **кўздан кечириш** жиноят изларини ўз вақтида аниқлаш, жиноят ишига алоқадор бошқа ҳолатларни аниқлаш мақсадида амалга оширилади. Кибержиноятларни текширишда воқеа жойини (теварак-атроф, уй, офис ёки бошқа бинолар, объектлар ва ҳужжатлар) текшириш дастлабки ва кечиктириб бўлмайдиган тергов ҳаракатларидир.

Кибер жиноятларни тергов қилиш пайтида воқеа жойини кўздан кечиришнинг мақсади кибер жиноятларнинг фош этилиши ва тергов қилиниши учун келажакда иш версиясини тақдим этишда фойдаланилиши учун аҳамиятга эга бўлган зарур маълумотлар ва далилларни тўплаш учун зарур маълумотларни ва турли хил изларни қонунчилик доирасида белгиланган тартибда ўз вақтида аниқлаш, ўрганиш, қайд этиш, олиб қўйиш ва дастлабки текширишлардан иборат. Бунда, ҳодиса содир бўлган жойини кўздан кечириш умуман амалга оширилмайдиган ҳолатлар ҳам мавжуд. Сабаби оддий — бундай жойнинг йўқлиги. Бу шуни англатадики, кибержиноятлар содир бўлган жойни

<sup>105</sup> <https://zenodo.org/record/6969897/files/TA%27LIM%20FIDOYILARI-2022-Avgust-1-qism-4-9.pdf>

кибермакон тизими томонидан белгиланадиган жиноятларнинг ҳолатини аниқламасдан белгилаб бўлмайди. Ўзбекистон Республикасининг амалдаги ЖПКнинг 135-моддасида кўздан кечириш сифатида ходиса содир бўлган жойни, хайвонларни, теварак атроф, биноларни нарсалар ва хужжатларни кўздан кечириш мумкинлигини назарда тутган бўлиб, юқоридаги шаклда интернет фойдаланувчиларининг шахсий булутларини ва akkaунтларини кўздан кечиришни имкони мавжуд эмаслиги туфайли, Ўзбекистон Республикасининг амалдаги ЖПКнинг 135-моддасида кўздан кечириш турлари сифатида Кибер маконни кўздан кечириш деган алоҳида тушунчани киритиш ҳам мақсадга мувофиқ бўлади.

Шундан келиб чиқиб кўздан кечириш тергов ҳаракатини такомиллаштирган ҳолда кибермаконни кўздан кечиришни кўздан кечириш тергов ҳаракатининг бир тури сифатида қонунчилик нормаларига ва амалиётга жорий қилиш, ва қоида тариқасида мазкур турдаги кўздан кечиришни махсус билимларга эга бўлган мутахассислар иштирокида ўтказиш лозим деб ҳисоблайман.

Бундан ташқари, ҳозирги вақтда содирн этилаётган кибержиноятлар, хусусан ўзини ўзи ўлдиршга ундаш билан боғлиқ жиноятлар ҳам асосан хорижий давлатларнинг интернетдаги палтформалари орқали, масалан, “Твиттер”, “Инстаграм”, “Телеграм” мессенжерларидан фойдаланилиб содир этилаётганлиги туфайли, жиноятчининг шахсини аниқлаш, унга тегишли бўлган электрон манзил ва унинг қайд ёзуви, жойлашуви, IP манзили, домен номи эгаси ва бошқа иш учун ахамиятли маълумотларни олишни деярли имкони йўқлиги бир қатор жиддий муаммоларга сабаб бўлмоқда. Ушбу муаммоларни ижобий ҳал қилиш учун, хорижий давлатга тегишли онлайн платформалар орқали ўзаро самарали ҳамкорликни йўлга қўйиш, ижтимоий зарарли иллатларни тарқатувчи канал, гуруҳ ва сайтларни автоматик блоклаш тизимини йўлга қўйишни, ижтимоит тармоқ мессенжурларнинг Ўзбекистон Республикасидаги ваколатхонларини очиш, шунинг уларнинг серверларини ҳам Ўзбекистон ҳудудига жойлаштириш тизимни йўлга қўйиш мақсадга мувофиқ бўлади.

### **Фойдаланилган адабиётлар:**

1. Ўзбекистон Республикаси Президентининг ПҚ-4188-сонли “Халқаро шартномани тасдиқлаш тўғрисида”ги (Мустақил Давлатлар Ҳамдўстлиги иштирокчи-давлатларининг ахборот технологиялари соҳасидаги жиноятларга қарши курашишда ҳамкорлиги тўғрисида Битим) қарори 13.02.2019-й

2. Ўзбекистон Республикасининг 22.09.1994 йилдаги Жиноят кодекси ХХ<sup>1</sup> боб.

3. Ўзбекистон Республикаси 822-I-сонли «Телекоммуникациялар тўғрисида»ги қонуни, 20.08.1999-й.

4. Ўзбекистон Республикасининг «Ахборот эркинлиги принциплари ва кафолатлари тўғрисида»ги 2002 йил 12 декабрдаги қонун.

5. Ўзбекистон Республикасининг «Ахборотлаштириш тўғрисида»ги қонуни 11.12.2003 йилдаги 560-II-сон.

6. Ўзбекистон Республикасининг ЗРУ-137-сонли «Ахборотлаштириш ва маълумотлар узатиш соҳасида қонунга хилоф ҳаракатлар содир этганлик учун жавобгарлик кучайтирилганлиги муносабати билан Ўзбекистон Республикасининг айрим қонун ҳужжатларига ўзгартиш ва қўшимчалар киритиш тўғрисида»ги қонуни 25.12.2007 й.

7. «Дастурий таъминот воситалари ишлаб чиқувчиларнинг миллий реестри тўғрисида»ги қўшма қарор Ўзбекистон Республикаси Адлия вазирлиги томонидан 2013 йил 26 декабрда рўйхатдан ўтказилган (рўйхат рақами 2541).

8. Рустамбоев М.Х. Ўзбекистон Республикаси жиноят ҳуқуқи курси. Том-5. Махсус қисм. Дарслик. 2-нашр, тўлдирилган ва қайта ишланган. Ўзбекистон республикаси Миллий гвардияси Ҳарбий-техник институти, Т-2018.-407 бет

9. А.Г.Закирова. Виктимология. Маърузалар курси. Т-2018

10. Ўзбекистон Республикаси Ахборот технологиялари ва коммуникацияларини ривожлантириш вазирининг «Телекоммуникация хизматларини кўрсатиш қоидаларини тасдиқлаш тўғрисида»ги 2020 йил 30 июндаги 208-мқ-сон [буйруғ](#).

11. Ахборот технологиялари соҳасидаги жиноятлар (кибержиноятлар): турлари, квалификацияланиши ва уларга нисбатан тергов ҳаракатларини ўтказиш тактикаси [Матн]: ўқув қўлланма / Г. Ф. Мусаев [ва бошқ.]. — Ташкент: Baktria press, 2020.



## ИСЛОМ ҲУҚУҚИ АСОСЛАРИ ИЧИДА ИСТЕҲСОННИНГ ЎРНИ

Одинаев Нодирбек Юсуф ўғли

Ўзбекистон халқаро ислом академияси магистранти

**Аннотасия:** *ушбу илмий мақолада усулул фикҳ илми ҳақида ва унинг асоси ва шартларини мазҳаблар аро илмий қиёслаш таҳлили олиб борилган.*

**Калит сўзлар:** *Ислом, истеҳсон, усулул-фикҳ, рукн, Раҳдул Мухтор, ижмоъ, қиёс, монизул ирс, қуллик, ихтилофид дин, ихтилофид даройн, қатл, суннат.*

Ислом шариатида барча Ислом уламолари қайси мазҳабга мансуб бўлишларидан қатъий назар, инсондан содир бўлган ҳар қандай ишга, у айтган ҳар бир сўзга, улар ибодат бўладими, муомила бўладими, жиноят бўладими, жазо бўладими, оилага тааллуқли масала бўладими, уларга яраша ҳукм борлигига иттифоқ қилганлар.

Ислом олимларининг айтишларича, инсонларнинг қилган ишларининг ҳукми асосан тўрт манбадан чиқарилади. Улар Қуръон, Суннат, Ижмоъ, Қиёсдир.<sup>106</sup>

Ушбу тўрт манбанинг шаръий манба сифатида ҳужжат эканлигига ҳамда даражалари ҳам шу тартибга кўра эканлигига ҳамма олимлар иттифоқ қилганлар.<sup>107</sup> Булар «Усулул-аҳком», яъни, ҳукмларнинг асли, асоси деб ҳам айтилади. Масалан, мужтаҳиддан бирор ишнинг шаръий ҳукми сўралса, у аввал Қуръони Каримдан жавоб излайди, жавоб топса унга биноан ҳукм қилади. Агар топмаса, суннатга мурожат қилади, жавоби топилса суннатга суянган ҳолда ҳукм чиқаради. Агар ундан ҳам топилмаса, сўралган иш ҳукмига Пайғамбаримиз соллаллоҳу алайҳи васаллам вафотларидан сўнг мужтаҳидлар айнан ўша сўралган иш юзасидан яқдил фикрга келган бўлсалар шунга кўра жавоб беради.<sup>108</sup> Агар бундай ижмоъ мавжуд бўлмаса, мужтаҳид у ишнинг шаръий ҳукмини чиқариш учун қиёс йўли билан мазкур ишга ўхшаш ишлар юзасидан шариатга берилган жавобларга илмий асосда ёндашиб, ҳар томонлама мулоҳаза қилиб таққослаб, ўзининг бор илмини сарфлаб жавоб беради.<sup>109</sup>

Мазкур тўрт асосий манбанинг ҳаққонийлигига ҳамда шу тартибда келишига Қуръон ояти далилдир.

<sup>106</sup> Салоҳиддин Муҳиддин. «Усулул фикҳ», Тошкент, Адолат, 1997, 12-бет.

<sup>107</sup> Ваҳба аз-Зухайлий. «Усулул фикҳ ал-Исламий», Дамашк, Дарул-фикр, 2008, II-жуз, 36-бет.

<sup>108</sup> Пайғамбар соллаллоҳу алайҳи васалламнинг ҳаётликларидан ижмоъ бўлмайди, чунки у зотнинг ўзлари ҳар бир саволга жавоб берардилар.

<sup>109</sup> Нодир Набижон ўғли. «Усулул фикҳ ҳақида сабоқлар», Тошкент ислом университети нашриёт матбаа бирлашмаси, 2008.

يَا أَيُّهَا الَّذِينَ ءَامَنُوا أَطِيعُوا اللَّهَ وَأَطِيعُوا الرَّسُولَ وَأُولِي الْأَمْرِ مِنْكُمْ فَإِن تَنَزَعْتُمْ فِي شَيْءٍ فَرُدُّوهُ إِلَى اللَّهِ  
وَالرَّسُولِ إِن كُنتُمْ تُؤْمِنُونَ بِاللَّهِ وَالْيَوْمِ الْآخِرِ ذَلِكَ خَيْرٌ وَأَحْسَنُ تَأْوِيلًا ٥٩

**«Эй, иймон келтирганлар Аллоҳга итоат этингиз, Пайғамбарга ва ўзларингиздан (бўлмиш) иш эгалари (раҳбарларга) итоат этингиз. Бордию бирор нарсада келиша олмай қолсангиз, Аллоҳга ва охират кунига ишонадиган бўлсангиз, уни Аллоҳга ва Пайғамбарга ҳавола қилингиз. Мана шу яхшироқ ва ечими чиройлироқ ишдир» (Нисо сураси, 59 оят).**<sup>110</sup>

Мазкур ояти каримадаги: «Аллоҳга итоат қилиш»дан Қуръонга эргашиш тушунилиши лозим. Расулга итоат қилиш деганда суннатга эргашиш, ўзларингиздан чиққан иш эгаларига (Улул-амр) итоат қилинглари, дейилганида, уламоларга эргашиш тушунилади. «Улул-амр»ни ҳазрати Аббос розияллоҳу анҳу уламолар деб тафсир қилганлар<sup>111</sup>. Аммо бир фикрга келиша олмаган масалани Аллоҳга ва расулига қайтариш – Аллоҳ ва унинг расули айтган ҳукмларга солиштириш, яъни, қиёс қилиш демакдир.

Ҳукм чиқаришда мазкур тартибга, яъни, аввал Қуръон, кейин Суннат, сўнг ижмоъ, ва ундан кейин қиёс келишига яна бир далил Расулulloҳ соллalloҳу алайҳи васаллам Муоз ибн Жабал розияллоҳу анҳуни Яман муслмонларига таълим бериш учун юбораётган вақтларидаги кўрсатмаларидир.<sup>112</sup>

Пайғамбар соллalloҳу алайҳи васаллам Муоз розияллоҳу анҳудан сўрадилар.

- Агар сендан бирор масала сўралса нима билан ҳукм қиласан?
- Аллоҳнинг китоби ила ҳукм қиламан.
- Агар жавобини Аллоҳнинг китобидан топа олмасангчи?
- Унда Аллоҳ Расулининг суннати ила ҳукм қиламан.
- Агар Аллоҳ расулининг суннатидан ҳам топа олмасангчи?
- Унда бор билимини сарфлаб ижтиҳод қиламан, дедилар.

Шунда Расулulloҳ соллalloҳу алайҳи васаллам ҳазрати Муознинг кўкракларига уриб: «Аллоҳ расулининг элчиси (яъни, Муозни) Аллоҳнинг расули рози бўладиган ишга муваффақ қилган Аллоҳга ҳамдлар бўлсин», дедилар.<sup>113</sup>

Шундай қилиб, мазкур ҳадиси шариф Пайғамбаримиз соллalloҳу алайҳи васаллам Муоз розияллоҳу анҳунинг жавобларидан мамнун

<sup>110</sup> Шайх Абдулазиз Мансур. «Қуръони Карим маъноларининг таржима ва тафсири», Тошкент, 2007.

<sup>111</sup> Салоҳиддин Муҳиддин. «Усулул фикх», Тошкент, Адолат, 1997, 13- бет.

<sup>112</sup> Ваҳба аз-Зухайлий. «Усулул фикх ал-Исламий», Дамашк, Дарул-фикр, I-жуз, 45-бет, 2008.

<sup>113</sup> Муҳаммад Амин Обидин. «Мажмуату расаили ибн Обидин», Дамашк, Усмоғия матбааси, 1919, 182-бет.

бўлганликлари, уни тасдиқлаганлари ҳар бир ишга ҳукм чиқаришда тартиб шундай бўлишга далилдир. Бундан ташқари Пайғамбаримиз соллаллоҳу алайҳи васалламнинг вафотларидан сўнг ҳам худди шу тартиб сақланиб қолганлиги ва уни халифалар, саҳобалар ҳаётига амалий татбиқ қилганлари ҳақида бир қанча саҳиҳ ривоятлар собит бўлгандир.<sup>114</sup>

Маймун ибн Меҳрон розияллоҳу анҳу: «Абу Бакр розияллоҳу анҳу агар кишилар ўртасида содир бўлган ишни ҳал қилишлари лозим бўлиб қолса, Аллоҳнинг китобига қарардилар. Унда сўралган нарсанинг ечими бор бўлса, шунга мувофиқ ҳукм чиқарардилар, Агар Аллоҳнинг китобидан бу саволга жавоб топа олмасалар, Расулulloҳ соллаллоҳу алайҳи васалламдан айнан шу масаланинг ечимига айтилган ҳадисни билсалар, шунга биноан жавоб берардилар. Борди-ю билмасалар ёки суннатдан топа олмасалар, ўша даврни маслаҳатга лаёқати бор кишиларни тўплаб бир ечимга келишса, шунга кўра ҳукм қилардилар. Ҳазрати Умар ҳам худди шу йўлни тутардилар», деб ривоят қилади.

Абу Бакр розияллоҳу анҳу ва Умар розияллоҳу анҳунинг мазкур иш тартибларини улўғ саҳобалар, машҳур забардаст олимлар маъқуллаганлар.

Тарихдан маълумки, бу тартибга уларнинг бирорталари ҳам муҳолиф иш олиб бормадилар. Бугунги кунимизда ҳам бу тартибга барча муслмонлар томонидан асл ҳолича амал қилиб келинмоқда, бундан кейин ҳам шундай бўлиб қолади.<sup>115</sup>

Қуйида юқорида санаб ўтилган ислом ҳуқуқининг тўрт асл манбасига «Усулул-фикҳ» китобларида берилган таърифларидан баъзиларини мухтасар қилган ҳолда келтириб ўтамыз.

**Биринчи манба Қуръони карим:** Қуръон Аллоҳнинг сўзидир, лафзи ҳам маъноси ҳам арабча ҳолда Пайғамбар Муҳаммад соллаллоҳу алайҳи васаллам қалбига Жаброил алайҳиссалом воситасида Муҳаммад соллаллоҳу алайҳи васаллам Аллоҳ томонидан Пайғамбар этиб юборилганлигига ҳужжат сифатида ва инсонлар ҳидоят топишлари учун дастурул амал бўлсин деб нозил қилинган. Унинг тиловати ибодат ҳисобланади.

Қуръони Карим «Фотиҳа» сурасидан бошланиб «Нос» сураси билан тугайди. У бизга ҳам ёзма ва ҳам оғзаки равишда мутавотир йўл билан етиб келган, ҳар қандай ўзгариш ва сохталаштиришдан сақланган ҳолда авлоддан авлодга ўтиб келмоқда. Чунки Аллоҳ таоло уни сақлашни ўзи ўз зиммасига олган.<sup>116</sup>

<sup>114</sup> Салоҳиддин Муҳиддин. «Усулул фикҳ», Тошкент, , Адолат, 1997, 14-бет.

<sup>115</sup> Салоҳиддин Муҳиддин. «Усулул фикҳ», Тошкент, Адолат, 1997, 15-бет.

<sup>116</sup> Абул Баракот ан-Насафий. «Манор ал-Анвор», Истанбул, Ҳанафия матбааси. 2009, 287-бет.

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ ٩

**«Биз бу Қуръонни нозил қилдик ва биз уни ўзимиз сақлагувчимиз» (Ҳижр сураси, 9-оят).**

**Иккинчи манба суннатдир:** Суннат лафзи луғатда йўл маъносини бил-диради. У йўл хоҳ яхши бўлсин, хоҳ ёмон бўлсин уни суннат дейилади. Чунки Пайғамбар соллаллоҳу алайҳи васалламдан шундай ҳадис ривоят қилинган.

من سن سنة حسنة فله اجرها واجر من عمل بها الى يوم القيامة ومن سن سنة سيئة فعليه وزرها ووزر من عمل بها الى يوم القيامة.

**«Кимки бирор яхши йўлга биринчи бўлиб бошласа, унинг савоби ўша бошлаган кишигадир. Айнан шу йўлга ундан сўнг то қиёматгача ким юрса, юрган кишига қанча савоб бўлса, шу баробарида биринчи бошлаган кишига ҳам савоби етиб туради. Ва кимки бир ёмон ишни пайдо қилса ва бу ёмонликнинг гуноҳи биринчи пайдо қилган кишига бўлади».**<sup>117</sup>

Суннатнинг истилоҳий маъноси эса Пайғамбар соллаллоҳу алайҳи васалламнинг айтган сўзлари, қилган ишлари ҳамда тақрирларидир.<sup>118</sup>

Юқоридаги суннатнинг истилоҳий таърифдан кўриниб турибдики у уч хилдир.

1. Қавлий суннат – айтилган сўз.
2. Феълий суннат – қилинган иш.
3. Тақририй суннат – Пайғамбар соллаллоҳу алайҳи васаллам эътирозига учрамаган сўз ёки иш.<sup>119</sup>

**Қавлий суннатга мисол:**

انما الأعمال بالنيات

**«Дарҳақиқат, барча ишлар ниятга яраша бўлғусидир».**<sup>120</sup>

Бунга ўхшаш қавлий мисоллар жуда ҳам кўпдир.

