

SJIF 2023: 5.499
ISSN (E): 2835-5326



2023 CANADA CONFERENCE

**VOLUME 2
ISSUE 5**



**E- CONFERENCE
SERIES**

INTERNATIONAL CONFERENCE ON SCIENTIFIC RESEARCH IN NATURAL AND SOCIAL SCIENCES

MAY 5TH 2023



TOPICS COVERED

- **NATURAL SCIENCES**
- **SOCIAL SCIENCES**
- **APPLIED SCIENCES**
- **MEDICAL SCIENCES**
- **ENGINEERING SCIENCES**

Vol. 2 No. 5 (2023)

Articles

1. KHUSHANZAMON-NATIONAL ETHNOGRAPHIC FOLKLORE ENSEMBLE

Qodirova Feruza Xolmuminova
1-9

2. ZOONYMS ARE A SPECIFIC LAYER OF LEXICAL LANGUAGE SYSTEMS

Tuyg'unova Shohsanam Alijon qizi
10-13

3. TORCH INFEKSIYASI

Teshaboyeva Shaxnoza Marifovna
14-19

4. BOLALAR FOLKLORI UNING MAQSAD VA VAZIFALARI

Xamidova Mohinaxon, Saidaliyeva Diyora
20-26

5. TASVIRIY SAN'AT DARSLARIDA MANZARA YARATISHDA KOMPOZITSIYA VA RANGLAR YECHIMI

Istamov Zavqiddin Sadulloyevich, Istamov Farrux Sadulloyevich, Mansurov Elyor
Akbarovich
27-31

6. THE STATE OF INTEGRATION IN HIGHER EDUCATION

Saidova Zilola Gadoymurodovna
32-36

7. HISTORIOGRAPHY OF VIEWS OF NATIONAL-PROGRESSIVE JADIDS OF TURKESTAN

Imamov Ulug'bek Ismailovich
37-43

8. CYBERSECURITY AND ACCOUNTING

Adhamov Ravshanbek Ulug'bek o'gli, Yo'lchiboyev Davlatjon Orifjon o'g'li, Ne'matov
Yahyoxon Iqboljon o'g'li, Research advisor: Saliev Bakhodir Komilovich

44-47

9. ТИНТУВ ТЕРГОВ ҲАРАКАТИНИ ЎТКАЗИШ ДАВОМИДА ЮЗАГА
КЕЛАЁТГАН АЙРИМ МУАММОЛАРГА ПРОЦЕССУАЛ ЕЧИМЛАР

Хомидов Воҳиджон Адхамович
48-53

10.ТИНТУВ ЎТКАЗИЛАЁТГАН ШАХС МАНФААТЛАРИНИНГ
КАФОЛАТЛАРИ

Хомидов Воҳиджон Адхамович
54-61

11.РАСПРОСТРАНЕННОСТЬ ДЕПРЕССИИ У СТУДЕНТОВ ВЫСШИХ
УЧЕБНЫХ ЗАВЕДЕНИЙ

Кахрамонова Ирода Исломовна
62-69

12.ZOONYMS ARE A SPECIFIC LAYER OF LEXICAL LANGUAGE SYSTEMS

Tuyg'unova Shohsanam Alijon qizi
70-73

13.THE ROLE OF COOPERATIVE LEARNING IN IMPROVING ORAL
COMMUNICATION SKILLS OF EFL LEARNERS

Akramova Mehriniso Abduvahob qizi, A. Muhammedov
74-79

14.ОСОБЕННОСТИ ВЫРАЩИВАНИЯ И КАДАСТРОВОЕ РАЗМЕЩЕНИЯ
КАРТОФЕЛЯ В УСЛОВИЯХ РЕСПУБЛИКИ КАРАКАЛПАКСТАН

Реимов Н. Б., Каримов Ф. А.
80-90

15.DASTURLASH TILINI ANDRAGOGIKA PRINSIPLARI VA DASTURLASH
TILLARINI O'QITISH YONDASHUVLARI INTEGRATSIYASI ASOSIDA
O'QITISH

Kamalova Nilufar Ilxomovna
91-98

16. OG'ZAKI TIBBIYOTNING KOMPOZITSION VA JANR XUSUSIYATLARI

Yunusova Maftuna Shokirovna
99-103

17. THE EMERGENCE OF MATHEMATICAL EDUCATION IN PRE-SCHOOL
EDUCATIONAL INSTITUTIONS

Anvarova Marjona
104-108

18. COMPARATIVE-SEMANTICAL ANALYSIS OF UZBEK, RUSSIAN AND
ENGLISH PAREMIOLOGICAL UNITS

Abdullayeva Munojot Mukhtorovna
109-114

19. OLIY TA'LIMDA TA'LIM METODLARI VA VOSITALARIDAN
FOYDALANISH

Mamatqulov Akbarjon Raim o'g'li, Muhammadjonov Javohir Tursunali o'g'li, Abdullayev
Bahrom Aktamovich
115-118

20. PARAMETERS OF THE ANTI-ROTOR HYDRO UNIT WITH DIFFERENT
TYPES OF IMPELLER

Bozarov Oybek Odilovich
119-123

21. МЎЛ, СИФАТЛИ ҲОСИЛ ОЛИШДА ВАТЕЗ ПИШИШИДА
ПЛЁНКАНИНГ МУҲИМ АҲАМИЯТИ

Хакимов Позилжон Ахмадович
124-128

22. ЯНГИ ТАРКИБЛИ ЭЛАСТИК ЕНГГИ ТЎҚИМА КАРКАСИНИНГ
ИШҚАЛАНИШГА ЧИДАМЛИЛИГИ ВА ҲАВО ЎТКАЗИШ
ХУСУСИЯТИНИ ЎРГАНИШ

Ф. О. Ҳафизов, А. А. Рўзиев, Б. К. Хасанов
129-132

23. THE EMERGENCE OF GENDER IN NONVERBAL COMMUNICATION

Nunnanova Gulshaydo Bekpulatovna
133-136

24. ПРИНЦИПЫ РАСПРЕДЕЛЕНИЯ СЛОВ РУССКОГО ЯЗЫКА НА
КЛАССЫ

Панжиев Н. П., Номозов Фарид Ботирович
137-142

25. ANALYSIS OF ACID HYDRAULIC FRACTURING PROCESS OF LAYER IN
MINING CONDITIONS

Meiliyeva Kibriyo Oybekovna, Jumaev Doston Baxtiyor o'g'li
143-147

26. THE DEVELOPMENT OF COMPARATIVE LINGUISTICS AND ITS
HISTORY

Negmatova Mutabar Dustmurodovna
148-153

27. IMPROVING LABOR MIGRATION GOVERNANCE IN UZBEKISTAN:
RECOMMENDATIONS BASED ON INTERNATIONAL BEST PRACTICES

Norjigitov Marufjon Ziyodulla o'g'li
154-158

28. ВЛИЯНИЕ НА ЭКОЛОГИЮ УЗБЕКИСТАНА ДОБЫЧА ГОРЮЧЕХ
СЛАНЦЕВ

Хасанов Элёржон Эркинжон угли
159-163

29. TERMOFIZIK KATTALIKLARNI O'LCHASH MASALALARI UCHUN
ISSIQLIK O'TKAZUVCHANLIGI TENGLAMASINI INTEGRAL SHAKLDA
TAQDIM ETISH

M. B. Bekmurodova, Sh. R. Nuritdinova
164-168

30. NEW MODERN METHODS IN TEACHING ENGLISH

Norkulova Umida Khurramovna, Soatova Nilufar Xolboyevna, Latipova Gulnora Jumaqulovna
169-174

31. **FLAT FEET**

Boltaboyeva Nargiza, Masaboyeva Dilnoza

175-177

32. **MAKTABGACHA TALIM TASHKILOTLARIDA FAOLIYAT MARKAZLARIGA QOYILGAN TALABLAR**

Maxamadyunusova Dilafruz

178-181

33. **МЕТАЛЛООКСИД МОДДАЛАРИНИ ОЛИШДА КИМЕВИЙ-ПЛАЗМА ВА ИМПУЛЬС ЛАЗЕР ЧЎКТИРИШ УСУЛЛАРИДАН ФОЙДАЛАНИШ**

Зайнобидинов С.З, Расулова М.Б

182-186

34. **PECULIARITIES OF EARLY TERMINATION OF A SPORTS CONTRACT UNDER THE LEGISLATION OF THE REPUBLIC OF UZBEKISTAN**

S. S. Mamadaliev, E. T. Musaev

187-194

35. **NASOS STANSIYALARIDA ELEKTR TEJAMKOR YURITMALARINI QO`LLASH**

Sheraliyev Sardorbek Isroil o`g`li, Karimjonov Boburbek Olimjon o`g`li

195-198

36. **NURSING PROCESS AND ITS SIGNIFICANCE**

To'raxonova Oydin, Ikromova Ziyoda

199-201

37. **CHICKENPOX**

Po'latova Nasiba, Boymurodova Dildora

202-205

38. INFANT VENTILATION

Saidova Gulrux, Qurbonova Shaxnoza

206-207

KHUSHANZAMON-NATIONAL ETHNOGRAPHIC FOLKLORE ENSEMBLE

Qodirova Feruza Xolmuminova
Navbahor tonggi gazetasi bosh muharriri

Annotation:

It was written a little more seriously, since it was for a scientific article, I looked at the facts.

Keywords: KhushonZaman, Uzbekistan, Alla

Today, we can say a number of positive things about the "Khushon Zaman" folklore-ethnographic folk amateur team, organized under the House of Culture, Navbahor district, Navoi region. The brightest and most exemplary of them is known as the folk dasta.



In accordance with the order of the Ministry of Culture of the Republic of Uzbekistan in 2007, the "Khushon Zaman" folklore ethnographic team was recognized as "People's Amateur Team" for their meritorious service of preserving our eternal values, which are the essence of our spirituality. "Khushon Zamon" folkloric

ethnographic folk amateur group is enriching its repertoire with new folk oral examples every year.

The artistic group shows its performances at district-level festivals and fairs and gradually comes to the public's attention. Since 1989, they have been actively participating in regional and republican level examinations and have been taking honorable places. In 1995, "Huybale", which was staged by the team on the basis of folk dances, now forgotten, that is, the dance of the groom's servants visiting the bride's house, will be shown on the TV and radio channel of Uzbekistan.

With this, the traditions existing in the district are brought to the attention of the general public. Until 2000, the team was led by Rana Akhmedova, a passionate culture worker. Due to Aya's incomparable service, the team has become famous in the republic during these past years. With the initiative of that person, our eternal values, lapar and alyars, which are being forgotten, and our traditions, which are the foundation of our spirituality, were restored.

In the course of their activities, the team collects examples of folk art and preserves them for centuries and makes their contribution to the younger generation.

Chorlov

My child said,

Jam called the cup water.

He said, "Let me go to Kotanda."

"Tiramo" said my wedding.

Togora head uncle,

Momo of Kaivanisi.

Servant aunt and uncle

Let there be more weddings, my child.



"Khushon-zamon" folklore-ethnographic folk amateur ensemble was established in 1987 by the director of the village culture house "Gigant" (now "Istiqlal") belonging to the central culture house of the district by the director of this village culture house (deceased) Rana Aya Akhmedova. The ensemble consists of 22 members. The ensemble performs the forgotten folk thermals characteristic of its region and the rituals and rituals from the village of Arabkhana: Osman Baba Kholov, Tashbibi Khakberdiyeva, Rajabgul aya O'sarova, from Karoan: Saodat aya Toirova, from Beshrababad: Ruqiya aya Namozova, (deceased) Ravshan Baba Goyibnazarov today recorded the songs of young folklorist poets Gulchiroy Soyilova and Mukhayo Nazarova and included them in their repertoire. In the course of its activity, the ensemble participated in district and regional competitions several times and became prize winners. Here we will quote the information one by one: in 1989, he took part in the competition held within the framework of the III-All-Union folk art festival in Galasia, Bukhara region, and won the first place.

Play it, sing it, open your arms,
Sing from high happiness, from a high throne.
Let the ancient earth tones sing,
Play with fun and excitement.

The melodies of my motherland are old-fashioned,
Pray that no grudge will touch us.
May the melodies of Uzbeg never die,
Don't let your eyes touch this dear Motherland.

In 1993, the songs "Alla" and "Yor-yor" of the folk groups of Kyziltepa district took the first place in the regional competition. In 1995, the "Huy ballet" ceremony of the ensemble was filmed for the "Zilol" program of the Uzbek television, and the program is preserved and broadcast in the "Golden fund" of the television until now. In March 2005, he took part in the "Korpa dozon" ceremony at the regional head of the folklore festival and was awarded with a II-level diploma.

In May 2005, he took part in the 4th Open Folklore Festival "Boysun Bahori" and was awarded with a diploma and commemorative gifts by the organizers of the festival. In July 2005, members of the ensemble Norjon Orokova, Lutfulla Bobomurodov took the proud 1st place at the regional stage of the I-Republica



screening festival of "Lapar va Olan" performers, took an active part in the Republican stage, and were awarded an "Honorable Label" by the organizers of the festival.

In October 2006, the ensemble's theatrical program based on the rituals "Korpa dozon" and "Huy ballet" was filmed and broadcast several times for the show "Across the Country" broadcast by Uzbekistan TV. On March 30, 2007, the ensemble took part in the regional head of the folklore festival "Navkiron Samarkandga Tazim", held in connection with the "2750th anniversary of the city of Samarkand", and was awarded with the II-level diploma of the festival.

On April 2-5, 2007, the participants of the ensemble N. Orokova and L. Bobomurodov took part in the traditional II-Republic exhibition festival of performers "Lapar and Olan" held in the city of Namangan and were awarded the second place and the second degree diploma. According to the decision of the Ministry of Culture and Sports Affairs of the Republic of Uzbekistan dated April 28, 2007, the title of "People's amateur team" was awarded to the folk-ethnographic team "Khushon Zaman".

In 2008, the ensemble's theatrical program "Koklam Soginchi" was filmed and broadcast on regional television on March 17. In addition, the "Khushon Zaman" folklore ensemble participates in all cultural and public events, pageants and festivals organized in the district and region with its new and colorful programs.

On May 4-5, 2013, he participated in the traditional culture festival "Sounds of Centuries-2013" with the program "Singing Ancient Traditions". He received the "Laureate diploma" of the festival. "Khushon Zaman" folklore-ethnographic folk team, organized under TMMU, participated in the 19th Tashkent international tourist fair "Tourism along the Silk Road" held on October 7-10, 2013 in Tashkent.

Bukhcha
My mother-in-law,
My mother's little one,
I don't want to carry
I can't sleep without you.

In the silk address,
On the face of a silk flower,



My big boy, my big boy,
The small one is a small one.

Around my forehead,
learn from Ptolemy,
Collecting dowry little by little,
Let's get ready for matchmaking
give me a bride my god
I have a lot of flowers,
fill in my guess
I'm fine.

On March 15, 2014, Saodat Ormonova, the senior editor of the cultural-educational and artistic recreation program of the National Television and Radio Company of Uzbekistan, filmed the ensemble's program "Navroz navolari" at the Sarmishsay resort, which is still being broadcast by Uzbekistan TV.

On March 4, 2015, in the concert hall of the Children's Music and Art School of the District No. 11, a ceremony called "Beautiful World, Honorable Woman" was held in cooperation with the district department of the "Mahalla" Charitable Public Foundation, the District Department of Culture and Sports Affairs, in the concert hall of the District 11 Children's Music and Art School. "Khushon Zaman" folkloric ethnographic folk amateur team participated in the holiday event with its program "Momolar allasi - feeling of love". District on March 18 at the "Navbahor" playground in the district center

Koklam visit is beautiful Navruz mubarak" was staged in cooperation with the administration of the Ministry of Education and Culture, district vocational schools, the district department of the "Mahalla" Charitable Public Fund, the district department of the "Kamolot" YoIH, the "Barkamol Avlod" children's center, and the central culture and recreation centers of the population. At the holiday celebration, he pleased all viewers with his program "Elga Navroz toy keldi". On April 20-22, 2015, at the Academy of Arts of Tashkent, Uzbekistan

"Fine and Applied Arts" festival was held in cooperation with the Union of Artists in connection with the "Year of Honoring the Elderly". "Khushon-zamon" folklore ethnographic folk amateur group participated in the festival with its program



"Singing ancient traditions" and was awarded with a diploma of the Union of Artistic Artists of Uzbekistan. On March 18, 2016, Beshrabot Cultural and People's Recreation Center held the "Navbahor" playground in the district center "You are an ancient treasure, the real priceless Nowruz!" "Khushon Zaman" folkloric ethnographic folk amateur team presented their charming tunes and songs "Ayyom, who became my mother's bride". On March 26, in the concert hall of the Regional Department of Culture and Sports Affairs, the performers of "Alla" for the People's Artist of Uzbekistan Habiba Okhunova award "Khushon" at the regional stage of the Republican competition.

"Zamon" folklore ethnographic folk amateur team participants and Kh. Muhammedkulova won the prize for the performance of "Alla" characteristic of the region and for skillfully performing the most ancient values, traditions, customs of our people on stage, and the I-level diploma of the Regional Department of Culture and Sports Affairs. was awarded and won a ticket to participate in the Republican stage of the competition. On March 31, in the "Alisher Navoi" theater of Namangan region

"Alla" performers took part in the final stage of the republican competition, Kh. Muhammedkulova and "Khushon Zaman" folklore ethnographic folk amateur team took part and received the I-level diploma of the scientific methodical center of folk creativity and cultural-educational affairs of the Ministry of Culture and Sports of the Republic and was awarded with souvenirs. On April 20, in the concert hall of the Regional Department of Culture and Sports Affairs, the order and regulation of the Ministry of Culture and Sports Affairs of the Republic of Uzbekistan No. 393 dated March 25, 2016 and

Based on the order of the Department of Culture and Sports Affairs of Navoi region dated April 1, 2016, in order to preserve our national values, pass them on to the next generation and further enrich them, to widely promote the alla genre, which is a masterpiece of folk art, among the population, especially the growing young generation, and popularize it among young mothers. The stage of the republican festival was held at the festival "My mother told me". Participant of the ensemble N.Saidova participated in the festival with the song "Alla" typical of our region.

He won the award in the category of "Honorary performer" and was awarded with souvenirs. On May 5, in the center of the company farm "Oltinsoy" of the



Khatirchi district, on the occasion of the 25th anniversary of the State Independence of the Republic of Uzbekistan, within the framework of the republican festival "Bakhshilar yurtni kuylaydi" "Bakhshilar sings the country" 2nd traditional festival "Singing old traditions" consisting of folk songs, songs and folk songs typical of our region " participated and received public applause.

Kulta Pushak

When my daughter becomes a bride,

When he is happy like the moon.

When the time comes,

I wore a dress.

Goodbye this head,

May it not fade away.

Age to face

I wore a dress.

May your tongue be full of sugar,

May his hair be willowy.

Now let him play, laugh,

I wore a dress.

Good luck to the boys and girls,

I am a loving mother.

Be a great mother-in-law,

I wore a dress.

Jamalak

Forty girls

His hair is on his waist.

Come on guys

Put it on jamalak.

Little by little,

Hair gradually.



To girls with jamalak,
Everyone is excited.
come on girls
Telling a fairy tale,
It suits you so well
Jamalak with glasses.

If we look at the last year, we can see that the new repertoire of the team was popular. For example, every year dedicated to Navruz national celebrations "Hello, Navruz - a day of renewal, kindness and dignity!" under the motto "Today is Navruz in a paradise full of flowers."

In Uzbekistan!" A popular election was held. The performance of the team certainly made a warm impression on the audience. Also, a concert program was presented in the "Dul Dul" neighborhood as part of the "Green Space" nationwide project. On the occasion of International "Family" Day, "Family is the eternal state of mankind!" received the applause of the audience with their performances at the festive event. "International goldsmithing and jewelry" festival held in Bukhara on May 21-24, 2022

"Khushon Zaman" ethnographic folk hobby group, organized under Navbahor District Culture Department, participated with its program and was awarded with "Thank you note" and souvenirs from the Ministry of Culture of the Republic of Uzbekistan and Bukhara Regional Department of Culture.

References:

1. Sh.M. Mirziyoyev Let's live freely and prosperously in the new Uzbekistan. "Tasvir" publishing house, Tashkent 2021.
From the address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis and the speech at the Youth Forum of Uzbekistan
2. Constitution of the Republic of Uzbekistan "Uzbekistan" NMIU Tashkent 2021
3. Constitution of the Republic of Uzbekistan draft law in a new version
- 4., "On State Policy Regarding Youth" Law of the Republic of Uzbekistan dated 09/14/2016 No. 406

5., On Cyber Security" Law of the Republic of Uzbekistan dated 04/15/2022. O'RQ - No. 764

6., On measures to further improve the system of studying and solving youth problems" Law of the Republic of Uzbekistan 06.07.2022

Qodirova Feruza Xolmuminova
Navbahor tonggi gazetasi bosh muharriri



ZOONYMS ARE A SPECIFIC LAYER OF LEXICAL LANGUAGE SYSTEMS

Tuyg'unova Shohsanam Alijon qizi

The 1st year MA student of Samarkand State Institute of Foreign Languages

Abstract

This article briefly describes zoonyms, their use, also concepts such as zoolexes and a zoonymic vocabulary are also considered. From what language did the word "zoonyms" originate, besides how important is the role of zoonyms in the field of phraseology and linguoculturology. In the end, zoonyms in three dictionaries are compared, such as Russian, British and American.

Keywords: Zoonyms, animal images, create the mindset of every nation, national cultures, linguoculturology, importance of zoonyms.

Introduction

The zoonymic image is one of the most common components in human culture. The relevance of studies of the animal world through the prism of linguo-cultural studies and linguoculturology is due to the installation of modern interaction between man and nature, the disclosure of new cultural boundaries identified through the image of an animal in the historical and cultural process, interest in zoomorphic topics, increasing with the increase of cultural, philosophical and environmental problems. Works of this kind are important primarily for translation studies, designed to promote the most successful communication of people, which is especially important now, in an increasingly globalizing world.

Main part

The scientific novelty of the dissertation research lies, firstly, in the analyzed material (for the first time, derivatives of zoonyms from the groups "predatory mammals", "hoofed mammals", "rodents" are considered). Zoonyms represent a specific layer of the lexical system of the language, because they reflect the peculiarities of national culture customs and customs, traditions and beliefs. Zoolexics is part of the national linguistic picture of the world. Therefore, the study of zoonymic vocabulary

is an urgent problem in modern linguistics, especially since recently, according to some scientists, "the neological boom, which has a universal character, is especially noticeable in the group of zoonyms". In order to focus attention on the problem of the relationship of man to animals in the modern world, we can turn to a new, but developing discipline – linguoculturology. Linguoculturology is mainly aimed at students studying a foreign language and teachers of this language. Therefore, our research will be of interest for the most part for this particular audience. However, it also seems possible for us to influence other spheres of the scientific space of linguoculturology, because it is the union of two most important layers of human culture – language and culture proper. This article examines the semanticpragmatic and connotatively evaluative relations of phraseological units based on animal images in any languages. In order to determine the fundamental terminological foundations of our research and conduct further research, we will consider the following concepts: "zoonym" "zoomorphism" "zoonymic" "animalistic" "animalistic component". V.N. Telia in the work "Cultural and national connotations of phraseological units" notes that animal names, as nominative units of language, "directly or indirectly, through their cultural connotations, they are connected with the spiritual and material culture of the people". O.G. Revzina notes that the class of personal derived words is closely related to it is also connected The term zoonym first appeared in the field of linguistics in the 60s of the twentieth century, comes from the Greek (ζωον - animal + ὄνομα — name). In the dictionary of Russian onomastic terminology, N.V. Podolskaya emphasizes that a zoonym is a nickname of animals assigned by people, a sequence of characters. Galimova, O.V. in the work "Ethnocultural specificity of zoonymic vocabulary characterizing a person (based on the material of Russian and German languages)" assumes that: "A zoonym is a lexico-semantic variant of a word acting as a generic name of an animal, and metaphorical naming in the analysis of vocabulary from the point of view of human characteristics".

The purpose of this article is to reveal their meaning, motivation and expressiveness in unrelated languages. The article provides an overview of the scientific literature devoted to the study of biorhythms, and presents the results of their own scientific research. Trying to characterize his behavior, feelings, states, appearance, a person resorts to comparing with what is closest to him and the like - fauna and, despite the



fact that the thematic principle of classification of phraseological units is fundamental in the works of some linguists, the classification based on their internal content reflects various aspects of people's lives: prudent or stupid behavior, success or failure, as well as relationships between people: impressions and feelings from their lives: approval, disapproval, friendship, hostility, quarrel, reconciliation, rivalry, betrayal, condemnation, punishment.

Zoonyms, zoonym-forming images are also common in phraseology, the need for which should be taken into account when learning a foreign language, as Omer Beecher notes: "Zoomorphic phraseological units are actively used in speech and have pronounced national-cultural semantics, which determines the need for their assimilation when learning Russian as a foreign language. At the same time, like any phraseological units, these phraseological units present a great difficulty for foreigners both in perception, understanding, and in use". Zoonyms play an important role among phraseological units, and they play a significant role in the wealth (fund) of phraseological units. The presence of lexemes represented by zoonyms in phraseology indicates that a particular phraseme reflects the attitude towards them. As a rule, each animal, insect or bird has some unique characteristics. In particular, all the ants and bees are a symbol of diligence, the lion is a symbol of courage, and the rabbit is a symbol of caution.

It is important to note that the articles of American and British dictionaries contain many identical meanings of zoonyms, so much so that this allows us in the section comparing similar features to talk not about American and British zoonyms, but about their totality – for convenience called English zoonyms, meaning by this terms taken from articles of British and American linguistic and cultural dictionaries.

Conclusion

After analyzing the dictionary entries of Russian, British, and American dictionaries, we can draw several conclusions:

1. The same zoonyms have different meanings, sometimes even in a biological definition. This means that a person from the point of view of different cultures evaluates, analyzes and associates the phenomena around him in different ways. Zoonyms are the point of view of different assessments of different cultures, from



which we can conclude that animals are an important and integral part of culture, on which we can conduct research in order to clarify certain cultural ties.

2. Some zoonyms have similar meanings related to medicine, politics, which may be an assumption about the presence of a connection in a specific language situation and confirm the kinship of languages, their interaction in a certain period of time.

3. The frequency of use, the dynamics of changes in meanings in phraseological units may be the cause of the cultural and historical process.

4. Different cultures reflect different self-identification of a person as a person, his position and role in nature and culture, and other aspects of psychological disclosure by endowing a person with certain zoomorphic signs and qualities in speech.

5. The division of man into the concepts of "good" and "evil" in culture using images of animals (mainly in folklore and fairy tales) is a philosophical question, possibly containing some kind of connection between man and animal, ensuring harmonious coexistence between them.

References:

1. Katlinskaya L. P. Word-formation synchrony in a new linguistic paradigm / L. P. Katlinskaya // Russian language: historical destinies and modernity: materials of the International. congress of researchers of the Russian language. – M. : Publishing House of Moscow State University, 2001. – 520 p.
2. Telia V. N. Russian phraseology. Semantic, pragmatic and linguoculturological aspects / V. N. Telia. – M. : School of Languages of Russian culture, 1996. – 288 p.
3. Podolskaya N. V. Dictionary of Russian onomastic terminology / N. V. Podolskaya. – M. : Nauka, 1978. – 165 p.
4. Galimova O. V. Ethnocultural specificity of zoonymic vocabulary characterizing a person : abstract. diss. Candidate of Philology / O. V. Galimova. – Ufa, 2004. – 22 s
6. Beecher Omer. Zoomorphic images in Russian proverbs and sayings: linguoculturological and lexicographic aspects.: abstract of the dis. ... candidate of Philological Sciences: 10.02.01 / Bicher Omer; [Place of protection: Small State University]. Smolensk, 2016. 174 p.



TORCH INFEKSIYASI

Teshaboyeva Shaxnoza Marifovna

Abu Ali Ibn Sino nomidagi Marg'ilon Jamoat Salomatligi Texnikumi

Annotatsiya:

Ushbu maqolada TORCH infeksiyasi turlari, uning kelib chiqish sabablari hamda uni oldini olish haqida ma'lumotlar berilgan.

Kalit so'zlar: TORCH infeksiyasi, homilador ayollar, toksoplazmoz, qizilcha, gerpetik infeksiya, virus, asab tizimi, limfa bezlari.

Ko'pincha ayrim homilador ayollarning homilasi infeksiya sababli chala tushibdi yoki uning ichida rivojlanmay nobud bo'libdi, deb eshitib qolamiz. Bunga TORCH infeksiyasi sabab bo'ladi, deyishadi. Ular qanday viruslar bo'ldi? Toksoplazmoz. Toksoplazmoz – asab tizimini zararlaydigan, jigar va taloqning kattalashishi va limfa bezlarining o'zgarishlari bilan kechadigan parazitli kasallikdir. Ayrim kishilarda bu kasallik belgilarisiz o'tadi. Organizmda immun javobning rivojlanishi natijasida qonda parazitlar kamayadi. Ammo parazit sistalari to'qimalarda saqlanib qoladi. Bu sistalar organizmning immun tizimi sustlashganda qayta faollashishi mumkin (masalan, OIVni yuqtirgan homilador ayollarda). Kasallik qo'zg'atuvchisi tashqi muhitda 200 S haroratda 3 kungacha saqlanadi. Quritish, tik tushadigan quyosh nuri va yuqori haroratga ular chidamsiz bo'ladi. Birlamchi kasallik manbai mushuklar hisoblanadi. Odam, mushuk va itlardan tashqari barcha sut emizuvchi hayvonlar va qushlar toksoplazmoz bilan kasallanishi mumkin. Mushuklar ichagidan ajralib chiqadigan toksoplazma sistalari tuproqqa tushadi va suv, shamol, transport g'ildiraklari orqali atrofga tarqaladi. Tuproq bilan ifloslangan yemish bilan bu sistalar boshqa qishloq xo'jalik hayvonlari organizmiga va ularning go'shtlari orqali odam organizmiga tushadi. Insonning toksoplazmoz bilan zaralanishi odatda alimentar yo'l bilan yuzaga keladi: xom yoki yetarli termik ishlov berilmagan go'sht, ayniqsa, quyon va qo'y go'shtlarini iste'mol qilganda (masalan, go'sht qiymasini ta'mini tatib ko'rganda), odam qo'li qum, tuproq bilan ifloslanganda va mushuklarni parvarish qilganda yuqadi. Toksoplazmalar bilan homiladorlik vaqtida yo'ldosh orqali homila ham

zararlanishi mumkin. Infeksiyaning onadan bolaga o'tish xavfi homiladorlikning oxirgi bosqichlarida yuqori bo'ladi. Hazm qilish a'zolari parazitning kirish darvozasi hisoblanadi. Qo'zg'atuvchi qonga ingichka ichakdan so'riladi va butun organizm bo'ylab tarqaladi. Parazitlar asosan jigar, taloq, limfatik tugunlar, asab tizimi, yurak, skelet mushaklarini zararlantiradi. So'ngra immunitet shakllana borishi bilan sista hosil bo'ladi va ular organizmda o'nlab yillar hatto, umr bo'yi saqlanib qolishi mumkin. Tug'ma va orttirilgan toksoplazmoz farq qilinadi. Tug'ma toksoplazmozning o'tkir shakli og'ir o'tadi: jigar va taloqning kattalashishi, toshmalar paydo bo'lishi bilan kechadi. Ko'pchilik bolalarda ensefalit va ko'zning zararlanishi kuzatiladi. Bunday toksoplazmoz surunkali shaklga o'tganda ensefalit asoratlaridan gidrotsefaliya (bosh hajmining kattalashishi) ko'proq kuzatiladi. Kuzatuvlar shuni ko'rsatadiki, toksoplazma yuqtirgan kishilarning yurish-turishi birmuncha o'zgaradi. Ko'proq ularda reaksiyalarning sustligi va o'ziga ishonchsizlik hissining namoyon bo'lishi xarakterlidir. Orttirilgan toksoplazmozda isitma, bosh og'rig'i, mushaklarda og'riq va limfatik tugunlarning kattalashishi kuzatiladi. Kasallikka tashxis qo'yishda xastalik belgilari va laboratoriya usullari qo'llaniladi. Toksoplazmoz bilan kasallangan bemorlarni davolash kompleks tarzda amalga oshirilishi lozim. Uy hayvonlaridan ayniqsa, mushuklar bilan muloqotda bo'lmaslik, shaxsiy gigiyena qoidalariga rioya qilish, xom va yetarli darajada termik ishlov berilmagan go'shtni iste'mol qilmaslik ushbu dardning yuqishining oldini oladi. Bu qoidalarga ayniqsa homiladorlik vaqtida qat'iy rioya qilish muhim. Qizilcha. O'tkir virusli infeksiya bo'lib, mayda dog'li toshma, isitma va homilador ayollarda homilaning zararlanishi bilan kechadi. Kasallik manbai odam hisoblanadi. Qizilchaning klinik ko'rinishlari namoyon bo'lgan bemor yoki kasallik toshmalarsiz kechayotgan kishilar hamda tug'ma qizilcha bilan xastalangan bolalar organizmda virus ko'p (1,5 yil va undan ham ziyod) vaqt davomida saqlanishi mumkin. Bu kasallik aslida kichik yoshdagi bolalarga xos. Biroq, hozirda bemorlarning yarmidan ko'pini 9 yoshdan yuqori bo'lgan xastalar tashkil qiladi. Tug'ruq yoshigacha 75-85 foiz ayollar qizilcha bilan og'riydi va odatda bu dardga qarshi bir umrlik immunitet hosil bo'ladi. Qizilchaga qarshi vaktsinatsiya 1969 yildan emlash kalendariga kiritildi. Shundan keyin uning uchrash ko'rsatkichi aholining jon boshiga 1: 100 000 gacha kamaydi. Virus organizmga nafas yo'llari orqali tushadi. Kasallik qo'zg'atuvchisi toshma toshishidan 7-10 kun oldin burun-



halqumdan ajralib chiqa boshlaydi. [5]Unga qarshi immunitet paydo bo'lishi bilan (toshmaning 1-2 kunlari) infeksiyaning organizmdan ajralib chiqishi to'xtaydi. Kasallikning yashirin davri 15-24 kun. Boshlang'ich davri esa bir necha soatdan bir kecha-kunduzgacha davom etadi. Tana haroratining ko'tarilishi, quruq yo'tal va ko'zning qizarishi xastalikning o'ziga xos belgilaridandir. Bu dard avj olgan davrda bo'yinning orqa, ensa, quloq orti limfa bezlarining kattalashishi kuzatiladi. Kattalashgan bezlar esa qattiqlashadi va ular paypaslab ko'rilganda og'riq seziladi. Kasallikka xos bo'lgan belgilardan yana biri yasmiq (chechevitsa doni) kattaligida hosil bo'ladigan och qizil rangdagi toshmalaridir. Toshmalar qichishish bilan kechadi. Ko'pincha ular oyoq va qo'llarning yoziluvchi yuzalari hamda qorin va ko'krakda paydo bo'ladi. Ayrim hollarda taloq kattalashadi, og'iz bo'shlig'ida qizil dog'lar shaklida toshmalar paydo bo'ladi. Ayrim hollarda qizilcha hech qanday belgilarsiz ham kechishi mumkin. Qizilchaga tashxis qo'yishda ma'lum qiyinchiliklar mavjud. Bu qiyinchiliklar ushbu dardning klinik ko'rinishlarining ko'pligi va ularning ko'p kasalliklarga o'xshashligidir. Xastalikka tashxis qo'yishda laboratoriya usullari muhim ahamiyatga ega. Agar inson o'z vaqtida emlansa, bu kasallik bilan umuman og'rimasligi mumkin. Virus ona organizmida homilaning benuqson o'sishi va rivojlanishiga salbiy ta'sir ko'rsatadi. Uning markaziy asab tizimining zararlanishiga sabab bo'ladi. Shuningdek, homilaning katarakta, glaukoma, karlik, yurak yetishmovchiligi va boshqa tug'ma nuqsonlar bilan rivojlanishiga sabab bo'ladi. [4] Bugungi kunda kattalarda uchraydigan Alsgeymer (aqli zaiflik) kasalligiga bolalikda boshdan o'tkazilgan qizilcha sabab, degan faraz mavjud. Sitomegalovirus infeksiyasi (SMVI). Hozirgi vaqtda dunyoning barcha mamlakatlarida keng tarqalgandir. Ayniqsa, oxirgi o'n yillikda sitomegalovirus qo'zg'atadigan kasalliklar ko'p uchray boshladi. Zararlangan organizmdan virus peshob, so'lak va ko'z yoshi orqali ajraladi. Onadan bolaga virus so'lak orqali ham yuqishi mumkin. Kattalar uchun ham, bolalar uchun ham kasallik manbai bemor yoki virus tashuvchi bo'lishi mumkin. Mazkur infeksiyada homila rivojlanish bosqichining dastlabki davrida uning zararlanishi uchun katta xavf tug'iladi. Ushbu virusni yuqtirgan bemorda o'tkinchi sariqlik, jigar va taloqning kattalashishi kuzatiladi. 10-30 foiz holatda virus yuqtirgan bolalarda eshitish asab tolasining atrofiyasi va aqliy zaiflik kuzatiladi. Jinsiy yo'l orqali kasallik ko'p tarqaladi. Shuningdek, uning havo-tomchi yo'li orqali yuqish xavfi ham ma'lum. Qon yoki



qon mahsulotlarini quyish, to'qima va a'zolari ko'chirib o'tqazish ham bu dardning yuqishida asosiy omildir. Tug'ma tarqalgan SMVI teri va shilliq qavatlarda turli toshmalar, ichki a'zolar va bosh miyaga qon quyilishi, kamqonlik, jigar, taloq va buyraklarda kasallik o'choqlarining hosil bo'lishi bilan tavsiflanadi. Shu bilan birga ko'zning zararlanishi ham kuzatiladi. Kasallikka tashxis qo'yish jarayoni ancha qiyin kechishi mumkin. Homilador ayollarda qayta homila tushishi hollari kuzatilganda va chaqaloq o'lik tug'ilganda organizmda virusning yashirin holatda mavjudligi haqida gumon qilish mumkin. Tashxis qo'yish laboratoriya tekshiruvlari asosida amalga oshiriladi. Yuqorida keltirilgan jarayonlarning yig'indisi jigar ichida rivojlanadigan xolestazga ham sabab bo'lishi mumkin. Shuni ta'kidlash zarurki, surunkali kechadigan SMVli gepatitda o't suyuqligining dimlanishi (xolestaz) belgilari (sariqlik, qichishish) asosiy rol o'ynaydi. Xastalikni davolashda hozircha virusga qarshi yuqori samarali dori yo'q. Bugungi kunda unga qarshi istiqbolli kimyoviy dori vositalarni ishlab chiqarish va klinik sinovdan o'tkazish bo'yicha ilmiy ishlar amalga oshirilmoqda. Gerpetik infeksiya. Bu qator kasalliklar guruhini o'z ichiga oladi. Jahon sog'liqni saqlash tashkilotining ma'lumotlariga ko'ra oddiy herpes virusi qo'zg'atadigan kasallik virusli infeksiyalar sabab bo'ladigan o'lim ko'rsatkichlari bo'yicha ikkinchi o'rinni egallaydi. Kasallik qo'zg'atuvchisi yoki uning antigenlari 80-90 foiz antitelolar esa deyarli 100 foiz katta yoshdagi kishilarda aniqlanadi. Ulardan 10-20 foizigina kasallikning klinik belgilari bilan kechadi. Hozirgi vaqtda fanda 90 ga yaqin herpes viruslariga ta'rif berilgan: ulardan beshtasi odamdan ajratib olingan. Oddiy herpes virusi 1 (HSV-1), oddiy herpes virusi 2 (HSV-2), sitomegalovirus (CMV), suvchechak virusi / suvli temiratki virusi (VZV) va Epshteyn-Barr virusi (EBV)dir. Kasallikning yashirin davri 2 kundan 12 kungacha (ko'pincha 4 kun) davom etadi. [3] Gerpetik toshma odatda og'iz bo'shlig'i atrofida, lablarda, burun qanotlarida uchraydi. Bemorlar zararlangan teri sohasining achishishi va terining qichishishidan shikoyat qiladi. Herpes virusining herpes gladiatorum shakli terining katta sohasini zararlaydi. Toshma joyida qichishish, achishish va og'riq paydo bo'ladi. Keng tarqalgan toshmalar kuzatilganda tana haroratining ko'tarilishi (38-39°S gacha) hamda holsizlik va mushaklarda og'riq kuzatiladi. Toshmalar asosan yuz terisida, qo'llarda va tanada uchraydi. Limfa tugunlari kattalashadi va ular paypaslaganda og'riq seziladi. Genital (jinsiy a'zolar atrofida) herpes homilador ayollar uchun katta xavf tug'diradi.





