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PHRASEOLOGY AS A MEANS OF LINGUISTIC COMPRESSION IN MODERN MEDIA DISCOURSE.

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Abstract. *This article is devoted to the study of the specific functioning of phraseological units in the news texts of modern media. The compression function of phraseological units in media discourse is analyzed based on the publications of the largest news agencies in the United States and the United Kingdom in the social network Twitter. The very nature of phraseology implies semantic compression: the meanings expressed initially by free word combinations are transformed into permanent semantic units, making the expression fixed. The use of set phrases in the texts of news publications not only reduces the volume of statements without loss of meaning, but also complements their semantics with verbally unexpressed nation and culture-bound realities and symbols. The ability of phraseological units to convey the symbolic, evaluative and cultural meanings embedded in their semantics allows the phraseology of military origin to perform a compressive function in media discourse, reducing the publication to the volumes required by the social network Twitter. Thanks to a phraseological unit possessing the symbolic potential and imagery as a special sign of language and culture, the set phrases in the news publications on the social network Twitter clearly demonstrate the orientation to influence the consciousness of the mass recipient, as a text-forming factor of the language of mass media.*

Keywords: *phraseology, linguistic compression, media discourse, semantics, national-cultural specificity, impact, economy.*

The confrontation between ideologies and political systems, most clearly manifested in the media, determines the need and relevance of analyzing the impact potential of the vocabulary and phraseology of the media.

Associated with the technologization of the population of developed countries, the rapidly growing popularity of social networks and the increase in their role in the modern media space have ensured the widespread presence of news agencies on all online platforms, in particular on Twitter. The subject of this study is news reports published by Anglo-American media on their verified Twitter accounts.

In our study of news messages in the media discourse of the USA and Great Britain on the social network Twitter, we aim to identify the peculiarities of the functioning of phraseology of military origin with the ancient archetypes, symbols and stereotypes of thinking included in its figurative basis in the language of the new generation of media.

The research material was based on news publications on the Twitter pages of leading American and British news agencies: ABC News, BBC News, CBS News, CNBC, CNN International, Financial Times, Fox News, Military Times, NBC News, Reuters, Shephard

News, Stars and Stripes, The Associated Press, The Guardian, The Independent, The New York Times, The Telegraph, The Wall Street Journal, The Washington Post, The White House, Time, USA TODAY.

The methodological basis of the study is the linguoculturological method, which is used to interpret the meanings embedded in the semantics of a phraseological unit to determine the role and functions of stable phrases in the language of the new generation of media.

Network news has features determined by the specifics of Internet communication. Receiving information from the monitor screen, "scanning information" instead of sequential reading, connecting many materials into a single network of hyperlinks - all this dictates its own rules for placing information [2, p. 272]. Network news texts as basic texts of the media space must comply with the laws of the Internet environment, one of which includes the principle of compression, or "compressed text."

Of particular importance in the conditions of computer-mediated communication is the principle of economy of language activity, the role of which increases due to the pressure of the time factor and certain technological limitations of the environment [1].

The desire to save speech resources is expressed by using fewer linguistic means to convey more information [6]. In mass media discourse, the law of economy of effort is implemented through language compression of the morphological, lexical, syntactic and semantic levels.

The mechanism of language compression is based on reducing the expression plan of the text while preserving its full content plan. This kind of reduction of less significant information makes the text concise, dynamic, and enriches it with implicit meanings [5, p. 40].

A priori, the desire to save language resources, characteristic of mass media news publications, is enhanced in the texts of news messages on Twitter by the specifics of this social network, the system of which limits the number of published characters in one post.

We tend to believe that phraseology in news messages on Twitter is one of the means of language compression. For example, in an agency publication Reuters «U.S. arms sales to UAE draw fire from 29 rights groups»[12] the inclusion of the phraseological phrase "draw fire" in the statement instead of a detailed definition of the idiom 'to become a target of someone's attacks, to cause criticism' is dictated by the desire for linguistic economy.

The very nature of phraseology presupposes semantic compression: the meanings expressed initially by free phrases are transformed into permanent semantic units, making the statement stable. Evidence of the compressive function of phraseology in news publications on Twitter is the texts of publications on their home pages, where information is presented in more detail in the form of articles. Here's an example of a news post on Twitter: – Reuters: Europeans, Iran to cross swords at nuclear talks https://reut.rs/2YlQpr0 [12].

Using the hyperlink built into the message, the reader goes to the official page of the news agency, which contains an article whose headline reads: "European powers will demand Iran stop violating their nuclear deal or potentially face renewed U.N. sanctions,

[203]

but with Tehran locked in conflict over U.S. sanctions, there appears to be little scope for compromise when they meet on Friday" [11]. It is obvious that the use of the phraseological unit cross swords 'to cross swords'; enter into a fight, argue fiercely' [10], along with the ellipsis of the structural element to be going of the construction expressing in English an intentional action in the future to be going to do smth, significantly reduces the news message from 38 to eight characters without losing the main content of the message .

The compressive function performed by stable phrases in media discourse does not cancel the role of phraseological units as a means of emotional impact on the audience, enhancing the persuasive effect of using the linguistic means of the phraseological fund in speech. Phraseologisms, as conductors of culture, appeal to the reader's mind to a whole gallery of images and meanings that are directly related to the culture, history, geography, and worldview of the ethnic group [3, p. 63]:

‒ Reuters: Pakistan army chief says ready to bury hatchet with India for peace http://reut. rs/3lupaWL;

‒ The Independent: Marcos Rojo heading to Boca Juniors as Manchester United clear the decks;

‒ The Telegraph : Debenhams plans to close 22 stores next year in a bid to stay afloat. Here's the full list of locations being shuttered [12].

Compression is a process occurring at all levels of the language (speech) structure, as a result of which there is a significant reduction in the expression plan of the utterance while completely preserving the content plan. At the same time, the functional significance of the speech compression process is determined not only by the implementation of the principle of speech economy, but also by the desire to increase the expressiveness of the statement [7, p. 6]

‒ Reuters: BOJ set to hold fire, extend fund programmes to counter pandemic blow http://reut. rs/3p3PkjK;

‒ Task & Purpose: US bombs its own ammo dump in Syria as most troops beat a hasty retreat from the country http://bit.ly/2IXoEih via @JeffSchogol;

‒ ABC News: Thousands of British tourists beat a hasty retreat from France, packing out planes, trains and ferries to return to the U.K. by the early hours of Saturday morning to avoid a mandatory 14-day quarantine at home;

The Independent: The EU is poised to steal a march on the UK in the hunt for a post-#Brexit trade deal with India, as Boris Johnson announced only an «enhanced partnership» with Delhi [12].

The use of stable phrases in the texts of news publications not only reduces the volume of statements without loss of meaning, but also supplements their semantics with verbally unexpressed national-culturally determined realities and symbols:

‒ Military.com: Iraq Official: Shiite Militia Will Lay Down Arms: http://mil com.me/ymn1oT;

‒ Reuters: South Syrian rebels lay down arms as Assad seizes crossing https://reut.rs/2Nxw0th [12

To summarize, it should be noted that the ability of phraseological units to translate the symbolic, evaluative and cultural meanings embedded in their semantics allows

phraseology of military origin to perform a compressive function in media discourse, reducing publication to the volumes required by the social network Twitter. Due to the symbolic potential and imagery a priori present in phraseological units as a special sign of language and culture, the compressive function performed by phraseological units of military origin in news publications on Twitter clearly demonstrates the focus on influencing the consciousness of the mass addressee, as a text-forming factor in the language of the media.

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ЗАМОНАВИЙ ЖАМИЯТДА КОРРУПЦИЯ ПРОФИЛАКТИКАСИНИ АМАЛГА ОШИРИШДА ФАЛСАФАНИНГ ЎРНИ.

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Ўзбекистон. Навоий вилояти. Навоий шаҳри.

Фалсафий билимлар ёрдамида инсонларнинг маданий ва ижтимоий ҳаётини издан чиқараётган коррупция ва коррупцияни тушуниш бўйича илмий-назарий амалий билимларни саралаш борасида, бундан ташқари, ҳуқуқбузарликлар профилактикасида, коррупцияга қарши таълим фаолиятида бир қанча масалаларга ечим топишимиз мумкин бўлади. Шунингдек, коррупциянинг ижтимоий ҳодисаларга таъсири ёки бўлмаса, бу ижтимоий ҳодисаларнинг коррупция даражаси ва кўпайишига таъсири ҳақида тўлиқ қарашларни жамлашимиз мумкин бўлади.

Коррупция тушунчаси инсоният ва ахлоқ каби қадимги; биз муқаддас китоб давридан бери эшитганмиз. Ибтидо китобидан бери Одам Ато ва Момо Ҳавонинг тақиқланган мева васвасасига бўйсуниши ва кейинчалик уларни "Адан" боғидан ҳайдаб чиқариш, аслида бизнинг бузуқлигимиз белгисидир, яъни яхшиликдан узоқлигимиздир[63]. Фалсафа ёрдамида айнан коррупцияга сабаб бўлган инсон нафси ҳақида, уни қандай жиловлаш ва келажак учун қандай тизимли турмуш-тарзини йўлга қўйиш борасида кўплаб масалаларга ечим топишимиз мумкин.

Фалсафанинг коррупция профилактикасининг диалектикасидаги ўрнини коррупция феноменини жамланган шаклда - ижтимоий мавжудлик, давлат ривожланиши, глобаллашув жараёнлари ва бошқалар жиҳатларини ўрганиш ва тушуниш позицияси белгилайди.

Минг афсуски, коррупция деб аталмиш бало давлатчилик шаклларининг ҳар қандай кўринишида инсониятнинг маънавий ва моддий тараққиётига болта уриб келаётган ўта ижтимоий иллат сифатида жуда катта тўсиқ бўлиб келмоқда. Ўрни келганда таъкидлаш керакки, бугунги кунда ҳам инсониятни ташвишга солаётган энг глобал муаммолардан бири – коррупция балосидир[64].

Замонавий жамиятда коррупция профилактикасини амалга оширишда фалсафанинг ўрни ҳақида сўз юритадиган бўлсак, униб ўсиб келаётган ёшларда фуқаролик онгини шакллантириш муҳим амалий тарбиявий вазифадир, чунки нафақат келажак жамиятининг ижтимоий-иқтисодий барқарорлиги, балки миллат ва давлатнинг ўзлигини сақлаб қолиши ҳам муҳим аҳамият касб этади. Бир тану бир жон бўлиш ёшларнинг менталитети ва қадрият йўналишларига боғлиқ. Фалсафа

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[63] Фади А. The Philosophy of Corruption. https://www.linkedin.com/pulse/philosophy-corruption. October 29, 2023.

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коррупцияга қарши фаолиятнинг ижтимоий ва гуманитар блокининг асосий таркибий қисмидир, чунки у классик университет таълимининг асосий таркибий қисмидир. Шу билан бирга, ҳар томонлама коррупцияга қарши маърифат коррупция профилактикасининг муҳим бўғинларидан бири ҳисобланади.

Фалсафий жиҳатдан ўрганадиган бўлсак, ҳар қандай коррупцион ҳуқуқбузарлик замирида ҳал этилмаган манфаатлар тўқнашуви ётади. Бу мансабни эгаллаган шахснинг шахсий манфаатлари жамият ёки давлатнинг қонуний манфаатларига зид келадиган ҳолат. Кўриниб турибдики, ўз мансаб ёки мавқеидан шахсий манфаатлар йўлида жамият ёки давлат манфаатларига зид фойдаланишга йўл қўйиб бўлмайди. Шунинг учун манфаатлар тўқнашуви юзага келса, у қонун ҳужжатларида белгиланган тартибда ҳал қилиниши керак. Қонунга кўра, мансабдор шахс юзага келган вазиятнинг ривожланишига йўл қўймасликка қаратилган ҳаракатларни амалга ошириши шарт.

Мисол учун, хўжайинингизга ташкилот ходими сифатида қариндошингиз у билан боғлангани ҳақида хабар беринг ва қариндошининг аризасини бошқа ходимга топширишни сўранг[65]. Агар кимдир, масалан, пул эвазига ёлғон гапиришга рози бўлса ёки фойда олиш учун "кўз юмишга" рози бўлса, биз бузуқ деб айтамиз; ёки улар ўз ваколатларидан қандайдир манфаатдорлик учун фойдаланишади[66]. Замонавий жамиятимизда ана шундай "бузуқ"ликлар бўлмаслиги ва жамиятда ахлоқан тартибни ўрнатиш учун ҳам фалсафанинг коррупция профилактикасини амалга оширишдаги ўрни жуда ҳам муҳим саналади.

Ҳар биримиз коррупцияга қарши курашиш ишида раҳбарлик қилган ҳолда яшашимиз ва ишлашимиз керак, шундагина коррупцияга қарши курашиш ишида умумий ҳисса қўшишимиз мумкин. Фуқаро ўз ҳуқуқларини аниқ билиши ва қила олиши, уларни ҳимоя қилиши, мустаҳкам маънавий мавқега эга бўлиши, шахсий, жамоат ва касбий ҳаётда коррупцион ҳаракатлардан тийилиши зарур[67]. Фалсафа эса жамият ҳаётида коррупция профилактикасини амалга оширишдаги асосий йўл харитасини ишлаб чиқишда ўз аҳамиятини йўқотмаслиги жоиздир.

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CHARLES DICKENS AND HIS ENDURING LITERARY LEGACY

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Abstract: *This article is about literary legacy of Charles Dickens, one of the most famous figures of the Victorian era of Britain, and his brilliant and contemporary masterpieces that he left to society. It will be about his famous characters like Oliver Twist, Scrooge, and their writing style.*

Key words: *literary legacy, Victorian era, social commentary, novels, characters, social change*

Izoh: *Bu maqolada Britaniyaning Victoriya davridagi eng taniqli namoyandalaridan biri boʻlgan Charlez Dikkensning adabiy merosi, va uning jamiyatga qoldirgan yorqin va oʻsha davrning oʻzidayoq mashhur boʻlishga ulgirgan asarlari haqida. Uning Oliver Twist, Skruj kabi mashhur personajlari hamda ularning yozilish stili yoritiladi.*

Kalit soʻzlar: *adabiy meros, Viktoriya davri, ijtimoiy sharhlar, romanlar, personajlar, ijtimoiy oʻzgarishlar*

Аннотация: *Эта статья о литературном наследии Чарльза Диккенса, одного из самых известных деятелей Викторианской эпохи Британии, и его блестящих и современных произведениях, которые он оставил обществу. Речь пойдет о его знаменитых персонажах, таких как Оливер Твист, Скрудж, и их стиле письма.*

Ключевые слова: *литературное наследие, викторианская эпоха, социальные комментарии, романы, персонажи, социальные изменения*

Charles Dickens, one of the greatest novelists of the Victorian era, left an indelible mark on English literature with his captivating storytelling, vivid characters, and social commentary. Dickens's literary legacy is perhaps best exemplified by his timeless novels, including "Oliver Twist," "David Copperfield," "Great Expectations," and "A Tale of Two Cities". Kaplan Fred write this in own work: "Through his masterful prose, Dickens not only entertained but also shed light on the social injustices and inequalities of his time, advocating for reform and empathy for the less fortunate." [68]

Davis Paul is given as an example, one of Dickens's most enduring contributions to literature is his creation of unforgettable characters such as Ebenezer Scrooge, Oliver Twist, and Miss Havisham, who have become cultural icons.[69] These characters, with their depth,

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[68] Kaplan, Fred. "Dickens: A Biography". Johns Hopkins University Press, 1988.
[69] Davis, Paul. "Charles Dickens A to Z: The Essential Reference to His Life and Work". Facts on File, 1998.

flaws, and humanity, continue to resonate with readers, offering insights into the complexities of the human condition.

"Oliver Twist" by Charles Dickens is considered one of the most famous and enduring works in the world of literature for several reasons. The novel's enduring popularity can be attributed to a combination of compelling features that have captivated readers for generations:

9.   Memorable Characters: One of the key strengths of "Oliver Twist" lies in its vivid and unforgettable characters. From the innocent and orphaned Oliver Twist to the villainous Fagin and the tragic Nancy, Dickens populates the novel with a diverse cast of characters that represent different facets of society. These characters are richly drawn and evoke a wide range of emotions, making them relatable and engaging for readers.

10.   Social Commentary: "Oliver Twist" is a powerful social commentary that sheds light on the harsh realities of poverty, crime, and social injustice in Victorian England.Through the lens of Oliver's experiences as a workhouse orphan and a child caught up in a world of crime, Dickens exposes the systemic failings of society and calls attention to the plight of the marginalized and disadvantaged.

11.   Compelling Plot: In "Dickens" work, we know, the novel's intricate plot, filled with twists and turns, keeps readers engaged from beginning to end.[70] Dickens weaves together multiple storylines, subplots, and mysteries, creating a narrative that is both suspenseful and emotionally resonant.

12.   Moral Lessons: "Oliver Twist" is not just a tale of adventure and intrigue; it is also a morality play that imparts valuable lessons about compassion, integrity, and the importance of standing up for what is right.[71] Through Oliver's unwavering goodness and innocence in the face of adversity, Dickens conveys a message of hope and redemption that continues to resonate with readers of all ages.

13.   Universal Themes: The themes explored in "Oliver Twist," such as poverty, injustice, redemption, and the resilience of the human spirit, are universal and timeless. The novel's portrayal of the struggles and triumphs of its characters transcends its Victorian setting, making it relevant and relatable to contemporary audiences.

Overall, the enduring fame of "Oliver Twist" can be attributed to its powerful storytelling, memorable characters, social relevance, and enduring themes . Charles Dickens' masterpiece continues to captivate readers around the world, serving as a poignant reminder of the enduring power of literature to illuminate the human experience and provoke thought and reflection.

Another masterpiece by Dickens is "Great Expectations" (1860-1861), a coming-of-age story that follows the protagonist Pip as he navigates the complexities of class, wealth, and identity. Through Pip's journey, Dickens delves into themes of ambition, self-discovery, and the consequences of one's choices, creating a narrative that remains relevant and poignant to this day.

One cannot discuss Dickens without mentioning "A Christmas Carol" (1843), a novella that has become synonymous with the spirit of Christmas. Through the character of

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[70] Ackroyd, Peter. "Dickens". Vintage, 1991.
[71] Slater, Michael. "Charles Dickens". Yale University Press, 2009.

Ebenezer Scrooge and the visits of the ghosts of Christmas Past, Present, and Yet to Come, Dickens delivers a powerful message of redemption, generosity, and the transformative power of empathy—a message that continues to resonate with readers during the holiday season and beyond.

Beyond these works, Dickens' literary legacy extends to other notable novels such as "David Copperfield" (1850), "Bleak House" (1852-1853), and "A Tale of Two Cities" (1859), each showcasing his talent for weaving intricate narratives and exploring the complexities of human nature.

Charles Dickens' enduring literary legacy lies not only in the richness of his storytelling but also in his ability to shine a light on the social injustices of his time and advocate for positive change. His works continue to be celebrated for their universal themes, memorable characters, and profound insights into the human experience, ensuring that Dickens remains a timeless literary figure whose influence will endure for generations to come.

Moreover, Edgar Johnson is quoted as saying: "Dickens's impact extended beyond his novels. He was a prolific writer of essays, short stories, and non-fiction, using his platform to address issues such as poverty, child labor, and the plight of the marginalized in society"[72]. His serialized storytelling in publications like "Household Words" and "All the Year Round" not only entertained the masses but also served as a vehicle for social commentary and reform.

Dickens's influence on literature and popular culture remains profound to this day, with countless adaptations of his works in film, television, and theater. His legacy also lives on through the many Dickensian festivals, societies, and scholarly studies dedicated to preserving and celebrating his contributions to literature.

In conclusion, Charles Dickens's literary legacy endures as a testament to the power of storytelling to effect social change and captivate audiences across generations. His timeless works continue to inspire and resonate with readers worldwide, ensuring that his influence will be felt for generations to come. Through his novels, Dickens invites us to reflect on the complexities of society, the resilience of the human spirit, and the enduring power of compassion—a legacy that will continue to shape literature and touch the hearts of readers for years to come

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THE PRIMARY FEATURES OF AMERICAN AND BRITISH TRAVELOGUES ABOUT CENTRAL ASIA

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Travelogues are a fascinating genre of literature that allows readers to embark on a journey to distant lands, experiencing new cultures, landscapes, and adventures through the eyes of the writer. Central Asia, with its rich history, diverse cultures, and stunning landscapes, has long been a popular destination for American and British travel writers seeking to explore the region's unique tapestry of traditions and experiences. In this article, we will delve into the main features of American and British travelogues about Central Asia, highlighting the cultural exploration, historical context, personal reflections, political and social commentary, appreciation of natural beauty, and spirit of adventure that characterize these captivating narratives.

One of the defining features of American and British travelogues about Central Asia is the deep **cultural exploration** that these writers undertake. Central Asia is home to a rich tapestry of cultures, shaped by centuries of trade, conquest, and migration. American and British authors immerse themselves in the vibrant traditions and customs of the region, offering readers a glimpse into the daily life, art, cuisine, and architecture that define each country in Central Asia.

For example, British author Colin Thubron's "Shadow of the Silk Road" takes readers on a journey along the ancient trade routes that crisscross Central Asia, exploring the legacy of the Silk Road on the region's cultural landscape. Thubron's vivid descriptions of bustling bazaars, ornate mosques, and hospitable locals provide readers with a nuanced understanding of the diverse cultures that have flourished in Central Asia over the centuries.

Similarly, American writer Peter Hopkirk's "Foreign Devils on the Silk Road" delves into the history of Western explorers and adventurers who ventured into Central Asia in search of riches, knowledge, and adventure. Hopkirk's engaging narrative weaves together tales of Marco Polo, Alexander the Great, and other historical figures who left their mark on the region, shedding light on the enduring influence of foreign powers on Central Asian cultures.

Another key feature of American and British travelogues about Central Asia is the inclusion of detailed **historical context** that provides readers with a deeper understanding of the region's past. Central Asia has been a crossroads of civilizations for millennia, with a complex history shaped by empires, conquests, and migrations. American and British

authors often draw connections between past events and present-day realities, illuminating the enduring legacy of historical forces on contemporary Central Asia.

For instance, British journalist Jonathan Dimbleby's "Russia: A Journey to the Heart of a Land and its People" traces his travels through Russia and Central Asia, exploring the region's tumultuous history from the Mongol invasions to the Soviet era. Dimbleby's insightful analysis of the political, social, and cultural dynamics at play in Central Asia provides readers with a comprehensive overview of the region's complex past and present.

Many American and British travelogues about Central Asia include **personal reflections** and anecdotes that offer readers a more intimate glimpse into the writer's experiences. Whether recounting encounters with local people, navigating challenging terrain, or reflecting on moments of solitude and introspection, these personal insights add depth and authenticity to the narrative, making the travelogue more engaging and relatable.

For example, American author Paul Salopek's "Walking Out of Eden: An Odyssey of Time" chronicles his epic journey on foot from Ethiopia to Patagonia, passing through Central Asia along the way. Salopek's introspective musings on his encounters with nomadic herders, his struggles with language barriers, and his reflections on the impact of climate change on local communities provide readers with a moving portrait of a changing world.

American and British travel writers often offer insightful commentary on the **political and social issues** facing Central Asia, shedding light on topics such as government repression, human rights abuses, and socio-economic challenges. By engaging with these complex issues, these authors provide readers with a deeper understanding of the region's political landscape and social dynamics.

For instance, American journalist Joshua Kucera's "The Bug Pit" blog offers in-depth analysis of political developments in Central Asia, covering topics ranging from authoritarian rule to ethnic tensions to regional security concerns. Kucera's reporting provides readers with valuable insights into the complexities of Central Asia's political landscape, highlighting the challenges facing governments and civil society in the region.

Central Asia is renowned for its stunning landscapes, from snow-capped mountains to vast deserts to lush valleys. American and British travelogues often **highlight the natural beauty** of the region, capturing its breathtaking scenery through vivid descriptions and evocative imagery. Whether trekking through the Pamir Mountains in Tajikistan or camping under the stars in the Kazakh steppe, these writers convey a sense of wonder and awe at the raw beauty of Central Asia's wilderness.

For example, British author Rory Stewart's "The Places in Between" recounts his solo journey on foot across Afghanistan in the wake of the US invasion in 2001. Stewart's lyrical prose and keen observations capture the stark beauty of Afghanistan's landscapes, from rugged mountain passes to verdant valleys teeming with life.

Many American and British travel writers embark on adventurous journeys through Central Asia, seeking out off-the-beaten-path destinations and engaging in **unique cultural experiences**. From horseback riding with nomadic herders to exploring ancient ruins in remote valleys, these writers embrace the spirit of adventure as they traverse this diverse

[213]

and dynamic region. Their accounts of these adventures add excitement and intrigue to the travelogue, inspiring readers to explore Central Asia for themselves.

For example, American author Paul Theroux's "The Great Railway Bazaar" chronicles his epic train journey through Central Asia on the Trans-Siberian Railway. Theroux's vivid descriptions of his encounters with fellow passengers, his observations of changing landscapes from the train window, and his reflections on the allure of train travel provide readers with a captivating glimpse into the soul of Central Asia.

Conclusion. American and British travelogues about Central Asia offer readers a rich tapestry of cultures, landscapes, histories, and adventures to explore. Through their cultural exploration, historical context, personal reflections, political commentary, appreciation of natural beauty, and spirit of adventure, these travelogues provide a comprehensive and engaging look at one of the world's most fascinating regions. Whether delving into ancient Silk Road cities or trekking through rugged mountain ranges, these authors invite readers on a journey of discovery through Central Asia's diverse and dynamic landscapes.

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INSON HUQUQLARI UMUMJAHON DEKLARATSIYASI VA UNING QABUL QILINISHI

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Annotatsiya. *Ushbu maqolada inson huquqlari umumjahon Deklaratsiyasi tushunchasi, maqsadi, vazifasi, tuzilishi va mazmuni haqida so'z borgan.*

Kalit so'zlar: *inson huquqlari, umumjahon Deklaratsiyasi, erkinlik, hujjat, huquqiy me'yorlar, qaror.*

Birlashgan Millatlar Tashkiloti (BMT) Bosh Assambleyasi tomonidan 1948-yilning 10-dekabrida qabul qilingan Inson huquqlari Umumjahon Deklaratsiyasi insonning asosiy huquqlari va erkinliklarini belgilovchi dastlabki muhim tarixiy hujjat hisoblanadi.

BMT Bosh Assambleyasi o`zining 1996-yildagi yig`ilishida fuqarolik va siyosiy huquqlar, iqtisodiy, ijtimoiy va madaniy huquqlar haqida Faktlar qabul qilgan. Ularda har bir davlat o`z fuqarolari bo`lgan shaxslarga berilishi majbur bo`lgan haq-huquqlar ko`rsatilgan va kafolatlangan.

Inson huquqlari to`g`risidagi mazkur hujjat qabul qilinishidan avval bu sohada muhim ishlar amalga oshirilgan edi. Jumladan, inson huquqlari haqidagi me'yorlar ilk bor Millatlar Ligasi darajasida o`tkazilgan xalqaro Konferensiyada, BMT Nizomining ishlab chiqilishi paytida bir guruh davlatlar unga inson huquqlari masalalarini ifoda qiluvchi deklaratsiyani kiritishni taklif etgandilar. O`sha davrda BMT Nizomiga faqat umuminsoniy huquqlar va erkinliklarni rivojlantirish, hurmat qilish hamda ular faoliyatini amalga oshirishda hech qanday irqiy, jinsiy, diniy va til bo`yicha cheklashlar yoxud kamsitishlar bo`lmasligi haqidagi qoidani kiritishga muvaffaq bo`lingan.

San-Fransisko Konferensiyasi tugashi bilan, BMTning tayyorlov qo`mitasi o`zining birinchi yig`ilishida iqtisodiy va ijtimoiy Kengashi BMT Nizomining 68-moddasida o`rnatilganidek, inson huquqlarini qo`llash va quvvatlash ko`mitasi tuzish taklifini kiritadi. Mazkur taklif Kengash ishida muhokama qilinadi va uning qaroriga asosan 1946-yilda BMTning Inson huquqlari bo`yicha qo`mitasi tashkil etiladi.

Inson huquqi haqidagi xalqaro hujjat keng qamrovli bo`lgani uchun Komissiya 1947-yilning oxirida deklaratsiya bo`yicha, fakt bo`yicha va uni ishlatish bo`yicha ishchi guruhini tuzgan edi. Komissiya 1948-yil 24-maydan 15-iyungacha o`tgan sessiyada vakillarning takliflarini inobatga olgan holda Deklaratsiya loyihasini ko`rib chiqdi. Fakt bo`yicha va uni ishlatish bo`yicha loyihalar matni uning bajaralishi ta'minlanishiga BMTning 1948-yil 10-dekabrda Parijda o`tgan Bosh Assambleya sessiyasida muhokama etildi va qabul qilindi. BMT tomonidan tayyorlangan va xalqaro munosabatlar sohasida birinchi hujjat hisoblangan Inson huquqlari Umumjahon Deklaratsiyasi shu asosda vujudga keldi.

BMTning Bosh Assambleyasi 1948-yil 10-dekabrda Inson huquqlari Umumjahon Deklaratsiyasi qabul qilinganligini e'lon qildi.

Inson huquqlari Umumjahon Deklaratsiyasi Muqaddima va 30 ta moddadan iborat bo`lib, unda insonning asosiy huquqlari, qadr-qimmati, inson shaxsining benazirligi hamda erkaklar bilan ayollarning teng huquqligi o`z ifodasini topgan. Deklaratsiyaning 1-moddasida huquqiy jihatdan asoslangan falsafiy fikrlar bayon etilgan bo`lib, unda «Barcha odamlar erkin, qadr-qimmat va huquqlarda teng bo`lib tug`iladilar. Ular aql va vijdon sohibidirlar va bir-birlariga birodarlarcha muomala qilishlari zarur» deyiladi.

2-moddada har bir inson huquq va erkdan foydalanishda teng bo`lishi, u Deklaratsiyada e'lon qilingan barcha huquqlar va erkinliklar sohibi bo`lishi bayon etilgan: «Har bir inson biror bir ayrimachiliksiz, irki, terisining rangi, jinsi, tili, dini, siyosiy e'tiqodi yoki boshqa e'tiqodlaridan, milliy yoki ijtimoiy kelib chiqishdan, mulkiy ahvoli, qaysi tabaqaga mansubligi va boshqa holatlardan qat`iy nazar, mazkur Deklaratsiyada e'lon qilingan barcha huquqlar va erkinliklar sohibi bo`lishi kerak».

3-modda har bir insonning yashash, erkinlik va shaxsiy daxlsizlik huquqiga ega ekanligi ta'kidlanadi.

Deklaratsiyaning 23-37- moddalari insonning iqtisodiy, ijtimoiy va madaniy huquqlarini muhofaza qilishga bag`ishlangan.

Inson huquqlari Umumjahon Deklaratsiyasi barcha davlat va xalqlar amalga oshirishga intilayotgan inson huquqlariga doir xalqaro me'yorlarni hurmat qilish va ularga amal qilish zarurligiga muhim vazifa sifatida qaraydi.

Inson huquqlari Umumjahon Deklaratsiyasi ayrim davlatlarning qonunchiligiga ta'sir etib qolmasdan, shuning bilan birga, u BMT doirasida tuzilgan va ish olib borayotgan ixtisoslashgan tashkilotlarning faoliyatida ham muhim rol o`ynaydi. Deklaratsiyada qayd etilgan huquqiy me'yorlar ixtisoslashgan tashkilotlar tomonidan tuziladigan shartnomalarni tartibga solishda, ularning amalda bo`lishida muhim ahamiyat kasb etadi.

