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DIZARTRIYA .DIZARTRIYA TURLARI,DIZARTRIYANING KELIB CHIQISH  
SABABLARI VA UNING OLDINI OLIISH,DIZARTRIYA BO'YICHA OLIB  
BORILADIGAN KORREKSION PEDAGOGIK ISHLAR METODIKASI

Dadamirzayeva Umida Yodgorbek qizi

*Namdu Pedagogika-psixologiya fakulteti defektologiya yo'nalishi 3-kurs talabasi*

Sarimsoqova Maftuna Obidjon qizi

*Namdu Pedagogika-psixologiya fakulteti defektologiya yo'nalishi 3-kurs talabasi*

Ilmiy rahbari:Nizamova Muyassar Nuriddinovna

*Ta'lim menejementi kafedrası katta o'qituvchisi*

*Annotatsiya: Ushbu maqolada dizartriya,dizartriyaning kelib chiqish sabablari,dizartriya turlari, dizartriyaning belgilari va uni davolash yo'llari,dizartriyaning oldini olish metodikalari,olib boriladigon pedagogik psixologik ishlar metodikasi haqida ochib berilgan.*

*Kalit So'zlar:dizartriya,korreksiya,ovoz,nutq,bulbar,pseudobulbar,travma*

*Annotation: This article describes dizartriya,reasons of their origin,tupes of dizartriya ,signs of it and ways of treatment for this,prevention methods of dizartriya and the methodology of psychological pedagogical work*

*Keywords:Dizartriya,correction,sound,speech,bulbar,pseudobulbar,trauma.*

*Аннотация: В данной статье описаны дизартрия, причины дизартрии, виды дизартрии, симптомы дизартрии и методы ее лечения, методы профилактики дизартрии, методы педагогической психологической работы.*

*Ключевые Слова: дизартрия, коррекция, голос, речь, бульбарный, псевдобульбарный, травма.*

Ma'lumki mamlakatimizda hozirgi kunga kelib nutqida nuqsoni bo'lgan bolalar juda ham ko'payib bormoqda.Ularning soni keskin darajada oshib bormoqda. Bunga sabab onaning xomiladorlik vaqtidagi turli xil travmalar,tug'ruq jarayonidagi turli xil travmalar va tug'ilgandan keying jarayonlar sabab bo'lishi mumkin.Bunday nutq nuqsonlaridan biri bu dizartriya hisoblanadi.Xo'sh unda dizartriya bu nima?dizartriya qanday kasallik degan savollar tug'ilishi tabiiy albatta. Dizartriya bu nutq apparatining organik buzilishi hisoblanadi.Dizartriya markaziy xarakterdagi nutq buzilishi hisoblanadi.Dizartriya-nutq apparati inervatsiyasining organik buzilishi sababli nutqning talaffuz tomondan buzilishidir.Dizartriya termini grekcha so'zdan olingan bo'lib dis-bo'lak ,arthon-biriktirish degan ma'noni bildiradi.

**Dizartriyada ish olib borgan olimlar va dizartriya turlari**

Dizartriyada nutq a'zolarining (yumshoq tanglay,til,lablar)kam xarakatlanishi natijasida nutq tovushlari artikulyatsiyasining qiyinlashishi kuzatiladi,shu bilan birgalikda ovoz,nafas buzilishlari hamda nutqning sur'ati ,ritmi va ifodaliligida o'zgarishlar kuzatiladi.



Dizatriyaning og'ir formasida nutq butunlay tushunarsiz holatga keladi. Buni anatriya deb ham atash mumkin. Dizatriyada miyaning turli joylarida jaroxatlarni aniqlash mumkin. Masalan miya yarim sharining chap va o'ng tomonida, yetti tuxumsimon markazdan o'tuvchi sistema, asab tugunchalari qobig'ida, diensefal doirada, to'rt tepaligida, ko'prik, cho'zinchoq va orqa miyada kuzatish mumkin.

Dizatriyani birinchi bo'lib M.S. Margulis ta'kidlab o'tgan u dizatriyaning belgilash diagnostikasi odatda nervalagik alomatlarning barcha shart –sharoitlarini inobatga olgan xolda ish olib borgan. 1888-yilda Goweris nutqning bunday buzilishini serebral va bulbar shakllarga ajratadi.

Dizatriyaning neyroanatomik tamoyiliga amal qilgan xolda eng mukammal tasniflash Peocher tomonidan ishlab chiqilgan va u dizatriyaning quyidagi shakllarga ajratadi;

- po'stloqli;
- po'stloqosti;
- pedenkulyar;
- supranuklear/psevda bulbar/;
- bulbar nuklear;
- serebellyar;
- diensefal;
- mezeensefal;
- miya nervlari shikastlanishi bilan bog'liq periferik dizatriya;
- chuqur sezuvchanlikning buzilishi bilan bog'liq dizatriya;
- miyaning aralashlash shikastlanishlaridagi/toksikoz xolatlar/dizartriya;
- epilepsiya paytidagi dizartriya;
- miasteniya paytidagi dizartriya;
- po'stloqosti ekspressiv dizartriya.

#### Dizartriyaning belgilari va sabablari :

Dizartriyaning asosiy belgilari bular nutqiy artikulyatsiya motorikasi va nutqiy nafas bilan bog'liq bo'lgan tovushlar talaffuzi va ovoz nuqsonlaridir. Dizartriya dislaliyadan farqli ravishda ham unli ham undosh tovushlar talaffuzida kamchiliklar kuzatiladi. Dizartriyaning barcha shakllarida artikulyatsiya motorikasi buzilishlar kuzatilib, ular juda ko'p belgilarga ega bo'ladi. Dizatriyada artikulyatsiya motorikasining buzilishlari artikulyatsiya mushaklarining harakatchanligining cheklanganligi natijasida kelib chiqadi va bu hol mushaklar tonusining ortishi, ixtiyorsiz harakatlar va diskoordinatsion buzilishlar hisobiga yanada og'irlashadi. Dizatriyada nafas muskulaturasining innervatsiyasining buzilishi natijasida nutqiy nafas buzilishlari kelib chiqadi. Bunda nafas olish ritmi nutqni ma'noli tuzilishini boshqarmaydi, nutq akti jarayonida nafas olish tezlashadi, nafas chiqarish asosan qisqa va burun orqali chiqariladi.

Dizartriya turli xil sabablarga ega bo'lish mumkin. Eng tez tez uchraydigonlar orasiga asab tizimining o'zgarishi, miyada yoki embolida shikastlanishlar va o'smalar yuzni yoki tilni falaj qiladigon narsa. Bu tug'ilishdan paydo bo'lganida, bu odatda miya yarim palsi yoki mushak





distrofiyasining natijasidir. Talaffuzdagi qiyinchiliklarga nisbatan, odatda to'rt asosiy xato aniqlanadi: almashtirish, tashlab qo'yish kirish va buzilish. To'g'ri fonemani noto'g'ri bilan almashtirishdan iborat almashtirish, ayniqsa “r” o'rniga “g”ni talaffuz qilishda tez-tez uchraydi.

#### Dizartriya da korreksion-pedagogik ishlar tizimi

Dizartriya ni bartaraf etish bo'yicha olib boriladigan logopedik ta'sir tizimi kompleks ravishda amalga oshiriladi, ya'ni artikulyatsion apparat massaji va gimnastik mashqlar, ovoz va nafas ustida ishlash, umumiy davolash, jismoniy tarbiya, fizioterapiya va dori-darmonlar bilan davolash ishlari.

Dizartriya da olib boriladigan ishlar bosqichma-bosqich amalga oshiriladi.

1-bosqich tayyorlov bosqichi

2-bosqich boshlang'ich kommunikativ talaffuz qobiliyatini shakllantirish bosqichi

Dizartriya ni davolash asosan buzilishlarni keltirib chiqaradigan o'zgarishga bog'liq, chunki iloji bo'lsa, yakuniy sababni tuzatish simptomlarni yo'q qiladi. Shu bilan birga, asosiy muammoni o'zgartirish mumkin bo'lmagan holatlarda nutqni yaxshilash uchun aralashuvlar mavjud bo'ladi.

Xulosa qilib aytish mumkin, dizartriyaning kelib chiqishi asosan onaning xomiladorlik paytidagi turli xil travmalar yoki tug'ruq jarayonidagi travmalar, bolaning tug'ilgandan keying rivojlanish jarayonidagi burilishlar sababli kelib chiqish mumkin. Dizartriya ni korreksiyalashda asosan nafas olishni to'g'rilash, to'g'ri talaffuzga alohida e'tibor berish lozim. Dizartriya ni davolashda nevrapatolog, logoped, psixolog ota-onalar bilan birgalikda faoliyat olib boriladi. Bunda avvalo bolada nafas korreksiyasini amalga oshirishimiz, ovoz tonini normaga keltirishimiz lozim. Dizartriya ni oldini olish uchun esa bola paydo bo'lgandan boshlab bolani rivojlanishiga alohida e'tibor berish, har xil travmalardan bolani saqlash lozim bo'ladi. Har qanday bolada ovoz eng kerakli nutq hisoblanadi. Shu sababli bolani nutqini korreksiyalash lozim bo'ladi. Sababi nutq insonning eng oliy faoliyati hisoblanadi.

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ОСНОВНЫЕ ЧЕРТЫ СОВРЕМЕННОГО КОРЕЙСКОГО ЯЗЫКА В СВЕТЕ  
ТЕОРИИ ВАРИАНТНОСТИ

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Корейский литературный язык в своем современном виде сформировался к тридцатым годам двадцатого века. С точки зрения системы и установленной нормы литературный язык Кореи до 1948 года представлял собой гомогенное средство общения единой корейской нации. Становление новой общественнополитической ситуации в послевоенный период и разделение в 1948 году единой Кореи с образованием двух самостоятельных государств – РК и КНДР – повлекли за собой кардинальные изменения в общественной жизни людей, социальноэкономической структуре, а также дальнейшее развитие некогда единой нации в отдельных условиях. Такие исторические процессы вызвали естественные дивергентные явления и образование устойчивых различительных особенностей в системе корейского языка, обслуживающего теперь два самостоятельных государства. Большинство исследователей относит современный корейский к изолированным языкам, однако некоторые считают его частью гипотетической алтайской языковой семьи. Существует также гипотеза о родстве корейского языка с дравидскими языками (возможно также с японским). Остаётся спорным вопрос об отношении к современному корейскому языку Трёх корейских государств — Пэкче, Силла и Когурё, хотя все три языка обнаруживают сходство в лексике и (насколько позволяет судить иероглифическая запись) грамматическом строе. По мнению некоторых лингвистов, из указанных языков наименьшее сходство обнаруживает язык государства Когурё, который ряд лингвистов считает предком или ближайшим родственником японского языка. Язык государства Силла, напротив, чаще всего рассматривается как предок корейского языка. Одним из первых на возможное родство корейского и японского языков обратил внимание Огура Симпэй.

В современной западной лингвистике корейский, японский и древние языки Корейского полуострова нередко объединяют в группу языков Пуё по названию царства Пуё. Корейский язык – один из древнейших языков. Результаты лингвистических и этнографических исследований показали, что корейский язык предположительно



относится к семье уроло – алтайских языков, в которую такжу входят такие языки как: турецкий, монгольский, тибетский, венгерский, узбекский и др.

Корейский письменный язык (алфавит) «хангыль»(한글) был изобретен в 1443года, которую возглавлял четвертый король (ван) династии Чосон – Седжон Великий. Говоря об особенности корейской письменности, можно подчеркнуть то, что корейская письменность имеет научную основу. В основу создания 5 исходных согласных букв корейского алфавита (ㄱ, ㄴ, ㄷ, ㄹ, ㅁ) были положены изображения органов речи. От этих 5 букв образуются остальные согласные буквы. В основе трех исходных гласных букв ( . , — , | ) заложены символические изображения первооснов в китайской натурфилософии ( = - 삼재 ). ( . ) - Небо в виде круглого купола, « — » - плоская Земля и « | » - стоящий Человек. От этих основных гласных были образованы другие. « . » в сочетании с « — » образовала буквы “ ㅊ ” ( o ) и “ ㅌ ” ( y ), а в сочетании с “ | ” - буквы “ ㅏ ” ( a ) и “ ㅓ ” ( o ^ ). При добавлении еще одной « . » образовались йотированные варианты вышеуказанных гласных. Таким образом, были сформированы 11 гласных букв. Однако образование гласных не остановилось на этом этапе, а пошло дальше. Особые сочетания уже существующих гласных образовали составные гласные.

Вариативность корейского языка проявляется практически на всех уровнях, но наиболее многочисленные расхождения прослеживаются в лексике. Определенный интерес представляют заимствования. Новая лексика корейского языка в КНДР отражает многочисленные социальные преобразования в государственном устройстве республики, социальной, экономической и культурной сферах общества. Можно утверждать, что в формировании соответствующей терминологии определенную роль сыграл русский язык. Например калькирование: 로동영웅 – «герой труда», 로동영웅운동 – «движение героев труда», 붉은 깃발 – «красное знамя». Обнаруживаются и прямые заимствования: 삐오네르 – «пионер» [5: 51], 꿀호즈 – «колхоз» [5: 87], 빨찌산 – «партизан» [5: 112], 볼쇼위크 – «большевик» [5: 157]. Среди заимствований романского происхождения повышенную нагрузку проявляют 부르쥬아 – «буржуазия» [6: 176], 프로레타리아 – «пролетариат» [6: 122].

Аналогичные процессы заимствования в РК в целом можно охарактеризовать как «англо-американская языковая экспансия». Южнокорейские газеты пестрят иностранными словами. Узкоспециальные, строительные, спортивные термины – все сплошь заимствования: hockey - 하키 – «хоккей», figureskating - 피겨스케이팅 – «фигурное катание», coach - 코치 – «тренер, мостик» - 브리지, «коленчатый вал» - 크랭크 샤프트 - crankshaft, «упорный подшипник» - 드리스트, 베어링 - thrust bearing.

В корейском языке некоторые слова произносятся по-корейски так же, как по-английски и по-русски. Например: 《노트북》 - noutbook- (ноутбук), 《커피》 - cofe -



(кофе), 《이메일》 - mail - (электронная почта), 《테니스》 - tennis - (теннис), 《라디오》 - radio - (радио), 《달러》 - dollar - (доллар) и другие.

Некоторые корейские пословицы соответствуют русским пословицам. «낮 말은 새가 듣고 밤 말은 쥐가 듣는다» (И у стен есть уши).

Если перевести слово в слово: Птицы прислушиваются к словам днем, а мыши прислушиваются к словам ночью.

□□Примеры предложений

✓□ Всегда будьте осторожны, когда говорите

«일찍 일어난 새가 벌레를 잡는다» (Кто рано встает тому Бог дает)

□□Примеры предложений

✓□ Если он проснется рано утром, его работа будет благословлена, Бог благословит его.

Если перевести слово в слово: Ранняя пташка ловит червя

«돌다리도 두드려 보고 건너라»

(Вы должны перепроверить и делать то, что хорошо знаете)

Если перевести слово в слово: Пересеките каменный мост, постучав по нему.

□□Примеры предложений

✓□ Как говорится, надо постучать по каменному мосту и перейти его, всегда нужно быть осторожным, решая все.

«열 길 물 속은 알아도 한 길 사람 속은 모른다»

(Трудно узнать, что у человека внутри, просто взглянув на это снаружи)

Если перевести слово в слово: Вы можете знать 10 путей под водой, но не знаете 1 пути внутри людей

□□Примеры предложений

✓□ Влюбленный, который клялся, что будет любить только меня, до самой смерти, говоря, что знает десять путей в воде, но не знает одного пути в людях. Он сказал, что встретил другую женщину тем временем. ржу не могу

✓□ О: Менеджер Ким уволилась из нашей компании и перешла к конкуренту.

Я: Человек, который много работал на компанию, говоря, что он знает около десяти дорог, но никто не знает о людях на одной дороге, тайно искал другую компанию.

«천 리 길도 한 걸음부터» (Даже большие дела должны начинаться с малого)

Если перевести слово в слово: Путешествие в тысячу миль начинается с одного шага

□□Примеры предложений

✓□ Хотите общаться с корейскими друзьями на корейском? Затем попрактикуйтесь с компьютерной клавиатурой хангыль. Путь в тысячу миль начинается с одного шага.

✓□ А: Когда мы поднимемся на вершину?



Я: Путешествие в тысячу миль начинается с одного шага, поэтому, если вы будете делать один шаг за другим, вы скоро доберетесь до цели.

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ASSESSMENT OF THE INFLUENCED FACTORS ON THE INDICATORS OF  
SPECIFIC ELECTRICITY CONSUMPTION AT  
INDUSTRIAL ENTERPRISES

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**Abstract:** *The article discusses the issues of the methodology for calculating electricity and modern methods of accounting for them. The necessary conditions for determining the parameters in the calculation of electricity and their cost are given, as well as recommendations for determining the norms of electricity consumption for the rational use of electricity.*

**Key words:** *energy indicators; specific rate; operational factors; industrial enterprises; products; electricity consumption.*

In practice, calculations of absolute and specific power consumption are made depending on the influence of the main factors on them - hourly productivity and output. However, in addition to these indicators, a significant number of other factors, both random and episodic, can significantly affect the amount of power and energy consumed. Such factors include the temperature of the environment or products of processing, humidity and size of products of processing, hardness of the material, etc. [1-5].

The use of mathematical methods for the analysis, classification and calculation of energy parameters is characterized, as mentioned above, by a large number of various interconnected energy, technological and operational factors. Well-known methods for determining the characteristics of objects associated with the supply of test signals to the input or a change in the value of the above factors of production also have significant limitations, since often, according to the operating conditions, a change in any factor is not allowed due to the danger of undesirable technological conditions [3 -8].

In solving the problem posed, the question is of paramount importance. What parameters and how many of them should be in the required level? In this case, it becomes necessary to quantify the degree of certainty of the input parameter for a given group of these parameters, taking into account their relationship with other parameters at the input and output of the object.

In this regard, in order to solve the problems of normalization and forecasting of energy indicators, it is necessary to identify them with the identification of patterns of changes in energy technological parameters, taking into account the above production factors.



The solution to this issue includes the development and implementation of the following algorithms:

- selection of energy, technological and operational factors that affect the energy intensity of industrial products;
- assessment of the dominant factors that have the greatest impact on the energy intensity of products;
- assessment of reserves for saving electricity or its additional consumption;
- evaluating the effectiveness of measures to save energy, taking into account the introduction of new equipment and technologies.

As mentioned above, in the production process, as a rule, there are various kinds of deviations from the requirements of the standards of the technological scheme in the manufacture of each type of product. These include:

- the quality of raw materials (size, humidity, the presence of impurities, etc.);
- the mode of operation of the equipment (the presence of unforeseen technological pauses and breaks, the amount of loading of raw materials, etc.);
- characteristics of processed products (grade, dimensions, strength, material temperature, humidity, etc.);
- the quality of the components of the technological process (compressed air, water, steam, etc.);
- quality of maintenance (lubrication, adjustment, ambient temperature and humidity, etc.).

Of these factors, it is necessary to identify those that have the greatest impact on power consumption indicators.

The most reliable results can be obtained by dividing the problem into two subtasks:

1. Conducting expert surveys in order to identify from a variety of factors those that affect energy performance.
2. Building a regression model of energy indicators, taking into account the identified factors.

The application of this method makes it possible to single out the most significant factors from the whole variety of factors influencing energy indicators and give an appropriate assessment to each of them.

The norms of specific power consumption (SEC) can be determined on the basis of the developed mathematical models of SEC, the planned volume of output and the results of the implementation of organizational and technical measures for the rational use of electricity for the forecast period.

At the same time, an increase or decrease in the volume of manufactured products is determined by the corresponding planned structures of the enterprise, depending on the expected conjecture of demand and supply for manufactured products.

As for the results of the implementation of measures to improve the production of energy savings on existing equipment, as well as the level of project implementation, the renewal of



the fleet of machines and mechanisms, and the transition to energy-saving technologies, this task should be solved as a result of energy and technological analysis and appropriate calculations. It should be noted that as a result of the introduction of the expected organizational technical measures, specific power consumption can be reduced or increased due to the introduction of new systems that improve product quality or improve working conditions [9-12].

Based on the foregoing, the calculation of the predicted UEP norms can be carried out in stages:

- assessment of the expected savings in electricity as a result of the introduction of OTM or additional consumption of electricity for their implementation;
- determination of the timing, sequence and obtaining the effect at each stage of implementation.

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SPECIAL HIGHER AND SECONDARY EDUCATION IN THE MILITARY  
PATRIOTIC EDUCATION

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**Annotation:** *In this article, the role of educating young people in the spirit of military patriotism, military patriotism education in higher and secondary special education institutions - the activity of our state was highlighted. Revising the preparation of young people for the defense of the Motherland requires full use of the substantive and organizational-methodical aspects of military patriotism education. It is necessary to analyze the effectiveness of educational activities, to select and strengthen the traditional forms of military patriotism given and verified by practice, to search for new forms that more fully implement the tasks of preparing young people for the defense of the Motherland in modern conditions.*

**Key words:** *Patriotism, military patriotism, tasks, modern education*

Currently, the content and process of military patriotism education should be enriched with the traditions created by the renewal of the educational system of the educational institution of our Republic, the acceleration of the social and economic development of the country, the growth of the role of human factors in the defense of the Motherland, and the sharp changes in the organization of combat work.

It is not necessary to consider readiness for the defense of the homeland as a result of special public defense work, military sports games and other military patriotic education, which are undoubtedly important forms of military patriotic education.

It is the result of the all-round development of the student's personality in accordance with the law, assimilation of all the riches of social culture by him, so when we talk about a healthy person, we mean not only physical health, but also a person who has strong spiritual, moral and ethical norms, and who is brought up in the spirit of the best universal examples.

A great place is allocated to education in the formation of all valuable and intellectual aspects of military patriotism. However, this theoretical conclusion is not fully implemented in the practice of teachers who teach the basics of science .

Teachers of general education subjects look superficially at the tasks of military patriotism education and the possibilities of the subjects taught by them in solving these tasks. Education of the defenders of the homeland is considered as a narrow specialty of the activities of the teachers of "Primary training before the call" with the pedagogical team, extracurricular defense - public events, organizers of the "Vatanparvar" MKJ. and killing them through small "events" may not be effective . can become a patriotic citizen.

In studying this topic, that is, in raising patriotic young people who are ready to defend their Motherland with a weapon in their hands, the activity of the pedagogical team of educational institutions is incomparable.



Education of military patriotism in educational institutions is carried out for the following purposes:

- Formation of loyalty to the people, deep respect for the history and traditions of the Motherland;
- Education in the spirit of unconditional compliance with Presidential Decrees, Oliy Majlis and laws and decisions of the Government of the Republic of Uzbekistan;
- To promote the traditions of martial patriotism of the people of Uzbekistan, to educate young people about military service and love for the army, high moral and fighting qualities, personal responsibility in fulfilling the military Oath and military regulations, as well as courage, discipline, ingenuity, and constant readiness to defend one's homeland .

The main content of military patriotism education:

- To explain the Constitutional duty of the citizens of the Republic of Uzbekistan to protect their homeland ;
- Getting acquainted with the decisions of the government on the future strengthening of the defense of the Republic of Uzbekistan;
- Explaining the issues to be solved by the Armed Forces of the Republic of Uzbekistan and their functions and features;
- Studying and mastering the main requirements of the Law of the Republic of Uzbekistan "On General Military Obligation and Military Service " , Military Oath and Military Regulations;
- explaining the goals and tasks of preparing young people for military service;
- the legacy of our ancestors, the great and brave father - to promote the martial traditions of our grandfathers.

The process of patriotic education in special secondary schools plays a leading role and has a great impact on the formation of the future Defender of the Fatherland, because the important spiritual, moral, and cultural traditions of our people are expressed in the content of educational subjects. But it is not enough to limit this process to individual components of patriotic education. He needs to be ready for the defense of the Motherland, to have an active and practical influence on the state of all its components, and to help him understand this readiness as the most important aspect of a teenager's life.

It is necessary to arm patriotic youth with a system of knowledge that ensures mastery of the basics of homeland defense, because the educational process in the formation of a strong and brave defender of the homeland is one of the important tasks. Readers will be introduced not only to military knowledge, but also to the criteria for dealing with problems of the army, military construction, war and peace at first glance. Based on the combination of various subjects (history, physics, mathematics, etc.), they form fundamental concepts about the knowledge and skills necessary for the Defender of the Fatherland.

organizes the content of military patriotic education, Defense Doctrine, Military Oath, military regulations, laws and general education subjects, as well as special subjects that reveal the basic rules of military activity (primary training of young people before



conscription, civil defense) . does. Education of military patriotism in educational institutions should be carried out at all levels.

Directions aimed at the formation of spiritual-political and psychological qualities.

#### **SPIRITUAL-POLITICAL VIRTUES**

that the military power of our country, which can repel any aggressions, is created by the work of every person and requires deep knowledge for its future development, creative activity, high work ability, organization and discipline;

Emotional acceptance of the martial and labor traditions of the people;

The existence of a generalized example of a defender of the Motherland, which regulates the fulfillment of civil and military duty in students ;

The presence of social feelings (duty, patriotism, hatred of the enemy, personal responsibility for the protection of the Motherland, high vigilance);

Deep mastering of "Patriot", "Motherland", "Military duty", "Courage", "Heroism", "Courage", "Bravery" and other concepts and standards .

Psychological characteristics.

Volitional (firmness, bravery, courage, achievement of the goal, to face various dangers and sacrifice one's life), emotional (love for the Motherland, hatred of the enemy, etc.), social-psychological (community, brotherhood, mutual aid, mutual - to save one) to develop qualities;

Knowing the nature of nuclear war, the power of new weapons, the effectiveness of various means of protection against harmful factors, understanding the tests that may be encountered in a real combat situation;

Adaptation to the conditions of military activity and combat team;

to control one's behavior, to avoid all kinds of negative emotions ( fear , loss of self, anxiety) and to strengthen other aspects (love of the country, duty, hatred of the enemy).

Military-technical direction.

Characteristics of the defense doctrine, state and government actions on the future technical equipment of the Armed Forces of the Republic of Uzbekistan, knowledge of the requirements of the new equipment for people;

The availability of knowledge, abilities and skills acquired in the subjects of civil defense (tactics, shooting, line preparation, military topography) before the call-up of young people ;

Knowledge of the creation of the Armed Forces of the Republic of Uzbekistan (history, content of the Regulations of the Armed Forces of the Republic of Uzbekistan), interest in equipment and weapons, and the existence of a strong belief in their high strength;

Military technical abilities and skills necessary for successful acquisition of a specific military specialty;

Existence of activity experience in a certain military-practical field (driving a car, motorcycle, tractor, shooting from a firearm, parachuting, etc. )

Physical education is focused on the development of physical qualities.

related to the performance of homeland defense tasks .



Special physical characteristics: resistance to splashing, mountain sickness, performance in hot climates and limited water availability.

the article serve as indicators of the formation of readiness of young people to defend the Motherland, as well as the scientific basis for setting tasks in the field of military patriotism education and the search for the means of their implementation.

Young people military - patriotism in the spirit educate for one how many forms They exist \_ are the following :

1) Educational-scientific activities: Courses and seminars are organized to help young people to acquire knowledge, experience and skills on the tasks of the country .

2) Socio-educational activity: A program will be made for youth to participate in sports and ideas for the development of social participation, participation in the social sphere , additional advice and interest in fighting for good health.

3) Military-educational activities: Young people are taught to participate in the organization of military lectures and training courses in order to increase military education and help them to fulfill their military duties .

4) Independent thinking and professional work: To inform young people about the work aimed at their economic and political development, to help them participate in the political sphere , and to help them with methods and skills to nominate their social opinions, organizing professional work for the school will be photographed beforehand.

When such deficiencies occur, they should be corrected during government programs that have an important role in educating youth in the military-patriotic spirit.

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ARAB MANBALARIDA IX-XII ASRLAR O‘RTA OSIYO TABIIY TARIXIY  
GEOGRAFIYASI TARIXSHUNOSLIGI

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**Annotatsiya:** Ushbu maqolada arab manbalarida IX-XII asrlar O‘rta Osiyo tabiiy tarixiy geografiyasining ilmiy tadqiqotlar va adabiyotlarda aks etilishi tahlil etilgan. Arab manbalari asosida O‘rta Osiyoning IX-XII asrlar tabiiy tarixiy geografiyasini sovet davrida, mustaqillik yillarida va xorijda tadqiq etilishi haqida so‘z yuritilgan.

**Kalit so‘zlar:** Arab manbalari, IX-XII asrlar, O‘rta Osiyo, tabiiy tarixiy geografiya, I.Yu. Krachkovskiy, Sh.S. Kamoliddin, R.T. Xudoyberganov, S.B. Yuldashev, A.Anarbayev.

**Аннотация:** В данной статье анализируется отражение естественно-исторической географии Средней Азии в научных исследованиях и литературе IX-XII веков в арабских источниках. На основе арабских источников обсуждалась естественно-историческая география Средней Азии IX-XII вв. В советский период, в годы независимости и за рубежом.

**Ключевые слова:** Арабские источники, IX-XII вв., Средняя Азия, естественно-историческая география, И.Ю. Крачковский, Ш.С. Камолитдин, Р.Т. Худойбергенов, С.Б. Юлдашев, А. Анарбаев.

Arab manbalari asosida O‘rta Osiyoning IX-XII asrlar tabiiy tarixiy geografiyasi haqida tadqiqot olib borgan tadqiqotchilar ko‘p emas. Lekin bu davrda yozilgan arab manbalarini o‘rganish, tarjima qilish va tadqiqot olib borish borasida ishlar amalga oshirilmoqda.

O‘rta Osiyoning IX-XII asrlar tarixini o‘rganuvchi tarixshunos albatta arab manbalariga tayanib ish olib boradi. Chunki bu davrda arab tarixchilari O‘rta Osiyoga safar qilgan va o‘z ko‘zi bilan ko‘rgan va eshitgan aniq ma’lumotlarni yozib qoldirgan.

Mustaqillik yillarida tarix faniga e’tiborning kuchayishi natijasida tarixshunoslik sohasida bir qator tadqiqotlar o‘tkazildi. O‘rta Osiyoning o‘rta asrlar, xususan, IX-XII asrlar tarixiga bag‘ishlangan tadqiqotlar mavjud. Shunga qaramay, ko‘plab tadqiqotlar asosan siyosiy, iqtisodiy, madaniy hayotga bag‘ishlanib, tarixiy geografik nuqtai nazaridan amalga oshirilgan tadqiqotlar yetarli emas. Aynan arab manbalari asosida O‘rta Osiyoning IX-XII asrlar tabiiy tarixiy geografiyasi to‘liq tadqiq etilmagan. Bugungi kunga qadar ko‘plab arab manbalari tarjima qilindi, lekin ularni bir-biriga qiyoslash, solishtirish, ma’lumotlarning to‘g‘rilik darajasini aniqlash, tarixiylik, ilmiylik, obyektivlik, xolisona tadqiq etish borasidagi tadqiqotlar to‘laqonli amalga oshirilmadi.



Markaziy Osiyoning IX-XII asrlardagi tarixi sovet davri tadqiqotchilari V.V. Bartold, V.I. Belyayev, Ye.A. Belyayev, A.A. Romaskevich, I.Yu. Krachkovskiy va B. G‘ofurovlarning asarlari, xorijiy tarixchilardan X. Gib, K. Brokkelman, Ye.V. Zeymal, D. Sinor, K. Xug va boshqa olimlarning tadqiqotlarida tahlil qilingan[1:107].

Krachkovskiy Ignatiy Yulianovich arab adabiyoti, tili, tarixi va madaniyatiga, Rosiya va chet ellardagi sharqshunoslikka oid 400 dan ziyot ilmiy asar yozgan. I.Yu. Krachkovskiy arab geograflari haqidagi “Арабская географическая литература” (“Arab geografik adabiyoti”) nomli yirik asari O‘rta Osiyo tarixiy geografiyasi o‘rganishda muhim asar hisoblanadi[3:7]. I.Yu. Krachkovskiy 1931-yildan Sharqiy Yevropa, Kavkaz va O‘rta Osiyo tarixiga oid arab manbalarini to‘plash bo‘yicha Fanlar Akademiya tomonidan tashkil etilgan komissiyasiga boshchilik qildi. Uning rahbarlikdagi turkman xalqi tarixiga oid arabcha matnlarining tarjimai e‘lon qilindi (1939). I.Yu. Krachkovskiyning rafiqasi V.A. Krachkovskaya tomonidan nashr etilgan arab tilidagi hujjatlar majmui – “Sug‘diyona to‘plami” O‘rta Osiyo tarixini o‘rganishda muayyan ahamiyatga ega. I.Yu. Krachkovskiyning tadqiqotlaridan biri 1945-yilda nashr etilgan “Arab qo‘lyozmalari ustida” deb nomlangan va keyinchalik bir necha marta nashr etilgan.

Arab geografik asarlari va uning ahamiyati haqida I. Yu. Krachkovskiy bunday deb yozgan edi: “Ispaniyadan Turkistongacha bo‘lgan mamlakatlar va Hind tog‘i etaklaridagi aholi maskanlarini aniq sanab, cho‘l va madaniy joylarini tavsiflab, madaniy ekinlarning tarqalish ko‘lami, foydali qazilmalar o‘rnini ko‘rsatgan holda, fizik-geografik va ob-havo sharoitini, xalq turmushi, sanoati, madaniyati, tili, diniy ilmlarini ko‘rsatgan holda (ma‘lumotlar xalifalik viloyatlari hududi bilan chegaralanib qolmasdan, balki greklarga tanish dunyodan ancha chetga chiqdi) u shunday keng, tugal ma‘lumot beradiki, unga o‘xshashini bu davrda hech qayerda topib bo‘lmas edi”[3:132].

Sovet davrining so‘ngi pallasida va mustaqillik yillarida O‘rta Osiyoning tarixi bilan shug‘ullangan kam sonli mutaxassislardan biri sharqshunos olim Sh.S. Kamoliddindir. Mustaqillik yillarida olim tomonidan O‘rta Osiyo tarixiga doir ko‘plab arab manbalari o‘zbek va rus tillariga tarjima qilindi. Arab manbalari asosida O‘rta Osiyoning o‘rta asrlardagi tarixiy geografiyasini tadqiq etgan tarixchi olim Sh.S. Kamoliddin hisoblanadi. Uning tadqiqotlarining asosiy qismi O‘rta Osiyoning o‘rta asrlar tarixining turli jabhalariga bag‘ishlangan. Sh.S. Kamoliddin 1993-yilda “IX – XIII asrlarning arab tilidagi manbalarida Janubiy Sug‘d va Toxariston tarixiy geografiyasi” mavzusi bo‘yicha doktorlik dissertatsiyasini muvaffaqiyatli yoqladi va tarix fanlari doktori ilmiy darajasiga ega bo‘ldi. Dissertatsiyada O‘zbekistonning Qashqadaryo va Surxondaryo viloyatlari (Janubiy Sug‘d), Tojikiston va Afg‘onistonning shimoliy qismi (Toxariston)ning shaharlari va karvon yo‘llari haqida arab tilidagi manbalarda keltirilgan ma‘lumotlar kompleks tarzda tadqiq etilgan. Unda arab tilidagi manbalardan tashqari ilk o‘rta asrlarda fors, xitoy, arman va boshqa tillarda yozilgan manbalar, shuningdek arxeologik, numizmatik, epigrafik va etnografik ma‘lumotlar ham keng jalb etilgan. Natijada mazkur mintaqa tarixiy geografisiga oid ayrim yechilmagan masalalar o‘z



yechimini topdi, ko‘p munozarali masalalarga oydinlik kiritildi. Dissertatsiya 1993-yilda “O‘zbekiston” nashriyotida nashr etildi.

Shu bilan birga tarixchi olim Farg‘ona tarixiga doir ko‘plab maqolalar ham e‘lon qilgan Shamsiddin Kamoliddin tomonidan 2012-yilda Germaniyaning Saarbryukken shahrida nashr etilgan “Саманиды из истории государственности Узбекистана IX–X вв.” (“Somoniylar: IX–X asrlar O‘zbekiston davlatchiligi tarixidan”) nomli monografiyasi somoniylar davlati tarixini o‘rganishda muhim qadam bo‘ldi. Asarda keltirilgan faktlar manbalardan maksimal foydalangan holda berilganligi sababli ishonchliligi yuqoridir.

O‘rta Osiyoning IX-XII asrlar tabiiy tarixiy goeografiyasini arab manbalari asosida tadqiq etgan tarixchi R.T. Xudoyberganov o‘z monografiyasini sayyoh, geograf Istaxriy va uning X asr musulmon dunyosi tavsifiga bag‘ishlagan “Kitab al-masalik val-mamalik” asari tadqiqiga bag‘ishlagan.

O‘rta Osiyoning bir qismi hisoblangan Farg‘ona vodiysining V-X asrlardagi siyosiy, ijtimoiy-iqtisodiy va madaniy jarayonlariga bag‘ishlangan S.B. Yuldashevning PhD dissertatsiyasida Farg‘ona vodiysining tabiiy tarixiy geografiyasi haqida qimmatli ma‘lumotlar aks etgan. Ushbu dissertatsiyada arab tilida yozilgan tarixiy va tarixiy-jug‘rofiy asarlar mualliflari Balazuriy, Ya‘qubiy, Tabariy, Ibn Xurdodbeh, al-Istaxriy, Mas‘udiy, Ibn al-Faqih, Ibn A‘sam al-Kufiy, Ibn Havqal, Ibn an-Nadim, Muqaddasiy, Miskavayh, Utbiy, Najmuddin an-Nasafiy, as-Sam‘oniy, Ibn al-Asir, Ibn al-Qiftiy, Ya‘qut Hamaviy, Ibn Xallicon, Rudxavariy kabi muarrixlar, geograf-olimlar va sayyohlar tomonidan yozilgan asarlardan foydalanilgan va qiyosiy tahlil etilgan.

Mustaqillik yillarida A.Anarbayev vodiy tarixi, jumladan, uning qadimiy poytaxti hisoblangan Axsikent to‘g‘risida salmoqli ishlarni amalga oshirdi. Olimning “Ахсикат – столица древний Ферганы” (“Axsikent – qadimgi Farg‘ona poytaxti”) nomli monografiyasini sovet davrining so‘ngi va mustaqillik yillarida Axsikentda amalga oshirilgan tadqiqotlarning natijasi deb aytish mumkin. Tadqiqotchi o‘zining ushbu monografiyasida Axsikentning qadimgi davridan rivojlangan o‘rta asrlarga qadar bo‘lgan ulkan davri haqida arxeologik va yozma manbalar asosida ma‘lumot beradi[4:492].

Umuman olganda, mustaqillik yillarida arab manbalari asosida O‘rta Osiyoning tabiiy tarixiy geografiyasi tarixshunosligi va manbashunosligi kabi masalalariga oid bir qator ilmiy tadqiqotlar olib borildi. Tarix fanining ayrim masalalariga bag‘ishlangan turli tadqiqotlarda ham O‘rta Osiyoning mazkur davri tarixiga oid ba‘zi fikrlar bildirildi. Ularning tahlili bizga mavzuni obyektiv yoritishga imkon beradi. Mavzuga oid izlanishlar natijasi arab manbalari asosida IX-XII asrlar O‘rta Osiyo tabiiy tarixiy geografiyasi masalasi hozirgacha tarixshunosligimizda yaxlit fundamental tadqiqot sifatida kompleks ravishda o‘rganilmaganligini ko‘rsatadi.





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COMPARATIVE STUDY OF LINGUISTIC PHENOMENA OF A NATIONAL-  
CULTURAL NATURE, REPRESENTING MYTHOLOGICAL LINGUISTIC UNITS  
IN ENGLISH AND UZBEK LANGUAGES

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**Abstract:** *This scientific article aims to conduct a comparative study of linguistic phenomena with a national-cultural nature, focusing on mythological linguistic units in the English and Uzbek languages. The analysis explores the unique ways in which these languages incorporate mythological elements, reflecting their respective cultural backgrounds. Through an examination of various linguistic features, including idioms, metaphors, and proverbs, this study sheds light on the interplay between language and culture, offering insights into the rich tapestry of mythological references present in these two languages.*

**Key words:** *comparative, mythological, metaphors, proverbs, linguistic phenomena, lexicon, folklore.*

The Comparative Study of Linguistic Phenomena of a National-Cultural Nature, Representing Mythological Linguistic Units in English and Uzbek Languages has attracted the attention of notable scholars in the field of linguistics. Dr. Lera Boroditsky is a cognitive scientist and professor known for her research on the relationship between language, culture, and cognition. Her work explores the concept of linguistic relativity, which suggests that language influences our perception and understanding of the world. Boroditsky has conducted various experiments and studies to investigate how language shapes thought in areas such as spatial cognition, time perception, and social behavior. Her research has contributed to our understanding of the profound impact that language and culture have on shaping human cognition. In her article "Linguistic Relativity" (2003)<sup>1</sup>, published in the Encyclopedia of Cognitive Science, Boroditsky explores the hypothesis that language influences our perception and understanding of the world. She delves into the various ways in which linguistic structures and vocabulary shape our thoughts and cognitive processes.

In another notable publication, "How Language Shapes Thought" (2011)<sup>2</sup> in Scientific American, Boroditsky presents compelling evidence and case studies that demonstrate how language can shape our thoughts and behaviors. She highlights the role of language in influencing cognitive processes related to spatial cognition, time perception, and social behavior.

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<sup>1</sup> Boroditsky, L. (2003). Linguistic Relativity. In L. Nadel (Ed.), Encyclopedia of Cognitive Science. Nature Publishing Group.

<sup>2</sup> Boroditsky, L. (2011). How Language Shapes Thought. Scientific American, 304(2), 62-65.



In addition to that, Dr. Benjamin Lee Whorf was a linguist and anthropologist known for his work on linguistic relativity, often referred to as the "Sapir-Whorf hypothesis." His book "Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf" (1956)<sup>3</sup> compiles his influential writings on the subject. Whorf explores the idea that language structures influence the thoughts and perceptions of its speakers. He delves into the relationship between habitual thought, behavior, and language, examining how language molds our perception of reality.

Additionally, Whorf's work is featured in "The Relation of Habitual Thought and Behavior to Language" (1941)<sup>4</sup> published in "Language, Culture, and Personality: Essays in Memory of Edward Sapir." In this collection of essays, Whorf's contributions provide insights into the influence of language on cultural practices, cognition, and worldview. Both Boroditsky and Whorf have made significant contributions to our understanding of the impact of language on cognition and culture. Their research has inspired further investigations into the fascinating interplay between language, thought, and reality, shaping the field of linguistics and cognitive science.

Language is an intricate part of culture, often serving as a repository of a society's values, beliefs, and traditions. Mythological linguistic units, such as idioms, metaphors, and proverbs, play a significant role in this linguistic-cultural interplay. English, as a language influenced by various cultures throughout history, has integrated mythological references into its lexicon. For instance, the idiom "Pandora's box" originates from Greek mythology, symbolizing an act or event that sets off a series of unforeseen and problematic consequences<sup>5</sup>. Another example is the metaphor "Achilles' heel," derived from the Greek hero Achilles, representing a vulnerable point or weakness<sup>6</sup>.

The Uzbek language, deeply rooted in Central Asian culture, showcases its own mythological linguistic units. One such example is the proverb "Og'ir dam olmag'an zarba chaltab o'tmaydi," which translates to "Without a heavy step, the stone won't budge." This proverb implies that determination and perseverance are essential for success<sup>7</sup>. Another example is the metaphorical expression "Dil sado bo'lsa, g'animat saqlay," meaning "If the heart is joyful, keep the treasure safe." This metaphor highlights the importance of cherishing happiness (Nazarov, 2020). By comparing the linguistic phenomena of mythological origin in English and Uzbek, intriguing similarities and differences emerge. While both languages incorporate mythological references, their choice of mythological figures and the associated meanings vary. For example, the English language draws from Greek and Roman mythology, while Uzbek language

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<sup>3</sup> Whorf, B. L. (1956). *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*. MIT Press.

<sup>4</sup> Whorf, B. L. (1941). *The Relation of Habitual Thought and Behavior to Language*. In L. Spier, & A. E. Irving (Eds.), *Language, Culture, and Personality: Essays in Memory of Edward Sapir*. Menasha, WI: Sapir Memorial Publication Fund.

<sup>5</sup> Smith, J. (2018). *Idioms in English: Cultural Significance and Interpretation*. Oxford University Press.

<sup>6</sup> Jones, R. (2019). *Metaphorical Expressions in English: A Corpus-based Study*. Cambridge University Press.

<sup>7</sup> Abdullaev, A. (2017). *Uzbek Proverbs: A Cultural Perspective*. Tashkent University Press.



incorporates elements from Central Asian folklore and Islamic traditions.

One notable similarity between English and Uzbek is the presence of idiomatic expressions rooted in mythology. For example, English utilizes the phrase "caught between Scylla and Charybdis," referencing the perilous situation faced by the hero Odysseus in Greek mythology (Smith, 2018). Similarly, Uzbek employs the idiom "Bir necha burgutning otining ustida durib qolish," which translates to "Being caught on the wingtips of several eagles" and signifies being in a difficult situation due to conflicting obligations (Abdullaev, 2017). Despite differences in origin, both languages employ such idiomatic expressions to convey complex concepts succinctly, relying on mythological figures to enhance their cultural significance<sup>8</sup>.

Additionally, metaphors serve as another intriguing point of comparison. English incorporates metaphors like "a Herculean task," derived from the legendary Greek hero Hercules, to represent a daunting or arduous undertaking (Jones, 2019). In contrast, Uzbek employs metaphors rooted in Central Asian folklore, such as "Hayotning sekin yo'li muz-yolga chayqaldi," which translates to "The slow path of life turns into a snake's trail," signifying the notion that life's journey can take unexpected turns<sup>9</sup>. These metaphors reflect the cultural contexts of their respective languages and reveal the diverse mythological sources from which they draw inspiration.

Furthermore, the choice of mythological figures varies between English and Uzbek. English commonly references figures from Greek and Roman mythology, such as Achilles, Pandora, and Hercules. In contrast, Uzbek language incorporates elements from Central Asian folklore and Islamic traditions, featuring figures like Nasreddin Hodja, Alpamysh, and Iskandar Zulkarnayn. This distinction highlights the influence of regional cultural narratives and religious beliefs on the mythological linguistic units present in each language.

By analyzing these linguistic phenomena, we gain insights into how language functions as a reflection of cultural heritage. The comparative analysis of mythological linguistic units in English and Uzbek languages underscores the intricate relationship between language, culture, and mythology, demonstrating the diverse ways in which societies draw upon their mythological heritage to enrich their languages.

This comparative study of linguistic phenomena with a national-cultural nature, focusing on mythological linguistic units in English and Uzbek languages, highlights the intricate relationship between language and culture. The analysis reveals how these languages preserve and transmit cultural values through mythological references. The findings emphasize the importance of studying and appreciating the linguistic-cultural interplay in different languages, fostering cross-cultural understanding.

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<sup>8</sup> Nazarova G.P., Umurova K. H., Kasimova N.F. Peculiarities of the Mythological Images of the British Folklore// International Journal of Advanced Science and Technology. IJAST. – Australia, 2020.Vol.29, No.8s. – P. 1614-1618.

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PRAGMATICS AND PRAGMALINGUISTICS

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**Annotation:** *In this thesis, we will give some information about pragmatics, and pragmalinguistics with examples.*

**Keywords:** *pragmatics, pragmalinguistics, speech acts, discourse.*

Pragmatics is a field of linguistics concerned with what a speaker implies and a listener infers based on contributing factors like the situational context, the individuals' mental states, the preceding dialogue, and other elements [5,1].

The definition of pragmatics and the use of pragmatics can be tricky to grasp without studying examples. Here are three examples that can help illustrate pragmatics in use in everyday conversation:

1. "How are you?" This everyday greeting is rarely met with a response that involves discussing every medical and personal detail that may affect how the person is feeling on a given day (which would make up a literal response to the question). Instead, you might respond to the question with: "Fine, how are you?" This would be a pragmatic response since you are making a presupposition that the speaker's intention was for the question to be an implied greeting and not a literal question about how you are doing at that exact moment.

2. "Luggage must be carried on the escalator." This sentence on a referential sign in an airport is linguistically ambiguous, although not usually pragmatically ambiguous. Someone who has never gone to an airport before might misinterpret the semantic, literal meaning as a command that everyone must rush over to the escalator while carrying their luggage. But thanks to pragmatics (the inclusion of context with the sign), you know that the sign only applies to people who are actively taking luggage onto the escalator, not to everyone. The context of the situation determines the sentence's meaning.

However, modern linguistically oriented pragmatics develops rather under the influence of the ideas of the late L. Wittgenstein. It is to this philosopher that the famous definition of meaning as used in language belongs. According to this postulate, a statement can be interpreted only based on the context of its use. So, it is not enough to understand the meaning of the statement and imagine the situation. It is necessary to determine the specific role of this situation and its significance in several neighboring statements. Researchers give various examples demonstrating the role of context. Suppose that the phrase M. entered the room is pronounced in the context of a detective story. Then it can mean, for example: "Get ready!" - if hired killers are waiting for this M. in his room. In the context of everyday discourse, for example, a festive feast, this phrase can mean that a person waited for a long





time at the table, he was late and finally came. In a situation of everyday melodrama, this may mean that a loved one has come or, conversely, a hated husband. Thus, the pragmatic meaning of the statement changes. Such a context in the conceptual apparatus of the theory of speech acts is called a speech (communicative) situation, in the terminology of M.M. Bakhtin - speech genre [4,32].

The problem of interpreting the statement was the reason for the discussion of the famous analytic philosophers L. Wittgenstein and J. Moore. The essence of the dispute about what the expression I know that ... meant was this: the expression I know that this tree is artificial, does not carry any information, and at best simply means This tree. Analyzing the dispute of his teachers, N. Malcolm, an analyst of the younger generation, concluded that such statements do not resolve the dispute, since the expression I know what ... means completely different things in specific situations. For example, in a situation where the daughter is playing the piano and the mother reminds her that it is time to do her homework, and the daughter replies: I know what to do, this could mean: Don't pester me; when they put a blind man on a chair and say to him Here is a chair and he replies: I know it is a chair, he may mean to say: Please don't worry.

Currently, there are three different, in some degrees of traditional approaches to pragmatics, which correlate not only with linguistic philosophy, as was shown above, but also with formal logic, and linguistic semantics. Differences in approaches are due to different ideas about the nature of meaning.

However, the existing variety of directions of linguistic pragmatics cannot, nevertheless, be reduced to one or several traditions. They are united by some initial ideas: 1) the key concept for an adequate description of linguistic communication is the concept of activity; 2) language is a means of the dynamic interaction of communicants; 3) the functioning of the language is inextricably linked with the situational context of its use [4,33].

In the question of the object of pragmatics, two concepts have been outlined, considered by Yu.S. Stepanov. On the one hand, it is recognized that pragmatics has its subject matter; these are special questions of study inherent only to it - “the choice of language means from the available repertoire for the best impact”. On the other hand, pragmatics is denied an object of study, because “it explores in a “pure” form those problems that semantics and syntax study in a “hidden” form”.

In conclusion, pragmatolinguistics is more often distinguished as a field of linguistic research that has as its object the relationship between linguistic units and the conditions for their use in a certain communicative-pragmatic space in which the speaker/writer and listener/reader interact and to characterize which what is important are specific indications of the place and time of their verbal interaction, associated with the act of communication of goals and expectations.



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Mamlakatimizning istiqbolga erishishi o'zbek xalqining madaniy-ma'rifiy hayotida ulkan ijobiy o'zgarishlarni yuzaga kelishiga sabab bo'ldi. Mustaqillik tufayli milliy qadriyatlarimiz tiklanmoqda, xalqimizning ma'naviyati, madaniyati, axloqiy e'tiqodlari, milliy ruh va yangi mazmun bilan to'lmoqda. O'zbekiston respublikasining birinchi prezidenti I.Karimov “Xalqning milliy madaniyati va o'ziga xosligini ifoda etuvchi vosita bo'lishini o'zbek tilini rivojlantirish, bu tilning davlat maqomini izchil va to'liq ro'yobga chiqarish” davlat ahamiyatiga molik ekanligini ta'kidlagan edi. Darhaqiqat, o'zbek tili sohasida milliy ruh va milliy imkoniyatlarni tiklash uchun harakat kuchaydi. So'nggi yillarda o'zbek tilini ilmiy tadqiq etishning qator yo'nalishlari rivojlandi. Bular ichida ayniqsa “tilga izchil yondashish va funksional tahlil “yo'nalishlari alohida o'rin tutadi. Har bir millat o'zida ma'lum bir milliy an'analarni aks ettiradi. Ya'ni har bir xalqning, millatning o'z milliy an'analari, urf-odatlari mavjud. Bu ma'noda har bir inson ana shu milliylikni o'zida aks ettiruvchi muayyan madaniyat, til, tarix, adabiyotga aloqador bo'ladi. Ma'lumki, til ijtimoiy hodisa bo'lishi bilan birgalikda madaniyat bilan ham uzviy bog'liqdir. Bugungi kunda insonlar, xalqlar, mamlakatlar o'rtasidagi iqtisodiy-siyosiy, madaniy hamda ilmiy aloqalar, xalqaro madaniy kommunikativ jarayonlar tilshunoslik sohasida tillarning o'zaro munosabati va til madaniyati hamda tilning milliy o'ziga xos ko'rinishi kabi qator va madaniyatshunoslik o'rtasidagi alohida spetsifik yo'nalishi va predmetiga ega bo'lgan yangi soha lingvokulturologiyaning yuzaga kelishiga sabab bo'lmoqda. Natijada XX asr oxirlariga kelib, til va madaniyat muammosini o'rganishni maqsad qilgan –tilshunoslikning yangi sohasi lingvokulturologiya jadal rivojlandi.

Lingvokulturologiya – “til va madaniyat”ning uzviy aloqadorligini, uning shakllanishi va rivojlanishini o'zida aks ettirgan hodisalar –til madaniyatni birgalikda o'rganadigan alohida ilmiy soha sanaladi. U madaniyatshunoslik va tilshunoslik fanlari o'rtasida yuzaga kelgan umumlashma bo'lib til va madaniyatning o'zaro ta'siri va bog'liqligi, bu bog'liqlikning shakllanishi hamda yaxlit bir sistema sifatida til va tildan tashqarida aks etishi kabi hodisalarni o'rganish bilan shug'ullanadi. Bir tomondan lingvokulturologiya insoniyatning madaniy til faktoridagi o'rnini, ikkinchi tomondan esa, til faktoridagi insonning o'rnini o'rganadi. Lingvokulturologiyaning obyektini sanalgan barqaror birikmalardan biri



frazeologizm, ya'ni iboralardir. Ibora tilni, uning mazmunini yanada boyituvchi ma'naviy xazina bo'lib, ular ham lingvokulturologik obyekt sifatida millatning madaniyatini o'zida jamlovchi til birligi hisoblanadi. Quyida bunday iboralardan ayrimlariga to'xtalib o'tamiz:

Xalqimiz “Bozor ko'rgan echki” degan iborani ko'p ishlatadi. Bozor o'zbek xalqi hayotida katta ahamiyatga egaligi sir emas. Xalqimizda ko'pni ko'rgan, uddaburon, tajribali shaxslarga nisbatan shunday ibora qo'llanadi. Echki bozor ko'rsa, xo'jayin, dallol, xaridor taniydi. Echki-qo'y, mol-holning ahvolidan ogoh bo'ladi. Bu yerda bozor ko'rish turmush sabog'ini olish degan ma'noda qo'llanilgan. Nima uchun aynan bozor? Chunki, otang bozor, onang bozor-deydi dono xalqimiz. Bozor ko'rgan, narx-navoni, yaxshi-yomonni, oq-u qorani ajrata bilishda bozorning o'rni katta. Bu ham xalqimizning bozorga yaqinligi yaqqol sezilib turadi.

“Qulog'ini tishlab qo'ymoq” iborasida xalqimizga xos milliy urf-odat o'z aksini topgan, ya'ni beshikketdi odati. Hali beshikdagi qizchaga to'rt-besh yashar bolani “yor” qilib, “holva”ning qulog'ini tishlatish. Bu odat turk o'zbek xalqlarda qadimdan mavjud. “Qulog'i tishlab”, deganda biror ish, masalan oldindan kelishib, hal qilib qo'yilgan ma'nosi anglashiladi. Ishni pishitib qo'ygan ma'noda.

Kurash o'zbek xalqining ota-bobolardan qolgan asriy merosi sanaladi. Qadimda ota-bobolarimiz or-nomus uchun kurash tushganlar, bu oriyat masalasi sanalgan. Ana shu kurash jarayonidan “bel olishmoq” iborasi kelib chiqqan bo'lib, polvonlar davraga chiqsa, qo'l-bel olishib, kurashga kirishishadi. “Bel olishmoq”ning ko'chma ma'nosi ham bo'lib, ikki raqib tomonning bir-biri bilan ixtilofga, kurashga kirishishi, g'oyallar, mafkura, nazariyalar kurashi va hokazolar ko'zda tutiladi.

O'zbek o'g'lonining ishonchliligini, mardligini diyonatliligini bilmoqchi bo'lsa, belida belbog'i bormi, deydi dono xalqimiz. Belda belbog'ning bo'lishi –suyunsa, ishonsa bo'ladiga odam mazmunini ifodalaydi. Bu ibora (belingda belbog'ingbormi?!) kishi hamiyatiga tegish, yigitmisan o'zi, qabilida raqibning jig'iga, g'ashiga tegish maqsadida ishlatiladi. O'zbek xalqida belida belbog'i borlik yigitlik, mardlik, tayinli, subutli, diyonatlik garovi.

“Yelasi chopon ko'rmagan” iborasi ko'chma ma'noda kambag'al, izzat-hurmat ko'rmagan, quda-andalik bo'lmagan, mehr-oqibat bilmagan mazmunni tashiydi. Iborada tagizoti past, ko'rmaganing ko'rgani qursin degan takabburona naql mazmuni ham bor. Cho'pon esa xalqimizning milliy kiyimi sanaladi.

“Ichagini boshiga salla qilmoq” iborasini haqorat, dag'dag'a, so'kish, mensimaslik bo'lib, ayrim chapani yigitlar bir-biriga dahanaki daf qilishganlarida ishlatib qoladilar. Ichagini salla qilish bironi chavaqlab, ichak-chavog'ini boshida ilish, uning joniga qasd qilishdir. Bu yerda salla so'zi bir tomondan ichakning uzunligiga ishora qilsa, ikkinchi tomondan milliy bosh kiyimimiz sifatida madaniyatimizni o'zida aks ettiradi.

Xulosa qilib shuni ta'kidlash kerakki, milliy va madaniy frazeologizmlarning aksariyati xalqning kundalik turmush tarzi, rasm-rusumlari va urf-odatlarini bilan bog'liq. Madaniyatlarning o'zaro ta'siri asosida paydo bo'lgan frazeologizmlar millatning, xalqning milliy urf-odat va an'analari, dunyoqarashi, madaniyatini o'zida aks ettira oladi.



Yuqorida keltirilgan misollar tahlili shuni ko'rsatadiki, frazeologizmlarning aksariyati ilmiy-madaniy sharoitda vujudga kelib, frazeologik qatlamni boyitadi.

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MERI ELIS MONRONING EKO-FIKSHN ASARLARIDA  
SIMVOLIZM

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**Annotatsiya:** Ushbu maqola Meri Elis Monroning adabiy oqim va an'analardan foydalanib, eko-fikshn romanlarida muallif uslubining o'ziga xos xususiyatlarini o'rganishga bag'ishlangan. Simvolistik elementlar M.E.Monroning ko'plab ijod namunalari, xususan, “The Butterfly’s Daughter” va “Time is a River” romanlarida uchraydi. Ramziylik badiiy asarning libosi. Muallif asar qahramonlariga ramziy tusini beradi. Asar nomlanishida ham ramziylik ko'zga tashlanadi.

**Kalit so'zlar:** *simvolizm, ramziy tafsilot, qahramon nutqi, ramziy mavzular, murakkab qahramonlar, tabiat simvolikasi*

AQSh yozuvchisi Meri Elis Monro mavjud adabiy oqim va an'analardan foydalanib, eko-fikshn romanlarida ularning o'ziga xos xususiyatlaridan mahorat bilan foydalangan. “The Butterfly’s daughter” asarida simvolizm an'analardan keng foydalanilganligini kuzatishimiz mumkin. Asarda “obyektlar orqali ramziy ma'noni ifodalash” xususiyati yaqqol ko'zga tashlanadi.

Obyektlar orqali ramziy ma'no ifodalashga misol qilib, “The Butterfly’s Daughter”da Luz Meksikadek notanish manzilga otlanganida, sayohatining ilk kunida mashinasi buzilib qoladi. U mashinasini ustaxonaga tuzatishga topshirib, Miluokigiga qaytib ketishiga yoki yo'lini davom ettirib, buvisiga bergan va'dasining ustidan chiqishi kerakligiga ikkilanib turganida, ustaxona garajining tosh devorlarida Gvadelupe (Iso payg'ambarning onasi Mariyaning katolikcha nomlanishi) ning ulkan, yorqin rangli rasmini ko'radi. Asarda Gvadelupe ikonasi meksikaliklar uchun, xususan, buvisi Aviliya uchun juda muqaddas Iloh sifatida talqin qilingan. Gvadelupening tosh devordagi rasmi e'tiqod ramzi sifatida Luzga kuch bag'ishlaydi, natijada u qiyinchilardan qo'rqmay o'z maqsadi sari olg'a intilishga harakat qiladi.

Asar nomlanishida ham ramziylik ko'zga tashlanadi. Adiba “The Butterfly’s Daughter” sarlavhasi orqali go'zal, nafis va nozik obraz Maripozaning kapalak misoli umri tezda o'tib ketib, qizi Luz va onasi Aviliya bilan baxtli hayot kechirishga fursati yetmaganligiga ishora qilinadi. Bu yerda kapalakka qiyoslanayotgan Maripozaning qizi Luz ham asarda o'zining shaxsiy transformatsiyasi bosqichiga yetib kelib, ya'ni kapalak misol kichik qurtlik



bosqichidan sevimli kapalakka aylanishi, ya'ni balog'atlik, ma'naviy yuksalish bosqichiga erishgani ham nazarda tutiladi.

Monro o'z asarlari uchun mavzuni tabiatdan oladi. Bu esa uning asarlarining asosiy xususiyatlaridan biridir. “Time is a River” da ham Vetkinsdagi erkin va tazyiqsiz muhit davomida Miya osoyishtalik, sevgi va yangi do'stlarni topadi. U bu kichik shaharchani yaxshi ko'rib qoladi. Asar oxirida bu makonning manzarali tabiati Miyaning o'z ichki dunyosini qayta kashf etishiga ko'maklashadi.

Ramziylik badiiy asarning libosi. M.E.Monro qalamiga mansub “Time is a River” romanida ham ramziylik asarning asosiy xususiyati sanaladi. Muallif asar qahramonlariga ham ramziy tusini beradi. Buni asardagi Keyt obrazida misolida ham kuzatishimiz mumkin. Keyt obrazi asar qahramonlarining xotiralarida, o'zi tomonidan yozib qoldirilgan kundaliklar va xatlar orqali asarda ishtirok etadi. M.E.Monro asarda qahramon Keytni XX asr boshlaridagi adabiyot namunalari uchun prototip sanalgan nafosatli, o'ziga ishongan, jasur va endi yuzaga kelayotgan qarashlarni qadrlaydigan “yangi” ayol obrazi qiyofasida tasvirlaydi. Keyt ayollarning sport musobaqalarini tomosha qilish uchun jamoat joylariga borishiga ruxsat etilmagan bir vaqtda, birinchilardan bo'lib jismoniy mashg'ulot sifatida baliq ovlashni ayollar o'rtasida targ'ib qilib, o'zi bir necha bor baliq ovlash musobaqalarida erkaklar bilan bellashib, g'olib ham bo'ladi. Yoki o'z hududidagi xabar va yangiliklar haqida maqolalar yozib, uni gazetalarda muhokama qilib boradi. Asarda Keyt o'z muhabbati uchun ham kurasha olishuvchi qahramon sifatida tasvirlanadi. U oilali jentelmenni yaxshi ko'rib qoladi, ammo ularning muhabbati sevgilisining to'satdan yomg'irli kunda baxtsiz hodisa natijasida halokatga uchrashi (aslida Teodor DiLansining jur'atsizligi va qat'iyatsizligi o'sha baxtsiz hodisaga sababchi bo'lgan) va Keytning o'rmondagi kulbaga bosh olib ketishi bilan yakunlanadi. M.E.Monro asar g'oyasini to'g'ridan-to'g'ri bayon qilmasdan, ramziylik orqali kitobxonga yetkazishda simvolizmning badiiy elementlaridan mohirona foydalanadi. Time is a River” asarida Keyt obrazi ayollarga xos jasorat ramzi sifatida namoyon bo'ladi.

Shuningdek, asardagi daryo bo'yidagi kulba ham o'ziga xos ramziylikka ega. Kulba asar qahramoni Miya Landan uchun erkinlik, tabiatga yaqinroq bo'lishning vositasi sifatida talqin qilinadi. Miya ko'krak saratoni bilan og'rib, bu darddan shifo toppish harakatida yurgan paytda, erining sharmandali xiyonatidan ranjib, yovvoyi tabiat qo'ynida, odamlardan uzoqda yashashga qaror qiladi. U endi Shimoliy Karolinadagi Ashvill shaharchasidagi “Watkin's Cove” nomli kulbada istiqomat qila boshlaydi. Miya Landan uchun bu kulba uning yangi dunyosiga aylanadi: And this, she thought as she looked around the small room, was her sanctuary. This small space in the mountains was her private world.

Yuqorida keltirilgan parchani quyidagicha izohlash mumkin: tog'ning toza havosi, manzarali tabiati va baliq ovlash mashg'uloti sabab Miyaning asta-sekin sog'aya borishi, “Watkins Cove”da biroz to'lishib, mushaklarining kundalik jismoniy harakatlar va baliq ovlashi sababli kuchga kirishi (“Her muscle tone was more defined from physical work and fishing”), teri rangining to'qlashgani (“Her skin appeared rosy in the firelight”) va saraton sababli voz kechishga majbur bo'lgan sochlarining o'rniga sog'lom sochlar o'sa boshlagani



(“She scratched her scalp and let her fingers comb through the curls. Her hair was growing longer, healthier”) ning yagona sababchisi sifatida Tabiat va u bilan birga hamnafas hayot kechirish ekanligini ta’kidlangan, Daryo bo’yidagi mo’jaz kulba esa cheklanish va tazyiqlardan xoli erkin hayot hamda tevarak-atrof va ona tabiatga yaqinlik timsoli sifatida ifodalanadi.

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SAMARQAND TARIXIY DURDONALARIDAN - MAXDUMI A'ZAM MAJMUASI

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**Annotatsiya:** Ushbu maqolada Samarqand yaqinida Dahbet shaharchasida joylashgan Mahdumi A'zam tarixiy yodgorligi borasida manbalar tahlili, majmua arxitekturasi, u yerda mavjud bo'lgan qabrtoshlar to'g'risida ma'lumot berilgan.

**Abstract:** This article provides an analysis of sources, the architecture of the complex, and the tombstones located there in the historical monument of Mahdumi Azam located in the town of Dahbet near Samarkand.

**Kalit so'zlar:** Dahbet, Sayid Ahmad Jaloliddin Kosoniy, Yalangto'shbiy, qabrtosh, Maxdumi A'zam, Miyonkol.

**Key words:** Dahbet, Syed Ahmad Jalaluddin Kosani, Yalangtoshbi, tombstone, Makhdumi Azam, Mionkol.

Tarixga nazar tashlaydigan bo'lsak azaldan Zarafshon vohasi aholisi zich joylashgan hududlardan hisoblanadi. Zarafshon vohasining deyarli barcha yerlari insonlar iste'qomat qilishi uchun qulayligi hamda yerlarning unumdorligi sababli, bu yerlarda markaziy shaharlardan uzoqda ham odamlar yashab kelganligini ko'ramiz.

Insonlar qo'nim topgan shunday makonlardan biri Samarqand shahridan uncha uzoqda bo'lmagan Dahbed shahridir.

Dahbed – Samarqand shahrining shimoli-g'arbiy tarafida, Oqdaryo va Qoradaryo oralig'idagi Miyonkol orolida joylashgan qadimiy va tarixiy mavze'lardan biridir. [4:5].

Bu shaharga asos solinishi Naqshbandiya tariqatining rahnamosi shayx Sayid Ahmad – Maxdumi A'zam nomi bilan bog'liq.

Dahbed atamasining paydo bo'lishi Farg'ona vodiysining Koson shahrida yashagan, keyinchalik XVI asrning boshlarida Miyonkolga ko'chib kelgan Sayid Ahmad Jaloliddin Kosoniy (1461-1542)ning faoliyati bilan bog'liqdir.

Komilxon Kattayevning fikricha Farg'ona vodiysida faoliyat olib borgan hazrati Mahdumi A'zam Samarqandga 1515-1528 yillar oralig'ida doimiy yashash uchun ko'chib kelgan.

U Samarqand hukmdorlari, xususan, shayboniylardan Jonibek Sultonning taklifiga binoan Miyonkolga ko'chib kelgan va shu yerda dastlab o'nta tol ekkan. Natijada u yashagan mavze “Dah bed” (fors-tojikcha “o'nta tol”) degan nom bilan atala boshlangan. Dahbed shahri XVI asrning birinchi choragidan boshlab tasavvuf oqimining eng katta silsilasi sanalgan Naqshbandiya sulukining markazi hisoblangan [4:5]. Dahbed so'nggi o'rta asrlardan boshlab,



shayx Maxdumi A'zam va uning avlodlari sharofati bilan ziyoratgohga aylangan. Bu yerda xonaqoh, bir necha masjidlar va madrasa qurilib, o'z davrida madaniy markazlardan biri sanalgan [6:207]. Dahbed nomi bilan bog'liq yana bir ma'lumot M.Abramovning “Guzari Samarqanda” nomli risolasida ham uchraydi. Abramovning ma'lumotiga ko'ra XVI-XVII asrlarda Samarqand shaxrining markaziy hududlarida “Guzari Dahbediy” mahallasi paydo bo'lgan [1:36].

Akademik B.Ahmedovning ma'lumotlariga ko'ra, ba'zi manbalarda Xojagi Ahmad ibn Sayid Jaloliddinning nomlari Maxdumi A'zam Kosoniy yoki Maxdumi A'zam Dahbediy deb keltirilgan [2:261-264].

Xojagi Ahmad ibn Sayid Jaloliddin O'rta Osiyo sufiylarining eng ko'zga ko'ringan vakillaridan hisoblangan va butun O'rta Osiyo bo'ylab o'zining ko'plab shogirdlariga ega bo'lgan. Maxdumi A'zam 80 (qamariy yil), 78 (shamsiy yil) yoshida Dahbed mavzesida vafot etgan [5:245]. Sayid Ahmad Kosoniy o'z yurtida emas, balki Samarqand shahridan 12 chaqirm masofada joylashgan Dahbedda 949-hijriy muharram oyining 21-sanasida shanba kuni choshgohda, ya'ni 3-may 1542-yilda vafot etgan [3:179]. Maxdumi A'zamning avlodlari Dahbed shahrida istiqomat qilib kelishmoqda. Maxdumi A'zamning avlodlaridan biri bo'lgan Tolipov Nodirning so'zlariga ko'ra, bu yerdagi chillaxona Maxdumi A'zam hayotligida Jonibek Sulton tomonidan qurdirilgan va u XVI asrga oid. Maxdumi A'zam sharafiga 1632-yilda Nodir Devonbegi buyrug'i bilan Dahbedda katta bog' barpo etilgan [6:156].

Rus tadqiqotchisi A.P. Fedchenkoning “Topograficheskiy ocherk Zerafshanskiy dolini” sarlavhali maqolasida shunday ma'lumot beriladi: “Dahbedning ajoyib masjidi bo'lib, u yerda XVI asrda vafot etgan avliyo Maxdumi A'zamning qabri bor. Masjid uncha baland emas, uning uzun xonasi bor. Masjidning ajoyibligi shundaki, unda ikki qator ustunlar o'rnatilgan. Bu ustunlar orasidagi shift gumbazga o'xshab qurilgan bo'lib, undagi gumbazlar soni 12 tani tashkil etadi. Masjidning tashqarisi baland ayvon bo'lib, u har xil shakldagi naqshlar bilan bezatilgan. Mahalliy aholidan mening “qachon va kim bu binoni qurdirgan?” degan savolimga Samarqanddagi ikki madrasaning egasi Yalangto'shbiy bino qilganligini aytdilar, hamda menga bu yerda Yalangto'shbiyning qabrini ko'rsatdilar. Masjid juda ajoyib bo'lib, unda tamoman xitoylarnikiga o'xshagan buyumlar saqlanadi”. XIX asrning 80-yillarida Dahbedda bo'lgan N. Vasselovskiyning esdaliklarida quyidagi ma'lumotlar keltirilgan: “Masjid bunosi ichidagi katta xonada 8 qirrali chiroq osilgan. Yana ikkita kichikroq chiroqlardan biri mehrobning tepasida, ikkinchisi esa, masjid eshigi tepasida osilgan. Masjid Yalangto'shbiyning tashabbusi bilan 1028-xijriy (1618-1619) yilda qurilgan. Masjidning hovlisida bir necha qadimiy chinorlar bo'lib, ulardan biriga eshik o'rnatilgan va undan xona sifatida foydalanishadi. Xilxona masjiddan g'ishtli devor bilan ajratilgan. Xilxonada Yalangto'shbiy va uning qizi Iqlimaning qabri bor”. Yana bir rus tadqiqotchisi V.L. Vyatkin o'z maqolalaridan birida Dahbed shahridagi xonaqoh va madrasaning qurilishi haqida shunday malumotlarni keltirib o'tadi: “Dahbedda dafn etilgan Maxdumi A'zamning qabri tepasida Yalangto'shbiy Bahodir katta xonaqoh barpo qildirdi. 34 xujra, masjid va darsxonadan tashkil topgan bu yerdagi madrasaga keyinchalik, Mang'itlar sulolasi hukmronligining boshlarida



asos solingan”. XIX asrning ikkinchi yarmida yozilgan Abu Tohirxojaning “Samariya” asarida yuqoridagi ma’lumotlar tasdiqlanadi: “Yalangto’shbiy 1028-xijriy (1618-1619) yilda Maxdumi A’zam qabriga janub tomonida keng va yuksak xonaqoh soldirgan” [6:207-209].

Yuqoridagi manbalar tahlilidan, Mahdumi A’zam majmuasining barpo etilishida Amir Yalangto’shbiy Bahodirning xizmatlari katta ekanligini ko’rishimiz mumkin. Payg’ambarimiz oilasi a’zolarining avlodi hisoblangan Maxdumi A’zamning nabirasi Muhammad Hoshimni Amir Yalangto’shbiy o’zining piri hisoblaganligi ham bu qurilishlarning amalga oshirilishiga sabab bo’lgan bo’lishi mumkin.

Maxdumi A’zam majmuasining eng diqqatga sazovor inshooti xonaqo’n bo’lib, gumbazli zalni yog’och ayvon bilan birlashtirilgan olti ustunli 12 gumbazli bo’ylama inshootdir. Dastlabki tarhga ko’ra, katta zikrxona, xizmat xonalari va tahoratxona bo’lgan.

19-asr oxirlarida, saqlanib qolgan xonaqoh hovlisida 8 metr balandlikdagi minora qurilgan. Sharqiy tomonda yana bir kichik bino - "kichik masjid" saqlanib qolgan. Xonaqohdan shimolda “Samarqand marmar”i bilan ishlov berilgan, burchaklari marmar yarim ustunlar bilan bezatilgan, Qur’on so’zlari yozilgan, balandligi 1,55 m bo’lgan deyarli to’rtburchak (17,6 x 16,6 m) inshoot – daxma joylashgan. Sufada 8 ta qabr tosh joylashgan. Sufa atrofidagi kichik qabriston Nodir Devonbegi buyrug’i bilan g’isht devor bilan o’ralgan. Sufa etagida janubdan 9 ta qabr toshlari mavjud bo’lib, ulardan biri Yalangtush Bahodirga, undan sharqda uning qizi Iqlimga tegishli qabr mavjud. Devordan tashqarida 46 ta qabr toshlari bor.

Tarixchi olim Komilxon Kattaevning “Maxdumi A’zam va Dahbed” kitobida avliyoning qabri yonida turgan qabr toshlari ro’yxati keltirilgan [4:74].

1. Maxdumi A’zam hazratlari (vafoti 1542); 2. Hazrati Muhammad Amin (Xo’ja Kalonxo’ja, 1596-yilda vafot etgan); 3. Xoja Xodam hazratlari (vafoti 1635); 4. Xoja Muso ibn Xoja Xoshim hazratlari (vafoti 1642); 5. Musoxon Xoja ibn Isohadzhay Dagbediy hazratlari (vafoti 1776); 6. Xonxo’ja ibn Musoxonxo’jai Dahbediy hazratlari (vafoti 1784); 7. Avliyoxo’ja ibn Xonxo’ja (vaf. 1802);

**Shuningdek, dahma atrofidagi qabrtoshlar haqida ham ma’lumot berilgan:**

1. Yalangtushbiy Bahodir bin Boyhojibiy — hijriy 1066 yil (1655—56); 2. Amir Sultonkush – hijriy 1067 yil (1656); 3. Malika Iklimabonu Yalangtushbiy qizi - 1068 (1657) yil; 4. Malika Oibibi Yalangtushbiy qizi - 1077 yil (1666); 5. Shoh Hidoyat ibn Shoh Qosim – 1079 yil (1668), Afg’oniston shohi; 6. Shoh Saodat ibn Shoh Hidoyat – 1100 yil (1688), Afg’oniston shohi;

Komilxon Kattaev “Mahdumi A’zam va Dahbed” risolasida, 1901 yilda o’sha davrdagi Samarqand general-gubernatori Georgiy Alekseevich Arandarenkoning buyrug’i bilan “Mahdumi A’zam” qabristoniga oxirgi dafn etilgan shaxs Maxdumi A’zamiy avlodi – Hazrat Sayyid Akramxon Dahbediy ibn Avliyoxo’ja ibn Xonxo’ja ekanligi haqida aytib o’tgan [4:76].

Maxdumi A’zam majmuasiga tegishli bo’lgan binolarning barchasi uning hayotligi davrida qurilmagan va bu binolarning hammasi ham bugungi kunga qadar saqlanmagan. Saqlanib qolganlari esa chillaxona, masjid va xilxonadir. Bu inshootlar bugungi kunda ushbu majmuaning asosini tashkil etadi. Samarqand 123 yil mustamlakachilar ta’siri ostida



bo`lganligini hisobga olsak, bu diyor farzandlari mehnati mahsuliga e`tibor berilmaganligi sababli ajdodlarimiz merosining talay qismini yo`qotdik. Ushbu majmuada ham madrasa va xonaqohning yo`qotilishiga shu 123 yil kifoya bo`ldi. Ammo bizgacha yetib kelgan merosning qiymati juda katta. Bu merosni asrash har birimizning burchimizdir.

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ИНВЕНТАРИЗАЦИЯ АКТИВОВ И ОБЯЗАТЕЛЬСТВ  
ТГЭУ

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**Аннотация:** Для обеспечения достоверности данных бухгалтерского учета и бухгалтерской отчетности организации обязаны проводить инвентаризацию имущества и обязательств. В ходе инвентаризации проверяются и документально подтверждаются не только наличие имущества и обязательств, но и их состояние и оценка.

**Ключевые слова:** инвентаризация, активы, обязательства, натуральная проверка, документальная проверка, комиссия.

**Annotation:** To ensure the reliability of accounting data and accounting statements, organizations are required to conduct an inventory of property and liabilities. During the inventory, not only the presence of property and liabilities, but also their condition and assessment are checked and documented.

**Key words:** inventory, assets, liabilities, in-kind verification, documentary verification, commission.

Инвентаризации подлежит все имущество организации (основные средства, нематериальные активы, финансовые вложения, производственные запасы, готовая продукция, товары, прочие запасы, денежные средства и прочие финансовые активы) независимо от его места нахождения и все виды финансовых обязательств. Кроме того, инвентаризации подлежат производственные запасы и другие виды имущества, не принадлежащие организации, но числящиеся в бухгалтерском учете (находящиеся на ответственном хранении, арендованные, полученные для переработки), а также имущество, не учтенное по каким-либо причинам. Инвентаризация имущества производится по его месту нахождения и материально ответственному лицу.

Количество инвентаризаций в отчетном году, дата их проведения, перечень имущества и финансовых обязательств, проверяемых при каждой из них, устанавливаются руководителем организации, за исключением следующих случаев, когда проведение инвентаризации обязательно:

при передаче имущества в аренду, выкупе, продаже, а также при преобразовании государственного или муниципального унитарного предприятия;

перед составлением годовой бухгалтерской отчетности;

при смене материально ответственных лиц;

при выявлении фактов хищения, злоупотребления или порчи имущества;

в случае стихийного бедствия, пожара или других чрезвычайных ситуаций, вызванных экстремальными условиями;



при реорганизации или ликвидации организации;  
в других случаях, предусмотренных законодательством Р.Уз.