Ko'zning gerpetik infeksiya ta'sirida zararlanishi ko'pincha 20-40 yoshlardagi bemorlarda ko'proq uchraydi. Bu holat insonning ko'r bo'lib qolishiga sabab bo'lishi mumkin. Gerpetik infeksiya AQSHda virusli ensefalitlarning eng ko'p uchraydigan sabablaridan biridir (20 foiz ensefalitlarning sababi gerpetik infeksiyadir). Gerpetik infeksiyaning visseral (ichki a'zolariga tegishli) shakllari ko'pincha o'tkir pnevmoniya va hepatit ko'rinishlarida namoyon bo'ladi. Shu bilan birga qizilo'ngachning shilliq qavatlari zararlanadi. Gerpetik pnevmoniya (zotiljam) virusning traxeya va bronxlardan o'pka to'qimasiga tarqalishi tufayli vujudga keladi. Gerpetik hepatit immun tizimining faoliyati pasaygan kishilarda ko'p uchraydi. Bunda tana harorati ko'tariladi, teri va shilliq qavatlarda sariqlik paydo bo'ladi. Tarqalgan gerpetik infeksiya teri va shilliq qavatlarning zararlanishi, gerpetik ensefalit yoki meningoensefalit, hepatit, ayrim hollarda esa pnevmoniya rivojlanishi bilan kechadi. Bugungi kunda herpesga qarshi maxsus dorilar qo'llanilmoqda. Boshqa infeksiyalar. TORCH tushunchasiga kiradigan infeksiyalarga har xil kasalliklar kiradi. Ular asosan homilaga juda jiddiy zarar yetkazish xususiyatlarini e'tiborga olgan holda mazkur guruhga kiritilgan. [2] Hozirgi paytda o'tir tushunchasiga quyidagi infeksiyalar kiritilgan: xlamidioz, mikoplazmoz va boshqalar. Xlamidiozlar xlamidiy guruhiga mansub mikroblar qo'zg'atadigan yuqumli kasalliklardir. Inson uchun uch turdagi xlamidiylar xavfli hisoblanadi: Chlamydia trachomatis, Chlamydia pneumoniae va Chlamydia psittaci. Xlamidiozlar jinsiy yo'l bilan yuqadigan kasalliklar, pnevmoniya, faringit va boshqa kasalliklar rivojlanishiga sabab bo'ladi. Xlamidiya traxomatis jinsiy yo'l bilan yuqadigan kasalliklardan biridir. Peshob yo'llari a'zolarining xlamidiyali infeksiyalari urogenital xlamidioz deb nomlanadi. Erkaklarda Chlamydia trachomatis prostatit, uretrit, ayollarda esa kichik tos a'zolarining yallig'lanish kasalliklarini chaqiradi. Bundan tashqari ikki jins vakillarida ham bu turdagi xlamidiyalar artritlar (bo'g'imlar yallig'lanishi)ni keltirib chiqarishi mumkin. Mikoplazmoz – bu mikoplazmalar – bakteriyalar, zamburug'lar yoki viruslar oralig'ida joylashgan mikroblar qo'zg'atadigan o'tkir yoki surunkali yuqumli kasallikdir. Inson organizmida 14 turdagi mikoplazmalar bo'lishi mumkin. Jami uch turdagi – Mycoplasma hominis va Mycoplasma genitalium (jinsiy va peshob yo'llari kasalliklari qo'zg'atuvchilari) va mycoplasma pneumoniae – nafas yo'llari infeksiyalari qo'zg'atuvchilari inson organizmida kasallikni keltirib

chiqarishi mumkin. Homiladorlarda uchraydigan mikoplazmoz – og‘ir kasallik bo‘lib, homilaning chala tushishi yoki homiladorlikning cho‘zilishi, hamda tug‘ruqdan keyin bachadon yallig‘lanishiga sabab bo‘lishi mumkin.[1]

Xulosa:

Ta’kidlash joizki, TORCH guruhiga kiritilgan kasalliklarni erta aniqlash, davolash va profilaktika o‘tkazish – xastaliklarning turli asoratlarini oldini olishda samarali va muhim tadbirlardandir.

Foydalanilgan adabiyotlar:

- 1.S.Temirova Yuqumli kasalliklar Toshkent-2008[1]
- 2.X.Saparov O'ta xavfli yuqumli kasalliklar Toshkent-2016[2]
- 3.M.Axmedova Yuqumli kasalliklar Toshkent-2008[3]
- 4.Mirtazayev O.M., Xodjaev N .I., Norov G.X. / / O ‘zbekiston tibbiyot jurnali. 2000, № 3: 14-15.[4]
- 5.www.ziynet.uz [5]

BOLALAR FOLKLORI UNING MAQSAD VA VAZIFALARI

Xamidova Mohinaxon

Toshkent Kimyo xalqaro universiteti
katta o'qituvchisi

Saidaliyeva Diyora

Toshkent Kimyo xalqaro universiteti
3-bosqich talabasi

Annotatsiya

Ushbu maqolada folklor - xalq ijodi, uning janrlari, uning kelib chiqish bosqichlari, bolalar folklori, bolalar adabiyotida folklorning o'rni va ahamiyati, jahon bolalar folklori, hozirgi davr bolalar adabiyotida folklor janri, taomlanish motivining folklordagi o'rni haqida so'z boradi.

Kalit so'zlar: folklor, folklorshunoslik, xalq og'zaki ijodi, topishmoq, matal, ertak, tez aytish, maqol, lapar, askiya, latifa, sanamachiq, qo'shiq, doston, afsona

Abstract

This article talks about folklore, folk art, its genres, stages of its origin, children's folklore, the place and importance of folklore in children's literature, world children's folklore, the genre of folklore in children's literature of the present time, the role of the motif of food in folklore.

Key words: folklore, folkloristics, riddle, matal(tale), tale, tongue twister, proverb, lapar(national song), askiya(the art of wit), latifa(disambiguation) , song, epic, legend

Folklor barcha san'atning boshlanishi. Xalq taqdiri bilan chambarchas bog'liq jarayondir. U musiqa, raqs, hunarmandchilik, tasviriy va badiiy san'atlar bilan bog'liq tasavvurlarni o'z ichiga oladi. Xalq ijodi bu chinakam ma'nodagi doimiy o'zgarish, doimiy harakatdagi san'atdir. Ya'ni, xalq ijodi namunalari har galgi ijroda an'analarning davomiyligini saqlagan holda muttasil yangilanib, o'zgarib,

mukammallashib boraveradi. Shuning uchun ham xalq ijodi namunalari ko'plab variantlilikka ega. Ana shu variantlilik xalq og'zaki ijodining o'ziga xosligini ta'minlab beruvchi eng muhim jihatlardan biridir.

Folklor ([inglizchadan](#) *folk* — „xalq“, *lore* — „og'iz adabiyoti“ atamaları qo'llangan. „Folklor“ termini 30-yillarning o'rtalaridan ishlatila boshlagan Turkiy xalqlarda folklor materiallarini yozib olish bo'yicha dastlabki tajribalar 11 asrdan boshlab ko'zga tashlanadi (Maxmud Koshg'ariyning "Devonu lug'otit turk" asaridagi folklor materiallari). Shu bilan birga, yozuvchi va shoirlar tomonidan ertaklar, miflar, afsona va rivoyatlarni qayta ishlash jarayoni ham boshlandi. 18-asr va 19-asr boshlarida folklorga nisbatan ilmiy qiziqishning kuchayishi, xalq og'zaki ijodi materiallarini to'plash va nashr etish jadal rivojlanishi bilan bog'liq holda uni chinakamiga o'rganish boshlandi.¹

Folklorshunos olimlar Folklorshunoslik-xalq ijodi haqidagi fan hisoblanadi. Shuning uchun ham ularning ma'lum bir muallifi bo'lmaydi. Ammo unga o'z hissasini qo'shgan olimlarimiz ham ko'p.

Folklorshunoslik - xalq ijodi haqidagi fan. Folklorshunoslik turli davrlarda va turli mamlakatlarda etnografiya, adabiyotshunoslik, musiqashunoslik, antropologiya va sotsiologiyaning bir qismi sifatida qaralib kelgan. Keyinchalik xalq san'atini (xalq og'zaki ijodi, musiqa folklori, raqsi, teatri, sirki kabi) o'rganuvchi mustaqil va maxsus fan sifatida rivojlanadi. Filologiya va san'atshunoslik fanlari bilan uzviy bog'liqdir.²

O'zbek folklorshunoslik janrlari nomlanishi

O'zbek tilida	Ingliz tilida	Rus tilida
Ertak	Fairy tale	Сказка
Doston	Epic	Эпический
Afsona	Legend	Легенда
Maqollar	Proverbs	Пословицы
Matallar	Proverbs	Пословицы
Qo'shiqlar	Songs	Песни
Tez aytishlar	Tongue twister	скороговорка
Topishmoq	riddle	загадка
Latifalar	Anecdotes	Анекдоты
Askiya	Askia (the art of wit)	Аския (Анекдоты)
Sanamachiq	It's a game for children using numbers	Это игра для детей с использованием чисел

¹ O'zbekiston milliy ensiklopediyasi (2000-2005).

² Sulaymonov. M. O'zbek xalq og'zaki ijodi. Namangan. - 2008. 31b.

Afsonalar uydirma va to'qimadan iborat bo'lsada, so'zlovchi va tinglovchi tomonidan haqiqatdek tasavvur etiladi, hatto bo'lib o'tgan davri, makon ham ko'rsatiladi. Afsonalar dunyodagi deyarli hamma xalqlar og'zaki ijodining eng qadimgi, aziz va ommaviy janrlaridandir. Ularda tarixiy hayotda ro'y bermagan bolsada, ro'y berishi mumkin bo'lgan voqealar hikoya qilinadi.

Masalan, Shiroq, To'maris afsonalari. Ularda necha yillik xalq orzusi bitta qahramonda mujassam va xalqning xaloskor qahramoni gavdalandiriladi. Jonini havf-hatarga qo'ysada Vatani ravnaqi va ozodligi yo'lida kurashadilar.

Maqollar donishmandlikning mahsulidir. Ular ona- vatanni sevishga, uning har bir qarich yeri uchun kurashishga, kasb-hunar egasi bo'lishga, ahil bo'lib mehnat qilishga, to'g'ri so'z bo'lishga hamda odobli bo'lishga chaqiradi.

Masalan, "Yigit kishiga yetmish hunar ham oz", "Egri ozadi, to'g'ri o'zadi".

Topishmoqlar xalq og'zaki ijodining o'ylashga topqirlikka undovchi qadimiy janrlardan biridir. Har bir topishmoq uni yaratgan xalqning hayoti bilan bog'liq va bolalar orasida keng tarqalgan. Masalan,

Qishda terlab ishlaydi,

Boshqa mahal ishlaydi.

(pechka)

Tez aytishlar og'zaki nutq mashqi bo'lib, bolalarda ma'lum tovushlarni to'g'ri va ohangdor talaffuz qilishga yordam beradi. Xotirani ham mustahkamlaydi.

Misol uchun: Oq choynakka oq qopqoq, ko'k choynakka ko'k qopqoq.

Ertaklar xalq og'zaki ijodining eng boy va rang-barang janrlaridan biri. Ertaklar insonning axloqiy va ma'naviy yo'ldoshidir. Ertaklar soda va tushunarli bo'lganligi sabab har qanday kitobxonga tez yetib boradi.

Qo'shiq. Xalq qo'shiqlari og'zaki ijodimizning lirik janridir.

"Qo'shiq" atamasi qadimiy turkiy tildagi "qo'shdi" fe'lining o'zagidan yasalgan bo'lib, misraga misrani qo'shib kuylash. Qo'shiqlar xalq ma'naviyatining qudratini, fidokorona mehnatini, omma irodasining bukilmassligini ifodalab, kishilarni ruxan tetiklikka, jasoratga, mehnatsevarlik va elparvarlikka vatanparvarlik va do'stlikka, sevgi sadoqatga chorlaydi.³

³ Sulaymonov. M. O'zbek xalq og'zaki ijodi. Namangan. - 2008. 31b.

Doston ogʻzaki ijodi va oʻzbek mumtoz adabiyotida keng tarqalgan. Dostonda muayyan voqea liro-epik tasvir vositalari yordamida hikoya qilinadi. Unda hayot, voqelik keng koʻlamda qamrab olinadi, bir yoki ikkita bosh qahramon ishtirok etadi, personajlar esa koʻp boʻladi. Ularda vatanparvarlik, qahramonlik, insonparvarlik, mehr-muhabbat, doʻstlik va sadoqat, mehnatsevarlik gʻoyalari ilgari surilad Birgina “Alpomish” dostonini olib qaraylik. Mazkur doston nafaqat oʻzbek, balki dunyo dostonchiligida alohida mavqega ega, tarixiy asoslari qadimiy, badiiy jihatdan yuksak epik ijod namunasi hisoblanadi

Matal - u yoki bu voqelikk emmotsionalik tus beruvchi, xalq ogʻzaki ijodi janrlaridan hisoblanadi. Matall xalq maqollariga oxshash boʻlsa-da, lekin oziga hos jihatlari bilan undan ajralib turadi. Matal koʻchma maʼnoda ishatiluvchi xalq maʼjoziy iboralarining bir turi.

Masalan,

Har bir ishni ustasi qilsa yaxshi, mazmuni
“Chumchuq soʻysa ham qassob soʻysin”.

Latifa ([arabchadan](#) *mutoyiba, hazil*) — xalq hajviyoti janrlaridan, tanqidiy mazmundagi qisqa yumoristik hikoya Latifa syujetini **qochiriq, kesatik, piching toʻla** hajviy epizod va holatlar tashkil etadi.

HALI VAQT BOR...

-Doktor, ancha yaxshi boʻlib qoldim. Davolaganingiz uchun sizga qancha toʻlashim kerak?

-Hali vaqt bor, shoshilmang. Haq toʻlash uchun kuch-quvvatga toʻlganizcha yoʻq.⁴

ASKIYA (arab, zakiy — oʻtkir zehqli, hozirjavob) — oʻzbek [xalq](#) ogʻzaki ijodi turi; [folklor](#) janri; ikki va undan ziyod kishi yoki guruhning xalq yigʻinlari (sayil, toʻy, [bayram](#))da maʼlum [mavzu](#) boʻyicha badiiy soʻzda tortishuvi.

Qadimdan ustoz sanʼatkor askiyachilar yaratgan va ijro etgan milliy anʼanaviy askiya payrovlari bor:

1. ”Gulmisiz, rayhonmisiz, jambilmisiz”.
2. ”Oʻxshatdim

⁴Hali vaqt bor. Nasriddin Afandi. (Xalq ogʻzaki ijodidan).



Sanamachoqlar - keng tarqalgan o'yinboshi badihalari bo'lib, o'yin boshlanishi oldidan navbatda turuvchini aniqlash, galda qoluvchini belgilash vazifasini bajaradi. Sanamalarda sanash ohangi qo'l yoki oyoq harakatlari bilan to'ldirilib, tasdiqlanib turiladi. eng so'nggi so'z kimning chekiga tushsa, o'sha navbatda qoladi.

Bir-ikki, olmadi ikki,
Safar oyi, sariq chumchuq .
Bog'da turmay, tezroq uchib chiq,
Sen turib , sen chiq.

Jahon bolalar folklori haqida Bolalarga atalgan badiiy adabiyot yaratish an'anasining dastlab, adabiy ertak shaklida namoyon bo'lganligini Daniel Defo, Jonatan Svift, Jan de Lafonten, Sharl Pero, Erix Rapse, aka-uka Yakob va Vilgelm Grimmilar ,Vilgelm Gauf, Hans Kristian Andersen, Karlo Kollodi, V. Jukovskiy, P.Yershov va boshqalar ijodiyotida keng miqyosda ko'zga tashlanadi. "Men o'ylaymanki-deb yozgan edi J.Radari – ertaklarning ham yangisi, ham eskisi aqlni tarbiyalashda yordam bera oladi.

O'zbek bolalar folklori rivojlanishi haqida. Bolalar falklori ko'pincha kattalar tomonidan ijod qolinadi. Ba'zi hollarda bolalar o'z o'yinchoqlari o'zlari ham alla, qo'shiq va ovutmachoqlar to'qiydilar. Bularning hammasi bir bo'lib faqat yaxshi tarbiyani targ'ib qiladi.⁵

Xalq qoshiqlari va dostonlari qatorida ertaklarni yozib olish va nashr etishda samarali erishila boshlandi. Bu ishda Elbek, G'ulom Zafariy va Skukur Sa'dulla singari bolalar adiblari ancha faollik ko'rsatadilar. Ayniqsa Elbek bolalar folklorini to'plash yo'lida qizg'in izlanib,1937-yilda o'zi to'plagan asarlar asosida tartib bergan "Bolalar qo'shig'i" to'plamini nashr ettiradi. 20-asrning 60-80-yillarida bolalar adabiyoti vakillarining folklorga ijodiy munosabati yanada chuqurlashib bordi. Pushkin ertaklari badiiy yuksakligi jihatdan eng salmoqli adabiy janrlardandir. Uning ertaklarini butun dunyo bolalari, kattalar ham sevib mutolaa qiladi. Xalq ijodidan-falklorshunos asarlaridan mohirlik bilan foydalanadi.

Masalan, "Jannat", "Zangori gilam"(G'ofur G'ulom) "Oq terakmi ko'k terak", "Chitti gul", "Buni toping, qizlarim" she'rlari xalq og'zaki ijodidagi o'yin va

⁵ "BOLALAR ADABIYOTI VA FOLKLOR".O'zbekiston Yozuvchilar uyushmasi. Adabiyot jamg'armasi nashriyoti Toshkent- 2006, 6-bet.



topishmoq-qo'shiqar asosida yaratilgan asarlar sifatida bolalar adabiyotimiz xazinasini boyitishga hizmat qiladi. Z.DIiyor she'rlari bolalar falklorida mashur "Qaldirg'och-g'och-g'och, Eshigigni, och-och.

Uning she'rlarida ekologik tarbiya g'oyasi kuchli.

Bolalar adabiyotida folklorning o'rni va ahamiyati. Doston talqinidan insoniyat tarixi hamisha erk va adolat uchun kurashdan iborat bo'lib kelgan, Xalq ijodiyotida ham, mumtoz adabiyotda ham bu kurash turli shakllarda, jumladan, ozod va farovon yurt shaklida talqin qilinganligi ravshanlashadi. Eng katta hajmlardan biri hisoblanadi [bolalar folklori](#). U kattalar tomonidan bolalar uchun yaratilgan, shuningdek bolalarning o'zlari tomonidan yaratilgan asarlarni o'z ichiga oladi. Bolalar folklori xalq pedagogikasining bir qismidir.

Hozirgi davrda bolalar adabiyotida folklor janrlarining barchasi oldingidek ommalashgan deya olmaymiz. Hozirgi kun bolalari uchun multfilmlarning turli tumanligi yoki ko'cha-ko'ydagi bolalar o'ynaydigan mavsumiy o'yinlarning kamayganligi boisdan folklorning ayrimlari, laparlar, xalq qo'shiqlari, sanamalar, matallar, askiyalar, dostonchilik va afsonalarga qiziqishlari biroz susaygan. Faqatgina maktabgacha ta'lim muassasalarida yoki boshlang'ich sinf o'quvchilari bilan tadbirlardagina saqlanib kuylanib kelinmoqda. Shunung o'zi ham quvonali, albatta. Yosh avlod tadbijasida ajdodlar usulida – xalq og'zaki ijodi namunalarida, ayniqsa laparlar, xalq qo'shiqlari kabilardan foydalanish maqsadga muvofiqdir.

Folklor janirining bola tarbiyasida tutgan o'rni A.Avloniy tarbiyaning roli juda kattaligini tushunadi va uni "yo hayot, yo mamot masalasi" deb biladi. Asarlarda yaxshilik va yomonlik, tadbirkorlik va takabburlik, mehr va g'azab, sabr bilan toqatsizlik o'rtasida shafqatsiz kurash ifodalanib, ezgulik tantanasi ko'rsatiladi. Bolalarga shu tushunchaning mohiyati tushuntiriladi. Bu asarlar bolalarda yuksak insoniy fazilatlarni, tarbiyalashda va ularni zavqini, qiziqishlarini oshirishda yordam beradi.

Taomlanish bilan bog'liq bolalar folkloridan namunalar

Biz bilsimizki bolalar folklori namunalari bizda juda ham ko'p asrlar oshgani sari ko'payib bormoqda. Ular bolalarni tarbiyaga, ozodalikka mehnatkashlikka so'lom turmush tarziga chaqiradi. Har bir ertakda yoki dostonlarda bolalarni taomlanishiga



alohida e'tibor beriladi. Bunda bolalarga ko'proq tabiiy ne'matlarni iste'mol qilishlari kerakligi, ularning sifatleri keltirib o'tiladi.

Masalan, xalq ertaklarining birida:

"Lekin Nanayning naqshin olmalari-yu oltindek behilari, sersuv noklari-yu choynakdek anorlari, har biri salkam kichik piyoladek keladigan o'riklari-yu shirasi tilni yoradigan olxo'rilar bu yog'i Namanganga, u yog'i Qirg'izistonning Karvoni-yu Olabug'asiga, Pochchatoy-u Sarichelakka mashhur ekan.⁶

Bu ertakda bolalarga o'lkamiz mevalarini naqadar chiroyliligi, shirinligi tasvirlab o'tilgan. Tabiiy yeguliklarni keltirib o'tilishi bejiz emas, ularni tarkibida bolalarbi organizmi uchun nafaqat bolalar, kattalar uchun ham foydali vitaminlar bor. Hozirgi kun bolasining nafaqat axloqi va badani ham tarbiya topmog'i kerak. Buning uchun undagi badan tarbiya yoshligidan o'qitilib, o'rgatilib borilishi zarur. Albatta, bizga bunda ertaklar yordami beqiyos.

Foydalanilgan adabiyotlar

1. Bolalar adabiyoti va folklor".O'zbekiston.Yozuvchilar Uyushmasi Adabiyot Jamg'armasi. Toshkent. - 2006, 6-Bet.
2. "Hali vaqt bor "Nasriddin Afandi.(Xalq og'zaki ijodidan)
3. Sulaymonov M. "O'zbek xalq og'zaki ijodi". – 2008, 31-bet.
4. O'zbekiston milliy ensiklopediyasi (2000-2005).
5. O'zbek xalq ertaklari."Jasur qiz" .Meriyus, Toshkent. – 2011,18-bet.

⁶ O'zbek xalq ertaklari."Jasur qiz".Meriyus. -TOSHKENT. 2011, 18-bet.



TASVIRIY SAN'AT DARSLARIDA MANZARA YARATISHDA KOMPOZITSIYA VA RANGLAR YECHIMI

Istamov Zavqiddin Sadulloyevich

Istamov Farrux Sadulloyevich

Mansurov Elyor Akbarovich

Annotatsiya:

Mazkur maqolada tasviriy san'at o'quvchilariga tabiat manzarasini tasvirlashda kompozitsiya va ranglar yechimi haqida to'la to'kis yoritib berilgan. Manzara ishlashda joylashtirishdan toki ishni yakuniy bosqichigacha bo'lgan jarayonni qamrab olgan.

Kalit so'zlar: Rang gammasi, kompozitsiya, kolorit, contrast, ton.

Manzara ishlash jarayoni rassomdan jida katta qunt va talab qiladi. Kuzatuvchi tabiat manzaralarini katta masofa ajratib turishini yorug'lik va soya reflekslarini xilma-hilligi va ko'pligi, yorug'-soyalarning tez o'zgaruvchanligi, ob-havo va fasllarning o'zgarishi bularning barchasi manzara ishlamoqchi bo'lgan rassom mehnatini qiyinlashtiradi. Shuningdek, qiziqarli motivlarni paydo bo'lishiga olib keladi.

Tasviriy san'atda perspektiva qisqarish hamda narsalarning kuzatuvchidan uzoqlashgani sari o'zgarib borishi ma'nosida ishlatiladi. Perspektiva rassomga manzarani naturada qanday ko'rilsa kartinada shunga mos tasvirlash imkonini beradi. Shuning uchun ham perspektiva qoidalarini o'zlashtirish manzara chizish jarayonida ham muhim ahamiyatga ega. Peyzaj asarlarining muvaffiyati ularda tasvirlangan predmetlarning o'zaro uyg'un o'lchovlarda aks ettirilishiga ham bog'liq. Buning uchun bo'lajak rassom naturani diqqat bilan kuzatish, narsa va buyumlar jonivorlarning bir-birlariga nisbatan o'lchovlarini ularning ufq chizig'iga nisbatan joylashishi kabi jihatlarini tasvirlash bilan ularda manzara chizish malakasi shakllanib boradi.

Kartinadagi barcha ko'rinib turgan narsalar maysa, daraxt, osmon bularning barchasi bizning ko'zimizdan uzoqlashgani sari kichiklashib boradi. Bundan tashqari ranglarning ham o'zgarishini kuzatishimiz mumkin. Yaqin masofada turgan binolar



daraxt bilan undan naridagi daraxt ranglari bir-biridan keskin farq qiladi. Uzoqlashib borayotgan barcha narsalarning ranglari to'qlashib boradi. Shamol bulutlarni surib boradi, bulutlar orasidan quyosh nurlari ko'rinib manzaramizdagi yorug'-soyani ajratmoqda.

Birinchidan, kuzatuvchiga yaqin turgan manzara qog'oz betining pastki qismida tasvirlanadi. Kuzatuvchiga nisbatan uzoqda ko'rinadigan narsalar qog'oz betining yuqori qismiga joylashtiriladi. Kuzatuvchiga nisbatan uzoqda ham, yaqinda ham joylashmagan narsalar qog'ozning o'rtasida tasvirlanadi. Perspektiv qisqarishni qog'ozda aks ettirish ko'rish nutasiga nisbatan olinadi.

Ko'rish nuqtasidan xayolan chiqarilgan chiziqlar manzaraning yuqorisi va pastki qismidan o'tkaziladi. Manzaradagi boshqa narsalarning perspektiv qisqarishini belgilashda ko'rish chizig'ini o'zgartirmaslik talab qilinadi.

Manzara chizish jarayonida yorug'-soylar, ranglar munosabatini kuzatish har bir ko'rinishning hususiyatlarini idrok etish bilan chegaralanib qolmay, naturani yahlit holda ko'ra olish malakasini shakllantirish, oldingi, orta va orqa planni yahlit ko'ra olish maydoni sifatida idrok etish zarur bo'ladi.

Manzaradagi turli holatda joylashgan manzarani alohida emas, yahlit birlikda bir-biriga bog'langan bitta asar sifatida idrok etish muhimdir. Rassomdan rang perspektivasini hususiyatlarini puhta bilishni talab qiladi. Rang pperspektivasi deganda borliqdagi barcha narsalar kishi ko'zidan uzoqlashib brogan sari o'z rangini o'zgartirishi tushuniladi. Bizdan uzoqlashgan sari narsalar havoga singib borayotgandek ko'rinadi.

Agar narsalar belgilari bilan tasvirlansa u bizga yaqin tirgandek taassurot tug'iladi. Narsalarning belgi-hususiyatlarini hiralashishi unu bizdan uzoqlashtiradi. Oldingi planda joylashgan narsalardagi yorug'-soylarning keskinligi kuzatiladi. Tuman, chang, tutun bilan qoplangan joydagi narsalar ko'rinishi hiralashadi. Uzoqlashgan sari narsalarning rangi havorangga moyillashib boradi, rangidagi farqlar kamayib boradi. Manzara ishlash jarayonida xajmlik yoki yorug'lik perspektivasini ham etiborga olish zarur. Narsalar yorug'lik manbaidan o'zining yorqinligi, rangi, shakli aniqligini yo'qota boradi.

Manzarada kompozitsiya-kartinani tuzish, uning qismlarini mazmunga javob bera oladigan qilib moslashtirish muhim ahamiyat kasb etadi. Kompozitsiya yechimida



tasvirlanadigan voqelikka eng yaxshi qarash nuqtasini tanlash, ob`yektlarni to`plash va qo`yish katta ahamiyatga egadir.

Manzarada rassom uchun eng asosiy narsa-markaz, kompozitsiya tuguni, ikkinchi darajali qismlarning unga bo`ysunishidir. Kompozitsiya ustida ishlash badiiy obraz yaratish yo`llari va vositalarini izlash, rassom g`oyasini eng yaxshi gavdalantirish yo`li va vositalarini topish ishlarini amalga oshirishdir. Buning uchun yaratilajak kartina mavzusini tanlash, syujetga mos o`lchamli sath (tasvir ishlanadigan yuza) topish, masshtablar va proportsiyalarni moslash, asarga to`g`ri tus va rang berishdir. Shu nuqtai nazardan biz ishlamoqchi bo`lgan qishloq manzarasida o`zbek qishlog`ini bahor faslida tabiat fonida qanday ko`rinishga kirishi, uni go`zal tomonlarini ifoda etish va bu bilan kartinani muvaffaqiyatini ta`minlashdan iborat. Manzara kompozitsiyasini tuzilishi quyidagichadir: Bahor fasli. Kartinani birinchi planida yo`l tasvirlanadi. Yo`l qishloq tomon ketgan, maysalar unib chiqib qolgan. Kartinani ikkinchi planida qishloq uylari ko`rinib turibda. Qishloq hovlilaridagi teraklar hali to`liq barg yozib ulgurmagan, lekin bodom, o`rik daraxtlari qiyg`os gullagan. Orqa planda tog`lar ko`zga tashlanadi. Osmon ochiq, lekin uning ayrim joylarida to`p-to`p bulutlar suzib yuribdi. Tasvirlanadigan tog`lar xuddi osmon bilan singib ketgandek taassurot qoldirish lozim. Shu fikrlardan kelib chiqib, bajarilgan etyudlar yordamida bahor faslidagi qishloqni ko`rinishini kompozitsion tuzilishini belgilab, quyidagi bosqichlar asosida ish olib borildi. Avvalo bizning g`oyamizga mos tushadigan etyudlarni ajratildi va shular asosida manzara eskizi yaratildi. Yaratilgan eskiz xolstga tushurilib, moybo`yoqda ishlash uchun tayyorlab qo`yiladi. Manzara rangtasvirida rang eng asosiy vosita hisoblanadi. Manzarada rang tomoshabinning idrokini yo`naltiradi, hissiyotlariga kuchli ta`sir qiladi, zavqlantiradi, tasvir mohiyatini chuqurroq tushunishga yordam beradi. U kompozitsiya elementi bo`lib, asarning kompozitsion tuzilishida muhim ahamiyat kasb etadi, chunki manzarada kompozitsiya detallarni joylashtirishigina emas, balki rang-dog`larning maqsadga muvofiq ishlatilishidir. Kompozitsion tuzilishning shu tomonlari asarning mazmunini aniqroq ifodalab berishga yordam beradi va uning asosiy g`oyasini ochib ko`rsatishga xizmat qiladi. Rang atrofdagi voqelikning hamma boyligini, narsalarning sifati, uning rangini ko`rsatadi, narsani shaklini yaratadi, material va uning xususiyatini aks ettiradi. Rassom uchun rang gammasi havo kabi zarurdir. U muayyan kayfiyat, taassurot yaratadi, asardagi eng asosiy





narsani payqab olishida yordam beradi. Rang asarning go`zalligini oshiradi. Unga yaxlitlik va ta`sirchanlik baxsh etadi. Bo`layotgan voqealarni fazoviy kenglikda, illyuzion aniqlikda aks yettirish imkoniyatini beradi. Manzaraning rangi va uning tovlanishi xususiyati, rang birikmalarini garmoniyasi va go`zalligi, rang tuslarini boyligi, manzarani rang jihatidan puxta ishlanishi rassomning hayratda qoldiradigan hadyasidir, chunki manzarada rang effekti tomoshabinda yaxshi kayfiyat tug`diradi, ayniqsa uning hissiga va emotsional munosabatiga ta`sir etadi. Kolorit esa rassomning obrazli va psixologik xarakteristikasi, kayfiyati, uning ob`yektga munosabatini aks ettiradigan vositadir. Qishloq manzarasini ishlashda ranglarning ushbu xususiyatlaridan foydalanildi. Oldingi plandagi maysalar yashil rang tuslarida. Lekin boshqa iliq ranglar ishtirokida ishlandi. Kartinaga fazoviy kenglik berish niyatida oxirgi planning asosan sovuq ranglar gammasida ishlandi. Manzarani yaratishda, ranglarning o`zaro munosabatidan foydalanishga xarakat qilindi. Mashhur rassom P.Konchalovskiy<sup>1</sup> bejiz: “Aniq rangni naturadan aks ettirish qiyin, har daqiqada rang o`zgarishi mumkin. Shuning uchun ranglarning o`zaro munosabatidan foydalanish lozim. Agar ular bir-birini naturada inkor etmasa, unda uyg`unlikka va naturani to`g`ri aks ettirish mumkin” – degan edi. Bajarilgan etyudlar asosida kartinada ranglarning o`zaro munosabatini aniqlashtirildi. Manzaradagi osmon tusini berishda, undagi bulutlarning yoritilgan tomoni va soyalari yerga, yerdagi ob`yektlar, daraxtlar va boshqalarni tasvirlashda hisobga olindi. Bu omillar rang tuslari va ranglar uyg`unligiga erishishda, zangori koloritni berishda, ishning muvaffaqiyatli chiqishini ta`minladi. Agar kartinadagi rang va rang tuslarini o`zaro uyg`unligiga erishilmasa, manzarada biror-bir rang va rang tusi ortiqcha ko`rinadi va kompozitsiyadagi keraksiz rang sifatida qabul qilinadi. “Qishloq” manzarasida ranglarni berishda umumiylikdan foydalanish o`z samarasini berdi. Bu degani, manzaradagi osmon va yerdagi ranglarning o`zaro munosabati belgilab olinib, umumiy rangga, ya`ni koloritga bo`ysundirilib, umumlashtirildi. Shuni unutmash lozimki, manzarani chizish davomida tabiatning umumiy rang va tuslarini aks ettirishda yorug`likni ahamiyati ham katta hisoblanadi. Manzaradagi qishloq bahor faslida tasvirlangan, unda yorug`lik ko`p. Tabiatning umumiy rang va rang tuslari aks ettirishda yorug`likni roli ham juda katta ahamiyatga ega. Agar tasvirdagi yorug`lik, undagi ob`yektlar umumlashtirilmasa haqqoniy ko`rinishga ega

^{1 9} V.V. Stasov. Izobrannie stat'i o russkoy jivopisi. – M; 1968 g. 24 str

bo'lmaydi. Masalan, tongni tasvirlashda, hali quyosh chiqmasdan oldin narsalar quyoshli kunga nisbatan xiraroq ko'rinadi. Manzarani ishlashda bularning hammasini hisobga olindi.

Foydalanilgan adabiyotlar ro'yxati.

1. G' Abdurahmonov. Kompozitsiya. -T., TDPU, 2009
2. R. Hasanov. Tasviriy san'at asoslari.-T., "G'ofur G'ulom". 2009 y.
3. R. Hasanov. Maktabda tasviriy san'atni o'qitish metodikasi.-T.. "Fan", 2004.
4. R. Rajabov, X. Sultonov. Tasviriy san'at fanini o'qitish metodikasi (*o'quv qollanma*).- T., 2008.

THE STATE OF INTEGRATION IN HIGHER EDUCATION

Saidova Zilola Gadoymurodovna

Independent researcher of Bukhara State University

ABSTRACT

Implementing reforms in developing higher education at the international level in the Republic of Uzbekistan have entered a new phase. In particular, the integration of national higher education into world higher education, raising the level of quality to the international level, organization of higher education based on international educational standards, establishing cooperation with higher education institutions of developed countries are being paid great attention. The rationale of the study is to highlight the process of integrating higher education of the Republic of Uzbekistan into the world higher education area. It is emphasized that internationalization of higher education is an important factor in the integration into the world higher education.

Keywords: Internationalization, higher education, integration, international purposes, renewal.

The internationalization of higher education is developing rapidly in recent years. This process requires forming scientific and practical views and developing the most optimal ways of participation in this process, not only for newly independent states but also for developed countries of the world. It also contributes to the integration process in higher education. Extensive integration and internationalization processes have become one of the important features of the development of world higher education at the present. The development and prosperity of higher education in each country is closely connected not only with regional but also global level, it is becoming increasingly clear that higher education in particular country cannot develop without the mutual influence. Further deepening integration into the world higher education space in the period of internationalization of higher education is among the important tasks facing the Republic of Uzbekistan. In this regard, it would be expedient to theoretically analyze the concept of integration. According to one of the definitions in the Interpretation Dictionary of the Uzbek language, integration

means the convergence and interconnection of subjects (Interpretive Dictionary of the Uzbek language, p. 216). According to the definitions in the National Encyclopedia of Uzbekistan, integration means the mutual coordinating and merging the economies of two or more countries (National Encyclopedia of Uzbekistan, p. 2014).

In our opinion, integration is a broad concept. Its meaning developing in a connected state, that is, in the term of interaction applies to all spheres. At present, the integration of economic, political, socio-cultural and other spheres requires interconnected development. Also, in the higher education, interdependence plays an important role in meeting the requirements of global development. One of the important features of integration in the higher education is its constant renewal along with development within the framework of interaction. It can be seen that the process of integration is an important factor in the development of higher education, raising it to new stages of development and the determination of its prospects. It is known that a certain process does not occur spontaneously. There are subjective and objective factors in its formation. Globalization and internationalization are key factors in the development of the process of integration of the higher education across the world. The XXI century is a period of adaptation to the changes that have appeared under the influence of globalization and internationalization processes and finding answers to the new requirements of the era. At present, the extremely acute and extensive impact of the internationalization of higher education can be seen in almost all states. The integration of higher education of the Republic of Uzbekistan into the world higher education is deepening at a high level within the framework of this impact of internationalization. Especially since the president of the Republic of Uzbekistan Shavkat Mirziyoyev has come to state administration, Uzbekistan has entered a new stage of integration of higher education into the world higher education. The emphasis on international relations with developed countries, the development of human capital, and the foreign investment in higher education are indicative of drastic changes in higher education. In the following years, the role of higher education in the economic, social and cultural development of the Republic of Uzbekistan is taken into account, and the transformation of higher education into an industrial sector is also given serious importance. The state policy of the Republic of Uzbekistan on the higher education system is aimed at developing the National



higher education system to meet international requirements and on a global scale. Extensive reforms are being implemented in this regard.

The emergence of international organizations, especially those that define the ranking of higher education institutions, contributes to the development of integration processes in higher education. The ranking of HEIs of the Republic of Uzbekistan in the world rankings determines the successful integration of world higher education. Also, the emergence of international scientific organizations has accelerated the process of scientific integration. The Republic of Uzbekistan needs to have a worthy reputation in the world scientific space. To increase the academic reputation of Uzbek researchers in the international area of science, as well as to ensure the level and quality of scientific articles, the Uzbek Research online digital platform, which conducts scientific journals was opened in Uzbekistan first time (Edu.uz news, 2019). This, in turn, allows Uzbek scholars to gain recognition in the world and undoubtedly contribute to a prominent place in the world of science. At the moment, efforts focused on to organize higher education in cooperation between the countries are grooving at a fast rate. The number of foreign universities and branches in the Republic of Uzbekistan and the increasing number of joint programs and faculties of local higher educational institutions in cooperation with foreign higher educational institutions are a clear example to our opinion. Establishment of 13 new foreign higher education institutions in the Republic of Uzbekistan during recent years is a sign of further development of such cooperation. As expected results from the development of such cooperation relations of the Republic of Uzbekistan can be understood that Uzbekistan intended to increase human capital, to find a worthy place in the world market with intellectual labour, educational service and scientific products through developing the higher education system. The operating of higher education institutions of different states in the Republic of Uzbekistan contribute to the development of the integration process, along with creating opportunities for the citizens of Uzbekistan to receive higher education based on American, European and Asian models of Higher Education.

Global development in the economy of the world and higher education requires the transition from the national higher education to the international higher education. This can be explained by adapting to the changes that have occurred under the processes of globalization and internationalization, and the response to new



challenges of the era. The rapid development of global higher education and the strengthening of integration processes in higher education require that the Republic of Uzbekistan should concentrate on the development of higher education not only at the national but also international levels. One of the topical issues of higher education of Uzbekistan is the formation of a unique international education system, as well as meeting the needs of highly skilled professionals in developing the existing fields in the country as developed countries.

Currently, the international status of universities is determined by the number of foreign students. Student mobility is also one of the key tools for the development of integration processes in higher education. To attract foreign students to local higher education institutions of the Republic of Uzbekistan, it is desirable to develop special programs based on the experience of developed countries. In conclusion, the internationalization of higher education will be an important tool in the integration of higher education of the Republic of Uzbekistan into the world higher education. At present, the landscape of world higher education is manifested as internationalization, globalization and integration. In short, the internationalization of higher education develops the integration process, and the development of integration processes, in turn, leads to the development of the internationalization of higher education.