Inson huquqlari Umumjahon Deklaratsiyasida shakllangan g`oyalar keyinchalik xalqaro maydonda qabul qilingan ko`plab xalqaro hujjatlarda o`zining huquqiy va mantiqiy rivojini topdi. Qochoqlar to`g`risidagi Konvensiya (1951), Xalqaro Mehnat Tashkilotining teng taqdirlov to`g`risidagi Konvensiyasi (1951) 1974-yilda e'lon qilingan «Qurolli to`qnashuvlar davrida va favqulodda holatlarda xotin-qizlar va bolalarni himoya qilish to`g`risidagi Deklaratsiya», 1975-yilda e'lon qilingan «Ilmiy-texnikaviy yutuqlardan tinchlik va insoniyat farovonligi manfaatlari yo`lida foydalanish to`g`risidagi Deklaratsiya», 1981-yilda e'lon qilingan «Din yoki e'tiqod uchun kamsitishning barcha shakllarini yo`qotish to`g`risidagi Deklaratsiya» shular jumlasidandir.

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IRRATSIONAL SON TUSHUNCHASINI KIRITISH METODIKASI

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Annotatsiya: *ushbu maqolada birinchi matta irratsional son tushunchasi bian tanishayotgan o`quvchilarga kvadrat ildiz va arifmaetik ildiz yushunchalarini tushuntirish va iratsional son tushunchasini quydagi masalani yechish orqali kiritish orqali, matematik tasavvur, mantiqiy fikirlash haqida so`z yuritilgan*

Kalit so`zlar: *irratsional sonlar, pifagor teorimasi, ildiz, kvadirat*

Masala. Katetlari bir birlikka teng bo'lgan to'g'ri burchakli uchburchakning gipotenuzasi topilsin .

Berilgan : ΔABC, $< C = 90°$, $CB = AC = 1$.

Topi sh kerak: $AB = ?$

Ye c h i sh . Pifagor teoremasiga ko`ra:

$AB^2 = AC^2 + CB^2$, $AB^2 = 1^2 + 1^2 = 2$.

Masalaning yechimini quyidagicha o'qish mumkin. Shunday AB soni topilsinki, uni kvadratga ko'tarilganda 2 soni hosil bo'lsin. Bunday AB son ratsional sonlar to'plamida mavjud emas. A nuqtadan AB ga perpendikular $AA_1 = 1$ katetni o'tkazib, uning A_1, nuqtasini B nuqta bilan birlashtirib, $A_1 B$ ning qiymatini hisoblaymiz:

$A_1 B^2 = AB^2 + 1^2$; $A_1 B^2 = 2 + 1 = 3$; $A_1 B^2 = 3$ soni ham ratsional sonlar maydonida mavjud emas. Yuqoridagilardan ko'rinadiki, ratsional sonlar to'plamida mavjud bo'lmagan yana qandaydir sonlar to'plami ham mavjud ekan, ya'ni $AB^2 = 2$; $A_1 B^2 = 3, \dots$

Yuqoridagi mulohazalarga ko'ra $AB^2 = 2$; $A_1 B^2 = 3, \dots$ ko'rinishdagi sonlarni ratsional bo'lmagan yoki irratsional sonlar deb ataldi va ularni

$AB = \sqrt{2}$, $A_1 B = \sqrt{3}$, kabi belgilash qabul qilingan.

Ta'rif. $\frac{p}{q}$ kasr ko'rinishida tasvirlab bo`lmaydigan sonlar irratsional sonlar eyiladi. $\{p, q) \in N$.

Bu yerda o'quvchilarga yana shu narsani tushuntirish kerakki, har qanday ratsional sonni cheksiz davriy o'nli kasr ko'rinishda ifodalash mumkin, irratsional sonni cheksiz davriy o'nli kasr ko'rinishida ifodalab bo'lmaydi, bunga quyidagi misollarni ko'rsatish mumkin.

1. $\sqrt{6} = 2,44948 \dots$ bundagi $\sqrt{6}$ irratsional son cheksiz davriy bo'lmagan o'nli kasr ko'rinishida ifodalanayapti.

Ta'rif. Cheksiz davriy o`nli kasr ko`rinishida ifodalab bo`lmaydigan sonlarni irratsional sonlar deb ataladi.
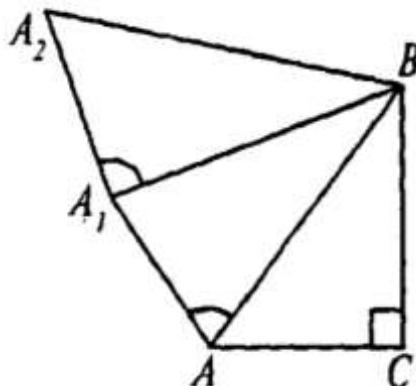
T e o rem a . Kvadrati 2 ga teng bo'lgan ratsional son mavjud emas. Bu teoremaning isbotini teskarisidan faraz qilish yo'li bilan isbotlaymiz, chunki $1^2 < \sqrt{2} < 2^2$ butun sonlar to'plamida u kvadrati 2 ga teng bo'lgan son mavjud emas.

Isboti. Faraz qilaylik, $\frac{p}{q}$ ko'rinishidagi qisqarmas kasr mavjud bo'lsin, r va q- natural sonlar. Faraz qilaylik, kvadrati 2 ga teng bo'lgan ratsional son mavjud bo`lsin, ya'ni: $\left(\frac{p}{q}\right)^2 = 2$, bunda $p^2 = 2q^2$, bunda r ning ham ikkiga bo`linishi kelib chiqadi. Agar $r = 2n$ bo`lsa, $4n = 2q^2 \; 2n = q^2$ bo`ladi, bundan q ning ham juft son ekanligi kelib chiqadi. Farazimizga ko`ra, $\frac{p}{q}$ kasrni qisqarmas kasr degan edik, isbotning natijasida esa $\frac{p}{q}$ kasr qisqaruvchi kasr bo`lib chiqmoqda, bunday qarama-qarshilik farazimizning noto`g`ri ekanligini tasdiqlab, teorema to'g'ri ekanligini ko`rsatadi.

Yuqoridagi ta'rif va isbot qilingan teoremalardan ko`rinadiki, kvadrati

$2, 3, 5, 7, 10, 11, 13, ..$ larga teng bo`ladigan ratsional son mavjud emas ekan,

biz ta'rifga ko`ra bularni irratsional sonlar deb atadik. Bunday irratsional sonlarni $\sqrt{2}, \sqrt{3}, \sqrt{5}, \sqrt{7}, ...$ kabi belgilash qabul qilingan. Ularga qarama-qarshi bo`lgan sonlar ham irratsional sonlar bo`ladi.

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TEACHING GRAMMAR (PROBLEMS AND METHODS, SOLUTION)

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Keywords:*Methods,grammar,teaching,factors,communication,experience, rules, point, useful app, language skills.*

Introduction

In this article, I would like to share my experience with school students and teachers who are facing some difficulties in teaching grammar.Grammar is the foundation of every language and plays a crucial role in free communication. In teaching English, it is necessary to use useful methods to help students understand English grammar from easy points. After graduating from university, it is important to learn different ways to teach grammar in a way that makes the lesson interesting and memorable. There are several important factors in this article.In recent years, the teaching of grammar to students through new programs is the reason why the language has gained its place in the development of the language. Many have seen in practice that language skills cannot be developed without mastering grammar.Nowadays, one of the most common mistakes students make is the use of verb tenses, pronouns, prepositions, postpositions, punctuation marks, and the order of adjectives. In these cases, it is more difficult to discuss with students more widely. by teaching them to see how grammar rules are used in everyday language and to understand the importance of using correct grammar in their free speech. Here are some effective ways to encourage students to use the grammar rules they've learned in speaking and writing to reinforce their understanding: Engaging students in a variety of practical activities that require them to apply grammar rules in real-life situations, such as group discussions, debates, stories, or writing exercises, allows for an active and engaging learning environment. Encourage students to work in pairs to correct each other's grammar mistakes this is also an effective method. This not only reinforces their understanding of grammar rules and makes them feel comfortable creating a cooperative environment. It also helps students to develop their speaking skills so that they can quickly recognize sentences with common grammatical errors in their minds. and causes not to repeat. It is also convenient and easy to encourage students to write in everyday English to incorporate grammar rules into their daily language practice, and to set aside time for vocabulary exercises or grammar learning apps that focus on grammar. I think that it will be an effective lesson if it is considered as a method.

Conclusion

In conclusion, teaching grammar can be a challenging task due to various factors such as students' different learning styles, lack of interest in the subject, and the complexity of

grammar rules. However, there are several effective methods that teachers can use to overcome these challenges and make grammar instruction more engaging and successful.Some of these methods include incorporating interactive activities, real-life examples, and technology into the lessons, providing regular feedback and opportunities for practice, and creating a supportive and inclusive learning environment. Additionally, teachers can tailor their instruction to meet the individual needs and preferences of their students, making grammar learning more relevant and meaningful to them.By implementing these strategies, teachers can help students develop a solid understanding of grammar rules and improve their language skills in a more enjoyable and effective way. Ultimately, the key to successful grammar teaching lies in finding the right balance between structure and creativity, and adapting teaching methods to suit the needs and preferences of the learners.

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PROSPECTS OF IMPLEMENTATION OF FOREIGN INNOVATIVE IDEAS AND TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES IN THE NEW UZBEKISTAN

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Annotation: *According to updated teaching methods, advanced ideas and methods are carried out on the wide promotion of systematic teaching methods and innovative technologies that have recently entered Uzbekistan. Also measures to implement them.*
Key words: *technology, globalization, method, development, credit module.*

Currently, in the world of globalization, many students of higher education institutions are studying in the credit-module system. Due to the many advantages of such an education system, in recent years, in our developing and modernizing Uzbekistan, science education and many systematic works related to the development of knowledge skills of young people are being carried out. Especially learning and teaching foreign languages through the credit-module system creates a lot of experience and skills. Including the President of the Republic of Uzbekistan "Approval of the concept of the development of the higher education system of the Republic of Uzbekistan until 2030" on" No. PF-5847 dated October 8, 2019 and "Strategy of actions on five priority areas of development of the Republic of Uzbekistan in 2017-2021 in the "Year of development of science, enlightenment and digital economy" on the implementation of the state program" decrees of March 2, 2020 No. PF-5953, in order to ensure the implementation of the tasks, the decisions of the Cabinet of Ministers were also determined. Of course, this is a great opportunity for us. It is not an exaggeration to say that the opportunities created by our President mainly for young people are for making our future bright and for developing the digital economy. As a proof of this, starting from the 2020/2021 academic year, the procedure for gradually transferring the educational process to the credit-module system in the republic's higher education institutions was approved. Higher and secondary special education of the Republic of Uzbekistan at the expense of extra-budgetary funds from teaching on the basis of a fee-contract, which remains free after the implementation of primary expenses for the purpose of providing professors and teachers according to the decision of the ministry, the transfer of higher education institutions to the full credit module system was introduced.

What is the credit-module system of education? A module is a separate individual study subject. It includes knowledge acquisition and professional aspects, and implies completion with the appropriate type of control of knowledge, skills and competences formed as a result of learning the curriculum of learners. Credit-module training and the

system is a system of organizing the process of mastering the educational program that regularly evaluates the knowledge, skills and competencies of learners by monitoring the learning results of the module and the final control, based on the composition of each educational module. This teaching system consists of lectures, theoretical, practical, seminars, laboratory exercises, training practice, clinical training practices, course project (work), as well as independent training of learners. reflects the weekly hour load and the criteria for evaluating the performance of learners.

A student will be evaluated positively if he fulfills at least 60% of the requirements for supervision. For example, if he answered at least 60% of the control questions of the lecture training correctly, but he must complete KI, KL, HGI 100%.

2. A student who has not completed KI, KL, HGI will not be included in the final examination and will be considered in debt.

3. In order to formalize the student's grades in the initial evaluation, a preliminary evaluation record is created at the faculty dean's offices. In it, marks are placed on all inspections and the average is determined, if the average is positive, the Final inspection is allowed. Even if an unsatisfactory grade is obtained from one inspection, the average grade will not be calculated and the student will not be included in the Final inspection.

2. Basic assessment. The student will pass the final test of the subject, which will be evaluated positively if at least 60% of the answers are correct.

For example, when answering 30 test questions:

18 to 21 correct answers (60 to 72%) - 3 marks;

22 to 25 correct answers (from 73 to 85%) - 4 marks;

26 to 30 correct answers (86 to 100%) - 5 marks.

Credits can be collected after all mandatory activities have been completed and assessed by learners. As for the credit system, these credit programs are divided into their components, modules, blocks of modules, courses, is a systematic way of describing educational programs through attachment.

The following are recognized as the main tasks of the credit module system:

* organization of educational processes based on modules;

* determining the value of one subject, course (credit);

* assessment of students' knowledge based on rating points;

* to enable students to create their own study plans individually;

* increasing the share of independent education in the educational process;

* the convenience of educational programs and the ability to change based on the demand for a specialist in the labor market.

Currently, the introduction of this system can be said to be another stage of development for students studying in the Republic of Uzbekistan. It also expands opportunities to learn foreign languages. Through this system, students become responsible and pay attention to mastering subjects. Through this system, students can get all the additional information they need outside of class. This system, which has a wide range of possibilities, will be more useful for the student in learning foreign languages.

As well as Nelson Mandela said that "Education is the most powerful weapon which you can use to change the world". It speaks to the importance of adopting innovative ideas

and technologies, like those in teaching foreign languages, to bring about positive change, even in a new context like Uzbekistan.

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КИБЕРВОЙНЫ И КИБЕРОПЕРАЦИИ: РАССМОТРЕНИЕ ВОЕННЫХ АСПЕКТОВ КИБЕРПРОСТРАНСТВА И ПРИНЦИПОВ МЕЖДУНАРОДНОГО ПРАВА В ОТНОШЕНИИ КИБЕРКОНФЛИКТОВ.

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Аннотация: *Целью статьи является анализ киберпространства и кибервойны, и их потенциальную угрозу мировому сообществу. В статье так же будет тронута тема киберконфликтов и их регулирование в международном праве*

Ключевые слова: *кибервойна; кибероперации; международные договора; кибератака; кибербезопасность; «Таллинское руководство»; международное право; киберпространство; Устав ООН...*

Введение: В современном информационном обществе появилось много новшеств и наряду с ними возникла новая реальность - киберпространство. К сожалению, киберпространство стало не только средой обмена информацией. Информационно-коммуникационные технологии открывают колоссальные возможности для развития государств, но также они создают новые возможности для преступников и способствуют росту преступности и «агрессивное» использование информационных и коммуникационных технологий составляет угрозу международному миру и безопасности. В этой статье мы рассмотрим военные аспекты киберпространства и принципы международного права, которые регулируют киберконфликты.

1. Киберпространство

Упрощенно, киберпространство это сфера взаимодействия компьютерных сетей, а также их пользователей, посредством которых информация передается, сохраняется и совместно используется. Однако очень важно понять его отличительные и уникальные признаки.

Согласно, директору инициатив кибербезопасности НУТИ (Национальное управление по телекоммуникациям и информации) США, А. Фридману, физическую и когнитивную составляющее. Физический - компьютеры, а также системы и инфраструктуру, которые обеспечивают их системное взаимодействие. Когнитивная составляющая - люди, создающие и использующие информационно-коммуникационные технологии, а также принципы и система взаимодействия между ними. Киберпространство непрерывно развивается поэтому будучи обеспокоенным увеличением масштабов и разнообразия преступлений, совершаемых в цифровом мире, и их последствиями для стабильности критически важной инфраструктуры государств и предприятий и на благополучие людей, разработаны цели безопасности в

информационной среде. Эти цели известны как «триада ЦРУ»: конфиденциальность, целостность, доступность. К ним по мнению Зингер П. следует добавить такую цель, как сопротивляемость, или способность системы выдерживать атаки, а не обрушиваться под их натиском.

2.   Кибероперации и кибервойна

В научной литературе встречается справедливое, по мнению автора, мнение о том, что проблематика киберпространства, в целом, и кибербезопасности, в частности, актуализировалась в результате войны в Персидском заливе 1990-1991 гг., в ходе которой использование новейших военных технических достижений сопровождалось мощной информационной кампанией и освещением в прессе. После указанных событий ученые и политики стали переосмысливать понятия «информационная война», «кибервойна». Киберпространство стали рассматривать в качестве «пятого пространства», используемого для достижения политических целей с помощью информационно-коммуникационных технологий.

Ведущий сотрудник корпорации RAND, Мартин Либитски считает, что информационная-война имеет семь типов: 1) командно-управляемый; 2) разведочный; 3) психологический; 4) хакерство; 5) экономический; 6) электронный; 7) киберборьба. Отстаивая свою информацию по сей день М. Либитски, считает, что главную роль в этой войне играет психологическая воздействия, в первую очередь, дезинформация, PR-компании и специальные информационные операции.

По мнению автора статьи «информационная война» это борьба за умы, ценности, установки, поведенческие паттерны и т.д. И при такой войне сторона пытается распространить информацию или заполучить его, изменить коллективный взгляд и воспринятие людей. И информационные войны велись за долго до появления интернета. Что касается кибервойны – это термин и явление появились довольно недавно по сравнению с «информационной войной». Кибервойна имеет немного иную цель, целенаправленное деструктивное воздействие информационных потоков в виде программных кодов на материальные объекты и их системы, их разрушение, нарушение функционирования или перехват управления ими.

Эксперт по безопасности правительства США Ричарда А. Кларк в своей книге «Кибервойна» (2010г.) дал такое определение: «Кибервойна – это действие одного национального государства с проникновением в компьютеры или сети другого национального государства для достижения целей нанесения ущерба или разрушения»

Кибервойны тесно связаны с кибершпионажем, киберпреступностью и кибертерроризмом. При этом, необходимо подчеркнуть, что также как и в материальном мире, в электронном пространстве все эти феномены тесно переплетены и взаимодействуют между собой. Это взаимодействие характерно как для взаимной переплетенности атакующих субъектов, так и объектов, подвергаемых атакам. Эти виды преступного поведения используют зачастую схожие программные средства, имеют сходные режимы их применения и т.п.

Короткая история киберагрессий, а также анализ кибершпионажа и крупномасштабной киберпреступности дают достаточно материалов для выделения основных черт кибервойн, в корне отличающих их от всех других типов военных действий.

Прежде всего, несомненным является высокий уровень анонимности кибервойн. Он связан с трудностями определения киберагрессора. Частично эти трудности сопряжены с самой природой кибервойны, как воздействий в системе компьютер через многослойные и запутанные сети электронных коммуникаций. Кроме того, имеются многочисленные, постоянно совершенствующиеся программные средства установления помех, затрудняющих обнаружение хакерских программ, находящихся на вооружении боевых подразделений, разведывательных структур и преступных группировок. Достаточно привести пример крупнейшей кибершпионской сети Red October, которая беспрепятственно действовала в киберпространстве с 2007 по 2012 гг., когда не без труда была обнаружена экспертами «Лаборатории Касперского».

Другой отличительной особенностью кибервойн является неопределенность времени их начала. Все физические войны и даже «Холодная война» имела фиксируемые материальные действия и соответственно определить четкое время начало было легко. Но в развитом технологическом мире 21 века, программы могут незаметно проникнуть в сеть и бесследно так еще и заблаговременно достичь свою корыстную цель. В таких сложных ситуациях фактическим началом определяют по моменту проникновения этих программ, а началом боевых действий считается запуск данных программ или же момент перехвата управления сетями вражеской стороны.

Ещё одной отличительной чертой кибервойн является их бесследность. Любое оружие, используемое в физических войнах, имеет свой яркий след и признаки применения который укажет об открытии огня. Как известно главной целью создания хакерского софта было обеспечение необнаруживаемости и этом до сего дня разработчики достигли, мягко говоря, больших успехов.

Другим своеобразием кибервойн является отсутствие «фронта» и «тыла». Местом боевых действий может стать любые – и военные, и гражданские компьютерные сети и завязанные на них объекты.

В настоящее время известно достаточно большое количество атак в кибернетическом пространстве, которые (с учетом того, что имело место поражение систем, обеспечивающих функционирование государственных, военных, инфраструктурных служб или промышленности), можно отнести к использованию кибернетического оружия:

● атаки сайтов государственных служб США: Министерства энергетики. МВД, Белого Дома в 1999 г., осуществленные после Нанесения бомбового удара силами НАТО по посольству КНР в Белграде;

● нападение прокитайских хакеров на интернет-сайты США в 2001 г.

● DoS-атаки проамериканских хакеров на интернет-ресурсы государственных, телекоммуникационных и банковских структур Афганистана,

Пакистана, Ирана, Судана, Саудовской Аравии и др. мусульманских стран, организованные после теракта 11 сентября 2001 г.

● Блокирование дольше недели более 20 грузинских сайтов во время проведения российской операции по принуждению к миру в Южной Осетии в 2008г.

● Атака с использованием вируса Stuxnet.

Надо признать, что самая неприятная черта кибервооружений для государств это чрезвычайная сложность их контроля со стороны государственных систем разведки и безопасности. Как известно из многочисленных докладов на эту тему, было зафиксировано около 50 случаев, когда террористические группы и государства, не обладающие ядерным оружием, пытались заполучить расщепляющийся материал или технологии, связанные с производством атомного оружия. Все эти попытки были пересечены. Это объясняется тем, что спецслужбы давно научились контролировать распространение радиоактивных материалов, отслеживать производителей соответствующего оборудования и выявлять логистику практически в режиме реального времени.

Наконец, нельзя не упомянуть о том, что кибервойна характеризуется отсутствием международной нормативной базы. На первый взгляд может показаться, что так называемое «Таллиннское руководство по международному праву, применимому к кибервойне», попадает под такую базу. Однако, Руководство не является официальным документом ни НАТО, ни стран, которые входят в НАТО. Это всего лишь частная точка зрения участников рабочей группы, которая написала Руководство в значительной степени в методологической и учебных целях.

3. Таллиннские руководства: Краткий обзор

В 2009 году Совместный центр передового опыта в области киберзащиты, входящий в НАТО, пригласил группу примерно из двадцати экспертов для разработки руководства по толкованию международного права в области килеопераций и кибервойн. Пособие широко известно как Таллиннское руководство (2013) и представляет собой необязательное академическое исследование о том, как международное гуманитарное право применяется к киберконфликтам. В руководстве изложены девяносто пять "правил, прописанных черными буквами", регулирующих указанные конфликты. По сути, правила представляют собой повторное изложение международного права в киберпространстве в том виде, в каком оно понимается и с которым согласны все авторы. Он охватывает как принципы jus ad bellum, т.е. условия, при которых государства могут прибегать к войне или применению силы, так и jus in bello, т.е. закон, регулирующий порядок ведения войны.

В Таллиннском руководстве основное внимание уделяется международному праву в контексте кибервойн; в Таллиннском руководстве 2.0 (2017) основное внимание уделяется международному праву, применимому к килеоперациям, проводимым даже в мирное время. Руководство версии 2.0 расширяет сферу охвата первого руководства правовыми режимами мирного времени и определяет сто пятьдесят четыре "черных" правила, регулирующих операции в киберпространстве.

Руководства часто подвергались критике за то, что в них основное внимание уделяется операциям в киберпространстве, а не кинетическим операциям в киберпространстве, например, воздушному нападению на информационный центр страны. Хотя оба таллиннских руководства являются самостоятельными научными документами, это первая серьезная попытка рассмотреть проблему кибервойны с точки зрения международного права.

Международный суд ООН, рассматривая законность применения ядерного оружия в контексте Устава ООН, постановил, что применение силы не относится к конкретному оружию, а относится к любому применению силы. Суд постановил, что статья 2(4) и соответствующие правила 10-12, наряду со статьей 51 и соответствующими правилами 13-17, касающимися запрета на применение силы и самооборону, применяются к "любому применению силы, независимо от применяемого оружия".

Развивая эту точку зрения, Таллиннское руководство приходит к выводу, что положения Устава о применении силы аналогичным образом применимы к кибервойне. В Руководстве подчеркивается различие между 'применением силы' и 'вооруженным нападением'. Статья 2(4) Устава ООН гласит, что государства-члены должны воздерживаться в своих международных отношениях от угрозы силой или ее "применения" против территориальной целостности или политической независимости любого государства или любым другим образом, который несовместим с целями ООН. Согласно статье 51, ничто не должно ущемлять "неотъемлемое право" государства на самооборону в случае "вооруженного нападения" на него. Хотя применение силы запрещено Уставом, только такое применение силы, которое квалифицируется как "вооруженное нападение", дает право на самооборону в соответствии с международным правом.

Таллиннское руководство опиралось на различные решения Международного суда, проводя различие между 'применением силы' и 'вооруженным нападением'. В историческом деле о Никарагуа Международный суд постановил, что, хотя в Уставе отсутствует определение термина "вооруженное нападение", "необходимо отличать наиболее тяжкие формы применения силы (те, которые представляют собой вооруженное нападение) от других, менее тяжких форм". Стандартом оценки, принятым Международным судом, является стандарт "масштаб и эффект". Например, если государство непреднамеренно поддерживает подрывную или террористическую вооруженную деятельность на территории другого государства, это не является "вооруженным нападением", но будет равносильно запрещенному "применению силы". Это включает также вооружение и подготовку вооруженных групп и не обязательно просто предоставление финансовых средств.

Правило 10 Таллиннского руководства гласит, что кибероперация, представляющая собой "угрозу силой или ее применение против территориальной целостности или политической независимости любого государства... является незаконной". Кибероперация представляет собой применение силы, "когда ее

масштабы и последствия сопоставимы с не кибер операциями, достигающими уровня применения силы". Наконец, правило 13 гласит что, если "кибероперация достигает уровня вооруженного нападения", государство, против которого она совершается, может "осуществить свое неотъемлемое право на самооборону". Является ли кибероперация вооруженным нападением, зависит от ее масштаба и последствий.

4.   Вывод

Самой большой проблемой кибервойны является абсолютное неравенство сил между странами; даже если не каждая страна обладает технологической инфраструктурой для проведения успешной кибератаки, почти каждая страна уязвима для нее. Недавняя пандемия показала, что даже самые крупные страны могут сильно пострадать, если будет осуществлена атака на информационную сеть, окружающую инфраструктуру здравоохранения. Несмотря на то, что кибероперации сами по себе не стали отдельным средством ведения войны, примеры из прошлого показывают, как они стали предвестниками вооруженных конфликтов и укоренились в динамичных конфликтах. По всем этим причинам важно, чтобы международное сообщество согласовало более конкретные законы. Таллиннское руководство 1.0, по его собственным словам, просто повторяет существующий закон и не развивает, и не создает новый. Важно, чтобы было разработано больше обязательных принципов и законов специально для урегулирования киберконфликтов.

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DINIY EKSTREMISTIK OQIMNING YOSHLAR HAYOTIGA TA'SIRI

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Annotatsiya. *Ushbu maqolada bugungi kunning dolzarb muammosiga aylangan va yoshlarning ko'pchilik qismini turli aldov yo'li bilan o'z domiga tortib ketayotgan eng xavfli oqim diniy ekstremizm keng yoritb berilgan. Shuningdek, yoshlarning miyasini zaharlayotgan va diniy ekstremistik oqimlar ta'siriga tushib qolishiga sababchi bo'layotgan omillar haqida tushuncha berilgan.*

Kalit so'zlar: *ekstremizm, diniy oqim, ijtimoiy tarmoq, ekstremistik tashkilotlar, jihod, "hijrat", "shahidlik", "Uch Ekstremizm".*

Abstract. *In this article, religious extremism, the most dangerous movement that has become an actual problem of today and is dragging the majority of young people into its trap with various deceptions, is widely covered. Also, an understanding of the factors that poison the brains of young people and cause them to fall under the influence of religious extremist currents is given.*

Key words: *extremism, religious trend, social network, extremist organizations, jihad, "emigration", "martyrdom", "Three Extremisms".*

Аннотация. *В данной статье широко освещается религиозный экстремизм – опаснейшее движение, ставшее актуальной проблемой современности и различными обманами затягивающее в свою ловушку большинство молодых людей. Также дается понимание факторов, отравляющих мозг молодых людей и заставляющих их попадать под влияние религиозно-экстремистских течений.*

Ключевые слова: *экстремизм, религиозное течение, социальная сеть, экстремистские организации, джихад, «эмиграция», «мученичество», «Три экстремизма».*

Bugungi kunga kelib, texnika va texnologiyalarning juda tez sur'atlarda rivojlanishi tabiiyki, diniy ekstremistik kuchlarning o'z ishini ijtimoiy tarmoqlar orqali juda samarali tarzda amalga oshirishlari uchun imkoniyat yaratib bermoqda. O'z fikriga, dunyoqarashiga ega bo'lmagan va dunyo o'rgimchak to'ri – Internetning shaydosi bo'lgan yoshlar o'zlari bilmagan holda bu oqim ta'siriga tushib qolmoqda.

Diniy ekstremizmning mamlakatimiz yoshlari hayotiga ta'siri o'zgaruvchan va zararli bo`lib, yoshlarni hikmat va bilimdan mahrum qolishlari, milliy taraqqiyot g'oyalarining cheklashi va boshqa atrofdagi insonlarga zarar yetkazishi mumkin. Diniy ekstremizmning bunyodkor yoshlar orasiga tarqalishi, ularni ijtimoiy tashqi aloqa bilan cheklanishiga sabab

bo'ladi. Bu esa ularning shaxsiy rivojlanishi va ijtimoiy integratsiyasi uchun zarrarli holatlarini ko`rsatadi. Shu sababdan biz diniy ekstremizmga qarshi kurashda o'quv yurtlarida diniy va e'tiqod haqida kritik fikrlarni rivojlantirishimiz va shu sohadagi demokratik tamoyillarni kuchaytirishimiz zarurdir.

Avval "Diniy ekstremizm o'zi nima?" degan savolga yuzlanadigan bo'lsak, Diniy ekstremizm — ba'zi diniy tashkilotlar yoki asosan ayrim dindorlarning jamiyat qonun-qoidalariga mos kelmaydigan mafkurasi va faoliyati hisoblanadi. Diniy ekstemizm ko'pchilik dinlarda mavjud bo'lib, uning tarafdorlari o'z oldiga siyosiy maqsadlarni qo'yadi. Islom ekstremizmining aqidasiga ko'ra, birinchidan, go'yo barcha hozirgi zamon musulmon jamoalari islomiy tuslarini yo'qotganlar va „Johiliya" asri jamiyatlariga aylanganlar. Bunday yondashuv hukumat va uning olib borayotgan siyosatini keskin tanqid qilish uchun "asos" bo'lib xizmat qiladi. Ikkinchidan, go'yo faqat "haqiqiy" musulmonlar hokimiyatga kelgach, barpo bo'lajak "islomiy tartib"ni o'rnatish uchun keskin va agressiv harakat qilmoqlari lozim.

Manbalarda keltirilishicha, diniy ekstremizm va terrorizm kabi hodisalarning ildizlari uzoq tarixga borib taqaladi. "Terrorizm" so'zi birinchi marta 1793–1794-yillarda Fransiya inqilobi davrida iste'molga kiritilgan. O'sha davrda bu so'z ijobiy ma'noda qo'llangan va hukmdorlar tomonidan xalqqa nisbatan zulm oshib ketganda unga qarshi kurash ifodasi sanalgan.Shunday bo'lsada ular xech qachon ijtimoiy barqarorlik va tarqqiyot uchun bugungidek tahdid solmaganini qayd etib o'tish lozim. Zero hozirda diniy ekstremizm va terrorizm global xarakterga ega bo'lib, dunyoning barcha mamlakatlari hamda mintaqalariga birdek xavf solmoqda.

Afsuski, kommunikatsiya va informatsion texnologiyalarning tez sur'atlardagi taraqqiyoti g'oyaviy ta'sir o'tkazish imkoniyatlarining kengayishiga turtki bo'lib, geosiyosiy maqsadlarga bo'ysindirilgan, inson qalbi va ongi uchun kurashlarning yangidan-yangi usul va vositalarining ko'payib borayotgani, ayniqsa, bu borada din omilidan foydalanishga urinishlarda yaqqol namoyon bo'lmoqda. Aksariyat holatlarda ushbu kurash qurolli tus olib, ko'plab xalqlarning boshiga fojiali kunlarni solmoqda.