Инвентаризации при коллективной (бригадной) материальной ответственности проводятся: при смене руководителя коллектива (бригадира), при выбытии из коллектива (бригады) более 50% его членов, а также по требованию одного или нескольких членов коллектива (бригады).

Основу любой инвентаризации составляет полная или выборочная проверка фактического наличия материальных ценностей, имущественных прав и обязательств силами специально созданной в организации комиссии. Различают два вида проверки: натуральную и документальную.

Натуральная (вещественная) проверка состоит в непосредственном наблюдении объектов и определении их количества путем подсчета, взвешивания, обмера. Натуральной проверке подвергаются основные средства, материально-производственные запасы, наличные денежные средства и бланки документов строгой отчетности.

При документальной проверке наличие в организации имущественных прав (нематериальных активов, расходов будущих периодов, дебиторской задолженности и др.) и финансовых обязательств подтверждается непосредственно документами.

В составе документальной проверки иногда выделяют бухгалтерскую или книжную проверку, которая представляет собой сопоставление записей непосредственно в регистрах бухгалтерского учета (например, при инвентаризации сумм начисленной амортизации, оценочных резервов).

Порядок проведения и оформления результатов инвентаризации определен НСБУ 19 «Организация и проведение инвентаризации»

Для проведения инвентаризации в организации создается постоянно действующая инвентаризационная комиссия. Персональный состав постоянно действующих и рабочих инвентаризационных комиссий утверждает руководитель организации. В состав инвентаризационной комиссии включаются представители администрации организации, работники бухгалтерской службы, другие специалисты (инженеры, экономисты, техники и т. д.). В состав инвентаризационной комиссии можно включать представителей службы внутреннего аудита организации, независимых аудиторских организаций.

Персональный состав постоянно действующих и рабочих инвентаризационных комиссий утверждает руководитель организации. Документ о составе комиссии в виде приказа, постановления или распоряжения регистрируют в книге контроля за выполнением приказов о проведении инвентаризации.

Приказ (постановление, распоряжение) является письменным заданием, конкретизирующим содержание, объем, порядок и сроки проведения инвентаризации проверяемого объекта, а также персональный состав инвентаризационной комиссии. Приказ (постановление, распоряжение) подписывается руководителем организации и вручается председателю инвентаризационной комиссии.



До начала проверки фактического наличия имущества инвентаризационной комиссии надлежит получить последние на момент инвентаризации приходные и расходные документы или отчеты о движении материальных ценностей и денежных средств. Председатель инвентаризационной комиссии визирует все приходные и расходные документы, приложенные к реестрам (отчетам), с указанием: «До инвентаризации на " " г. (дата)», что должно служить бухгалтерии основанием для определения остатков имущества к началу инвентаризации по учетным данным.

Материально ответственные лица дают расписки о том, что к началу инвентаризации все расходные и приходные документы на имущество сданы в бухгалтерию или переданы комиссии и все ценности, поступившие на их ответственность, оприходованы, а выбывшие списаны в расход. Аналогичные расписки дают и лица, имеющие подотчетные суммы на приобретение или доверенности на получение имущества.

Сведения о фактическом наличии имущества и реальности учтенных финансовых обязательств записываются в инвентаризационные описи или акты инвентаризации не менее чем в двух экземплярах.

Инвентаризационная комиссия обеспечивает полноту и точность внесения в описи данных о фактических остатках имущества, правильность и своевременность оформления материалов инвентаризации.

Фактическое наличие материалов, товаров и тары при инвентаризации определяют путем обязательного подсчета, взвешивания, обмера. При этом руководитель организации должен создать условия, обеспечивающие полную и точную проверку фактического наличия имущества в установленные сроки (обеспечить рабочей силой для перевешивания и перемещения грузов, технически исправным весовым хозяйством, измерительными и контрольными приборами, мерной тарой).

По материалам и товарам, хранящимся в неповрежденной упаковке поставщика, количество этих ценностей может определяться на основании документов при обязательной проверке в натуре (на выборку) части этих ценностей. Определение веса (или объема) навалочных материалов допускается производить на основании обмеров и технических расчетов.

При инвентаризации большого количества весовых товаров ведомости отвесов ведут отдельно один из членов инвентаризационной комиссии и материально ответственное лицо. В конце рабочего дня (или по окончании перевески) данные этих ведомостей сличают и выверенный итог вносят в опись. Акты обмеров, технические расчеты и ведомости отвесов прилагают к описи.

Основной формой первичной документации для учета результатов натуральной инвентаризации является инвентаризационная опись, документальной — акт инвентаризации.





Методические рекомендации предусматривают специальный порядок заполнения актов инвентаризации:

— инвентаризационные описи могут быть заполнены как с использованием средств вычислительной и другой организационной техники, так и ручным способом. При этом описи заполняются чернилами или шариковой ручкой четко и ясно, без помарок и подчисток;

— наименования инвентаризируемых ценностей, их количество указывают в описях по номенклатуре и в единицах измерения, принятых в учете;

— на каждой странице описи указывают прописью число порядковых номеров материальных ценностей и общий итог количества в натуральных показателях, записанных на данной странице, вне зависимости от того, в каких единицах измерения (штуках, килограммах, метрах и т. д.) эти ценности показаны;

— исправление ошибок производится во всех экземплярах описей путем зачеркивания неправильных записей и проставления над зачеркнутыми правильных записей (исправления должны быть оговорены и подписаны всеми членами инвентаризационной комиссии и материально ответственными лицами);

— в описях не допускается оставлять незаполненные строки, на последних страницах незаполненные строки прочеркиваются;

— на последней странице описи должна быть сделана отметка о проверке цен, таксировки и подсчета итогов за подписями лиц, производивших эту проверку.

Описи подписывают все члены инвентаризационной комиссии и материально ответственные лица. В конце описи материально ответственные лица дают расписку, подтверждающую проверку комиссией имущества в их присутствии, об отсутствии к членам комиссии каких-либо претензий и принятии перечисленного в описи имущества на ответственное хранение. При проверке фактического наличия товаров и тары в случае смены материально ответственных лиц принявший товары и тару расписывается в описи в получении, а сдавший — в сдаче этих материальных ценностей.

На товары, находящиеся на ответственном хранении, или материалы, полученные для переработки, составляются отдельные описи.

Важно отметить, что если инвентаризация проводится в течение нескольких дней, то помещения, где хранятся материальные ценности, при уходе инвентаризационной комиссии должны быть опечатаны. Во время перерывов в работе инвентаризационных комиссий (в обеденный перерыв, в ночное время, по другим причинам) описи должны храниться в ящике (шкафу, сейфе) в закрытом помещении, где проводится инвентаризация. В тех случаях, когда материально ответственные лица обнаружат после инвентаризации ошибки в описях, они должны немедленно (до открытия склада, кладовой, секции и т. п.) заявить об этом председателю инвентаризационной комиссии. Инвентаризационная комиссия осуществляет проверку указанных фактов и в случае их подтверждения производит исправление выявленных ошибок в установленном порядке.



По окончании инвентаризации могут проводиться контрольные проверки правильности проведения инвентаризации. Их следует проводить с участием членов инвентаризационных комиссий и материально ответственных лиц обязательно до открытия склада, кладовой, секции и т. п., где проводилась инвентаризация. Результаты контрольных проверок правильности проведения инвентаризаций оформляются актом (форма № ИНВ-24) и регистрируются в Книге учета контрольных проверок правильности проведения инвентаризаций (форма № ИНВ-25).

В меж инвентаризационный период в организациях с большой номенклатурой ценностей могут проводиться выборочные инвентаризации материальных ценностей в местах их хранения и переработки. Контрольные проверки правильности проведения инвентаризаций и выборочные инвентаризации, проводимые в меж инвентаризационный период, осуществляются инвентаризационными комиссиями по распоряжению руководителя организации.

Необходимо помнить, что отсутствие хотя бы одного члена комиссии при проведении инвентаризации служит основанием для признания результатов инвентаризации недействительными. Проверка фактического наличия материальных ценностей производится только при обязательном участии материально ответственных лиц.

Результаты инвентаризации сверяются с учетными данными. Инвентаризация или подтверждает данные бухгалтерского учета, или выявляет неучтенные ценности или допущенные потери, хищения, недостачи. При выявлении отклонений по проверяемому имуществу составляются сличительные ведомости

Сличительная ведомость составляется бухгалтером в двух экземплярах, один из которых хранится в бухгалтерии, второй — передается материально ответственному лицу.

Предложения о регулировании выявленных при инвентаризации расхождений фактического наличия ценностей и данных бухгалтерского учета представляются на рассмотрение руководителю организации, который принимает окончательное решение о зачете.

Результаты инвентаризации должны быть отражены в учете и отчетности того месяца, в котором была закончена инвентаризация, а по годовой инвентаризации — в годовом бухгалтерском отчете.

Выявленный в результате инвентаризации излишек имущества приходится по рыночной стоимости на дату проведения инвентаризации, и соответствующая сумма зачисляется на финансовые результаты организации.

Недостача имущества в пределах норм естественной убыли относится на издержки производства или обращения (расходы), а недостача сверх норм — на счет виновных лиц. Если виновные лица не установлены или суд отказал во взыскании убытков с них, то



убытки от недостачи имущества и его порчи списываются на финансовые результаты организации.

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PECULIAR FEATURES OF CULTURE-SPECIFIC UNITS AND THEIR  
CLASSIFICATION

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**Abstract:** *this article analyses linguoculturemes as cultural units, defines its types. It emphasizes the analysis of lexico-semantic units and linguoculturemes, compares their similar and differentiating features.*

**Keywords:** *linguocultureme, linguoculturology, culture-specific units, lexico-semantic units*

One of the basic notions of linguoculturology is a linguocultureme. This term was introduced by V.V. Vorobyov. This is a complex inter-level unit, which is a dialectical unity of linguistic and extralinguistic content. V.V.Vorobyov defines a linguocultureme as a combination of the form of a linguistic sign, its content and the cultural meaning that accompanies this sign. He attaches great importance to the understanding of a linguocultureme to the deep meaning that is potentially present in the meaning as an element of its content. This term seems to us very vague, because it does not reveal the mechanisms of where and how cultural information is attached in a linguistic sign, how it “works” in a language, but only indicates the fact of its presence in a linguistic sign, which has been known since the time of V. Humboldt (Vorobyov, 2008).

According to W. Durham and P. Weingart’s point of view, a cultural unit must have at least three properties. First, it “should exist at the level of concept,” i.e., affect behavior and artifacts through processes that are cultural counterparts of “epigenetic processes” that link genes and phenotypic effects. Secondly, “a true unit of culture must have a tradition of dissemination in society”, since, according to most definitions, culture is socially transmitted information. Thirdly, the unit of culture must be an integral element of a larger conceptual system, which in fact is "culture" itself. In other words, it must maintain integrity and exist independently, and also function as an integrated part of some system. To this they add the following properties of the ability for self-reproduction highlighted by Dawkins: 1) the ability for successful reproduction; 2) viability, i.e. the ability to survive through self-reproduction; 3) the adequacy of reproduction or the ability to accurately reproduce (Alefrenko, 2010).

In contrast to the word and lexico-semantic variant (LSV) as linguistic units proper, linguocultureme includes segments not only of language that have linguistic meaning, but also of culture that contain extra-linguistic cultural meaning, represented by the corresponding sign. Being a complex inter-level unit, linguocultureme is more "deep" in its essence than the word. The word correlates with the referent (denotation), "refers" to it while linguocultureme reveals its content as a concept (class of objects):

word (LSV): sign - meaning

linguocultureme: sign - meaning - concept/subject.



Hence, the linguoculturemes:

1) have connotative meanings and become signs, 2) may have several connotative signifiers, 3) may either be actualized or not actualized in the minds of perceivers, 4) actively "live" as long as the ideological context that gave rise to them actively "lives." 5) outstanding personalities as a model of the national personality; 6) the thoughts and judgments of foreigners about the nation and culture as a comparative background that sets off the specifics of everything related to the nation.

Linguoculturemes really exist as units of the field, and their hierarchical relationships outline its structure as an interaction of elements at the paradigmatic and syntagmatic levels. Unlike the word, linguocultureme includes not only language (which acquires linguistic significance), but also culture (non-linguistic cultural meanings) segments. There are different types of linguocultureme according to the way of expression in the language. It can be a single word, a phrase, a paragraph, or even a whole text.

The structure of linguocultureme is more complex than other language units: it shows both linguistic impression and non-linguistic environment (situation, reality). Thus, in a person who knows the language well, any word is accompanied by a cultural aura, without which it is difficult and in some cases impossible to interpret the text correctly. The process of culturalization of language units leads to the creation of a complex of networks of cultural associations within one or another nation. (Vorobyov V.V, 2008).

U.Q.Yusupov recommends interpreting linguocultureme as follows: “Linguocultureme is a language or speech unit that reflects a part of culture in its semantics. They can be a word (root, artificial, compound and complex words), word combinations, phrases, sentence, paremia, complex syntactic whole, text, etc” (Yusupov, 2010).

V.A. Maslova divides linguoculturemes into 9 different types: 1) non-equivalent lexicon of the language - realias (includes national costumes, food, ceremonies and holidays, traditions, names of some culture-relevant items) and lacunae; 2) mythologemes - archetypes, legendary characters, images, ceremonies and customs, rituals; 3) paremiological foundation of the language (includes proverbs and sayings); 4) phraseological fund of the language; 5) standards, stereotypes, symbols; 6) metaphors and images (symbols); 7) stylistic layers of different languages (literary/non-literary forms, etc.); 8) speech ethics and character; 9) speech etiquette (Maslova, 2001).

Thus, as a result of the analysis of the theoretical literature, we can come to the conclusion: a) linguoculturology is a new direction in linguistics that studies the relationship between language and culture; b) the main linguistic unit of linguoculturology is linguocultureme, which is manifested through various linguistic units.



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МИНИСТЕРСТВО ОБОРОНЫ РЕСПУБЛИКИ УЗБЕКИСТАН  
ФЕРГАНСКИЙ ВОЕННО-АКАДЕМИЧЕСКИЙ ЛИЦЕЙ «ТЕМУРБЕКЛАР  
МАКТАБИ»

*Методы И Способы Решения Олимпиадных Задач По Математике*

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**Аннотация:** В статье рассмотрены различные способы решения олимпиадных задач, с которыми могут столкнуться учащиеся.

В представленной статье содержатся теоритические сведения справочного характера, методы и способы решения олимпиадных задач.

**Ключевые слова:** способы решения олимпиадных задач, цель олимпиады.

Сейчас во всем мире проводят олимпиады по математике и необходимо знать какими методами решать задачи. Олимпиадные задачи отличаются тем, что имеют нестандартный ход решения. Цель создания олимпиадных задач по математике — это воспитание в будущих математиках важные качества как нестандартное мышление, умение изучить стоящую перед ними проблему с разных сторон, формирование творческого подхода.

Олимпиадные задачи по математике имеют свои нестандартные способы решения.

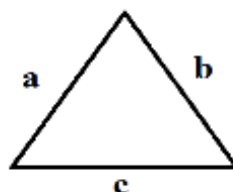
Способ решения — это алгоритм действий, которые необходимы для решения.

Способы решения олимпиадных задач: тождественные преобразования, делимость, связь геометрических и алгебраических интерпретаций, переход к новым переменным, способ индукции, способ оценки, сведение к квадратному уравнению и другие частные случаи.

**Рассмотрим следующие олимпиадные задачи:**

№1. В треугольнике ABC стороны  $a$ ,  $b$ ,  $c$  ( $a < b < c$ ) образуют арифметическую прогрессию. Известно, что  $\frac{a}{R} + \frac{b}{R} + \frac{c}{R} = \frac{a}{r} + \frac{b}{r} + \frac{c}{r}$ , где  $R$  и  $r$  — соответственно радиусы описанной и вписанной окружностей. Найти наименьшую целую тройку  $(a, b, c)$ .

Решение:



$$a < b < c, R \cdot r = 130$$

$$a=x, b=x+y, c=x+2y$$

$$R = \frac{abc}{4S}, r = \frac{2S}{a+b+c}$$

$$R \cdot r = \frac{abc}{4S} \cdot \frac{2S}{a+b+c} = 130, \frac{abc}{a+b+c} = 260$$

$$\frac{x(x+y)(x+2y)}{x+x+y+x+2y} = 260, \frac{x(x+y)(x+2y)}{3(x+y)} = 260$$

$$x(x+2y)=780 \rightarrow \{10; 78\}, ?$$

$$\{20; 39\}, ?$$

$$\{60; 13\}, ?$$

$$\{26; 30\} \vee$$

$$x=26, y=2$$

Ответ: a=26, b=28, c=30.

**№2. Решить систему уравнений**

$$\begin{cases} 5(x^4 + y^4) = 17(x^2 + y^2) \\ x^2 + xy + y^2 = 7 \end{cases}$$

Решение:  $x^4 + y^4 = (x^2 + y^2)^2 - 2x^2y^2$

$$5((x^2 + y^2)^2 - 2x^2y^2) = 17(x^2 + y^2)$$

$$x^2 + y^2 = 7 - xy$$

$$5((7 - xy)^2 - 2x^2y^2) = 17(7 - xy)$$

$$5(49 - 14xy + x^2y^2 - 2x^2y^2) = 17 \cdot 7 - 17xy$$

$$5x^2y^2 + 53xy - 126 = 0$$

$$5a^2 + 53a - 126 = 0 \quad a_1 = 2, a_2 = -12,6$$

$$xy = 2, x = \frac{2}{y}$$

$$\frac{4}{y^2} + 2 + y^2 = 7$$

$$\frac{4}{y^2} + y^2 = 5$$

$$y = \pm 1, x = \pm 2$$

Ответ: (2;1), (-2;-1), (1;2), (-1;-2).

**№3. Решить в натуральных числах уравнение  $x^3 - 8y^3 = 19$ .**

Решение: разложим на множители  $x^3 - 8y^3$ .

$$x^3 - 8y^3 = (x - 2y)(x^2 + 2xy + 4y^2) = 19$$

Так как число 19 является простым числом, делители этого числа 1 и 19.

В таком случае

$$\begin{cases} x - 2y = 1 \\ x^2 + 2xy + 4y^2 = 19 \end{cases} \quad \begin{cases} x - 2y = 19 \\ x^2 + 2xy + 4y^2 = 1 \end{cases} \emptyset$$

Корни уравнения являются натуральными числами, вторая система не имеет натуральных решений.





С помощью подстановки решаем первую систему уравнений

$$\begin{aligned} x &= 1 + 2y \\ (1 + 2y)^2 + 2y(1 + 2y) + 4y^2 &= 19 \\ 1 + 4y + 4y^2 + 2y + 4y^2 + 4y^2 &= 19 \\ 12y^2 + 6y - 18 &= 0 \quad / : 6 \\ 2y^2 + y - 3 &= 0 \\ y_1 = 1, \quad y_2 = -\frac{3}{2} &\emptyset \\ x_1 &= 3 \\ \text{Ответ: } \{3; 1\} \end{aligned}$$

**№4. Доказать неравенство  $a^4 + b^4 + c^4 \geq abc(a + b + c)$ , где  $a, b, c > 0$ .**

Решение: применяем неравенство Коши

$$\begin{cases} a^4 + b^4 \geq 2\sqrt{a^4 b^4} = 2a^2 b^2 \\ a^4 + c^4 \geq 2\sqrt{a^4 c^4} = 2a^2 c^2 \\ b^4 + c^4 \geq 2\sqrt{b^4 c^4} = 2b^2 c^2 \end{cases}$$

$$2a^4 + 2b^4 + 2c^4 \geq 2(a^2 b^2 + a^2 c^2 + b^2 c^2)$$

$$a^4 + b^4 + c^4 \geq a^2 b^2 + a^2 c^2 + b^2 c^2$$

**Применяем неравенство Коши во второй раз для правой части неравенства**

$$\begin{aligned} a^2 b^2 + a^2 c^2 &\geq 2\sqrt{a^2 b^2 a^2 c^2} = 2a^2 bc \\ a^2 b^2 + b^2 c^2 &\geq 2\sqrt{a^2 b^2 b^2 c^2} = 2a^2 bc \\ a^2 c^2 + b^2 c^2 &\geq 2\sqrt{a^2 b^2 c^2 c^2} = 2abc^2 \\ 2(a^2 b^2 + a^2 c^2 + b^2 c^2) &\geq 2(a^2 bc + a^2 bc + abc^2) \\ a^2 b^2 + a^2 c^2 + b^2 c^2 &\geq abc(a + b + c) \text{ неравенство доказано} \end{aligned}$$

Таким образом, существует большое количество способов, при помощи которых можно успешно решать различной сложности олимпиадные задачи.

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МАЖУСИЙЛИК ЭЪТИҚОДИ ҲАҚИДА ИМОМ МОТУРИДИЙ ТАФСИРИДА  
КЕЛТИРГАН МАЪЛУМОТЛАР ТАҲЛИЛИ

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Мажусийлик – дуалистик диний таълимот бўлиб, унга кўра олам икки асос: нур ва зулматдан иборат деб эътиқод қилинади. Мажусийлар нурни азалий, зулматни кейин пайдо бўлган деб ҳисоблашади. Нур эзгулик ва зулмат ёвузлик тимсолидир. Ахурамазда эзгулик худоси ва Ахриман ёвузлик худоси деган таълимот ҳам шу асосда шаклланган. Бу икки куч доимий кураш олиб боради ва охир-оқибат эзгулик ғалаба қозонади ҳамда бутун Дунё абадий саодатга эришади. “Авесто” зардуштийлик, яъни мажусийликнинг муқаддас китоби ҳисобланади<sup>10</sup>.

Бу дин Қуръон нозил бўлган пайтда форс дунёсида кенг тарқалган эътиқод бўлиб, уни Мотуридий тафсирида жами 24 ўринда учратиш мумкин<sup>11</sup>. Бу диний таълимот замонавий диншуносликда асосан зардуштийлик ва оташпарастлик номлари билан аталади.

Тафсирда илк бор “Бақара” сураси 96-оят тафсирида мажусийлик ҳақида сўз юритилган. Мазкур ўринда уларнинг мушриклардан эканлиги ҳамда қайта тирилиш ва қиёматга имон келтирмасликлари айтиб ўтилган<sup>12</sup>.

**“Бақара” 256-оят тафсирида эса Мотуридий қуйидагиларни айтади:**

“Аллоҳ таолонинг: "...لَا إِكْرَاهَ فِي الدِّينِ..." (“Динда мажбурлаш йўқ...”) – жумласи ҳақида баъзилар айтишадики: “Бу оят мажусийлар, яҳудийлар ва насронийлардан бўлган аҳли китоблар ҳақида нозил бўлган. Чунки, улардан жизя олинади ва араб мушриклари каби исломга мажбурланмайди. Араб мушриклари эса, исломни қабул қилмасалар қатл қилинадилар”. Бунга Расулуллоҳ (с.а.в.)дан ривоят қилинган қуйидаги ҳадис далил қилиб олинган бўлиб, унда Набий (с.а.в.) Мунзир ибн Фулонга шундай шундай мактуб ёзган эканлар: “Арабларга келсак, улардан исломдан бошқа нарсани қабул қилма. Акс ҳолда қилич ишлат. Аҳли китоб ва мажусийлардан бўлса жизя олавер”. Бу ҳақда Китоб (Қуръон)да ҳам айtilган: "تَقَاتِلُوهُمْ أَوْ يُسَلِّمُوا" (“(Ўшанда ё) улар билан урушарсиз ёки улар (жангсиз) Исломга кирурлар” (Фатҳ: 16))”<sup>13</sup>.

<sup>10</sup> Батафсил маълумот учун қаранг: Шаҳристоний. ал-Милал ва-н-ниҳал. – Ж. I. – Б. 197-203; Мониъ ибн Ҳаммоод Жўҳаний. ал-Мавсуа ал-муяссара. – Ар-Риёд: Дор ан-надва, 1997. – Ж. II. – Б. 1149-1151; Фозила Сулаймонова. Шарқ ва Ғарб. – Тошкент: Ўзбекистон, 1997. – Б. 26-27; Ҳ.Бобоев, С.Ҳасанов. “Авесто” – маънавиятимиз сарчашмаси. – Тошкент: Адолат, 2001. – Б. 12-47.

<sup>11</sup> Мотуридий. Таъвилот аҳли-с-сунна. – Ж. XVIII. – Б. 239.

<sup>12</sup> Ўша манба. – Ж. I. – Б. 183.

<sup>13</sup> Мотуридий. Таъвилот аҳли-с-сунна. – Ж. II. – Б. 159.



Юқоридагилардан кўриш мумкинки, мажусийлар аҳли ширк ҳисобланишларига қарамай уларга араб мушрикларидан фарқли муносабатда бўлинган. Бунга эса юқоридаги ҳадис далил сифатида хизмат қилган. Балки, шу сабабдир, уларни аҳли китоблардан деб ҳисобловчи тоифалар ҳам пайдо бўлган. Мотуридий бундай тоифаларга “Моида” сураси 5-оят тафсирида қарши чиқади:

“Мажусийларни биз аҳли китоблардан деб билмаймиз. Бунга Аллоҳ таолонинг куйидаги сўзлари далилдир:

“Мана бу Биз нозил қилган муборак Китоб (Қуръон)дир, унга эргашингиз ва тақволи бўлингиз, токи раҳм қилингайсиз. “Биздан олдинги икки тоифага китоб нозил қилинган эди”, – дейишингиз...”<sup>14</sup> (Анъом: 155-156).

Бу билан Аллоҳ таоло аҳли китоблар икки тоифадан иборатлигини айтмоқда. Шу боис уларни уч гуруҳга бўлиш жоиз эмас. Бу Қуръон далолат қилган нарсага зиддир...

Мажусийлар аҳли китоб эмасликларига яна бир далил шуки: Умар ибн Хаттоб (р.а.) Набий (с.а.в.)нинг қабрлари ва минбар орасида ўтирганларида дедилар: “Мен мажусийлар борасида нима қилишни билмаяпман. Ахир улар аҳли китоб эмаслар-ку?” Шунда Абдурроҳман ибн Авф (р.а.) айтдилар: “Мен Росулulloҳ (с.а.в.)нинг: “Мажусийлар борасида аҳли китобларга бўлгани каби йўл тутинглар”, – деганларини эшитганман”. Умар (р.а.) уларнинг аҳли китобдан эмасликлари ҳақида очик гапирган ва Абдурроҳман ибн Авф (р.а.) ҳам, бошқа бирор саҳоба ҳам у кишига эътироз билдирмаган...”<sup>15</sup>.

Бугунги кунда ҳам баъзи тадқиқотчилар зардуштийликни, яъни мажусийликни самовий дин, Зардуштни пайғамбар ва “Авесто”ни илоҳий китоб, деган фаразни илгари сурадилар. Кейинчалик бу эътиқод ва унинг муқаддас китоби ўзгаришларга учраганини айтадилар<sup>16</sup>. “Таъвилот аҳли-с-сунна”да келтирилган далиллар бундай қарашнинг асосиз эканини кўрсатади.

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EXPLORING COLORING SUBSTANCES IN BEVERAGE PRODUCTION: FROM  
NATURAL TO ARTIFICIAL

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*Keywords: coloring substances, beverage production, natural colorants, artificial colorants, visual appeal, consumer preferences*

*Abstract: This article provides an overview of the use of additives, particularly colorants, in the food and beverage industry. It discusses the factors driving their utilization, the distinction between natural and artificial additives, and common coloring substances used in beverages. The annotation also highlights the shift towards natural colorings due to consumer preferences for clean-label products and mentions the regulatory considerations surrounding the use of coloring substances. Overall, it provides a concise summary of the topic.*

### Introduction

The utilization of additives in the food industry is driven by technological demands and influenced by several factors, including the global population growth, diminishing raw material resources, and the aspiration of individuals to enhance their living standards [1]. These factors contribute to advancements in technology. Various production methods, product diversification, the growing preference for seasonal foods throughout the year, extended shelf life requirements, and the necessity for quality standardization have mandated the compulsory use of food additives within the food sector. Within the food industry, colorant additives are employed to enhance the visual appeal of food products during processing and storage [2,3]. Colorants possess distinct physical and chemical properties, such as their chemical structures, sources, and intended usage. This paper aims to provide insights into food additives, colorants, their general properties, usage objectives, and associated health considerations.

Food additives serve two primary purposes in various stages of food production. Firstly, they ensure food safety by preventing bacterial growth, oxidation, and other chemical changes. Secondly, they enhance the sensory properties of food, including color, appearance, flavor, and aroma, thereby improving consumer satisfaction [4]. These additives can be derived from natural sources like corn, beet, and soybean, or they can be artificial or synthetic. The prevalence of convenience food consumption over home-cooked meals has led to the incorporation of additives and preservatives, which prevent spoilage by bacteria and yeast, thereby preserving the quality and taste. The food industry employs over 3,000 antioxidants and preservatives with antimicrobial properties, while salt and sugar are among the most commonly used additives [5]. Spices and sulfites have also been used as additives since ancient times to maintain desired food properties. The rapid advancement of the food industry in the



20th century made the use of new food additives essential for the production of many convenience foods [6]. Food additives find their application in a wide range of processed food items, including non-perishable food, chips, ketchups, sauces, chocolates, puddings, colored candies, powdered drink mixes, processed meat and dairy products, canned and fermented goods, and instant soups [5]. In general, additives serve functions such as extending shelf life, enhancing product quality and variety, streamlining food production processes, reducing costs, and meeting production standards. Some additives are used to introduce new features to food, while others are utilized to preserve their existing properties [7]. Direct additives refer to substances intentionally added to food for a specific purpose. For instance, xanthan gum is a direct additive found in salad dressings, chocolate milk, bakery fillings, and puddings. Direct additives are typically listed in the food label's contents. Indirect food additives, on the other hand, are substances added in trace amounts during packaging, storage, and other processes [8].

When it comes to beverages, taste and appearance play a crucial role in attracting consumers. While flavor profiles are essential, the visual appeal of a drink can be equally influential in enticing customers. One of the key elements that enhance the visual appeal of beverages is the use of coloring substances. These substances, whether natural or artificial, add vibrancy and appeal to a wide range of drinks. In this article, we will explore the coloring substances used in the production of beverages today.

#### **Historical Use and Transition to Artificial Colorants**

Coloring substances have been utilized in the production of beverages for centuries. Initially, natural ingredients such as fruits, vegetables, and herbs were used to enhance the color of beverages. Ancient civilizations often relied on ingredients like beet juice, saffron, turmeric, and elderberry to add a touch of color to their drinks. These natural substances not only imparted color but sometimes also contributed to the flavor of the beverage.

With advancements in technology and the demand for consistent coloration, the beverage industry turned to artificial coloring substances. These substances, also known as food colorants, are synthesized in laboratories to replicate and enhance natural colors. They offer a wide range of colors, increased stability, and precise control over the final appearance of the beverage. Artificial coloring substances gained popularity due to their versatility and affordability.

#### **Common Coloring Substances in Beverage Production**

Today, both natural and artificial coloring substances are widely used in the production of beverages. Let's take a closer look at some of the most common coloring substances employed by the beverage industry:

**Caramel:** Caramel color is one of the oldest and most widely used artificial colorants. It is derived from the heating of sugar, resulting in a dark brown liquid. Caramel color is commonly used in colas, beers, and spirits to achieve a rich, amber hue.

#### **Anthocyanins**



These natural pigments are responsible for the vibrant red, blue, and purple colors found in many fruits and vegetables. Extracted from sources like berries, cherries, and grapes, anthocyanins are widely used in fruit juices, flavored waters, and teas.

**Beta-carotene:** This natural pigment, found abundantly in carrots, sweet potatoes, and oranges, is converted into vitamin A in the body. Apart from its nutritional benefits, beta-carotene is used as a coloring substance in various beverages, including energy drinks and fruit juices.

**Spirulina Extract:** Derived from blue-green algae, spirulina extract contains a natural blue pigment called phycocyanin. It is used in the production of energy drinks, smoothies, and other beverages to create vibrant blue and green hues.

**Titanium Dioxide:** Although controversial, titanium dioxide is commonly used as an artificial whitening agent in beverages. It gives a bright, opaque appearance to products like milkshakes, creams, and certain fruit-based drinks.

**Natural Fruit and Vegetable Juices:** Many beverage manufacturers now rely on natural fruit and vegetable juices to impart color and flavor. These juices not only add visual appeal but also contribute to the nutritional value of the beverages.

### **Shift Towards Natural Colorings**

It is worth noting that the industry has witnessed a growing demand for natural colorings due to increasing consumer preference for clean-label products. As a result, beverage manufacturers are investing in research and development to find innovative ways to use natural colorants effectively while maintaining product stability and shelf life.

### **Regulatory Considerations:**

Regulatory bodies such as the U.S. Food and Drug Administration (FDA) and the European Food Safety Authority (EFSA) closely monitor the use of coloring substances in beverages. They set limits on the permitted levels of artificial colorants and ensure the safety of these additives.

### **Conclusion**

Coloring substances play a significant role in the production of beverages by enhancing their visual appeal. While artificial colorants have been widely used for their versatility and consistency, natural colorings are gaining popularity due to consumer demand for healthier options. The choice between natural and artificial coloring substances depends on various factors, including regulatory requirements, consumer preferences, and the desired product characteristics. As the beverage industry continues to evolve, the development of new and innovative coloring substances will likely shape the future of visually captivating drinks.



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LA METHODE NEUROLINGUISTIQUE COMME UNE APPROCHE  
D'APPRENTISSAGE DE LANGUE

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**Les mots clés :** *la méthode neurolinguistique, l'utilisation de la langue, des locuteurs natifs, les compétences naturelles, l'apprentissage du cerveau, l'utilisation de la mémoire*

**Key words:** *neurolinguistic method, language use, native speakers, natural skills, brain learning, memory use*

La neurolinguistique est une branche de la linguistique qui étudie la manière dont le cerveau traite et produit le langage. Les connaissances issues de la neurolinguistique peuvent être utiles pour l'apprentissage d'une langue, car elles permettent de mieux comprendre les mécanismes qui entrent en jeu dans l'acquisition et la production du langage.

Il existe plusieurs approches neurolinguistiques qui peuvent être utilisées dans l'apprentissage d'une langue. Voici quelques exemples :

- L'utilisation de la neuroimagerie pour étudier l'activité cérébrale associée à la compréhension et la production du langage. Ces études peuvent aider à identifier les régions du cerveau qui sont impliquées dans ces processus, ainsi que les différences entre les langues.

- L'étude des troubles du langage (aphasies) pour mieux comprendre les mécanismes de la production et de la compréhension du langage. Cette approche peut aider à identifier les difficultés spécifiques que peut rencontrer un apprenant dans l'apprentissage d'une langue.

- L'utilisation de techniques d'apprentissage basées sur la neuroplasticité, qui permettent de renforcer les connexions neuronales associées à l'apprentissage d'une langue. Ces techniques peuvent inclure l'utilisation de jeux, d'exercices de prononciation, ou encore de l'écoute répétée de mots et de phrases.

- L'étude des différences interindividuelles dans l'apprentissage des langues, en se basant sur les différences dans l'activité cérébrale et les profils cognitifs. Cette approche peut aider à développer des stratégies d'enseignement personnalisées qui prennent en compte les forces et les faiblesses de chaque apprenant.

En somme, l'utilisation de la neurolinguistique dans l'apprentissage d'une langue peut aider à mieux comprendre les processus cognitifs impliqués dans l'acquisition et la production du langage, et à développer des stratégies d'enseignement plus efficaces.



La méthode neurolinguistique est une approche d'apprentissage de langue qui se base sur la compréhension du fonctionnement du cerveau humain dans l'apprentissage linguistique. Cette méthode se concentre sur l'utilisation des compétences naturelles d'apprentissage du cerveau pour améliorer l'efficacité de l'apprentissage des langues.

Dans le cadre de la méthode neurolinguistique, l'enseignement du français se concentre sur la pratique de la langue dans des situations de communication réelles et sur l'utilisation de la langue dans des contextes significatifs. Les tâches d'apprentissage sont conçues pour être attrayantes, engageantes et stimulantes pour le cerveau.

Cette méthode se concentre également sur l'utilisation de la mémoire à long terme pour stocker les informations linguistiques de manière plus efficace. Les apprenants sont encouragés à faire des liens entre les nouveaux mots et les structures grammaticales et les connaissances linguistiques qu'ils possèdent déjà.

La méthode neurolinguistique se concentre également sur l'utilisation de la langue dans des contextes authentiques, tels que des films, des chansons et des conversations réelles avec des locuteurs natifs. L'accent est mis sur la compréhension orale et l'expression orale, ainsi que sur la lecture et l'écriture.

Cette méthode met également l'accent sur l'importance de la motivation, de la confiance en soi et de la prise de risques pour réussir dans l'apprentissage d'une nouvelle langue. Les apprenants sont encouragés à sortir de leur zone de confort et à pratiquer régulièrement pour améliorer leur niveau de langue.

En somme, la méthode neurolinguistique est une approche d'apprentissage de langue qui se concentre sur l'utilisation des compétences naturelles d'apprentissage du cerveau pour améliorer l'efficacité de l'apprentissage des langues. Cette méthode est basée sur des tâches d'apprentissage attrayantes, engageantes et significatives pour le cerveau, ainsi que sur l'utilisation de la mémoire à long terme pour stocker les informations linguistiques de manière plus efficace.

La méthode neurolinguistique a plusieurs avantages par rapport aux autres méthodes d'apprentissage du français :

1. Utilisation de la mémoire à long terme : La méthode neurolinguistique se concentre sur l'utilisation de la mémoire à long terme pour stocker les informations linguistiques de manière plus efficace. Cette méthode permet aux apprenants de conserver les connaissances linguistiques pendant une longue période de temps, ce qui facilite l'utilisation de la langue dans des situations de communication réelles.

2. Apprentissage dans des contextes significatifs : La méthode neurolinguistique se concentre sur l'utilisation de la langue dans des contextes significatifs, tels que des films, des chansons et des conversations réelles avec des locuteurs natifs. Cette méthode permet aux apprenants de comprendre la langue dans des situations concrètes et stimulantes pour le cerveau.

3. Apprentissage de la langue de manière naturelle : La méthode neurolinguistique se concentre sur l'utilisation des compétences naturelles d'apprentissage du cerveau pour



améliorer l'efficacité de l'apprentissage des langues. Cette méthode permet aux apprenants de s'immerger dans la langue de manière naturelle, ce qui facilite l'apprentissage de la grammaire, du vocabulaire et de la prononciation.

4. Accent mis sur la communication : La méthode neurolinguistique met l'accent sur la communication et l'utilisation de la langue dans des situations réelles. Cette méthode permet aux apprenants de se concentrer sur l'expression orale et la compréhension orale, ce qui est essentiel pour une communication efficace en français.

5. Encouragement de la prise de risques : La méthode neurolinguistique encourage les apprenants à sortir de leur zone de confort et à prendre des risques pour améliorer leur niveau de langue. Cette méthode permet aux apprenants de pratiquer régulièrement et de gagner en confiance en soi, ce qui est essentiel pour réussir dans l'apprentissage d'une nouvelle langue.

En somme, la méthode neurolinguistique offre une approche d'apprentissage de langue innovante, qui utilise les compétences naturelles d'apprentissage du cerveau pour améliorer l'efficacité de l'apprentissage du français. Cette méthode se concentre sur l'utilisation de la langue dans des contextes significatifs et encourage les apprenants à sortir de leur zone de confort pour améliorer leur niveau de langue.

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**QUSHQO’NMAS (*Silybum marianum*) O’SIMLIGINI O’RGANISHGA DOIR**

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**Annotatsiya:** Ushbu maqolada qushqo’nmas (*Silybum marianum*) o’simligining sistematikasi, qayerlarda tarqalganligi, xomashyosini yig’ish va uning sifati, kimyoviy tarkibi, tibbiyotda qo’llanilishi, bu o’simlikdan qanday usullarda foydalanish mumkinligi va foydalanish mumkin bo’lmagan holatlar haqida ma’lumotlar keltirilgan.

**Kalit so’zlar :** *Silybum marianum*, ruderal, Asteraceae, silymarin, vitamin.

**Аннотация:** В этой статье представлена информация о систематике растения чертополох (*Silybum marianum*), о том, где оно распространено, о сборе сырья и его качестве, о химическом составе, о его применении в медицине, о том, как это растение можно и нельзя использовать.

**Ключевые слова :** *Silybum marianum*, рудеральные, Сложноцветные, силимарин, витамин.

**Annotation:** This article provides information about the systematics of the Thistle (*Silybum marianum*) plant, where it is distributed, the collection of its raw materials and its quality, chemical composition, application in medicine, in what methods this plant can be used and cannot be used.

**Keywords:** *Silybum marianum*, ruderal, Asteraceae, silymarin, vitamin.

Qushqo’nmas (*Silybum marianum*) o’simligi ruderal o’simliklar qatoriga kiradi.

*Ruderal o’simliklari deb* kuchli antropogen ta’sir doirasida bo’lgan yashash muhitlarida – aholi yashash punktlari va ularning atrofi, avtomobil va temir yo’llar yoqalari, partob yerlar, tashlandiq yerlar, ahlatxonalar, chorva hayvonlari qo’ralarining atroflarida o’sadigan o’simliklarga aytiladi.

si	Sistematika	O’zbekcha nomi	Lotincha nomi	Ruscha nomi
	Bo’lim	Magnoliyatoifa	Magnoliophyta	Магнолиевые, Цветковые, Покрытосеменные
	Sinf	Magnoliyasimonlar	Magnoliopsida	Магнолиевые или Двудольные
	Sinfcha	Qoqio’tkabilar	Asteridae	Астровые — Сложноцветные
	Qabila	Qoqio’tnamolar	Asterales	Астровые - Сложноцветные
	Oila	Qoqio’tdoshlar	Asteraceae	Астровые (Сложноцветные)
	Turkum	Qushqo’nmas	<i>Silybum</i>	Волцел, Кникус



**O‘simlik tavsifi:** Qushqo‘nmas *Asteraceae* oilasiga kiruvchi bir yoki ikki yillik o‘simlik. Balandligi 30- 60 sm ga yetadi. Poyasi baquvvat, tik turuvchi, kam shoxlangan, chiziq-chizikli, silliq yoki ikkinchi yili hosil bo‘ladigan biroz o‘rgimchaksimon tuklangan. To‘pbargining ildizbo‘g‘zi barglari yirik (uzunligi 80 sm gacha va eni 30 sm gacha) cho‘znichoq-ovalsimon, kuchli burishgan; poya barglari ketma-ket joylashgan, terisimon, oq ko‘ndalang chizikli yaltiroq, chetlari va ostki tomondan tomirlari bo‘ylab sarg‘ish tikanlari bor. Gullari yorqin pushti-binafsha rang yoki qizil rang bo‘lib, yirik yakka sharsimon savatchalarda to‘plangan. O‘rama barglari tikanli. Savatchadagi barcha gullari naysimon shaklda, ikki jinsli. Mevasi oq dog‘li, popukli pistacha, usti burishgan, uzunligi 5 mm. May-avgust oylarida gullaydi.

Mevalari sentyabr-oktyabr oylarida pishadi



**O‘sinh joyi va tarqalishi:** G‘arbiy va Markaziy Yevropada, Rossiya va Ukrainaning janubiy viloyatlarida, G‘arbiy Sibirda, shuningdek, Amerika va Osiyoda tarqalgan. O‘zbekistonda Qashqadaryo va Surxondaryo viloyatlarida uchraydi.

**Xomashyoni yig‘ish va uning sifati:** Dorivor maqsadlarda pishgan quritilgan mevalari, shuningdek, urug‘lari va ildizlari yig‘ib olinadi. Urug‘lari avgust-sentyabr oylarida, savatchalarining o‘rama barglari quriganda yig‘ib olinadi. Yig‘im ishlari erta tongda, gullari gullashidan oldin boshlanadi, quritiladi va xomashyo havo yaxshi aylandigan xonalarda 1 yil davomida saqlanadi. Ildizlari kuzda qazib olinadi, yuviladi, quyoshda yoki 40-500<sup>o</sup>C haroratda quritiladi.

**Kimyoviy tarkibi:** Asosiy faol moddasi tabiatda kamdan-kam uchraydigan biologik faol modda – silimarindir (2,7%). Silimarin bu uchta izomer – silibin, silidianin va silixristin aralashmasidan tashkil topgan. Bundan tashqari, qushqo‘nmas mevalari tarkibida 30% dan ortiq yog‘lar va 0,1% gacha efir moylari, biogen aminlari (tirammin, gistamin), qatronlar, makroelementlar (kaliy – 9,2 mg/g, kalsiy – 16,6 mg/g, magniy – 4,2 mg/g, temir – 0,08 mg/g), mikroelementlar (bor – 22,4 mkg/g, yod – 0,09 mkg/g, marganets – 0,1 mkg/g, mis – 1,16 mkg/g, selen – 22,9 mkg/g, xrom – 0,15 mkg/g, rux – 0,71 mkg/g va boshqalar), B, A, D, E, F, K guruh vitaminlari va boshqalar bor.



**Tibbiyotda qo'llanilishi.** Qushqo'nmasdan tayyorlangan preparatlar jigarni zararsizlantirish funksiyasini kuchaytiradi, jigar to'qimalarining tiklanishiga yordam beradi, safro sekretsiyasini oshiradi, yog'larning hazm bo'lishini yaxshilaydi, siydik haydovchi, yallig'lanishga qarshi, jarohatni bitiruvchi, yaraga qarshi, kapillyarlarni mustahkamlovchi va antioksidant xususiyatlarga ega. Qushqo'nmas urug'ining moyi jarohatni bitiruvchi, kuyishga qarshi, gepatoprotektiv xususiyatlarga ega va biologik faolligi jihatidan chakanda moyidan kam emas. Qushqo'nmasning urug'lari o'tkir va surunkali gepatit, jigarning sirrozi va toksik-metabolik shikastlanishlari (alkogol, dori vositalari, kimyoviy, oziq-ovqat), homilador ayollarning toksikozi, xoletsistit, o't pufagining yallig'lanishi va o't toshi kasalliklarini davolashda ishlatiladi. U taloq, qalqonsimon bez, qon, tuz yig'ilganda, venalarning varikoz kengayishi, qonda shakar yuqori miqdorida (qandli diabet), ateroskleroz, shishishlar, istisqo, semirish, radikulit, bo'g'imlarda og'riq, bavoasil, allergik kasalliklarda ishlatiladi. O'simlik urug'ini (urug' po'stini) iste'mol qilish oshqozon-ichak traktining sekretor va harakatlantiruvchi funksiyalarini kuchaytiradi, yog'lar va yog'da eriydigan vitaminlarni to'liq o'zlashtirilishiga yordam beradi, ich qotishni yo'qotadi, oshqozon va yo'g'on ichak shilliq qavatining yallig'lanish jarayonlarini davolaydi. Qushqo'nmasning urug'lari kimyoviy va nur terapiyasida profilaktika vositasi sifatida qo'llaniladi, shuningdek, ortiqcha ichish natijasida vujudga kelgan intoksikatsiyani yo'qotish uchun ishlatiladi. Ildizlarning damlamasi diareya, radikulit va tomir tortishishlarda siydik haydovchi vosita sifatida qabul qilinadi. Qushqo'nmasning barg sharbati ich qotishi, yo'g'on ichak va oshqozon shilliq qavatining yallig'lanishi, bo'g'imlar og'rig'ida ichiladi. Urug'larning qaynatmasi va nastoykasi venalarning varikoz kengayishida ichiladi. Tashqi tomondan urug'lar qaynatmasi va kukuni, shuningdek, qushqo'nmasning yangi barglaridan tayyorlangan bo'tqasi ochiq sinishlar, yaralar, kuyishlar, yiringli jarayonlar, toshmalarni davolashda ishlatiladi. Qushqo'nmas yog'i pes, psoriaz, kallik, husnbuzar, ekzema, giperkeratoz, neyrodermatitni davolashda ishlatiladi. Qushqo'nmas ildizining qaynatmasi chayish shaklida tish og'rig'i, stomatit, gingivit, faringit uchun ishlatiladi. Eksperimental va klinik tadqiqotlar natijasida surunkali xoletsistopatiyalar va gepatitdan keyingi sindromda qushqo'nmas mevalarining tinkturalari va boshqa preparatlarini samarali terapevtik ta'siri tasdiqlangan. Qushqo'nmasning mevalaridan «Silibor» va «Silimar» tabletka shaklida preparatlari tayyorlanadi, bitta qadoqda 20 donadan 0,04 g. Qushqo'nmasdan analog preparatlari ishlab chiqariladi: Bolgariyada (Karsil), Rossiyada (Silibinin) va Germaniyada (Legalon).

**Qo'llash usullari:** Urug'lari quritilib, maydalanadi (kofemolkada). Kukuni kuniga uch marta ovqatdan yarim soat oldin 1 choy qoshig'dan ichiladi (qoshiqni to'ldirmasdan). Kukunni chaynab, keyin uni suv bilan ichish tavsiya etiladi. Davolash kursi 1 oy. 10 kunlik tanaffusdan so'ng kursni takrorlash mumkin. Zarur holatlarda preparatni bir marta 2-3 oy davomida ichish mumkin. Jigarni tiklash va tozalash uchun profilaktik vosita sifatida, ayniqsa, spirtli ichimliklarni haddan tashqari ko'p iste'mol qilganda bir yoki ikki martalik kursi tavsiya etiladi. 30 gramm maydalangan urug'lar past olovda yarim litr suvda, miqdori ikki baravar kamayguncha qaynatiladi, 10 daqiqaga tindiriladi, ikki yoki uch qavat dokadan o'tkaziladi.



Har soatda bir osh qoshiqdan yoki ovqatdan bir soat keyin kuniga 3 mahal 1 osh qoshiqdan ichiladi. Davolash kursi 1-2 oy. 50 gramm ezilgan qushqo'nmasning urug'lari va 500 ml aroq olinadi. Vaqti-vaqti bilan silkitib, 2 hafta saqlanadi. Kuniga 4-5 marta ovqatdan yarim soat oldin 50-100 ml suvga 20-25 tomchi solib ichiladi.

**Ildizlarning qaynatmasi quyidagicha tayyorlanadi:** 1 stakan qaynoq suvga 1 osh qoshiq xom ashyo olinadi. Xomashyoni yopiq sirlangan idishda suv hammomida 30 daqiqa davomida qaynatiladi, ikki yoki uch qavat dokadan o'tkaziladi, siqib olingandan so'ng dastlabki hajmigacha qaynatilgan suv qo'shiladi. Ovqatdan oldin kuniga 3 marta 1 osh qoshiqdan ichiladi. Bir choy qoshiq qushqo'nmasning urug'lari (yoki o,,ti) 250 ml qaynoq suvga solinadi, 10-20 daqiqaga damlab qo'yiladi va so'ng suzgidan o'tkaziladi. Ertalab och qoringa ovqatdan yarim soat oldin, tushlikda ovqatdan yarim soat va kechqurun yotishdan oldin issiq holda choy piyolada ichiladi. Choyi quruq kukunga qaraganda yoqimli bo'ladi. Uni asal bilan ichilsa yanada yoqimli (va foydaliroq) bo'ladi. Barglaridan sharbat siqib olinadi. 1 litr sharbatga 50 ml miqdorda 70% li etil spirti solinadi. Sovutilgan holda saqlanadi. Ertalab 1 osh qoshiqdan och qoringa ichiladi. Ichga jigar kasalliklari, oshqozon-ichak trakti, aterosklerozda bir oy davomida ovqatdan yarim soat oldin kuniga 2 marta 1 choy qoshiqdan ichiladi. 0,5 litr har qanday o'simlik moyiga 5 choy qoshiq qushqo'nmasning urug'i qo'shiladi va bu aralashmani suvli hammomda 10 daqiqa davomida qaynatib olinadi, shunda qushqo'nmas urug'ining moyi eritma ichiga o'tadi. Aralashmani elakdan o'tkazib, sovutkichda saqlanadi. Yaralar, kuyishlar, yiringli jarayonlar, teri kasalliklari uchun tashqi tomondan foydalaniladi. Qushqo'nmas bargidan tikanlar kesib tashlanadi, ular bo'tqa shaklida eziladi, yaralar, tiralgan va kesilgan joylarda qo'llaniladi va doka bilan o'rab qo'yiladi. Zarur holatlarda bog'lamni 2- 3 kunda almashtirish kerak.

**Qo'llash mumkin bo'lmagan holatlar:** nojo'ya ta'sirlari aniqlanmagan. Ammo qushqo'nmas preparatlarini shifokor bilan maslahatlashib qabul qilish kerak. Homiladorlik paytida preparatlarini qabul qilish tavsiya etilmaydi. Davolash paytida achchiq va yog'li ovqatlardan hamda spirtli ichimliklardan voz kechish kerak.

№	Tarkibidagi modda nomi	M iqdori	Dorivorlik vazifasi va ahamiyati
1	Yog'	3 0 % dan ortiq	Moddalar almashinuvida va energetik
2	Efir moyi	0, 1 % gacha	Stressni yengillashtirish, kayfiyatni ko'tarish, uyquni yaxshilash, migrenlardan xalos qilish
3	Kaliy	9, 2 mg/g	Moddalar almashinuvini ta'minlash
4	Kaltsiy	1 6,6 mg/g	Suyakning asosini tashkil etadi
5	Magniy	4, 2 mg/g	Nerv sistemasining normal qo'zg'alishi va muskullar qisqarishida
6	Temir	0, 08 mg/g	Kamqonlikni oldini olishda
7	Bor	2 2,4 mkg/g	Ahamiyati yaxshi o'rganilmagan
8	Yod	0,	Tiroid gormonini ishlab chiqaradi





		09 mkg/g	
9	Marganets	0, 1 mkg/g	BI vitamini o'zlashtirish uchun juda zarur
0	Selen	22,9 mkg/g	Yurak-qon tomir tizimi uchun muhim
1	Mis	1, 16mkg/g	Qon hosil bo'lishida
2	Xrom	0, 15 mkg/g	Shakar almashinuvida, oqsillar va yog'larning metabolizmida insulinning rolini oshirish
3	Rux	0, 71 mkg/g	Urug' hujayralar faolligini orttirib, bepushtlikni davolashda
4	Vitamin		Avitaminoz, gipovitaminozni davolashda

Xulosa qilib aytadigan bo'lsak, ushbu maqolada qushqo'nmas o'simligining barcha xususiyatlari bilan tanishib chiqdik. Bu o'simlikni birinchi marotaba I-kursda dala amaliyotiga borganimizda ko'rganman. Imom ota tog'li hududida bu o'simlikning sariq va binafsha rangli turlarini uchratganman. Bu o'simlik xalq tabobatida muhim ahamiyatga ega. Bu o'simlik tarkibida uchraydigan moddalarni dorivorlik vazifasi va ahamiyatiga doir jadval tuzib chiqdim.

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UZBEK TERMINOLOGY IN THE INTERPRETATION OF A. MADVALIYEV

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**Annotatsiya:** *mazkur maqolada A.Madvaliyevning terminologiya sohasi bo'yicha olib borgan izlanishlari haqida to'xtalib o'tiladi.*

**Kalit so'z va iboralar:** *qo'shma termin, terminelement, gibrid termin, morfologik dubletlar;*

**Аннотация:** *данная статья посвящена исследованиям А.Мадвалиева в области терминологии.*

**Ключевые слово:** *сложный термин, терминальный элемент, гибридный термин, морфологические дублеты.*

**Abstract:** *this article focuses on A.Madvaliyev's research in the field of terminology.*

**Key words:** *compound term, terminal element, a hybrid term, morphological doublets.*

The issue of regulating terms in linguistics has always been relevant, and even today this issue has not lost its importance.

Terms are a rich source of modern Uzbek literary language. Many Russian, Uzbek and international scientists have conducted research in the field of terminology.

Candidate of philology, senior researcher Abduvahob Madvaliyev has conducted a number of researches in the field of terminology. In particular, "Lexical options in Uzbek terminology" (1976), "Scientific-technical terminology of the Uzbek language and principles of its regulation" (1991), "Issues of Uzbek terminology and lexicography" (2017) are these collections and is the author of more than ten terminological dictionaries. In the works of A. Madvaliyev, opinions about terms are given clearly and with comments. For example, the collection of "Issues of Uzbek terminology and lexicography" includes term, terminography, international prepositional term elements, combined terms, terms related to chemistry, hybrid terms, as well as research on a number of terminology fields. . In the article "Term - terminological dictionary - explanatory dictionary" he defined terminological dictionaries in this way. "Terminological dictionaries usually cover synchronic material, but as they become older, they become one of the important sources for studying not only the history of the relevant terminology, but also the history of the language in which those terminological dictionaries were created." [1.55] So, terminological Dictionaries are also an important resource, as are explanatory or spelling dictionaries. In his article "Chemistry terms in the Uzbek language and their presentation in an explanatory dictionary" he divides the Uzbek chemical terminology into the main thematic groups:1. Terms denoting branches of chemistry;

2. Terms denoting chemical elements;

3. General chemical concepts, terms denoting methods of chemical analysis;

4. Terms denoting chemical laws, theories, events, and reactions;



5. Terms expressing chemical processes, operations and their results and derivatives;
6. Terms representing physical and chemical properties;
7. Chemical equipment - terms denoting equipment, devices and their parts;
8. Terms representing classes of substances, as well as number - uncountable nouns;

In 1991, in the article "About the spelling of compound terms and its regulation", he touched on the spelling of compound terms. In particular, he lists the main shortcomings in the field of joint terms:

1. Expression of one concept with different options, i.e. doublet of terms;
2. Different spellings of the same type of compound terms;

Explains the Russian language "ognestoykiy - ogneupornyy", "ognestoykost' - ogneupornost'" terms and term elements in Uzbek language dictionaries and textbooks with examples of how they are expressed in both lexical and orthographic variants.

In his 1983 article "About the first period of development of Uzbek chemical terminology" (20s of the 20th century), he mentions that chemical terminology is extremely lame, that no principle is followed in using the term.

In his 1989 article "About some terms related to chemistry", he explained with examples that there are several hypotheses about the origin of the words "chemistry" and which language they belong to.

In his article "Morphological doublets" written in 1986, he explained the causes of morphological doublets with examples.

He also talks about the formation of chemical terms using a semantic method. "The formation of Uzbek terms by the semantic method consists in the use of purely Uzbek or Arabic and Persian words already used in the Uzbek language, as well as some Russian-international words in a new, chemical sense. This new meaning arises on the basis of one of the previous meanings of a word in general use "[2.117]". Also, they conducted a number of researches about etymological doublets, the common and different aspects of compound terms and compound words, doublets in chemical terminology and its minimization.

To conclude, Abduvahob Madvaliyev is one of the scientists who made a great contribution to the development of Uzbek terminology. A. Madvaliyev's thoughts and views are important for our linguistics today.

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THE ROLE OF TERMS IN THE DEVELOPMENT OF THE UZBEK LANGUAGE

Dilorom Pirmatova Ulug'bekovna

**Annotatsiya** : *mazkur maqolada o'zbek tilining rivojlanishida terminlarning o'rni hamda o'ziga xos stilistik xususiyatlari haqida muhokama qilinadi.*

*Kalit so'z va iboralar : termin , terminologiya , kategoriya , monosemantik so'z*

**АННОТАЦИЯ** : *в данной статье рассматривается роль терминов в развитии узбекского языка и его стилистические особенности.*

**Ключевые слова** : *термин , терминология , категория , однозначное слово .*

**Abstract** : *this article discusses the role of terms in the development of the Uzbek language and its specific stylistic features.*

**Key words** : *the term , terminology , category , monosemantic word .*

At the present time, we can see different topics in the focus of world linguistics. The issue of terminology has always been one of the most important areas of linguistics. Therefore, determining the place and function of the terms in the lexical layers of the fields allows to understand the meaning and essence of the concept correctly.

The explanatory dictionary of the Uzbek language gives the following definition of the term: "term - (Latin terminus - check-chegara) a word or phrase that is a clear and stable expression of a specific concept specific to a field of science, technology, profession". [1]

So, the terms not only express concepts related to science, technology, art and culture, but they are also used in the same sense. But words often have multiple meanings. In the lexicon of our language, polysemous words make up a few parts, and single-sense words do not make up the majority of our vocabulary. Therefore, let's distinguish between terms and connotative words. For example: "In 1283, Khudoyorkhan was lucky enough to ascend the throne three times. His last reign constitutes the dark pages of bitter oppression and threats of the beginning of the khanate".

Let's look at the terms with examples: terms like paradigm, category, semema, parabola, ranoguldozads, north, mechanical work, anthropology, express the same meaning and are used only within a certain science. That is, the range of application in the fields is narrower.

"There are different ways of development and enrichment of terms: borrowing words from other languages, creating new words, lexicalization of some grammatical categories, becoming a semantic whole of a word combination, and other enrichment of Uzbek terminology today, mainly , borrowing words from other languages and internal is happening at the expense of making words ". [3.124]

Terminology has its own characteristics.

1. Terms are monosemantic words;
2. It is used in scientific works related to science and technology;



3. It does not have a separate emotional - expressive color;
4. Belonging to a science or field;
5. The field of application is narrower;

Each science has its own systems of terms and categories. They represent the name of objects, some process or processes, state, sign, measurement, operation procedure, fields and branches of science and technology, and profession and occupation. For example: andava, gonia, kurak, verbocentric theory, isonite, Pythagorean theorem, Mendeleev table, tonometer, syntactic pattern;

According to the structure of the term, it can be one or two words or a combination of words:

a) one-word mathematical terms: pyramid, cube, perimeter, square, radius, diameter, circle, point, beam, section, horizontal, vertical, function, graph, sine, cosine, angle, side, arc, parabola, diagonal, fraction, denominator, figure, bracket, addition, subtraction, multiplication, division, equation, multiplication, sum, subtraction, division;

b) two-word technology terms: meat products, dairy products, fatty oils, frozen meat, service, boneless fillet, dietary food, construction tools, carpentry workshop, interior designer, langet meat, gas residue;

c) terms consisting of a combination of words: long-pile carpets, natural fiber threads, creation of new fashions, interlacing of threads in gauze, straight skirt, flared skirt, coquettish dress cutting, biscuit making technology, creation of new fashions;

The etymology of the terms is also divided into two groups;

1) terms that appeared as a result of the language's own capabilities;

1.1. Mathematical terms: addition, subtraction, division;

1.2. Terms related to the science of linguistics: case, participle, complement, possessive;

2) terms borrowed from other languages;

2.1. Chemistry terms: equivalent, reaction, oxygen, hydrogen, acid;

2.2. Medical terms: tonometer, syringe, alcohol, bandage;

2.3. Terms related to the carpentry profession: meter, bar circle, roulette meter;

2.4. Economic terms: bank, credit, stock exchange, business, import, export, manager, marketer, stock, micro, macro;

2.5. Cultural terms: theater, performance, pionino, concert, drama, tragedy, interlude, radio, television, television, studio, circus, opera, ballet;

Terminology is one of the current directions of modern linguistic research. At present, the growth of the issue of terminology, on the one hand, is considered to be due to the increase of new concepts due to the dynamic development of science, on the other hand, it is interpreted as a phenomenon related to the insufficient study of issues such as the process of formation, development and function of terms.

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UZBEK TERMINOLOGY IN THE INTERPRETATION OF H. DADABOYEV

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**Annotatsiya:** *mazkur maqolada H.Dadaboyevning terminologiya sohasi bo'yicha olib borgan izlanishlari haqida to'xtalib o'tiladi.*

**Kalit so'z va iboralar :** *termin , sifat-termin , fe'l –termin , termin birikma , leksik semantik hodisa.*

**АННОТАЦИЯ:** *данная статья посвящена исследованиям Х Дадабоева области терминологии.*

**Ключевые слово:** *термин, прилагательное – термин, глагол –термин , составной термин, лексико – семантическое явление .*

**Abstract:** *this article focuses on H.Dadaboyev's research in the field of terminology.*

**Key words :** *term , quality- term , verb is a term , term compound, lexical – semantic phenomenon.*

As we all know, terminology is one of the most complex, theoretical and practical areas of our linguistics. This is one of the developing fields and has a special place and position in the modern Uzbek literary language. I am familiar with scientific literature in this direction.

Uzbek terminologists U.Tursunov, A.Madvaliyev, H.Dadaboyev, A.Khojiyev, Kh.Khasanov, N.Ikromova, Ismailov, Ishayev, H.Homidiy, SH.Abdullayeva, S. Ibrahimova , O.Usmon , Kh.T.Khotamov , SH.Bayburov , Kh.Y.Bekmukhammaedov , F.Bakirov , N.Mahkamov , I.Ermatov , D.Khudoyberganova , A.Usmonkho'jayev , E.I.Basitkhanova , P.H.Nazirov , M.S.Turakhanova , A.Kasimov , M.A. Sobirov, E.N.Nazirov, K.Z.Zokirov, M.Umarov, etc.

One of the scientists who made a significant contribution to the development of the terminology of the Uzbek language is H. Dadaboyev. He has textbooks, articles, and dictionary books dedicated to a number of terminology fields. I got acquainted with the "Uzbek Terminology" study guide. This guide contains 117 pages, as well as questions, assignments, and tests. First, H. Dadaboyev will dwell on the term and terminology. Regarding the definition of the term, many comments are made in the scientific literature. Explains the need to distinguish between terms and terminological lexicons. He tells how the terms are interpreted in Russian linguistics. Explains the three stages of formation of Uzbek terminology with examples. Clarifies the lexical-genetic properties of terms. He expresses his opinion about the terminology of the ancient Turkic language, the old Turkic language, and the old Uzbek literary language and explains it with examples. "Formation of adjective-terms: adjective-terms formed by the morphological method are divided into the following two groups;

1. Adjectives made from nouns;
2. Adjectives made from verbs - terms; “[1.71]





He comments on adjectives and verbs. He paid special attention to compound terms and their formation. It also discusses the characteristics and other types of hybrid terms. "Currently, the enrichment of Uzbek terminology due to terms and combinations is clearly visible. Terminological combinations are present in almost all terminological systems, and they are divided into several types from the point of view of content.

1. Two-component terms - combinations: vocabulary, noun, total amount, information privacy, coding method, corporate site, excise duty, hidden tax, annual income, foreign exchange income, striking aviation, company of motorists, space technologies, heating football, athletics, horse sports, handball, comparative linguistics, quantitative emphasis, etc.

2. Three-component terms: global computer network, types of Internet services, international tax convention, gross domestic product, aviation control center, free flight area, tactical combat training, field hockey, etc.

3. Four-component terms - compounds: information protection insurance, debt repayment period, missile carrier naval aviation, double-circuit turbojet engine, fiscal memory control machine, etc.

4. Five or more term combinations: devaluation, solid-fueled jet engine, anti-submarine warfare, demand-side inflation, financial and economic calculation - unit of time used in books, etc. [2.79]

Explains lexical-semantic phenomena in Uzbek language terminology with examples. It focuses on the quality and content of terminological dictionaries. Along with conducting research on military terms, he published the book "Dictionary of Historical Military Terms".

H. Dadaboyev's research on the topic "Social-political and socio-economic terminology in the written monuments of the Turkic languages of the XI-XII centuries" deals with the emergence of social-political and socio-economic terminology in the Uzbek language, including the Turkic languages, and the problems of its use in the language. studied in detail.

So, I think that H. Dadaboyev's thoughts about Uzbek terminology are important for our linguistics today.

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TA'LIM JARAYONIDA O'QUVCHILAR BILAN MUNOSABAT O'RNATISH  
KO'NIKMALARINI SHAKLLANTIRISH ASOSLARI

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**Annotatsiya:** Ushbu maqolada o'qituvchilar va o'quvchilar o'rtasidagi sodir bo'ladigan nizolar, konfliktli jarayonlarini keltirib chiqaruvchi holatlar va ularning oldini olish usullari haqida fikr yuritilgan. Ular bilan o'zaro muloqot qilish yo'llari har bir o'qituvchining pedagogik mahoratiga bog'liq bo'lishi takidlangan va ayrim tavsiyalar berilgan.

**Kalit so'zlar:** ta'lim, muloqot, texnologiya, pedagog, tanqidiy fikrlash, fikr, maqsad, munosabat, tayyorgarlik, dars, konflikt.

Biror kasbning haqiqiy ustasi bo'lish uchun kishida tabiiy qobiliyat, ma'lum Jismoniy va ruhiy islohotlar, puxta tayyorgarlik, shaxsiy tayyorgarlik va ayri shaxsiy sifatlar bo'lish kerak. Pedagogik maqsadga yo'naltirishda qanday munosabatlarga e'tiborimizni qaratishimiz kerak? Pedagoglik kasbini tanlagan kishi avvalo sog'lom bo'lishi, so'zlarni to'g'ri va yaxshi talaffuz qila olishi, bosiq, asablari joyida bo'lishi, boshqalar bilan muomolada o'zini tuta olishi zarur. Shuningdek, bolalarni yoqtirishi ular bilan ishonchli ishlashga mayli bo'lishi, xushmuomilalik, keng fikrlay olishi, tashkilotchilik, o'ziga va boshqalarga nisbatan talabchanlik kabi shaxsiy sifatlar mavjudligi ham kishining pedagogik ishga yaroqliligini ko'rsatadi.

Pedagog o'z maqsadiga erishishi uchun munosabatga o'quvchilar bilan kirishi uchun quyidagi sifatlarga ega bo'lishi lozim. Bolalarni sevish va ular bilan ishlashga qiziqish, pedagogik ishni sevish, psixologik va pedagogik ziyraklik va

kuzatuvchanlik, tashkilotchilik qobiliyati, haqqoniy, dilkashlik, talabchanlik, qat'iylik va maqsadga intilish, vazminlik o'zini tuta olish. Pedagog pedagogik maqsadga yo'naltirilgan munosabat jarayonida o'quvchilarning xarakter xususiyatlariga ham alohida e'tiborini qarata olishi lozim.

Muloqot har bir zamonaviy shaxs uchun muhim bo'lgan mahoratdir. O'qituvchi sifatida o'quvchilarning nutq qobiliyatini rivojlantirish uchun quyidagi usullarni bajarishingiz mumkin.

1. Suhbatlashish mahoratiga ega bo'lgan filmlarni tomosha qiling. Suhbat - bu eng asosiy va zaruriy aloqa ko'nikmalaridan biridir. Bu odamlarga fikrlar va fikrlarni baham ko'rish va ularni navbat bilan qabul qilish imkoniyatini beradi. Bu yuzaki ko'rinishga o'xshasa-da, samarali suhbatlar quyidagi elementlardan iborat bo'lgan "berish va olish" almashinuvini o'z ichiga oladi: tana tili, ko'z bilan aloqa qilish, umumlashtirish, hikoya qilish, javob berish



usullari. O'quvchilaringiz suhbatning asoslarini hayot bilan o'zaro aloqada bo'lgan filmlar yoki videolarni tomosha qilish orqali bilib olishlari mumkin. Videoni to'xtatib turing va savol bering. Shu orqali ularning nimani tushunib yoki tushunmaganini bilib olishingiz mumkin.

2. Texnologiyadan foydalaning. Audiokitoblardan tortib, ilovalargacha, siz o'quvchilar bilan aloqa qilish ko'nikmalarini yaxshilash uchun foydalanishingiz mumkin bo'lgan ko'plab texnologik manbalar mavjud. O'quvchilar audiokitoblar bilan birgalikda tinglovchilarni tinglashlari yoki o'qishlari mumkin, ular ma'ruzachining turli xil so'zlarni yoki iboralarni qanday talaffuz qilishlari va o'qishini eshitishlari mumkin.

3. Guruh taqdimotlari va topshiriqlarini taklif eting. Jamoa qurish mashqlari o'quvchilarga og'zaki va yozma muloqot ko'nikmalarini rivojlantirishga yordam beradi. Bu nafaqat o'quvchilarga kichik guruhlarda ishlash imkoniyatini beradi, shu bilan bir qator bosimni pasaytiradi, balki ularga o'z fikrlarini muhokama qilish, burilish va umumiy maqsad sari birgalikda ishlash imkoniyatini beradi.

4. Ochiq-oydin savol bering. Ular bir yoki ikki so'zdan iborat javobni talab qilar ekan, ochiq savollarni muhokama qilish, savolni idrok etish va javob berishning bir qancha usullari mavjudligini namoyish qilish juda muhimdir. Siz qisqa norasmiy suhbatlar uchun taymerni o'rnatishingiz va o'quvchilarni ochiq savollardan foydalanishga undashingiz mumkin.

5. Tanqidiy fikrlashga yordam beradigan vazifa va tadbirlardan foydalaning. O'quvchilar bilan aloqa qilish ko'nikmalarini rivojlantirishning yana bir usuli - tanqidiy fikrlash mashqlaridir. Bular og'zaki yoki yozma topshiriqlar orqali bajarilishi mumki. Bu o'quvchilarga savollarga o'z so'zlari yordamida ijodiy javob berish imkoniyatini beradi.

6. Referativ o'rganish imkoniyatlarini taklif eting. O'quvchilarning tanlangan matnni yoki videotasvirga olingan guruh taqdimotini o'qiyotganlarini yozib olish ularning nutqidagi kuchli va zaif tomonlarini baholash uchun eng yaxshi usuldir. O'quvchilar kichik guruhlarda og'zaki chiqishlari haqida fikr yuritishlari mumkin. Keyin, har bir o'quvchidan konstruktiv tanqidga o'rganib qolish uchun boshqalarini tanqid qilishni so'rang.

7. O'qitiladigan onlarni toping. Qaysi yosh guruhida ishlashingizdan qat'iy nazar, sinfdagi har kuni sodir bo'ladigan voqealardan maksimal darajada foydalaning. Masalan, agar o'quvchi savolga murakkab tarzda javob bersa, siz ular aytganlarini takrorlashni so'rashingiz yoki sinfdan aniqlashtiradigan savollar berishlarini so'rashingiz mumkin.

Dars berish sa'natini egallashda o'qituvchi ishontirgan o'quv mashg'uloti guruh bilim berish vositasi bilan birga, mustaqil O'zbekistonning ravnaqi, ertangi kuniga bo'lgan ishonch, xalqimizning aql zakovati va mehnatining nimalarga qodirligi jamiyatning munosib fuqorosi va quruvchisi bo'lishi uchun nima qilish zarurligini ko'rsatuvchi ko'zgu bo'lib, xizmat qiladi. Yoshlarimiz dars jarayonida ijobiy munosabatlari o'zlarida shakllantirsinlar. O'quvchi yoki talabalar darsdan har jihatdan mamnun bo'lsinlar ularda romantik orzular uyg'onsin, tafakkuri rivojlansin, amaliy faoliyat, ijodiy qobiliyat, o'qish-o'rganish va mehnatga havas kuchaysin. Ular o'quv mashg'ulotidan keyin baholari bilan emas, balki bilim va malakalari hosil qilinganliklarini, ma'naviy oziq olganlarini his qilsinlar.



Ta’limni mazmundor, qiziqarli va tushunarli bo’lishi ustoz bilan shogirdlar qalbini ruhini bir biriga mustahkam bog’laydi, ular o’rtasida samimiy xurmatni o’zaro ishonchni mustahkamlaydi. Buning uchun o’qituvchi avvalo, o’z fanini va uni o’qitish yo’l usullarini mukammal o’zlashtirib olishi, o’qituvchi murabbiyga xos madaniyatning yuqoriligi, o’z shogirdlariga xurmat va muhabbat, ular hayotiga qiziqish va ruhiy holatlarini bilish tushunishi, bosiqlik, xis tuyg’ularni boshqara olishlari, tashqi ko’rinishi, kiyinish madaniyatiga e’tibor berishlari, nutq madaniyatining yuqoriligi jamoat ishlariga faoliyatchi, ayniqsa omma o’rtasida ilmiy ma’rifat va ma’naviy madaniy ishlar targ’ibotchilari bo’lishlari lozim. Shundagina mamlakatimiz kelajagi bo’lgan yoshlarimiz o’z murabbiylari nomini zo’r ehtirom, chuqur minnatdorchilik bilan tilga oladilar. Buning uchun har bir o’qituvchi tegishli ma’lumot egasi, yuksak kasbiy tayyorgarligi va yuqori axloqiy fazilat egasi bo’lishlari darkor.

Jamiyatimiz keng qamrovli bo’lib u yerda turli xil xarakterdagi shaxslarni uchratishimiz mumkin. Shaxslararo konfliktlar albatta faoliyat turlarida namoyon bo’ladi. Masalan guruh misolida ko’ramiz. Tasavvur qiling bir guruhda iqtidorli talantli shaxslarimiz bor. Ular har bir mazmunni yaxshi o’zlashtirib mustaqil fikrlarini bildiradilar, fikr doiralari keng bo’lganligi sababli u shaxslar o’rtasida to’qnashuv, mojaro kelishmovchilik, konfliktlar yuzaga keladi. Har bir guruh a’zosi o’z fikrini to’g’riligini isbotlay oladilar, bunday holatlarda konfliktni boshqarish o’qituvchi tomonidan bartaraf etiladi.

Xulosa qilib aytish mumkinki, pedagog-o’qituvchilar tomonidan dars jarayonida o’quvchilarga nisbatan muomala madaniyati va muloqot qoidalariga qat’iy amal qilish orqali ko’plab konfliktli holatlarni oldini olish mumkin. Buning uchun o’qituvchilar har bir o’quvchining xulq-atvorini yaxshi bilishi, oilaviy sharoitlari va ota-onalari bilan yaqindan tanish bo’lishi muhim ahamiyat kasb etadi. O’quvchidagi intizomsizlikning ko’pgina illatlari oilaga borib taqaladi. Shuning uchun ham o’quvchi tarbiyalanayotgan oilalarni o’rganish zarurati mavjudligini unutmaslik kerak.

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PROSPECTS FOR THE DEVELOPMENT OF TAX AUDIT IN UZBEKISTAN:  
CHALLENGES, OPPORTUNITIES

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**Abstract:** *The tax audit landscape in Uzbekistan has undergone significant changes in recent years, with the government implementing various reforms aimed at improving tax administration, enhancing compliance, and boosting revenue collection. This article explores the prospects for tax audit development in Uzbekistan, focusing on the challenges faced by the tax authorities, the opportunities offered by digitalization and international cooperation, and the future directions for enhancing the effectiveness and efficiency of tax audits. The analysis is based on a comprehensive review of relevant literature, recent legislation, and expert opinions, as well as a comparison with international best practices. The findings reveal that while the tax audit system in Uzbekistan has made considerable progress, further improvements are needed to address persistent issues and seize the benefits of technological advancements and global collaboration.*

**Keywords:** *Tax, audit, tax administration, OECD, World Bank, export potential, audit system.*

**Introduction:**

Tax audit plays a crucial role in ensuring the effective administration of a country's tax system, promoting compliance, and maximizing revenue collection. In Uzbekistan, the tax audit landscape has been evolving rapidly in recent years, driven by a series of reforms aimed at modernizing the tax administration, simplifying the tax system, and strengthening enforcement capabilities (OECD, 2020). Despite these efforts, challenges remain in terms of achieving a transparent, efficient, and equitable tax audit system that aligns with international standards and best practices. This article examines the prospects for tax audit development in Uzbekistan, focusing on key challenges, opportunities, and future directions.

**Challenges**

1. **Limited resources and capacity:** Like many developing countries, Uzbekistan's tax authorities face resource constraints that hinder their ability to conduct comprehensive and effective tax audits (World Bank, 2019). This includes a shortage of skilled auditors, inadequate training and ongoing professional development, and insufficient funding for modern technologies and tools.

2. **Informal economy:** A significant portion of Uzbekistan's economy operates informally, which makes it challenging for tax authorities to identify and monitor taxpayers, assess their tax liabilities accurately, and enforce compliance (IMF, 2020).

3. **Complex tax legislation:** Despite recent simplification efforts, Uzbekistan's tax legislation remains complex and difficult for taxpayers to understand, which can lead to



unintentional non-compliance and increased administrative costs for both taxpayers and tax authorities (OECD, 2020).

### **Opportunities**

1. Digitalization: The adoption of digital technologies can significantly improve the efficiency and effectiveness of tax audits in Uzbekistan by automating routine tasks, enhancing risk assessment and targeting, and facilitating data sharing and collaboration among various government agencies (OECD, 2019). Examples include the use of electronic invoicing, big data analytics, and artificial intelligence tools.

2. International cooperation: Uzbekistan can benefit from increased engagement with regional and international partners, such as the Eurasian Economic Union, the OECD, and the World Bank, to share best practices, access technical assistance, and participate in joint initiatives aimed at strengthening tax audit capacity and promoting tax transparency (OECD, 2020).

### **Directions**

Based on the analysis of challenges and opportunities, the following recommendations emerge for enhancing the development of tax audit in Uzbekistan:

1. Strengthen capacity building: Tax authorities should invest in human capital development by providing comprehensive training and ongoing professional development opportunities for tax auditors, as well as recruiting and retaining skilled personnel.