REFERENCES

1. De Wit, Hans.(2013). An Introduction to Higher Education Internationalization. Centre for Higher Education Internationalization (CHEI), Università Cattolica del Sacro Cuore, Milan, Italy, p. 32. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.905.8413&rep=rep1&type=pdf>
2. Interpretive Dictionary of the Uzbek language (2006). Letter I. Tashkent. p, 216
3. Knight, J. (2003). Updated Definition of Internationalization. International Higher Education, No. 33, p. 2-3.
4. National Encyclopedia of Uzbekistan. Letter I. Tashkent. p. 214. Retrieved from http://n.ziyouz.com/books/uzbekiston_milliy_ensiklopediyasi
5. Official news of Uzbekistan National News Agency. Retrieved from <http://uza.uz/uz/documents/Uzbekistan-Republic-Finance-Education-System-20->



2030-rev-09-10-2019

6. Official news of Edu.uz

7. Presidential Decree of the Republic of Uzbekistan.(2019) "On approval of the Concept of Development of the Higher Education of the Republic of Uzbekistan until 2030"

8. Soderqvist, Minna (2002). Internationalization and Its Management at Higher Education Education: Applying Conceptual, Content and Discourse Analysis. Helsinki: Helsinki School of Economics, p. 20



HISTORIOGRAPHY OF VIEWS OF NATIONAL-PROGRESSIVE JADIDS OF TURKESTAN

Imamov Ulug'bek Ismailovich

Master's student of the Historiography and
Source Studies of Samarkand State University

imomovulugbek59@gmail.com

ANNOTATION

The colonial system in Central Asia in the XIX-XX centuries despite its strict boundaries, social and political shifts took place under the influence of world integration processes, and the movement of national-progressive intellectuals to renew and reform society became an impetus for the formation and development of modernism. Studies on this topic show that the Jadidism movement was a very strong impetus for national self-awareness. The goal of the national intellectuals was to solve the problems of the society based on universal and national values and to find a way for the future development of the society. This article describes the historiography of Turkestan moderns' national views and services to independence.

Keywords: Cultural backwardness, stagnation in the consciousness of society, national-progressive intellectuals, "foundation of science", modernism, scholasticism, religious confessions, tolerance, discussion, ethics, national heritage, historiography.

INTRODUCTION

Central Asian khanates from the second half of the 19th century. The occupation by Russia led to socio-political and cultural tension brought To this, on the one hand, the country of the Russian Empire turning it into a colony and raw material base, on the other hand - fragmentation, economic stagnation. consistent with developed countries lack of communication. religious fanaticism of the population and religion in education it was caused by the predominance of sophistry (scholasticism). Advanced of this era representatives understand the essence of this negative event trying to get the society out of trouble, using a new method, that is, a new method began to be applied to all aspects of society, especially to the sphere of culture. The

name of this movement is modernism ("jadid" - means "new") also came from this. Actually it is first a new one calling for fundamental changes in spirituality, religion and education was thinking.

From the end of the 19th century to 1917, Jadidism went through a complex path of development, from enlightenment to a powerful political movement. Cultural backwardness, stagnation in the consciousness of the society encouraged the moderns to look for ways out of the situation of tension based on the experience of world development, the beginning of solving the problems was the movement of enlightenment. This was the first stage of the struggle for development.

MAIN PART

The Jadids tried to assimilate the achievements of both Eastern and Western cultures. The question of the correct understanding of the role of religion in the spiritual maturity of a person and the development of society occupies an important place in the ideology of modern times. Without solving this urgent problem, other problems could not be solved, because the bigoted scholars used the religion of Islam to justify all the negative aspects of the society. Until it was founded by the religion of Islam, there was no way to get an excellent education close to world standards, to introduce its new forms. That's why national development workers think and speak even when you speak! they tried to carry out the reform of religious ideas.

Jadids, who are representatives of the ideas of religious tolerance, were literally national enlighteners due to their religious and worldly knowledge, broad outlook and aspirations. Not only did the famous representatives of the Jadidlamina graduate from the madrasah, but they also had a religious rank. For example, Mahmudhoja Behbudi belonged to the mufti clan, he was once the mufti of Samarkand. After graduating from madrasa, Munavvar Qori Abdurashidkhanov became the imam of the Darkhan Mosque in Tashkent. At the same time, the Jadids explained the need to treat other religions with patience and respect. For this, in their works, they referred to the history of Europe and Asia and showed the points of contact between the two cultures and two world religions.

The development of any multinational state depends on social stability, economic-political foundations and moral rules, as well as the mutual solidarity of people's associations and religious confessions. The experience of the development of



Central Asia, where the teachings of Zoroastrianism, Buddhism, Christianity and Islam exist, shows that this region is a special center of interreligious tolerance. At present, interreligious harmony and historical traditions of sabming have become the basis for harmonizing the relationship between the state and religion in Uzbekistan. Striving to create conditions in the society that allow each person, each belief and each culture to be fully manifested with the help of the development of internal spiritual values while preserving their uniqueness and uniqueness is one of the important aspects characterizing the development of the republic.

In this field, religion began to play a vital role in the spiritual life of the society of Uzbekistan and had a positive effect on the lifestyle of the country's population. At the same time, it should be noted that the original religion of Islam has always been distinguished by its tolerance towards other religions. This evidence was given by Metropolitan Vladimir of Tashkent and Central Asia: "Allah of Muslims is the same God that Christians believe in, the Creator and Ruler of the universe. Just like us, Muslims believe in the Creator's Omnipotence and Omniscience, Mercy and Justice. Ancient rulers and prophets are glorified in the Qur'an as well as in the Bible. Both Orthodoxy and Islam call people to have the same vital and moral qualities. Christianity is often called the religion of love, and Islam is the religion of justice. it is clear from the above that it is necessary and permissible to study historical experience in order to achieve inter-religious harmony.

The issue of inter-religious tolerance is becoming more important due to the change of the current global problems. A consistent study of religious texts shows that almost all of the ulama have specific regulations regarding freedom of religion. Islam is no exception. In the Qur'an, special importance is given to the cultivation of patience towards those who believe in other religions and those who have a different worldview. In the Qur'an, the call to be patient in relation to others is expressed in different forms. In some verses, it is emphasized that religion has a voluntary character and does not recognize coercion. On the other hand, Muslims are advised to forgive the ulama for the harm inflicted by representatives of other religions. In some parts of the book, praiseworthy qualities of those who believe in other religions are listed. In addition, the Qur'an calls on Muslims not to reject the requests of foreigners who seek refuge.



The progressive leaders of the country understood that the multifaceted world entering human thinking forces him to search for new spiritual trainings and other, rational principles of communication with the multi-ethnic and multi-confessional environment, which is the historical reality. With their religious and worldly knowledge, and their desire for development, they became supporters of the ideas of religious tolerance. This principle played a key role in achieving the goal of enjoying the cultural and technological achievements of the European peoples. The Jadids believed that this experience would help to bring Central Asia out of stagnation. For this, first of all, it was necessary for them to theoretically justify the idea of the compatibility of Islam and development, and the relationship of Islam to the problem of interdependence of society and human development.

Many publications on this topic have created a more logical concept of modern tolerance. First of all, they tried to prove that this idea is reflected in the religious teaching itself, especially in the teaching of Islam. Mahmudhoja Behbudi, the leader of Central Asian modernism, began by defining the three main world religions. He saw the unity of all peoples and nations in monotheism. According to his information, there were more than 300 million Muslims at the beginning of the 20th century. Describing the second group - Christians, they are 400 million. he says that there is no confession in the world that has the strength of Christianity and worldly knowledge. At the beginning of the 20th century, the number was 10 million. Describing the Jews who are the people of Prophet Moses, he notes that this people unites in small communities and lives in almost all countries, but does not have its own state.

By such a simple method, Behbudi tried to instill respect for the representatives of this religion, and believed that Muslims should respect the holy books of the religion in addition to the Qur'an. Taking into account the high level of multi-confessionalism of Turkestan society, as well as the importance of maintaining peace among representatives of different confessions, national patriots - Jadids tried to prove that Islam welcomes the friendship of Muslims with Christians, Jews and others. Thus, drawing a colorful picture of the world's confessional situation, the reformers fought against narrow religious boundaries, tried to unite all the peoples of Turkestan and get rid of internal conflicts and oppositions. Abdurauf Fitrat, another prominent representative of Jadidism, revealed the idea of brotherhood and respect for other



religions in his works "Munozara" (a discussion between a Farangi and Bukhara mudam in India about Jadid schools) and "Indian Beach Statement". and emphasized the need to use the achievements of development.

A European and Indian, Christian and Muslim who knows the Qur'an and Hadith equally well, evaluated the education system, socio-economic and political life in Turkestan and Bukhara in the late 19th and early 20th centuries. It was a wonderful artistic method used to achieve the desired goal. In particular, one of his characters – Farangi (European) described the attitude of the Muslims themselves and the European population towards Islam. But if the Europeans learned the rules of Islam and reached a high level of social development, why could not the Muslims benefit from its teachings? Fitrat asks. According to the author, the tragedy of Muslims is that they do not follow the true faith, but a religion that someone has deliberately misinterpreted for their own benefit for hundreds of years. In order to show Europeans' respect for the Islamic religion, A. Fitrat tries to instill in his countrymen a sense of patience and humanity towards their co-religionists and the culture, traditions and customs of other nations.

Abdulla Avloni, one of the leading teachers of his time, described the positive and negative qualities of a person based on not only famous Muslim thinkers, but also Aristotle, Hippocrates, and Socrates in his work "Turkish Gulistan and Ethics". According to the author, Muslims condemn unjustly harming those who want to believe in Islam, especially threatening the honor, reputation, or life of a scholar. In his opinion, the instructions contained in the Qur'an and hadiths are aimed at ensuring peace and harmony in the society, promoting cultural and inter-civilizational consensus, and eliminating the factors that cause the situation in the society. In particular, Abdurauf Fitrat wrote that Christian scientists took the "foundation of science" that should be studied from the works of medieval Muslim thinkers. In general, science has nothing to do with religion or nation. Consistency of the West and the East in the field of knowledge development was one of the main ideas of the moderns. "Oyna" magazine published an article by an author named Aini, who believes that the acquisition of secular knowledge is the only means of combating religious conflicts.



CONCLUSION

Thus, the most important direction of the Jadids' activity is the Islamic religion and the idea of adaptation of development, society and man was a theoretical justification of the Muslim attitude to the problem of dependence. In general, our aim is to reform society spiritually. Compatriots are consistently analyzed in the field of activities in education in the spirit of tolerance and tolerance of other religions the old ones-interreligious harmony, stability in society and its future is one of the important factors ensuring its successful development. any form of coercion in matters of Islamic faith condemns, therefore, every Muslim is in line with his choice should respect the choice of the other person:

1. Regardless of the ethnic and confessional affiliation of another society despite their positive achievements in science, culture and technology the development of the Central Asian society only when it is effectively used it will be possible to get out of cultural and technological stagnation. Islam religion is not only against such appropriations, but also against them approves, although the desire for progress is in the essence of this religion;
2. Foreign languages are an important means of getting to know the world experience is to know. First of all, indigenous people representatives of the whole empire to quickly adapt to new conditions helps to participate in the processes, secondly, local acquaintance of the team with the latest achievements of European civilization provides;
3. All during the period of the highest political activity of Jadids tolerance, religious tolerance and friendliness towards peoples "Autonomy of Turkestan" is a national-territorial phenomenon was reflected in the idea of creating autonomy. This is universal humanity the idea of building a nation-state based on world experience for the first time there was an attempt.

REFERENCES

1. Alimova D.A. Religious tolerance and humanistic ideas national progressive intelligentsia of Turkestan // History of Uzbekistan. Tashkent, 2005.
2. Avloni A. Turki Gulistan and morality. Selected works. Tashkent: Spirituality, 1998.



3. Behbudi M. Kitabi muntakabi geography and in general. Selected works, 2nd edition. Tashkent: Spirituality, 1999.
4. Fitrate. The rescue. (Leader of Salvation). Tashkent: Shark, 2001.
5. Rashidova D. Mahmudhoja Behbudi and historical perspective. Tashkent: Spirituality, 1998.



CYBERSECURITY AND ACCOUNTING

Adhamov Ravshanbek Ulug'bek o'gli

Yo'lchiboyev Davlatjon Orifjon o'g'li

Ne'matov Yahyoxon Iqboljon o'g'li

Research advisor: Saliev Bakhodir Komilovich

Tashkent Financial Institute Andijan Faculty

Annotation:

This article provides information about the field of cyber risk and accounting, and this article also provides several methods for studying the field of accounting and cyber risk. Of course, accounting and cyber security are fields related to the modern world. And the development of these professions significantly affects the economy. brings positive benefits.

Key words: cybersecurity, accounting, businesses, financial statements, financial transactions

In the now developing Republic of Uzbekistan, the development of the cybersecurity sector as well as the accounting sector, as well as other sectors, is important.

Cyber security:

When looking at Google data, cyber security is the protection of internet-connected systems such as hardware, software, and data from cyber threats. The practice is used by individuals and businesses to protect against unauthorized access to data centers and other computerized systems.

A strong cybersecurity strategy can provide a good security situation against malicious attacks designed to access, modify, delete, destroy or loot organization or user systems and confidential information. Cyber security also plays an important role in preventing attacks aimed at disabling or disrupting the operation of a system or device.¹

¹ <https://www.techtarget.com/searchsecurity/definition/cybersecurity>





2

Accounting:

Accounting is the process of recording financial transactions pertaining to a business. The accounting process includes summarizing, analyzing, and reporting these transactions to oversight agencies, regulators, and tax collection entities. The financial statements used in accounting are a concise summary of financial transactions over an accounting period, summarizing a company's operations, financial position, and cash flows.³

Cyber security is currently the probability of helping the functioning functions of banks as well as the information contained in them, including the economy. Also, the importance of studying the accounting field and promoting it to the economy is certainly appropriate. These cybersecurity and accounting activities can change the economy in exact numbers and in an effective way to the positive.

2

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.fbk.eu%2Fen%2Fcybersecurity%2F&psig=AOvVa_w0f05_ROu7gZgT5yXUdTN37&ust=1681753212450000&source=images&cd=vfe&ved=0CBEQjRxqFwoTCJj_m4r5rv4CFQAAAAAdAAAAABAE

³ <https://www.investopedia.com/terms/a/accounting.asp>



4

Following the following strategies to promote this cybersecurity as well as the buhgalteria area can benefit positively

- 1: increasing literacy in Accounting and cybersecurity science and field
- 2: dressing skills abroad in the cybersecurity industry (remote or non-remote)
- 3: In both of these areas, i.e. buhgalteria and cyber security, we all know that there are free lessons on the internet networks skill dressing on these lessons and testing the skills obtained
- 4: As well as having special skills in the branches of both areas and choosing one of them to gain more experience in the same selected department
- 5: Stay up-to-date on cutting-edge technology. The world of technology changes every day and those changes affect the world of accounting. ...

Conclusion:

In this article, we analyzed and studied the resources of the accounting and cyber security fields. Also, in this article, it is necessary to acquire special knowledge and

⁴ https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.merchantmaverick.com%2Fquick-guide-accounting-terms-concepts%2F&psig=AOvVaw0dRoO2bll6h8sS_xsN0u2r&ust=1681753301460000&source=images&cd=vfe&ved=0CBEQjRxqFwoTCPIsq7T5rv4CFQAAAAAdAAAAABAE



skills to develop the accounting and cyber security fields, and to be aware of the problems in the modern world, need.

Referances:

1. <https://www.techtarget.com/searchsecurity/definition/cybersecurity>
2. https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.fbk.eu%2Fen%2Fcybersecurity%2F&psig=AOvVaw0f05_ROu7gZgT5yXUdTN37&ust=1681753212450000&source=images&cd=vfe&ved=0CBEQjRxqFwoTCJj_m4r5rv4CFQAAAAAdAAAAABAE
3. <https://www.investopedia.com/terms/a/accounting.asp>
4. https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.merchantmaverick.com%2Fquick-guide-accounting-terms-concepts%2F&psig=AOvVaw0dRoO2bII6h8sS_xsN0u2r&ust=1681753301460000&source=images&cd=vfe&ved=0CBEQjRxqFwoTCPisq7T5rv4CFQAAAAAdAAAAABAE



ТИНТУВ ТЕРГОВ ҲАРАКАТИНИ ЎТКАЗИШ ДАВОМИДА ЮЗАГА КЕЛАЁТГАН АЙРИМ МУАММОЛАРГА ПРОЦЕССУАЛ ЕЧИМЛАР

Хомидов Вохиджон Адхамович

ИИБ Академияси мустақил изланувчиси

Аннотация:

Ушбу мақолада тинтув тергов ҳаракатини ўтказиш давомида юзага келаётган айрим муаммоларнинг таснифи, бу борада жиноят-процессуал нормаларни тўғри қўллаш чоралари, жиноят-процессуал муносабатларда “Процессуал ҳаракатлар ва қарорлар устидан шикоят қилиш ҳуқуқи” принципини устувор аҳамият касб этишини таъминлаш мақсадида, уйда ёки унга тегишли бўлган бошқа бинода тинтув ўтказилган ва унда турли сабабларга кўра ўзи иштирок эта олмаган шахс жиноят ишини юритаётган терговчидан унга тинтув ўтказиш тўғрисидаги қарор ва тинтув баённомаси нусхаларини тақдим этишни талаб қилиш ҳуқуқига эга бўлиши лозимлиги ва ҳуқуқни қўллаш амалиётида юзага келаётган айрим тушунмовчиликларга барҳам бериш мақсадида “кечиктириб бўлмайдиган ҳолатлар” тушунчасига муаллифлик таърифи ишлаб чиқилиб, амалиёт билан боғлаган ҳолда, илмий асослантириб берилди.

Калит сўзлар: тергов ҳаракати, тинтув, санкция, суриштирувчи, терговчи, ажрим, қарор, баённома.

Амалдаги жиноят-процессуал қонун талабларига мувофиқ, тинтув суриштирувчи ва терговчи бирор турар жой, хизмат, ишлаб чиқариш биносида ёки ўзга жойда ёхуд бирор шахсда иш учун аҳамиятли бўлган нарса ёки ҳужжатлар бор деб ўйлаш учун етарли маълумотга эга бўлган тақдирда тинтув ўтказишга ҳақлидир. Тинтув қидирилаётган шахсни, шунингдек мурдани топиш учун ҳам ўтказилиши мумкин.

Тинтув ўтказиш жараёнида бу ҳаракатлар уйда ўтказилаётган шахснинг ўзи ёки ҳеч бўлмаганда унинг вояга етган оила аъзоларидан бирининг иштирок этиши таъминланиши лозим. Башарти уларнинг иштирок этишини



таъминлашга имкон бўлмаса, тегишли ҳокимлик ёки фуқароларнинг ўзини ўзи бошқариш органининг вакили таклиф қилинади.

ЖПКнинг 161-моддасига мувофиқ, терговчи тинтув ўтказишга киришишдан олдин тинтув ўтказилаётган шахсни қарор ёки ажрим билан таништириб имзо қўйдириши шарт.

Фикримизча, тинтув қарори билан таништириш деганда биз тинтув ўтказилаётган шахс қарорни шахсан ўқиб чиқиш ёки терговчи томонидан ўқиб эшиттириш орқали қарор билан таништирилишини тушунишимиз лозим. Агар мазкур жараёнда тинтув ўтказилаётган шахсда қандайдир савол туғилса, терговчи уни тушунтириб бериши лозим.

Тинтув ўтказишдан аввал тинтув ўтказиш ҳақидаги қарорнинг нусхасини уй эгасига беришга доир амалиёт ўрганилганида, мазкур масалада қонун талабларига тўлиқ риоя этилаётганлиги маълум бўлди. Тинтув ўтказилаётган шахсга қарор нусхаси топширилиб, бу ҳақда қарорнинг ўзида унинг имзоси билан тасдиқланадиган ёзма қайд қолдирилишини кўрсатди (98.6 фоиз). Бизнинг фикримизча, тинтувни бу йўсинда бошлашга доир қонуннинг талаби энг мақбул йўл ҳисобланиб, бу терговчига турар-жойга асоссиз бостириб кириш билан боғлиқ низони бартараф этиш имконини беради.

Шу билан бирга, фикримизча, уйда ёки унга тегишли бўлган бошқа бинода тинтув ўтказилган ва унда турли сабабларга кўра ўзи иштирок эта олмаган шахс ҳам жиноят ишини юритаётган терговчидан унга тинтув ўтказиш тўғрисидаги қарор ва тинтув баённомаси нусхаларини тақдим этишни талаб қилиш ҳуқуқига эга бўлиши лозим. Қолаверса, мазкур таклифни қонунчиликда ўз ифодасини топиши жиноят-процессуал муносабатларда “Процессуал ҳаракатлар ва қарорлар устидан шикоят қилиш ҳуқуқи” принципини устувор аҳамият касб этишига хизмат қилади.

ЖПКнинг 161-моддасига мувофиқ, тинтув тергов ҳаракати терговчининг асослантирилган қарорига биноан, прокурорнинг санкцияси билан ўтказилади. Лекин кечиктириб бўлмайдиган ҳолларда тинтув прокурорнинг санкциясиз ҳам ўтказилиши мумкин. Эътиборлиси, санкциясиз ўтказилган тинтув ҳақида йигирма тўрт соат ичида прокурорга хабар қилиниши лозим. Мазкур хабарномада терговчи кечиктириб бўлмайдиган ҳолатларни асослантириб бериши лозим.



Шундай бўлсада, жиноят ишларини ўрганилиши, суд-тергов амалиётида тинтув тергов ҳаракати аксарият ҳолатларда фақат прокурор санкцияси асосида ўтказилишини кўрсатди. Назаримизда бунга асосий сабаб сифатида, қонунчилигимизда тинтув тергов ҳаракатини ўтказишда “кечиктириб бўлмайдиган ҳоллар” деганда нимани тушуниш лозимлиги очик қолганлигидир. Қонун чиқарувчининг тутган мазкур йўли бир қарашда тўғри ҳисобланади. Зеро, қонунда жиноят ишини тергов қилиш жараёнида юзага келиши мумкин бўлган барча кечиктириб бўлмайдиган ҳолатларни кўзда тутишнинг иложи йўқ.

Лекин шундай бўлсада, процессуал адабиётларда кўриб чиқиладиган масалага доир турли фикрлар илгари сурилган. В.И.Торгушиннинг фикрича, кечиктириб бўлмайдиган ҳолатларга тегишли тергов ҳаракатларини амалга оширишда сусткашликка йўл қўйиш қуйидаги оқибатларга олиб келиши мумкин:

- 1) янги жиноятни содир этилиши;
- 2) муҳим ашёвий далилнинг йўқ қилиб юборилиши;
- 3) катта миқдордаги моддий ёки бошқа қимматли ашёларни йўқ қилиб юборилиши;
- 4) қидирувда бўлган шахснинг яшириниши;
- 5) шахснинг ўз жонига қасд қилиши ва бошқ[1].

А.П.Рыжаковнинг фикрича эса, кечиктириб бўлмайдиган ҳолатларга қуйидагиларни киритиш лозим:

- 1) тўсатдан тергов ҳаракатини амалга ошириш учун фактик асослар юзага келиши;
- 2) ишга алоқадор ашёлар (ҳужжатлар)ни йўқ қилиш ёки яшириш чораларини амалга оширилиши;
- 3) шахснинг келгусидаги жиноий фаолиятига барҳам бериш зарурати;
- 4) бошқа ҳолатларда[1].

Дарҳақиқат, кечиктириб бўлмайдиган ҳолатларда тинтув тергов ҳаракатини амалга оширилишини кечиктириш қуйидаги салбий оқибатларга олиб келиши мумкин: 1) жиноят изларини йўқолиши; 2) жиноятни содир қилган шахсларнинг яшириниши; 3) жиноят оқибатида етказилган зарарни қоплаш имкониятини қўлдан бой берилиши.



Мазкур масалада амалиёт ходимларининг фикрлари бир-биридан фарк қилади. Сўров иштирокчиларининг 109 нафари (54.5%)нинг фикрича, қонунда кечиктириб бўлмайдиган ҳолатлар рўйхатини мустаҳкамлаб қўйиш мақсадга мувофиқ эмас. Сўровда қатнашганларнинг 91 нафари (45.5%) ЖПКга тегишли норманинг киритилиши мансабдор шахслар томонидан қонун қоидаларини ўз ҳолича талқин этилишига чек қўйишга хизмат қилган бўлар эди, деган фикрни билдирдилар¹.

Жиноят ишларини ўрганиш ҳамда тергов идоралари билан ўтказилган суҳбатлар одатда тинтув тергов ҳаракатини ўтказилишини кечиктирилиши иш учун муҳим аҳамият касб этган далилларни йўқолишига сабаб бўлади. Чунки, суд-тергов амалиётида тинтув тергов ҳаракатини ўтказиш учун прокурорнинг санкциясини олишга ўртача 4-8 соат сарфланишига олиб келмоқда². Бу эса, юқорида қайд этилган салбий ҳолатларни юзага келишига сабаб бўлмоқда.

Шунинг учун мазкур масаланинг ечими бўйича қуйидаги мазмундаги фикрларни билдириш мумкин:

биринчиси, терговчини қарорига прокурор томонидан санкция ёки розилик бермаслик ҳолати қандай расмийлаштирилиши амалдаги ЖПКда тартибга солинмаганлиги сабабли ҳуқуқни қўллаш амалиётида юзага келаётган турли хил тушунмовчиликларга барҳам бериш мақсадида терговчининг тинтув тергов ҳаракатини ўтказиш ҳақидаги қарори бўйича прокурор санкцияси (розилиги)ни олишнинг янги механизмини ишлаб чиқиш зарурати асослантириб берилди;

иккинчидан, тергов идоралари томонидан тергов ёки процессуал ҳаракатларни ўтказиш учун прокурорнинг санкцияси (розилиги)ни олиш давомида терговчиларнинг кўп вақтини бесамар кетишини олдини олиш ҳамда мазкур жараёни тезкорлик билан амалга оширилишини таъминлаш учун замонавий ахборот-коммуникация технологияларидан унумли фойдаланган ҳолда идоралараро электрон ҳамкорлик тизимини жорий этиш зарур. Чунки, бугунги кунга қадар мазкур амалиётни йўлга қўйилмаганлиги терговчиларнинг кўп вақтини бесамар кетишига сабаб бўлмоқда.

¹ Тадқиқот давомида ўтказилган сўровнома натижаларининг таҳлили.

² Тадқиқот давомида ўтказилган сўровнома натижаларининг таҳлили.



Ўйлаймизки, айнан мазкур йўл айрим прокурорларга масалага хоҳлаганича ёндашиш ва қонундаги бўшлиқлардан ўз манфаатлари йўлида фойдаланиш имконини бермайди.

Иккинчи йўлнинг мазмуни шундан иборатки, терговчи жиноят иши юзасидан юзага келган кечиктириб бўлмайдиган ҳолатга мустақил баҳо бериши зарур. Яъни, агар лозим деб топса, тинтув тергов ҳаракатини ўрнатилган тартибда прокурордан розилик олмай туриб, ўтказиши лозим бўлади. Аслида амалдаги ЖПК талабларига мувофиқ шундай йўл тутиши мумкин. Лекин юқорида қайд этилганидек, суд-тергов амалиётида бундай ҳолат жуда кам кузатилади. Шундай бўлсада, ўрнатилган тартибда прокурорнинг розилигини олмай ўтказилган тинтув тергов ҳаракати бўйича терговчи асослантирилган хабарнома тузиб, прокурорга юбориши лозим. Амалдаги ЖПКда мазкур хабарномаларни кўриб чиқиш тартиби ва уларга баҳо бериш масалалари ўз ифодасини топмаган. Бу эса, қонунимиздаги бўшлиқ борлигини кўрсатади.

Бизнинг фикримизча, кечиктириб бўлмайдиган ҳолатларга муносабат билдиришда бевосита амалдаги ЖПК 88-моддаси иккинчи қисмининг 3-бандига мурожаат қилиш зарур. Зеро айнан мазкур қонун нормаси мазмунида, қонун чиқарувчи томонидан тайёрланаётган ёки содир этилаётган жиноятнинг олдини олиш, жиноят изи йўқолишига ёки гумон қилинувчининг қочиб кетишига йўл қўймаслик кечиктириб бўлмайдиган ҳолатлар эканлиги эътироф этилган. Лекин шундай бўлсада, назаримизда қонун чиқарувчи ушбу нормада шахсларнинг ўз жонига қасд қилишининг олдини олиш, жиноят оқибатида етказилган зарарни қоплаш имкониятини қўлдан бой бериш ҳамда қидирувда бўлган шахснинг яширинишига йўл қўймаслик каби суд-тергов амалиётида юзага келаётган айрим омилларни инобатга олмаган.

Юқорида санаб ўтилган айрим тушунмовчиликларга барҳам бериш мақсадида “кечиктириб бўлмайдиган ҳолатлар” тушунчасига қуйидаги мазмундаги муаллифлик таърифи ишлаб чиқилди:

Кечиктириб бўлмайдиган ҳолатлар – бу тайёрланаётган ёки содир этилаётган жиноятнинг ёхуд шахсларнинг ўз жонига қасд қилишининг олдини олиш, жиноят изи йўқолишига, жиноят содир этган шахснинг қочиб кетишига ёки қидирувда бўлган шахснинг яширинишига йўл қўймаслик, шунингдек



жиноят оқибатида етказилган зарарни қоплаш учун мулкларни хатлаш имкониятини қўлдан бой бермаслик мақсадида айрим тергов ва процессуал ҳаракатларни тезкорликда ўтказилишини тақозо этадиган ҳолатлардир.

Юқоридаги таърифдан кўриниб турибдики, кечиктириб бўлмайдиган ҳолатлар тушунчасига муаллифлик тарифини беришда “жиноят оқибатида етказилган зарарни қоплаш учун мулкларни хатлаш имкониятини қўлдан бой бермаслик” каби аниқ бир мақсадни кўзловчи тушунчани ҳам киритиб ўтдик.

Суд-тергов амалиётида кечиктириб бўлмайдиган ҳолатларда зудлик билан мулкларни хатлаш имконияти мавжуд бўлса-да терговчиларнинг прокурорни санкциясини олиш учун вақт сарифлаётганлиги ва натижада мулккий зарарни қоплаш имконияти қўлдан бой берилаётганлиги кузатилмоқда.

Хулоса ўрнида терговчи кечиктириб бўлмайдиган ҳолатларда ёки одатий тинтув ўтказиш жараёнида уйда тинтув ўтказилаётган шахснинг ўзи ёки ҳеч бўлмаганда унинг вояга етган оила аъзоларидан бирининг иштирок этишини таъминлаши қуйидаги ижобий натижаларни беради.

Уй эгаси аксарият ҳолатларда қаерда нима жойлашганини айтиши, топилган ашё бўйича тушунтиришлар бериши, тинтув ўтказилаётган бинолар ва предметлар билан эҳтиёткорона муносабатда бўлиниши, келгусида терговчи ва тинтувнинг бошқа иштирокчиларига нисбатан турли таъналар қилинмаслиги, тергов ҳаракати натижаларининг тўғри ва холис акс эттирилиши ҳамда уни амалга оширишга оид қонуннинг барча талабларига риоя қилинишига хизмат қилади. Мазкур омиллар, уйда тинтув ўтказилаётган шахснинг иштирокини таъминлаш имконияти мавжуд бўлганида, тергов ҳаракатини фақат мазкур шахс иштирокида ўтказиш ҳар жиҳатдан асослидир. Бу эса, шахснинг ўз уйда ўтказиладиган тинтувда иштирок эта олмаслиги сабаблари, тинтув тўғрисидаги қарор ёки тегишли баённомада асослаб берилишини тақозо этади.

Фойдаланилган адабиётлар:

1. <https://www.elibrary.ru/item.asp?id=42494725>
2. <https://www.labirint.ru/books/460603/>
3. Ботаев М. Д. Терговга қадар текширув институтини такомиллаштириш //Юридик фанлар бўйича фалсафа доктори (Doctor of philosophy) илмий даражасини олиш учун ёзилган дисс. автореф. – 2020.



ТИНТУВ ЎТКАЗИЛАЁТГАН ШАХС МАНФААТЛАРИНИНГ КАФОЛАТЛАРИ

Хомидов Вохиджон Адхамович
ИИБ Академияси мустақил изланувчиси

Аннотация:

Ушбу мақолада тинтув тергов ҳаракатини ўтказиш давомида юзага келаётган айрим муаммолар ҳамда тинтув ўтказилаётган шахс манфаатларини тўлиқ кафолатлаш мақсадида амалдаги жинойт-процессуал қонунда унинг ҳуқуқ ва мажбуриятларини мустаҳкамлаш зарурлиги, тинтув ўтказилаётган шахс қидирилаётган мулкни беришга мажбур эмаслиги ва бу борада терговчи талабини бажаришдан бош тортган шахсга қандайдир ҳуқуқий чора қўлланилмаслиги, жинойт-процессуал қонунда терговчи тинтув ўтказишдан аввал олиб қўйилиши керак бўлган нарса ва ҳужжатларни беришни таклиф қилиши, тинтув ўтказиётган терговчи учун мазкур нормани қўллаш мажбурий аҳамият касб этиши, олиб қўйилиши керак бўлган нарса ва ҳужжатлар ихтиёрий равишда берилган вақтда қидирув тадбирларини ўтказиш ёки ўтказмаслик масаласи терговчи ихтиёрига ҳавола этилганлиги асослантириб берилди.

Калит сўзлар: тергов ҳаракати, тинтув, санкция, суриштирувчи, терговчи, ажрим, қарор, баённома.

Терговчининг тинтув ўтказиш ҳақидаги қарори унга ва бошқа иштирокчиларга иш учун аҳамиятли бўлган нарса ва ҳужжатларни қидириб топиш мақсадида шахснинг турар жойига ёки бошқа биноларга кириш ҳуқуқини беради.

Тинтув ўтказилаётган шахсга қарор нусхасини тақдим этгач, терговчи тинтув ўтказишда иштирок этаётган барча процесс иштирокчиларига уларнинг ҳуқуқ ва мажбуриятлари, шунингдек уни ўтказиш тартибини тушунтириб ўтиши лозим. Бир қарашда мазкур қонунда акс эттириш ҳар жиҳатдан асосли кўринади. Чунки, ЖПК 160-моддасининг тўртинчи қисмида тинтув қилинаётганларга, ҳолисларга, мутахассисларга, корхоналар, муассасалар,

ташкilotлар, ҳарбий қисмларнинг вакилларига тинтув ўтказилишидан аввал уларнинг терговчининг барча ҳаракатлари чоғида ҳозир бўлиш ҳамда ана шу ҳаракатлар хусусида арз қилиш ҳуқуқлари тушунтирилиши кераклиги белгиланган. Лекин аксарият ҳолатларда тинтувда амалдаги ЖПКда процессуал мақомга эга бўлмаган шахсларнинг иштирок этиши ҳуқуқни қўллаш амалиётида айрим тушунмовчиликларни келтириб чиқаради. Агар шахс тинтув ўтказилаётган вақтда процессуал мақомга эга бўлса, терговчи мазкур мақомни белгиловчи ЖПКнинг тегишли моддаларига таяниб иш кўриши лозим. Бироқ, айрим вазиятларда тинтув процесс иштирокчиси бўлмаган шахснинг уйида ҳам ўтказилиши мумкин. Қолаверса, ЖПКда тинтув давомида терговчига ёрдамга чақирилган шахсларнинг ҳам ҳуқуқий мақоми ҳам белгиланмаган.

Шу ўринда ҳақли савол туғилади: тинтув ўтказилаётган шахсга айнан қандай ҳуқуқ ва мажбуриятлар тушунтирилиши лозим? Процессуал мақоми белгиланмаган шахсда тинтув ўтказиш билан боғлиқ ҳолатда бу муаммо айниқса кескин тус олмоқда. Мазкур муаммони ҳал қилишда тинтув ўтказиш шахснинг муҳим ҳуқуқлари (турар-жой дахлсизлиги, ёзишма сири, шахснинг ҳурмати ва шаънини ҳурмат қилиш ва ҳ.к)га жиддий дахл қилиши мумкинлигини инобатга олиш лозим. Бундан ташқари, аксарият ҳолатларда тинтув шахс жиноят содир этганлигини фош қилиш, айблов далиллари олишга қаратилган бўлади. Шунинг учун ҳам тинтув ўтказилаётган шахсга унинг процессуал мақоми бор ёки йўқлигидан қатъий назар унга ўз қонуний манфаатларини самарали ҳимоя қилиш имконини берувчи ўзига хос ҳуқуқлар тушунтирилиши лозим. Бу эса, юқорида қайд этганимиздек қонунчиликда кўзда тутилмаган.

Фикримизча, тинтув ўтказилаётган шахс ҳуқуқларининг тўлиқ рўйхати ЖПКнинг 160-моддасида мустаҳкамлаб қўйилиши лозим, бу эса ўз навбатида уларни амалга оширишнинг кафолатларидан бири бўлиб хизмат қилади. Ўзига хос мажбуриятлар рўйхати ҳам тинтув ўтказиш тартибини таъминлаш ва терговчи томонидан мазкур тергов ҳаракати мақсадларига эришилишига хизмат қилади.

Бизнинг наздимизда, бундай ҳуқуқларга қуйидагилар киради:



- тинтув ўтказиш тўғрисидаги қарор ёки тегишли суднинг ажрими билан танишиб чиқиб, уларнинг нусхаларини олиш;
- баённомага киритилиши керак бўлган мулоҳазалар ва баёнотлар бериш;
- терговчига илтимоснома ва (ёки) бошқа мазмундаги қарши фикрларни баён қилиш;
- тинтув вақтида аниқланган шахснинг шахсий ҳаёти, унинг шахсий ва (ёки) оилавий сири билан боғлиқ шарт-шароитларнинг ошкор қилинишига йўл қўймаслик чораларини кўришни талаб қилиш;
- тинтув баённомаси билан танишиш ва уларга аниқлик киритиш тўғрисида илтимоснома киритиш;
- тинтув баённомаси нусхасини олиш;
- тинтув вақтида терговчи ва бошқа иштирокчиларнинг ҳаракатларидан норози бўлиб шикоят қилиш;
- кечиктириб бўлмайдиган ҳолатларда ўтказилган тинтувнинг қонунийлигини текшириш бўйича прокурор ҳузурида ёки тегишли суддаги мажлисларда иштирок этиш.

Буларга қўшимча равишда терговчи шахсга унинг процессуал мақоми билан кўзда тутилган бошқа ҳуқуқларини тушунтириши лозим.

Р.И. Оконенко адолатли равишда қайд этганидек, жиноят-процессуал жиҳатдан тартибга солишни яхшилаш, жиноят иши юритишда иштирок этаётган барча шахсларнинг масъулиятини ошириш учун қонунда жиноят процессининг ҳар бир субъектини процессуал мажбуриятлари доирасини белгилаб қўйиш ва ушбу мажбуриятларни бажариш бўйича батафсил ишлаб чиқилган назорат чоралари тизими, биринчи галда процессуал санкциялар муҳим аҳамият касб этади[1].

Тинтув ўтказилаётган шахснинг процессуал мажбуриятларини таҳлил қилишда қатор саволлар юзага келади. Улардан бири тинтув ўтказилаётган шахс қидирилаётган мулкни беришга мажбурми ва терговчи талабини бажаришдан бош тортганлиги учун унга нисбатан қандайдир чораларни қўллаш мумкинми деган савол туғилади. Аввал кўрсатилганидек, тинтув мажбурий характерга эга ва қонунда ўз ифодасини топмаган бўлсада одатда айбловга доир далилларини тўплашга қаратилган. Яъни, тинтувнинг мақсади



асосан шахснинг жиноят содир қилганини фош қилиш ҳисобланади. Унга эришиш процессуал мажбурлашни қўллаш имконияти билан таъминланади. Бироқ, бундай мажбурлаш қандайдир ҳуқуқбузарлик учун жазо чораси ҳисобланмайди, балки қидирув тадбирларини таъминлаш ҳамда тинтув мақсадига эришиш воситаси бўлиб хизмат қилади.

Фикримизча, кўтарилган масалани ечишда айбсизлик презумпциясидан келиб чиқиш лозим. Унинг мазмунига кўра гумон қилинувчи (айбланувчи) ўзининг айбсизлигини исбот қилишга мажбур эмас. Шунинг учун шахсга уларни фош қилувчи маълумотларни тақдим этиш мажбуриятини юклашга йўл қўйилмайди. Ўзбекистон Республикаси Конституциясининг 26-моддаси, ЖПКнинг 23, 66 ва 116-моддалари талабларига мувофиқ, гумон қилинувчи, айбланувчи ўзининг айбсизлигини исботлаб бериши шарт эмаслиги, гувоҳ ўзига қарши кўрсатув бермаслик ҳуқуқига эга эканлиги ҳамда гумон қилинувчининг, айбланувчининг яқин қариндошлари гумон қилинувчига, айбланувчига тааллуқли ҳолатлар ҳақида гувоҳ ёки жабрланувчи тариқасида фақат ўзларининг розиликлари билан сўроқ қилинишлари мумкинлигини инобатга олиб, тинтув ўтказилаётган шахс қидирилаётган мулкни бериш, шахснинг айбини фош қилувчи маълумотларни тақдим этиш ёки терговчининг бошқа талабини бажаришдан бош тортганлиги учун уларга нисбатан қандайдир ҳуқуқий чораларни қўллаш мумкин эмас.

Юқорида қайд этилганларни ҳисобга олган ҳолда ўзида ёки уйида тинтув ўтказилаётган шахсга иш учун аҳамиятли бўлган нарса ёки ҳужжатлар тақдим этиш билан боғлиқ мажбурият юклатилиши мумкин эмас деган хулосага келиш мумкин. Бизнинг наздимизда, терговчи таклифига кўра қидирилаётган ашёларни бериш тинтув ўтказилаётган шахснинг хоҳиши ёки хоҳламаслигига боғлиқ бўлиб, бу унинг ихтиёрига кўра амалга оширилиши зарур.