Феълий суннатга мисол:

أداء الصلوات الخمس وأداء شعائر الحج

<sup>117</sup> Ибн Можа . « Сунани ибн Можа». Истанбул, Ҳанафия матбааси. 2001. 1/231

<sup>118</sup> Тақрир деб, Пайғамбар соллаллоҳу алайҳи васалламнинг эътирозига учрамаган гап ёки ишга айтилади.

<sup>119</sup> Ваҳба аз-Зухайлий. «Усул ул фикҳ ал-Исламий», Дамашк, Дарул-фикр, , 2008, I-жуз, 432-бет.

<sup>120</sup> Зокиржон Исмоил. «Ҳадис ал-Жомеъ ас-Саҳиҳ», Тошкент, Қомуслар бош таҳририяти, 1991.

Пайғамбар соллаллоҳу алайҳи васаллам беш вақт намозни ҳамда ҳажни ҳамма арконлари ила адо этганлари кабилардир.<sup>121</sup>

### **Тақририй суннатга мисол.**

Ривоятга кўра, икки саҳоба сафарга чиқадилар. Йўлда намоз вақти бўлиб қолади. Лекин таҳорат қилишга сув йўқ эди. Шунда ҳар иккаларини таяммум қилиб намозни адо этадилар. Сўнг сувга муяссар бўладилар. Шунда улардан бири сув ила таҳорат қилиб намозни қайтадан ўқийди. Аммо иккинчилари эса қайта ўқимайди. Бўлган воқеаъни қайтиб келиб Пайғамбар соллаллоҳу алайҳи васалламга айтиб берганларида, ҳар иккаларининг ҳам қилган ишларини тўғри деб тасдиқлайдилар.<sup>122</sup> Қайтариб ўқимаган саҳобага айтдилар-ки: «Сен суннатга мувофиқ иш қилибсан, намозинг қабулдир». Қайтариб ўқиган саҳобага эса, «Сенга икки баробар савоб бўлур», дедилар».

Шу каби мисолларни кўплаб келтириш мумкин.

### **Учинчи манба ижмоъ.**

Ижмоънинг луғавий маъноси «қасд қилмоқ», «яқдиллик», «бирдамлик», «ҳамжиҳатлилик» деган маъноларни англатади.<sup>123</sup>

Усул уламоларининг истилоҳида эса ижмоънинг таърифи қуйидагича: Мусулмонлардан бўлган мужтаҳидларнинг Пайғамбар соллаллоҳу алайҳи васаллам вафотларидан сўнг бир даврда шаръий ҳукмга қилган иттифоқ-ларига «ижмоъ» дейилади.

Ижмоънинг истилоҳий таърифидан кўриниб турибдики, унинг тўртта шарти мавжуддир:

1. Ижмоъ аъзолари мужтаҳидлардан бўлиши.
2. Улар мусулмонлардан бўлиши.
3. Ижмоъ Пайғамбар соллаллоҳу алайҳи васаллам вафотларидан сўнг бўлиши.
4. Ижмоъ қилинадиган масала шаръий масала бўлиши.<sup>124</sup>

### **Тўртинчи манба қиёс.**

Қиёс луғатда икки хил маънода ишлатилади:

1. Бир нарсани ўзига ўхшаш иккинчи нарса билан солиштириш.
2. Бир нарсани ўзига ўхшаш иккинчи нарсага тенглаштиришдир.

Усул уламолари қиёсни истилоҳий маъносини қуйидагича таърифлай-дилар. Ҳукмига шаръий далил келмаган ишни, ҳукмига шаръий далил келган ишга, ҳар иккала иш ҳукм иллатида яъни (сабабида)

<sup>121</sup> Аҳмад ибн Абу Саид. «Кашфул-асрор фи шарҳил манор», Истанбул, Ҳанафия матбааси, 2008, II-жуз, 25-бет.

<sup>122</sup> Салоҳиддин Муҳиддин. «Усулул фикҳ», Тошкент, Адолат, 1997, 113-бет.

<sup>123</sup> «Ан-Наъим», Арабча-Ўзбекча луғат, Тошкент, 2003.

<sup>124</sup> Салоҳиддин Муҳиддин. «Усулул фикҳ», Тошкент, Адолат, 1997, 115-бет.

бир хил бўлганлиги учун тобеъ қилдиришдир.<sup>125</sup> Масалан, ҳамр ичиш ҳукмига далил келган воқеъа. Ҳукми ушбу оят ила ҳаром бўлган.

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِنَّمَا الْخَمْرُ وَالْمَيْسِرُ وَالْأَنْصَابُ وَالْأَزْلَامُ رَجَسٌ مِّنْ عَمَلِ الشَّيْطَانِ فَاجْتَنِبُوهُ لَعَلَّكُمْ تُفْلِحُونَ ٩٠

**«Эй, иймон келтирганлар, албатта, май (маст қилувчи ичимликлар), қимор, бут-санамлар ва (фол очадиган) чўплар шайтоннинг ишидан иборат ифлосликдирки, ундан четланингиз, шояд (шунда) нажот топсангиз» (Моида сураси, 90-оят).**

Шунга биноан маст қилиш хусусияти бўлган ҳар бир нарса, у қандай бўлмасин унинг ҳукми ҳам ҳаром бўлади.

Биз юқорида барча мазҳаблар томонидан қабул қилинган тўрт манбалар ҳақида қисқача баён қилдик. Қуйида эса мазҳаблар ўртасида ихтилофли бўлган ислом ҳуқуқининг иккинчи даражали манбаалари ҳақида баён қиламиз.

«Усулул-фикҳ» китобларида ислом ҳуқуқининг иккинчи даражали манбаларини турлича тартиблайдилар. Баъзи манбаларда истехсонни бешинчи манба сифатида келтирилса, баъзиларида эса, Ислом ҳуқуқининг биринчи манбаси сифатида келтирилган. Бу манбаларнинг энг қадимий ва машҳурларида истехсонни биринчи манба сифатида келтирилган.<sup>126</sup>

### **Биринчи манба истехсон.**

Истехсоннинг луғавий маъноси «Бир нарсани яхши деб ҳисоблаш», маъносидадир. «Усулул-фикҳ» истилоҳида эса мужтаҳиднинг очиқ, равшан қиёсдан махфий қиёсга, куллий ҳукмдан жузъий ҳукмга ўтишидир. Бундай ўтишга унинг ижтиҳоди сабаб бўлган.<sup>127</sup>

Истехсоннинг истилоҳий таърифидан кўриниб турибдики, у икки турга бўлинади.

1. Махфий қиёсни очиқ қиёсдан устун қўйиш.
2. Далилга асосланиб куллий ҳукмдан жузъий ҳукмга ўтиш.<sup>128</sup>

### **Биринчи турига мисол:**

1. Агар сотувчи билан олувчи сотилган нарсани ҳали олувчи қўлига олмасдан аввал унинг пули тўғрисида тортишиб қолсалар, яъни сотувчи «юз сўмга сотдим», деб даъво қилса олувчи эса «Йўқ, тўқсон сўмга сотгансан» деб айтса, ҳанафий уламолари истехсонга кўра ҳар иккаласи ҳам қасам ичади, дейдилар. Қиёс эса сотувчи қасам ичмаслигини тақозо

<sup>125</sup> Ваҳба аз-Зухайлий. «Усулул фикҳ ал-Исламий», Дамашк, Дарул-фикр, 2008, I-жуз, 574-бет.

<sup>126</sup> Ваҳба аз-Зухайлий. «Усулул фикҳ ал-Исламий», Дамашк, Дарул-фикр, 2008, I-жуз, 575-бет.

<sup>127</sup> Абул Баракот ан-Насафий. «Манор ал-Анвор», Истанбул, Ҳанафия матбааси. 2009, 39-бет.

<sup>128</sup> Ваҳба аз-Зухайлий. «Усулул фикҳ ал-Исламий», Дамашк, Дарул-фикр, 2008, II-жуз, 21-бет.

қилади. Чунки сотувчи ўн сўм ортиғини даъво қилмоқда, олувчи эса ўша ўн сўмни инкор қилмоқда.

Шариатдаги қоида эса:

البينة على من ادعى واليمين على من انكر

«Даъво қилган киши, даъвосига ҳужжат келтириши лозим, уни инкор қилган киши эса, қасам ичиши керак».

Очиқ қиёс мазкур масалани давогар ва инкор қилувчи ўртасидаги воқеаъни таққослаб, давогар ҳужжат келтиришини, инкор қилувчи эса қасам ичишини тақозо этади. Махфий қиёс эса мазкур масалани ҳал қилишда сотувчи ва олувчининг ҳар бири бир вақтнинг ўзида ҳам даъвогар, ҳам инкор қилувчи бўлишини тақозо этади. Бу махфий қиёсни мужтаҳид ўз наздида яхши деб ҳисоблаб, ҳар иккаласи ҳам қасам ичади дейди.

2. Бургут, лочин, қарға, калхат каби йиртқич қушларнинг тумшуғи теккан нарса ҳанафий фақиҳларнинг наздида истехсон йўлига кўра тоза, қиёсда эса нажас – ҳаромдир.<sup>129</sup>

Қиёсга кўра гўшти ҳаром бўлган шер, бўри, тулки каби йиртқич ҳайвонларнинг олдидан қолгани ҳаромдир.

Истехсонга кўра, йиртқич қушларнинг гўштлири ҳаром бўлса ҳам, бироқ уларнинг пайдо бўладиган сўлаклари олдидан қолган сарқитига аралаш-майди. Чунки қушлар сувни тумшуклари ила ичадилар. Тумшуклари эса тоза суяк. Аммо ваҳший ҳайвонлар сувни тиллари билан ичадилар. Тиллари эса сўлаги билан аралашган бўлади. Шунинг учун уларнинг оғзи теккан сув ҳаромдир.<sup>130</sup>

Мужтаҳид махфий қиёсни ҳукмига мувофиқ деб билганлиги учун очиқ қиёсни ташлаб, махфий қиёс ила ҳукм қилади. Мана шундай очиқ қиёсдан махфий қиёсга ўтишлик истехсондир.

#### **Иккинчи турига мисол:**

Кишини ўзи эга бўлмаган нарсани сотишдан ёки сотишга аҳдлашишдан шариат қайтарган, лекин истехсон тариқасида ҳунар-мандчилик, заргарлик, тикувчилик, ижара масаласи, деҳқончилик ишларига рухсат берилган, чунки юқорида айтилганларнинг ҳаммаси мавжуд бўлмаган нарсага аҳдлашишдир. Истехсоннинг вазифаси кишилар ҳожатини чиқариш ва уларнинг урф-одатларини эътиборга олишдир.

<sup>129</sup> Абул Баракот ан-Насафий. «Манор ал-Анвор», Истанбул, Ҳанафия матбааси. 2009, 178-бет.

<sup>130</sup> Аҳмад ибн Абу Саид. «Кашфул-асрор фи шарҳил манор», Покистон, бушро, II-жуз, 57-бет.

Мазкур мисолларда мужтаҳид куллий ҳукми қўйиб, жузъий ҳукмга ўтганлиги маълум бўлди.<sup>131</sup>

### **Истеҳсоннинг ҳужжатлиги.**

Истеҳсонга асосланиб ҳукм чиқарувчилар асосан ҳанафий мазҳаби уламоларидир.<sup>132</sup> Улар истеҳсонни шаръий далилликка ҳужжат сифатида қуйидаги оят ва ҳадисни келтирадилар.

وَاتَّبِعُوا أَحْسَنَ مَا أُنزِلَ إِلَيْكُمْ مِنْ رَبِّكُمْ

**«Роббингиздан сизга туширилган энг гўзал нарсага (Қуръонга) эргашиг» (Зумар сураси, 55-оят).**

*Абдуллоҳ ибн Масъуддан ривоят қилинган ҳадисда:*

ما رآه المسلمون حسناً فهو عند الله حسنٌ

**«Муслмонларнинг кўпчилиги нимани яхши деб билсалар, у Аллоҳ ҳузурида ҳам яхшидир».**<sup>133</sup>

Истеҳсонга эътироз билдирувчилар.

Баъзи уламолар шаръий ҳукмлар чиқаришда истеҳсонни далил қилиш киши хоҳишига қараб ҳукм чиқаришдир, деб истеҳсонни инкор этганлар. Бундай мужтаҳидларга Имом Шофеъий раҳматуллоҳи алайҳ, мўътазилийлар, шиалар, зоҳирийлар киради.

Имом Шофеъий раҳматуллоҳи алайҳ ўзининг, «ал-Умм» номли китобида истеҳсон учун алоҳида бир фасл ажратган.<sup>134</sup> Бу фаслда истеҳсонни ботиллиги ҳақида гап боради.

У кишидан:

من استحسن فقد شرع

«Ким истеҳсонга мувофиқ ҳукм чиқарса, у ўзидан янги шариат тўқиб чиқарибди», дегани ривоят қилинади.

Имом Шофеъий раҳматуллоҳи алайҳ бундан ташқари «ал-Усул» номли рисоласида «Кимки истеҳсонга асосан ҳукм чиқарса, гўё бир томонга қараб намоз ўқиб, ўша томонни Каъба деб истеҳсон қилган

<sup>131</sup> Муҳаммад ибн Абдуҳалим. «Қомар ал-Ақмор шарҳил-манор», Покистон, Карачи, 2011, II-жуз. 168-бет,

<sup>132</sup> Ваҳба аз-Зухайлий. «Усулул фикх ал-Исламий», Дамашк, Дарул-фикр, II-жуз, 17-бет, 2008.

<sup>133</sup> Салоҳиддин Муҳиддин. «Усулул фикх», Тошкент, 1997, 215-бет.

<sup>134</sup> Ваҳба аз-Зухайлий. «Усулул фикх ал-Исламий», Дамашк, Дарул-фикр, II-жуз, 29-бет, 2008.



бўлади» деб айтганлар. Яна шу китобда: «Кимки истехсон ила ҳукм қилса, у хоҳиш истагига бўйин сўнибди», деганлар.<sup>135</sup>

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## «ВЛИЯНИЕ ПРИСОЕДИНЕНИЯ УЗБЕКИСТАНА К ВТО НА ПЕРСПЕКТИВЫ РАЗВИТИЯ ТОРГОВЫХ ОТНОШЕНИЙ УЗБЕКИСТАНА СО СТРАНАМИ ЕС»

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**Аннотация:** *В данной статье рассматривается влияние присоединения Узбекистана к ВТО на перспективы торговых отношений с Европейским союзом (ЕС). Исследуется обзор торговых связей до присоединения, ограничения и препятствия, а также перспективы, включая снижение торговых барьеров и диверсификацию экспорта. Аннотация направлена на предоставление краткого обзора ситуации и прогнозирования перспектив развития торговых связей после присоединения к ВТО.*

**Ключевые слова:** *ВТО, Узбекистан, торговля, Европейский союз, торговые отношения, торговые барьеры, диверсификация экспорта.*

Присоединение Узбекистана к Всемирной торговой организации (ВТО) является важным шагом для страны в направлении укрепления своей позиции на международной арене и развития торговых отношений с другими странами. Это событие открывает новые перспективы для Узбекистана в сфере экономического сотрудничества и может оказать значительное влияние на развитие торговых отношений с Европейским союзом (ЕС). В данной статье мы рассмотрим влияние присоединения Узбекистана к ВТО на перспективы развития торговых отношений со странами ЕС, проанализируем факторы, способствующие расширению сотрудничества, и оценим потенциал для углубления экономического партнерства.

Преимущества присоединения Узбекистана к ВТО для торговых отношений со странами ЕС включают снижение торговых барьеров, улучшение инвестиционного климата и развитие экспортного потенциала. Вступление в ВТО способствует снижению таможенных пошлин, квот и других ограничений, что может увеличить объемы торговли между Узбекистаном и странами ЕС. Кроме того, членство в ВТО создает более предсказуемый и прозрачный инвестиционный климат, что способствует привлечению прямых иностранных инвестиций из стран ЕС. Развитие экспортного потенциала Узбекистана, особенно в области текстиля и энергетической продукции, становится более доступным с присоединением к ВТО и может способствовать расширению торговых отношений с ЕС.

Однако, на пути развития торговых отношений с ЕС могут возникнуть вызовы и препятствия. Узбекистану необходимо продолжать реформы экономики и согласовывать свои стандарты с требованиями ВТО и ЕС. Конкуренция на европейском рынке может быть существенной, и Узбекистану потребуется улучшение качества продукции, маркетинговых стратегий и установление партнерских отношений с компаниями из ЕС. Развитие торговой инфраструктуры и логистики также является важным аспектом для обеспечения эффективной и надежной транспортировки товаров в страны ЕС.

Несмотря на вызовы, присоединение Узбекистана к ВТО предоставляет широкие перспективы для развития торговых отношений со странами ЕС. Диверсификация экспорта, развитие сельского хозяйства и пищевой промышленности, а также углубление инвестиционного сотрудничества могут стать ключевыми направлениями сотрудничества между Узбекистаном и странами ЕС.

В данной статье мы будем рассматривать эти аспекты более подробно и проведем анализ влияния присоединения Узбекистана к ВТО на перспективы развития торговых отношений с ЕС. Мы также рассмотрим вызовы и препятствия, с которыми может столкнуться Узбекистан, и проанализируем перспективы дальнейшего сотрудничества между Узбекистаном и странами ЕС. Источники и актуальные данные будут использованы для подтверждения и обоснования аргументов в данной статье.

Обзор торговых отношений Узбекистана со странами Европейского союза (ЕС) до присоединения к Всемирной торговой организации (ВТО) представляет собой важный исторический контекст для оценки влияния будущего присоединения на перспективы развития торговых отношений.

Одним из главных препятствий была ограничительная торговая политика Узбекистана, включая высокие таможенные пошлины, административные барьеры и сложные процедуры импорта и экспорта. Эти меры создавали неопределенность и предсказуемость для европейских предприятий, затрудняли доступ на рынок Узбекистана и снижали объемы торговли.<sup>136</sup>

Кроме того, недостаток взаимного признания стандартов и сертификации товаров также являлся проблемой. Европейские компании сталкивались с необходимостью проходить сложные и дорогостоящие процедуры сертификации для доступа на рынок Узбекистана, что отталкивало потенциальных инвесторов и торговых партнеров.<sup>137</sup>

<sup>136</sup> World Bank Group. Uzbekistan Investment Policy Review (2019).

<sup>137</sup> European Commission. Report on Trade and Investment Barriers (2019).

Другим фактором, ограничивающим торговлю между Узбекистаном и ЕС, была политическая ситуация и общая внешняя политика Узбекистана. Политические конфликты, санкции и ограничительные меры со стороны ЕС в ответ на определенные политические и правовые события могли вызывать неопределенность и риски для предпринимателей и инвесторов.

В результате этих ограничений, торговые связи между Узбекистаном и ЕС оставались ограниченными. Основными товарами, которые Узбекистан экспортировал в ЕС, были текстильные изделия, сельскохозяйственные продукты и некоторые виды сырья. В то же время, импорт из ЕС был в основном связан с машиностроением, техническим оборудованием и некоторыми товарами народного потребления.

В целом, до присоединения к ВТО, торговые отношения между Узбекистаном и ЕС оставались ограниченными и сталкивались с различными препятствиями. Однако с присоединением Узбекистана к ВТО открываются новые перспективы для развития торговых отношений с ЕС, облегчение доступа на рынок, снижение торговых барьеров и установление совместных стандартов и правил. Это может способствовать увеличению объема торговли и привлечению большего числа инвестиций из Европы в Узбекистан.

Присоединение Узбекистана к ВТО открывает перед страной ряд преимуществ, которые могут способствовать развитию торговых отношений с ЕС:

8. Снижение торговых барьеров: Членство в ВТО обеспечивает Узбекистану доступ к международным торговым правилам и механизмам разрешения споров. Это способствует снижению торговых барьеров, включая таможенные пошлины, квоты и другие ограничения, что может способствовать увеличению объемов торговли между Узбекистаном и странами ЕС.

9. Улучшение инвестиционного климата: Членство в ВТО также способствует созданию более предсказуемого и прозрачного инвестиционного климата в Узбекистане. За счет соблюдения международных стандартов и правил, Узбекистан может привлечь больше прямых иностранных инвестиций из стран ЕС.