2. Simplify tax legislation: Further efforts should be made to streamline tax legislation and make it more comprehensible for taxpayers

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QOQIO'TDOSHLAR (ASTERACEAE) OILASINING RUDERAL HOLATDA  
O'SUVCHI VAKILLARI BILAN TANISHISH

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**Annotatsiya** Ushbu maqolada Qoqio'tdoshlar oilasiga mansub bo'lgan o'simliklarning ruderal holda ya'ni aholi yashash punktlari va ularning atrofi, avtomobil va temir yo'llar yoqalari, partob yerlar, tashlandiq yerlar, ahlatxonalar, chorva hayvonlari qo'ralarining atroflarida o'sadigan vakillari haqida ma'lumotlar keltirilgan.

**Kalit so'zlar:** Asteraceae, *Acroptilon repens*, *Bidens tripartite*, *Cichorium intybus*, *Cnicus benedictus*.

**Аннотация** В данной статье представлена информация о представителях растений, относящихся к семейству пасленовых, произрастающих в рудеральных условиях, то есть в окрестностях населенных пунктов и их окрестностях, на обочинах автомобильных и железных дорог, партобазах, заброшенных землях, свалках, вольерах для скота.

**Ключевые слова:** Asteraceae, *Acroptilon repens*, *Bidens tripartite*, *Cichorium intybus*, *Cnicus benedictus*.

**Annotation** This article provides information about the representatives of plants belonging to the cockatoo family that grow ruderal, that is, in settlements and their surroundings, car and railway collars, partob lands, abandoned lands, stables, around cattle pens.

**Keywords:** Asteraceae, *Acroptilon repens*, *Bidens tripartite*, *Cichorium intybus*, *Cnicus benedictus*.

**Какра – *Acroptilon repens* (L.) DS.**

Какра o'simligi qoqio'tdoshlar yoki murakkabguldoshlar (*Asteraceae*) oilasiga mansub o'simlik. Bu oilaga kiruvchi barcha o'simliklar turli ekologik sharoitlarda va mintaqalarda dashtlar, sahrolar, maysazor, o'rmonlar, tropiklar, qumli cho'l, toshloq va shag'alli yerlar, sho'rxok va tuzli yerlarda, sernam va xatto suvli muhitda ham o'sadigan turlari mavjud. Bu oila tarkibida barcha hayotiy shakllar qiyofalariga ega bo'lgan turlar ham mavjud bo'lib, ular Yer sharining hamma qismlarida keng tarqalgandirlar. Ular o't o'simliklar va yarim butalardir.

Oila vakillarining barglari oddiy, asosan birin-ketin, ba'zan qarama-qarshi yoki halqa bo'lib joylashgan. Barg plastinkasining shakli har xil. Yonbarglari bo'lmaydi. Gullari o'rtacha kattalikda bo'lib, har doim to'pgulda joylashadi. Murakkabgullilarning muhim belgilaridan biri – bu to'pgulining tuzilishidadir. Murakkabgullilarning to'pguli asosan savatchadir. Bu oila vakillari asosan hasharotlar yordamida changlanadi. Shamol yordamida changlanuvchi turlari ham ko'plab topiladi.





Murakkabguldoshlar oilasi o‘simliklar dunyosidagi eng yirik oilalardan biri hisoblanib, ularning Yer sharida 1000 ga yaqin turkumi va 25 mingdan ziyod turi ma’lum. O‘zbekiston florasida murakkabguldoshlar oilasining 137 turkumi va 580 tadan ortiqroq turi uchraydi.

*Acroptilon repens (L.) DS.* o‘simligi tik o‘sovchi, ildiz bachkilaridan ko‘payuvchi ko‘p yillik o‘simlik. Barglari mayda, xira yashil rangda, biroz tuklangan. Uning savatchasi tuxumsimon, gullari pushti, gulo‘rnidagi dag‘al tukchalari silliq, rangi oq bo‘ladi.

*Acroptilon repens (L.) DS.* o‘simligi haydab dehqonchilik qilinadigan barcha yerlarda, partovlarda, tog‘ yonbag‘irlaridagi, shuningdek, sug‘oriladigan yerlardagi ekinzorlar orasida keng tarqalgan begona o‘t o‘simligi hisoblanadi. U o‘zining baquvvat ildizlari bilan yerga chuqur kirib boradi. O‘simlik ildiz bachkilarini yordamida vegetativ ko‘payganligi uchun o‘simlikni batamom yo‘qotish juda qiyin ish sanaladi. Kakra ayniqsa, bahorgi g‘alla-donli va boshqa ekinlarga jiddiy zarar yetkazadi hamda la‘lmikor yerlarni va pichanzorlarni bosib ketadi.

*Acroptilon repens (L.) DS.* o‘simligi yashil xolatida va yaxshi quritilmagan paytida zaharli o‘simlik hisoblanadi. Shuning uchun ham o‘simlikdan xalq tabobatida turli xil dorilar tayyorlashda foydalaniladi.

**Ittikanak (*Bidens tripartita L.*)**

Ittikanak – *Bidens tripartita L.* o‘simligi qo‘qio‘tdoshlar (astradoshlar) (*Asteraceae*) oilasiga kiruvchi ko‘p yillik dorivor begona o‘t o‘simligidir.

*Bidens tripartita L.* o‘simligi ba‘zida mahalliy xalqda qoraqiz deb ham yuritiladi. Uning bo‘yi 20-80 sm gacha yetadi. Poyasi tik o‘sadi, tuksiz yoki ba‘zida siyrak tuklar bilan qoplangan, asos qismidan boshlab qarama-qarshi shoxlangan. Barglari uch bo‘lakli, kalta qanotli bandlari bilan poyada qarama-qarshi ravishda o‘rnashgan. Gullari xira sariq rangda bo‘lib, savatchali to‘pgulga jamlangan. Mevalari cho‘ziq teskari tuxumsimon, 2-3 ta tikanli, to‘rt qirrali pista meva hisoblanadi.

O‘simlik iyun-iyul oylarida gullaydi va mevasi avgust oyidan boshlab pisha boshlaydi.

*Bidens tripartita L.* o‘simligi O‘zbekistonning deyarli barcha viloyatlarida keng uchraydi. O‘simlik asosan nam yerlarda – ariq va soy bo‘ylarida, ko‘llar va daryolarning yoqalarida, sholipoyalarda, botqoqliklarda, sernam o‘tloqlarda, tashlandiq lekin nam yerlarda begona o‘t sifatida o‘sadi.

Ittikanak o‘simligidan dorilar tayyorlash uchun o‘simlik gullashi oldidan va qisman gullash davrida poyasining yuqori qismi o‘roq yordamida qirqib olinadi yoki uning yirik barglari qo‘l bilan teriladi. So‘ng o‘simlik qismlari salqin joyda quritiladi.

*Bidens tripartita L.* o‘simligi tarkibida karotin, S vitamini, flovonoidlar, kumarinlar, polifenollar, polisaxaridlar, efir moylari, oz miqdorda alkaloidlar, oshlovchi, shilliq va achchiq moddalar mavjud.

*Bidens tripartita L.* o‘simligi xalq tabobatida juda keng miqyosda qo‘llaniladi.

Xalq tabobatida o‘simlikning yer ustki qismidan tayyorlangan damlama yoki qaynatma shirincha va rak (saron) kasalligining ba‘zi turlarini davolashda, ishtaha ochuvchi, qon oqishini to‘xtatuvchi, siydik haydovchi va terlatuvchi dori sifatida qo‘llaniladi.



Shuningdek, o'simlikdan tayyorlangan damlama va qaynatma ba'zi teri kasalliklarini - gush va qo'tirni hamda bolalarning diatez kasalliklarida qo'llaniladigan shifobaxsh vannalar tayyorlashda ishlatiladi. *Bidens tripartita* L. o'simligining yer ustki qismidan tayyorlangan damlama xalq tabobatida turli kasalliklarda keng ishlatiladi.

*Bidens tripartita* L. o'simligidan tayyorlangan dorivor preparatlar ilmiy tibbiyotda buyrak va siydik yo'llari kasalliklarida, siydik haydovchi va shamollashda terlatuvchi hamda ovqat hazm qilishni yaxshilovchi dori sifatida qo'llaniladi. O'simlikning yer ustki qismi shirincha kasalligida qo'llaniladigan choy-yig'masi tarkibiga kiradi.

Ayrim mualliflarning ma'lumotlariga ko'ra, Tibet tibbiyotida *Bidens tripartita* L. o'simligining yer ustki qismlaridan tayyorlangan nastoylar kamqonlikda, sibir yaralarida, ateroskleroza foydalaniladi. Xitoy tabobatida issiqni tushiruvchi va tuberkulyozda dori vositasi sifatida qo'llaniladi.

*Bidens tripartita* L. o'simligi nastoykasi umumiy tinchlantiruvchi hamda qon bosimini pasaytiruvchi ta'sirga ega ekanligi tajribalar davomida aniqlangan. Undan tashqari o'simlikdan tayyorlangan nastoyka shamollash kasalliklarida suyuqlik haydovchi, urologik kasalliklarda siydik haydovchi vosita sifatida qo'llaniladi.

#### Oddiy sachratqi (*Cichorium intybus* L.)

Oddiy sachratqi (*Cichorium intybus* L.) o'simligi qoqio'tdoshlar oilasiga kiruvchi, ko'p yillik, bo'yi 30-150 sm. oralig'ida bo'lgan o'tsimon o'simlik.

*Cichorium intybus* L. o'simligining ildizi uzun, yo'g'on, urchuqsimon va to'g'ri holatda. Poyalari ko'p sonli, g'adir-budir, to'lg'insimon, yengil tuklangan bo'ladi. Ildiz bo'g'zidagi barglari o'yilgan, patsimon bo'lakli, asosiy tomirlari rangli, halqada to'plangan bo'ladi. Poyadagi barglari lansetsimon, navbat bilan joylashgan, o'tkir tishchali, poyani qoplab oluvchi holatda bo'ladi.

To'pguli - chiroyli, havorangli savatcha shaklida bo'lib, to'p-to'p hoida barg qo'ltiqlarida joylashgan. To'pgulidagi barcha gullari tilchasimon. Mevasi - yorqin jigarrang tusda yoki qo'ng'ir, uch-besh qirrali kalta plyonkasimon asosli pistacha meva hisoblanadi.

*Cichorium intybus* L. o'simligi may oyidan to kuzga qadar gullab turaveradi. Avgust va sentyabr oylarida mevalari pishib yetiladi.

O'simlikni barcha yerlarda - tashlandiq o'tloqlar, bo'shagan yerlar, yo'llar va jarliklar bo'ylarida uchratish mumkin.

#### Qushqo'nmas (*Cnicus benedictus* L.)

Qushqo'nmas (*Cnicus benedictus* L.) o'simligi qoqio'tdoshlar (*Asteraceae*) oilasiga kiruvchi bir yillik ruderal begona o't o'simligi. Ildizi to'g'ri, kam shoxlangan. Poyasi tik turuvchi, shoxlangan, sal seziladigan besh qirrali, bo'yi 70 sm gacha bo'lgan o'simlik. Ildiz bo'g'zidagi barglari cho'zinchoq, patsimon o'yilgan, asosiga tomon biroz yassilangan. Poyadagi barglari navbat bilan joylashgan, yopishgan, birmuncha tarqoq. Bargning chetlari tikanli-tishchali. Sarg'ish gullari novda va poya oxiridagi yakka-yakka savatchalarga to'plangan. Barg yaproqlarining uchi tikanlar bilan tugallangan. Mevasi to'lg'insimon sariq-jigarrang pistacha. Butun o'simlik bezchali tuklar mavjudligi uchun yopishqoq bo'ladi.



Dorivor maqsadlarda qushqo'nmas o'simligining gullayotgan davrida yoki gullashidan biroz oldinroq yig'ib olingan novdalarining uchki qismidan foydalaniladi. 30 sm gacha bo'lgan uchki qismi yig'ib olingandan keyin soyada quritiladi. *Cnicus benedictus L.* o'simligi kimyoviy jihatdan nisbatan kam o'rganilgan o'simliklar qatoriga kiradi. O'simlikning yer ustki qismlari tarkibida 0,2 % knitsin (seskviterpen laktonlardan), achchiq moddalar, 5 % smola, sterinlar, oshlovchi moddalar, efir moyi va C vitamini mavjud.

Xalq tabobatida *Cnicus benedictus L.* o'simligidan tayyorlangan dorivor preparatlardan saraton kasalliklarida, jeltuxada, ipoxondriyada, nafas yo'llari kasalliklarida, oshqozon-ichak yo'li atoniyasida, yaralarida, buyrak hastaliklarida, siydik ajralishining buzilishida, ovqat hazm qilish faoliyatining buzilishida foydalaniladi.

Ilmiy meditsinada o'simlikning yer ustki qismlaridan tayyorlangan nastoyka va ekstraktlar bemorning ishtahasini qo'zg'ashda va ovqat hazm qilish jarayonini yaxshilashda qo'llaniladi. Qisqasi o'simlikning ham ilmiy, ham xalq tabobatida ahamiyati katta ekanligini ta'kidlab o'tish o'rinlidir.

Xulosa qilib aytadigan bo'lsam qoqio'tdoshlar oilasining ko'pchilik vakillari ruderal holatda o'sishga moslashgan. Bu oilaga mansub o'simliklarning xalq tabobatida o'rni beqiyos. Tabobatda asosan bu oila vakillarining damlamalaridan dori vositasi sifatida ko'p iste'mol qilinadi.

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FOLKLOR ASARLARINI YOZIB OLISH METODLARI

Matkarimova Kumushbibi Amongaldi qizi

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**Annotatsiya;** *Ushbu maqolada xalq og‘zaki badiiy ijodiyoti namunalarini to‘plash hamda folklore asarlarini yozib olish metodlari haqida so‘z yuritiladi. Folklor asarlarini yozib olishda metodlarning katta ahamiyataga ega ekanligi munosabat bildirilgan.*

**Kalit so‘zlar:** *folklor asarlari, metodlar, ekspeditsiya, ovoz, to‘plash, audiografik va videografik*

Xalq og‘zaki badiiy ijodiyoti namunalarini to‘plash bilan shug‘ullangan Akademik T.Mirzayev, prof. M.Jo‘rayev, prof. B Sarimsoqovlarning to‘plovchilik faoliyati tajribasiga shuni ko‘rsatadiki, folklor to‘plash uchun ma‘lum qoidalar mavjud. Ularga rioya qilish to‘plovchining ishini sezilarli darajada osonlashtiradi, uni yanada muvaffaqiyatli qiladi. Biroq, folklor to‘plash usullarini bilish to‘plovchiningning shaxsiy tashabbusini, uning ixtirosini, ijrochiga va folklor asarini yozib olishning o‘ziga xos shartlariga moslashish qobiliyatini istisno etmaydi.

To‘plovchi-folklorshunosning asosiy qoidalaridan biri bu qishloqda qaysi iste‘dodli ijrochilar yashashi haqida oldindan bilishdir. Yaxshi qo‘shiqchilar va hikoyachilarning shuhrati odatda qishloqdan tashqariga chiqadi. Folklorshunoslik dala amaliyotida yaxshi qoida mavjud: iste‘dodli ijrochilar haqida ma‘lumot olish uchun mahalliy ziyolilarga: o‘qituvchilarga, klub ishchilariga, havaskor san‘at rahbarlariga murojaat qilish.

Qo‘shiqchi yoki hikoyachi qanchalik iste‘dodli bo‘lsa, u o‘z san‘atini to‘plovchilar bilan baham ko‘rishga tayyor. To‘plovchi ishining qoidalaridan biri bu ijrochilarning vaqtini va jismoniy imkoniyatlarini suiiste‘mol qilmaslik talabidir. An‘anaviy folklori biladiganlar orasida ko‘plab ijrochilar keksa odamlar bo‘lishadi. Yaxshi aloqalarni o‘rnatishning eng yaxshi usuli-folklor haqidagi to‘g‘ridan-to‘g‘ri savollar bilan suhbatni boshlashmasdan, balki holahvol so‘rash ularning oilaviy, ijtimoiy masalalaridan gapni bolagan ma‘qul. Erkak ijrochilar xalqaro tadbirlar, sanoat ishlari, dehqonchilik, texnika haqida gapirishni yaxshi ko‘rsalar, ayol ijrochilar oila, ba‘zi kundalik muammolar haqida gap ketganda suhbatga kirishga ko‘proq tayyor turishini ham diqqatimiz markazida tutmog‘imiz lozim. Deyarli har bir kishi hayotidagi eng ajoyib voqealarni eslashni yaxshi ko‘radi. Bunday suhbatlar nafaqat aloqalarni o‘rnatish uchun, balki ijrochining tarjimai holi, uning ijodiy portreti borasida ma‘lumot to‘plash uchun ham foydalidir. Bundan tashqari, bitta umumiy qoida mavjud: folklori to‘g‘ridan to‘g‘ri yozib olish ijrochilarga eng sevimli asarlarini aytib berish yoki kuylashni so‘rash bilan boshlanishi kerak. Ijrochi o‘z repertuarni tugatganida, to‘plovchi u bilan ishlashni davom yettirishi kerak. Ijrochining ajoyib ijro etganligiga ishontirishga harakat qilishi lozim. Ijrochi to‘plovchining hayrat va quvonchini sezib tursagina uning ilhomi keladi. Ijrochi bilan ishlashda bu juda muhimdir.



Xo'sh, to'plovchi savollarni qanday shakllantiradi? Savollarni shunday shaklda berish kerakki, ijrochi, bir tomondan, ularni tushunsa, ikkinchi tomondan, unga folklor asarining mazmuni yoki mavjudlik sohasi tafsilotlarini taklif qilishi kerak. Folklor asarlarini yozib olish usulining navbatdagi talabi folklor materialini faqat uni jonli ijro etish vaqtida yozib olishdir .

Folklor asarlarini yozib olishning 3 xil uslubi mavjud. Bular:

1. Klassik usul( qo'lda daftarga yozib olish),
2. Audiografik usul.
3. Videografik usul.

Folklor asarlarini qo'lda yozib olish metodi klassik metod sanaladi. Bunda to'plovchi axborotchidan folklor asarlarini ijro etishini iltimos qiladi va o'zi qog'ozga yozib oladi. Marosim aytimlari, yoki katta hajmdagi epik asarlarni yozib olishda to'plovchi bir necha kishi bo'lishi lozim.

Yana bir muhim uslubiy ko'rsatma mavjud: og'zaki xalq ijodiyoti asarlarini ijro etish paytida ma'lumot beruvchini to'xtatib bo'lmaydi, to'plovchining ushbu ijodiy harakatga aralashishi mumkin emas. Matn haqidagi barcha savollar bajarilgandan keyin beriladi. Agar to'plovchi ijro etilayotgan og'zaki matnni yozishda ba'zi joylariga ulgurmasa, u yozuvda bo'sh joylarni qoldiradi, asar ijro etilgandan keyin yetishmayotgan so'zlarni kiritadi.

Katta epik asarlarni yozib olishda yozib oluvchilar guruh bo'lib ishlagani maqsadga muvofiq keladi. Biz yuqoridagi faslda to'xtalib o'tganimizdek, yozib oluvchilar imo-ishora bilan navbatma-navbat yozishlari asar ijrosi to'xtagach, matnlarni solishtirib, uning bekamu kustligini ijrochi bilan tekshirib chiqishlari shart.

Qo'lda yozib olishda folklor asari matnida takrorlanuvchi yoki ko'p uchrovchi murakkab so'zlarni bir marta yozib uning yoniga shartli belgi qo'yish, matn mazmunida shu so'z takrorlanganda shu shartli belgini qo'yib ketish lozim. Bu qisqartirib yozish uslubidir.

Masalan: Yor-yor qo'shiqlarini yozib olishda “Yor-yor-z ” belgisi qo'yiladi.

Suluvlarning sochida,

Oppoq pilik, Z.

Kelinposhsho sochlari,

Qirq popuklik, Z.

Yuqorida qo'yilgan mazkur belgi yor-yor so'zini anglatadi. Folklor asarini yozishda, shuningdek, ijrochini o'rab turgan muhitning tabiiyligiga va folklor asarini jonli ijro etish harakatiga erishish kerak. Agar to'plovchi folklorni haqiqiy mavjudligida yozib olsa yaxshi bo'ladi: bayramda, to'yda, marosimda va hokazo. Ammo bunday vaziyatlar unchalik ko'p emas. Shuning uchun ko'pincha folklor ijrochiligining tabiiy shakllarini ko'paytirish kerak. Shu munosabat bilan siz ijrochilarning iloji boricha yaxshiroq ijro etishlariga ahamiyat berish mumkin. Va rag'batlantirish yoki tanbeh berish undovlari o'z-o'zidan muhimdir. Ular bu ish bu yerda bo'lgan vaziyatning yeng yorqin ko'rsatkichlari, odamlar unga qanday munosabatda bo'lishadi, ishonadimi yoki yo'qmi. Turli xil folklor turlarini to'plash uchun ma'lum uslubiy metodlar ham ishlab chiqilgan. Ular tabiiy ko'rsatkichlari haqida yeslatmalar bilan yozib olinadi. Agar qo'shiq xor bo'lsa, u xordan, agar u yakkaxon bo'lsa, bitta qo'shiqchidan yozilishi



kerak; agar qo'shiq dumaloq raqs yoki raqs bo'lsa, unda dumaloq raqs qanday o'tkazilganligi, qanday raqslar bo'lganligi tasvirlanishi kerak.

Qo'shiqlarni yozishda ma'lum bir qiyinchilik ularning janr mohiyati bilan izohlanadi. Tez-tez qo'shiqlarni (raqs, kulgili, satirik) tez ritm tufayli yozib olish qiyin. Shuning uchun, lenta yozuvini yozish yaxshidir.

Maqol va maqollarni faol so'rov usuli bilan to'plash shart yemas. Muloqot jarayonida nutqni diqqat bilan tinglash, maqol va maqollarni ta'kidlash va yozish tavsiya yetiladi.

Jumboqlarni yig'ishda faol so'roq qilish usuli samarali bo'ladi. To'plovchi bu yerda "raqobatchi" sifatida ham harakat qilishi mumkin.

Bolalar folklorini to'plashda, birinchi navbatda, uni nafaqat bolalar, balki kattalar ham bilishini unutmaslik kerak. Bolalardan folklorini yozib olish ham qiyin, ham oson. Ko'p jihatdan, bolalar folklorini yig'ish bo'yicha ishlarning muvaffaqiyati kolleksionerning shaxsiyatiga bog'liq bo'lib, u o'zi rassom bo'lishi kerak, o'zgartirish qobiliyatiga yega bo'lishi, kattalarni bolalar jamoasi tomonidan sezilmaydigan bolalardan ajratib turadigan yosh to'sig'idan o'tishi, bolalar muhitiga kirish qobiliyatiga yega bo'lishi kerak. Bolalar folklorini yig'ishda uning matndan tashqari aloqalarini hisobga olish kerak. Bu, ayniqsa, o'yin va marosim bolalar folkloriga tegishli.

Bular folklorini yozib olishning umumiy, asosiy uslubiy usullari bo'lib, ular, birinchi navbatda, to'plovchining dastlabki faoliyati uchun asosdir. Ma'lum bir tajriba to'plangandan so'ng, to'plovchi yozib olishning individual uslubiy usullarini shakllantirishi mumkin.

#### Folklorini yozib olish uchun asosiy talablar.

1. Folklor asarining fiksatsiyasi to'plovchi yeshitgan matnni iloji boricha aks yettirishi kerak.

2. Ish hech qanday o'zgartirish, o'zgartirish, qo'shimchalar, tahrir qilmasdan qayd yetilishi kerak.

3. Xalq asarini yozishda to'plovchi ijrochining barcha undovlarini, takrorlashlarni, murojaatlarni, matndagi so'zlarni, tushuntirishlarni, sharhlarni va hatto nutqning dialektik xususiyatlarini saqlashga harakat qilishi kerak.

4. Ishni yozib olish paytida ijro uslubiga, xususiyatlariga ye'tibor berish kerak: replikalar, pauzalar, imo-ishoralar, yuz ifodalari. Bularning barchasini video yozuv bilan yozib olish qulay.

5. Agar ish magnitafon yordamida yozilgan bo'lsa, uning ismini va ijrochining to'liq ismini ko'rsatib yozishni boshlash kerak.

6. Folklor asarini yozib olgan to'plovchi, shuningdek, ma'lumot beruvchi haqidagi ma'lumotlarni yozib olishi kerak, ya'ni qayd yetilgan namunaning mavjudligini tasdiqlovchi pasport turini to'ldiring. Faqat pasportingiz bo'lsa, yozuv to'liq hisoblanadi.

Pasportni rasmiylashtirishda quyidagilarni ko'rsatish kerak:

- ushbu ish yozilgan shaxs (ma'lumot beruvchi): to'liq ismi, tug'ilgan yili, millati, ma'lumoti, kasbi, ish joyi, yashash joyi. Agar ma'lumot beruvchi boshqa joydan ko'chib o'tgan bo'lsa, unda qachon va qayerdan aniq belgilang;



- yozib olingan sana (yil, oy, sana);
- yozuv joyi (viloyat, tuman, qishloq, shahar);
- yozuv qanday sharoitlarda qilingan (bayram, to'y paytida va hokazo.);
- to'plovchi haqida ma'lumot (to'liq ismi, tug'ilgan yili, millati, ma'lumoti).

#### 6. Yozish texnikasi

Matnlar audio lentaga yozib olinadi va qo'lda yozilgan yozuv bilan takrorlanadi.

Yozib olishning birinchi talabi uning mutlaq aniqligi. Matnga kamchiliklar, qo'shimchalar yoki o'zgartirishlar kiritilmaydi. Folklor yozuvi dialektning barcha xususiyatlarini aks yettirishi kerak.

Folklor asarini aniq yozib olish oson yemasligi aniq. Shuning uchun talaba aniq yozib olish ko'nikmalarini yegallashga, barcha uslubiy talablarga rioya qilishga intilishi kerak.

Yuqorida ta'kidlab o'tilganidek, folklor asarlarini yozib olish uchun uch kishidan iborat guruhlariga bo'lish maqsadga muvofiqdir. Kelishilgan holda, rollarni o'zgartirib, ushbu guruh ishni shu tarzda tashkil qiladi: biri suhbat o'tkazadi, suhbatni to'g'ri yo'nalishga yo'naltiradi, folklor tashuvchisiga o'z repertuarini eslab qolishga yordam beradi, shuningdek folklor mavjudligining umumiy shartlarini qayd yetadi; ikkinchisi suhbatni qog'ozga yozib oladi, suhbatni nazorat yozuvini yozadi; uchinchisi asbob – uskunalar bilan ishlaydi-magnitafonni yoqadi va o'chiradi, yozib olish darajasini tartibga soladi, suratga oladi.

Tabiiy sharoitga yaqinlashayotgan muhitda ertak va latifalarni yozib olish, yuz ifodalarini, ijrochining imo-ishoralari, tinglovchilarning reaksiyasini yozib olish tavsiya yetiladi. Yetarli tayyorgarlik bilan ertakni birgalikda juda aniq yozib olish mumkin – “ovozdan” yoki magnitafondan. Ish quyidagicha tashkil yetilgan: birinchisi ertakning boshlanishini, ma'lum ma'noda, mustaqil nutq segmentini bir necha so'z bilan yozadi, u aniq to'ldirgan va yozadigan parchaning oxirgi so'zini jimgina talaffuz qiladi. Ikkinchisi jimgina eshitgan so'zidan keyingi nutq parchasini yozib olishni boshlaydi va birinchisi jimgina yozishni boshlagan so'zni talaffuz qiladi va hokazo.

Magnitafondan birgalikda yozilgan yoki “suratga olingan” asarlar o'sha kuni bitta konsolidatsiyalangan matnda qayta yozilishi kerak. Yozish paytida siz qisqartmalar qilishingiz mumkin. Matnni qayta yozishda ushbu qisqartmalarining barchasi to'liq shifrlangan bo'lishi kerak. Oq matnda qisqartmalarga yo'l qo'yilmaydi.

Ilmiy qiziqish va g'oyaviy-estetik ahamiyatga yega bo'lgan folklor asarlari "dala" lentasidan universitetning ilmiy folklor laboratoriyasida saqlanadigan lenta kutubxonasiga ko'chirilishi kerak (vaqt o'tishi bilan davlat arxiviga o'tkazilishi mumkin). Musiqa kutubxonasi lentasida qayta yozish uchun matnlarni tanlash faqat amaliyot rahbari bilan kelishilgan holda amalga oshiriladi.

Folklor ekspeditsiyasining ishi fotosuratlarda va iloji bo'lsa, video yozuvlarda aks yettirilishi juda zarur. Ammo shuni ta'kidlash kerakki, fotosuratlar va videolar tasodifiy yemas, balki qat'iy o'ylangan bo'lishi kerak, ular ma'lum bir ilmiy va tarbiyaviy ahamiyatga yega bo'lishi kerak. Ijrochilar, muhim tarixiy obyektlar, etnografik materiallar va stajyor talabalarning ishi suratga olinishi va videoga olinishi kerak.





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INGLIZ VA O'ZBEK TILLARIDA ANTROPONIMIK SHAKLLAR

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**Annotatsiya:** Ushbu maqolada insoniyat hayotida muhim ahamiyat kasb etadigan kishi ismlari yani antroponimlarning tarixiy va ayni kunlarga qadar bor bo'lgan qoliblari yani formulalari haqida yoritiladi. Tadqiqot usullari: tavsif usuli, qiyosiy tahlil, kognitiv-kontseptual tahlil, lingvo-madaniy tahlil. Dissertatsiyaning ilmiy yangiligi quyidagilar bilan izohlanadi. Lug'atlar, romanlar, qissalardagi antroponimlarning lingvomadaniy tahlili deyarli barcha tillarda tilshunos olimlar tomonidan o'rganilgan.

**Kalit so'zlar:** Antroponimik tahlil, lingvomadaniy muammo, antroponimik formula, antroponimlarning madaniyati va munosabati.

Antroponik formulada biz ismning (ismlarning) standart kombinatsiyasini, (otaning ismi ko'p tillarda ixtiyoriy element) + rasmiy (pasport) nomlash tizimidagi familiya (ism) larni anglatadi. "Antroponik formula" (AF) kompozitsion atamasi bilan bir qatorda, antroponimiya adabiyotida "antroponimik model" atamasi ham qo'llaniladi Shunday qilib, qadimgi germaniyalik onomastikon tadqiqotchilari ta'kidlashicha, qadimgi Roman- German tillarida shaxsiy ismlarining tarkibiy qismlari slavyan tillarining onomastikalarida keltirilganlardan sezilarli darajada farq qiladi. An'anaviy qadimgi german nomlari urush, kuch, g'alaba, kuch, boylukni anglatadi, slovyan tillarida muqaddaslik, rahm-shafqat, quvonch tushunchalar bilan bog'liq nomlar tez-tez uchraydi. Qadimgi german onomastikalari tarkibiy qismlarining leksik tarkibini kuzatish shuni ko'rsatdiki, qadimgi german hamjamiyati davriga kelib ushbu tarkibiy qismlar qadimgi germanlarning go'zallik haqidagi g'oyasini aks ettiruvchi belgilarga aylandi, masalan; берт – berht «yorqin»: Берт, Бертольд, Альберт, Ламберт; эд «boylikka egalik»: Эдгар, Эдит, Эдвард, Эдвин; гер – ger «nauz»: Герхард, Гертруда, Ансгар, Оскар, Геральд [1 b. 22-23 ] Shuningdek, zooform guruhiga mansub ismlar ham uchraydi, masalan, qadimgi inglizlarda; Eofor «to'ng'iz»; qadimgi-skand. Hari «quyon», Arne «burgut», Björn «ayiq». Familiya shaxsning nomlanishining boshqa turlaridan farq qiladi, chunki bu nasldan naslga o'tadi, bir necha avlodlarga xosdir.

Tadqiqotchilar familiyalarining shakllanishining turli sabablarini ta'kidlashadi: iqtisodiy, shahar rivojlanishi, savdo aloqalari, aholining ko'chishi; fuqarolikni shakllantirish va huquqiy jamiyatni rivojlantirish. Ushbu sabablarning barchasini inkor etmasdan, V.A. Nikonov, bizning fikrimizcha, birinchi navbatda, oilaning ijtimoiy sohasini mustahkamlashni qo'yadi: «Familiya oilani anglatadi». Familiyani joriy etishning hal qiluvchi sababi, aftidan, oilaning rivojlanishidagi ma'lum bir darajadagi rolining o'zgarishi ... Oila feodal tuzum ostida edi, keyinchalik esa ishlab chiqarish birligi sifatida oilalar o'z fermasini yurtga boshladi, meros huquqiga ega bo'ldi va qat'iy ichki hokimiyat tomonidan boshqarilar edi "[2, b 184].



U familiyaning ijtimoiyligini ta'kidlaydi (ma'lum bosqichda bir qator mamlakatlarda feodal elitasi) quyi tabaqa familiyalarni kiritilishiga qarshi, keyin esa familiyalar qonun hujjatlari bilan kiritildi), familiyalarning asta-sekin shakllanishi va taqsimlanishi hujjatlarga familiyalarning o'z-o'zidan kirib borishi va majburiy nomlarning davlat tomonidan o'rnatilishi o'rtasidagi farqni keltirib chiqardi. Shunday qilib, ingliz tilidagi an'anada quyidagi AFlar rivojlandi: bir yoki bir nechta shaxsiy ismlar + familiya. Odamlarni nomlash uchun formulaning har qanday tarkibiy qismidan foydalanish aloqa amalga oshiriladigan ijtimoiy soha bilan bog'liq. O'zbeklarning shaxsiy nomlari boshqa turkiyzabon xalqlar orasida va islom dini va madaniyati xalqlari orasida o'ziga xosligi bilan ajralib turadi. «O'zbek xalqining shakllanishi XIXIV asrlarda yuz bergan. o'zbeklarning ajdodlari istiqomat qilgan hududga turkiy qabilalarning mahalliy Eron tilida so'zlashadigan aholisi bilan assimilyatsiya qilish orqali mo'g'ullar ham bir necha to'lqinlarni bosib o'tdilar. O'zbek tili turkiy tillar oilasiga mansub qarluq guruhiga kiradi, ammo u tojik tiliga xos bo'lgan eroniy xususiyatlarni saqlab qoladi, bu ismlarning tuzilishida ham, ularning fonetikasida ham o'z aksini topgan »[3, 12 b.]. Muammoli masalalardan biri bu o'zbek nomlari orasida turkiy nomlarning ulushi masalasidir. A. G'afurov har qanday millatning nomi doimo yangilanib turishini ta'kidlaydi. Ba'zi ismlar kundalik hayotdan yo'qoladi yoki odatiy holga kelmaydi, boshqalari to'satdan juda mashhur bo'lib qolmoqda, mutlaqo yangi nomlar paydo bo'lmoqda. Bundan tashqari, yangi nomlar unvon yoki taxallusdan yangi tug'ilgan chaqaloqqa berilgan ismgacha juda murakkab yo'ldan o'tadi. Shu ma'noda sharq xalqlarining nomlari asosan Islom ta'siri ostida shakllangan va shuning uchun arab tili juda boy tarixga ega [4, 81 b].

Islomning birinchi asrlarida Islomni qabul qilgan barcha xalqlarga xos bo'lgan arab nomlash tizimi doimo murakkablashdi. Islomdan oldingi arablar deyarli bitta shaxsiy ismdan mamnun bo'lishgan. Agar shaxsni aniqroq aniqlash kerak bo'lsa, ular otasining ismini ishlatishdi, masalan, bir kishi "Usmon Affanning o'g'li" degan ma'noni anglatuvchi Usmon ibn Affan deb nomlangan. Ammo ba'zida ular o'sha odamni Ibnaffan deb atashlari mumkin edi va bu gaplashayotganlarning barchasiga tushunarli edi, chunki Affan kabi ismlar juda kam edi. Arablar orasida (Usmon) ismning birinchi toifasi "Alam", ikkinchisi (Ibnaffan) - "Nasab" deb nomlangan. "Kunya" atamasi bilan birlashtirilgan uchinchi xil ismlar ham mavjud [4, 12 b; 5, 43-48 b]. Alam boshqacha tarzda "islom", "ismalamin" ("shaxsiy ism") deb nomlanadi. Bunday nomlash tizimi o'zbeklar orasida saqlanib qolmagan, ammo shunga o'xshash hodisa mavjud: ba'zi joylarda erkak va ayol hanuzgacha o'g'li yoki qizining nomi bilan atalgan va bu nom berish uchun juda sharaflari sabab sifatida qabul qilingan. Ko'pgina o'zbek oilalarida xotinning eriga ism-sharif bilan murojaat qilishi qabul qilinmaydi, uning o'rniga o'g'il yoki qizning ismi yoki dadasi, xo'jayin murojaatlari ishlatiladi. Arablarda ham shunday nomlanish elementi mavjud bo'lib, u Laqab deb nomlanadi - "qo'shimcha nom, laqab, faxriy unvon, yuksak epitet. Ismning bu turi arab antroponimiyasidagi ham shakli, ham semantik tarkibidagi eng murakkab. Laqab turidagi nomlar har doim ma'lum bir semantik yukni ko'taradi, ko'pincha metonimik va metaforik xususiyatga ega. Ushbu nomlar o'rta asr hayoti voqeligi va arab-musulmon madaniyati g'oyalari bilan chambarchas bog'liq.



Ko'pincha ismni laqab kabi tarjima qilish til madaniyati haqida batafsil ma'lumot talab qiladi tarixiy kelib chiqishi borasida.”[6, 45 b].

Arablarning antroponimiyasining noyob tizimida laqab va taxallusning xususiyatlarini birlashtirgan. O'zbeklarning antroponimlarida Alam, Nasab, Kunya kabilar ism sifatida ishlatilmaydi, ammo aslida bu elementlarning har qandayidan semantikaga (ism berish motiviga) ko'ra shaxsiy ism sifatida foydalanish mumkin. Xususan, quyidagi nomlar keng ishlatiladi: (Mirzo, Side, Bek, Sayyid, Sulton, Xo'ja (Xijja), shoirlar va yozuvchilarning taxallus (yoki mahlas) atamasi bilan birlashtirilgan taxalluslari. Taxallus kabi nomlar shaxsiy fazilatlariga bog'liq bo'lishi mumkin. o'z ishlarining xarakteri va uslubi, homiylarning ismlari, yashash joyining nomi va boshqalar bilan birga tashuvchisi. [6, 45 b.] ”Arab tili orqali Muhammad payg'ambarimizning qarindoshlari va sheriklarining ismlari (Ali, Umar, Hamza, Abbos, Oisha, Fotima, Xadich va boshqalar), Injil payg'ambarlari va shohlarining ismlari (Yoqub, Yusuf, Muso, Ibrohim, Idris, Ismoil, Sulaymon), Iso va onasining ismi (Iso va Maryam), shuningdek musulmon dinini ulug'laydigan aralash ismlar (Abdulloh, Abdunabiy, Abdurahim, Abdurahmon, Abdulaziz, Abdutalib, Sayfutdin va boshqalar). Bu harakat istak bilan mos kelishi mumkin: Nimatulloh - Ollohdan rahmat istagi, Ismatulloh - Allohni himoya qilish istagi.”[7, 31-35]

Faqatgina 30-yillarda o'zbeklarning familiyalari majburiy bo'lib qoldi. XX asr “Ular odatda otning shaxsiy ismidan rus shaklidagi undosh qo'shimchalar bilan ( -ev) hosil bo'ladi: Rashidov, Abdullaev. 30 yoki 40-yillarda tug'ilganlar familiyalari ko'pincha otasning ismi bilan yozilgan. Rasmiy-ishbilarmon aloqalar sohasida familiya endi shaxsiy ismga nisbatan shubhasiz ustunlikka ega bo'ldi, ammo oilaviy-maishiy aloqada bu jarayon hattoki shaharlarda ham hanuzgacha yakunlanmayapti” [8, 315b]. Albatta, familiya o'zbeklarning rasmiy antroponimik modelining ajralmas tarkibiy qismiga aylandi, ammo biz so'nggi o'n yilliklarning paydo bo'lgan tendentsiyasini eslatib o'tamiz: shakllangan -ov / -ev qo'shimchali familiya rad etilishi (masalan, Sevara Nazarxon, Matluba Uzbek, Dilshod Razhab, Alisher Fayz, Dilshod Shams) . Ushbu jarayon qanchalik keng tarqalganligini oldindan aytish qiyin, chunki ruslashtirilgan antroponimik modeldan ko'ra sof milliylikni o'rnatish tendentsiyalari ko'plab pragmatik fikrlarga zid keladi: millat vakillarining asosiy qismida huddi oldingiday familiya va otasining ismi, ammo shunga qaramay, o'zbeklar orasida zamonaviy antroponimik modelni mutlaqo barqaror deb hisoblash mumkin emas.

Hozirgi vaqtda mutlaqo yangi turning antroponimik modeli tarqalmoqda, masalan: Abdufayz Behzod o'g'li Fayzullaev, bu erda otning nomi turkiy xilma-xillikda berilgan va familiya ko'pincha otadan emas, balki boboning ismi bilan berilgan. Ko'rinishidan, bu oilaning bir necha avlodlari birligini anglashga yordam beradi.[7, 40b] Shunday qilib, antroponimik modelning turli xil tarkibiy qismlari turli xil ijtimoiy sohalarga qaratilgan, eng universal tarkibiy qism bu ko'p sohalardan o'tadigan shaxsiy ismdir va jamiyat asosan oila bilan cheklangan ko'plab odamlar uchun shaxsiy ism hayot davomida asosiy bo'lib qoladi. Yuqoridagi fikrlardan kelib chiqib xulosa qiladigan bo'lsak, Ingliz va o'zbek tillaridagi antroponimik formulalar asrlar davomida rivojlanib kelgan va ushbu etnik guruhlarning tarixiy, madaniy va diniy an'analarini aks ettiradi.



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TO DEVELOP STUDENTS' PROFESSIONAL UNDERSTANDING IN THE  
PROCESS OF TEACHING MATHEMATICS

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**Annotation:** *This article presents methodological forms of career guidance in mathematics education, aimed at developing students' professional understanding and increasing the effectiveness of mathematics education.*

**Keywords:** *mathematics, method, student, profession, interest, teaching, law, direction, activity, mastery.*

Vocational guidance of secondary school students is an annual activity throughout the school year, which explains to students the profession and specialization, types of professions, requirements for the profession and the profession. requires the performance of a number of tasks, such as carrying out their work. In grades 5-6, students are more interested in math, which is one of their young psychological states, and at the same time, they are more motivated to do math. During this time, most students in the class try to master math and eventually succeed. In grades 7-8, when mathematics is taught in Algebra and Geometry, a certain percentage of students' mastery decreases. This is due to a number of factors, including the age crisis and the complexity of the content of science. In the 9th grade, students begin to have problems with career choices, professional self-determination, the emergence of the first professional aspirations, the choice of the most suitable from different areas of work, the choice of subjects related to their profession. begins to understand. They are interested in where mathematical formulas and rules are used, they are looking for areas of application. For example, students ask, "Why do we need trigonometry?" will be asked. In grades 10-11, most students lose interest in math. The transition to the basic concepts of mathematics is explained by the fact that they become more complex. For example, limit, product, integral, etc. In fact, they do not understand that the purpose of teaching mathematics is to develop thinking. Each more complex topic helps to develop the student's mental capacity. Engaging students in math does not diminish their desire to learn math over the years. Therefore, it is necessary to teach mathematics in a professional way. Doing this over the years will help the student choose the right career and apply math to his or her career.

Career guidance in the teaching of mathematics is provided in the classroom and in extracurricular activities in mathematics.

Career guidance in math classroom work

- Explore mathematical concepts and laws in relation to professionals
- Use of mathematical professional problems
- Use of mathematical visual aids (tables ,hshs, models, various models) in mathematics lessons related to professional fields.



Exploring mathematical concepts and laws in relation to the field of study requires fromial skills from a mathematics teacher. This requires the teacher not only to explore the theoretical part of mathematics, but also to connect it with the concepts of the field, depending on the scope of the subject, to carry out explanatory work, reflecting the possibilities and situations of application. It should be noted that the theoretical part of mathematics cannot be explored in part because of the work of professional orientation, because certain theoretical knowledge of mathematics can be the basis or used for other theoretical laws. That fact must be taken into account.

The use of mathematical professional meaningful issues is one of the effective means of professional orientation work. The solution of the problem of professional meaning can be determined by The Reader using mathematical laws, methods and methods, and in addition to the fact that this creates a certain concept of the student's profession, he directly understands the applications of mathematics. Especially in the school course of mathematics, supervisory work is organized by giving examples and issues in the usual case of pure mathematics “language”and, depending on their results, the knowledge of the students is assessed. It will be possible to determine not only their mathematical knowledge but also their respective competences by adding professional meaningful questions to the control questions that will be given to the students, avoiding the system of questions that exist in the same pattern, further increase the interest of the students and carry out the work of professional orientation by linking the applied.

The use of mathematical training-visual weapons (tables, graphs, layouts, various models), which are reflected in the mathematics lessons in their relevance to the professional sphere.

A special place is occupied by visual acuity in the armament of students with mathematical knowledge. The definition of graphs, tables and various forms of figures related to mathematics in the form of an incarnation of professional circumstances allows students to have mathematical knowledge on the one hand, while on the other hand, a certain cross-section is formed in relation to the profession on the other.

The work of directing students to the profession in the process of only one lesson is scarce, because, as already mentioned above, the work of directing students to the profession should be carried out every academic year. Therefore, it is worthwhile to organize vocational orientation work in extracurricular activities from mathematics.

Vocational orientation from mathematics to extracurricular activities

- Conversations about the application of mathematics in professional activities, in life, organization of extractions
- Establishing mathematical circle works which include mathematics and professional involvement
- Carry out propaganda work within the framework of the school mathematics science month, which opens the possibility of directing mathematics to the profession



Conversations about the application of mathematics in professional activities, in life, the organization of extractions involve the transfer of students either individually or with 20 students of the snif team. Students who have set a goal before their profession and now want to choose, try to know the degree to which mathematics is related from the teacher to the profession and to the chosen profession. Sometimes they also apply for professional interest. It will be necessary to establish separate conversations with them, to understand that mathematics is necessary in human life and professional activity to students.

Establishing mathematical circle works that embody the relevance of mathematics and the profession. In general secondary schools, circles are organized and usually they are conducted for students who are low self-mastering, high self-mastering, interested and preparing for the Olympiad. Mathematical circles, which embody their relevance to the profession, serve to formulate the students ' professional concepts. Bunda should be given by the teacher a system of questions that must be solved by mathematical formulas, methods that reflect the real situation, professional problems or professional concepts. Several issues that need to be addressed around a situation form the skills of solution when the students understand that all the solutions around the situation are interrelated. And this makes them realize that it is important to pay attention to all aspects surrounding a particular problematic situation.

Carry out propaganda work, which opens up the opportunity to direct mathematics to the profession within the framework of the school mathematics science month. Within the framework of the mathematics science month, there are mathematical visual stands with images for the profession, preparation of video games, holding various essay competitions, such as “mathematics and the profession of my choice”, “the role of mathematics in my future profession”, and at stage events in mathematics, organizing poetry, presentations or stage performances on various professional topics, such as “mathematics and art”, “

Systematic vocational orientation work carried out in the process of teaching mathematics will serve to ensure the successful implementation of the future professional choices of the students. Students are formed on the basis of professional orientation of mathematics in accordance with the requirement of state educational standards. As a result of the professional orientation work carried out by the mathematics teacher, a conscious independent professional choice is formed on the basis of the mathematical knowledge and skills acquired by the students.





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LISONIY SHAXS NUTQIDA HISSIY BELGILARNING IFODALANISHI

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**Annotatsiya:** ushbu maqolada matnlarda tasvirlanishi mumkin bo’lgan his tuyg’ular va his tuyg’ular turlari berilgan. Emotsionallikning lisoniy shaxs nutqida roli haqida fikr yuritiladi.

**Kalit so’zlar:** Hissiy ifoda tuyg’u, matn, lisoniy shaxs, baxt, qayg’u, qo’rquv, g’azab, jirkanish va ajablanish

Hissiy ifoda - bu hissiy holat yoki munosabatni bildiradigan xatti-harakatlardir. Hissiyotni ifodalash og’zaki yoki og’zaki bo’lmagan bo’lishi mumkin va o’z-o’zini anglash bilan yoki anglamagan holda sodir bo’lishi mumkin.

Matndagi his-tuyg’ularni tahlil qilish yozuvchilarning fikri va ta’sirchan niyatini shuningdek, ularning har xil mavzular nisbatan munosabati, baholari va moyilliklarini aniqlashga yordam beradi. Tuyg’ularni tahlil qilish bo’yicha oldingi ishlar turli xil matn janrlari bo’yicha qilingan. Tuyg’ularni tahlil qilish bo’yicha ish odatda ijobiy yoki salbiy yo’nalishni tan olishga qaratilgan. Kamroq o’rganilgan hissiyot sohalari orasida his-tuyg’ularning turlarini va ularning kuchini yoki intensivligini tan olish. Bu ishda biz matndagi his-tuyg’u ifodalarini aniqlash vazifasini hal qiling.

Hissiy ifodalarga tabassum yoki xo’mrayish kabi yuz harakatlari, yig’lash, kulish yoki "rahmat" aytish kabi oddiy xatti-harakatlar va xat yozish yoki sovg’a berish kabi murakkabroq xatti-harakatlar kiradi. Shaxslar o’zlarining his-tuyg’ularini qandaydir ongli ravishda boshqaradilar ammo his-tuyg’ularini ifodalash uchun ular o’zlarining hissiy yoki affektiv holatini ongli ravishda bilishlari shart emas. Psixologiya tadqiqotchilari Charlz Darvinning hissiyotni rivojlangan qobiliyat sifatida muhokama qilganigacha borib, his-tuyg’ular va hissiy ifodani tushuntirish uchun ko’plab turli xil va tez-tez raqobatlashadigan nazariy modellarni taklif qilishdi.[2] Tuyg’ularning umume’tirof etilgan nazariyasi mavjud bo’lmasa-da, hissiyot nazariyotchilari hissiyotlarni boshdan kechirish va ularni ovozlari, yuzlar va tanalar kabi turli yo’llar bilan ifodalash inson muloqotining kaliti ekanligiga qo’shiladilar.[3] Jamiyatning madaniy me’yorlari va e’tiqodlari uning a’zolarining hissiy ifodalariga ham ta’sir qiladi va shakllantiradi va bir madaniyatga mos va muhim ifodalar boshqasida taqiqlangan bo’lishi mumkin.[4]

Biz gaplarni hissiy jihatdan tahlil qilganimizda oltita asosiy hissiyotga ajratamiz: baxt, qayg’u, qo’rquv, g’azab, jirkanish va ajablanish (Ekman, 1992).

Tabiiyki, his-tuyg’u bo’lmagan sinfli jummlalar, matnlar bo’lishi ham mumkin.



Tuyg'uning tabiati va uning miya va tanada qanday namoyon bo'lishi haqida juda ko'p turli xil nazariyalar mavjud. Tuyg'u nazariyalarini bir-biridan ajratib turuvchi elementlardan, ehtimol, eng ko'zga ko'ringan hissiy ifodaga nisbatan turlicha qarashlardir.

Tuyg'u haqidagi ba'zi nazariyalar his-tuyg'ularni biologik jihatdan asosiy va odamlar va madaniyatlarda barqaror deb hisoblaydi.[2][7][8] Ular ko'pincha "asosiy tuyg'u" istiqbollari deb ataladi, chunki ular his-tuyg'ularni biologik asos sifatida ko'rishadi. Shu nuqtai nazardan qaraganda, insonning ichki, hissiy holatini aniqlash uchun shaxsning hissiy ifodalari etarli. Agar odam tabassum qilsa, u baxtlidir. Agar odam yig'layotgan bo'lsa, u g'amgin. Har bir his-tuyg'u izchil va o'ziga xos ifoda namunasiga ega va bu javoblar modeli boshqa his-tuyg'ular paytida emas, balki faqat shu hissiyot paytida ifodalanadi.

Mihalcea va Liu [6] o'z ishlarida ikkita alohida tuyg'uga e'tibor qaratishgan - baxt va qayg'u. Ular quvnoq va qayg'uli kayfiyat belgilariga ega yozuvchilar. Bu turli xil avtomatik his-tuyg'ularni tahlil qilish tajribalarida qo'llanilishi mumkin. Har bir jumlaning tegishli his-tuyg'u bilan belgilashlari kerak edi uning ta'sirchan mazmunini tavsiflovchi kategoriya. Ekmaning olti hissiyotiga [3], biz aralash tuyg'u va hech qanday his-tuyg'usiz bo'lishi qo'shildi, natijada jumalarda hissiyot sakkizta toifaga bo'lindi. Tuyg'ularni tahlil qilish odatda hujjatlarga qaratilgan bo'lsa-da, bu ishning asosiy e'tibori jumla darajasidagi tahlilga qaratilgan. Buning ortidagi asosiy fikr qaror, ko'pincha hikoya matnlarida his-tuyg'ularning dinamik rivojlanishi mavjud badiiy adabiyotda, shuningdek, suhbat matnlari va bloglarda topilgan.

Tilning ekspressiv vositalari - bu gapni urg'uli yoki ifodali qilish imkoniyatiga ega bo'lgan lisoniy shakl va xususiyatlardir. Ularni barcha - fonetik, grafik, morfologik, leksik yoki sintaktik darajalarda topish mumkin.

Ekspressiv vositalar va stilistik vositalar juda ko'p umumiyliklarga ega, ammo ular to'liq sinonim emas. Barcha stilistik vositalar ekspressiv vositalarga tegishli, ammo barcha ifodali vositalar stilistik vositalar emas. Ovoz balandligi, pauzalar, mantiqiy urg'u va intonatsiya, talaffuz kabi fonetik hodisalarning barchasi stilistik vositalarsiz ifodalanadi. Leksik ekspressiv vositalar kuchaytirgichlarning maxsus guruhi - dahshatli, daxshatli, mutlaqo kabilar yoki ta'kidlangan holda qo'llanilganda mantiqiy ma'nosini saqlaydigan so'zlar bilan tasvirlangan bo'lishi mumkin.

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**АНАЛИЗ ПОВЫШЕНИЕ РЕСУРСА ИЗНОСОСТОЙКОСТИ РАБОЧЕГО  
ОРГАНА КУЛЬТИВАТОРА**

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**Аннотация:** *В научной работе была исследована одна из наиболее актуальных задач в наше время, повышение износостойкости рабочих органов почвообрабатывающих машин, в частности культиватора. А также были приведены результаты исследования существующих технологических процессов восстановления рабочих органов почвообрабатывающих машин, а так же были определены причины низкой износостойкости указанных методов восстановления, не обеспечивающих увеличения ресурса. Был разработан метод многослойных покрытий, позволяющий анализировать характер потоков почвенных частиц по результатам их изнашивающего действия на рабочий орган [2]. Сущность метода заключается в том, что натурная деталь покрывается чередующимися тонкими слоями контрастных красок и подвергается изнашиванию в почве. Нами были проведены ряд исследований. Для исследования абразивности почвенная масса и износостойкости почвообрабатывающего инструмента – культиватора, испытания проводилось непосредственно в полевых условиях.*

**Ключевые слова:** *изнашивания, методика восстановления грунт, почва. рабочие детали, износостойкость, , взаимодействие.*

**Актуальность**

В научной работе была исследована одна из наиболее актуальных задач в наше время, повышение износостойкости рабочих органов почвообрабатывающих машин, в частности культиватора. Повышение износостойкости рабочих органов почвообрабатывающих машин, это одна из наиболее актуальных задач, которую необходимо решить. Этим определяется не только важность сокращения расхода металла на их производство, на ремонт сельхозмашин но и требования их эксплуатации.

**Объект исследования** – Стрельчатые лапы почвообрабатывающих машин.



**Предмет исследования** – последствия и закономерности взаимодействия стрелчатых лап культиватора с почвой.

### **Введение**

К деталям, изнашивающимся при трении в массе твердых частиц, относятся многочисленная группа деталей рабочих органов и инструментов сельскохозяйственных, горных, строительных, дорожных, а также элементов оборудования различных машин. В контакте деталей с массой движущихся твердых частиц происходит интенсивное разрушение поверхностного слоя, вследствие чего сроки службы нередко исчисляются десятками часов.

Неизбежность соприкосновения деталей с заданной средой исключает возможность сколько не будь существенного облегчения внешних условий трения. Износостойкость материала и управление процессом изменения формы деталей при изнашивании является основными факторами, определяющими срок службы деталей в этих условиях. Вместе с тем могут быть использованы некоторые конструктивные приемы, позволяющие повысить общий срок использования деталей за счет облегчения и удешевления их восстановления при ремонте. С изменением размеров, формы и состояния поверхностей рабочих органов в результате изнашивания происходит постепенно возрастающее отклонение параметров обработки от заданных. Износ деталей, помимо функциональных нарушений в работе машин, влияет и на условия развития и производительность.

Вопросам взаимодействию рабочих органов с почвой в земледельческой механике в основном для изыскания путей снижения тягового сопротивления большое внимание [1].

В результате эксплуатации, происходит износ рабочего слоя. Причем значение износа рабочих деталей, работающих в регионе Узбекистана по сравнению с остальными регионами значительно осуществима. Так как почва Узбекистана имеет большую плотность грунта, большое количество соляных, абразивных (мелких каменистых) частиц, с низким содержанием гумуса и питательных веществ. А также очень близкое к поверхности подьем грунтовых вод в обрабатываемых участках.

Интенсификация производственных процессов в промышленности и сельском хозяйстве, повышение скорости, обуславливает рост силовой и тепловой напряженности работы трущихся деталей. Повышение срока службы изнашивающихся деталей машин относится к числу важнейших проблем современного машиностроения. Вместе с тем закономерная тенденция к снижению веса и себестоимости машин накладывает определенные ограничения на использование конструктивных возможностей отдельных материалов, содержат ужесточение ряда технических условий и т.д. Это требует от машиностроителей полного использования всех возможностей, создаваемых современной техникой.

С изменением размеров, формы и состояния поверхностей рабочих органов в результате изнашивания происходит постепенно возрастающее отклонение параметров



обработки от заданных. Износ деталей, помимо функциональных нарушений в работе машин, влияет и на условия развития и производительность.

Рисунок 1. Схема профили (а) изнашивания и (б) нарушения геометрии рабочих органов культиватора рабочей кромки стрелчатого культиватора, после обработки культиватором более чем 1400 га почвы.

К вопросам взаимодействия рабочих органов с почвой в земледельческой механике в основном для изыскания путей снижения тягового сопротивления уделяется большое внимания [1].

#### **Методика научного изыскания**

Для исследования данной научной работы были применены методы металлографического анализа, гидростатическое взвешивание и методика сравнительно-измерение всех полученных данных.

В результате эксплуатации, происходит износ рабочего слоя. Причем значение износа рабочих деталей работавших в засушливом регионе Узбекистана сравнительно остальными регионами зарубежных стран значительно осуществима, Так как почва Узбекистана имеет абразивный состав, а в засушливых регионах в почва с повышенными соляными частицами. Что приводит не только к увеличению изнашивания но и ускоряет коррозионное разрушение деталей.

В зависимости от мест концентрации износа потеря культиватора работоспособности происходит по тем или иным причинам. При этом не исключено возможность, что при сравнительно медленном изнашивании культиватор может дойти до предельного состояния, например вследствие образования недопустимо большой затылочной фаски, быстрее, чем в условиях большой скорости изнашивания, но благоприятным распределением износа по поверхности культиватора.

В связи с отмеченными целесообразно, пользоваться при необходимости понятием об изнашивающей способности почв, сохранив при этом понятие абразивной способности (абразивности) материалов,. При этом абразивность материалов (в том числе почвы) определяются по износостойкости материалов, а изнашивающая способность – по конструкционной износостойкости. В этой области нами были проведены ряд исследований. Для исследования абразивности почвенная масса и износостойкости землеобрабатывающего инструмента – культиватора, испытания проводилось непосредственно в полевых условиях.

В результате исследований был определен что, плотность почвы мало сказывается на величине износа культиватора, износ культиватора зависит в основном от фракционного состава почвы, причем фракция частиц 0,1...0,25 мм (преимущественно кварц) оказывает наибольшее изнашивающее действие.

*a* *b*

Рисунок 2. Изношенная поверхность рабочей поверхности культиватора (x20).



Рисунок 3. Профилограмма изношенных поверхностей культиватора: г. ув. Т x 80, в. ув. x 1000

На рис.2 и 3 показано фотография и профилограммы изношенных поверхностей культиватора, работавшего на культивации плотной глинистой почвы, посевного хлопчатника.

На верхней поверхностном слое стрелчатой лапы культиватора, количество царапин крайне мало по сравнению с общим числом контактов абразивных частиц, возникающих при перемещении культиватора в почве. Из этого следует, что на большинстве контактов напряжения было ниже значений прочности материала ( $\sigma_{\text{мт}}$ ). Следы повреждения поверхностного слоя культиватора убеждают в том, что многих контактных участках возникали высокие напряжения, причем степень связанности частиц почвы была достаточной для развития повреждений в царапины.

Следы изнашивания в виде длинных царапин могут быть результатом пластического отеснения материала. На пути некоторых абразивных зерен заметны бугорки выдавленного материала, оставшиеся после разрушения этих зерен; такие бугорки, выступающие, над уровнем поверхности, легко срезаются последующими зернами. На краях некоторых замечании царапины полидеформационного разрушения материала. На верхней поверхностном слое стрелчатой лапы культиватора, работавшего одновременно с рабочей поверхности, действовала та же почвенная масса. Но уже в значительной мере разрыхленная. Давления пласта почвы по мере его продвижения по поверхности постепенно снижается; вблизи верхнего обреза стрелчатой лапы культиватора пласт совсем отделяется от поверхности культиватора (около этого места происходит залипание поверхности почвенными частицами). На верхней поверхности наблюдаются отдельные следы пластического деформирования и разрушения поверхностного слоя в виде царапин. Число таких повреждений и их глубина уменьшается по мере перехода на участки поверхности с пониженным давлением пласта (рисунок 2,в). Однако поверхность культиватора в целом имеет очень высокую степень чистоты и хорошо отражает световые лучи. Таким образом основное поле поверхности культиватора не имеет ориентированных повреждений, которые способствуют диффузионному рассеиванию света. Следовательно, здесь в основном происходил очень тонкий процесс изнашивания, в котором механическое действие почвенных частиц не приводило к непосредственному разрушению материала. Можно полагать, что напряжения на контактах если и были выше значений прочности материала ( $\sigma_{\text{мт}}$ ), то не намного, иначе образовались бы пластически выдавленные царапины. На основной части исследованного поверхности культиватора протекал тонкий процесс разрушения поверхностного слоя, по своему механизму близкой к полированию.

Помимо различий в микро-геометрии отдельных участков изношенной поверхности наблюдаются существенные различия в макро-геометрии изношенной





поверхности. На поверхности рабочих органов культиваторов, в частности, на поверхности стрелчатых лап наблюдаются направленные размывы в виде пологих ложбин с плавными очертаниями; поверхность может иметь высокую степень чистоты, если почва обладает низкой абразивностью.

Возникающие при изнашивании культиватора ориентированные микронеровности обусловлены особенностями движения потока, его скоростью по отношению к поверхности культиватора создаваемым давлением. Анализ рабочего органа почвообрабатывающей машины показывает, что одна и та же абразивная масса в различном состоянии может различно воздействовать на поверхностные слои разных участков одной детали. Таким образом макро-неровности в отличие от микронеровностей не отражают процесс разрушения поверхностного слоя, но характеризуют распределение величин износа по поверхности детали.

В результате этого исследования образовалась четкая картина линий равного изнашивающего действия почвы, позволяющая судить о характере взаимодействия детали с почвой. Для любого сочетания детали можно построить условную эпюру износа, откладывая номер выявленного следа абразива по длине сечения. Проведенный анализ показывает, что при испытании деталей в существенно различных абразивных средах возможно изменение количественных соотношений износостойкости материала, а также изменение ряда износостойкости. Более полные сведения можно получить при изучении динамики формоизменения рабочих органов. Практически это наблюдается, в частности, при испытаниях культиваторов в различных почвенных зонах Узбекистана.

**Вывод.** Проведенный анализ показывает, что при испытании деталей в существенно различных абразивных средах возможно изменение количественных соотношений износостойкости материала, а также изменение ряда износостойкости. Практически это наблюдается, в частности, при испытании культиваторов в различных почвенных зонах Узбекистана.

В результате этого исследования образовалась четкая картина линий равного изнашивающего действия почвы, позволяющая судить о характере взаимодействия детали с почвой. Для любого сочетания детали можно построить условную эпюру износа, откладывая номер выявленного следа абразива по длине сечения. Более полные сведения можно получить при изучении динамики формоизменения рабочих органов.



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LIFE OF THE MIND IN “FAHRENHEIT 451” BY REY BRADBURY

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**Abstract:** *This study examines Ray Bradbury’s description of a whole new world in Fahrenheit 451. He demonstrates what the future will be like if new generations do not continue to further their education. This book “teaches us about our recent past, our present, and our own imagined future” with physical abuse (Smolla 896). The author analyzes how Bradbury explains the meaning of life and how sometimes we take it for granted.*

**Key words:** *Fahrenheit 451, futurism, censorship, sensation.*

The present has changed from the past. The future is not what it used to be. The 1953 publication of *Fahrenheit 451* by Ray Bradbury is a cultural time marker that helps us to identify the past, evaluate the present, and imagine the future, just as other imaginative time markers do--George Orwell's novel *1984*,<sup>17</sup> or Stanley Kubrick's film *2001: A Space Odyssey*<sup>18</sup>, or the lyrics from Prince's 1982 classic *1999*.

When filmmaker Michael Moore chose the title for his muckraking movie, *Fahrenheit 9/11*, a scathing attack on President George W. Bush and the war on terrorism, he deliberately conjured a play on the title of Ray Bradbury's classic novel and evoked the novel's status as a cultural time marker.<sup>19</sup> The temperature 451 degrees Fahrenheit is, for Bradbury, the temperature at which books burn; for Moore, according to his movie tagline, it is "the temperature where freedom burns."<sup>20</sup>

*Fahrenheit 451* speaks to us about Ray Bradbury's literary imagination, and, more powerfully, for what it teaches us about our recent past, our present, and our own imagined future. As we are too preoccupied with the rapid speed and hypnotic appeal of digital and virtual realities, we neglect genuine human relationships; we rush past the precious physical and sensory moments that bring substance to our being; we struggle to find the quietude for genuine reflection, peace, and a life of the mind.

The novel is presented through the point of view of its central character, Guy Montag, whose occupation is "fireman." Though we are never told the precise year in which the action takes place, Bradbury hints that it is the late twentieth or early twenty-first century. The danger of war and nuclear blaze permeates the novel. "We've started and won two atomic

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<sup>17</sup> George Orwell, *1984* (1949).

<sup>18</sup> *2001: A Space Odyssey* (Metro-Goldwyn-Mayer 1968)

<sup>19</sup> *FAHRENHEIT 9/11* (Dog Eat Dog Films 2004).

<sup>20</sup> Ray Bradbury did not find the allusion flattering. Bradbury strongly criticized Moore for appropriating his novel's title. See Lawrence Van Gelder, Arts Briefing: Michael Moore vs. Ray Bradbury, *N.Y TIMES*, June 22, 2004, at E2.



wars since 1990" (p.73), the narrator explains. Now the bombers are in the air at all times (p.73).

Although *Fahrenheit 451* can be discussed as futurism and as an exploration of the anatomy of censorship, in the end, in my opinion, the real genius of the book is more universal. The literary masterpiece *Fahrenheit 451* is too big to be reduced to ordinary muckraking, dystopian science fiction, or a movement against censorship and book burning. Though muckraking, futurism, and anti-censorship manifestos are all admirable literary achievements, *Fahrenheit 451* surpasses them all. *Fahrenheit 451* is really about the life of the mind and the crucial connection between a life of the mind and a life of meaning. This is why the characters, the story, and the ideas are all so important.

Bradbury points out many forces that interfere with a life of the mind and diminish the possibility of a life of meaning. Separation from the written word, from the basic sensations of taste, smell, sight, and touch, and from the benefits of leisure, rest, and thought are a few examples. Despite all the violence in *Fahrenheit 451*, including the book burnings and city bombings, the main theme of the book is the need for peace on earth, whether it is peace within nations or peace of the mind and soul. And while we may have avoided the book burning that Bradbury predicted for us, we have yet found our peace, neither literally nor figuratively.

It is important to distinguish between Bradbury's criticism of modernity's attack on sense and his criticism of sensation itself. However, *Fahrenheit 451* warns us that a life without the senses is a life without memory, without meaning, without sensibility. Clarisse helps to save Montag by helping him to smell and see and taste and touch. Bradbury links the quality of human life to physicality. Bradbury links the burning of books to the ignoring of taste, smell, sight, sound, and touch, and he links the loss of both reading and sensation to a decline in our humanity. The link between the senses and books is a link between sense and thought, between sense and the taking of time to think. *Fahrenheit 451* makes the significant observation that we lose humanity when we mistake time for leisure and stimulation for a real life of the mind and soul. Pausing to smell, see, feel, listen, and touch is the prerequisite to pausing to reflect, critique, brood, and invent. Pausing to read to a child is the prerequisite to pausing to pass on the traditions of civilized humanity.

We can conclude that despite the fact that we live in a time with less censorship than the one depicted in *Fahrenheit 451*, many of the problems that plagued Bradbury's characters are still with us today. More than a censorship-free atmosphere is necessary for intellectual, fulfilling lives. And this is where the struggles and hardships experienced by the characters in *Fahrenheit 451* are strikingly never-ending.

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ANALYSIS OF FEELINGS AND IMPRESSIONS OF HEROES IN “FAHRENHEIT  
451” BY RAY BRADBURY

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**Abstract:** *This article discusses the way of describing feelings and impressions in Ray Bradbury’s “Fahrenheit 451”. The purpose of the study is to analyze how the author used metaphorical and symbolic language to portray the heroes of the novel.*

**Key words:** *oppressive society, hero, main character, depiction.*

In 1953 Ray Bradbury published what is perhaps his best novel, *Fahrenheit 451*. Recall that the title comes from the temperature needed to ignite and burn paper. In this dystopia, American society is depicted as reduced to hedonism and the scorning of intellectuals for the sake of state control of citizens. The government has set up a program of banning and burning books and even the houses where they are found. The main character, Guy Montag, is a "Fireman," that is, one of the agents appointed to burn books. While he goes through something of a conversion, the impulse behind the government's program is that books with offensive or difficult language undermine the state's leveling of society and make people feel bad.

The details of the novel are not the subject of this column. What we need to explore is the anxiety and perplexity that are driving today's cultural and social conflicts. So, like the book this column is an exercise in social and cultural interpretation and criticism. Bradbury noted in various interviews that he wrote the book amid the McCarthy era, and so the suppression of supposed "communists," and he was motivated to write the book by a worry that mass media was destroying literacy. Today we hear similar chants against "socialism" and "socialists" even as the influence of social media spreads and the attention span of Americans seems reduced to nil. Bradbury's alarming prescience about the fate of "elites" amidst the rule of fake news and cancel culture acts as a mirror for our present anxiety, where how people feel about themselves is fueling the drive to ban and even burn books. Our current social and cultural landscape is clearly in need of some decoding. Let's start with what is happening on the ground and then interrogate the deeper forces at work in this dangerous moment. We'll find, surprisingly, the attack on free thinking answered by a religious inversion of that impulse. Some anxieties and some perplexities, it turns out, are crucial for advancing a free society.

Ray Bradbury's futuristic novel, *Fahrenheit 451* investigates the formation of heroism in an adverse society. Refusing to conform to status quo, Clarisse, Faber and "The Remnants" are





presented as valiant. However, despite their individuality and open-mindedness, Guy Montag is the only character that epitomises the true meaning of heroism. Illustrating the impact of censorship in the 1950s, Bradbury creates a dystopian future where gallantry derives from self-preservation and power.<sup>21</sup> This notion is counter cultural to the stereotype of a hero in today's society. Initially, Montag is depicted as an anti-hero who eradicates the fundamental human instincts to question and philosophies. Nevertheless, his own willingness to become emblematic despite the post-literate society he lives in highlights his courage. The liberal Clarisse, fortuitous Faber and noble “Remnants” collectively inspire Montag to change his life. The emptiness he witnesses in Mildred and her friends in addition to the imprisonment he feels from the overpowering technology disgusts Montag, motivating him to search for emancipation. In conjunction with the heroes of his society and his own personal attributes Montag is differentiated as the only valiant character. Montag's idea to overthrow the nation is by get more books and copy them to be distributed to firemen's house. Also to turn the alarm so the firemen would burn another firemen's house. Faber calls this plan as something very risky and crazy but Montag confidently saying that they have got nothing to lose so they should run any risk they want to try bringing back the society to the right path and track.<sup>22</sup> Bradbury insinuates that awareness, authenticity and self-understanding are traits possessed only by true heroes. A chance meeting with the liberal Clarisse reveals Montag's ignorance. Depicting the intrigue of an authentic human being, Clarisse queries every aspect of life. However, accustomed to a world where knowledge is outlawed, her incongruous personality plays on the mind of Montag. When she ludicrously asks him, “Are you happy?” he is forced to face his own misery. In consequence Montag becomes brutally aware of the depression experienced by his wife Mildred, who is portrayed as suicidal highlighting his new cognizance. Bradbury questions the happiness provided by the despotic society Montag lives in illustrating his belief that alike to society during the Cold War; censorship cannot bring about tranquility or harmony. Consequently, this allows Montag to regain the fundamental instincts to question, a quality Bradbury likens to that of a valiant icon. The idealistic Faber gives sustenance and meaning to Montag's quest. He enlightens Montag by revealing that what he has been looking for is not necessarily literature, but the meaning conveyed in it. Underpinning Montag's previous views, Faber believes that Montag is searching for the “quality” books contain simulating his yearning for the rediscovery of life. According to Bradbury, a life without the “texture” in literature is a life void of authenticity. Furthermore, Bradbury hints at the ‘sieve’ in the title, “The sieve and the sand” linking it to the “pores” Faber believes make up eminent literature. This insinuates that similar to trying to fill

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<sup>21</sup> Ray, Rebecca. Types of Heroes in Literature. Retrieved September 1, 2018 from <https://www.storyboardthat.com/articles/e/types-of-heroes>

<sup>22</sup> . Bradbury, Ray. 1953. *Fahrenheit 451*. New York: World Editions, Inc.



a sieve with sand, trying to fill your mind with books is futile. Instead Faber shows Montag that books serve as a reminder of their humanity and a method of becoming what is considered a ‘typical’ human in today’s society. Bradbury chooses to end his dystopian classic with the introduction of ‘The Remnants,’ a group of academics working to preserve precious literature. The head of the group Granger ironically welcomes Montag from the dead symbolising his renaissance into a meaningful life. However, although he is aware of their importance, Granger admits a ‘mirror-factory’ is what is needed. Mirrors are a symbol of self-understanding, highlighting the need for mankind to reassess their choices. This links to Montag’s original description of Clarisse being like a ‘mirror’ indicating that true heroes can recognise their own mistakes. Furthermore, Granger likens their society to the life of ‘the first cousin to Man... the Phoenix’ which burns itself and is reborn from the ashes. Conversely, Granger suggests that man’s ability to recognise its mistakes and eventually improve is the purpose for their group. Through the awareness of his own ignorance, development of honesty and ability to improve from his faults, Montag is shaped into a character that resembles a typical hero. A man of valour should learn from the desolate, inhumane and tyrannous. Bradbury portrays Mildred Montag as an empty shell, bereft of any emotions or attachment. Similarly, her relationship with Montag is one of convention rather than passion and her only love is the ‘family’ in her walls. This frustrates Montag who pleads with her, “Does your ‘family’ love you?” in an attempt to awaken her from her desolation. Her cold answer implies her obsession is a means of avoiding the depression that caused her to attempt suicide. Similarly, Montag detests Mildred’s girlfriends for their lack of sincerity and acceptance of their empty lives. These women who believe childrearing is similar to ‘washing clothes,’ a ‘ruinous’ chore present a counter-cultural view of womanhood. Their lack of attachment to their children symbolises the eradication of the human instincts of mothering and love. Bradbury alludes to mankind’s obsession with technology and the declining popularity of literature being the sole cause of the elimination of what it means to be human.<sup>23</sup> The technology in this futuristic novel plays an important role in fostering a culture where knowledge is considered dangerous. Above all, Bradbury’s creation of the ‘mechanical Hound’ refers to the repressive nature of this society. This alternate representation of man’s best friend “guarantee’s the bullseye,” ensuring hegemony for the government. Its invincibility signifies the loss of democracy and acts as a deterrent to radicals. Initially, Bradbury depicts it as an impediment, similar to the atomic bomb threatened by America in World War II which terrifies people with its obliteration. However, this shifts into resembling the loyal canine of today’s society after leading search crews away from Montag. This symbolises Montag’s transformation into both a typical human being and courageous icon. The callousness and ruthlessness of his society encourages Montag to fight for his own liberty. In this alternate society where knowledge has been eliminated to ensure the control of the government heroism is defined as the preservation of supremacy. However, through his own quest for

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<sup>23</sup> <https://www.tsfx.edu.au/resources/3075.pdf>



emancipation, the characters that inspire him and the society he abhors Montag is transformed into a man of bravery and valour. His desire to be free of confinement of his society sparks a journey in which he becomes a more authentic human being. The revelation of his ignorance and acknowledgment of his mistakes allow him to strive for intrepidity. The misery, loss of human instincts and fear he associates with his post-literate society motivate him to escape repression. Collectively, each of these factors distinguishes Guy Montag as the true hero of this novel.

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ANALYSIS OF FEELINGS AND IMPRESSIONS OF HEROES IN RAY  
BRADBURY'S 'FAHRENHEIT 451'

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**Abstract:** *This article discusses emotions and feeling of the novel 'Fahrenheit 451' and analyses the main characters according to their emotional feelings and attitude towards the society. The novel tells about American society where books have been banned and people don't care neither about the future of their country nor about one another as human being.*

**Key words:** *Emotion, connotation, objectivity, authentic relationship, ignorance, book censorship.*

When reading the novel, the reader can conclude that there is no emotion in this novel. Most people use the phrase "lack of emotion" to describe the novel that the connotation suggests that a person feels nothing - positive or negative. The main character Montag's a fireman but he doesn't feel responsibility of his profession. Not only Montag, but also people in his society have been trained to live distracted and without emotion.

That means they just exist in this world, yet they do nothing for the sake of another person or society. Each person in his society leads a selfish life. For example, if people doesn't watch TV, they are listening to the radio or driving their cars at ridiculously fast speeds, so they don't care about livening being on the road. As a result, many people in Montag's world are beyond feeling much of anything. Captain Beatty, for instance, is able to slap an old woman without flinching. When they go to an old woman's house to burn it down, Captain Beatty says and does the following: *'Enough of that!' said Beatty. 'Where are they?' ... He slapped her face with amazing objectivity and repeated the question* .<sup>24</sup> Captain Beatty doesn't feel anything towards this woman. He considers her as an object standing in the way of him completing his goal and burning her books. When she threatens to stay inside and die in her house with her books, Beatty doesn't care about it as human being. He warns her, but when she starts to burn herself, he doesn't feel even pity or worried. He tells the other firemen without any emotion that they have finished today's work and she was a fanatic anyway. Beatty could be considered as a person without any feeling in this case.

Mildred embodies everything what their society considers as a good citizen. She spends entire day indoors without thinking anyone else. When Montag tells her that he is

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<sup>24</sup> Ray Bradbury."Fahrenheit 451".simon, Schuster.2012. p-3



disappointed, and doesn't know what to do, she advises him to do the following: "Go take the beetle. . . I always like to drive fast when I feel that way. . . It's fun out in the country. You hit rabbits, sometimes you hit dogs. Go take the beetle".<sup>25</sup>

The sentences above demonstrates Mildred's lack of emotion for killing rabbits and dogs.<sup>26</sup> She uses a vehicle to get free from her frustrations on innocent animals and doesn't care one bit. Mildred's friends are just like her, too. When Montag asks Mrs. Phelps about her third husband, she says that they are both so independent that when he left for war, they didn't cry or hug- he just left. She also tells the following: "I'm not worried. . . I'll let Pete do all the worrying. . . Not me. I'm not worried".<sup>27</sup> Mrs. Phelps in this case embodies the character who is without emotion for her husband as he goes off to war and she doesn't worry one bit. It doesn't effect on Montag's feelings, as follows:

"Montag said nothing but stood looking at the women's faces as he had once looked at the aces of saints in a strange church he had entered when he was a child. . . But there was nothing, nothing; it was a stroll through another store, and his currency strange and unusable there, and his passion cold, even when he touched the wood and plaster and clay. So it was now, in his own parlor, with these women. . . ."<sup>28</sup> After hearing these sentences, Montag isn't surprised that Mrs. Phelps demonstrate no real emotion because she's never had it her whole life. To make matters worse, Mrs. Bowles shows her true face when she talks about her children as if they were laundry. «I plunk the children in school nine days out of ten. . . You heave them into the 'parlor' and turn on the switch. It's like washing clothes: stuff laundry in and slam the lid".<sup>29</sup> There's absolutely no motherly affection to the children. It's as if the entire society doesn't know anything about true emotion because everyone seems to be strangers an another. It's probably an acute cycle that each generation has grown up without any emotion. Real authentic relationships are absent in this society because everyone is taught to be egoist from birth or learn looking at others as others aren't human being.