Шу билан бирга, **тинтув ўтказилаётган шахсга** унинг қуйидаги мажбуриятлари тушунтирилиши лозим:

- терговчининг бинога тегишли қарор асосида тўсиқсиз кириш тўғрисидаги қонуний талабларига бўйсунуш;
- қидирув тадбирларини амалга оширишга тўсқинлик қилмаслик;
- тинтув тамом бўлгунга қадар шу бино ёки жойдан чиқиб кетмаслик;



- тинтув тамом бўлгунига қадар бир-бирлари билан ёки бошқа шахслар билан мулоқот қилмаслик;
- шахсий тинтув ўтказилишига розилик бериш;
- тинтув ўтказилишига бошқача йўллар билан тўсқинлик қилмаслик (масалан, ашёларни йўқ қилиш орқали).

Агар тинтув ўтказилаётган шахс томонидан унга юклатилган мажбуриятлар бажарилмаса бу факт баённомада акс эттирилиши лозим. Шунингдек, тинтув тергов ҳаракатининг қонунда белгиланган тартибда олиб борилишини таъминлаш мақсадида терговчи томонидан шахсга нисбатан мажбурлов чоралари қўлланилиши мумкинлигини тушунтириш лозим.

Тинтув ўтказиладиган шахсга ҳуқуқ ва мажбуриятлари тушунтирилгач, терговчи унга амалдаги ЖПК 161-моддасининг олтинчи бандига мувофиқ жиноят иши доирасида олиб қўйилиши керак бўлган нарса ва ҳужжатларни ихтиёрий беришни таклиф қилиши лозим. Тинтув ўтказилаётган шахс учун мазкур қонун нормаси жуда муҳим аҳамият касб этади. Чунки, қидирилаётган предметларни ихтиёрий равишда тақдим этилиши терговчига қидирув тадбирларини ўтказмаслик ва тақдим этилган нарсаларни олиш билан чекланиш имконини беради. Бунда тинтув ўтказилаётган шахс турли мотивларга таяниши мумкин — бирон-бир сир (шахсий, оилавий) сирнинг фош этилишига йўл қўймаслик учун ўз турар-жойининг дахлсизлиги бузилишига йўл қўймаслик ёки уни фош қилувчи предметлар топилиши ва олиб қўйилишининг олдини олиш.

Гарчи қонун чиқарувчи жиноят-процессуал қонунда терговчини “олиб қўйилиши керак бўлган нарса ва ҳужжатларни беришни таклиф қилади” деган жумладан фойдаланган бўлса-да, бизнинг назаримизда тинтув ўтказиладиган терговчи учун мазкур нормани қўллаш мажбурий аҳамият касб этиши шарт. Чунки, шахсни жиноят иши учун талаб этилган предметларни ихтиёрий равишда тақдим қилиш ҳуқуқидан маҳрум этилиши, унинг манфаатларини сезиларли равишда чекланишига олиб келади.

Шу билан бирга, тинтув ўтказилаётган шахс томонидан қидирилаётган предметларнинг ихтиёрий равишда топширилиши терговчи учун ҳам муҳим аҳамиятга эга. А.М.Цахаев адолатли равишда қайд этганидек, ихтиёрий равишда тақдим этиш тинтув вақтида предметнинг ташлаб қўйилишига оид



талқинни рад этади ва тинтув ўтказилаётган шахс мазкур предметга эгалик қилганига иқдор бўлганини тасдиқлайди[2].

ЖПКнинг 161-моддаси олтинчи қисмига мувофиқ, башарти жиноят иши учун муҳим аҳамият касб этиши мумкин бўлган ва олиб қўйилиши керак бўлган ашёлар, ҳужжатлар ва бойликлар ихтиёрий равишда топширилган тақдирда, терговчи томонидан олиб қўйиш баённомаси тузилади.

Лекин қидирилаётган нарса ёки ҳужжатлар берилмаса ёхуд тўлиқ ҳолда топширилмаган бўлса, терговчи тинтув ўтказди. Маълум бўладигани, кўриб чиқилаётган қонун талаби қайсидир маънода қидирув тадбирларини ўтказиш ёки ўтказмаслик масаласини терговчи ихтиёрига ҳавола этган.

Шунинг учун ҳам мазкур масалада А.Р. Ратиновнинг қуйидаги фикрига қўшилиш мумкин: “Агар терговчи талаб этилган нарсалар берилганлигига тўлиқ ишончи комил бўлса, қидирилаётган нарсалар берилаётган вақтда тинтув ўтказишдан воз кечиш мумкин”[3].

Бундай ҳолларда қидирув тадбирларини ўтказмаслик ҳақидаги қарор терговчининг амалий иш тажрибаси, ички ишончи, шунингдек, мазкур тергов ҳаракатини ўтказишдан аввал тинтув ўтказилаётган шахсга доир тўпланган маълумотлар, қидирилаётган предметлар ва тинтув ўтказилаётган объектнинг ўзига хос жиҳатларини ҳисобга олган ҳолда қабул қилишини лозим.

Мазкур йўналишда терговчилар ўртасида ўтказилган сўров натижалари қизиқ. Сўров иштирокчиларининг 88 нафари (44%) нарсалар ихтиёрий равишда топширилганлигига қарамай, доимо бинода тинтув ўтказди. Терговчиларнинг 106 нафари (53%) қидирув тадбирларини ўз ихтиёрига кўра ўтказган ёки ўтказди ҳамда бунда шахсий тажрибаси ва ички сезгисига таянади. Атиги 6 нафар терговчи (3%) нарсалар ихтиёрий равишда топширилса, тинтувни шу заҳотиёқ якунлайди¹.

Биз томонимиздан ўрганилган жиноий ишлар орасида атиги 11 та ҳолатда (4.9%) терговчи томонидан қидирилаётган предметлар ихтиёрий равишда топширилган. Бундан 3 та ҳолатда терговчи шунга қарамасдан, қидирув тадбирларини ўтказган ва улар давомида далил бўлиб хизмат қиладиган қўшимча предметлар аниқланган ва олиб қўйилган. Шундай қилиб, тинтув бошланишидан олдин фуқаро Ф. ихтиёрий равишда тезкор ходимларга фольга

¹ Тадқиқот давомида ўтказилган сўровнома натижаларининг таҳлили.



бўлакларини тақдим этади, унинг сўзларига кўра, уларда героин наркотик моддаси сақланган. Шундан сўнг қидирув тадбирлари вақтида 8 та патрон ва наркотик модда ўралган битта ўрам топилади².

Бундай ҳолатлар тинтув ўтказилаётган шахслар нарсаларнинг ихтиёрий равишда топширишдан тергов учун бунданда муҳим аҳамият касб этган предметларни яшириш учун фойдаланиши мумкин. Шунинг учун ҳам қидирилаётган нарса ёки ҳужжатлар тўлиқ берилган ёхуд топширилган бўлсада, лекин юзага келган вазиятдан келиб чиққан ҳолда терговчи тинтув тергов ҳаракатини ўтказишни лозим деб топса, гарчи жиноятга доир қўшимча нарса ва буюмлар топилмаган бўлсада, унинг ҳаракатларини қонуний деб топиш зарур.

Юқоридаги мақоламизга ҳулоса ва айрим вазиятларда тинтув процесс иштирокчиси бўлмаган шахснинг уйида ҳам ўтказилишини ва ЖПКда тинтув давомида терговчига ёрдамга чақирилган шахсларнинг ҳам ҳуқуқий мақомидан келиб чиққан ҳолда амалдаги ЖПКга мазкур нормани акс эттириш мақсадга мувофиқ деб ҳиссобилаймиз.

160¹-модда. Тинтувдан ўтказилаётган шахснинг ҳуқуқлари ва мажбуриятлари

Тинтувдан ўтказилаётган шахс қуйидагиларга ҳақли:

тинтув ўтказиш тўғрисидаги қарор ёки ажрим билан танишиш ва уларнинг нусхаларини олиш;

тинтув ўтказётган мансабдор шахснинг хизмат гувоҳномасини кўрсатишини талаб этиш;

тинтув жараёнида бевосита иштирок этиш ва ваколатли шахсларнинг ҳаракатини кузатиб бориш;

мансабдор шахсга эшикларнинг қулфини очиб бермаслик ёки компьютер ва мобил қурилмалар паролини айтмаслик ҳамда тинтув давомида берилган саволларга жавоб бериш ёхуд саволларга жавоб беришдан бош тортиш;

олиб қўйилаётган ҳар бир нарса ва ҳужжатларни кўрсатилишини талаб қилиш; тинтувни ўтказётган мансабдор шахсга илтимоснома, таклиф ва (ёки) бошқа мазмундаги фикрларни баён қилиш;

² Тадқиқот давомида ўрганилган жиноий ишлари.



тинтув вақтида аниқланган шахснинг шахсий ҳаёти ва (ёки) оилавий сири билан боғлиқ шарт-шароитлар ва бошқа маълумотларнинг ошкор қилинишига йўл қўймаслик чораларини кўришни талаб қилиш;

тинтув баённомаси ва видеоёзуви билан танишиш ва унга аниқлик киритиш тўғрисида илтимоснома, мулоҳаза ва ёки бошқа мазмундаги баёнотлар бериш; тинтув баённомасининг нусхасини олиш;

кечиктириб бўлмайдиган ҳолатларда ўтказилган тинтувнинг қонунийлигини текшириш бўйича прокурор ҳузуридаги ёки тегишли суддаги мажлисларда иштирок этиш.

Тинтувдан ўтказилаётган шахс:

ваколатли шахснинг бинога тегишли қарор асосида тўсиқсиз кириш тўғрисидаги қонуний талабларига бўйсунтириш;

қидирув тадбирларини амалга оширилишига тўсқинлик қилмаслик;

шахсий тинтув ўтказилишига қаршилик билдирмаслик;

тинтув тамом бўлгунига қадар шу бино ёки жойдан чиқиб кетмаслик, телефон орқали ёки бир-бирлари билан ёки бошқа шахслар билан мулоқотга киришмаслик;

тинтув ўтказувчи шахсларнинг ўз вазифаларини бажаришида уларга тўсқинлик қилмаслиги шарт.

Фойдаланилган адабиётлар рўйхати.

1. <https://www.dissercat.com/content/elektronnye-dokazatelstva-i-problemy-obespecheniya-prav-grazhdan-na-zashchitu-tainy-lichnoi>

2. <https://www.elibrary.ru/item.asp?id=41290240>

3. <https://knigogid.ru/books/1910320-obysk-i-vyemka/toread>

4. Ботаев М. Д. Терговга қадар текширув институтини такомиллаштириш //Юридик фанлар бўйича фалсафа доктори (Doctor of philosophy) илмий даражасини олиш учун ёзилган дисс. автореф. – 2020.



РАСПРОСТРАНЕННОСТЬ ДЕПРЕССИИ У СТУДЕНТОВ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

Кахрамонова Ирода Исломовна

студент Лечебного факультета Международного
Университета Кимё в г.Ташкент.

Аннотация

Статья посвящена эмоциональному угнетению и выявлению признаков депрессии у студентов. В данной обзорной статье были рассмотрены симптомы и проявление депрессии у студентов разных факультетов. Подчеркиваются особые виды диагностики, причин и симптомов проявления данного заболевания.

Ключевые слова: депрессия, депрессия у студентов, симптомы, студенчество, виды проявления.

PREVALENCE OF DEPRESSION AMONG STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

Annotation

The article is devoted to emotional depression and identification of signs of depression in medical university students. In this review article, the symptoms and manifestations of depression in students of different faculties were considered. Special types of diagnostics, causes and symptoms of the manifestation of this disease are emphasized.

Keywords: depression, depression in students, symptoms, students, types of manifestations.



OLIIY O'QUV YURTLARI TALABALARIDA DEPRESSIYANING TARQALISHI

Xulosa

Maqola tibbiy universitet talabalarida hissiy tushkunlik va depressiya belgilarini aniqlashga bag'ishlangan. Ushbu sharh maqolasida turli fakultet talabalarida depressiya belgilari va namoyon bo'lishi ko'rib chiqilgan. Ushbu kasallikning namoyon bo'lishining o'ziga xos diagnostika turlari, sabablari va belgilari ta'kidlangan.

Kalit so'zlar: depressiya, talabalarda tushkunlik, alomatlar, talabalar, namoyon bo'lish turlari.

В последние годы депрессия становится одним из самых распространенных заболеваний в мире: согласно данным Всемирной организации здравоохранения, в 2017 году этот диагноз затронул 264 миллиона человек во всем мире. Учитывая то, что депрессия существенно ухудшает качество жизни и не только [1]. Депрессия у студентов актуальная тема всех времен. Студенчество — это особый период жизненного пути. Ряд исследователей отмечает проблемы студенчества на фоне переживания формирующейся взрослости. У студентов в разной степени может проявляться эмоциональная неустойчивость, а в условиях экзаменов и социальных изменений и т.д [2]. В процессе обучения в высших медицинских учебных заведениях к студентам предъявляются высокие требования, которые не всегда соответствуют психоэмоциональной готовности учащихся [3]. К сожалению, некоторые компоненты обучения оказывают непреднамеренное и пагубное воздействие на психическое здоровье учащихся. Большая часть студентов испытывает высокий академический стресс [4]. Разберем сам термин “Депрессия”. Депрессия — это психическое расстройство, суть которого заключается в угнетении психической деятельности, преимущественно в ее эмоционально-волевой составляющей. По данным [5], Всемирной организации здравоохранения (ВОЗ), около 50,0% населения всего мира, в один из моментов своей жизни страдает нервно -психическими расстройствами. По исследованиям экспертов ВОЗ (2001), к 2020 году депрессия займет 2 место



среди причин инвалидизации и смертности населения Земли [6]. Депрессия, понимание современного мира, — это пессимистическое, подавленное, угнетенное, печальное настроение, которое может углубляться вплоть до степени выраженного уныния, тоски с неопределенным чувством безысходности, а также тягостными физическими ощущениями или «душевной боли» [7].

В результате исследования авторов Супаева М.Ш., & Магомедова Р.А., было проведено [8] анонимное анкетирование 112 студентов 6 курса лечебного факультета с помощью теста-опросника депрессии. При анализе результатов анкетирования установлено, что у 56% опрошенных отсутствуют симптомы депрессии, у 30% - имеются симптомы легкой, у 11% - умеренной и у 1% - симптомы тяжелой депрессии. «К кому бы вы обратились за помощью?», только 2% респондентов выбрали квалифицированную помощь, 36% - обратились бы за помощью к родственникам / друзьям, и большая часть опрошенных (52%) предпочли самостоятельно справляться со стрессом. На вопрос: «Как я справляюсь со стрессом?» 25% студентов отдали предпочтение употреблению алкоголя и курению, 18% - физическим нагрузкам, 13% - заедают свои проблемы, 9% - употребляют кофе, 8% - слушают музыку, 6% - гуляют, 6% - увеличивают время на сон, 5% - общаются с друзьями, каждый десятый ничего не предпринимает, и только лишь 1% употребляет антидепрессанты.

Депрессия является проблемой общественного здравоохранения, которая до сих пор не изучена до конца, а терапевтические подходы к ее излечению не всегда эффективны [9]. Однако, большая психологическая нагрузка влияет на студентов, обучающихся в медицинских вузах, то есть создается дополнительные условия для предрасположенности к заболеванию (высокая интенсивность подачи информации, большое количество пар в день (5-7), необходимость постоянных переездов из одной клиники в другую за короткий промежуток времени) [10].

В данном исследовании [11], для выявления уровня депрессии у студентов были проведено тестирование у 93 студента с 1 до 4 курса. По результатам тестирования уровни депрессии, вся выборка разделилась на две категории: в первой - студенты с легкой степенью депрессии составило 23,7%, а во второй



- студенты, у которых не было выявлено депрессивного состояния (76,3%). Однако в данном исследовании, лиц с умеренной и тяжелой формой депрессии обнаружено не было.

Также было рассмотрены показатели депрессии в зависимости от года обучения студента. С большой вероятностью легкая степень депрессии встречалась у студентов 1 курса, у 25,0 % от исследованной группы. У лиц 3-го и 4-го курса, имеющих депрессию составила 23,5 и 24,1%. И самая наименьшая частота встречаемости депрессивных расстройств было выявлено у студентов 2 курса -18,2 %. Можно сделать вывод, что среднее значение показателей депрессии во всех группах соответствует нормальному состоянию [11].

Согласно результатам [12], студенты с высоким уровнем благополучия более позитивно относятся к жизненным ситуациям, чем студенты которые склонны к депрессии. Они:

- в большей степени принимают то, что с ними происходит;
- считают ситуацию более легкой;
- более оптимистичны относительно будущего;
- больше проявляют активность;
- при этом они более экстернальны, перекладывая часть «жизненного груза» на внешние обстоятельства.

Если говорить о профилактике и устранении депрессии, надо упомянуть вопросы гигиены умственного труда. Несомненное значение имеет правильное планирование дня, распределение нагрузки, регулярность работы (учебы), ликвидация необходимости «штурма» перед экзаменационной сессией, освоение различных приемов релаксации, правильный баланс физического и умственного труда [13].

Проявления депрессии очень разнообразны и зависят от стадии и формы заболевания. Перечислим наиболее характерные признаки этого расстройства, как указывает автор [14]:

1. Эмоциональные проявления- основным компонентом которого является эмоциональное переживание:
 - Тоска, страдание, подавленное настроение, отчаяние;
 - Тревога, чувство внутреннего напряжения, ожидание беды;



- Раздражительность;
- Чувство вины, самообвинения;
- Недовольство собой, снижение уверенности в себе, низкая самооценки;
- Утрата способности переживать удовольствие от ранее приятных занятий;
- Снижение интереса к окружающему миру;
- Утрата способности переживать какие-либо чувства (при глубоком депрессий);
- Депрессия часто сочетается с тревогой о здоровье и судьбе близких, а также со страхом показаться несостоятельным в общественных местах.

2. Физиологические проявления- основным компонентом которого является физиологическое переживание:

- Нарушения сна (бессонница, сонливость);
- Изменения аппетита (нет аппетита или переедание);
- Нарушение функции кишечника (частые запоры);
- Снижение энергии, повышенная утомляемость при обычных физических и интеллектуальных нагрузках;
- Боли и разнообразные неприятные ощущения в теле (например, в сердце, в области желудка, в мышцах, головные боли).

3. Поведенческие проявления- связано с нарушением поведения:

- Пассивность, трудности вовлечения в целенаправленную активность;
- Избегание контактов и общество (склонность к уединению, утрата интереса к другим людям);
- Отказ от развлечений;
- Алкоголизация и злоупотребление психоактивными веществами, дающими временное облегчение.

4. Мыслительные проявления- негативное мышление, для которого характерна фиксация на отрицательных сторонах жизни и собственной личности:

- Трудности сосредоточения, концентрации внимания;
- Трудности принятия решений;
- Преобладание мрачных, негативных мыслей о себе, о своей жизни, о мире в целом;



- Мрачное, пессимистическое видение будущего с отсутствием перспективы, мысли о бессмысленности жизни;
- Мысли о самоубийстве (в тяжелых случаях депрессии);
- Наличие мыслей о собственной ненужности, незначимости, беспомощности;
- Замедленность мышления.

Заключение

Публикации о депрессии у студентов позволяют рассуждать о том, насколько серьезное данное расстройство. Авторы публикации подчеркивают, что депрессия может привести к формированию различных зависимостей, а также к заболеваниям сердца, сахарному диабету или намного серьезным психологическим расстройствам. Чаще всего депрессия появляется на фоне стрессовых негативных ситуаций, при постоянных неудачах – тогда человек впадает в отчаяние от невозможности как-то повлиять на ход событий. Несмотря на различные виды лечения, Депрессия является проблемой общественного здравоохранения, которая до сих пор не изучена до конца, а терапевтические подходы к ее излечению не всегда эффективны. Актуальность вышеперечисленной нозологии обоснована, тем что мы столкнулись с большим количеством разногласий мнения ученых по поводу диагностики и методов лечения данного заболевания. Депрессия возникает у большинство студентов в связи с нагрузкой в учебе, адаптацией и т.д. Можно сделать вывод, что по сей день необходимо дальнейшие развития качественного лечения депрессии.

Список литературы

1. Глухова Мария Евгеньевна (2022). «ЛИБО ФИГНЯ, ЛИБО КАПЕЦ»: КРОСС-КУЛЬТУРНЫЙ АНАЛИЗ ОПЫТА ДЕПРЕССИИ СТУДЕНТОВ ИЗ САНКТ-ПЕТЕРБУРГА И ХЕЛЬСИНКИ. Социология власти, 34 (3-4), 182-209.
2. Коржова Елена Юрьевна, Веселова Елена Константиновна, & Рудыхина Ольга Валерьевна (2022). РАЗНОУРОВНЕВЫЕ ПОКАЗАТЕЛИ ЗДОРОВЬЯ КАК ПРЕДИКТОРЫ СУБЪЕКТИВНОГО БЛАГОПОЛУЧИЯ



СТУДЕНТОВ. Вестник Санкт-Петербургского университета. Психология, 12 (4), 458-471.

3. Проявления психоэмоционального стресса у студентов-медиков в зависимости от успеваемости в период сессии [Текст] / А.Ю. Туровая, А.Х. Каде, М.А. Величко [и др.] // Международный журнал прикладных и фундаментальных исследований. - 2014. - № 5 - С. 145-146.
4. Prevalence and factors associated with burnout among frontline primary health care providers in low- and middle-income countries: A systematic review. Dugani S, Afari H, Hirschhorn LR, Ratcliffe H, Veillard J, Martin G, Lago-marsino G, Basu L, Bitton A. Gates Open Res., 2018, no. 2, p. 4. <https://doi.org/10.12688/gatesopenres.12779.3>
5. Башурова А.А., Калинина О.Г., & Толмачев Д.А. (2019). ПОДВЕРЖЕННОСТЬ СТУДЕНТОВ ИЖЕВСКА ДЕПРЕССИИ И ТРЕВОЖНОСТИ. Форум молодых ученых, (4 (32)), 148-151.
6. Cross-national comparisons of the prevalence and correlates of mental disorders. WHO International Consortium in Psychiatric Epidemiology. Bull World Health Organ 2000; 4 (78): 413—426.
7. Овсянников С. А., Цыганков Б. Д. К проблеме систематики в психиатрии // XIV съезд психиатров России: материалы съезда. — М., 2005. — С. 104.
8. Супаева М.Ш., & Магомедова Р.А. (2018). Распространенность депрессии среди студентов медицинского ВУЗа. Бюллетень медицинских интернет-конференций, 8 (8), 337-337.
9. Шенкевич Вадим Алексеевич, & Гирфанов Айдар Рустемович (2023). ВЛИЯНИЕ ДЕФИЦИТА ВИТАМИНА D НА ПСИХИЧЕСКОЕ СОСТОЯНИЕ СТУДЕНТОВ ВЫСШЕГО УЧЕБНОГО ЗАВЕДЕНИЯ. Столыпинский вестник, 5 (2), 632-638.
10. Филиппова И.Д. (2021). ИЗУЧЕНИЕ РИСКА РАЗВИТИЯ ДЕПРЕССИВНЫХ СОСТОЯНИЙ В СТУДЕНЧЕСКОЙ СРЕДЕ. Смоленский медицинский альманах, (4), 211-214.
11. Юсупова А.Р. (2018). АНАЛИЗ АЛЛЕЛЬНЫХ ВАРИАНТОВ RS4646984 ПОЛИМОРФИЗМА ГЕНА РЕЦЕПТОРА ДОФАМИНА DRD4 С УРОВНЕМ ДЕПРЕССИИ У СТУДЕНТОВ. Форум молодых ученых, (9 (25)), 900-904.



12. Коржова Елена Юрьевна, Веселова Елена Константиновна, & Рудыхина Ольга Валерьевна (2022). РАЗНОУРОВНЕВЫЕ ПОКАЗАТЕЛИ ЗДОРОВЬЯ КАК ПРЕДИКТОРЫ СУБЪЕКТИВНОГО БЛАГОПОЛУЧИЯ СТУДЕНТОВ. Вестник Санкт-Петербургского университета. Психология, 12 (4), 458-471.
13. Коржова Елена Юрьевна, Веселова Елена Константиновна, & Рудыхина Ольга Валерьевна (2022). РАЗНОУРОВНЕВЫЕ ПОКАЗАТЕЛИ ЗДОРОВЬЯ КАК ПРЕДИКТОРЫ СУБЪЕКТИВНОГО БЛАГОПОЛУЧИЯ СТУДЕНТОВ. Вестник Санкт-Петербургского университета. Психология, 12 (4), 458-471.
14. Коржова Елена Юрьевна, Веселова Елена Константиновна, & Рудыхина Ольга Валерьевна (2022). РАЗНОУРОВНЕВЫЕ ПОКАЗАТЕЛИ ЗДОРОВЬЯ КАК ПРЕДИКТОРЫ СУБЪЕКТИВНОГО БЛАГОПОЛУЧИЯ СТУДЕНТОВ. Вестник Санкт-Петербургского университета. Психология, 12 (4), 458-471.



ZOONYMS ARE A SPECIFIC LAYER OF LEXICAL LANGUAGE SYSTEMS

Tuyg'unova Shohsanam Alijon qizi

The 1st year MA student of Samarkand State Institute of Foreign Languages

Abstract

This article briefly describes zoonyms, their use, also concepts such as zoolexes and a zoonymic vocabulary are also considered. From what language did the word "zoonyms" originate, besides how important is the role of zoonyms in the field of phraseology and linguoculturology. In the end, zoonyms in three dictionaries are compared, such as Russian, British and American.

Keywords: Zoonyms, animal images, create the mindset of every nation, national cultures, linguoculturology, importance of zoonyms.

Introduction

The zoonymic image is one of the most common components in human culture. The relevance of studies of the animal world through the prism of linguo-cultural studies and linguoculturology is due to the installation of modern interaction between man and nature, the disclosure of new cultural boundaries identified through the image of an animal in the historical and cultural process, interest in zoomorphic topics, increasing with the increase of cultural, philosophical and environmental problems. Works of this kind are important primarily for translation studies, designed to promote the most successful communication of people, which is especially important now, in an increasingly globalizing world.

Main part

The scientific novelty of the dissertation research lies, firstly, in the analyzed material (for the first time, derivatives of zoonyms from the groups "predatory mammals", "hoofed mammals", "rodents" are considered). Zoonyms represent a specific layer of the lexical system of the language, because they reflect the peculiarities of national culture customs and customs, traditions and beliefs. Zoolexics is part of the national linguistic picture of the world. Therefore, the study of zoonymic vocabulary





is an urgent problem in modern linguistics, especially since recently, according to some scientists, "the neological boom, which has a universal character, is especially noticeable in the group of zoonyms". In order to focus attention on the problem of the relationship of man to animals in the modern world, we can turn to a new, but developing discipline – linguoculturology. Linguoculturology is mainly aimed at students studying a foreign language and teachers of this language. Therefore, our research will be of interest for the most part for this particular audience. However, it also seems possible for us to influence other spheres of the scientific space of linguoculturology, because it is the union of two most important layers of human culture – language and culture proper. This article examines the semanticpragmatic and connotatively evaluative relations of phraseological units based on animal images in any languages. In order to determine the fundamental terminological foundations of our research and conduct further research, we will consider the following concepts: "zoonym" "zoomorphism" "zoonymic" "animalistic" "animalistic component". V.N. Telia in the work "Cultural and national connotations of phraseological units" notes that animal names, as nominative units of language, "directly or indirectly, through their cultural connotations, they are connected with the spiritual and material culture of the people". O.G. Revzina notes that the class of personal derived words is closely related to it is also connected The term zoonym first appeared in the field of linguistics in the 60s of the twentieth century, comes from the Greek (ζωον - animal + ὄνομα — name). In the dictionary of Russian onomastic terminology, N.V. Podolskaya emphasizes that a zoonym is a nickname of animals assigned by people, a sequence of characters. Galimova, O.V. in the work "Ethnocultural specificity of zoonymic vocabulary characterizing a person (based on the material of Russian and German languages)" assumes that: "A zoonym is a lexico-semantic variant of a word acting as a generic name of an animal, and metaphorical naming in the analysis of vocabulary from the point of view of human characteristics".

The purpose of this article is to reveal their meaning, motivation and expressiveness in unrelated languages. The article provides an overview of the scientific literature devoted to the study of biorhythms, and presents the results of their own scientific research. Trying to characterize his behavior, feelings, states, appearance, a person resorts to comparing with what is closest to him and the like - fauna and, despite the

fact that the thematic principle of classification of phraseological units is fundamental in the works of some linguists, the classification based on their internal content reflects various aspects of people's lives: prudent or stupid behavior, success or failure, as well as relationships between people: impressions and feelings from their lives: approval, disapproval, friendship, hostility, quarrel, reconciliation, rivalry, betrayal, condemnation, punishment.

Zoonyms, zoonym-forming images are also common in phraseology, the need for which should be taken into account when learning a foreign language, as Omer Beecher notes: "Zoomorphic phraseological units are actively used in speech and have pronounced national-cultural semantics, which determines the need for their assimilation when learning Russian as a foreign language. At the same time, like any phraseological units, these phraseological units present a great difficulty for foreigners both in perception, understanding, and in use". Zoonyms play an important role among phraseological units, and they play a significant role in the wealth (fund) of phraseological units. The presence of lexemes represented by zoonyms in phraseology indicates that a particular phraseme reflects the attitude towards them. As a rule, each animal, insect or bird has some unique characteristics. In particular, all the ants and bees are a symbol of diligence, the lion is a symbol of courage, and the rabbit is a symbol of caution.

It is important to note that the articles of American and British dictionaries contain many identical meanings of zoonyms, so much so that this allows us in the section comparing similar features to talk not about American and British zoonyms, but about their totality – for convenience called English zoonyms, meaning by this terms taken from articles of British and American linguistic and cultural dictionaries.

Conclusion

After analyzing the dictionary entries of Russian, British, and American dictionaries, we can draw several conclusions:

1. The same zoonyms have different meanings, sometimes even in a biological definition. This means that a person from the point of view of different cultures evaluates, analyzes and associates the phenomena around him in different ways. Zoonyms are the point of view of different assessments of different cultures, from



which we can conclude that animals are an important and integral part of culture, on which we can conduct research in order to clarify certain cultural ties.

2. Some zoonyms have similar meanings related to medicine, politics, which may be an assumption about the presence of a connection in a specific language situation and confirm the kinship of languages, their interaction in a certain period of time.
3. The frequency of use, the dynamics of changes in meanings in phraseological units may be the cause of the cultural and historical process.
4. Different cultures reflect different self-identification of a person as a person, his position and role in nature and culture, and other aspects of psychological disclosure by endowing a person with certain zoomorphic signs and qualities in speech.
5. The division of man into the concepts of "good" and "evil" in culture using images of animals (mainly in folklore and fairy tales) is a philosophical question, possibly containing some kind of connection between man and animal, ensuring harmonious coexistence between them.

References:

1. Katlinskaya L. P. Word-formation synchrony in a new linguistic paradigm / L. P. Katlinskaya // Russian language: historical destinies and modernity: materials of the International. congress of researchers of the Russian language. – M. : Publishing House of Moscow State University, 2001. – 520 p.
2. Telia V. N. Russian phraseology. Semantic, pragmatic and linguoculturological aspects / V. N. Telia. – M. : School of Languages of Russian culture, 1996. – 288 p.
3. Podolskaya N. V. Dictionary of Russian onomastic terminology / N. V. Podolskaya. – M. : Nauka, 1978. – 165 p.
4. Galimova O. V. Ethnocultural specificity of zoonymic vocabulary characterizing a person : abstract. diss. Candidate of Philology / O. V. Galimova. – Ufa, 2004. – 22 s
6. Beecher Omer. Zoomorphic images in Russian proverbs and sayings: linguoculturological and lexicographic aspects.: abstract of the dis. ... candidate of Philological Sciences: 10.02.01 / Bicher Omer; [Place of protection: Small State University]. Smolensk, 2016. 174 p.



THE ROLE OF COOPERATIVE LEARNING IN IMPROVING ORAL COMMUNICATION SKILLS OF EFL LEARNERS

Akramova Mehriniso Abduvahob qizi

2nd course of Master's degree of Foreign Languages Department of Jizzakh State Pedagogical University

A. Muhammedov

Scientific supervisor: Associate Professor

Annotation:

This article aims to highlight the importance of implementing a collaborative education strategy to develop English learners' language skills. First, sophomores can develop good communication and speaking skills by incorporating collaborative learning into the learning process. Second, students' activities improved significantly and they developed a good attitude toward learning English through collaborative study. Third, students are more enthusiastic and reluctant to engage in collaborative classes.

Keywords: Cooperative learning, collaborative, academic environment, communication, acceptance, responsibility.

Cooperative learning is not a new instructional strategy but has recently emerged in the field of teaching and learning, but it has roots in the history of education, so it's important to remember that the collaborative learning strategy began just before World War II. According to Kessler, the collaborative learning strategy has its roots in classroom practice as early as the 1970s, when the US began designing a collaborative learning model for a collaborative context. The cooperative learning strategy was developed by Coleman to reduce competition among students, particularly in American schools. He believes that competition is a negative component of the education system. He also suggests not encouraging competition in the academic environment that affects the educational process; Schools should adopt more collaborative teaching approaches. Likewise, Sharan mentions that new waves of collaborative learning emerged in the early 1970s, following the pioneering work of John Dewey and later by Alice Miel and Herbert Thelen in the 1950s. Over



the years, 1975 to be precise, cooperative learning has become a strategy used by many people, helping them to foster mutual satisfaction, better communication, acceptance, and support among team members, and has had a variety of increases shown in thinking strategies between individuals in the group. Johnson introduce the five elements of cooperative learning as a) positive interdependence; b) personal responsibility; c) personal interaction; d) social skills and; e) processing information deemed essential for effective group learning. These elements are cornerstones for teachers using collaborative learning in their classrooms. By applying the above elements, teachers at a minimum ensure that each student is given appropriate opportunities to participate in classroom activities.

Cooperative learning can be used to teach any subject imaginable, not just the English language. This strategy requires learners to participate and share their knowledge with other classmates. Once they start studying in groups, they will unobtrusively engage in the oral practice. In contrast, in English, it is important to use cooperative learning strategies. It is a well-known fact that practice makes perfect; this refers to the expertise people acquire by repeating something many times. Therefore, practice is an important part of learning and everyone must become an expert in skills. For example, Slavin says that to achieve comprehensive results using all the language resources already acquired, students must practice. Therefore, collaborative learning helps learners to practice the language they are learning in a very understandable way. On the other hand, Wendy believes that the use of collaborative learning structures, both formal and informal, can make the classroom enjoyable when students are truly involved in their learning. He adds that collaborative learning structures create a situation where assignments won't get done if students don't cooperate. Therefore, each group member must actively contribute to the group to achieve their learning goals.

Cooperative Learning and Speaking Skills Through our discourse we get people to understand and get to know each other; Therefore, speaking is a mirror that reflects who we are and even more reflects a person's identity. Allah Almighty says: And if we wanted, we could show them to you, and you would recognize them by their mark, but you will surely recognize them by their tone of voice. And Allah knows your deeds. This verse shows that by speaking we let others know about us and our identity and in return, they will know them. According to Madrid,



collaborative learning activities aim to maintain and develop positive attitudes toward students of different learning levels and cultural backgrounds. Learners learn to look to their classmates as valuable sources of support and encouragement in their quest for social, language, and academic success. This means that with collaborative learning, students have the advantage of shaping their learning according to their interests. Similarly, Coelho contends that collaborative group instruction provides students with an opportunity to discover, clarify, and internalize ideas among their peers. Such teaching techniques help students develop a high level of thinking skills by analyzing, evaluating, and using the new information provided by other teammates in the group. The goal behind learning a foreign language is to be able to speak and communicate in that language (language should be spoken).

Cooperative Learning and Teacher Centering Because cooperative learning is a strategy of involving students in regular practice, it is so different from all other traditional teaching and learning strategies that mainly focus on the teacher as the center of the learning process. According to Astin, many studies have shown that changing the learning process from teacher-centered to student-centered collaborative learning is more effective and impactful than traditional learning. Webb supports the same idea, adding that it is an important caveat to distinguish between student-centered and teacher-centered because; When the student role is passive, it greatly affects academic performance and student progress. Likewise, Johnson found that placing the burden on the student to direct his or her learning leads to more positive interdependence among members of the group. Gillies supports the same point, adding that students feel responsible for managing their learning, known as individual accountability. He also believes that students need to learn how to communicate effectively with other teammates and that they also need to know how to articulate their thoughts, manage disagreements, accept others' points of view, and make undemocratic decisions.

Designing Cooperative Group Work in the Classroom. In our early childhood, we learned to play various games together that required us to work together with other children to feel happiness and joy. Before we started these games we made age groups because you can play each game alone but you won't live up to your instincts if you play it with others. Therefore, the importance of doing something cooperatively begins years ago in our lives. According to Cohen, group work is a



useful technique to achieve specific intellectual and social learning goals; It is also considered a superior technique for conceptual learning, creative problem-solving, and developing oral language skills.

Collaborative Learning Methods One of the challenges we face as English teachers and learners are adopting teaching and learning strategies that meet our needs and those of our learners and help them achieve their learning goals. In general, one of the teachers' efforts to improve the quality of learning that leads to a good student who will succeed in life lies in the preparation of a wide range of learning activities that take place in the classroom and in how we learn to implement these activities. Collaborative learning methods strive to enable students to take a high degree of responsibility for their learning, rather than perceiving learning as being imposed by others. This suggests that students are more likely to achieve this when they have the opportunity to practice their learning activities with other teammates.

Cooperative learning and second language acquisition. A fairly large body of research has been presented to examine the role of cooperative learning strategies in second language acquisition and students' perceptions of their own language experiences. The use of collaborative learning provides English learners with many opportunities to practice the language and leads to greater encouragement for acquisition, which helps them become more confident in using and producing English when working in groups. For example, Fathman, et al., believe that cooperative learning can maximize second language acquisition by providing opportunities for language input and output. They further add that many researchers have compared teacher-led discussions to paired discussions to ensure the quantity and variety of student conversations in both contexts. Their results show that students working in pairs generate significantly more volume and variety in student conversations compared to teacher-led discussions. Not only do they speak more, but they also produce a wider range of language functions (e.g., rhetorical, pedagogical, and interpersonal).

Conclusion: This study is an investigation into the implementation of collaborative learning strategies and their impact on the development of language skills in English learners. The study found that student performance improved significantly after the experiment compared to student performance before the experiment.



References

1. Astin, A. W. (1993). What matters in college Implications for cooperative learning of a new national study? *Cooperative Learning and College Teaching*, 3(3), 2–8
2. Coelho, E. (1994). *Learning together in the multicultural classroom*. Markham, Ontario: Pippin Publishing Limited.
3. Johnson, D. W., & Johnson, R. T. (1994). An overview of cooperative learning [Electronic version]. In J. Thousand, A. Villa and A. Nevin (Eds), *Creativity and collaborative learning*.
4. Slavin, R. E. (1996). Research for the Future, Research on Cooperative Learning and Achievement: What We Know, What We Need to Know. *Journal of Contemporary Education*, 21, (4), 43-69
5. Kessler, C. (1992). *Cooperative language learning: A teacher's resource book*. Englewood Cliffs, NJ: Prentice Hall.
6. Rustamov, I., & Mirza ogli, A. I. (2023). TECHNOLOGY TO DEVELOP WRITING IN THE CURRENT INFORMATION AGE. *Журнал иностранных языков и лингвистики*, 5(5).
7. Rustamov, I., & Mirza ogli, A. I. (2023). METHODS OF TEACHING GRAMMAR THROUGH HOMEWORK. *Журнал иностранных языков и лингвистики*, 5(5).
8. Rustamov, I., & Mirza ogli, A. I. (2023). USING THE VOX-POP METHOD IN TEACHING A FOREIGN LANGUAGE TO YOUNG LEARNERS. *Журнал иностранных языков и лингвистики*, 5(5).
9. Rustamov, I., & Mirza ogli, A. I. (2023). APPLYING AN ECLECTIC APPROACH TO ENGLISH TEACHING IN SECONDARY SCHOOLS. *Журнал иностранных языков и лингвистики*, 5(5).
10. Rustamov, I., & Mirza ogli, A. I. (2023). DEVELOPMENT OF INTERACTIVE METHODS IN FOREIGN LANGUAGE TEACHERS. *Журнал иностранных языков и лингвистики*, 5(5).
11. Rustamova, S. (2023). EDUCATIONAL SYSTEM FOR THE DEVELOPMENT OF CREATIVE SKILLS OF UPPER-CLASS STUDENTS IN THE PROCESS OF OUT-OF-CURRICULUM STUDIES OF HISTORICAL AND



CULTURAL MONUMENTS OF UZBEKISTAN. *Журнал иностранных языков и лингвистики*, 5(5).

12. Rustamova, S. (2023). CLASS ENVIRONMENT: GROUP AND INDIVIDUAL PERFORMANCE METHODS. *Журнал иностранных языков и лингвистики*, 5(5).

13. Rustamova, S. (2023). METHODS OF TEACHING AND LEARNING ENGLISH IN SCHOOL AND SOLUTIONS TO PROBLEMS. *Журнал иностранных языков и лингвистики*, 5(5).

14. Rustamova, S. (2023). PROBLEMS AND SOLUTIONS TO ENGLISH TEACHING. *Журнал иностранных языков и лингвистики*, 5(5).

15. Rustamova, S. (2023). LEARNING A FOREIGN LANGUAGE DEVELOPS TO LERANCE. *Журнал иностранных языков и лингвистики*, 5(5).