10. Развитие экспортного потенциала: Узбекистан обладает значительным потенциалом в области производства и экспорта товаров, таких как текстиль, сельскохозяйственная продукция, химическая и энергетическая продукция. Вступление в ВТО способствует развитию

экспортного потенциала Узбекистана и облегчает доступ на европейский рынок.<sup>138</sup>

Вместе с преимуществами присоединения к ВТО, существуют и вызовы, которые могут повлиять на развитие торговых отношений Узбекистана со странами ЕС:

– Реформы и согласование стандартов: Узбекистану необходимо продолжать реформирование своей экономики и законодательства для соответствия требованиям ВТО и согласованию стандартов с ЕС. Реализация реформ в таких областях, как таможенные процедуры, интеллектуальная собственность и защита прав потребителей, является неотъемлемой частью успешного развития торговых отношений.

– Конкуренция на европейском рынке: Узбекистану придется столкнуться с конкуренцией со стороны других экспортеров на европейском рынке. Для успешного продвижения товаров из Узбекистана и преодоления конкуренции необходимо улучшение качества продукции, маркетинговых стратегий и установление долгосрочных партнерских отношений с компаниями из ЕС.

– Развитие инфраструктуры и логистики: Развитие торговых отношений требует совершенствования торговой инфраструктуры и логистики. Узбекистан должен продолжать инвестировать в развитие портов, железных дорог, автомобильных дорог и других транспортных систем, чтобы обеспечить эффективную и надежную транспортировку товаров в страны ЕС.

Присоединение Узбекистана к Всемирной торговой организации (ВТО) является значимым шагом в направлении интеграции в мировую экономику и создания благоприятной торговой среды для развития страны. В данной статье мы рассмотрели влияние присоединения Узбекистана к ВТО на перспективы развития торговых отношений с Европейским союзом (ЕС).

Присоединение к ВТО открывает новые возможности для Узбекистана в развитии торговых связей с ЕС. Оно способствует улучшению доступа на рынок ЕС, снижению торговых барьеров и установлению общих стандартов и правил. Это позволит узбекским компаниям более эффективно конкурировать на европейском рынке и увеличить экспорт своих товаров и услуг.

Одной из ключевых перспектив развития торговых отношений является диверсификация экспорта Узбекистана в ЕС. Узбекистан может предложить широкий спектр товаров, включая текстильные изделия, сельскохозяйственную продукцию, химическую и энергетическую

<sup>138</sup> Uzbekistan's WTO Membership: Opportunities and Challenges

продукцию, которые пользуются спросом на европейском рынке. Это требует улучшения качества продукции, соответствия стандартам ЕС, маркетинговых стратегий и развития партнерских отношений с европейскими компаниями.

В целом, присоединение Узбекистана к ВТО представляет собой важный шаг в развитии торговых отношений с ЕС. Оно открывает новые возможности для узбекской экономики, способствует привлечению инвестиций, содействует диверсификации экспорта и обеспечивает создание благоприятной торговой среды. Однако успешное развитие торговых отношений требует дальнейших усилий со стороны Узбекистана в реализации необходимых реформ, а также стратегического партнерства и сотрудничества с ЕС. Только через взаимовыгодное сотрудничество можно достичь устойчивого и взаимовыгодного развития торговых отношений между Узбекистаном и странами ЕС.

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## МЕТОДИЧЕСКИЕ ПРОБЛЕМЫ И АНАЛИЗ ДЕТСКОГО ЧТЕНИЯ

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Детское чтение – это не только задача педагогов по обучению детей элементарным навыкам чтения, это не только задача родителей заинтересовать ребенка какими-то художественными произведениями, это не только задача библиотекарей показать лучшие книги, дело обстоит гораздо сложнее. Чтение детей – это ключ к жизни в информационном обществе. Детское чтение выделено в структуре чтения по признаку возрастных особенностей читателей в периоды детства (6 – 9 лет), отрочества (10 – 11 лет), ранней юности (11 – 14 лет). Детям свойственны специфические мотивы и цели чтения, пути их реализации, процессы восприятия литературных произведений. В начале жизни чтение в значительно большей мере, чем в последующие периоды, – источник познания мира и себя [6, С-24]. Сегодня структуру детского чтения можно представить в виде следующих периодов: Возраст 6-7 лет- преобладает эмоциональное отношение к книге, медленный переход от конкретного к понятному мышлению. Отроческих период (10-11 лет) переход от детского возраста к подростковому- для этого возраста характерен переход от эмоционального восприятия к логическому. Обычно в это время начинает различаться чтение девочек и мальчиков. 11-14 лет- подростковый период в детском чтении. 14 лет и старше- переход к юношескому этапу развития личности. Сужается диапазон чтения, углубляется дифференциация читателей: одни читают меньше, другие более активно, различаются мотивы и круг чтения, оценки прочитанного. В целом специфика детского чтения отчетливо выражена у детей от 6 (и ранее) до 12 лет. Именно в эти годы более всего читается детская литература, что определяет типологию и структуру детской библиотеки. Содержание, структура детского чтения определяется социально-культурными влияниями среды и процессом развития ребенка. Детское чтение дифференцируется на учебное. Чтение художественных и научно-познавательных книг различается по мотивам, целям, способам чтения. В структуре детского чтения различают также родную и инонациональную литературу, вводящую ребёнка в реалии своего народа, общества, государства, и в инонациональную культуру. В культуре Узбекистана содержание детского чтения и воспитание детей рассматривалось взаимосвязано. Например, считалось, что чрезмерное увлечение

сказками, мистикой плохо влияет на психику ребёнка отвлекает от реальности. В современное время это представление приводило к ограничению жанров. Вместе с тем, бытовало мнение, что классическая литература должна входить в детское чтение как можно раньше. В современном обществе, к сожалению, существуют проблемы детского чтения. Над данной проблемой сегодня работают специалисты разных областей: библиотекари, учителя, психологи, преподаватели высшей школы и т.д. Как утверждают ученые фундамент проблемы состоит не в том, что книг нет, и дело не в том, что дети не хотят читать, а в том, что их плохо учат читать. То есть у ребёнка не формируется адекватный, навык чтения. Ученые, исследовав причины потери интереса современных детей к чтению выявили три основные причины:

- плохое обучение ребёнка чтению;
  - не поддержание интереса ребёнка к чтению;
  - необходимость переходить с чтения вслух на чтение «про себя».
- Также специалисты вывели тот, факт, что дети стали намного меньше читать, а респонденты указали причины этого явления:
    - слишком много отвлекающих моментов (Интернет, телевидение, компьютерные игры);
    - не хватает свободного времени;
    - нет хорошего учителя.

Последний фактор проблемы детского чтения в Узбекистане как отмечают – воспитание в семье. Когда родители с книгой, то и дети тоже читают. А когда родители возмущаются, что дети не читают, но при этом сами не читают, то не стоит удивляться тому, что их дети тоже не будут читать. Сегодня меняется не только процесс чтения детьми печатной продукции, меняются все характеристики чтения в целом. И, самое главное – меняется характер и отношение детей и подростков ко всему комплексу медиа – книгам, периодике, телевидению, радио, а также к мультимедиа и Интернету.

На современном этапе проблемы детского чтения можно решить только всеобщими усилиями педагогов, библиотекарей, родителей, но важна также и роль государства при поддержке детского чтения, государство должно научить педагогов правильно учить чтению – по мнению. Вторая задача государства – просветительская: объяснять родителям, что они могут, как они могут, и как лучше воспитать в ребёнке стремление к чтению. И третья задача, если в этом есть необходимость, – поддерживать современных писателей, пишущих для детей.



В XVIII в. вопросами детского чтения занимались писатели, педагоги, государственные деятели, люди различных профессий и взглядов на воспитание и обучение. Сподвижник Петра I Феофан Прокопович говорил о том, что «...при школах надлежит быть библиотеке довольной. Ибо без библиотеки, «как без души, академия». Он советовал учителям беседовать с учениками о прочитанном, о том, как понимается читаемое. Человек, пристально интересовавшийся вопросами экономики, купец Иван Посошков размышляет о том, как следует читать: самое главное — читать книгу неспешно, «дабы чтимое мог разумети и памятовати»; надо делать выписки из книг, что приучает к внимательному чтению и побуждает к рассуждению. Для И. Посошкова важно было, чтобы дети читали летописи, развивали историческую память, знали обо всем, «что досюль бывало». Он призывал учить иностранные языки, знание которых даст возможность расширить круг чтения. В 1733 г. вышло сочинение В.Н.Татищева «Разговор о пользе наук и училищ», в котором дается ответ на вопрос «Како разделяется возраст человека?». Здесь еще раз, после Симеона Полоцкого, было выделено детство как отдельный период в жизни человека. Но методической мыслью этот факт воспринят не был: о пользе чтения одинаково говорилось как с младенцем, так с юношей. В последней трети XVIII в. активизируется изучение вопросов детского чтения. Педагог и общественный деятель И.И.Бецкой, работая над различными трактатами, регламентирующими деятельность учебно-воспитательных учреждений, конкретизирует методы и приемы работы с детьми согласно возрасту, дает отдельные советы по формированию круга чтения и эстетического развития молодого поколения. Он не рекомендует использовать в общении с детьми от пяти лет «привидения от страшилищ» (аналог современным страшным историям), так как они «помрачают» ум детей ложными понятиями и рождают страх. У И.Бецкого находим и замечание о том, что не следует заставлять детей много учить наизусть, особенно то, что они не понимают. Детей от пяти лет, считает он, можно учить читать, но только для того, «чтоб зрением привыкали к познанию литер», настоящее же чтение начинается в отрочестве. Н. И. Новиков, много сделавший для развития детской литературы и детского чтения, считал, что детей нужно учить рассуждать над текстом и прилагать «все читаемое или слышимое ими к ним самим и к особенным обстоятельствам, в которых они тогда обретаются или впредь обретаться могут». Таким образом, дети будут учиться извлекать опыт из прочитанного, думать над ним [9, С- 120]. Большое внимание Н. Новиков уделял эстетическому совершенствованию детей («Об эстетическом воспитании», 1784), ведущую роль в котором, по его представлениям, играют чтение и сочинение стихов. Главным методом в деле

эстетического воспитания является «учение через примеры»: работа с образцами в стихах и прозе. В них детям необходимо показать «всякие красоты, особливо ж красоты выражения», связь и порядок мыслей. Предпочтительным в этом деле будет путь от простого к сложному, от изучения сочинений отечественных авторов к сочинениям «латинских и чужестранных писателей», для чтения которых необходимо хорошо овладеть иностранным языком. «Красоты Вергилия, Горация и других великих стихотворцев должны казаться в высокой степени непонятными тому, кто не может понимать и собственных стихотворцев». Н. Новиков рассуждает и о жанровом принципе в эстетическом воспитании: «от басен и писем как легчайших родов слога» надо следовать к формальным речам и героическим поэмам. По мнению Н. Новикова, нельзя оставлять без внимания и композицию тех произведений, которые изучаются детьми: их план, взаимосвязь и взаимообусловленность частей. Надо учить учеников видеть красоту в логике произведения. Приобретая умение анализировать чужие тексты, дети могут упражняться в сочинении собственных. Начинать такую работу следует рано: с десяти лет. Большую роль в эстетическом воспитании детей Н.Новиков отводил учителю, его вкусу, его умению методически правильно организовать работу, направлять ученические сочинения и анализировать их. Одним из первых в отечественной методике детского чтения Н. Новиков занялся вопросами формирования круга детского чтения, как теоретическими, так и практическими. Он считал, что дети должны читать не только учебную литературу. Для того чтобы быть образованным человеком, одних учебников недостаточно. [ Там же]. Желая расширить круг детского чтения и вывести его за пределы школьной литературы, Н.Новиков издает журнал «Детское чтение для сердца и разума», где было представлено и научно-популярное, и нравоучительное, и занимательное чтение, которое оказывало влияние на развитие ума и души детей.

И Н. Новиков и другие видные деятели XVIII в. (М.Ломоносов, В.Татищев, А. Прокопович-Антонский) особое внимание уделяли искусству хорошо читать, говорить, писать, произносить. Не владея этими умениями, нельзя состояться в профессии, нельзя стать достойным и полезным своему отечеству гражданином. Среди множества трактатов о воспитании, написанных в XVIII в., выделяется работа А. Ф. Бестужева. В ее составе есть глава «Чтение книг, которое должно предложить для воспитанников сего отделения», где поставлены кардинальные вопросы: зачем, что, когда и как читать. В конце XVIII в. уже не нужно, как считал А.Бестужев, говорить о пользе чтения. Такие разговоры смешны: это все равно, что «доказывать о солнце, что оно светит...». Значит, работа по убеждению людей в пользе чтения, которая велась с XI в., не прошла

даром. Детским чтением необходимо руководить, чтобы оно производило пользу в воспитании. Нужно читать романы, трагедии, жития славных мужей, различные исторические сочинения. Но, что удивительно, в подборе литературы для чтения должно ориентироваться на сословие, выходцем из которого является читатель. Только таким образом будут глубоко поняты добродетели и пороки, присущие данному сословию и нашедшие отражение в книге. Ведь главная польза от чтения, по мнению А. Бестужева, заключается в формировании нравственности. Для чтения автор определяет вечер, не аргументируя выбор времени и предоставляя детям право изменить этот порядок по своему желанию. Все заявленное в трактате А. Бестужева проверялось в практике воспитания собственных четырех сыновей, будущих декабристов. Так, в сочетании теории с педагогической и издательской практикой складывалась методика детского чтения.

Таким образом, подведя итог по данной части работы, можно сказать следующее: чтение – это действенный духовный труд, но это не значит, что узбекский ребёнок исключён сегодня из этого духовного труда. Но проблемы, действительно, существуют. Чтение – это главное умение человека в жизни, без которого он не может постичь окружающий мир.

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## СОЗДАНИЕ ОБРАЗА ЭПОХИ, ХУДОЖЕСТВЕННОЙ СРЕДЫ В ПРОЦЕССЕ ИЗУЧЕНИЯ БИОГРАФИИ ПИСАТЕЛЯ НА УРОКАХ ЛИТЕРАТУРЫ

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В современных условиях развития образования особенно возросла роль образования как средства формирования нового сознания человека- жителя планеты Земля. Планетарное мышление – это системное видение современных проблем человечества, интеграция гуманитарных и естественнонаучных знаний, это диалог культур, толерантность по отношению к этно-национальным, политическим и религиозным убеждениям. Планетарное мышление может строиться только на духовной основе, в соответствии с принципами свободы, гуманизма, гармонии целей деятельности, объективности, историзма, самоорганизации, самоуправления, самовоспитания. Сформировать планетарное мышление у школьников - значит научить их видеть мир как целостную систему и ощущать себя его самоценной системообразующей частью.

В связи с этим общая цель учителей:

- «...целостное, гармоничное развитие личности, т.е. формирование человека высоконравственного, образованного, духовно богатого, способного к самообразованию и творчеству...»;
- формирование целостного восприятия картины мира учащимися;
- развитие готовности к жизненному и профессиональному самоопределению.

Проблема «картины мира» уже достаточно подробно и всесторонне рассматривалась в ряде работ философов и учёных XX века. Так, Людвиг Витгенштейн в «Логико-философском трактате» указывает, что «картину мира характеризует то, что она может полностью описываться определённой сеткой определённой частоты». В антропологии Леонид Вайсбер трактует это понятие как «систему интуитивных представлений о реальности». У Мартина Хайдеггера картина мира – «изображение мира...мирооснова независимо от того, как мыслится её отношение к миру». Современная система образования направлена на формирование высокообразованной, интеллектуально развитой личности с целостным представлением картины мира, с пониманием глубины связей явлений и процессов, представляющих данную картину.

Предметная разобщённость становится одной из причин фрагментарности мировоззрения выпускника школы, в то время как в современном мире преобладают тенденции к экономической, политической, культурной, информационной интеграции. Таким образом, самостоятельность предметов, их слабая связь друг с другом порождают серьёзные трудности в формировании у учащихся целостной картины мира, препятствуют органичному восприятию культуры.

С.П.Капица: «Основная цель современного образования – воспитать самостоятельно мыслящую личность, способную адаптироваться к изменяющимся условиям жизни, сформировать у учащихся умение и желание самосовершенствования и самообразования. Достижение этой цели вижу возможным через эффективное построение учебного процесса, применение современных технических средств обучения, новых методик обучения, учитывающих разноуровневую подготовку учащихся». Главная задача учителя русского языка и литературы – не только дать определённую сумму знаний (расширить словарный запас учащихся, показать неисчерпаемые богатства русской речи, представить ученикам русскую и мировую литературу как сокровище общемировой культуры), но также и показать практическую ценность знаний в дальнейшей жизни. Предметные результаты изучения предметной области «Филология» включают предметные результаты изучения учебных предметов: «Литература». «Литература» (базовый уровень) – требования к предметным результатам освоения базового курса литературы должны отражать:

1) сформированность понятий о нормах русского, родного (нерусского) литературного языка и применение знаний о них в речевой практике;

2) владение навыками самоанализа и самооценки на основе наблюдений за собственной речью;

3) владение умением анализировать текст с точки зрения наличия в нём явной и скрытой, основной и второстепенной информации;

4) владение умением представлять тексты в виде тезисов, конспектов, аннотаций, рефератов, сочинений различных жанров;

5) знание содержания произведений русской, родной и мировой классической литературы, их историко-культурного и нравственно-ценностного влияния на формирование национальной и мировой;

6) сформированность представлений об изобразительно-выразительных возможностях русского, родного (нерусского) языка;

7) сформированность умений учитывать исторический, историко-культурный контекст и контекст творчества писателя в процессе анализа художественного произведения;

8) способность выявлять в художественных текстах образы, темы и проблемы и выражать своё отношение к ним в развёрнутых аргументированных устных и письменных высказываниях;

9) владение навыками анализа художественных произведений с учётом их жанрово-родовой специфики; осознание художественной картины жизни, созданной в литературном произведении, в единстве эмоционального личностного восприятия и интеллектуального понимания;

10) сформированность представлений о системе стилей языка художественной литературы.

Исходя из реалий сегодняшнего дня, школа призвана осуществить воспитание гражданина с планетарным мышлением, ориентированным на создание духовных и материальных условий в настоящем и сохранение гарантированного потенциала для обеспечения человечества в будущем, то есть воспитание человека, для которого «Земля – наш общий дом», где жизнь и благополучие каждого зависят от жизни и благополучия всех. При этом современному человеку необходимо хорошее знание одного или нескольких иностранных языков, языковых дисциплин и общая гуманитарная культура.

Разработана программа развития «Самопознание», которая направлена на максимальное раскрытие личностного потенциала человека. По ней работает методическое объединение учителей русского языка и литературы, руководителем которого я являюсь. В эту программу входят заочные путешествия по литературным местам; проведение литературных гостиных и вечеров. Поездки в театры таких как: «Ревизор» в театре А.С. Пушкина и «Горе от ума» в Малом театре, Спектакль «Сергей Есенин» на Таганке города Москвы. Очень любят ребята поездки по литературным местам. Это маленькая только частичка мероприятий, которые помогают учителю русского языка и литературы развивать планетарное мышление школьников и формировать картину мира у них.

При изучении личности писателя положительным является целенаправленное ознакомление учащихся с творческой лабораторией художника. Однако обращение к ней не должно быть самоцелью. Важнейшей задачей современной школы является не только вооружение учащихся основами наук, но и подготовка к труду. Жизнь и деятельность великих русских писателей таит в себе огромные потенциальные возможности у школьников уважения к труду. Как работали выдающиеся мастера слова, в каких сомнениях и муках творчества рождались их писательские строки? При изучении биографии и творческого пути писателя ученики редко задумываются над тем, какие огромные усилия вкладываются в создание произведения. В результате труд классика

остаётся непознанным, личность его – неизведанной, а само произведение – не до конца понятным.