Bu vahshiylikning oziqlantiruvchi omillardan biri bu qashshoq aholi toifasi bo'lsa, ikkinchi asosiy omillardan biri – bilimsizlik, uquvsizlik va albatta, ongida mafkuraviy bo'shliq shakllangan ijtimoiy qatlamlarning bu yo'lga kirib ketishlaridir. Aynan shu bois ekstremistlar o'zlarining manfur g'oyalariga muqaddas dinimizni niqob qilib olib, odamlar ongiga dinning mavjud bo'lmagan qonun-qoidalari bilan ta'sir etib, ularni atroflariga to'planmoqdalar va bu yo'lda hattoki jonlarni ham ayamayaptilar. Aslida din ular uchun e'tiqod qilish uchun emas, balki, o'zlarining manfur, g'arazli, jirkanchli niyatlari bo'lmish – siyosiy hokimiyatni kuch bilan egallashdagi qurol yoki niqob vazifasini bajarib kelmoqda. Ekstremistlar odamlarga qiyinchiliklarni tezda bartaraf qilish, tartibni ka folatlash, ijtimoiy ta'minotni yaxshilash singari va'dalar beradi. So'nggi yillarda aqidaparast oqimlar yoshlar ichidagi faoliyatini mehnat migrantlarini tasir doirasiga olish, "hujralar" tashkil etish, diniy ekstremistik mazmundagi materiallarni elektron ko'rinishda tarqatish, internet orqali targ'ibot o'tkazish kabi usullarda amalga oshirmoqda.

Ayniqsa, internet tarmog'ida targ'ibot olib borilayotgani, buning oqibatida dunyoning ko'plab mamlakatlaridan musulmon yoshlar "hijrat" qilish va "jihod"da ishtirok etib da'vosida Suriya va Iroq hududiga borib, ushbu guruh safiga borib qo'shilayotganining guvohi bo'lmoqdamiz. Markaziy Osiyoda, xususan, O'zbekistonda ham bor ekani hech kimga sir emas. Bunday yoshlar yuqorida qayd etilgan hududlarda insonlarga qarshi sodir etilayotgan jinoyatlarni go'yoki xalifalik qurish uchun joiz amal hisoblab qattiq adashmoqdalar. Aslida, mutaassib oqim a'zolarining maqsadlari - "jihod", "hijrat", "shahidlik", "kofir bo'lish" kabi diniy tushunchalarni soxta talqin qilish orqali yoshlarimizni oilasi va yaqinlarining ta'siridan chiqarish, o'qish yoki ishidan ajratib olish hamda ularni qurolli to'qnashuvlar ketayotgan Suriya, Iroq, Afg'oniston yoki Pokiston kabi mamlakatlarga jo'natib, manqurt-jangari yoki "tirik bomba"ga aylantirishdan iborat. Siyosiy ekstremizm "so`l" va "o`ng" ko`rinishlarga ega. So`l ekstremistlar marksizm, leninizm, sul radikalizm, anarxizm va shu kabilar, mafkuralar bayrog'i ostida harakat qiladi. So`l ekstremizmga misol tariqasida Italiyadagi "Qizil brigadalar", Kampuchiyadagi polpotchilar, Rossiya Federatsiyasidagi E.Limonov boshchilik qilayotgan natsional bolsheviklar, singari oqimlarni keltirish mumkin. O`ng ekstremistlar aksilkommunizm, avtoritarizm, millatchilik va shovinizm ruhida harakat qiladi. O`ng ekstremistlar qator xalqaro tashkilotlar — Yevropa ishchi partiyasi, Yevropa o`ng kuchlari, Qora Internatsional, Fransiyadagi "Milliy front" kabilarga birlashgan. O`ng va so`l ekstremistlar olib borayogan faoliyat vakillik demokratiyasi manfaatlariga ziddir. Shuning uchun ham G'arb siyosatshunosligida "Yagona Ekstremizm ", "Ikki Ekstremizm" va "Uch Ekstremizm " konpeptsiyalari mavjud. "Yagona Ekstremizm " konsepsiyasi kommunistik va fashistik diktaturalarning mavjudligidan kelib chiqadi. "Uch Ekstremizm " konsepsiyasiga ko`ra, fashizm – tsengristlar ekstremizm i, kommunizm – sullar ekstremizm , gollizm esa – o`nglar ekstremizmidir.

Eng dahshatlisi, hozirgi kunda Iroq va suriya davlatlari hududida qariyb 8,5 million kishi terrorchi guruhlar to'liq nazorat o'rnatgan hududda, har qanday fuqaroviy huquq va erkinliklardan marhum bo'lgan holda kun kechirishga majbur bo'lmoqda. Terrorchilar ushbu mamlakatlarda ommaviy qatl, garovdagilarni qiynab o'ldirish, xotin-qizlarni ayollarni zo'rlash yoki ularni qul qilib sotish kabi jirkanch va qabih ishlarga qul urib, o'zlarini e'tiqodi puch, imonsiz kimsalar ekanliklarini namoyon etmoqda. Yuzlab ziyoratgohlar, shia musulmonlarining masjidlari, xristianlarning cherkov va monastirlari, maktab va kutubxonalar vayron qilindi.

Qisqacha qilib aytadigan bo'lsak, diniy ekstremizm borasidagi ishlar, yoshlardagi bilimsizlik, dinni to'g'ri tushunmasdan ekstremistik kuchlar ta'siriga tushib qolishi nafaqat ularni noto'g'ri yo'lga boshlayapti, shuningdek, mamlakatiga, jamiyatiga, tug'ilib-o'sgan hududi va, eng avvalo, oilasi nomiga dog' tushurib, o'z kelajagiga bolta urmoqdalar. Shu nuqtai-nazardan, fuqarolarimiz yurtimizda tinchlik-xotirjamlikni avaylab-asrash yo'lida davlatimizning mutasaddi idoralari tomonidan amalga oshirilayotgan say-harakatlarni e'tiqodan qo'llab-quvvatlashlari va qo'lidan kelgancha ularga yordam berishlari lozim.

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ЛАБАРАТОРИЯ МАШҒУЛОТЛАРИДА ТАЪЛИМ СИФАТИНИ ОШИРИШ ОРҚАЛИ ТАЛАБАЛАРДА ТАДҚИҚОТЧИЛИК ҚОБИЛИЯТИНИ ОШИРИШ.

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Аннататсия: *Лаборатория кластери асосида талабаларда тадқиқотчилик компетенциясини шакллантиришнинг назарий аспектларини очиб бериш орқали лаборатория кластери асосида талабаларда тадқиқотчилик компетенциясини шакллантиришнинг назарий аспектлари фан ва таълим интеграциясини таъминловчи мустаҳкамлик, барқарорлик, синергия тамойилларини муаммони қўйиш.*

Калит сўзлар: *мустаҳкамлик, барқарорлик, синергияб сабаб-оқибат, компетент ёндашув*

Annotation: *By revealing the theoretical aspects of the formation of research competence in students on the basis of a laboratory cluster, the theoretical aspects of the formation of research competence in students on the basis of a laboratory cluster put the principles of consistency, stability, and synergy, which ensure the integration of science and education, into a problem.*

Key words: *strength, stability, synergistic and causal, competent approach.*

Мамлакатимизда таълим ва фан назарий билимлар билан чекланган холда ўргатилиб келинган ҳозирги вақтга келиб кластерли ёндашув таянган холда муассасалар ёки ташкилотларнинг ташаббуси билан уларнинг ижтимоий ҳамкорлигининг шакли сифатида ягона таълим тизимини яратишни йўлга қўйилмоқда. Битирувчиларнинг таълим сифати ва компетентлигини ошириш таълим кластерига кирувчи ташкилотларнинг ресурслари ва имкониятларини бирлаштириш, ўқитиш ва тарбиялашнинг янги технологияларини жорий этиш зарурияти кўринмоқда .

Профессионал ва олий таълим ташкилотларининг ўқув жараёнини ишлаб чиқариш корхоналари фаолияти билан интегратсия қилиш мақсадида таълим кластери доирасида илмий лойиҳалар ва ўқув дастурларини амалга ошириш учун зарур бўлган лабораториялар, ўқув полигонлари ва бошқа тузилмаларни ташкил қилиш ҳуқуқи берилди. 2022-йил 7-июл, ПҚ-309-сон.

Шу боис мамлакатимиз олимларидан Б.М.Мирзаҳмедов, М.Джораев, О.Н.Аҳмаджонов, Д.А.Бегматова ва бошқалар томонидан физика соҳасида фаннинг назарий асослари, талабаларда илмий дунёқарашни ривожлантиришнинг ўзига хос методологик аспектларини ишлаб чиқиш муаммолари ўрганилган. Ўрганишлар шуни кўрсатдики

Лаборатория кластери асосида талабаларда тадқиқотчилик компетенциясини шакллантиришнинг назарий аспектларини очиб бериш орқали лаборатория кластери

[235]

асосида талабаларда тадқиқотчилик компетенциясини шакллантиришнинг назарий аспектлари фан ва таълим интеграциясини таъминловчи мустаҳкамлик, барқарорлик, синергия тамойилларини муаммони қўйиш ва ўрганиш жараёнида сабаб-оқибат муносабатида қўллаш асосида очиб берилиши мумкин.

Лабораторияда физик ўқув ресурслардан оптимал фойдаланишни таъминлаш мақсадида мустақил таълим назорат ишларини илмий фаолиятга йўналтириш орқали лабораториянинг ишлаш тартибини оптималлаштириш зарурияти кўришимиз мумкин бўлади

И.Б. Асқаровнинг таъкидлашича тадқиқотчилик фаолияти – бу инсон, жамият, атроф-муҳитнинг тузилиши, фаолият кўрсатиши ва ривожланишининг асосий қонуниятлари ҳақида янги билимларни олиш ва уларни амалий мақсадга эришиш учун қўллашга йўналтирилган фаолият ҳисобланади.

Н.Н.Нарзиеванинг фикрича "Компетенция" билим, кўникма ва малакаларнинг самарали қўлланиши; "компетентлилик" эса муайян фаолиятни амалга ошириш учун мавжуд ҳамда юзага чиқиши мумкин бўлган лаёқатдир. Таълимга компетент ёндашув ўқувчиларда ҳосил бўлган компетенциялардан шахсий, касбий ва ижтимоий ҳаётда учрайдиган турли вазиятларда самарали фойдаланишга ўргатишни кўзда тутади.

Талабаларнинг инновацион компетентлиги унинг касбий компетентлигининг бир қисми ҳисобланади. Талабаларнинг инновацион компетентлигини шаклланиши – бу табиий хусусиятга эга ва ташқи омиллар таъсирида амалга оширилади, олий таълим тизимига янгиликларни мақсадли равишда киритиш учун талабанинг шахсий, назарий ва амалий тайёргарлигини такомиллаштириш доимий жараён эканлиги алоҳида таъкидлаш лозим.

Талабаларнинг инновацион компетентлигини шакллантириш бўйича ёндашувларни кўриб чиқиш қуйидаги муаммоларни ажратиб олишга имкон берди:

-методологик инновацион компетентлигини шакллантириш асосларини белгилаш;

-педагогик инновацион компетентлигини шакллантириш жараёнининг мақсадлари ва мазмунини расмийлаштириш;

-психологик инновацион фаолиятга мотивацион тайёргарлиги жараёнининг хусусиятларини ёритиб бериш;

Фаолият инновацион компетентлигини шакллантириш жараёнини ташкил этиш шакллари ва воситаларини яратиш.(ҳаракатлар, амаллар) Ушбу муаммоларни ҳал қилиш учун талабаларнинг тадқиқотчилик компетентлигини такомиллиаштириш мезонлари ишлаб чиққан.

Ушбу мезонларни фойдаланиб физикадан лаборатория кластерини ташкил этиш асосида талабаларнинг тадқиқотчилик фаолиятини шаклланиши орқали муаммони кўра билиш, мақсад, вазифаларни белгилаб олиш, ечимга доир гипотезалар ишлаб чиқиш, уларни алгоритмлаш, оптимал ечимни танлаб олиш, хулосалаш каби тадқиқотчилик кўникмаларига эга бўлади.

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VOYAGA YETMAGAN FARZANDLAR UCHUN ALIMENT TO'LOVLARINI UNDIRISH BO'YICHA CHET EL TAJBASI

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Annotatsiya Ushbu maqolada voyaga yetmaganlar uchun aliment to'lash majburiyati va u bilan bog'liq muammolar bayon etilgan. Bundan tashqari bu masala yuzasidan xorij tajribasi tahlil qilinadi. Turli davlatlardagi javobgarlik masalalari va ularning qonuniy asoslari yoritiladi. Muammolarni bartaraf etish bo'yicha yechimlar taqdim etiladi.

Kalit so'zlar: *bola, aliment, qarzdor, jarima, nikohdan ajralish, javobgarlik, Oila kodeksi, xorij tajribasi, moddiy ta'minot.*

Abstract *This article describes the obligation to pay alimony for minors and the problems related to it. In addition, foreign experience on this issue will be analyzed. Issues of liability in different countries and their legal bases will be explained. Troubleshooting solutions will be provided.*

Key words: *child, alimony, debtor, fine, divorce, liability, family code, foreign experience, material supply.*

Аннотация *В данной статье описана обязанность по уплате алиментов на несовершеннолетних и проблемы, связанные с этим. Кроме того, будет проанализирован зарубежный опыт по данному вопросу. Объясняются вопросы ответственности в разных странах и их правовая основа. Предоставляется решение по устранению неполадок.*

Ключевые слова: *ребенок, алименты, должник, неустойка, развод, ответственность, семейный кодекс, зарубежный опыт, материальная поддержка.*

KIRISH

Mamlakatimizda so'nggi yillarda keng islohotlar amalga oshirilib, jamiyatimizda inson qadrini ulug'lash, xotin-qizlar, bolalar, keksalar va nogironlarning huquqlarini to'laqonli ta'minlashga qaratilgan chora-tadbirlar jadal amalga oshirilib kelinmoqda. Jumladan, bolalarning komil inson bo'lib yetishishlari uchun uzluksiz moddiy ta'minotga bo'lgan huquqlarini tartibga solish borasida bir qator huquqiy hujjatlar kuchga kirgan.

Har bir demokratik davlatning asosiy mezonlaridan biri bolalar huquqlarini himoya qilishdir. Afsuski, O'zbekistonda qayd etilgan nikohdan ajralish holatlari statistikasi yil sayin oshib, o'tgan davr mobaynida bu ko'rsatkich 24 foizga ko'payganligining guvohi bo'ldik. Bu esa o'z navbatida ota-onalarning farzandlarni tarbiyalashdagi ishtiroki, shuningdek, moddiy ta'minlashi, ya'ni aliment masalalarida ham muammolarni vujudga keltirmoqda.

METADOLOGIYA

Ushbu tadqiqotning maqsadi voyaga yetmaganlarga aliment undirish bilan bog'liq muammolar va ularni hal qilish uchun amalga oshirilishi kerak bo'lgan islohotlarni tahlil

qilishdir. Maqolada ota-onalar voyaga yetmagan farzandlarini ta'minlash uchun alimentni to'lamagan taqdirda ularga jazo tayinlashning yangi usullari ko'rib chiqiladi. Yuqoridagi maqsadlarga erishish uchun muallif xorijiy tajribalarni qiyoslash, ilmiy doktrinalar (olimlar fikri) va qonunchilikdan foydalangan.

TADQIQOT NATIJALARI

Dastavval biz ayrim atamalarning izohiga to'xtalib o'tishimiz zarur. Xususan, aliment o'zi nima? Bola deganda kim tushuniladi? Ushbu savolga javob berish uchun Bola huquqlari to'g'risidagi Konvensiyaga murojaat qilishimizga

to'g'ri keladi. Konvensiyaning 1-moddasiga muvofiq, 18 yoshga to'lmagan har bir inson zoti bola hisoblanadi. Biroq qonunda belgilangan tartibda balog'atga yetgan deb e'lon qilingan hollar bundan mustasno. O'zbekiston Respublikasi qonunchiligi asosida tahlil qiladigan bo'lsak, Fuqarolik kodeksida belgilanishicha, voyaga yetmagan shaxsni quyidagi 2 ta holatda to'la muomalaga layoqatli deb e'lon qilish mumkin:

1) voyaga yetgunga qadar qonuniy asosda nikohdan o'tgan bo'lsa;

2) o'n olti yoshga to'lgan voyaga yetmagan shaxs mehnat shartnomasi bo'yicha ishlayotgan bo'lsa yoki ota-onasi, farzandlikka oluvchilari yoxud homiysining roziligiga binoan tadbirkorlik faoliyati bilan shug'illanayotgan bo'lsa. Qolgan barcha vaziyatlarda 18 yoshga to'lmagan shaxs bola hisoblanadi.

Aliment tushunchasiga ta'rif beradigan bo'lsak, aliment-ota-ona nikohdan ajrashgan taqdirda voyaga yetmagan farzandni moddiy ta'minlash uchun to'lanadigan mablag'. Diniy jihatdan ta'rif beradigan bo'lsak, u bolaning haqqi hisoblanadi. Yosh avlod davlatimiz kelajagi bo'lganligi sababli ularning huquqlarini himoya qilish, bilim olishlariga imkoniyatlar yaratib berish mamlakatimizning asosiy vazifalaridan biriga aylandi. Zamovaviy hayotda yetarlicha qulayliklar yaratib berilgan, tashqi tomondan moddiy, ma'naviy qo'llab- quvvatlangan bollarning yuqori natijalarga erishishi amaliy isbotlangan. Shuning uchun ota-ona tomonidan voyaga yetmagan farzandni ta'minlash majburiyati qonuniy asosda mustahkamlangan. O'zbekiston Respublikasi asosiy qomusi-Konstitutsiyaning 77-moddasida ota-onalar o'z farzandlarini voyaga yetgunga qadar boqishi, shuningdek, bolalarning tarbiyasi, ta'lim olishi, sog'lig'i haqida qayg'urib, munosib sharoit yaratishi zarurligi belgilangan.

Ayrim davlatlarda aliment faqat farzand uchun emas, balki sobiq juftliklardan biri tomonidan ikkinchisiga to'lanishi mumkin. Amerikalik Yuliya Kagan aliment-sobiq turmush o'rtog'iga nikohdan ajralish natijasida beriladigan davriy oldindan belgilangan summaligini, alimentning maqsadi turmush o'rtog'ini nikohdan ajrashgandan keyin o'rgani qolgan turmush tarzini davom ettirishi uchun

qo'llab-quvvatlash ekanligini1, A.M.Nechayeva esa nikohdan ajrashgandan keyin bolani ta'minlashga imkon beradigan sharoitlarda tarbiyalanishi uchun zarur moddiy ta'minotligini2 aytib o'tadi. Bizning fikrimizcha, ota-ona o'rtasidagi kelishmovchilik tufayli farzandning kelgusidagi hayoti barbod bo'lmasligi kerak. U ta'lim olishi, munosib sharoitlarda yashashi, qolgan tengqurlari oldida o'zini ortiqcha his qilmasligi, jamiyatga qo'shilgan holda ulg'ayishi uchun moddiy jihatdan muammo bo'lmasligi zarur. Hali 18 yoshga to'lmagan bolaning asosiy maqsadi yashash uchun pul topishdan iborat bo'lmasligi kerak. Sobiq juftliklardan biri boshqasiga to'laydigan aliment masalasiga kelsak, ayrim

ayollar faqat uy ishlari bilan mashg'ul bo'ladi. Ular ish topishi, yangi hayot tarziga moslashishi, o'zini mustaqil ta'minlay olishi uchun biroz vaqt kerak va bu davrda, albatta, moddiy yordamga muhtoj bo'ladi. Yuqoridagi omillarni hisobga olgan holda O'zbekiston Respublikasi "Oila kodeksi"da er-xotinning bir-biriga moddiy ta'minot berish majburiyati mustahkamlangan.

I.B.Morozovaning fikricha, voyaga yetmagan bolalarda zarurat, yetarlicha bilim va xavfsizlik choralari yo'q. Ota-onalar tomonidan qo'llab- quvvatlanishi kerak bo'lgan huquq bunday amalga oshirilmasligi kerak. Sud bolaning yoshini, bilim saviyasini hisobga olishi kerak3. Ushbu qarashni ham rad etib bo'lmaydi. Chunki amaliyotda aslida aliment farzandga nisbatan undirilsa-da, bola uni mustaqil tasarruf eta olmaydi. Chunki yosh jihatidan muammolar vujudga kelishi mumkin. Shuning uchun farzand qaramog'ida bo'lgan ota yoki ona alimentni bola ehtiyojlari uchun sarflaydi. Ammo bu vaziyat ko'plab muammolarni yuzaga keltirmoqda. Masalan, bugungi kunda farzandga qonuniy vakil bo'lgan ona (ota) tashqi ta'sir ostida yoki sobiq turmush o'rtog'i bilan yarashganligi sababli alimentdan voz kechadi. Keyinchalik kelishmovchiliklar

1Julia Kagan, Alimony: Definition, Types, and Tax Rules. Investopedia. June 10, 2023.// Available at: https://www.investopedia.com/terms/a/alimony.asp. [Accessed on: 03.12.2023]

2 Nechayeva A.M. Oila huquqi:ma'ruza kursi. - M .: "Yurist", 1996. 248 b.

3 Morozova I.B. Voyaga yetmaganlarga nisbatan ota-onalarning aliment to'lashi bolalarga samaralari// Qonunchilik. 2007. – No 1. – B. 36-38

paydo bo'lib, oila yana parchalanishi natijasida alimentni tiklash uchun murojaat qilish holatlari ko'paymoqda.

Aliment to'lash majburiyati yuklatilgan ota (ona)ning o'z majburiyatlarini bajarmaslik holatlari ko'p uchramoqda. T.V.Shershenning ta'kidlashicha, alimentning g'arazli qarzdorlari o'zlarining real daromadlarini yashirishadi4. Aliment daromad miqdoriga qarab belgilanadi. Ba'zan aniq daromadni hisoblash imkoniyati mavjud bo'lmay qoladi yoki javobgar taraf farzandini moddiy ta'minlashdan qochish maqsadida kam daromadli ishga joylashib oladi. E.A.Korjovaning fikricha, hozirgi kunda voyaga yetmaganlarni qo'llab-quvvatlash uchun qonuniy choralar ko'rilmoqda. Shuni ham unutmaslik kerakki, ota-onalarning jinoiy javobgarlikka tortilishi bolaning jamiyatdagi mavqeyiga, psixologik holatiga salbiy ta'sir ko'rsatadi. Ruhiy salomatlik va tengdoshlar bilan munosabatlarning shakllanishida muammolar vujudga keladi5. Ota-onaning nikohdan ajralishi bola psixologiyasiga salbiy ta'sir qilibgina qolmay, jamiyatda o'z o'rnini topishida to'siqlarni vujudga keltiradi. Aliment to'lash majburiyatini bajarmaganlik uchun ota (ona)ning jinoiy javobgarlikka tortilishi bolaning kelajagiga bevosita o'z ta'sirini ko'rsatadi.

Bunday holatlardan o'z manfaati yo'lida foydalanadigan aliment to'lovchilarini T.V.Shershen g'arazli qarzdorlar deb ataydi. Ilmiy izlanishlar natijasida turli qarashlar vujudga keladi. Bu qarashlar vaziyatni har tarafdan tahlil qilish imkonini beradi.

Xorij tajribalari:

Aliment to'lovlarini undirish bo'yicha sud qarorlarini ijro etish sohasida Angliya, Germaniya, Avstriya, Fransiya, Shveysariya kabi qator G'arbiy Yevropa davlatlarida yuqori samaradorlikka erishilgan. AQSH, Kanada, Isroil va Belarussiya

4 Shershen T.V. Bola ta'minlanishining nazariy va amaliy muammolari. Zamonaviy Rossiyada xizmat ko'rsatish huquqi // Rossiya sudyasi. 2009. – No 10. – B. 5-6
5 Korhova E.A. Legal measures helping to combat renege on alimony payment. // Available at: file:///C:/Users/User/Downloads/aliment%20uchun.pdf. [Accessed on: 03.12.2023]

davlatlari aliment to'lovlarini undirish bo'yicha yaxshi natijalarga erishgan davlatlardir. Voyaga yetmagan farzandlar uchun aliment undirish bo'yicha xorij tajribasini ko'rib chiqamiz.

Avstraliya. Avstraliyada aliment yuzasidan muammolarni hal etish bo'yicha alohida Registrator shakllantirilgan. Aliment undirish masalalarini ro'yxatga oluvchi alohida organ ham mavjud bo'lib, odatda, sudga murojaat qilishdan oldin ish ma'muriy tartibda ko'rib chiqiladi. Services Australia xizmati bolani qo'llab-quvvatlash bo'yicha qarzi bo'lgan ota-ona bilan qarzni to'liq yoki bo'lib-bo'lib to'lash uchun kelishib olishi mumkin. To'lovni amalga oshirishda Services Australia to'lanmagan summa, qarzni to'lash uchun ketadigan vaqtni ko'rib chiqadi6. Taraflar o'rtasida kelishuvga erishilgan taqdirda shartnoma tuziladi. Shartnomada qarzni muntazam davriy (bo'lib-bo'lib) to'lash, alimentni to'liq qondirish sanasi aniq ko'rsatiladi. Eng ahamiyatli jihati shundaki, Avstraliyada ota- onaning ahvoli o'zgargan taqdirda qanday harakatlar amalga oshirilish kerakligi tartibga solingan. Xususan, ota-onaning moliyaviy ahvoli yaxshilansa, qarz to'liq to'lanadi. Aksincha, moddiy qiyinchiliklar tufayli vaziyati og'irlashsa, boshqa to'lov shartnomasi tuziladi. Ota yoki onaning daromadi ko'payishi, majburiyatni to'liq bajarish imkoniyatiga ega bo'lishi va qarzni to'lashi bolaning har tomonlama kamol topishiga xizmat qiladi. Ota-onaning daromadi oshishi deganda, farzand voyaga yetgancha to'lashi kerak bo'lgan barcha summani birdan bajarishi nazarda tutiladi. Ishlari yurishmay, moliyaviy ahvoli yomonlashsa, kelishuv insonparvarlik prinsiplarini inobatga olgan holda qaytadan tuziladi.

Avstraliya tajribasida uzrli sabablarsiz kelishuvga rioya qilmaganligi uchun qarzdorga alimentni o'sha vaqtda to'liq to'lash majburiyatini yuklanadi. Huquqbuzarliklar uchun qo'llaniladigan sanksiyalar og'ir bo'lsa, uni sodir etish holatlari birmuncha kamayadi. Avstraliyada aliment masalasida muammo kelib chiqsa, birinchi navbatda ma'muriy protsedura amalga oshiriladi. Buning ijobiy

6 The official website: Guides to Social Policy Law. Australian Government // Available at: https://guides.dss.gov.au/child-support-guide/2. [Accessed on: 03.12.2023]

tomoni shundaki, agar ish ma'muriy tartibda hal qilinsa, sudga murojaatlar soni kamayibgina qolmay, murojaatchini sud ish yurituvi uchun to'lanadigan xarajatlardan ozod qiladi. Ammo salbiy jihati ham mavjud bo'lib, fuqarolarning to'g'ridan-to'g'ri sudda o'z manfaatlarini himoya qilish huquqini cheklaydi. O'zbekiston Respublikasi qonunchiligida har bir shaxs sudga murojaat qilishi mumkinligi Konstitutsiyaviy huquq bo'lganligi uchun uni amalga oshirishga chegara qo'yish mumkin emas deb hisoblaymiz.

Buyuk Britaniya. Farzandini moddiy ta'minlashi zarur bo'lgan ota-ona o'z majburiyatlarini bajarmasa, ularning daromadidan, bank hisob varag'idan majburiy undiriladi. Agar bunday imkoniyat bo'lmasa, sudga murojaat qilinadi. Sud tomonidan javobgarlik buyrug'i chiqariladi. Sudga yuborilgan ish "Hukmlar, farmoyishlar va jarimalar reestri"da ro'yxatga olinadi. Bu to'lovchi ota-onaning kredit reytingiga ta'sir qilishi va ular ipoteka, kredit yoki kredit kartasini olishi qiyin bo'lishi mumkin. Sud javobgarlik ta'sir chorasi sifatida to'lov bo'yicha muzokaralar olib borishi yoki to'lovchi ota-onaning narsalarini olib qo'yishi, hattoki, sotib yuborishi mumkin. Ota (ona)ning mol-mulkini sotishdan tushgan daromad bolaga beriladi. Bundan ham og'irroq sanksiya sifatida ota-onani qamoqxonaga yuborish qo'llaniladi. Majburiyatni tez fursatlarda bajartirish uchun javobgarning haydovchilik guvohnomasini olib qo'yish holatlari ham uchrab turadi7.

Davlatimiz qonunchiligida Britaniya tajribasida kuzatilgan haydovchilik guvohnomasini olib qo'yish ta'sir chorasi mavjud. O'zbekiston Respublikasi Prezidentining "Oila va xotin-qizlarni tizimli qo'llab-quvvatlashga doir ishlarni yanada jadallashtirish chora-tadbirlari to'g'risida" 2022-yil 7-martdagi PF-87-son Farmoni ijrosini ta'minlash, shuningdek, bolalarning moddiy ta'minotini samarali yo'lga qo'yish maqsadida aliment bo'yicha qarzdorligi mavjud shaxslar majburiyatni to'liq bartaraf etguncha, ularning transport vositasini boshqarish huquqini cheklash, litsenziya va ruxsat berish xususiyatiga ega bo'lgan davlat

7The official website: Child maintenance: liability orders. GOV.UK. 1 October 2013 // Available at: https://www.gov.uk/guidance/child-maintenance-liability-orders. [Accessed on: 03.12.2023]

xizmatlarini vaqtincha ko'rsatmaslik kabi ta'sir choralari qo'llanilishi belgilangan. Eng asosiysi, aliment bo'yicha majburiyatni bajarmaganlik yangi nikoh tuzishi uchun monelik qiladigan holat sifatida baholanishi ko'rsatilgan. Afsuski, bu normalar amaliyotda ishlatilmay, faqat qog'ozlarda qolib ketmoqda.

Aliment undirish muammolarini hal qilish bo'yicha xorij tajribasini o'rganish davomida turlicha yondashuvlarni uchratishimiz mumkin. Ko'p davlatlarda ota-onalar nikohdan ajrashgandan so'ng, farzandni moddiy jihatdan ta'minlamaganlik uchun

javobgarlik belgilangan bo'lsa, Nyu-Yorkda javobgarlikka tortish uchun ota-ona nikohdan ajrashishi shart emas.

Nyu-York. Nyu-York shtatida bola 21 yoshga to'lgunga qadar ota-onasi tomonidan qo'llab-quvvatlanish huquqiga ega. Biroq, agar bola 21 yoshga to'lmagan bo'lsa va turmush qurgan va o'zini o'zi ta'minlagan yoki harbiy xizmatda bo'lsa, bola "emansipatsiya qilingan" deb hisoblanishi va ota-onalarning qo'llab-quvvatlash majburiyati tugashi mumkin8. Bolaning moddiy ta'minotini o'z vaqtida amalga oshirmagan ota-onalar uchun javobgarlik belgilangan. Nyu-York qonunchiligida quyidagi ta'sir choralari sifatida haydovchilik guvohnomasini, kasbiy yoki tadbirkorlik guvohnomasini olib qo'yish, bank hisoblarini musodara qilish, pasportni olib qo'yish va soliq qaytarilishini to'xtatish kabilar mustahkamlangan. Ota-onaga nisbatan jazo choralari faqat sud tomonidan qo'llanilishi mumkin. Sudga huquqlari buzilgan 21 yoshga to'lmagan bola ariza bilan murojaat qilishi protsess boshlanishi uchun asos bo'ladi. Agar javobgar o'z ixtiyori bilan aliment to'lash bo'yicha to'lovni amalga oshirmaganligi aniqlansa, u sudga hurmatsizlik qilgani uchun olti oygacha qamoq jazosiga hukm qilinishi yoki ish topishga yordam berish dasturlarida ishtirok etishga majburlanishi mumkin.