ОСОБЕННОСТИ ВЫРАЩИВАНИЯ И КАДАСТРОВОЕ РАЗМЕЩЕНИЯ КАРТОФЕЛЯ В УСЛОВИЯХ РЕСПУБЛИКИ КАРАКАЛПАКСТАН

Реимов Н. Б.

доктор сельскохозяйственных наук, доцент. Заведующей кафедры
«Землепользования и земельный кадастр» Каракалпакского института
сельского хозяйства и агротехнологий.

Каримов Ф. А.

Ассистент кафедры «Землепользования и земельный кадастр»
Каракалпакского института сельского хозяйства и агротехнологий

Введение

Актуальность темы; Картофель принадлежит к числу важнейших продовольственных культур. Клубни картофеля содержат около 25 % сухих веществ, в том числе 14-22 % крахмала, 1,4-3 % белка, около 1 % клетчатки, 0,2-0,3 % до 1%, жира 0,1, 0,8-1 % зольных веществ. Картофель – является источником витаминов С, РР, К1 и витаминов группы В (В1,В2,В6). В нем содержатся каротиноиды. В среднем картофель содержит (в %): воды 75; крахмала 18,2; азотистых веществ (сырой белок) ; сахаров 1,5; клетчатки 1; жиров 0,1; титруемых кислот 0,2; веществ фенольной природы 0,1; пектиновых веществ 0,6; прочих органических соединений (нуклеиновых кислот, гликоалкалоидов, гемицеллюлоз и др.) 1,6; минеральных веществ 1,1. Условно различают сорта картофеля с высоким содержанием сухих веществ (более 25 %), средним (22—25 %) и низким (менее 22 %).

Калорийность картофеля составляет 76-77 ккал на 100 грамм продукта. Особенно богаты будут витаминами молодые клубни картофеля. Картофель так же является хорошим кормом для скота. По перевариваемости органического вещества (83-97 %) картофель, как и кормовые корнеплоды, стоит на первом месте среди растительных кормов. На корм используются клубни в сыром и запаренном виде, а также засилосованная ботва.

Из одной тонной клубней картофеля с крахмалистостью 17-18% можно

получить 110-115 литров спирта, 55 кг жидкой углекислоты, 0,39л сивушного масла, 1500 л барды (или 170 кг крахмала), 1000 кг мезги (или 80 кг глюкозы), 65 кг гидрола и других продуктов.

Повышение содержания сахаров более чем на 1,5—2 % отрицательно сказывается на качестве картофеля (при варке он темнеет за счёт образования меланоидинов, приобретает сладкий вкус и др.).

Картофель развивается обычно вегетативным путем - клубнями, однако его с успехом можно размножать и частями клубней, а также ростками и черенками. Картофель - многолетнее травянистое клубненосное растение, но используется как однолетнее, потому что весь жизненный цикл его, начиная от прорастания клубня и кончая образованием и формированием зрелых клубней, проходит за один вегетационный период.

Корневая система картофеля отличается довольно активной поглотительной способностью, особенно по отношению к фосфору.

Клубень картофеля представляет собой утолщенный и укороченный стебель.

На клубне в раннем возрасте имеются мелкие чешуйчатые листочки, не содержащие

хлорофилла. В пазухах чешуйчатых листочков закладываются покоящиеся почки,

образующие так называемые «глазки». В каждом глазке клубня обычно имеется по 3

почки. При прорастании трогаются в рост одна, наиболее развитая средняя почка, другие

прорастают при повреждении (обламывание) ростков. Глазки верхушечной части клубня

более жизнеспособны и прорастают раньше, чем нижние.

Материалы и методы; В опыте использовался полевой метод. Опыт был проведен Чимбайском районе Республики Каракалпакстан, на территории фермерского хозяйства «Сарбаев Сайпназар». Испытан сорт картофеля Санибел имеющиеся в ГосРЕЕСТРе Узбекистан.

Повторность опыта было четырехкратная, число вариантов были 8. Варианты состоялись из открытого посева и посева под пленкой. Площадь каждого



варианта были 56 м^2 , или 20 метра по длину и 2,8 метра по ширину. ($20 \times 2,8 \text{ м} = 56 \text{ м}^2$). Изучаемые площади были 448 м^2 , на защитных целях 224 м^2 , а общая площадь было 672 м^2 .

На опытное поле после зяблевой вспашкой и перед боронование был внесено полуперепревший навоз из крупного рогатого скота из расчета 40 т/га.

2. После внесения навоза провели лазерную планировку поля с агрегатом «Фонтана».

3. Нарезали борозды с междурядьями 70 см. и проводили ручной посев картофеля сорта «Санибел» с расстояниями между гнездами посева картофеля 25 см.

5. Согласно к рабочей программы посева картофеля в первом варианте покрыли пленкой.

По всхожести опередила первый вариант, где покрыто с пленкой. Разница в сроках полных всходов растений составляет 13-4 дней. В период вегетации картофеля в каждом варианте опыта дважды провели окучивание. В этот же период во втором варианте 8 апреля внесли дополнительно в почву из расчета 250 кг/га на физическом весе аммиачной селитры и по 250 кг/га суперфосфата фосфора, тогда как в первом варианте, кроме внесенного перед вспашкой указанного количества органического удобрения, минеральные удобрения не вносили.

Полив осуществляли до достижения влажности почвы в метровом слое. Было проведено по 3 вегетационных полива в каждом варианте., в том числе: первый

полив с нормой 820; второй полив с нормой 750; третий полив с нормой 800; $\text{м}^3/\text{га}$. Общая оросительная норма картофеля за вегетацию составила $2370 \text{ м}^3/\text{га}$.

Нами установлено, что для кадастрового размещение картофеля в условиях Республики Каракалпакстан мы сначала должны изучать особенности требования картофеля к почве, механическому составу почвы, влаге, к воздушному режиму почвы, корневого питания, температуре, свету и другим климатическим условиям. Из них первый;

1. Требования картофеля к почве. В условиях Республики Каракалпакстан картофелю нужен лугово аллювиальные или серо бурые почвы. Лучшие для



картофеля почвы — дерново-подзолистые, серые лесные, осушенные торфяники; по механическому составу — супеси, чернозёмы, лёгкие и средние суглинки. Для картофеля желательна рыхлая почва.

Почвы должны быть среднесуглинистыми и незасолёнными, мало засоленными или средне засоленными.

2. Требования к влаге. Картофель - растение, требовательное к влажности почвы. Наибольшее количество воды растение потребляет во время цветения и клубнеобразования. Картофель требователен к режиму полива, избыток влаги для него вреден.

Но, однако при высокой относительной влажности и температуре -1-1,5 градуса ботва картофеля чернеет и погибает. Особенно неустойчивы к пониженным температурам молодые растения. Потребность во влаге изменяется у картофеля по фазам роста. Критическим периодом является фаза начала цветения. Недостаток влаги в почве в этот период приводит к сильному снижению урожая клубней картофеля. Даже кратковременные засухи в фазу бутонизации снижают урожай клубней картофеля на 17-23 %. Коэффициент транспирации картофеля или количество воды, затрачиваемое растением на образование единицы сухого вещества, равен 400-500. В отдельные жаркие дни куст картофеля может испарить до 4л воды. Наиболее благоприятные условия для роста картофеля и образования высокого урожая клубней создаются при влажности почвы 70-80 % полной полевой влагоемкости (ППВ) в зоне распространения основной массы корней в период цветения и клубнеобразования.

3. Требования к **удобрению**. При хорошей обработке почвы и правильном применении удобрений картофель могут дать высокие урожаи даже при длительном выращивании на одном и том же месте. Картофель отзывчив на внесение удобрений. Лучшими удобрениями служат калийные соли, затем костная мука, известь, полу перепревший навоз (не кислый, например, в смеси с той же известью). Избыток азотных удобрений в почве нежелателен, так как это способствует разрастанию ботвы в ущерб образованию клубней.

4. Требования картофеля к воздушному режиму почвы. Корневая система в процессе дыхания поглощает из почвенного воздуха большое



количество кислорода. Суточная потребность в нем корней растений картофеля составляет около 1 мг на 1 г сухого вещества. Наиболее высокую потребность в кислороде корневая система испытывает в период клубнеобразования. Чтобы иметь нужное количество кислорода в почве, необходимо сохранять ее в достаточно рыхлом состоянии объемной массой не более 1-1,2 г/см³. В рыхлой почве газообмен между почвенным и атмосферным воздухом проходит лучше. В избыточно увлажненных, сильно уплотненных, плохо обработанных почвах содержание кислорода уменьшается, а содержание углекислого газа увеличивается. В таких условиях клубни картофеля задыхаются и загнивают. Потому оптимальная концентрация углекислого газа в почве где растет картофель должна быть менее 1 %.

5. Требования картофеля к температуре. Прорастание почек клубней в почве начинается при 5-8 °С (оптимальная температура для прорастания картофеля 15-20 °С). Для фотосинтеза, роста стеблей, листьев и цветения — 16-22 °С. Наиболее интенсивно клубни образуются при ночной температуре воздуха 10-13 °С. Высокая температура (ночная около 20 °С и выше) вызывает тепловое вырождение. Из семенных клубней развиваются растения с резко пониженной продуктивностью. Всходы и молодые растения повреждаются при заморозках в -2 °С. Транспирационный коэффициент картофеля в среднем 400—500.

Картофель начинает хорошо расти при выше температуры 9 градусов почвы, а так же от 15 до 20 градусов температуры воздуха и отрицательно реагирует на температуру почвы ниже 7-8 градусов. Она сильно угнетается уже при температуре почвы выше 25 градусов. Однако при медленном снижении температуры в растениях картофеля накапливается сахар, что повышает их устойчивость к небольшим заморозкам (до 2-3 градусов). Клубни картофеля обычно не выносят температуры -1,2 градусов, что связано, прежде



всего, с высоким (75 % и более) содержанием в них воды. Клубни, прошедшие период покоя и высаженные в почву, начинают прорастать при температуре 3-5 градусов, но при этом имеют очень слабый прирост. Корни у картофеля образуются обычно при температуре почвы не ниже 7 градус. При более низких температурах высаженные клубни долгое время лежат в почве, на их поверхности могут образоваться за счет имеющихся питательных веществ новые клубни без появления надземных органов.

Такое явление можно часто наблюдать при посадке картофеля в холодную, переувлажненную почву или наоборот в слишком сухую почву при температуре выше 25 градус. Нормальное прорастание клубней картофеля происходит при температуре почвы 7- 8 градусе, но однако оптимальная для роста и развития является температура – это 18-20 градусе. При нормальной температуре всходы картофеля появляются на 10-12-й день после посадки, а при температуре почвы ниже 7 градус всходы картофеля появляются лишь через 25-30 и даже через 35-40 дней. Кроме того лучшее клубне образование происходит при температуре почвы 16-19 градус, что примерно соответствует температуре воздуха 21-25 градус. Сумма эффективных температур выше 10 градус за вегетационный период, необходимая для полного развития растения, для ранних и среднеранних сортов в среднем равна 1000-1400 градусов, для позднеспелых- 1400-1600 градусов.

6. Требования картофеля к свету
Картофель считается светолюбивым растением. По современной фотопериодической классификации растения картофеля относят к короткодневным растениям, т.е. к таким, для развития которых короткий день не является строго обязательным, но в условиях средних широт ускоряет их развитие. В короткий день ускоряется начало клубне образования, сокращается длительность вегетационного периода растений картофеля, в том числе длительность формирования и роста клубней. При густой посадке отмечается даже пожелтение ботвы, ослабление или полное отсутствие цветения и снижение урожая клубней. Поэтому излишне загущенные посадки, равно как и изреженные, не могут обеспечить получения высоких урожаев картофеля.



7. Особенности корневого питания и вынос картофеля с урожаем. В составе сухого вещества картофеля обнаружено 26 различных химических элементов. Наиболее часто картофель испытывает потребность в трех основных элементах питания - азоте, фосфоре и калии. Исследованиями установлено, что в одном тонне урожая клубней картофеля и в соответствующем количестве ботвы (0,4т) и корневых остатков содержится N-4,8 кг, P₂O₅ – 2,2 кг и K₂O – 10,5 кг. Картофель выносит из почвы на каждую тонну урожая клубней и соответствующего количества ботвы в среднем 5-6 кг по действующему веществу азота, 2 кг фосфора и 7-8 кг калия. Таким образом, из основных элементов питания картофель потребляет больше всего калия, затем азота и меньше фосфора, что необходимо учитывать при расчете и внесении удобрений.

На формирование надземной части и клубней расходуется много питательных веществ, особенно в период максимальных приростов вегетативной массы и начала клубнеобразования. При урожае 200—250 ц с 1 га растения извлекают из почвы 100—175 кг азота, 40-50 кг фосфора и 140—230 кг калия.

Урожайность. Из-за высоких температур, имевших место под пленкой, в первом варианте температура почвы на глубине 0-10 см всегда была выше, чем во втором. Такие условия обеспечили в этом варианте более раннее (на 15 дней) созревание клубней картофеля ранний урожай, сбор которого произвели 30 мая. Урожайность картофеля в этом случае составила 22 т/га. В варианте 2 сбор картофеля был произведен 14 июня, урожайность при этом была 18,7 т/га. Урожай первого варианта опыта был реализован по цене 100 сум/кг с валовым доходом 2,2млн. сум/га. Урожай второго варианта из-за позднего созревания реализован по 50 сум/кг, и валовой доход от его реализации составил 935 тыс.сум/га.

Как отличать раннеспелых сортов картофеля от позднеспелого?

1. Позднеспелых сортах ветвление стеблей образуется главным образом в нижнем

ярусе, а у скороспелых сортах в среднем и верхнем ярусе. Высота стеблей сильно изменяется (от 30 до 150 см) в зависимости от сорта и условий

выращивания. Позднеспелые сорта характеризуются более высокими стеблями и большим числом междоузлий, чем раннеспелые. В подземной части стебля из пазушных почек развиваются побеги - столоны, на концах которых образуются клубни или утолщения. У ранних сортов столоны короче, у поздних - длиннее.

Выводы

На основании полученных результатов технология выращивания картофеля под пленкой рекомендуется к применению с соблюдением следующих мероприятий.

1. Клубни картофеля вырастают гладкими, крупными и вкусными на песчаных, легкосуглинистых и слабозасоленных почвах. Поэтому, для выращивания картофеля в условиях Республики Каракалпакстан необходимо подбирать подходящих почв из кадастрового расположения почв по районам Республики Каракалпакстан.
2. На тяжелых по механическому составу почвах, где проводится редкое рыхление или не вносятся органические удобрения с целью облегчения в пахотном слое объемной массы почвы, клубни вырастают мелкими, вдавленными, неважной формы и при хранении быстро эти картофели быстро загнивают.
3. Учитывая мало плодородности почв Республики Каракалпакстан на полях, где выращивается картофель под пленкой, рекомендуется вносить перед вспашкой по 40 т/га навоза и 200 кг/га суперфосфата.
2. С целью создания ровной поверхности необходимо после вспашки провести лазерной планировку поля с лазерными устройствами «Фонтана», «Россетти» и др.
3. С целью равномерного увлажнения почвы следует перед посевом провести нарезку борозд с междурядьями размером 70 см.
4. Если почва сухая, то с целью получения полноценных всходов необходимо перед посевом осуществить влагозарядковый полив в нарезанные борозды с поливной нормой 600-650 м³/га.



5. Посев картофеля, желательны сортов, таких как «Санибел», «Ранний», Бронницкий, Синеглазка, Вестник, Голубизна, Сотка, Орбита, Лорх, Темп, – некоторые примеры картофеля, который лучше использовать для варки и запекания в духовке. Сорта с низким содержанием крахмала – отличный выбор для приготовления супов и салатов, это такие сорта, как: Лидер, Киевский, Эффект, Невский, Свитанок, Калинка, Ред Скарлет. «Фаленский», «Приекульский ранний», «Ранняя роза», «Белорусский ранний», следует провести не позднее 5-15 марта, в отдельные годы когда весна наступает поздно 20-30 марта.

6. Расход семян при раннем посеве картофеля должен быть не менее 2,5-3,0 т/га, масса каждого посаженного клубня - не меньше 50-70г. Расстояние между гнездами при посеве – 25 см. При такой схеме посева создается густота стояния - 52-55 тысяча растений на гектар.

7. После посева клубней поверхность почвы необходимо закрыть пленкой, натянутой на дуги, установленные на расстоянии 0,7 м друг от друга (туннелем).

В качестве дуг можно использовать ветки или проволоку.

8. При необходимости провести влагозарядковый полив с целью получения полноценных всходов.

9. Для получения 25 т/га урожая картофеля необходимо требуется нижеследующие минеральные удобрения. Для формирования одной тонны клубней требуется 5 кг азота, 2,5 кг фосфора и 8 кг калия, а для необходимо вносить в период вегетации 125 кг азота, 63 кг/га фосфора и 200 кг/га калия в пересчете на действующее вещество. Из этого количества удобрений в процессе первой подкормки (после появления 5-6 листьев или в период бутонизации) необходимо вносить в почву 60% или 75 кг/га азота, 38 кг/га фосфора и 100 кг/га калия в пересчете на действующее вещество. Остальное количество удобрений (50 кг/га азота, 35 кг/га фосфора и 60 кг/га калия) следует вносить в период начала цветения.

10. Каждый раз после внесения минеральных удобрений необходимо проводить вегетационный полив с поливной нормой 750-800 м³/га таким образом, чтобы вода не затопляла гребни борозд, так как в противном случае клубни будут мелкими или сгниют.



11. Необходимо ежедневно следить за температурой почвы под пленкой. При достижении почвой устойчивой температуры 15-16 градус (среднесуточная) пленку следует снять, т.к. при повышенной ее температуре (выше 20 градуса) клубни картофеля начинают репродуцировать новые отростки из вновь накопленных клубней.

12. Для получения крупных и гладких клубней необходимо в период вегетации (досозревания) поддерживать влажность почвы на уровне не менее 75-80 % от предельно полевой влагоемкости (ППВ). С этой целью следует в зависимости от почвенных условий и уровня грунтовых вод часто производить вегетационные поливы малыми нормами - не более 700-800 метр куб нормами на один гектар.м³/а.

13. При соблюдении указанных агротехнических мероприятий созревание картофеля ранних сортов наступает во второй половине мая и в начале июня, а среднеспелых сортов во второй половине июня и в начале июля месяце. Следует учесть, что физическое созревание картофеля, когда его можно употреблять в пищу, наступает на 10-15 дней раньше полной спелости, которую достигает картофель при хранении.

14. Сроки уборки картофеля необходимо устанавливать с учетом назначения картофеля - для потребления в пищу или хранения. Картофель, потребляемый в пищу, можно убирать на 10 дней раньше, чем предназначенный для хранения. Уборку картофеля с целью последующего хранения следует начинать при достижении клубнями 85 -100%-ной спелости, что определяется путем осмотра их в поле. Твердость клубней и их трудная снимаемость являются показателями спелости.

15. Опыт с посевами картофеля под пленкой и варианте открытого грунта показали возможность получать высокий урожай клубней раннего созревания и обеспечить большие прибыли. На базарах Республики Каракалпакстан 1 кг картофеля стоит 6-7 тысяча сўмов.

Список использованной литературы

1. Абдукаримов Д.Т. Особенности культуры картофеля в Зерафшанской долине. Автореф. дисс. докт. с.-х. наук.- Ташкент, 1977.- 46 с.



2. Литвяк В.В. Технология производства картофеля / В.В. Литвяк // Электронный сетевой политематический журнал «Научные труды КубГТУ». - 2020. - № 7.- С. 348-374.
3. Лучкова И.В. Технология производства картофеля / И.В. Лучкова // Известия Нижневолжского агроуниверситетского комплекса: Наука и высшее профессиональное образование. — 2020. — № 2 (58). — С. 419-428.
4. Мелюхин Д.Ю. Технология производства картофеля / Д.Ю. Мелюхин // Наука и Образование. — 2020. — Т. 3. — № 2. — С. 13.
5. Реимов Н.Б., Айтмуратов М. Совершенствование агротехнологий для повышения плодородия почв и урожайности сельскохозяйственных культур в условиях Республики Каракалпакстан. Материалы международной научно-практической конференции посвященной 90 летию образования Федерального исследовательского центра «Немчиновка». «Москва -2021г.



DASTURLASH TILINI ANDRAGOGIKA PRINSIPLARI VA DASTURLASH TILLARINI O'QITISH YONDASHUVLARI INTEGRATSIYASI ASOSIDA O'QITISH

Kamalova Nilufar Ilxomovna

Buxoro viloyati pedagoglarni yangi metodikalarga o'rgatish milliy markazi "Aniq va tabiiy fanlar metodikasi" kafedrası o'qituvchisi. Buxoro davlat universiteti mustaqil izlanuvchisi.

Annotatsiya.

Maqolada dasturlash tillarini o'qitishda qo'llaniladigan tizimli, faoliyatli, kognitiv, muammoli va semiotik yondashuvlar tahlili hamda malaka oshirish kurslarida dasturlash tilini o'qitishning o'ziga xos xususiyatlari keltirilgan. Xalq ta'limi xodimlari malakasini oshirish kursida ta'lim oluvchilarni tajribali pedagoglar ekanligini inobatga olib mazkur yondashuvlardan samarali foydalanish metodikasi yoritilgan. Ta'lim jarayonini amalga oshirishda dasturlash tilini o'qitish yondashuvlarini integratsiyalash metodikasi keltirilgan.

Kalit so'zlar: Tizimli yondashuv, faoliyatli yondashuv, kognitiv yondashuv, muammoli yondashuv, semiotik yondashuv, andragogika, xalq ta'limi xodimlarining malakasini oshirish tizimi, python dasturlash tili.

Аннотация

В статье представлен анализ системного, деятельностного, когнитивного, проблемного и семиотического подходов, используемых в обучении языкам программирования, а также особенности преподавания языков программирования на курсах повышения квалификации. Методика эффективного использования этих подходов с учетом того, что студенты являются опытными педагогами, разъясняется в курсе повышения квалификации работников народного образования. Представлен метод интеграции подходов обучения языкам программирования в реализацию учебного процесса.

Ключевые слова: Системный подход, деятельностный подход, когнитивный подход, проблемный подход, семиотический подход, андрагогика, система

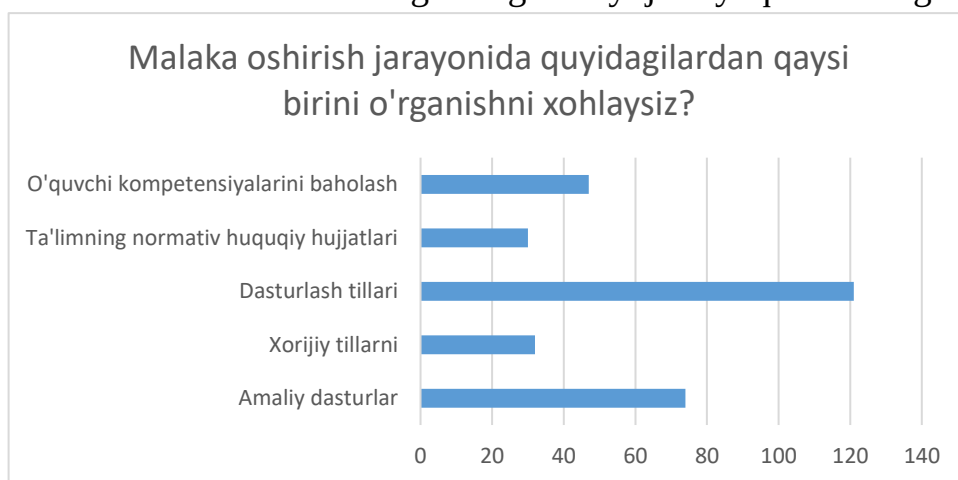
подготовки работников народного образования, язык программирования Python.

Annotation

The article presents an analysis of the systemic, activity, cognitive, problem and semiotic approaches used in teaching programming languages, as well as the features of teaching programming languages in advanced training courses. The methodology for the effective use of these approaches, taking into account the fact that students are experienced teachers, is explained in the advanced training course for public education workers. A method for integrating approaches to teaching programming languages into the implementation of the educational process is presented.

Key words: System approach, activity approach, cognitive approach, problematic approach, semiotic approach, andragogy, education system for public education workers, Python programming language.

O'zbekiston Respublikasi Prezidenti Sh. Mirziyoyevning «Xalq ta'limi sohasidagi ilmiy-tadqiqot faoliyatini qo'llab-quvvatlash hamda uzluksiz kasbiy rivojlantirish tizimini joriy qilish chora-tadbirlari to'g'risida»gi PQ-4963-son qaroriga asosan [1] pedagoglar har yili 36 soatlik o'quv reja asosida malaka oshirishga jalb qilinadilar. Informatika fani o'qituvchilari o'rtasida olib borilgan so'rovnoma asosida ular bu davrda asosan dasturlash tillarini o'rganishga ehtiyojlari yuqori ekanligi aniqlandi.



1-rasm. Malaka oshirish tinglovchilari o'rtasida o'tkazilgan onlayn so'rovnoma diagrammasi.

Malaka oshirish kursida qatnashuvchi tinglovchilar turli xil malaka toifasi va har xil metodik ehtiyojga ega. Masalan, oliy ta'lim muassasasini yaqinda bitirgan tinglovchilar dars o'tish metodikasiga ehtiyoj sezsalari, oliy ta'limni ancha yil oldin tugatgan tinglovchilar fandagi yangiliklarni o'rganishni xohlaydilar. Oliy malaka toifasiga ega tinglovchilar uchun chuqurlashtirilgan ta'lim talab qilinsa, mutaxassis malaka toifasiga ega tinglovchilar nisbattan soddaroq dastur asosida o'qitilishi lozim. Ammo dars jarayonida barchaning tinglovchilarning metodik ehtiyojini qondirish uchun darsni kattalar ta'limi prinsiplariga asoslanib, mavzuga mos o'qitish yondashuvini tanlash lozim. Tinglovchilar o'quvchilar bilan ishlashda yuqori natijalarga ega bo'lishlari uchun aynan malaka oshirish jarayonida eng yangi ta'lim metodlari, usul va vositalarini o'rganishlari, ta'lim yangiliklaridan xabardor bo'lishlari lozim. Demak, informatika fani o'qituvchilariga dasturlash tillarini o'qitishda ta'lim samaradorligini oshiruvchi yondashuvlarni tanlash va ular asosida darslarni tashkil qilish bugungi kunning dolzarb vazifasi sanaladi.

Pedagog kadrlarga dasturlash tilini o'qish uchun androgogika prinsiplariga asoslanish va dasturlash tilini o'qitishning samarali yondashuvlaridan foydalanish zarur.

Dasturlash tilini o'qitishda "yondashuv" deganda dasturlashni o'rgatish jarayonini tashkil qilishni belgilovchi ma'lum bir g'oya, tushuncha, tamoyillar majmuini tushunamiz. Dasturlash tillarini o'qitishda quyidagi yondashuvlar tadqiq qilingan.

Tizimli yondashuv. Bunda o'rganish obyektiga tizim sifatida qaraladi va uni o'rganish boshqa obyektlar bilan aloqasini ko'rsatish orqali amalga oshiriladi. Tizimli yondashuvda har bir obyekt boshqa obyektlar bilan munosabati bir butun yaxlit tizim sifatida qaraladi.

V.S. Lednev, V.G. Afanasevlar tizimli yondashuvlarni tadqiq qilib, tizimni o'zaro ta'siri natijasida yangi integrativ xususiyatlarni paydo bo'lishiga olib keladigan obyektlar to'plami sifatida ta'riflaganlar[2]. Dasturlash tili misolida ko'radigan bo'lsak, random modulini o'zi tasodifiy son tanlash uchun xizmat qiladi, ammo uni shart operatori bilan birga qo'llaganda murakkab shartlar asosida sonlar tanlagich sifatida foydalanish mumkin. Ya'ni, obyekt yakka holda namoyish etolmagan xususiyatini tizimning boshqa obyektlari ta'siri natijasida yangi xususiyatlarini namoyish qiladi. Tizimli yondashuv barcha yondashuvlarning asosi hisoblanadi.



Ushbu yondashuvni informatikaga tadbiqini I.O. Odinsov, N.V. Makarovoylar o'rganganlar[3].

Faoliyatli yondashuv. Inson ongi uning faoliyati bilan bog'liq bo'ladi. Faoliyatli yondashuvda yangi bilimlarni berishda ta'lim oluvchining faoliyatiga asoslaniladi. Masalan malaka oshirish tizimida pedagoglarning asosiy faoliyati ta'lim bo'lganligi uchun ularda ta'lim jarayonida kundalik faoliyatlari bilan bog'liq vazifalarni berish mumkin. Masalan dasturlash tilining joriy mavzusi bo'yicha o'quvchilar bilimni baholash uchun topshiriqlar berish, yoki dars jadvalini loyihaviy dasturini tuzish... Informatika fanini faoliytlil yondashuv asosida o'qitish bo'yicha Rakitina Yelena Aleksandrovna ilmiy tadqiqot ishlarini amalga oshirgan va ushbu yondashuv afzalliklarini ochib bergan[4].

Kognitiv yondashuv, kognitiv psixologiya qoidalariga asoslanadi. Kognitiv yondashuv - biror guruhdagi ta'lim oluvchilarning o'ziga xos turli kognitiv uslublarni hisobga olgan holda ong tamoyiliga asoslangan o'quv jarayonini ta'minlaydigan ta'limga yondashuv va o'rganish strategiyalari. Bu yondashuvga ko'ra, ta'lim oluvchi nafaqat o'qituvchining o'qitish faoliyatining ob'ekti, balki, avvalo, o'quv jarayonining faol ishtirokchisi sifatida qaraladi.

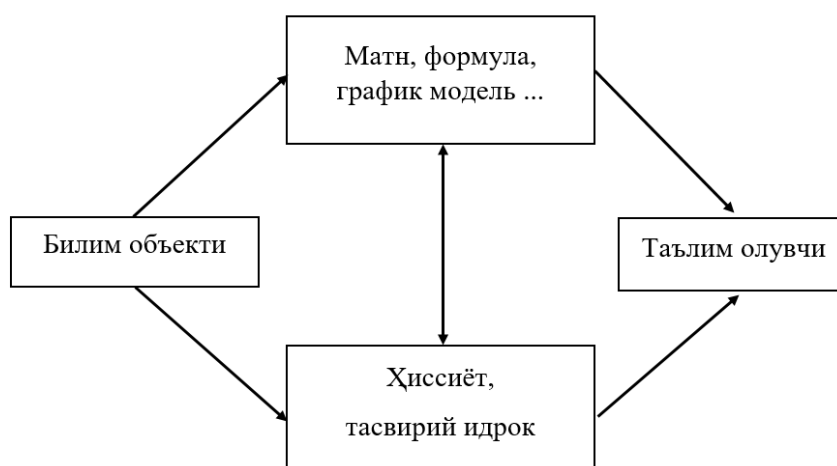
Kognitiv yondashuvda ta'lim oluvchilarga avval elementar bilimlar berib keyinchalik ushbu bilimlar murakkablashtirib boriladi. Ushbu yondashuv fikrlash tezligi, kreativ fikrlash, ma'lumotlarni tahlil qilish va ularning mohiyatini anglash kabi kognitiv jarayonlarni rivojlantirishga qaratilgan. G. N. Boychenko informatika fanini o'qitishda kognitiv yondashuv uslubidan foydalanishni tadqiq qilgan va bo'lajak informatika fani pedagoglarini kasbiy muammolarini hal qilishda kognitiv modellardan foydalanish metodikasini taklif qilgan[5].

Muammoli yondashuv. Ushbu yondashuv uslubida ta'lim oluvchilar kasbiy faoliyatida yoki kelajakda sodir bo'lishi mumkin bo'lgan muammolarni yechish asosida o'qitiladi. Muammoli yondashuvda ta'lim oluvchilarda turli xil muammoli vaziyatlar taqdim qilinadi va ta'lim shu muammoni hal qilishga qaratiladi.

Masalan, pedagog kadrlarga dasturlash tili o'qitilganda o'quvchiga murakkab masalani dasturlashda yo'l qo'ygan kamchiliklarini aniqlash vazifalarini taqdim qilish mumkin. Dasturlash tikllarini amaliy muammolarni hal qilishga orqali o'qitish bo'yicha Ya.Yu. Gafuanov [6], K. Yu. Polyakovlar ilmiy tadqiqot olib borishgan[7].



Semiotik yondashuv. Bunda talim oluvchiga ta'lim predmeti haqida ma'lumot to'g'ridan-to'g'ri taqdim qilinmasdan maxsus belgilar tizimi, chizma va diagarammalar orqali namoyish qilinadi. Semiotik yondashuv quyidagi model asosida olib boriladi:



2-rasm. Semiotik yondashuv modeli.

Bu asosan tarmoqlanuvchi operatorlarni tushuntirishda samarali hisoblanadi. Ushbu yondashuv asosida dasturlash tillarini o'qitish bo'yicha Гребнева Дария Михайловна[8] ilmiy tadqiqot ishlarini amalga oshirgan.

Malaka oshirish jarayonida pedagog kadrlarga dasturlash tillarini o'qitishda ushbu yondashuvlardan qaysi birini tanlash lozimligini ko'rib chiqamiz. Malaka oshirishga jalb qilingan pedagoglar dasturlash bo'yicha fundamental bilimga ega ekanligi va o'quv mashg'uloti dasturlash bo'yicha ushbu bilimlarni takomillashtirish va tizimlashtirishga qaratilgan bo'lishi lozim. Shu bilan birga, dasturlashni o'quvchiga samarali o'rgatish usul va vositalari haqida, shuningdek dasturlashni o'qitishda samarali axborot texnologiya vositalari haqida ma'lumot berilishi kerak. Shu nuqtai nazardan malaka oshirish kurslarida dasturlash tillarini o'qitishda quyidagilarga e'tibor qaratish lozim:

1. Dasturlashni o'qitishdagi ishchi rejani tinglovchilar bilan birga shakllantirish. Mavzularni ularning ehtiyojidan kelib chiqib tanlash.
2. Kerakli yondashuvni tanlashda mavzuning o'ziga xos xususiyatlarini e'tiborga olish lozim. Ya'ni agar mavzu darslikda kiritilgan va bu mavzu bo'yicha tinglovchilarda oldindan tajriba mavjud bo'lsa, mavzuning asosiy qoidalari turli metodlar yordamida takrorlab olinishi va asosiy e'tibor ushbu mavzuni o'quvchiga

qanday usullar yordamida yetkazib berilishiga qaratilishi lozim. Aksincha mavzu darslikda berilmagan va bu mavzuni o'tish bo'yicha pedagoglar tajribasi yetarli bo'lmagan holda mavzular bayoniga ko'proq e'tibor qaratish lozim.

3. Dasturlash tilining kirib kelgan davri inobatga olinishi kerak. Masalan maktab dasturida yangi dasturlash tili kirib kelganda mavzular tizimli osondan-murakkabga bayon qilinadi. Bunda kognetiv yondashuv uslubi yetakchi rol o'ynaydi. Agar dasturlash tili kirib kelganiga bir necha yil bo'lgan bo'lsa mavzular muammoli va faoliyatli yondashuvlar asosida o'tilishi maqsadga muvofiq.

Malaka oshirish kurslarida ta'lim samaradorligini bu yondashuvlarning bir nechtasini integratsiya qilish orqali oshirish mumkin. Tizimli va faoliyat yondashuvlari dasturlash tillarining barcha mavzularini o'qitishda fundamental yondashuvlar hisoblanadi. Ya'ni, qolgan yondashuvlar ushbu yondashuvlar qonuniyatlarini to'ldirib olib boriladi. Har bir mavzuning o'ziga xosligini inobatga olib, dasturlash tillarini o'qitishda ushbu yondashuvlarni quyidagicha integratsiyalash lozim.

"Python dasturlash tilining asosiy konstruksiyalari", "Ma'lumot turlari va tuzilmalarini qo'llash". "Python tili sintaksisi, asosiy operatorlari", "Satrlar bilan ishlash", "Kutubxonalar bilan ishlash", "Funksiya va protseduralar" mavzularini bo'yicha tinglovchilar malakasini oshirishda muammoli va differensial yondashuv uslublarini qo'llash mumkin.

"Python dasturlash tilida mantiqiy masalalarni dasturlash" ga o'rgatishda muammoli va differensial yondashuv bilan birga semiotik yondashuvni amalga oshirish lozim. Chunki, ichma-ich joylashgan va murakkab tarmoqlanuvchi dasturlarni blok sxemalar yordamida tushuntirish maqsadga muvofiq.

"Takrorlash operatorlari va sikllarni boshqarish" mavzularini o'qitishda muammoli, differensial va semiotik yondashuvlar bilan birga konstruktorli o'yin yondashuvini qo'llash mumkin. Chunki bu mavzular bo'yicha pedagoglar yetarli bilim, ko'nikma va malakaga ega. Ushbu bilim, ko'nikma va malakani takomillashtirishda aynan konstruktor-o'yin yondashuvi samarali hisoblanadi.

"Ro'yxat", "Kortej", "Lug'at" va "To'plam"lar bilan ishlash mavzulari darslikda yoritilmagan va o'z navbatida bu mavzular yetarli ko'nikma bo'lmasligi mumkin. Shuning uchun ushbu mavzular kognetiv yondashuv asosida bayon qilinib, differensial yondashuvni integratsiyalash lozim. O'z navbatida ushbu



tushunchalarni shakllantirish uchun turli grafik va tasvirlardan foydalanilgani uchun semiotik yondashuv uslubiga ham tayanish kerak.

Fayllar bilan ishlashni o'rgatish davomida kognetiv va differensial yondashuvlardan foydalanish maqsadli hamda Pythonning grafik imkoniyati mavzusi uchun ushbu yondashuvlar bilan birga semiotik yondashuv usublariga tayanish lozim.

Umumiy o'rta va oliy ta'limda o'qitish pedagogika prinsiplari asosida olib boriladi. Pedagoglar malakasini oshirish kurslari esa andragogika prinsiplari asosida olib boriladi. Malaka oshirish kurlarida dasturlash tillarini o'qitish pedagogika asosida o'qitishdan quyidagicha farq qiladi(1-jadvalga qarang):

1-jadval.

Pedagogik ta'limda	Andragogik ta'lim asosida malaka oshirganda
Tuzgan dasturini dasturlash muhitiga kiritib natija olishga qiziqadi.	Masalani dasturlash g'oyasi muhokama qilinadi, tuzilgan dasturni dasturlash muhitiga kiritishga ehtiyoj sezilmaydi.
Dasturlash tillarini o'rganishda qiziqishini oshirish uchun rag'batlantirib turishga ehtiyoj sezishadi	Oldindan o'rganishga motivatsiya yuqori bo'lganligi sababli rag'batlantirishga kam ehtiyoj sezadi
O'z-o'zini baholash yaxshi rivojlanmagan	O'z bilimlaridagi bo'shliqni mustaqil aniqlay oladi
Algoritmik fikrlashni shakllantirish kerak	Algoritmik fikrlash shakllangan, uni takomillashtirish kerak
Ta'lim dasturi qanday tuzilganligi kam ahamiyatli	Ta'lim dasturini shakllantirishga faol ishtirok etishadi
Qanday o'rganish bo'yicha ko'nikmaga ega emas, ta'lim o'qituvchi tomonidan boshqariladi.	O'rganish bo'yicha tajribaga ega va ta'lim jarayonini mustaqil boshqara oladi.
Vaqt ko'p sarflansada, o'rganish progressini his qilishlari lozim	Vaqt katta ahamiyatga ega. Kam vaqtda ko'p ma'lumot olishga intiladi.
Dasturlashni o'rgatish kerak	Dasturlash bo'yicha bilimlarni takomillashtirish bilan birga, dasturlashni o'qitishni o'rgatish kerak.
Dasturlashni o'rgatish berilgan vazifani dasturini tuzish orqali amalga oshirilishi maqsadga muvofiq	Tayyor dasturlarni to'g'ri va teskari tahlil qilish orqali bilim olishlari samarali hisoblanadi
Bilim o'qituvchi tomonidan beriladi	Bilim faqat o'qituvchi tomonidan emas, tajriba almashish orqali ham amalga oshiriladi

Xulosa qilib aytganda kattalar ta'limida andragogika prinsiplariga asoslanish va ta'lim jarayonini tashkil qilishda mavzu xususiyati hamda ta'lim oluvchilarning metodik ehtiyojidan kelib chiqib dasturlash tilini o'qitish yondashuvlarini tanlash lozim.

Foydalanilgan adabiyotlar

1. “Xalq ta’limi sohasidagi ilmiy-tadqiqot faoliyatini qo’llab quvvatlash hamda uzluksiz kasbiy rivojlantirish tizimini joriy qilish chora-tadbirlari to’g’risida” O’zbekiston Respublikasi Prezidentining 2021 yil 25 yanvardagi PQ-4963-son qarori.
2. Леднев В.С. Научное образование: развитие способностей к научному творчеству. Исправленное – М.: МГАУ, 2002. –120 с.
3. Одинцов И. О. Профессиональное программирование. Системный подход. - БХВ-Петербург, 2002.-512 с
4. Ракитина Е. А. Построение методической системы обучения информатике на деятельностной основе Автореф. дисс. докт. Пед. наук. – Москва: 2002. – 21 с.
5. Бойченко Г. Н. Использование когнитивного моделирования при подготовке будущих учителей информатики к решению педагогических задач Автореф. дисс. докт. Пед. наук. – Новокузнецк: 2003. – 24 с.
6. Гафуанов Я.Ю. Проблемно-семиотический подход при обучении программированию мир науки, культуры, образования. № 1 (68) 2018
7. Поляков К.Ю., Еремин Е.А. Информатика. 10-й класс. Углубленный уровень. В двух частях. М.: Бином, 2013.
8. Гребнева Д. М. Обучение школьников программированию на основе семиотического подхода Автореф. дисс. докт. Пед. наук. – Екатеринбург, 2014. - 27 с.