В начале изучения художественного произведения определяется место и время, которое необходимо отвести на ознакомление учащихся с творческой лабораторией писателя, продумывается, как это осуществить, как заинтересовать их психологией творческого процесса, пробудить к наблюдениям и самостоятельным исследованиям. Анализ любого произведения искусства предполагает знание того, как рождалась и формировалась его внутренняя структура, обуславливающая его восприятие. Произведение крупной формы не может возникнуть в мгновенной вспышке вдохновения – оно требует длительной и продуманной работы, которая протекает в ходе зарождения, вынашивания и формирования замысла.

Таким образом, перед нами стоит стратегическая задача воспитания образованной и ответственной личности, способной обеспечить не только собственное жизнетворчество, но и разумную жизнедеятельность других людей. Подготовить ребёнка к жизни – наша конечная цель. Исходя из выше сказанного, организованная учителем работа по изучению биографии с творчеством приводит школьников к самостоятельным выводам, что в художественном произведении нет ничего, что не имело бы отношения к автору, его личности. Такое изучение монографической темы обогатит теоретико-литературные знания учащихся, углубит их понимание специфики художественного творчества, активизирует их эмоции.

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# АВТОКЛАВДА ИССИҚЛИК ЖАРАЁНЛАРИ ТАЪСИРИДА ПОЛИВИНИЛБУТИРАЛ (ПВБ) ПЛЁНКАНИ ТАРАНГЛАШТИРИШ ВА ШАКЛ БЕРИШ МУАММОСИ ҲАМДА ҲАЛ ҚИЛИШ ЙЎНАЛИШЛАРИ

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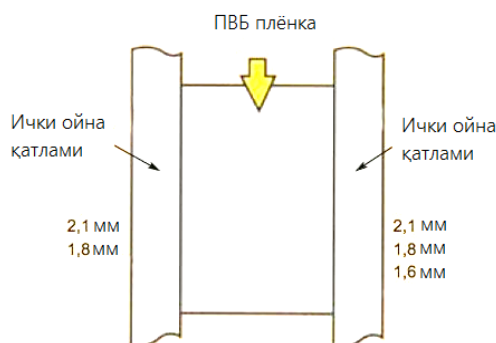
**Хомидов Жумадилло Салимжон Угли**

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**Аннотация:** *Мазкур илмий иш йўналиши реал ишлаб чиқариш шароитидаги мавжуд муаммоларни бартараф этиш хусусан, “Автоойна” МЧЖ шароитида поливинилбутирал (ПВБ) плёнкани таранглаштириш ва шакл бериш муаммоси ҳамда ҳал қилиш йўналишларига бағишланган. Таранглаштириш ва шакл бериш жараёнида плёнканинг намлигини, қадоқ ҳолатида муқобил шароитда сақланиши, ойнанинг гравитацион оғирлиги таъсирида қиздириш жараёнида пресс-форма шаклини олишга қаратилган усуллари қўлланилган.*

**Калит сўзлар:** *поливинилбутирал (ПВБ) плёнка, автоклав, триплекс, гравитацион оғирлик, оптик меъёр, вакуум, саклаш вақт меъёри, ламинатлаш, геометрик ўлчовларининг оғиши.*

Автомобилнинг олд ойнаси ҳайдовчига автомобилни бошқаришга қулай шароит яратиш билан бирга авария шароитида ҳайдовчи ва йўловчиларни хавфсизлигини таъминлаш, яъни бўлиниб автомобил салонига майда ва ўтқир кесувчи жисм сифатида тушмаслиги учун “триплекс” ламинант ойнасидан фойдаланилади. Триплекс - бу уч ва ундан ортиқ бўлган қатламалардан иборат ойналар, одатда иккита - ташқи ва ички ойналардан ҳамда уларнинг орасида жойлашган ПВБ (поливинилбутирал) плёнкадан иборат бўлади (1- расм).



1-расм. Триплекс ламинант ойнаси.

Автомобилнинг олди ойнасини ишлаб чиқиш учун икки ойна қатлами ва ўртасидаги ПВБ (поливинилбутирал) плёнка (ойна+ПВБ плёнка+ойна - йиғилган пакет ҳолатида ва бир яхлитликда) пўлатдан ишлаб чиқарилган ва махсус профилли (эгилган) шаклга ўрнатилади ҳамда махсус ўта тоза муҳитли печга  $620^{\circ}$  С иссиқлик даражасига ўрнатиладиган вақтда жойлаштирилади.

Гравитацион (ўз оғирлиги) ва юқори иссиқлик таъсирида ойналар керак бўлган пресс-форма шаклигача эгилади. Эгилишнинг бир текислиги печнинг дифференциал иссиқлик бериш хусусияти тугайли эришилади.

Ўта мураккаб ойналарнинг юқори эгилиш радиуси ва юзасининг геометрик аниқлиги шакли иссиқ ойнани сўнги якуний шаклига босим билан таъсир этиш билан эришилади. Иситиш ва сўнгра совутиш ойна пакетларини печга қириш ва печда ҳаракатланиш тезлиги билан бошқарилади.

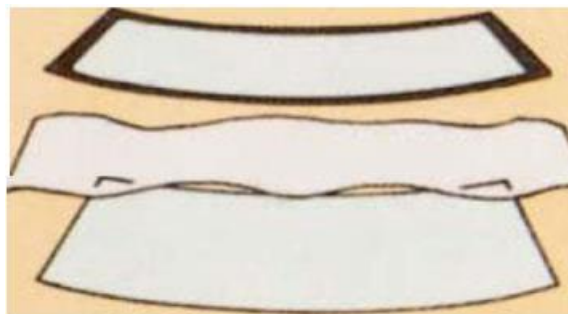
Ойнани ламинациялаш сўнги жараёнида ойналар автоклавга  $140^{\circ}$  С иссиқлик ва  $10-15 \text{ кг/см}^2$  босим таъсири муҳитида жойлаштирилади ва иккала ойна қатламлари тўлиқ бирикишига эришилади. Мураккаб шаклдаги триплекс ойналари босим бериш роликлардан ўтказилмайди ва ойналар ўртасидаги вакуумлаш жиҳозлари билан - 0,95 бар вакуум яратиш йўли билан қатлам орасидаги ҳаво олиб ташланади.



2-расм. Ойна пакетидан вакуум орқали ҳавони олиб ташлаш учун тайёрлаш.

Ламинант ойналарини сифат белгиларидан асосийси - бу ойна қатламлари ўртасида ҳаво пуфакчаларини қолмаслигида ва ПВБ плёнкасининг таранглиги ҳисобланади. Аммо, “Автоойна” МЧЖ маълумотларига кўра, тайёр маҳсулотнинг катта қисмида 5-7 % лик ПВБ

(поливинилбутирал) плёнканинг тўлиқ таранг бўлмаслиги оқибатида ойналарда оптик хусусиятлари меъёридан чиқиб кетиши, яъни плёнка тўла ва тўғри ёпишмаганлиги ҳамда ойнага қараб кесишдан сўнг чўкиши (геометрик ўлчовларидан камайиши) кузатилди.



3 - расм. ПВБ (поливинилбутирал) плёнканинг тўла таранг бўлмаслиги ва геометрик шаклдан оғиши.

Тадқиқотлар - иш ўрнида кўп сонли кузатув ва ўлчашлар натижасида, бу ҳолатнинг куйидаги сабаблари аниқланди:

1. ПВБ (поливинилбутирал) плёнканинг омбор ҳолатида нотўғри сақланиши оқибатида унинг физик-механик хусусиятларини ўзгариши ва натижада таранглаштириш усуллари самарадорлиги пасайиши.

2. ПВБ (поливинилбутирал) плёнканинг кўзда тутилган муддатдан ортиқ сақланиши ва физик-механик хусусиятларини ўзгарган плёнкани фойдаланишга топширилиши.

Кўрсатилан камчиликларни бартараф этиш йўллари ва куйидаги асосланган тавсиялар:

1. Ишлаб чиқаришда сарфланадиган материалларни сақлаш шароитини намлик, иссиқлик ва сақлаш муддатини меъёр бўйича яхшилаш ва кўрсатилган талабларга етказиш.

2. ПВБ (поливинилбутирал) плёнкани келтириш ва сақлаш вақт меъёрларидан келиб чиққан ҳолатда харид қилиш муддатлари ва миқдорларини қайта кўриб чиқиш ва янги меъёрлар бўйича ташкил этиш.

3. ПВБ (поливинилбутирал) плёнкани таранлатиш услубларини ўрганиш:

3.1. Механик таранглаттириш механизми;

3.2. Вакуум таранглаттириш механизми;

3.3. Плёнкани бир томонлама ёки икки томонлама ўзи ёпишгач коплама билан коплаш ва таранглатиш усулини тубдан янгилаш, натижасида ҳамда кузатилаётган ҳолат фақат ПВБ (поливинилбутирал) плёнкани сақлаш шароити ва муддатлари меъёрдан чиққанлигини инобатга олган ҳолда ПВБ (поливинилбутирал) плёнкани механик таранглаттириш усули ва механизминини такомиллаштириш йўли билан бартараф этиш тавсия этилади ва кейинги тадқиқотлар ушбу йўналиш

бўйича олиб борилади.

- Совуқ вакуум. Ушбу босқичда вакуум насоси ёқилади ва иш жойида вакуум ҳосил бўлади. Мазкур босқичнинг вазифаси иш қисмидан ҳаво пуфакчаларини олиб ташлаш ва уни олдиндан шакллантиришдир. Бу ҳолда эришилган тавсия этилган вакуум “-0.95” баргача. 4 + 0.4 + 4 мм сумкани (шиша М1, хом) ламинатлашда хона ҳароратида таъсир қилиш тахминан 15-20 минут бўлади.

- Иситиш. Ушбу босқичда, 100-130 °С гача, ишлатиладиган плёнканинг полимеризацияси учун зарур бўлган ҳароратгача иситиш амалга оширилади. Ушбу босқичда асосий нарса бутун сиртни бир хил иситишни таъминлашдир.

- Турғунлик вақти. Ушбу босқичнинг вақти олинган пакетнинг қалинлигига боғлиқ. Шиша қатламларининг қалинлиги ва сони, плёнканинг қалинлиги ва қатламлари сони ҳисобга олинади. Масалан, 4 + 0.4 + 4 мм (шиша М1, хом) пакетни ламинатлашда хона ҳароратида таъсир қилиш 15-20 дақиқа бўлади.

- Совутиш. Совутиш доимий вакуумда “- 0.95” барда 55 даражагача бўлган ҳароратда содир бўлади, шундан сўнг вакуум чиқарилади ва шиша табиий равишда 45 даража Селсийга қадар совийди. Ушбу босқичда ишлаб чиқариш цикли тугалланади.

Ушбу параметрлар доимий эмас ва керакли натижа ва материалга қараб ўзгариши мумкин.

Мисол учун, қалинлиги 4 мм дан ортиқ шиша билан ишлаганда, шиша қалинлиги фарқининг ҳар бир миллиметри учун бутун иш циклининг вақтини 5 дақиқага ошириш керак.

Параметрларни тўғри танлаш ва ушбу ишлаб чиқариш технологиясига риоя қилиш, шунингдек, триплекс учун юқори сифатли ускуналардан фойдаланиш инсон ҳаёти ва жиҳозларига хавф туғдирмасдан, энг юқори сифатли маҳсулотларни олиш имконини беради.

Бундан ташқари, декоратив плёнка триплексини ишлаб чиқариш хусусиятларига тўхталиб ўтишга арзийди. Ушбу технологиянинг ўзига хос хусусияти шундаки, плёнкага қўшимча равишда сумкадаги кўзойнақлар орасига декоратив материал ётқизилган, масалан, ботиқ ёки босма техникадан фойдаланган ҳолда тасвирланган мато, ёғоч, металл элементларнинг композицияси намоён бўлади. Йиллик триплекс шиша кўламини сезиларли даражада кенгайтиради ва сизга чинакам чиройли оғир шиша намуналарини олиш имконини беради.

Шундай қилиб, биз плёнкали триплекс ишлаб чиқаришнинг энг асосий технологиялари билан танишдик. Аммо триплекс технологиясининг барча хилма-хиллиги плёнкали триплекс билан чекланмайди. Унга қўшимча равишда желли триплекс ҳам мавжуд. Унинг

асосий фарқи шундаки, кўзойнаклар орасига плёнка қўйилмайди. Бунинг ўрнига, аллақачон олдиндан тузилган кўзойнаклар орасига суюқ полимер қуйилади, у қаттиқлашади ва пакетни бир-бирига маҳкам боғлайди.

“Қандай қилиб?” деган саволга жавоб бериш вақти келди. Ишлаб чиқариш қизиқ нарса, албатта, лекин қандай ишлаб чиқарувчи якуний натижани билмаган ҳолда ишлаб чиқаришга қизиқади?

Триплекс ишлаб чиқаришнинг якуний натижаси эса ҳаммамизни ўраб олади, сиз фақат атрофга қарашингиз керак.

Қурилиш форматидаги триплекс маҳсулотларига мисол:

3. Барча автомобилларнинг олд ойналари.

4. Банкларда ва зирҳли транспорт воситаларида оғир ҳимояланган икки ойнали ойналар.

5. Кўп қаватли биноларнинг деразалари, триплекс қурилиш бозорида темперли ойналар билан рақобатлаша олади.

6. Ички безакнинг ҳар қандай элементлари, бўлимлар, жавонлар ва бошқалар.

Триплекс ишлаб чиқариш учун материаллар ва жиҳозларнинг тавсифига бир неча сўз бериш ва “Нима билан?” деган саволга жавоб бериш вақти келди. Келинг, сарф материалларидан бошлайлик.

Вакуумли ламинация билан плёнкали триплекс ишлаб чиқариш учун материаллар:

- Шиша. Силикат шиша, кўпинча қалинлиги 4 + - мм. Турли хил ранглар, турли шаффофлик индекслари билан. Бўкме печида ҳар қандай шаклланишга мос келади.

- Плёнка. ЭВА (этилен винил асетат) плёнкаси ишлатилади. Ҳар хил қалинлик ва кенглик.

- Декоратив сарф материаллари. Матолар. Бўёқлар. Ёғоч. Металл. Раттан ва бошқалар.

Вакуумли ламинация билан плёнкали триплекс ишлаб чиқариш учун ускуналар ва асосийси бу, албатта, триплекс учун печлардир.

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# ПЕРСПЕКТИВЫ ТОРГОВО-ЭКОНОМИЧЕСКОГО СОТРУДНИЧЕСТВА УЗБЕКИСТАНА СО СТРАНАМИ ЦЕНТРАЛЬНОЙ АЗИИ В УСЛОВИЯХ СОВРЕМЕННЫХ ВЫЗОВОВ

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**Аннотация:** *В данной статье рассматриваются вопросы, целью которых является выявление основных направлений торгово-экономического сотрудничества Узбекистана со странами Центральной Азии в современных условиях. Более того это дает оценку потенциальных эффектов от интеграции Республики Узбекистан с Евразийским экономическим союзом (ЕАЭС), а также выявляет перспективные направления сотрудничества действующих стран – членов Союза с Узбекистаном. В статье проанализированы основные индикаторы социально-экономического развития Узбекистана, торговое и инвестиционное сотрудничество республики и ЕАЭС, а также представлен подробный обзор двух важных для Узбекистана и для Центральной Азии в целом секторов: транспорта и водно-энергетического комплекса. Сделан вывод, что без участия Узбекистана как крупного и стратегически расположенного игрока на пространстве Центральной Азии решение вопросов развития региона не будет иметь сильной динамики. Более глубокая экономическая интеграция Узбекистана с ЕАЭС может стать значимым драйвером инвестиционного и торгового сотрудничества.*

**Ключевые слова:** *Узбекистан, Евразийский экономический союз, интеграция, экономические эффекты, взаимная торговля, инвестиции, инфраструктура, водно-энергетический комплекс, транспорт, трудовая миграция.*

Узбекистан является одним из ключевых элементов экономической интеграции в ЦА. От глубины и интенсивности участия республики в региональных и евразийских интеграционных процессах будет зависеть их сбалансированность и успех. Узбекистан, находящийся «на перекрестке» Евразии, неизбежно придет к необходимости встраивания в евразийский формат интеграционного взаимодействия.

Существует понимание, что без участия Узбекистана как крупного и стратегически расположенного игрока на пространстве ЦА решение вопросов развития региона максимально затруднено. Это в полной мере относится к транспорту, логистике и водно-энергетическому комплексу, где без координации усилий и взаимопонимания невозможно прийти к

оптимальному разрешению проблемных вопросов. Более глубокая экономическая интеграция Узбекистана с ЕАЭС может стать значимым драйвером инвестиционного и торгового сотрудничества.

Без участия Узбекистана как крупного и стратегически расположенного игрока на пространстве Центральной Азии решение вопросов развития региона затруднено. Это в полной мере относится к транспорту, логистике и водно-энергетическому комплексу, где без координации усилий и взаимопонимания невозможно прийти к оптимальному разрешению проблемных вопросов. От глубины и интенсивности участия Узбекистана в региональных и евразийских интеграционных процессах будет зависеть их сбалансированность и успех. Более активная экономическая интеграция Узбекистана с ЕАЭС может стать значимым драйвером инвестиционного и торгового сотрудничества.

Улучшение транспортной связанности в странах Центральной Азии. Отсутствие выхода к морским путям накладывает ограничения на внешнюю торговлю и увеличивает потребность в транспортной сети, позволяющей быстро и с меньшими затратами перемещать людей, товары и бизнес. Узбекистан граничит с тремя из шести стран региона операций ЕАБР. По его территории проходит несколько трансазиатских транспортных маршрутов. За счет ликвидации «узких» мест транспортно-логистической инфраструктуры Узбекистана и устранения трансграничных ограничений улучшится транспортная связанность действующих стран – участниц Банка с активно развивающимися рынками стран Азии (Иран, Турция, Пакистан, Афганистан, Индия).

Вступление Узбекистана в евразийские структуры (ЕАЭС, ЕАБР) способствовало бы скоординированному развитию водно-энергетического комплекса ЦА. С учетом взаимодополняющей архитектуры электросетевого хозяйства, структуры генерирующих мощностей и системы управления водными ресурсами ЦА развитие ВЭК Узбекистана имеет перспективы только при комплексном региональном решении вопросов энергетики и водного хозяйства в ЦА.

Без участия Узбекистана как крупного и стратегически расположенного игрока на пространстве ЦА решение вопросов развития региона максимально затруднено. Это относится к транспорту, логистике и водно-энергетическому комплексу, где без координации усилий и взаимопонимания невозможно прийти к оптимальному разрешению проблемных вопросов. Более глубокая экономическая интеграция Узбекистана с ЕАЭС могла бы стать значимым драйвером инвестиционного и торгового сотрудничества (Винокуров, Либман, 2012). Успех интеграции Узбекистана с действующими странами – членами

ЕАЭС будет зависеть от роста национального благосостояния и плотности реальных экономических связей. Важным условием устойчивого долгосрочного экономического развития является построение торгово-экономических связей стран региона на основе именно эффективных проектов (производств). Такие проекты должны характеризоваться глобальной конкурентоспособностью. Развитие интеграционного объединения не должно идти по принципу «расширение ради расширения». Этот путь в итоге снижает эффективность региональной организации

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## ПОЛИТИКО-ПРАВОВЫЕ ОСНОВЫ ПРОДВИЖЕНИЯ ТУРИСТИЧЕСКИХ УСЛУГ ЧЕРЕЗ СОЦИАЛЬНЫЕ СЕТИ В УЗБЕКИСТАНЕ

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**Аннотация:** *В результате растущей тенденции использования социальных сетей в маркетинговых целях в туризме, растет и спрос на правовое и политическое значение этого процесса. В данном тезисе, считая социальные сети как информационно-коммуникационные инструменты, рассматриваются вопросы о том, как процесс продвижения ими туристических услуг отражается в законодательстве Республики Узбекистан.*

**Ключевые слова:** *социальные сети, туризм, политико-правовые основы*

Одной из отличительных особенностей 21 века как век технологий является стремительное внедрение в нашу жизнь различных компьютеров, гаджетов, интернета и социальных сетей. Социальные сети в настоящее время представляют собой не только как средства времяпрепровождения, используемые в развлекательных целях, но и отдельную отрасль, в результате чего возникла деятельность по превращению этих видов сетей в часть бизнеса путем использования их для рекламы и маркетинга товаров и услуг. Социальные сети из года в год становятся большой силой, информация, представленная в них, актуальна среди пользователей сети, вызывает большой интерес и вызывает у них симпатию к этим сервисам, еще одно их преимущество в том, что они доступны каждому.