Montag's closest friend Faber also embodies the character without emotion. So we can see his real face after he's explained by Montag how everything became so bad.<sup>30</sup> He says, "Patience, Montag. Let the war turn off the 'families.' Our civilization if slinging itself to pieces. Stand back from the centrifuge".<sup>31</sup> When it comes to solve about problems of country, he advises just to sit back and wait the war finishing. He thinks that a war will solve any problem of the society and life so he doesn't have to care.

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АНДИЖАН-ГОРОД ТВОРЦОВ  
ИСТОРИЧЕСКИЕ ПАМЯТНИКИ УЗБЕКСКОГО ГОРОДА АНДИЖАНА

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**Аннотация:** *В данной статье делится впечатлениями, который творческие зодчие древнего узбекского города Андижана применяли многовековые традиции архитектуры при построении памятников культуры.*

**Ключевые слова:** *модерн, архитектура, исторический памятник, креатив, культурное наследие.*

**Annotation:** *In this article, he shares his impressions that the creative architects of the ancient Uzbek city of Andijan used the centuries-old traditions of architecture in the construction of cultural monuments.*

**Key words:** *modern, architecture, historical monument, creative, cultural heritage.*

## ВВЕДЕНИЕ

Не будет преувеличением сказать, что архитектура вносит большой вклад в развитие страны, когда в новом Узбекистане ведутся многообещающие, перспективные, планомерные работы во всех отраслях народного хозяйства. Поэтому мы хотим рассказать сегодняшней молодежи Нового Узбекистана о некоторых памятников архитектуры и искусства, которые до сегодняшнего дня являются неповторимыми произведениями. Вы ознакомитесь с некоторыми архитектурными памятниками, которые следует обратить особое внимание на памятников архитектуры.



*Комплекс медресе-мечети "Джоме" в Андижане, 2016 год.*

Город Андижан расположен в восточной части Ферганской долины и считается одним из крупных историко-культурных центров Средней Азии. На этой земле есть такие памятные места, как *Далварзин, Эйлатон, Мингтепа*, которые являются частью истории Андижана, и некоторые их остатки сохранились до наших дней. Как было сказано выше, общепризнано, что город имеет богатое прошлое, а история архитектуры

связана с историей возникновения города. Что касается развития культуры градостроительства в Андижане, а также современного состояния исторических памятников в нем, то он находится на территории старого города и построен в 1882-1892 годах при вложении *Маматалибая*. Это комплекс «Джами Медресе Масджид». Согласно источникам, в период правления андижанского губернатора *Насриддинбека* всего было разрешено построить 26 мечетей, из них 16 были построены вокруг города, 10 из них были построены в крупных кварталах в селах. медресе, построенные в Средней Азии, в основном строились за пределами городов. VII-XII веках в виде исключения были построены некоторые мечети внутри города.

Комплекс «Джами Медресе Масджид» является одной из таких исключительных мечетей, построенных внутри города.

Медресе Джаме, построен в 1892 году по проекту *Уста Мусы*, ученика великого талантливого турецкого архитектора *Устада Мухаммеда Исы Эфенди*.

За свою долгую историю город много раз был разрушен сильными землетрясениями. Немногие древние строения уцелели. Среди тех зданий, которые пережили удары стихии, наибольшей популярностью пользуется архитектурный комплекс Джаме.



***В Андижане, несмотря на его солидный возраст (около 2000 лет), сохранилось небольшое количество памятников периода Средневековья.***

Комплекс занимает территорию почти 1,5 га. Его называют «жемужиной средневекового искусства Андижана». В ансамбль комплекса входят несколько построек (медресе, гробница и другие). Он начал формироваться в конце XIX в. (1883-1890 гг.). В это время возвели медресе. Главный фасад его обращен в сторону востока. Сначала здание имело форму буквы П с внутренним двором, но северное крыло и южное крыло не сохранились. Длина здания — 123 м. По углам размещены учебные помещения, между ними - комнаты учеников. В отделке использована уникальная художественная резьба, купола и портал украшены мозаикой.

Мечеть Джаме имеет грандиозные размеры, на ее главном фасаде - 26 арочных пролетов. Деревянные колонны оформлены резьбой, потолок расписан яркими узорами, в котором сочетаются растительные и геометрические элементы. Минарет мечети - самый высокий во всей Ферганской долине (32 м). Минарет построен на 8-гранном основании, материалом для него послужил кирпич. На каждой из граней выложена ниша стрельчатой



формы с орнаментом в виде медальона. В медальон вписаны арабским шрифтом выдержки из текста Корана. Геометрическая кладка располагается только в средней части минарета. В верхней части выложено кольцо синих и голубых изразцов. По вертикальной оси идет винтовая лестница. Венчает минарет купольный фонарь. Перед минаретом устроили искусственный водоем, вокруг которого высадили плодовые деревья.

В 1902 г. в Андижане произошло сильное разрушительное землетрясение, однако комплекс почти не пострадал.

Комплекс «Мечеть Медресе Джоме» был отреставрирован в 1924, 1972 годах, а затем в 2016 году после обретения нашей страной независимости были проведены последние ремонтные работы.



В минарете имеется надпись написанный в абджад-арте нашего современника Оджиза Андижани, На табличке были написаны две строки стихов кувфическим письмом означающий год строительства минарета.

*История усадьбы «Махмуди Гариб»,  
«Насрум мин Аллахи ва Фатхун Кариб»*

«Только на ремонт комплекса мечети медресе Жоме потрачено 11 миллиардов 700 миллионов сумов», - говорит Б. Умаров, начальник областного управления культурного наследия. Очень важно учитывать, что иностранные туристы, посещающие город, где родился Захириддин Мухаммед Бабур, перед приездом в наш город, смотрят этот памятник в Интернете, а затем посещают памятник, чтобы увидеть его первоначальный вид.





Среди городов нашей страны, таких как Бухара, Самарканд, Хива, андижанские исторические памятники, богатые узорами и памятниками, вызывают большой интерес у многих людей, особенно в последние годы зарубежом.

«Да поможет Аллах народу Узбекистана и его руководству, которые уделяют большое внимание сохранению и ремонту бесполезных памятников прошлого!», - говорит консультант ЮНЕСКО Лунь Мишин. Наша страна отмечает 35-летие независимости. В этот период в числе ремонтных работ, проведенных во всех старых городах республики, были отремонтированы и отреставрированы памятники в Андижанской области. В том числе *«Мечетный комплекс Джоме»*, расположенный в центре города, *«Музей под открытым небом»*, основанный в 1973 году на месте квартала ремесленников эпохи Бабура XVIII века, мечети *Деванобой, Джиддайти мубарак, Давудхан Турам, Гумбаз* в Шахриханском районе, мечеть *«Имоми Азам»* в селе Пучукой Балыкчинского района. В ходе визитов в нашу область Президент Ш.Мирзиёев положительно оценил проводимые в районе работы по благоустройству, ремонту и реставрации памятника архитектуры и в связи с этим профессорско-преподавательский состав Андижанского института экономики и строительства работают над подготовкой высокообразованных специалистов по 7 различным направлениям, опираясь на свои знания и опыт

Недаром Андижан издавна называют землей строителей, поэтому узбекское строительное искусство имеет многовековую историю. Построенные нашими предками и сохранившиеся до нас, узбекскими мастерами построены роскошно украшенные дворцы, мечети и медресе, прекрасные возвышающиеся до небес минареты. Можно сделать вывод, что узбекская архитектура с древних времен является хорошо развитой страной.



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CLINICAL LABORATORY OF PATIENTS WITH APLASTIC ANEMIA  
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Aplastic anemia is a hematological syndrome in which, as a result of qualitative and quantitative changes in the microenvironment of a small cell and its microenvironment, pancytopenia and fatty degeneration of red bone marrow tissue develop in the peripheral blood. Aplastic anemia is a rare disease, 2-3 cases per 1 million people per year. Aplastic anemia occurs in all age groups, but two peaks are noted - at the age of 10-25 years and at the age of 60 years and older, mostly in women. according to the complexity of treatment, this group of patients can be compared with the group of patients with acute leukemia. In the first 6 months without treatment, the death rate in severe forms of aplastic anemia can reach 80% or more.

### **Relevance**

Evaluation of clinical and laboratory indicators of patients suspected of aplastic anemia helps to diagnose the disease early, prolong the life expectancy of patients and prevent serious conditions.

The purpose of the study. Study of clinical and laboratory indicators of patients with aplastic anemia.

Materials and methods. Based on the data and medical history analysis of patients with aplastic anemia in the period of 2018-2022, biological materials (venous blood) taken from patients were used as research material in the hematology department of Khorezm VKTTM. 50 patients with aplastic anemia aged 10-60 years were organized as research subjects.

Research results and their discussion. Clinical and laboratory examination of patients with aplastic anemia revealed the following changes.

1. In the peripheral blood: pancytopenia (a sharp decrease in the amount of erythrocytes, platelets, leukocytes), normochromia and normocytosis of erythrocytes, relative lymphocytosis (the absolute amount of lymphocytes decreases, the relative amount in the leukoformula increases).

2. In the myelogram, all the cells of the bone marrow are sharply reduced, and the number of lymphocytes is relatively increased.

An example of a general blood test for aplastic anemia: hemoglobin - 42 g / l, erythrocytes  $1.3 \times 10^{12}$  / l, hematocrit - 18%, MCV - 110 fl, MCH 32.3 pg, platelets  $20 \times 10^9$  / l, leukocytes  $0.9 \times 10^9$  / l. Leukocyte formula: neutrophils 13%, lymphocytes 66%, monocytes 21%, EChT 70 mm/h.

### **Conclusion**



Early diagnosis of this disease and prolonging the life expectancy of the patients and reducing the number of cases are important by carrying out timely studies of clinical and laboratory indicators of patients suspected of aplastic anemia.



MAKTABGACHA TA'LIM YOSHDAGI BOLALARGA KITOB YARALISH  
TARIXINI O'RGATISH USLUBLARI

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Anatatsiya: *ushbu maqola maktabgacha ta'lim yoshidagi bolalariga qay tarzda kitob yaratilish tarixini o'rgatish, ota – boblarimizdan o'rnak olgan holda kitobga bo'lgan ilk hissiyotlarini uyg'otish usullari haqida.*

Kalit so'zlar: *kitob, tarix, ajdodlarmizning kitobga muhabbatlari, kitobxonlik, manaviyatli jamiyat .*

Kitobning paydo bo'lish tarixi yer yuzining shakllanishi va yaratilishi bilan uzviy bo'g'liqdir. Qadimgi Misr, Rim, Yunoniston va O'rta Osiyoda insonlar tosh, har xil daraxtlar barglari, sopol, qum va tabiiy materiallar va qurollardan foydalangan holda o'z fikrlarini bayon eta olishgan. Har bir kitobning yaratilishiga katta mehnat sarflangan. Qadimgi paytlarda yaratilgan kitoblarning har bir varog'ining og'irligi bir necha kilogramni tashkil etgan. Yozuv materiali o'rnida papirus o'simligi ishlatilgan. Miloddan avvalgi 4-3 ming yilliklarda o'rama kitoblar paydo bo'lgan. O'rama kitoblarning uzunligi 10m atrofida bo'lib, ingichka, yumaloq tayoqlarga o'ralgan. Ushbu kitoblar maxsus charm yoki yog'ochda saqlanib kelingan. Bizga ma'lumki sharh mamlakatlarida nodir asarlar papirusga yozilgan. Miloddan avvalgi 2-asrga kelib kitob varog'i uchun hayvonlarning teridan foydalanish keng tarqaldi. Bunga zardushtiylik diniga mansub “Avesto” kitobi yaqqol dalil bo'la oladi. Avestoning nusxasi 12ming mol terisiga bitilgan. Tarixdan ma'lumki xalqlar orasidagi urushlar sababli ko'p kitoblar yoqolib, bizning davrgacha yetib kelmagan. 6-asrdan boshlab kodeks shakldagi ko'rinishida kitoblar paydo bo'la boshladi. Bunga misolan, Noyob kitoblardan bo'lgan Mus-hafi Usmon Qur'oni hisoblanadi. Qur'oni karimning bu nusxasi 644—656 yillarda xalifa Usmon va ko'rsatmalari bilan Muhammad (s.a.v)ning kotiblari Zayd ibn Sobit, Amir ibn al-O's va Hishom ibn Hakimlar tomonidan kufiy xatida yozilgan. Mazkur qo'lyozma Qur'on kitobi Amir Temur tomonidan Samarqandga olib keltirilgan. Jami 353 varaq, hajmi 68x53x22 sm dan iboratdir. Hozirgi kunda O'zbekiston musulmonlari idorasi kutubxonasida saqlanib kelinmoqda.

Xorazmiy, Farg'oniy, Beruniy va Ibn Sino, Ulug'bek, Navoiy va Bobur, Buxoriy, Termiziylar yoshlik chog'laridan namuna olgan holda maktabgacha ta'lim yoshdagi bolalarga o'rnak qilib ko'rsatib, o'rgansak ma'rifatli jamiyat o'z-o'zidan paydo bo'ladi, chunki bizlarning ota-bobolarmiz bizlar uchun namunli shaxs bo'la oldilar. Ajdodlarmizning har birlari yoshlik onglaridan kitobga muhabbatlari o'ta kuchli bo'lgan, sababi manaviyat va marifatga yetaklovchi yo'l kitobdir.



Buyuk shoir va mutafakkir Alisher Navoiy barcha turkiy xalqlarning eng buyuk shoiridir. 3-4 yoshlarida davrining mashhur shoiri Qosim Anvarning bir she'rini yod aytib, mehmonlarni hayratga soldi. 5 yoshida esa uni maktabga berdilar. Sa'diy Sheroziyning “Guliston”, “Bo'ston” asarlarini sevib o'qiydi. Ayniqsa, Farididdin Attorning qushlar tilidan hikoya qilingan “Mantiq ut-tayr” asari Alisherning o'y –xayolini tamom egalab oladi. Bu holdan ularning ota-onasi tashvishga tushadilar va kitobni yashiradilar. Lekin bu foydasiz bo'lib chiqadi. Kitob Alisherga tamom yod bo'lgan edi. U 7 – 8 yoshlarida she'r yoza boshladi. 15 yoshlarida she'rlari bilan zamonasining mashhur shoirlari diqqatini tortdi.

Markaziy Osiyo xalqlari madaniyatini o'rta asr sharoitida dunyo madaniyatining oldingi qatoriga olib chiqqan buyuk mutafakkirlardan biri Abu Ali ibn Sino bo'lib, u Ovro'poda Avitsenna nomi bilan mashhurdir. 10 yoshidayoq Quroni Karimni boshdan-oyoq yod o'qir edi. 13 yoshlaridan boshlang'ich matematika, mantiq, fiqh, falsafa ilmlari bilan shug'ullana boshlaydi. Ibn Sino yosh bo'lishiga qaramay, Abu Abdullo Notiliy rahbarligida falsafani, Hasan ibn Nuh al-Qumriydan tibbiyot ilmini har tomonlama o'rganadi, asta-sekin tabiblik bilan ham shug'ullanadi. 16–17 yoshidayoq ibn Sino mashhur tabib – hakim bo'lib tanildi.

Imom Ismoil al-Buxoriy - taniqli muhaddis olim (muhaddislik — hadislar haqidagi fan, payg'ambarimiz Muhammad s.a.v.ning islom dini uchun xos so'zlari va ishlari haqidagi xabarlar) va ahamiyatiga ko'ra Qur'on dan keyingi o'rinda turuvchi “Al Jomiy as Sahih” kitobining muallifi. 5-6 yoshlaridan Ismoil Qur'on va diniy ilmlarni, xususan, hadislar o'rganishni boshlagan. Mukammal xotira egasi bo'lib, u o'qiganlarini tez o'rganib olar, so'ngra ularni har tomonlama tahlil qilardi. 16 yoshiga kelib, u o'sha zamonlarning barcha hadis to'plamini yoddan bilganlar.

Mirzo Muhammad ibn Shohruh ibn Temur Ulug'bek Ko'ragoniy buyuk astronom va matematik. 3-4 yoshlaridayoq shayx Orif Oraziy unga murabbiy qilib tayinlanadi. Ulug'bek yoshligidan matematika va astronomiya fanlariga katta qiziqish bildiradi. Uning ilmi va ziyoli bo'lishi, dunyoqarashining kengayishida otasi va bobosi to'plagan boy kutubxonaga ham zamin bo'ladi (Keyinchalik Ulug'bekning o'zi ham kutubxonaga asos solib, unda jami 15000 ta turli noyob kitoblar jamlagan).

Ota-bobolarmizni yoshlik davrini maktabga tayyorlov guruhlariga o'rgatish mobaynida bolada quydagi savollar shakllantirib borish kerak . Men 6-7 yoshimda nimalarni o'rganaman? Katta bo'lsam nimalarga erishaman? Kelajakda yangi O'zbekistonni rivojlanishiga qanday hissa qo'shaman?

Yangi O'zbekiston ma'rifatli jamiyatini yaratishda aynan maktabgacha yoshdagi bolalar orasida kitobxonlikni targ'ib qilishi kerak, chunki har bir sohaning ustasi bo'lishga ko'makchi kitobdir. Kelajak yoshlarning qo'lida ekan yosh avlodning manaviyatli, salohiyatli bo'lib shakllanishi va rivojlanishi uchun maktabgacha yoshdagi bolalar o'rtasidagi kitobxonlik tadbirlarini, musoboqalarni o'qazish , kutubxonlarga tashrif buyurish orqali shakllantirish darkor.

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**КОРПОРАТИВНАЯ СОЦИАЛЬНАЯ ОТВЕТСТВЕННОСТЬ:  
ОПРЕДЕЛЕНИЕ И СОДЕРЖАНИЕ ПОНЯТИЯ**

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**Аннотация:** *рассматривается использование в практике корпоративного управления различных определений, понятий корпоративной социальной ответственности.*

**Ключевые слова:** *корпоративная социальная ответственность, корпоративный эгоизм, корпоративный альтруизм, разумный эгоизм.*

В настоящее время усилилось внимание к проблемам социальной ответственного поведения бизнеса, его роли в мировом социально-экономического развитии. Концепция корпоративной социальной ответственности, её различные интерпретации в западном мире известны уже достаточно давно.

Принято считать, что одной из первых попыток реализации принципов социальной ответственности была социальная программа Генри Форда 1914-1920 годах, центральным пунктом которой было установление высокой в то время оплаты труда промышленных рабочих при соблюдении ими определенных условий, а также строительство малых предприятий в сельской местности. Однако многие специалисты полагают, что на самом деле поворотным пунктом в распространении принципа социальной ответственности оказался организованный ООН Саммит Земли 1992 г. Несмотря на то, что основной темой данного саммита была защита окружающей среды, проблема рассматривалась шире – речь шла о поисках способа уравнивания интересов общества и бизнеса. После этого события компании уже не могли полностью игнорировать проблемы общества, и можно было констатировать появление вполне сформировавшейся концепции корпоративной социальной ответственности.

Зарождение принципов корпоративной социальной ответственности относится к началу XIX века, когда началось движение за защиту прав трудящихся, возникшие в результате размышлений морального и экономического порядка по поводу человеческих издержек промышленной революции.

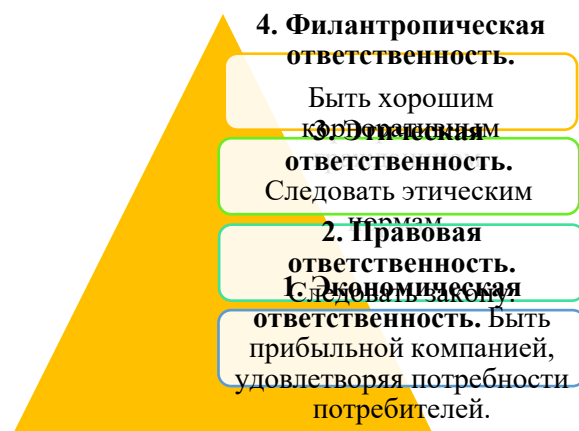
Несмотря на постоянно возрастающее внимание к рассматриваемому вопросу, единого общепринятого понимания корпоративной социальной ответственности по-прежнему не существует. Некоторые специалисты воспринимают социально ответственное поведение прежде всего в этическом смысле, другие как концепцию юридической ответственности.

Так по мнению М.Палацци и Дж.Статчера, “социальная ответственность представляет собой, в своей основе, философию или образ отношений между



предпринимательскими кругами и обществом, причем до их реализации и устойчивости в течение длительного периода времени эти отношения требуют руководства”<sup>32</sup>.

Согласно позиции Арчи Керолла, корпоративная социальная ответственность является многоуровневой, ее можно представить в виде пирамиды (1-рисунок).



**Рисунок 1. Компоненты социальной ответственности корпорации**<sup>33</sup>

По определению, разработанном Ведущим объединением корпораций США (Бизнес за социальную ответственность) понятие корпоративной социальной ответственности подразумевает «достижение коммерческого успеха путями, которые основаны на этических нормах уважения к людям, сообществам, окружающей среде»<sup>34</sup>.

Согласно самому распространенному определению - Корпоративная социальная ответственность — это концепция, в рамках которой компании на добровольной основе интегрируют социальную и экологическую политику в бизнес-операции и их взаимоотношения со всем кругом связанных с компанией организаций и людей<sup>35</sup>.

Оно включает в себя, прежде всего, ответственность:

- во взаимоотношениях с партнерами;
- в отношении потребителей;
- в отношении своих сотрудников;
- экологическая ответственность;
- перед обществом в целом.

Главная характерная черта корпоративной социальной ответственности — это добровольность. По сути, бизнес понимает свою ответственность перед внешней и внутренней средой компании и отдает часть своих доходов на общественные нужды.

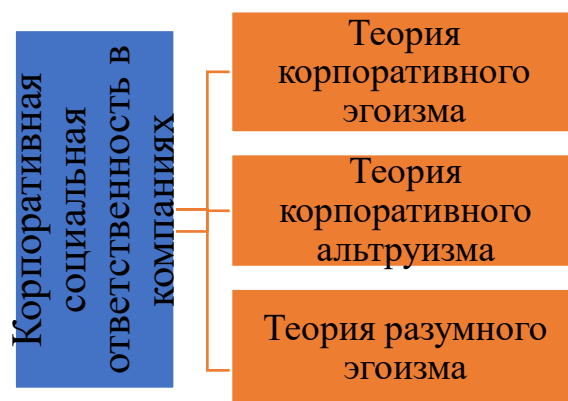
<sup>32</sup> Палацци М. Корпоративная социальная ответственность и успех в бизнесе. / М. Палацци, Дж.Статчер . – 1997. – С. 17.

<sup>33</sup> Carroll A. B. et al. The pyramid of corporate social responsibility: Toward the moral management of organizational stakeholders //Business horizons. – 1991. – Т. 34. – №. 4. – С. 39-48.

<sup>34</sup> Корпорация, социальная ответственность и местные власти. Модели эффективного сотрудничества: сб. материалов по результатам исследования аспектов взаимоотношения корпораций и местных властей, а также системы межбюджетных отношений в РФ. / Аналит. центр «Эксперт». М., 2003.

<sup>35</sup> Ажиева А. С., Определение и содержание понятия «корпоративная социальная ответственность». Институт Сорбонна-Казахстан, г. Алматы, Республика Казахстан. 2022.

В процессе эволюции концепции корпоративной социальной ответственности сформировалась три её основные интерпретации (рис. 2.):



**Рисунок 2. Взаимосвязь корпоративной социальной ответственности**<sup>36</sup>

*Теория корпоративного эгоизма* сформировалась на основе классической формулировки нобелевского лауреата М. Фридмана, согласно которой «единственным бизнесом для бизнеса является максимизация прибыли в рамках соблюдения существующих правил игры»<sup>37</sup>. В интерпретации либералов корпоративная социальная ответственность заключается в выполнении социальных обязательств, которые государство предъявляет к бизнесу. Потом из этой концепции появился термин «компания собственников». Таким образом, корпоративная социальная ответственность стало пониматься как обеспечение экономических и финансовых интересов собственников и получение компанией высокой прибыли. Подобная концепция характерна для фирм англосаксонской модели капитализма.

Основная идея *Теории корпоративного альтруизма* заключается не только в получении прибыли, но и о вкладе бизнеса в решение социальных проблем, например, повышение качества жизни граждан, охрана окружающей среды и т.п. Разработчиком данной теории является Комитет по экономическому развитию. В его рекомендациях подчеркивается обязанность «корпорации вносить значительный вклад в улучшение качества жизни»<sup>38</sup>.

В *Теории разумного эгоизма* утверждается, что социальная ответственность бизнеса – это просто «хороший бизнес», поскольку сокращает долгосрочные потери прибыли. Тратя деньги на социальные программы, корпорация сокращает свои текущие прибыли, но в долгосрочной перспективе создает благоприятное социальное окружение и, следовательно, устойчивые прибыли.

<sup>36</sup> Робинс Стивен П., Коултер М., Менеджмент. 6-е изд. М.: Вильмс, 2004. С.187.

<sup>37</sup> Milton Friedman, The Social Responsibility of Business is to Increase its Profits. The New York Times Magazine. September 13, 1970.

<sup>38</sup> Корпоративная социальная ответственность: управленческий аспект: монография / под общ. ред. д.э.н., проф. И.Ю. Беляевой, д.э.н., проф. М.А. Эскиндарова. – М.: КНОРУС, 2008. – 504 с.



В целом ни одна из существующих точек зрения не противоречит другой, поскольку каждая из них отражает разные аспекты одной и той же проблемы.

Таким образом, на сегодняшний день не существует единого определения корпоративной социальной ответственности. Однако все подходы сходны в одном: корпоративная социальная ответственность — это ответственность компании перед всеми людьми и организациями, с которыми она сталкивается. Социально ответственное поведение даёт возможность корпорации реализовать свои основные потребности в выживании, безопасности и устойчивости в течение продолжительного времени.

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PROVIDING WORK FOR THE POPULATION IN THE REGIONS AND  
INCREASE THE STANDARD OF LIVING

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**Abstract:** *In this article, the organizational and economic indicators of the development of population employment and entrepreneurial activity in rural areas are analyzed. In addition, the following legal and regulatory documents on the development of the industry, their content and essence are highlighted, and scientific recommendations are presented.*

**Key words:** *unemployed population, unemployment, minimum number of jobs, regulation of labor resources by the state, support, theory of economic mechanisms.*

The huge challenges in the world of work, including persistent inequalities and exclusion, are global. It is more important than ever to create a clear picture of employment and social trends. Today's politics problems solution to do for need when innovations with together with the requirement to think critically about the appropriateness of our methods and concepts does. In recent years, seven of the world's 11 subregions have seen an increase in protests in 2019, this indicates growing dissatisfaction with the social, economic or political situation. The overall content of this report is that it is complete worldwide today employment and marriage level increase goals each as always important important have \_

The main goal of the reforms implemented in our country in recent years is to reliably protect people's interests and increase the standard and quality of life of the working population by providing them with work.

Naturally, in order to achieve such a goal, new jobs will be created and employment of the population will be ensured through the development of production and service sectors. In 2019-2021, we took the first steps towards the implementation of new meaningful and effective reforms in the field of economy that meet the requirements of the times.

A number of laws, decrees and decisions, well-thought-out programs on organizing and further liberalizing our economy on a completely new basis, improving its legal framework, modernizing and diversifying production have been adopted and are being consistently implemented.

It is the priority of the state policy to pay attention and care to the determined young people, who are our main support in achieving the great goal of building a new Uzbekistan in our country, and to create the necessary conditions and opportunities for them to fully demonstrate their talent and potential in all fields.

In particular, it is aimed at providing young men and women who have graduated from general secondary, professional and higher education institutions and are embarking on an independent life with a decent job and source of income, teaching them modern professions,



IT technologies, wide involvement in entrepreneurship, meaningful organization of free time of young people. extensive measures are being implemented.

In 2021 alone, 300 billion soums were allocated to solve the life problems of 430,000 young men and women on the basis of the "Youth Notebook" and "Youth Programs", which are considered to be a completely new system of working with young people, 2.3 for the entrepreneurship projects of more than 92,000 young people. Trillion soum preferential loans, allocation of 61 thousand hectares of land for more than 230 thousand young people living in rural areas to engage in farming shows that the scope of work in this regard is expanding more and more.

All-round assistance to increase employment and income of the population, introduction of new effective mechanisms for ensuring the employment of the unemployed, especially young people and women, graduates entering the labor market for the first time, creating favorable conditions for attracting the needy population to work, as well as new In order to further stimulate the activities of business entities that have created jobs, the decision of the President of the Republic of Uzbekistan No. PQ-5094 was adopted on the state program on the creation of new jobs and assistance to the employment of the population in 2021 .

the creation of new jobs, which is extremely important for us, was in the center of our constant attention. The President of the Republic of Uzbekistan Shavkat Mirziyoyev signed the decision "On the state order on ensuring employment of the population and creating new jobs in 2019". In 2019, more than 370,000 new jobs were created due to the construction of new industrial enterprises, commissioning of service facilities, development of small business and private entrepreneurship . In addition , in order to ensure employment by introducing effective mechanisms of the labor market, increasing the population's work activity, training poor and unemployed citizens in modern vocational and entrepreneurial skills, and on this basis, involving them in labor and entrepreneurial activities that bring constant income, the President of the Republic of Uzbekistan "Poor and unemployed Decision PQ-4804 "On additional measures aimed at attracting citizens to entrepreneurship, increasing their labor activity and vocational training, and ensuring employment of the population" was adopted .

Ensuring the employment of the population in our republic, developing and increasing the role of small business and private entrepreneurship in it, especially household labor, is one of the urgent issues of today.

According to the Unified State Register of Enterprises and Organizations, as of April 1, 2022, 42,762 small enterprises and micro-firms are operating. The main part of enterprises and organizations registered by types of economic activity is trade 1572 (38.1 percent), industry 516 (19.1 percent), agriculture, forestry and fishing 372 (9.2 percent), construction 113 (7.9 percent), accommodation and catering services correspond to 288 (9.4 percent) sectors .

#### Conclusions and suggestions

In the conditions of the deepening of economic reforms in our country, the study of ways to improve the well-being of the population and ensure employment in rural areas in the Samarkand region gave the opportunity to make the following conclusions:



To clarify the level of well-being of the population, form accurate statistics in terms of demographic grouping and carry out appropriate research.

2. Measures to be taken into account in the short term:

□ reducing the cost of consumption of the population, that is, the emergency termination of the monopoly of the state and "some" entrepreneurs;

□ implementation of continuity of electricity supply, acceleration of use of alternative energy;

□ reducing costs, that is, introducing the principle of savings in society in conditions of low income;

□ venture funds performance for conditions create ;

□ informal the economy reduce \_

Based on the analysis of the factors affecting the employment of the population, we believe that the following activities are required to increase the level of employment of labor resources in the labor market of our country:

1. To increase the number of new jobs through the creation of new business entities and expansion of the activities of existing entities at the expense of increasing the volume of investments in fixed capital, which are attracted to the economy by sectors and industries, as well as on the basis of the regional approach .

2. Planning to bring the number of people of working age to the optimal amount by changing the directions of the demographic policy implemented at the regional and national levels.

3. An enterprise operating in sectors and sectors of the economy  
current volume of production (service) of (organization, institution).

increasing the number of enterprises whose number of items is optimal due to optimization based on the economic situation.

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ENGLISH TEACHING METHODS

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**Abstract:** *Currently, there are many methods for teaching foreign languages in higher educational institutions. Each of the methods has certain features, some are more popular and in demand, some less. The article analyzes the possibilities of using modern methods in the process of teaching English language. The main classifications of methods are carried out, allowing the most effective help in teaching English.*

**Key words:** *new methods of teaching foreign languages, Grammar-Translation Method, Audiolingual Method, Direct method, The Structural Approach, Suggestopedia, Total Physical Response, The Silent Way, The Lexical Approach, Task Based Learning, Community Method, Communicative Language Teaching*

Languages have always been among the subjects required for study in schools, gymnasiums, colleges and universities. Of course, over time, the approach to teaching and learning languages, including English, has changed - something new has been added, but something has been abandoned.

The ability to speak English competently is closely related to its teaching. The modern age requires a new approach, new methods of teaching foreign languages. To awaken desire to learn in the child, to acquire new knowledge and activities, while building the further direction of their own education, is the main goal of the current school. The students are tasked with independently studying, finding, analyzing materials, while the main task of the teacher is the right direction. The teacher needs to logically and correctly build a lesson so that students are interested in learning English, since the practice of the traditional method, forcing students to cram words, grammar in practice did not give the desired result. The search for new teaching methods is associated with a lack of motivation among students to learn English. Very often, there is no positive motivation, because when learning a foreign language, students encounter some difficulties and do not learn the material due to their psychological characteristics. Work experience shows that the use of various, modern, fresh sources and means provokes students' interest, increases their motivation to study.

Teaching methods — (from other Greek μέθοδος - the path) - the process of interaction between the teacher and students, as a result of which the transfer and assimilation of knowledge, skills and abilities provided for by the content of training occurs<sup>39</sup>. It should be noted that the teaching method is a complex, systemic formation, which is characterized by all the features that underlie the classification. Let's look at the main and most famous methods of teaching English.

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<sup>39</sup> [Electronic resource]. Access mode: [https://ru.wikipedia.org/wiki/Teaching\\_Methods](https://ru.wikipedia.org/wiki/Teaching_Methods)



### **Grammar-Translation Method**

This is the oldest way of teaching a language that is already considered classical. As the name implies, the basis of this method is the study of grammar and intensive work with translation. Although at present many educational institutions have abandoned it in favor of a communicative methodology, it is still used at least partially. <sup>40</sup>In the traditional Grammar-Translation Method teachers are dictators in class. Teachers deliver the contents of a textbook to students and students just copy the information into their notebooks. They passively receive the knowledge in the class.

### **Audiolingual Method**

Sometimes the audiolingual method is also called the Army method. It is based on the postulate of behaviorism that it is possible and necessary to learn and remember various things with the help of constant repetition. The method involves the oral presentation of the material and the repeated repetition of various lexical and grammatical structures under the guidance of a teacher.

### **The Structural Approach**

As the name suggests, this method is based on structure and learning about it. The main idea of the approach is the hypothesis that any language consists of complex grammatical rules, and it is necessary to learn them in a certain order. For example, before studying the Present Continuous time, one needs to study the verb to be, with the help of which this tense is formed.

### **Direct method**

This method originated in the 1900s in France and Germany in order to quickly teach the military to communicate in a foreign language. It is also called the Natural Method. It is somewhat similar to the audiolingual approach, as it involves multiple repetition and practice of various structures. However, the main difference is that the language is presented inductively, that is, the teacher does not explain the rule to the students, but rather helps them to understand and derive it on the basis of the language material. It is also worth nothing that in both the audiolingual and direct methods, the teacher uses only the target language; mother tongue is not allowed.

### **Suggestopedia**

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

Although this method is often considered pseudoscientific, it was quite popular for a while. It builds on the student's confidence that the approach will work; Much attention is paid to ensuring that the student does not experience the slightest discomfort during the lesson. The use of music is also widely used in the method.

### **Total Physical Response**

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<sup>40</sup> Jue Xia, *Communicative Language Teaching in Vocabulary Teaching and Learning in a Swedish Comprehensive Class*, 2010, p. 21



The method is based on the principle of “do by studying”. It works well with younger students – preschoolers and elementary students. In the lessons, the execution of commands and instructions is practiced, for example: “Stand up!” - “Get up!”, “Close the door!” - “Close the door!” Thus, the student memorizes the simplest phrases, which become more and more complex over time.

### **The Silent Way**

In this method, much attention is paid to the independence of students: the teacher, as the name implies, practically does not speak (for example, does not give detailed and lengthy explanations of grammar). Instead, he acts as an assistant who guides students. Pronunciation is of great importance - a lot of time is devoted to it in each lesson. Vocabulary and grammar are also regularly reviewed. Often students do not even write formal tests on the studied material; instead, the teacher evaluates their progress from lesson to lesson.

### **The Lexical Approach**

Here, the study of vocabulary is at the forefront. Initially, a list of the most frequently used words and lexical constructions is determined, and the study moves gradually, from simple to complex. Grammar is given much less attention than in other methods.<sup>41</sup> This approach means mastering vocabulary in all its diversity and compatibility, while the main attention is paid to the formation of speech skills of word usage. The lack of formation of these skills causes errors at the level of usage, for example:

In England people may drink coffee and drive cars, but in English they typically do not, as the following examples reveal:

1. — Would you like a cup of coffee?  
— No, thanks. I've already had (not drunk) one.
2. — How did you come this morning?  
— I drove (or I brought the car; not I drove the car)

### **Task -Based Learning**

Task-based learning focuses on the use of authentic language through meaningful tasks such as visiting the doctor or making a telephone call. This method encourages meaningful communication and is student-centred. It encourages problem solving, creativity and spontaneity. Meaning is central to this approach. In this method, language learning is based on the performance of a communicative task<sup>42</sup>. For example, the teacher gives students the task to act out a dialogue on the topic “Scientific developments”. Students in pairs or groups perform it using only those lexical and grammatical means that they have. Then, an analysis is made of which language is necessary for the successful completion of the task, the teacher gives the students the necessary vocabulary and grammar, after which a similar task is performed using new language tools.

### **Community Method**

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<sup>41</sup> I.L. Kolesnikova, O.A. Dolgina, A Handbook of English-Russian Terminology for Language Teaching, 2001, p. 36

<sup>42</sup> Dr. Fatima Sultan Shaikh, Effective Methods of Teaching English as a Second Language in the Classroom, International Journal of Science and Research (IJSR) ISSN (Online): 2319-7064, p. 982





Here the basis is the work of students in a group; they help each other and share their existing language knowledge. The teacher again acts only as an assistant, and not as a teacher in the classical sense of the word.

<sup>43</sup>According to Diane Larsen-Freeman the nature of student-teacher interaction in the Community Language Learning Method changes within the lesson and over time. Sometimes the students are assertive, as when they are having a conversation. At these times, the teacher facilitates their ability to express themselves in the target language. He physically removes himself from the circle, thereby encouraging students to interact with one another. At other times in the lesson, the teacher is very obviously in charge and providing direction. At all times initially, the teacher structures the class; at later stages, the students may assume more responsibility for this. As Rardin and Tranel have observed, the Community Language Learning Method is neither student-centered, nor teacher-centered, but rather teacher-student-centered, with both being decision-makers in the class.

### Communicative Language Teaching

The communicative technique is currently the most popular. It is based, as we see from the name, on communication: a teacher with students, students in pairs or groups, the whole group together. The main task of education is to teach students how to communicate, and not to learn all grammar thoroughly or be able to translate texts. Communication between the teacher and the students is carried out entirely or almost entirely in the target language. Communication of students is also encouraged in any form; even if there are errors or inaccuracies in the speech, they are not as important as the process of communication itself.

In summary, Communicative Language Teaching is a set of principles for teaching methods focused on meaningful communication with an emphasis on meaning and fluency over structure and grammatical systems<sup>44</sup>.

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TOURISM INDUSTRY STANDARDS

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**Abstract:** *The tourism industry thrives on providing memorable experiences to travelers. Behind the scenes, there is a framework of standards that ensure quality, safety, and sustainability. These industry standards and set guidelines and best practices for various aspects of tourism, ultimately benefiting both tourists and the destinations they visit.*

**Key words:** *standardization, certification, management, hospitality facilities.*

**Quality Assurance.** Tourism industry standards guarantee a consistent level of quality across accommodations, transportation, attractions, and services. By meeting or surpassing these benchmarks, businesses strive to deliver exceptional experiences that leave a lasting impression on tourists. These standards encompass criteria for cleanliness, comfort, amenities, and service excellence. Whether it's a luxury resort or a budget-friendly hostel, adherence to quality assurance standards helps establishments differentiate themselves and build trust with their guests.

**Safety and Security.** The well-being of travelers is a top priority within the tourism industry. Tourism industry standards focus on implementing safety measures, emergency preparedness, health and hygiene protocols, and risk management procedures. From ensuring fire safety in hotels to implementing strict food handling practices, these standards aim to minimize potential risks and provide a secure environment for tourists. By adhering to safety and security standards, destinations and businesses demonstrate their commitment to the well-being of their guests, instilling confidence and peace of mind.

**Environmental Sustainability.** As awareness of environmental issues grows, so does the importance of sustainable tourism practices. Industry standards emphasize responsible resource management, waste reduction, energy efficiency, and the preservation of cultural heritage. Sustainable tourism practices help minimize the negative impact of tourism on the environment and local communities. Guidelines may include initiatives like recycling programs, water conservation measures, renewable energy utilization, and promoting eco-friendly transportation options. By adopting sustainable approaches, the tourism industry aims to protect natural ecosystems, support the long-term viability of destinations, and provide tourists with a more authentic and meaningful experience.

**Accessibility and Inclusivity.** Tourism should be accessible and inclusive to all individuals. Standards promote barrier-free environments, accessible transportation, and services that cater to diverse needs. Ensuring physical accessibility for people with disabilities, including wheelchair ramps and accessible restrooms, is just the beginning. Accommodations and attractions are encouraged to provide information in multiple formats, such as braille or



audio guides, to facilitate the participation of individuals with visual impairments. Additionally, training staff in inclusive practices helps create a welcoming and accommodating environment for everyone. By removing physical and social barriers, destinations can ensure that everyone can participate in and enjoy tourism activities, fostering inclusivity and equal opportunities for all.

**Professionalism and Training.** To provide exceptional service, tourism professionals need to continually develop their skills. Standards often include requirements for licensing, certifications, and ongoing training programs. These standards ensure that individuals working in the tourism industry possess the necessary knowledge and expertise to deliver high-quality experiences. Training programs may cover topics such as customer service, cultural sensitivity, safety procedures, and sustainable tourism practices. By investing in professionalism and expertise, the industry elevates its service standards and enhances the overall tourist experience.

**Ethical and Responsible Tourism.** Tourism industry standards encourage ethical behavior, fair trade practices, and engagement with local communities. This fosters responsible tourism, respecting the cultures, traditions, and values of host communities. Standards may outline guidelines for minimizing negative impacts on local resources, supporting local businesses, and involving local communities in tourism development. By actively supporting local economies and minimizing negative impacts, the industry can contribute positively to social and economic development. Travelers are increasingly seeking experiences that align with their values, and ethical tourism practices help meet these expectations while promoting mutual respect and understanding.

**Destination Management.** Effective destination management is crucial for sustainable tourism. Standards provide guidelines for planning, infrastructure development, and visitor management. These guidelines aim to strike a balance between tourism growth and the preservation of natural and cultural assets. Destination management standards may include strategies for carrying capacity assessment, zoning plans, waste management systems, and community engagement. By implementing sustainable practices and involving local stakeholders in decision-making processes, destinations can maintain their unique character, protect their natural and cultural heritage, and ensure a positive experience for both tourists and local communities.

Tourism industry standards play a vital role in ensuring quality, safety, and sustainability within the sector. By adhering to these guidelines, the industry can provide exceptional experiences that meet the expectations of tourists while safeguarding the environment and benefiting local communities. Embracing industry standards allows tourism to thrive as a responsible and rewarding endeavor for all stakeholders involved. As the tourism industry continues to evolve, it is crucial for destinations, businesses, and travelers alike to recognize the significance of industry standards in shaping the future of travel - one that is characterized by exceptional experiences, environmental stewardship, and cultural appreciation.



**Elevating Hospitality Experiences: The Essential Standards of Hospitality Facilities.** In the world of hospitality, creating exceptional experiences for guests is paramount. Behind the scenes, there is a set of standards that ensures the quality, comfort, and service excellence of hospitality facilities. These standards serve as the foundation for providing memorable stays and maintaining the reputation and competitiveness of hospitality businesses.

**Accommodation Quality.** At the heart of every hospitality facility lies the commitment to providing top-notch accommodation. Standards dictate specific quality benchmarks, covering cleanliness, room amenities, bedding quality, room size, and overall ambiance. From luxurious hotels to cozy guesthouses, adherence to accommodation quality standards ensures that guests enjoy a comfortable and satisfying stay.

**Safety and Security.** Guests' safety and security are of utmost importance in hospitality facilities. Standards address measures such as fire safety protocols, emergency evacuation procedures, security systems, and trained staff. Well-lit spaces, well-maintained infrastructure, and efficient security measures create a secure environment, instilling peace of mind in guests throughout their stay.

**Service Excellence.** Hospitality facilities are known for their exceptional customer service. Standards define service benchmarks for front desk operations, concierge services, housekeeping, and dining establishments. These standards encompass factors such as staff professionalism, responsiveness to guest needs, efficiency in handling requests, and personalized attention. By upholding service excellence standards, hospitality facilities leave a lasting impression and ensure that every guest receives the utmost care and attention.

**Food and Beverage Quality.** Hospitality facilities with dining establishments must adhere to high standards of food and beverage quality and safety. Standards cover areas such as hygiene practices, proper food handling and storage, menu variety, and taste consistency. By following these standards, establishments can offer guests memorable dining experiences while ensuring the safety and satisfaction of their patrons.

**Facilities and Amenities.** The facilities and amenities offered by hospitality facilities greatly contribute to guest satisfaction. Standards encompass a range of factors, including recreational facilities, fitness centers, spa services, swimming pools, conference rooms, and reliable Wi-Fi connectivity. Well-maintained facilities and a wide array of amenities enhance the overall guest experience and provide added value during their stay.

**Accessibility and Inclusivity.** Hospitality facilities should strive to be accessible and inclusive to all guests. Standards address factors such as wheelchair accessibility, accessible parking, ramps, elevators, and rooms equipped with appropriate facilities. Ensuring the comfort and convenience of guests with disabilities or special needs is crucial in creating a welcoming and inclusive environment.

**Environmental Sustainability.** In response to the growing focus on sustainability, hospitality facilities are increasingly adopting eco-friendly practices. Standards encompass



energy efficiency, water conservation, waste management, and other environmentally responsible initiatives. Embracing sustainable hospitality practices not only minimizes environmental impact but also aligns with the expectations of environmentally conscious travelers seeking eco-friendly experiences.

**Regulatory Compliance.** Hospitality facilities must adhere to relevant local, regional, and national regulations and licensing requirements. These standards encompass building codes, health and safety regulations, labor laws, and licensing procedures. By complying with these regulations, hospitality facilities ensure legal and ethical operations while safeguarding the well-being of guests and staff.

The standards of hospitality facilities form the bedrock of exceptional guest experiences. By adhering to these guidelines, hospitality establishments can consistently deliver top-tier accommodation, exemplary service, and memorable dining experiences. These standards not only benefit guests but also contribute to the reputation and success of hospitality businesses. As the hospitality industry continues to evolve, embracing and exceeding these standards will be instrumental in shaping the future of hospitality and meeting the ever-increasing expectations of discerning travelers.

**Standardization and certification in Uzbekistan.** Standardization and certification play essential roles in ensuring quality, safety, and conformity to established standards in Uzbekistan. The country has implemented various mechanisms to promote standardization and certification across different sectors. Here's an overview of standardization and certification in Uzbekistan:

**Standardization.** Standardization involves the development and establishment of technical standards that define specific requirements for products, services, and processes. In Uzbekistan, the Uzbek Agency for Standardization, Metrology, and Certification (UzStandard) is responsible for overseeing standardization activities. UzStandard works in collaboration with international standardization organizations, such as the International Organization for Standardization (ISO), to harmonize Uzbekistan's standards with global best practices.

The standardization process involves the participation of relevant stakeholders, including industry experts, researchers, and government representatives. Standards are developed based on scientific research, industry expertise, and public input. These standards cover a wide range of areas, including product quality, safety, environmental management, information technology, and more.

**Certification.** Certification provides assurance that a product, service, or process meets specified standards and requirements. In Uzbekistan, certification is carried out by accredited certification bodies that evaluate and verify compliance with applicable standards. These certification bodies are approved by the Uzbek Accreditation Center (UzAkreditatsiya), which ensures their competence and impartiality.

Certification in Uzbekistan can be voluntary or mandatory, depending on the specific industry and product. Voluntary certification allows businesses to demonstrate the quality



and safety of their offerings, gaining a competitive advantage in the market. Mandatory certification is required for certain products, such as electrical equipment, construction materials, and food products, to protect consumer safety and ensure compliance with technical regulations.

Certification bodies conduct audits, inspections, and tests to assess compliance with relevant standards. Once compliance is verified, the certification body issues a certificate or mark of conformity, indicating that the product, service, or process meets the specified requirements.

Standardization and certification offer several benefits to businesses, consumers, and the economy of Uzbekistan. These benefits include:

1. **Ensuring Quality and Safety:** Standardization and certification promote quality and safety standards, providing assurance to consumers that products and services meet recognized benchmarks.

2. **Enhancing Market Access:** Certification facilitates market access by demonstrating compliance with national and international standards, enabling businesses to expand their reach and compete effectively in domestic and global markets.

3. **Improving Consumer Confidence:** Certification marks and labels build consumer trust and confidence, as they indicate that products and services have undergone rigorous evaluation and meet specified requirements.

4. **Supporting Industry Development:** Standardization and certification foster industry development by promoting best practices, encouraging innovation, and improving overall competitiveness.

5. **Facilitating Trade:** Compliance with international standards simplifies trade procedures and reduces technical barriers, facilitating the export of Uzbek products to foreign markets.

6. **Protecting Public Health and Safety:** Mandatory certification ensures that products, such as pharmaceuticals, food, and electrical equipment, meet safety requirements, protecting public health and safety.

### **Conclusion**

Standardization and certification are integral components of Uzbekistan's quality infrastructure. They ensure compliance with established standards, promote quality and safety, and enhance competitiveness in the global market. By aligning with international best practices, Uzbekistan aims to foster industry development, protect consumer interests, and facilitate trade. Through the efforts of UzStandard and UzAkreditatsiya, standardization and certification continue to play a crucial role in driving economic growth and ensuring the well-being of consumers in Uzbekistan.

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PSIXOLOGIK SALOMATLIK TUSHUNCHASI

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Sog'likka erishish uchun individual strategiyani yaratish uchun sog'liqqa nisbatan psixologik kompetentsiyani rivojlantirish va, ehtimol, o'z hayotining sifatini tubdan o'zgartirish kerak - bu sub'ektiv idrokdaagi psixologik, jismoniy va hissiy farovonlikning ajralmas ko'rsatkichidir. Hayot sifatining muhim ko'rsatkichi - bu shaxsning uning atrofidaagi ijtimoiy vaziyatga nisbatan tajribasi, shuning uchun hayot sifati o'ziga xos global tizim bo'lib, u madaniyat, ekologiya, ta'lim sifati, jamiyatning ijtimoiy, iqtisodiy va siyosiy tashkil etilish sifati va shaxsning sifatini o'z ichiga oladi.

So'nggi yillarda jahon aholisining salomatligi holati jamoatchilikni tashvishga solmoqda. Bizda deyarli barcha yosh guruhlarida jismoniy, ma'naviy va ruhiy salomatlik krizisi mavjud: juda yuqori kasallik, o'lim, hayot davomiyligi pasayishi, mehnatga layoqatli yoshdagi aholining ulushi kamayishi, jinoyatchilik, giyohvandlik, alkogolizm va o'z joniga qasd qilish holatlari ko'paygan. Reproduktiv salomatlik darajasi pasaydi, bu tug'ilishning keskin pasayishi, ajralishlar, to'liq bo'lmagan va ishdan chiqqan oilalar sonining ko'payishi bilan namoyon bo'ladi. Bunday vaziyatning sabablari turlicha. Qisman bu ijtimoiy-iqtisodiy tushkunlik, qisman zamonaviy odamning ritmi va turmush tarzining o'zgarishi: ovqatlanishning tabiati, past motorli faoliyat, axborot va psixo-emotsional haddan tashqari yuk.

“Xulq-atvor kasalliklari” zamonaviy odamda patologiyaning yetakchi shakliga aylanib bormoqda. Ushbu kasalliklarning birlamchi profilaktikasi faqat ularning sog'lig'iga ongli munosabatda bo'lish, sog'lom turmush tarzi ko'nikmalari va odatlarini shakllantirish orqali amalga oshirilishi mumkin. Beqaror, o'zgaruvchan dunyoda, murakkab, ekstremal ijtimoiy-ekologik sharoitda yashaydigan odamning psixologik salomatligi muammosi hayotning oxirida - XXI asr - insoniyat fanlari yangi asrining boshida paydo bo'ladi, ular orasida nafaqat bir qarashda, balki birlashtiruvchi o'rin ham bor. psixologiya. O'rganilayotgan mavzuning qiyinligi shundaki, “sog'liq” atamasi tibbiyot bilan bir xilligi bilan ajralib turadi va uning buzilishi shifokor, ruhiy, va boshqa an'anaviy va alternativ tibbiyotning majburiy davolashi bilan bog'liq.

Psixologik salomatlik odatda psixiatriya va psixoterapiya sohasidagi mutaxassislar bilan bog'liq. Afsuski, mamlakatimiz aholisining deyarli barchasidan uzoq bo'lgan joyda shaxsning sotsializatsiyasi buzilishining boshqa shakllarini o'rganishga yetarlicha e'tibor qaratilmayapti.

Zamonaviy psixologiya texnika va texnologiyalarning butun arsenaliga ega psixologik maslahat, psixologik terapiya, psixologik tuzatish, psixologik diagnostika. Bu mening fikrimcha tibbiyotga emas, balki psixologiyaga taalluqli masalalarning ushbu doirasi bo'lib, uni ruhiy (tibbiy yondashuv) emas, balki psixologik salomatlik sifatida tasvirlash mumkin. Muammoning bunday bayonoti juda muhimdir, chunki u “bemorga” emas, balki yordam



ko'rsatishga mutlaqo boshqacha munosabatda bo'lishni anglatadi (har xil davolanishi kerak bo'lgan kasalliklarni qidirishni anglatadi).

So'nggi yillarda sog'liqni saqlash masalalariga e'tibor kuchaydi. Tabiiyki, o'quvchilar sog'lig'iga e'tibor kuchaytirildi. So'nggi yillarda paydo bo'lgan sog'liqni saqlash texnologiyalari kontseptsiyasi o'quvchilar sog'lig'ini saqlash, shakllantirish va mustahkamlashga qaratilgan barcha maktab harakatlarining birlashuvini anglatadi. Maktab o'qituvchilarining vazifasi - o'spirinni mustaqil hayotga to'liq tayyorlash, uning baxtli rivojlanishi uchun barcha shart-sharoitlarni yaratishdan iborat. Shu sababli maktab o'quvchilari sog'lig'ini himoya qilish, ularda tibbiy madaniyatini shakllantirish orqali maktab kelajak avlodlar farovonligi uchun asos yaratadi.

“Psixologik sog'liq” atamasi hali keng tarqalmagan. Ammo odamni sog'lom va kasal deb atash mumkin bo'lmagan holatlarda, salomatlik holatini baholash uchun “psixologik salomatlik” atamasidan foydalanish maqsadga muvofiqdir. Psixologik salomatlik darajasi va sifati shaxsning ijtimoiy, ijtimoiy-psixologik va individual-psixologik moslashuv ko'rsatkichlari bilan tavsiflanadi. Salomatlik psixologiyasi sog'lom odamni, uning shaxsini e'tibor markaziga qo'yadi, psixologik xususiyatlar, uning psixikasining manbalari, unga patogen, atrof-muhit omillarining muqarrar ta'siri ostida sog'liqni saqlashga imkon beradi. Maktab o'quvchilari uchun bunday patogen omil turli xil davomiylikdagi psixo-emotsional stress holati sifatida noqulaylik hissi bilan birga keladigan maktab stressidir.

Hissiy stressning muhim xususiyati bu xavotirning kuchayishi. Ko'pgina tadqiqotchilar va amaliy psixologlarning ta'kidlashicha, bu bolalikning bir qator psixologik qiyinchiliklari ostidagi tashvish. Bir tomondan, qattiq tashvishli bolalar eng “qulay” deb hisoblanadi: ular dars tayyorlaydi, o'qituvchilarning barcha talablarini bajaradi, xulq-atvor qoidalarini buzmaydi. Boshqa tomondan, ko'pincha bu eng qiyin “bolalar” bo'lib, ular beparvolik, nazokatsiz, nazoratsiz deb baholanadi. Bularning barchasi psixologga murojaat qilish uchun sabab bo'lib xizmat qiladi.

Har qanday qiyin vaziyat faoliyatni, mavjud munosabatlarni buzilishiga olib keladi, shaxs va hissiyotlarni keltirib chiqaradi, noqulaylik tug'diradi. Bularning barchasi, ma'lum sharoitlarda, shaxsiyatning rivojlanishi uchun salbiy oqibatlariga olib kelishi mumkin. Xatti-harakatlar shakllanib, qiyinchiliklarga munosabat shakllanadigan qiyin vaziyatlar boshqacha tusga ega.

Insonlarning ruhiy salomatligini saqlash va uning buzilishining oldini olish muammosi turli sohalar mutaxassislari: shifokorlar, o'qituvchilar, psixologlarning diqqat markazida. Biroq, uni hal qilishda hayotida bevosita ishtirok etadigan va ular bilan har kuni aloqada bo'lganlar yaqin do'stlari, hamkasblari va oila a'zolari ham muhim rol o'ynaydi.

Hayot davomida inson xatti-harakatlarining ma'lum bir turining paydo bo'lishi va rivojlanishi ota-onaning o'spiringa bo'lgan munosabatiga, uning aqliy ehtiyojlarini qondirishga bog'liq. Shunday qilib, bolaning sog'lig'ining ichki manzarasi ko'p jihatdan uning oilaviy tarbiyasining xususiyatlari bilan belgilanadi. Bolaning yetarlicha nazorati, oqilona talablari -



o'smir, hissiy qabul va demokratik muloqot uslubi bilan birgalikda bolaning sog'lig'iga munosib munosabatda bo'lishiga yordam beradi.

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РЕГИОНАЛЬНЫЕ ОСОБЕННОСТИ РАСПРОСТРАНЕННОСТИ  
АЛЛЕРГИЧЕСКИХ ЗАБОЛЕВАНИЙ У ДЕТЕЙ ПО ДАННЫМ СТАЦИОНАРОВ  
ГОРОДА ФЕРГАНЫ ЗА 10 ЛЕТ  
(2007-2016гг.)

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**Аннотация:** *Фаргона шаҳрида болаларнинг алергик касалликлар билан шифохоналарда даволаниши ортиб бораётганлиги аниқланди. Охириги 10 йилликда шифохоналарда даволаш нисбий кўрсаткич бўйича 23%, қийосий частота 2 марта ва интенсиф кўрсаткичи хар 1000 нафар болага 5 марта ортди. Алергик касалликларнинг учраш ҳоллари болаларнинг жинсига ва ёшига боғлиқ бўлди: 3-7 ёшли болалар кўпроқ касалланади, аллергия билан ўғил болалар қиз болаларга нисбатан 1,7 матра кўпроқ касалландилар.*

**Калит сўзлар:** *бронхиал астма, овқат аллергияси, дори аллергияси, аллергодерматитлар, инсект аллергия, қийёсий частота, интенсиф кўрсаткич.*

**Аннотация.** *В г. Фергане установлено, что лечение детей с аллергическими заболеваниями в стационарах увеличивается. За последние 10 лет лечение в стационарах увеличилось на 23% по отношению к относительной частоте, относительной частоте — в 2 раза, реанимации — в 5 раз на 1000 детей. Заболеваемость аллергическими заболеваниями зависела от пола и возраста детей: чаще болели дети 3-7 лет, мальчики болели аллергией в 1,7 раза чаще, чем девочки.*

**Ключевые слова:** *бронхиальная астма, пищевая аллергия, лекарственная аллергия, аллергодерматит, инсектная аллергия, удельная частота, интенсифный показатель.*

**Annotation:** *It was established, that under regional conditions of Fergana mountains the tendency for growth of frequency of hospitalization of children suffering by allergic diseases is marked. For the last 10 years (2007-2016) the frequency of hospitalization was increased on: of relative obviousness by 23%, specific frequency in 2 times, heavily parameters, that is per 1000 children's population in 5 times. The frequency of allergic diseases rather depends on age and sex of the patients of children: more often children the age of 3-7 years suffer, the boys are sick of an allergy 1,7 times more often, than girls.*

**Key words:** *bronchial asthma, food allergy, drug allergy, allergic dermatitis, insect allergy, specific frequency, intensive indicator.*

**Актуальность** проблемы объясняется тенденцией роста случаев аллергии с тяжелым клиническим течением во всех странах мира. Подсчитано, что 20% больных с



тяжелым клиническим течением потребляют 80% выделяемых денежных средств, причем две трети этой суммы тратится на неотложную и стационарную лечебно-профилактическую помощи. Сведения о госпитализированных формах аллергии могут служить дополнительным материалом для изучения здоровья и заболеваемости населения.

**ЦЕЛЬ РАБОТЫ** заключалась в анализе частоты аллергических заболеваний у детей, госпитализированных в стационары г. Ферганы за последние 10 лет (2007-2016гг.).

### **МАТЕРИАЛ И МЕТОДЫ**

Материалом для анализа служили следующие документы: 1) карта выбывших из стационара и 2) история болезни. Изучили материалы Ферганской детской соматической больницы, детского отделения медсанчасти текстильного комбината и детского отделения Ферганского нефтеперерабатывающего завода за последние 10 лет (2007-2016гг.). Такая методика изучения заболеваний по данным стационаров общепринята в современной медицине.

### **РЕЗУЛЬТАТЫ И ИХ ОБСУЖДЕНИЕ.**

В стационарах г.Ферганы в течение последних 10 лет было госпитализировано всего 485 детей, страдающих различными аллергическими заболеваниями. Возраст больных детей находился в пределах от нескольких месяцев до 14 лет. Возраст большинства больных - 218 (44,9%) составил 3-7 лет. Частота заболеваемости относительно зависела от пола, то есть мальчики достоверно страдали чаще ( $63,1 \pm 6,9\%$ ), чем девочки –  $36,9 \pm 6,9\%$ . Следует подчеркнуть, что частота госпитализации имеет тенденцию к росту. Так, если для наглядности частоту госпитализации 2010 г. условно взять 100%, то частота госпитализации в период 2007-2009 гг. составляла 62,5-93,8%, а частота госпитализации 2011-2016 гг. – 102-122,9%, то есть увеличилась почти на 23,0%. Отмечалось также и в увеличение удельной частоты госпитализации с 6,2% в 2007 до 12,2% в 2016г., то есть в 2 раза и рост динамики госпитализации на 1000 детского населения в 5 раз.

*1-таблица*

#### **Распределение больных детей по полу и возрасту (М±м%)**

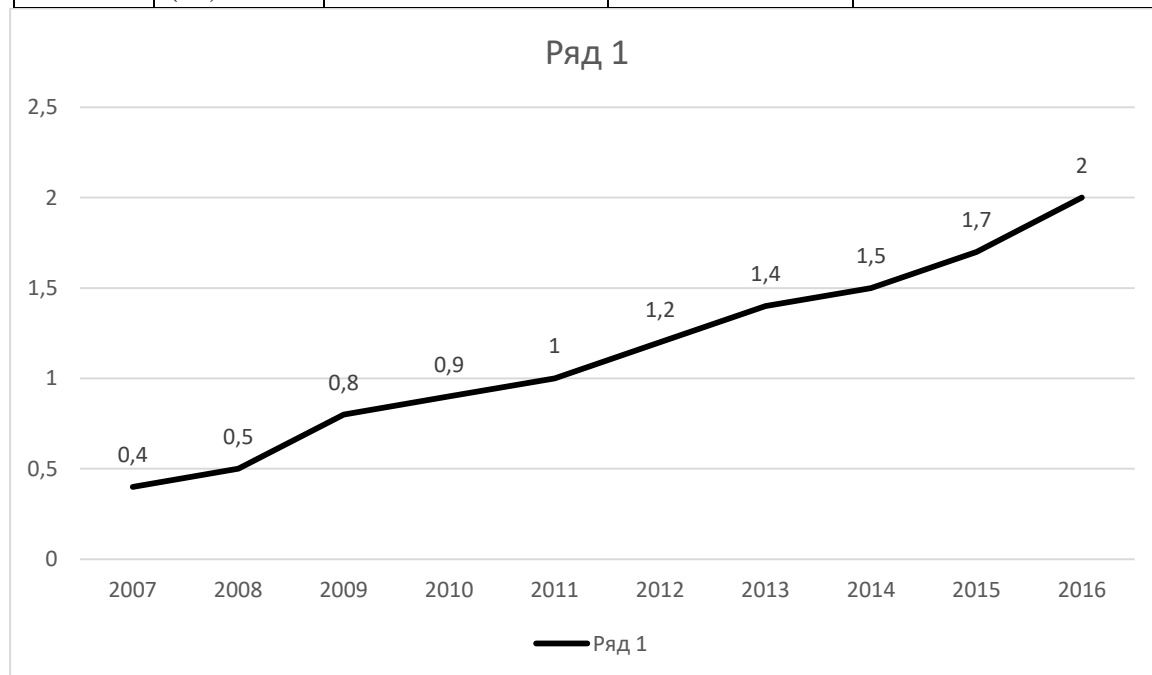
<b>Возраст</b>	<b>Мальчики</b>	<b>Девочки</b>	<b>Оба пола</b>
До 3 лет	77 (15,8±1,6)	46 (9,5±1,3)	123 (25,4±1,0)
3-7	137 (28,2±2,0)	81 (16,7±1,6)	218 (44,9±2,2)
8-15	93 (19,1±1,7)	51 (10,5±1,3)	144 (29,7±2,0)
Всего	306 (63,1±6,9)	179 (36,9±6,9)	485 (100)



*2-таблица*

**Частота госпитализации больных в течение 2007-2016 гг.**

ГО ДЫ	О ВСЕГ	Относительные числа наглядности, 0%	Удельная частота 2%	Частота на 1000 детского населения
07	30	62,5	6,2	0,4
08	35	72,2	7,2	0,5
09	45	93,8	9,3	0,8
0	48	100	9,9	0,9
1	49	102,0	10,1	1,0
2	51	106,2	10,5	1,2
3	55	114,6	11,3	1,4
4	56	116,7	11,5	1,5
5	57	118,8	11,7	1,7
6	59	122,9	12,2	2,0
Вс его	485 (100)			



*Рис. 1. Динамика госпитализации больных на 1000 детского населения в течение 2007-2016*

Клинические формы аллергических заболеваний были разнообразными, но в большинстве случаев дети страдали острыми клиническими формами пищевой аллергии





– 151 (31,1±2,1%) и лекарственной аллергии – 145 (29,9±2,0%). Частота атопического дерматита – 80 (16,5±1,6%) и бронхиальной астмы – 58 (12,0±1,4%) была несколько меньше. Поллинозы – 31 (6,4±1,1%) и инсектная аллергия – 20 (4,1±0,9%) встречались ещё реже.

Анализ зависимости частоты госпитализации детей от сезона года показал следующие результаты. Больше половины пациентов – 274 (56,5%) госпитализировали в весенний и летний сезоны. Наряду с этим, значительное количество детей – 140 (28,9%) госпитализировали в осенний период. Самая низкая частота 71 (14,6%) госпитализации отмечалось в зимний сезон. Это объясняется тем, что симптомы аллергических заболеваний часто обостряются в весенне-летний и летний сезоны года.

Представляла особый интерес выяснения вопроса о том, что в каком возрасте впервые появились первые признаки болезни. Подавляющее большинство – 258 (53,2±2,2) детей заболело в раннем детстве. В развитии болезней большое значение имели факторы риска: искусственное и (или) ранее смешанное вскармливание (73,8±1,9%), аллергические диатезы (72,2±2,0%), наследственная отягощенность (64,9±2,1%) и др.

Одной из важнейших особенностей аллергии у детей являлось сочетание основного заболевания с другими аллергическими болезнями.

#### **ВЫВОДЫ:**

1. В региональных условиях Ферганской долины отмечается тенденция роста частоты госпитализации детей, страдающих аллергическими заболеваниями. За последние 10 лет (2007-2016гг) частота госпитализации увеличилась по: относительной наглядности на 23% удельной частоте в 2 раза, интенсивным показателем, то есть на 1000 детского населения в 5 раз.

2. Частота аллергических заболеваний относительно зависит от возраста и пола больных детей: чаще страдают дети в возрасте 3-7 лет, мальчики болеют аллергией в 1,7 раз чаще чем девочки.

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MODERN TECHNOLOGICAL TOOLS FOR PREPARING MEDIA  
CONTENT:HOW TO SPEED UP THE CREATION PROCESS  
AND IMPROVE QUALITY

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Today, creating media content is not only a professional skill, but also an opportunity for any Internet user to express themselves and share their ideas with the world. However, to create high-quality media content, you need not only a creative approach, but also the use of modern technological tools.

One of the main tools for creating media content is graphic editors. There are many different programs on the market today that allow you to create images at a high level. For example, Adobe Photoshop, which is one of the most popular graphics editors, allows you to create both still images and animations.

Another important tool is video editors. With their help, you can create videos of any complexity, from short videos for social networks to full-length films. Among the most popular video editors are Adobe Premiere Pro, Final Cut Pro and DaVinci Resolve.

In addition, audio processing tools are widely used to create media content. They allow you to create and edit sounds, music and voice recordings. Among the most popular programs are Adobe Audition, Logic Pro and Ableton Live.

However, not only programs for editing media content can speed up the creation process and improve its quality. There are also online services that allow you to create media content without installing additional software. For example, Canva is an online design service that lets you create logos, banners, cards, and more.

In addition, to create media content, it is important to be able to work with cloud services. For example, Google Drive or Dropbox allow you to store and share files between devices, which greatly simplifies the process of creating media content.

Also, to create media content, it is important to be able to work with social networks. For example, Instagram allows you to create creative posts that can capture the attention of your audience. Facebook, in turn, allows you to create pages and groups where you can share your media content with other users.

Thus, modern technological tools allow you to create media content of any complexity and quality. The use of such tools allows not only to speed up the creation process, but also to improve the quality of the finished product.



IMPLEMENTATION OF NEW SOFTWARE SOLUTIONS IN THE PROCESS OF  
PREPARING PHOTOGRAPHIC PRODUCTS: INCREASING THE EFFICIENCY AND  
QUALITY OF PRODUCTION

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In recent years, photography has become an integral part of our lives. We are constantly taking pictures with our phones and cameras, sharing them on social networks and storing them in the cloud. But apart from that, photography remains an important element of visual marketing and advertising, because high-quality photos can attract attention and increase sales.

However, the process of preparing photographic products can be quite time-consuming and costly. But thanks to new software solutions, this process is becoming more efficient and of high quality.

One such solution is photo editing software. Such programs allow you to quickly and conveniently edit photos, improving their quality and adding various effects. Most of these programs have a convenient and intuitive interface, which allows even novice users to easily master them.

Another important solution is photo production management software. Such programs allow you to manage the process from shooting to the final preparation of products. They simplify and automate processes, which can reduce the time for preparing photographic products and improve their quality.

Also worth noting is the color management software. It allows you to fine-tune the color gamut of your photo, which is especially important for professional photographers and designers. This solution allows to achieve the most accurate and high-quality color reproduction, which in turn improves the quality of photographic products.

The introduction of new software solutions in the process of preparing photographic products is a necessary step in the development of this industry. They improve the efficiency and quality of production, which in turn leads to increased sales and customer satisfaction.



BASIC VIDEO MODELING METHODS: IMAGE SYNTHESIS AND ANALYSIS, 3D  
MODELING, MORPHING AND TEXTURE SYNTHESIS

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Modern technology allows you to create amazing images and videos that were not possible a few decades ago. One of the key tools for creating and enhancing images and videos are video modeling techniques. They allow you to create realistic photographs, animation, virtual reality and computer games. In this article, we will consider the main methods of video modeling: image synthesis and analysis, three-dimensional modeling, morphing and texture synthesis.

#### Synthesis and analysis of images

Image synthesis and analysis are techniques that are used to create new images based on existing ones. Image synthesis allows you to create new images that can be used for various purposes, such as the creation of advertising materials, films and games. Image analysis, on the other hand, allows you to extract information from existing images such as color, shape, and texture.

Image synthesis and analysis are used in various fields such as medicine, science, art and entertainment. For example, in medicine, this method can be used to create 3D images of organs and tissues, which allows doctors to more accurately diagnose diseases and plan operations.

#### 3D modeling

3D modeling is a technique that is used to create 3D models of objects and scenes. It allows you to create realistic 3D models that can be used to create animation, virtual reality and computer games.

3D modeling is used in various fields such as architecture, medicine, science and entertainment. For example, in architecture, this technique can be used to create 3D models of buildings and spaces, allowing architects to more accurately plan and design buildings.

#### Morphing

Morphing is a technique that is used to create a smooth transition between two images. It allows you to create animations that smoothly transition from one image to another.

Morphing is used in various fields such as film, television and advertising. For example, in cinema, this technique can be used to create special effects such as the transformation of a person into an animal.

#### Texture synthesis

Texture synthesis is a technique that is used to create new textures based on existing ones. It allows you to create textures that can be used to create realistic images and videos.



Texture synthesis is used in various fields such as graphic design, computer games, and virtual reality. For example, in computer games, this technique can be used to create textures for various objects such as buildings, cars, and characters.

In conclusion, basic video modeling techniques are essential tools for creating and enhancing images and videos. Each of these methods has its advantages and disadvantages, and the choice of method depends on the specific problem to be solved. They can be used in various fields such as medicine, science, arts and entertainment and their use can lead to amazing results.



QOʻGʻOZGA TURLI BOʻYASH USULLARIDAN FOYDALANIB RANG BERISH

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**Annotatsiya:** Ushbu maqolada Tasviriy san'at juda qadim zamonlarda, mehnat jarayonining taraqqiyoti natijasida paydo bo'lganligi, Bolalarda san'atga birinchi qiziqish juda erta paydo bo'lishi, rangli qalamlar va rangli bo'yoqlar yordamida maktabgacha ta'lim yoshdagi bolalarga rasm chizishni va unga rang berishni o'rgatish haqida so'z boradi.

**Kalit soʻzlar:** tasviriy san'at, rangli bo'yoqlar, rasm chizish, bo'yash, samaradorlik, rangli qalam, yosh avlod, o'rgatish, takomillashtirish.

O'sib kelayotgan yosh avlodni barkamol inson qilib tarbiyalash borasidagi mavjud muammolarni hal etish ta'lim va tarbiya samaradorligini zamon talablari asosida ta'minlash, uni dunyo talablari darajasiga olib chiqishga erishish, yosh avlodga ta'lim-tarbiya berishda milliy va umuminsoniy qadriyatlarga tayanish orqali ta'lim-tarbiyaning mohiti m azm unini shakllantirish va takomillashtirish, maktabgacha tarbiya tizimini xalqimizning boy tajribalari asosida boyitib borish va uning yangi qirralarini izlash bugungi kunning dolzarb muammolaridir.

Tasviriy san'at juda qadim zamonlarda, mehnat jarayonining taraqqiyoti natijasida paydo bo'ldi. Mehnat jarayonida inson tafakkuri kamol topdi, go'zallik hissi ortdi, voqelikdagi go'zallik, qulaylik va foydalilik tushunchalari kengaydi. Sinfijamiat vujudga kelishi bilan esa ijtimoiy taraqqiyotda katta o'zgarishlar sodir bo'ldi; aqliy mehnat jismoniy mehnatdan ajralib chiqa boshladi. Bu esa fan va san'at rivojida muhim ahamiyat kasb etdi. Haqiqatdan ham insoniyat yaratib qoldirgan madaniy qadriyatlar oddiy boyliklar bo'lib qolmay, balki o'zida inson aql-zakovati, hayot to'g'risidagi fikr-o'ylarini aks ettiruvchi ko'zgu hamdir. Jahon san'ati tarixini o'rgatish, uning taraqqiyot qonunlarini tushunish, nodir yodgorliklar bilan tanishish, o'tmish odamlarning his-tuyg'u, hayotiy tajribalarini o'rganish g'oyaviy-estetik qarashlarning shakllanishini bilish demakdir. Bu so'zsiz. Kishilarda hayotiy tajribalarning boyishiga, hayotga yanada keng va atroflicha yondoshishga yordam beradi. Tasviriy san'at turlariga rangtasvir, arxitektura, grafika, haykaltaroshlik kiradi.

Bolalarda san'atga birinchi qiziqish juda erta paydo bo'ladi. 2-3 yoshdan boshlab bolalar rasmlarni yaratish uchun improvizatsiya qilingan vositalardan faol foydalanishni boshlaydilar. Ushbu davrda ota-onalar uchun bolaning rasm chizishga bo'lgan qiziqishini rivojlantirish muhimdir. Bu bir qator afzalliklarni beradi:

- Bola qo'llarning nozik motorikasini rivojlantiradi,
- O'z fikrlarini, kuzatuvlarini, tajribalarini ifoda etishni o'rganadi
- To'plangan xafagarchilikni, beparvolikni, qo'rquvni yo'q qiladi;
- Yangi ranglar, bo'yoqlar, to'qimalarni o'rganadi;





- Tasavvur va tezkorlikni rivojlantiradi.

Siz san'at maktabida o'qituvchilar tavsiyalaridan foydalangan holda yoki chet ellik va mahalliy mutaxassislarning yutuqlari namoyish etiladigan tarmoq orqali o'ziga xos o'quv uslubini tanlashingiz mumkin. Qalamlarni tanlashda juda kichik bo'lmagan narsalardan to'xtang, shunda bola ularni qo'lida ushlab turishi kerak. Kichkintoylar uchun qalinlashgan uchburchak qalamlarni sotib olish afzalroq (bosh barmog'i, ko'rsatkich va o'rta barmoqlar tabiiy ravishda uchta yuzada joylashgan), katta yoshdagi bolalarga allaqachon ingichka olti burchakli oltindan foydalanish mumkin.

Rangga kelsak, 12 ta asosiy ranglar to'plamini olish yaxshiroqdir - bu oddiy vazifalar uchun va haqiqiy asarlar uchun yetarli bo'ladi.

Rang berish operatsiyalarining maqsadi buyumni bezash yoki biror materialga taqlid qilish uchun uning tashqi ko'rinishini o'zgartirishdir. Buyumga sayqal berishning maqsadi uni nam. chang ta'siridan saqlash ham bo'lishi mumkin. Ko'pincha sayqal berish buyum sathini muhofaza qilish, uni bezatish, tashqi ko'rinishini boshqa materialga o'xshatish vazifalarini birvarakayiga hal qiladi. Qog'oz va kartonga sayqal berish uchun asbob va materiallar. Sayqal berish ishlarida qo'llaniladigan asosiy asboblari bo'yoqlar uchun mo'yqalamlar to'plami, lak. mum, yelim va sayqal beruvchi idishlardir. Buyumlarga mum yoki parafin singdirishda metall idishvannachalardan foydalaniladi. Materiallarni gruntlash, shpaklyovka, bo'yovchi. ustki qoplamaning hosil qiluvchi plyonka materiallari, sathni bezash va imutatsiya materiallari, tabiiy material, bo'yalgan qog'oz, qipiq, metall kukunlarga ajratish mumkin.

Qog'ozni bo'yashda quyidagi bo'yoq va moslamalardan foydalaniladi: Akvarel bo'yoqlar suvda eritiladi, tyubiklardagi akvarel bo'yoqlardan foydalanish juda qulay. Anilin bo'yoqlar bilan gazlama. qog'oz, karton yaxshi bo'yaladi. Bu bo'yoq kukun holda sotilib. issiq suvda oson eriydi. Moybo'yoqlarning tayyor aralashtirilganini olish lozim. Quyuq pastasimonidan foydalanish mumkin, ular olif moyi bilan suyultiriladi. Quyuq bo'yoqlarning eng yaxshilari toza, ochiq ranglari badiiy bo'yoqlar deyilib, tyubiklarda sotiladi. Bo'yoq tanlashda faqat ularning rangigagina emas, balki xususiyatlariga ham e'tibor berish kerak. Qog'ozni bo'yash uchun tog'orachada anilin bo'yog'i kerakli rangda eritiladi, bunda bo'yoq quriganda rangi ochiqroq bo'lishini hisobga olish kerak. Tayyorlangan bo'yoqqa qog'ozni bir chetidan ushlab turib botirib olinadi, so'ngra uni qisqichlar yordamida quritish uchun osib qo'yiladi, u bir oz qurigach, chap tomonidan iliq dazmol bosiladi. Qog'ozni bo'yashning ikkinchi usulida qog'ozga suyuqlashtirilib bo'yoq aralashtirilgan sirach suriladi. Sirach yuqorida aytib o'tilgan retsept bo'yicha tayyorlanib, unga suvda eritilgan guash (akvarel, anilin) bo'yoo'i qo'shib yaxshilab aralashtiriladi va uni qog'ozning ustiga mo'yqalam bilan suriladi. Qog'oz gazeta qoplangan taxtaga qopqoqli mix bilan mustahkamlangan bo'lib, uni avval o'rtasidan birchetiga, so'ngra ikkinchi chetiga qarab bo'yaladi. Rangli sirach qoplangan qog'ozga turli rasmlarni tushirish mumkin. Bo'yalgan qog'oz qurigach, unga ochiq spirt laki beriladi yoki mumlangan sukno bilan sayqal beriladi. Qog'ozni sachratib bo'yash ham mumkin. Buning uchun akvarel bo'yoq suyultiriladi va unga tish cho'tkasini botirib olinadi. Qog'ozni ustida chap qo'lda eski taroq yoki mayda metall to'rni ushlab turib, lining ustidan bo'yoqqa



botirilgan tish cho'tkasi yurgiziladi. Natijada qog'ozning ustini bo'yoq mayda xol tarzida qoplaydi. Bo'vashni turlicha amalga oshirish mumkin, ya'ni avval bir rangni sachratish mumkin. Qog'ozning ustiga siluet qo'yib, bo'yoq sachratilsa siluet olinganda qog'oz ustida oppoq rasm qoladi, agarda trafaret qo'yilsa oq qog'ozda rangli rasm paydo bo'ladi. Bo'yashning bu usulida pulverizatoridan foydalanish mumkin.