Nyu-York tajribasini O'zbekiston Respublikasi qonunchiligi bilan taqqoslaydigan bo'lsak, ota-onaning voyaga yetmagan bolalariga ta'minot berishi zarurligi "Oila kodeksi"da o'z aksini topgan. Majburiyat ixtiyoriy ravishda

8NY.Courts.gov.Child support // Available at: https://ww2.nycourts.gov/courts/5jd/family/support.shtml. [Accessed on: 03.12.2023]

bajarilmagan taqdirda vasiylik va homiylik organlari aliment undirish uchun da'vo qo'zg'atishi mumkin. Kasbiy va tadbirkorlik guvohnomasini olib qo'yishni muhokama qiladigan bo'lsak, bu ota-onaning tadbirkorlik bilan erkin shug'illanish huquqini buzibgina qolmay, daromad manbai bo'lgan faoliyatini amalga oshirishiga to'sqinlik qiladi. Guvohnomasi yo'qligi normal sharoitda olinayotgan foydaning kamayishiga, tadbirkorlik subyektining moliyaviy ahvoli yomonlashishiga olib kelishi mumkin.

Pasport-bu fuqaroning ma'lum bir davlatga tegishliligini va shaxsini tasdiqlovchi hujjat. Pasportda har bir fuqaroning shaxsiy ma'lumotlari mavjud bo'ladi. O'zbekiston Respublikasi miqyosida oladigan bo'lsak, pasport orqali fuqaro ko'plab harakatlarni amalga oshiradi. Masalan, saylovda, referendumda ishtirok etish. Aliment majburiyatini bajarmaganligi uchun siyosiy yoki boshqa huquqlarini amalga oshirishini cheklab qo'ya olmaymiz.

Ukraina. Ukrainada aliment to'lamaganlik uchun javobgarlik masalalarini takomillashtirish bo'yicha izlanishlar olib borilmoqda. Ukraina Oila kodeksi 196- modda 1- qismiga ko'ra, alimentni to'lamaganlik uchun jarima sud qarori asosida ham, aliment to'lash to'g'risidagi shartnoma asosida ham undirilishi mumkin9. Aliment to'lash bo'yicha kelishuv Ukraina Fuqarolik Kodeksining shaxsiy huquqni tartibga solishning o'ziga xos xususiyatiga ega bo'lgan fuqarolik- huquqiy shartnomalari bo'limida mustahkamlangan.

Ukraina qonunchiligiga ko'ra, alimentni o'z vaqtida to'lamagan ota (ona) uchun jarima ham qo'llaniladi. Ya'ni ota(ona)ga aliment miqdoridan tashqari o'z majburiyatlarini

bajarmaganligi yoki lozim darajada bajarmaganligi uchun qo'shimcha tarzda jarima jazosi ham belgilanadi. Agar qarzdorlik to'lovchiga

9 Mykhalniuk O.V. Penalty for non-payment of alimony under the agreement of parents on child support. Analytical and Comparative Jurisprudence. June 2023// https://www.researchgate.net/publication/371818630_Penalty for non-payment_of_alimony_under_the_agreement_of_parents_on_child_support. [Accessed on: 03.12.2023]

bog'liq bo'lmagan holatlar (kasallik, buxgalterning xatosi, boshqa uzrli sabablar) tufayli vujudga kelgan bo'lsa, jarima undirilmaydi10.

Ukraina tajribasida voyaga yetmagan farzand uchun moddiy ta'minotni undirish maqsadida jarimani belgilash qaysidir ma'noda samarali yechim bo'lishi mumkin. Ayrim toifadagi insonlar qonundan, jazodan qo'rqqanligi sababli, ko'rsatilgan muddatda alimentni to'lasa, ortiqcha summa (jarima) to'lamasligini bilganligi uchun majburiyatlarini o'z vaqtida bajaradi. Majburiyat yuklatilgan shaxsning imkoniyati bo'lmasa qanday yo'l tutiladi degan savol tug'iladi. Aliment ota yoki onaning daromadlaridan kelib chiqib belgilanishi hamda vaqtida majburiyat bajarilmaganlik asoslari o'rganib (uzrli sabab sifatida nazarda tutilishi) chiqilishini hisobga olsak, buni amaliyotda tatbiq etish natijasida muammolar kelib chiqmaydi. Qo'shimcha jazo borligi mas'uliyatli bo'lishga undaydi.

Polsha. Polsha Oila va vasiylik kodeksining qoidalariga muvofiq ota-onalar o'z farzandiga g'amxo'rlik qilish huquqiga va majburiyatlariga ega (95-moddaning 1-qismi). Aliment olish huquqiga ega bo'lgan shaxslarga huquqini himoya qilish uchun alohida fond tashkil etilgan. Taxminlarga ko'ra, aliment to'lanmagan bolalarning uchdan bir qismi davlat aliment fondi(Ciszak)dan nafaqa oladi.Polshada boshqa bir qator nohukumat tashkilotlar ham mavjud11. Aliment bo'yicha muammolarni hal qilishda qarzdorlarni ish bilan ta'minlash, ish joyini o'zgartirish yechim sifatida amaliyotga tatbiq etilgan. "Bandlikka ko'maklashish va mehnat bozori institutlari to'g'risida"gi qonunga o'zgartishlar kiritilib, qonuniy asosi mustahkamlangan.

Polsha siyosatida faqat jazo choralarini qo'llash haqiqiy yechim deb qaralmaydi. Ular, birinchi navbatda, ota-onalar to'g'ri nuqtai nazarga ega bo'lishi va o'zlarida farzandlarning hayoti va sharoitlari uchun javobgarlik hisini uyg'otishi kerak deb hisoblaydi. Polsha yondashuvi ma'naviy jihatdan

10 The official website: Family code of Ukraine. January 1, 2003. // Available at: https://faolex.fao.org/docs/pdf/ukr208273.pdf. [Accessed on: 04.12.2023]
11 University of Warsaw. Social and legal aspects of non-alimony towards children in Poland // Available at: file:///C:/Users/User/Downloads/Social_and_legal_aspects_of_non_ali.pdf. [Accessed on: 04.12.2023]

tarbiyalashga katta e'tibor qaratadi. Ishsiz, aliment to'lash imkoniyati bo'lmagan shaxslarga ish topib berish siyosati buning yaqqol isbotidir.

Polshaning ushbu masala bo'yicha yondashuvi ikkala tomon manfaatlariga xizmat qiladi. Chunki qarzdorga ish topib berish orqali uning daromadlari miqdorini aniq bilish mumkin, shuningdek, balog'atga yetmagan farzand moddiy ta'minotdan uzilib qolmaydi. Ushbu tajribani joriy qiladigan bo'lsak, O'zbekiston Respublikasi kambag'allikni qisqartirish qisqartirish va bandlik vazirligi tomonidan nazorat o'rnatilishi kerak. Ishsiz deb e'tirof etiladigan shaxslardan farqli jihati shundan iboratki, aliment bo'yicha qarzdorlarga malakasi, tajribasi, sog'lig'inning holatiga to'g'ri keladigan ishlar taklif qilinganda ular rad etishi mumkin emasligi mustahkamlanadi. Bu majburiy mehnat hisoblanmaydi. Chunki ularga haqiqatda ishlab berilgan vaqti yoki haqiqatda bajarilgan ishiga mutanosib ravishda haq to'lanadi. Xodimlar uchun beriladigan kafolatlar, dam olish ta'tillari, kompensatsiya va boshqa imtiyozlar va huquqlardan foydalanadi.

Qonunchilikda belgilanishi bo'yicha tahlil

Bolalar huquqlarini ta'minlash xalqaro darajada tartibga solinadi. Bolalarni qo'llab-quvvatlash bo'yicha xalqaro miqyosda qabul qilingan shartnomalar mavjud. Masalan, Bola huquqlari bo'yicha Konvensiya, yordam majburiyatlari bo'yicha Amerika Konvensiyasi12, bolalarni qo'llab- quvvatlash Gaaga Konvensiyasi. Ushbu Konvensiyalarga a'zo davlatlar o'z faoliyatlarini Konvensiya talablariga asosan amalga oshiradi.

Kanada qonunchiligida "Bolalarni qo'llab-quvvatlash bo'yicha ko'rsatmalar" deb atalgan alohida qonun qabul qilingan. Bolani qo'llab- quvvatlash to'g'risidagi qarorda sud, turmush o'rtog'ining iltimosiga ko'ra, tibbiy va stomatologik sug'urta, boshlang'ich yoki o'rta maktab ta'limi yoki bolaning alohida ehtiyojlarini qondiradigan boshqa ta'lim dasturlari uchun favqulodda xarajatlar, shuningdek, o'rta ta'limdan keyingi ta'lim hamda maktabdan tashqari tadbirlar uchun

12Departament of International Law. Inter-American Convention on support obligations // Available at: https://www.oas.org/juridico/english/treaties/b-54.html. [Accessed on: 04.12.2023]

favqulodda xarajatlarning to'liq yoki bir qismini qoplash uchun miqdorni belgilashi mumkin, bu xarajatlarni hisobga olgan holda amalga oshiriladi13.Ushbu tartibning maxsus qonunchilik normalarida belgilanishi kelgusida yuzaga kelishi mumkin bo'lgan muammolarni hal qilishda muhim ahamiyat kasb etadi. Qonuniylikni ta'minlashda asosiy manba hisoblanadi.

Germaniya Fuqarolik va Fuqarolik protsessual kodeksi, shuningdek, "Oilaviy ishlar va bahsli bo'lmagan yurisdiktsiya masalalari bo'yicha protsessual" qonuni bilan mustahkamlangan. "Ta'minot uchun avanslar to'g'risida" gi qonunga muvofiq to'lovlar, ijtimoiy yordam va ish qidiruvchilarning asosiy nafaqalari belgilangan hajmdagi mustaqil ijtimoiy to'lovlar bo'lib, ular to'g'ridan- to'g'ri da'vogarga vakolatli davlat organlari tomonidan to'lanadi14.

Mamlakatimiz miqyosida aliment to'lovlarini undirish va voyaga yetmagan bolalarni moddiy ta'minlash sohasida o'zgarishlar amalga oshirildi. O'zbekiston Respublikasi Prezidentining "Oila va xotin-qizlarni tizimli qo'llab-quvvatlashga doir ishlarni yanada jadallashtirish chora-tadbirlari to'g'risida" 2022-yil 7-martdagi PF-87-son Farmoni ijrosini

ta'minlash, shuningdek, bolalarning moddiy ta'minotini samarali yo'lga qo'yish maqsadida O'zbekiston Respublikasi Bosh prokuraturasi huzuridagi Majburiy ijro byurosida yuridik shaxs tashkil etmagan holda "Aliment to'lovlari" jamg'armasi tashkil etilgan15. Bu jamg'arma voyaga yetmagan bolalarning moddiy jihatdan ta'minlanishida ancha samarali hisoblanadi. Jamg'arma mablag'lari voyaga yetmagan farzandini moddiy ta'minlashdan bo'yin tovlaganlik uchun qarzdor jinoiy javobgarlikka tortilgan taqdirda yo'naltiriladi. Jamg'arma shu kungacha 37 ta holatda aliment summasini to'lab bergan.

13Canada's of Justice Laws website: Federal Child Support Guidelines // Available at: https://laws.justice.gc.ca/eng/regulations/SOR-97-175/page-1.html. [Accessed on: 04.12.2023] 14 E-uropean justice website:Germany of family maintenance // Available at: https://e-justice.europa.eu/47/EN/family_maintenance?GERMANY&member=1. [Accessed on: 04.12.2023] 15 The official website:Lex.uz. O'zbekiston Respublikasi Milliy qonunchiligi.// Available at: https://lex.uz/ru/docs/-6141398

Voyaga yetmaganlar va ota-onalarning munosabatlari oilaviy munosabatlar bo'lganligi uchun ko'plab davlatlarning Oila Kodeksi bilan tartibga solinadi. Ota-ona nikohdan ajrashgach, farzandning moddiy ta'minoti masalasi ko'pincha muammolarga sabab bo'lmoqda. Bola uchun aliment to'lash qonun normalarida belgilanishi ota yoki onani farzandining moddiy ta'minoti haqida qayg'urishga majbur qiladi. Ijtimoiy munosabatlarni axloq normalari bilan tartibga solish imkoniyati bo'lmagandagina huquq normalari yordamga keladi. Majburiyat yuklanishi, javobgarlik belgilanishi sababli tartib o'rnatiladi.

Xulosa

Yuqoridagi holatlarni o'rganib chiqqan holda xulosa qiladigan bo'lsak, voyaga yetmagan bolalar uchun alimen undirish haqida keng qamrovda o'rgangan holda, aliment to'g'risida mualliflik ta'rifi ishlab chiqildi. Hozirgi kunda ota-ona nikohdan ajrashganidan so'ng, voyaga yetmagan farzandlarning moddiy ta'minlanishi, shuningdek, alimentdan voz kechish bilan bog'liq muammolar ko'p uchrayotganligi aniqlandi. Alimentdan voz kechish jarayoni huquqiy jihatdan tartibga solinmaganligi asosiy sabalardan biri hisoblanadi. Kundalik hayotimizda ariza orqali ona (ota) sud qarori bilan tayinlangan alimentdan voz kechmoqda. Bu esa kelgusida muammolarni keltirib chiqarmoqda. Ushbu masalalar maqola davomida milliy va xorijiy mamlakatlar qonunchiligi bilan taqqoslangan holda o'rganib chiqildi.

Yuqoridagi izlanishlarni olib borgan holda O'zbekistonda aliment to'lovlari undirilishini yanada samarali tartibga solish maqsadida takliflar ishlab chiqildi.

Bolaning ehtiyojlari hisoblab chiqilib, qarzdordan undirish uchun aniq summani belgilash. Bu ko'plab firibgarliklarning oldini oladi. Ya'ni aliment miqdori daromad foiziga qarab belgilansa, ayrim ota-onalar katta miqdorda aliment to'lashdan qochish uchun kam daromadli ishga joylashib oladi. Bu farzand ehtiyojlarini qondirish uchun samarali yo'l emas. Agar ota yoki ona ishsiz bo'lsa, ular majburiy tarzda ishga joylashtiriladi. Ish joyi bor,

ammo daromadi belgilangan summani to'lashga yetmasa, ish joyi o'zgartiriladi. Bu O'zbekiston

Respublikasi kambag'allikni qisqartirish va bandlik vazirligi bilan hamkorlikda amalga oshiriladi. Alimentdan voz kechish jarayonini tartibga soluvchi normativ- huquqiy hujjat qabul qilinishi, bu masalalarni hal qilish uchun maxsus komissiya tashkil etilishi kerak. Alimentdan voz kechilgan taqdirda u muzlatib qo'yilishi zarur. Chunki kelgusida alimentga ehtiyoj tug'ilsa, uni qayta tiklash imkoni paydo bo'ladi. Bundan tashqari bola o'zini moddiy jihatdan ta'minlash darajasiga yetguncha muzlatilgan alimentni talab qilish huquqi saqlanadi. O'zbeiston Respublikasi Ma'muriy javobgarlik to'g'risidagi Kodeksning 474-moddasida, O'zbekiston Respublikasi Jinoyat kodeksining 122-moddasida voyaga yetmagan farzandini moddiy ta'minlash to'g'risida sud hujjati qabul qilinganligiga qaramasdan ikki oylik muddat davomida uni to'lamaganligi uchun ma'muriy, bir yil ichida takrorlansa, jinoiy jazo qo'llanilishi nazarda tutilgan. Amaliyotda qonunchilikni chetlab o'tish holatlari kuzatilib, qarzdor aliment miqdorining oz miqdorini to'lab javobgarlikdan qutilib qolmoqda. Bu jarayonni tartibga solish maqsadida tegishli normalar kiritilishi kerak.

Demak, farzandni moddiy ta'minlash ota-onaning majburiyati bo'lsa-da, davlat uni nazorat qilib turadi. Bu huquqbuzarliklarning kamayishi uchun asos bo'ladi. "Aliment majburiyatlari" o'rnatilishi alimentni to'lamaslik holatlariga qarshi kurashish imkoniyatini beradi. Bolani moddiy qo'llab-quvvatlamaslik bilan bog'liq vaziyatlarning oldini olishga yordam beradi. Shu bois davlat organlari va fuqarolik jamiyati institutlari o'z faoliyatida iqtisodiy manfaat uchun aliment majburiyatlarini bajarishdan qasddan bo'yin tovlash holatlariga qarshi chora- tadbirlar qo'llashga e'tibor qaratishi zarur.

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ENHANCING ESL VOCABULARY ACQUISITION: EFFECTIVE STRATEGIES FOR UZBEK SCHOOL STUDENTS

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Abstract *This article investigates inventive techniques to upgrade lexicon securing among Uzbek school understudies learning English as a Moment Dialect (ESL). Drawing on bits of knowledge from "Destination B1" and "Destination B2" reading material, it gives commonsense strategies custom fitted to the wants of Uzbek learners. By consolidating relevant learning, word mapping, lexicon recreations, word recurrence records, and personalized lexicon diaries, teachers can make locks in learning situations conducive to lexicon improvement.*

Keywords: ESL, *lexicon procurement, Uzbek understudies, relevant learning, word mapping, lexicon diversions, word recurrence records, personalized lexicon diaries.*

Introduction: Uzbek school understudies confront one of a kind challenges in securing English lexicon. To address these challenges successfully, teachers must utilize procedures that cater to their phonetic foundation and learning inclinations. This article presents evidence-based methods inferred from "Destination B1" and "Destination B2" reading material to back lexicon development among Uzbek learners. By embracing these methodologies, teachers can enable understudies to explore English dialect capability effectively.

Contextual Learning: Contextual learning is fundamental for Uzbek understudies to get a handle on English lexicon viably. By coordination lexicon inside socially significant settings, teachers upgrade students' understanding and maintenance. Utilizing portions from "Destination B1" and "Destination B2" that resonate with Uzbek culture and way of, life teaches encourage important associations between modern lexicon and students' encounters, cultivating more profound comprehension and application.

Word Mapping: Word mapping serves as a visual help to fortify lexicon associations for Uzbek learners. Drawing motivation from "Destination B1" and "Destination B2," educates make semantic maps that outline word connections and implications. Through outwardly locks in graphs, understudies pick up experiences into word affiliations and semantic structures, fortifying their lexicon procurement and conceptual understanding.

Vocabulary Games and Exercises: Coordination lexicon recreations and exercises into ESL lessons improves the learning encounter for Uzbek understudies. Drawing from intuitively works out in "Destination B1" and "Destination B2," teachers cultivate engagement and collaboration. Diversions such as lexicon bingo, charades, and word confuses charm students' intrigued whereas advancing dynamic cooperation and dialect hone in a strong environment.

[249]

Word Frequency Lists: Word recurrence records direct teaches in selecting high-impact lexicon for Uzbek learners. By referencing "Destination B1" and "Destination B2," teachers prioritize words based on their significance and recurrence in English dialect utilization. This key approach guarantees that understudies procure basic lexicon adjusted with their communicative needs, upgrading their language proficiency and familiarity over time.

Personalized Lexicon Diaries: Empowering Uzbek understudies to preserve personalized lexicon diaries develops independence and reflection in their learning travel. Propelled by the lexicon works out in "Destination B1" and "Destination B2," understudies record modern words, definitions, and illustration sentences. Through customary survey and self-assessment, understudies solidify their lexicon information and track their advance, cultivating deep rooted learning propensities.

Conclusion: In conclusion, executing compelling lexicon procedures determined from "Destination B1" and "Destination B2" can essentially upgrade ESL students' dialect capability among Uzbek school understudies. Teachers ought to tailor these procedures to adjust with Uzbek learners' social and phonetic foundations, cultivating a steady and comprehensive learning environment. Also, teachers can propose joining more socially important substance exercises into ESL educational modules materials to assist lock in Uzbek understudies and advance more profound learning encounters.

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«АНГЛОЯЗЫЧНЫЕ ЗАИМСТВОВАНИЯ В РУССКОМ ЯЗЫКЕ»

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Аннотация: *Данная статья посвящена исследованию влияния английского языка на русский язык, в особенности его заимствований. В эпоху глобализации и стремительного развития технологий происходит активное проникновение английских слов и терминов в русский язык. В статье анализируются причины и последствия этого процесса, исследуется влияние англоязычных заимствований на структуру и словарный запас русского языка, рассматриваются примеры конкретных заимствований и их адаптация к русскому языку. Также обсуждаются пути сохранения уникальности русского языка и необходимость сбалансированного подхода к заимствованиям.*

Ключевые слова: *англоязычные заимствования, русский язык, лексика, глобализация, языковые изменения, словарный запас, лингвистическая адаптация, культурные изменения, лексическое обогащение.*

Введение:

В эпоху глобализации и стремительного развития цифровых технологий влияние английского языка на русский язык усилилось. Английские заимствования активно проникают во все сферы жизни, от науки и технологий до бизнеса и массовой культуры. В этой статье будет рассмотрено влияние англоязычных заимствований на русский язык, категории слов, наиболее подверженные заимствованиям, и возможные меры для регулирования этого процесса.

Исторический контекст заимствований:

Заимствования слов из других языков не являются новым явлением в русском языке. В разные эпохи русский язык заимствовал слова из других языков, таких как французский, немецкий, польский, итальянский и другие. Однако за последние десятилетия английский язык стал главным источником заимствований, что обусловлено культурными и экономическими связями с англоязычными странами.

Причины и факторы проникновения английских заимствований:

- Глобализация: Активное взаимодействие между странами через торговлю, туризм и интернет привело к увеличению контактов с англоязычными культурами.

- Технологический прогресс: Новые термины в науке и технологиях, как правило, приходят из английского языка, например, "апгрейд", "аплоад".

- Медиа и массовая культура: Популярные фильмы, музыка и шоу транслируются в России, что ведет к заимствованию англоязычных терминов.

- Интернационализация бизнеса: Английский язык используется в международных экономических и бизнес-связях, что приводит к проникновению терминов, связанных с финансами и маркетингом.

Области активного проникновения англоязычных заимствований:

- Технологии и наука: Слова, связанные с информационными технологиями, наукой и инновациями. Например, "софт", "хакер", "интернет".

- Бизнес и финансы: Английские слова, используемые в сфере экономики, бизнеса и маркетинга, такие как "инвестор", "бренд", "маркетинг".

- Мода и красота: Английские термины в индустрии моды и красоты, например, "шоппинг", "мейкап", "лук".

- Развлечения и массовая культура: Термины из музыки, кино и телевидения. Например, "трек", "блокбастер", "ситком".

Лингвистическая адаптация и интеграция:

Английские заимствования подвергаются адаптации в русском языке, чтобы соответствовать его грамматическим и фонетическим особенностям. Например, слова изменяют свои окончания, чтобы согласоваться с падежами и родами, например, "драйвер" - "драйвера".

Влияние заимствований на русский язык:

Англоязычные заимствования могут иметь как положительное, так и отрицательное влияние на русский язык.

- Положительные эффекты: Заимствования обогащают словарный запас русского языка, предоставляя новые термины и понятия, что расширяет лексические возможности языка.

- Отрицательные эффекты: Чрезмерное количество заимствований может привести к размыванию уникальности русского языка, а также к снижению качества языка из-за потери его самобытности. Проблемы, связанные с англоязычными заимствованиями:

- Потеря уникальности: Массовое заимствование может привести к размыванию границ между языками и потере самобытности русского языка.

- Снижение качества языка: Заменяющие исконные русские слова заимствования могут снизить качество русского языка.

- Упрощение языка: Чрезмерное использование англоязычных заимствований может привести к упрощению языка и потере его глубины.

Меры по регулированию заимствований:

- Образование: В школах и университетах следует обучать студентов осознанному использованию заимствований и важности сохранения чистоты языка.

- Языковая политика: Государство может регулировать использование англоязычных заимствований в официальных документах и СМИ.

- Лингвистические организации: Лингвистические организации могут заниматься анализом и рекомендациями по использованию заимствований.

Адаптация заимствований к русскому языку:

- Фонетическая адаптация: Заимствованные слова адаптируются к русскому языку, изменяя произношение для соответствия его фонетическим нормам.

- Грамматическая адаптация: Заимствования принимают русские окончания, согласуясь с грамматическими особенностями русского языка.

- Словообразование: Заимствованные слова могут участвовать в словопроизводстве, образуя новые слова с русскими приставками и суффиксами.

Примеры адаптации английских заимствований:

- Слово "хакер" адаптируется как "хакерство" для образования существительного.

- Слово "бренд" адаптируется как "брендовый" для образования прилагательного.

Роль англоязычных заимствований в обогащении русского языка:

Заимствования из английского языка вносят значительный вклад в обогащение словарного запаса русского языка. Они вводят новые термины, понятия и концепции, которые способствуют развитию языка. Например, термины в области информационных технологий, такие как "интернет", "смарт", "бит", расширяют лексические возможности русского языка.

Риски чрезмерного использования заимствований:

- Потеря аутентичности: Чрезмерное количество заимствований может привести к потере самобытности русского языка.

- Непонимание традиционных слов: Чрезмерное заимствование может затруднить понимание традиционных русских слов и выражений.

- Упрощение и деградация языка: Частое использование заимствований может привести к упрощению и снижению качества русского языка.

Сохранение чистоты и уникальности русского языка:

- Продвижение русского языка: Поддержка литературы, искусства и других культурных форм русского языка способствует его сохранению.

- Образование и повышение осведомленности: Образовательные программы могут обучать учащихся осознанному использованию заимствований и сохранению чистоты языка.

- Языковое законодательство: Законы и правила, регулирующие использование англоязычных заимствований, могут способствовать сохранению уникальности русского языка.

Заключение:

Англоязычные заимствования в русском языке представляют собой многогранное явление, требующее сбалансированного подхода. Важно найти равновесие между интеграцией новых понятий и сохранением уникальности русского

языка. Сохранение чистоты и богатства русского языка возможно через осознанное использование заимствований и поддержку развития национального лексического фонда. Такой подход позволит сохранить самобытность и уникальность русского языка в условиях глобализации.

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СИМПТОМЫ МЕНИНГИТА И ЕГО ВИДЫ, СВЯЗАННЫЕ С ВОСПАЛЕНИЕМ ГОЛОВНОГО МОЗГА

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Менингит (др.-греч. m̂ĕninx, лат. meninx, лат. meningis «оболочки» + суффикс -itis «воспаление») — воспаление оболочек головного и спинного мозга. Существует различие между первичным менингитом, возникающим как самостоятельное заболевание, и вторичным менингитом, вызываемым осложнениями или инфекцией, например, воспалением среднего уха, полостей носа, гриппом, корью, корью, туберкулезом, ранами. Менингиты классифицируют по возбудителям (вирусные, бактериальные, грибковые; туберкулезный, травматический менингит и др.), длительности (острый, среднеострый и хронический менингит), изменениям в спинномозговой жидкости (гнойный и серозный менингит). Farangiz, [4/30/2024 5:18 PM]

Менингит наблюдается также при инфекционных заболеваниях, передающихся комарами и клещами (энцефалит, менингоэнцефалит). Инфекция передается от больного менингитом или от «здоровых» людей, являющихся носителями бактерии (при разговоре с ними, поцелуях, при чихании, кашле больного), преимущественно от больных с воспалением верхних дыхательных путей. Маленькие дети страдают больше, чем взрослые. Чаще всего это происходит поздней осенью, зимой и ранней весной. Заболевание начинается внезапно, температура повышается до 38—40°, ломит тело, больного часто рвет (независимо от того, ест он или нет), беспокоен. Клинические признаки менингита различаются в зависимости от формы, но имеются некоторые общие для всех них симптомы; в результате сильной головной боли, напряжения мышц головы и шеи у больного голова запрокинута назад, он не может наклониться вперед, ноги согнуты. Иногда больной отвлекается, могут наблюдаться судороги, чувствителен к внешним воздействиям (яркий свет, громкие звуки и др.).

В зависимости от воспалительного процесса и состава ликвора его разделяют на гнойный и серозный менингит. При всех менингитах наблюдаются следующие менингеальные симптомы:

1. Головная боль вызвана влиянием сенсорных рецепторов мозговых оболочек. Головные боли всегда со всех сторон головы, чаще в затылке и лбу. Головная боль

возникает после токсического или механического повреждения (повышения давления в головном мозге) V-X пары черепно-мозговых нервов.

2. Рвота – рвота носит центральный характер и не зависит от приема пищи.

3. Гиперестезия – больные очень плохо чувствуют свет, звук, шум.

4. Напряжение мышц шеи – напряжение мышц шеи. Это вызвано влиянием корешков спинного мозга.

5. Знаки Кернига и Брудзинского (верхний, средний, нижний).

6. Напряжение крупных жабр у новорожденных.

7. Знак лессажа (подвешивания) - при подъеме ребенка из подмышки он сгибает ноги и касается коленом живота.

8. Признак трех ног – больной сгибает ноги в коленях сидя, заложив руки за спину.

При всех видах менингита больного следует немедленно направить к врачу и госпитализировать. Если лечение начато вовремя, больной полностью выздоровеет. При обнаружении носителей возбудителя их изолируют от общества и лечат.

Воспалительные и гнойные заболевания уха, горла и полости носа необходимо своевременно лечить в целях профилактики.

Менингит проявляется следующими симптомами:

● Сильная головная боль;

● Гипертермия до 40°C, лихорадка, малярия;

● Гиперестезия, повышенная чувствительность к различным раздражителям (свет, звук, прикосновение);

● Головокружение, спутанность сознания, галлюцинации и нарушения сознания, которые могут привести даже к коме;

● Потеря аппетита, тошнота, многократная рвота;

● Диарея;

● Ощущение давления в веках, возможно слезотечение, проявления конъюнктивита;

● Увеличение и болезненность лимфатических узлов вследствие воспаления;

● Болезненные ощущения при пальпации области тройничного нерва, между бровями, под глазами;

● наличие симптома Кернига (невозможность сгибать ноги в коленных суставах, возникающая вследствие повышенного напряжения мышц тазовой группы);

● Положительная реакция на симптом Брудзинского (рефлекторные движения конечностей при наклоне, надавливании головы);

● Проявление симптомов Бехтерева (сокращение мышц лица в ответ на пощечину);

● симптом Полатова (болезненные ощущения при прикосновении к волосистой части головы);

● симптомы Менделя (надавливание на наружный слуховой проход вызывает боль);

● Симптомы Лесажа у детей: пульсация, если ребенка поднять за руки, голова запрокидывается назад, а ноги приподняты и согнуты на животе.

С целью предотвращения прогрессирования заболевания и предполагаемых или имеющихся осложнений лечение может включать методы коррекции дополнительных патологий (коррекция дыхательной, надпочечниковой и сердечно-сосудистой недостаточности).

От времени начала этиотропного и симптоматического лечения зависит не только выздоровление, но и жизнь больного. При обнаружении начальных симптомов заболевания (резкое повышение температуры тела, сильная головная боль, особенно если она наблюдается на фоне простуды или других инфекционных заболеваний), необходимо немедленно обратиться к врачу или вызвать скорую помощь. . Если симптомы наблюдаются у ребенка, ребенка следует немедленно обследовать и обследовать, ведь заболевание развивается молниеносно, и расчет ведется буквально по минутам.