Социальные сети по функционалу и структуре являются частью информационно-коммуникационных средств, их отличие от других информационных площадок в том, что они предоставляют возможность получать отзывы и комментарии от аудитории по поводу информации, общаться с наблюдателями, иметь возможность общаться в нужное время, вместе с передачей информации в виде картинок, видео, аудио и других форм. В сфере туризма значение этого вида коммуникативных средств велико, они дают возможность получить формальную и неформальную информацию о месте до и во время посещения туристских объектов, классифицировать их по аутентичности, получить реальные комментарии, отзывы, задавать различные вопросы, после посещения или после оказания услуги, дает возможность оставить свое

мнение о качестве, скорости, надежности и других аспектах предоставляемых услуг, связаться напрямую с поставщиками услуг.

В мировом опыте организации, предприятия и учреждения, оказывающие услуги в сфере туризма, также широко используют свои интернет-профили для предложения своих услуг клиентам и привлечения новых клиентов. Так же социальные сети как часть информационно-коммуникационных технологий являются потенциальным инструментом продвижения туристических услуг в Узбекистане, их поддержки, демонстрации туристического потенциала страны мировому сообществу и в связи с этим в системе государственной политики проводится ряд реформ и этот процесс закрепляется в нормативно-правовых документах.

Среди основных направлений государственной политики в сфере туризма, определенных в главе 2 статьи 6 Закона Республики Узбекистан «О туризме», принятого 18 июля 2019 г., следует выделить следующие пункты<sup>139</sup>:

3. развитие данной сферы как стратегической отрасли экономики страны;
4. повышение имиджа Республики Узбекистан как страны, привлекательной для туризма;
5. оказание субъектам сферы туризма государственной поддержки в продвижении ими национального туристского продукта на туристских рынках;
6. стимулирование внедрения передовых инновационных и информационно-коммуникационных технологий.

Также в данном Законе Государственный комитет по туризму (в настоящее время Министерство культуры и туризма) как уполномоченный государственный орган в сфере туризма в Республике Узбекистан включает следующие виды деятельности в сфере туризма::

7. организует популяризацию объектов природного и культурного наследия, сохранение и развитие туристского потенциала;
8. осуществляет маркетинговые исследования на рынках туристских услуг;
9. разрабатывает предложения по оптимизации государственного регулирования сферы туризма и развитию конкуренции на рынке туристских услуг, внедрению передовых инноваций и информационно-коммуникационных технологий в сферу туризма;

Наряду с этим в стране может быть создан туристско-информационный центр на основе государственно-частного партнерства

<sup>139</sup> Закон Республики Узбекистан “О туризме”, от 18.07.2019 г. № ЗРУ-549. Lex.uz

и этот центр является центром, осуществляющий деятельность по информированию физических и юридических лиц о туристских ресурсах и об объектах туристской индустрии, а также продвижению туристских продуктов на туристских рынках.

Вышеуказанные нормы описывают государственную политику в области продвижения туристических услуг с помощью информационно-коммуникационных средств и в основном определяют обязанности и полномочия государственных органов в этой связи. На базе этого направления государственными и частными организациями, физическими и юридическими лицами создаются широкие возможности для данного вида деятельности.

Национальный PR-центр Uzbekistan.travel был создан правительством в начале 2018 года Указом Президента № УП-5326 с целью демонстрации туристического потенциала Узбекистана, предоставления туристических локаций, рекомендаций и необходимой информации, в составе Министерства туризма и культурного наследия (ныне Министерство культуры и туризма), «что позволило взглянуть по-новому на огромные туристические возможности страны, создать совершенно новый бренд Узбекистана и продвигать его далеко за пределами республики»<sup>140</sup> и он в своей деятельности оказывает услуги по нескольким направлениям:

10. Команда центра участвует с национальным стендом Узбекистана на международных выставках в сфере туризма;

11. Создает и распространяет туристические журналы, брошюры, карты и путеводители о стране;

12. Снимает крутые видеоролики и фото, которые доступны для просмотра на сайте и в социальных сетях;

13. Ну и конечно, ведет сайт и профили в соц. сетях для того, чтобы показать природный, культурный, исторический и, конечно же, современный облик Узбекистана, предоставить местным и иностранным туристам подробную информацию о туристических центрах.

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<sup>140</sup> Uzbekistantravel.com



развития туристского потенциала Республики Узбекистан» , от  
03.02.2018 г. № УП-5326 Lex.uz

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## TARJIMANING MADANIY AHAMIYATI

**Azatova Nodira Anvarbek qizi**

*Jahon iqtisodiyoti va diplomatiya universiteti magistranti*

**Annotatsiya:** *Ushbu maqolada tarjimaning madaniy ahamiyati xususida soʻz boradi. Shuningdek, tarjimaning madaniy jihati tarjima matni nafaqat toʻgʻri, balki madaniy jihatdan ham mos boʻlishini taʼminlashda muhim ahamiyatga egaligi misollar asosida ochib beriladi.*

**Kalit soʻzlar:** *tarjima, til, madaniyat, leksik ekvivalent, madaniy jihat, qadriyat, din, ijtimoiy meʼyor.*

Har bir aloqa yoki asl xabarning amaliy qimmati mavjud. Tarjimon xabarning dalillar bayonoti, taklif, buyruq yoki hazil ekanini bilishi lozim. Misol uchun “Men bilmayman” (“I don’t know”) (hold) faqatgina bayonot kabi tarjima qilinmaydi, balki ikkilanish (“Koʻramiz”) degan maʼnosini ham berishi mumkin. “What gives” - Amerika shevasida “Ishlar qalay” degan savol mazmunini beradi. Bu tarjima xabarni lingvistik va madaniy toʻsiqlar orqali oʻtkazish jarayonidir. Madaniyat - turmush tarzi va uning koʻrinishi oʻzini ifodalash uchun oʻziga xos tildan foydalanuvchi omma uchun gʻayrioddiydir. Biz “madaniy” terminini umumiy va shaxsiy tildan ajratishimiz kerak. “Oʻlmoq”, “yashamoq”, “yulduz”, “stol”, “oyna” kabi tushunchalar umumiy boʻlib, ularni tarjima qilishda muammo yoʻq. Ammo “steppe”, “dacha”, “challar” kabi tushunchalar maʼlum madaniyatga oid va tarjimada muammolarni vujudga keltiradi. Biz tilning maqsadi va manbai oʻrtasidagi oʻxshashlikka eʼtibor berishimiz lozim. Til grammatikada turli madaniy natijalardan (jonsiz narsalarning rodlari), murojaat shakllari (sir, janob, xonim)dan iborat.

Til qanchalik maxsus fenomenga aylanib (flora va fauna), madaniy xususiyatlarga ega boʻlib borsa, tarjima uchun muammolar keltirib chiqaraveradi. Koʻpgina madaniy odatlar oddiy tilda tasvirlanadi. Edvard Sepir tilni ijtimoiy haqiqatga yoʻlboshlovchi deb ataydi. Insonlarning tajribasi jamiyatning til odimlari bilan keng miqyosda belgilangan va har bir tizim alohida haqiqatni tasvirlaydi. Aynan bir jamiyat haqiqatlarini aks ettiruvchi ikki til bir-biriga oʻxshamaydi. Turli jamiyatlardagi foydalaniladigan soʻzlar ham turlichadir. Shu sababdan, til madaniyat yuragidir. Madaniyat tilda oʻz aksini topadi. Masalan, yaponlar odatda “yoʻq” soʻzini ishlatishmaydi. Ular “yoʻq” deyishdan qochish uchun boshqa soʻzlar yoki gaplar ishlatishadi. Agar yaponlar sizning taklifingizga: “Men bu masalani xotinim bilan maslahatlashib koʻrishim kerak”, deb javob qaytarsa, bu uning rad javobi boʻladi. Agar yaponga qoʻngʻiroq qilib soat 6 da koʻrishishni aytsangiz va u: “Ha, soat oltida deng?” deb javob qaytarsa, tushuningki, sizning taklifingizga rozi emas. Milliy odatlar

narsa - hodisalar faqat o'ziga xos bo'lsa, ular tarjima qilinmaydi, masalan, sari, kimono, mahsi, kavish kabilar. Bular xuddi madaniy terminlardek o'quvchilar uchun tushuntirib beriladi. Agar maxsus so'z ahamiyatga arzimaydigan bo'lsa, u oddiygina boshqa so'z bilan almashtiriladi. Ijtimoiy madaniyat haqida so'z borganda, tarjimaning ma'no bildiruvchi va ajralmas ma'no muammolarini hisobga olish lozim. Mamlakatning siyosiy va ijtimoiy hayoti unda aks etadi. Masalan, davlat boshlig'i (prezident, prime minister) yoki parlament nomlari (milliy assambleya, senat) juda oson, ya'ni ular xalqaro yoki oson tarjima qilinadigan so'zlardan tashkil topgan. Milliy parlamentlar nomlari tarjima qilinmaydi: Masalan, Bundestag (Germaniya), Storting (Norvegiya), Riksdag (Shvetsiya), Eduskunta (Finlandiya), Knesset (Isroil), Duma (Rossiya), Oliy Majlis (O'zbekiston). Bu nomlar administrativ hujjatlar uchun asl holicha yoziladi. Vazirliklar nomlari to'g'ri tavsiflanishiga ko'ra adabiy tarjima qilinadi. Shu sababdan "Treasury" - moliya vazirligi; "Home office" - ichki ishlar vazirligi; Adolat qo'riqchisi yoki Himoya vazirligi, Milliy havfsizlik vazirligi, va h.k. Shunday qilib, tarjima yuzlashadigan eng qiyin muammolardan biri buyumlar yoki voqea - hodisalarning leksik ekvivalentini topishdir. Tarjimon faqatgina ikki tilni emas, balki ikki madaniyatni taqqoslaydi. Madaniyatlaming farqi tufayli tarjima qilinadigan tildagi tushunchalarda tarjima qilinayotgan tilda leksik ekvivalent bo'lmasligi mumkin. Bu geografiya, urf-odatlar, e'tiqodlar, dunyoqarashlar va boshqalarning turlichaligi tufayli bo'lishi mumkin. Tarjimon tushunchalarni ifodalash uchun tariima tilida yangi yo'l va usullarni topishi zarur.

Tarjimaning madaniy jihati quyidagilarni o'z ichiga oladi:

1. Til - madaniyatning muhim tarkibiy qismidir, chunki u jamiyatning urf-odatlarini, e'tiqodlarini va qadriyatlarini aks ettiradi. Tarjimonlar idiomalar, tasviriy ifodalar va iboralarni manba tilidan maqsadli tilga to'g'ri tarjima qila olishlari kerak.

2. Tarix - iboralar va g'oyalarga ta'sir qiluvchi muhim madaniy jihatdir. Tarjimon tarjimaning madaniy jihatdan to'g'ri bo'lishini ta'minlash uchun ham manba, ham maqsadli madaniyatlarning tarixi va an'analarini yaxshi bilishi kerak.

3. Din – ko'pgina jamiyatlar madaniyatida din katta rol o'ynaydi. Tarjimonlar har qanday madaniy tushunmovchiliklarga yo'l qo'ymaslik uchun maqsadli auditoriyaning diniy e'tiqodlarini va amaliyotlaridan xabardor bo'lishlari kerak.

4. Ijtimoiy me'yorlar - jamiyatda qabul qilingan xatti-harakatlar va amaliyotlarni bildiradi. Tarjimon tarjimaning madaniy jihatdan mos kelishini ta'minlash uchun ham manba, ham maqsadli madaniyatlarning ijtimoiy normalarini tan olishi kerak.

5. Urf-odat va an'analar – jamiyatning madaniy merosini ifodalaydi. Tarjimonga to'g'ri tarjima qilish uchun manba va maqsadli madaniyatlarning urf-odatlari hamda an'analarini tushunish juda muhimdir.

Tarjimaning madaniy jihati tarjima matni nafaqat to'g'ri, balki madaniy jihatdan ham mos bo'lishini ta'minlashda muhim ahamiyatga ega. Matnning madaniy xususiyatlari va konnotatsiyalari turli tillar hamda madaniyatlar orasida sezilarli darajada farq qilishi mumkin, bu tarjimonga manba va maqsadli madaniyatlarni chuqur tushunishni talab qiladi.

Til farqlari bilan bir qatorda, madaniy farqlar ham matnning tuzilishi, uslubi va ohangiga ta'sir qilishi mumkin. Masalan, arab va yapon tillari o'z jamiyatlarida keng tarqalgan ijtimoiy ierarxiyani aks ettiruvchi ierarxik tuzilmalarga ega. Bunday matnlarni ierarxik tuzilmalar kamroq bo'lgan tillarga tarjima qilishda tarjimon madaniy va ijtimoiy kontekstni hisobga olishi va tarjima qilingan matn qo'pol yoki hurmatsiz ko'rinmasligiga ishonch hosil qilishi kerak.

Tarjima nafaqat til bilimini, balki matn yozilayotgan madaniy jihatlar va kontekstni chuqur bilishni ham talab qiladi. Maqsadli madaniyatning urf-odatlari, e'tiqodlari va qadriyatlarini bilan tanish bo'lmagan tarjimonga to'g'ri va madaniy jihatdan mos tarjima qilish qiyin bo'lishi mumkin.

Shunday qilib, tarjimon asl matnning mohiyatini qamrab oladigan va maqsadli auditoriyaga mos keladigan nozik matn yaratish uchun tarjima qilish paytida madaniy farqlardan xabardor bo'lishi kerak.

Tarjimada madaniy jihatlarni tushunish lingvistik xususiyatlarni tushunish kabi muhimdir. Madaniyat odamlarning muloqot qilish va tilni talqin qilish usullarini shakllantiradi va tarjimonlar ham manba, ham maqsad tillarning madaniy me'yorlari va amaliyotlarini yaxshi bilishlari lozim.

Tarjimada e'tiborga olinishi kerak bo'lgan madaniy jihatlarga ijtimoiy urf-odatlar, tarixiy voqealar, diniy e'tiqodlar va hatto hazil kiradi. Misol uchun, hazilning bir tildan boshqa tilga tarjimasi kulgili bo'lmasligi yoki hatto madaniy kontekst to'g'ri yetkazilmagan bo'lsa, haqoratli bo'lishi mumkin.

Tarjimada madaniy sezgirlik ham muhim ahamiyatga ega, chunki ba'zi so'zlar yoki iboralar turli madaniyatlarda turli xil ma'no yoki vazifalarga ega bo'lishi mumkin. Bir tilda zararsiz bo'lgan so'z yoki ibora boshqa tilda juda haqoratli bo'lishi va tarjimon mo'ljallangan xabarni to'g'ri yetkazish uchun bu farqlardan xabardor bo'lishi kerak.

Umuman olganda, madaniy jihatlarni tushunish tarjimaning muhim qismidir, chunki u tarjimonlarga ma'noni to'g'ri yetkazish va har qanday madaniy tushunmovchiliklardan qochish imkonini beradi. Lingvistik va madaniy bilimlarga ega bo'lgan tarjimonlar turli tillar va madaniyatlar o'rtasidagi tafovutni samarali bartaraf etadigan yuqori sifatli tarjimalar yaratish uchun yaxshi qurollangan.

Tarjimaning madaniy jihati manba tilda yetkazilgan xabarning maqsadli tilda to'g'ri uzatilishini ta'minlashda muhim ahamiyatga ega. Madaniy farqlar turli tillardagi so'zlar, iboralar va idiomalarning ma'nosiga ta'sir qilishi mumkin, shuning uchun tarjimon har qanday tarjima loyihasida ishtirok etayotgan ikkala til madaniyati bilan tanish bo'lishi muhimdir. Misol uchun, agar tarjimon maqsadli auditoriya uchun notanish bo'lishi mumkin bo'lgan ma'lum bir madaniy hodisa yoki an'anaga havolalarni o'z ichiga olgan matnni tarjima qilsa, xabar to'g'ri tushunilishini ta'minlash uchun maqsadli tilda tushuntirish yoki kontekstni taqdim etishi kerak. Bu har ikki madaniyatning urf-odatlarini, e'tiqodlari va ijtimoiy amaliyotini chuqur tushunishni talab qiladi.

Tarjimonlar madaniyatlar o'rtasidagi qadriyatlar va me'yorlardagi farqlarni ham bilishlari kerak, chunki ular matnning ohangi va uslubiga ta'sir qilishi mumkin. Misol uchun, ba'zi madaniyatlarda muloqotda bilvosita tildan foydalanish odatiy hol bo'lsa, boshqa madaniyatlarda bu ko'proq. Tarjimon tarjimada mo'ljallangan ma'no yo'qolmasligini ta'minlash uchun bu farqlarni tushunishi kerak.

Umuman olganda, tarjimonlar matnni tarjima qilishda turli madaniy jihatlarni hisobga olishlari kerak, bu tarjima asl matnning mo'ljallangan ma'nosi va madaniy xususiyatlarini maqsadli auditoriyaga to'g'ri yetkazishini ta'minlashi kerak.

Xulosa qilib aytadigan bo'lsak, tarjimaning to'g'ri va samarali bo'lishida tarjimaning madaniy jihati hal qiluvchi ahamiyatga ega. Bu ikkala madaniyatni chuqur bilishni va bu bilimlarni tarjima jarayonida qo'llash qobiliyatini talab qiladi.

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## UMUMIY O`RTA TA'LIM O`QUVCHILARIDA JISMONIY RIVOJLANISH XUSUSIYATLARI

**Jo`rayeva Zarina Hasan qizi**

*Buxoro davlat universiteti Sport faoliyati kafedrası 1-kurs magistranti*

**Annotatsiya:** *Ushbu maqolada umumiy o`rta ta`lim o`quvchilarida jismoniy rivojlanish xususiyatlari har tomonlama o`rganildi. Bu yoshdagi o`g`il bolalalar va qizlarda jismoniy rivojlanish turlicha sodir bo`lishi aniqlandi.*

**Kalit so`zlar:** *jismoniy rivojlanish, jismoniy yetuklik, antropometrik xususiyatlar*

Umumiy o`rta ta`lim yoshdagi rivojlanishi salomatlikning eng muhim ko`rsatkichlaridan biridir. Bolaning qanchalik rivojlanganligi tibbiy muassasalarda yoki maktablarda vaqti-vaqti bilan o`tkaziladigan tibbiy ko`riklar bilan aniqlanadi. Deyarli tug`ilishdan boshlab har bir bolaning balandligi, tana vazni, ko`krak qafasi atrofi o`lchanadi. Olingan natijalar bolaning tanasining rivojlanishining umumiy rasmini ko`rish imkoniyatini beradi. Bundan tashqari, bolalarning jismoniy sog`lig`ining asosiy ko`rsatkichlari quyidagi shartlardir: tishlar, ko`zning shilliq pardalari, og`iz bo`shlig`i, terining holati, balog`at darajasining sub`ektning yoshiga mos kelishi. Tekshiruv davomida funktsional ko`rsatkichlar ham muhimdir. Buning uchun o`pkaning hayotiy sig`imi, qo`llarning mushak kuchi va umurtqa pog`onasi o`lchanadi.