OG‘ZAKI TIBBIYOTNING KOMPOZITSION VA JANR

XUSUSIYATLARI

Yunusova Maftuna Shokirovna

BuxDU da stajyor-tadqiqotchi

unusovamaftuna25@gmail.com

+998936202987

Annotatsiya. Ushbu maqolamizda nutq va uning janrlari haqida so‘z yuritilgan. Og‘zaki tibbiy nutq janri - bu tibbiyotning kasbiy sohasida yozilgan hodisaga hamroh bo‘lgan kognitiv va kommunikativ faoliyatning barqaror, pragmatik jihatdan aniqlangan, og‘zaki shakli ekanligi tadqiqimizda ochib berilgan. Og‘zaki tibbiy nutq shifokor-bemor misolida yoritilgan.

Kalit so‘zlar: nutq, og‘zaki nutq, tibbiy nutq, kommunikatsiya, kommunikativ hodisa, kommunikativ vaziyat, pragmatolingvistika, shifokor nutqi, bemor nutqi.

Har bir muloqot sohasi ma‘lum bir tiplashtirilgan, standartlashtirilgan va tuzilgan naqshlar to‘plami - nutq janrlari bilan tavsiflanadi. Nutq janri - bu ma‘lum bir aloqa sohasining o‘ziga xos xususiyatlari bilan belgilanadigan, nisbatan barqaror tematik, kompozitsion va stilistik bayonot turidir [Baxtin 1986: 237].

"Og‘zaki tibbiy nutq janri - bu tibbiyotning kasbiy sohasida yozilgan hodisaga hamroh bo‘lgan kognitiv va kommunikativ faoliyatning barqaror, pragmatik jihatdan aniqlangan, og‘zaki shaklidir" [Jura 2008: 12-13]. Bu ma‘lum bir kommunikativ vaziyatning turli omillari ta‘sirida shakllanadigan va kommunikativ hodisa doirasida amalga oshiriladigan nutq faoliyatining barqaror modeli hisoblanadi. Kommunikativ vaziyat sxemasi aloqa ishtirokchilarining belgilari quyidagilarni o‘z ichiga oladi: nutq ishtirokchilarining strategiya va taktikasi bog‘liq bo‘lgan maqsad; nutq mavzusi; aloqa sharoitlari; kod; aloqa kanali va shakli va aloqa samaradorligi [Dolinin 1999]. Kommunikativ hodisani kommunikativ vaziyatdan ajratib ko‘rsatish kerak. Kommunikativ hodisa - makon va vaqt bilan cheklangan, motivatsiyalangan, yaxlit, ijtimoiy shartli muloqot qiluvchilarning nutq o‘zaro ta‘siri jarayoni hisoblanadi [Borisova 2001: 22]. Kommunikativ hodisa muloqotning barcha ekstralingvistik holatlarini qamrab oladi, u vaqt chegaralari bilan cheklangan va og‘zaki va og‘zaki bo‘lmagan bo‘lishi mumkin. Oddiy va





murakkab kommunikativ hodisalar ham mavjud. Ikkinchisi murakkab xarakterga ega va xususiy kommunikativ hodisalardan iborat. Masalan, "tibbiy yordam so'rab murojaat qilish", "ro'yxatga olish kitobiga murojaat qilish", "shifokorning qabuli", "davolash manipulyatsiyasi" va boshqalar kabi bir qator shaxsiy voqealarni o'z ichiga oladi. V.E.Goldinning fikricha: "Murakkab kommunikativ hodisalarning strukturasi "ijtimoiy jihatdan qat'iy, institutsionallashtirilgan, hatto katta darajada rituallashtirilgan xarakterga ega",- deb ta'kidlagan edi. [Goldin 1997: 27]. Kommunikativ hodisa, kommunikativ vaziyatdan farqli o'laroq, protsessual bo'lib, unda bosqichlar ajralib turadi. O'z navbatida, kommunikativ vaziyat statik xususiyat bilan tavsiflanadi, chunki u belgi-yo'naltiruvchi funksiyani bajaradi va faqat tipik kommunikativ jihatdan tegishli parametrlarni o'z ichiga oladi. Tibbiy nutqdagi kommunikativ vaziyatlarga misol qilib so'rash, tavsiyalar, ko'rsatmalar, retseptlarning bajarilishini nazorat qilish, davolanishni rad etish holatlarini ko'rsatish mumkin. Tibbiy nutq maydoni uning janr tuzilishining ekstralingvistik asosini tashkil etuvchi standart diskursiv hodisalar to'plamidan iborat. V.V. Jura "agent-mijoz" sohasida ishlab chiqarilgan og'zaki tibbiy nutqning quyidagi asosiy janrlarini ajratib turadi: quyidagi variantlarda amalga oshiriladigan maslahatlashuvlar - dastlabki maslahat, takroriy konsultatsiya, operatsiyadan oldingi maslahat, operatsiyadan keyingi maslahat, muntazam tekshiruv va boshqalar. Shifokorning bemorning qarindoshlari bilan suhbat janri agent-marginal sifatida tasniflanadi [Jura 2008: 12-13].

Ro'yxatga olingan kommunikativ hodisalarning har biri ushbu turdagi hodisalarni tashkil etuvchi, tashkil etuvchi matn qurilishining o'ziga xos modellari (murakkab nutq janrlari) bilan maxsus og'zaki o'zaro ta'sirni o'z ichiga oladi. Murakkab nutq janrlarini elementar nutq janrlarini ifodalovchi komponentlarni o'z ichiga olgan matn turlari deb hisoblash kerak [Issers 2008: 78]. Og'zaki tibbiy nutq janrlarining murakkab tabiati ularning ko'p niyatlilik bilan bog'liq: "ular informatsion, baholovchi, imperativ va etiket janrlarining tipologik xususiyatlarini birlashtira oladi" [Jura 2008: 5]. Kommunikativ hodisada "dastlabki maslahat"larning bir necha bosqichlarni ajratib ko'rsatish mumkin: salomlashish - hujjatlarni taqdim etish (kartalar, yo'llanmalar va boshqalar) - shifokor va bemorni tanishtirish - shikoyatlar bo'yicha so'roq qilish - haqiqiy kasallik anamnez(subyektning o'zini va uni taniganlarni so'roq qilish orqali tibbiy ko'rikdan o'tkazilganda olingan ma'lumotlar



yig'indisi. Anamnezni o'rganish (shuningdek, umuman so'roq qilish) faqat savollar va ularga javoblar ro'yxati emas. Psixologik muvofiqlik shifokor va bemor o'rtasidagi suhbat uslubiga bog'liq bo'lib, u, asosan, yakuniy maqsadni belgilaydi - bemorning ahvolini yengillashtiradi.)ini yig'ish - so'roq qilish, bosqichma-bosqich va hisobot berish dastlabki yoki aniq tashxis - davolash yoki takroriy maslahat tayinlash - davolash / tibbiy manipulyatsiya - tavsiyalar - xayrlashuvlarni sanab o'tish mumkin. Kommunikativ hodisaning har bir bosqichi tibbiy nutqqa xos nutq janrlari (shikoyat, iltimos, kasallik haqida hikoya, alomatlar tavsifi va boshqalar) bilan ham, maxsus janrlar (tahdid, iltifot, latifa va boshqalar) bilan ifodalanishi mumkin. Dastlabki maslahatlashuvdan farqli o'laroq, takroriy maslahatlashuv bosqichlarining tarkibi va ketma-ketligi aloqachilar uchun mavjud bo'lgan ma'lumotlarni hisobga olgan holda amalga oshiriladi. Shunday qilib, tanishish bosqichlari (va shunga mos ravishda nutq janrlari), hayot tarixi (oilalar tarixi) ma'ruzachilar uchun ahamiyatsiz, chunki bu ma'lumot oldingi uchrashuvlardan ma'lum yoki tibbiy yozuvlarda keltirilgan. Shikoyatlarni so'roq qilish, ko'rikdan o'tkazish, davolanish yoki keyingi yig'ilishni tayinlash, tavsiyalar berish bosqichlari dolzarbligicha qolmoqda.

Kommunikativ tadbirning "takroriy maslahatlashuv" tarkibi: salomlashish - ekspertiza natijalarini tushuntirish - tashxisni yetkazish - shikoyatlar bo'yicha so'roq qilish / oldingi shikoyatlar bilan taqqoslash - ekspertiza / sharhlar - uchrashuvlar / tavsiyalar / oldingi uchrashuvlarning bajarilishini nazorat qilish - xayrlashish.dir Ikkinchi maslahatlashuvning o'ziga xos bosqichi - oldingi tayinlashlarning bajarilishini nazorat qilish hisoblanib, u kommunikativ hodisaning bosqichlari ketma-ketligidagi o'rni har xil bo'lishi mumkin.

Taqdim etilgan sxemalardan ko'rinib turibdiki, har bir alohida kommunikativ hodisalarning bosqichlari tartibi har bir aniq holatga qarab ko'plab tarkibiy qismlardan iborat bo'lishi mumkin bo'lgan "tibbiy yordam so'rash" global hodisasining rivojlanish mantiqiga mos keladi. . Misol uchun, dastlabki konsultatsiya odatda kuzatuv yoki bir nechta kuzatuvlar bilan yakunlanadi yoki konsultatsiya davolanish va tibbiy muolajalarni o'z ichiga olishi mumkin. Ikkinchi konsultatsiya paytida shifokor allaqachon shikoyatlar va tadqiqot natijalari haqida ma'lum miqdordagi kerakli ma'lumotlarga ega bo'lishi mantiqan to'g'ri keladi, shuning uchun tashxisni xabardor qilish va aniqlashtirish zarurati birinchi o'ringa

chiqadi. Og'zaki tibbiy nutqning tematik tuzilishi ma'lum bir kommunikativ hodisaning modellari bilan bog'liq bo'lgan ierarxik tarzda tashkil etilgan global va mahalliy mavzular bilan ifodalanadi: dastlabki konsultatsiya - yangi bemorning kasalligi va uni davolash; takroriy konsultatsiya - bemorning ma'lum kasalligi va uni davolash [Jura 2009; Heritage, Maynard 2006]. Shunday qilib, shifokor va bemor o'rtasidagi muloqot maxsus turdagi bilimlar bilan ishlaydigan hodisa sifatida tadqiqotchilarning diqqat markazida bo'lib, zamonaviy tilshunoslikda turli pozitsiyalardan ko'rib chiqiladi. Tibbiy nutqni o'rganishning mavjud yo'nalishlari bir-biridan farqli bo'lsa ham, antagonistik emas.

Tibbiy nutqni funksional-kommunikativ yondashuv nuqtai nazaridan tahlil qilish tibbiyot tilining tuzilishi va funksiyasini o'rganish, shakl va funksiya o'rtasidagi o'zaro bog'liqlikni, tildan foydalanishning uning tuzilishiga ta'sirini aniqlash imkonini berdi. Ijtimoiy lingvistik yondashuv umumiy tizimni tashkil etuvchi va o'ziga xos xususiyatlar: aloqaning ijtimoiy-madaniy sharoitlari, tipik ishtirokchilar, ularning kommunikativ, ijtimoiy va shaxsiy xususiyatlari asosida institutsional nutqlar tizimidagi tibbiy nutqni ajratib ko'rsatishga imkon berdi. Tibbiy nutqni kognitiv va pragmatik yondashuvlar nuqtai nazaridan o'rganish ushbu turdagi nutqning kognitiv, kommunikativ, diskursiv va pragmatik maqsadlarini, janr o'ziga xosligini, nutq harakatlarining funksiyalari va xususiyatlarini va taqdimot shakllarini aniqlash imkonini berdi. Tibbiy nutq - dinamiklik, dialoglik, sotsiallik, yaxlitlik, diskretlik, niyatlilik kabi universal diskursiv xususiyatlarga ega bo'lgan ko'p qirrali kommunikativ hodisa, shuningdek, o'ziga xos xususiyatlar, masalan, shaxsiyat, lingvoterapiya, taklif, ritualizatsiya. Tibbiy nutqni qarama-qarshiliklar tizimida ko'rib chiqish mumkin: ilmiy nutq - oddiy nutq, simmetrik - assimetrik, rasmiy - norasmiy, teng maqom - teng bo'lmagan maqom.

Tibbiy nutq institutsional nutqqa xos bo'lgan xususiyatlarga mos keladi, lekin o'ziga xos xususiyatlarga ega: shaxsiyatning yuqori darajasi va shifokor - bemor o'rtasidagi aloqani maqbul darajada deformatsiya qilish istagi. Janrlar nomenklaturasi (**Nomenklatura** (/nə'mɛŋkləˈtʃər/, amer.: /'noʊmənˌkleɪtʃər/) — nomlar yoki atamalar tizimi, yoki ma'lum bir san'at yoki fan sohasida ushbu atamalarni shakllantirish qoidalari. Nomlash tamoyillari kundalik nutqning nisbatan norasmiy konvensiyalaridan tortib, ilmiy va boshqa fanlarda qo'llaniladigan maxsus atamalarining shakllanishi va ishlatilishini tartibga soluvchi xalqaro miqyosda



kelishilgan tamoyillar, qoidalar va tavsiyalargacha farqlanadi.) va tibbiy nutqning tarkibi ushbu turdagi nutqning kommunikativ hodisalari va holatlarining xususiyatlari va ketma-ketligi bilan bog'liq. Tematik tuzilma ierarxik tarzda tashkil etilgan global va mahalliy nutq mavzulari bilan ifodalanadi.

ADABIYOTLAR RO'YXATI

1. Бахтин М.М. Собр. соч. – М.: Русские словари, 1996.
2. Долинин К.А. Речевые жанры как средство организации социального взаимодействия // Жанры речи. Саратов, 1999. Вып. 2. С. 7-13
3. Шмелева Т.В. Модель речевого жанра // Жанры речи. Саратов, 1997. Вып. 1. С. 88-98.
4. Safarov Sh. "Pragmalingvistika". Toshkent – 2008
5. Hakimov M. "O'zbek pragmalingvistikasi asoslari" Toshkent «Akademnashr» - 2013

THE EMERGENCE OF MATHEMATICAL EDUCATION IN PRE-SCHOOL EDUCATIONAL INSTITUTIONS

Anvarova Marjona

Shahrisabz State Pedagogical Institute

1st stage graduate student

АННОТАЦИЯ

Ушбу мақолада МТМда математик тасаввурларни шакллантириш муаммоси ёритилган. Математик тафаккурни шакллантириш бўйича изланишлар олиб борган олимларнинг фикрлари таҳлил қилинган. Уларнинг ғоялари таснифланган. Хулоса ва таклифлари атрофлича ўрганилган. Математик тушунчаларни шакллантириш инсон ижодий фаолиятининг бутун мақсадли амалга ошириладиган педагогик жараёни эканлиги таъкидланган.

Калит сўзлар: математик тушунчаларни ривожлантириш, масала тузиш, ечиш, мустақил фикр, ақлий ривожланиш, фаолият, ҳаракат, репродуктив услуб.

АННОТАЦИЯ

В данной статье освещена проблема формирования математических понятий в МТМ. Проанализированы мнения ученых, проводивших исследования по формированию математического мышления. Их идеи засекречены. Выводы и предложения тщательно прорабатываются. Подчеркивается, что формирование математических понятий является целенаправленным педагогическим процессом творческой деятельности человека.

Ключевые слова: развитие математических понятий, постановка задачи, решение, самостоятельное мышление, умственное развитие, деятельность, движение, репродуктивный стиль.

ANNOTATION

In this article, the problem of forming mathematical concepts in MTM is highlighted. The opinions of scientists who conducted research on the formation of mathematical

thinking were analyzed. Their ideas are classified. Conclusions and suggestions are thoroughly explored. It is emphasized that the formation of mathematical concepts is a purposeful pedagogical process of human creative activity.

Keywords: development of mathematical concepts, problem formulation, solving, independent thought, mental development, activity, movement, reproductive style.

Setting new goals for the school led to a radical change in the content of mathematical education at PEI (Preschool Educational Institution). As a result of the reforms, the tasks, contents, forms and methods of education and upbringing of children are fundamentally changing.

One of the goals of teaching children mathematics and improving the educational process in preschool education is the development of mathematical concepts in children. In order to develop children's mathematical concepts, it is necessary to know the features and laws studied in pedagogy, philosophy, logic, psychology and a number of other fundamental sciences. Mathematical knowledge in children makes it possible to study the world in a deeper and fuller way without being separated from life. In this, the idea that children have before mathematical concepts is of great importance. Each innovation is preceded by an idea, and then this innovation also tries to understand a general method to prove the results it has produced and to generalize this result. The process of solving mathematical problems at its core requires independent thinking. The level of development of mathematical concepts varies from person to person. Its formation requires constant training. These exercises begin with family and preschool education. Each independently solved problem, structured problem, and independent overcoming of the difficulties encountered in the process of solving the problem builds resilience and develops creative abilities.

The analysis of the literature shows that the product of developing mathematical concepts is characterized by a high level of innovation, the uniqueness of the process of achieving it, and a significant impact on mental development. Some authors believe that the child's different thinking encourages him to independently solve new problems in front of him, quickly acquire deep knowledge, and easily move to a convenient opportunity. S.L.Rubinstein's first research on general mental



development is appropriate. He introduced and established the category of activity in psychology as the object and goal of spiritual research. Based on activity theory, S.L.Rubinstein introduces the concept of activity as a transition from subject to object. S.L.Rubinstein believes that the second stage of activity consists of communication from object to subject. In the center of attention of S.L.Rubinstein is the content that in the process of human activity, not only his characteristics are manifested as a unique person, but also the formation of his psyche is determined as an object. Fundamental psychological concepts of "activity", "movement" covered in the works of A.N.Leontev.

A.N.Leontev, who believed that activity is the interaction of the interconnected reality of the subject, believes that the reflection of reality in the child's mind is not the result of "impact", but the result of interaction, that is, the processes that encounter each other. According to the conclusions of A.N.Leontev and S.L.Rubinstein in teaching practice, the development and use of forms of activity in the formation of mathematical concepts and the successive transfer of the principles of activity in education are the most useful and effective directions. All research in the development of mathematical concepts is conducted in two main directions. In the first direction, specific characteristics of mathematical concepts are described. From this point of view, the work of many scientists is devoted to the study of problems.

In the formation of mathematical concepts, I.Ya.Lerner and M.N.Skatkin rely on the categories of methods developed. In this categorization, styles are divided into: 1) pictorial explanation or informational style; 2) reproductive (remembering, remembering) style; 3) problematic expression style; 4) partial research method; 5) research method. The visual explanation method includes recalling (remembering) ready-made knowledge and activity methods. The problem-solving style involves keeping mathematical and concrete knowledge in mind. In a partially exploratory style, elements of thinking and memorization are added. And the research method predicts creative activity. These methods ensure the assimilation of knowledge, the formation of knowledge and skills, create an opportunity for educators to acquire the experience of creative activity, and serve to educate emotional (feelings) culture in them.



Mathematical concepts, in turn, arise as a result of the generalization of the vast experience accumulated by mankind and reflect the essence of the material world, but are formed as a result of their idealization, ignoring many properties of real objects. The formation of mathematical concepts is recognized as one of the necessary school subjects to prepare preschool children to teach mathematics. The main issue of the theory and methodology of the formation of mathematical concepts in children is the development of didactic foundations of the formation of mathematical concepts in children. This, in turn, is solved by performing tasks such as in-depth knowledge of the world, learning new methods of thinking development. Theoretical aspects of the formation of mathematical concepts in children are created on the basis of psychological, pedagogical and other fundamental sciences:

- documents with demonstration programs (instructions on the formation of mathematical concepts in children, etc.);
- methodological literature (articles published in special magazines, for example, educational manuals on preschool education, games, etc.);
- team and individual work, best practices and opinions of scientists.

Nowadays, the problem of forming mathematical concepts in children has a scientifically based methodical system. Their main elements are the goal, content, methods, forms and methods of work organization and are inextricably linked. The main goal among them is focused on the formation of imagination. Formation of mathematical concepts is a purposeful pedagogical process of human creative activity. Its purpose is to prepare children not only to know mathematics, but also to help them find their place in life. When teaching mathematics, he includes these factors in educational measures: 1) formation of interest, knowledge and skills in children to study; 2) explanation of responsibility for the training process; 3) to cultivate confidence in one's own strength and abilities; 4) foster confidence that mathematics is the "ground" for the next stage. In the formation of mathematical concepts, S.I.Schwartzburd distinguishes the following components: 1) development of a comprehensive representation; 2) knowing how to choose the main thing, knowing how to think abstractly; 3) know how to move from a concrete situation to a mathematical expression of a question; 4) to know how to analyze, to divide into concrete cases; 5) know how to work scientific conclusions on specific material; 6) to know how to tolerate when solving a mathematical problem, to



develop deductive thinking skills; 7) know how to ask (put) new questions. Therefore, early mathematical abilities are expressed through such human characteristics that enable high creative activity in mathematics.

I.A.Markushevich says that the main task of preschool education is to develop mathematical concepts in children. I.A.Markushevich provides a detailed methodological program for the formation of the following skills in children: 1) determining the essence of the question; 2) transition from a clearly posed question to a scheme (knowing the scheme); 3) to draw logical conclusions from given hypotheses; 4) analysis of the given question; 5) know how to use the conclusions derived from theoretical thinking in specific questions; 6) comparison of conclusions; 7) assessment of the impact on the results of the conditions; 8) summarizing the obtained conclusions and asking new questions.

In short, the above-mentioned knowledge is the basis of a child's creative thinking, and it is necessary to regularly develop this knowledge in children before they enter school. If mathematical ideas are well formed in kindergarten, the child will not struggle to learn mathematics at school. Interest in this subject will increase. Children who know mathematical calculations will master concrete subjects better. Today, mental arithmetic is also very developed in our country. Mental arithmetic improves the child's mental development. Helps the child to grow up independent and educated.

Literature:

1. Рахмонкулова Н., Курбонова Н. Мактабгача ёшдаги болаларда математик тасаввурларини шакллантириш. Методик қўлланма. – Тошкент, 2009. – 102 б.
2. Жалолова Г. Мактабгача ёшдаги болаларни мактабга тайёрлаш. – Тошкент, 2004. – 212 б.
3. <https://idum.uz>
4. ziyoNet.uz



COMPARATIVE-SEMANTICAL ANALYSIS OF UZBEK, RUSSIAN AND ENGLISH PAREMIOLOGICAL UNITS

Abdullayeva Munojot Mukhtorovna

National University of Uzbekistan

Department of foreign language and literature

E-mail : mundil1326@gmail.com

Tel: +998977322600

ABSTRACT

In this article was discussed, the proverb, which is one of the oldest examples of folklore, differs from other genres by its short, concise, figurative and deep meaning. Proverbs show the ancient and rich spirituality of each nation. Moreover, phraseological units of English and Uzbek languages and a comparative study of the conceptual layers describing the social, physiological and psychological nature of female and male concepts in this article, and the disclosure of their similarities and differences were mentioned in this article.

Keywords: proverb, phraseological unit, alternatives, similar equivalents, linguoculturology

ANNOTATSIYA

Ushbu maqolada xalq og‘zaki ijodining eng qadimiy namunalaridan biri bo‘lgan maqol o‘zining qisqa, ixcham, obrazli va teran ma‘nosi bilan boshqa janrlardan ajralib turilishi. Maqollar har bir xalqning qadimiy va boy ma‘naviyatini ko‘rsatilishi shu bilan birga, ingliz va o‘zbek va rus tillaridagi frazeologik birliklari va makollarida ayol va erkak harakatlarining konseptlarining ijtimoiy, fiziolog va psixolog xarakterini tasvirlovchi konseptual katamlarni qiyosiy tadqiq etish hamda ularning o‘xshash va farq qiluvchi tomonlarini ochib berishga harakat qilingan.

Tayanch so‘zlar: maqol, frazeologik birlik, muqobillar, o‘xshash ekvivalentlar, lingvomadaniyat.

АННОТАЦИЯ

В данной статье пословица, один из древнейших образцов фольклора, выделяется среди других жанров своим кратким, емким, образным и глубоким смыслом. В пословицах отражена древняя и богатая духовность каждого народа, а также проведено сравнительное изучение понятийных пластов, описывающих социальную, физиологическую и психологическую природу понятий женского и мужского движения в английских и узбекских и русских фразеологизмах и пословицах. было сделано, чтобы выявить сходства и различия.

Ключевые слова: пословица, фразеологизм, альтернативы, подобные эквиваленты, лингвокультурология.

The language reflects the specific culture of its own nation, especially the role of proverbs in reflecting the national characteristics and culture of that nation.

The proverbs reflect not only the customs and national concepts of the people, but also historical places, famous people and famous characters of the people.

A proverb (from the Latin “proverbium” - proverb) is a word that is known to the public, repeated, and defined by a complete word; they express the truth based on reason or people’s practical experience. Well-known linguist V. Mayder in his book describes the proverb as follows: “A proverb is a short, well-known sentence that contains metaphorical, fixed, and memorable forms of the people’s views on wisdom, truth, morality, and tradition. passed down from generation to generation” [1, p. 27]. The proverbs are mainly didactic in nature, as Bahodir Sarimsakov points out, “Proverbs have the potential to be used both figuratively and figuratively. This feature determines the thematic scope of the article and its level of application expands.” [2] Folklore researcher V.P. Anikin writes: “A historian studies important events of the distant past and ancient times from proverbs and sayings, a lawyer values proverbs and sayings as customary laws in society, an ethnographer sees traditions and norms that disappear in folk wisdom and figurative characters. The philosopher tries to study the thinking of the people in proverbs and parables” [3, 7]. V.P. Fully agreeing with these views of Anikin, it can be said that a linguist, unlike



other researchers, as a linguist, has the ability to study all aspects of language mentioned above.

As can be seen from the description however, proverbs are usually based on metaphor and have a figurative meaning. Although many scholars have given many definitions for the concept of proverbs, V. Mayder's definition is considered the best definition among them. Since the proverb is not a simple unit of language, it is a ready-made sentence that conveys the meaning of a metaphor with words of wisdom or the traditional thoughts of people or a nation. Moreover, they were created by a single person in a short time. The proverb has long been a product of the exact nation as a folk saying. They have been left for years and centuries as frames or models of ordinary situations in human life. Ch. C. Doyle suggests examining them as minimal folk poems [4, p. 4] in the literature because they enliven dialogues or gives emotion and emotion to poetry or prose in a variety of ways.

Proverbs are ethical and in certain social contexts is a source of linguistic information about a person from a spiritual point of view. Language is inextricably linked with culture. People today, economic-political, cultural and scientific relations between peoples, countries, international-cultural communicative processes in the field of linguistics. led to the emergence of a new field – linguo culturology, which has a specific direction and subject. The result is a new branch of linguistics that aims to study the problem of language and culture by the end of the twentieth century lingvoculturology developed rapidly. Linguoculturology - events that reflect the integral relationship of "language and culture", its formation and development - language and culture is a separate field of study that we study together.

It is important to note that the two languages have the same meaning the sentences they describe do not exactly match. Seeing the hidden aspects of femininity and masculinity in everyday life through the phraseological layer of language allows us to research the basis of gender in the process of knowledge and education for centuries. Since the purpose of our study is to determine the meaning of linguistic means that describe the worlds of women and men, the plan of expression is the topic of articles about men and women with gender indicators were selected and classified according to the thematic principle.

Phraseologisms, proverbs and sayings from one language to another



it is difficult to find alternatives or similar equivalents. Because they do not immediately come to mind. The following examples confirm our opinion:

Let's discuss Russian proverbs with English and Uzbek equivalent

	Russian	English	Uzbek
1	Гром не грянет -- мужик не перекрестится.	Unless the thunder strikes, a peasant won't cross himself	Shamol bo'lmasa daraxtnig uchi qimirlamaydi
2	И на старуху бывает проруха	Everyone makes mistakes	Beayb Parvardigor
3	Любопытной Варваре на базаре нос оторвали	Curiosity killed the cat.	Podadan oldin chang ko'tarma.

It is clear from the proverbs that the words бабушка (buvi, grandmother), старуха (qari kampir, old woman), мужик (kishi, man), which express gender relations, are not reflected in the Uzbek and English translations of the proverbs, and because they are expressed by other word units, it is difficult to identify their alternative forms.

	English	Russian	Uzbek
1	No women, no cry	Баба с вóзу -- кобы́ле лёгче	Sevgi yoq, muammo yoq
2	Geese with geese, and women with women.	Гусь сви́ньё не то́варищ.	Teng tengi bilan
3	One man's meat is another man's poison.	Что рýсскому здо́рово, то нёмцу смёрть.	Otning o'limi itning bayrami

Gender in articles in English culture has been changed to animal names or other genealogical terms in the language of other people.

	Uzbek	Russian	English
1	Shoshilgan qiz erga yolchimas	Поспешíшь -- людéй насмешíшь	Hasty climbers have sudden falls
2	Qizim sangha aytaman kelinim san eshit	Бабушка гада́ла, на́двое сказа́ла.	No one can know for certain
3	Chala quvurdoqqa chol yiqilar, xotinni so'ksang obro' to'kilar	Уж лаяла бы собака чужая,а не своя	He that speaks ill of his wife, dishonours himself

The same process occurs with Uzbek proverbs, where terms such as girl, bride, and old are expressed in other words in the English and Russian equivalents, and the



meaning expressed in the Uzbek proverb is more difficult to understand in Russian and English proverbs.

However, there are proverbs in our speech, the translations and equivalents of which in Uzbek, Russian and English are very close to each other and their meaning is easy to understand. Such as:

	Uzbek	Russian	English
1	Takrorlash bilimning onasi	Повторение -- мать учёнья.	Repeating is the mother of learning.
2	Inson odobi bilan go'zal	Не место красит человека, а человек -- место	It isn't the place that graces the man, but man the place.
3	Nonushtani o'zing baham ko'r, tushlikni do'sting bilan baham ko'r, Kechki ovqatni dushmaningga ber.	Завтрак съешь сам, обед подели с другом, ужин отдай врагу.	Breakfast like a king, lunch like a queen and dine like a pauper.

The world of proverbs and sayings is a "productive area" for the study of scholars - linguists, literary critics, paremiologists, folklorists, ethnographers. This is natural, because the proverbial form, although compact and simple, can be considered from different points of view. Proverbs, as a semantically and structurally complete text, also attract the attention of text linguistics, a relatively young branch of linguistics. Different sentences in the same language, even in languages that are close to each other and not related to each other at all, may belong to the same logical type and show the same sign. They are therefore directly related to logical semantics and semiotics.

REFERENCES

1. Mieder W. International Proverb Scholarship. New York: Garland Publishing, 1993. P. 27-63.
2. Sarimsoqov B. O'zbek xalq maqollari. Toshkent, 1978.

3. Аникин В.П. Мудрость народов // Пословицы и поговорки народов востока. – М.: Наука, 1961. – 76 с.
4. Gryzberg P. Proverb. New York: Brockmeyer, 1994.
5. Sadriddinova M. Z, O'zbek maqol va matallari leksikasi. -T.: 1984
6. The Oxford Dictionary of English Proverbs 3rd Edition, Oxford University Press; 3rd edition (October 15, 1970)
7. Мокиенко В. М. Большой словарь русских пословиц, Москва 2010



OLIIY TA'LIMDA TA'LIM METODLARI VA VOSITALARIDAN FOYDALANISH

Mamatqulov Akbarjon Raim o'g'li
Toshkent davlat transport universiteti, magistr

Muhammadjonov Javohir Tursunali o'g'li
Toshkent davlat transport universiteti, magistr

Ilmiy rahbar: Abdullayev Bahrom Aktamovich
Toshkent davlat transport universiteti

ANNOTATSIYA

Ta'lim mazmuni bu jamiyatning shaxsni ma'naviy rivojlanishi darajasiga qo'yilgan talablar, jamiyatning ijtimoiy tajriba va madaniyatini aks ettirgan ijtimoiy buyurtmasi modelidir.

Kalit so'zlari: Metod, ta'lim metodlari, didaktik metod, ta'lim sifati.

ABSTRACT

The content of education is a model of the social order that reflects the social experience and culture of the society, the demands placed on the level of spiritual development of the individual.

Key words: Method, educational methods, didactic method, quality of education.

“Metod” so‘zi yunonchadan tarjima qilinganda “tadqiqot, usul, maqsadga erishish yo‘li” degan ma‘nolarni anglatadi. Juda ko‘plab pedagogik manbalarda “ta’lim metodi” tushunchasiga birqancha hilma-xil ta’riflar keltirilgan. Ularning ayrimlarini misol qiladigan bo‘lsak:

“Ta’lim metodi – belgilangan maqsadga erishishni ta’minlovchi algoritmlashtirilgan, muayyan mazmunga ega harakatlar tizimidir”.(P.I.Podlasiy)

“Ta’lim metodlari deganda o‘qituvchining o‘rgatuvchanligi va o‘qituvchilarning o‘quv materialini egallashga yo‘naltirilgan turli didaktik masalalar yechimini

topishga oid o'quv – bilish faoliyatlarini tashkil etish usullari tushuniladi” (I.F.Xarlamov)

“Ta’lim metodi – zamonaviy darajada o’quv-tarbiyaviy maqsadlarga erishishga yo’naltirilgan pedagog va o’quvchilarning o’zaro bog’liq faoliyat usullaridir”.(V.I.Zagvyazinskiy)

Ta’lim metodlari doimo u yoki bu o’qish vositalari yordamida joriy etiladi, shu bois ularning o’zaro shartlanganligini ta’kidlash joiz.

Ta’lim metodlari tevarak-atrofdagi dunyoni bilishning umumiy qonuniyatlarini tushunishga bog’liqdir, ya’ni ular falsafiy metodologik asosga ega va ta’lim jarayonidagi qarama-qarshiliklarni, ta’lim jarayonining mohiyatini vatamoyillarini to’g’ri anglash natijasidir. Ta’lim materiali ta’lim mazmunida ifodalangan ilmiy fikr mantig’iga bog’liq. Pedagogik qarashlarda nazariya qancha kam ifodalangan boisa, ta’lim metodlari bu nazariyaga shuncha kam bog’liq bo’ladi. Pedagogika fani maktablar va ta’lim beruvchilarning ilg’or ish tajribalarini umumlashtiradi, an’anaviy ta’limning ilmiy asoslarini ko’rsatib beradi, o’qitishning zamonaviy, samarali metodlarini ijodiy ravishda izlab topishga yordam beradi.

Ta’lim metodlari tarkiban o’qitish metodlari va o’qish metodlaridan iborat. O’qituvchi bilimlarni og’zaki bayon etsa, bolalar uni tinglaydi, o’qituvchi mustaqil ish topshirsa, talabalarlar bajarishadi. Bilimlarni og’zaki bayon etish, mustaqil ishlash kabilar o’qitish metodlari bo’lib, ular vositasida didaktik vazifalar (bilimlarni o’rganish, mustahkamlash, takrorlash va sh.k) hal etiladi. O’quv-tarbiya jarayonida ta’lim metodlarining samaradorligini oshirish maqsadida o’qitish va o’qish metodlari majmuasidan foydalaniladi. Masalan, ma’ruza metodi tarkiban o’qituvshining o’rganilayotgan mavzuni mantiqiy izchillikka, og’zaki bayon qilishi, o’quvchilarning esa o’quv materiallarini izchil tinglashi kabi metodlardan iborat. Ma’ruza metodidan shu yo’sinda foydalanish o’qituvchining, talabaning ham faolligi talablariga, binobarin, ta’limning samaradorligini oshirish ehtiyojlariga mos kelmaydi.

Ta’lim metodi tuzilmasi maqsadli tarkib, faoliyatli tarkib, ta’lim vositalariga ajraladi. Umumiy holda qo’lga kiritilgan natijalar har doim ham o’qituvchining darsdan avval tuzilgan maqsadga mos kelavermaydi. Ta’limning maqsadi o’qituvchi va talabalar faoliyati davomida, ta’lim vositalari ko’magida natijalanadi. Bu jarayon esa aniq natijaga yo’naltirilgan mexanizmning ishlashini bildiradi.



Metod, bir tomondan, ta'lim maqsadiga erishish vositalari yordamida joriy etiladi, shu bois ularning o'zaro shartlanganligini ta'kidlash joiz.

"Ta'lim metodi" atamasi bilan birga ko'p hollarda "metodik usul" tushunchasi ham qo'llaniladi. U ta'lim metodining tarkibiy qismi, uning muhim unsuri, metodni joriy qilishdagi alohida qadam sifatida ta'riflanadi. Har bir ta'lim metodi muayyan ta'lim usullarini chog'ishtirish orqali joriy etiladi.

Ta'lim metodini tanlash quyidagi me'zonlar asosida aniqlanadi:

- Didaktik maqsad asosida;
- Ta'lim mazmuni asosida;
- O'quvchilarning o'quv ko'nikmalarini egallash va rivojlantirish darajasi asosida;
- O'quvchilarning tajribasi va kasbiy tayyorgarlik darajasi asosida.

O'qituvchi tomonidan qo'llanilayotgan ta'lim metodlari majmuasi boshlang'ich sinflardan yuqori sinflarga o'tish asosida o'zgarib hamda murakkab xususiyat kasb eta boradi. Ushbu jarayonda ayrim metodlarni qo'llash chastotasi oshsa, ayrim metodlarni qo'llashga bo'lgan ehtiyoj kamayadi. Ta'lim metodlaridan foydalanish ko'lami, holati o'qituvchining kasbiy tayyorgarligi va mahorati darajasiga bog'liq holda o'zgaradi.

Ta'lim metodlarini tanlash muammosi uzoq davrdan buyon tadqiq qilib kelinmoqda. Biroq tadqiqotlar soni ko'p bo'lsada, bu borada yagona to'xtamga kelinmagan.

Foydalanilgan adabiyotlar

1. Munavvarov A.Q. Pedagogika. — Toshkent, O'qituvchi, 1993.
2. Almetov N. Pedagogika: savollar va javoblar, O'quv qo'llanma. — Almata, 2001.
3. Zivomammedov B. Ma'rifat asoslari. — Toshkent, Chinor ENK, 1998.
4. Yusupov E. Inson kamolotining ma'naviy asoslari. — T.: Universitet, 1998
5. 1.Юлдашева, С. А., & Бўриходжаева, М. С. (2022, September). Повышение эффективности таможенной деятельности в развитии международного экономического сотрудничества. In INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE" THE TIME OF SCIENTIFIC PROGRESS" (Vol. 1, No. 1, pp. 87-91).



6. 2. Ходжаева, Н. А., Файзиев, Р. Х., & Буриходжаева, М. С. (2021). Современное состояние системы экологического мониторинга в Республике Узбекистан. *Biznes-Эксперт*, 4, 160.
7. 3. Буриходжаева М.С. (2022). МЕТОДЫ УСОВЕРШЕНСТВОВАНИЯ И УЛУЧШЕНИЯ КАЧЕСТВА УПРАВЛЕНИЯ В ЖЕЛЕЗНОДОРОЖНОМ ТРАНСПОРТЕ. *Экономика и социум*, (12-1 (103)), 488-495.
8. 4. Бўрихаджаева, М.С. (2023). МАМЛАКАТ ИҚТИСОДИЁТИДА АВТОМОБИЛ ТРАНСПОРТИ КОРИДОРЛАРИНИ РИВОЖЛАНТИРИШ ИСТИҚБОЛЛАРИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3 (1-2), 338-345.
9. 5. M.S.Bo'rixadjayeva. (2023). YANGI O'ZBEKISTONDA TA'LIM MUASSASALARIDA BERILAYOTGAN E'TIBOR VA TALABALARNI IMLIY FAOLYATGA YO'NALTIRISH . *PEDAGOGS Jurnal*i, 28(1), 68–75. Retrieved from <http://pedagoglar.uz/index.php/ped/article/view/3107>



PARAMETERS OF THE ANTI-ROTOR HYDRO UNIT WITH DIFFERENT TYPES OF IMPELLER

Bozarov Oybek Odilovich,

Tashkent University of Technology, PhD, Doctoral Candidate (DSc),

Tel: (94) 278 81 70. E-mail: obozarov7@inbox.ru

It is known that the main part of the existing rivers, canals and other hydro sources have a low pressure. Today, almost all over the world, the use of this hydropower potential for the purpose of generating electricity is of particular interest and is considered an urgent task [1].

If we pay attention to active hydraulic turbines, which are designed to work in a low-pressure watercourse, we can see their positive and negative sides. In [2], a catamaran-type floating hydraulic device was developed, which operates unstably in response to changes in water flow. In [3], bladed gearboxes independently transmit motion through gears to a shaft mounted vertically or horizontally. They are large in size, work unstably when the amount of water flow changes. In [4], active hydraulic turbines were developed, consisting of water wheels operating at low water flow and low pressure and at a head of 2-3 meters, and the devices are large. The existing designs of jet turbines (radial-axial, propeller, rotary-blade, two-blade) are characterized by the fact that they operate effectively at heads of more than 4-5 m. In work [5], the shortcomings of work [6] were eliminated by installing an internal guide device in the impeller. The nozzle jet turbine has also been improved to work efficiently in low-pressure water sources by installing an internal guide device. The results of the experiment showed that with a water pressure of 2 meters and a water flow rate of 200 l/s, the efficiency of the hydroturbine was 76.3%.