Moy bo'yoq bilan bo'yash. Moy bo'yoq bilan bo'yash bir tonli va marmarsimon bo'lishi mumkin. Har ikkala holatda ham bo'yoq bir xil tayyorlanadi. Moy bo'yoq kerosin va qaymoq darajasida suyultirilib bo'yash amalga oshiriladigan idishdagi suvga quyiladi. Bir tonli bo'yashda bir hil rangdagi bo'yoqdan foydalaniladi. Suv ustiga quyilgan bo'yoq tayoqcha bilan ohista aralashtiriladi, bunda bo'yoq suv ustida yupqa rangli qatlam hosil qilishi kerak. Qog'oz ana shu qatlam ustiga ohista qo'yib olinadi. Qog'oz quritilgach, dazmollanib, so'ngra unga rangsiz spirtli lak surtiladi. Agar qog'oz marmarsimon rangga bo'yaladigan bo'lsa, idishdagi suvga bir necha xil bo'yoq solinib, ohista aralashtiriladi. Shaffof rangdagi qog'ozni tayyorlash uchun oddiy yozuv qog'ozining har ikkala tomonini kerosin (o'simlik moyi yoki boshqa yog'lar)ga botirib, undagi ortiqcha yog'lar quruq tampon bilan artib olinadi. Qog'oz moyini ko'p shimib olmasligi uchun unga gazeta yoki o'rashga mo'ljallangan qog'oz o'rtasiga qo'yib uning ustidan iliq dazmol yuritiladi. Bunday qog'oz qo'l mehnati darolarida kalkaning o'rnini bermalol bosa oladi.

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MTT DA BOLALARNING DIALOGIK NUTQINI RIVOJLANTIRISH

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**Annotatsiya:** Ushbu maqolada Maktabgacha ta'lim muassasasining vazifasi - bolalarda ravon so'zlashuv nutqni (dialogik nutq) va monologik nutqni rivojlantirishdan ibor ekanligi haqida, Maktabgacha tarbiya yoshiga yetgach, uning psixik taraqqiyotida jiddiy o'zgarishlar yuzaga kelishi haqida, Bolalar hayotining dastlabki yetti yilida atrofda kishilar bilan muloqot vositasi sifatida nutqning paydo bo'lishi va uni rivojlantirish jarayoniga alohida e'tibor qaratish zarurligi haqida so'z boradi.

**Kalit so'zlar:** bolalar, dialogik nutq, muloqot, e'tibor, taraqqiyot, rivojlantirish, ta'lim-tarbiya, takomillashtirish.

Bungi kunda ta'lim-tarbiya ishlarini takomillashtirish, uni jahon andozalari darajasiga ko'tarish, fan sohasidagi yangiliklarni amaliy hayotga tatbiq etish muhim masalalardan biri bo'lib qolmoqda. Yosh avlodga ta'lim-tarbiya berish, ularda fan asoslariga nisbatan bilim, ko'nikma, malakalarni shakllantirish davlat siyosatining ustuvor vazifalaridan hisoblanadi.

O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyevning 2018 yil 30 sentyabrdagi "Maktabgacha ta'lim tizimini boshqarishni takomillashtirish chora-tadbirlari to'g'risida"gi PQ-3955-son qaroriga asosan maktabgacha yoshdagi bolalarning har tomonlama intellektual, axloqiy, estetik va jismoniy rivojlanishi uchun shart-sharoitlar yaratish, bolalarning sifatli maktabgacha ta'lim bilan qamrovini oshirish, undan teng foydalanish imkoniyatlarini ta'minlash, mazkur sohada davlat-xususiy sherikligini rivojlantirish, maktabgacha ta'lim muassasalarida bolalarning sog'lom va balanslashtirilgan ovqatlanishini, sifatli tibbiy parvarishini ta'minlash[1], bugungi kunda ta'lim tizimining eng yuqori bo'g'ini bo'lgan maktabgacha ta'lim tizimida yosh avlodni tarbiyalash masalasi ko'ndalang turadi. Ularning tarbiyasidagi aynan axloqiy xatti-harakatlarini psixologik jihatdan shakllantirish bugunning dolzarb masalasiga aylanib bormoqda.

Maktabgacha tarbiya yoshidagi davri shu qadar mazmundor va faol davrdirki, bu davr bolaning kelgusi o'sishida albatta o'z aksini qoldiradi. Shuning uchun maktabgacha yoshidagi davr ta'sir o'tkazish kuchi jihatidan g'oyat mas'uliyatlidir.

Maktabgacha tarbiya yoshiga yetgach, uning psixik taraqqiyotida jiddiy o'zgarishlar yuzaga keladi. Chunki, xuddi ana shu davrdan boshlab bolaning mustaqil faoliyati anchagina kengayib boradi. Maktabgacha yoshidagi bola mustaqil faoliyatda bo'la olishi uchun zarur bo'lgan ikkita qudratli kuchga ega. Birinchidan ma'lum darajada o'ziga bo'ysundirilgan harakat apparatiga, ikkinchidan esa, atrofida katta odamlar va o'z tengdoshlari bilan bir qadar erkin munosabatda bo'la oladigan nutqqa ega.

3 yoshida bola deyarli so'zlarni talaffuz qilmaydigan yoki tushunish qiyin bo'lgan holatlarda, ko'pincha kuzatiladi. Qancha ota-onalar o'z farzandlari nutq rivojlanishining



kechikishi yoki buzilishidan aziyat chekmasliklari bilan maqtanishlari mumkin? Muammo dolzarb bo'lsa, uni hal qilish yo'llarini izlash boshlanadi. Bir tomondan, tajribali nutq terapevti sizga 5 yilgacha kutishingizni maslahat beradi, boshqa tomondan, bola nutq nuqsonlari bilan birinchi sinfga borish xavfini oshiradi, chunki ularni yo'q qilishga etarli vaqt bo'lmasligi mumkin.

Nima qilsa bo'ladi? Imkon qadar erta mustaqil darslar tashkil qiling va maxsus tematik kursga asoslanib nutqni rivojlantirish uchun bolalar bilan muntazam ravishda mashqlar qiling. Vazifa artikulyatsiyani mashq qilish, faol so'z boyligini kengaytirish va barkamol izchil nutqni rivojlantirish orqali nutq tafakkurini shakllantirishdir.

Bir qarashda, nutq darslariga ko'p vaqt ajratilishi kerak. Shu sababli, ota-onalar uzoq vaqt davomida ularni boshlashga jur'at etmaydilar. Aslida, hamma narsa unchalik murakkab emas: nutqni rivojlantirish uchun mashqlar kundalik hayotning deyarli har qanday vaqtida va moliyaviy xarajatsiz amalga oshirilishi mumkin.

Mana shuning uchun bu yoshdagi bolalarning xulq-atvorlari, axloqiy sifatlari, xatti-harakatlari, qiziqish va ehtiyojlari ilk yoshdagi bolalarnikidan keskin farq qiladi. Bu esa, o'z navbatida, ilk yoshdagi bolalar bilan maktabgacha yoshdagi bolalar ta'lim-tarbiyasiga ham turlicha munosabatda bo'lishni taqozo qiladi.

Maktabgacha ta'limning asosiy vazifasi bolalarni maktabda ta'lim olishga tayyorlashdan iboratdir. Ya'ni bolalar maktabgacha ta'limda aniq bilimlarnigina emas, fikrlash ko'nikmasini egallashi, tengdoshlari va kattalarning nutqlarini tushunishlari, ular bilan erkin fikr almashish, hamkorlik asosida faoliyat ko'rsatishi talab etiladi. Bolalarning ona tilida obrazli va mantiqiy fikrlashi, tasavvurlarini nutq orqali to'g'ri ifodalashi o'zini nazorat qilishi, boshqarishi, kuzatish, eshitish, eslab qolish, umumlashtirish, solishtirish kabi aqliy tayyorgarlikka ega bo'lishi zarur. Bu vazifani bajarishda, albatta, ona tilida nutq o'stirish fanining o'rni, ahamiyati kattadir. Chunki til kishilarning o'zaro aloqa vositasi bo'lib, u barcha kishilar uchun baravar, teng xizmat qiladi, shu bois til ijtimoiy hodisa bo'lib, jamiyat taraqqiyotidagi o'zgarishlar, yangilanishlar tilda o'z aksini topadi. Til birliklari nutqni hosil qiladi, ya'ni har bir inson o'z fikrini boshqalarga til orqali, til birliklari orqali bayon qiladi, boshqalari fikrini til orqali egallaydi, tushunadi. Ya'ni nutq tevarak-atrofdagi voqea-hodisalar haqidagi fikr muloqazalarni boshqalarga yetkazishdir. Shuning uchun til va nutq inson hayotida muhim ahamiyat kasb etadi. Maktabgacha ta'limda nutq o'stirish metodikasi fanining o'qitilishi, nutq o'stirish usullarini bilish, har bir yosh guruhda bolalar nutqini o'stirish vazifalarini to'g'ri hal etish imkonini beradi, bolalarni maktabga tayyorlash vazifasining bajarilishini ta'minlaydi. Yuqorida bayon qilingan fikrlardan shunday xulosa qilish mumkinki, o'zbek tili qadimiy til sifatida taraqqiy etgan, jamiyat taraqqiyotining barcha bosqichlarida jamiyat a'zolari uchun xizmat qilmoqda. Respublikamiz mustaqilligi o'zbek tili taraqqiyotiga ijobiy ta'sir etdi, tilimiz mustaqillikning mohiyatini ifodalash, ta'lim tizimining barcha bosqichida ona tili ta'limini takomillashtirishga xizmat qilmoqda. Maktabgacha ta'limda bolalar nutqini o'stirish ularga ona tilini amaliy o'rganish demakdir.



Dialogik nutq - bu ikki kishining muloqotini va o'zaro bir-birlarini tushunishlarini ta'minlovchi mazmunan keng yoyilgan fikrdir. dialogik nutqni fikrlar dunyosidan ajratib bo'lmaydi: ravon nutq bu fikrlar ravonligidir, unda bolaning mantiqiy fikrlash, o'zi qabul qilayotganlarini mulohaza qilish va ularni to'g'ri ifodalash qobiliyati aks etadi. Dialogik nutqni shakllantirish, uning vazifasini o'zgartirish murakkablashib borayotgan bola faoliyati oqibati bo'lib, u bolaning atrofdagilar bilan muloqotga kirishish sharoiti, muloqot shakliga bog'liq bo'ladi. Maktabgacha yoshda u muloqot va ta'lim jarayonida shakllanadi. dialogik nutqning shakllanishi ilk yoshdan boshlab asta-sekin ro'y beradi.

Bolalar hayotining dastlabki yetti yilida atrofdagi kishilar bilan muloqot vositasi sifatida nutqning paydo bo'lishi va uni rivojlantirish jarayoniga alohida e'tibor qaratish zarur.

Shunday qilib, nutqni rivojlantirish jarayoniga muloqot vositasi, ya'ni kommunikativ faoliyat sifatida qarash kerak. Uning vujudga kelishi va rivojlanishi bolaning muloqot va umumiy hayot faoliyati ehtiyojlariga bog'liqdir.

Dialogga bo'lgan ehtiyoj predmeti harakatlarni o'zlashtirish bolaning o'z faol nutqini ham talab qiladi. Nutq asosida umumlashtirishlar, fikrlashning nazariy vazifasi, ya'ni real narsalarning o'rnini almashtira olish hamda o'rnini bosuvchi narsalar va til belgilari bilan amallar bajarish qobiliyatlari rivojlanadi. Ammo nutqqacha predmeti harakatlarni aynan bir narsa bilan turli harakatlarni yokiturli narsalar bilan aynan bir xil harakatni bajarish, juftlik o'yinlarni rivojlantirish va umumlashtirishga oid uzoq yo'lni bosib o'tishga to'g'ri keladi.

Nutqqa u bajaradigan tahlil vazifasidan kelib chiqib yondashish, nutqning eng avvalo bolaning atrofdagi odamlar bilan muloqot vositasi sifatida paydo bo'lishini tushunib yetishga olib keladi. O'z-o'zidan, agarda bolaning muloqoti nutqqa jon bag'ishlasa, uning rivojlanish sur'ati va muddati bolalarda muloqot faoliyati turli yosh bosqichlarida qanday yo'lga qo'yilganligi bilan bog'liqdir, ushbu vazifalarning paydo bo'lishi va rivojlanishi bolaning ong va erkinlikning yuqori darajasiga qanchalik tez erishishi, bolaning unga turli sohalardagi bilimlarini rivojlantirish va takomillashtirish imkonini beradigan yozma nutqni qancha muddatda o'zlashtira olishiga bog'liqdir.

Matndan kelib chiqadigan dialogik nutqni shakllantirish, uning vazifalarini o'zgartirish bola faoliyatining murakkablashayotgani oqibati bo'lib, u bolaning atrofdagilar bilan muloqoti mazmuni, sharti va shakllariga bog'liqdir. Nutq vazifasi fikrlashning rivojlanishi bilan parallel ravishda shakllanadi, ular bola til vositasida ifodalaydigan mazmun bilan uzluksiz ravishda bog'liq bo'ladi.

Bolalarda dialogik nutqni rivojlantirish - maktabgacha ta'lim muassasasining asosiy vazifasi hisoblanadi, maktabgacha yoshining nihoyasiga kelib bola kattalarga xos bo'lgan og'zaki nutqning asosiy shakllarini egallashi, ya'ni ravon nutqning ikki shakli -dialogik va monologik nutqni egallab olishi shart.

Maktabgacha ta'lim muassasasining vazifasi - bolalarda ravon so'zlashuv nutqni (dialogik nutq) va monologik nutqni rivojlantirishdan iborat. So'zlashuv nutqini shakllantirish vazifasi ko'p qirrali. Maktabgacha bosqichdagi kichik yoshli bolalarda ularga



qaratilgan nutqni tinglash va tushunish, bir-birini tinglash, savollarga javob berish va o'zi ham savollar berishi, suhbat mavzusi bo'yicha izchil javob berish qobiliyati shakllanadi.

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MUSIQA SAN'ATINING BOLALAR TARBIYASIDAGI O'RNI

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**Annotatsiya:** Ushbu maqolada musiqa san'ati va ta'lim-tarbiyasi kishidagi insoniy fazilatlarni rivojlantirib, ruhiy poklanish va yuksalishga da'vat etadigan, insonning ichki olamini boyitadigan, iymon-e'tiqodini, irodasini mustahkamlaydigan, ijodini uyg'otadigan qudratli kuch – ma'naviyatning yuksalishini ta'minlashi haqida so'z boradi.

**Kalit so'zlar:** musiqa, san'at, ijod, bolalar, rivojlantirish, madaniyat, tarbiya, mas'uliyat, mehr-muhabbat, raqs, qo'shiq.

Mustaqil O'zbekistonning kelajagini, ertasini yoshlarsiz tasavvur qilib bo'lmaydi. Musiqa san'ati insonning yoshligidan unga bevosita va kuchli ta'sir o'tkazib, uning umumiy madaniy rivojida katta o'rin tutadi. Demokratik jamiyat madaniy hayotida yanada kengroq o'rin tutayotgan musiqa kishiga butun hayot davomida uning doimiy hamrohi hisoblanadi. Musiqa yagona san'at bo'lib, inson yuragiga juda chuqur kirib borib, ana shu qalb tug'yonini yorqin ifodalash qudratiga ega. Demak, ajdodlarimizga munosib avlodni tarbiyalashda musiqaning ham munosib o'rni borligi ayni haqiqat, bolani estetik tarbiyalashdek sharaflil ishni to'g'ri yo'lga qo'yish bizga, ya'ni, bo'lajak kadrlar zimmasiga katta mas'uliyat yuklaydi. Musiqa – estetik tarbiya, demokratik jamiyat kishisini garmonik tarbiyalash yo'lida olib borilayotgan ulkan ishning tarkibiy qismiga aylanmog'i kerak. Bolalar bilan musiqali ish olib borish ayniqsa katta ahamiyat kasb yetadi. Musiqa bola qalbida kuchli emotsional tuyg'u uyg'otadi.

Demak, musiqa san'ati va ta'lim-tarbiyasi kishidagi insoniy fazilatlarni rivojlantirib, ruhiy poklanish va yuksalishga da'vat etadigan, insonning ichki olamini boyitadigan, iymon-e'tiqodini, irodasini mustahkamlaydigan, ijodini uyg'otadigan qudratli kuch – ma'naviyatning yuksalishini ta'minlaydi. Musiqa yordamida uning badiiy idroki o'sib, hissiyotini yanada boyitib boradi. Bolalarda musiqaviy idrokni o'stirmay, ularning musiqaga mehr-muhabbatini yetarli darajada qiziqitirmay turib, har tomonlama jismoniy boy, ma'naviy va qat'iy ahloqiy sifatlarni tarbiyalab bo'lmaydi.

Musiqaga yoshlikdan uyg'ongan qiziqish kishining keyingi musiqaviy rivojida kuchli ta'sir o'tkazadi, boshqa ko'nikma va didlarning shakillanishini ta'minlaydi, yaxshi musiqalididni tarbiyalaydi. Musiqa estetik va ma'naviy kayfiyatning ulkan manbayidir. Musiqaning bola hissiyoti va shakillanishiga, uning mazmunini tushunish va his etishga katta ta'sirini hisobga olganda haqqoniy va voqiylikni to'g'ri aks ettirgan musiqali asardan o'rinli foydalanish alohida o'rin tutadi. Musiqali obrazlar shakillanishining asosiy manbayi tabiat va kishi nutqiga mos kelishiga, atrof-olamdagi go'zallikni idrok yetishiga bevosita bog'liqdir.



Musiqaning bola hissiyoti va intilishiga, mazmuniga va his etishiga katta ta'sirini hisobga olganda, haqqoniy va voqeylikni to'g'ri aks ettirgan musiqali asardan o'rinli foydalanish alohida o'rin tutadi. Musiqiy san'at uchun odamning fikrlash va ifodalash hissiyoti asos bo'lib xizmat qiladi. Musiqa tovush bilan hamohanglik rivojida dastlab nutq va raqs bilan bog'liq bo'lgan edi. Musiqa mehnat harakati ritmi bilan moslashib, bir maqsadga intilayotgan kishilarni bir-birlariga birlashtirishni osonlashtiradi. Nutq ohanglarini, mehnat jarayonlari ritmlari va musiqali ohanglarning umumlashuvi natijasida xalq musiqasi shakllanadi. Xalq san'ati manbalariga asoslangan musiqa hamisha jozibador bo'lib, qalbda turli his-hayajonlar uyg'otadi. Shu bilan birga, musiqada tovushlarga va tasviriy holatlarga taqlid qilish hollari bor, ammo masalaning mohiyati bular bilan belgilanmaydi. Musiqali obraz o'zining aniq ko'rinishi bilan bog'liqdir. Mustaqil O'zbekistonning kelajagi, ertangi kun taraqqiyoti egalari bo'lmish bolalarni estetik va ma'naviy boy, tarbiyali shaxs sifatida tarbiyalash muhim masaladir. Bu maqsadni amalga oshirishda musiqaning ham alohida o'rni va o'ziga xos xususiyatlari bor. Maktabgacha tarbiya muassasalarida musiqiy tarbiya — bu bir aniq maqsadga yo'naltirilgan, ya'ni maktabgacha yoshdagi bolani estetik, axloqiy, aqliy rivojini amalga oshirish, bolani shaxs sifatida tarbiyalash, uni dunyoqarashini kengaytirish, o'z iqtidorini namoyon qila olishga, estetik jihatdan musiqani tushunishga, unga ijodkorona yondasha olishga o'rgatishdan iboratdir.

MTT yoshidagi bolalar uchun musiqa mashg'ulotlari, ko'ngil ochish soatlari va barcha musiqiy faoliyatlarida foydalaniladigan, unda ijro etiladigan musiqiy asarlar, jumladan alla, vals, marsh, qo'shiq kabi janrlar bunga yaqqol misol bola oladi. Musiqa shunday san'at turiki, u insonlarni kechinmalari, emotsional hissiyotlari orqali birlashtiradi. Ular orasidagi aloqa vositasiga aylanadi. Bir kompozitor tomonidan yaratilgan musiqa boshqa insonlar qalbida turli-tuman kechinmalar uyg'otishining o'zini bir mo'jiza deb atash mumkin. Musiqa tarbiyasi estetik tarbiyaning tarkibiy qismi hisoblanadi. [3]

Inson shaxsini shakllantiruvchi yetakchi omillardan biri- talim-tarbiyadir. Estetik tarbiya esa uning tarkibiy qismi sifatida go'zallikning mohiyati, estetik va axloqiy hissiyotlarning birligi, sanatning xalqchilligi to'g'risidagi talimotga suyanib, o'quvchilarning obektiv dunyo haqidagi bilimini kengaytiradi va chuqurlashtiradi, ijodiy qobiliyatini va isteModini o'stiradi hamda ularda yuksak ma'naviy fazilatlarini tarkib topishiga yordam beradi. Odatda, estetik tarbiyaning maqsadi bolalarda estetik his-tuyg'u va fikrlarni rivojlantirish, go'zallikni ko'ra bilish va ulardan zavqlana olishdan iborat, deb tushuniladi.

Musiqa kayfiyat holatini ifodalashda keng imkoniyatga ega. Inson kayfiyati murakkab hissiyot bolib, u hech narsa bilan boglanmagan. Kayfiyat umumlashgan xususiyatga ega bolib, undan ikkilamchi tomonlar chiqarib tashlanadi va insonning voqelikka bolgan tuyg'u munosabatini belgilaydigan eng muhim tomonlari ajratib olinadi. Musiqaning kuch-qudrati shundaki, u shodlanish, qayg'urish, xayol surish, bardamlik, jasurlik, tushkunlik va shunga o'xshash inson ruhiy holatlarini xususiy va umumiy tarzda o'zaro bogliqlikda, bir-biriga singib ketishida namoyish qila oladi.





O'sib kelayotgan avlod uchun musiqiy tarbiyaning ahamiyatini nihoyatda buyuk ekanligini qadimiy mutafakkirlar alohida urg'u bilan takidlashgan. Kelajak jamiyat a`zosining insoniy va ijobiy fazilatlari aynan bolalikdan boshlab shakllana boradi. Ana shu davrda musiqa ijobiy sifatlarni shakllantiruvchi vosita hisoblangan. Musiqa ashula va raqs tarkibida ham vujudga keladi va keyinchalik badiiy ijodning mustaqil turiga aylanadi, ola o'ziga xos badiiy ifoda «til»iga ega bolib, maxsus ishlab chiqilgan va tanlab olingan tovushlar ana shu «til»ning manbaidir.

Albatta, musiqa shaxsni shakllantirishning, uning ijobiy fazilatlarining yo'nalishlarini oz-ozidan belgilab bermaydi. Tarbiyaviy tasirning eng muhim tomonlari musiqiy asarning g'oyaviy mazmuniga bogliqdir. Ana shu bilan musiqiy-estetik tarbiyaning vazifalari belgilanad.

Haqiqatan, maktabgacha ta'lim muassasalarida olib boriladigan musiqa mashg'ulotlari badiiy va g'oyaviy mazmuni bilan bolalarni Vatanga muhabbat ruhida tarbiyalaydi. Bola qo'shiq aytishi orqali tabiat hodisalari, jonivorlar bilan tanishadi, milliy qadriyat, urf-odat va an'analarning mohiyatini anglab boradi. Yoshga qarab guruhga bo'lingan tarbiyalanuvchilarga imkoniyatini hisobga olgan holda musiqiy bilim beriladi. Uzluksiz mashg'ulotlar davomida bola tovush xossalarini biladi, ularni uzun-qisqa, past-baland, cho'zib, uzib-uzib kuylashni o'rganadi. Shuningdek, bola musiqa ohangiga qarab shaxdam, sekin, yengil va tez yurish harakatlarini bilib oladi. Bunday tartibdagi mashg'ulot bolaning nutq madaniyati, dunyoqarashi, aqliy tafakkuri va his qilish imkoniyatini shakllantiradi. Mashg'ulot tarbiyachisi bolaga o'zbek musiqa merosi, folklor, xalq kuy va qo'shiqlarini kuylash, raqsga tushish, musiqa asboblarining ko'rinishi va ijro etilishini yoshiga qarab belgilaydi va o'rgatadi. Lirik, mungli va sho'x raqs harakatlarini bajarish bolada havas va shaxdam yurish xislatlarini shakllantiradi. Bolalarning raqs harakatlariga vals, marsh, polka, vazmin, birga sakrash, o'ng-chap oyoqda maroq va viqor bilan yurish kiradi. Bola dutor, shaqildoq, qayroq, nog'ora, doira va boshqa musiqa asboblarini bilishi uning musiqiy bilim va ijro mahoratini oshiradi. Musiqaning nozik sirlari, jozibali jarangi, jo'shqin va sokin eshitilishi, ritm tuzuklari orqali chiroyli harakatlar birligi bolaning ichki hissiyotini boyitadi.

San'at insonparvarlik va odamiylik hamkorligi ruhida uning hissiyotini o'stirishda yordam berib, ijodkorlik qobiliyatini rivojlantiradi. Hozirgi zamon yoshlariga estetik idroklarini tarbiyalash borasida g'amxo'rlik qilar ekanmiz, san'at bilan muomala qilishdan hosil bo'ladigan his-hayajondan uni o'z hayoti va faoliyatida foydalana olishga o'rgatishimiz kerak. Shu sababli estetik tarbiya tarmog'ining ajralmas qismi sanaladi. Bolalarda kichik yoshlik chog'idan idrok etish, his etish, turmush va san'atdagi go'zallikni tushunish ishtiyoqi tarbiyalanadi va bu kabi go'zallikni yaratishga intilish kuchayadi. Bolaning badiiy faoliyatga bo'lgan qiziqishi ortadi. Unda badiiy-ijodkorlik qobiliyati rivojlanadi. Musiqiy-estetik tarbiya demokratik jamiyat kishisini garmonik tarbiyalash yo'lida olib borilayotgan ulkan ishning tarkibiy qismiga aylanmog'i kerak. Bolalar bilan musiqali ish olib borish ayniqsa katta ahamiyat kasb etadi.

Hozirgi kun talabi maktabgacha ta'lim muassasalari oldiga musiqiy-estetik tarbiya berish borasida aniq vazifalarni qo'yadi:



- bolalarni tabiat go‘zalliklarini, badiiy asarlarni idrok etish;
- estetik did va hissiyotni shakllantirish;
- hayotda go‘zallik tushunchasini to‘liqligicha anglashni o‘rgatish;
- bolalarga badiiy ijodkorlikni shakllantirish;
- bolalarda go‘zallikni o‘z hayotlariga, o‘z faoliyatlariga olib kirishni o‘rgatish va hokazo.

Uzluksiz ta‘lim tizimida maktabgacha ta‘lim muhim o‘rin egallaydi. Hozirgi kunda maktabgacha ta‘lim muassasalarining ahamiyati uzluksiz ta‘limning oldingi bosqichi sifatida muhim rol o‘ynamoqda. Shuning uchun har bir fanning alohida o‘qitilish ahamiyati oshib bormoqda. Maktabgacha ta‘lim muassasalaridagi har bir fanning asosiy vazifasi bolalarni fikrlash va o‘ylashga o‘rgatishdir.

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MODERN ENGLISH SPEECH FEATURES

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Today English is incredibly wide-spread and it is constantly expanding. The main reason for this, in my opinion, is because of the media. The first medium through which English is, and was, spread is through newspapers. Everybody needs to know what is going on, in not only their country, but abroad as well. Newspapers are the main publication which are indispensable, because no matter what scientific or technological developments are created, the world will still need this type of information delivered through this simple and cost-effective medium. This is why the fact that five thousand newspapers, more than half of the newspapers published in the world, are published in English, is so important to the constant growth of the English language.

In this fast forward modern life when people don't have time for themselves – even their slightest of concern means a lot. If somebody is helpful and kind to us in thought or action, we need to express gratitude or return our thankful feelings. Gratitude is a reciprocation of kind feelings; it is an attitude of gratefulness.

An expression of gratitude acknowledges the importance of people, things, events and the difference they make to us. We express our gratitude to convey our warm and friendly feelings. Expressing gratitude is more than an inner benevolent feeling, which brings a calming effect to all of us. It's the exchange of good and positive thoughts that develop relations.

When good things happen in our lives or when we are with the one's we love, and when we are grateful and express our gratitude, the feeling of love and tenderness grows.

Being grateful is more than saying “thank you” and being polite. When we express gratitude, it's the beginning of being generous, courteous, and showing our concern and appreciation for another. When we deeply feel and express gratitude, it's an effective way to positively influence the behavior and attitude – our own and that of others.

Spiritually, we need to be thankful and express gratitude for everything, irrespective of whether it seems good or bad.

We should take nothing for granted or be judgmental about them. The hidden and deeper truth is that everything counts.

“As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them.” ~ John F. Kennedy

Benefits of expressing gratitude are given below.

Expression of gratitude strengthens bonds, whether they are between family members, children, spouses, or friends.



When we express our gratitude, our family members or friends know that we appreciate things they do, and the efforts they make. It makes us feel that we are truly blessed in so many ways.

Some benefits of gratitude are the following:

- It creates a positive feeling and fosters happiness.
- It strengthens relationships.
- It brings us peace of mind and makes us feel good.
- It gives us more energy to do things.
- It reduces or eliminates stress in some cases.
- It improves sleep quality.
- It benefits both the giver and receiver because it increases satisfaction.

“Gratitude unlocks the fullness of life. It turns what we have into enough, and more. It turns denial into acceptance, chaos to order, confusion to clarity. It can turn a meal into a feast, a house into a home, a stranger into a friend. Gratitude makes sense of our past, brings peace for today, and creates a vision for tomorrow.” (Melody Beattie) [4, p. 43-45]

Gratitude is a very interesting phenomenon. As an act of expressing one’s appreciation, a compliment reveals what is treasured in the speaker’s culture. A number of studies of compliments have been done. Many of these studies use data from different varieties of English: British English, American English, New Zealand English, Hawaii Creole English.

Gratitude is closely connected with compliments constitute one type of everyday conversational device that occur in interpersonal relationships. J. Holmes defined a compliment as “speech act which explicitly or implicitly attributes credit to someone other than the speakers, usually the person addressed, for some “good” (possession, characteristic, skill, etc.) which is positively valued by the speaker and the hearer [5, p. 485]. Olshtain and Cohen added that “the speech act of complimenting is intrinsically courteous and enables the speaker to make use of available opportunities to express and interest in the hearer” [5, 158].

In some ways a compliment is just a special type of assessment. In particular, it is a positive assessment directed towards an involved party. For example, if I say “It’s a great book” to my friend, this is a simple assessment. On the other hand, if I say the same thing to the author of the book he would probably respond to this as a compliment. But compliments are also different from assessments in that while an assessment makes relevant either agreement or disagreement, second pair parts to compliments are more complicated.

In other words, the functions of conversational opening, stopping, closing and the functions of leave-takings and positive answers underlying involve the appreciation of benefit, but the function of emotional dissatisfaction does not. This shows that the same forms can have different implications in different contexts.

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LEKSIK KOMPOTENSIYA

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**Annotatsiya:** Tishunoslikda kompetensiya XX asr o'rtalarida qo'llangan bo'lib, tilni ishlatish jarayonida faoliyatga yo'naltirilgan bilim, ko'nikma va malakalar majmuyi sifatida talqin qilinadi. Taqlid so'zlarning lingvistik kompetensiyasi jarayonida o'rganilishi va taqlid so'zlarga bo'lgan bugungi kundagi qarashlar va tasniflashdagi farqli o'rinlar ushbu maqolada yoritilgan.

**Kalit so'zlar:** Kompetensiya, taqlid so'z, bilim, ko'nikma, malaka, moslashuvchanlik, yutuqlilik.

Bolaning tafakkuri, ijodiyligi, tanqidiy va mantiqiy fikrlashini rivojlantirishga qaratilgan ta'lim tizimida boshlang'ich sinfni tugatayotgan har bir o'quvchi shaxsiga bir qancha zamonaviy, shu jumladan, uning muvaffaqiyatli ijtimoiylashuvi nuqtayi nazaridan yangi talablarni qo'yadi. Binobarin, o'qitishning maqsadlari, vazifalari, mazmuni, uslublari va usullarini qayta ko'rib chiqqan holda ishlab chiqilgan yangi milliy dasturning qabul qilinishi bu boradagi ishlarning samarasini oshirishda asosiy dasturulamal bo'lib, o'quvchilarning har tomonlama rivojlanishi, aqliy va ijodiy salohiyatining yanada yuqori bo'lishida xizmat qiladi.

Yangi tahrirdagi milliy o'quv dasturga ko'ra nashr qilingan ona tili va o'qish savodxonligi darsligining 1-va 2-sinflarda joriy qilinishi o'quvchi va o'qituvchining faolligini oshirishni, o'z ustida tinimsiz ishlashni, o'quv topshiriqlarni ijodiy yondashgan holda bajarish va bajarishni nazarda tutadi.

Ona tili va o'qish savodxonligi fanini o'qitishda o'quvchilarda nutqiy va lingvistik kompetensiyalarni shakllantirish vazifasi muhim bo'lib, ularning mazmun-mohiyati turlicha, biroq bir-birini to'ldiruvchi tushunchalardir. O'quvchilarga lingvistik tushunchalarni o'rgatish, ularda nutq malakalarini shakllantirish, nutqni grammatik, semantik va stilistik jihatdan to'g'ri tuzishni o'rgatishni nazarda tutadi.

Ona tili va o'qish savodxonligi fanini joriy etishda o'quvchilarda lingvistik kompetensiyani shalantirish muammosi eng muhim masalalardan biri bo'lib, bu muammoning yechimlari turlicha.

Lingvistik kompetensiya fonetik, orfografik, leksik, grammatik bilimlarni o'zlashtirishni o'z ichiga oladi va o'quvchilarda nutqiy qobiliyatni rivojlantiradi. Lingvistik kompetentsiyaning asosini ikkita komponent tashkil qiladi:

- o'rgatilgan qoidalarga asoslangan bilim;
- nutqni tushunish va muloqot qilish qobiliyati.

O'quvchilarda nutq malakalarini shakllantirish uchun faqat lingvistik kompetentsiyani rivojlantirish yetarli emas. Nutq malakalari lingvistik va kommunikativ kompetensiyani, ya'ni til tizimi va uning tuzilishi haqidagi bilimlarni o'z ichiga oladi; tilning tuzilish tarkibi bo'yicha ma'lumotlar tizimiga ega bo'lish: fonetika, lug'at, so'zlarning tuzilishi va so'z yasalishi,



morfologiya, sintaksis va nutq uslublari asoslari; til tizimidan amaliyotda foydalanish qobiliyati va boshqalar.

Til tizimi haqidagi bilimlarni o'zlashtirish o'z-o'zidan amalga oshmaydi. Lingvistik kompetensiyani shakllantirish jarayonida o'quvchi shaxsini, uning o'rganilayotgan til tizimi haqidagi bilimlaridan foydalanish qobiliyatini rivojlantirish muhim ahamiyatga ega. Ya'ni, lingvistik kompetensiya doirasidagi ta'lim va til ko'nikmalarini shakllantirish nazarda tutiladi.

Lingvistik kompetensiyaga mutaxassislar tomonidan turli davrlarda turlicha ta'riflar berilgan. Ural Federal universiteti dotsenti, pedagogika fanlari nomzodi T.A.Pirkova “Содержание и структура лингвистической компетенции” (Lingvistik kompetensiyaning mazmuni va tuzilishi) nomli maqolasida lingvistik kompetensiyaga berilgan bir qancha ta'riflarni keltirgan. Biz ham undan ayrimlarini sizning e'tiboringizga havola qilmoqchimiz.

Mahalliy fanda 80-yillarning oxiri - 90-yillarning boshlarida A.L.Berdichevskiy nutqiy, lingvistik va madaniy-kommunikativ kompetensiyalarni shakllantirish g'oyasini ilgari suradi. “Kommunikativ kompetensiyani o'zlashtirishning asosiy tarkibiy qismlari nutqiy, lingvistik va madaniy kompetensiyalardir” – deb ta'kidlaydi. U I.A.Zimnyayadan keyin lingvistik kompetensiyani “til tizimi va uning chet tilidagi muloqotda ishlash qoidalarini bilish, ya'ni lingvistik kompetensiya ma'lum kommunikativ salohiyatga ega bo'lgan til vositalarining mavjudligi, tilni bilish” deb tushunadi.

I.L.Beam qarashlari lingvistik kompetensiya va sotsiolingvistik jihatlarni o'z ichiga oladi va uni “lingvistik vositalarga ega bo'lish, matnni yaratish va tushunish jarayoni” deb ta'riflaydi.

E.V.Tixomirova o'z tadqiqot doirasidagi dissertatsiyasida lingvistik kompetensiya chet tilidagi lingvistik shakllardan (fonologiya, morfologiya, lug'at, sintaksis) to'g'ri foydalanishda namoyon bo'lishini ta'kidlab o'tgan.

R.K.Minyar-Beloruhev lingvistik kompetensiyani “til tizimi va nutq faoliyati jarayonida lingvistik vositalardan foydalanish qoidalarini bilish” deb belgilashni taklif qiladi.

Yevropa Kengashi a'zosi, britaniyalik tilshunos Van Ek 1990-yilda kommunikativ kompetensiyaning o'ziga xos modelini taklif qildi va uning asosiy tarkibiy qismlari orasida lingvistik kompetensiyani “tilning lug'atini o'zlashtirish va leksik birliklarni ma'noli so'zlarga birlashtirish qobiliyati” deb ta'kidladi.

Shunday qilib, lingvistik kompetensiya deganda grammatik jihatdan to'g'ri shakl va sintaktik konstruksiyalarni qurish, shuningdek, nutqdagi semantik bo'laklarni tilning mavjud me'yorlariga muvofiq tashkil eta olish va ulardan qaysi ma'noda foydalanish qobiliyati tushuniladi.

Lingvistik kompetensiya kommunikativ kompetensiyaning asosiy tarkibiy qismidir. Lingvistik kompetensiya til faoliyatini tartibga soluvchi qoidalar to'plamini amalda qo'llash qobiliyatiga asoslanadi.



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## СОВЕРШЕНСТВОВАНИЕ ИННОВАЦИОННЫХ ПРОЦЕССОВ В УПРАВЛЕНИИ ОБРАЗОВАНИЕМ

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**Аннотация:** В данной статье представлена информация об инновационных методах организации образовательного процесса. На примерах доказываются особенности управления образованием. Высказаны мнения о роли руководителя в качественной организации образовательного процесса.

**Ключевые слова:** инновации, образовательный процесс, менеджмент, менеджмент, качество образования.

В последние годы в теорию педагогики вошел ряд новых понятий из других областей. Это свидетельствует о том, что педагогика связана с другими дисциплинами. Большинство понятий пришло из технических и экономических областей, которые являются основой развития человеческой мысли.

Сегодня высказываются различные мнения об экономике и совершенствовании образования, педагоге и методах и технологиях обучения, экономике образования, компьютеризации обучения. Хотя и неясно, когда появилось слово «инновация - новизна», есть мнения, что это понятие вошло в общие науки, из естественных наук.[1.143] Большая часть этих нововведений была внедрена в области сельского хозяйства, производства и медицины. Как педагогический термин понятие инновации является одним из новых понятий, и ему даются разные определения и мнения. Инновации менялись с момента зарождения общества. Одни педагоги используют слово «инновации» в узком смысле для улучшения и модернизации образования, другие придают ему более широкое значение. Они заменяют некоторые новые концепции в области образования реформой, модернизацией, улучшением, оптимизацией обучения.

Остановимся на определениях, данных инновациям как педагогическому понятию. Французский ученый Э. Брансуик выделяет три типа педагогических инноваций:

- как инновации, совершенно новые идеи и действия, которых раньше не было;
- большинство инноваций требуют адаптации, расширения или модификации идей и действий в данное время, в данной среде;

Педагогические инновации происходят в зависимости от ситуации. Эти инновации оживляют существующую деятельность и обеспечивают эффективность идей, основанных на перенацеливании путем изменения требований. Американцы Бил и Болен определяют педагогические инновации как «сложные инновации во взглядах и применении, а не только инновации, связанные с изменением материала». Здесь определяются изменения и сложные изменения.[2.207] Найхофф описывает новости как



процесс: «Этот процесс начинается с идеи и влияет на ее преобразование, а заканчивается принятием или отклонением потребителя».

Марклунд объясняет разницу между инновацией и изменением следующим образом: «Понятие инновации используется в школе и в образовательном процессе аналогично слову изменение. Если это изменение затрагивает школьную систему, оно считается реформой. Но не каждое изменение является новым. Нововведение должно обеспечить достижение ранее поставленной цели. Инновация всегда создает один или несколько качественных критериев.[4.244] В общей энциклопедии понятие инновации определяется как «новое, обновление, новизна — внедрение технических и технологических открытий и достижений». В специальной и педагогической литературе инновация по-разному определяется авторами, занимающимися этой проблемой. Узбекский ученый, доктор педагогических наук, профессор Н.Н.Азизходжаева дает определение слову инновация и признает следующее: «Innovation» (по-английски — инновация) — это инновация.

В зависимости от сферы образования, в которой внедряются и применяются инновации, в первый критерий могут быть включены следующие инновации:

- 1) в содержании образования,
- 2) в технологии,
- 3) в организации,
- 4) в системе управления.

В зависимости от способов внедрения инноваций их можно разделить на следующие:[4.244]

- а) систематические, спланированные, преднамеренные;
- б) неожиданный, спонтанный, внезапный. Независимо от широты и глубины мероприятий по внедрению новостей можно выделить следующие виды:

- а) публичные, крупные, глобальные, системные, острые, разумные, важные, серьезные, глубокие и т.п.;
- б) частично, мелко, крошечно.

В зависимости от характера появления новостей их можно объединить следующим образом: а) внешние и б) внутренние. Вышеуказанные особенности определяют высокий уровень заинтересованности обучаемого, в результате чего повышается эффективность образовательного процесса.

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## НАШ МЕТОДЫ ДИАГНОСТИКА ВЕСТИБУЛЯРНОГО СИНДРОМА У ПАЦИЕНТОВ С МНОЖЕСТВЕННОЙ СЕНСОРНОЙ НЕДОСТАТОЧНОСТЬЮ

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### **ЦЕЛЬ ИССЛЕДОВАНИЯ**

Уточнение диагностических методик мультисенсорной недостаточности у пациентов пожилого возраста с вестибулярным головокружением для профилактики повторных приступов.

### **МАТЕРИАЛ И МЕТОДЫ**

Проведено комплексное мультидисциплинарное исследование 84 пациентов (60 женщин и 24 мужчин) в возрасте от 52 до 75 лет (средний возраст –  $63,7 \pm 10,3$  года) в межприступный период рецидивирующего головокружения. Обследование проведено амбулаторно в клинике ОпГМУ. Пациенты были тестированы по шкалам: Dizziness Handicap Inventory (DHI) (1996), Vochannon (1990), Hoffenbert (1991). Статистическая обработка проводилась по критерию Стьюдента с оценкой вероятности на уровне значимости не менее 95% ( $p \geq 0,05$ ).

### **РЕЗУЛЬТАТЫ И ИХ ОБСУЖДЕНИЕ**

Среди пациентов, обследованных с жалобами на рецидивирующее головокружение, 24 пациента (28,6%) перенесли острое нарушение мозгового кровообращения (ОНМК) в вертебрально-базиллярной системе (ВБС), 64 пациента (76,2%) страдали атеросклеротической и гипертонической энцефалопатией, 18 пациентов (21,4%) – вертебро-базиллярной недостаточностью, 12 пациентов (14,3%) страдали сосудистым паркинсонизмом. Видеонистагмографическое исследование при позиционной пробе подтвердило наше предположение о доброкачественном пароксизмальном позиционном головокружении у лиц пожилого возраста с появлением нистагма. Выявлена нейросенсорная тугоухость (I, II, III степени) у 36 из 84 пациентов (42,8%), нарушение походки у 36 пациентов (42,8%). При исследовании глазного дна и полей зрения у 42,8% пациентов была выявлена патология в виде ангиосклероза (ангиопатии по гипертоническому типу у 20,2% пациентов), у 66 пациентов (78,6%) были выявлены «немые» скотомы, преимущественно височной локализации. Анализ эхокардиоскопии выявил диастолическую дисфункцию левого желудочка I типа у 48 пациентов (57,2%), склероз аорты – у 72 пациентов (85,7%), гипертрофию левого желудочка – у 18 пациентов (21,4%) ( $p < 0,05$ )



**ЗАКЛЮЧЕНИЕ** Предлагаемый нами алгоритм диагностики мультисенсорной недостаточности у пожилых состоит из дополнительных методик: 1) нейроофтальмологического исследования (выявление негативных скотом); 2) отоневрологического (видеоистагмография, аудиометрия); 3) кардиологического (выявление диастолической дисфункции левого желудочка и склероза аорты).

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**СОВРЕМЕННЫЕ АНАЛИЗ ПОКАЗАТЕЛЕЙ  
НЕЙРОПСИХОЛОГИЧЕСКОГО СТАТУСА И СОДЕРЖАНИЯ СЕРОТОНИНА В  
СЫВОРОТКЕ КРОВИ У ПАЦИЕНТОВ РАССТРОЙСТВАМИ РАВНОВЕСИЯ**

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Введение: головокружение — один из самых распространенных симптомов в медицинской практике. Дискутируется вопрос о взаимодействии между вестибулярными и психологическими механизмами головокружений. Тревожно-депрессивные расстройства широко представлены в клинике нарушений равновесия.

Цель исследования: изучить особенности психоэмоциональной сферы и уровень серотонина в периферической крови у пациентов с различными нарушениями равновесия (системным и несистемным головокружением).

Материал и методы: в исследование включены 62 пациента: 47 — с периферической системной вестибулопатией (вертиго) и 15 — с жалобами на ощущение неустойчивости (несистемным головокружением). Группу контроля составили 15 здоровых лиц. Оценку психоэмоционального статуса и качества жизни проводили с использованием госпитальной шкалы тревоги и депрессии (HADS), шкалы-опросника CES-D, теста Спилбергера — Ханина, опросника для выявления признаков изменений вегетативной нервной системы (ВНС), вестибулярного опросника качества жизни (VRBQ). Для дополнительной оценки состояния психоэмоциональной сферы исследовали содержание серотонина в сыворотке крови.

Результаты исследования: по шкале HADS у пациентов с вертиго выявлены признаки субклинически выраженной тревоги, признаки депрессии отсутствовали. У пациентов с неустойчивостью были признаки как клинически выраженной тревоги, так и депрессии. По шкале CES-D у пациентов с вертиго признаки депрессии не выявлены, а неустойчивость сопровождалась легкой депрессией. Тестирование тревожности показало умеренный уровень реактивной и личностной тревожности при вертиго, высокий уровень как личностной, так и реактивной тревожности у пациентов с неустойчивостью. Признаки изменений ВНС были в обеих группах. Показатели уровня серотонина в сыворотке крови пациентов достоверно отличались как от показателей группы контроля, так и между группами пациентов, оказавшись наиболее низкими в группе пациентов с несистемным головокружением.



Закключение: пациенты с нарушением равновесия испытывают симптомы тревоги и депрессии. Наиболее выражены тревожно-депрессивные расстройства у пациентов с несистемным головокружением. У пациентов с системным и несистемным головокружением снижен уровень серотонина в крови, что в ряде случаев коррелирует с

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## LINGUOCULTURAL ANALYSIS OF ADVERTISING LANGUAGE

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**Annotation:** *The given thesis is devoted to the lingua-cultural analysis of advertising language. The main attention is paid to specific features in American advertising that distinguish it from other languages.*

**Keywords:** *advertising discourse, non-personal communication form, linguistic unit, emotional-evaluative meaning, perception of color, stylistic devices.*

In the context of modern lingua-cultural studies, the description of advertising discourse is becoming increasingly important. The modern world is impossible to imagine without advertising. As potential consumers, we are exposed to a powerful stream of advertising information from various media, including newspapers, magazines, television, radio, and the Internet. Advertising is meant to reflect differences between products and bring this information to the attention of the consumer.

The language of advertising is intended not only to convey information; its main purpose is persuasion and influence on the minds of buyers. The word "advertising" first appeared in the Bible in 1655 and meant a warning. Encyclopedia Britannica interprets the word advertisement in the following way: a public announcement, generally printed or oral, made to promote a commodity, service, or idea. "Advertisement" means a public announcement, usually verbal or written that is done to promote a product, service, or idea.

W. Wells, J. Burnet, and S. Moriarty define advertising as a paid non-personal communication form with an identified sponsor using mass media to persuade or influence the audience.

From the above definitions, it can be seen that advertising is important not only for manufacturers but also for consumers. It is the driving force of society and reflects all the changes taking place in it. J. Russell rightly called advertising a "mirror of society".

In each country, advertising is targeted at the audience of this particular country, it is targeted at residents of a particular state. Naturally, in different countries, the products and services consumed are the same, but at the same time,



advertising has its unique specifics, which affect the carriers of a certain linguistic culture.

The unit of the advertising text is the word. Moreover, the word is the most important linguistic unit, since it is endowed with meaning, the meaning that includes information about objects and their properties. When creating advertising, the main process is the creation of advertising text, which involves careful choice of words. It should convey the maximum amount of basic marketing information in the minimum number of words possible. Therefore, each word included in the text of the advertisement must be extremely accurate, reasonable, and understandable to the inhabitants of this country in exactly the meaning that the author meant. As many researchers note, the effectiveness of an advertising text depends on three main factors: 1) clarity and legibility; 2) the degree of interest caused by it in a potential consumer; 3) the persuasiveness of a text. Therefore, the requirements for advertising text are as follows:

It must be specific and purposeful, clearly argued, and any general idea should be supported by facts and illustrative examples so that a potential consumer could not have any doubts about their authenticity.

Advertisers use various features of the language and are guided by the rules of its use. The possibilities of the language are extremely rich due to the presence of various artistic and visual means.

The language of advertising is characterized by several specific features that distinguish it from other sublanguages (sublanguage of culture, sublanguage of literature, etc.). The language of advertising has certain linguistic features:

- specific selection of vocabulary, an abundance of meanings;
- words are often stylistically colored, which attracts the attention of the perceiver of the text;
- the use of vocabulary not in its direct meaning to enhance figurativeness;
- numerous use of idioms to create figurativeness.

The main purpose of the language of advertising is the ability to create reactions, to leave a bright mark on the text. When perceiving advertising text, the thing which is considered of great importance is a reaction to the image, which will remain in memory due to the maximum use of language tools - idiomatic expressions, low-frequency vocabulary, and vocabulary with emotional-evaluative meanings (affixes).

This thesis examines the lingua-cultural features of advertising in American society, which presents not only practical activities of a vast area but also a special sphere of linguistic communication. For example - Coca-Cola advertising: "Coca-Cola - The Coke side of life" - Everything will be Coca-Cola. According to the



authors, in this case, it is necessary to build on the fact that Coca-Cola (Coca-Cola) is associated with something good.

The slogan sounds like the old American saying "sunny side of the road", which later evolved into the expression "sunny side of life". In this example, there is a gap in the idiom, in which the subject of speech is inserted in place of something positive.

The next thing to say about the methods of attracting the attention of consumers to the advertised product is through its decorations or design. After all, it is advertising design that creates the prerequisites for the achievement of the outcome. The result is the transformation of a potential consumer into a real buyer.

When preparing a poster, booklet, or other printed advertisement, it is very important to think over the design well: position the text correctly, find an effective picture, and choose the color scheme against which the advertised product will be perceived in the best way. Psychologists have found that the perception of color depends on the emotional state of humans. Thus, by choosing a certain color, you can control the consumer's attitude to advertising, and by creating the necessary color environment, you can evoke the required emotions in the consumer. With the right choice, the desire to purchase the advertised product will evoke.

For example, an advertisement for a large burger in the McDonald's chain is on bright red background there is a juicy, appetizing bun “The thing you want when you order salad”. This background color attracts the attention of buyers. The same technique was used in social advertising, the purpose of which was to reduce the number of accidents on the roads: “Applying makeup while driving can be deadly!” The slogan is located on a black background, which causes negative feelings, feelings of anger, and fear.

The effect of advertising is also based on the correct use of several linguistic phenomena and patterns. Speaking of the language of advertising messages, we are talking about the use of language for professional purposes, the result of which is the generation of messages targeted at a specific audience and performing specific tasks.

In advertising messages in a fairly limited space, one can observe an extremely high concentration of various stylistic devices. Of course, the play on words and images, the distortion of spelling and idioms, the "wrong" syntax, and the unusual use of punctuation marks are very characteristic of advertising and often contribute to the creation of the most expressive and successful advertising messages.



As noted above, in advertising one can observe an extremely high concentration of various stylistic devices. This feature of advertising texts is an international feature, but at the same time, it demonstrates it as part of the culture. Slang and colloquial expressions are very actively used in advertising. As E.N.Serdobintsev notes, "... colloquial constructions are used to create emotionally expressive coloring, imagery, clarity and effectiveness of the advertising text, which is intended for the mass reader, and therefore should be close to it in structure". Indeed, often advertising texts are written in such a way that their sound resembles the sound of oral colloquial speech. For example, "Don't text and drive!", "Be your own boss!", "Evian - live young!".

Also, in advertising texts and slogans, such a stylistic device as an allusion is widely used, which refers to books, films, proverbs, and popular expressions characterizing this country in cultural aspects which are known to the reader. For example, "Share or Not to Share" is an allusion to the work of W. Shakespeare, or rather to the words of the protagonist of his play Hamlet "to be or not to be."

In advertising for Americans, it is important when there is some logic, strength, and at the same time simplicity. Speech properties and verbal means play an important role- well-written copywriting is the basis of most stories. For example, the advertising slogan for whiskey "Johnny Walker" - "Taste Life" has a much greater semantic load. The main idea is that people are called to not just try "life, but try this product, but live life so that there is something to remember.

So, from the above, we can conclude that American advertising is characterized by such qualities as simplicity, straightforwardness, and logic. It is connected not only with the promotion of goods on the market from a commercial point of view but also performs intercultural interaction, as it is a way of contact between different cultures. In general, advertising is a mirror of the culture of a particular country, its mentality and its national character, which reflects all social, and cultural phenomena.

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A REFLECTION OF LINGUISTIC CULTURE: LACUNAS AND NON-  
EQUIVALENT LEXICS

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**Abstract:** *This paper examines the relationship between non-equivalent vocabulary and linguistic gaps in English and Uzbek. Lacunas and non-equivalent vocabulary, which are hidden from view but are exposed when two linguocultures are compared, are fixators of their .Since they also include valuable information about the culture of the language being studied and the mentality of its bearer, specificity and in the teaching process demand special attention.*

**Keywords:** *lacunas, lexical, linguistic, reflection*

### Introduction

A lacuna is defined as "a gap, a gap, a missing place in the text" [5] in SI Ozhegov's lexicon. The idea of lacunarity is one that both international and domestic researchers take into consideration. When examining the issue of gaps in the lexical systems of languages, scientists employ various jargon. For instance, in their article "Comparative stylistics of the French and British languages," Canadian linguists Jean-Paul Vine and Jean Darbelne. As did VL Muravyov in the study of the Russian and French languages [7], this phenomena is referred to as "lacunae" by the term "method of translation" [6]. Using the term "gap" ("space, lacuna"), K. Hale compares the Australian language to English in his article "Gaps, Gaps in Grammar and Culture" [8]. Yu. S. Stepanov refers to "anti-words" as "blank spots on the semantic map of the language" in his article "French stylistics in comparison with Russian" [9]. This phenomena is referred to by the Voronezh physicist IA Sternin as having "no equivalents" [10] and others. When thinking about this linguistic issue, different terminology highlights its diversity, complexity, and lack of understanding. All of this needs more thought and explanation. We investigated linguistic units inside a single language (intralingual gaps) as well as gaps across the mentioned languages using the comparative approach. A lacuna, in the strict meaning, is when a word is missing from the language's lexicon.

A lacuna, in the strict meaning, is when a word is missing from the language's lexicon. to signify a specific idea. There are gaps in the language that



On the language's semantic map, Yu.S. Stepanov referred to empty gaps as "white spots" [1. p. 120]. They are present in all languages and are hidden on the inside, but when they are juxtaposed, they become obvious. To distinguish between absolute and relative gaps, Yu.S. Stepanov made a suggestion. Absolute gaps are terms that do not have an equivalent in the form of a word in a particular language. These words are identified when creating translation dictionaries.

The important words for the Karakalpak language and culture, *sholmek*, *kiymeshek*, and *baldyz*, can be viewed as relative gaps in the English language.

However, not all scholars agree that lacunae can be divided into absolute and relative categories. Because "there can be no relative gap," D. B. Gudkov claims that the phrase "relative gap" itself is not an appropriate one [2. p. 79].

The term "lacuna" is used to compare several facets of culture, not just languages, in a wide sense. According to some scholars, gaps should be viewed as "white spots" or gaps on the semantic map of a language, literature, or culture, which represent the modes of existence of a nation's consciousness [2. P. 4]. The comparison that is made in the context of intercultural dialogue also reveals them. According to I.V. Tomasheva, communication gaps are "nationally specific elements of culture, which have found a corresponding reflection in the language of the carriers of this culture, which are either not fully understood, or are misunderstood, by carriers of a different culture and language" [3. p. 49].

### **Material and methods**

In the broadest sense, gaps define what is present in one culture and what is absent from another, i.e., they serve as a marker of the uniqueness of a language and culture. Linguists that think about gaps in a wide sense also point to cultural gaps in addition to linguistic ones. They view this strategy as practical and methodologically sound because it can both help to establish specific forms of interrelation between language and culture and, on the one hand, an extension of the concept of "lacuna" is based on the relationship between language and culture that actually exists.

According to the distinctions and grounds emphasized, various categories of lacunae are offered. The following categories are identified in ethnopsycholinguistics: gaps in language (lexical, stylistic, and grammatical); gaps in culture (ethnographic, psychological, behavioral, and kinesic); and gaps in the text.

The Karakalpak words *shubat*, *jiyen*, and *dayi* can serve as an example of lexical lacunae in English if we compare it to the Karakalpak language.



The gender category is the grammatical gap in English. The lack of a word with a similar stylistic colouring in one of the contrasted languages makes the Karakalpak nouns *shalap*, *takya*, *tobelik*, etc., the stylistic lacunae in English.

Ethnographic lacunas are closely connected to extralinguistic reality; they occur because there are no extralinguistic realities that are distinctive to one culture in another. The Karakalpak words *tara*, *onirmonshak*, and *ashigan* are a few examples of words with such gaps in the English language. Some scholars suggest referring to ethnographic gaps as linguistic rather than cultural since they fall somewhere between linguistic and extralinguistic.

Psychological gaps are linked to variations in the national psychological profiles of communication partners (for instance, the good-naturedness and sluggishness of the Karakalpak people in comparison to the constraint of the English).

Behavioral lacunas signify differences in how various persons interpret the norms of social behavior. Communication protocol and routine gaps are noted. So, for instance, it could be said that the in many European countries adopted demand for *bon appetite* represents a behavioral gap in English culture.

Case texts frequently contain text gaps.

There are affective lacunae as well, which are strongly related to linguistic and cultural lacunae. Emotional ambiguity can be perceived in both the way they are expressed and the way they are named. There are lacunas in the English language, such as when the Karakalpak language uses the diminutive-affectionate (*bozlag'*) for English addresses like "sweetheart honey."

The difference between motivated and unmotivated gaps is made through extralinguistic conditioning.

Unmotivated gaps cannot be explained by the absence of a phenomenon or an object because there are corresponding objects and phenomena in culture but no words to describe them. Motivated gaps are those that can be explained by the absence of a corresponding object or phenomenon in the national culture. As a result, the words *tarlam balalaika* and *botakz* from the Karakalpak language are motivated lacunas in the English language since they refer to realities outside of English culture, but *ayran* and *juriarebek* are unmotivated.

### **Conclusion**

As they are unique to each language, the lacunas thereby reveal the peoples' mental and cultural identities. Their differences in semantics are frequently connected. When comparing languages and cultures, it is possible to see how the values of a particular culture of the Lacuna fixed in the word, as well as non-equivalent vocabulary, reflect their traits.



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ULUG`BEK HAMDAMNING “OTA” ROMANIDA PO`LAT OBRAZI

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**Annotatsiya:** *Ota obrazi jahon adabiyotida ham alohida o`rin tutadi. Jahon adabiyotida bu mavzuda yaratilgan asarlarga misol qilib, Turgenevning “Otalar va bolalar”, Onore de Balzakning “Gorio ota”, Fridrix Shillerning “Qaroqchilar” kabi asarlarni keltirishimiz mumkin. Ushbu maqolada Ulug`bek Hamdam adibimizning ijodlaridan o`rin olgan “Ota” romaniga atroflicha fikr yuritiladi.*

**Kalit so`zlar:** *Ota, farzandsizlik, oilaviy munosabatlar.*

“—Axir men otaman, ota! Bu dunyo otalar qo`lida edi-ku yoki men tufayli chiqib ketdimi? Yo`q, yo`q, bunga yo`l qo`yib bo`lmaydi. Aslo! Kerak paytda otalar qatiq turmas ekan, dunyo ham o`z o`rnida turmaydi: buziladiketadi. Mana, men—seni ko`p yaxshi ko`rib yubordim. Yuzing kuyik, yuraging kuymasin dedim, erkaladim, papaladim. Xo`sh, nima bo`ldi keyin? Ko`chadan bola orttirding! Haromi deyishadi axir bunday bolani, haromi!.. Yo Alloh, qanday qilib yo`l qo`yding bunga? Endi qanday chidayman? Meni nevaram haromi bo`lib keladimi uyimga?!.. Yo`q, also mumkin emas!.. Bugun men bunga xo`p desam, ertaga yana boshqa birov qiladi bu ishni! Endi keyingisiga yo`l qo`ymayman! Odamlar xayolida “Shunday qilib bola tug`ish mumkin ekan” degan o`yni tag-tomiri bilan sug`urib tashlash uchun ota qilishi kerak bo`lgan ishni qilaman!.. Sevinch, shu choqqacha otang mehrini ko`rib kelding, endi qahrini ham ko`r!.. Shunga meni majbur qilganing uchun la`nat bo`lsin senga, la`nat bo`lsin bunday qismatga!..”[5;104]

Ulug`bek Hamdamning “Ota” romani ustoz Umarali Normatov ta`biri bilan aytganda, romanchilikka qayta jon ato etgan asar. “Ota” bu shunday asarki, kitobni ochgan zahoting O`tkir Hoshimovni eslaysan. Chunki asarning ilk sahifasi “Barcha otalarga bag`ishlanadi”, degan izoh bilan boshlanadi. O`tkir Hoshimov dunyoning barcha onalariga atab yozgan qissa kabi sevikli bir asardir. Bir necha sahifa qoralaganingdan so`ng ko`z oldingda “Kafansiz ko`milganlar” qismatiga sherik Shukrullo bobo shuuringda bo`y ko`rsatadi. Jangning adoqsiz dardlari, musibatlari Oybek domlaning “Quyosh qoraymas”idek, Hemenguey boboning “Alvido Qurol”idek o`qimishli. Nikita va Polatning o`tda yonmas, suvda cho`kmas rishtasi esa fikringni uloqtirib uzoq Bobil afsonalariga olib boradi-da, butun Yer sayyorasiga bir-bir bo`ylashga majbur etadi. Beixtiyor ikki bahodir Gilgamish va





Enkiduni, Bobotog`da singirlarini qisirlatib uchrashgan ikki alp Alpomish va Qorajonni, va nihoyat insonning ilohiy ishqiga guvoh mitti shahar Ko`nyoning ikki javhari Shams Tabriziy va Jaloliddin Rumi siymosini his etasan. Asarni varaqlash asnosida mana shu hislar og`zinda erigan qand misol kechdi. Yozuvchi esa bu go`zal do`stlikka bir og`iz gap bilan izoh beradi: “Hatto kishining o`z soyasi ham uning o`zi bilan Nikita va Po`lat birga bo`lganchalik birga bo`lolmaydi...”<sup>45</sup>

O`tkir aka – Ulug`bek Hamdam aytmoqchi, haqiqiy o`zbek otasi. O`rtadagi yillar farqini aytmasa, Yusufbek Hojining aynan o`zi. Oychechak opa – O`zbek oyimni shu qadar eslatdiki, ikki tanada bitta ruh yashayotgandek his qildim. Po`lat(boy) (boy alqov qo`shimchasini ishlatishni joiz topdim. Zero, hayotning bor muhabbati va azobini totgan insonga bundan ortiq ta`rif yo`q.) – dunyodagi nodir otalarning jamlanmasi. Yog`du – hayotning bebaho javhari. Alloh tomondan bir erkakka rahmat nazaridan berilishi mumkin bo`lgan mukammal omad timsoli. Sevinch... Real hayotda ham ko`plar intizor bo`lgan, necha yillar sajdaga bosh qo`yib Rabbimdan o`tinayotgan shirin ne`mat. Erboy – hayotning hayot ekanligini, unda hamisha to`qnashuvlar, og`riqlar, adolatsizliklar bo`lishini, qismat posangisini og`masligi uchun yaratilgan toshning ayni o`zidek qahramon.

Yashar ekansan, qisqa umring davomida barcha tuyg`ularni boshdan kechirasan. Adolat va nohaqlik, muhabbat va nafrat, isyon va itoat, vasl va hajr, do`stlik va dushmanlik, topish va yo`qotish, xushnudlik va qayg`u... Bular Allohning sinov nomli lashkarlari bo`lsa ne ajab?! “Ota” romani ham umr bo`yi uchratganing mana shu yaratilgan tizmasidan iborat. Inson dunyoga kelar ekan, o`zi qo`ygan maqsad sari intiladi. Maqsadingizda xatolik bo`lsa, topganingiz yo`qotganingizdan-da og`irroq bo`ladi. Bu hayotning eng sodda qonuni. Asar qahramoni Po`lat ham maqsadini noto`g`ri qo`yish asnosida ko`p balolarga giriftor bo`lgan, ammo har qanday vaziyatda Alloh yuqtirgan vijdoni, mardligi, pokligi sabab umrning beayov jodisidan boshini omon saqlay olgan betakror obraz. Mashaqqat tegirmonidan ilma-teshik bo`lgan qalbini hovuchlab, omon chiqar ekan, xatolar natijasida anglagan hayotning oliy haqiqatini o`ylay boshlaydi: “Bir kelish-u, bir ketishda! Shu kelib ketishda ortingdan qoladigani faqat bola! Bola – o`limning yuziga inson tushirgan tarsaki. Ortidan farzand qoldiribgina “Dunyoda men ham borman”, deya oladi erkak kishi. Yo`qsa umr hovuchingga olgan suvdek oqadi-ketadi. Farzand, faqat farzand. Qolgani bekor...”<sup>46</sup>

Lekin insonning haqiqatlari Allohning adolati, haqiqatlari oldida jo`n bir chiranish, ehtimollar nazariyasi xolos. Chunki bugun bizga oliy haqiqat bo`lib ko`ringan hodisot, ertaga ulkan xato bo`lishi mumkin. Bandamiz, taqdirning,

<sup>45</sup>Улуғбек Ҳамдам. Ота. Тошкент: Янги аср авлоди, 2020. – 140- б.

<sup>46</sup>Улуғбек Ҳамдам. Ота. Тошкент: Янги аср авлоди, 2020. – 90 -б.



qismatning yozig`iga bandi. Isyon qilgan onimiz tartibga chaqiriladigan imtihon topshiruvchi toliblar. Eng muhimi, olamdagi insonlik vazifang ado bo`lmas ekan, nasibang uzilmaydi. Dunyoga keldingmi, missiyangni ado etishing shart. Undan kam ham, ortiq ham bo`lmaydi, Po`lat ota bir inson hayoti bilan shu qonunni isbotlagan, dunyodagi barcha mehribon, or-nomusli, isyonkor bo`lish barobarida Allohning irodasi oldida taslim, butun umri sevinch-u armon orasida o`tgan otalarning ramzidir. Yaxshiki, “Yolg`izlikning yuz yili” singari nasl davomchisi qurib, qovjirab bitmadi. Yaxshiki, Yodgor bor. U insonlar o`ylagandek valadi zino emas. U Allohning tuhfasi, Po`lat otaning orzulari ijobati. Butun niyatlarini naslim davom etsin, degan pok orzuga tikkan otaning muhabbati tajassumi. Shukurki, asar nihoyasida Sevinchning ikki yuzidek ham ayanchli, ham go`zal umrning zalvoridan tolgan Po`lat ota oliy haqiqatni anglab yetadi. Barcha kitobxon qatori men ham o`z haqiqatlarimni kundalikka chizaman: “Hayot senga qanchalar katta to`siq qo`ymasin, yaxshilikdan umidingni uzma. Alloh hammaga ham Sevinch misoli umringni nurga, muhabbatga to`liq, yashash uchun arziydigan yaratma tuhfasi. Faqat bir qoidani bilsang bo`ldi. Har qanday vaziyatda ham vijdon amriga quloq sol. Isyon qilma”<sup>47</sup>, - degandek bo`ladi.

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<sup>47</sup>Улуғбек Ҳамдам. Ота. Тошкент: Янги аср авлоди, 2020. – 150 - б.



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## ROLE OF PRAGMATIC COMPETENCE IN ENGLISH LANGUAGE TEACHING

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**Annotation:** *The study of pragmatics is about how individuals use language to accomplish communication goals, transmit meaning beyond the literal definition of words, and ascertain the intended meaning of others' words. The social and cultural environment in which language is employed, as well as the speaker's and listener's knowledge and beliefs, are all taken into consideration by pragmatics. It also includes the study of nonverbal cues like body language and facial expressions that can add meaning to spoken words. Overall, pragmatics aids in our understanding of how individuals use language to effectively communicate in a variety of settings.*

**Key words:** *pragmatics, communication, language development, social cognition, L2*

**Аннотация:** *Изучение прагматики того, как люди используют язык для достижения коммуникативных целей, передачи значения за пределы буквального определения слов и установления предполагаемого значения чужих слов. Социальная и культурная среда, в которой используется язык, а также знания и убеждения говорящего и слушающего — все это принимается во внимание прагматиками. Он также включает в себя изучение невербальных сигналов, таких как язык тела и выражение лица, которые могут придать смысл произнесенным словам. В целом, прагматика помогает нам понять, как люди используют язык для эффективного общения в различных условиях.*

**Ключевые слова:** *прагматика, общение, языковое развитие, социальное познание, L2.*

In a second/foreign language, pragmatic competence refers to the ability to use the structural repertoire of the target language (grammar, lexis, prosody, etc.) in context and to understand the L2 in a context and to achieve one's communicative goals. (Barron 2003: 10). Such competence includes, on the one hand, the acquisition of pragmalinguistic skills, that is, the linguistic forms that the L2 offers to realize specific intentions; and on the other hand, sociopragmatic



skills, that is, knowing which language forms are appropriate to use in social situations. Accordingly, pragmatic competence refers to the ability to apply word and structure knowledge acquired in L2 in real communicative encounters to understand oneself and others.

It supports the flow of conversation and establish and maintain social relationships. As such, it is a key aspect of communicative competence and has long been placed alongside grammatical competence in the description of foreign language skills (e.g. Bachman and Palmer 1996). Consequently, pragmatic competence cannot and should not be taken into account in language teaching. The importance of targeting pragmatic competence in language teaching is further emphasized in research on the relationship between pragmatic development and the development of grammar and vocabulary skills. Most studies confirm that pragmatic competence does not develop automatically along with lexico-grammatical competence, and that even very advanced learners make pragmatically incorrect responses without specific instruction Glaser (2014) reports on advanced learners who, despite having studied English for over ten years, had never been specifically taught the pragmatic aspects of correct language use, and thus used a range of non-targeted pragmatic patterns despite having high lexico-grammatical knowledge. In a study by Pfingsthorn and Flöck. It was found that intermediate English teachers, despite being generally advanced L2 users, have significant difficulties in successfully identifying pragmatic violations. L2 development. This is the most suitable skill level for PELT, as young learners are usually beginners. It has long been established that beginning learners can be successfully taught pragmatic events selected according to their level of language proficiency (Kasper 1997). Although most recent research has been conducted with older students, previous research on younger students points in the same direction. Report of a practical intervention study for 9-year-old children. Tokyo succeeds in increasing the practicality of her young EFL learners Consciousness. Lee (2010) showed in a cross-sectional study of her EFL learners aged 7, 9, and 12 that their decoding skills were clearly developed.

In the words of Mr. Starnaker, pragmatics is “the study of speech acts and the contexts in which they occur.” The purpose of the pragmatics lesson is to give the learner a feeling that he or she can do something. Finding socially appropriate language for the situations encountered. As part of second language learning and education includes the pragmatics of speech acts, the structure of discourse, the implications of discourse, sociolinguistic aspects of speech management, discourse construction, and language use choice of address format.



Teaching pragmatics is simply observing language. Students have shown that they need it, and this shows that teaching pragmatics can be successful. Kasper and Schmidt (1996) further found that learners differ significantly from native speakers in the areas of conversational functions and conversational skills such as language use, performance and understanding of specific speech acts, greetings and farewells. The aim of pragmatics education is not to promote adherence to specific norms of the target language, but to help learners become familiar with a range of pragmatic devices and practices in that language. Target language. Such education allows students to maintain their cultural identity (Kondo) and participate more fully in communication in the target language, while gaining better control over intended forces and consequences. .post The first challenge is to enable students to observe this language Some verbal acts, such as offers, refusals, and apologies, are often interpersonal, so that students are not directly involved in the conversation. They may not be able to follow the language. As Mr. Garrow points out, even in the continuation of the conversation, English is used to move the speaker forward, to show understanding, to support, to express agreement, to add to, or to modify is to express a strong emotional response. Requires a certain level of knowledge on which to base a request for speaker information or additional information. Berry also discusses the importance of learning how to turn things around, pointing out that what sounds polite in one language may not sound polite (or unrecognizable) in another. The second issue is mindfulness. Some features required for language and usage are so subtle that readers may not immediately notice them even if they are included in the input. For example, spinning in front of a speaker. The sound you make when you actually say “goodbye” and encourage other speakers to keep moving. Readers ask, “Can you do it?” may not immediately understand the difference between the requirements. (directed at the speaker) and “Can you do that?” (listener-directed) questions. Emphasizing language features and using language can convey information to students.

Conclusion. Pragmatic competence refers to the ability to comprehend, construct utterances which are accurate and appropriate to the social and cultural circumstances where the communication occurs.

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## THE THEORY OF PROTOTYPE

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**Annotation:** *This article is concerned with understanding and using the prototype theory of generalities in cognitive linguistics. Particularly, it focuses on the understanding and incomprehension by the votaries, its primary use, and extended use in the field. To assess the prototype's life and part in cognitive linguistics a group of named literature from cognitive psychology primarily Rosch, 1967; Smith, and Medin, 1981; Cohen and Murphy, 1984; Murphy and Medin, 1985; Komatsu, 1992; Murphy, 2002.*

**Keywords:** *Prototype, cognitive linguistic, cognitive science.*

### Introduction

Cognitive linguistics - the foremost widespread (especially in Europe) name of the direction of linguistic research which developed in the second half of the 1970th years and having further considerable number of followers. The term designates by cognitive linguistics the direction in linguistics which investigates problems of a ratio of language and consciousness, a language role in conceptualization and categorizations.

What is the theory of prototype? Prototype theory is a theory of categorization in cognitive science, particularly in psychology and cognitive linguistics, in which there is a graded degree of belonging to a conceptual category, and some members are more central than others. It emerged in 1971 with the work of psychologist Eleanor Rosch, and it has been described as a "Copernican revolution" in the theory of categorization for its departure from the traditional Aristotelian categories.

The prototype of a category can be understood in lay terms by the object or member of a class most often associated with that class. The prototype is the center of the class, with all other members moving progressively further from the prototype, which leads to the gradation of categories. Every member of the class is not equally central in human cognition. As in the example of furniture above, couch is more central than wardrobe. Contrary to the classical view, prototypes and gradations lead to an understanding of category membership not as an all-or-nothing approach, but as more of a web of interlocking categories which overlap.



Not everything fits perfectly in a category. Categories are defined by an intersection of properties that make up their members. Members that have all of the properties are the prototype members. Those that contain some, but not all, of the properties are less prototypical.

Accordingly, the members of a category can be graded according to their typicality. A "good" example is only rated as such by virtue of its features. Defining a prototype as the bundle of typical features of a category, we can thus imagine birds as 'creatures that are covered with feathers, have two wings and two legs, and the majority of which can fly'. Therefore, a penguin is a less "good" bird, as it lacks some of the typical features, such as the ability to fly. Features themselves can also be more or less typical, for instance, 'twittering' is less normal and specific to winged creatures than 'flying'.

In the linguistics circle, prototype due to the historical accident, i.e., matching in time with the development of cognitive linguistics in the mid 1980s, and the 1970's publications of Rosch and her colleagues exclusive use of a language category- noun, was mystified to cover or said to cover large area of the discipline. However, two major drawbacks have been mentioned as early as 1990s. First, on the technical practical side, prototype model in linguistics lacks methodological principles and procedures of data gathering and interpreting. Except studies on prepositions, there is no clear replicable procedure or technical guide to test its applicability on a new data. On the other hand, prototype model is considered as 'a catchall theoretical device' (Geeraerts, 1989; Wierzbicka, 1990; Hilferty, 1997; Grzega, 2003). Just to cite some, prototype model has been unjustly enlarged or too effusively used as an explanation before all relevant aspects (Grzega, 2003). The notion prototype should not be turned into a catchall theoretical construct (Hilferty, 1997). Wierzbicka (1990) dramatically narrates the 'prototype save' attitude of the believers. She states that, in semantics, the actual usage of words is too messy, too unpredictable to be accounted for by definitions. But fortunately, semanticists don't have to worry about it any longer: they can now deploy the notion of prototype for all residues and unsolved problems. She, instead, suggests the usefulness of the prototype model as a specific, probably powerful analytical tool, and not as 'a universal thought-saving device'. In other words it is a useful tool for semantic description but not a useful fullfledged semantic theory by its own. It has been observed in cognitive psychology literature that prototype model has no inbuilt mechanism to handle relations and strength or weight of features or combinations.

Eventhough there has been strong criticisms of the adherents misuse and sloppiness and weaknesses of the prototype model, it is observed as a very



productive descriptive device for word classes especially for nouns in cognitive psychology and prepositions in cognitive linguistics.

Conclusion. The prototype is considered to be “a catchall theoretical device” instead of an analytical tool. Like in cognitive psychology prototype model is primarily used for the study of lexical semantics specifically nouns and prepositions of Indo-European languages, and Unlike in cognitive psychology, the prototype has exhibited an extended use and application in phonology, syntax, and diachronic lexical semantics.

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SOCIOLINGUISTICS IN LANGUAGE TEACHING

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**Annotation:** *Sociolinguistics is the descriptive study that describes the influence of any or all aspects of social life, including cultural norms, assumptions, and context, on the way language is used, and the influence of society on language. So language teaching is closely related to sociolinguistics. Language teaching and learning are influenced by various social factors. Some social factors such as situation, context and social environment play a role in language learning. It describes the main factors influencing language choice and explains how well modern education can take them into account.*

**Key terms:** *language teaching, sociolinguistics, social factors, sociolinguistic awareness*

**Annotation:** *Социолингвистика — это описательное исследование, описывающее влияние любого или всех аспектов социальной жизни, включая культурные нормы, предположения и контекст, на то, как используется язык, и влияние общества на язык. Таким образом, преподавание языков тесно связано с социолингвистикой. На преподавание и изучение языка влияют различные социальные факторы. Некоторые социальные факторы, такие как ситуация, контекст и социальная среда, играют роль в изучении языка.*

**Ключевые слова:** *обучение языку, социолингвистика, социальные факторы, социолингвистическое сознание.*

**Annotatsiya:** *Ijtimoiy lingvistika ijtimoiy hayotning har qanday yoki barcha jabhalarining, jumladan, madaniy me'yorlar, taxminlar va kontekstning tildan foydalanish uslubiga ta'sirini va jamiyatning tilga ta'sirini tavsiflovchi tadqiqotdir. Demak, til o'rgatish sotsiolingvistika bilan chambarchas bog'liq. Til o'rgatish va o'rganishga turli ijtimoiy omillar ta'sir ko'rsatadi.*

**Kalit so'zlar:** *til o'rgatish, sotsiolingvistika, ijtimoiy omillar, ijtimoiy lingvistik xabardorlik*

Firstly, there is a question of what is sociolinguistics, itself? Sociolinguistics is the branch of linguistics that studies how social factors influence language use. Examples of sociolinguistic studies include gender language differences, regional differences, and how social class affects language use. Several researchers or



linguists give a definition sociolinguistics from different perspectives. Sociolinguistics is the study of the effect of any and all aspects of society, including cultural norms, expectations, and context on the way language is used (Trudgill, 2000)

Yasemin (2013) defined sociolinguistics as a discipline studies the goals and tasks of language in society. It tries to explain how language differs from one context to another across geographical boundaries and how people in one context communicate with people in other contexts (e.g. non-native speakers; native speakers, etc.). It tends to learn language based on socio-cultural contexts and how learners can interact with others in a context.