Umumiy o`rta ta`lim yoshdagi bolalar qiziqishi, iqtidori, individual talanti, ruhiy va jismoniy xususiyatlari, madaniy ehtiyojlarini inobatga olgan holda hamda bolada ma`naviy me`yorlarni shakllanishi, hayotiy va ijtimoiy tajriba egallanishini ko`zda tutgan bolalarni har tomonlama rivojlantirishga qaratilgan jarayon hisoblanadi. Umumiy o`rta ta`lim yoshdagi bolalarni jismoniy tarbiyasni rivojlantirish, muammolarini hal etishning yangi yo`llarini izlash, birinchidan, ko`rsatilgan ziddiyatlarni hal etish zarurati bilan, ikkinchidan, o`sib kelayotgan yosh avlodning jismoniy tayyorgarligi hamda psixik rivoji jarayonini takomillashtirish qonuniyatlarini, metodologik va usubiy sharoitlarini o`rganish zarurati bilan bog`liq holda amalga oshiriladi.

Hozirgi vaqtda jismoniy rivojlanishni baholashning eng keng tarqalgan usuli bu antropometrik xususiyatlarning korrelyatsiya usuli (regressiya shkalalari bo`yicha), ular kombinatsiyalarining uyg'unligini, mutanosibligini ta'minlaydi, "jismoniy go`zallik" tushunchasini belgilaydi. Jismoniy rivojlanishning eng muhim belgisi - bu tana uzunligi. Og`irlik va ko`krak atrofi tana uzunligining hosilalari sifatida qabul qilinadi. Bir so`z bilan aytganda, bolaning bo`yi qancha bo`lishidan qat`iy nazar (chegara qiymatlaridan tashqari - past va juda yuqori), og`irlik va ko`krak atrofi bu o`sish bilan uyg'un ravishda

uyg'unlashishi muhimdir. Aynan shu narsa genetik jihatdan singdirilgan va sog'lom odamda mavjud bo'lgan jismoniy go'zallikka erishadi. Yurtimizda jismoniy tarbiya va sportni yanada rivojlantirish, yosh avlodda jismoniy madaniyatni shakllantirish masalalari hozirgi ta'lim-tarbiya jarayonining ustuvor vazifalaridan sanaladi. Qayd etish kerakki, mamlakatimizda O'zbekiston Respublikasining "Jismoniy tarbiya va sport to'g'risida"gi qonuni yurtimiz yoshlarini uzluksiz ta'lim tizimining barcha bosqichlarida ham jismonan, ham ruhan barkamol etib tarbiyalashda muhim omillardan bo'lib xizmat qilmoqda. Bu jarayonda umumiy o'rta ta'lim maktablarida tashkil etib kelinayotgan jismoniy tarbiya va sport ta'limining o'ziga xos o'rni va ahamiyati bor.

Umumiy o'rta ta'lim yoshdagi bolalar aqliy, jismoniy, ijtimoiy va hissiy jihatdan ulkan o'zgarishlarni boshdan kechiradilar

Bu davrdagi 13yoshli bolalar - o'ziga ishonchsiz, 16 yoshli bolalar esa quvnoq, kelajakka intiladigan maftunkor shaxsga aylanadi. Umumiy o'rta ta'lim yosh rivojlanishining ushbu davrida bolaning fikrlash qobiliyatlari kattalar uchun keskin o'zgaradi, uning tanasi etuk bo'ladi va oiladan tashqaridagi do'stlar va ijtimoiy tarmoqlar tobora muhim ahamiyat kasb etadi.

Umumiy o'rta ta'lim yoshdagi o'g'il bolalar va qizlarda jismoniy rivojlanish xususiyatlari sezilarli darajada farq qiladi.

- Qizlarning jadal o'sishi odatda susayadi, o'g'il bolalar esa kutilmagan o'sish sur'ati boshlanadi. ular 18 yoki 19 yoshgacha o'sishda davom etishlari mumkin.

Qizlarda ko'krak rivojlanishi sodir bo'ladi, sonlar kengayadi; dumba, oyoq va oshqozonda yog' birikmalari ko'payadi, hayz ko'rish davri muntazam bo'ladi;

O'g'il bolalarda esa balandlik va vazn tez o'sadi, mushaklar to'ldiriladi va kuch keskin oshadi, ovoz yo'g'onlashadi.

Bu davrdagi ham qizlar, ham o'g'il bolalarda uchraydiga jismoniy xususiyatlarga:

- Ularning har doim ochligi;
- uyquga bo'lgan ehtiyojining ortishi;
- terilarida turli muammolar paydo bo'lishi
- terlash holatining kuchayishi kabilar misol bo'ladi.

Quyidagi o'zgarishlar bu davrdagi yoshlar uchun xosdir:

-bahslashish qobiliyatlari yaxshilanadi (va tez-tez va katta ishtiyok bilan namoyish etiladi)

-fikrlash qobiliyatlari yaxshilanadi:

-tushunchalarni aniq misollarga qo'llash qobiliyati boshlanadi

-deduktiv mulohazalardan foydalanishni va bilimli taxminlar qilishni o'rganadi

-aniq voqea yoki misollar bo'lmagan taqdirda ham muammolar orqali fikr yuritishni o'rganadi

-muammoga gipotetik yechimlarni qurish va qaysi biri eng yaxshi ekanligini baholashga qodir bo'ladi

-kelajakka e'tibor rivojlanadi:

-hozirgi harakatlar kelajakka ta'sir qilishi mumkinligini tan olishni o'rganadi

-shaxsiy maqsadlarni qo'ya boshlaydi (va boshqalar tomonidan qo'yilgan maqsadlarni rad etishi mumkin)

-qaror qabul qilish qobiliyatlari yaxshilanadi:

-mustaqil ravishda to'g'ri noto'g'ridan ajrata boshlaydi va vijdonini rivojlantiradi

-haqiqatni fikrdan farqlashni o'rganadi

-turli axborot manbalarining ishonchligini baholashni o'rganadi

-turli xil variantlarning oqibatlarini oldindan ko'ra oladigan bo'ladi

-kattalar tomonidan taqdim etilgan taxminlar va echimlarga e'tiroz bildirishi mumkin

Xulosa qilib aytganda, umumiy o'rta ta'lim o'quvchilarida jismoniy rivojlanish xususiyatlari qizlar va o'g'il bolalarda o'zgacha holatda frivojlanadi. Bu davrda sport bilan shug'ullanish eng muhim sog'lik uchun garov hisoblanadi.

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**BADIIY MATNDAGI FRAZEOLOGIZMLARDA POLISEMIYA MASALASI****Jumanazarova Xusnibonu Xudoshukir qizi***Urganch davlat universiteti Lingvistika (o'zbek tili) mutaxassisligi magistranti*

**Annotatsiya:** Ushbu maqolada o'zbek badiiy matnidagi frazeologizmlarda polisemiya masalasi tahlil qilingan bo'lib, unda o'zbek tilida polisemantik iboralarlarning ko'proq ikki va uch ma'nolilarini, ba'zan undan ham ko'p ma'noli polisemantik iboralarni ham uchratish mumkinligi misollar asosida izohlangan.

**Kalit so'zlar:** frazeologiya, polisemantik, badiiy matn, leksik ma'no, lug'at, bosh ma'no.

Bittadan ortiq ma'noni anglatish til birliklariga xos xususiyat bo'lib, o'zbek tilidagi iboralarining ham talay qismida mazkur xususiyat uchraydi. Polisemiya so'zga ham, iboraga ham xos hodisa bo'lishiga qaramay, ularning leksikada va frazeologiyada tarqalish darajasi bir xil emas. Sh. Rahmatullayevning hisob-kitoblariga ko'ra, "O'zbek tilidagi so'zlarning faqat 20% polisemantik bo'lsa, "O'zbek tilining qisqacha frazeologik lug'ati"da talqin etilgan 998 iboraning 156 tasi ko'p ma'noli xususiyatga egadir<sup>141</sup>.

"Frazeologik polisemiya deyilganda iboraning o'zi bittadan ortiq frazeologik ma'no anglatish"<sup>142</sup> holati tushuniladi. O'zbek frazeologiyasidagi iboralarning ma'lum qismi bir ma'nolidir. Masalan, Sh. Rahmatullayevning "Frazeologik izohli lug'ati"da faqat bir ma'noga ega bo'lgan, ya'ni monosemantik frazeologizmlar ham bor.

Aytib o'tilganidek, o'zbek tilidagi bir ma'noli frazeologizmlarga ko'plab misollar keltirish mumkin. Ammo biz ushbu bu maqolamizda o'zbek badiiy matnlaridagi polisemantik frazeologizmlarga asosiy e'tiborimizni qaratmoqchimiz.

O'zbek tilidagi badiiy matnlarda ko'proq ikki ma'noli polisemantik iboralarni uchratish mumkin. Masalan:

1. **Suyak-suyagidan o'tib**  
**(sovuq) ketmoq**  
**qilmoq (gap)**

**Jismiga chuqur ta'sir qilmoq**  
**Ruhiga chuqur ta'sir**

<sup>141</sup> Раҳматуллаев Ш. Ўзбек тилининг изоҳли фразеологик луғати - Тошкент: Ўқитувчи, 1978. –Б.8.

<sup>142</sup> Раҳматуллаев Ш. Ўзбек тили этимологик луғати (туркий сўзлар). - Тошкент: Университет, 2000. –Б.13.

**Masalan:** Qarilik qursin. Salgina zah, **sovuq suyak-suyagimdan** o'tib ketadi, chiroq. (S. Anorboyev, Oqsoy.) Tog'da bo'lsa erta-yu kech izg'irin esib turar, sovuq'i **suyak-suyakka o'tib** ketardi. (Sh. Rashidov, Bo'rondan kuchli)

**Soxta kibr-havoli; maqtanishni yaxshi ko'radigan**

2. Katta og'iz

**Imtiyozli mavqega ega (kinoyali)**

**Masalan:** Qodirov **og'zi katta** erkaklarni qanoti ostiga olish yo'li bilan o'z mavqeni kuchaytirishga intilganini sezib turardi. (Sh. Rashidov, Bo'rondan kuchli) Mehmonning qizarganini payqagan keksa boy, o'z xotini **katta og'iz** va betamizligiga achchiqlanib, yuzini teskari burdi. (Oybek. Qutlig' qon). U kishi ilgari "Men Qamishkapaning ustuniman", - deb chirangan **og'zi kattalardan**. (P. Tursun, O'qituvchi)

**Vijdonli**

3. Sof dil

**Beg'araz**

**Masalan:** Onaxon-chi? Ishondi qo'ydi. "Yaxshi, **sof ko'ngil** kishi ekan", - deb zavq bilan maqtab yurdi. (A. Muxtor, Opa-singillar)

U juda sodda, **sof dil** va ishonuvchan bir kishi. (S. Ayniy, Sudxo'rning o'limi)

**bormoq(yigit-qiz)**

4. Balog'atga yetmoq

**Yoshi oila qurish darajasiga**

**Yetuk, yuksak darajaga erishmoq**

**(umuman)**

**Masalan:** "Ertaga qizingga **balog'atga yetgan** deb spravka qilib beraman", - dedi Tojiboy. (P. Tursun, O'qituvchi). harbiyda tishi chiqib, harbiyda **balog'atga yetgan** kapitanga taktikadan dars bermoqchi, deb o'yladi. (I. Rahim, Chin muhabbat).

Yuqorida keltirilgan frazeologizmlar ko'rinib turganidek, ikki ma'noni ifodalaydi. Shuningdek, o'zbek tilida ko'plab ikki ma'noli polisemantik iboralarni uchratish mumkin. Ularning leksik-semantik xususiyatlari ham o'ziga yarasha holatlarda ifodalangandir.

Frazeologik polisemiyada ham xuddi leksik polisemiyada bo'lganidek, bosh ma'no va yasama (hosila) ma'no farq qilinadi. Leksik polisemiyada bosh ma'no to'g'ri ma'noga, hosila ma'no esa ko'chma ma'noga teng. Frazeologik polisemiyada esa, bundan farqli ravishda, bosh ma'no ham ko'chma (obrazli)

ma'no bo'ladi, chunki har qanday frazeologik ma'no ustma, ko'chma ma'no sifatida yuzaga keladi.

O'zbek tili frazeologizmlari orasida anchagina uch ma'noli frazeologizmlarni ham uchratish mumkin. Masalan, Sh.Rahmatullayevning "O'zbek tilining izohli frazeologik" lug'atida, **"bel bog'lamoq"**, **"bino qo'ymoq"**, **"boy bermoq"**, **"bosh suqmoq"**, **"bo'yniga olmoq"**, **"bo'yniga qo'ymoq"**, **"joni(ni) olmoq"**, **"zimmasiga olmoq"**, **"zo'r bermoq"**, **"ko'zi qiymadi"**, **"ko'z tikmoq"**, – kabi ko'plab uch ma'noli polisemantik iboralarni uchratish mumkin.

Demak, o'zbek tilida polisemantik iboralarning ko'proq 2 va 3 ma'nolilarini, ba'zan 4,5, 6 ma'noli polisemantik iboralarni ham uchratish mumkin.

Ammo tilshunos B. Yo'ldoshevning fikricha, iboralarning ko'p ma'noliligini faqat lug'atlar asosida belgilash to'g'ri bo'lmaydi. Chunki lug'atlarda ko'pgina iboralarning polisemantik xususiyati to'la ochib berilgan emas.

Ko'p ma'noli iborada uning ma'nolari, asosan, biri ikkinchisidan o'sib chiqqan bo'ladi. Ba'zi iboralarning ma'nolari biri ikkinchisi uchun asos vazifasini o'tamaydi, har biri o'zicha shakllangan bo'ladi, voqelikdan har gal har xil obraz olish asosida tug'iladi. Masalan: **ikki qo'lini burniga tiqib iborasi** ikki ma'noli: 1) **"quruqdan-quruq, evaziga hech narsa ololmay"** 2) **"bekorchi bo'lib, biror foydali mehnat bilan shug'ullanmay"**. Bu ma'nolar o'zaro bog'lanmaydi, chunki asosida har xil obraz, boshq – boshqa voqelik yotadi: birinchisida **band qo'l bilan borib (nimadir olib borib), bo'sh qo'l bilan qaytish**, ikkinchisida esa **qo'lni biror yumush bilan bad qilmaslik**.

Frazeologik ma'nolarning bir-biridan o'sib chiqmaganligini ba'zan ibora tarkibidagi so'z-komponentlarning boshqa-boshqa leksik ma'noda qatnashuvi bilan izohlash mumkin. Masalan, **xayol(i)ga kelmoq** iborasi ikki ma'noli:

1) **"o'ylanmoq"**, **idrok qilmoq, fahmlamoq"**, 2) **"xotirasida tiklanmoq"**.

Bu ibora tarkibidagi **xayol** so'zi birinchi frazeologik ma'noda **"o'y, fikr"** ma'nosi bilan, ikkinchi frazeologik ma'noda esa **"xotira"** ma'nosi bilan qatnashgan.

Ba'zan polisemantik iboraning bir ma'nosi juda kam ekspressivlikka, funksional xoslanganlikka ega bo'lsa, keyingi ma'nosi yuqori ekspressiv bo'yoqqa, kitobiy xususiyatga ham ega bo'lishi mumkinligi B. Yo'ldashev asarlarida keltirib o'tilgan. Undan tashqari olim o'z asarlarining birida ko'p ma'noli iboralar uslubiy jihatdan yaxlit xarakterga ega bo'lishini, chunki polisemantik iborada ko'pincha to'g'ri, nominativ ma'no bo'lmasligini, uning barcha ma'nolari ko'pincha yaxlit bir ichki obrazga birlashishini ta'kidlab o'tishi, yuqoridagi fikrlarimizni ochiq-oydin izohlab ko'rsatadi.

Xulosa qilib shuni aytib o'tamizki, u qaysi tilda bo'lishidan qa'tiy nazar, biror asarni katta hajmdagimi yoki kichik, nasrdami yoki nazmda buni farqi yo'q, uni o'z ma'nosi va tasirchanligini saqlab qolish katta ahamiyatga ega

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## JEYMS FENIMOR KUPERNING “DENGIZ” ROMANLARIDAGI RAMZLARNING SEMANTIK VA BADIY HUSUSIYATLARI

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**Annotatsiya:** *Ushbu maqola mashxur amerikalik yozuvchi James Fenimor Kuperning “dengiz” simvoli asos qilib olingan romanlarining adabiylik jihatdan va o’ziga hos semantik tuzilishga ega ekanligi haqida yoritiladi. James Fenimor Kuper o’zbek adabiyotida Amerika indeyslari hayoti roman turkumlari bilan mashhur. Maqola muallifi shu jihatni hisobga olgan holda yozuvchining dengiz sayohatlariga oid romanlarining badiiy va semantik strukturasini ilmiy maqolalar va izlanishlar natijasini bafurja yoritib berishga harakat qildi.*

**Kalit so’zlar:** *maritime, romantika, tarixiy sarguzasht, Amerika inqilobi*

Jahon adabiyoti juda ham ko’p adib va yozuvchilarning nodir va takrorlanmas asarlariga boydir. Shu bilan birgalikda yillar asrlar mobaynida turlicha yozish uslublari, adabiy yo’nalishlar paydo bo’ldi. Ushbu adabiy yo’nalishlar asarlarga o’zgacha ma’no va zeb berib, o’quvchini asar voqeliklariga turli tomondan yondashish imkonini berdi. Hozirgi kunda o’zbek kitobxoniga zamon bilan hamnafas ravishda jahon adabiyoti durdonalaridan namunalar, nodir asarlar tarjimalarini yetkazib berish jadal ravishda amalga oshirilmoqda. Ushbu asarlar orasida amerikalik yozuvchi Jeyms Fenimor Kuper asarlarini ko’rish o’quvchi ko’zini quvontiradi. Chunki uning indeyslar hayotiga bag’ishlangan romanlar turkumlari o’zbek kitobxonlari orasida juda katta o’ringa ega.

Jeyms Fenimor Kuper 1789 – yil Amerikaning Nyu Jersey shtatida zodagon oilasida tug’ulgan. Uning keying hayoti Nyu York shahrida davom etadi. U Yale universitetiga o’qishga kiradi, ammo 3 yili u yerdan haydaladi. Otasining vafotidan keyin u va uning aka ukalarga katta miqdorda boyluk qoladi. 1806 – yilda 17 yoshida “Sterling” [1] nomli savdo kemasi ekipajiga dengizchi sifatida qo’shiladi. Bu kema bilan turli dengiz sayohatlariga chiqib, o’zi yashab turgan jamiyat va boshqa jamiyatlar orasidagi farqlar, jamiyatdagi tengsizlik, kamchiliklar va siyosiy tuzum haqida o’rganadi. Bu kabi dengiz safarlarining ahamiyati uning takrorlanmas romanlari yaratilishi uchun asos deb belgilasak xato bo’lmas. Keyinchalik esa u Amerika Qo’shma shtatlari dengiz kuchlariga qabul qilindi.

Kuperning yozuvchilik faoliyati boshlanishiga uning rafiqasi Syuzan Ogyust Delansi sababchi bo’ldi. Ayoli unga turli romanlarni o’qib berganva Kuper esa undan ko’ra yaxshiroq yoza olishini ta’kidlagan. 31 yoshida Jeyms o’zining birinchi "Ehtiyotkorlik" romanini yozdi, lekin uzoq vaqt mobaynida

ushbu asarini jiddiy deb qabul qilmadi. Keyinchalik esa, qarindoshlari, do'stlarga o'qib berib o'zining ilk ijod namunasi unchalik ham yomon emasligini angladi. Keyinchalik bu narsa uning yozuvchilik faoliyatda muvaffaqiyatli yo'lni ochib berdi, u o'zining ilk romanini nashriyotga olib bordi. Roman bir qator jurnallarda muallif ko'rsatilmagan holda nashr etilgan va deyarli e'tiborga olinmagan, ammo Kuper umrining oxirigacha nima qilishni xohlaganini anglagan. "Ehtiyotkorlik" romani Amerika inqilobi tarixini yorituvchi roman edi. Keyinchalik yozilgan "Josus" tarixiy sarguzasht uslubida yozilgan bo'lib yozuvchiga katta shuxrat keltirdi.[2] Kuper ijod faoliyati davomida 32 ta roman, 10 jilddan ortiq sayohatnomalar va bir necha jild publitsistik asarlar yozgan. "So'nggi mogikan"(1826), "Cho'l"(1827), "Izquvar"(1840), "Chingachguk — ulkan ilon"(1841) va boshqa romanlarida oq tanlilarga qarshi kurashgan Amerika indeyslarining hayoti, vatanparvarligi tasvirlangan. "Lotsman"(1823), "Boston qamali"(1825) romanlari dengizchilarning sarguzashtlariga bag'ishlangan. Yevropadagi voqealar tasvirlangan tarixiy romanlar turkumi ("Qandingni ur", 1831; "Geydenmauer yoki Benediktliklar", 1832; "Jallod yoki uzumzorlar abbatligi", 1833 va b.) Kuper ijodida muhim ahamiyat kasb etgan. Kuper 30-yillarning 2-yarmidan boshlab Amerika hayotidagi illatlarni fosh etuvchi hajviy asarlar yoza boshlagan. «Monikinlar» (1835) romanida ma'rifatparvarlar va J. Swift ijodiga xos ramziylik, majoziylik an'alarini davom ettirgan. Amerika adabiyotining rivojlanishiga ulkan hissa qo'shgan Kuper asarlari jahondagi ko'plab tillarga tarjima qilingan, ular asosida kinofilmlar ishlangan.[3]

Kuperning dengiz sayohatlariga oid "Lotsman" va "Boston qamali" asarlari uning dengiz sayohatlari, dengizda kechgan kunlari va ishlagan vaqtlaridan ilxomlangan holda yozilgan deb ayta olamiz.