The hydraulic unit [7] consists of a counter-rotor hydraulic turbine and a hydro generator. A counter-rotor turbine has two coaxial impellers (rotor and counter-rotor) rotating in different directions, to which a stream of water is sequentially supplied. In the counter-rotor hydraulic unit, the rotor of the hydro-generator is installed on the same shaft with the rotor of the hydraulic turbine, and the counter-rotor is mounted on the counter-rotor of the hydraulic turbine.

The disadvantage is that at low water pressures, the outflow of water from the upper impeller of the hydraulic turbine occurs in a vortex mode, which leads to large



energy losses. Also, due to the local resistance of the second guide vane and the impeller, energy is lost. As a result, the efficiency of this system will be low, and at heads of 2-10 m, the complex does not give the desired result.

To calculate the reactive force FA created by the water leaving the impeller nozzle, the change in the momentum of the incoming and outgoing water in it is determined and the force acting on the nozzle at point A is expressed as follows:

$$F = \rho S_3 v_3^2 \left(\cos \beta + \sqrt{\frac{S_3}{NS_4} \left(1 - \frac{S_3}{S_4} \right) + 1 - \frac{1}{2} (\xi_{s6} + \xi_2)} \right); \quad (1)$$

This design power is the power generated by a single nozzle and is determined by multiplying the total reactive power by the number of nozzles. In this case, the absolute speed of the water jet leaving the nozzle is calculated by the following formula:

$$v_4 = v_3 \sqrt{\frac{4S_3}{\pi d_6^2} \left(\frac{4S_3}{\pi d_6^2} - 1 \right) + 1 - \frac{1}{2} \left(\frac{0,25\lambda}{2} \frac{1}{2} \left(1 - \frac{\pi d_6^2}{4S_3} \right) + \left(1 - \frac{4S_3}{\pi d_6^2} \right)^2 \right)}; \quad (2)$$

$$v_3 = \frac{\Gamma}{\tau} e^{i(\alpha_2 - \beta)} + v_2 e^{i(\alpha_2 - \alpha_1)}. \quad (3)$$

$$\text{где } \tau = \frac{\pi d_2}{k}; \quad \Gamma = \frac{\pi l v_2 \sin \alpha_1}{\pi d_2} = \frac{l v_2 \sin \alpha_1}{d_2};$$

Here v_3, v_4 are the water velocity at the entrance to the nozzle; v_2 is the water velocity at the exit from the guide vane; S_3, d_6 are the nozzle inlet surface and nozzle outlet diameter, respectively; α_1 and α_2 are the angles of water inlet and outlet in the guide vane; l and τ are the length and pitch of the blade, respectively; β is the installation angle of the guide vanes relative to the radial direction.

Using the general theorem on the change in the kinetic moment when a rigid body moves relative to a fixed frame of reference (with the ground), and a moving frame of reference (with the center of the impeller), the torque on the working shaft of the wheel is determined as follows:

$$M_z = -N \pi \rho r_c^3 v_4 (v_4 - \omega_z r_c); \quad (4)$$

Using formulas (1) and (4), we find the cyclic frequency ω_z of the impeller:

$$\rho \cdot S_3 \cdot v_3^2 \left(\cos \beta + \frac{v_4}{v_3} \right) - N \cdot r_c \rho \cdot S_3 \cdot v_3^2 \left(\cos \beta + \frac{v_4}{v_3} \right) = \frac{N}{2} \pi \rho \cdot r_c^3 v_4 (v_4 - \omega_z \cdot r_c) \quad (5)$$



$$\omega_z = \frac{v_4}{r_c} - \frac{2S_3 v_3^2 \left(\cos \beta + \frac{v_4}{v_3} \right)}{\pi \cdot r_c^3}; \quad (6)$$

The angle formed by the normal to the inner wall of the nozzle with the guide vanes of the jet turbine will be denoted by α_1 , since the distance to the impeller is very small. After transformations we get:

$$u_3 = \frac{v_3 \sin(\beta - \alpha_1)}{\sin \beta}; \quad (7)$$

To achieve the lowest possible absolute velocity of the water leaving the impeller, $v_2 = u_3$ must be. In this case:

$$\sin \beta \cdot (\operatorname{ctg} \alpha_1 - \operatorname{ctg} \beta) = 1 \quad (8)$$

Provided that the width of the water inlet of the diverter blades and the impeller nozzles is the same, then the width of the diverter outlet and inlet nozzles will be $v_3 \sin \alpha_1$, then:

$$v_3 \sin \alpha_1 = v_2 \sin \alpha_2$$

In active turbines, the speed of water entering the impeller corresponds to the full value of the operating pressure; with further movement of water, the speed does not increase, therefore $v_3 = v_2 = u_3$.

After the replacement, the equation becomes:

$$\sin \alpha_2 (1 + \operatorname{ctg}^2 \alpha_1) = 2 \operatorname{ctg} \alpha_1 \quad (9)$$

Since the parallelogram (for velocities u_3 and v_3) forms a triangle with a common base v_3 , then we get $\beta = 2\alpha$.

The angle α_1 usually ranges from 20° to 30° , while for active turbines β should be 40° - 60° . With $\alpha_1 = 20^\circ$, from formula (9) we obtain $\alpha_2 = 40^\circ$. In this case, the absolute output speed will be very large. It follows that the parts of the impeller must be of the same width.

For the active pipe we have:

$$\begin{aligned} u_{a1} \sin 2\alpha_1 &= v_{a1} \sin(2\alpha_1 - \alpha_1) \\ u_{a1} 2 \sin \alpha_1 \cos \alpha_1 &= v_{a1} \sin \alpha_1 \\ 2u_{a1} \cos \alpha_1 &= v_{a1} \end{aligned} \quad (10)$$

For $\alpha_1 = 25^\circ$ we get the following result:

$$u_{a1} = 0.55 v_{a1} = 0.55 v_4 \quad (11)$$

where v_4 is the speed of the water flow leaving the nozzle, i.e. jet velocity in front of the blade. The power of an active hydraulic turbine is determined by the expression:

$$P = \frac{\rho Q N v_4^2}{2}, \quad (12)$$

The efficiency of a jet turbine is 67% -86% depending on the head, and for the speed coefficient at a water flow rate of 15 l / s at a head of 2 meters, the following result was obtained in the experiment:

$$n_s = f\left(\frac{Q}{Q_e}\right)^{\frac{1}{2}} \left(\frac{H_e}{H}\right)^{\frac{3}{4}} = \frac{3,65nQ^{\frac{1}{2}}}{H^{\frac{3}{4}}} = \frac{3,65 \cdot 723,6 \cdot \sqrt{0,015}}{2^{\frac{3}{4}}} = 191,2 \text{ rpm}$$

Here Q , Q_e are the water consumption in the model and in nature, respectively; H and H_e - water pressure in the model and in nature, respectively.

The following results were obtained during the study:

- When an active impeller is installed on the outgoing high kinetic energy water flow from the jet turbine, the power generation is increased by 25-40% depending on the pressures, in addition to the electricity generated by the jet turbine, according to the water pressure.

Literature

1. Aliev R.U., Bozarov O.O., Abduqakhorova M., Current conditions for the development of small hydroelectric power sources in Uzbekistan. Scientific Bulletin, ASU, 2018, No. 1, p.p. 16-23.
2. Kuznetsov V.V., Kuznetsov D.V. Hydrogen generator (variant). EN 2265750 MPK-C1. F03B 7/00, 13/00, 17/00. Publ. 12/10/2005 Bull. no. 34
3. V. M. Ivanov, T. Yu. Rodivilina, B. V. Semkin, A. A. Blinov, P. V. Ivanova, P. P. Sweet, G. O. Klein. Device for conversion of water and electric energy. EN 2306453 MPK C2. F03B 7/00. Publ. 09/20/2007 Bull. no. 26
4. A.P. Akimov, A.G. Vasilev, N.A. Pavlova, A.G. Alexandrov. Ruslovaya vsesozonnaya hydroenergeticheskaya ustanovka. EN 2445507 MPK C2. F03B 7/00, F03B 17/06. Publ. 03/20/2012 Bull. no. 8
5. Bozarov O.O., Doctoral thesis on the creation of a micro-hydroelectric unit with a reactive hydroaggregate for agricultural consumers. Andijan branch of Tashkent State Agrarian University, Tashkent, 2020. p.p. 51-52

6. Bekbaev A.B., Esyrev P.G., Munsyzbay T. M., Tolemís M. T. Kadirbay Q., Ābdīsh N., hydro turbine "ĀLEMSAQ", Republic of Kazakhstan KZ (13) A4 (11) 25685, (51) F03B 7/00 (2011.01)

7. Aliev R.U. O. Bozarov, Reactive hydraulic turbine with power up to 100 kw on the basis of loval snip//International Journal of Advanced Research in Science, Engineering and Technology, Vol. 5, Issue 12, December 2018, p.p. 7446-7451



МЎЛ, СИФАТЛИ ҲОСИЛ ОЛИШДА ВАТЕЗ ПИШИШИДА ПЛЁНКНИНГ МУҲИМ АҲАМИЯТИ

Хакимов Позилжон Ахмадович

Андижон қишлоқ хўжалиги ва агротехнологиялар институти

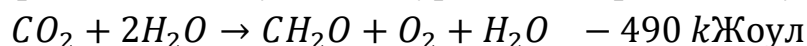
Қуёшдан келаётган нур шаклдаги энергия Ер сиртида ва атмосферада бўладиган барча физик жараёнларга энергия манбаи бўлиб хизмат қилади. Қуёшдан атрофидаги фазога $3,9 \cdot 10^{26}$ Вт миқдордаги энергия сочилади. Шунча энергиядан Ерғача $2,1 \cdot 10^{17}$ Вт, яъни фақат сал кам икки миллиарддан бир қисмигина ҳар 1 км^2 га тахминан $3,3 \cdot 10^8$ Вт тиб келади. Бундай миқдордаги энергия $33 \cdot 10^4$ кВт қувватга мос келади. Солиштирадиган бўлсак Наманган вилоятида қурилатган иссиқлик электростанциянинг қуввати ($9 \cdot 10^5$ кВт) тахминан Ернинг 3 км^2 сиртига тушаётган қуёш энергияси қувватининг қиймати билан баробар, холос.

А.Эйнштейн Қуёш радиациясини фотонлар оқимидан иборатлигини кўрсатиб берди. Кўзга кўринарли радиация (ёруғлик) физиологик радиация деб ҳам юритилади (0,38-0,75 мкм), ўсимлик барглариининг пигментлари томонидан тўла ютилиб ўсимликлар ҳаёти учун энергетик манбаи бўлиб хизмат қилади. Бу ораликдаги спектрлар асосан фотосинтетик актив радиацияни ташкил этади.

Фотосинтез жароёнида хлорофилл ёки бошқа баъзи бир пигментларда ютилган ёруғликдан фойдаланилади.

С (углерод) ўсимликларда CO_2 кўринишда ютилади; бу билан бир вақтда (O_2) кислород ажралади, ва органик бирикмалар туфайли юзага келган кимёвий боғланишларда қуёш энергия захираси тўпланади.

Фотосинтез жараёни туфайли охирида содда бирикмалар углеводлар ҳосил бўлган бўлса, фотосинтезни қуйидаги кўринишда ифодалаш мумкин:



бу ерда 490 кжоул бир моль $\text{C}_6\text{H}_{12}\text{O}_6$ ($\frac{1}{6} \text{C}_6\text{H}_{12}\text{O}_6$), ҳосил бўлиши учун сарфланган энергия бўлиб, битта молекула ҳосил бўлиши учун 8,1 эВ энергия кераклигини ифодалайди. Олиб борилган тажрибалардан маълумки, бу тенгламадаги ажралаётган кислород маълум бўлишича сувдан ажралади. Фотосинтез кўпроқ квант энергияси $E = h\nu$ ва ёруғлик фотонлари $\lambda = 650 \div$



680nm бўлган тўлқин узунликдаги ёруғлик фотонлари таъсирида юз беради деб олсак, битта фотон энергияси 1,83 эВ бўлиб ва камида 5 та квант ютилиши керак бўлади.

Ички ва ташқи омилларга боғлиқ ҳолда углеводлардан ташқари яна бошқа моддалар ҳам ҳосил бўлиши мумкин, у ҳолда O_2/CO_2 нисбат 1 дан кескин фарқ қилади. Фотосинтезни интенсивлигини O_2 ни қанчалик тез ажралишига ёки CO_2 ни қанчалик тез ютилишига қараб баҳо берилади.

Ёруғлик бирор муҳит орқали ўтганида ҳамма вақт қисман ютилади, бу ютилиш электромагнит энергиясининг иссиқликка ва бошқа тур энергияларга айланиши билан боғлиқдир.

Ёруғликни заиф ютадиган моддалар *шаффоф* моддалар, кучли ютадиган моддалар *шаффофмас* моддалар дейилади. Бироқ моддаларнинг бундай бўлиши нисбий характерли, чунки шаффофлик фақат модда табиатига эмас, балки бу модда қатлами қалинлигига ҳам боғлиқ бўлади.

Умуман айтганда, ҳар қандай модданинг ҳам оз ёки кўпроқ даражада *селектив* (танлаб) ютиш қобилияти бўлади, яъни ютиш коэффицентининг қиймати ёруғлик тўлқинининг узунлигига боғлиқ бўлади. Масалан, сув ва сув буғи инфрақизил нурларни кучли ютади. Одатдаги шиша кўринадиган ёруғликни яхши ўтказди, бироқ инфрақизил нурларни (тўлқин узунлиги $\lambda > 2\text{мк}$) анча заиф ўзлаштиради ва ултрабинафша нурларни ($\lambda > 0.38\text{мк}$) деярли бутунлай ютади. Тирик ўсимликларнинг барглари кўринувчи спектрнинг яшил ($0.52\text{мк} < \lambda < 0.60\text{мк}$) ва тўқ қизил ($\lambda > 0.70\text{мк}$) сохаларидан ташқари бутун соҳасини кучли ютади; бундай ютишга барглarda бўладиган пигмент—хлорофилл сабаб бўлади.

Ёруғлик филтрлари—шиша пластинкалар ва маълум бўёқ моддаси аралашган желатин плёнкаларнинг ишлаши танлаб ютишга асосланган. Ёруғлик филтри спектрнинг қандайдир бир аниқ қисмини (ёруғлик филтрининг рангига тўғри келадиган қисмини) ўтказди, қолган барча қисмларини эса ютиб қолади.

Иссиқхона эффекти деб аталадиган ҳодиса ҳам танлаб ютишга асосланган.

Иссиқхона тупроғини одатда учта иссиқлик манбаидан қизитилади: булардан биринчиси, парник рамалари ойналаридан эркин ўтувчи кўринадиган ёруғлик, иккинчиси, биологик ёқилғи ва учинчиси, махсус (сув ёки электр) иситиш системаларидир. Қизиган тупроқ, температураси юқори бўлмаган жисм бўлиб,



у инфрақизил нурланишда бўлади. Бироқ айтиб ўтганимиздек, ойна инфрақизил нурларни ютади. Шунинг учун тупроқ нурланаётган энергиянинг анча қисми иссиқликка айланади ва парникни қиздиришга хизмат қилади. Шундай қилиб, ойналар учун тўлқинли нурланиш билан парникдаги иссиқликни исроф бўлишидан ҳимоя қилади.

Кейинги йилларда иссиқхона рамаларида ойна ўрнига шаффоф полимер–полиамид плёнка муваффақиятли қўлланилмоқда. Ойнадан фарқ қилиб, бу плёнка фақат кўринадиган нурларнигина эмас, балки ультрабинафша нурларни ҳам ўтказди ва инфрақизил нурларни кучли (90 %га яқин) ютади. Шу билан бирга, жуда эластик, енгил, етарлича мустаҳкам ва кўпга чидайди. Плёнканинг бу сифатлари айрим нодир ўсимликларни, майдонларининг бир неча жўяклари ва участкаларини муҳофаза қиладиган вақтинча конструкциялар қуришига имкон беради.

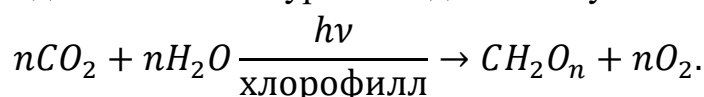
Полиамид плёнка остида иссиқхона эффекти ойна остидагидан кучлироқ бўлади. Полиамид плёнкалардан (ва бошқа баъзи шаффоф полимерлардан) фойдаланиш кишлоқ хўжалик экинларининг ҳосилдорлигини ошириш ва ҳосил сифатини анчагина яхшилашга ва эрта пишишига имкон беради.

Ёруғликнинг моддага ҳар қандай таъсири, жумладан унинг *физиологик таъсири* ҳам ёруғликнинг ютилиши билан боғлиқдир.

Ерда ёруғлик таъсирида бўладиган жараёнлардан энг муҳими шубҳасиз фотосинтездир.

Фотосинтез ноорганик моддаларнинг (сув ва карбонат ангидриднинг) органик моддаларга (углеводларга) айланишидир; фотосинтез хлорофилл ютган Қуёш келаётган фотон таъсирида бўлади ва бундай реакцияда газсимон кислород ажралади.

Фотосинтез мураккаб оксидланиш-қайтарилиш реакцияси бўлиб, уни оралик звеноларисиз қуйидаги тенглама кўринишида ёзиш мумкин:



бу ерда n бутун сон бўлиб, ҳосил бўладиган турли углеводларнинг кимёвий формуласига тўғри келади.

Тахминий ҳисобларга қараганда Ер шаригади қуруқлик ва сув ўсимликлари ҳар йили фотосинтез воситасида 500 млрд тоннага яқин органик моддалар ҳосил қилар экан.

Фотосинтезжараёнида органик моддалар ҳосил бўлиб, атмосферани карбонат ангидрид газидан тозалайди ва кислород билан бойитади. Шу йўл билан фотосинтез жараёни планетамизда ҳаётнинг мавжуд бўлиши учун зарур шароит яратади.

Гарчи яшил ўсимликларнинг фотосинтез фаолияти жуда катта ўлчамларда (бутун Ер шарига) бўлсада, ўсимлик ютган Қуёш нурий энергиясининг жуда кичик улуши бевосита фотосинтез учун фойдаланилади. Бундай улуш одатда 5% дан ортмайди (бахорги буғдой учун 3,26%, картошка учун 3,02%, маккажўхори учун 2,30%, ва ҳоказо).

Ўсимликларда органик масса фотосинтез жараёнида ҳосил бўлади, шунинг учун қишлоқ хўжалик экинларининг ҳосилдорлигини оширишнинг эффектив йўлларида бири фотосинтез жараёнини интенсивлигини ошириш (фотосинтез учун қуёш энергиясидан фойдаланиш коэффициентини оширишдир). Қишлоқ хўжалик ишлаб чиқаришининг янги тармоғи–ёруғлик экинлари ана шу йўлдан ривожланмоқда; бунда ўсимликлар карбонат ангидрид билан бой таъминлангани ва илдиздан суюқ озуқа берилгани ҳолда сунъий равишда қўшимча ёритилади.

Давлатимиз қишлоқ хўжалигининг асосий экинларидан бўлган пахта ҳам ҳосилини асосан қуёшдан олган энергия ёрдамида синтез қилиш ҳисобига йиғади. Биламизки, қуёшдан келаётган нурий энергия ердаги иссиқлик эффектини асосини ифодалайди. Ва бу иссиқлик эффектисамарали температуралар йиғиндиси кўринишда бўлиб, пахта ҳосили пишгунча $2200^{\circ}\text{C} \div 2800^{\circ}\text{C}$ самарали температуралар йиғиндисини йиғади. Кунлик самарали температурани орттириб бориш орқали умумий самарали температуралар йиғиндисини йиғишга кетадиган вақтни қисқартиришга эришилса мақсадга мувофиқ бўлади. Қишлоқ хўжалиги экинларини ҳосилдорлигини орттиришга фотосинтез жараёнини интенсивлигини орттириш йўли билан ҳам эришиш мумкин. Шу мақсадда пахта чигитини плёнка остига экилса, кунлик самарали температура плёнка остида



ташқаридагига нисбатан юқори бўлади фотосинтез жараёни эса интенсивлашади, яни тезлашади.

Ҳулоса қилиб айтсак, пахтадан мўл ҳосил олиш учун пахта чигитини плёнкаостига экишни янада кўпроқ фермер хўжаликларимизда йўлга қўйилса мақсадга мувофиқ бўлади. Кузатишлардан маълум бўлдики, чигит плёнка остига экилганда на фақат мўл ҳосил олинади, балки 15-20 кун олдинроқ пишишига эришилади. Кузатишлардан маълумки пахтаникунлик теримини солиштирадиган бўлсак, август ойида бир кунда йиллик режага нисбатан $5 \div 8\%$ пахта ҳосили йиғиб топширилса, октябрь ойида $0,3 \div 0,8\%$ пахта ҳосили йиғиб топширилади (10 марта кам). Демак, пахта ҳосили қанча эрта пишиб етилса, уни қисқа вақтда йиғиб-териб олишга имкон яратилади. Бунда албатта ҳосилнинг сифати юқори бўлади, бу эса фермерлар даромадини ортишига имкон беради.

Адабиётлар

1. П.Хакимов ва бошқалар. Agrometeorologiyadan uslubiy qo'llanma. Andijon. "Step by step print", 2017. 176 bet.
2. Р.И.Грабовский Курс физики издательство. М.,Москва, "Лань".
3. Ю.И.Чирков Агрометеорология. Гидрометеоздат. Ленинград.
4. Komilov K.S., Hakimov P.A., Qarshibayev A.K., Isakov M.M. Technology Of Mother-In-Law Onion Produktion Based On The Summary Of Efficient Temperatures-Palarch's Journal Of Archalogy Of Egypt/Egyptology 17(6). 2020.

ЯНГИ ТАРКИБЛИ ЭЛАСТИК ЕНГИ ТЎҚИМА КАРКАСИНИНГ ИШҚАЛАНИШГА ЧИДАМЛИЛИГИ ВА ҲАВО ЎТКАЗИШ ХУСУСИЯТИНИ ЎРГАНИШ

Ф. О. Ҳафизов*,

А. А. Рўзиев**,

Б. К. Хасанов

Ўзбекистон ФВВ Ёнғин хавфсизлиги ва Фавқулудда
вазиятлар муаммолари илмий тадқиқот институти*,
“Real Tex” Маъсулияти чекланган жамияти**,
Тошкент тўқимачилик ва енгил саноат институти

Аннотация:

Янги таркибли эластик енгги тўқима каркасининг ишқаланишга чидамлилиги, ҳаво ўтказиш хусусияти ўрганилди ва аниқланган кўрсаткичлар жадвал ва гистограмма шаклида келтирилди.

Таянч сўзлар: эластик кутқарув енги, тўқима, каркас, ишқаланишга чидамлилик, ҳаво ўтказувчанлик, фавқулудда вазият, физик-механик хоссалари.

Аннотация:

Изучены показатели износостойкости и воздухопроницаемости новой структуры эластичного тканого каркаса, полученные результаты приведены в виде таблиц и гистограммы.

Ключевые слова: эластичная спасательная рукава, ткань, каркас, износостойкость, воздухопроницаемость, чрезвычайным ситуация, физико-механические свойства.

Abstract:

The indicators of wear resistance and air permeability of a new structure of an elastic woven carcass were studied, the results obtained are presented in the form of tables and a histogram.

Keywords: elastic rescue sleeve, fabric, carcass, wear resistance, breathability, emergency, physical and mechanical properties.

Республикамизда фойдаланиб келинаётган эластик қутқарув энгларининг эластик қатламига ГОСТ Р 53271-2009 бўйича ҳаво ўтказиш хусусияти ва ишқаланишга чидамлилиги бўйича талаб қўйилмаган бўлсада ушбу кўрсаткичларни мавжуд ва янги ишлаб чиқарилган намуналарда ўрганамиз ва солиштириб кўрамыз. Сабаби эластик қутқарув энгидан фойдаланиш жараёнида ишқаланишга ҳамда иссиқлик оқими таъсирида ишлайди. Иссиқлик оқими натижасида энг ичида жойлашган куч каркаси тезда ишдан чиқиши ёки қутқарилаётган одамларнинг тери куйиши каби жароҳат олиши мумкин. Шунингдек ишқаланиш таъсирида эластик энгнинг эскириши ёки хусусиятларини пасайиши тажрибалар натижасида аниқланган.

Тўқимачилик матоларининг ҳаво ўтказувчанлик кўрсаткичлари ГОСТ Р ИСО 9237-99 стандарти асосида аниқланди.

Тўқиманинг ҳаво ўтказувчанлиги - намунанинг ўзидан ҳаво ўтказиш қобилияти бўлиб у ҳаво ўтказувчанлик коэффиценти билан баҳоланади. Ҳаво ўтказувчанлик коэффиценти $B_{\Delta p} \left(\frac{\text{дм}^3}{\text{м}^2 \cdot \text{с}} \right)$ намунанинг икки томонидаги ҳаво босимларининг маълум бўлган фарқ шароитида бир секунд вақт ичида 1 квадрат метрли юзадан ўтган ҳаво ҳажмининг миқдорини кўрсатади:

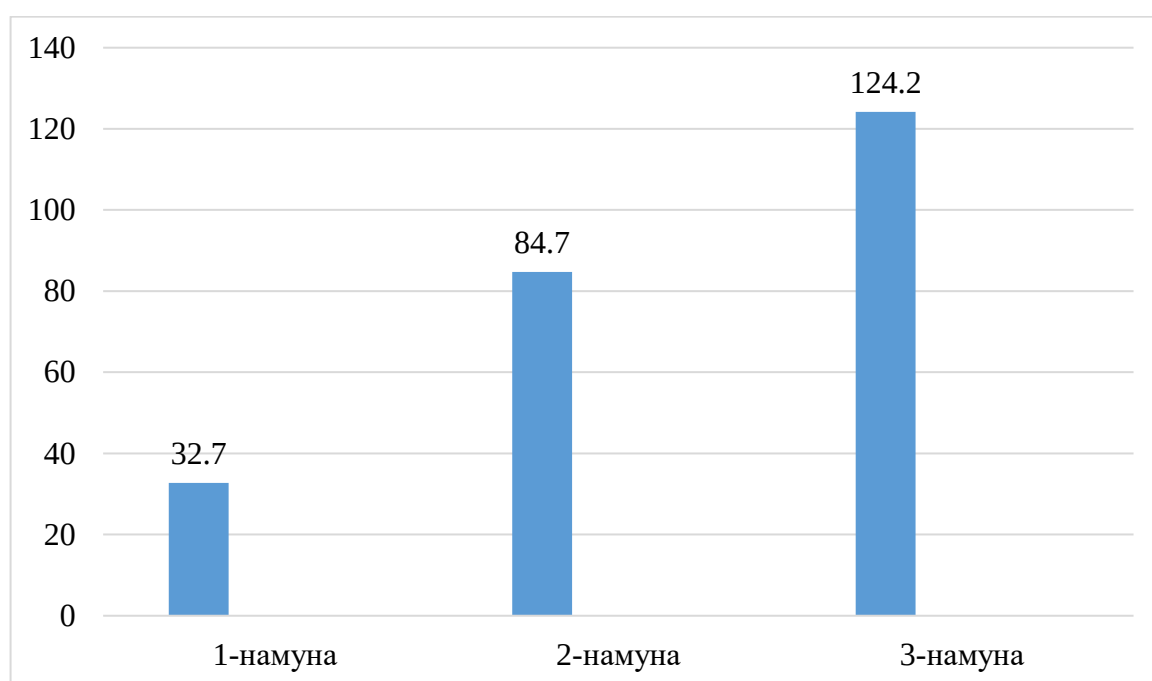
$$B_{\Delta p} = \frac{V}{Ft}$$

Синовларни ўтказганда намунанинг икки томонидаги ҳаво босимининг фарқи $\Delta p = 5$ мм сув устуни ёки 49 Па га тенг бўлади. Бундай фарқ намуна остидаги ҳаво босими билан атрофдаги ҳаво босими билан фарқга мос келади. Ҳаво ўтказувчанлик тўқималарнинг тола таркиби, пардозлаш турли ва зичлигига боғлиқ бўлади.

Намуналарнинг ҳаво ўтказувчанлиги ВПТМ-2 ускунаси орқали аниқланди ва олинган натижалар қуйидаги 1-жадвалга келтирилган.

1-жадвал Тўқима юза зичлиги ўзгаришини ҳаво ўтказувчанлигига таъсири

T/p	Тўқима намуна-лари	Иплар сони ип/дм		Тўқиманинг ҳаво ўтказувчанлиги, дм ³ /м ² с:(100 Па).	Тўқиманинг юза зичлиги, г/м ²
		Танда	Арқоқ		
1.	1-намуна	120	180	32,7	436
2.	2-намуна	120	140	84,2	340
3.	3-намуна	120	100	124,2	242



1-расм. Намуналарнинг ҳаво ўтказувчанлиги (дм³/м²·с) миқдорлари гистограммаси.

1-жадвалдан кўриниб турибдики, тўқимадаги арқоқ бўйича зичлик ўзгариб борган сари унинг ҳаво ўтказувчанлиги мавжуд намунанинг ҳаво ўтказувчанлигига нисбатан $P_a = 100$ ип/дм бўлганда 81,7 % га, $P_a = 140$ ип/дм бўлганда 87,6 % га, $P_a = 180$ ип/дм бўлганда 95,2 % га камайганлигини кўришимиз мумкин. Бу эса юқори қаватли биноларда ёнғин содир бўлганда у ердан одамларни қутқараётган вақтда эластик енгнинг эластик қатламидан иссиқлик оқимини ички қатламга ўтишини бир неча бараварга камайтиради.

Натижада ички қатлам яъни куч каркасининг ишлаш муддатини узайтиради ҳамда қутқарилаётган одамларни қуйиш эҳтимолини камайтиради.

Янги таркибдаги эластик қутқарув енгиги тўқималарини ишқаланишга чидамлилигини ўрганишдан мақсад, қутқарув енгиги ичидан одам тушаётганда куч каркаси ва эластик енгиги орасида ишқаланиш пайдо бўлади. Шунинг учун тўқима намуналарини ишқаланишга чидамли бўлиши мақсадга мувофиқдир. Тўқима намуналарини ишқаланишга чидамлилигини ГОСТ Р ИСО 12947-1—2011 стандарти бўйича “М 235/3” қурилмасида ўтказилди. Намуна ўлчамлари Ø38 мм ва Ø140 мм қилиб махсус кесиш ускуналари ёрдамида кесиб тайёрланади. Тажириба ўтказишда матонинг қалинлигидан келиб чиқиб қўйиладиган юклар танланади. Машинанинг юқори қисмини қўйишда метал шарчаларни тўғри тушишига этибор бериб қўйилди.

Намуналар юқорида келтирилган ўлчамлар бўйича тайёрланди ва қуйидаги натижалар олинди.

2-жадвал Эластик тўқималар ишқаланишга чидамлилигини сонли
кўрсаткичлари

№	Тўқима намуналари	Иплар сони ип/дм		Тўқима қалинлиги, мм	Ишқаланишга чидамлилиги, цикл
		Танда	Арқоқ		
1.	1-намуна	120	180	1,1	36 200
2.	2-намуна	120	140	1	35 400
3.	3-намуна	120	100	0,9	34 500

Демак ўтказилган тажирибалар натижасида 1-намунани ҳаво ўтказувчанлиги $32,7 \text{ дм}^3/\text{м}^2 \text{ с}$, ишқаланишга чидамлилиги 36200 цикл эканлиги аниқланди ва ушбу 1-намуна ишлаб чиқаришга тавсия қилинади.

THE EMERGENCE OF GENDER IN NONVERBAL COMMUNICATION

Nunnanova Gulshaydo Bekpulatovna

Navoi, Uzbekistan

Annotation

This article deals with the information about non-linguistic gestures and implicit sounds.

Keywords: paralinguistic, gender linguistics, extra linguistic, verbal, nonverbal, ethnic.

In Uzbek, like all languages in the world, the idea does not express only linguistic but also by non-linguistic (extra linguistic or paralinguistic) - gestures and implicit (inseparable) sounds.⁶ In a live speech, a person conveys certain information in a short and concise way, of thought language approach depending on the situation and circumstances in increasing emotionality and affectivity uses nonverbal cues.⁷ Speech-enhancing nonverbal gynecological differences can also be observed in the means. Therefore, the study of nonverbal means from extra linguistics need to be investigated from the point of view of gender linguistics as well. Because men and women have different facial expressions and gestures. Professor S. Muminov classifies nonverbal means as follows, which are not typical for Uzbek male and female communicators:⁸

- speaking frowning and raising eyebrow;
 - flirtation;
 - speaking by blocking mouth without any reason;
 - twisting lips as surprised, ignored and disregarded;
 - biting the tongue and shaking the head in the sense of pity;
 - greeting by kissing (especially with people of the same sex);
 - silently touching the lips, embarrassed, staring at the ground;
 - thinking by putting your index finger on your chin;
 - shaking your head to the right or left while talking and tilting your head bending down
- and complain to the interlocutor;

- talking to the communicator very close (less than 50-60 centimeters);

You can specify followings as non-verbal means not typical for Uzbek female communicators:

- speaking (listening) while looking straight at the communicator's face;
- clicking in the throat in the sense of drinking;
- clapping, waving, squeezing, pulling... sucking;
- laughing out loud; ⁱ
- turning the thumb back and pointing to the chest in the sense of "I";
- slapping on the chest as a "friend" in the sense of an expression of love.

The mental and emotional state and inner experiences of a man and a woman appears through different circumstances. Usually, women are more emotional than men and we can observe calmness in men. These features emerge through nonverbal means. As woman and man has his own individual movements, gestures and facial expressions. "Otabek shook involuntarily. There was a change in his face and a sway in his body". (A. Kodiriy)

"Yulduz sister looked at the ground. And when her daughter brings the spoons, she wiped her eyes with the end of her handkerchief and went back to the kitchen". (U.Hamdani) In both examples, the emotional state is expressed. In such cases in man ongoing internal changes are manifested in different situations in women and men. Lip and eyebrow facial expressions - twisting lips, twitching lip, biting lips and raising eyebrows are more common in women. "Who are you? Why have you insulted the old man? Go and apologize!

"Voy vu-uy... the lass balmed her lips". (G. Hotamov)

"Nasima came out with a flirtation and started dancing".

Motions express the content of anger which are related to a facial expression can be observed in men.

"Sufi wandered blushed around the door until they entered the house".(Chulpon)

In nonverbal media, gender identity refers only to men and women not only gestures and facial expressions specific to the individual, but gestures of a national character should also be taken into consideration.

Nonverbal means of national character are listed as signs used in the communication of a particular people, nation or ethnic group, although it is



characterized their limited usage. Such nonverbal means embody national characteristics and are associated with rituals and etiquette.

The famous orientalist German Vamberi spoke not only Arabic, Persian and Uzbek, but also but he also knew the culture and customs of these peoples. From his manners, it is not at all obvious that he is a foreigner. History of the Oriental Peoples of Islam and as a scholar of culture, he is respected by the population.⁹ But in a party impressed by the very pleasant music as he was sitting and involuntarily begins shaking his leg. This move revealed to the audience that he was European. For among the peoples of the East, the melody was not a sign of enjoyment of the song by the movement of the feet, rather, it was characterized by a gradual oscillation of the head in a horizontal position.

In fact, nodding and shaking feet have different meanings in different nations.

"Write a letter," said my father. I nodded and went outside." (O'. Umarbekov)

In the above passage, the construction of the nod is widespread among the Uzbek people consent is a gesture that signifies affirmation. The text above is Bulgarian literally translated into the language means not writing a letter. Because in Bulgarian the above sign means denial.

In Uzbeks, the vertical movement of the head represents affirmation, while the horizontal movement denies. In the Bulgarians, the affirmation is through the horizontal movement of the head (vibration), which means denial throwing one's head back (away from the interlocutor, away from something, object, event self-gravity)¹⁰. Such an expression of denial is also found in the Arabs (Syria).

In conclusion, it should be noted that the lexical of verbal and nonverbal means their

"women" and "men" are also evident in their expression. The tone of the female units was "soft"

and masculine and the melody of the units is pronounced "rougher." Gender linguistics events

that are the object of research in the field are events in all sections of language, are common to

types, and are useful in systematic research.



REFERENCES:

1. Mead M. Sex and Temperament three Primitive Societies. 1935. N.Y.
2. A. Nurmonov About paralinguistic means of Uzbek language. Andijon. 1980.
3. Saidxonov M. Communication-interference and gestures. - T. "Fan". 2008.
4. Mo'minov S. Sexualization of Uzbek communication behavior // Uzbek language and literature.
5. Voronina O.A. Teoretiko-metodologicheskie osnovy gendernyx issledovaniy // Theory and methodology of gender studies. Course lecture / Pod obshch. ed. O.A. Voroninoy. - M.: MTsGI - MVShSEN - MFF, 2001.
6. Introduction to the theory and practice of gender relations. – T. Uzbekistan, 2007.

¹ ⁶ Look Nurmonov A. About paralinguistic means of Uzbek language. Andijon. 1980.

⁷ Saidxonov M. Communication-interference and gestures. - T. "Fan". 2008, p. 3.

⁸ Mo'minov S. Sexualization of Uzbek communication behavior // Uzbek language and literature, 64-66 pages.

⁹ Nurmonov A. About paralinguistic means of Uzbek language. Andijon, 1980, p. 4.

¹⁰ Saidxonov M. Communication-interference and gestures. - T. "Fan". 2008, p. 52.



ПРИНЦИПЫ РАСПРЕДЕЛЕНИЯ СЛОВ РУССКОГО ЯЗЫКА НА КЛАССЫ

Панжиев Н. П.

Научный руководитель :Доц.

Номозов Фарид Ботирович

Термезского Государственного Университета

Senior teacher of the Department of Methodology of Exact and
Natural Sciences of PYMO"MM

Аннотация: В современную эпоху информационной глобализации изменения, происходящие в сфере образования, прямо меняют его деятельность с педагогической на активную, приспособляющуюся к тому же процессу глобализации, требующую постоянной самостоятельной работы. Делается акцент на том, что для реализации современных ценностей образования необходим новый педагог - педагог-профессионал. В данной статье уделяется внимание данным характеристикам педагога. по Лингвистике (русский язык) статьи на тему ("")

Ключевые слова: квалификация, компетентность, качество образования, преподавание, мастерство, педагогическая деятельность, химия и биология.