In all these definitions, it becomes clear that sociolinguistics is related to language use and a society's response to it. According to Grimshaw, (1971), there are four types of relationships between language and society as follows (1) language community identification; (2) socio-cultural language detection; (3) mutual difference between social facts and language; (4) language and society are defined by others culture, abstract structure or similar factors biological nature.

Van Herk said that “sociolinguistics as a discipline and language and society as objects of study” (p. 194).

It follows that language is the center of social interaction in every society, regardless of location or era. Language and social interaction have a reciprocal relationship: language shapes and social interactions. Learning a language is indoor or outdoor, formal or informal learning process. Language teaching, learning, socio-cultural context and language diversity should be taken into account as they affect the success of language learning. The most important part of sociolinguistics in language teaching is to give students the appropriate rules of speaking and writing and to increase their awareness of sociolinguistics, that is, to understand the socio-cultural differences between languages.

Correlation between sociolinguistics and language teaching. Language is the transmission of thoughts and feelings through a system of subjective signals, such as vocal sounds, signs or written symbols used by a nation, people or other distinct community. On the other hand, a community is a group of people bound together by ongoing relationships or a large social group that shares the same things: geographic or life area, subject to the same political authority and dominant cultural expectations. Sociolinguistics is an integral part of the study of common language and the study of the influence of society on language. So it is very important in the field of language learning. So sociolinguistics is that field a study concerned with the interaction of language and society, how all aspects of society affect language, and how language affects society.



Conclusion. Sociolinguistics plays an important role in language teaching, because it is the study of the relationship between language and society, language change, and attitude to language. This is remarkable in language learning because it can provide a perspective that fits the language.

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APPLICATIONS OF SARCASTIC EUPHEMISMS IN MODERN  
LINGUISTICS

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**Abstract:** *This article analyzes the opinion of scientists about the humorous use of euphemisms in speech, and the article is enriched with examples.*

**Key words:** *sarcastic euphemisms, beauty of speech, sarcasm, unpleasant situation*

In phonetic writing, euphemisms, alternative for untouchable names, as well as words furthermore, articulations that are utilized "under specific circumstances to supplant unfortunate, inconsiderate, too cruel words", typically fall into two categories: ancient and modern. The religious motivation is at the forefront of ancient euphemisms, whereas modern euphemisms are moral. Because of this, ancient euphemisms were not meant to be ironic; alternative names were taken very seriously. Modern euphemism is exemplified by ironic euphemisms. Be that as it may, the expression "present day" ought to be perceived as a genuinely expansive time span. An ironic description of such a forbidden name as "buttocks" is already recorded in the dictionary of V.I. Dahl as "Europe".

The comic and unexpected words can be followed in all topical gatherings of current euphemisms, albeit the efficiency of such substitution names shifts in various societies. In contrast to Uzbek, for example, ironic names for concepts like death, illness, and physical disabilities are frequently used in English and American discourse. For example, an awfully big adventure, eternal yawn, going to the dance party with God, immortally challenged.

According to J. Mitchell's study on how different cultures use euphemisms when discussing a deadly disease like cancer, it is not customary in Asian, Spanish, and South American cultures to inform the patient of the true diagnosis and future prognosis because doing so could harm the patient. In North European and North American cultures, it is believed that the patient should be fully informed about the diagnosis and possible outcome of the disease, in this case humor serves as a protective mechanism for the patient in this unpleasant situation, in order to "let off steam" [B. Mitchell 2011].



Sarcasm has become a common language tool these days, especially in modern linguistics. It is most often accompanied by euphemisms – indirect expressions utilized in place of offensive or unpleasant language that targets people or things. While being sarcastic is not necessarily harmful, but it can sometimes be hurtful when not used properly. Hence, the application of sarcastic euphemisms in modern linguistics has its own significant importance.

### **Definition of Sarcastic Euphemisms**

Sarcasm is defined as "the use of irony to mock or convey contempt" while euphemisms are "a mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing."

A euphemistic phrase used sarcastically not only serves as a perfect tool for the everyday speaker to satirize societal or personal vice but also as a form of communication centered on a more special effect when delivered rightly.

Why Are Sarcastic Euphemisms Used? There are numerous reasons why people use sarcastic euphemisms:

1. To express humor and irony – Sarcasm is mostly used in humor and satire. Euphemisms, on the other hand, serve to lighten the insult; thus, together, they form an excellent combo for humor and irony.

2. To criticize without offending – Euphemisms are often used to lessen the impact of something said or to make it sound less offensive or harsh. The speaker may use a sarcastic tone of voice to criticize without entirely offending the person being targeted, thus becoming the ideal tool for conflict resolution.

3. To add an element of wittiness – Sarcastic euphemisms most often add an element of wittiness to the speaker's statement or speech. It makes the delivery more distinctive and exciting, particularly when used with irony or humor, making the audience laugh.

### **Examples of Sarcastic Euphemisms in Modern Linguistics**

1. "Now that's a face only a mother could love."

This sarcastic euphemism is used to describe an ugly individual, but the euphemism "a face only a mother could love" makes it less offensive and harsh, hence the perfect tool for a lighthearted insult.

2. "You have a unique sense of style." This sarcastic euphemism is used to describe someone's awkward dressing style without completely offending them. The euphemism "unique sense of style" is used instead of "weird dressing style" or "poor choice of clothes."

3. "Thank you for your constructive criticism." This sarcastic euphemism is used to appreciate someone's negative criticism or feedback with the euphemism



"constructive criticism." The irony is that the criticism was not exactly "constructive," but the usage still makes the statement lighter and not completely offensive.

4. "He's more crooked than a dog's hind leg." This sarcastic euphemism is used to describe a deceitful or corrupt individual, but the euphemism "more crooked than a dog's hind leg" adds humor to the statement, making it less offensive as it lightens the insult.

5. "Congratulations on your promotion; you must be doing someone's job."

This sarcastic euphemism is used to congratulate someone on their promotion with a sarcastic tone, essentially stating that the person only got the promotion because someone else isn't doing their job correctly.

Conclusion. The use of sarcasm euphemisms in modern linguistics has become a common language tool, utilized to lighten the insult, add humor and irony to the statement, or to criticize without entirely offending the person. A euphemistic phrase used sarcastically makes the statements distinctive, adds creativity to the delivery, and makes the audience laugh. However, it is necessary to use it responsibly and appropriately, not to hurt or offend someone.

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O`RTA INGLIZ TILI DAVRIDA SHEVALARNING ASOSIY  
XUSUSIYATLARI

Buxoro davlat universiteti  
Ingliz tilshunosligi kafedrası o`qituvchisi

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**Annotatsiya:** *Maqolada o`rta ingliz tili davrida shevalarning asosiy xususiyatlari va ularning tasniflari haqida fikrlar yuritilgan.*

**Kalit so`zlar:** *ot, sifat, rod, kategoriya, kelishik, turlanish, tuslanish.*

**Abstract:** *The article discusses the main characteristics of dialects and their classification in the Middle English period.*

**Key words:** *noun, adjective, genus, category, agreement, variety, inflection.*

Qadimgi davr ingliz tili sifati rod, son va kelishiklarda belgilangan. Sifatlarning rod kategoriyasi sof grammatik kategoriya sifatida rodlarda o`zgargan. Sifatlar ham o`z navbatida kuchli va kuchsiz turlanishlarga ega bo`lgan. Agar sifatlar umumiy ma`noda olingan otlarni aniqlasa, shu tarzda ular noaniq edi. Muj. va sr. rod noaniq sifatlari "å" negizli otlar kabi turlanar edi. Jen. rod sifatlari esa "ō" negizli jen. rod so`zlari kabi turlanar edi, hamda uch rod sifatlari ham ba`zi bir kelishiklarda 3 shaxs olmoshlarining qo`shimchalarini olgan, shuning uchun noaniq turlanish olmoshli turlanish deb ham ataladi.

Agarda sifat aniq predmetlar va hodisalarni ifodalaydigan otlarni aniqlasa, u aniq sifat edi. Shunday otlarning oldida sē, sēo va Pæt olmoshlari ham bor edi.

Aniq sifatlar "ń" negizli otlar kabi turlanilar edi. Bu turlanishga uch rod sifatlari ham kirar edi<sup>48</sup>.

Sifatlarning kuchli turlanishi

Kelishik	Muj. rod		Sred. rod	
	Birlik son		Birlik son	Ko`plik son
Bosh.	Blæc stān	Blæce stānas	Blæc fæt	Blacu fatu
Qaratqic h	Blæces stānes	Blæcra stāna	Blæces fætēs	Blacra fata

<sup>48</sup> Расторгуева Т.А. Історія англійської мови: Підручник-2-е вид., Стер. - М.: ТОВ &Видавництво Астрель&, 2003. - 348 с. - На англ. Яз





h	Jo'nalis	Blæcum stāne	Blæcum stānum	Blæcum fæte	Blacum fatum
	Tushum	Blæcne stān	Blæce stānas	Blæc fæt	Blacu fatu
	Birgalik	Blæce		Blæce	

Yuqoridagi turlanish jadvalidan quyidagi xulosalar kelib chiqadi:

1. Umuman olganda sifatlarining noaniq turlanishi otlarning kuchli turlanishi bilan mos keladi;

2. Ammo ba'zi bir kelishiklarda sifatlarining kelishiklari olmosh kelishiklariga mos keladi. Shuning uchun ham bu turlanishni olmoshli turlanish deb ataydi. Olmoshli qo'shimchalarning tagiga chizilgan.

#### Jenskiy rod

	Birlik	Ko'plik
Bosh	swētu	Swēta
Qar.	Swētre	Swētra
Jo'n.	Swētre	Swētum
Tushum	swēte	swēta

Jen. rod sifatlarining ko'plik son qaratqich kelishik qo'shimchasi ham -ga (olmoshli) birlik son qaratqich va jo'nalish kelishik qo'shimchalari -ri olmoshli bo'lgan.

"a" va "o" negizli sifatlardan tashqari "jä:", "jo" ba "wu" - "wa" wo negizli sifatlarda ham bor edi.

"ja" va "jo" negizli so'zlar (pereglasovka) umlautga uchragan edi.

grōnja> groni>grene>green

swotja> swoti> swete>swect

"j" ta'sirida ō>ë ga o'tar edi. "ā" na "o" reduksiya ta'sirida tushib qolgan edi. "j" > "i" ga o'tib, keyinchalik tushib qoladi. "wä" va "wo" negizli sifatlarning soni juda oz edi.

Ko'plik son bosh kelishikda "u" qo'shimchaga ega edi. Nearu (tor), geolu (sariq). Boshqa formalarida kelishik qo'shimchasi oldida [w] turar edi: Gearwe, gearwes.

#### Sifatlarning kuchsiz (slaboe) turlanishi

Birlik son			
	Muj. rod	Sr. rod	Jen. rod
Bo	gōda nama	gōde ēage	gōde cwene
Qa	gōdan naman	gōdan ēagan	gōdan cwenan
Jo'	gōdan naman	gōdan ēagan	gōdan cwenan
Tu	gōdan naman	gōde ēage	gōdan cwenan
Ko'plik son			



	Muj. rod	Sr. rod	Jen. rod
Bo	gōdan namab	gōdan ēagan	gōdan cwenan
Qa	gōdra namena	gōdra ēagena	gōdra cwenena
Jo‘	gōdum namum	gōdum ēagenum	gōdum cwenum
Tu	gōdan naman	gōdan ēagan	gōdan cwenan

Bu yerda biz ko‘rganimizday faqat ko‘plik son qaratqich kelishigida "ra" olmoshli qo‘shimcha uchraydi, qolgan boshqa kelishiklar ot kelishiklari bilan mos kelgan.

Hind-ovrupa tillarida sifatda ham ot negiz qanday bo‘lsa, xuddi shunday turlanish mavjud edi. Hind-ovrupa sifatlari -o- negizlisi german tillarida –a- mujskoy va sredney rodlarida. Hind-ovrupa sifatlari -ā- negizlisi german tillarida -ō- mujskoy va sredney rodlarida<sup>49</sup>.

Qadimgi german tillarida sifat ham kuchli va kuchsiz turlanishga ega bo‘ladi. Kuchsiz turlanish -n-negizli sifatlarda rivojlanadi.

Qadimgi german tillarida sifatlarning kuchli va kuchsiz turlanishi natijasida aniqlik va noaniqlik kategoriyalari bir-biridan farqlanadi.

Tildagi o‘zgarishlar xalqning nutq faoliyatini anglab tushunish va hayotning turli taraflari bilan aloqadorlikda bo‘lishini bilish hisoblanadi. Shu bilan birga, bu aloqadorlikning o‘ta murakkab va turli- tumanlilik, hamda tilning turli sharoitlarda turlicha namoyon bo‘lishini hisobga olish kerak. Shuningdek, til taraqqiyoti rivojlanish jarayonining bir maromda emasligi va bu jarayonning rivojlanish kuchini aniqlash hamma holatlarda ham yengil emasligini tan olish kerak. Misol uchun oladigan bo‘lsak, lug‘at tarkibining rivojlanishi qiyosan fonetik tizimdan yengilroq hisoblanadi. Fonetik tizim ancha qiyin va muammoli masalalarga ega. Bu sohada hal etilmagan masalalar hali yetarlicha hisoblanadi.

Tillarning ijtimoiy funksiyasi ishlab chiqarish va ijtimoiy sharoitlarning murakkablashuvi bilan bog‘liq ravishda kengaya borishi tilshunoslar tomonidan bir necha bora ta‘kidlab o‘tilgan ijtimoiy hodisadir. Tillardagi bunday o‘zgarishlarga ham lingvistik, ham ekstralingvistik faktorlar sabab bo‘lishi mumkin. Bu hol qiyoslanayotgan tillarning har ikkalasida ham ko‘zga tashlanadi.

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023).



## LINGUISTIC FEATURES OF TOPONYMS

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The word "toponymy" is derived from the Greek words *tópos* "place" and *ónoma* "name". Toponymy is itself a branch of onomastics, the study of names of all kinds.

Toponym is the general name for any place or geographical entity. Related more specific types of toponym include hydronym for a body of water and oronym for a mountain or hill. A toponymist is one who studies toponymy. According to the Oxford English Dictionary, the word "toponymy" first appeared in English in 1876; since then, toponym has come to replace "place-name" in professional discourse among geographers. It can be argued that the first toponymists were the storytellers and poets who explained the origin of specific place names as part of their tales; sometimes place-names served as the basis for the etiological legends. The process of folk etymology usually took over, whereby a false meaning was extracted from a name based on its structure or sounds. Thus, the toponym of Hellespont was explained by Greek poets as being named after Helle, daughter of Athamas, who drowned there as she crossed it with her brother Phrixus on a flying golden ram. The name, however, is probably derived from an older language, such as Pelasgian, which was unknown to those who explained its origin. George R Stewart theorized, in his book *Names on the Globe*, that Hellespont originally meant something like "narrow Pontus" or "entrance to Pontus", "Pontus" being an ancient name for the region around the Black Sea, and by extension, for the sea itself.

Place names provide the most useful geographical reference system in the world. Consistency and accuracy are essential in referring to a place to prevent confusion in everyday business and recreation.

The study of place-name transfer from one language to another is undertaken by investigating oral and written methods of place-name communication. Phonetic transfer is the most common means of place-name transfer between languages. A toponymist, through well-established local principles and procedures developed in cooperation and consultation with the United Nations Group of Experts on Geographical Names. Toponymy, taxonomic study of place-names, based on





etymological, historical, and geographical information. A place-name is a word or words used to indicate, denote, or identify a geographic locality such as a town, river, or mountain. Toponymy divides place-names into two broad categories: habitation names and feature names. A habitation name denotes a locality that is peopled or inhabited, such as a homestead, village, or town, and usually dates from the locality's inception. Feature names refer to natural or physical features of the landscape and are subdivided into hydronyms (water features), oronyms (relief features), and places of natural vegetation growth (meadows, glades, groves).

Toponymy is concerned with the linguistic evolution (etymology) of place-names and the motive behind the naming of the place (historical and geographical aspects). Most toponymy, however, has concentrated on the etymological study of habitation names, often neglecting the study of feature names and the motive behind the naming of the place.

Habitation and feature names are either generic or specific, or a combination of the two. A generic name refers to a class of names such as river, mountain, or town. A specific name serves to restrict or modify the meaning of the place-name. Most of the world's languages can be divided into two groups based on the general tendency to have the specific either precede or follow the generic. In English the specific usually comes first, while in French the specific generally follows the generic. The influence of other languages creates exceptions to this generalization. The influence of French and Spanish created many exceptions to the tendency in English in the United States to have the specific first. This is most evident in the naming of many larger bodies of water, such as Lake Superior, Lake Michigan, or Lake Charaplain, that were first explored and settled by the French. English settlers migrating into these areas accepted the French naming convention, but since the French did not colonize the areas heavily, many of the smaller bodies of water in these regions were named under the English convention of specific first.

Most toponymic studies have concentrated on the specific aspect of the place-name. The adjectival form of the specific is the dominant place-name type in English. Prepositional place-names used in a descriptive sense are more rare in English. The City of Chicago is an example of the prepositional place-name, but in common use the preposition and the generic are dropped. Toponymy also involves the study of place-names within and between languages. Studies within a language usually follow three basic assumptions: every place-name has a meaning, including place-names derived from personal names, place-names describe the site and record some evidence of human occupation or ownership:



once a place-name is established or recorded, its phonetic development will parallel the language's development.

The study of place-name transfer from one language to another is undertaken by investigating oral and written methods of place-name communication. Phonetic transfer is the most common means of place-name transfer between languages. This involves the spoken transfer of a place-name from one language to another. Little or no knowledge of the language from which the place-name originated is required. A person will listen to the place-name spoken and then phonetically render the place-name in his or her own language, creating at best a close approximation. Many of the early North American colonial place-names were transferred from native Indian languages in this manner. Oral translation requires at least some degree of bilingualism on the part of both parties communicating the place-name. Translations of place-names have usually occurred with more important place-names or with large features. Many of the names of the seas of the world, for example, have been translated from different languages. Folk etymology is based on the sound of the place-name and is therefore similar to phonetic transfer. Folk etymology occurs when the sounds of one language will not easily convert to the sounds of the second language, as in phonetic transfer. The transfer of many place-names occurred between French and English settlers of North America through folk etymology.

The dominance of etymology in toponymy has limited the interest in writing as a means of place-name transfer. As printing became more important over the years, place-names were adopted between countries and languages directly from maps by visual transfer. Once the name had been adopted by visual transfer, it was pronounced according to the adopting language's standards.

Toponymy can uncover important historical information about a place, such as the period of time the original language of the inhabitants lasted, settlement history, and population dispersal. Place-name study can also provide insight to religious changes in an area, such as the conversion to Christianity. Information about the folklore, institutional conditions, and social conditions of a place can be understood as well. Linguistic information like words and personal names not mentioned in literature, can also be found through toponymy.

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## HOZIRGI ZAMON FIZIKASI PAYDO BO'LISHI

Xamidova Gulbaxor Muxtarovna

*Marg'ilon shahar 2-son kasb hunar maktabi*

**Annotasiya:** *To'g'risini aytganda, fizika nima ekanini aniq aytish juda qiyin. Avvalambor, fizika biz rivojlanib, yangi kashfiyotlar qilganimiz sayin o'zgarib boradi. Yangi nazariyalar shunchaki yangi javoblarni olib kelmaydi. Ular, shuningdek, oldingi fizika nuqtayi nazaridan qaralganda, hatto ma'noga ega bo'lmasligi mumkin bo'lgan yangi savollarning ham paydo bo'lishiga zamin yaratadi. Bu fizikani yanada qiziqarli qiladi, biroq uning ta'rifini fizika qachonlardir kelajakda nima bo'la olishi emas, uning o'tmishda nima bo'lgani haqidagi umumiy gaplarga aylantirib qo'yadi.*

**Kalit so'zlar:** *ta'lim, fizika, qobilyat, qiziqish, uzviylik, o'zlashtirish, tadbqiq*

19-asr oxirida aniqlangan qator yangiliklar (elektronning ochilishi, elektron massasining tezlik o'zgarishi bilan o'zgarishi, harakatlanuvchi tizimlarda elektromagnit hodisalarining ro'y berishidagi qonuniyatlar va boshqalar) Nyutonning fazo va vaqt mutlaqligi to'g'risidagi tasavvurlarini tanqidiy tekshirib chiqish kerakligini ko'rsatdi. J.Puankare, X.A.Lorents kabi olimlar bu sohada tadqiqotlar olib borishdi.

1900 yilda M. Plank nur chiqarayotgan tizim — ossillyatornint nurlanish energiyasi uzluksiz qiymatlarga ega degan klassik fikrni rad etib, bu energiya faqat uzlukli qiymatlar (kvantlar)dangina iborat degan butunlay yangi farazni ilgari surdi. Shunga asoslanib nazariya bilan tajriba natijalarini taqqoslanganda ularning moye kelishini aniqladi. Plank gipotezasini A. Eynshteyn rivojlantirib, yorug'lik nurlanganda ham, darqalganda ham kvantlar — maxsus zarralardan tashkil topadi degan fikrga keldi. Bu zarralar fotonlar debataldi. Foton iborasini 1905 yilda A.Eynshteyn fotoeffekt nazariyasini talqin etishda qo'llagan, bu ibora fizika fanida 1929 yildagina paydo bo'ldi. Shunday qilib, fotonlar nazariyasiga muvofiq yorug'lik to'lqin (interferensiya, difraksiya) va zarra (korpuskulyar) xususiyatga ega. 1905 yilda A. Eynshteyn Plank gipotezasini rivojlantirib, maxsus nisbiylik nazariyasini yaratdi. 1911 yilda E. Rezerfordning azarralarning jismlarda sochilishini tekshirish tajribasi atomlar yadrosining mavjudligini isbotladi va u atomlarning planetar modelini yaratdi. 1913 yilda N. Bor nurlanishning kvant xarakteri asosida atomlardagi elektronlar ma'lum barqaror holatlargagina ega bo'lib, bu holatlarda energiya nurlanishi sodir bo'lmaydi, degan postulatni yaratdi. Nurlanish elektronlarning bir barqaror





holatdan ikkinchi barqaror holatga "sakrab o'tishi"da, ya'ni diskret ravishda ro'y beradi. Bu postulat o'sha yili J. Frank va G. Gers o'tkazgan tajribalarda tasdiklandi. Bor postulati atomning planetar modeli kvant xarakterga ega ekanligini ko'rsatadi.

A. Eynshteyn butun odam tortishishi (gravitatsiya) masalasi bilan shug'ullanib, 1916 yilda fazo, vaqt va tortishishning yangi nazariyasi — umumiy nisbiylik nazariyasini yaratdi. Ilgaridan ma'lum va kuzatilgan, ammo to'g'ri hamda mukammal ilmiy tushuntirilmagan kelayotgan qator hodisa va faktlar nisbiylik nazariyasi tufayli har tomonlama oydinlashdi. Bu nazariya o'ziga qadar fanga ma'lum bo'lmagan ko'plab yangi hodisalar qonunlarning borligini oldindan aytib berdi, eng yangi fan uchun g'oyat zarur bo'lgan natija va xulosalarga erishildi (massaning tezlik o'zgarishi bilan o'zgarishi, massa bilan energiyaning o'zaro boglanishi, yorug'lik nurlarining kosmosdagi jismlarning yaqin atrofidan chetlanib og'ishi va boshqalar). M. Laue kristallarda atomlarning tartibli joylashishini rentgen nurlari difraksiyasi yordamida birinchi bo'lib tushuntirib berdi.

Rus fizigi G.V. Vulf va ingliz fizigi U.L.Bregg kristallarda atomlarning joylashishini, ular oralig'idagi masofalarni aniklab, rentgen strukturalari taxliliga asos soldilar. P. Debai, M. Bornlar kristall panjaralari garmonik tebranib turadigan ossilyatorlar yig'indisidan iborat, deb tushuntirdilar. 20-asrning 20-yillariga kelib, kvant mexanikaga tuda asos solindi, mikrozarralar harakatining norelyativistik nazariyasi to'la isbotlandi. Buning asosini Plank — Eynshteyn — Borlarning kvantlashuv va L. Broynij materiyaning korpuskulyarto'lqin xususiyati to'g'risidagi (1924) g'oyalari tashkil etdi. 1927 yilda tajribalarda kuzatilgan elektron difraksiyasi bu fikrni tasdikladi. 1926 yilda avstriyalik fizik E. Shryodinger atomlarning uzlukli energiyaga ega ekanligini ifodalovchi kvant mexanikaning asosiy tenglamasini yaratdi.

Kvant mexanika bilan bir qatorda kvant statistika ham rivojlanib bordi. U ko'p mikrozarralardan tashkil topgan tizimlarning xossalari kvant mexanika qonunlari yordamida o'rganadi. 1924 yilda hindistonlik fizik Sh. Boze kvant statistikasi krnuniyatlarini fotonlarga (spinlari 1 ga teng) tatbiq etib, muvozanatli nurlanish spektorida energiyaning taqsimlanishi uchun Plank formulasini, Eynshteyn esa ideal gaz uchun energiyaning taqsimlanish formulasini keltirib chikardi. 1925 yilda amerikalik fiziklar J.Ulenbek va S.Gausmit elektronning xususiy harakat miqdori momentini aniqladilar. Shu yili V. Pauli bir xil kvant holatda faqat bittagina elektron bo'la olishini ko'rsatdi (Pauli prinsipi), shu asosda

**Mendeleyev davriy sistemasiga nazariy tuye berildi.**



1926 yilda E.Fermi va P.Dirak Pauli prinsipiga bo‘ysunadigan, spinlari  $1/2$  ga teng bo‘lgan, bir xildagi zarralar tizimi uchun FermiDirak statistikasini kashf qildilar.

1928 yilda Ya. Frenkel va V. Geyzenberg ferromagnetizm asosida kvantli almashinishdagi o‘zaro ta’sirlar hal qiluvchi ekanligini ko‘rsatdilar. 1932 — 33 yillarda fransuz fizigi L.Neyel va Ya.Landaular antiferromagnetizm mavjud ekanligini oldindan bashorat qildilar. X. KamerlingOnnes tomonidan simob, qalay va ba’zi elementlarning o‘ta o‘tkazuvchanligining hamda Kapitsa tomonidan geliyning, o‘ta oquvchanlikni ochilishi kvant statistikasida yangi yo‘nalishlarning vujudga kelishiga olib keldi. 1950 yilga kelib L. Landau va V.Ginzburg o‘ta o‘tkazuvchanlikning batafsil nazariyasini ishlab chikdilar.

1916-yilda Albert Einstein yaratgan majburiy nurlanishning kvant nazariyasi asosida 50-yillarga kelib yangi kvant elektronikasi rivoj topdi. N. Basov va A. Proxorov (ulardan mustaqil tarzda amerikalik olim U. Tauns) yaratgan mazerda elektromagnit to‘lqinlarni hosil qilish va kuchaytirishni amalga oshirdilar. Bu 60-yillarda yorug‘likning kvant generatori — lazerning yaratilishiga olib keldi.

20-asrning 2-choragida atom yadrolari tizimi sirlarini va mavjud bo‘layotgan jarayonlarni o‘rganish bilan elementar zarralar fizikasining yaratilishi fizikada inqilobiy o‘zgarishlar bo‘lishiga olib keldi.

A.E.Bekkerel P. Kyuri va M.SklodovskayaKyuri bilan hamkorlikda radioaktiv nurlanishni, keyinchalik E. Rezerford bu nurlanishning o‘zo‘zidan parchalanishi nurlanish bilan birgalikda hosil bo‘lishini ochdilar. 1932 yilda J.Chedvik neytron zarrani ochdi. Rus olimi D.D.Ivanenko va V.Geyzenberglar atom yadrosining protonneytrondan iborat ekanligini aniqladilar. 1934 yilda I.JolioKyuri va fizikaJolioKyurilar sun‘iy radioaktivlik hodisasini ochdilar.

Tezlatkichlarning yaratilishi zaryadlangan zarralar ta’sirida yadro reaksiyalari hosil qilish imkonini yaratdi. Yadro bo‘linishlari hodisasining ochilishi muhim natija bo‘ldi. 1939— 45 yillarda birinchi marta uran<sup>235</sup> zanjir reaksiyasi yordamida yadro energiyasi ajralib chiqishiga erishildi. Bu energiyadan tinch maqsadda foydalanish 1954 yildan amalga oshdi. 1952 yilda termoyadro sintezi (termoyadro portlashi) amalga oshirildi.

Atom yadrosi fizikasi rivoji bilan bir vaqtda elementar zarralar fizikasi xam rivojlandi. Birinchi muhim yutuqlar kosmik nurlarni tadqiq qilish bilan bog‘liqdir. Myuonlar, pmezonlar, Kmezonlar, giperonlar kabi zarralar topildi. Yuqori energiyali zaryadli zarralar tezlatkichlari yaratilishi bilan elementar zarralar, ularning xususiyatlari va o‘zaro ta’sirlari rejali tadqiq qilina boshladi. Tajribalarda ikki xil neytrinolar va boshqa ko‘plab elementar zarralar ochildi.



Fizika tekshiradigan hodisalarni miqdoriy tahlil qilishda matematikadan keng foydalanadi. Hodisalarning utishi va ularning tabiatidagi murakkablikka qarab qo‘llaniladigan mat. usullari ham murakkablashadi. Hozirgi davrda elementar matematika, differensial, integral hisoblar, analitik geometriya, oddiy differensial tenglamalar bngina cheklanib qolish mumkin emas. Mas, maydon nazariyasida tenzorlar, operatorlar kabi tushunchalardan keng foydalaniladi. Fizikaning rivojlanishi hamma vaqt boshqa tabiiy fanlar bilan chambarchas bog‘liq bo‘lib kelgan. Fizikaning rivojlanishi boshqa tabiiy fanlarning rivojlanishiga va ko‘pgina hollarda yangi fanlarning vujudga kelishiga olib kelgan. Mas, fiziklar tomonidan mikroskopning ixtiro etilishi kimyo, biologiya, zoologiya fanlarining keng ko‘lamda rivojlanishiga sabab bo‘ldi. Teleskopning yaratilishi, spektral analiz qonunlarining kashf etilishi astronomiya fanining rivojlanishini jadallashtirdi. Elektromagnit induksiya hodisasining kashf etilishi va radioning ixtiro etilishi elektronika va radiotexnika fanlarining vujudga kelishiga olib keldi. Juda ko‘p sohalar borki, ularni fizika boshqa fanlar bilan birgalikda o‘rganadi. Shu tariqa kimyoviy fizika, biofizika, astrofizika, geofizika va boshqa fanlar vujudga kelgan. Fizikada yaratilgan kashfiyotlar texnikannt turli sohalarini rivojlanishiga, provardida sanoat va xalq xo‘jaligining jadal rivojlanishiga olib kelgan. Kundalik qayotda ishlatilayotgan elektr yoritkich asboblari, radiopriyomniklar, televizorlar, zavod va fabrikalardagi turli xil stanoklar, zamonaviy elektron hisoblash mashinalari, samolyotlar va boshqalar fizikadagi yaratilgan kashfiyotlarning natijasidir. O‘z navbatida, texnika fanlarining erishgan yutuqlari fizikaning yanada rivojlanishiga sababchi bo‘lgan. Texnikaning, umuman xalq xo‘jaligining rivojlanib borishida uzluksiz ravishsa vujudga keluvchi fizik muammolarni hal etib borishga to‘g‘ri keldi. Bu esa texnika fanlarining hamma vaqt fizika bilan xamkorlikda ish olib borishini taqozo etadi. O‘zbekistonda yadro fizikasi, fizik elektronika, qattiq jismlar fizikasi, yuqori energiyali va kosmik nurlar fizikasi, yarimo‘tkazgichlar fizikasi, akustooptika, akustoelektronika, lazerlar fizikasi, geliofizika, geliotexnika va boshqa fizika sohalarida muhim yutuqlarga erishildi.



## KLASSIK FIZIKANING RIVOJLANISHI

**Kaimova O'g'iloy Muhammadali qizi**

*Andijon viloyati Marxamat tumani*

*1-son kasb-hunar maktabi*

**Annotatsiya:** *Talim tizimini modernizatsiyalashda uzluksizlik va uzviylik tamoyillarining ustivorligini ko'rsatib berish talimni anashu talablar asosida tashkil etish, ta'lim tamoyillari va talim metodlari aloqadorligi asosida shaxsni har tomonlama shakllantirish, talim mazmuni va maqsadlari orasidagi uzviylikni taminlashni pedagogik va didaktik nuqtai nazardan asoslashdan iborat. Klassik fizikani paydo bo'lishi haqida ham so'z yuritiladi.*

**Kalit so'zlar:** *fizikaviy hodisalar, mexanika, termodinamika, molekulyar fizika, yangi talim tizimi, modda tuzilishi, yoruglik hodisalari.*

17-asrga kelib G.Galiley mexanik harakatni tajriba yo'li bilan o'rganib, harakatni matematik formulalar asosida ifodalash zarurligini aniqladi va bu fizika fanining keskin rivojiga turtki bo'ldi. U jismlarning o'zaro ta'siri natijasida tezlik o'zgarib, tezlanish hosil bo'lishini, ta'sir bo'lmaganda harakat holatining o'zgarmasligi, ya'ni tezlanishning nolga tengligini yoki tezlikning o'zgarmasdan saklanishini qayd etib, Aristotelning shu masalaga qarashli fikrini, ya'ni ta'sir natijasida tezlik hosil bo'lishini inkor etadi. Keyinchalik Galiley aniqlagan qonun inersiya qonuni yoki Nyutonning mexanikaga oid birinchi qonuni degan nom oldi. 1600 yilda U. Gilbert elektr va magnit xrdisalarni o'rganish bilan shuhrat qozondi hamda Yer tirik magnit ekanligini isbotladi. U kompas magnit milining burilishini Yerning katta magnitga o'xshashi orqali tushuntirdi, magnetizm va elektrning o'zaro bog'lanishini tekshirdi. Galiley mexanikadagi nisbiylik prinsipini ochdi va erkin tushayotgan jism tezlanishi uning tezligi va massasiga bog'liq emasligini isbotladi. E.Torrichelli yuqoridagi prinsipdan foydalanib, atmosfera bosimining mavjudligini aniqladi va birinchi barometrni yaratdi. R.Boyl va E. Mariott gazlarning elastikligini aniqladilar hamda gazlar uchun birinchi qonun —Boyl—Mariott qonunini yaratdilar. Gollandiyalik astronom va matematik V.Snellius (Snell) bilan R.Dekart yorug'lik nurining sinish qonunini ochdilar.

17-asr Fizikasining eng katta yutuklaridan biri klassik mexanikaning yaratilishi bo'ldi. I.Nyuton 1687 yilda Galiley va o'z zamondoshlarining g'oyalarini umumlashtirib, klassik mexanikaning asosiy qonunlarini ta'riflab berdi. Nyuton tomonidan jismlar holati tushunchasining kiritilishi barcha fizik



royalar uchun muhim bo‘ldi, jismlar tizimining holatini mexanikada ularning koordinatalari va impulyelari orqali to‘la aniqlash imkoniyati yaratildi. Agar jiyemning boshlangich vaqtdagi holati hamda harakat davomida unga ta’sir etuvchi kuchlarning tabiati ma’lum bo‘lsa, Nyuton qonunlariga asoslangan holda shu jiyemning harakat tenglamasini tuzish mumkin. Bu harakat tenglamasidan foydalanib, ushbu jiyemning istalgan vaqtda fazodagi o‘rnini, tezlik, tezlanish va fizik kattaliklarni aniqlash mumkin bo‘ldi. Nyuton sayyoralar harakatlarini tushuntiruvchi Kepler krnunlari asosida butun olam tortishish qonunini ochdi va bu qonun orqali Oy, sayyoralar va kometalar harakatini isbotlab berdi. X. Poygens va G. Leybnits harakat miqdorining saklanish qonunini ta’rifladilar.

17-asrning 2yarmida fizik optika asoslari yaratila boshlandi, teleskop va boshqa optik qurilmalar yaratildi. Fizika Grimaldi yorug‘lik difraksiyasini, I. Nyuton esa yorug‘lik dispersiyasiik tadqiq qildi. 1676 yilda daniyalik astronom O.Ryomer yorug‘lik tezligini o‘lchadi. Shu davrdan yorug‘likning korpuskulyar va to‘lqin nazariyalari yuzaga keldi hamda rivoj topa boshladi. I.Nyuton yorug‘likni korpuskula (zarra)lar harakati orqali tushuntirsa, X.Gyuygens uni faraz qilinuvchi muhit — efirda tarqaladigan to‘lqinlar yordamida tushuntirdi.

Shunday qilib, 17-asrda klassik mexanika mustahkam o‘rin egalladi, akustika, optika, elektr va magnetizm, issiqlik hodisalarini o‘rganish sohalarida katta izlanishlar boshlandi. 18-asrga kelib tajriba va mat.dan kengfoydalangan klassik mexanika va osmon mexanikasi yanada tez sur’atlar bilan rivojlandi. Yer va Osmon hodisalarini mexanika krnunlari orqali tushuntirish asosiy maqsad hamda bosh ta’limot hisoblanar edi. Hatto, o‘rganilayotgan fizik hodisani mexanika qonunlari orqali tushuntirish mumkin bo‘lmasa, tanlangan tushuntirish yo‘li to‘liq emas yoki noto‘g‘ri deb yuritilar edi.

18-asrda zarralar va qattiq jismlar mexanikasi bilan birga gaz hamda suyuqliklar mexanikasi rivojlandi. D.Bernulli, L.Eyler, J.Lagranj va boshqa ideal suyuqlik gidrodinamikasiga asos soldilar. Fransuz olimi Sh. Dyufe elektrning ikki turi mavjudligini aniqladi hamda ularning o‘zaro tortilish va itarilishini ko‘rsatdi. Amerikalik olim B. Franklin elektr zaryadining saqlanish qonunini aniqladi. T.Kavendish va undan mustasno Sh. Kulon qo‘zg‘almas elektr zaryadining o‘zaro ta’sir kuchini tajribada aniqladilar hamda matematik ifodasini topib, asosiy qonun — Kulon qonunini ochdilar.

Rus fiziklari G.Rixman, M.V.77omonosov va amerikalik olim B. Franklin atmosferada hosil bo‘ladigan elektr, yashinning tabiatini tushuntirib berdilar. A.Galvani, A. Volta va keyinchalik rus fizigi hamda elektrotexnigi V. Petrovning kuzatishlari va tadqiqotlari elektrodinamikaning vujudga kelishi hamda tez sur’atlar bilan rivojlanishiga sabab bo‘ldi. Optika sohasida P. Buger va I.



Lambert ishlari tufayli fotometriyaga asos solindi. Infraqizil (ingliz optigi V. Gershel va ingliz kimyogari U. Vollston) va ultrabinafsha (ingliz kimyogari I. Ritter) nurlar mavjudligi aniqlandi. Issiqlik hodisalari, issiklik miqdori, tra, issiqlik sig‘imi, issiklik o‘tkazuvchanlik va h.k.ni o‘rganishda xam qator izlanishlar olib borildi. M. Lomonosov, R.Boyl, R.Guk, Bernullilar issiqlikning molekulyar — kinetik nazariyasiga asos soldilar.

19-asr boshida T. Yung va O. Frenellarning to‘lqin nazariyasi asosida yorug‘lik difraksiyasi va yorug‘lik interferensiyasi yaratildi. Yorug‘likni ko‘ndalang to‘lqin sifatida elastik muhitda tarkaladi deb, Frenel singan va qaytgan yorug‘lik to‘lqinlarining intensivlaigini belgilovchi miqdoriy qonunni aniqladi. Fransuz fizigi E.Malyus yorug‘likning qutblanishi hodisasini kashf etdi, yorug‘lik spektriga va difraksiyasiga tegishli izlanishlar olib bordi. Yorug‘likning tabiati haqidagi korpuskulyar va to‘lqin nazariyalari orasidagi deyarli ikki asr davom etgan kurash to‘lqin nazariyasi foydasiga hal bo‘ldi.

Italiyalik olimlar A. Galvani va A.Voltalarning elektr tokini kashf etishlari hamda dunyoda birinchi marta 1800 yilda galvanik elementning yasalishi fizika fanining rivojlanishida katta ahamiyatga ega bo‘ldi. 1820 yilda daniyalik fizik X. Ersted tokli o‘tkazgichning kompas mili bilan o‘zaro ta’sirda bo‘lishini elektr va magnit hodisalar orasida boglanish borligi bilan tushuntirdi. Shu yillarda A. Amper zaryadlangan zarralarning tartibli harakati tufayli paydo bo‘luvchi elektr toki bilan barcha magnit hodisalari bog‘liq ekanligi to‘g‘risida xulosaga keldi va tajriba asosida tokli o‘tkazgichlar orasidagi vujudga keluvchi o‘zaro ta’sir kuchini ifodalovchi qonunni ixtiro qildi (Amper qonuni). 1831 yilda M. Faradey elektromagnit induksiya hodisasini ochdi va elektromagnit maydon tushunchasi haqidagi ta’limotni yaratdi. Metallarning elektr o‘tkazuvchanligini o‘rganish Om krnunining (1826), moddalarning issiqlik xususiyatlarini o‘rganish — issiqlik sig‘imi qonunining yaratilishiga olib keldi.

Tabiatning barcha hodisalarini bir butun qilib bog‘lovchi energiyaning saqlanish va aylanish qonunining ochilishi tabiatshunoslikda, jumladan, fizikaning rivojlanishida katta ahamiyatga ega. 19-asr o‘rtalariga kelib tajriba orqali issiklik miqdori bilan bajarilgan ish miqdorining o‘zaro qiyosiy tengligi isbotlandi va shu asosda issiqlik energiyaning maxsus turi ekanligi aniqlandi. Energiyaning saklanish va aylanish qonuni issiqlik hodisalari nazariyasining asosiy qonuni bo‘lib, u termodinamikannsh birinchi bosh qonuni deb ataladi. Bu qonunni Yu.R.Mayer ta’riflagan, nemis fizigi G.Gelmgots aniqroq shaklga keltirgan (1874). Termodinamikaning rivojlanishida S. Karno, R. Kpauzius, U.Tomson, E.Klapeyron va D.I.A/yendeleyevlarning xizmatlari katta bo‘ldi. S. Karno issiqlikning mexanik xdrakatga aylanishini aniqladi, R.Klauzius, U.



Tomson issiklik nazariyasining asosiy qonuni — termodinamikaning ikkinchi bosh qonunini ta’rifladilar, R. Boyl, E. Mariott, J.GeyLyussak, B. Klapeyron ideal gazning xrlat tenglamasini aniqladilar. D.I.Mendeleyev uni barcha gazlar uchun umumlashtirdi va h.k. Termodinamika bilan birga issiqlikning molekulyar kinetik nazariyasi rivojlanib bordi. A. Eynshteyn, polyak fizigi M. Smoluxovskiy va fransuz fizigi J. Perrenlar broun harakati atom hamda molekulalarning issiklik harakati ekanligini isbotlab, molekulyar kinetik nazariya asoslari bo’lgan broun harakatining miqsoriy nazariyasini yaratdilar. Bu esa, o’z navbatida, statistik mexanikaning to’la tan olinishiga olib keldi. J.K.Maksvell kiritgan ehtimollik xarakteriga ega bo’lgan statistik tushunchalar asosida gazlardagi molekulalar tezligi, erkin yugurish uzunligi, vaqt birligi ichidagi to’qnashuvlar soni va boshqa kattaliklarning o’rtacha qiymatlarini topishga yo’l ochildi, traning molekulalarning o’rtacha kinetik energiyasiga bog’likligi ko’rsatildi. Materiyaning kinetik nazariyasi taraqqiy etishi L. Boltsman tomonidan statistik mexanika — Boltsman statistikasishtt yaratilishiga olib keldi. 19-asrning 2yarmida J.K.Maksvell elektromagnit hodisalarning elektromagnit maydon tushunchasiga asoslangan yangi nazariyasini va uni ifodalovchi tegishli tenglamalar tizimini yaratdi. U tabiatda elektromagnit to’lqinlarning mavjudligini, ularning anik, xususiyatlari — bosimi, difraksiyasi, interferensiyasi, tarqalish tezligi, qutblanishi va h.k. borligini aniqladi. Maksvell nazariyasining eng muhim natijasi elektromagnit to’lqinlarning tarqalish tezligi yoruglik tezligiga teng bo’lgan qiymatga ega ekanligi to’g’risidagi xulosa hisoblandi. Maksvell nazariyasidan yorug’likning elektromagnit xususiyatiga ega ekanligi kelib chikdi. G.Ge/i

Shunday qilib, 19-asr fizikasi 2 bo’limdan — jismlar fizikasi va maydon fizikasidan iborat bo’ldi. Jismlar fizikasi asosida molekulyar kinetik nazariya qabul qilingan bo’lsa, maydon fizikasila elektromagnit maydon nazariyasi asosiy rol o’ynadi.

Klassik fizika modda, vaqt, fazo, massa, energiya va h.k. haqidagi maxsus tasavvurlar, tushunchalar, qonunlar, prinsiplardan tashkil topgan. U klassik mexanika, klassik statistika, klassik termodinamika, klassik elektrodinamika va boshqa bo’limlarga bo’linadi. Klassik mexanikada harakat qonunlari — Nyuton qonunlaridan iborat. Moddiy nuqta, mutlaq qattiq jism, tutash mux, itlar tushunchalari muhim rol o’ynaydi. Bularga moye tarzda moddiy nuqta mexanikasi, mutlaq qattiq jism mexanikasi, tutash muhit mexanikasi mavjud.

Ko’p amaliy hollarda qoniqarli natijalar beradigan klassik fizika katta tezliklar va mikroob’yektlar bilan bog’liq hodisalarni to’g’ri tushuntirishga ojizlik qildi. Shunday hodisalar qatoriga qattiq jismlarning issiqlik sig’imi, atom



tizimlarining tuzilishi va ulardagi o'zgarishlar xarakteri, elementar zarralarning o'zaro ta'siri hamda bir-biriga aylanishi, mikrotizimlardagi energetik holatlarning uzlukli o'zgarishi, massaning tezlikka bog'liqligi va boshqa masalalar kiradi. Fizikaning yangi taraqqiyoti yuqoridagiga o'xshash hodisalarni ham to'g'ri tushuntirib bera oladigan yangi, noklassik tasavvurlarga olib keldi. Bunday tasavvurlarga asoslangan yangi fizika maydon kvant nazariyasi va nisbiylik nazariyasidan iborat.

Fizikaning klassik va noklassik fizikaga ajratilishi shartlidir. Galiley — Nyuton mexanikasi, Faradey — Maksvell elektrodinamikasi, Boltsman — Gibbs statistikasini, odatda, klassik fizikaga, maydon kvant nazariyasi va nisbiylik nazariyasini hozirgi zamon fizikasiga kiritishadi. Tarixiy jihatdan bu haqiqatan ham shunday. Ammo klassik fizika bilan hozirgi zamon fizikasini bir-biriga qarshi qo'yish asossizdir. Yangi texnika, kosmosni egallash kabi sohalarda klassik fizikadan keng foydalanib muhim yutuqlarga erishilmokda. Maksvell tomonidan elektromagnit qodisalarni o'rganish jarayonlari uning klassik elektrodinamika<sup>ni</sup> yaratishi bilan yakunlandi. 1897 yilda J. Tomsonning elektron zarrasining ochishi bilan fizika rivojida yangi davr boshlandi.





FIZIKA FANIDAN DARS O'TISH JARAYONIDA ZAMONAVIY  
METODLARDAN FOYDALANISHNING MUHIM  
JIHATLARI

Ergashova Dilnoza Asqarali qizi

*Kosonsoy tuman 1-son kasb hunar maktabi*

**Annontatsiya:** *Ushbu maqolada fizika fanidan dars o'tish jarayonida zamonaviy metodlardan foydalanishning muhim jihatlari haqida fikr yuritilgan.*

**Kalit so'zlar:** *Fizika, jarayon, dars, o'qituvchi, o'quvchi, pedagogik, nazariya, tajriba, zamonaviy.*

Fizika — tabiat haqidagi umumiy fan; materiyaning tuzilishi, shakli, xossalari va uning harakatlari hamda o'zaro ta'sirlarining umumiy xususiyatlarini o'rganadi. Bu xususiyatlar barcha moddiy tizimlarga xos. Turli va aniq moddiy tizimlarda materiya shakllarining murakkablashgan o'zaro ta'siriga tegishli maxsus krnuniyatlarni kimyo, geologiya, biologiya singari ayrim tabiiy fanlar o'rganadi. Binobarin, fizika fani bilan boshqa tabiiy fanlar orasida bog'lanish bor. Ular orasidagi chegaralar nisbiy bo'lib, vaqt o'tishi bilan turlicha o'zgarib boraveradi. Fizika fani texnikaning nazariy poydevorini tashkil qiladi. Fizikaning rivojlanishida kishilik jamiyatining rivojlanishi, tarixiy davrlarning ijtimoiy-iqtisodiy va boshqa shartsharoitlari ma'lum ahamiyatga egadir.

Fizika fani eksperimental va nazariy fizikaga bo'linadi. Eksperimental fizika tajribalar asosida yangi ma'lumotlar oladi va qabul qilingan qonunlarni tekshiradi. Nazariy fizika tabiat qonunlarini ta'riflaydi, o'rganiladigan hodisalarni tushuntiradi va yuz berishi mumkin bo'lgan hodisalarni oldindan aytib beradi. Amal i y fizika ham mavjud (mas, amaliy optika yoki amaliy akustika).

O'rganilayotgan ob'yektlar va materiallarning harakat shakllariga qarab, fizika fani bir-biri bilan o'zaro chambarchas bog'langan elementar zarralar fizikasi, yadro fizikasi, atom va molekulalar fizikasi, gaz va suyuqliklar fizikasi, qattiq jismlar fizikasi, plazma fizikasi bo'limlaridan tashkil topgan. O'rganilayotgan jarayonlarga va materiyaning harakat shakllariga qarab, fizika moddiy nuqta va qattiq jism mexanikasi, termodinamika va statistik fizika, elektrodinamika, kvant mexanika, maydon kvant nazariyasini o'z ichiga oladi.

Fizikaning tarixiy rivojlanishi. Fizika tarixini 3 davrga bo'lib o'rganish mumkin: 1) qad. zamondan 17-asrgacha bo'lgan davr; 2) 17-asrdan 19-asr oxirigacha bo'lgan davr. Bu davrdagi fizika fani, odatda, klassik fizika nomi bilan



yuritiladi; 3) 19-asr oxiridan hozirgi paytgacha bo'lgan davr. Hozirgi zamon fizikasi (yoki eng yangi fizika) shu davrga mansub. Hozirgi vaqtda ta'lim jarayonida 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.

Metodika ta'lim-tarbiyaning turli xususiy masalalarini hal qilish zarurati natijasida kelib chiqqan va ta'lim-tarbiya metodikasi asosida ijodkor o'qituvchilarning ilg'or tajribalariga suyanib rivojlanadi. Bir muallifning ilg'or pedagogik ish tajribasini hamma pedagoglar aynan qo'llayolmaydilar, Bunda natijalar har kimda har xil bo'ladi. Oldindan belgilangan maqsadga har bir o'qituvchi o'z imkoniyatlariga muvofiq turli darajada erishadi. Shu sababli talab darajasidagi natija kafolatlanmaydi. Asosan ijodkor o'qituvchilargina yaxshi natijalarga erishailar. Texnologiya metodikalardan o'zining qayta tiklanuvchanligi, natijalarining turg'unligi ko'plab "agar"lar (agar o'qituvchi iste'dodli bo'lsa, agar bolalar qobiliyatli bo'lsa, agar yaxshi ota-onalar bo'lsa ...) yo'qligi bilan farq qiladi.



Ya'ni texnologiya tegishli tayyorgarlikka ega bo'lgan hamma mutaxassislar tomonidan qayta tiklash va qo'llash mumkinligi bilan juda ham individual bo'lgan metoddan farq qiladi. Shu bilan bir qatorda metodika pedagogik texnologiyaning tarkibiy qismi hisoblanadi. Bugungi kunda mamlakatimizda innovatsion va ilmiy salohiyatni rivojlantirish yo'lida harakat shiddat bilan ortib borayotgan bir davrda yosh avlodning tarbiyaviy, ma'naviy-axloqiy, innovatsion, ilmiy va intellektual salohiyatini yuksaltirish, o'quv jarayonlariga yangi-yangi o'qitish metodlari, texnologiyalari va innovatsiyalarni tatbiq qilish asosiy burchimizdir.

Ta'lim, bir so'z bilan aytganda, mamlakatning kelajakdagi istiqbolini ta'minlaydigan yosh avlodni tarbiyalash, savodli qilishdir. Turli ilmiy tadqiqot metodlarini fizika fanini o'qitish jarayonida qo'llash ta'lim samaradorligini oshiradi, o'quvchilarning mustaqil fikrlash jarayonini shakllantiradi, o'quvchilarda mavzuni o'rganishga ishtiyoq va qiziqishni oshiradi, olingan bilimlarni mustahkamlash, o'zlashtirish, ulardan amaliyotda erkin foydalanish ko'nikma va malakalarini shakllantiradi.

STEAM texnologiyasi haqida. STEAM ta'lim texnologiyasi maktab o'quvchilarini yangicha o'qitish metodikasi bo'lib, an'anaviy o'qitish metodikasidan farqli metodika hisoblanadi. U o'quvchilarni bir vaqtning o'zida beshta - fan (Science), texnologiya (Technology), muhandislik, (Engineering), tasviriy san'at (Art), matematika (Math) bo'yicha o'qitishga mo'ljallangan. STEAM fan bo'yicha emas, balki mavzular bo'yicha integratsiyalashgan o'qitish tizimidir. STEAM ta'limi deganda amaliy mashg'ulotlar yordamida ilmiy-texnik bilimlarni real hayotda qo'llash tushuniladi. STEAM texnologiyasida foydalaniladigan metodlardan biri Evristik ta'lim metodi hisoblanadi. Evristik degan so'zning ma'nosi savol javobga asosan "topaman" demakdir. Evristik metod bilan o'qitish maktablarda asosan XIX asr boshlaridan boshlab qo'llanila boshladi. Fizikada mashg'ulotlar qiziqarli bo'lishi uchun, bu mashg'ulotlardagi har bir masala yoki topshiriq so'zma so'z quruq yodlash uchun emas, balki ularning oliy faoliyatlarini ishga soladigan xarakteri bo'lishi kerak. Amerikalik olim D. Poya evristik ta'lim metodi to'g'risida shunday degan edi: "Evristikani maqsadi yangiliklarga olib boruvchi metod va qoidalarni izlash demakdir". U evristik metod mohiyatini quyidagidek izchillikda tuzilgan reja orqali amalga oshirishni tavsiya qiladi:

1. Masala yoki amaliy topshiriqning qo'yilishini tushunish.
2. Masalaning yechish rejasini tuzish.
3. Tuzilgan rejani amalga oshirish.
4. Orqaga nazar tashlash (hosil qilingan yechimni tekshirish). Bu rejani amalga oshirish jarayonida o'qituvchilar quyidagi savollarga javob topadilar.



1. Masalada nima noma'lum?
2. Masalada nimalar ma'lum?
3. Masalaning sharti nimalardan iborat?
4. Ilgari shunga o'xshagan masalalar yechilganmi?
5. Agar shunga o'xshagan masalalar yechilgan bo'lsa, undan foydalanib qo'yilayotgan masalani yecha oladimi? Albatta yuqoridagi reja-sxema o'quvchilarning ijodiy fikrlash faoliyatlarini shakllantiradi, ammo bu reja sxema o'quvchilarning ijodiy qobiliyatlarini shakllantiruvchi birdan bir yo'l bo'la olmaydi. Xulosa o'rnida aytish mumkinki, umumta'lim maktablarida ilmiy tadqiqot metodlaridan foydalanish, ta'lim jarayonlariga STEAM texnologiyasini keng joriy etish, tahsil olayotgan yosh avlodning nazariy bilimlarinigina oshiribgina qolmasdan, ularni tezroq amaliy va kasbiy jarayonlarga kirishga undaydi. Bu esa mamlakatimiz zamonaviy ta'limining yutuqlaridan biridir.

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## FIZIKA O'QITISHDA SAMARADORLIKKA ERISHISH OMILLARI

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**Annotatsiya:** *Maqolada fizika o'qitish samaradorligini oshirish yuzasidan ba'zi bir takliflar keltirilgan. Fizika yo'nalishida tahsil olayotgan bakalavrlarlarni sifatli kadr qilib tayyorlash zamon talabidir. Fizika o'qitish samaradorligining oshishi jamiyatning jadal rivojlanishiga olib keladi. Shuning uchun ham fizika fanining o'qitilishi va uning samaradorligini belgilovchi omillar bugungi hamma zamonda ham dolzarbligini yo'qotmaydi.*

**Kalit so'zlar:** *fizika o'qitish, ilmiy dunyoqarash, tanishish, reproduksiya, transformatsiya, fizika o'qtuvchisining uslubiy tayyorgarligi*

«Kadrlar tayyorlash milliy dasturi» va uning uzviy davomi bo'lgan ta'limni rivojlantirish dasturi bugungi kunda hayot sinovidan o'tib, o'z natijasini berayotgani, xalqaro jamoatchilik tomonidan e'tirof etilayotgani rost. Oldimizda turgan maqsadlarimizga erishishda yaratilgan barcha imkoniyatlar keng e'tirof etilyotgan bir paytda, biz, eng avvalo, yaratib berilayotgan sharoitlardan unumli foydalanayotgan muallim va murabbiylarning og'ir va mas'uliyatli mehnatining o'rni va ahamiyatini chuqur anglab, ularni munosib baholash barchamizning diqqat markazida turishini yaxshi tushunamiz. Davlat umummilliy dasturining asosiy maqsadi va vazifalaridan biri - ta'lim muassasalarini malakali o'qtuvchilar bilan ta'minlash, ularning salohiyatini oshirish, o'qtuvchilar tayyorlash tizimini takomillashtirishdir. Mazkur tamoyilga e'tibor qaratadigan bo'lsak o'qtuvchilar uchun katta mas'uliyat, talablar, vazifalar va ishonch mavjudligini ko'ramiz. Bu masalaga davlatimiz mustaqilligining dastlabki yillaridan boshlab jiddiy e'tibor berib kelinmoqda. Maktab, ta'lim-tarbiya masalasi davlat va jamiyat nazoratida bo'lishi asosiy qonunimizda belgilab qo'yilgan. Shu bilan birga, bu keng jamoatchilik, butun xalqimizning ishtiroki va qo'llab-quvvatlashini talab qiladigan umumiy masaladir. Yurtimizda boshlangan islohotlar jarayonini izchillik bilan davom ettirish va mantiqiy yakuniga yetkazish muammolarining asosiy yechimlaridan biri - malakali, fidoyi bakalavr darajasiga ega bo'lgan o'qtuvchilarni tayyorlashdir. Bunda ularga quyidagi asosiy talablar qo'yiladi: bakalavr darajasidagi o'qtuvchining o'z ishiga bo'lgan munosabatini tubdan o'zgartirish, ularda tashabbuskorlik-pedagogik faoliyatga bo'lgan ijodiy munosabatni shakllantirish shaxsiy javobgarligini oshirish; ularning o'z sohasida kompetentli, ya'ni o'z ishining ustasi bo'lishi, o'z sohasi bo'yicha bilimlarni har



tomonlama chuqur bilishi zarurligi. Fizika fani o'quvchilarda ilmiy dunyoqarashni shakllantirishda tayanch fan, fizika darslari esa uning vositasi hisoblanadi. O'quvchining dunyoqarashi, tabiat haqidagi tushunchalari fizika fani qonunlarini o'rganish jarayonida amalga oshirilsa, ikkinchidan, bu jarayonda ularga bilim va tarbiya berishda psixo-pedagogik asoslarni hosil qilish davomida amalga oshiriladi. Dunyoqarashni shakllantirishda o'qituvchidan katta pedagogik mahorat talab qilinadi. Bunda dars o'tish jarayonida turli metodlardan, yangi innovatsion pedagogik texnologiyalarni qo'llanish ko'zda tutilgan. Ta'lim berish tizimida qo'lga kiritiladigan natija va uning tarmoqlari turlicha sifat ko'rsatkichlariga ega bo'lishi mumkin. Ularni aniqlash, tahlil qilish va o'lchash uchun har xil krit eriyalar ishlab chiqilgan. O'quvchilarning bilish ko'nikmasining rivojlanishi bilan bog'liq holda V.P.Bespalko bilim xizmati natijasining to'rt darajasini aniqlagan va ularning ahamiyatini quyidagicha yoritib bergan:

I daraja - tanishish: o'quvchilar boshqa shunga o'xshash obyektlar qatorida ushbu obyektни anglashi, farqlashi, ularni o'zlashtirish qobiliyatlariga qarab farqlanadi. Tanishish darajasidagi o'zlashtirish ko'pincha o'rganish obyekt haqidagi umumiy qarashlar, fikirlash bo'lsa, suhbat turidagi javoblar «ha - yo'q», «yoki» bilan chegaralanadi.

II daraja - reproduksiya: bu darajada o'quvchilar o'rganish obyekt bilan bog'liq harakatlarni og'zaki bayon qilib berish imkoniyati darajasidagi asosiy tushunchalarni o'zlashtiradi, turli harakatlar va har xil tadbirlarni tahlil qiladi.

III daraja - to'liq o'zlashtirilgan bilim va ko'nikmalar: bunda o'quvchilarning xizmati ba'zi bir sinf ishlarini yechish uchun o'zlashtirilgan ma'lumotlarni amaliyotda qo'llanish va obyektiv yangi ma'lumotlarni egallash ko'nikmalariga ega bo'lishi.

IV daraja - transformatsiya: u o'quvchilarning egallagan bilim, ko'nikma va malakasini qo'llay bilish orqali turlicha qiyinchilikdagi vazifalarni yecha oladigan ma'lumotlarni egallashni ko'zda tutadi.

O'quv-tarbiya jarayonining yutug'i o'quvchilarning har bir darsga faol qatnashishi bo'lib hisoblanadi. Faollik bo'lsa o'quvchilar o'zlari qiziqib, darslarni qoldirmay, o'qituvchining aytganlarini tinglash, yangiliklar bilan tanishish, ma'lumotlarni eshitish va mavzularni o'z vaqtida tushunib borishga intiladi.

O'quvchilarda bunday xususiyatlarni hosil qilish uchun o'qituvchidan kuchli bilim, izlanish va katta mahorat talab qilinadi.

O'quvchilarning darsga qatnashishini yaxshilash uchun sinalgan usullarning biri:

- darsni muammoviy o'qitish usuli;
- darsning nostandart formasi;



- ilmiy izlanish usuli;
- darslik ustida ishlash;
- masalalar yechish;
- tajriba va topshiriqlarni bajarish.

Ma'lumki oliy ta'lim tizimining dastlabki bosqichi bakalavriat hisoblanib, u yoki bu mutaxassisning uzluksiz ta'lim tizimining o'rta umumiy ta'lim va o'rta maxsus kasb-hunar ta'limi (O'MKHT) o'quv muassasalarida muvaffaqiyatli dars berishlariga kafolat beradi. Jumladan, agar fizika o'qituvchisi sifatida qaraydigan bo'lsak, undan fizikaning umum nazariy, umum kasbiy va mutaxassislik fanlari siklida aks etgan talablarga to'laqonli javob berishi talab etiladi.

Fizika nafaqat fundamental, balki tajribali fan bo'lgani tufayli fizika o'qituvchisi ham mazkur sohalar yuzasidan iloji boricha keng qamrovli nazariy va amaliy ko'nikmalarga ega bo'lishi lozim. Demak, o'z-o'zidan ma'lumki, har qanday fizika o'qituvchisidan fizikaning zamonaviy yutiq va kashfiyotlaridan chuqur hamda mustahkam bilimga ega bo'lishi talab etiladi va ushbu jihat zaruriy shartlardan biri hisoblanadi. Ma'lumki jamiyat doim taraqqiyotda bo'lib, uning ko'p qirrali jihatlaridan biri bo'lgan fan-texnika ham uzluksiz taraqqiy etib boradi. Bu degani, ta'limot uchun zarur hisoblangan ilmiy bilim hamda o'quv, bilishga doir ma'lumotlar hajmi ham tinimsiz holda ko'payib boradi. Belgilangan vaqt moboynda jadal suratlar bilan o'sib borayotgan ma'lumotlarni ta'lim jarayonida muvofiqlashgan holda mutanosib aks ettirish uslubiy muammo hisoblanib, uni amalda joriy etilishi uchun fizika o'qituvchisidan samarali uslubiy mahoratga ega bo'lish darajasini taqozo etadi. Yuqorida takidlaganimizdek, bakalavr darajasini olgan fizika o'qituvchisining mehnat faoliyati keng qamrovlidir.

Yuqorida ta'kidlab o'tilgan yana bir jihatga qaytamiz. U ham bo'lsa, o'quv bilish uchun zarur hisoblangan ma'lumotlar hajmi ortishi bilan yuzaga kelgan uslubiy muammoni muvaffaqiyatli (ijobiy) hal etilishi fizikadan mustaqil ta'limning jarayonini ilmiy asosda tashkil etilishi bilan bog'liq. Ushbu jihat ta'limning uzluksiz xarakterda bo'lishini yana bir bor tasdiqlaydi. Fizika o'qitish uslubiyotining samarali bo'lishi nuqtayi nazaridan qaraydigan bo'lsak fizikani o'quvchiga qayta o'rgatish emas, balki o'rgatishni uzil - kesil nihoyasiga to'liq yetkazmaslikni, kelajakda uni yana davom etdirishni afzal ko'radi. Demak, fizika o'qituvchisining uslubiy tayyorgarligi va o'qitish uslubiyotining samaradorligida ushbu jihat ustuvor hisoblanadi. Globallashgan sharoitda o'rganiladigan o'quv uslubiy fanlarning o'zaro aloqadorligi (hamkorligi) o'ta zarur hisoblanadi. Bugungi kunda ayni bir fan doirasida istalgan bir voqea yoki hodisani to'laqonli



tushuntirib berish imkoniyati ko'p hollarda o'z kuchini yo'qotmoqda. Shu bois integrativ yondashuv zamonaviy ta'lim tizimida muhim rol o'ynamoqda.

Tabiatshunoslik fanining yuzaga kelishi konsepsiyasi ham ushbu yondashuv bilan tushuntiriladi desak to'g'ri bo'ladi. Xulosa qilib shuni aytish mumkinki, bakalavrlarning fizikadan chuqur va mustahkam bilimga ega bo'lishlari bilan birga ular fizika o'qitish metodikasining o'ziga xos jihatlari, ya'ni o'qitishda axborot hamda pedagogik texnologiyalardan foydalanishni rejalashtirish, bakalavrlarning o'quvchi yoshlar bilan ishlashi jarayonida ularning yetarli darajada bilim olishlariga qiziqish uyg'otish yo'llarini aniqlash, yoshlarga mustaqil bilim olishning samarali yo'llarini o'rgatish, shuningdek, fizik bilimlarni nazorat qilish va hisobga olish kabi ko'plab masalalar uslubiy tayyorgarlikda o'z aksini topishi lozim. Ushbu maqolada bakalavr darajasidagi fizika o'qituvchisining uslubiy tayyorgarligidagi o'ziga xosliklarning faqatgina ba'zi masalalariga e'tibor berildi.

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## BAʼZI FIZIK HODISALARNING TAHLILI

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**Annotatsiya:** *Ushbu maqolada fizik hodisalar, ularning turlari va fizikaviy tahlili yoritib berilgan. Bundan tashqari tabiatda uchraydigan fizik hodisalarning o'ziga hos tomonlari tahlil qilingan.*

**Kalit so'zlar:** *fizika, hodisa, tahlil, chaqmoq, elektr.*

Har qanday masala doimiy o'zgarishdadir. Ba'zi jismlar harakatlanmoqda, boshqalari uchinchi, to'rtinchisi esa aylanmoqda. Ko'p yillar oldin faylasuf Heraklit "hamma narsa oqadi, hamma narsa o'zgaradi" degan iborani ishlatgan. Olimlar hatto bunday o'zgarishlar uchun maxsus atamaga ega - bularning hammasi hodisalar. Jismoniy hodisalar harakat qiladigan barcha narsalarni o'z ichiga oladi.

Fizik hodisalarning ba'zi turlarini ko'rib chiqamiz.

**Termal.** Bular harorat ta'sirida ba'zi jismlar aylana boshlaganda sodir bo'ladigan hodisalar (shakli, hajmi va holati o'zgarishi). Fizik hodisalarga misol: iliq bahor quyoshi ta'sirida muzlar eriydi va suyuqlikka aylanadi, sovuq ob-havoning boshlanishi bilan ko'lmaklar muzlashadi, qaynoq suv bug 'bo'lib qoladi.

**Mexanik.** Ushbu hodisalar tananing qolgan qismiga nisbatan pozitsiyasini o'zgartirishni tavsiflaydi. Misollar: soat yuradi, to'p sakraydi, daraxt chayqaladi, qalam yozadi, suv oqadi. Ularning barchasi harakatda.

**Elektr.** Ushbu hodisalarning tabiati uning nomini to'liq oqalaydi. "Elektr" so'zi yunon tilidan kelib chiqqan bo'lib, bu erda "elektron" "kehribar" degan ma'noni anglatadi. Misol juda oddiy va ehtimol ko'pchilikka tanish. Yünlü kozokni keskin olib tashlash bilan kichkina yoriq eshitiladi. Agar siz xonadagi yorug'likni o'chirish orqali buni qilsangiz, uchqunlarni ko'rishingiz mumkin.

**Yorug'lik.** Yorug'lik bilan bog'liq bo'lgan hodisada qatnashadigan tanaga nurli deyiladi. Jismoniy hodisalarga misol sifatida biz quyosh tizimimizning taniqli yulduzini - Quyoshni va boshqa har qanday yulduzni, chiroqni yoki hatto o't o'chiruvchisini keltirishimiz mumkin.

**Ovoz.** Tovush tarqalishi, to'siq bilan to'qnashganda tovush to'lqinlarining xatti-harakati, shuningdek, qandaydir tarzda tovush bilan bog'liq bo'lgan boshqa hodisalar bu fizik hodisalarga tegishli.

**Optik.** Ular yorug'lik tufayli. Shunday qilib, masalan, odam va hayvonlar ko'rishlari mumkin, chunki yorug'lik bor. Bu guruh shuningdek yorug'likning



tarqalishi va sinishi, uni ob'ektlardan aks ettirish va turli vositalar orqali o'tish hodisalarini o'z ichiga oladi.

Endi siz jismoniy hodisalar nima ekanligini bilasiz. Biroq, tabiiy va jismoniy hodisalar o'rtasida ma'lum bir farq borligini tushunish kerak. Shunday qilib, tabiiy hodisa bilan bir vaqtning o'zida bir nechta jismoniy hodisalar ro'y beradi. Masalan, chaqmoq yerga urganda, quyidagi hodisalar yuz beradi: magnit, tovush, elektr, issiqlik va yorug'lik.

Bizni cheksiz xilma-xil narsalar va hodisalar dunyosi qurshab oldi.

U doimo o'zgarib turadi. Organlar bilan sodir bo'ladigan har qanday o'zgarishlar hodisalar deyiladi. Yulduzlarning paydo bo'lishi, kun va tunning o'zgarishi, muzning erishi, daraxtlardagi kurtaklarning shishishi, momaqaldiroq paytida chaqmoqning chaqnashi va boshqalar - bular hammasi tabiiy hodisalar.

Eslatib o'tamiz, tanalar moddalardan iborat. E'tibor bering, ba'zi bir hodisalarda tanalarning moddalari o'zgarmaydi, boshqalarida esa ular o'zgaradi. Masalan, agar siz bir qog'oz varag'ini yarmida yirtib qo'ysangiz, unda sodir bo'lgan o'zgarishlarga qaramay, qog'oz qog'oz bo'lib qoladi. Agar siz qog'ozni yoqsangiz, u kulga va tutunga aylanadi. Fenomen O'lchamlari, jismlarning shakli, moddalarning holati o'zgarishi mumkin, ammo moddalar bir xil bo'lib qoladi, boshqalarga aylanmaydi, fizik hodisalar deyiladi (suvning bug'lanishi, elektr lampochkaning porlashi, musiqiy asbobning torlarining ovozi va boshqalar).

Jismoniy hodisalar juda xilma-xil. Ular orasida ajralib turadi mexanik, termal, elektr, yorug'lik va boshq.

Eslatib o'tamiz, bulutlar osmonda qanday suzadi, samolyot uchadi, mashina minadi, olma tushadi, trolleybusda yuradi va hokazo. Ushbu barcha hodisalarda narsalar (jismlar) harakatlanadi. Tananing boshqa jismlarga nisbatan pozitsiyasining o'zgarishi bilan bog'liq bo'lgan fenomenalar deyiladi mexanik (yunon tilidan tarjima qilingan "mehan" degan ma'noni anglatadi) mashina, qurol).

Ko'p hodisalar issiqlik va sovuqning o'zgarishi tufayli yuzaga keladi. Bunday holda, tanalarning o'ziga xos xususiyatlari o'zgaradi. Ular shakli, o'lchami o'zgaradi, bu organlarning holati o'zgaradi. Masalan, qizdirilganda muz suvga, suv esa bug'ga aylanadi; harorat pasayganda bug 'suvga, suv muzga aylanadi. Tanalarni isitish va sovutish bilan bog'liq hodisalar deyiladi termal.

Fizik hodisa: moddaning bir holatdan ikkinchisiga o'tishi. Agar siz bir tomchi suvni muzlatib qo'ysangiz, muz paydo bo'ladi.

Ko'rib chiqaylik elektr hodisalar. "Elektr" so'zi yunoncha "elektron" so'zidan kelib chiqqan - kehribar. Yodingizdagi kozokingizni tezda echib olsangiz, engil



yoriq eshitasiz. To'liq zulmatda ham xuddi shunday qilgandan so'ng, siz uchqunlarni ko'rasiz. Bu eng oddiy elektr hodisasi.

Boshqa elektr hodisasini boshdan kechirish uchun quyidagi tajribani bajaring.

Kichik qog'oz bo'laklarini torting, ularni stol yuzasiga qo'ying. Sochingizni plastik taroq bilan tozalang va quriting va uni qog'oz bo'laklariga keltiring. Ishqalanishdan keyin engil narsalarni jalb qilishga qodir bo'lgan jismlar chaqiriladi elektrlashtirilgan. Momaqaldiroq paytida chaqmoq, auroralar, qog'oz va sintetik matolarni elektrlashtirish - bu barcha elektr hodisalaridir. Telefon, radio, televizor va turli xil maishiy texnikalarning ishlashi inson tomonidan elektr hodisalarini ishlatishga misoldir.

Yorug'lik bilan bog'liq bo'lgan hodisalarga yorug'lik deyiladi. Yorug'lik Quyosh, yulduzlar, lampalar va ba'zi jonzoqlar, masalan, olovli qo'ng'izlar tomonidan chiqariladi. Bunday jismlar deyiladi nurli

Ko'zning to'r pardasiga yorug'lik ta'sirini ko'ramiz. Mutlaq zulmatda biz ko'ra olmaymiz.

O'zlari yorug'lik chiqarmaydigan ob'ektlar (masalan, daraxtlar, o'tlar, ushbu kitob sahifalari va boshqalar), ular qandaydir nurli jismdan yorug'lik olganda va uni uning yuzasida aks ettirganlarida ko'rinadi.

Biz tez-tez tungi yorituvchi deb ataydigan oy aslida quyosh nurlarining aks ettiruvchi turidir. Tabiatdagi jismoniy hodisalarni o'rganar ekan, odam ularni kundalik hayotda, kundalik hayotda ishlatishni o'rgandi.

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## FIZIKA O'QITISHDA SAMARADORLIKKA ERISHISH OMILLARI

Xoshimova Dilshodaxon Maxammadsharifovna

*Yozyovon tumani 2- son kasb xunar maktabi fizika fani o'qituvchisi*

**Annotatsiya:** *Maqolada fizika o'qitish samaradorligini oshirish yuzasidan ba'zi bir takliflar keltirilgan. Fizika yo'nalishida tahsil olayotgan bakalavrlarlarni sifatli kadr qilib tayyorlash zamon talabidir. Fizika o'qitish samaradorligining oshishi jamiyatning jadal rivojlanishiga olib keladi. Shuning uchun ham fizika fanining o'qitilishi va uning samaradorligini belgilovchi omillar bugungi hamma zamonda ham dolzarbligini yo'qotmaydi.*

**Kalit so'zlar:** *fizika o'qitish, ilmiy dunyoqarash, tanishish, reproduksiya, transformatsiya, fizika o'qituvchisining uslubiy tayyorgarligi.*

Har qanday jamiyat taraqqiyotida uning kelajagini ta'minlaydigan yosh avlodning sog'lom va barkamol bo'lib voyaga yetishi hal qiluvchi o'rin tutadi. Shu sababli biz islohotlarimiz ko'lami va samarasini yanada oshirishda har tomonlama yetuk, zamonaviy bilim va hunarlarni puxta egallagan, azmu shijoatli, tashabbuskor yoshlarimizga tayanamiz. Yurtimizda boshlangan islohotlar jarayonini izchillik bilan davom ettirish va mantiqiy yakuniga yetkazish muammolarining asosiy yechimlaridan biri - malakali, fidoyi bakalavr darajasiga ega bo'lgan o'qituvchilarni tayyorlashdir. Bunda ularga quyidagi asosiy talablar qo'yiladi: bakalavr darajasidagi o'qituvchining o'z ishiga bo'lgan munosabatini tubdan o'zgartirish, ularda tashabbuskorlik-pedagogik faoliyatga bo'lgan ijodiy munosabatni shakllantirish shaxsiy javobgarligini oshirish; ularning o'z sohasida kompetentli, ya'ni o'z ishining ustasi bo'lishi, o'z sohasi bo'yicha bilimlarni har tomonlama chuqur bilishi zarurligi. Fizika fani o'qituvchilarda ilmiy dunyoqarashni shakllantirishda tayanch fan, fizika darslari esa uning vositasi hisoblanadi.

O'qituvchining dunyoqarashi, tabiat haqidagi tushunchalari fizika fani qonunlarini o'rganish jarayonida amalga oshirilsa, ikkinchidan, bu jarayonda ularga bilim va tarbiya berishda psixo-pedagogik asoslarni hosil qilish davomida amalga oshiriladi. Dunyoqarashni shakllantirishda o'qituvchidan katta pedagogik mahorat talab qilinadi. Bunda dars o'tish jarayonida turli metodlardan, yangi innovatsion pedagogik texnologiyalarni qo'llanish ko'zda tutilgan. Ta'lim berish tizimida qo'lga kiritiladigan natija va uning tarmoqlari turlicha sifat ko'rsatkichlariga ega bo'lishi mumkin. Ularni aniqlash, tahlil qilish va o'lchash uchun har xil krit eriyalar ishlab chiqilgan. O'qituvchilarning bilish ko'nikmasining



rivojlanishi bilan bog'liq holda V.P.Bespalko bilim xizmati natijasining to'rt darajasini aniqlagan va ularning ahamiyatini quyidagicha yoritib bergan:

I daraja - tanishish: o'quvchilar boshqa shunga o'xshash obyektlar qatorida ushbu obyektни anglashi, farqlashi, ularni o'zlashtirish qobiliyatlariga qarab farqlanadi. Tanishish darajasidagi o'zlashtirish ko'pincha o'rganish obyekti haqidagi umumiy qarashlar, fikirlash bo'lsa, suhbat turidagi javoblar «ha - yo'q», «yoki» bilan chegaralanadi.

II daraja - reproduksiya: bu darajada o'quvchilar o'rganish obyekti bilan bog'liq harakatlarni og'zaki bayon qilib berish imkoniyati darajasidagi asosiy tushunchalarni o'zlashtiradi, turli harakatlar va har xil tadbirlarni tahlil qiladi.