"Lotsman" asari Kuperning tarixiy romani bo'lib, birinchi marta 1824 – yil yanvar oyida nashr etilgan. Undagi ko'tarilgan mavzu amerika inqilobi davridagi dengizchining hayotidir. Bu asar Amerika adabiyotida dengiz fantastikasi uchun yaxshigina misol bo'la oladi. U bu asarni Skottning "Qaroqchi"(1821) asaridan o'zib ketish maqsadida yozadi.[4] Asl kasb faoliyati dengizchilikka oid bo'lgani uchun bunga muvaffaq bo'ladi. U ushbu asarida yangi adabiy tur – dengizdagi sarguzasht ertakni yaratdi. Undan boshqa yozuvchilar ham shu yo'nalishda qalam yuritishgan bo'lsada, Kuperning "Lotsman" asari o'ziga hos o'rinni saqlab qoldi. Ushbu asarda o'zining ish faoliyatiga oid voqea hodisalarni shu asarida qalamga olgan bo'lsada, undagi asosiy motiv qahramon Jon Pol Jones hisoblanadi. Bu qahramon faqat qorong'u o'tmish, qorong'u taqdir haqida o'ylaydi. U o'zini faqat Britaniya sohillaridagi xavfli reydlarga uradi. Yozuvchi uning hatti harakatini sadoqat va mexr muhabbat deb ifodalaydi.[5]

Yozuvchi ushbu asarida isyonchi Amerika dengiz kuchlari kemalari va ularning ekipajlari ingliz tuprog'iga bostirib kirishlari, Britaniyaning taniqli fuqarolarini qo'lga olish va urushda muzokaralar olib borish maqsadida ushlab turishlari haqida hikoya qiladi. Asar syujeti faqat birgina yo'nalish bilan cheklanib qolmaydi, o'quvchi kutilmagan holatda boshqa syujetlarga duch keladi. Bu asar kitobxonlar uchun ajoyib klassika bo'lib, romantika muxlislarini qiziqtirishi mumkin, lekin asosiy o'rinda sarguzasht va okean yelkanli kemalari tafsilotlari turadi. [6]

Yozuvchining keyingi dengiz tasvirli asari "Boston qamali" dir. Bu asar ham o'ziga hos ravishda o'z kitobxonlarini topgan. Amerika inqilobi boshlanganining ellik yilligi munosabati bilan yozilgan Lionel Linkoln tarixiy fantastikadagi tubdan yangi tajriba edi. O'z voqealarini eng aniqlik bilan qayta tiklash uchun Kuper 1824 yilda binolar va erlarni o'rganish, jang maydonlarini o'rganish, tasdiqlarni o'qish, ob-havo yozuvlari bilan maslahatlashish va asosiy manbalarni solishtirish uchun Bostonga shaxsan tashrif buyurdi.[7] Jorj Bankroft 1852 yilda Kuper "Bunker tepaligidagi jangni boshqa asarlarda tasvirlanganidan ko'ra yaxshiroq tasvirlagan" deb e'lon qildi. Ushbu asarda yozuvchining asl maqsadi Amerika respublikachiligi va Amerika inqilobini maqtashi kerak bo'lsada, asar qahramonlari Lionel Linkoln va uning rafiqasi nihoyada Britaniyaga qaytib kelishadi. Unda ko'tarilgan asosiy mavzulardan biri bu Linkolnning Amerika inqilobiga qo'shilish – qo'shilmasligidir. Syujetda esa uning Amerikani inglizlardan ko'ra afzal ko'rishi yoritiladi. Asarni tadqiq etish davomida tanqidchi Donald Donnel bu hususiyatini Kuperga hos qahramonlarga ataylab berilgan salbiy hususiyat deb baholaydi. Pol Jonatan Vulf esa asar qahramonlarini Amerikada qolishi tashvishli oqibatlariga olib kelishi mumkin edi deb mulohaza beradi. Josef Steynbrink Lionel Linkoln Kuperning "tarixiy fantastikadagi birinchi va oxir-oqibat yagona qat'iy urinishi" deb atadi. Bunga sabab zamondoshlari tarafidan romanning yaxshi qabul qilinmasligi Kuperning tarixiy fantastik yo'nalishidan voz kechishiga sabab bo'ldi. Steynbrinkning fikricha, romanning muvaffaqiyatsizligi Kuperning xarakter va syujet rivojlanishini Amerika inqilobi tarixiga qo'shib bera olmagan sabab bo'lgan.[8]

Ba'zi mumkin bo'lmagan voqealar yortiliganiga qaramay, u 1775 yilda yuzaga kelgan ijtimoiy, siyosiy va harbiy ziddiyatlarning talqini sifatida bugungi kunda qiziqish va o'z ahamiyatini saqlab qoladi.

Xulosa o'rnida shuni aytib kerakki, Kuper ijodi rang baranglikdan iborat. Uning nafaqat quruqlik balki suv yuzasidagi romanlari ham ko'plab badiiy simvollarga boy. Uning tarixiy sarguzasht yo'nalishidagi asarlari ko'plab tanqidchilar va adabiyotchilar tomonidan bahs qilingan, o'rganilgan. Asarlarodagi qahramonlar faqat yorqin, hislatlarga boy qilib talqin qilinmaydi,



balki voqealar hodisalar mohiatida ularning salbiy harakter va husuiyatlari ham keltiriladi.

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## GASTRONOMIC TOURISM IN UZBEKISTAN

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**Abstract:** *This article provides information on Uzbekistan's culinary tourism, the key dishes of Uzbek cuisine, and the locations of the nation that are skilled in making a particular dish. The essay also illustrates the variations in how different localities prepare the traditional Uzbek meal, plov.*

**Keywords:** *Representative list of intangible cultural heritage of humanity, plov, food, regions, and gastronomy tourism.*

### INTRODUCTION

Gastro tourism, also known as culinary tourism or food tourism, refers to the act of traveling to a destination specifically to explore and experience its culinary offerings.

Tourism in our republic and its sectors (gastro, eco, agro, historical, the formation of religious, extramural) types of services, taking into account the natural and economic social capabilities of the regions, gives the number of multidisciplinary type firms reproduction and improvement of their specialization and territorial composition a number of measures are being implemented.

Uzbekistan national dishes and Uzbek food have as of now been enjoyed by most guests from all over the world. Uzbek cooking is most known national and well-developed perspective of the Uzbekistan culture and Uzbekistan individuals. It is one of the foremost exquisite and different in tastes cooking in Central Asia. Arranged on the caravan courses of the Extraordinary Silk Street, Uzbekistan has been acclimatizing the foremost curiously and unique receipts of nourishment from different nations. Each dinner of Uzbekistan has its claim traditional way of cooking, and one dish encompasses a part of strategies of planning all through the nation. The most things of Uzbek food which draw in parcels of sightseers are plov, soup, kazan kabab, khanum, samsa, lagman, manti, dolma, beshbarmak, yakhna, shashlik and others.

Plov is widely regarded as a significant representation of Uzbek hospitality and is commonly referred to as the khan of Uzbek dastarkhan. Across several regions within Uzbekistan, there exists a plethora of unique Uzbek recipes that have been passed down through generations within specific communities. The proper method for the preparation of plov. A noteworthy example is that of the Bukharan population, who prepare their plov dish using green gram. The dish known as Samarkand plov. The Fergana plov dish exhibits a brown hue as opposed to the radiance emitted by light. The city of Samarkand is known for

its culinary traditions, specifically regarding the preparation of hearty dishes. Among these dishes, one can find a popular recipe that features a combination of meat, carrots, and rice. This culinary practice serves as an important aspect of the cultural heritage of Samarkand and its people. In Tashkent, the dish of plov involves the initial roasting of all ingredients. On February 3rd, 2017, a certification ceremony was held in Tashkent to officially recognize the inclusion of plov in the Intangible Cultural Heritage List. The Representative List of Intangible Cultural Heritage of Humanity as endorsed by UNESCO. According to Cooks of Uzbekistan, plov has been deemed the caretaker of traditions that are emblematic of the nation's coveted heritage.

On September 8, 2017, during the "Uzbegim" festival that celebrates traditional culture, a new record was set for making the biggest plov in the world. It was so amazing that it made it into the Guinness World Records. The event took place on Sayilgoh street in Tashkent. Plov for this purpose was prepared in a special pot (called kazan). This object was 4.2 meters wide and can hold up to 8000 liters of liquid. The pot is really heavy, it weighs 7070 kilos, and it's also very deep, about 1 meter. The aim is to put the record so that the dish weighed about 8 tons. To make this dish, a lot of beef, some mutton, and a few other ingredients were used. A lot of rice, carrots, onions, oil and salt put on the pot. There were 2,700 kilograms of carrots, 220 kilograms of onions, 440 liters of oil and 57 kilograms of salt. 50 famous chefs from different parts of the country came together to make a special dish that would be remembered. Delicious rice dish called plov was given to people who came to the event and those who live in Tashkent.

Each part of Uzbekistan specializes in cooking and preparing a specific type of food.

Tashkent. There are over 17 types of plov that tourists can try in Tashkent. Recipes that are shared among people. Different kinds of meat, berries, rice and fruits are used which makes them different from each other.

Samarkand. Samarkand, a place from the past, can give you the chance to try something new. Boiled chickpeas with meat on top of Samarkand bread.

Jizzakh. The Jizzakh samsa is a type of food that can be as heavy as 500 grams. Just for the record, this type of samsa, is recorded as the most delicious not only in Uzbekistan, but also beyond the country's borders.

Fergana. Kazan kabob is a food that is made in 10 different areas, but mostly in Fergana. The recipes in every place are different and famous.

Andijan. Tourists in Andijan will enjoy a delicious noodle dish called lagman. The noodle pieces can become very long. 600 meters away from reaching boiling point.

Namangan. If people visit Namangan for tourism, they usually try the soup in a "bottle-shorva". Surprisingly, this food can stay warm for a whole day.

Bukhara has very tasty plov called oshi sufi that is better than the others. Oshi sufi is cooked by boiling it. After that, it was cooked in a pan made of copper which is called a kazan.

Navoi is a place. Dolma is a food that many people like because it has delicious meat and rice inside. You can buy it from different places in Navoi.

Kashkadarya. In Kashkadarya, you can try a tasty dish called Chiyali yakhna.

Pressed meat is meat that has been compressed or squished together. This food is only made in one location – Chiyali bazaar, close to Shakhrisabz.

Surkhandarya has many secrets and one of them is a recipe that is over 100 years old. A dish called old-chupancha that is made from cooked lamb.

Khorezm. The food in Khorezm is well-known for not only its delicious flavor but also for its special features. The cooks work really hard and put in a lot of effort. Ijjon is a type of meat dish that is cut into small pieces using an axe and a knife. For many hours without any break.

Karakalpakstan. People in Karakalpakstan use creativity when cooking beshbarmak. They sometimes mix vegetables with meat.

When planning a gastro tourism trip to Uzbekistan, it's advisable to research local customs, etiquette, and hygiene practices to fully enjoy the culinary experiences and make the most of your visit. Now, travel companies in Uzbekistan are making food maps for tourists to enjoy. The tourists were given more freedom to travel around the country. is an additional point to consider. In simpler words: There's something else to think about. There is a book called "365 Days of Sun" that tells tourists what the most delicious foods are in the country. Special food is very important for the growth of food tourism in Uzbekistan.

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## MASOFAVIY TA'LIM ORQALI TA'LIM OLUVCHILARNING IJODIY FAOLIYATI IMKONIYATLARINI TAKOMILLASHTIRISH

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Bugungi kunda o'quvchilarning ijodiy faoliyatini o'zini-o'zi anglashini maqsad qilib qo'ygan an'anaviy kunduzgi ta'lim tizimi va shakllari, usullarining o'zaro bog'liqligi va telekommunikatsiyalarni rivojlantirish tufayli uni to'liq va chuqur hal eta olmaydi. Mamlakatdagi noqulay iqtisodiy vaziyat tufayli maktablarda ilmiy-nazariy, kadrlar va moddiy-pedagogik resurslarning cheklanganligi masofaviy ta'lim texnologiyalarini va o'quvchilarning ijodiy salohiyatini ro'yobga chiqarishga ko'maklashish, o'z bilimlarini kengaytirish, hududiy ta'lim tizimini rivojlantirish uchun mavjud imkoniyatlar, shart-sharoitlar, ijodiy bazani ta'minlash, joylarda iqtidorli o'quvchilar bilan ta'lim muassasalarining pedagogik ishlarini tashkil etish masalalari yechimini ta'minlash. Masofaviy ta'lim muntazam ta'limning qo'shimcha shakli sifatida kompyuter texnologiyalari orqali shaxsning ta'limni amalga oshirish muammolarini hal qilishi mumkin, zamonaviy talabaga texnik jarayonni kuzatib borish va o'zini axborot markazini shaxsi sifatida his qilish imkonini beradi.

O'qituvchilar va talabalarning masofaviy olimpiadalarda, kurslarda, loyihalarda ishtirok etishi ularga o'qishning individual nuqtai nazardan ishlab chiqishga, ijodiy qobiliyatlarini rivojlantirish uchun maqsad va vazifalarni belgilashga yordam beradi. Kompyuter texnologiyalari yordamida talabalarning ijodiy faoliyatini tashkil etuvchi masofaviy ta'lim texnologiyalarini ishlab chiqish talabalarga kunduzgi ta'limni to'ldirish, o'z ta'limida faol rolini kuchaytirish, o'z bilimlariga muvofiq ijodiy salohiyatini ro'yobga chiqarish imkonini beradi.

Talabalar tomonidan ijodiy mahsulotlar yaratishga bizning yondashuvimiz tubdan farq qiladi: birinchidan, ijodiy jarayon va o'quvchilarning o'zlarining o'quv mahsulotini yaratishi mavjud bo'lib, buning asosida ham o'quv sheriklari bilan tanishish, ham ularning kompyuter texnologiyalarini o'zlashtirishga asoslanadi. O'ylaymizki, talabalarning masofaviy ta'limning dastlabki bosqichida o'zlarini isbotlash qobiliyati, uning maqsadi talabalar va o'qituvchi tomonidan ushbu sohadagi bilim, ko'nikma va ko'nikmalarning dastlabki darajasini aniqlash, talabalarning ta'lim motivatsiyasini rivojlantirishga, o'z ta'lim maqsadlarini belgilashga yordam beradi.

Masofaviy ta'lim o'qituvchilar va talabalarga birlashishga, bitta umumiy muammo atrofida diqqatni jamlashga yordam beradi, shu bilan birga makon va vaqtdagi sub'ektlar, ob'ektlar va faoliyatlarning intensiv ta'lim konsentratsiyasi mavjud.

To'liq va masofaviy ta'limning uyg'unligi talabalarning ta'lim imkoniyatlarini oshirishni nazarda tutadi, ya'ni, internet orqali shaxsning ta'limni amalga oshirish muammolarini hal qilishi mumkin. Kunduzgi ta'limning masofaviy ta'lim bilan uyg'unligi ikki faoliyatning mexanik bog'liqligi emas, balki ijodiy shaxsni shakllantirish jarayonining ma'lum bir tashkil etilishi bo'lib, unda kunduzgi va masofaviy ta'lim funktsiyalari o'zaro boyitiladi.

Kunduzgi va masofaviy ta'limning bosqichlarini ajratib ko'rsatish muhimdir. To'liq vaqtida masofaviy ta'lim tizimini ishlab chiqish zarur va bosqichlar ketma-ketligi sifatida ifodalanishi mumkin.

Birinchi bosqich - kunduzgi va masofaviy ta'limning mazmuni va protsessual fan yo'nalishlarining mos kelishi.

Ikkinchi bosqich - o'quv bilimlarining predmet sohalarini farqlash, ishlab chiqarish faoliyatining o'zgarimas strukturasi ajratish.

Uchinchi bosqich - o'quv jarayonini, ta'lim bilimlarining shakllari va usullarini qayta qurish, bilimlarni boyitish, o'zgartirish. Bu ijodiy faoliyat uchun zaruriy shartdir.

To'rtinchi bosqich - kunduzgi va masofaviy ta'lim funktsiyalarini o'zaro boyitish. Bu jarayon turli kanallar orqali o'tadi. Agar kunduzgi ta'limda yangi kognitiv motivlar yangilansa, to'g'ri tashkil etilgan masofaviy ta'lim ularning qoniqish manbai bo'lib xizmat qiladi. Masofaviy ta'lim jarayonida olingan bilim va ko'nikmalar talaba uchun mazmunga ega bo'ladi.

Kunduzgi va masofaviy ta'limning ulanish shakllari har xil bo'lishi mumkin. To'liq va masofaviy ta'lim alohida jarayon bo'lmasligi uchun ular talaba ongida sintezlanishi kerak. Bu o'quvchining motivatsiyasining o'zgarishida, uning o'zini o'zi tayyorlashida, o'zini o'zi qadrlashida, ko'nikmalarni uzatishda namoyon bo'lishi mumkin. Qoida tariqasida, masofaviy ta'limda shakllangan o'quv faoliyatining barqaror, individuallashtirilgan uslubi shaxsning ijodiy namoyon bo'lishi bilan bog'liq bo'ladi. Shunday qilib, kunduzgi va masofaviy ta'limning integratsiyalashuvi sharoitida talaba shaxsining rivojlanishi o'zini masofaviy faoliyatdan motivlar, bilim, ko'nikmalar o'tkazishi sifatida namoyon bo'lishini takidlash muhimdir.

An'anaviy kunduzgi ta'limni masofaviy ta'lim bilan taqqoslaganda, an'anaviy ta'limdagi o'quv faoliyati bilishning bir jihati sifatida qurilganiga e'tibor qaratish lozim. Bu ishlab chiqarish faoliyatining yetarli darajada shakllanishini ta'minlay olmaydi, chunki ikkinchisi shaxsning o'zini o'zi rivojlantirishi va turli xil ijtimoiy faoliyat turlariga o'zini o'zi tayyorlashni talab qiladi. Masofaviy ta'limdagi ishlab chiqarish faoliyati talabalarda nafaqat bilim faoliyati, balki boshqa faoliyat ko'nikmalarini ham shakllantiradi. Masofaviy ijodiy faoliyatning tuzilishi talabaning ijtimoiy tajribaning turli sohalarini bilan o'zaro aloqasini kengaytiradi: u o'zining kelajakdagi hayotida zarur bo'lgan muxim ko'nikmalarga ega bo'ladi, haqiqiy hayotga yaqinroq bo'lgan kengroq o'quv vazifalarida xulq-atvor

tajribasi; ijodiy konstruktiv faoliyat tajribasi, baholash tajribasi, an'anaviy kunduzgi ta'limda shakllanmagan noma'lum odamlar bilan aloqa aloqalarini amalga oshirish tajribasiga ega bo'ladi.