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NASRIY ASARLARDA QO'LLANILGAN IBORALAR XUSUSIDA. (TEODOR DREIZERNING "BAXTIQARO KERRI" VA CHO'LPONNING "KECHA VA KUNDUZ" ASARLARI ASOSIDA)

Jo'rayeva L.T
Andijon davlat chet tillar instituti, o'qituvchi

Anotatsiya. *Maqolada o'zbek va ingliz badiiy matnlarida qo'llanilgan frazeologik iboralar xususida so'z boradi. Asosan Teodor Dreizerning "Baxtiqaro Kerri" va Cho'lponning "Kecha va Kunduz asarlarida qo'llanilgan "bosh" so'zi bilan bog'liq phrazeologik birliklar haqida fikr yuritilgan.*
Kalit so'zlar: *frazeologiya, frazeologik birikma, ibora, badiiy matn, miliy o'ziga hoslik,*

Tilning lug'at boyligi nafaqat so'zlar, balki so'zlar frazeologik birliklar bilan ham boyib boradi. Frazeologik birliklar nutq jarayonida yaratilmaydi balki ular nutq jarayonida tayyor birliklar sifatida qo'llaniladi. Huddi so'zlar kabi phrazaologik birliklar ham yakka tushunchani ifodalaydi va gapda uning bir bo'lagi sifatida ishlatiladi. Barqarorlik va majoziylik har qanday frazeologik birliklarning nutqdagi son-sanoqsiz xilma-xil ko'rinishlarida o'ziga xos xususiyatlari hisoblanadi.[73] Ular u yoki bu xalqning turmush tarzi, geografik o'rni, tarixi, an'analarini vizual tarzda ifodalab, o'sha jamiyatning voqea va hodisalarini tasvirlaydi. Frazeologik birliklarning aksariyati barcha tillarda o'sha xalq tomonidan yaratilgan bo'lib, ularning mualliflari no'malum, qolaversa manba'lari ham aniq emas.

Frazeologik birliklarning yana bir o'ziga xos bo'lgan, boshqa til birliklaridan farq qiluvchi belgisi ham mavjud. Bu uning reproductivlik belgisidir. Chunki frazeologik birliklar nutq jarayonida yasalmasdan, nutqqa kirgunicha tilda yaxlitlanib, shakklanib bo'lgan, so'zlovchi va tinglovchiga tushunarli bo'ladi.

Frazeologizmlar tarixiy jihatdan tayyor, turg'un va yaxlit xolda berilgan bo'ladi. Ammo u tilda birdan hosil bo'lmasdan, ko'p qo'llanilishi va barcha tomonidan tushunarli bo'lishi natijasida turg'unlashadi. Mana shu xususiyati bilan u tilning milliy va ma'daniy xususiyatlari bilan bir qatorda millatning tarixini ham o'zida mujassamlashtiradi.

Ingliz tilida ham boshqa tillar singari tilning milliy-madaniy semantikasini o'rganish muhim hamda qiziqarli hisoblanadi. Chunki ular avloddan avlodga tiln ing o'ziga xos ichki tuzilmalarini, tabiat o'ziga xosliklari, mamlakatning iqtisodi hamda ijtimoiy tuzilishi, san'ati, urf-odatlari hamda tarixini ham o'zida mujassamlashtira oladi. Ularda bolalar milliy o'yinlari, pul birliklari to'g'risida, milly tabobat, ov hamda baliq ovi haqida, o'simlik va hayvonot dunyosi haqida, insonning tashqi ko'rinishi, kiyinishi va turmush tarzi va ko'plab boshqa milliy mentalitetga xos mavzular aks etgan bo'ladi.[74]

Asarning badiiy qimmatini belgilab berivchi iboralarni Teodor Dreizerning "Baxtiqaro Kerri" va Cho'lponning "Kecha va Kunduz" asarlarida ham ko'plab uchratishimiz mumkin. Ayniqsa Cho'lponning "Kecha va Kunduz" asarida "yurak" so'zi bilan bog'liq bo'lgan

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[73] Kunin, A.V. 1970. Angliyskaya frazeologiya. Moskva.
[74] file:///C:/Users/user/Downloads/frazeologik-birliklar-va-ularning-boshqa-birliklardan-farqi.pdf

iboralarni ko'plab kuzatishimiz mumkin. Bu haqida oldingi nashr qilingan ilmiy maqolalarimizda aytib o'tgandik.[75] Bundan tashqari bir necha "bosh" tushunchasi bilan bog'liq bo'lgan iboralar Teodor Dreizerning "Baxtiqaro Kerri" va Cho'lponning "Kecha va Kunduz" asarlarida birdek ko'plab qo'llanilgan.

Her little brain had been surging with contradictory feelings—shame at exposure, shame at Hurstwood's perfidy, anger at Drouet's deception, the mockery he had made at her. Now one clear idea came into her head. (Chapter XXIII)

Ushbu misolda qo'llanilgan "*came into her head*" idiomadan birovning boshiga (yoki aqliga) kirib kelgan idiomaga oʻxshash tarzda qo'llanilishi mumkin, ammo ifoda ko'pincha neytralroq bo'ladi. Idiomaning juda keng tarqalgan ishlatilishi "**enter someone's mind/head**" shaklida bo'ladi. Masalan: *This was something which had never for a moment entered her head.* (Chapter XXVIII) Ushbu phrazeologik birlik 1970 yillardan nutq jarayonida qo'llanila boshlagan.[76]

Huddi shuningdek o'zbek badiiy matnlarda ham foydalanilgan ko'plab iboralarni kuzatishimiz mumkinki, u badiiy matnni ma'nodorligini yaqqol ochib berish bilan birga bevosita o'zbek milliy madaniyatini namoyon qiladi:

Қаҳқахалар билан дунёни бошига кўтарган вақтларида ҳам ўз қўлининг беихтиёр кўкрагига бориб қолганини пайқар, аллақандай совуқ бир туман парча-сининг кўкрагида ивирсиб, у ер-бу ерга қадалиб юрганини сезарди.[77]

Ushbu misolda *boshiga ko'targan* iborasi shovqin qilmoq(hursandchilik ma'nosida), quvonmoq, savqlanmoq ma'nolarini ifodalaydi.

Унинг ранги, мачитнинг жайдари шамидек, сап-сариқ… гўё касалдан яқиндагина бош кўтарган. Ushbu misolda esa *бош кўтарган* iborasi huddi yuqoridagi misolda keltirilgan ibora bilan bir hil shalda ishlatilgan bo'lishiga qaramay, shovqin qilmoq(hursandchilik ma'nosida), quvonmoq, savqlanmoq ma'nolarini emas, balki *sog'aymoq, tuzalmoq* ma'nolarini ifodalaydi.

"Bosh" bilan ifodalangan bunday phrazeologik birliklarni "Kecha va Kunduz" asarida ko'plab uchratishimiz mumkin, masalan: *Бунақа сиёсатларга сира аралашмаган ва бу тўғрида шу чоққача ҳеч бир бош қотирмаган киши бундай катта сиёсий масалалар олдида бирданига шошмасдан иложи ҳам йўқ эди.* Ushbu misolda qo'llanilgan *бош қотирмаган* iborasi biror narsani o'ylab ko'rmagan, fikr yuritmagan ma'nosini bildirib, gapning emotsional hususiyatini birgina ibora bilan yetarlicha tushunilishi uchun xizmat qiladi.

Frazeologik iboralar oʻz ma'nodoshlari boʻlmish soʻzlarga nisbatan, ma'noni kuchli darajada ifodalaydi hamda ularda obrazlilikni yorqin aks ettiradi.

Frazeologik iboralar turmushdagi turli voqea-hodisalarga guvoh boʻlish, kishilarning xilma-xil harakat-holatlariga baho berish, tajri-

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[75] https://moluch.ru/archive/419/93062/

[76] https://www.merriam-webster.com/dictionary/enter%20someone%27s%20mind%2Fhead

[77] Cho'lpon. Kecha va Kunduz. Toshkent-2018

balarini umumlashtirish asosida xalq chiqargan aniq-tiniq xulosa-larning o'ziga xos obrazli ifodalaridir.

Xulosa qilib shuni aytishimiz mumkinki, o'zbek va ingliz badiiy matnlarida qo'llanilgan har bir iboraning o'ziga hos ishlatilish o'rniga ega ekanligidan tashqari, ular o'sha xalqning o'tmishdagi hayoti, voqea-hodisalari, ijtimoiy tengsizliklari va bir so'z bilan aytganda xalqning milliy madaniy hayoti haqida gapiradi. Matnlarda qo'llanilgan iboralar kitobhonni asar voqeligini to'liq tushunib olishini ta'minlaydi, ularga estetik zavq bag'ishlaydi. Frazeologik birliklar nutqni yanada ta'sirchan va ifodali bolishiga xizmat qiladi. Ular faqat nutqni bezamasdan, boshqa til birliklari kabi yuqori informativ xususiyatga ega tilda nominativ va kommunikativ funksiya bajaruvchi birliklardir. Frazeologizmlar unversal til vositalari hisoblanib, ularsiz til mavjud emas.

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14.   file:///C:/Users/user/Downloads/frazeologik-birliklar-va-ularning-boshqa-birliklardan-farqi.pdf

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ISHLAB CHIQARISH KORXONALARIDA YUK KOTARISH QURILMALARINI AVTOMATLASHTIRISH.

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Annotatsiya. *Ushbu maqolada ishlab chiqarish korxonalarida yuk koʻtarish moslamalarini avtomatlashtirish samaradorlik va xavfsizlik uchun juda muhimdir. Avtomatlashtirishni joriy etish operatsiyalarni soddalashtirishi va baxtsiz hodisalar xavfini kamaytirishi mumkin. Ushbu qurilmalarni avtomatlashtirish orqali kompaniyalar mehnat unumdorligini oshirishi va mehnat xarajatlarini tejashlari mumkin.*

Kalit soʻzlar: *Koʻprikli kran asosan magistral tosin, mator, ilgak, asosiy koʻprik, kabel, signallarni qabul qiluvchi, pultga yonaltirilgan kabel, pult, tros, tormiz, yetaklovchi gʻildirak, garizamtal boʻylab harakatlantiruvchi qisim, yetaklanuvchi gʻildirak.*

Ishlab chiqarish korxonalarida yuk koʻtarish moslamalarini avtomatlashtirish samaradorlik va xavfsizligi:

Ushbu texnologiya aniq harakatlar va sozlash imkonini beradi, umumiy ish faoliyatini oshiradi. Umuman olganda, yuk koʻtarish moslamalarini avtomatlashtirishni joriy etish ishlab chiqarish jarayonlarini modernizatsiya qilish va bozorda raqobatbardosh boʻlish uchun muhim ahamiyatga ega. Bu biznes muvaffaqiyatiga sezilarli taʼsir koʻrsatadigan koʻplab imtiyozlarni taklif etadi. Ishlab chiqarish korxonalarida yuk koʻtarish moslamalarini avtomatlashtirish koʻp foyda keltiradi. Avtomatlashtirilgan tizimlarni oʻrnatish orqali kompaniyalar samaradorlik va samaradorlikni oshirishi mumkin. Ishlab chiqarish korxonalarida avtomatlashtirishning asosiy afzalliklaridan biri qoʻl mehnatini qisqartirishdir. Avtomatlashtirilgan yuk koʻtarish moslamalari jarayonlarni soddalashtiradi va inson aralashuvini minimallashtiradi. Bundan tashqari, avtomatlashtirish baxtsiz hodisalar va jarohatlar xavfini minimallashtirish orqali ish joyidagi xavfsizlikni oshiradi. Umuman olganda, yuk koʻtarish moslamalarini avtomatlashtirishga sarmoya kiritish ishlab chiqarish korxonalari faoliyatini sezilarli darajada yaxshilashi mumkin.

Ishlab chiqarish korxonalarida yuk koʻtarish moslamalarini avtomatlashtirish sanoat sektorini inqilob qildi, samaradorlik va xavfsizlikni oshirdi. Ishlab chiqarishda ishlatiladigan yuk koʻtarish moslamalarining keng tarqalgan turlari koʻprikli kranlar, koʻtargichlar, vakuum koʻtaruvchilar va gidravlik koʻtarish stollarini oʻz ichiga oladi. Ushbu qurilmalar obʼekt ichida ogʻir materiallar va mahsulotlarni koʻchirish, operatsiyalarni tartibga solish va qoʻl mehnati xarajatlarini kamaytirish uchun juda muhimdir.

Qo'lda ko'tarish jarayonlarida duch keladigan qiyinchiliklar:

Ishlab chiqarish korxonalarida yuk ko'tarish moslamalarini avtomatlashtirish qo'lda ko'tarish jarayonlaridagi muammolarni hal qiladi. Vazifalarni soddalashtirish samaradorlikni oshiradi va jarohatlar xavfini kamaytiradi. Texnologiya yutuqlari umumiy ish joyi xavfsizligi va unumdorligini oshiradigan murakkab vazifalar uchun yechimlarni taklif etadi. Avtomatlashtirilgan yuk ko'tarish moslamalarini joriy etish aniqlikni oshiradi va inson xatosini minimallashtiradi. Dastlabki xarajatlarga qaramasdan, ko'tarish jarayonlarida avtomatlashtirishning uzoq muddatli foydalari an'anaviy qo'lda usullardan ustundir. Innovatsion texnologiyalarga sarmoya kiritish barqaror va samarali ishlab chiqarish muhitini ta'minlaydi. Ishlab chiqarish korxonalarida yuk ko'tarish moslamalarini avtomatlashtirish jarayonlarni tartibga solish va samaradorlikni oshirish orqali sanoatni inqilob qilmoqda. Avtomatlashtirishning ishlab chiqarish samaradorligiga ta'sirini e'tiborsiz qoldirib bo'lmaydi, chunki u ishlab chiqarishni tezroq qayta ishlashga imkon beradi va inson xatosi xavfini kamaytiradi. Umuman olganda, ishlab chiqarish korxonalarida avtomatlashtirilgan yuk ko'tarish moslamalarini qo'llash samaradorlikni, sifatni nazorat qilishni va xodimlarning xavfsizligini oshirishga olib keladi, bu esa uni zamonaviy ishlab chiqarish jarayonlarining hal qiluvchi jihatiga aylantiradi.

Avtomatlashtirilgan yuk ko'tarish texnologiyalaridagi innovatsiyalar. Ishlab chiqarish korxonalarida yuk ko'tarish moslamalarini avtomatlashtirish ish jarayonlarini inqilob qilmoqda. Texnologiyadagi innovatsiyalar yanada samarali va xavfsizroq jarayonlarga olib keldi. Avtomatlashtirilgan yuk ko'tarish texnologiyalari ishlab chiqarish maydonchasida vazifalarni bajarish usulini o'zgartiradi. Endi ishchilar og'ir yuklarni aniqlik bilan boshqarish uchun ilg'or tizimlarga tayanishi mumkin. Avtomatlashtirishdagi bu taraqqiyot mahsuldorlikni oshirdi va jarohatlar xavfini kamaytirdi. Kompaniyalar raqobatbardoshlikni saqlab qolish va umumiy samaradorlikni oshirish uchun ushbu innovatsiyalarni o'zlashtirmoqda. Ishlab chiqarish korxonalarida yuk ko'tarish moslamalarini avtomatlashtirish samaradorlikni oshirish va qo'l mehnatini qisqartirish kabi ko'plab afzalliklarni beradi. Biroq, bu sohada avtomatlashtirishni amalga oshirishda xavfsizlik masalalari muhim ahamiyatga ega. Avtomatlashtirilgan yuk ko'tarish moslamalari ish joyidagi baxtsiz hodisalar va jarohatlarning oldini olish uchun sensorlar va favqulodda to'xtash mexanizmlari kabi xavfsizlik vositalari bilan jihozlanganligini ta'minlash muhimdir. Avtomatlashtirilgan yuk ko'tarish moslamalarini muntazam ravishda ta'mirlash va tekshirish ularning to'g'ri ishlashi va xavfsizlik standartlariga javob berishi uchun juda muhimdir. Xavfsizlik masalalariga ustuvor ahamiyat berish orqali kompaniyalar xavfsiz ish muhitini saqlab, avtomatlashtirishdan samarali foydalanishlari mumkin.

Ishlab chiqarish korxonalarida yuk ko'tarish moslamalarini avtomatlashtirish ish jarayonlarida samaradorlik va xavfsizlikni oshirishga yo'l ochdi. Avtomatlashtirishni ishlab chiqarish jarayonlariga integratsiyalash orqali kompaniyalar operatsiyalarni soddalashtirishi va qo'l mehnatini kamaytirishi mumkin. Ushbu texnologik taraqqiyot nafaqat unumdorlikni oshiradi, balki ishchilarning shikastlanish xavfini kamaytiradi va xavfsizroq ish muhitini ta'minlaydi. Avtomatlashtirilgan yuk ko'tarish moslamalari yordamida bir vaqtlar ko'p mehnat talab qiladigan vazifalar endi osonlik va aniqlik bilan bajarilishi mumkin. Umuman olganda, ishlab chiqarish jarayonlarida avtomatlashtirishning

integratsiyalashuvi korxonalarning ishlash uslubini inqilob qildi. Texnologiyaning rivojlanishi davom etar ekan, avtomatlashtirishni qo'llaydigan kompaniyalar egri chiziqdan oldinda bo'lishadi va raqobatbardosh bozorda katta muvaffaqiyatlarga erishadilar.

Avtomatlashtirilgan yuk ko'tarish echimlarining narxini tahlil qilish:

Avtomatlashtirilgan yuk ko'tarish moslamalari operatsiyalarni soddalashtirish va samaradorlikni oshirish orqali ishlab chiqarish korxonalarini o'zgartiradi. Ushbu echimlarning xarajatlar tahlilini o'tkazish orqali kompaniyalar avtomatlashtirish bilan bog'liq moliyaviy foyda va ROIni aniqlashlari mumkin.

Avtomatlashtirilgan yuk ko'tarish echimlarini amalga oshirish mehnat xarajatlarini sezilarli darajada kamaytirishi va ish joyidagi jarohatlar xavfini kamaytirishi mumkin. Ilg'or texnologiya va aniq muhandislik bilan ushbu qurilmalar qo'l mehnati va an'anaviy yuk ko'tarish uskunalariga tejamkor alternativa taklif qiladi.

Bundan tashqari, yuk ko'tarish moslamalarini avtomatlashtirish ishlab chiqarish ob'ektlarida mahsuldorlik va ishlab chiqarish darajasini oshirishi mumkin. Ushbu yechimlarga sarmoya kiritib, kompaniyalar ish jarayonini optimallashtirishi, ishlamay qolish vaqtini qisqartirishi va oxir-oqibat o'z daromadlarini yaxshilashi mumkin.

Muvaffaqiyatli avtomatlashtirishni amalga oshirish bo'yicha misollar:

Ishlab chiqarish korxonalarida yuk ko'tarish moslamalarini avtomatlashtirish korxonalar faoliyatida inqilob qildi. Muvaffaqiyatli avtomatlashtirishni amalga oshirish bo'yicha amaliy tadqiqotlar natijasida kompaniyalar samaradorlikni oshirdi va mehnat xarajatlarini kamaytirdi. Ushbu muvaffaqiyat hikoyalari jarayonlarni soddalashtirish va umumiy samaradorlikni oshirishda avtomatlashtirish kuchini namoyish etadi. Avtomatlashtirilgan yuk ko'tarish moslamalarini joriy etish orqali kompaniyalar ish joyidagi xavfsizlikni oshirishga va baxtsiz hodisalar xavfini kamaytirishga muvaffaq bo'ldi.

Tezlik va aniqlikni oshirishdan tortib, xarajatlarni tejash va xodimlarning ruhiy holatini yaxshilashgacha ishlab chiqarish korxonalarida avtomatlashtirishning afzalliklari aniq. Ushbu amaliy tadqiqotlar avtomatlashtirishning zamonaviy korxonalarga transformativ ta'siridan dalolat beradi.

Ishlab chiqarish korxonalarida yuk ko'tarish moslamalarini avtomatlashtirish ish joyida samaradorlik va xavfsizlikni oshirish yo'lidagi hal qiluvchi qadamdir. Texnologiya rivojlanishda davom etar ekan, avtomatlashtirilgan yuk ko'tarish moslamalarining kelajakdagi tendentsiyalari istiqbolli ko'rinadi.

Robototexnika va mashinani o'rganish sohasidagi yutuqlar bilan avtomatlashtirilgan yuk ko'tarish moslamalari o'zlarining funktsional imkoniyatlarida yanada murakkablashmoqda. Ushbu qurilmalar vazifalarni aniq va aniq bajarishga qodir, inson xatosi xavfini minimallashtiradi. Avtomatlashtirilgan kranlardan tortib robotli qo'llarga qadar ishlab chiqarish korxonalarida yuk ko'taruvchi qurilmalarning kelajagi ishlab chiqarish samaradorligini oshirish va mehnat sharoitlarini yaxshilash uchun yo'l ochmoqda. Sanoat avtomatlashtirishni qo'llasa, o'sish va innovatsiyalar uchun imkoniyatlar cheksizdir.

Ishlab chiqarish korxonalarida yuk ko'tarish moslamalarini avtomatlashtirish vazifalarni bajarish usulini inqilob qildi, samaradorlik va xavfsizlikni oshirdi. Ushbu taraqqiyot bilan avtomatlashtirilgan yuk ko'tarish moslamalarini samarali va xavfsiz ishlatish uchun maxsus treningga ehtiyoj paydo bo'ladi. Xodimlar ish joyida

avtomatlashtirilgan yuk ko'tarish moslamalarini boshqarish uchun zarur ko'nikma va bilimlar bilan jihozlanganligini ta'minlash uchun keng qamrovli o'quv dasturlarini o'tkazishlari kerak.

Ishlab chiqarish korxonalarida yuk ko'tarish moslamalarini avtomatlashtirish samaradorlik va xavfsizlikni inqilob qiladi. Avtomatlashtirilgan yuk ko'tarish tizimlariga texnik xizmat ko'rsatish protokollari optimal ishlashni ta'minlaydi va ishlamay qolish vaqtini oldini oladi. Muntazam tekshiruvlar va moylash jadvallari ushbu tizimlarning uzoq umr ko'rishini ta'minlash uchun juda muhimdir. Ishchilar uzluksiz ishlashni ta'minlash uchun protokol ko'rsatmalariga rioya qilishlari kerak. Ta'mirlash bo'yicha proaktiv chora-tadbirlarni amalga oshirish orqali ishlab chiqarish korxonalari xavflarni minimallashtirishi va samaradorlikni oshirishi mumkin. Avtomatlashtirish texnologiyasi va texnik xizmat ko'rsatish protokollariga sarmoya kiritish sanoatda raqobatbardosh bo'lish uchun zarurdir. Ishlab chiqarish korxonalarida yuk ko'tarish moslamalarini avtomatlashtirish samaradorlikni oshirish va inson xatosini kamaytirish kabi ko'plab afzalliklarni beradi. Biroq, ushbu avtomatlashtirilgan qurilmalar uchun me'yoriy hujjatlarga muvofiqligini ta'minlash xavfsizlik standartlarini saqlash uchun juda muhimdir. Hukumat qoidalari va sanoat standartlariga rioya qilish potentsial javobgarlik va jarimalarning oldini olish uchun zarurdir. Kompaniyalar eng so'nggi ko'rsatmalar va qoidalarga rioya qilish uchun avtomatik yuk ko'tarish tizimlarini muntazam ravishda ko'rib chiqishlari va yangilashlari kerak. Avtomatlashtirilgan yuk ko'tarish moslamalarini muvofiqlikni monitoring qilish tizimlari bilan integratsiyalashgan holda, ishlab chiqarish korxonalari xavfsizlik va me'yoriy hujjatlarga rioya qilishni ta'minlagan holda operatsiyalarni soddalashtirishi mumkin. Muvofiqlik standartlariga rioya qilish va ishlab chiqarish jarayonlarida uzilishlarga yo'l qo'ymaslik uchun muntazam texnik xizmat ko'rsatish va tekshirish zarur.

Xulosa:

Ishlab chiqarish korxonalarida yuk ko'tarish moslamalarini avtomatlashtirish ko'plab afzalliklarni beradi. Masofadan boshqariladigan qurilmalar qo'l mehnatini minimallashtirish va jarohatlar xavfini kamaytirish orqali samaradorlik va mahsuldorlikni oshiradi. Masofadan boshqariladigan yuk ko'tarish moslamalarining asosiy afzalliklaridan biri ularni xavfsiz masofadan boshqarish qobiliyatidir. Bu nafaqat ishchilarning xavfsizligini oshiradi, balki og'ir yuklarni aniq joylashtirish va manevr qilish imkonini beradi. Bundan tashqari, masofadan boshqariladigan yuk ko'tarish moslamalari umumiy ish jarayonini yaxshilashi va operatsiyalarni soddalashtirishi mumkin. Masofadan monitoring va nazorat qilish imkoniyatlari bilan ishlab chiqarish jarayonlarini maksimal samaradorlik va ishlab chiqarish uchun optimallashtirish mumkin.

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CHARACTERISTICS OF BORROWED WORDS IN ENGLISH VOCABULARY

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Annotation *This article gives brief information about English vocabulary, borrowings in the English vocabulary often undergo changes in usage and meaning over time. Some debts become obsolete or obsolete, while others become so commonplace that they are no longer considered debts.*

Key Words: *loan words, original language, equivalent, lexicon, dialect, terminology, translation, linguistics*

INTRODUCTION

English, known as a universal language, serves as a melting pot of linguistic diversity, continuously enriched by the influence of various cultures, histories, and languages from around the globe. One of the intriguing aspects of this linguistic evolution lies in the assimilation of borrowed words, commonly termed as loanwords, into the English lexicon. These loanwords, stemming from a multitude of languages, not only mirror the interconnectedness of human societies across different eras but also offer profound insights into the dynamics of language acquisition and adaptation.

Primarily, these borrowed words act as cultural emissaries, providing windows into the unique customs, traditions, and ways of life prevalent in their respective originating communities. Whether conveying the culinary finesse of French gastronomy, the profound philosophical musings of Ancient Greek culture, or the cutting-edge technological innovations of Japanese society, each loanword carries with it a rich tapestry of cultural significance and historical context.

Furthermore, loanwords play a crucial role in bridging lexical gaps within the English language, offering succinct expressions for concepts or phenomena that may not have direct equivalents in English. For instance, the German term "Schadenfreude," encapsulating the complex emotion of deriving pleasure from others' misfortune, represents a nuanced sentiment absent in English with a single word. Similarly, the Japanese term "tsundoku," illustrating the habit of accumulating unread books, resonates deeply with bibliophiles worldwide, filling a void in English vocabulary. For example, the Latin word "graduator" originally meant "the son of a father" while in English it meant "a graduate of a school or university". Similarly, the French word "faux pas" originally meant "false step," but in English it means "social blunder." In summary, borrowing is a key feature of the English vocabulary, reflecting its diversity, flexibility, and historical context. Borrowing occurs across a wide range of languages and cultures and can take many forms, including loanwords, calques, and hybrid words. Borrowings also undergo changes in spelling,

pronunciation and meaning over time, reflecting the dynamic nature of the English language.[78]

RESEARCH METHODOLOGY AND LITERATURE ANALYSIS

The adaptation of loanwords phonologically and morphologically underscores the dynamic nature of language and its innate capacity for innovation. As these words integrate into English-speaking communities, they undergo transformative processes to align with English phonetic patterns and grammatical structures, facilitating ease of pronunciation and comprehension. This process of assimilation not only highlights the adaptability of English as a global lingua franca but also underscores its resilience in accommodating linguistic diversity.

In this article, we embark on an exploration of the intricate web of borrowed words in the English lexicon, delving into their origins, evolutionary pathways, and enduring contributions to the rich tapestry of linguistic diversity. By celebrating the myriad linguistic borrowings, we not only pay homage to the interconnectedness of human cultures but also acknowledge the dynamic vitality of language as a constantly evolving entity, reflecting the multifaceted complexities of human experience.

RESULTS

English is currently considered an international language and is the second language of many countries in the world; even it is the administrative language of some countries such as Singapore, India, Malaysia, Philippines, which can clearly confirm the position of English in the world. Over thousands of years of development, many changes in the process of historical formation have made English change, become richer, or it can be said to be gradually improved. And so far, it itself has not stopped growing. To prove this, we can see that many words, phrases, idioms, etc., have been born in order to better serve the communication, expression of ideas and economic and social development, and science. [79]It will not be a surprise if you overhear a British person saying a few words that you think are definitely the language of your country. That is the borrowed word. Like any other language, English consists of two parts: native English and borrowed English. It is surprising that the number of borrowed words in English is much larger than the original words. Indigenous words make up only 30%of the total number of words in English, but they are the foundation to form most of the familiar words frequently used in the spoken and written language. Borrowed words are words that are derived from another language and words that have been modified to suit the characteristics of native English. In fact, due to a long period of formation and development, it is difficult to distinguish a borrowed English word from a native word without a thorough analysis of its origin and history. It is the stages of development of a formal language that determine the number of loan words as well as their role in the world system of a language.

FINDINGS AND DISCUSSION

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[78] Khakimova D.O Mirzaturg'unova N.M "Features of borrowings of English vocabulary" Uzbekistan State World Languages University. Tashkent 2023 page-122

[79] Phuong, Vo Tu "Comparing french borrowed words in English and those in vietnamese" Khanh Hoa University 2021 page-326

The main differences, however, between English and French, synonym, lie in more subtle shades of meaning. So, for example, English hold and French contain differ in the following shades of meaning: hold is usually used with nouns expressing material objects; contain can be used both with nouns expressing material things, and with nouns expressing abstract concepts, for example: The coach holds only four persons. This book contains much useful information. French to cry and English to weep also differ in shades of meaning. Weep in comparison with cry expresses the manifestation of a greater degree of grief that caused the indicated action. The penetration of French words into the English language caused not only a delimitation in the subject-logical meanings of the corresponding synonyms, the difference between them is often stylistic. So, for example, to begin to commence; foe enemy; to go on to continue; father- parent; speak-converse; understand comprehend; answer-respond. Unlike Scandinavian borrowings, the overwhelming majority of French borrowings are book borrowings. All French borrowings can be divided into several periods. The first period, which was already mentioned above, is the period of the Norman conquest. It was the longest, had the most significant impact on the vocabulary of the English language and paved the way for further borrowings from the French language. The second period is the Renaissance. During this period, the number of words borrowed from the French language is not so significant. In most cases, these are words expressing concepts related to trade, art, politics, French borrowings of the XVII-XVI II centuries, also to some extent reflect the historical and cultural ties between the French and English peoples. Many borrowings of this period belong to the field of culture of the French aristocracy, to its tastes and customs. Examples include the following words: fiance, coquette, unique, machine, police, chamois. Many words borrowed by English from French during this period became part of the international vocabulary. These words include: toilet, hotel, illumination, elegant extravagant, delicate, miniature, grotesque, naive, Borrowings from the French language in the periods after the Norman conquest are often characterized by the preservation of the pronunciation norms and spelling characteristic of the French language, for example, words such as: machine, coquette, rouge, police, etc, do not differ in their pronunciation and spelling from the words of the French language.[80]

CONCLUSION

English has gone through many periods in which large numbers of words from a particular language were borrowed. These periods coincide with times of major cultural contact between English speakers and those speaking other languages. The waves of borrowing during periods of especially strong cultural contacts are not sharply delimited, and can overlap. For example, the Norse influence on English began already in the 8th century A.D. and continued strongly well after the Norman Conquest brought a large influx of Norman French to the language. It is part of the cultural history of English speakers that they have always adopted loanwords from the languages of whatever cultures they have come in contact with there have been few periods when borrowing became unfashionable,

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[80] Safarova Xurshida Salimovna "Lexico-Semantical Features Of Borrowed Words From French Language To English" Bukhara State University 2020 page-102

and there has never been a national academy in Britain, the U.S., or other English-speaking countries to attempt to restrict new loanwords, as there has been in many continental European countries. The following list is a small sampling of the loanwords that came into English in different periods and from different languages.