III daraja - to'liq o'zlashtirilgan bilim va ko'nikmalar: bunda o'quvchilarning xizmati ba'zi bir sinf ishlarini yechish uchun o'zlashtirilgan ma'lumotlarni amaliyotda qo'llanish va obyektiv yangi ma'lumotlarni egallash ko'nikmalariga ega bo'lishi.

IV daraja - transformatsiya: u o'quvchilarning egallagan bilim, ko'nikma va malakasini qo'llay bilish orqali turlicha qiyinchilikdagi vazifalarni yecha oladigan ma'lumotlarni egallashni ko'zda tutadi.

O'quv-tarbiya jarayonining yutug'i o'quvchilarning har bir darsga faol qatnashishi bo'lib hisoblanadi. Faollik bo'lsa o'quvchilar o'zlari qiziqib, darslarni qoldirmay, o'qituvchining aytganlarini tinglash, yangiliklar bilan tanishish, ma'lumotlarni eshitish va mavzularni o'z vaqtida tushunib borishga intiladi.

O'quvchilarda bunday xususiyatlarni hosil qilish uchun o'qituvchidan kuchli bilim, izlanish va katta mahorat talab qilinadi.

O'quvchilarning darsga qatnashishini yaxshilash uchun sinalgan usullarning biri:

- darsni muammoviy o'qitish usuli;
- darsning nostandart formasi;
- ilmiy izlanish usuli;
- darslik ustida ishlash;
- masalalar yechish;
- tajriba va topshiriqlarni bajarish.

Ma'lumki oliy ta'lim tizimining dastlabki bosqichi bakalavriat hisoblanib, u yoki bu mutaxassisning uzluksiz ta'lim tizimining o'rta umumiy ta'lim va o'rta maxsus kasb-hunar ta'limi (O'MKHT) o'quv muassasalarida muvaffaqiyatli dars berishlariga kafolat beradi. Jumladan, agar fizika o'qituvchisi sifatida qaraydigan bo'lsak, undan fizikaning umum nazariy, umum kasbiy va mutaxassislik fanlari siklida aks etgan talablarga to'laqonli javob berishi talab etiladi.



Fizika nafaqat fundamental, balki tajribali fan bo'lgani tufayli fizika o'qituvchisi ham mazkur sohalar yuzasidan iloji boricha keng qamrovli nazariy va amaliy ko'nikmalarga ega bo'lishi lozim. Demak, o'z-o'zidan ma'lumki, har qanday fizika o'qituvchisidan fizikaning zamonaviy yutiq va kashfiyotlaridan chuqur hamda mustahkam bilimga ega bo'lishi talab etiladi va ushbu jihat zaruriy shartlardan biri hisoblanadi. Ma'lumki jamiyat doim taraqqiyotda bo'lib, uning ko'p qirrali jihatlaridan biri bo'lgan fan-texnika ham uzluksiz taraqqiy etib boradi. Bu degani, ta'limot uchun zarur hisoblangan ilmiy bilim hamda o'quv, bilishga doir ma'lumotlar hajmi ham tinimsiz holda ko'payib boradi. Belgilangan vaqt moboynda jadal suratlar bilan o'sib borayotgan ma'lumotlarni ta'lim jarayonida muvofiqlashgan holda mutanosib aks ettirish uslubiy muammo hisoblanib, uni amalda joriy etilishi uchun fizika o'qituvchisidan samarali uslubiy mahoratga ega bo'lish darajasini taqozo etadi. Yuqorida takidlaganimizdek, bakalavr darajasini olgan fizika o'qituvchisining mehnat faoliyati keng qamrovlidir.

Yuqorida ta'kidlab o'tilgan yana bir jihatga qaytamiz. U ham bo'lsa, o'quv bilish uchun zarur hisoblangan ma'lumotlar hajmi ortishi bilan yuzaga kelgan uslubiy muammoni muvaffaqiyatli (ijobiy) hal etilishi fizikadan mustaqil ta'limning jarayonini ilmiy asosda tashkil etilishi bilan bog'liq. Ushbu jihat ta'limning uzluksiz xarakterda bo'lishini yana bir bor tasdiqlaydi. Fizika o'qitish uslubiyotining samarali bo'lishi nuqtayi nazaridan qaraydigan bo'lsak fizikani o'quvchiga qayta o'rgatish emas, balki o'rgatishni uzil - kesil nihoyasiga to'liq yetkazmaslikni, kelajakda uni yana davom etdirishni afzal ko'radi. Demak, fizika o'qituvchisining uslubiy tayyorgarligi va o'qitish uslubiyotining samaradorligida ushbu jihat ustuvor hisoblanadi. Globallashgan sharoitda o'rganiladigan o'quv uslubiy fanlarning o'zaro aloqadorligi (hamkorligi) o'ta zarur hisoblanadi. Bugungi kunda ayni bir fan doirasida istalgan bir voqea yoki hodisani to'laqonli tushuntirib berish imkoniyati ko'p hollarda o'z kuchini yo'qotmoqda. Shu bois integrativ yondashuv zamonaviy ta'lim tizimida muhim rol o'ynamoqda.

Tabiatshunoslik fanining yuzaga kelishi konsepsiyasi ham ushbu yondashuv bilan tushuntiriladi desak to'g'ri bo'ladi. Xulosa qilib shuni aytish mumkinki, bakalavrlarning fizikadan chuqur va mustahkam bilimga ega bo'lishlari bilan birga ular fizika o'qitish metodikasining o'ziga xos jihatlari, ya'ni o'qitishda axborot hamda pedagogik texnologiyalardan foydalanishni rejalashtirish, bakalavrlarning o'quvchi yoshlar bilan ishlashi jarayonida ularning yetarli darajada bilim olishlariga qiziqish uyg'otish yo'llarini aniqlash, yoshlarga mustaqil bilim olishning samarali yo'llarini o'rgatish, shuningdek, fizik bilimlarni nazorat qilish va hisobga olish kabi ko'plab masalalar uslubiy tayyorgarlikda o'z



aksini topishi lozim. Ushbu maqolada bakalavr darajasidagi fizika o'qituvchisining uslubiy tayyorgarligidagi o'ziga xosliklarning faqatgina ba'zi masalalariga e'tibor berildi.

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FIZIKADAN EKSPERIMENTAL MASHG'ULOTLARNI BAJARISHDA  
O'QUVCHILARDA AMALIY KO'NIKMA VA MALAKALARNI  
SHAKLLANTIRISH

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*Dang'ara 1- son kasb xunar maktabi fizika*

**Annotatsiya:** *Maqolada ta'lim jarayonida o'qituvchi va o'quvchi tomonlar faoliyatlarining psixologik-pedagogik jihatlarini fizikadan eksperimental mashg'ulotlarni o'tkazish misolida qarab chiqilgan. O'quv-tarbiya jarayonining yutug'i o'quvchilarning har bir darsga faol qatnashishi bo'lib hisoblanadi. Faollik bo'lsa o'quvchilar o'zlari qiziqib, darslarni qoldirmay, o'qituvchining aytganlarini tinglash, yangiliklar bilan tanishish, ma'lumotlarni eshitish va mavzularni o'z vaqtida tushunib borishga intiladi.*

**Kalit so'zlar:** *fizik eksperiment, bilim darajasi, ko'nikma, malaka, kompetensiya, o'zlashtirish darajalari, statistik tahlil.*

## KIRISH

Fizika umumta'lim kursining tarkibi va mazmunini psixologik-pedagogik jihatlarini tahlil qilishda, dastlab biz mazkur kursning maqsad va vazifalari aniqlashtirib olishimiz lozim. Biroq fizika umumta'limning muhim bir kursi bo'lishiga qaramay, unda yagona o'quv predmeti emasligini, u umumta'limning bir qismi ekanligini e'tiborga olsak, u holda fizikani o'qitishning maqsad va vazifalari ham, umumta'lim muassasalarida nazarga olingan maqsad va vazifalari bilan belgilanishini tushinish qiyin emas.

## ADABIYOTLAR TAHLILI VA METODOLOGIYA

Pedagogik jarayoniga dialektik nuqtai nazarida qaralganda, unda "ta'lim-tarbiya beruvchi" va "ta'lim - tarbiya oluvchi" bo'lgan ikki tomonlar o'rtasidagi faoliyatidan iborat bir butunlikni ko'ramiz [1-3]. Ta'lim jarayonida "ta'lim-tarbiya beruvchi" va "ta'lim - tarbiya oluvchi" tomonlar faoliyatlarining maqsadga yo'naltirilgan va uyg'unlashgan holda tashkil etilishi, predmet bo'yicha bilimlarni o'zlashtirilishi hamda ularda zaruriy malaka va ko'nikmalarni shakllantirilishga qaratilganligi bilan muhim sanaladi. Ta'lim beruvchi tomonidan ta'lim oluvchiga berilayotgan bilimlarning mohiyatini hayotiy muhimligini ochib berilishida, jumladan ularda fizikaga ehtiyojni qiziqishtirishni shakllantirish yuzasidan motivlarni vujudga keltirishi, o'quv materialni yaxshi anglanishini ta'minlaydi.

O'qituvchi har bir o'quvchining bilimlarni qabul qilish xususiyatini va bilimlarni xotirasida saqlay olish qobiliyatini va shunga ko'ra to'plagan bilim,





ko'nikma va malakalarining turi (nazariy bilim, ularni amaliyotga qo'llay olish, laboratoriya mashg'ulotlarini mustaqil bajara olish darajasi va izlanuvchanligi ) va hajmidan xabardor bo'lishi asosida o'qituvchi o'quvchiga topshiriq va ko'rsatmalarni berishni rejalashtiradi. Bu hol, o'z navbatida, o'quvchi va ta'lim beruvchi orasidagi muhim munosabatlarda o'zaro ishonch hamda ularda fanga bo'lgan qiziqtirish muhiti shakllanadi. Shuning uchun ham o'quvchi va o'qituvchi orasidagi hamkorlik deyiluvchi didaktik tamoyil o'qitishni samarali kechishini ta'minlashda muhim omil sanaladi. Didaktikada bilimlarni o'zlashtirishni uchta turli darajaga ajratadi: birinchi daraja - qabul qilish, tushunish va esda saqlab qolish, ikkinchi daraja - olingan bilimlarni tanish vaziyatlarda qo'llay olish, uchinchi daraja - olingan bilimlarni notanish bo'lgan yangi vaziyatlarda qo'llay olish. O'quvchilarda bilimlarni o'zlashtirishni yuqori darajasiga chiqarish uchun bugungi kunda o'qitish jarayonida zamonaviy pedagogik texnologiyalarni qo'llanilmoqda [4; 5].

Ma'lumki bugungi kunda ta'lim muassasalarida tayyorlanayotgan mutaxassis kadrlarning ko'pchiligi kelajakda ishlab chiqarishning turli sohalarida faoliyat ko'rsatadilar. Shu bois, o'quv muassasalarida tayyorlanayotgan bo'lajak mutaxassislarning texnikaning asosi sanalmish fizikadan eksperimental mashg'ulotlarida o'quv jihozlaridan foydalanish bo'yicha (bilim, ko'nikma va malakalarini) kompetensiyalarni o'zlashtirishi ularda kasbiy kompetentlikni shakllantirishda muhim omil sanaladi [6].

Pedagogik tadqiqotlarda ko'rsatishicha, berilgan bilim, ta'lim oluvchining o'zlashtirishi uchun uni kamida 2-3 marotaba, fikriy faoliyatlari zaif bolalarda esa, undan ham ko'proq topshiriq va mashqlar berish orqali takrorlanishi maqsadga muvofiq bo'ladi. Takrorlash natijasida ma'lum jarayon yuzasidan o'quvchida shakllanayotgan ilmiy tushuncha va bilimlar miqdoriy o'zgarishlarni o'tib so'ngra aniq sifatiy tus oladi va ma'lum ma'noda, o'quvchi ongida "o'yg'onish" jarayoni yuzaga keladi. Insonning bilish faoliyati jarayonida, uning sezgi organlari tomonidan axborotlar qayd qilinib, so'ngra u olingan axborot va ma'lumotlarni mushohada va tahlil qilish orqali solishtiradi. Oqibatda ular yaxshi anglanilish natijasida mustahkam bilimga aylanadi. Sinfdagi barcha o'quvchi bir xil fikrlay olmasligi bois, ularning o'zlashtira olish qobiliyatlari ham bir xil bo'lmasligi tabiiy. Binobarin, pedagog ta'lim oluvchining imkoniyatini hamda o'quvchining yoshiga mos fizilogik xususiyatlarni inobatga olgan holda o'quv jarayonini rejalashtiradi.

Olib borilgan pedagogik tajribalarda sinfdagi o'quvchilarga eksperimental topshiriq berilganda, aksariyat ularning ko'pchiligi, masalan, dinamometr yordamida og'irlik kuchini o'lchay olsada, ammo ularda ishqalanish yoki Arximed



kuchini (bu kuchlarning tabiati to'g'risidagi bilimlar shakllangan bo'lishiga qaramay) aniqlash ko'nikmasi yaxshi shakllanmaganligini guvohida bo'lamiz. Buning sababi, o'qitishda o'quvchidagi erishilgan fundamental bilimlarni amaliyotga qo'llashda, asbob va o'quv jihozlardan amaliyotda foydalanish "kompetensiya" darajasiga olib chiqilmaganligidadir.

O'z tajribamizdan kelib chiqib, o'quvchida fanga oid bo'lgan, ya'ni tajribani o'tkazish, fizik kattaliklarni o'lchash, asboblardan amaliyotda foydalana olish va xulosalar chiqarish kompetensiyasi shakllantirish muammosini Arximed kuchini aniqlash misolida keltiramiz.

Arximed kuchini aniqlash uchun zarur bo'lgan jihozlar: dinamometr, suyuqlik solinadigan idish (silindr shaklida), metall jism va suyuqlik (suv).

Ishni bajarishning ketma-ketligi:

1. Dinamometrغا jismni iling va uning og'irligini havoda o'lchang. Dinamometr ko'rsatgan qiymatni  $F_1 = \dots$  deb yozib oling.

2. Dinamometrغا ilingan jismni suyuqlikka tushiring. (Bunda jism suyuqlikka to'liq botgan holda bo'lsin, ammo jism idish tubiga tegmasin). Jism suyuqlik ichida turganda dinamometr ko'rsatgan qiymat  $F_2 = \dots$  ni ham qayd qiling.

3.  $F_1 - F_2$  kuchlar farqi Arximed kuchining qiymatini beradi. O'lchangan natijalarga ko'ra jismga ta'sir qilgan Arximed kuchini hisoblang.

Yuqorida keltirilgan algoritm asosida o'quvchi tajribani 2-3 marta takroriy bajarganda unda tajribani o'tkazish, fizik kattaliklarni o'lchash, asboblardan amaliyotda foydalana olish va xulosalar chiqarish kompetensiyasi samarali shakllanadi.

### MUHOKAMA VA NATIJALAR

Chirchiq shahridagi 10-, 15- umumta'lim maktablarida olib borilgan pedagogik tadqiqot ishining tajriba va nazorat guruhlardagi natijalar 1- jadvalda keltirilgan.

1-jadval

Arximed kuchini aniqlash bo'yicha tajriba va nazorat guruhlarning natijalari

Baho ko'rsatkichlari Guruhlar

Tajriba guruhi 64 nafar o'quvchi Nazorat guruhi 62 nafar o'quvchi

Asoslovchi tajriba Ta'kidlovchi tajriba Asoslovchi tajriba Ta'kidlovchi tajriba

5 6 10 7 8

4 16 23 16 19

3 31 28 28 23



2 13 3 11 12

1- jadvaldagi tajriba va nazorat guruhleri bo'yicha qayd etilgan natijalar asosida tajriba-sinov ishlarining ilmiy-pedagogik jihatdan to'g'ri tashkil etilganligi va samaradorligini o'rganish maqsadida matematik-statistik tahlil amalga oshirildi. Statistik tahlil uchun Student-Fisher metodi tanlandi [7]. Tajriba guruhida o'zlashtirish ko'rsatgichi 20 % oshganligi kuzatildi.

Pedagogik amaliyot vaqtida o'quvchilarda elektr asboblari bilan ishlashga bo'lgan qiziqish bo'lsada, biroq aksariyat hollarda o'quvchilar, elektr zanjirini yig'ishda, elektr o'lchov asboblariidan foydalanishda amaliy bilim va ko'nikmalarning yetarlicha shakllanmaganligining guvohi bo'lamiz. Bu vaziyatdan chiqish uchun dastlab o'quvchi uchun eng oddiy elektr zanjiri sxemasi tanlash ma'qul bo'ladi. O'quvchilarga elektr zanjirdagi elementlar to'g'risida nazariy (zanjirni ulash qoidalari to'g'risida) tushunchalar berilgandan so'ng ular dastlab berilgan sxema asosida elektr zanjirni yig'ish ishini bajaradi va keyingi bosqichda o'lchov ishlarni amalga oshiradi. O'quvchining amaliy faoliyatini o'qituvchi tomonidan kuzatilishi va uning o'zlashtirishiga ko'ra, elektr zanjiriga boshqa elementlar qo'shib borish yo'li bilan elektr zanjirining ko'rinishi murakkablashtirib boriladi. Har qanday o'quv jihozi yoki o'lchov asboblari orqali zanjirning fizik parametrlarini o'lchash ishini bajarish uchun ma'lum mantiqiy ketma-ketlikda ishni ta'minlay oladigan algoritm asosida tashkil etilsa, nazarda tutilgan maqsadga erishish oson kechishi pedagogik tajribada ko'rinadi.

### **XULOSA**

1. O'qitish jarayonida o'qituvchi va o'quvchi faoliyatining o'zaro bog'liqligi ta'minlangan tartibli va mantiqiy ketma-ketlikda tashkil etilgan o'qitish metodi joriy etiliishi, o'qitish jarayonining bosh vazifalaridan bo'lgan - ta'limning tarbiyaviy va rivojlantiruvchi funksiyalariga qat'iy amal qilishni ta'minlaydi.

2. Ta'lim jarayonida bilishning nazariy va empirik metodlarining birligi prinsipi etib, o'qitishda fizikadan nazariy va amaliy bilimlarni optimal o'yg'unligi asosida tashkil etilgan barcha amaliy mashg'ulotlar orqali o'quvchilar tomonidan erishilgan bilimlar, amaliy ko'nikmalar va malakalarning shakllanganligi bilan alohida ahamiyat kasb etadi.

3. O'quvchilarning o'z faoliyatlarida ijodiy qobiliyatlarini rivojlantirish, ularning bilish qobiliyatini faollashtirish, dars samaradorligini oshirish, mustaqil ishlash va mantiqiy fikrlashga o'rgatish masalalari, yangi pedagogik qarashlar, kompetensiyaviy yondashuvlar asosida amalga oshirishni taqazo etadi.



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ATOM FIZIKASI VA ELEMENTAR ZARRACHALAR FIZIKASI  
METODIKASINI TAKOMILLASHTIRISH

Ortiqova Gavharoy Sayfullo qizi

*Andijon viloyati Oltinko'l tumani 1-kasb-hunar maktabi Fizika fani  
o'qituvchisi*

**Annotatsiya:** *Maqolada oliy ta'lim fizika ta'lim yo'nalishi atom fizikasi va elementar zarrachalar fizikasida giperyadrolar nazariy asoslarini o'qitish metodikasini takomillashtirishga bag'ishlangan. Giperyadrolar ularning tarkibi xususiyatlarini aniqlash, atom yadro fizikasi va elementar zarralar fani yutuqlaridan Respublikamizning ushbu soxada ishlayotgan taniqli olimlarning tajribalari yutuq va kamchiliklari bayon qilingan.*

**Kalit so'zlar:** *Giperyadrolar, giperonlar, elementar zarrachalar, nuklonlar, k-mezonlar, n-mezonlar, metodika.*

Jamiyatimizni bugungi ijtimoiy iqtisodiy rivojlanish sharoitida aholini bilim saviyasi, ta'lim va ilmiy infratuzilmalarni rivojlanganlik darajasi o'ta muhim ahamiyatga ega. Shu ma'noda har bir fan predmetini tanlanishida jamiyat taraqqiyotini muhim omillaridan sanalgan energetika sohalar-ida salmoqli o'ringa ega yadro energetikasi, yadro reaksiyalari va radiatsion xavfsizlik kabi mavzularni o'qitishda bugungi kunda erishilgan fan va amaliyot yutuqlari bilan boyitib o'qitilishi davr talabiga aylanib bormoqda. Gap shundaki, Respublikamizda iqtisodiy rivojlanishni yanada yuqori bosqichga ko'tarish yo'lida alternativ turdagi energiya manbalarini yaratishga katta e'tibor qaratilmoqda va bunda industriya uchun o'ta zarur yadro energiyasidan foydalanishga, ya'ni AES qurilishiga katta ahamiyat berilmoqda. Bu holat ko'plab mutaxassislarni talab etishidan tashqari jamiyatni bu sohadagi dunyoqarashlarni ilmiy asosda to'g'ri shakllanishini ham taqozo etadi.

Hozirgi keskin raqobat sharoitida innavatsion texnologiyalar va ilm fanni yanada rivojlantirish, iqtidorli yoshlarni ilmiy faoliyatga keng jalb etish o'z ijodiy va intellektual salohiyatini ro'yobga chiqarishlari uchun yoshlarga zarur shart sharoitlar yaratish muhim ahamiyatga ega. Bu masalaga ustivor ahamiyat bermasdan turib taraqqiyot haqida so'z yuritib bo'lmasligini barchamiz yaxshi tushunamiz. Bugun zamonning o'zi ushbu masalani siyosatimizning eng muhim yo'nalishlaridan biri sifatida belgilashni taqozo etmoqda.

Ma'lumki, giperyadrolar ularning tarkibi xususiyatlarini aniqlashda muhim ahamiyatga ega. Hozirgi kunda, turli xil elementar zarrachalar aniqlangan bo'lib,



ular atom fizikasida va elementar zarralar fizikasining rivojlanishiga katta hissa qo'shib kelmoqda. Bunda asosiy vazifalaridan biri ta'lim tizimidagi amalga oshirilayotgan islohotlar, ijobiy o'zgarishlar, yoshlarga yaratilayotgan imkoniyatlar to'grisidagi muntazam ma'lumotlar berish. Giperyadrolarning insoniyat o'z taraqqiyoti davomida bilib olmoqda va hozirgi kunda ham nuklonlar giperonlar n-mezonlar, k-mezonlar haqida qisqacha bolsada ma'lumotga egamiz. Giperyadro fizikasi fizikaning yadro fizikasi va elementar zarrachalar fizikasi chorrahasida joylashgan bo'limi bo'lib, tadqiqot predmeti proton va neytronlardan tashqari, boshqa elementar zarrachalar -giperonlarni o'z ichiga olgan yadrosimon tizimlardir. Yana shuni aytish mumkinki, giperyadro fizikasining tadqiqot predmeti kam energiyali giperonlar va atom yadrolarining o'zaro ta'siri hisoblanadi. Tajriba o'tkazishning tadqiqot usullari va usullari yadro fizikasi va elementar zarralar fizikasidan meros bo'lib qolgan.

Giperyadrolar ularning tarkibi xususiyatlarini aniqlashda muhim ahamiyatga ega. Hozirgi kunda, turli xil elementar zarrachalar aniqlangan bo'lib, ular atom fizikasida va elementar zarralar fizikasining rivojlanishiga katta hissa qo'shib kelmoqda. Giperyadrolar tarkibiga nuklonlardan tashqari giperon ham kiradigan atom yadrosi. Yadrolarning sekin harakat qilayotgan K-mezonlarni tutishi, yuqori energiyali zarralarning yadro nuklonlari bilan o'zaro ta'siri natijasida giperyadro vujudga kelishini bilib olishdan iborat.

Giperyadro tarkibiga nuklonlardan tashqari giperon ham kiradigan atom yadrosi. Yadrolarning sekin harakat qilayotgan K-mezonlarni tutishi, yuqori energiyali zarralarning yadro nuklonlari bilan o'zaro ta'siri natijasida Giperyadro vujudga keladi. Natijada sekin harakat qiluvchi  $\Lambda$ -giperon hosil bo'ladi, bu giperon o'z navbatida yadro bilan bog'langan sistemani paydo qiladi. Giperyadro yashash vaqti  $\Lambda$ -giperonning yashash vaqti bilan aniqlanadi ( $\approx 10^{10}$  s). Birinchi Giperyadroni 1952 yilda polyak fiziklari M. Danish va Ye. Pnevskiylar topgan. Barcha ma'lum Giperyadrolar  $\Lambda$ -giperonlar hisoblanadi, ya'ni  $\Lambda$ -giperonli yadrolardan iborat.

Fiziklar bu jarayonni ikki g'alati kvarkni o'z ichiga olgan qisqa muddatli giperyadro hosil qilish bilan qayd etdilar. Ular olmos maqsad S-hyperons tug'ilishi sabab kaonlar bir guruh ishlatiladi, va keyin zarralar treklarni kuzatish imkonini beruvchi, foto asoslangan materiallar orqali hyperons o'tib. Topilgan hodisada birinchi marta azot yadrosi bilan H-hyperonning bog'lanish energiyasini aniq aniqlash mumkin edi. Maqola jurnalda chop etiladi jismoniy tadqiqotlar maktublari. Oddiy yadrolar nuklonlardan iborat: protonlar va neytronlar, yadroviy kuchlar orqali ta'sir o'tkazish. Fiziklar bu o'zaro ta'sirlarni yaxshi o'rganib, yadrolarning xususiyatlarini tahlil qildilar va nuklon-nuklonli tarqalish



bo'yicha tajribalar o'tkazdilar. Ammo nuklonlar barcha barionlarning, ya'ni uchta kvarkdan iborat zarrachalarning kichik bir qismidir. Barionlarning yana bir guruhi-g'alati kvarklarni o'z ichiga olgan giperonlar. Nuklon-giperon o'zaro ta'sirlarni o'rganish zamonaviy fizikaning muhim vazifasidir. Bu neytron yulduzlarining ichki tuzilishiga yoritib berishi mumkinligiga ishoniladi. Bu kosmik ob'ektlar atom yadrolaridan taxminan o'n barobar zichroq va ularning ichaklarida neytronlar hiperonlarga aylanish uchun energiya jihatidan foydali bo'ladi degan taxmin mavjud. Biroq, hiperonlar faqat 10<sup>-10</sup> soniya davomida yashaydi va keyin parchalanadi, shuning uchun ularning o'zaro ta'sirini o'rganish nuklonga qaraganda ancha murakkabroq. Buning eng yaxshi usuli-yadro ichida giperon hosil qilish va natijada paydo bo'lgan tizim bilan ishlash. Hiperonlarni o'z ichiga olgan yadrolarga gipergradlar deyiladi. Fiziklar allaqachon bir L-hyperonni o'z ichiga olgan -1 g'alati - 2 (S-va LA-hyperydre) g'alati bo'lgan yadrolar haqida juda ko'p ma'lumot to'plashdi. S-hyperyderni o'z ichiga olgan jarayonlar sifatida aniqlangan o'nlab voqealar aniqlandi. 20 yil oldin BNL e885 eksperimentida olimlar Vuds-saksonning potentsialidan foydalanib, hiperonning yadroga jalb qilish potentsialining chuqurligini baholadilar. Ular 14 megaelektronvolt qiymatiga ega bo'lib, ular 4,5 megaelektronvolt yadrosi bilan giperon bog'lanish energiyasiga mos keladi. Keyinchalik yapon laboratoriyasida kek S-hyperyderning parchalanishini qayd etdi. Tadbir KISO deb nomlangan. Jarayon  $S^- + 14N^{10}XBe + 5AHe$  reaksiyasi sifatida aniq belgilangan. Yaqinda Shuxei Hayakawa (Shuhe Hayakawa) boshchiligidagi J-Parc e07 hamkorligi S-hyperydre shakllanishi bilan yana bir voqea kuzatilganligini xabar qildi. Olimlar olmosga mo'ljallangan kaonlar to'plamini yubordilar. Maqsaddagi to'qnashuvlar natijasida S-giperonlar paydo bo'ldi. Keyinchalik, bu hiperonlar 380 mikrometre qalinligi va 11 varaq qalinligi bir millimetr bo'lgan ikkita varaqni o'z ichiga olgan fotografik varaqlarning emulsiya modullariga tushdi. Plitalar zarrachalarning qismlarini ko'rsatdi. Hammasi bo'lib 118 emulsion modullari ishlatilgan bo'lib, ular 1,13 x 10<sup>11</sup> ta kaonga ta'sir ko'rsatdi. Bu emulsiya 104 hiperonlar to'xtatish kutilmoqda, va bu g'alati -100 bilan taxminan 2 hiperyaderi shakllanishiga olib keladi. Natijada, faqat bitta tegishli voqea qayd etildi. Elementar zarralar fizikasi fizika fanlari ichida, jumladan, yadro fizika kursining tarixan eng so'nggi yillarida tarkib topgan bo'limlaridan hisoblanadi. Hozirgi vaqtda fizikaning, yadro fizikasining boshqa bo'limlardan fundamental qonuniyatlar o'rganilgan bo'lsa, elementar zarralar fizikasida bu muammolar to'la hal etilmagan. Elementar zarralar tushunchasi o'zi murakkabdir.

Dastlab bu tushuncha tarkibiga boshqa zarralar kirmagan, ichki strukturaga ega bo'lmagan sodda tuzilgan zarralar uchun qo'llanilgan. Lekin,



fanning rivojlanishi bilan elementar deb hisoblangan zarralar murakkab tuzilishga ega ekanligi ma'lum bo'lib, ko'p zarralar elementar emasligi aniqlandi. Shunday qilib, elementarlik tushunchasi fan taraqqiyoti bilan o'zgarib kelmoqda. Yaqin vaqtlargacha (proton, neytron, p—mezonlarni) Koinotni tashkil etgan materiyaning bo'linmas boshlang'ich elementlari bo'linmas ya'ni dunyo tuzilishining eng kichik «g'ishtchalari» deb hisoblanib kelgan edi. Ammo mikrodunyo tuzilishining elementar zarralari ustidan hozirgi zamon tadqiqotlari ularning ma'lum sharoitlarda bir-biriga aylanishini aniqladi.

Nuklonlar, nukleonlar-atom yadrosini tashkil qiladigan zarralar - proton va neytronlarning umumiy nomi. Proton va neytron massasi deyarli birbiriga teng ( $m_p=938,2$  MeV va  $m_n=939,5$  MeV) bo'lgani, proton va neytron spini bo'lib, o'zaro kuchli ta'sirlarda bir xil zarradek ta'sirlangan uchun proton va neytron bitta zarra (nuklon)ning ikki elektr xrlati deb qaraladi. Nuklon, asosan, uchta kvant soni barion zaryadi ( $B=1$ ), ajiblik kvant soni ( $A=0$ ) va izotopik spin ( $I = j$ ) bilan ifodalanadi.

Spinlari biror yo'nalish bo'yicha joylashgan Nuklon oqimi Nuklonning qutblangan dastasi deyiladi. Nuklonni qutblashning bir necha usuli mavjud. Mas, sekin harakatlanuvchi protonlarning qutblangan dastasini maxsus ion manbai yordamida olish; yadro va elektromagnit sochilish hodisasi nati-jasida nuklonlarni qutblash va h.k.

Nuklonning turli xil sochilishi nuklon spinining yo'nalishiga va ta'sir qiluvchi kuchlarga bog'liq. Shuning uchun sochilishigacha nishonga tushuvchi qutblanmagan dastani qutblangan va qutblanmagan Nuklon oqimidan iborat deyish mumkin. Nishondan sochilgandan keyin esa bu ikki komponentning institutensivligi birbiridan farq qiladi, demak, Nuklonning qutblangan dastasini ajratib olish mumkin bo'ladi. Radio-to'lqinlar zarralarida ham qutblangan dastani hosil qilish mumkin. Bu zarralar energiyasi va intensivligi cheklangan ( $10^7$ - $10^9$  nuklon/yexter dan kam) bo'lishiga qaramay, tez neytronlar dastasini olishda eng qulay vositadir. Nuklonning qutblangan dastasidan ko'pgina tadqiqot ishlarida, yadro kuchlarining o'zaro ta'sirlashuvchi zarralarning spinlariga bog'likligini aniqlashda foydalaniladi.

Nuklon - proton va neytronning umumiy nomi, atomlarning yadrolarini tashkil etuvchi zarralar. Atom massasining katta qismi nuklonlarga to'g'ri keladi. Protonlar va neytronlarning massasi deyarli bir xil, farq 1% dan oshmaydi. Ikki proton yoki neytron o'rtasida bir xil masofada harakat qiladigan kuchlar amalda tengdir. Neytron va proton o'rtasidagi eng muhim farq shundaki, ikkinchisi ijobiy elektr zaryadiga ega. Neytron, protondan farqli o'laroq, zaryadga ega emas.





Moddaning asosiy zarrasi vodorod yadrosidir, chunki u protondir. Bu haqiqatni E. Rezerford o'rnatdi, u atomning musbat zaryadi massasi fazoning juda kichik qismida ekanligini isbotladi. Protonning massasi elektronning massasidan 1836 marta katta va

uning elektr zaryadi kattaligi bo'yicha elektronning zaryadiga teng, ammo teskari belgiga ega. Xuddi elektron kabi, protonning nolga teng bo'lmagan spini bor. Spin -zarrachaning o'z o'qi atrofida aylanishining o'ziga xos xususiyati, bu Yerning kunlik aylanishiga o'xshaydi. Agar proton magnit maydonda bo'lsa, u tortishish kuchi ta'sirida whirligig kabi aylanadi. Ushbu harakatning tezligi magnit moment bilan aniqlanadi. Uning proton uchun yo'nalishi aylanish o'qi yo'nalishiga to'g'ri keladi.

Neytronlarning mavjudligini E. Rezerfordning yordamchisi J.Chadvik isbotladi. O'z tajribasida Chadvik berilyumni nurlantirdi, bu esa o'z navbatida radiatsiya manbaiga aylandi. Ushbu nurlanish, yadrolar bilan to'qnashganda, ulardan protonlarni urib tushirgan. Chadvik radiatsiya - bu massasi proton massasiga teng, ammo elektr zaryadi bo'lmagan zarralar oqimi deb taxmin qildi va ularni neytron deb atadi.

Giperonlar (giper...) - massasi neytron massasidan katta bo'lgan beqaror og'ir barionlar. Giperonlar yashash vaqti 10<sup>-10</sup> s, ya'ni yadro vaqti (10<sup>-23</sup> s) dan ancha katta. Lyambda ( $\Lambda^0$ ), sigma ( $Z^+$ ,  $IP$ ,  $Z^0$ ), ksi ( $3^-$ ,  $H^0$ ) va omega (qarang) Giperonlar mavjud. Giperonning yuqori qismidagi ishoraning mutlaq qiymati elektron zaryadiga teng elektr zaryadining ishorasini ko'rsatadi. Barcha Giperon spini 1/2 ga teng, fakat O. niki 3/2. G. kuchsiz o'zaro ta'sir natijasida nuklonlarga va yengil zarralar: ya-mezonlar, elektronlar, neytrinoga parchalanadi va uzoq yashaydi. Ular Vilson kamerasida iz qoldiradi. Giperon bir necha GeV energiyali proton tezlatkichlarda olinadi.  $L^0$ -,  $Z^0$ -,  $Ye^-$  yoki  $Q^-$  zarralar har doim pion yoki nuklon bilan birga paydo bo'ladi, shuning uchun Giperon ajibzarralar deyiladi. Giperonning ajibligi yana shundaki, kutilganga nisbatan 10<sup>14</sup> marta sekin parchalanadi.  $L^0$ - zarra (giperon) proton va piondan 37 MeV og'ir, u neytral,  $Z^0$ - zarra (giperon)  $L^0$ - zarradan 78 MeV og'ir,  $1^-$  giperon  $L^0$ - zarradan 205 MeV og'ir. Har bir Giperonning antizarrasi - antigiperon mavjud. Ular Gilerondan elektr va barion zaryadlarining ishorasi bilan farqlanadi.

Giperonlar. Keyingi zarralar guruhi giperonlar deyiladi. Ularning massalari 2180me dan 3278me gacha oraliqda boladi. Har bir giperon mos antigiperonga ega. Neytral giperonlar zaryadga ega emas, zaryadlangan giperonlar esa absolyut qiymati jihatdan elemantar zaryadga egadir. Giperonlarning massasi (elektron massasi hisobida), yashash vaqti va S spin momentida keltiriladi. Antigiperonlar ham giperonlar ega bo'lgan xossalarga ega, lekin zaryadi, magnit maydoni va



boshqalari qarama-qarshi. Giperonlar yuqori energiyali nuklonlar (protonlar) va mezonlarning nuklonlar va atom yadrolari bilan to'qnashish reaksiyalarida vujudga keladi. Shu bilan bir vaqtda K-mezonlar hosil bo'lishi kuzatiladi.

Giperonlar nuklonlar va mezonlarga bo'linadi. Giperonlarning xususiyatlari va harakati umumiy aylanmasi  $3/2$  bo'lgan uchta u, d yoki s-kvarklarning birikmasi deyiladi barion deкупleti. Pastki oltitasi giperonlardir. Barionlar bo'lib, barcha giperonlar fermionlar. Ya'ni, ular bor yarim tamsayi aylantirish va itoat qilish Fermi-Dirak statistikasi. Giperonlarning barchasi kuchli yadro kuchi, ularni turlarini qilish hadron. Ular uchta nurdan iborat kvarklar, ulardan kamida bittasi a g'alati kvark, bu ularni g'alati barionlarga aylantiradi. Yerdagi giperonlarning parchalanishi zaif saqlanmaganlar bilan tenglik. Quyidagi jadvalda ko'rsatilgandek, hayajonlangan giperon rezonanslari odatda asosiy giperonlarga kuchli parchalanish bilan parchalanadi.

Giperon tadqiqotlari. Giperonlar bo'yicha birinchi tadqiqotlar 1950-yillarda bo'lib o'tgan va fiziklarni zarrachalarning uyushgan tasnifini yaratishga undagan. Bugungi kunda ushbu sohadagi tadqiqotlar dunyoning ko'plab ob'ektlarida, shu jumladan, olingan ma'lumotlar bo'yicha olib borilmoqda CERN, Fermilab, SLAC, JLAB, Brukhaven milliy laboratoriyasi, KEK, GSI va boshqalar. Fizika mavzulariga izlash kiradi CP buzilishi, o'lchovlari aylantirish, tadqiqotlar hayajonlangan holatlar (odatda deb nomlanadi spektroskopiya), va kabi ekzotik holatlarni ovlaydi pentaquar va dibaryonlar.

Yadro tarkibini o'rganish bilan bir vaqtda yadro kuchlarning xususiyatlarini aniqlashga jiddiy e'tibor qaratildi. I.E.Tamm (1895-1971), D.D.Ivanenko (1907-1981) va keyinchalik 1935-yildayapon olimi X.Yukava yadro kuchlar oraliq mezon zarralar yordamida amalga oshadi deb qarab, o'zlarining mezon nazariyasini ishlab chiqishdi.

1934-yilda I.Kyuri va F.Jolio-Kyuri sun'iy radioaktivlik hodisasini, E.Fermi P-yemirilish nazariyasini yaratdi. 1937-yilda K.Anderson va S.Nedermeyer tomonidan kosmik nurlar tarkibida // -mezon zarralar mavjudligi ochildi. Bu vaqtga kelib ko'plab elementar zarralar va bu zarralarning bir-birlariga o'tishliklari o'rganila boshlandi.

1939-1945-y illarda ogMryadrolaming neytronlar ta'sirida boMinishi, bunda katta energiya ajralishi aniqlandi, ya'ni yadro zanjir reaksiyolari amalga 1946-yildan boshlab ko'plab (betatron, sinxrotron, sinxrofazotron, chiziqli rezonans) tezlatgichlar qurila boshlandi.Tezlatgichlar yaratilishi ko'plab elementar zarralar (mezonlar, adronlar, giperonlar, rezonans zarralar) ochilishiga va ularning xususiyatlarini o'rganish, bundan tashqari, turli yadro reaksiyalarini o'tkazish imkoniyatini berdi. oshirildi.



Yadro bo'linish nazariyasini 1939-yil Ya.I.Frenkel, N.Bor va J.Uylerlar tomchi modeliga asosan ishlab chiqishdi. E.Fermi boshchiligida AQSHda 1942-yil 2-dekabrda atom reaktori ishlatishdi. 1944 - 1945-yillarda V.I.Veksler va E.Mak-Millan zaryadli zarra tezlatgichlariga avtofazirovka prinsipini ishlab chiqdilar, bu esa o'z navbatida tezlatgichlar energiyasini bir necha o'n marta oshirish imkoniyatini berdi.

Mezonlar (yun. mesos - o'rta oraliq) - o'zaro kuchli ta'sirlashadigan zarralar (adronlar) qatoriga kiradigan beqaror elementar zarralar. M. barion zaryadi yo'qligi va nolga teng yoki butun sonli spinga ega bo'lgan barionlardan farq qiladi. Dastlab kashf etilgan p- va K-mezonlar massasining proton hamda elektron massalari oralig'ida turishi bu elementar zarralarning Mezon deb atalishiga sabab bo'lgan. ya-mezon va K-mezonning atom yadrolari, shuningdek, nuklonlar bilan o'zaro ta'siri elektromagnit o'zaro ta'sirga nisbatan juda kattadir. Mezonning ko'pchiligi kosmik nurlarning atom yadrolari bilan to'qshuvini o'rganishda aniqlangan.

Mezonning umumiy va asosiy xossalariidan biri, ularning o'z-o'zidan yemirilish (parchalanish) xususiyatidir. Mezonning atom yadrolari, nuklonlar va boshqa elementar zarralar bilan ta'sirlashuvi va sochilishidan elementar zarralar strukturam, ta'sir parametrlari, rezonans zarralar, o'zaro ta'sirdagi zarralar xossalari kabi muhim natijalar olingan.

Mezonlar kvarklardan tashkil topganligi sababli, ikkalasida ham qatnashadilar zaif va kuchli o'zaro ta'sirlar. Tarmoqli mezonlar elektr zaryadi da ishtirok eting elektromagnit ta'sir o'tkazish. Ular kvark tarkibiga ko'ra tasniflanadi, umumiy burchak momentum, tenglikva shunga o'xshash boshqa xususiyatlar C tengligi va G-paritet. Hech qanday mezon barqaror bo'lmasa-da, pastroq massa eng massonli mezonlarga qaraganda barqarordir va ularni kuzatish va o'rganish osonroq zarracha tezlatgichlari yoki ichida kosmik nur tajribalar. Ular, odatda, barionlarga qaraganda kamroq massivdir, ya'ni ular tajribalarda osonroq ishlab chiqariladi va barionlardan ko'ra tezroq yuqori energiya hodisalarini namoyish etadi. Masalan, jozibali kvark birinchi marta J / Psi mezon (J / y1974 yilda pastki kvark upsilon meson (Y) 1977 yilda.[3] Birinchi kvark (shu kungacha topilgan so'nggi va eng og'ir kvark) birinchi marta kuzatilgan Fermilab 1995 yilda. Har bir mezonda mos keladigan narsa mavjud zarracha (antimeson), bu erda kvarklar mos keladigan antiqvarlarga almashtiriladi va aksincha. Masalan, ijobiy pion (n+) bitta yuqoridagi kvarkdan va bitta pastga qadimiy antikvardan qilingan; va unga mos keladigan antipartikula, salbiy pion (n-), bitta yuqoridagi antiqa va bitta pastga kvarkdan



qilingan. Garchi tetrakarklar Ikki kvark va ikkita antiqiriqni mezonlar deb hisoblash mumkin, ular bu erda yozilmagan.

Ushbu ro'yxatlarda uchraydigan belgilar: I (izospin), J (umumiy burchak momentum), P (tenglik), C (C tengligi), G (G-paritet), u (yuqori kvark), d (pastga kvark), s (g'alati kvark), c (jozibali kvark), b (pastki kvark), Q (zaryadlash), B (barion raqami), S (g'alati), C (jozibasi) va B' (tubsizlik), shuningdek, subatomik zarralarning keng assortimenti (ism uchun hover).

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## FIZIKA O'QITUVCHILARINI TURLI DARAJADAGI RIVOJLANTIRISHDA FANLARARO ALOQADORLIK

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*Andijon viloyat Paxtaobod tumani 2- son kasb xunar maktabi fizika  
o'qituvchisi*

**Annotatsiya:** *Maqolada fizika o'qituvchilarining turli darajadagi kompetensiyalarni rivojlantirishda fanlararo aloqaning o'rni haqida alohida to'xtalib o'tilgan. Bunda fanlarning kompetensiyalarni shakllantirish bo'yicha ilmiy asoslangan tavsiyalar taklif qilinadi*

**Kalit so'zlar:** *kompetensiyaviy yondashish, ob'ektiv zaruriyat, fanlarning integratsiyasi, differentsiya, politexnik ta'lim, laboratoriya*

### KIRISH

Bugungi kunda yaratilayotgan sharoitlar, o'zgarishlar barcha imkoniyatlardan foydalana oladigan, talabchan, o'z qobiliyati va imkoniyatlarini to'la ishga sola biladigan o'qituvchilar, jumladan fizika o'qituvchilari bo'lishini taqozo etmoqda. Shuning uchun ham ularning turli darajadagi kompetensiyalarini rivojlantirish metod, usul, vosita va shakllarini, baholash turlarini bilishi, loyihalashtirishi va amaliyotga joriy etishi muhimdir. Fizika o'qituvchisi o'z fanini mazmunan, metodik jihatni to'laqonli egallagan bo'lishi zaruriy shart hisoblanadi.

Shu munosabat bilan ularning turli darajadagi kompetensiyalarini rivojlantirishda quyidagi holatlarga e'tiborni qaratish lozim deb hisoblaymiz:

fizika fani mazmunini tubdan yangilanishni vujudga kelganligi ob'ektiv zaruriyat sifatida qabul qilish; uzluksiz ta'lim tizimida uzviylik tamoyilini metodik jihatdan ustuvor hisoblash; fizika fani mavzularini zamonaviylashtirish va loyihalashtirish; fanlararo bog'lanishni ta'minlashda takrorlanishlarga yo'l qo'ymaslik;

zamonaviy o'qitish metodlarini qo'llash asosida dars va mustaqil ta'lim mutanosibligini o'rnatish;

fizikani o'qitishning tarbiyaviy yo'nalishini kuchaytirish.

Fizika o'qituvchisini turli darajadagi kompetensiyalarini rivojlantirishni yaxshilashda: an'anaviy va noan'anaviy darslarni farqlash, tahlil qilish, umumlashtirish, xulosa qilish, kamchiliklarini aniqlash; o'qitishda innovatsion ta'lim texnologiyalaridan foydalanish usullarini asoslab borish; ta'lim jarayoniga yangiliklar kiritish, texnologiyalar, interfaol usullardan foydalanish hamda dars



jarayoniga joriy etish zaruratini tushunish; innovatsion metodlar, ilmiy asoslangan tamoyillar va qonuniyatlar asosida ta'lim jarayonini shakllantirish; loyihalashtirish, o'quv maqsad va vazifalarni aniqlashtirish, Blum toifalaridan foydalanish, elektron, multimedia tizimlari asosida ta'lim berish; ochiq dars o'tkazish hamda o'qitishga kompetensiyaviy yondashishda metod, shakl va usullarni qo'llashni ko'rsatishga amal qilish lozim.

Mavzuga oid adabiyotlarning tahlili. N.V.Borisov, K.Nasriddinovlar fizika fanini o'qitishda o'qituvchining asosiy e'tibori - mazkur fanning asosiy omillarini, tushunchalarini, qonunlarini, nazariya va metodlarini o'rganishga, talabalarni fizik hodisalarni, tajriba natijalarini, qurilma va asboblarning ishlashini tushuntirishda bilimlarini mustaqil qo'llashga o'rgatishga qaratilishi lozim deb hisoblashadi. Agar bilimlari rejadagi Fizika fanini o'qitishda uzviylikni ta'minlash masalalariga ijodiy va kompetensiyaviy yondashish, yangicha qarashlar hamda amaliy tavsiyalarga e'tiborni qaratish, fizika o'qituvchisini turli darajadagi kompetensiyalarini rivojlantirishda muhim ahamiyat kasb etadi. N.Sh.Turdiyev fikricha, fizika o'qituvchilarida kompetensiyalarni rivojlantirishda fanlararo aloqa muhim hisoblanadi. Uni amalga oshirishda quyidagi asosiy yo'nalishlarni ajratib ko'rsatish mumkin: bir nechta o'quv fanlariga tegishli bo'lgan umumiy tushuncha, atama va ta'riflarni to'g'ri tanlash va tushuntirish; turdosh o'quv predmetlarida o'rganiladigan savollarni takroran o'rganmasdan bittasida mukammal o'rgatish; bir o'quv fani uchun zarur bo'lgan, lekin boshqa o'quv fanida o'rganiladigan tushunchalarni o'rganishda vaqt jihatidan ketma-ketlikni tanlash; talabalarda ilmiy tushunchalarni rivojlantirishda va umumlashgan ko'nikma va malakalarni shakllantirishda uzviylikni ta'minlash; umumiy predmetlararo kompetensiyalarni shakllantirishda yagona yondashuvni amalga oshirish; turli fanlardan olib boriladigan ilmiy tadqiqotlarda usul va vositalarning umumiylikini ko'rsatish; turli fanlar (fizika, kimyo, biologiya, geografiya kabi)da o'rganiladigan hodisalarning o'zaro bog'liq ekanligini ko'rsatish.

Fizika kursining boshqa o'quv predmetlari bilan bog'lanishini amalga oshirishdan asosiy maqsad: bilimning tizimligini ta'minlash, tabiat hodisalari va ularning bir-biri bilan bog'langanligi haqidagi tasavvurlarni talabalar ongida shakllantirish; ularda hodisa, tushuncha va nazariyalar orasidagi bog'lanishlarni o'rnata olish mahoratini shakllantirish; o'qitishning politexnik yo'nalishini kuchaytirish; talabalarda asosiy tabiat qonunlarining umumiylik va tabiiy bilimlarning turli sohalardagi ahamiyati haqidagi tasavvurlarni hosil qilishdan iborat. Predmetlararo bog'lanish ular haqidagi bilimlarni mustahkamlaydi hamda fizika faniga qiziqishni orttiradi. Ayrim mavzularni o'rganishda fanlararo kompetensiyalarni shakllantirish imkoniyatlari mavjud.



### **Tahlil va natijalar.**

Tajriba-tadqiqot jarayonida tayanch kompetensiyalar, o'quv predmetiga oid kompetensiyalar bilan hamohang ravishda shakllantirib olib boriladi. Fizika o'qituvchisining axborot bilan ishlash kompetensiyasini rivojlantirish uchun quyidagi usullarni qo'llash maqsadga muvofiq deb hisoblaymiz: yangi atamalarni o'rganishda dastlab darslik, izohli lug'atdan foydalanib, so'ngra o'zlari uni batafsil ta'riflash; mavzular bo'yicha taqdimotlarni tayyorlashda turli manbalardan ma'lumotlar topish; darsliklarda masala yechishni asosan matn ko'rinishida berish; talabalarga masalalarni jadval, grafik va diagrammalar ko'rinishida berish.

Yuqoridagilardan kelib chiqqan holda, fizika ta'limi sifatini oshirishga yo'naltirilgan quyidagi takliflarni berishimiz mumkin:

fizikadan har bir mavzu oxirida amaliy xarakterdagi masalalarni darslik yoki qo'llanmada berish; talabalarni notanish vaziyatlarda duch keladigan masalalarni yechishga o'rgatish;

talabalarda kompetensiyalami shakllantirish uchun dars usullari va metodlarini tanlash; tajriba-tadqiqot ishlarini davom ettirish; fizika o'qituvchilarining turli darajadagi kompetensiyalarini rivojlantirish ishlarini amalga oshirish.

Mazkur yo'nalishda hal etilishi lozim bo'lgan muammolar ham mavjud, ya'ni: tayanch kompetensiyalar mazmuni qaysi fandan dars o'tilishidan qat'i nazar bir xilda berilgan. Ularni fanlarning o'ziga xos xususiyatlarini hisobga olgan holda shakllantirish uchun izohlar va tavsiyalar keltirilmagan. Masalan, filologiya yo'nalishidagi fanlarda kommunikativ kompetensiyani shakllantirish imkoniyatlari keng bo'lsa, matematik savodxonlik kompetensiyasini matematika fanida shakllantirish oson kechadi; tayanch kompetensiyalar mazmuni guruhlar kesimida ham bir xilda berilgan. Ushbu kompetensiyalarning elementlarini guruhlar uchun alohida-alohida taqsimlab berish lozim; tayanch kompetensiyalarni shakllantirish uchun qaysi usul, metod va texnologiyalardan foydalanilsa samarasi yuqori bo'lishi haqida tavsiyalar berilmagan. O'qituvchiga ularni izlash, tanlash, qo'llashga doir axborot manbalari berilmagan; talabada kompetensiyalar shakllanganligini aniqlash usul va mezonlari ishlab chiqilmagan. Bunda tayanch va fanga oid kompetensiyalarni shakllantirish bo'yicha har bir o'quv fani bo'yicha ilmiy asoslangan tavsiyalar berilmagan; fanlararo kompetensiyalarni shakllantirish bo'yicha tajribalar olib borilmagan. Fizika o'qituvchisi nazariy bilimlarni namoyon qilish uchun - o'rganilgan fizik qonun va qonuniyatlarni ta'riflash hamda tavsiflash, ularni amalda qo'llanilishiga misollar keltirish; o'rganilgan fizik qonunlarning qo'llanilishiga doir masalalar



yechish va test topshiriqlarini bajarishi lozim. Fizikani boshqa fanlar bilan bog'lab o'tish darslarida kompetensiyalarni shakllantirish va talabalarni kasbga yo'naltirishga qaratilgan tadbirlarni tashkil etish maqsadga muvofiq. Fizika va kimyo kurslari uchun umumiy bo'lgan ko'pgina tushuncha va kattaliklar mavjud. Atom tuzilis hi haqidagi o'quv materiali quyidagicha taqsimlangan: elektron qobiqning xossalari va tuzilishiga oid hodisalar kimyo kursida o'rganilib (nurlanishdan tashqari), elektron qobiqning to'lib borishi, atom yadrosining tuzilishi va xossalari fizika kursida o'rganiladi.

Fizika va biologiya kurslari orasida o'zaro bog'lanishni o'rnatish yo'llari taxminan quyidagicha: o'simlik, hayvon va inson hayotiga ta'sir qiladigan hodisa va qonuniyatlarni o'rganib, bu ta'sirlarni tushuntirish; atmosferaning pastki qatlamlaridagi turli ko'rinishga ega bo'lgan elektroma nurlanishlarni o'rganish va ularning organik dunyoga ta'sirini tushuntirish; biologiyada qo'llaniladigan tadqiqotlarning fizik uslublarini va fizik asboblarni o'rganish. Biz o'qituvchilar shuni alohida bilishimiz kerak-ki, amaliyot ehtiyojlari natijasida fanlarning integratsiyasi va differensiyasi vujudga keldi. Bu esa yosh avlodni o'qitish mazmunida o'z aksini topishi lozimligini ko'rsatadi. Buni predmetlararo bog'lanish orqali amalga oshiriladi. Predmetlararo bog'lanishni amalga oshirish orqali talabalarning bilim darajasining ortishiga, ilmiy dunyoqarashining to'g'ri shakllanishiga, fikrlash qobiliyatlarining, ijodiy qobiliyatlarining rivojlanishiga, butun o'quv jarayonini takomillashtirishga sharoit yaratiladi.

### **Xulosa va takliflar.**

Predmetlararo bog'lanishlarni quyidagi yo'nalishlarda amalga oshirish maqsadga muvofiq deb hisoblaymiz: o'quv predmetining shunday ketma-ketligini tanlash lozimki bir predmetni o'rganish ikkinchisini o'rganishga asos yaratsin; tushuncha va mahoratni amalga oshirishda izchillikni ta'minlash; umumiy tushuncha, qonun va nazariyalarni tushuntirishda birlikni ta'minlash; umumiy tushuncha va malakalarni shakllantirishda umumiy yondashishni amalga oshirish. Predmetlararo bog'lanishni amalga oshirish usullari quyidagilar: bir predmetda o'rganilgan hodisani boshqa predmetda avvalroq o'rganilgan hodisa bilan bog'lanishini ko'rsatish; bir predmetda o'rganilgan bilimga boshqa predmetdan bilim olishda tayanish; predmetlararo bog'lanishga xos masalalar yechish va laboratoriya ishlarini bajarish. Predmetlararo bog'lanishni amalga oshirishga imkon beruvchi o'quv darsi shakllari: predmetlararo bog'lanish elementiga ega bo'lgan dars; predmetlararo bog'lanishga xos seminar va anjumanlar; kompleks ekskursiyalar (masalan, fizika va biologiyadan tabiatga ekskursiya); predmetlararo bog'lanishga xos laboratoriya praktikumi; tadqiqot elementiga ega bo'lgan maydonda tajriba va kuzatish ishlari. Fanlararo aloqani





amalga oshirishda quyidagi asosiy yo'nalishlarni ajratib ko'rsatish mumkin bir nechta o'quv fanlariga tegishli bo'lgan umumiy tushunchalar, atamalar va ta'riflarni bir xil qilib tanlash va tushuntirish; turdosh o'quv predmetlarida o'rganiladigan savollarni takroran o'rganmasdan bittasida mukammal o'rgatish lozim; bir o'quv fani uchun zarur bo'lgan, lekin boshqa o'quv fanida o'rganiladigan tushunchalarni o'rganishda vaqt jihatidan ketma-ketlik to'g'ri tanlanishi kerak; talabalarda ilmiy tushunchalarni rivojlantirishda va umumlashgan ko'nikma va malakalarni shakllantirishda uzviylikni ta'minlash lozim; umumiy predmetlararo kompetensiyalarni shakllantirishda yagona yondashuvni amalga oshirish kerak; turli fanlardan olib boriladigan ilmiy tadqiqotlarda usullarning umumiyligini va o'rganiladigan hodisalarning o'zaro bog'liqligini ko'rsatish zarur.

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FIZIKADAN MASALALARNI TURLI USULLAR BILAN YECHISH VA  
O'QUVCHILARNI QIZIQTIRISH

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**Annotatsiya:** *Ushbu maqolada o'quvchilarni masalalar yechishga o'rgatish texnologiyasi haqida so'z boradi.*

**Kalit so'zlar:** *kompetensiyaviy yondashish, ob'ektiv zaruriyat, fanlarning integratsiyasi, differensiya, politexnik ta'lim, laboratoriya*

O'quvchilarni fizikadan masalalar yechishga yo'naltirishni biz fizika fanining 6-sinf 1-soatidan boshlashimiz kerak. Har bir mavzuni o'rganishda masalalar yechishni ham to'g'ri rejalashtirish lozim. Masalalar tanlangan metodikaga mos keladigan aniq sistemani tashkil etish va o'qitishning ma'lum maqsadga javob berishi kerak.

Masalalar tanlashga ko'rsatilgan didaktik talabdan tashqari har bir masalani tanlashda o'qituvchi mo'ljallagan maqsadni amalga oshirish ahamiyatga ega. Masalalar yechishni analitik va sintetik metodlari mavjud.

Masalalar yechishning analitik metodi murakkab masalani bir qator oddiy (analiz) masalalarga ajratishdan iborat bo'lib, shu bilan birga masalani yechish masalada qo'yilgan savolga bevosita javob beradigan qonuniyatni tanishdan boshlanadi. Natijaviy hisoblash formulasi xususiy qonuniyatlarni sintez qilish orqali hosil qilanadi. Bu metodga quyidagi masalanai misol keltiramiz.

Massasi 280 kg bo'lgan lift shaxtaga tekis tezlanuvchan harakatlanib tushadi. U birinchi 10 s ichida 35 m yo'lni bosib o'tadi. Kabina osilgan qanot (ip) ning tarangligini toping?

Masalada gap ketayotgan hodisani taxlil qilamiz.

Kabina qandaydir a tezlanish bilan pastga tushadi.

Kabinaga qanotning cho'zilish kuchi, ya'ni  $F_{el}$  kuchi ( $F_{el}$ ) va og'irlik kuchi ( $F_{og}$ ) ta'sir qiladi. Shu kuchlar kabinaga tezlanish beradi.

$> F_{el} + F_{og} = q \cdot ma$ , bunda  $> F_{el} = q \cdot ma - F_{og}$  (1) da vektor ko'rinishida skalyar shaklga o'tish uchun sanoq sistemasini tanlaymiz. U holda

$F_{el} = q \cdot ma - (-F_{og}) = q \cdot ma + F_{og}$  (2)

Endi kabina tezlashishini aniqlash masalasi paydo bo'ladi. Uni ko'chishini bilgan holda aniqlaymiz.

$Sq = \frac{2}{2} a t^2$  yoki  $a = \frac{2S}{t^2}$  yoki  $F_{og} = qmg$



Natijalarni topilgan qiymatlarini (2) ga qo'yiladi (sintez qilinadi:)

$F_{elqmg-m \cdot 2s/t^2}$  yoki  $F_{elqm(g-2s/t^2)}$   $q_{280 kg(9,8 m/c^2-2 \cdot 40 F 100)q}$

$\approx 2520 N$

Sintetik metodda masalani yechish topilishi kerak bo'lgan kattalikdan boshlanmasdan, masala shartidan bevosita topilishi mumkin bo'lgan kattaliklardan boshlanadi. Oxirgi formulaga izlanayotgan kattalik kirmaguncha, masalani yechish asta sekin tarmoqlanib boradi.

Yuqoridagi masalani shu usulda yechish uchun lift tezlanishini hisoblashdan boshlanadi, shundan keyin esa unga tezlanish beradigan kuchlar hisoblanadi. Bu kuchlar kanatning taranglik kuchidan va liftning og'irlik kuchidan iborat bo'ladi. Shundan keyin kanatning taranglik kuchi uchun ifoda hosil qilinishida va unga hamma oraliqda topilgan kattaliklar qo'yiladi.

Didaktik maqsadlarga ko'ra masalalarni turli sinflarga ajratish mumkin.

Sodda masalalar

Qiyinroq masalalar

Masala shartida, darslikda va darsda ko'rib chiqilgan masalalarda tavsiflanganga nisbatan kamroq tanish bo'lgan holat tavsiflangan masalalar

Masalan: Agar darsda yoki darslikda gorizontal yo'nalish bo'yicha jismlar sistemasini harakati ko'rib chiqilgan bo'lsa, u holda shunga o'xshash, ammo vertikal yo'nalish bo'yicha jismlar sistemasining harakatiga tegishla masala taklif qilinishi mumkin.

4.O'quvchilar yangi bilimlar olishi uchun foydalanishi mumkin bo'lgan masalalar. Bunda o'quvchilar muammoli vaziyat sharoitida bo'lib qoladilar.

Maxsus masalalar gruppasiga, ijodiy masalalar deb ataluvchi masalalar kiradi. Bu masalalarni ikita asosiy ko'rinishga bo'linadi: «nima uchun» degan savolga javob berishni talab etadigan «tadqiqot» va «qanday bajarish mumkin» degan savolga javob beradigan.

Sifat masalalariga, ularni yechish uchun hisoblashlar talab etilmaydi, unday masalalarni afzallik tomonlari ko'ppdir. Masalan: Suyuqlikning zichligi kubning zichligidan 5 marta katta bo'lgan suyuqlikda suzayotgan kubni chizishni taklif etish mumkin.

Hisoblash masalalariga eng sodda, mashq masalalari kiradi. Masalan: Dinamikaning ikkinchi qonunini o'rganishda kuch va massa bo'yicha tezlanishni yoki jism massasi va tezlanishi bo'yicha kuchni topishga bag'ishlangan 1 ta, 2 ta masalani ishlatish mumkin.

Grafik masalalarning ahamiyati ikki holatda aniqlanadi.

Fizik hodisalarni o'rganishda ko'pincha bizni o'rab olgan tabiat va texnikada sodir bo'ladigan jarayonlarni harakterlaydi.



Grafik masalalar va mashqlar fizik qonuniyatlarni o'zlashtirishga yordam beradi. Grafik masalalarga masala shartida keltirilgan grafiklarni taxlil qilish bilan masalani yechish uchun kerakli ma'lumotlar olinadigan masalalar kiradi.

Eksperimental masalalarni yechish uchun kerakli ma'lumotlarni bevosita o'qituvchi demonstrasion stolidagi tajribadan yoki o'quvchilarning o'zlari bajaradigan fizik o'lchashdan oladilar. Masalan, quyidagicha masala beriladi.

Ballistik to'ppochadan o'q otilib chiqadi. To'pponcha prujinasini bikrligi  $kq100 \text{ NG}'m$ . O'qning otilib chiqish tezligi aniqlansin.

Masalani yechish quyidagicha bo'ladi. Energiyaning saqlanish qonuniga ko'ra, ular  $mv^2 = 2qkx^2G^2$  ifodani yoziladi, keyin kerakli o'lchashlarni bajarib, to'g'riligini tajribada ham tekshirmasa ham bo'ladi.

Vazifani bajarish misoli:

Konchi 10 m chuqurlikdagi liftda konga tushdi, X o'qi bo'ylab o'ngga yo'naltirilgan tunnel bo'ylab 25 m yurdi,  $90^\circ$  chapga burilib, Y o'qi bo'ylab boshqasiga yo'naltirilgan tunnel bo'ylab yurdi. 15 m. Konchining joylashishini aniqlovchi nuqtaning diagrammasini tuzing. Koordinata o'qlarining boshi sifatida yer yuzasining lift mili bilan kesishish nuqtasi olinadi. Lift o'qini Z o'qi sifatida oling.

A-A1 nuqtaning gorizontaal proyeksiyasi va A-A2 nuqtaning frontal proyeksiyasi ko'rsatilgan bo'lib, u yer sathidan pastda joylashgan ob'ektning joylashishini tavsiflaydi, biz uni gorizontaal proyeksiya tekisligi sifatida oldik.

Ishlab chiqilgan vazifaning mazmuni muammoni hal qilish bo'yicha harakatlarni belgilaydi va ijodiy hayotiy yo'naltirilgan vazifalarni, shuningdek, klassik mazmundagi vazifalarni, ob'ektlar ustidagi geometrik operatsiyalar turlari bo'yicha, grafik fanning o'quv materialini hajmi bo'yicha tasniflash imkonini beradi. vazifa shartlarining turi va mazmuni, shakllantirilgan muammoning predmetiga qaratilgan harakatlar, muammoning ishlab chiqilgan shartida mavjud bo'lgan ma'lumotlarning etarlicligi, yechim vositalarini izlash usuli bilan.

Vitagenik yo'naltirilgan ijodiy topshiriqning tasviriy geometriyadagi klassik grafik topshiriqlardan asosiy farqi tasviriy geometriya yordamida hal qilingan texnik muammoga asoslangan hikoya chizig'ining mavjudligidir. Vitagenga yo'naltirilgan vazifa, birinchi navbatda, inson faoliyatining har qanday sohasi haqida hikoya bo'lib, unda grafik fanlarning usullari va usullari qo'llaniladi. Hayotiylikka yo'naltirilgan vazifalarni ishlab chiqishda talabalarning ijodiy izlanishlari quyidagilar bilan cheklanmaydi: texnik muammolar hayot, boshqa fanlar bilimlaridan foydalangan holda syujet ishlab chiqish, kasbiy bilimlardan foydalanish.



Vazifa shartlarining hikoya chizig'iga ko'ra, ularni quyidagilar deb hisoblash mumkin:

topshiriq syujeti uchun kundalik vaziyatlardan foydalangan holda vazifalar;

topshiriq syujeti uchun ishlab chiqarish texnik holatidan foydalangan holda vazifalar;

tarixiy syujet yordamida vazifalar;

topshiriqning syujetini ishlab chiqish uchun boshqa sohalaridagi bilimlardan foydalangan holda topshiriqlar (geografiya, biologiya, kimyo, fizika);

adabiy syujetlardan foydalangan holda vazifalar;

folklor hikoyalardan foydalangan holda vazifalar.

Tuzilgan vazifani hal qilish vazifani ishlab chiqish bo'yicha vazifalarning ajralmas qismidir; ishlab chiqilgan vazifaning echilishi vazifani hal qilishning to'g'riligi mezonini hisoblanadi.

axborot texnologiyalaridan foydalangan holda hal etiladi;

analitik tarzda echilishi mumkin (hisob-kitoblar);

qo'shma vositalar yordamida hal qilinadi.

Yechim natijasida tuzilgan vitagenga yo'naltirilgan vazifalarni yechimlar soni va grafik bilimlarni shakllantirishdagi roli bo'yicha klassik grafik vazifalar kabi tasniflash mumkin (klassifikatsiya usuli yuqorida keltirilgan).

Masalan, talaba quyidagi muammoni ishlab chiqdi:

Tirnoq 500 mm balandlikda 100 mm chuqurlikdagi devorga suriladi. Agar uning uzunligi 200 mm bo'lsa, tirnoq shaklida ifodalangan to'g'ri chiziqli segmentning diagrammasini tuzing.

Devor - V tekislik, pol - H tekislik. W tekislikni o'zboshimchalik bilan oling. Ko'rinishni belgilang.

Muammoning yechimi

Berilgan topshiriq proyeksiya tekisliklariga nisbatan ob'ektning o'rnini aniqlash nuqtai nazaridan bir hil bo'lgan tekis ob'ektlarga ega bo'lgan vazifalarni, bajarish vazifasini anglatadi, topshiriq ob'ektning tasviri uchun to'liq bo'lmagan miqdorda ma'lumotga ega, chunki joylashuvi. proektsiyaning profil tekisligiga nisbatan tirnoq (x koordinatasi) ko'rsatilmagan va shuning uchun o'rnatilgan echimlarga ega. Ushbu muammoni hal qilish faqat grafik bo'lishi mumkin va qo'lda va axborot texnologiyalaridan foydalangan holda amalga oshiriladi. Vazifa proyeksiyalovchi chiziq tushunchasini va 1 va 2 kvadrantlarda geometrik jismlarning joylashishini shakllantiradi. Topshiriqda keltirilgan ma'lumotlar talabaning hayotiy tajribasining bir qismi bo'lib, u old proyeksiyalovchi to'g'ri chiziqni amalga ko'rsatadi va tekis jismlarni proyeksiyalash mavzularini o'zlashtirishga yordam beradi. Grafik topshiriqlarni tasniflash nuqtai nazaridan



vazifani to'liq tavsiflash undan o'quv jarayonida samarali foydalanish imkonini beradi.

Har xil turdagi grafik vazifalarni tahlil qilib, ularni tizimlashtirish va tasniflash asoslarini aniqlagandan so'ng, biz quyidagi xulosaga kelishimiz mumkin: Berilgan nuqtadan haqiqiy kurs yoki yotqizilgan chiziqni chizing. Ushbu vazifani bajarishda transport vositasi va parallel o'lchagich ishlatiladi. O'tkazgich xaritaga shunday joylashtirilganki, uning markaziy zarbasi qandaydir meridianga to'g'ri keladi.

Keyin transportyor bir yo'nalishda yoki boshqa yo'nalishda, berilgan yo'nalish yoki podshipnikning o'qishiga mos keladigan yoyning zarbasi bir xil meridianga to'g'ri kelguncha aylantiriladi. O'tkazgich o'lchagichning pastki qismiga parallel o'lchagich qo'llaniladi va o'tkazgichni olib tashlab, uni ma'lum bir nuqtaga olib boring.

Chizgichning kesimi bo'ylab kerakli yo'nalishda chiziq chiziladi. Nuqtani bir xaritadan boshqasiga o'tkazing. Ikkala xaritada belgilangan har qanday mayoq yoki boshqa nishondan ma'lum bir nuqtaga yo'nalish va masofa xaritadan olinadi.

Boshqa xaritada ushbu belgidan kerakli yo'nalishni belgilab, u bo'ylab masofani chizib, berilgan nuqta olinadi.

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## FIZIK MASALALAR TURLARI VA ULARNI YECHISH TEXNOLOGIYASI

**Qodirov Abdusattor Mamajonovich**

*Farg‘ona viloyati Toshloq tumani 2- kasb-hunar  
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**Annotatsiya:** *Maqolada fizik masalalarni grafik usulda yechish uchun kompyuter dasturlaridan foydalanish usuli ko‘rsatiladi. Grafik usuli yordamida masalayechish orqali o‘quvchilar mavzuga oid bo‘lgan katta hajmli ma‘lumotlarni osongina o‘zlashtira oladilar. Darsni raqamli texnologiyalardan foydalanilgan holda amalga oshirish o‘qituvchilarga vaqtni tejashga hizmat qilibgina qolmay, o‘quvchilarga mavzuni o‘zlashtirishlarini osonlashtiradi.*

**Kalit so‘zlar:** *Grafikli usul, fizik masala, raqamli texnologiyalar, bog‘lanish grafiklari, kompyuter dasturlari.*

Fizikadan masalalar yechish texnologiyasi fanini o‘qitishdan maqsad – fizik masalalarning turlari, yechish metodi, masala yechish darslarini tashkil etish, masala yechishning tarbiyaviy ahamiyati kabi muammolarga tegishli alohida mavzular kiritilgan bo‘lib, mashg‘ulotlarni o‘tishda masalalar yechish metodikasiga alohida e‘tibor qaratilishi nazarda tutiladi. Bo‘lajak fizika o‘qituvchisi nazariy bilimga ega bo‘lishi bilan birga o‘qitish metodikasini ham puxta egallagan bo‘lishi zarur, jumladan masalalar yechish metodikasini ham etarli darajada o‘zlashtirgan bo‘lishi talab etiladi. Har bir fizika o‘qituvchisi fizik masalalar yechish metodikasini mukammal bilgandagina o‘z o‘quvchilarida fizika faniga bo‘lgan qiziqishni shakllantira oladi va ularga chuqur bilim bera oladi.

Fanning vazifasi - fizikadan masalalar yechish metodi, masalalar haqida umumiy tushunchalar, fizik masalalarning turlari, o‘quv masalalar, ularning tuzilishi va xususiyatlari, masala yechishning asosiy bosqichlari, fizik masalalar yechish jarayonida fanlararo aloqani amalga oshirish usullari; fizik masalalar yechishning algoritmik usuli, ijodiy masalalar va ularni yechish usullari, masala shartini tahlil qilish, masala yechish rejasini tuzish, fizika o‘qitishda masala yechishning ahamiyati, nazorat ishlarini o‘tkazish metodikasi, ularning maqsad va vazifalari, olimpiada masalalari, masalalar yechishda zamonaviy pedagogik texnologiya vositalaridan hamda innovatsion texnologiya metodlaridan foydalanish kabilarni bayon etilishi vazifalarni o‘rgatishdan iborat.

Ma‘lumki, fizika o‘qitishda nazariy va amaliy metodlar mavjud. Amaliy metodlar ichida fizikadan masalalar yechishning ahamiyati salmoqlidir. Masala yechish jarayonida o‘quvchilarga bilim berish bilan birga o‘quvchilar



qobiliyatlarini rivojlantirish, o`quvchilarga tarbiya berish kabi muhim masalalar hal qilinadi.

Fizikadan masalalar echish jarayonida o`quvchilarning mantiqiy fikrlashlari kengayadi, ijodiy qobiliyatlari rivojlanadi. Fizik hodisalarning tub mohiyatini kengroq tushunadilar, fizikadagi qonunlarning amalda qo`llanilishini chuqurroq anglaydilar. Ko`pgina fizik o`lchov asboblarning vazifasi, tuzilishi, ishlash prinsiplari bilan tanishadilar, ular bilan ishlash ko`nikma va malakalariga ega bo`ladilar. Shuningdek, masalalar o`quvchilarda mehnatsevarlik, jur`atlilik, iroda va xarakterni tarbiyalaydi.

Ko`pgina metodik adabiyotlarning tahliliga ko`ra, mantiqiy xulosalar, matematik amallar va fizikadagi qonunlar hamda metodlarga asoslangan holda yoki eksperiment yordamida yechiladigan muammo, odatda fizik masala deyiladi. Fizik masalada qo`yilgan muammoni hal etish, masala yechishdan iboratdir.

#### Sifat masalalar

Fizik qonunlarga, fizik formulalarga tayangan holda, mantiqiy fikrlash orqali hal qilinadigan masalalar sifat masalalar deyiladi. Bunday tipdagi masalalarda arifmetik hisoblash ishlari bajarilmaydi.

Sifat masalalarning metodik afzalliklari ko`pdir. Fizik qonunlarga asoslangan, mantiqiy xulosalar chiqarishdan iborat bo`lgan bu masalalarni echish metodi, fikrlashning ajoyib maktabi bo`lib xizmat qiladi. Sifat masalalar o`quvchilarga fizik hodisalar va ularning qonuniyatlarini aniq tushuntirib beradi, nazariy bilimlarni amalda qo`llashga o`rgatadi, hisoblash masalalariga nisbatan to`g`ri munosabatni tarbiyalaydi, har qanday masalani echishni, uning fizik mazmunini tahlil qilishdan boshlashga o`rgatadi. Darsda o`tilgan materialni mustahkamlash maqsadida sifatga oid masalalar beriladi. Fizikaning gidrodinamika bo`limida asosan sifat masalalar echilishi bizga ma`lum. Bu bo`limda miqdoriy masalalar deyarli echilmaydi. Sifat masalalar tematikasi, mazmuni va murakkabligi jihatdan xilma-xildir, ya`ni sifatga oid sodda va murakkab masalalar bo`ladi. Sifat masalalarning namunalari va ularni echish metodlari adabiyotlarda to`liq keltirilgan.

#### Eksperimental masalalar

Nazariyani amaliyot bilan bog`lashning eng samarali usullaridan biri eksperimental masalalar echishdir. Eksperimental masalalarning xarakterli xususiyati shundaki, ularni echishda laboratoriya yoki demonstratsion eksperimentlardan foydalaniladi. Eksperimental masalalarni echish jarayonida o`quvchilarning faolligi va mustaqilligi oshadi. Chunki ular masala echish uchun kerakli ma`lumotlarni darslikdan, masalalar to`plamidan tayyor holda olmasdan, balki o`zlari bajaradigan fizik o`lchashlardan oladilar. Eksperimental





masalalarning yana bir afzalligi shundaki, bu masalalarni etarlicha fikrlamasdan turib echib bo'lmaydi. Ya'ni tajribada sodir bo'ladigan hodisalarni o'quvchilar keng muhokama qilib olishlari kerak. Chunki eksperimental masalalarda, laboratoriya ishlaridagidek nazariya berilmaydi, ishni bajarish tartibi ko'rsatilmaydi. Kerakli asbob-uskunalar, materiallar berilib, topilishi kerak bo'lgan ma'lumot so'ralishi bilan kifoyalanadi. Yuqorida aytganimizdek o'quvchilar qator fikr va mulohazalardan, eksperimentda qanday fizik hodisa yotganini, qanday fizik qonun ifodalanayotganligini bilib oladilar. Va nihoyat, eksperimental masalada topilishi kerak bo'lgan fizik kattalik uchun oxirgi ifodani keltirib chiqaradilar. Oxirgi ifodani tahlil qilib, masalani echish uchun kerakli kattaliklarni bevosita o'lchash yo'li bilan oladilar. Aytilganlarni quyidagi sodda eksperimental masalada ko'raylik:

Masshtabli chizg'ich, shtangensirkul va sekundomerdan foydalanib, shtativga mahkamlangan matematik mayatnikning tebranish davrini aniqlang.

Masalani yechish. O'quvchilar fikrlash yordamida mayatnikning tebranish davri uchun  $T=2$  formulani yozadilar ( $g = 9,8 \text{ m/s}^2$  – erkin tushish tezlanishi). Bu erda mayatnikning uzunligi ekanligini esga oladilar. Mayatnikning  $l_m$  uzunligini masshtabli chizg'ich, sharchaning  $D$  diametrini esa shtangensirkul yordamida o'lchaydilar. Tajriba yordamida mayatnikning  $n$  marta tebranishi uchun ketgan vaqtni bir necha marta o'lchab, ularning o'rtacha qiymati olinadi va  $T$  formulaga ko'ra mayatnikning tebranish davri aniqlanadi. So'ngra o'lchashlar natijasida aniqlangan tebranish davri bilan nazariy hisoblab topilgan davr taqqoslanib, tegishli xulosalar chiqariladi. Umuman olganda, eksperimental masalalarni echishga o'quvchilarning qiziqishlari katta bo'ladi. O'qituvchi fizika kabineti sharoitidan kelib chiqib, o'quvchilar bilan birgalikda eksperimental masalalarni echishi maqsadga muvofiqdir. Echish metodlari batafsil yoritilgan eksperimental masalalarni [19] adabiyotdan olish mumkin. O'qituvchilar ba'zi laboratoriya ishlarini va masalalar to'plamlaridagi masalalarni eksperimental masala qilib berishlari, yoki ijodkor o'qituvchilar o'zlari eksperimental masalalar tuzib, o'quvchilarga echish uchun tavsiya qilishlari mumkin.

### **Grafik masalalar**

Grafik masalalarning umumta'lim va politexnik ahamiyati kattadir. Grafik masalalarni echish jarayonida o'quvchilar fizika fani asoslarini chuqur o'zlashtiradilar. Darsda grafik masalalarni echish jarayonida hamda uy vazifalarini mustaqil bajarish jarayonida o'quvchilar fizika va matematika fanlarining o'zaro bog'liqliklarini amalda ko'radilar.