An'anaviy ta'lim bugungi kunda o'quvchilarni butun to'liqligi va ochiqligi bilan hayotga tayyorlamaydi, masofaviy ta'lim esa global telekommunikatsiya sohasidagi faoliyat doirasini kengaytiradi va axborot tizimlari bilan ishlaydi. Masofaviy ta'limda samarali faoliyatni tashkil etish bu doirani kengaytirishning samarali vositasidir. Talabalar ijodiy faoliyat jarayonida turli o'quv fanlari bo'yicha bilimlarni qo'llash asosida yo'naltirishni amalga oshiradilar.

Masofaviy ta'limning o'ziga xos xususiyatlaridan biri talabalarning samarali faoliyatining asosiy xususiyatidir. Masofaviy ta'lim oluvchi talaba tomonidan shakllantirilgan ko'nikmalar va internetda mavjud bo'lgan ma'lumotlar massivlarining o'ziga xos xususiyatlarini umumlashtirish orqali ta'limning yaxlitlash lozim.

Masofaviy o'qitish har bir talaba kutubxonada yoki uyda o'z shaxsiy dasturi bilan shug'ullanadigan sharoitlarga erishishga imkon beradi. Vaqti-vaqti bilan talabalar umumiy muammolarni hal qilish uchun telekommunikatsiyalar yordamida birlashtiriladi. Bunday holda, bitta o'quvchi uchun bitta o'quv jarayoni bir vaqtning o'zida ikki, uch yoki undan ko'p joydan amalga oshirilishi mumkin, bu o'quvchi, uning o'qituvchilari va ota-onalari uchun individual ta'lim tizimini rejalashtirish uchun keng tanlovni ta'minlaydi.

Shubhasiz, to'liq masofaviy ta'lim nazorat, baholash, sertifikatlashtirishning maxsus tizimini talab qiladi. Muhim ro'lni ular olgan informatsion bilimlar yig'indisi emas, balki o'quvchilarning harakatlari, ma'lum bir ta'lim sohasidagi qobiliyati egallaydi. Ularning axborot bilan ishlash, tahlil qilish va muayyan maqsadlarga erishish uchun foydalanish qobiliyati baholanadi.

Talaba o'zining ijodiy mahsulotini yaratsa va kompyuter texnologiyalaridan foydalangan holda, o'z ta'lim maqsadlariga erishish uchun u bilan internetga kirsa, Masofaviy ta'lim talabalarning ta'lim imkoniyatlarini kengaytiradi.

Masofaviy ta'lim yordamida kunduzgi ta'limning o'ziga xos muammolari masalan: iqtidorli bolalarni o'qitish kabi masalalarini hal qiladi. Bunday talabalarning masofaviy olimpiadalarda, kurslarda, viktorinalarda, loyihalarda ishtirok etishi ularga o'qishning individual traektoriyalarini rivojlantirishga, ijodiy qobiliyatlarini rivojlantirish uchun maqsad va vazifalarni aniqlashga yordam beradi.

To'liq vaqtda o'qiyotgan talaba masofaviy kurslarda o'qiyotganda qanday ijodiy qobiliyat va qo'shimcha imkoniyatlarga ega bo'ladi? Masofaviy ta'limni tashkil etish bo'yicha tajribamiz shuni ko'rsatdiki, masofaviy ta'lim tizimi talabaga quyidagi imkoniyatlarni beradi:



a) kunduzgi maktabda unga berilgan o'quv materialini mazmunidan, o'quv rejasi shakllaridan tashqariga chiqishni o'rganadi;

b) o'z ijodiy qobiliyatlari va malakalarini kasbiy tekshirish uchun qo'shimcha imkoniyatga ega bo'ladi;

v) Internetning axborot maydonidan foydalanish, ularning ijodiy faoliyati ko'lamini kengaytirishni o'rganadi

d) o'z ijodiy mahsulini tegishli darajadagi iqtidorli talabalarning ishi bilan taqqoslashni o'rganadi, o'zi uchun munosib ijodiy muhitni, uning fazilatlarini mahalliy sharoitga qaraganda ko'proq darajada amalga oshiriladigan ta'lim maydonini topa oladi;

e) bir nechta o'quv dasturlari, kurslar, metodlar, o'qituvchilarga ega bo'lish imkoniyatini oladi, shuning uchun u o'z ta'lim faoliyati yo'nalishini tanlash huquqiga ega bo'ladi. Talabalar manfaatini uchun kunduzgi va masofaviy ta'lim beruvchi o'qituvchilarning hamkorligi;

f) o'zining rasmiy ta'lim vazifalarini masofaviy kurslar yordamida hal qiladi. Misol uchun, imtihonda talaba adabiy asarlarni tahlil qilish qobiliyatini ko'rsatishi kerak. Masofaviy ta'limni tanlash bu ko'nikmalarni rivojlantirsa, o'quvchi ularni yuzma-yuz ta'lim jarayonida qo'llay oladi.

Darhaqiqat, yuqorida sanab o'tilgan ko'nikmalar talabaga axborotni qayta ishlashga yordam beradi, ammo bizning fikrimizcha, bunday ko'nikmalar ikkinchi darajalidir. Talabaning hayotiy faoliyatning yangi makonidagi faoliyatining ma'nosini belgilaydigan birlamchi ko'nikmalarni ajratib ko'rsatish kerak. Ushbu ko'nikmalarga masofaviy ta'lim oluvchining ijodiy qobiliyatlari va universal qobiliyatlari kiradi.

Ta'limning asosiy maqsadi - tizimli fikrlashni shakllantirish va rivojlantirish, o'quvchilarning ijodiy faoliyatini rag'batlantirish, o'ziga xos, g'ayrioddiy ta'lim mahsulotini yaratish. Trening dialog rejimida olib boriladi. Bu shuni anglatadiki, talaba tomonidan o'zlashtirilishi kerak bo'lgan ma'lum bilim, ko'nikma va malakalar to'plamini tavsiflovchi o'quv dasturi mavjud. Interaktiv rejimda o'qitishning o'ziga xos xususiyati shundaki, vazifalar bir marta va umuman tanlanmaydi, balki talabaning rivojlanish darajasiga va hatto uning qiziqishlariga bog'liq. Biroq, ularning barchasi o'quv dasturida belgilangan chegaralardan tashqariga chiqmaydi.

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# IMPROVING THE TRANSPORT SYSTEM IN THE DEVELOPMENT OF ECOTOURISM (IN THE CASE OF THE REPUBLIC OF KARAKALPAKSTAN AND KHOREZM REGION)

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**Abstract:** *Ecotourism as sustainable travel to biodiversity-rich areas protects the usage of modes with minimal impacts to the environment. Yet mostly the modes available to the public and the transport system that serves the destination undermine its aims of sustainability. This paper looks through the relationship between an ecotourism destinations of Khorezm region and Republic of Karakalpakstan and the transport network that serves it. The aim of the research is to identify structures that contribute to improve its sustainability. Case studies from a developed and developing country are utilised to examine the relationship and to investigate whether strategies differ given the different settings and opportunities open to each. Research shows that reducing car use and promoting public transport have comparable impacts in accessibility and cost related features of ecotourism of Khorezm region and Republic of Karakalpakstan. In this setting, non-government organisations and interest groups play a big role in educating the public regarding the sustainability of their mode choices.*

**Key words:** *Ecotourism, sustainable tourism, ecotourism destination, transport network.*

**Introduction.** Ecotourism, or tourism that is centered around visiting natural environments and participating in activities such as national park touring and wildlife viewing, has grown in popularity with international and domestic tourists alike. Providing appropriate, convenient and fast, safe, secure and affordable transportation is a prerequisite for tourism advancement because tourists consider two factors in their decisions, cost and time, and to access tourist destinations, choosing the type of transportation system or providing the right system affects these two factors. This paper seeks to contribute to understanding the role of transport in an ecotourism destination that is defined as sustainable tourism. The accessibility and mobility of the visitors in this setting is significant because the environment that people come to see has to be protected. The paper argues that though transport is just a part of the tourism system, if the ecotourism destination is integrated with the transport network, its sustainability may be improved. My interest in investigating the relationship between transport and ecotourism was sparked by my travels within my country, Uzbekistan. I saw the important role transport

and access play in transforming an area from a secret hideaway to a popular destination, oftentimes with disastrous results.

**Related work.** The United Nations Environment Programme (UNEP) in its 2002 Annual Report (p23) acknowledges that “badly managed tourism can destroy biodiversity, trample indigenous people’s rights and overload local infrastructure.” There is also the reality that present transport networks are products of transport policies formulated by government organisations more concerned with economic and social factors rather than an “explicit concern for tourism”(Page, 1994). The UNWTO (2006) acknowledges tourism as a strong economic sector and an industry reliant on the state of a destination’s environment. Improving the sustainability of tourism would entail economic and ecological trade-offs. Archer et al (2005) point out that because tourism receipts rely on the attraction of “unique and fragile environments and societies,” making tourism operations sustainable would benefit the environment too. Numerous researchers (see Whitelegg, 1997, Vuchic, 1999, Newman and Kenworthy, 1999, Mees, 2000, Banister, 2005) tackle the various issues that affect the level of service of public transport. These issues include frequency of services, punctuality, safety, cost, inter-modal integration, density, number of transfers etc. Ecotourism needs more environmentally friendly modes made available to the public. The few studies (e.g. Nelson and Wall, 1986, Black, 2004, Orbasli and Shaw, 2004) that tackle the relationship between transport and tourism also point out the gaps in policies and encourage the participation of governments. Page (1994) recommends the integration of tourist transport policies into the transport policy of the region itself. This enables the local government to take into consideration tourism’s impact in the region. The possibility of creating long-term plans safeguards the resources from opportunists aspiring for a quick cash back (Ceballos-Lascurain, 2001) and gives the industry time to come up with strategies to realise their objectives (Page, 1994). The lack of research in the area of tourism transport makes it difficult to find a method that would help identify the optimum relationship between transport and tourism.

**Proposed ideas.** The popularity of ecotourism which involves travel to biodiversity-rich areas, means that the characteristics of the transport network that serves it is crucial to its sustainability. As a case we analyze the condition of transport system of Khorezm region, Karakalpakstan Republic and Switzerland in the means of ecotourism.

*Ecotourism and transport supply of Khorezm region.* Khorezm is a land of ancient history with a rich cultural heritage located on the Great Silk Road. The word Khorezm was first mentioned in the sacred book of Zoroastrians (fire worshipers) "Avesta". There are also suggestions that Khorezm, translated from the ancient Khorezm language, meant “lowlying land”, “feeding land”.

Khorezm is the birthplace of the founder of algebra, Muhammad bin Musa Al Khorezmi, and Abu Raikhan Beruni, who created a the destination, and they are influenced by factors such as travel destinations, availability of specific modes, travel time, distance to be covered, economic considerations, comfort, safety flexibility, and suitability. There are many historical monuments in this area: 18 archaeological and 134 architectural monuments, 66 sculptures, 40 sacred sites. Currently, a unified register of cultural heritage objects of ancient Khorezm has been created, which contains a passport of each object and information about its historical and cultural significance. In 2019, more than 420 thousand foreign tourists chose Khorezm region as their holiday destination, where as total number of domestic tourists to the region exceeded 2.2 million. Buses, taxis, trolleybuses, and minibuses are the most common modes of transportation utilized by locals and visitors. Many tourism firms provide transportation for international guests, including minibuses, buses, vehicle rental with drivers, and car rental without a driver (self-drive). Tourists like this option since it provides the most comfort while traveling to other parts of Uzbekistan. In the Khorezm region, public transit (PT) is mostly focused on serving local residents, leaving visitors' requirements unmet. PT's fleet includes of buses manufactured by ISUZU at the Samarkand Automobile Plant, and local transport companies serve commuters within the city and on the outskirts. (E.Khodjaniazov, 2018)

*Ecotourism potensial and transport suuplyof Karakalpakstan Republic.* The Republic of Karakalpakstan is the Republic located in the western side of the Republic of Uzbekistan, which has a/rich tourism and recreational potential ([www.karakalpakstan.travel](http://www.karakalpakstan.travel)). Many unique natural, cultural, historical and recreational resources, objects of world and national cultural and historical heritage are concentrated here. Karakalpakstan has a wide range of potentially attractive tourist sites and complexes, which are popular with both local and foreign tourists. The concentration of different types of tourist and recreational resources makes it possible to develop almost all types of tourism - from cultural-historical to business, from recreational to ecological, as well as rural tourism. The Aral Sea region is abundant with historical, archaeological, and ecological sites. The unique nature of the main river banks and their flora and fauna suggests that these places have great potential for ecotourism opportunities. The main functions of ecotourism—to protect natural areas, provide competitive tourism experience, and enhance local economies through nature protection, environmental education, and rural empowerment—may stimulate the rapid development of tourism, as well as other sectors of the economy, withhold the ongoing environmental degradation of the Aral Sea region, and improve the socio-economic well-being of the local population. However, alarmingly, there is little awareness on the demand

side (i.e., tourists) and the supply side (i.e., tour operators) about the ecotourism potential of the lower Amudarya state's biosphere reserve, the Aral sea shore's ship cemetery in Muynak, ancient Khorezm fortresses (i.e., Ayazkala, Tuprakkala), and especially the Nukus Art Museum named after Savitsky and also reservations that keep inside unique types of flora and fauna. Yet there no appropriate system of transport is provided for tourists. Despite government interest in ecotourism development, its use has not been systematically studied with empirical evidence to assess the ways in which tourism stakeholders in Uzbekistan conceptualize ecotourism in the first place.

#### The consideration of Switzerland as case study

The identification of the Swiss National Park in Graubünden, Switzerland as the case study from a developed country stems from the almost-perfect example that Switzerland sets. The country's integrated transport network is impressive, with services even to the small villages on top of the mountains. There are commendable tourism initiatives such as the GAST- Gemeinschaft Autofreier Schweizer Tourismusorte, an association of several resort towns in Central Switzerland and the canton Valais which has strung together nine car-free destinations. The strict regulations and practices that these resorts have put in place, car-free and only accessible by public transport, to have better air quality are laudable. The non-dependence on private vehicle to get to the destination is very rare in tourism transport research. The initial background study done on the Swiss National Park, as detailed in its website, discouraged visitors to bring their cars due to the limited parking in the area and encouraged the use of the PostBus. The park has strict management rules prohibiting visitors to leave the marked trails. The strict nature reserve was created by organisations which continue to manage the park with the federal government.

**Conclusion.** Tourism's growth is mainly due to transport. The increased travel has led to environmental impacts which threaten the very attractions that tourism promotes. Yet given the impact of transport in tourism, there are few studies tackling its sustainability. By researching the transport system in ecotourism of Khorezm region and Republic of Karakalpakstan and following aspects of transportation of Australian ecotourism some suggestions can be given in this field:

- opening small private firms to provide tourists with appropriate number of buses, minibuses and cars
- training the staff (drivers and SPA<sup>143</sup> staff) with foreign languages
- creating additional sources of financial support for SPA (special protected areas);

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<sup>143</sup> SPA-Special Protected Area

•organizing a unified professional center for training of ecotourism employees and holding regular workshops;

A region's transport network and level of public transport services are critical to the sustainability of its relationship with an ecotourism destination. The legibility of the network is significant in increasing the utility of the service. Providing good public transport services means that the public has an option to shift modes and change unsustainable travel behaviour. Although only 13.5% of visitors to the Swiss National Park took public transport, this is a better percentage compared to Karakalpakstan Republic Baday-To'g'ay reservation where local tourists at 60% would (presumably) drive to the various national parks while the rest would hire a car to get around. In the case of Khorezm region, which is still developing its public transport services, the recognition of PT of its shortcomings is an affirmation of the importance of providing good public transport services.

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## РОЛЬ МНОГОЯЗЫЧНОСТИ В РАЗЛИЧНЫХ ОТРАСЛЯХ

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Многоязычие играет важную роль в многих областях, включая культуру, коммуникацию, экономику, образование и науку.

В культуре многоязычие позволяет сохранять и расширять культурное наследие различных народов и общин. Оно также способствует более глубокому и пониманию других культур и традиций.

В коммуникации многоязычие облегчает обмен информацией между людьми из разных стран и культурных групп. Оно также помогает в разработке интернациональных договоров, переводах и документации.

В экономике многоязычие открывает новые возможности для коммерческих связей и торговли, поскольку многие предприятия работают на международном уровне. Оно также повышает конкурентоспособность на рынках труда и делает возможным работу в международных компаниях.

В образовании многоязычие помогает студентам освоить новые языки и культуры, повышает их академические возможности и развивает в них глобальное мышление. Оно также облегчает обмен студентами и профессорами между университетами из разных стран.

В науке многоязычие позволяет исследователям работать с коллегами из других стран и чтение научных статей на разных языках. Оно также помогает распространить научные результаты на международном уровне.

В целом многоязычие является необходимым условием для глобализации и устойчивого развития мирового сообщества.

Многоязычность играет важную роль в различных отраслях, особенно в международных и глобальных секторах. Наличие работников, владеющих несколькими языками, позволяет компании легче находиться на местных рынках и взаимодействовать с различными культурами, улучшая ее конкурентоспособность и благоприятно влияя на глобальный обмен. Кроме того, многоязычные работники могут улучшать эффективность коммуникации и сотрудничества внутри компании и облегчать экспансию на другие рынки. В некоторых отраслях, таких как туризм, переводческие услуги и интернациональный бизнес, многоязычность является жизненно важным навыком для работников.

Тема применения языков по отраслям является актуальной и важной. Современный мир характеризуется глобализацией, международным сотрудничеством и многокультурностью. Каждая

отрасль имеет свои специфические термины, которые необходимо понимать и использовать для эффективной коммуникации. Например, в медицинской отрасли важно знать медицинские термины на английском языке для работы с зарубежными коллегами или чтения научных статей. В IT-сфере необходимо знание технического английского для работы с программным обеспечением и создания сайтов. В сфере международной торговли знание языков является обязательным условием для эффективного ведения бизнеса и коммерческих контактов. Таким образом, компетентное знание языков по отраслям является ключевым фактором успешной карьеры в современном мире.

Применение языков в отраслях помогает людям улучшить свою коммуникативную компетенцию, обогатить культурный опыт и укрепить связи между культурами.

Языки играют важную роль в развитии речи. Они используются в различных отраслях, чтобы помочь людям общаться и передавать информацию. Вот несколько примеров применения языков в отраслях:

1. Медицина: в медицине наиболее важны языки, которые используются для коммуникации с пациентами и коллегами. Как правило, для коммуникации с пациентами нужно знать языки, наиболее распространенные в регионе, где вы работаете. Например, если вы работаете в США, то изучение испанского языка может быть полезным, так как это язык предпочтительный для многих жителей Латинской Америки.

2. Туризм: в туризме необходимо знание языков, используемых в странах, которые посещают туристы. В зависимости от того, где вы работаете, вы можете столкнуться с популярными языками, такими как английский, испанский, французский, китайский, японский и другие.

3. Международный бизнес: в международном бизнесе знание языков может быть ключевым для коммуникации с партнерами и клиентами в других странах. Определенные языки могут быть особенно полезны в зависимости от географии вашего бизнеса. Например, если ваша компания имеет дело с японскими партнерами, то знание японского языка может быть критически важным.

4. Юриспруденция: в юриспруденции знание языков может быть полезным при работе с клиентами, которые говорят иностранным языком, а также при работе с документами из других стран. Некоторые языки могут быть особенно полезны для юристов, которые работают на международном уровне, например, французский язык, который является одним из официальных языков ООН.

5. Маркетинг: в маркетинге знание языков может быть полезно при работе с клиентами из разных стран и культур. Например, если ваша

компания работает на международном уровне, то знание языков, таких как китайский или арабский, может быть важно для эффективной коммуникации с клиентами.

В заключение, знание языков может быть полезно во многих отраслях. Поэтому, для того чтобы быть эффективным в своей работе, важно узнать, какие языки наиболее важны для вашей отрасли и начать изучать их.