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МОРФОЛОГИЧЕСКИЕ ПРИЗНАКИ ИМЕНИ СУЩЕСТВИТЕЛЬНОГО.

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ШАХРИСАБЗСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ ИНСТИТУТ
Студентка второго курса РТ 2-22 группа «Русский язык в группах иностранных языков».
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Ключевые слова: *имя существительное, одущевлённость, род, склонение, собственность, нарецательность, падеж, число.*

Keywords: *noun, unity, gender, declension, property, nouns, case, number.*

Аннотация: *В данной статье речь пойдет о разрядах имен существительных, которые изучаются в разделе морфология современной грамматики русского языка. Закон о морфологических, т. е. постоянных и непостоянных признаках существительного рассматривается в правилах.*

Annotation: *In this article we will talk about the categories of nouns, which are studied in the section morphology of modern grammar of the Russian language. The law on morphological, i.e. permanent and non-permanent features of a noun is considered in the rules.*

Имя существительное (или просто существительное) — самостоятельная часть речи, принадлежащая к категории имени и классу полнозначных лексем, может выступать в предложении в функциях подлежащего, дополнения и именной части сказуемого. Существительное — самостоятельная часть речи, обозначающая предмет, лицо или явление и отвечающая на вопросы «кто?» или «что?». Одна из основных лексических категорий; в предложениях существительное, как правило, выступает в роли подлежащего или дополнения, а также обстоятельства или сказуемого. Существительное называет предметы в широком смысле слова; это — названия вещей (стол, стена, шкаф, окно), лиц (ребёнок, юноша, женщина, человек), веществ (крупа, мука, сахар, кислота), живых существ и организмов (кошка, ворона, дятел, змея, вирус, вактерия, микроб), фактов, событий, явлений (пожар, спектакль, беседа, страх, радость), географические положения (Россия, Байкал, Оренбург, Казан, Европа, Азия), а также качеств, свойств, действий, состояний (доброта, глупость, синева, толкотня).

Как и для других частей речи, для существительных характерны определённые морфологические признаки. Именно их нужно будет определять при морфологическом разборе. О том, какие именно признаки характерны для этой части речи, поговорим далее.

Постоянные морфологические признаки существительных

Некоторые признаки не зависят от того, в какой форме и в каком контексте употребляется слово. Их называют постоянными. К постоянными признакам имени существительного как части речи относят:

- одушевлённость;
- род;
- склонение;
- принадлежность к нарицательными или собственным существительным.

Давайте подробнее рассмотрим каждый из них и научимся их определять.

Собственные и нарицательные имена существительные. К собственным именам существительным относят названия. Это могут быть имена, отчества, фамилии людей, клички животных, бренды, географические названия — стран, городов, рек, морей, улиц — и т. д. При этом важно запомнить, что все имена собственные пишутся с заглавной буквы. Например, Бельгия, Москва, Гермес, Шариков, Эрмитаж, Амазонка и многие другие.

Нарицательные имена существительные — это все остальные неличные слова, название конкретных предметов или явлений, которые относятся к этой части речи. Такие имена существительные всегда и в любой форме пишутся со строчной буквы. Если, конечно, не стоят в самом начале предложения. Например, Кувшинка, можжевельник, электробритва, корма, рассвет и многие другие.

Одушевлённые и неодушевлённые имена существительные. Одушевлённые имена существительные — это слова, которые обозначают живых существ и отвечают на вопрос кто? Например, экскурсовод, пингвины, матрёшка, тигрица, богомол и многие другие. Неодушевлённые имена существительные — это все остальные названия предметов и явлений, которые не относятся к одушевлённым. Например, Молния, каньон, одуванчик, смартфон, мнение, природа и многие другие.

Понять, какое перед нами существительное — одушевлённое или неодушевлённое, можно в том числе и по лексическому значению слова. Почти всё, что относится к живой природе — одушевлённое: люди, животные, птицы, насекомые и т. д. По такой логике всё из неживой природы — неодушевлённое, но это не совсем так. Например, слово снеговик. Снеговики неживые, но в русском языке к этому слову принято задавать вопрос кто?

Род имён существительных. Ещё один признак, который неизменен для имени существительного, — это его род. Всего бывает 3 категории рода: мужской, женский и средний. Чтобы понять, какие слова этой части речи относятся к тому или иному роду имени существительного, нужно воспользоваться словами-помощниками.

Он, мой: приказ, ужин, день — м. р.;

она, моя: встреча, радуга, минута — ж. р.;

оно, моё: признание, облако, море — ср. р.

Отдельно стоит сказать про слова общего рода. В русском языке принято считать, что к этому роду относятся одушевлённые существительные, которые в зависимости от контекста могут принимать форму как женского, так и мужского рода.

Он сирота. Она сирота.

Он плакса. Она плакса.

Он неряха. Она неряха.

Склонение имён существительных. И последний из постоянных признаков имени существительного как части речи — его склонение. Склонения — это варианты того, как существительные могут изменяться по падежам. В русском языке существует три склонения имён существительных, и у каждого есть характерные особенности, по которым мы можем понять, к какому склонению относится то или иное слово. Давайте разберём их.

К первому склонению имён существительных относят слова женского и мужского рода с окончаниями -а, -я. Например, Красота, дядя, артистка, мужчина, высота и другие.

Ко второму склонению относят имена существительные мужского рода с нулевым окончанием и среднего рода с окончанием -о, -е. Например, Чемодан, приданое, караван, молоко, диван и другие.

Существительные третьего склонения — это слова женского рода с нулевым окончанием. При этом в конце такого слова должна быть мягкая согласная. Например, Высь, изморозь, степь, вещь, рожь, мышь и другие.

Но, как и в случае с любым правилом, здесь есть свои исключения.   В русском языке есть так называемые разносклоняемые существительные: частично они склоняются как существительные третьего склонения, а в форме творительного падежа образуют окончание второго склонения.

Разносклоняемых существительных в русском языке всего 12 штук:

● 10 слов среднего рода, оканчивающихся на -мя: бремя, стремя, время, имя, знамя, пламя, темя, семя, вымя, племя;

● существительное среднего рода дитя;

● существительное мужского рода путь.

Непостоянные морфологические признаки имён существительных. Другие морфологические признаки могут изменяться и определяют форму

слова. Они называются непостоянными. К ним относятся число и падеж имён существительных. Разберёмся, как определить каждый из них.

Падеж имён существительных. Падеж — это грамматическая категория русского языка, которая помогает менять некоторые части речи так, чтобы слова в предложении или словосочетании были согласованы друг с другом. Всего в русском языке есть 6 падежей, каждый из которых отвечает на свой вопрос. Существительные, как и некоторые другие части речи, могут изменяться по падежам. При этом будет меняться их окончание. Чтобы определить падеж существительного, нужно задать к нему вопрос.

Число имён существительных. Определить число имени существительного ещё проще, чем его падеж. Слово может употребляться только в двух формах числа: единственном и множественном. Если существительное обозначает один предмет, это

значит, что оно в единственном числе. Если же речь идёт о нескольких предметах, то число — множественное.

Чтобы точно определить, какое из них подходит конкретному существительному, воспользуемся словами-помощниками. Один/одна/одно: один маркер, одна луна, одно приключение — форма ед. ч.; много: много маркеров, много лун, много приключений — форма мн. ч.

Заключение

Итак, существительные, как часть речи, могут быть названиями конкретных предметов, веществ, одушевленных и неодушевленных существительных, явлений объективной действительности, абстрактных свойств и качеств, действий и состояний. Существительные выражают абстрактные свойства и качества независимо от вещей, явлений или понятий, присущих этим свойствам.

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ЗАМОНАВИЙ ЭСТРАДА САНЪАТИНИНГ РИВОЖЛАНИШИ

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"Эстрада" кафедраси етакчи ўқитувчиси
Республика мусиқа ва санъат коллежи

Аннотация: *Ушбу мақолада замонавий эстрада санъатининг ривожланишидаги босқичлар келтирилган, шунингдек эстраданинг луғавий маънолари, эстраданинг келиб чиқиши, мамалакатимизда эстрадага бўлган эътибор ҳақида ёзилган.*

Аннотация: *в данной статье представлены этапы развития современного эстрады, а также описаны лексические значение эстрады, происхождение эстрады, внимание к эстраде в нашем стране.*

Annotation: *this article presents the stages in the development of modern estrada, and also describes the lexical meanings of estrada, the origin of estrada, the emphasis on estrada in our country .*

Калит сўзлар: *Эстрада, замонавий эстрада, мусиқий эстрада, ўзбек эстрадаси.*

Ключевые слова: *эстрада, современная эстрада, музыкальная эстрада, узбекская эстрада.*

Keywords: *Estrada, modern estrada, estrada, Uzbek estrada.*

Мамлакатимизда замонавий эстрада қўшиқчилик санъатини ривожлантириш йўлида муайян ишлар амалга оширилмоқда. Давлат томонидан бу соҳага катта эътибор қаратилиб, кенг жамоатчилик, хусусан ёшлар ўртасида естрада санъатига қизиқиш кучайиб бормоқда, янги-янги ижодий гуруҳлар ва хонандалар майдонга чиқмоқда.

Шу билан бирга, эстрада санъати маданиятини, эстрада ижодкорларининг профессионал малакасини ошириш, ёш санъаткорларнинг ўз иқтидорини тўла намоён етиши учун шарт-шароит яратилмоқда.

Ўзбек миллий мусиқа санъатини янада ривожлантириш, ёш истеъдод егаларига йўл очиб бериш, ёшларни қўллаб-қувватлаш, моддий ва маънавий рағбатлантириш, эстрада қўшиқчилигининг ютуқ ва тажрибаларини умумлаштириш, соҳа тараққиёти учун зарур имкониятлар яратиш, бадиий юксак асарларни тарғиб етиш мақсадида Вазирлар Маҳкамаси ЭСТРАДА ҚЎШИҚЧИЛИК САНЪАТИНИ ЯНАДА РИВОЖЛАНТИРИШ ТЎҒРИСИДА қарори қабул қилинган.

ЭСТРАДА (испанча — тахтасупа) , эстрада санъати — 1) кенг маънода — кўнгилочар, оммабоп бадиий (абадий, мусиқий, рақс, томошавий ва бошқалар) жанр ва шаклларнинг умумий ифодаси; 2) тор маънода — саҳнавий профессионал санъат тури.

Эстраданинг асосий шакли — махсус жойларда, мунтазам равишда ўтказиладиган Эстрада концертидир. У бир нечта (ёки якка) артист (сўз устаси, хонанда, раққос, актёр ва бошқалар)нинг бадиий тугал, турфа мазмундаги кичик чиқишларидан иборат бўлиб, ифода воситаларининг лўнда ва ёрқинлиги, ўзига хослиги, иштирокчиларнинг томошабин билан бевосита мулоқотда бўлиши билан ажралиб туради. Эстрада томошалари баъзан конферансье бирлаштирган

мавзули <u>дастур</u> асосида тузилади. Европада Эстрада томошалари дастлаб <u>кафе</u> ва ресторанларда, кейинчалик мослаштирилган <u>театр</u> бинолари ва бошқалар жойларда ўтказилган. Уларда сўз усталари, қўшиқчилар, раққос ва раққосалар, шунингдек, акробат, кўзбоғловчилар иштирок этган. Ҳозирда эстрада саҳналарида монолог, фельетон, ҳажвий <u>ҳикоя</u> каби <u>нутқ</u> жанрлари, Эстрада (миллий, бал ва бошқалар) рақс, куплет ва Эстрада қўшиғи, кўпгина <u>цирк</u> турлари (акробатика, жонглёрлик, <u>фокус</u> ва бошқалар), театр миниатюраси, қўғирчоқбозлар чиқишлари, <u>пантомима</u> ва бошқалар мавжуд.

XX аср ўзбек мусиқа санъатида кескин янгиланишлар даври бўлди, «ноанъанавий» бастакорлик ижодиёти ҳамда янги концерт шакллари юзага келди. Шу муносабат билан мусиқий маданиятга ҳам «эстрада» тушунчаси кириб келди. Ҳозирги Ўзбекистон воқелигида «эстрада» атамаси нафақат саҳна билан боғлиқ ҳолда, балки мусиқада ўзига хос йўналишни тавсиф етишда ҳам қўлланилади. Демак, мусиқа маданиятида «эстрада» атамаси «тор» маънода маълум ижро ва бадиий унсурлар бирлигига асосланган мусиқа намуналарини ифода этади.

Бинобарин, бу ўринда «эстрада» истилоҳи хусусий тушунча сифатида намоён бўлмоқда. Шундан келиб чиққан ҳолда ушбу кесимдаги «эстрада»га оид «мусиқий эстрада» тушунчасини қўллаб, унинг заминида «жадал усул»га асосланган барча саҳнавий мусиқа жанрларининг мажмуини англаш мақсадга

мувофиқдир.

Ўзбек мусиқий эстрадаси шаклланиши жараёнида фолклёр намуналари муҳим занмин бўлганлигини алоҳида таъкидлаш зарур.

Бунда қўшиқ, лапар ва айниқса шўх яллаларнинг рақсбоплиги, енгил оҳанг-усуллари қўл келганди. Айни пайтда бу ҳолат «ўзбек мусиқий эстрадаси»нинг миллийлик асосини ҳам таъминловчи воситалардан бўлди.

XX аср бошларида ижтимоий-сиёсий вазиятлар ўлароқ шакллана бошлаган ўзбек эстрада қўшиқчилигини шартли икки даврга бўлиш мумкин:

- биринчиси анъанавий жанрлар - қўшиқ, лапар, яллалар ривожланган давр;

- иккинчи даврда эса фолклёр жанрлари мусиқий эстрада талаблари асосида услубан қайта ишланиши бошланган даврдир.

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"NASOYIM UL-MUHABBAT" TAZKIRASIDA TILGA OLINGAN TURKIY SHAYXLAR

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Annotatsiya: *Ushbu maqolada Alisher Navoiy "Nasoyim ul-muhabbat" asarini, asosan, kimning tazkirasiga ergashib yozganligi va bu asarda tilga olingan boshqa tazkiralarda keltirilmagan turkiy shayxlar hamda valiylik maqomiga erishgan shoirlar va asarda keltirilgan 100 dan ortiq turkiy mashoyixlar haqidagi ayrim hikoyatlar tahlil qilingan hamda asar umumiy jihatdan tabdil qilingan*

Kalit so`zlar: *tazkira, shayx, mashoyix, mutasavvuf, hamd, na't, muhandis, majoziy ishq, ilohiy ishq*

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Annotation: *In this article Alisher Navoi wrote the work "Nasayim ul-Muhabbat" mainly following whose tazkiras and some stories about Turkish sheikhs not mentioned in other tazkiras and poets who reached the status of guardian and more than 100 Turkish mashayikhs mentioned in the work are analyzed. changed in general*

Key words: *tazkira, shaykh, mashayikh, mystic, praise, nat, engineer, metaphorical love, divine love*

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Açıklama: *Bu makalede Alisher Navoinin, esas olarak diğer tezkirelerde adı geçmeyen Türk şeyhleri ve veli statüsüne ulaşmış şairler ile eserde adı geçen 100'den fazla Türk meşayıhının tezkireleri ve bazı hikayeleri analiz edildi ve genel olarak görüp çikildi.*

Anahtar kelimeler: *tezkire, şeyh, meşayih, mistik, hamd, nat, mühendis, mecazi aşk, ilahi aşk*

Bilamizki, Alisher Navoiyning "Nasoyim ul-muhabbat min shamoyin ul-futuvvat" asari Abdurahmon Jomiyning "Nafahot ul-uns min hazarot il-quds" tazkirasining tarjimasi hisoblanadi. Lekin Navoiy Jomiyning asariga erkin, ijodiy munosabatda bo`lib, asarda keltirilgan ma'lumotlarni to`ldirib yoki qisqartirib, 618 ta shayxlar sonini 770 taga yetkazgan. Shoirning tazkira yaratishidagi maqsadi asarning muqaddimasida o`zi ta'kidlaganidek: "...Andoqki, ul sharif kitobning fihrastida ul Hazrat nuvvira marqaduhu aning kayfiyatini sharh bila zikr qilibdurlar. O`qug'onlar ko`rmish bo`lg`anlar va o`qumag`onlar o`qusalar, ko`rgaylar. ...Doim oshufta xotirga kelur erdi va parishon xayolg`a

evrulur erdikim, ul kitob alfozi forsiydur, arabiyg`a payvasta va iborati ishorat ahli tiliga vobasta va ul tillar vuqufidin bahravarlar va ul iboratu ishoratidin bexabarlar ul alf Ozdin o`z qobiliyatlari xurdida va ishtig`ollari muqobalasida naf'lar toparlar va fayz elturlar".[1] Bu so`zlardan ko`rinib turibdiki, Navoiy fors va arab tilidan bexabar xalqimizga osonlik yaratish maqsadida ushbu asarga qo`l uradi. Asosan, asarni yaratishda Fariduddin Attorning "Tazkirat ul-avliyo" asariga tayangan. "Jomiy o`z tazkirasini yozishda, asosan, Sullamiy, Imom Yofi'iy hamda Ansoriylarning tazkiralariga tayangan. Navoiy esa, Shayx Fariduddin Attorning "Tazkirat ul-avliyo" asaridagi 19 nafar mashhur avliyo, Shayx Farididin Shakarganjdan so`ng Hindistonda yashab o`tgan 31 shayx, shuningdek 100 dan ortiq turk mashoyixlari haqidagi ma'lumotlarini qo`shimcha tarzda keltirgan".[2]

Asar an'anaviy tarzda Allohga hamd va na'tdan boshlangan. Yuqorida ta'kidlanganidek, Navoiy tazkirasida arab va fors mutasavvuf olimlari, shayx-u mashoyixlaridan tashqari 100 dan ortiq mashoyixlarni tilga oladi. Biz uchun ularning eng e`tibor tortadigan tarafi xususiyatlari va karomatlari bilan birga kasb- korlari, tug`ilgan yerlari, vafot etgan yerlari hisoblanadi. Chunki turkiy ijodkor, mutasavvuf olimlar to`g`risidagi ko`plab ma'lumotlarni biz – adabiyotimiz, aynan, Alisher Navoiyning "Nasoyim ul-muhabbat" asaridan olganmiz desak mubolag`a bo`lmaydi. Jumladan, tazkiraning muqaddimasidagi "Bu toifaning a'molu af'ol va muomilotu riyozotidin ba'zini zikr qilmoq" qismida turkiy adabiyotdagi qasida janrining asoschisi Sakkokiy xususida shunday yozadi:"Shayx Muhammad Sakkok q.s. kim, o`z zamoni mashoyixining yagonasi ermish, pichoqchilikka mansubdir". Bu so`zlardan anglashiladiki, Sakkokiy bejiz "Sakkokiy" taxallusini olmagan, u pichoqchi bo`lgan va o`z zamonasi mashoyixlari ichida alohida o`rin egallagan. Shu qismda bir tariqat asoschisi Bahouddin Naqshbandiy haqida ham so`z boradi:"Va mutaaxxir mashoyixdin zamonining yagonasi Hazrati Xoja Bahouddin Naqshband q.r.a.ki, kimxo naqshini bog`lamoqqa mashhurdurlar. Va soyir mashoyixi kibordin ham ko`p halol luqma kasbig`a muzdurluq qilibdurlar, o`tin toshibdurlar va halol luqma bu ishda kulliydurki, ondin fayzu ma'rifati zoyanda bo`lur" ushbu jumlalarni o`qishimiz bilan xayolimizga "Dil bayoru dast bakor" ya'ni "Ko`ngling Allohda, qo`ling mehnatda bo`lsin degan Naqshbandiyning go`zal so`zlari keladi.

Tazkirada termizlik muhandis va mutasavvuf Muhammad ibn Hakim Termiziy shunday ta'riflanadi:"Ikkinchi tabaqadindur. Kuniyoti Abu Abdullohdur. Mashoyixi kibordindur va Abu Turob Naxshabiy va Ahmad Xuzravayh va ibn Jallo bilan suhbat tutubdur va ko`p hadisi bor va zohir karomoti va tasnifi dag`i bor…". Shu qatorda Muhammad ibn Hakim Termiziyning shogirdi Abubakr Varroq Termiziy q.t.r. haqida ma'lumot berilgan:"Ikkinchi tabaqadindur. Oti Muhammad ibn Umar Hakim Tirmiziy. Asli Tirmizdindur. Qabri ham andadur. Ammo Balxda bo`lur emish… Va "Tavrot" va "Injil" va "Qutbi rsmoniy"ni o`qubdur va she'r devoni ham bordir".

Asardagi 137-mashoyix Abulqosim Hakim Samarqandiy q.t.s.dir. U haqida Navoiy quyidagilarni ta'kidlaydi:"Oti Ishoq b. Muhammad Ismoilduo. Abubakr Varroq bila suhbat tutubdur.Yaxshi so`zlari bor: muomalotda va nafs g`aybida va a'mol ofotida. Uch yuz qirq ikkida muharram oyida dunyodin o`tubdur va qabri Chokardiyzadadir". Keyingi mashoyix sug`dlik Bakr Sug`diy q.t.s.:"Samarqandning Sug`didandur. Bu toifadin Abubakr Varrroq shogirdi. Ul debdurki, Abubakr Varroq karim kishi erdi. Tengrig`a muzd uchun qulluq

qilmish erdi ta'zim bila qilur erdi". Yana bir mutasavvuf shayx Abu Zarr Termiziy r.t. Uning taqvosi tillarda doston bo`lgan. Ansoriyning ma'lumot berishicha, u o'z hojatini odamlardan emas, faqat Xudodan so'rab oladigan zotlardan bo'lgan. Navoiy "Nasoyim ul-muhabbat"ga "Nafahot ul-uns"dan ushbu shayx hayotiga bog'liq bobni aynan kiritgan.[3] U quyidagidir:"Xuroson mashoyixidindur. Bu toifadin ba`zi debdurlarkim, biz jam'i edukki, bir-birimiz bila suhbat tutar erdik. Har qaysimizga bir nima keraklik bo`lsa erdi, Abu Zarr qo`pub, namozg`a turar erdi. Tengri ul nimani ham ul zamon yetkurur erdi".

Yuqoridagi mashoyixlar bilan bir qatorda Navoiy farg`onalik va marg`ilonlik bir qancha shayxlar haqida ham so`z yuritadi. Misol uchun, 207-mashoyix Abu Ja'far Farg`oniy r.t.dir:"Oti Muhammad Abdullohdur. Ul debdurki, [Tilning takallumi da'vo qiladi, qalbning tavakkuli ma'no beradi]. Shayx ul-islom debdurki, Abu Abdulloh Boqu dedikim, Abu Ja'far Farg`onin Abu Usmon Hiriyning xodimidir".

"Shayx ul-islom debdurki, Ibrohim Marg`inoniy debdurki, ulcha quloq anglag`oy – ilmdur va ulcha fahm anglag`ay – hokmatdur va ulcha oning bila eshitilgay aning bila anglag`aysen – hayot va tiriklikdir". Ushbu falsafiy fiklar muallifi asarda 276- o`rinda kelgan Ibrohim Marg`inoniy q.s. U demoqchiki, quloq bilan eshitilib anglangan narsa – ilm, ong bilan anglangan narsa hikmat, ham eshitilgan, ham anglangan narsa esa, hayot va tiriklik. Demak inson yashayaptimi, tirikmi, eshitadimi ilm oladi, fikrlayaptimi xulosa chiqara oladi. Sababi inson doimo nimagadir intilib yashaydi, bundan kelib chiqib aytish mumkinki, bu yerda yana bir nasihat bor, ya'ni inson sen yashayapsanmi, ilm ol, hikmat to`pla, tiriklik g`animat deyilmoqda.

Xulosa qilganda, Navoiyning qay darajadagi ulug' va izlanuvchan, ilmli shaxs ekanligini birgina shu "Nasoyim ul-muhabbat" asaridan ham anglab olishimiz mumkin. Asarning nomlanishi ham o'zgacha, ya'ni "Muhabbat shabadalari". Bu muhabbat majoziy emas, albatta. Aksincha, ilohiy muhabbatga intilgan shaxslar tilga olinganligi uchun hamda Navoiy ham mana shunday ilohiy ishqqa iltilgani sababli asarning nomini "Muhabbat shabadalari" deydi. Bundan kelib chiqib ta'kidlash mumkinki, "Muhabbat shabadalari" esgan qalbni Yaratgan go'zal va pok tuyg'ularga makon qilib qo'yar ekan.

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THE WAY OF IMPROVING THE READING SKILLS OF A2 LEVEL STUDENTS

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Annotation: *This article emphasizes the importance of developing English reading comprehension skills in students and aims to provide specific guidance for achieving this goal. It discusses methodologies for shaping and enhancing students' ability to comprehend English text, with the ultimate aim of fostering understanding. The article critically examines the methodology for developing and improving English reading comprehension skills in students at educational institutions.*

Key words: *English language, reading comprehension, technique, methodology, skill, education*

Prioritizing reading comprehension development is advisable before enhancing reading skills. Reading involves understanding and interpreting speech information expressed in written characters [1]. Reading-familiarization, partly with the help of familiarization language materials, is aimed at understanding the content of familiarization texts, comprehending the content, and providing interpretation. Reading is a receptive type of communication. Reading is written speech, it is a type of speech activity for communication. Through reading, students become familiar with the cultural life, history, customs, and traditions of the country's language. Reading is a source of information.At present, reading is not only considered as a source of information. Through it, phonetic, grammatical, lexical materials, graphics, orthography are mastered, new vocabulary is constantly enriched.The reading skill serves as a means for understanding, speaking, expressing in writing, and developing one's own thoughts in writing.The reading process includes practical-educational developmental goals.The main purpose of reading is the practical purpose - the aim is to read and comprehend in English, that is, to acquire information by reading.

LITERATURE REVIEW In higher education institutions, the following objectives and tasks of the reading skill are available: training, developing, and improving the skill of reading; getting students to read specialized literature and various purposes; using dictionaries in one or two languages, using important information; independent reading.PRACTICAL WORK ON ENGLISH READING When we talk about practical work on English reading, we refer to what is taught in reading and how it is taught and understood.I.A. Gruzinskaya describes the mechanics of reading as the ability to quickly and accurately perceive text material with visual images, identify the parts of the text with full vocal intonation.RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS Reading mechanics include the following: signs; letters; letter combinations; words; phrases and reading; rhythm; intonation; memory; comprehension; anticipation-anticipation; understanding; speed.Now, the psycho-physiological mechanisms of reading are being

identified and observed - visual and speech - movement sensations are introduced. They participate together in speech activity, providing information acquisition during reading. The content is conveyed through reading mechanisms.Two processes occur in understanding English text [4]:Acceptance;Understanding.In humans, there are two signal systems. The first signal system responds to movement, perception of objects as a result of their influence, perception of objects as a result of their influence on perceivers, and the second signal system responds to speech act (based on the perception of words as a result of their influence) motion. Based on this, acceptance is the first signal system, and understanding is the second signal system. Acceptance is emotional, understanding is effective acceptance (that is, the restricted activity of the first signal system, understanding is the effective acceptance). This is the conditioned activity of the second signal system. The second signal system can only perform its function (function) based on the first signal system. The first signal system can function without the second signal system, but the second cannot function without the first. From this conclusion it follows that understanding cannot be without acceptance, and acceptance without understanding. From a psychological point of view, reading without understanding the content by correctly pronouncing the text is not reading. Developing reading skills involves acquiring, observing, accepting, pronouncing, listening, and understanding processes in correct sequence, creating one process from another.In working on practical English reading, we need to consider the following methodical approaches. In the field of higher education, practical work on English reading is conducted, and reading is developed. Reading is taught in secondary schools, based on which, students have an idea about reading.

RESULTS The development of reading skills is included in the pedagogical professional direction, along with the development of reading, pedagogical professional skills are formed.According to the reading technique, reading technique, the understanding of reading content is taught, and it is developed.Various methods have been used to teach reading techniques.The phonetic method - phonetic method. First, sounds are shown, then graphics (symbols) - writing signs are shown and taught. This method is also called the Z.M. Tsvetkova method [2].The word method - teaching the whole word and teaching it by repeating it The sentence method - teaching the reading technique by reading and repeating the sentence. This method is also known as the S.K. Folomkina and Kaar method.Currently, the analytical-synthetic method is used when working on teaching reading technique.As we all know, before the implementation of the Presett program in higher education institutions, the teacher had the opportunity to conduct reading lessons with the students in Uzbek language using text-based questions and answers. However, in today's higher education institutions, it is imperative that the teaching process be conducted strictly in English.To achieve great success in teaching English, it is necessary to create a complete English language environment in the classrooms of higher education institutions, which means fully expressing the text in English, and conducting questions and answers from the text by the teacher in English. When teaching reading, the teacher should select texts according to the stage of the student's learning, age, and level of knowledge.

CONCLUSION Teaching reading comprehension should be considered as teaching speech activity. When this rule is taken into account and implemented, students are

provided with correct guidance on reading. Instead of adapting the language material to the mistakes observed in practice or simply speaking closer to the text without making it a singular learning task, it is recommended to adapt the material to the reading activity, replacing it with actual information retrieval as the primary goal. In higher education institutions, students should be given exercises to read the text and obtain information as the ultimate goal in practice. This involves performing speech actions, achieving specific results in this process, and acquiring information, which is emphasized. Reading the text is a pedagogical measure aimed at spiritual education and obtaining new information. By using the methods mentioned above, the practice of teaching reading techniques in the classroom contributes greatly to the development of speech skills.

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THE METHOD OF TEACHING ENGLISH AS AN EXAMPLE OF "READING"

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Annatation: *Effective Utilization of New Pedagogical Methods in Teaching English Language: Practical Significance and MethodsAnnotation: The article discusses the practical importance of utilizing various new pedagogical methods and approaches in teaching the English language, as well as the effective utilization of these methods in the classroom. It highlights how these methods contribute to the easy adaptation of the target language by students, facilitating smooth communication in that language. Furthermore, the article emphasizes the significance of these methods in the gradual mastery of the language by learners.*

Key words: *method, English language, effectiveness, education, learner, foreign language acquisition.*

ENTRY It has been emphasized that in the videoconference meeting dedicated to enhancing the foreign language teaching system under the leadership of our President Shavkat Mirziyoyev in 2021, a requirement was highlighted for foreign language teachers to obtain national and international certification. This places a significant responsibility on us, the foreign language teachers. Now, instead of traditional teaching methods, it is imperative to organize the learning process based on interactive methods using the new ICT. This requires a shift in teaching norms, and teachers need to collaborate more closely. The article also pays attention to the importance of adapting to new teaching methods.It is worth noting that in our republic, the teaching of foreign languages, as well as the evaluation of the knowledge and skills of foreign language teachers, has been developed in accordance with the Common European Framework of Reference for Languages (CEFR). Based on this, textbooks are being developed for students of general education schools and vocational colleges. Classrooms are equipped with stands and new information and communication technologies in accordance with these requirements. The demand for learning foreign languages is increasing day by day. The foreign language subject is divided into four aspects (reading, writing, listening comprehension, and speaking), with separate concepts and skills provided for each.

LITERATURE ANALYSIS AND METHODOLOGY Utilizing modern technologies for teaching and learning foreign languages is one of the most effective methods. In this process, in particular:When using computers, students can watch video clips, demonstrations, dialogues, movies, or cartoons in the target language.It is possible to listen to radio broadcasts in the target language and watch programs on television and analyze them.Using traditional methods such as tape recorders and tapes.CD players can also be used. The use of these technical tools ensures that the process of learning a foreign language is more engaging and effective.