Grafik masalalar ham, o'quvchilarning fikrlash qobiliyatlarini rivojlantiradi. Fizika kursining barcha bo'limlarida amaliy ahamiyatga ega bo'lgan grafik



masalalar bor. Eng sodda holda ikkita fizik kattaliklarning (P,V; P,T; V,T) bogʻlanish grafiklaridan iborat boʻlgan masalalar grafik masalalar deyiladi.

Grafik baʼzi hollarda masalaning shartida beriladi, baʼzi hollarda grafiklarni masala shartiga tayanib olingan natijalar asosida yasash kerak boʻladi. Grafik masalalarni echishning algoritmi quyidagicha: fizik kattaliklar orasidagi bogʻlanish grafigi berilgan boʻlsa, grafikni sinchiklab oʻqib tushunib, alohida qismdagi bogʻlanishning xarakterini oʻrganish lozim. CHizmadagi masshtabdan foydalanib, grafikdan izlanayotgan kattaliklarning absissa va ordinata oʻqlaridagi qiymatlarini topish kerak. Bogʻlanish grafigi berilmagan hollarda masalaning shartiga yoki masaladan olingan natijaga koʻra grafik yasaladi. Buning uchun koordinata oʻqlari chiziladi, ularda har bir fizik kattalikka mos keluvchi maʼlum masshtablar tanlanadi, kerak boʻlsa jadvallar tuziladi, shundan keyin koordinata oʻqlari joylashgan tekislikka tegishli absissa va ordinata oʻqlariga mos nuqtalar qoʻyiladi. Bu nuqtalarni birlashtirib, fizik kattaliklar orasidagi bogʻlanish grafigi yasaladi va uni tahlil qilib xulosalar chiqariladi. Fizikani oʻqitishda grafik metodining ahamiyatini hamda grafikga tegishli mashq va masalalarni oʻqib bilish mumkin.

### **Xulosa**

Xulosa qilib Gettengen universitetining professori G.N.Lixtenberg aytganidek: “Kim-dan-kim men faqat fizikani bilaman desa, bilinki u fizikani ham bilmaydi”,-degan fikri juda qoʻl keladi. Haqiqiy bilimli inson, u olimmi, yoki oʻqituvchi oʻz bilimini tor doiradagina oshirmay, balki keng sohani qamrab olib amalga oshiradi. Bugungi talabalarimizga esa bu narsa biroz yetishmaydi. Ularning fikrlash doiralari ancha tor boʻlib, maʼlum bir fanlar boʻyicha cheklangan bilimlarga egadir va, mustaqil fikirlash koʻnikma va malakalari anchagina past darajada. Oʻqituvchi va oʻquvchi – talabaning maqsaddan natijaga erishishida qanday texnologiyani tanlashlari ular ixtiyorida boʻlib, chunki har ikkala tomonning asosiy maqsadi aniq natijaga erishishga qaratilgandir, bunda oʻqituvchi talaba – oʻquvchilarning bilim saviyasi, guruh saviyasi, guruh xarakteri, sharoitga qarab ishlatiladigan texnologiya tanlanadi, masalan, natijaga erishish uchun kompyuter bilan ishlash lozimdir, balki film, tarqatma material, chizma va plakatlar, turli adabiyotlar, axborot texnologiyasi kerak boʻladi, bular oʻqituvchi va talaba – oʻquvchilarga bogʻliq.

### **FOYDALANILGAN ADABIYOTLAR:**

1. Umumiy o'rta ta'limning davlat ta'lim standarti va o'quv dasturi. «Ta'lim va taraqqiyot» jurnali. 1999 yil, 4-maxsus son



2. Razumovskiy R.G «O'rta maktabda fizika o'qitish metodikasi»
3. Tulchiniskiy M.YE. «O'rta maktabda sifatga doir masalalar»
4. Reznikov L.I. «Fizika o'qitishda grafik metoddan foydalanish»
5. [www.ziyonet.uz](http://www.ziyonet.uz)



## AMIR TEMUR DAVLAT BOSHQARUVIDA XALQARO MUNOSABATLARI

Boltaboyev Yursunali Mamadaliyevich

**Annotatsiya:** *Mazkur maqolada Amir Temur davlatining tashkil topishi, qonunchiligi, tashqi siyosati va diplomatiyasi, davlat va harbiy boshqaruvda tutgan siyosati hamda strategiyasi doirasidagi ayrim masalalar tahlil etilgan. Shu bilan birga, maqolada Temuriylarning xalqaro munosabatlarni tashkil etishi, yagona markazlashgan siyosiy tartibni yo'lga qo'yish doirasida olib borgan islohotlari yoritilgan. Maqola fuqarolarimiz, ayniqsa yoshlarimizda buyuk bobokalonimizning deyarli butun Osiyo mintaqasida olib borgan siyosati, uning davlatni adolatli idora etish borasidagi mahoratidan o'rnak olgan holda, buyuk ajdodimiz shon-shavkatini ko'z o'ngimizda yana bir qadar yuksaltirishga xizmat qiladi.*

**Kalit so'zlar:** *Temur tuzuklari, Movarounnahr, harbiy faoliyat, davlat, boshqaruv, iqtisod, adolat, diplomatiya, siyosat.*

Xalqaro munosabatlarda Amir Temur davlatining rolini ko'rib chiqar ekanmiz, davlat, davlatchilik mohiyatida muayyan bir makon va jamiyatda mavjud turli imkoniyatlarni shu yerlik xalq manfaati yo'lida yuzaga chiqaruvchi tashkilotchilik yotganini eslatib o'tish g'oyatda muhimdir. Zero, davlat asoslari, davlatchilik har bir jamiyat va xalq “boshiga bir marta bitilgan bo'ladi”. Shu ma'noda o'zbek davlatchiligi miloddan avvalgi 1-mingyillikning birinchi yarmidan o'z tarixini boshlab to Amir Temur davlatimiz tepasiga kelgunga qadar deyarli 2100 yillik taraqqiyot yo'lini bosib o'tgandi. Bu ulkan davr ichida davlatimiz boshqaruviga turli sulolalar kelib ketdi. Ularning faoliyati turli zamonlarda, turli ob'ektiv-sub'ektiv shart-sharoitlarda turlicha kechdi.

XIV asrning 50- 60- yillarida Movarounnahrda feodal tarqoqlik g'oyatda kuchayib, sinfiy kurash yanada keskinlashadi. Mamlakatdagi har bir viloyat alohida hukmdorlikka ajralib, ular o'rtasida nizo kuchayib ketadi va qonli urushlarga aylanadi. Siyosiy parokandalik o'zaro urush va janjallar iqtisodiy tanglikka sabab bo'lib, mamlakat aholisini, ayniqsa dehqonlar xo'jaligini xonavayron qilgan edi. Buning ustiga Sharqiy Turkiston va Yettisuvda tashkil topgan Mug'iliston amirlari Movarounnahrni bosib olishga harakat qilardilar. Bir necha bor Movarounnahr ustiga yurish qilib, uni talab qaytadilar.

Mo'g'iliston amirlarining vayronagarchilik yurishlariga qarshi kurash boshlanib ketadi. Mug'illar istibdodi va zulmga qarshi xalq harakati boshlanadi. Mana shunday ichki o'zaro urushlar qizigan, Mug'illar zulmiga qarshi



mehnatkash xalq harakatlari boshlangan bir davrda qisqa vaqt ichida katta imperiyani vujudga keltirgan sohibqiron Amir Temur siyosat maydoniga dastlabki qadamlarni qo‘ydi.

XIV asrning 60- yillarida Movarounnahrda siyosiy va iqtisodiy vaziyat nihoyatda og‘irlashib ketadi. Feodal tarqoqlikning kuchayishi, ichki o‘zaro urushlarning uzluksiz davom etishi va tashqi dushman hujumlarining avj olishidan dehqonchilik, hunarmandchilik va savdo-sotiq ishlari zarbaga uchrab, aholi og‘ir tanglikni boshidan kechirmoqda edi. Bundan savdogarlar, hunarmandlar

va dehqonlar g‘oyatda norozi edilar. Aholining bunday tabaqalari orasida mavjud og‘ir ahvoldan qutulish, mamlakatni birlashtirish va kuchli bir davlat tashkil etish harakati kuchayadi.

Temur o‘z zamonining bunday talabini yaxshiroq tushunardi. Shuning uchun ham u o‘z faoliyatining dastlabki boskichida barcha harakatni Movarounnahrda markazlashgan mustaqil davlat tuzishga qaratadi. Bunday maqsadni amalga oshirishda u ruhoniylar bilan bir qatorda shaharning savdogar

va hunarmand tabaqalariga suyanadi. Bu boradagi amaliy ishni Balx shahriga joylashib olgan raqibi Husaynga qarshi yurishdan boshlaydi. 1370- yilda Temur yaxshi qurolangan qo‘shini bilan Balxni qamal qiladi va katta talafotlar berib, shaharni egallaydi. Movarounnahrning hukmdori Amir Husayn o‘ldiriladi.

Bu voqealardan so‘ng mamlakatda Temurning siyosiy mavqei kuchayib ketadi. Chunki endi Movarounnahrda uning uchun kuchli raqib qolmagan edi.

Shu yili Balxda qo‘shin boshliqlarining yig‘ilgan qurultoyida Temurning hukmronligi rasman qaror topadi. Manbalarda ta’riflanishicha, qurultoyda avvalgi Chig‘atoy xonligining e’tiborli amirlari, Temurning yoshlikdagi quroldoshlari

va uning sobiq dushmanlari hozir bo‘lgan edilar.

Ular orasida Amir Shayx Muhammad Bayon sulduz, Amir O‘ljaoytu,

Amir Kayxisrov huttaloni, Amir Dovud dug‘lot, Amir Sorbug‘o jaloyir,

Amir Joku barlos, Amir Zinda Chashm va boshqa yetakchi arboblari bor edi.

Xerman Vamberining ta’riflashicha, Temur qadimgi turk odatiga binoan oq kigiz ustiga o‘tqazilib, yuqori ko‘tariladi. Temurning piri Sayyid Baraka duoyi fotiha qilgach, u Movarounnahrning egasi - amiri deb e’lon qilinadi.

Movarounnahrning yagona hukmdori bo‘lib olgach, Temur o‘z davlatini siyosiy va iqtisodiy jihatdan mustahkamlashga kirishadi. Avvalambor bu davrda Temurga mustahkam poytaxt - bebosh mahalliy hukmdorlarning hujumlariga qarshi tura oladigan bir qarorgoh zarur edi. Shu maqsadda u 1370- yilda



Samarqandga keladi. Bu yerda u shahar devorlari, qal'alar va saroylar bino qilishga kirishadi.

Bu imoratlar Samarqand mug'ullar tomonidan vayron etilgandan keyin

150 yil o'tgach birinchi marta bunyod qilingan umumjumhuriy inshootlar edi. So'ngra u holdan toygan mamlakatda qonun va tartib ishlarini joriy etadi. To'g'ri, deyarli bir asrlik boshboshdoqlik hukm surgan mamlakatda qonunlar joriy etib, tartib o'rnatish oson ish emas edi. Uni oz-ozdan amalga oshirish mumkin edi. Shuning uchun ham Temur o'ziga mustahkam tayanch barpo etish maqsadida barlos qabilasidan maxsus harbiy qism tashkil qiladi. Chunki bunday ishonchli harbiy kuch uning siyosiy kurashlari uchun zarur edi. Shuning uchun ham u bu harbiy qismga va barlos qabilasiga katta imtiyozlar beradi.

Tashqaridan qaraganda Temur qonunlarni joriy etish bilan band ko'rinsa-da, lekin o'z davlati chsgaralarini mumkin qadar kengaytirishga kirishadi. Avval

u Amudaryo va Sirdaryo oralig'idagi yerlarni, shuningdek, Farg'ona va Shoshni birlashtirib, ularni o'ziga bo'ysundiradi.

Ammo Mug'iliston tomonidan bo'ladigan xavf hali tamoman sindirilmagan edi. Temur davlati uchun Jo'ji ulusida qad ko'targan Oltin O'rda nihoyatda xavfli edi. Temur saltanati bilan Oltin O'rda xonligi oralig'ida bu davrga kelib mustaqil bo'lib olgan Xorazm yerlaridan Qo'ng'iro't so'filarining davlati qaror topgan edi. Qadimdan iqtisodiy, siyosiy va madaniy jihatdan Movarounnahr bilan yaqindan aloqada bo'lgan Xorazm mug'ullar davrida ikki qismga bo'linib, markazi Urganch shahri bo'lgan Shimoliy Xorazm Oltin O'rdaga, markazi Kat qal'asi bo'lgan Janubiy Xorazm Chig'atoy ulusiga qaragan. XIV asrning 60- yillari oxirida Oltin O'rdada yuz bergan g'alayonlar vaqtida Qo'ng'iro't so'filari Shimoliy Xorazmda yangi sulolaning mustaqil hukmronligini tiklab oladilar. So'ngra Kat va Xiva shaharlarini bosib olib, Shimoliy Xorazm bilan Janubiy Xorazm yerlarini birlashtiradilar. Temur butun Xorazmni Chig'atoy ulusining ajralmas qismi deb hisoblar edi. Shuning uchun u Xorazmni bosib olish siyosatini tutdi. 1372- yilda Temur Xorazmga hujum qildi. Biroq xorazmliklar mag'lubiyatga uchragan bo'lsalar-da, Temurga qarshi bir necha bor bosh ko'tardilar. Shuning uchun ham Temur Xorazmga besh marta yurish qilishga majbur bo'ldi. Nihoyat 1388- yilda u Xorazmni butunlay qo'lga kiritishga muvaffaq bo'ladi. Uning oxirgi yurishi oqibatida Urganch shahri vayron etilib, shahar aholisi esa Samarqandga ko'chiriladi.

Shunday qilib, Temur Movarounnahr va Xorazmda feodal tarqoqligiga va o'zaro nizolarga zarba berib, Sirdaryo vohasidan to Orol dengizigacha bo'lgan yerlarda yashovchi xalqlarni yagona davlat tasarrufida birlashtirdi. Bu shubhasiz, Movarounnahr xalqlari taqdirida ijobiy ahamiyat kasb etdi. Ammo



Temurning harakati bu bilan cheklanmadi. U tez orada qo'shni davlatlar va xalklar ustiga yurish qilib, ularni o'z davlati hududiga birlashtirish va markazlashgan ulkan saltanat barpo etishni oldiga maqsad qilib qo'yadi.

Temur davlati va uning hukmdorlik davri zamondoshlarining e'tiborinigina o'ziga jalb etib qolmay, balki jahon siyosiy doiralarda yuz bergan barcha voqealarga ham ta'sir ko'rsatdi. Bunday voqelik Temurning G'arbgga tomon „etti yillik“ yurishlari davrida (1399-1404- yillar) qudratli usmonli turklari imperiyasiga qarshi urush boshlashga qadar qilgan vaqtdan boshlab yaqqol namoyon bo'ladi. Chunki XIV asr oxiri va XV asr boshlarida Yaqin Sharqda sodir bo'lgan murakkab siyosiy vaziyat buni jiddiy taqozo qilardi. Ma'lumki, bu davrda bir tomondan harbiy qudrati tobora oshib borayotgan Turkiyaning Bolqon yarim oroli davlatlariga nisbatan tazyiqi kuchayib, butun Yevropani xavf ostiga solayotgan bo'lsa, ikkinchi tomondan, bu qudratli davlatning o'zi G'arbgga tomon shiddat bilan bosib kelayotgan raqib - Temur davlatining kuchli tazyig'iga duchor bo'lgan edi.

Shunday qilib, Kichik Osiyoda ikki istilochining - o'sha vaqtda o'z harbiy qudrati jihatidan eng yuksalgan Temur bilan G'arbiy Yevropaga dahshat solib turgan Boyazidning manfaatlari duch keladi. Bunday siyosiy vaziyatda Turkiyaga qarshi vujudga kelgan dushman kuchlarining ma'lum darajada birlashuvi tabiiy edi. Avvalambor, Boyaziddan yengilib, o'z yer va mulklaridan mahrum bo'lgan Kichik Osiyo mamlakatlarining amirlari Temurdan madad istab, uning Qorabog'dagi o'rdugohiga borib qaror topadilar. Hatto Vizantiya va G'alatadagi Genuya hokimining noibi, Fransiya qiroli, hamda Sultoniya shahrining katolik missionerlari yordam so'rab Temurga murojaat qiladilar. Turkiya sultoni Boyazidga birlashib zarba berish maqsadida Vizantiya imperatorining Konstantinopoldagi noibi Ioann VII Paleolog va Genuyaning Peradagi (Konstantinopol atrofidagi mavze) hokimi Trapezund imperatori Manuil III vositasida Temurni Turkiyaga qarshi yurish boshlashga undaydilar. Buning evaziga ular harbiy yurish vaqtida unga yordam berish, hamda Konstantinopol va Peraning Boyazidga to'lab kelgan bojini bundan buyon Temurga to'lashga va'da qiladilar. Bunday taklif shubhasiz, Temurga juda maqbul tushadi. Shunday qilib, XIV asr oxiri va XV asr boshlarida Turkiya sultoni Boyazidga zarba berish uchun qulay siyosiy vaziyat vujudga keladi. Bu vaziyatdan Temur ustalik bilan foydalanadi.

Bu davrda Temur Boyazid bilan o'zaro diplomatik yozishmalar olib borish bilan bir qatorda, Turkiya bilan bo'lajak to'qnashuvda Trapezund va Konstantinopolning harbiy kemalaridan foydalanishga harakat qiladi. Shu maqsadda u Genuya va Venesiyaga sovg'a-salomlar hamda maktublar bilan



arxiepiskop Ioann Galonifontibus boshchiligida elchilar yuboradi. O‘zaro yordam masalasida Temur Konstantinopol noibi Ioann VII Paleolog bilan ham yozishmalar olib boradi. Temurning 1402- yil 15 may kuni Ioann VII Paleolog nomiga yo‘llagan xatining mazmuniga qaraganda, Konstantinopol imperatori

va Genuyaning Peradagi hokimi Boyazidga qarshi kurashda Temurga xizmat qilish, hatto unga "odamlar va har qaysisi 20 tadan 40 tagacha harbiy kemalar bilan" yordam berish kabi majburiyatni o‘z zimmalariga oladilar. Buni Ispaniya elchisi Klavixo ham o‘z kundalik daftarida qayd qilib o‘tadi.

Bu davrda Temur Fransiya koroli Karl VI (1360-1422), Angliya qirolu Genrix IV (1399-1413) va Kastiliya hamda Leon qirolu Genrix III Trastamara (1390-1407)lar bilan diplomatik aloqalar o‘rnatib, yozishmalar olib boradi. Bu davlatlar orasida Fransiya Vizantiya taqdiriga befarq qaray olmas edi. Shu boisdan Fransiya fuqarolari hisoblangan genuyaliklarning yer va mulklarini, ayniqsa G‘alataidagi mustamlakalarini himoya qilish uchun Karl VI o‘z navbatida Temurdan madad kutar va u bilan diplomatik aloqalar o‘rnatishga urinar edi. Temur va Karl VI yozishmalarida qayd etilishicha, sohibqiron qirolni jiddiy qo‘llab-quvvatlaydi.

Shunday qilib, Temurning Kichik Osiyo va G‘arbiy Yevropa davlatlari bilan olib borgan dastlabki diplomatik yozishmalari va elchilik aloqalari uning G‘arbiy Turkiya ustiga yurishi munosabati bilan boshlanib, ulardan asosan Boyazidga qarshi birgalikda kurashish rejaları ko‘zda tutiladi. Biroq Anqara yaqinida turklarning ikki yuz minglik qo‘shini ustidan qozonilgan buyuk g‘alabadan so‘ng Temurning G‘arbiy Yevropa davlatlari bilan bo‘lgan aloqalarining mazmuni tubdan o‘zgaradi. Endilikda u ular bilan do‘stona munosabatlarni mustahkamlash, elchilik va o‘zaro savdo-sotiq aloqalarini yo‘lga qo‘yish kabi masalalarga ahamiyat beradi. Vizantiya imperatoridan boj olib, uni bilvosita bo‘ysundirish bilan kifoyalangan Temur 1402- yil yozida Fransiya

va Angliyaga maxsus elchilik yuboradi.

Elchilikka zamonasining mohir diplomati Arxiepiskop Ioann Galonifontibus boshchilik qiladi. Ioann orqali Temur Karl VI va Genrix IV nomlariga maxsus maktublar yo‘lladi. Elchilar Parijga 1403- yil mayda yetib boradilar. Bu yerda Ioann tantanali vaziyatda Temurning Turkiya ustidan qozongan g‘alabasi, Sulton Boyazidning asirga olingani, turklar asir olgan xristianlarning ozod qilingani to‘g‘risida xabar berar ekan, ikki mamlakatning savdogarlari uchun erkin savdo munosabatlari olib borilishini ta‘minlash va agar qirol hamda gersoglar rozi bo‘lsalar, bu erkin savdoni tegishli bitim yoki shartnoma bilan mustahkamlashni taklif etadi. Buning uchun avvalambor muntazam o‘zaro elchilik aloqalarining barqarorligi lozim edi. Shuning uchun ham Temur 1402- yil avgustda Fransiya





qiroli Karl VI ga yoʻllagan maktubida bu haqda quyidagilarni alohida taʼkidlaydi: "Bundan keyin sizning (odamlaringiz) bizning yerlarimizga va bizning (kishilarimiz) sizning oʻlkangizga oʻtgan ajdodlarimiz davridagidek borib-kelib tursalar, sizning va bizning nomimizni hamma joyda olqishlab tursalar, mamlakatimiz savdogarlari uchun foyda keltirishsa, koʻp xursand boʻlar edik. Shuni ham aytish kerakki, endilikda bizning yurtimizda savdogarlaringizning xavfsizligi taʼminlanadi". Fransiya qiroli Karl VIning

1403- yil 15- iyunida Temurga yoʻllagan javob maktubidan maʼlum boʻlishicha, Temur takliflari Fransiya tomonidan mamnuniyat bilan qabul qilingan.

Demak, Temurning Anqara jangidan keyin fransuz qiroli bilan olib borgan yozishmalari, oʻzaro savdo shartnomasi tuzishga qaratilgan diplomatik yozishma boʻlib, bunda Vatikan vakili Arxiepiskop Ioann Galonifontibus muhim rol oʻynagan. Chunki unga fransuz qiroli Karl VI ning javob xatini Temurga yetkazishdek masʼuliyat yuklangan edi.

Temur davlati bilan Angliya oʻrtasida oʻzaro diplomatik aloqalar oʻrnatilishida ham Vatikan vakilining vositachilik roli katta boʻldi. Xuddi shu davrda u bu buyuk davlatning gʻarbiy viloyatlari hokimi Mironshoh (1366-1408) bilan Angliya koroli Genrix IV oʻrtasida olib borilgan diplomatik yozishmalarda, ayniqsa faol qatnashdi. 1393- yilda Shimoliy Eron, Iroq, Tabriz va Sultoniyani oʻz ichiga olgan xulogular tasarrufidagi mulklarga hokim qilib tayin etilgan Mironshoh Temurning keksayib qolgan davrida Gʻarbiy Yevropa hukmdorlarining diqqat-eʼtiborini oʻziga jalb etadi. Bu davrda u Yevropa davlatlari bilan oʻzaro savdo aloqalarini jonlantirish maqsadida xristian ruhoniylariga xayrixohlik bildirib, savdogarlarning daxlsizligini taʼminlash borasida chora-tadbirlarni amalga oshiradi. Shu sababli Gʻarbda Mironshoh tez orada "katolik dinining homiysi sifatida" shuhrat qozonadi.

Temur, Mironshoh va Genrix IVlarning oʻzaro diplomatik yozishmalaridan maʼlum boʻlishicha, Angliya bilan elchilik aloqalarini oʻrnatib, savdo-sotiqni jonlantirish yoʻlida olib borilgan harakatlarda, ayniqsa Mironshohning tashabbusi katta boʻlgan. Bu tabiiy hol boʻlib, buyuk Temur imperiyasining Gʻarbiy davlatlar bilan olib borgan aloqalari - xoh u elchilar qatnovi, xoh savdo karvonlari boʻlmasin, dastavval Mironshoh tasarrufidagi oʻlkalar orqali oʻtar edi. Bundan avvalo ushbu viloyatlarning noibi manfaatdor edi. Chunki Mironshoh qoʻl ostidagi mulklarning gʻarbiy chegaralari Yevropaning Bolqon yarim oroli orqali Oʻrta Yer dengizi mamlakatlari bilan tutashgan edi. Angliya qiroli 1403 yilning oʻrtalarida Temur va Mironshohga yoʻllagan javob maktublarida ular bilan shartnoma tuzish istagini izhor etadi va shu maqsadda Angliyaning ahvoli hamda shart-



sharoitlaridan yaxshi xabardor bo'lgan Arxiyepiskop Ioanni vakil qilib tayinlab, unga to'la ishonch bildiradi. Angliya qiroli Genrix IV 1403- yil 15- iyunda Temurga yozgan javob maktubida "o'zaro aloqalarimiz doirasini kengaytirish, davlatlarimiz savdogarlarining bir-birlari bilan ilgari, ajdodlarimiz davrida bo'lganidek uchrashib turishlarini ta'minlash niyatidamiz" deb ta'kidlagan edi.

Misr va Turkiya sultonlari ustidan qozonilgan g'alabadan so'ng Temur G'arbiy Yevropada yanada keng shuhrat qozondi. Yevropa mustabidlarining Sharqqa bo'lgan azaliy qiziqishi va intilishi yanada kuchaydi. Ayniqsa Kastiliya (Ispaniya) qiroli Genrix III Sharq bilan juda ham qiziqib qolgan edi. U Temurning Turkiya sultoni Boyazidga qarshi olib borgan shiddatli jangu jadallarini diqqat bilan kuzatib boradi.

1402- yilning bahorida Payo de Sotomayor va Ernan Sanches Palasuelos boshchiligida dastlab Ispaniya elchilari Temurning Kichik Osiyodagi qarorgohiga yuboriladi. Elchilarga Temur va Boyazidlarning kuch-qudrati, boyligi va armiyasining adadini bilish hamda ular qo'l ostida yashayotgan xalqlarning urf-odatlarini dini va qonunlari haqida aniq ma'lumotlar to'plash topshiriladi. G'alaba munosabati bilan tashrif buyurgan Sharq va G'arbning ko'pgina davlatlari elchilari qatorida Ispaniya elchilari ham Temur tomonidan qabul qilinib, qirol nomiga yozilgan maxsus maktub va in'omlar bilan kuzatiladi. Ularga qo'shib Temur Muhammadqozi ismli o'z vakilini ham Ispaniyaga elchi qilib yuboradi. Bunga javoban Genrix III o'zaro do'stlik munosabatlarini mustahkamlash maqsadida 1403- yilda Temur huzurida ikkinchi marta maxsus elchilik yuboradi. Unga Rui Gonzales de Klavixo boshliq qilib tayinlanadi. 1403- yil 21- mayda Ispaniyadan jo'nab ketgan elchilar dengiz orqali Konstantinopolga o'tib, u yerdan Trapezundga, bu yerdan quruqlik orqali Eronni kesib o'tib Balxga yetib kelishadi. Bu shahar yaqinida Amudaryodan kechib o'tib, avval Termiz va Kesh shaharlarida bo'lishadi, so'ngra Samarqandga tashrif buyurishadi. Ispaniya elchilari Samarqandda Temur tomonidan tantanavor qabul qilinib, ularga katta e'tibor va zo'r hurmat ko'rsatiladi. Temurning Samarqand va uning atrofida bino qildirgan hashamatli saroy

va bog'larida o'tkazilgan rasmiy qabul va tantanali marosimlarda Ispaniya elchilari Xitoy, Hindiston, Rum, Zobuliston, Iroq, Shom, Misr, Oltin O'rda, Saqlab (Rusiya) kabi Sharq va G'arbning ko'pgina mamlakatlaridan kelgan elchilarning barchasidan ham yuqoriroqqa o'tqazilib, ularga alohida e'tibor beriladi. Rasmiy qabul vaqtida Ispaniya elchilari "Xitoy podshosining elchisidan pastroqda o'tirganini ko'rib qolgan Temur, - deb yozgan edi bu haqda Klavixo o'z kundaligida,- ularga to'rga, Xitoy elchisini esa pastroqqa o'tqazishni buyurdi". O'rta asr diplomatiyasida bunday rasmiyatchilikka alohida e'tibor berilgan.



Chunki rasmiy qabul va tantanali marosimlarda elchilar uchun belgilangan maxsus joylar davlatlar o'rtasidagi munosabatlarning ramziy darajasini ko'rsatar edi.

Klavixo boshliq Ispaniya elchilari 1404- yilning sentyabr-noyabr oylarida Samarqandda bo'ladilar. Temurning Xitoyga tomon yurishi munosabati bilan boshqa ko'pgina davlatlarning elchilari bilan bir qatorda Ispaniya elchilari ham 1404- yilning 21- noyabrida Samarqanddan jo'natib yuboriladi. Klavixo Ispaniyaga 1406- yilning mart oyida qaytib keladi. Oradan bir oy o'tgach, Klavixo Samarqand safarida bo'lgan Ispaniya elchiligi haqidagi axborotni yozib Kastiliya qiroli Genrix IIIga topshiradi. Keyinchalik uning bu axborotnomasi "Buyuk Temur tarixi" va "Temur qarorgohi Samarqandga safarot kundaligi" nomlari ostida ispan tilida bir necha bor nashr qilinadi. Temur vafotidan so'ng mamlakatda boshlangan siyosiy boshboshdoqlik va uning bir qancha mustaqil davlatlarga bo'linib ketishi oqibatida G'arbiy Yevropa davlatlari bilan Temurning o'rnatgan bevosita savdo

va elchilik aloqalari asta-sekin susayib, keyinchalik esa butunlay uziladi. Bu, shubhasiz, O'rta Osiyoning G'arbiy Yevropa va unda shakllanayotgan jahon tashqi bozoridan ajralib, O'rta Osiyoliklarning dunyo xalqlarining ijtimoiy va iqtisodiy taraqqiyotidan chetda qolishining boshlanishi edi.

Xulosa o'rnida shuni aytish mumkinki, Amir Temur deyarli butun Osiyo mintaqasida 40 yil davomida olib borgan siyosati davrida o'zini mohir davlat arbobi sifatida namoyon eta olgan tarixiy shaxsdir. Uning adolatga yo'g'rilgan davlatni idora etish borasidagi mahorati esa, nafaqat yurtimiz tarixchilarinig, balki xorijiy mamlakatlar olimlarining ham e'tiborini hanuzgacha o'ziga jalb qilib kelmoqda. Bu esa, fuqarolramizda buyuk ajdodimiz shon-shavkatini ko'z o'ngimizda yana bir qadar yuksaltiradi.

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THE QUESTION OF THE INTERPROPORTIONALITY OF VERBAL AND  
VISUAL COMPONENTS IN MODERN CHILDREN'S LITERATURE: A  
PRAGMALINGUISTIC ANALYSIS

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**Abstract:** *The article depicts the peculiarities of the ratio between verbal and visual components in modern books for kids. The article reviews some book types where the visual content prevails (wimmelbilderbuch, picturebooks, «bookturepics», etc.). Resting upon the researchers' works, the author points out the complementary and contrapuntal strategies of word and picture interaction in illustrated books. The functions of illustrations are singled out: it can provide visual accompaniment to words, help the imagination to comprehend the plot of the book, supplement the verbal artistic reality; it can also be involved in plot development and changing the narrative of the words; illustration can set a multimodal and two-address character of the book. The loose connection between verbal and visual components sometimes performs an important function of defamiliarization withdrawing both the visual and the verbal out of the automatism of perception. The article underlines the potential of books where the visual content dominates when working over the speech development, especially with children who study Russian as a foreign language.*

**Keywords:** *children's books; pictures; verbal components; visual components; books for children.*

**Аннотация:** *В статье рассматриваются особенности соотношения вербального и визуального компонентов в современных книгах для детей, обзорно представлены некоторые типы книг для детей с преобладанием визуальной составляющей (виммельбухи, «книжки в картинках», «картинки в рассказах» и др.). Опираясь на работы исследователей, автор статьи указывает на «комплементарную» и «контрапунктную» стратегии взаимодействия слова и рисунка в иллюстрированных книгах. Обозначаются функции иллюстраций: они могут обеспечивать визуальное сопровождение слов, оказывать помощь воображению при восприятии книги, дополнять словесную художественную реальность, а также вовлекаться в развитие сюжета, менять повествовательную направленность слов, придавать книге*



мультимодальный и двуадресный характер. Книги, в которых визуальный и вербальный компоненты свободно соотнесены, порой выполняют важную функцию остранения, выводя и визуальное, и вербальное из автоматизма восприятия. В статье также подчеркивается потенциал книг с доминантой визуального компонента при работе над развитием речи, в том числе с детьми, изучающими русский язык как иностранный.

**Ключевые слова:** детская литература; книжные иллюстрации; вербальные компоненты; визуальные компоненты, книги для детей.

**Annotatsiya:** Maqolada zamonaviy bolalar kitoblarida og'zaki va vizual komponentlar o'rtasidagi o'zaro bog'liqlik xususiyatlari muhokama qilinadi, vizual komponent ustunlik qiladigan bolalar uchun kitoblarning ayrim turlari haqida umumiy ma'lumot berilgan (Wimmelbuch, "rasmli kitoblar", "hikoyalardagi rasmlar"). , va boshqalar.). Tadqiqotchilarning ishlariga asoslanib, maqola muallifi tasvirlangan kitoblarda so'z va rasmning o'zaro ta'siri uchun "bir-birini to'ldiruvchi" va "qarama nuqta" strategiyalariga ishora qiladi. Tasvirlarning vazifalari ko'rsatilgan: ular so'zlarga vizual qo'shilish imkonini beradi, kitobni idrok etishda tasavvurga yordam beradi, og'zaki badiiy voqelikni to'ldiradi, shuningdek syujetni rivojlantirishda ishtirok etadi, so'zlarning bayon yo'nalishini o'zgartiradi, beradi. kitob multimodal va ikki manzilli xarakterga ega. Vizual va og'zaki komponentlar erkin o'zaro bog'liq bo'lgan kitoblar ba'zan idrok etishning avtomatikligidan vizual va og'zakilikni keltirib chiqaradigan muhim chetlanish funksiyasini bajaradi. Maqolada, shuningdek, nutqni rivojlantirish ustida ishlashda, shu jumladan rus tilini chet tili sifatida o'rganayotgan bolalar bilan ishlashda vizual komponent ustun bo'lgan kitoblarning imkoniyatlari ta'kidlangan.

**Kalit so'zlar:** bolalar adabiyoti; kitob rasmlari; og'zaki komponentlar; vizual komponentlar, bolalar uchun kitoblar.

## INTRODUCTION

In Russia, the history of illustrated books for children began with the printing in 1694 of the "Primer" by Karion Istomin: the pages of the book were decorated with numerous images - people, animals, plants and household items. For a long time, publications intended for children (including magazines) were organized according to the same principle: they were dominated by text, pictures were often printed on separate pages, and there were few color images. Over time (and the development of technology), the structure of a children's book and a children's magazine gradually changed: the practice of illustrators from different countries ingeniously revised the possibilities in the ratio of verbal and visual



components. In addition, it turned out that the visual range can be remarkably diverse - in the twentieth century, it began to include not only the author's drawings, but also adapted to illustrate photographs, postcards, newspapers, magazine clippings and more. The range of functions that an illustration can perform has also expanded. Of course, in most cases in a children's book, an illustration provides a visual accompaniment to words, plays the role of a hint, assists the imagination in perceiving the book, “complements” the verbal artistic reality and increases the time of contact with the book. Such a traditional “complementary” approach to book illustrations (criticized, for example, by Hansen-Löwe [Hansen-Löwe 2016: 57–77]) has not exhausted its potential and is unlikely to ever exhaust it. In addition to many other books for children, for example, modern alphabets are based on it, which should help the child get acquainted with the alphabet, establish a connection between letters and words, between letters, words and the world around them.

Among the new illustrated alphabets, one can note the books of Daria Gerasimova: “The ABC of Transformations” and “ABC. A game of words” that complement each other well. In the ABC of Transformations, each letter is visually transformed into something - into an object, a person or a fairy-tale creature. The transformations are accompanied by verses (also by D. Gerasimova). In The Game of Words, each letter is dedicated to a full spread with detailed illustrations and a poem that plays on the letter. The book is intended for children who are already familiar with the alphabet, it develops vocabulary, offers options for a simple language game (selecting words for one letter, and then making sentences from them) and provokes independent experiments with words. The “Mythological ABC” by Igor Zhukov contains mythological and fairy-tale characters: heroes of fairy tales and legends of different peoples (among them are the Serpent Gorynych, the Dragon, Chimeras, Medusa Gorgon, Basilisk and many others). The reader of this alphabet is not a small child preparing to get acquainted with the alphabet, but an amateur child and even a connoisseur of fairy tales who can appreciate the author’s humor, understand that they are playing a literary game with him: under the guise of an alphabet, they offer a dictionary of mythological creatures. The playful tone of the book is also indicated by the illustrations of Maria Yakushina - her dragons and Gorynychy are not scary at all, and the “multi-color” and the character moving from picture to picture, similar to a jester, introduce an element of theatrical or circus performance, which seems to be unfolding on the pages of the book. Modern there are so many books for children that are built on the principle of “consent” of verbal and visual that it is almost impossible to systematize and describe them. Let's focus on more



complex variants of the relationship between verbal and visual, namely, on cases where a) the verbal component is practically excluded, b) words and pictures "exchange" functions; c) verbal and visual codes can contradict each other, conflict, create so-called "multimodal" texts [Salisbury, Styles 2012: 77].

### LITERATURE REVIEW AND METHODOLOGY

In relation to the latter, Maria Nikolaeva and Carol Scott use the term "counterpoint", meaning that words and pictures tell different stories or somehow "oppose" each other, offer alternative information, which sometimes leads to conflicting interpretations. [Nikolajeva, Scott 2001]. *Wimmelbuchs* (peeping books) *Wimmelbuchs* are "wordless books". The German term "wimmeln" can be translated as "swarm", and the name of this type of book already suggests "an abundance of characters", a large amount of visual material, but also a certain "degree of disorder and chaos" [Rémi 2010: 117]. *Wimmelbuchs*, as already noted, have very little or no text at all, so they do not impose a plot on the reader (you can come up with one yourself and discuss the development of each of the stories). *Wimmelbuchs* are not at all new, this type of book has been used for many years for training memory and attention, speech skills. Thematic *wimmelbuchs* not only develop vocabulary, but also introduce children to phenomena and facts that were previously unknown. The absence of text makes such books practically international (perhaps that is why there are not so many Russian *Wimmelbuchs* proper). Of the small number of peering books published in Russia, *Wimmelbuchs* dedicated to individual cities can be useful for students of the Russian language and culture. In such books as, for example, "Moscow" by A. Khramtsov, children themselves can lay "excursion paths", think over routes and gradually enrich them with details (historical and cultural information) that children are able to find on their own in other sources or on the Internet. According to the developed "book routes", you can arrange quests or come up with adventure games. Picture books (stories in pictures) are the name for books in which the visual code acts as the basis for the narrative (and in most cases does not require verbal support).

In the history of Russian children's literature, picture books are associated primarily with "Stories in Pictures" by Nikolai Radlov and the magazine "Funny Pictures" (published since 1956). "Stories in Pictures" by N. Radlov was first published in 1937 and was built on the principle of a comic book: Radlov built small (usually funny) stories from a sequential arrangement of frames. For the first edition, short comments on the pictures were written by D. Kharms, N. Gernet and N. Dilaktorskaya; later, for ideological reasons, the captions were removed, but Radlov's funny pictures did not lose their narrative clarity. An illustrated book as a "multimodal" text. Books in which the visual series becomes





an important narrative component, but at the same time does not exclude a complex relationship with the word, include some “books of artists” or joint projects of writers and artists. Among the verbal-visual units, in which words and illustrations together create a special narrative rhythm, are the fairy tale books by writer Alexander Blinov and artist Olga Zolotukhina “The Mole Who Dreamed of Seeing the Sun” and “The Puddle that Became the Sun”. The tales of A. Blinov are allegorical stories about the search for oneself and faith in a dream. In both books, the image of the sun becomes a key image - close to both children and adults, it is the sun that is most often associated with goodness, light, warmth. "The Mole..." is a story about a mole who, contrary to all the laws of nature, I decided to see the sun no matter what. He first interrogates all his relatives, finding out what the sun looks like, but they cannot help him, because moles, as you know, crawl out of their holes only at night. The mole asks questions to a familiar owl and a horse friend, but none of them is able to explain what the sun is. A. Blinov's tale is rich even without illustrations (it has a plot, there is humor, elements of a language game that may be of interest to children), but it is precisely thanks to the illustrations that it turns into a small parable: the visual series "spreads the plot" and greatly enhances the aesthetic effect of books. One of the key motifs of the fairy tale, which explains its attachment to the visual (longing for the visual), is the lack of words, the insufficiency of words to explain what seems to be generally understood (In response to the question "What is the sun?", The owl “goggled its round eyes and spread its wings: — SUCH... LIKE HAPPINESS...” [Blinov 2016:18]). little color and light).

## RESULTS AND DISCUSSION

Bright colors appear gradually: the more the main character talks to different animals and learns about the world, the more color the artist uses. At the end of the tale, the Mole waits for the sunrise and not only does not die (as his relatives promise him), but also sees how diverse and beautiful the world is. The happiness of seeing in a new way (in a different way) is explained in the book with the help of color, the visual is involved in the development of the plot, a kind of “blockade of the word” is removed by multicolor, which is associated with the sun (brightness of colors, mobility, iridescence, beauty). In the fairy tale "Puddle, which became the Sun, a large flowing puddle turns into Polkan the Dog, then into the Cat Musya, then into the Black Crow, and then becomes a hot sun, although this requires her to disappear. The second fairy tale by A. Blinov is also illustrated by O. Zolotukhina, and, in addition to the expressiveness of color, it also involves the expressiveness of form. On a verbal and visual level, the book is full of metamorphosis; as in the case of "The Mole ...", it is characterized by a



combination of a fun game and parable. In both books, visuals become an important resource for storytelling, illustrations can change the narrative direction of words, they are involved in the development of the plot along with the word. The conventionality of lines and figures (the animals are drawn extremely simply and very recognizably) suits the perception of children and at the same time corresponds to the universality of fairy tales about how to find your dream. An interesting version of the interaction between words and pictures is offered in the book “Lucky Chance” by the Belarusian artist Anna Silivonchik.

Silivonchik created a visual-verbal shifter — she calls it “pictures in stories.” Here, neither the verbal nor the visual becomes an illustration / explanation for each other. The word in this case performs not even an auxiliary function, but an additional one, plays the role of a frame that can be changed at will (or completely removed, turned off). Thus, the story that gave the name to the entire book (“Lucky Chance”) was written for a picture depicting a family and natural idyll: a rural house with a garden, parents and babies in cabbage. The general atmosphere is an atmosphere of comfort, familiarity, well-being, which, nevertheless, does not exclude a slight irony. The story written by the author has something in common with the picture only conditionally: a general (a little anecdotal) tone, characters (man, woman) and an ending, in which well-being is also (as a result of a happy coincidence). However, the plot of the story is not tightly tied to the picture, it is only a possible sketch - and each reader (child or adult) can come up with his own story, one way or another adjoining to the picture. It is in the free correlation of verbal and visual that the developing potential of “pictures in stories” is seen. They provide a variety of opportunities: they allow you to increase your “watchfulness”, teach you to pay attention to color, texture, work with line, and composition. The pictures put together rhyme, threads are stretched between them, forming plots. In addition, Silivonchik's paintings are not the simplest, you need to peer into them, take into account the artist's inherent craving for metamorphoses, however, the strange visual range (and the artistic world as a whole) performs an important function of estrangement, because it removes both the visual and the verbal from the automatic perception. "Pictures in stories" is based on the use of a difficult form, the need to look at the picture, read the story and think about how the verbal "frame" is in contact (and is it in contact?) with the image. Such texts, in which the verbal component can lead in one direction (offer one plot), and the visual component in the other, require an active viewer / reader.

The predominance of the visual component in "pictures in stories" can be effectively used for the development of speech. So, children can be offered tasks of



varying complexity: correlate the author's text and illustration, find roll calls, surprises, contradictions; pick up or come up with language equivalents to visual metaphors; write a creative story, a fairy tale based on a picture (the story should include events preceding those depicted, the moment recorded in the picture, and subsequent events - or only a part of these components); compose a story “in the mood” (based on the general impression of the picture or relying on one visual image / motif). The fairy tale “Glykeria the Mouse. Colored and striped days”, created by Dina Sabitova and Alika Kalaida. The heroine of the book, a mouse named Glykeria, is a cute and funny character, she is interested in everything, she constantly invents and invents something (so that it is not hot, she rides a bicycle - this is how the wind blows her; knowing that loses the keys to the house, decorates the apple tree in the garden with spare keys, etc., etc.). Most of the plots of the book arise from the linguistic "eccentricities" of Glyceria. So, the story where Glykeria chooses a new name for herself (“Glykeria the Mouse and the Green Box”) grows out of the heroine’s misunderstanding of the phrase “bear a name” (playing with the meanings of the word “bear”: 1. dress in something and 2. “bear a name” - be called). Glyceria does not like her unromantic name, she chooses the sonorous “Oleander” for herself and wears it all day like a beautiful decoration, and puts it in a box in the evening, deciding that “the next Wednesday she will get it and wear it a little again. Beautiful name. Elegant. Not every day to wear. And then it will fade, get scratched” [Sabitova 2012: 30].

The story of the quarrel is born from the phrase "scatter salt - to a quarrel" (but since Glykeria lives alone, it remains for her to argue with the mirror Glyceria, with herself). The language game becomes the source of the story in which Glyceria decides to "wind up the clock". The comic effect is created by playing with the meanings of the word “start up” (“set the clock running, tighten the spring” and “purchase, acquire something”). Glyceria does not know how to tell the time, but winds up the clock like a pet, and then gets frightened of his stormy temper (the clock strikes!) and changes the wall clock to a small “manual”, as they change a big beast to a small tame dog. Sabitova's text actively engages in the process of analysis, peering into the language material - this is required of the reader, and Glykeria herself constantly does this. For example, when she is about to write poetry, she reads a literary encyclopedia and discovers that the amphibrach looks like "an old flannel rag with which she dusts the piano," and anapaest - “on a flower, its leaves are long, like those of a sedge, sharp, and the stem is juicy”; white verse seems to her the most poetic — it is “completely white, like fresh snow under the bright sun, or pale, like baked milk” [Sabitova 2012: 42–43]. The verses composed by Glykeria resemble G. Sapgir's New Year's sonnet - a



white page in which there are potentially a lot of words: "the eighth white page was about the sun that rolls behind a distant forest, and the ninth is about how crickets chirp in the garden on a warm summer evening" [Sabitova 2012: 44].

The illustrations by A. Kalaida emphasize the double-address nature of the book. On the one hand, it contains many pictures that help children visualize the situation, as well as many additional, separate ones: for example, ladybugs, which are not mentioned in Sabitova's text, are involved in tiny plots in the illustrations that are interesting for the child to follow. On the other hand, the pictures also appeal to the cultural experience of an adult. It is the adult who captures the eclectic nature of the visuals (there are many elements reminiscent of the aesthetics of the early 20th century: Glykeria's outfits, an old bicycle, etc., and, at the same time, many recognizable Soviet details – from the drawing on the thermos and packaging of soda to statues exercise mice in the park). The reception of the visual commentary of the plot is also oriented towards adults. So, the book cover is a remake of V. Serov's "Girl with Peaches" - and this immediately sets a playful and at the same time touching tone. In the first chapter, where Glykeria is terribly dissatisfied with her tail and really wants to look like a more noble creature (to be someone else, more attractive), the situation is played up ironically with illustrations: on the wall of the Glykeria room there is a fragment of Leonardo da Vinci's painting "Lady with an Ermine", in front of Glykeria is a remake of the portrait of Anna Akhmatova by N. Altman.

### CONCLUSION

Speaking about modern culture, researchers rightly point to the ubiquitous reduction of the verbal component, however, it seems that picture books (even those that do not contain text at all) have great potential precisely in terms of activating speech skills. Books dominated by the visual can be effectively used to teach children the rules of storytelling, they force readers to actively participate in the formation of meaning (encouraging them to fill in the gaps that arise between frames-frames), start the process of translating a picture into a word (if the process is organized correctly), and they can also instill children "taste for irony."

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STRUCTURAL-SEMANTIC, PRAGMATIC FEATURES OF HUMOROUS  
CREOLIZED TEXTS (BASED ON MATERIALS IN ENGLISH)

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**Annotation:** *this review article is devoted to the theory of funny creolized texts, expressed as a combination of verbal and non-verbal components. This unit is supported by meaning, structure and function, under which we mean the focus on solving a single communicative task. Polycode text contains signs of various semiotic systems, for example, color and kinesics. A number of synonymous terminological descriptions of this phenomenon - creolated text, polycode text, polysemiotic text, semiotically enriched text - indicate that we are now witnessing the formation of the theory of polycode texts. Theoretical and terminological understanding of the object of our description occurs in such directions as the analysis of the components of the polycode text and their interconnection. description of methods and prospects for the study of polycode texts. With a brief overview of the most outstanding works of Russian linguists, the pragmatics of the polikod text in the main directions of its implementation is considered in cinematography as a funny polikod text and a polikod text. The most studied phenomenon in this direction is the description of the text of various types of advertising polikod. New areas of analysis are the description of the functioning of the polikod text in political linguistics and internet communication. It is important to note the increase in the number of works in which the school learns to use polycode text in teaching and teaching foreign languages. A new direction in the study of the Polikod text is its description as a reflection of the national linguistic picture of the world.*

**Keywords:** *funny creolized text, creolized text, verbal component, nonbal component article History:*

## INTRODUCTION

Modern linguistics, on the one hand, is interested in describing texts containing visual and audio information, and on the other, in expanding the range of phenomena and aspects of analysis. These complex texts are increasingly common in different types of communication, they are clearly assessed as the most



successful and are often the only possible thing in the context of the convergence of globalization, which requires a universal and understandable language for communicants. Sociologists and linguists emphasize the superiority of such means of communication as advertising, cinema, the Internet and television, which is impossible without texts of a mixed nature. It is clear to understand the tasks of this type of texts in order to maximize the impact on the recipients, provide large amounts of information with small resource investments and carry out one or more secondary functions - emotional, aesthetic, referential, educational, etc. The purpose of this article is to describe the main approaches to the formation of a unified theory of polycode texts, the features of its terminological support and the main directions of their study. V.V.Krasnikh explains the variety of approaches to the text, the multiplicity of descriptions and the multiplicity of tariffs as a complex phenomenon of the linguistic and extralinguistic reality of the text itself: it is also a means of communication, and the way of storing and transmitting information, as well as the reflection of the spiritual life of an individual and the product of a certain historical period, the form of the existence of culture and the reflection of certain socio-cultural traditions, etc. " [1. B. 205-206]. fully, this definition also applies to texts that combine a real verbal component, any image and sound that is combined, transformed into a code. The decoding process combines the semantics of all levels of characters, thus transforming this type of information into a higher level of text.

The history of the formation of the theory of terminological formation texts of the idea of a funny creolized text notes the presence and varying degrees of active use of a number of terms describing the phenomenon under consideration. Some of these terminological units also include methodological approaches to describing the object of study itself. Text nomination: nonlinear text, creolated text, polysemiotic text, semiotically enriched text, polycode text, in which several codes interact. The most common term is creolized text, for the first time Yu.A. Sorokin and E.F.Tarasovs: "Creolated texts are texts whose structure consists of two parts that are not the same: verbal (language/speech) and non-verbal (belonging to sign systems other than natural)" [2. 180-page].

The term funny creolized text has been known since the 1970s, for example, G.V.Eyger and V.L.Yuht gave him a tariff as follows: such should be the cases of combining the natural language code with the code of another semiotic system (image, music, etc.). broadly classified as comic creolized texts in the semiotic sense" [3. 107-page]. A.G.Sonin describes the polychodic text as "a text based on the connection of semiotically heterogeneous components in a single graphic space - verbal text in oral or written form and signs of a different nature." 117-page].



Researcher L.S.Bolshakova divides texts that combine several types of elements into linear ones, which can be taken as sequential reference and non-linear, where it sees a multi-dimensional network connected by any point <> any other point. five. Page 20]. D.P.Chigayev uses the terminological-descriptive construction of a semiotically enriched text for a general understanding of same-sex texts, while learning ways to creolize the advertising text [6].

A.A.Bernatskaya proposes to consider the terms polikod text and polysemantic text as synonyms and writes about their preference for " as a sign of a common concept for non-homogeneous, syncretic messages (texts) formed as a result of a combination of elements of Sign Systems, their relationship; in order to indicate a small degree of the fact of participation of various semiotic elements in the creation of 106-page].The direction of studying the text of the comic creolize.

The main areas of application of funny creolized research:

- 1) polikod text in advertising, political dialogue, funny polikod text and polikod text in cinematography;
- 2) polycode text on Internet connection;
- 3) polycode Text components;
- 4) Use of polycode text in the discharge;
- 5) polikod text as a reflection of the national linguistic picture of the world.

Polikod text in advertising

Many scientific works are devoted to the text of polychodical advertising, but large-scale research materials, genre diversity of the research object and constantly updated analysis materials leave this topic relevant. As an example E.S.According To-Murza [8], D.P.Chigayev [6; 9], EN Remchukova va and Omelianenko [10], ID Romanova and IV Smirnova [11] and others. In political communication, the polikod text is primarily represented by genres of political posters and Political Cartoons. Polykode texts of this type E. E. Anisimova [12], M B. Varashila, And [13], N. M. described in his works. Dugalich [14]; the text of the humoristic polycode Yu.S. Chaplygina [15]; the polycode text of the film is described in the works of EA Krasina and ES Rybinok [16] and others.

Internet communication plays an important role in social life, which is supported by the constantly growing number of users and the development of new technologies for network interaction. Internet connection has a number of features, under which researchers OI Maksimenko [17], IV Bugaeva [18], LV Babina [19], YV Schurina [20], DS Michurin [21] and many others understand the character of hypertextuality, depersonification, interactivity, polycode. A distinctive feature of the Polikod text is characterized by increasing the role of real iconic characters both in the information field and in speech. The subject of





linguistic research of a funny creolized text in Internet communication is linguistic means, pragmatic possibilities of a polycode text, their types and structural specificity and features of operation. Internet communication is also characterized by the creation of new genres, such as internet memes, their polikod nature YV Schurina [20] and is considered in many other works: demotivators [18; nineteen]. These genres are distinguished by the lack of accuracy of addressee, they perform communicative, aesthetic, axiological and expressive functions. An important feature characterizing funny creolized Text components and their correlation funny creolized text is its integrity. This feature is primarily determined by the communicative and cognitive relations of the authors of the text, a single visual, semantic and functional integrity, which is formed as a result of the combination of a single topic, a selected stylistic and compositional solution and resources. verbal and iconic levels. Traditionally, they distinguish between the verbal and iconic components of the polycode text, which is most likely due to the maximum information load that a person has organs of vision and hearing: "socially significant, rich and focused on the largest part of the systems of signs necessary for society. perception by sight [22. B. 323]. In this regard, R.Bart considered polycode texts on Mass Communication to be the most complex: the emergence of Manos in television, cinema, advertising is due to the interdependent influence of the style of images, sounds and icons [23]. Page 124]. R. Bart divides the advertising text into literary (not visually encoded), symbolic (visually encoded) and linguistic forms, depending on the nature of its content and expression. The Binding of these components constitutes the complex meaning of the polycode text [23. B. 303].

Often verbal (and therefore retains a semantic connection with the text) and images (photos and drawings) and additional elements (traditional designs, for example, characters or drawings in words, as well as paralinguistic tools - font design, lines, frames, etc.).

In the process of forming the theory of funny creolized text, the variability of terms in the nomination of elements of polycode text is expressed in averbal - iconic pairs; paralinguistic-iconic; paralinguistic - paragrafemic. Currently, the use of iconic and averbal terms remains parallel. M.B.Voroshilova believes that "using the term iconic component as an equivalent, identical substitute in the analysis of creolized texts is a terminologically difficult graphical component " [13]. B. 76]. This is due to the fact that there is a general orientation of the text towards iconicity, which is repeatedly emphasized by researchers [24 B. See 119]. And also visually. it is not justified in relation to the iconic component, since the written text is also visual, so M.B.Voroshilova considers it expedient to use the



dichotomy of verbal nonbal components of the polikod text. Paragraphemic means refers to the elements of a written text that accompany the oral component and represent various connotations (MG Shvetsova [25], Yu.A. Eygalis [26]). MG Shvetsova divides the paragrafemic means into Means linked to the verbal component of the polycode text, linked to the verbal means of the text; elements that regulate the content and perform special tasks in the text [25]. This division is N.N.It corresponds to Bolshakova's classification, which emphasizes topografemic means, in which the author sees planar variations of the text, supragrafemic means, that is, font variation and singrafemic means (artistic and stylistic variations of punctuation marks). These elements are considered important and allow you to increase the stealth of the text [5].

A.N.Baranov and L.B.Parshin, relying on the mechanism for creating paragrafemic tools, divides them into topografemic tools - changes in the plane of fonts; supragrafemic tools - the choice of the actual font size, its type, the use of spaces and singrafemic tools - non-standard use of punctuation marks to express the author's intention [27]. Page 38]. Supragraphemic tools also include changes in the type of faces, background and color selection, the use of labelled lists, integration into the text of elements belonging to another language system [28]. B. 149-150].

Yu.A. Eykalis analyzes the polychodical text of German-language comics, noting the widespread use of topografemic (flat change of fonts), supragrafemic (font change) and singrafemic means (understands them as artistic and stylistic variations of punctuation) and their various combinations. It is with the information density of the comic text and its pragmatic potential. According to the author, this set of tools of the polycode text serves to form speech portraits of comic characters, partially performing an aesthetic function [26].

E.E.Anisimova divides the degree of attachment of the components of the polycode text into texts, which are partial creolization (relative autonomy of verbal and averbal parts, for example, when the iconic component is a secondary element) and full creolization (integration of components). polikod emphasizes the difference in the need for an iconic component to participate in a text, for example, a poster or a text advertising image.O, a polycode text researcher who calls the research object video-verbal text.V.Poymanova proposes to classify these texts according to the character of the iconic component. Static video such as political cartoons or magazine ads-verbal text, dynamic video such as film or video advertising-is contrasted with oral text). The classification of the oral component is divided into oral format (live speech or recorded live speech) and written form [29]. The use of polycode text in teaching is a promising area of research: "no one



involved in Language Teaching can ignore the wide range of possibilities and problems opened up by Technology" [30]. 109-page]. The main attention of the authors is focused on the creation and selection of polycode texts, which should combine a one-meaning iconic component and elements of an oral component that are adequate to the task at hand. The intention of the authors of the Polikod text should coincide with the organizational, motivational, communicative, meaningful aspects of the lesson, not distract the student from the assigned methodological tasks and not fill the course materials in informational and axiological terms. Currently, we can observe published works that give general recommendations and describe the experience of teaching certain subjects of the Russian language as a foreign language for certain levels and languages. TS Kyst [31] considers issues of hypertext and creolization of electronic textbook texts.; O.A.Senatorova sees the prospects for work in the field of creating educational materials for teaching Russian to foreigners "in a deeper study of issues related to the linguodidactic analysis of Russian language culture, and then in the selection of the most valuable realities for cultural activity. ", this is not possible without the involvement of polycode texts [32. B. 323]. I.A.Koltsov [33] proposed a way to use the polikod text when learning a foreign language on the aspect of intercultural communication. And Sentsova considers polycod texts as a means of teaching Russian grammar to Italian speakers at the initial level [34]. NV Perfilieva and its co-authors offer forms of working with polycode text at different levels of learning Russian as a foreign language [35]. Team of authors S.A.Leppik, A.Y.Ustinov and TA Chabanets describe the implementation of the polykode text in school textbooks as an irreversible condition of the principle of appearance - "an approach that involves translating the formation of an assignment by direct observation of the topic of speech." use of certain channels of emotional perception" [36. 451-page]. Perfilieva and her co-authors offer forms of working with polycode text at different levels of learning Russian as a foreign language [35]. Team of authors S.A.Leppik, A.Y.Ustinov and TA Chabanets describe the implementation of the polykode text in school textbooks as an irreversible condition of the principle of appearance - "an approach that involves translating the formation of an assignment by direct observation of the topic of speech." use of certain channels of emotional perception" [36. 451-page]. Perfilieva and her co-authors offer forms of working with polycode text at different levels of learning Russian as a foreign language [35]. Team of authors S.A.Leppik, A.Y.Ustinov and TA Chabanets describe the implementation of the polykode text in school textbooks as an irreversible condition of the principle of appearance - "an approach that involves translating the formation of an assignment by direct



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## DIFFERENTIAL DIAGNOSIS AND TREATMENT IRON DEFICIENCY ANEMIA

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Anemia is a clinical and hematological syndrome characterized by a decrease in the number of red blood cells and hemoglobin in the blood. A decrease in the hemoglobin content below the level of less than 120 g/l is considered as anemia. However, 80% of all anemia is associated with iron deficiency. Iron in the human body participates in the regulation of metabolism, in the processes of oxygen transfer, in tissue respiration and has a huge impact on the state of immunological resistance. Iron absorption is carried out mainly in the duodenum and upper jejunum. Recommended daily intake of iron with food: 12 mg for men, 15 mg for women, 30 mg for pregnant women.

Classification, clinic and diagnosis of Iron deficiency anemia (further – ZHDA)

In accordance with the International Classification of Diseases of the 10th revision (ICD–10), the following forms of anemia associated with absolute and relative iron deficiency are taken into account.

Clinical classification of IDA based on risk factors:

1. Waiting for posthemorrhagic. This group consists of anemia developing on the basis of repeated small blood loss – metrorrhagia, epistaxis, hematuria, etc.;
2. IDA of pregnant women - an imbalance in the nutrition of pregnant women, deterioration of iron utilization, transfer by the mother's body of a significant amount of it to the developing fetus, iron loss during lactation, etc.;
3. IDA associated with gastrointestinal pathology. These include anemia that occurs after gastrectomy, extensive resections of the small intestine, with various enteropathies. At its core, these are expectations caused by a rough, severe impairment of the function of iron absorption in the proximal duodenum;
4. Secondary IDA, arising from infectious, inflammatory or tumor diseases. Anemia in these cases develops due to large losses of iron in the death of tumor cells, tissue decay, micro– and even macrohemorrhagia, increased need for iron in the foci of inflammation;
5. Essential (idiopathic) IDA;
6. Juvenile IDA – anemia developing in young girls associated with dishormal phenomena;



7. WAITING for a complex genesis. This group includes alimentary anemia.

By stages:

Stage I – loss of iron exceeds its intake, gradual depletion of reserves, absorption in the intestine compensatorily increases;

Stage II – depletion of iron reserves (serum iron level – below 50 mcg / l, transferrin saturation – below 16%) prevents normal erythropoiesis, erythropoiesis begins to fall;

Stage III – the development of mild anemia (100-120 g / l of hemoglobin, compensated), with a slight decrease in the color index and other indices of erythrocyte saturation with hemoglobin;

Stage IV – severe (less than 100 g/l of hemoglobin, subcompensated) anemia with a clear decrease in erythrocyte saturation with hemoglobin;

Stage V – severe anemia (60-80 g / l of hemoglobin) with circulatory disorders and tissue hypoxia.

By severity: light (Hb content - 90-120 g/l); medium (70-90 g/l); heavy (less than 70 g/l).

Clinical picture of IDA. The clinical manifestations of IDA are two major syndromes – anemic and sideropenic.

Anemic syndrome is caused by a decrease in hemoglobin content and a decrease in the number of red blood cells, insufficient oxygen supply to tissues and is represented by nonspecific symptoms. An objective examination reveals pallor of the skin and visible mucous membranes, often some pasty in the area of the shins, feet, and face.

Morning edema – "bags" around the eyes are characteristic. Anemia causes the development of myocardiodystrophy syndrome, which is manifested by shortness of breath, tachycardia, often with arrhythmia, moderate expansion of the boundaries of the heart to the left, deafness of heart tones, low systolic noise at all auscultative points. With severe and prolonged anemia, myocardiodystrophy can lead to severe circulatory insufficiency. IDA develops gradually, so the patient's body adapts to a low level of hemoglobin, and subjective manifestations of anemic syndrome are not always pronounced.

Sideropenic syndrome (hyposiderosis syndrome) is caused by tissue iron deficiency, which leads to a decrease in the activity of many enzymes (cytochrome oxidase, peroxidase, succinate dehydrogenase, etc.).

Sideropenic syndrome is manifested by numerous symptoms, such as: Perversion of taste (pica chlorotica) – an irresistible desire to eat something unusual and inedible (chalk, tooth powder, charcoal, clay, sand, ice), as well as raw dough, minced meat this symptom is more common in children and



adolescents, but is often observed in adult women; diet: addiction to spicy, salty, sour, spicy food; perversion of the sense of smell – addiction to odors that most people perceive as unpleasant (smells of gasoline, acetone, lacquers, paints, shoe polish, etc.); expressed muscle weakness and fatigue, muscle atrophy and decreased muscle strength due to a deficiency of myoglobin and tissue respiration enzymes, dystrophic changes in the skin and its appendages (a symptom of coilonychia – spoon-shaped concavity of nails), angular stomatitis - "jams" in the corners of the mouth (10-15% of patients), glossitis (in 10% of patients) – characterized by sensation of pain and swelling in the tongue, redness of its tip, and later – papillary atrophy ("varnished" tongue); atrophic changes in the gastrointestinal mucosa with pain when swallowing food, especially dry (sideropenic dysphagia); development of atrophic gastritis and enteritis; symptom of "blue sclera" – characterized by bluish coloration or pronounced blueness sclera, imperative urge to urinate, the inability to retain urine when laughing, coughing, sneezing, possibly even bedwetting, due to the weakness of the bladder sphincters, "sideropenic subfebrility" – characterized by a prolonged increase in temperature to subfebrile values; reduction of reparative processes in the skin, mucous membranes.

Diagnostics of the railway.

1. The average hemoglobin content in the erythrocyte in picograms (norm 27-35 pg) reduced;
2. The average concentration of hemoglobin in the erythrocyte is reduced; normally it is 31-36 g / dl;
3. Microcytosis of erythrocytes - reduction of their size;
4. Different form of erythrocytes – poikilocytosis;
5. The number of reticulocytes (in the absence of blood loss and period.

Biochemical blood analysis:

1. Reduction of iron content in blood serum (normally in men 13-30 mmol / l, in women 12-25 mmol / l);
2. OHSS is elevated (reflects the amount of iron that can be bound due to free transferrin; OHSS is normal - 30-86 mmol/L);
3. Latent iron binding capacity of blood serum is increased (it is determined by subtracting the serum iron content from the indicators of the OHSS).

Treatment. The treatment program for IDA includes: treatment of the underlying disease, therapeutic nutrition, treatment with iron-containing drugs (for oral administration), elimination of iron deficiency and anemia, replenishment of iron reserves (saturation therapy).



Patients with iron deficiency anemia are recommended a varied diet, including meat products (veal, liver) and vegetable products (beans, soy, parsley, peas, spinach, dried apricots, prunes, pomegranates, raisins, rice, buckwheat, bread). However, it is impossible to achieve an anti-anemic effect only by diet. Even if the patient eats high-calorie foods containing animal protein, iron salts, vitamins, trace elements, it is possible to achieve iron absorption of no more than 3-5 mg per day. It is necessary to use iron preparations. Currently, the doctor has a large arsenal at his disposal iron preparations characterized by different composition and properties, the amount of iron contained in them, the presence of additional components affecting the pharmacokinetics of the drug, various dosage forms.

According to the recommendations developed by WHO (2009), when prescribing iron preparations, preference is given to preparations containing divalent iron. The daily dose should reach 2 mg / kg of elemental iron in adults. The total duration of treatment is at least three months (sometimes up to 4-6 months). An ideal iron-containing drug should have a minimum number of side effects, have a simple application scheme, the best efficiency / price ratio, optimal iron content, preferably the presence of factors that enhance absorption and stimulate hematopoiesis.

The list of drugs used in the treatment of iron deficiency anemia: Jacktofer (Jacktofer), Maltofer (Maltofer), Sorbifer durules (Sorbifer durules), Tardiferon (Tardiferon), A Feramide (Ferramidum), Ferro-gradumet (Ferro-gradumet), Ferroplex (Ferroplex), Ferroceron (Ferroceronum), Ferrum lek (Ferrum lek), Totem (tothema)

The reasons for the ineffectiveness of pancreatic therapy for oral administration:

- lack of iron deficiency (incorrect interpretation of the nature of hypochromic anemia and erroneous appointment of pancreas);
- insufficient dosage of pancreas (underestimation of the amount of trivalent iron in the preparation);
- insufficient duration of pancreatic treatment;
- violation of the absorption of pancreas administered orally to patients with the corresponding pathology;
- simultaneous administration of drugs that disrupt the absorption of iron;
- the presence of chronic (occult) blood loss, most often from organs Gastrointestinal tract;
- combination of IDA with other anemic syndromes (B12-deficient, folic deficiency).





Prevention of Iron deficiency anemia:

- Periodic monitoring of the blood picture;
- eating foods with a high iron content (meat, liver, etc.);
- preventive intake of iron preparations in risk groups;
- prompt elimination of sources of blood loss.

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MILIY KURASHCHILARDA TEXNIK  
TAYYORGARLIK JARAYONI

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**Annotatsiya:** *Ushbu maqolada kurashchilarni tayyorlash va ularga rahbarlik qilish jarayonining rivojlanish darajalari orasidagi optimal muvofiqlik, sportchilarni tayyorlash jarayonining ijtimoiy va biologik jihatlari bilan sport-texnika natijalarining o'sish sur'ati orasidagi o'zaro ta'sir tamoyillari haqida fikr yuritilgan.*

**Kalit so'zlar:** *Kurash, nazariya, amaliyot, trener, ma'naviy, aqliy, mehnat, estetik, pedagogik tamoyil, kurashchi tayyorlash.*

Kurashchilarni tayyorlash va ularga rahbarlik qilish jarayonining rivojlanish darajalari orasidagi optimal muvofiqlik, shuningdek, sportchilarni tayyorlash jarayonining ijtimoiy va biologik jihatlari bilan sport-texnika natijalarining o'sish sur'ati orasidagi o'zaro ta'sir tamoyillari asosiy metodologik tamoyillar hisoblanishi lozim. Kurashchilarni tayyorlash tizimi bilan uning tizimchalarini bir butun hodisa sifatida tadqiq etish, uni sport-texnik natijalar o'sishining eng muhim zaxirasi deb hisoblash, butunlikka boshqaruvning alohida vazifasi sifatida qarash katta ahamiyatga ega.

Kurashda o'quv-mashg'ulot jarayoni jismoniy tarbiyaning asosiy tamoyillari: tarbiyaviy xususiyati, har tomonlama rivojlantirish; sog'lomlashtirish va amaliy ahamiyatiga muvofiq holda olib boriladi.

Kurashning texnik tayyorgarligi sportchi tomonidan yuqori sport natijalariga erishishni ta'minlovchi harakatlar tizimining egallaganlik darajasi bilan tavsiflanadi.

Kurashchining umumiy va maxsus texnik tayyorgarligi ajratiladi. Umumiy texnik tayyorgarlik yordamchi sport turlaridagi har xil harakat malakalari hamda ko'nikmalarini egallashga, maxsus texnik tayyorgarlik sport kurashida texnik mahoratga erishishga qaratilgan.

Sport kurashida texnik tayyorgarlik bir qator murakkab vazifalarni hal etishga yo'naltirilgan:

- maksimal kuchlanishdan foydalanish samaradorligini oshirish;
- ish kuchlanishini tejash;
- musobaqa faoliyatini o'zgaruvchan holat sharoitlarida harakatlanish tezligi, aniqligini oshirish.



Sport texnikasini takomillashtirish kurashchilarning ko'p yillik tayyorgarligi davomida amalga oshiriladi va u tanlangan kurash turida texnik mahoratni oshirishga qaratiladi.

Texnik mahorat deganda keskin sport kurashi sharoitlarida eng oqilona harakat texnikasini mukammal egallash tushuniladi.

Kurash texnikasi - bu musobaqa qoidalarida ruxsat etiladigan usullar, qarshi usullar va himoyalanişlar yig'indisidir.

Usullar - bu maqsadga yo'naltirilgan hujum harakatlari bo'lib, ular yordamida kurashchi raqibidan ustunlikka erishadi. Har bir usul ikki qismdan iborat. Birinchi qism - usul qo'llash uchun ushlab olish. Ushlab olishlar yuqoridan, pastdan, orqadan, oldindan, yon tomondan va boshqalarga ushlab olishlarga bo'linadi. Ushlash usulni muvaffaqiyatli bajarishda katta ahamiyatga ega. Butun usullarni bajarish sifati ushlab olishning qay darajada oqilona amalga oshirilganligiga bog'liq. Ikkinchi qismda turli xildagi harakatlar: tik turishda - o'tkazishlar, tashlashlar, ag'darishlar; parterda - o'girishlar va parterda tashlashlar bo'lishi mumkin.

Erkin kurash, sambo, dzyudo va kurashda usullarni amalga oshirish paytida bir vaktning o'zida oyoklar bilan turli harakatlar ham bajariladi, ya'ni bular - chalishlar, qoqishlar, ilishlar, oldindan ilib otishlar, chirmashlar, orqadan ilib otishlar. Bu harakatlarning ko'pchiligi orqadan, oldindan, yondan, ichkaridan, tashqaridan bajarilishi mumkin.

Bir xildagi ushlab olish bilan bir qator harakatlarni bajarish mumkin va, aksincha, bir xil harakatning o'zi turli ushlab olishlar bilan bajarilishi mumkin. Masalan, qo'ldan va gavdadan ushlab tashlashni, zarba bilan ag'darishni amalga oshirish mumkin. Lekin raqibni egilib qo'l, gavda, qo'l va bo'yindan ushlab tashlash ham mumkin.

Kurashchi har qanday usulni hujum va qarshi hujum uchun qo'llashi mumkin. Usul yoki uning bir qismini aldamchi harakat sifatida qo'llab, kurashchi haqiqiy niyatidan raqib diqqatini chalg'itish va boshqa usul bilan hujumni amalga oshirish uchun qulay sharoitlarni tayyorlashi mumkin.

Qarshi usullar - bu raqib hujumiga javob tariqasida bajariladigan maqsadli harakatlar bo'lib, ular yordamida kurashchi raqibi ustidan ustunlikka erishadi.

Qarshi usullar murakkab texnik harakatlarga kiradi. Qarshi hujum uyushtirayotgan kupashchi bir zumda to'g'ri qaror chiqarishi va raqibi usulni amalga oshirishga ulgurmasligi uchun o'z harakatlarini hujum qilayotgan raqib harakatlari bilan aniq moslashtirishi lozim.

Himoyalanişlar - bu raqibning usullarni (qarshi usullarni) bajarishiga to'sqinlik qiluvchi maqsadli harakatlardir.



Himoyalanişlar dastlabki va bevosita himoyalanişlarga ajratiladi. Dastlabki himoyalaniş oldindan, ya'ni raqib usulni amalga oshirishdan avval bajariladi.

Bevosita himoyalaniş raqib hujumini to'xtatishga qaratilgan. Bunday himoyalaniş samaradorligi uning o'z vaqtida bajarilishiga bog'liq. Bevosita himoyalaniş usul boshida, usulni bajarish davomida yoki usulni bajarish oxirida amalga oshirilishi mumkin.

Hamma texnik harakatlar kurashchilar tomonidan turli holatlardan turib bajariladi. Asosiy holatlar quyidagilar: tik turish, parter va ko'prik.

Tik turish - bu kurashchining holati bo'lib, unda u oyoqlarda tik turadi. O'ng, chap va yalpi tik turishlar ajratiladi. Ularning xar biri, o'z navbatida, baland, o'rta va past bo'lishi mumkin. Tik turishda kurashish yaqin, o'rta va uzoq masofalarda olib borilishi mumkin.

Parter - bu kurashchining dastlabki holati bo'lib, u tizzalarida turadi. Bunda tekis yozilgan qo'llarning kaftlari bilan gilamga tayanib turiladi, qo'llar tizzalardan 20-25 sm. uzoqlikda joylashadi.

Parterda baland holat va past holat farqlanadi. Baland holat - bu kurashchining parterdagi dastlabki holati, past holat esa - bu kurashchining tizzalarda turib, bilaklar bilan gilamga tayanish holatidir.

Parterda kurashish paytida kurashchilardan biri pastda, ikkinchisi yuqorida bo'ladi. Parterda yuqoridagi holatda turgan kurashchi kurash boshlanishidan oldin istagan dastlabki holatni egallashi mumkin. Faqatgina qo'l kaftlari pastdagi kurashchining yelkasida turishi lozim.

Ko'prik - bu kurashchining quyidagi holati bo'lib, ya'ni bunda u, orqaga egilib, oyoq kaftlari (ular taxminan yelka kengligida yozilgan) va bosh (istagan qismi) bilan gilamga tayanadi.

Kurashchi ushbu holatga kuragini gilamga tekkizmaslik uchun o'tadi.

Erkin va yunon-rum kurashida ko'prik bir holatda qator hujum hamda qarshi hujum harakatlarini bajarishda asosiy elementlardan biri hisoblanadi.

Kurashchining texnik harakatlari zahirasi qanchalik boy bo'lsa, ularni qanchalik katta maxorat bilan qo'llay bilsa, uning texnik mahorati shunchalik yuqori bo'ladi.

Kurash texnikasi kurashchi mahoratining asosi hisoblanadi va ko'p jihatdan uning imkoniyatlarini belgilab beradi. Kurashda o'nlab usullar va ularning variantlari mavjud. Biroq bu kurashchi ularning hammasini mukammal bilishi lozim degani emas.

Sportchi yanada yangi va yangi usullar, qarshi usullar hamda himoyalanişlarni egallab borishi bilan uning alohida xususiyatlari va odatlariga



javob beradigan hamda uning tomonidan muvaffaqiyatli bajariladigan usullarning bir qismi keyinchalik takomillashtirish maqsadida rejaga kiritiladi.

Kurashchining xar tomonlama texnik tayyorgarligi - turli sport turlarini rivojlantirishning zamonaviy darajasiga qo'yiladigan muhim talablardan biridir. Mustahkam egallash uchun texnik harakatlarni tanlashda quyidagi qoidalarga amal qilish lozim:

- amaldagi musobaqa qoidalarida qaysi biri texnik harakat muvaffaqiyatli hisoblangan o'sha texnik harakatlarni egallash;

- texnikaning hamma turlari ichidan sportchining alohida xususiyatlariga eng yaxshi javob beradigan usullar, qarshi usullar va himoyalashlarning variantlarini egallash;

- asosiy raqobatchilarning mahorati xususiyatlarini hisobga olish va ular bilan kurashishda yaxshi natija beradigan texnik harakatlarni tanlash;

- avval o'rganilgan usullar va qarshi usullarni qo'llash imkoniyatini kengaytirish mumkin bo'lgan texnik harakatlarga ko'proq e'tibor qaratish;

- kurashchi zahirasida mavjud bo'lgan usullar bilan kombinasiyalar hamda bog'lanishlarda qo'llash mumkin bo'lgan texnik harakatlarni o'rganish;

- harakat vazifasini eng oqilona hal etish xususiyatiga ega bo'lgan harakat texnikasiga o'rgatish lozim; bu kelgusida qayta o'rganishdan xolos qiladi;

- kerak bo'lmagan harakatlar va ortiqcha mushak zo'riqishini bartaraf etib, texnika asoslari hamda umumiy harakat maromini egallash;

- usullarga o'rgatish vaqt oralig'ida jamlangan bo'lishi zarur, chunki trenirovka mashg'ulotlari orasidagi uzoq tanaffuslar uning ta'sirini pasaytiradi. Boshqa tomondan, bitta trenirovka darsi davomida usullarni juda tez-tez takrorlash maqsadga muvofiq emas, chunki yangi koordinasiyalarni yaratish asab tizimini tez toliqtiradigan qiynchilikni yengib o'tish bilan bog'liq;

- jismoniy shart-sharoitlar yetarlicha bo'lmasligi oqibatida yuzaga keladigan texnik holatlarni oldini olish maqsadida harakatlarning dinamik tavsiflariga mos keladigan yuqori darajadagi maxsus jismoniy tayyorgarlikni tashkil etish lozim.

Xulosa qilib shuni aytish mumkinki texnik usullarni amalga oshirish taktik tayyorgarligining hamma usullari nafakat mustaqil, balki uyg'unlashgan holda qatnashishi mumkin (ya'ni usulni amalga oshirish uchun bir xil bo'lgan qulay sharoitlar bitta emas, balki bir-birini to'ldirib keladigan bir qancha usullar bilan tayyorlanadi).



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