ENGAGEMENT AND RESULTS Innovative pedagogical technologies, interactive, innovative methods, and communicative-informational tools are essential in the process of foreign language lessons.DISCUSSION AND CONCLUSION SInteractive methods play a crucial role in mastering a foreign language. One of these methods is the use of role-playing games in the classroom. Role-playing games involve using various situations from real life to learn a foreign language. For example, in the first scenario, people unexpectedly meet old friends. In the second scenario, someone crosses the road without following the traffic rules, i.e., crossing the road where it is forbidden. In the third scenario, a shopper enters a store to buy groceries. Scenes are performed based on these situations. Such life-like role-playing games create a language environment in the classroom and allow students to freely express their thoughts. During participation in role-playing games, students learn to think, express their emotional states in a foreign language, and correct each other's lexical, grammatical, and pronunciation mistakes. Making mistakes and correcting them also helps in learning the language and teaches students to pronounce correctly. The use of role-playing games in the classroom ensures the active participation of all students and creates a lively, enjoyable atmosphere conducive to learning a foreign language, thereby enhancing the effectiveness of language lessons.Another method is the "Case Study" method, which involves teaching based on specific situations and analysis.One of the most interesting methods is the "Pantomime" game, where students are divided into three groups. One person from each group is brought to the board. They are given a list of various words. Without saying any words, they have to convey the words to the other members of their group through gestures and movements.For "Creative Problem Solving," students are given the beginning of a story and are asked to find a solution, referring to the judgment of the students. "Merry Riddles" teach students important vocabulary and encourage them to come up with answers themselves. "Quick answers" help to improve the efficiency of lessons, and "Warm-up exercises" prepare students for the lesson.Using various games in the classroom for enrichment:"Pantomime" helps convey difficult topics through actions,"Chain story" aids in improving oral communication skills,"Acting characters" can be utilized across all lesson types,Professionals like interpreters, translators, writers, and poets can engage students,"Thinkers meeting" allows for sharing wisdom from notable figures,"When pictures speak" aids in language development through visual aids,Quiz cards allow for active participation and time management.

Conclusion , integrating innovative methods in English language classes fosters logical thinking, improves speech fluency, and develops quick and accurate responses. These methods spark students' interest in learning, making them more prepared and engaged in lessons. This enhances the educational system by nurturing independent, mature individuals, paving the way for future educators to further refine the effective use of innovative technologies.

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[285]

IMPROVING YOUNG LEARNER'S PRONUNCIATION WITH SONGS,VIDEOS IN ENGLISH

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Annotation: *The effective methods of shaping the socio-cultural competence of academic lyceum students through the use of authentic video materials for teaching foreign languages have been analyzed in this article. Learning a foreign language poses difficulties for any learner who is not a native speaker of that language. In order to overcome these difficulties, first, issues related to developing students' communicative competence in language learning were examined. Additionally, the process of sorting audio and video materials presented to language learners by teachers at various ages was carried out step by step. Video materials play a significant role in the language learning process. Through the speech of characters in audio and video materials, their thoughts, psycho-emotional state, facial expressions, and gestures, students' language learning opportunities are further enhanced. In the process of using such materials, language learners may not fully understand the speech of the characters in the video materials, but they may guess or partially understand their speech from their gestures and facial expressions. Through such materials, language learners gradually develop confidence in language learning. According to research results, information presented through voiceless video images helps language learners to better understand authenticity compared to information presented only through voice. Audiovisual materials tailored to the audience of language learners can enhance their communicative competence in terms of topic relevance.*

Keywords: *authentic video materials; communicative competence; method; technology; foreign language; teaching methodology*

In the coming years, as a result of development in various fields of society, the importance of foreign languages is strengthening, and the demand for them is increasing. Without a doubt, the leading progressive countries in the world, which have gained recognition globally, are those that possess a workforce knowledgeable in foreign languages, familiar with computer technologies, and innovative ideas, as well as having their own style. Such demands form the basis of reforms related to education in our country. The "Law on Education," the "National Program for Training Personnel," and the Decree No. 1875 of the President of the Republic of Uzbekistan "On Further Improvement of the System of Teaching Foreign Languages" indicate the importance of teaching foreign languages as a state priority."The main purpose of teaching foreign languages at all levels of education in the Republic of Uzbekistan is to develop communicative competence in foreign languages among learners to engage in daily activities, scientific and professional activities in the diverse cultural world." The concept of competence is widely explained in various foreign and local literature by representatives of various fields. However, the

[286]

essence of this concept is the same, i.e., competence, which includes knowledge, skills, and abilities, is understood as the ability of a person to apply them correctly in various situations. It follows that communicative competence in a foreign language is the ability to use existing knowledge, skills, and abilities in communication processes in a foreign language.The state education standard of the Republic of Uzbekistan includes linguistic, sociolinguistic, and pragmatic competencies as integral parts of communicative competence, which serve as the basis for enhancing communicative competence. Sociolinguist D. Hymes coined the term "communicative competence" to highlight the influence of language in broader social contexts. According to his definition, a person with communicative competence in a foreign language should not only know grammatical structures but also have the ability to use the language in accordance with the norms of language use and specific social conditions. In our opinion, acquiring such knowledge, skills, and abilities in students is the primary focus of communicative language teaching in teaching foreign languages, which is an advanced direction in foreign language teaching methodology. Communicative language teaching not only considers what to teach the student but also analyzes how to teach it, such as teaching methods. Communicative language teaching (CLT), according to J. Harmer, emphasizes not only the mastery of certain grammatical rules and vocabulary but also gives great importance to the function of language in communication. Additionally, in CLT, language learners are prepared for communication in real-life situations, and successful completion of communicative tasks in communication processes is required. And, based on communicative language teaching, teaching foreign languages should not only be considered successful if the student learns to communicate effectively but also demands that the student be informed about the language culture being taught through various teaching methods, ensuring their entry into communication using all communication means. In this regard, today's educational requirements demand not only translation, writing, reading, or speaking in a foreign language but also the correct application of the language learned in specific situations arising from socio-cultural contexts. When teaching methods that directly influence the development of communicative competence in a foreign language and its enhancement are studied, we find evidence in the analyzed literature that life-based language teaching is absent. When effective methods for shaping communicative competence in a foreign language and promoting its development in students are studied, we recognize the necessity of incorporating real-life-based language teaching methods. Many scholars assert the importance of considering various tools for teaching foreign languages, such as radio broadcasts, Facebook social networks, in enhancing foreign language proficiency. However, radio, social networks, authentic texts, or various ICT programs serve as auxiliary means in developing linguistic, sociolinguistic, and pragmatic competencies in students.In this context, teaching foreign languages based on authentic video materials meets the requirements mentioned above and serves as the primary means of communicative language teaching, preparing students for real-life situations. Moreover, authentic video materials serve as an alternative representation of real-life situations in language learning. "The processing of authentic audio-video materials helps create an interactive language environment for language learners," emphasizes Russian scholar G. A. Vorobyov. In this

regard, the method based on communicative language teaching, i.e., teaching methods based on authentic video or film materials, has been widely studied by Russian scholars such as A. E. Chikunova, Yu. I. Verisokin, among others. Foreign scholars like S. Stempliski and B. Tomalin have created a series of works on effective methods of using video materials for teaching foreign languages. According to I. Baltov, information presented through voiceless video images helps language learners to better understand authenticity compared to information presented only through voice. Research results show that students learn better among themselves.The main part of the information being presented in video materials with dynamic speech has also been identified. The implementation of this method in teaching and learning has led to the following conclusions:The use of authentic video materials initially presents language learners with a vivid real-life conversation of specific social groups in the target language, with all the features of the speech (emotional intensity, speech rate; facial expressions, etc.) incorporated. Through such a life-like environment, language learners become familiar with language usage (norms and requirements), connotative vocabulary, facial expressions, verbal and non-verbal communication types;Authentic video materials contribute to the development of speaking and listening competencies in language learners, which are the key indicators of communicative competence, by quickly immersing learners in speech used in real-life situations, excerpts from movies, local language speakers—native speakers—examples of the use of specific lexical units, as well as discourses. For example, in the movie "The Princess Diaries" (2001, USA), the term "folks" used among schoolchildren does not carry the meaning of the nation but rather refers to friends, peers, which develops the students' understanding of context-specific language usage. The phrase "my old folks" refers to one's parents or elderly relatives, enriching the learners' understanding of idiomatic expressions.The phrase "my old folks" refers not to "my people," but rather to "my parents" or "my family," and understanding the nuances of such expressions from their context can be challenging. Learning language through simple real-life examples, on the other hand, allows language learners to engage in conversation even in delicate situations, which is often the ultimate goal for many language learners.Authentic video materials provide the opportunity to understand the speaker's thoughts, psycho-emotional state, facial expressions, and gestures. Moreover, the process is not limited to translating emotions (happiness, surprise, concern, etc.) into different cultures. Thus, this method enables language learners to understand speech direction without translating the context fully.Using authentic video materials in class provides students with real-life speech samples and allows them to learn pronunciation, intonation, grammar, and vocabulary directly. When authentic video materials are used in class, their purposeful and systematic presentation is of paramount importance. The use of video materials should be aligned with the specific objectives of the lesson, as determined by the role of the video material. Thus, the use of authentic video materials at the beginning of the lesson (based on the inductive method), working on the topic, or consolidating the topic at the end of the lesson is possible.At the same time, despite certain advantages and possibilities, the use of authentic video materials in class presents its own challenges, and first and foremost, it is necessary to adapt authentic video materials to the educational objectives. Thus, organizing and adapting materials, taking into account the age, level of

knowledge, and audience of language learners (which field they are directed to) is of great importance. Sources related to the topic show that organizing authentic video materials is carried out based on certain principles, taking into account the goals and objectives of the lesson. In particular, if T. S. Malisheva's research on shaping socio-cultural competence in future foreign language teachers through the use of authentic video materials suggests that organizing authentic video materials is based on socio-cultural competency areas, then according to G. G. Joglina, concepts of communicative competence are highlighted as the main criterion. American scholars Susan Stempliski and Barry Tomalin also emphasize the need to pay more attention to the organizational aspect of authentic video material.Considering the opinions of the above scholars, we propose the following principles for organizing authentic video materials:Alignment of authentic video materials with educational objectives;Freshness and relevance of information in authentic video materials;Consistency of selected authentic video materials with the language proficiency level of the learner;Authenticity of the selected content of the authentic video material.Another unique aspect of using authentic video materials in class is their relevance to the difficulty of the language being learned, the variety of words, the speed of speech, and various lexical units. In such situations, when using pedagogical materials, students, taking into account their capabilities, develop a series of exercises tailored to a specific system.

In conclusion, when summarizing, authentic video materials tailored to the audience of language learners provide students with the necessary information through viewing-listening and understanding, along with grasping the cultural characteristics conveyed by the presentation, which, combined with a comprehensive understanding, enables them to enhance their communicative competence through purposefully designed sets of exercises (dialogs, debates, monologues aimed at improving speech).

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"THE ROLE OF DICTIONARIES AND SHORT STORIES IN DEVELOPING VOCABULARY OF STUDENTS"

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Annotation: *It is an undeniable fact in academic life that vocabulary plays an important role for those who learn English as a second language. The reason for this is that if learners of a foreign language do not have a sufficient vocabulary, it also affects their other language abilities to a noticeable extent. Therefore, David Wilkins was very right to say, "It is possible to convey very little without grammar. Nothing can be conveyed without a dictionary." Consequently, teaching and learning vocabulary in any foreign language occupies a very important place. Thus, various methods and strategies are used to develop the vocabulary of students learning English as a second language. Although the success of any methodology, strategy, or material depends on its characteristics and the perceptions and attitudes of students towards these methodologies, strategies, and materials. This article focuses on understanding the role of short stories in developing students' vocabulary.*

Keywords: *Vocabulary development, students, using short stories, dictionary, teaching strategies, learning a foreign language*

Introduction: Teaching and learning dictionaries play a very important aspect in teaching any foreign language. The reason for this is that the dictionary serves as the final resort in determining the level and knowledge of the learner in the target language. Having sufficient knowledge from the dictionary is essential for listening, speaking, reading, and writing. Similarly, essential knowledge about dictionaries enables the learner of a foreign language to be an effective communicator, listener, reader, and writer. On the other hand, the inadequacy of vocabulary affects these four language skills significantly. Therefore, teaching and learning dictionaries require separate attention from both teachers and learners. Hence, a systematic approach is required to expand the vocabulary of learners. This involves considering appropriate methodologies, materials, and strategies by teachers. However, the success of any methodology, material, or strategy is determined by the objectives set and achieving results. As a general goal for any foreign language learner, teaching and learning the language is aimed at developing competencies for successful communication, independence, and autonomy.

METHOD AND METHODOLOGY This article examines the role of using short stories in developing the vocabulary of English language learners, enhancing their competencies, and transitioning them to autonomous learners.

ANALYSIS AND RESULTS The dictionary assignment helps students understand both spoken and written words. The difference between this understanding and the usual

[291]

one lies in the fact that the words encountered represent not just dictionary definitions but also conceptual understandings. Acquiring such knowledge is a process that occurs gradually over time, as students engage with other words and learn examples of usage within contexts. Students encounter words they need to internalize in two forms: oral and written. An oral dictionary allows us to encounter and use words in listening and speaking contexts, while a written dictionary enables us to recognize and utilize words in reading and writing contexts. Another distinction lies in the level of knowledge about words. Knowledge about words can be categorized into receptive (understanding) and productive (using) vocabulary. Receptive vocabulary consists of words we recognize when we hear or see them, while productive vocabulary consists of words we can use when speaking or writing. Learning and mastering a purposeful language dictionary plays a crucial role in various aspects. Dictionary knowledge assists the learner in achieving any primary goal of successful communication, understanding and reaching it, expanding vocabulary, and teaching and learning foreign languages. Additionally, dictionary knowledge helps the learner to discover the structure of the language through various new words. Knowing the dictionary helps the learner to compare and contrast between the foreign language and their native language, as well as to understand the language systems of both. In this sense, words serve as the primary means of expression of the language, aiding the learner in communication and effective expression. Proficiency over the dictionary guides the learner towards successful communication. The inadequacy of dictionary knowledge leads to failure in establishing and achieving effective communication. Having a limited vocabulary may lead learners to a frustrating dead-end, as comprehensive reading materials and word-learning strategies become ineffective. Therefore, learners must capitalize on expanding opportunities. Developing vocabulary is also important because a lack of dictionary proficiency affects other language skills. Dictionary inadequacy is often cited as one of the main reasons for the failure of learners to establish successful communication, whether written or oral. Learners with reading problems often feel the scarcity of dictionaries. Acquiring essential vocabulary through oral learning aids learners in speaking and writing. The scarcity of vocabulary often leads to the inadequacy of meaningful communication. Therefore, every approach is necessary to improve learners' vocabulary. The importance of the dictionary in language pedagogy has always been recognized for everyone. The pioneer of communicative approach, Wilkins (1972), clearly demonstrated the importance of learning the dictionary as crucial as learning grammar. Whether or not a student is approaching proficiency in the target language, their ability to use and pronounce collocations was considered. Teaching, development, and learning remain fundamental issues in the classroom. The dictionary is one of the most important components of language acquisition. Therefore, learning new words systematically, both with and without context, is essential for students to improve their language proficiency. Hence, teachers need to take action to help students develop their vocabulary and enhance their communicative development. Methods and strategies for developing students' vocabulary. Traditionally, dictionary skills were not a separate topic for learning but were taught during speaking, listening, reading, and writing lessons. During lessons, students use their own vocabulary and become familiar with new words presented by the teacher and

classmates. For many students, learning the dictionary involves memorizing lists of new words in their native language without real contextual practice. In most cases, the learning context, students, often engage with unfamiliar words during the ongoing process of learning their language. When encountering a new word, students often consult bilingual dictionaries to understand the meaning. Most of the time, they write down sentences without any understanding of how to use the words in real-life contexts.Many learners stop learning the dictionary by memorizing new words. This is because ignoring lexical aspects of the dictionary often leads to superficial learning and is learned in this way. In other words, students may know how to use the dictionary accurately but may not know how to use it with various meanings in real life.Teachers employ various strategies and approaches to develop students' vocabularies. Firstly, students can indirectly acquire knowledge about words, where dictionary language activities are developed through immersion. Words are learned directly through instruction, and students can learn words through structured guidance. Teachers may encourage the expansion of the range of words used and the use of research, dictionaries, thesauruses, and idioms.Teachers may also provide students with a vocabulary notebook where they can record new or unfamiliar words. Even playing word games can enhance engagement. The creation, presentation, and use of interactive working walls can also be useful Students can acquire new, interesting, and unconventional dictionaries. As an example, Michael Graves (2006) establishes a foundation for successful dictionary programs that support the development of students' vocabulary skills and effective teaching.His teaching outlines a comprehensive approach to enhancing vocabulary skills: (1) Providing exposure to and experiences with various language contexts, (2) Teaching individual words, (3) Instructing vocabulary-learning strategies, and (4) Cultivating word consciousness.However, equally important is teachers' role as experienced individuals to assist students in developing and expanding their vocabulary independently through experience.

In conclusion, students' lack of vocabulary proficiency can pose various challenges for them during the communication process. Therefore, carefully designed dictionary guidance, particularly utilizing abbreviated narratives, is essential to address the most common issue encountered by students.

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METHOD OF ARTIFICIAL DRYING OF FRUITS.

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Abstract: *This article provides analytical data for selecting fruit drying methods for specific production conditions.*

Key words: *fruits; drying methods; dryer; technology; duration of drying; air temperature; humidity; analysis.*

Аннотация: *В статье приведены обзорная информация и анализ по способам сушки фруктов для выбора в конкретных условиях производства.*

Ключевые слова: *фрукты; способы сушки; сушилка; технология; продолжительность сушки; температура воздуха; влажность; анализ.*

Introduction. Nowadays, the production of dried products from agricultural products is becoming more and more popular. That's why it is important to take measures to quickly harvest the fruit products grown in Uzbekistan, because the fruits ripen during the hot days, taking this into account, the products are sent to the processing industry, including drying workshops. In our country, a lot of attention is paid to the drying of fruits and vegetables, and as a result, mini-drying workshops with a small size are developing rapidly and intensive drying processes are being improved without quickly wasting fruits.

When choosing the main good drying technology, the quality of the finished product is the main indicator. The large number of drying means, the variety of types of aggregates gives an opportunity to choose the most alternative drying technology among them.

Problem: The selection of technological means and methods of drying depends on the cost of the product in the general technological chain of drying and the characteristics of the product being dried. One of the most important factors in the drying process is the intensification of the technological regime. Acceleration takes place in three stages, and the drying process is accelerated. The temperature is 110-1200C at the initial stage, and it is reduced to 70-80oC at the final stage.

Scientists of Namangan Institute of Engineering and Technology and Karshi State University are conducting scientific research work on fast and high-quality drying of fruit and vegetable products in cooperation. This article presents analytical data for selection of fruit and vegetable drying methods for specific production conditions.

Analysis of drying technologies. Since ancient times, people have discovered the drying of products. Currently, there are two types of food drying: drying with the help of heat and drying at low temperatures, which is also called sublimation or molecular drying.

In the industry, there are various methods of drying with the help of heat, which are divided into convective, radiative, conductive methods.

The main essence of convective drying is to transfer heat to the product being dried using gas and to remove moisture from the products using a heat exchanger. Heated air is

used as a heat transfer agent. The conductive drying method consists in placing the product layer on a hot surface, for example, placing the drying device on its valets.

In this case, the product being dried touches the heated metal valets and heats up. Moisture from the material is removed from the dryer by means of ventilation.

The method of drying with the help of rays is based on the transfer of heat to the product through radiation sources. A heated metal surface or other material (black light emitter) or infrared radiation lamps (light emitter) are used as heat exchangers.

The kinetics and dynamics of the drying process depend on internal and external heat transfer and weight change, as well as heat exchange in abnormal conditions in the ongoing processes, i.e., changes in the continuous movement of the drying carrier and the product.

In products being dried, the bond between dry and wet has four different forms depending on the amount of energy of the body.

If the products being dried are chemically bonded, the energy of the bond in the product molecule is so high that it cannot be removed without breaking it.

When the colloid binds, there is adsorbed moisture on the inner and outer surfaces of the product, which is held in the form of an elegant film by surface tension. Long drying is required to release the adsorbed moisture.

In osmotic bonding, the moisture is easily or loosely bound to the product through a physicochemical bond, and it is easy to release the moisture from the product.

In capillary binding, product moisture is mechanically bound to dry matter. During drying, the interaction of moisture in the product with the environment is characterized. Buda is divided into free, hygroscopic and equilibrium humidity.

Free moisture is the rate at which moisture evaporates from the surface of the product. It is known that the amount of moisture evaporating from the free surface is directly proportional to the duration, the level of the evaporating liquid and the evaporation coefficient, and it depends on the speed of air movement. If the air movement rate is 0, no evaporation occurs. As the speed of air movement increases, the evaporation coefficient increases. But if the speed of air movement is very high, its effect on evaporation is less noticeable. It should also be taken into account that when the steam coming out of the moisture evaporates from the air and from the free surface, a convective flow is formed, taking out the steam molecule and accelerating the evaporation. The amount of free moisture is found based on the difference between the initial moisture content of the product and the hygroscopic moisture content.

Hygroscopic humidity is the humidity of the product, the elasticity of vapors from moisture on its surface is lower than the level of freely evaporating moisture. In this case, the release of moisture from the product is slower, and free level evaporation is accelerated. The ratio of free and hygroscopic moisture depends on the colloidal properties of the product. The higher the free moisture in the product, the faster it dries.

Equilibrium moisture is the moisture that occurs in the product at which equilibrium occurs between the product and the drying medium. Such balanced humidity depends on the temperature and relative humidity of the air and goes with their changes.

The drying process involves the removal of moisture from the product to a balanced moisture content. Balanced humidity is of great importance in the drying process,

depending on its value, the potential possibility of the air as a drying agent, the moisture associated with the product, the conditions of the level of the dried product, and the type of containers for its packaging determine. The moisture permeability and moisture-giving properties of the material are of great importance to the progress of the drying process.

In short, we chose the method of drying fruits using convective dryers at the private enterprise "AFRUZ KAMOL NABI". In the future, scientific and research work on improving the equipment of this private enterprise and determining its optimal modes is being continued.

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TYPES OF REALIA AND PRINCIPLES OF THEIR TRANSLATION IN TERMS OF THE FIELD OF CULTURE

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Annotation: *This article deals with types of realia. Throughout the translation studies, there is always a debate on equivalence in translation process between the linguists and translators. Especially, in order to prevent the technical difficulties experienced in the translation of cultural texts from creating contextual errors in the translation process, new techniques have been developed by linguists and translators. In this study, we will look into Peter Newmark's approach to the translation of culturespecific items in cultural texts, and Javier Franco Aixela's categorization of CSI.*

Key words: *cultural translation, realia, source language, target language, target culture, source culture, translation strategies, equivalency.*

REALIYA TURLARI VA ULARNI MADANIYAT SOHASI NUQTAI NAZARIDAN TARJIMA TAMOYILLARI.

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Annotatsiya: *Tarjimashunoslik davomida har doim tarjima jarayonida ekvivalentlik haqida munozaralar mavjud tilshunoslar va tarjimonlar. Ayniqsa, tarjimada yuzaga keladigan texnik qiyinchiliklarning oldini olish uchun tomonidan madaniy matnlarni tarjima qilish jarayonida kontekstual xatolar yaratishdan yangi uslublar ishlab chiqilgan tilshunoslar va tarjimonlar. Ushbu tadqiqotda biz Piter Nyumarkning madaniy matnlardagi madaniyatga xos narsalarni tarjima qilishga yondashuvini va Xaver Franko Ekselaning CSI toifalarini ko'rib chiqamiz.*

Kalit so'zlar: *Realia, tarjima strategiyalari, madaniyat manbai, til manbai, maqsadli til, maqsadli madaniyat, ekvivalent.*

In translation, Realia (plural noun) are words and expressions for culture-specific material elements. The word realia comes from medieval Latin, in which it originally meant "the real things", i.e. material things, as opposed to abstract ones. The Bulgarian translators Vlahov and Florin, who were the first to carry out an in-depth study of realia, coined the modern sense of the word. They indicate that since realia carry a very local overtone, they often pose a challenge for translation. Realia must not be confused with terminology: the latter is primarily used in the scientific literature to designate things that pertain to the

scientific sphere, and usually only appears in other kinds of texts to serve a very specific stylistic purpose. Realia, on the other hand, are born in popular culture, and are increasingly found in very diverse kinds of texts. Fiction, in particular, is fond of realia for the exotic touch they bring. To translate realia, various strategies exist : they range from phonetic transcription to translation of the overall meaning. Israeli scholar Gideon Toury offers one way of defining such solutions. According to his characterization, each of these can be placed between two extremes: adequacy (closeness to the original) and acceptability (making the word entirely consistent with the target culture). Here are the various possibilities at hand for translating realia:

Transcribing (i.e. copying) the word, character by character. This is called transliteration when the original word is written in a different alphabet.

Transcribing according to the target language's pronunciation rules. For instance, the Hindi word Kašmir becomes cachemire in French. Creating a new word or a calque, such as the English flea market inspired by the French marché aux puces

Creating a new word, analogous to the original one, but which has a more local ring to it, e.g. muezzin from the Arabic mu'adhdhin

Using a different but related word from the source language, passing it off as the original word. For instance, the Italian word cappuccino is often translated into English as latte, which in Italian means "milk".

Making the meaning explicit, such as jewish temple for synagogue

Replacing the word with a similar, local one, such as the French art nouveau (literally "new art") for Jugendstil

Replacing the word with one that is more generic or international, such as red wine for Beaujolais

Adding an adjective to help the reader identify the origin of the element of realia, as in the Argentine pampa

Translating the overall meaning. For example, the English sentence Does the National Health Service cover this drug? could become, in an American context, Is this drug expensive?

How suitable each of these solutions is depends on various factors. One of them is the type of text that is being translated. Adequate translations (in Toury's sense) of realia add some exoticism, a quality that is often desirable in fiction. For non-fiction, nowadays adequacy is usually preferred to acceptability, so as to avoid the ambiguity that can arise from the use of more culturally neutral translations – though the opposite preference has prevailed in the past. One must also consider how the element of realia relates to the source culture in terms of importance and familiarity. If, for instance, it is rather common in the source culture, then providing an adequate translation creates an exotic note that was not there in the first place (though this can be justified by the fact that, after all, one is not dealing with an original, but a translation). If, on the contrary, the source culture perceives the element of realia as unusual, unless the translator renders such an element more culturally neutral, readers of the translation will most likely also perceive it as unusual. Another thing to keep in mind when establishing a translation strategy is that not all languages are equally open to "foreignisms", and how familiar speakers of that language may

be with the realia one introduces. Some languages, such as Italian, welcome such words and frequently integrate them into their vocabulary. Other languages, on the contrary, have the opposite tendency: they are wary of foreign words and are very impermeable to them. French is a good example of such protectionism. Lastly, the expected readership (which may or may not be similar to that of the original) influences the choice of a suitable translation strategy. For example, the name of a chemical compound will be translated differently depending on whether one expects the text to be read by chemists or schoolchildren. Peter Newmark considers culture-specific items in the texts as a part of whole area of socio-linguistics. Because, it is more related with SL's cultural and social background rather than its syntactical, phonological or morphological structure of words that being mentioned in the texts. In particular, Newmark identifies six sections for CSI, which they are;

1) Ecology	2) Public Life	3) Social Life
4) Personal Life	5) Customs and pursuits	6) Private passions

With categorizing these CSI's, it makes an easy for translators to convey the accurate translation without causing contextual and structural errors in SL-TL process. In fact, he also points out five basic cultural translation procedures (2010, p.176): Apart from Newmark's more socio-linguistic approach to the culture-specific items, Aixela considers CSI's as a part of linguistic items that cause problems for translation due to differences in cultural understanding of the texts (Aixela, 1996). In particular, the main issue to find a definition for CSI in translation obtains because, as Aixela notes (1997: 57) "in a language everything is culturally produced, beginning with language itself". And that's because, he accentuates to look into the words source culture as bringing linguistic view to the classification of CSI. To elaborate, according to Axiela (1996), "by means of objects or systems of classification and measurement whose use is restricted to the source culture, or by means of the transcription of opinions and by description of habits equally alien to the receiving culture."

As Newmark did, Aixela scrutinizes techniques for translating CSI's in two groups; Conservation and Substitution.

A) Conservation

1. Repetition: it stands on a line between the relationship of ST and TL, its located at the edge of conservative side. (lexis, meaning of CSI's not changed)
2. Orthographic Adaptation: almost same as repetition, difference is CSI being transferred into TT only by changing the orthography of lexical structure.
3. Linguistic Translation: extracts to translation of culture-specific items belongs to Source Culture.
4. Extratextual Gloss: e.g. using commentary, footnote, endnote, writing in bold or italics etc.
5. Intratextual Gloss: nearly same as extratextual gloss, but the difference is intratextual gloss does not give a specific footnote etc., it points out while translating the CSI into TL by using italics, parenthesis etc.

B) Substitution

1) Synonymy: closest one to conservation, it avoids to repeat CSI while transferring to target culture. (gives a synonymous reference)
2) Limited Universalization: by this method, instead of finding an exact word for CSI in target culture, translator uses another CSI that exist to source culture.
3) Absolute Universalization: e.g. TC (target culture) -> SC (source culture) (any foreign connotations are deleted, translator add better known CSI for it.)
4) Naturalization: no foreign connotation and inserting domestic elements of target culture. (translator held the originality and authenticity of the text.)
5) Deletion: when the CSI undefinable or translatable or wouldn't be allowed, translator has a permission to not transfer the CSI to target culture.
6) Autonomous Creation: it is used for to create a reader attention. Basically, placing non-existent cultural reference in ST (source text).

To sum up, all approaches that been mentioned above, is putted out to make possible an accurate translation process between source culture and target culture in terms of their cultural background. Having an consideration to all of this approaches, gives an eligibility to translator to have meaningful target text. As Öztemel (2017) notes these strategies that can be used in order to deal with the challenges in translation of CSIs have been presented. With the result that, to choosing and applying between Newmark's and Aixela's approach to the translation of culture-specific items depends on the source language and their intentions in relation with the context.

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ZAMONAVIY O'ZBEK VA JAHON ADABIYOTIDA IKKINCHI JAHON URUSHINING AYANCHLI FOJEALARI! (9-MAY "XOTIRA VA QADRLASH KUNI"GA BAG'ISHLANADI)

Sabirova Maftuna Bahodirovna

Ixtisoslashtirilgan ta'lim muassasalari agentligi tizimidagi Urganch shahar 1-son IMI ning 9-sinf o'quvchisi

Resume: *Ushbu maqolada ikkinchi jahon urushi oqibatlari o'z ifodasini topgan badiiy asarlar haqida so'z boradi.*

Resume: *This article talks about works that reflect the consequences of the Second World War.*

Резюме: *В этой статье говорится о произведениях, в которых последствия второй мировой войны нашли свои отражения.*

Tayanch so'z va iboralar: *urush, xotira, ajdod, qadriyat, front, vatan, SSSR, inson, farzand, ittifoq, badiiy asar.*

Key words and word expressions: *war, memory, ancestor, value, front, USSR, human, child, union, work.*

Ключевые слова и выражения: *война, память, предки, ценность, фронт, родина, СССР, человек, дитя, союз, произведение.*

Urushda g'olib va baxtli podshoh, g'olib va baxtli qo'shin, g'olib va baxtli davlat, g'olib va baxtli tuzum bo'lishi mumkin. Ammo g'olib va baxtli odam bo'lmaydi. Negaki urush odamni odam o'ldirishga majbur qiladi. Odam o'ldirgan odam esa hech qachon baxtli bo'lmaydi.

(O'tkir Hoshimov "Daftar hoshiyasidagi bitiklar")

Ajdodlarni xotiralash va keksalarni e'zozlash, ulug' qadriyat hisoblanib, bu borada mamlakatimizda har yili qabul qilinayotgan dasturlarda yoshi ulug', nuroniylarga bo'lgan hurmat, e'tibor diqqat markazidadir.

9-may yurtimizda keng miqyosda "Xotira va qadrlash kuni" katta tantanalar bilan nishonlanib, 1941-1945-yillar urush va mehnat frontida tinchlik uchun kurashib halok bo'lgan jasur va matonatli o'g'lonlar xotirasi yod etiladi hamda urush va mehnat frontida jasorat ko'rsatgan nuroniylarimiz e'zozlanishi xalqimizga xos qadriyatlar ko'zgusi sanaladi.

Ikkinchi jahon urushi – XX asrda sodir bo'lgan jahon tarixidagi eng yirik urush hisoblanadi. Ikkinchi jahon urushi qariyb, olti yil davom etdi va insoniyatga juda katta kulfatlar keltirdi. 110 mln kishi urushga safarbar qilindi. 65-70 mln kishi halok bo'ldi, ular orasida harbiy xizmatchilar bilan birga millionlab tinch aholi ham bor edi.

Urushda nafaqat erkaklar, balki ayollar ham erlari, aka-ukalari yonida yelkama-yelka turib, jang qilishgan. Urushda mardonavor jang olib borgan ayollarimizga bag'ishlab bir qancha o'zbek va jahon adabiyotlari nashrdan chiqqan. Jumladan, Svetlana Aleksiyevichning "Urushning ayoldan yiroq qiyofasi" nomli hujjatli ocherki bunga yaqqol misol bo'la oladi. Svetlana Aleksiyevich o'z asarida tabiatning go'zallik namunasi bo'lgan

ayollarni asosiy qahramon qilib tanladi. Uning hisob-kitobiga ko'ra, Sobiq SSSR qo'shinlari tarkibida milliondan ortiq ayollar urushda qatnashgan. Bu ayollar erkaklar bilan yelkama-yelka turib, aloqachilik, hamshiralik, o'qchilik va yana bir qancha turli xil yumushlarni bajarishgan. Urushda erkak-ayol deb ajratilmaydi, urushda faqat askarlar bo'ladi. Ular misli ko'rilmagan qiyinchiliklarga Vatan uchun bardosh beradilar. Biz hozir juda yosh deb hisoblaydigan 18-19 yoshli qizlar o'z yelkalariga oila, farzand tashvishlari o'rniga, urush yukini olganlar. Jangchi ayollar uchun urush hech qachon tugamagan, ular qalbida doim urush yashagan. Ular avvalgidek ayol bo'la olishmadi, chunki ular muhabbat, oila, farzand kabi ne'matlardan avval urushga duch kelganlar. Urush doim ular uchun birlamchi bo'lib qoldi. Bu asarda keltirilgan barcha qahramonlar o'quvchini tinchlikni qadrlashga, shukur qilishga undaydi.

"Bir necha kishi bo'lib yuguryapmiz. Orqamizdan quvishyapti. Otishyapti. Orqada qolgan onamni tutib olishdi. U menga nimadir deb qichqirdi. Nima deganini keyin odamlar aytib berishdi. Onam:"Yaxshiyam oq ko'ylagingni kiyibsan… Qizim… Endi seni kiyintiradigan odam yo'q…" – derkan. U meni o'ldirishadi deb ishongan, oppoq ko'ylakda yotishimdan xursand bo'lgan ekan…"

Sobiq sovet tuzumi davrida ittifoqchilar insonlarni ongli bo'lishi va rivojlanishini xohlashmagan. Sababi shundaki, o'sha davrda Turkiston xalqi mustamlakachilikdan ozod bo'lishga intilishardi. Ushbu jumlalarda ona va qiz obrazi bunga yaqqol misol bo'la oladi. Insonlarning ong tafakkuri shu darajada zaharlanganki, hatto, ona o'zi va oilasini vafot etishini ich-ichidan sezgandi.

Ikkinchi jahon urushi nafaqat jahon adabiyotida, balki o'zbek adabiyotida ham yorqin ifodasini topgan. Binobarin, o'zbek yozuvchisi Baxtiyor Abdug'afurning "Uzbechka" nomli qissasini misol qilib keltirishimiz mumkin. Asarda o'zbek qizining Ikkinchi jahon urushi davrida front ortida boshlanib, frontda davom etgan mashaqqatli hayoti yoritib berilgan. Asarda, asar qahramoni hisoblangan Jamilaga quyidagicha ta'rif berilgan: "U qahr va qirg'in o'rtasidagi, shafqatsiz tuzumning kuyundisidan qora tortgan gul edi". Chindan ham Jamila frontda nimaiki qiyinchilikka uchrasa barchasiga qanoat qilib bardosh ila, mardlarcha yengib chiqadi. U urushda nafaqat dushmanning, balki o'z hamyurtlarining ham adolatsiz va shafqatsiz hukmlariga ro'baro' keladi. Ammo, u nima bo'lgan taqdirda ham chidaydi, o'zbek ayoliga xos matonat bilan qiyinchiliklarga bardosh beradi.

"Daftar hoshiyasidagi bitiklar" asarida ham urush shu darajada yoritib berilganki, ushbu misralar uning yaqqol namunasi bo'la oladi:

"Urush degan palakatni ko'pincha nodon siyosatchilar o'ylab topadi. Jangari sarkardalar boshlaydi. Jabrini esa begunohlar tortadi. Jangda halok bo'lgan begunoh askar. Guldek o'g'lidan ayrilgan begunoh ona, begunoh ota. Tul qolgan begunoh kelin. Otasidan judo bo'lgan begunoh go'dak…"

Haqiqatdan ham so'z urush haqida ketar ekan, insoniyat paydo bo'lgandan beri 15 000 dan ortiq katta-kichik urushlar bo'lgan. Albatta, hech bir narsa o'z-o'zidan sodir bo'lmaydi deganlaridek, urush ham ham o'z-o'zidan boshlanmaydi. Urushning boshlanishida kimningdir manfaati yotadi. Urushdan kimdir foyda topsa, yana kimdir katta zarar ko'radi. Kimdir nogiron, kimdir yetim, yana kimdir esa hech vaqosiz qoladi. Bir so'z bilan aytganda, kimningdir manfaati orqali boshlangan urush boshqalarga faqat fojea keltiradi. Ammo,

mard insonlar ham yo'q bo'lgan emas, albatta. Misol uchun, Rahmat Fayziyning "Hazrati inson" romanida ham urush davridagi insonlarning ahvoli chinakam tarzda yoritib berilgan. Bu roman barcha yaxshi fazilatlarni o'zida mujassamlashtirgan Shoahmad Shomahmudov va uning ayoli Bahri Akramovaga bag'ishlanadi. Romandagi Mahkam aka obraziga Shoahmad Shomahmudov prototip qilib olingan. Qonli urushning shafqatsiz yillarida o'zining yeb-icharini tayini yo'q bo'la turib, o'zga millat farzandlarini, hatto, yevreylarni ham Mahkam aka o'z oilasiga qabul qilgan. Bunday mardlik barchaning ham qo'lidan kelavermaydi, albatta. Aynan o'zbek xalqi bunday jasoratga qodirdir! Mahkam aka bolalarning millati va irqidan qat'iy nazar bolalarni o'z oilasiga qabul qildi va ota-ona mehridan bebahra qoldirmadi.

Hozirgi kunda ham bunday hazrati insonlar yo'q emas. Ammo ular orasidan ham eng buyuk va eng mehribonlari bu – muallimlardir. Chunki, muallim har doim birovning farzandini ham o'z farzandi kabi yaxshi ko'rib, duo qilib, kelajak avlodni ertangi kun uchun haqiqiy hazrati inson qilib tarbiyalaydi.

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MAKTABGACHA TA'LIM MUASSASALARIDA MUSIQANING SAN'AT TURI SIFATIDAGI AHAMIYATI. MUSIQA TARBIYASINING MAQSADI VA VAZIFALARI.

Abdixodirova Go'zal Erali qizi
Chirchiq davlat pedagogika Universiteti
Umumiy Pedagogika kafedrasi o'qituvchisi
Madraimova Madina Alisher qizi
Chirchiq davlat Pedagogika universiteti
Musiqa ta'lim 3-kurs talabasi

Annotatsiya: *Ushbu maqola maktabgacha bolalarni musiqaga bo'lgan qiziqishlarini oshirish. Ularni estetik didini rivojlantirishga qaratiladi. Bolalarni musiqaga bolgan hissiyotlarini rivojlantirish.*
Kalit so'zlar: *musiqa, estetika, pedagogika, musiqiy asarlar.*

Kadrlar tayyorlash Milliy dasturi" hamda "Ta'lim to'g'risidagi Qonun"ga tayanch sifatida maktabgacha ta'lim muassasalari uchun «Uchinchi ming yillik bolasi" dasturi 1991 yil M.SH.Rasulova tomonidan ishlab chiqildi. 2000 yilda ushbu dastur qayta nashr qilindi va unda maktabgacha ta'lim muassasalarida bolalar egallashlari kerak bo'lgan bilim, ko'nikma va malakalarga qo'yiladigan talablar, zamonaviy pedagogik jarayonni tashkil etishga qo'yiladigan talablar o'z aksini topgan.

Maktabgacha bo'lgan davr psixologiyada ilk bolalik davri deb yuritiladi hamda bolalikning eng go'zal va esda qoladigan damlarini o'z ichiga oladi. Musiqa tarbiyasi bolalar bog'chasi va umumiy o'rta ta'lim maktablarida umumiy fanlar tarkibida o'qitiladi. SHuning uchun bu o'quv fanini o'qitish nazariyasi hamda metodikasini o'zlashtirishni hozirgi kunda o'ta ahamiyatli va muhim faoliyatdir.

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 bormokda. Maktabgacha ta'lim muassasalaridagi har bir fanning asosiy vazifasi bolalarni fikrlash va o'ylashga o'rgatishdir.

Prezident I. A. Karimov ta'kidlab o'tganidek: «Aslida ta'lim-tarbiya sohasidagi islohotning chegarasi yo'q. Toki hayot davom etar ekan, ta'lim ham, tarbiya ham zamon o'rtaga qo'yayotgan yangi-yangi talablarga ko'ra mustaqil ravishda o'zgarib-yangilanib boraveradi».

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 o'yg'otishining o'zini bir mujiza deb, atash mumkin. Musiqa tarbiyasi estetik tarbiyaning tarkibiy qismi hisoblanadi.

Inson shaxsini shakllantiruvchi etakchi omillardan biri - ta'lim-tarbiyadir. Estetik tarbiya esa uning tarkibiy qismi sifatida go'zallikning mohiyati, estetik va axloqiy hissiyotlarning birligi, san'atning xalqchilligi to'g'risidagi ta'limotga suyanib, o'quvchilarning ob'ektiv dunyo haqidagi bilimini kengaytiradi va chuqurlashtiradi, ijodiy qobiliyatini va iste'dodini o'stiradi hamda ularda yuksak ma'naviy fazilatlarning 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.

Aslida estetik tarbiyaning maqsad va vazifalari bu bilan chegaralanib qolmaydi, o'quvchilarni go'zallik va xunuklikni, yuksaklik va tubanlikni, shodlik, kulfatni anglash va ko'ra bilishga o'rgatadi. Estetik tarbiya umuminsoniy va milliy qadriyatlar qaror topishiga xizmat qiladi. Ayonki, tarbiya inson ongiga, his-tuyg'ulariga, tasavvuriga, e'tiqodiga, dunyoqarashiga, hatti-harakatlariga, xulq-atvoriga ta'sir o'tkazadi. Musiqa tili barchaga tushunarli va yaqindir.

Musiqa tovush tovlanishlari orqali fikr va tuyg'ularni aks ettiradi, hayot bosqichlarida insoniyatni to'lqinlantirib kelgan axloqiy muammolarni bayon qiladi. Bunda musiqaning falsafiy mohiyati ham namoyon bo'ladi. Ajoyib musiqa asarlari chuqur falsafiy mazmun bilan sug'orilgan bo'ladi, musiqada hayot va o'lim, shaxs va jamiyat, ezgulik va zulm, qudrat va zaiflik kabi masalalar aks etadi.

Musiqaning inson ruhiyatiga ta'sir qilishining tugallanmas imkoniyatlari haqida qadimdan musiqashunoslar, mutafakkirlar va olimlar diqqatini o'ziga tortgan. Faylasuflar, psixologlar, pedagoglar va jamoat arboblari san'atlar ichida musiqa san'atining insonni shaxs sifatida shakllanishiga ta'sir qiladigan xususiyatlari haqida aniqlashga uringanlar. Qadim zamonlardan musiqaning, ayniqsa, uning komponentlari - ritm va kuyning inson kayfiyatiga ta'siri, uning ichki dunyosini o'zgartirishi haqida fikrlar mavjud bo'lgan.

Musiqa san'ati estetik tarbiyaning muhim omili sifatida shaxs shakllanishiga kuchli ta'sir etadi. Oilada, bog'chada, maktabda musiqa mashg'ulotlarini maqsadga muvofiq tarzda uyushtirish, yosh avlodning ichki dunyosini boyitish va san'atni to'g'ri tushunishdagi samarali yo'ldir.

Musiqa inson his-tuyg'ularini, orzu-umidlarini, xohish-istaklarini o'ziga xos badiiy tilda ifoda etadi va kishining his-tuyg'ulariga faol ta'sir etadi. Musiqa ham fan, ham san'atdir . U fizika va matematikaga asoslanadi, bu fanlar musiqani fanga aylantiradi. Lekin

musiqa asariga shu fanning turg'un tushunchasi sifatida qarab bo'lmaydi. CHunki musiqa har doim rivojlanib turuvchi jonli san'atdir.

Musiqa san'ati inson hayotining ilk yillaridanoq uning hamrohiga aylanib, umumiy madaniy rivojlanishiga salmoqli hissa qo'shadi. Musiqa inson umrining doimiy yo'ldoshi. Stendalning aytishiga ko'ra, musiqa - san'at turlari ichida insonning yuragiga chuqur kirib, uning ichki kechinmalarini aks ettirishga qodirdir.

«Musiqa san'atning ifodali turi tizimiga kiradi. Musiqa ham voqea-hodisalarni ifodali aks ettiradi. Ammo u me'morchilikdagi kabi fazo va moddiy ashyo o'lchovlari bilan belgilanmaydi. Musiqa ko'rish orqali emas, balki eshitish vositasida idrok qilinadi. Musiqa mavzui o'z xususiyatiga ega bo'lib, inson va voqelikdagi barcha tomonlarni qamrab ololmaganligi uchun, eng avvalo, inson ichki ma'naviy dunyosini, uning tuyg'u va kayfiyatini ifodalaydi... musiqa voqelikning his-tuyg'uli qiyofasini yaratadi.»3

Musiqa kayfiyat holatini ifodalashda keng imkoniyatga ega. Inson kayfiyati murakkab hissiyot bo'lib, u hech narsa bilan bog'lanmagan. Kayfiyat umumlashgan xususiyatga ega bo'lib, undan ikkilamchi tomonlar chiqarib tashlanadi va insonning voqelikka bo'lgan 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 bog'liqlikda, bir-biriga singib ketishida namoyish qila oladi.

Musiqa «til»i barcha qismlarning uzviy birligini, asar shaklini ifodalaydi. SHakl - musiqa mazmunining moddiy ifodasidir. Bastakor fikri, tuyg'ulari, tasavvurlari eshituvchilarga musiqiy shakl orqali etib boradi. SHu bois musiqa «til»ini egallashga, uning mazmun-mohiyatini anglashga, musiqadagi fikrlar, tuyg'ular, kechinmalar boyligini o'zlashtirishga keng yo'l ochadi.

O'sib kelayotgan avlod uchun musiqiy tarbiyaning ahamiyatini nihoyatda buyuk ekanligini qadimiy mutafakkirlar alohida urg'u bilan ta'kidlashgan. Kelajak jamiyat a'zosining insoniy va ijobiy fazilatlari aynan bolalikdan boshlab shakllana boradi. Aynan shu davrda musiqa ijobiy sifatlarni shakllantiruvchi vosita hisoblangan. Musiqa ashula va raqs tarkibida ham vujudga keladi va keyinchalik badiiy ijodning mustaqil turiga aylanadi, o'ta o'ziga xos badiiy ifoda «til»iga ega bo'lib, maxsus ishlab chiqilgan va tanlab olingan tovushlar ana shu «til»ning manbaidir.

Albatta, musiqa shaxsni shakllantirishning, uning ijobiy fazilatlarining yo'nalishlarini o'z-o'zidan belgilab bermaydi. Tarbiyaviy ta'sirning eng muhim tomonlari musiqiy asarning g'oyaviy mazmuniga bog'liqdir. Ana shu bilan musiqiy-estetik tarbiyaning vazifalari belgilanadi. Mashhur polyak kompozitori K.SHimanovskiy o'zining «Jamiyatda musiqaning tarbiyaviy ahamiyati» nomli maqolasida, musiqaning tabiiy kuchi haqida gapirar ekan, - uning ikki qarama-qarshi yo'nalishda - yaratish va bo'zish uchun ishlatish mumkinligini — «kerakli ishga yo'naltirgan holda, tez oqar daryoning suvlaridan foydalanib, foydali va unumli ishlar uchun, ya'ni tegirmonni aylantirish uchun ishlatgandek, musiqa kuchidan ham unumli foydalanish kerak»5, - debgaytgan.

SHu o'rinda Asafevning «...musiqa - bu ham san'at, ham fan, ham til, ham uyin» . – degan so'zlarini eslash maqsadga muvofiqdir

Musiqaning insonga ta'siri, shaxsning va jamiyatning ruhiy hayotidagi o'rni kompleks muammo hisoblanadi. Ushbu murakkablik va serqirralik fanga darrov kelmadi. SHu o'rinda Asafevning «...musiqa - bu ham san'at, ham fan, ham til, ham o'yin»degan so'zlarini eslash maqsadga muvofiqdir.

Demak, bolalarning musiqiy hamda shaxsiy xususiyatlarini shakllantirishda musiqa san'atining o'rni beqiyosdir. Musiqa kishiga har tomonlama ta'sir ko'rsatar ekan, kuy va uning musiqiy ifodasi kishining hissiyotiga chuqur ta'sir qilib, unda har xil hislarni o'yg'otadi, turlicha kayfiyatlarni hosil qiladi. Qo'shiqning matni, g'oyaviy mazmuni faqat hissiyotga emas, balki tinglovchilarning ongiga ham ta'sir qilib, ularni hayajonlantiradi va fikrlashga majbur etadi. Kishilarda asarda aks

etgan ma'naviy muammolarga nisbatan muayyan munosabat o'yg'otadi. Bunday ta'sir g'oyat murakkab va kuchlidir.

Xulosa: ush bu maqolada bolalarning har bir kunida musiqa bilan bog'lash kerakligi hamda bolalarning musiqaga bolgan qiziqishini oshirish yo'llari keltirilgan bo'lib , bolani musiqa orqali vatanga onaga tabiatga bo'lgan mexrini ham uyg'otishga qaratilgan. Bir qancha olimlarning maktabgacha ta'lim muassasalarida bolalarga musiqa o'tish xaqida bildirilgan fikr mulohazalari keltirildi.

FOYDALANILGAN ADABIYOTLAR:

1. Maktabgcha ta'lim tizimini tubdan takomillashtirish chora tadbirlari to'g'risidagi O'zbekiston Respublikasi Prezidentining qarori. 09.09.2017y.

2. O'zbekiston respublikasi maktabgacha ta'lim tizimining 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida –T.:2019

3. "Maktabgacha ta'lim va tarbiya to'g'risida" O'zbekiston Respublikasi qonuni.

4. Maktabgacha tarabiya yoshidagi bolalar ta'lim tarbiyasiga qo'yiladigan Davlat talablari T.:2020

MUSIQA MASHG`ULOTLARIDA TARBIYACHINING O`RNI. MUSIQA RAHBARINING MA'NAVIY, AHLOQIY QIYOFASI VA UNGA QO`YILGAN TALABLAR.

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Musiqa ta'lim 3- kurs talabasi

Annotatsiya:*Ushbu maqolada maktabgacha yoshdagi bolalarning To'g'ri rivojlanishi bolalarni vatanparvarlik ruxida tarbiya olishi kelajakda ona vatan uchun sharafli xizmat qilish g'oyalari keltirilgan.*
Kalit so'zlar: *vatanparvarlik, rivojlanish, bolani, tarbiyalash.*

Zamonaviy pedagogika ta'lim tizimining maqsadi, yangi toifaga mansub bo'lgan musiqa o'qituvchisining umumiy va kasb kamolotiga erishishdan iborat, chunki umumiy o'rta ta'lim maktabi rahbari oldiga uning kasb malakasiga va shaxsiy hislatlariga nisbatan yuqori talablar qo'ymoqda.

Har qanday pedagoglik kasbi murakkab va serqirra jarayondir, shuning uchun bu kasb qaysi sohaga tegishli bo'lmasin, musiqiy rahbar oldiga ko'pgina talablarni qo'yadi. Ta'lim-tarbiyaning barcha sohalarining maqsadi barkamol shaxs tarbiyasidir. Lekin bu borada maktabgacha ta'lim muassasalaridagi estetik turkumga kiruvchi fanlar - musiqa, tasviriy san'at, adabiyot va ularning o'zaro aloqadorligi asosiy rolni o'ynaydi. Jumladan, maktabgacha ta'lim muassasalaridagi "musiqa" mashg'ulotlari musiqiy rahbarlari ham maxsus bilimlar, ko'nikma-malakalar, pedagogik qobiliyat hamda pedagogik mahoratga ega bo'lmoqlari lozim. Ma'lumki, "musiqa" mashg'ulotlari to'rtta musiqiy jarayonni o'z ichiga oladi:

1. Qo'shiq kuylash;
2. Musiqa tinglash;
3. Musiqa ostida ritmik harakatlar bajarish.
4. Bolalar Musiqiy cholg'u asboblarini chalish.

Mana shu to'rtta jarayon bir-biri bilan uzviy bog'langan holda o'tilishi maqsadga muvofiqdir. Bolalarda yuqori natijalarga erishish uchun musiqa o'qituvchisi musiqiy bilimlarni: garmoniya, polifoniya, solfedjio, musiqa nazariyasi, musiqa tarixi, musiqa adabiyoti, musiqiy asar tahlili va yana birorta musiqiy asbobni chalishni bilishi zarurdir. Lekin yuqorida aytilgan bilimlarni egallashning o'zi etarli emas.

Musiqa (rahbari) o'qituvchisi mashg'ulot jarayonida musiqa haqida bolalarga juda qiziqarli, savodli va obrazli qilib, har xil illyustratsiyalarni qo'shgan holda gapirib bera olishi ham kerak.

[309]

Biror kompozitor yoki bastakorlarning asarini o'rganish jarayonida, shu asar haqida, asarning mualliflari haqida, asar yaratilgan davr haqida to'liq ma'lumot bera olishi zarur.

Asarning ladi, tonligini, tuzilishini, akkordlar funktsiyasini va hokazolarni bilishi lozim.

Bulardan tashqari musiqa o'qituvchisi oldiga amaliy vazifalar ham qo'yiladi:

1. Berilgan qo'shiqni ko'ylab bera olishi;

2. Kuyga akkomponiment chala bilishi;

3. Bemalol transpozitsiya qila olishi;

4. Dirijyorlik qila olishi kerak va boshqalar…

Musiqa o'qituvchisi nafaqat o'z predmetini, balki falsafa, estetika, psixologiya, pedagogikani yaxshi bilishi va o'z ish faoliyati davomida qo'llay olishi shart.

Musiqaning ta'sirchanligini, uning mohiyatini to'liqligicha bolalar ongiga etkazish pedagogikaning eng kiyin muammolaridan biridir. Musiqa o'qituvchisi "Musiqa madaniyati" darslarida bolalarda quyidagi fazilatlarni shakllantirishi lozim: Do'stlik, Vatanparvarlik, sadoqat, mehr-shafqat, mehnatsevarlik, tashabbuskorlik va hokazo.

Bolalarda yuqorida sanab o'tilgan fazilatlarni shakllantirish uchun musiqiy rahbar bir qator vazifalarni bajarishi kerak:

1) Bolalarni musiqani sevish va tushunishga o'rgatish;

2) Bolalarning badiiy va estetik didlarini shakllantirish;

3) Bolalarda musiqiy qobiliyatni rivojlantirish;

4) Bolalarning musiqa savodi, musiqa tarixi, musiqa adabiyoti, qo'shiq kuylash kabi musiqiy bilimlarini hamda tushunchalarini kengaytirish.

Sanab o'tilgan fazilatlarni shakllantirish uchun, avvalam bor musiqa o'qituvchisi darslarni yuqori professional darajada o'tishi zarurdir. Darsdan kutilgan natijalarni olish uchun mashg'ulotlarda ta'lim tamoyillariga rioya qilish maqsadga muvofiqdir. Hozirgi rivojlanish jarayonida ko'pchilik maktabgacha ta'lim muassasalari, maktablar kompyuterlar, musiqiy markazlar, televizor, radio kabi bir qator yangi axborot texnologiyalari bilan jihozlanmoqda. Bu texnologiyalardan musiqa madaniyati mashg'ulotlari, darslarida ham foydalanish yuqorida keltirilgan shaxsiy fazilatlarni shakllantirishda juda qo'l keladi.

Musiqa (rahbari) o'qituvchisi o'tiladigan mashg'ulotlarini ma'lum bir maqsadni ko'zlagan holda, ta'lim-tarbiyani uzviy bog'lagan holda, aniq bir reja asosida olib borsa, mashg'ulot va undan olinadigan natija yuqori bo'ladi. Musiqa (rahbari) o'qituvchisi o'zining hamda bolalarning mashg'ulot davomida qiladigan ta'limiy-tarbiyaviy hatti-harakatlarini har xil qiziqarli usullarini ishlab chiqishi lozim. Buning uchun musiqa o'qituvchisi quyidagi narsalarni bilmog'i darkor:

1. Bolalarining musiqiy faoliyatlarini uyushtirish shakllarini;

2. "Musiqa madaniyati" dasturi mazmunini, uning g'oyaviy-nazariy asoslarini, didaktik usul va tamoyillarini;

3. Bolalarning yosh xususiyatlarini;

4. Musiqa mashg'ulotlari (darslari)da o'rganiladigan asarlarning badiiy xususiyatlari, tarbiyaviy ahamiyatini;

5. Maktabgacha ta'lim muassasalarida, maktabda va maktabdan tashqari olib boriladigan mashg'ulotlarning samarali shakl va usullarini tashkil etishni;

6. Musiqa mashg'ulotlari (darslari)ni konstruktsiyalash: reja-konspekt tuzish, kerakli musiqiy asarlarni to'plash, musiqani o'rgatishning unumli yo'llarini izlash;

7. Pedagogik masalalarini formulalash va echish;

8. Bolalarning musiqiy qobiliyatlarini ochib beruvchi ijrochilik musiqiy faoliyatlarini uyushtirish (Bayram ertaliklari tashkil etish);

9. Bolalarda mavjud bo'lgan bilimlarni, yangi bilimlarni o'zlashtirishga yo'naltirish va hokazolar.

Musiqa mashg'ulotlar (darslar)i bolalarga o'z milliy musiqiy tarixlari, musiqaning elementar nazariyasi, jahon musiqa san'ati namoyondalarining ijodi haqida tushunchalar berish, ularda musiqiy madaniyatni, odobni va nafosatni tarbiyalashga asos soladi.

Bolalarda kuylash malakalarini tarbiyalashning o'z qiyinchiliklari bo'ladi. Bolalar hali asarni to'la tahlil qila olmaydilar. SHuning uchun avvalam bor Musiqiy rahbar o'zi qo'shiqni namunaviy tarzda ko'ylab bermog'i lozim. Agar qo'shiq yozuv lentasida yozilgan bo'lsa, magnitofonda qo'shiqni biror bir bolalar xorlari ijrosida eshittirish ham yaxshi natija beradi. Keyin qo'shiqni qayta-qayta ko'ylab yod olinadi. Qayta kuylash usulining ikkita sharti mavjuddir:

1) Bola kuylayotganda aynan nima qilishi va nimaga erishishi mumkin bo'lgan, puxta, aniq bilimga ega bo'lishi lozim.

2) Bola nimaga erishganini, har bir mashqning qanday natija berganini, qanday xatolarga yo'l qo'yilganini bilishi kerak va keyingi mashqlarida xatolarni bartaraf etishi lozim.

Birinchi shartning to'g'ri bajarilishi uchun musiqa savodxonligi jarayonini kuylash jarayoni bilan bog'liqligi, mantiqan bir-biriga mosligiga e'tiborni qaratish darkor. Ikkinchi shartning bajarilishi qayta kuylash mashqining ma'lum bir maqsadga qaratilganligiga bog'liq. Bunda musiqa rahbari (o'qituvchisi) har gal qayta ko'ylanganda mashqni bolalar bilan o'z vaqtida tahlil qilib borishi zarur. Musiqa rahbari (o'qituvchisi) kuylashda yaxshi natijalarga erishish uchun quyidagi tadbirlarni utkazishi tavsiya etiladi:

1) Bolalarni ohangdoshlikni his etishlariga erishish;

2) Har bir bolaning individual xususiyatini hisobga olish;

3) Iloji boricha milliy cholg'u asboblaridan foydalanish;

4) Mashg'ulot (darslar)da faol qatnashgan, qobiliyatli bolalarni musiqa to'garaklariga jalb etish.

Bolalar musiqa mashg'ulotlarida faqat qo'shiq o'rganish yoki musiqa ritmik harakatlarni egallash bilan cheklanib qolmay, balki musiqa rahbari (o'qituvchisi) ijrosida, plastinka yoki magnit lentalari yordamida musiqa asarlarini tinglaydilar, idrok etadilar. Musiqa asoslarini bolalarga tushuntirish va tanishtirish bolalarning musiqiy bilim

saviyasini kengaytiradi. Musiqa asarlarini eshitish mashg'ulotlarni mazmunan boyitadi, xilma-xilligini oshiradi, mashg'ulotlarni hayajonli o'tishiga katta yordam beradi.

Bolalar bilganlaricha javob beradilar. Musiqa rahbari (o'qituvchisi) bolalarga ko'rgazmali qurollar yordamida o'zbek milliy cholg'u asboblarini ko'rsatib, birma-bir tanishtirib chiqadi, bolalar bilan fikr almashadi. Bolalarda cholg'u asboblarida ijro eta olish uchun to'garaklarga qatnashishni tavsiya etadi.

Ko'rib turganimizdek, musiqa rahbari (o'qituvchisi) faqatgina qo'shiq kuylashni emas, balki bir qator musiqiy-nazariy bilimlarga ega bo'lmog'i shart. Musiqa mashg'ulotlari xox u qo'shiq kuylash bo'lsin, xoh musiqa tinglash bo'lsin, xoh nazariy bilimlar bo'lsin yosh avlodni axloqiy poklik, ma'naviy boylik va jismoniy barkamollikni mujassamlashtirgan har tamonlama etuk shaxs qilib shakllantirishga asos solar ekan.

Xulosa:

Xulosa qilib shuni aytish kerakki, musiqa mashg'ulotlari (darslari) orqali musiqa rahbari (o'qituvchisi) bolalarda yuksak ma'naviy, badiiy va axloqiy madaniyatni, milliy g'urur, vatanparvarlik tarbiyasini, nafosat va badiiy didni o'stirishga, tafakkurlarini kengaytirishga, mustaqillik va tashabbuskorlikni tarbiyalashga xizmat qiladi.

FOYDALANILGAN ADABIYOTLAR:

1. Maktabgacha ta'lim tashkilotlari faoliyatlarini yanada takomillashtirish chora tadbirlari to'g'risida O'zbekiston Respublikasi Vazirlar maxkamasining qarori 391-sonli qarori 2019.

2. Maktabgacha tarbiya yoshidagi bolalar ta'lim tarbiyasiga qo'yilgan davlat talablari.2020y