Во всех языках мира слова классифицируются в соответствии с определёнными принципами и критериями. Классы слов, выделяемые на основе тех или иных признаков, неодинаково трактуются в грамматиках различных языков. В зависимости от того, какие основания закладываются в классификацию слов, языковеды называют эти классы лексическими группировками, грамматическими разрядами, лексико-грамматическими категориями. Важность и необходимость специального изучения выделяемых классов слов или иначе, частей речи, исследование их сущности и форм проявления подтверждаются высказыванием А. А. Реформатского: «Наиболее общими и необходимыми в грамматике каждого языка категориями являются части речи. С выяснения вопроса о частях речи начинается грамматическое



описание любого языка» [Реформатский 1967, 320]. И в венгерском, и в русском языках выделяются лексико-грамматические группы слов, называемые частями речи и отличающиеся общими семантическими и грамматическими свойствами. Так, например, на основе общего категориального значения и самостоятельного употребления в обоих языках можно выделить две основные группы частей речи: знаменательные и служебные. Тем не менее, следует подчеркнуть, что состав частей речи сравниваемых языков различен вследствие их различной структуры и особенностей грамматического строя. Различия затрагивают не только состав частей речи, но и их объём, а также набор грамматических категорий и средств их выражения. «Лингвист, занимающийся контрастивной грамматикой, заинтересован прежде всего в определении 1) самого числа частей речи в сравниваемых языках, 2) состава категорий, характеризующих отдельные части речи, и 3) деривационных связей, существующих между отдельными частями речи в данном языке» [Ярцева 1981, 93]. Теоретическая лингвистика для всех языков предлагает три принципа классификации частей речи, на общности которых они распределяются по разрядам: 1) логико-семантический, 2) формальноморфологический и 3) функционально-синтаксический. В качестве критериев выделения частей речи учитывается также система словообразовательных аффиксов и сочетаемость слов. Таким образом, совокупность признаков, на основании которых выделяются части речи, такова: семантический признак – общее категориальное значение, отвлечённое от лексических значений всех слов данного класса (например, предметность у существительного; действие, состояние – у глагола); морфологический признак – общие морфологические категории, выраженные материально; синтаксический признак – одинаковые синтаксические позиции слов; словообразовательный признак – способность слов к образованию новых слов по определённому типу; признак сочетаемости – способность слов сочетаться со словами других частей речи. Сказанное не означает, что в языках с различным грамматическим строем возможно выделение частей речи на основании одинаковых критериев. В частности, распределение слов венгерского языка по частям речи на основе их исходных форм может вызывать трудности у русскоязычных учащихся. Например, существительные



в русском языке, имеющие признаки родовой принадлежности, в своей исходной форме обладают постоянными формальными показателями, флексиями, суффиксами, на основе которых их можно отнести к определённой группе слов: тетрадь – *fűzet*, книга – *könyv*; письмо – *levél*, солнце – *nap*; учитель – *tanár*, богач – *gazdag ember*. В венгерском же языке из-за отсутствия грамматической категории рода у существительных и, следовательно, родовой маркировки, классифицировать их на основе морфологических признаков не представляется возможным. В таких случаях при распределении слов на разряды во главу угла выдвигается лексико-семантический признак. Очевидно, что в сопоставительной лингвистике вопрос о приоритетности критериев, используемых как основания при разделении слов на классы, – это вопрос, который и сегодня вызывает разногласия у многих исследователей. Так, В. С. Виноградов и И. Г. Милославский считают, что значения частей речи – это главный признак, а основа выделения частей речи – их лексико-семантические характеристики: «Сопоставительное изучение неблизкородственных языков в принципе не может основываться на формальных соответствиях. Учёт содержательной стороны языковых элементов с неизбежностью приводит к мысли о том, что для неблизкородственных языков только семантические критерии могут быть основанием для сопоставления» [Виноградов, Милославский 1986, 8]. В разные времена выдвигались разные критерии, определявшие главные подходы к выделению классов слов. Ряд языковедов к одной части речи относили слова на основании их морфологических признаков; другие исходили главным образом из общего категориального значения; третьи сочетали структурные и семантические признаки и т. д. Различия во взглядах многих грамматистов на существующие в языке классы слов объясняются отчасти объективными причинами. Для венгерского (агглютинативного) и для русского, флективного, языков наиболее существенный, но не единственный, критерий выделения частей речи – морфологический, поскольку части речи в них имеют чёткие очертания. В языках же, где морфологические показатели развиты слабо, значение приобретает сочетаемость слов. Однако для построения классификации частей речи венгерского языка приходится учитывать его отличительные особенности, что заставляет нас рассматривать



семантический критерий как основной при выделении классов слов. Подводя итог сказанному: основные критерии выделения частей речи в венгерском языке являются как правило семантические и формальные, т. е. морфолого-синтаксические, тогда как в русском языке деление слов на лексико-грамматические разряды осуществляется с учётом лексического значения, характера морфологических признаков и синтаксической функции слова. Среди факторов, влияющих на определение в языках состава частей речи, – их объём; особо следует указать и на выбор словаря. Иначе говоря, распределение слов по частям речи может быть обусловлено словарём, взятым как основа для отбора лексики. Например, в толковых словарях венгерского языка представленные имена существительные и прилагательные могут иметь одинаковую форму, поэтому провести грань между этими разрядами слов часто бывает трудно. Например, форма *porcelán* – словарная форма существительного фарфор и прилагательного фарфоровый. Размытой бывает граница также между глаголами и именами существительными. Так, форма *követ* – словарная форма глагола следовать и существительного посол. Добавим, что переход слов разных частей речи в венгерском языке в класс существительных осуществляется значительно чаще, чем в русском. Особенно ощутимо пополнение разряда венгерских существительных словами, которые употребляются без какого-либо материально-го изменения, т. е. специальных словообразовательных средств. Например, *öreg* – словарная форма существительного старик и прилагательного старый; *szomszéd* – словарная форма существительного сосед и прилагательного соседский, соседний и т. д. Тип словаря аналогичным образом может обусловить распределение слов по частям речи. Так, данные толковых и частотных словарей в общем и целом не совпадают: если в толковом словаре представлены слова, имеющие номинативную самостоятельность, то в частотном, как правило, приводится лексика, более употребительная в речи. Что касается двуязычных словарей, то они демонстрируют образец сопоставления лексических значений в том смысле, что значения слов одного языка объективируются и затем отображаются средствами другого: «Происходит движение от языковой формы к её содержанию и от него к форме другого языка» [Виноградов, Милославский 1986, 8].



Проблема частей речи в различных языках мира на протяжении многих веков оставалась дискуссионной. Не является она бесспорной и в современном языкознании, что объясняется теоретической неразработанностью проблемы, связанной с самой природой частей речи, а также с лексикографическим фактором (например, выбором словарей, послуживших основой для отбора лексики), который влияет на распределение слов по классам, на их состав и объём. Вопрос о принципах выделения частей речи, их номенклатуре, иерархии между ними и др. – один из главных в грамматике любого языка, составляющий основу его грамматического строя, основу его описания, – остаётся нерешённым и в хунгарологии.

References:

1. Хуторской, А. В. Ключевые компетенции как компонент личностно ориентированной парадигмы образования / А. В. Хуторской // Народное образование. -№ 5. -2003. -С. 5-62.
2. Рубцова, А. В. Конструирование и методика использования ситуационных задач по биологии / А. В. Рубцова, Е. Арбузова, Н. Гольцова // Биология в школе. -№ 8. -2015. -С. 36-42.
3. Khakimov, S. R., & Sharopov, B. K. (2023). Educational Quality Improvement Events Based on Exhibition Materials in Practical Training Lessons. American Journal of Language, Literacy and Learning in STEM Education, 1(2), 5-10.
4. Yuvmitov, A., & Hakimov, S. R. (2021). Influence of seismic isolation on the stress-strain state of buildings. Acta of Turin Polytechnic University in Tashkent, 11(1), 71-79.
5. Шаропов, Б. Х., Хакимов, С. Р., & Рахимова, С. (2021). Оптимизация режимов гелиотеплохимической обработки золоцементных композиций. Матрица научного познания, (12-1), 115-123.
6. Ювмитов, А. С., & Хакимов, С. Р. (2020). ИССЛЕДОВАНИЕ ВЛИЯНИЯ СЕЙСМОИЗОЛЯЦИИ НА ДИНАМИЧЕСКИЕ ХАРАКТЕРИСТИКИ ЗДАНИЯ. Acta of Turin Polytechnic University in Tashkent, 10(2), 14.



7. Hakimov, S., & Dadaxanov, F. (2022). STATE OF HEAT CONDUCTIVITY OF WALLS OF RESIDENTIAL BUILDINGS. Science and innovation, 1(C7), 223-226.
8. Yuldashev, S., & Hakimov, S. (2022). ТЕМИР ЙЎЛ ТРАНСПОРТИДАН КЕЛИБ ЧИҚАДИГАН ТЕБРАНИШЛАР ҲАҚИДА. Science and innovation, 1(A5), 376-379
9. ХАКИМОВ, С. (2022). АКТИВ ВА ПАССИВ СЕЙСМИК УСУЛЛАРИ ҲАМДА УЛАРНИНГ АСОСИЙ ВАЗИФАЛАРИ. Journal of Integrated Education and Research, 1(2), 30-36.



ANALYSIS OF ACID HYDRAULIC FRACTURING PROCESS OF LAYER IN MINING CONDITIONS

Meiliyeva Kibriyo Oybekovna

stajyor, Karshinsky Engineering and Economic Institute,
city Karshi, Republic of Uzbekistan

Jumaev Doston Baxtiyor o'g'li

Student group NGI-122-21 Karshinsky Engineering and Economic Institute,
city Karshi, Republic of Uzbekistan.

АННОТАЦИЯ

Qatlamni gidravlik yorish sizilish-o'tkazuvchanligi xususiyatlari past bo'lgan qatlamlarga ishlov berib gazberaoluvchanlikni oshirishda birmuncha samarali usul hisoblanadi. Gidroyorish amalga oshirilgach quduq mahsuldorligi tezda o'sadi. Ushbu usul neft va gazni odatdagi uslublar orqali olish imkonsiz yoki kamrentabelli bo'lgan to'xtab qolgan quduqlarni "tiriltirish" imkonini beradi.

АННОТАЦИЯ

Гидравлический разрыв пласта – наиболее эффективный способ увеличения газоотдачи при разработке пластов с низкими фильтрационно-емкостными свойствами. После проведения гидроразрыва дебит скважины, как правило, резко возрастает. Метод позволяет «оживит» простаивающие скважины, на которых добыча нефти или газа традиционными способами уже невозможна или малорентабельна.

ANNOTATION

Hydraulic fracturing is the most effective way to increase gas recovery in the development of reservoirs with low reservoir properties. After hydraulic fracturing, the well flow rate, as a rule, increases sharply. The method allows to "revive" idle wells, where oil or gas production by traditional methods is no longer possible or unprofitable.

Tayanchso‘zlar: qatlam, kon, kislota, gidravlik yorish, quduq, yoriq, bosim, eritma, oqim, suyuqlik.

Ключевые слова: пласт, залежь, кислота, гидроразрыв пласта, скважина, трещина, давление, раствор, поток, жидкость.

Keywords: reservoir, reservoir, acid, hydraulic fracturing, well, fracture, pressure, solution, flow, fluid

Introduction

In the development of our independent republic, the modern oil and gas industry has achieved great success in a short period of time, our republic has started to sell energy sources abroad in addition to providing its own needs for oil and gas products. With the commissioning of new oil and gas facilities, high-tech production facilities meeting world standards began to be used.

Main Part

As a result of drilling, opening primary and secondary wells, improving the testing works, not polluting the productive layer and maintaining its natural permeability, opening the productive layer with effective methods, and ensuring that the wells will produce products for a long time is one of the most urgent issues today.

Hydraulic fracturing of the formation determines the flow rate (receptivity) in the QGY for the selected well, the bottom of the well and formation pressure, the amount of water in the well where the product will be extracted, and the gas factor. Cleaning of the bottom of the well and around the bottom of the formation is carried out.

In the method of hydraulic fracturing, liquid is pumped into the formation under pressure, and under the influence of pressure, the formation is opened and divided into layers. When the pressure is reduced, large sands are pumped together with the fluid to prevent the fractures from connecting to each other, the permeability is maintained, and the permeability of the fractured layer is improved up to 1000 times. We use data from Ilonli mine №4 well to calculate acid hydraulic fracturing of the formation. The parameters of the well required for these calculation works are



sufficient for the calculation of KKGYO and the calculation of fractures and are presented in the table below.

Table 1. Parameters of Ilonli mine №4 well

Indicators	Designation	Value	Unity
Well depth	L_{skv}	1902	m
Internal diameter of the NKQ	d_{nkt}	0,072	m
Determined layer thickness	H	20	m
Average permeability	K	$0,039 \cdot 10^{-12}$	m^2
Rock modulus of elasticity	E	$2 \cdot 10^{10}$	Pa
Poisson's ratio	ν	0,3	
Average density of rocks above the productive layer	ρ_p	2400	kg/m^3
Yoruvchi suyuqlik zichligi	P_{jr}	1000	kg/m^3
Yoruvchi suyuqlik qovushqoqligi	μ	150	$mPa \cdot s$

We calculate the vertical component of rock pressure to the bottom of the well according to the following formula:

$$P_B = 2400 \cdot 9,81 \cdot 1902 = 44,78 \text{ MPa}$$

According to this formula, we calculate the horizontal component of the rock pressure at the bottom of the well:

$$P_r = 44,78 \cdot \frac{0,3}{1 - 0,3} = 19,19 \text{ MPa}$$

In such conditions, vertical cracks will appear in the CKGYO, because the horizontal component of the rock pressure is somewhat smaller.

The NU-2250 aggregate is used to drive the explosive liquid and acid solution into the formation. The volume of fracturing fluid that should be pumped into the formation is $V_{talab} = 30 \text{ m}^3$. The time required to pump this amount of fracturing fluid into the formation is $t_{hay} = 25$ minutes. Accordingly, the driving speed should be ensured:

$$Q_{min} = \frac{V_{talab}}{t_{yay}} = \frac{30}{25 \cdot 60} = 0,02 \text{ m}^3/c$$

We use a water-based gel with a density $\rho_{j.r.} = 930 \text{ kg/m}^3$ and a viscosity $\mu_{j.r.} = 150 \text{ mPa} \cdot s$ as an explosive liquid.

The pressure required to crack the layer is calculated as follows:

$$\frac{P_{\text{qat.yor}}}{19,19 \cdot 10^6} \left(\frac{P_{\text{qat.yor}}}{19,19 \cdot 10^6} - 1 \right)^3 = 5,25 \cdot \frac{1}{(1 - 0,3^2)^2} \cdot \left(\frac{6,36 \cdot 10^{10}}{19,19 \cdot 10^6} \right)^2 \cdot \frac{0,035 \cdot 0,15}{19,19 \cdot 10^6}$$

We have the following layer cracking $P_{\text{qat.yor}} = 20.58 \text{ MPa}$.

The mode of flow of explosive liquid along the NKQ is calculated based on the relationship between the actual and critical flow velocities. The critical flow rate is calculated by the following formula:

$$\vartheta_{\text{kpc}} = 25 \sqrt{\frac{\tau_c}{\rho_c}} = 25 \sqrt{\frac{1,5}{1000}} = 0,97$$

where is the τ_c – ultimate shear stress:

$$\tau_c = 8,5 \cdot 10^{-3} \cdot \rho_c - 7 = 8,5 \cdot 10^{-3} \cdot 1000 - 7 = 1,5 \text{ Pa}$$

The actual speed of the flammable liquid along the NKQ is calculated by the following formula:

$$\vartheta_c = \frac{Q}{F} = \frac{4 \cdot 0,02}{3,14 \cdot 0,072^2} = 4,9 \text{ m/c}$$

The flow regime is defined as follows, taking into account the friction loss when the pump moves along the compressor pipes:

$$\Delta P_c = 0,012 \cdot \rho_c \cdot H_T \cdot \vartheta^2 \cdot \frac{1}{d_{\text{NKQ}}} = 0,012 \cdot 930 \cdot 1902 \cdot 4,9^2 \cdot \frac{1}{0,072} = 18,3 \text{ MPa}$$

The upper pressure required for hydraulic fracturing of the formation is determined as follows:

$$P_u = P_{\text{qat.} \ddot{\text{e}}\text{p}} - N_{\text{qud}} \rho_c g + \Delta P_c = 20,58 \cdot 10^6 - 1902 \cdot 930 \cdot 9,81 + 8,3 \cdot 10^6 = 22,5 \text{ MPa.}$$

If we look at the working description of the hydraulic fracturing pump, it can be seen that the maximum consumption under the working pressure of 22.5 MPa is 0.03 m³/s. Then the number of pumps needed to implement the technological event:

$$N = \frac{Q_{\text{min}}}{Q} + 1 = \frac{0,02}{0,03} + 1 = 1,66 .$$

If we round up the resulting number, 2 pump units will be needed to hold this event.

The crack length is calculated by this formula:

$$l = \sqrt{\frac{63 \cdot 6,36 \cdot 10^{10}}{5,6 \cdot (1 - 0,3^2) \cdot 22 \cdot (20,06 - 19,04) \cdot 10^6}} = 84 \text{ m.}$$

The width of cracks is calculated as follows:

$$\omega = \frac{4(1 - 0,3^2) \cdot 158 \cdot (20,58 - 19,19) \cdot 10^6}{6,36 \cdot 10^{10}} = 6,7 \text{ mm}$$

Summary

After the formation of pores, acid is pumped cyclically under a pressure higher than the formation's bursting pressure, together with a retarder, and the rocks are eroded along the entire length of the pores. The amount of acid pumped into the layer is determined after a technical and economic analysis.

List of Used Literature

1. Persiyantsev M.N. Dobycha oil v oslojnenykh usloviyax. - LLC "Nedra-Biznestsentr" 2000.
2. Zakirov S.N., Zakirov E.S., Zakirov I.S. The new principle and technology of development of mestorogen oil and gas. M.: Izhevsk. 2004.
3. Hydrazryv plasta / Otv. ed. A.I. Bulatov. – Krasnodar: OOO "Prosveshchenie-Yug", 2004.
4. Internet sources:
<http://ebiblioteka.uz> (Portal of the Scientific Pedagogical Library of the Republic)
<http://www.dobi.oglib.ru> (Oil and Gas Electronic Library Portal).
<http://ziyonet.uz> (Akhborot educational network portal).

THE DEVELOPMENT OF COMPARATIVE LINGUISTICS AND ITS HISTORY

Negmatova Mutabar Dustmurodovna

Teacher of the Department of English Philology,

Methodology and Practice of the English Language at Karshi State University

Abstract:

The article inform about origin of comparative linguistics, its development and difference between other types of comparative linguistics and also it discusses the problem of terminological differentiation of two disciplines as part of comparative linguistics, studying related languages in diachronic (compare historical linguistics) and in synchrony; for terminological marking of the second In this direction, the term "comparative synchronic linguistics" is introduced.

Keywords: the origin of comparative linguistics, comparative grammar, comparative method, comparative linguistics, terminology, comparative-historical, comparative synchronic, related languages, compares historical linguistics.

The birth and functioning of the comparative-historical method became the basis for the formation of a new independent linguistic discipline- us - comparative historical linguistics, which is based on the work Fr. Bopp, R. Rusk, J. Grimm, A. H. Vostokov, written in the first quarter XIX century. [see: 1; 2. C. 6 and others]. The comparative-historical method was developed and used successfully in the 19 the century to reconstruct this parent language, Proto-Indo-European, and has since been applied to the study of other language families. Comparison method and comparative historical language knowledge contributed to the formation of other linguistic disciplines, languages based on comparison [see: 1-8; and etc.].¹

Thus, the development of comparative historical linguistics became the basis for the formation of linguistic disciplines such as linguistic typology, comparative typology, and comparative linguistics. All these linguistic disciplines are based on the use of a comparison method that, on the one hand, it unites them into one big whole - into a comparative language knowledge, and on the other hand, differentiate them into different linguistic disciplines [see: 1-3; nine; and etc.].

¹ Рец. проф. Сапарова К.О. (УзГУМЯ, Ташкент); проф. У.М. Бахтикиреева (РУДН).

Comparative-historical linguistics explores the diachronic aspect related languages, identifying in them general concepts, categories, elements, proving the commonness, kinship of the common origin of the studied languages. For example, the study of the law of synchronism of the Turkic languages in diachronic from the general aspect shows that in all the Turkic languages two types of synchronicity: lingual synchronicity and labial synchronicity, which functioned simultaneously (in aggregate) and in the sound speech stream merged into one whole.

Besides that, synchronic linguistics may be either the present or particular point in the past; synchronic analyses can also be made dead languages, such as Latin. synchronic linguistics contrasted with diachronic linguistics. In the 20th century synchronic description has come to be regarded as prior to diachronic description; the latter presupposes that synchronic description at various stages of the development of a language have already been carried out. So, synharmonism, as the prosodic dominant of the Turkic sounding speech, historically consisted and consists of two components - the lingual singarmonism and labial harmony, which in the modern Turkic language knowledge, primarily in Kazakh, are terminologized in the following formulas- linguistic harmony, linguistic soft harmony; lingua-biosolid syngharmonicity, lingua-soft syngharmonicity.

This is explained by the fact that labial harmony, in contrast to lingual syngharmonicity does not function independently: labial syngharmonicity does not exist outside of lingual singharmonism; labial harmony always functions together with lingual harmony, in words in which syngarmoling present hard or syngarmoling soft labial vowels.

The emergence of comparative historical linguistics in the XI-XII centuries in Central Asia (M.Koshgariy, M.Zamakhshary, A.Navoiy, Z.M.Babur) and later in Western Europe and Russia in the XVII-XIX centuries (F.Bopp, R.Rask, J.Grimm, I.Dobrovsky, A.Kh.Vostokov). F.Bopp: typological classification of languages, root theory, agglutination theory. R.K.Rusk: establishing grammatical and phonetic correspondences, chronologization layers of vocabulary. J.Grimm: three stages of development of the human language, an appeal to sound changes, the law of the first movement of consonants in Germanic languages (the law Grima). A.Kh.Vostokov: "first-class" and "second-class" words, periodization of the Slavic language.



Comparative-historical linguistics in the middle of the nineteenth century. Development and application of the comparative-historical method in the study of language groups: F.Pott, T.Benfey, G.Curtius, A.Kuhn, A.Schleicher. A.F.Pott - Founder of Scientific etymology. G.Curtius: "The main features of Greek etymology." A.Kun - founder of linguistic paleontology and comparative mythology. A. Schleicher and his contribution to the development of the theory and practice of comparative historical research. Naturalistic concept. Comparative historical problems in the works of I.I.Sreznevsky.

Value works of F.I.Buslaev for the development of comparative historical linguistics. The concept of proto-language and the theory of the family tree. Types of similarities between languages. Criteria for determining linguistic relationship. Comparative Historical Issues linguistics in the works of young grammarians. The problem of changing the meanings of words in the interpretation of G.Paul. Psychological direction. Comparative historical problems in the works of F.F.Fortunatov. Questions and Answers comparative historical linguistics and the typology of languages in the works of representatives Kazan linguistic school.

Morris Swadesh (1909-1967) glottochronology method for measuring speed language changes (most often referring to lexicostatistics, i.e. comparing lists of 100 or 200 words of the compared languages from the most stable part of the vocabulary and taking the preservation rate of this list is equal to 81% and, accordingly, 86%, for one millennium) and determine on this basis the time of separation of related languages and the degree of closeness between them.

New criteria for internal reconstruction were developed, new theories of IndoEuropean vocalism and consonantism; further development - laryngeal theory. nine Restoration of accent-intonation types associated with certain grammatical paradigms (V.A.Dybo, V.M.Illich-Svitych). Reconstruction past states of a number of grammatical categories, the formation of new ideas about the oldest syntactic sentence structure.

Successes in the study of Indo-European vocabulary (A.Walde, B.Pokorny.) Etymological dictionaries of ancient Indo-European languages - ancient Greek, ancient Indian, Latin, Baltic. Research on Indo-European onomastics and hydronyms (T.Milevsky, E.Benveniste, G.Schramm, M.Mayrhofer). Revisions of the idea of a single Indo-European source language (supporters of the idea continuity



of the IndoEuropean language area, new linguists (M.Bartoli, V.Pisani, J.Bonfante, J.Devoto; N.S.Trubetskoy); authors of various and very controversial schemes dialectal division of the Indo-European region (J.Bonfante, I.A.Kerns and B.Schwartz, A.L.Kroeber and K.D.Chretien, W.Porzic, H.Krae). Typological descriptions of Indo-European languages (P.Hartman). Further study of Indo-European antiquity (M.Gimbutas, P.Bosk-Gimper, R.U.Erich). Study of social, legal, economic institutions of the ancients Indo-Europeans (E.Benveniste). Interest in Indo-European mythology (J.Dumisel, P.Thieme, G.Lommel, F.B.J.Kuyper).

Language changes: phonetic, lexical, morphological, syntactic. Explanation of the reasons for individual language changes. The importance of keeping track of language contacts for comparative historical linguistics. Contact influence in a bilingual environment. Borrowing. Separation of original words from borrowings from close relative's languages. The value of borrowings for the study of language history. Etymology. The concept of etymology. Etymologization of primordial words. Etymologization stable phrases. Correlation of semantics and phonetics in etymology. Spatial (areal) linguistics and linguistic geography. The concept of genetic identity. Establishing the relationship of languages. Problems and principles of genealogical classification of languages. Major families of languages. Concept convergence. Methods of language divergence. Establishing correspondences between families and languages. The principles of proving the relationship of languages (phonetic and grammatical matches). Bopp's theory of agglutination.

Reconstruction of the phonological system and its phonetic interpretation. Reconstruction of grammatical units. External and internal reconstruction. The concept of linguistic time. Absolute and relative chronology. Dialectal division of the protolanguage and issues of areal (spatial) linguistics. The level of models and interpretation in reconstruction. Reconstruction of morphology and syntax. The tasks of morphological reconstruction. Reconstruction of inflectional affixes. The problem of grammatical reconstruction values. Reconstruction of syntactic proto-linguistic morphemes. Reconstruction of additional distributions in the proto-language. Reconstruction of proto-linguistic word-formation. Reconstruction syntax. Lexical reconstruction. Examples of lexeme reconstructions. Reconstruction of lexemes, undergoing irregular transformations. Reconstruction of semantics based on restoration of the system of proto-linguistic oppositions. Computer



comparative studies. Computer use in software research comparative historical linguistics.

Methodology for the comparative historical study of languages: comparative historical method, glottochronology, reconstruction. Comparison as a universal linguistic method of cognition. Intralingual comparison. Types of interlingual comparison.

Methods for learning and describing languages. Linguistic Epistemology and Comparison Methodology. Scientific knowledge as a process. General scientific research methods and their application in linguistics. Introspection, observation, and experiment. Linguistic modeling. Comparative method. Comparative study of related and unrelated languages: implicit juxtaposition and language parallels. Typological method. Quantitative methods for defining typological language options. Types of contrastive analysis ("pure" and complex analysis, vertical and horizontal analysis, one-sided and two-sided analysis). "Error analysis": theory and practice. Frequency dictionaries and their use in matching. Statistical methodology for learning language and text. Logical-mathematical modeling of language processes. Fuzzy logic. Descriptive methods: private techniques and techniques. Highlighting units. Distributive analysis. Distribution models. Component analysis. Methods for determining semantic factors. Determination of the semantic valence of linguistic units. Syntactic technique positions and distributive analysis. Methodology of transformation and transformational method. Opposite method. Nevertheless, we decided to use the term typology, since, in comparative typology, they are equally investigated as related, and unrelated languages. If we use the term (qiyosiy) typology (literally: comparative typology), then we "run into" the meaning in which the comparison of related languages is initially laid down, i.e. a comparative the typology of related languages, while the boundaries of the comparative typology logic are broader: it studies languages, regardless of their relationship.

The proposed concept of differentiation of linguistic disciplines is based on the use of a comparison method with terminological markings the scientific direction that studies the synchronous state of related languages in comparison, analogously: comparative synchronic linguistics. Quite it is possible that this is an inconclusive decision since science is one of the freest, democratic spheres of social activity of



the individual and society (although the truth is always the same), therefore, it is acceptable (and, possibly, required) and other mono- and multi-innovation concepts.

References

1. Yusupov U.K. Osnovy sopostavitelnogo yazykoznaniya. Tashkent: Fan, 1981.
2. Yusupov U.K. teoreticheskiye osnovy sopostavitelnoy linguistiki. Tashkent: Fan, 2007.
3. Buranov Dzh. Sravnitel'naya tipologiya angliyskogo i turkskikh yazikov. M.: Vyssyaya shkola, 1983.
4. Neroznak V.P. Sravnitel'no-istoricheskiy metod // BSE. Yazikoznaniye. M: Bolshaya rossiyskaya entsiklopediya, 2000. S. 485—486.
5. Gak V.G. Sravnitel'naya tipologiya frantsuzskogo i russkogo yazikov. M.: Prosvescheniye, 1983.
6. Gukhyman M.M. Tipologicheskiye issledovaniya // Teoreticheskiye problem sovremennogo yazikoznaniya. M., 1968.
7. Makayev E.A. Obschaya teoriya sravnitel'nogo yazikoznaniya. M., 1977.
8. Bakirov P.U. Semantika i struktura nomenotsentricheskikh poslovits (na materiale russkogo, uzbekskogo, kazakhskogo yazikov). Tashkent: Fan, 2006.
9. Meillet A. Sravnitel'nyy metod v istorii yazikoznaniya / Per. s frants. M., 1954.

IMPROVING LABOR MIGRATION GOVERNANCE IN UZBEKISTAN: RECOMMENDATIONS BASED ON INTERNATIONAL BEST PRACTICES

Norjigitov Marufjon Ziyodulla o'g'li
2nd year Master's degree student

Abstract:

Uzbekistan has experienced significant labor migration in recent years, with many citizens seeking employment opportunities abroad. However, the country's labor migration governance systems and policies have not kept up with this trend. This article reviews international best practices in labor migration governance and provides recommendations for improving the governance of labor migration in Uzbekistan. The recommendations focus on ensuring the rights and protections of labor migrants, improving the management of labor migration flows, and strengthening institutional capacity and coordination among relevant government agencies.

Key words: labor migration, governance, Uzbekistan, international best practices, recommendations, migrant workers, policy, legal framework, social protection, labor market, skills development, labor rights, human trafficking.

Introduction:

Uzbekistan has become a major source of labor migration in Central Asia, with many citizens seeking employment opportunities in Russia, Kazakhstan, and other countries. However, the country's labor migration governance systems and policies have not kept up with this trend. This has led to many challenges for labor migrants, including exploitative working conditions, limited access to social protections, and inadequate legal and institutional frameworks for protecting their rights.

International Best Practices in Labor Migration Governance: There are a number of international best practices for labor migration governance that can inform Uzbekistan's efforts to improve its policies and practices. These include:

1. Protecting the rights of labor migrants: This includes ensuring that labor migrants have access to legal protections, social services, and fair wages and

working conditions. Uzbekistan can adopt policies that require employers to provide these protections, as well as mechanisms for monitoring compliance.

2. Managing labor migration flows: Effective labor migration governance requires the management of migration flows to ensure that labor migrants are matched with appropriate jobs and that their entry and exit from host countries is regulated. Uzbekistan can improve its management of migration flows by developing programs that match migrants with appropriate employers and providing support services to help migrants navigate the process.

3. Strengthening institutional capacity and coordination: Successful labor migration governance requires the coordination of multiple government agencies, including those responsible for labor, migration, and social welfare. Uzbekistan can strengthen its institutional capacity and coordination by developing policies and practices that promote interagency collaboration and information sharing.

Recommendations for Improving Labor Migration Governance in Uzbekistan: Based on these best practices, there are several recommendations that Uzbekistan can adopt to improve its labor migration governance:

1. Develop and enforce labor standards: Uzbekistan can adopt and enforce labor standards that protect the rights of labor migrants, including fair wages and working conditions, access to social services, and protection from exploitation.

2. Establish a labor migration management system: Uzbekistan can develop a labor migration management system that matches migrants with appropriate employers and regulates their entry and exit from host countries. The system should include support services for migrants and mechanisms for monitoring compliance with labor standards.

3. Strengthen institutional capacity and coordination: Uzbekistan can improve its institutional capacity and coordination by establishing a lead agency responsible for labor migration governance and developing policies and practices that promote interagency collaboration and information sharing.

Here are some examples of recommendations for improving labor migration governance in Uzbekistan:

1. Develop a comprehensive national policy on labor migration that covers all aspects of labor migration, including labor rights, social protection, skills development, and access to justice. This policy should be developed through a



consultative process that involves all relevant stakeholders, including civil society organizations, trade unions, and migrant workers themselves.

2. Strengthen the legal framework for labor migration by adopting and enforcing laws and regulations that protect the rights of migrant workers and prevent exploitation and abuse. This includes ensuring that labor contracts are transparent and enforceable, that minimum wages and working conditions are respected, and that workers have access to justice and remedies in case of violations.

3. Strengthen the institutional capacity for labor migration governance by establishing a dedicated agency or mechanism responsible for overseeing all aspects of labor migration. This agency should have the necessary resources and expertise to coordinate with other relevant agencies, engage with civil society, and ensure effective implementation of labor migration policy.

4. Improve social protection mechanisms for migrant workers by ensuring access to health care, education, and social services. This includes providing support for families left behind, as well as for returning migrants who may face social and economic reintegration challenges.

5. Enhance skills development programs for migrant workers to ensure that they have the necessary skills and knowledge to contribute to the development of the country and to access decent work opportunities. This includes providing language and vocational training, as well as recognition of skills acquired abroad.

6. Combat human trafficking by adopting a victim-centered approach that prioritizes the protection and support of victims. This includes providing comprehensive services to victims, such as medical care, legal assistance, and safe and secure accommodation.

By implementing these recommendations, Uzbekistan can improve the governance of labor migration and ensure that migrant workers are protected and empowered to contribute to the development of the country.

Conclusion: Improving labor migration governance in Uzbekistan requires a comprehensive approach that addresses the rights and protections of labor migrants, the management of migration flows, and institutional capacity and coordination. Adopting international best practices and implementing the recommendations provided in this article can help Uzbekistan improve its labor migration governance and ensure that labor migrants are able to access decent work and social protections



both at home and abroad. In conclusion, international best practices in labor migration governance offer a valuable guide for Uzbekistan to improve its labor migration policy and practice. The analysis of international experiences reveals that successful governance of labor migration requires a comprehensive and integrated approach that covers policy, legal framework, social protection, labor market, skills development, and labor rights. To ensure effective implementation of labor migration policy, Uzbekistan needs to strengthen its institutional capacity and coordination among relevant agencies, as well as enhance the participation of civil society and migrant workers in policy-making and implementation processes. The government should also address the root causes of irregular migration and human trafficking by creating decent work opportunities, improving social protection mechanisms, and increasing access to education and training. In addition, Uzbekistan needs to adopt a victim-centered approach to combat human trafficking and provide comprehensive support to victims. By taking these recommendations into account, Uzbekistan can improve the governance of labor migration and promote safe, orderly, and regular migration that benefits both the country and migrant workers.

References:

1. International Labour Organization (ILO). (2018). General principles and operational guidelines for fair recruitment. Geneva: International Labour Office.
2. International Organization for Migration (IOM). (2017). International Migration Law: Glossary on Migration. Geneva: International Organization for Migration.
3. International Organization for Migration (IOM). (2019). Enhancing Labour Migration Governance in Ethiopia: Building Synergies between Policy and Practice. Geneva: International Organization for Migration.
4. International Organization for Migration (IOM). (2020). Enhancing the Sustainability and Positive Impact of Labour Migration in the Asia-Pacific. Geneva: International Organization for Migration.
5. United Nations. (2018). Global Compact for Safe, Orderly and Regular Migration. New York: United Nations.



6. United Nations Development Programme (UNDP). (2019). Handbook on Migration and Development. New York: United Nations Development Programme.
7. United Nations Development Programme (UNDP). (2020). Labour Migration for Inclusive Growth in Central Asia: A Guide for Policymakers. New York: United Nations Development Programme.
8. World Bank. (2019). Migration and Remittances: Recent Developments and Outlook. Washington, D.C.: World Bank.
9. World Economic Forum. (2019). The Global Competitiveness Report 2019. Geneva: World Economic Forum.
10. World Health Organization (WHO). (2019). Global Strategy on Occupational Health for All. Geneva: World Health Organization.
11. Dovchin, S. va Osaki, K. (2022). Sharqiy Osiyoda mehnat muhojirlarini himoya qilish siyosati: qiyosiy tahlil. Osiyo va Tinch okeani migratsiya jurnali, 31(1), 1-16.
12. Kaur, N. va Kumar, P. (2022). Mehnat migrantlari huquqlarini himoya qilishda ijtimoiy kapitalning rolini o'rganish. Etnik va migratsiya tadqiqotlari jurnali, 48(6), 1130-1148.
13. Lu, M. va Xu, Q. (2023). Malakali ishchilarning xalqaro migratsiyasida inson kapitalining roli: Xitoydan dalillar. Xalqaro migratsiya sharhi, 57(1), 51-76.

ВЛИЯНИЕ НА ЭКОЛОГИЮ УЗБЕКИСТАНА ДОБЫЧА ГОРЮЧЕХ СЛАНЦЕВ

Хасанов Элёржон Эркинжон угли

Ташкентский государственный технический университет

Аннотация

В статье представлен анализ использования горючих сланцев в Узбекистане. Показаны элементарный состав горючих сланцев. Рассмотрены экологические проблемы переработки горючих сланцев.

Ключевые слова: сланец, добыча, воздействие на окружающую среду, загрязнение, природные компоненты.

ВВЕДЕНИЕ

В настоящее время нефть и природный газ рассматривают в качестве основных источников сырья для химической промышленности и энергетики. Развитие технологий бурения, разработки и эксплуатации нефтяных и газовых месторождений позволяет надеяться на то, что в ближайшие годы существенного снижения объемов добычи этих ископаемых не будет. Поэтому возрастает значимость таких источников энергии, как уголь и горючие сланцы. Горючие сланцы, широко распространенные во всем мире, являются важным потенциальным топливно-энергетическим и химическим сырьем, которое при дальнейшем развитии будет вносить все более значительный вклад в экономику ряда стран.

МАТЕРИАЛЫ И МЕТОДЫ

Горючие сланцы являются одним из перспективных видов органического сырья, которые могут в значительной степени компенсировать, а в будущем и заменить нефтепродукты и газ. В отличие от других видов твердые горючие ископаемые (ТГИ), горючие сланцы содержат значительные количества водорода в органическом веществе. Возможность получения из горючих сланцев жидких и газообразных углеводородов, близких по составу и

свойствам к нефтепродуктам и природному газу, позволяет рассматривать их как важные стратегические ресурсы.

На территории Республики Узбекистан имеются огромные запасы горючих сланцев, далее (ГС) - 47,0 миллиардов тонн. Главные месторождения горючих сланцев располагаются в пустыне Кызылкум и в Байсунских горах: Байсунское (Сурхандарьинская область), Сангрунтауское (Навоийская область) и Уртабулакское (Бухарская область).

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

При визуальном изучении горючих сланцев из разных районов названных бассейнов хорошо различается степень глинистости (землистости), свойственная территориям, в минимальной степени затронутым альпийскими орогеническими процессами неоген-четвертичного времени. В горных районах (юго-западные отроги Гиссарского хребта) горючие сланцы несут признаки катагенетической и, даже, мета генетической пре образованности, выраженной каменистостью, смолистым блеском, звонкостью и хрупкостью отдельных пластин, тонко листоватой текстурой, раковистым изломом, трещинами кливажа, выполненными кальцитом и пиритом поздних генераций с характерной крупнокристаллической морфологией.

Горючий сланец черный, однородный, слабо известковый. Структура массивная, сланцеватая. Горит от спички, издавая запах жженой резины.

Органо-минеральная основа представляет дисперсную карбонатно-глинистую смесь с бесструктурным сапропелевым веществом коллоальгинитовой природы.

Изучение особенностей горючих сланцев позволяет рассматривать их в качестве энергетического, химического, технологического, а также минерального сырья для использования в различных отраслях промышленности.

Горючие сланцы Узбекистана, помимо углеродного сырья, содержат и, Mo, Ag, Re, Cd, Se, Pb, S, включая редкоземельные металлы и металлы платиновой группы.

Для определения направлений промышленного использования горючих сланцев необходимо иметь сведения об их химическом и минералогическом



составе, структуре органического вещества, наличии органоминеральных соединений, а также об изменениях, которые претерпевает исходное вещество на различных стадиях термического или химического воздействия.

Горючие сланцы разных месторождений значительно отличаются друг от друга по внешнему виду, составу и свойствам приведен в таблице 1.

Таблица 1 Элементарный состав керогена горючих сланцев

Месторождение страны	Элементарный состав, %				
	C (Углерод)	H (Водород)	O (Кислород)	N (Азот)	S (Сера)
Сингунтау (Навоийская область)	56-82	5-10	10-40	0,2-0,2	0,2-11
Байсунское (Сурхандарьинская область)	64,5	7,7	20,3	2,3	5,2
Уртабулак (Бухарская область)	60-70	7-8	До 20	2,6	8-11

Горючие сланцы содержат большой спектр цветных и редких металлов. По результатам технологических исследований, проведенных в 2003-05 гг. ИМР, запасы ценных металлов по месторождению Байсунского района оцениваются в следующих количествах:

Таблица 2 Количество запасов ценных металлов Байсунского района

Металл	в руде, г/т	в 1 млн.труды, т	Запасы по месторождению тыс.т
1.Молибден	2800	2800	155.4
2. Ванадий	2160	2160	119.9
3. Селен	106	106	5.9
4. Уран	266	266	14.8
5. Никель	2100	2100	116.6
6. Кобальт	600	600	33.3
7.Кадмий	200	200	11.1
8. Медь	400	400	22.2
9. Цинк	480	480	26.6
10. Иттрий	103	103	5.7
11. Скандий	6.1	6.1	0.338
12. Рений	0.2	0.2	0.011
13. Вольфрам	1100	1100	61.0

Особенность добычи сланцевого газа заключается в том, что обычное бурение дает не самый эффективный результат, потому что собрать углеводороды получится только с небольшого участка радиусом в несколько сантиметров. Нормальная же зона влияния должна составлять более сотни метров.

ЗАКЛЮЧЕНИЕ

При добыче сланцевого газа из пласта, подвергнувшегося гидроразрыву, выделяются значительные количества метана, что может иметь большое влияние на баланс парниковых газов. Метан остается в атмосфере в течение около десяти лет, тогда как срок жизни диоксида углерода составляет примерно 100 лет. парниковый эффект, обусловленный добычей сланцевого газа, в первую очередь обусловлен метаном. он на 22-43% выше, чем при добыче традиционного газа, на 50-125% выше, чем при добыче нефти и в два раза выше, чем при добыче угля. Воздействие на геологическую среду выражается в частности в увеличении сейсмичности территории. известны случаи землетрясений, обусловленных процессами гидравлического разрыва пласта или инъекции сточных вод. извлечение горючих сланцев, сланцевой нефти и сланцевого газа приводит к повышению радиационного фона. наиболее успешные сланцевые месторождения сформировались в палеозойскую и мезозойскую эру и имеют высокий уровень гаммаизлучения, который коррелирует с термической зрелостью сланцевого месторождения. в результате гидроразрыва радиация попадает в верхний слой осадочных пород, в районах сланцевой добычи газа наблюдается повышение радиационного фона.

ЛИТЕРАТУРЫ

1. Стрижакова, Ю.А. Горючие сланцы - потенциальный источник сырья для топ- ливно-энергетической и химической промышленности /Ю.А. Стрижакова, Т.В. Усова, В.Ф. Третьяков // Вестн. МИТХТ. - 2006. -Т.1.-Вып.-4.-С.76-85.
2. Стрижакова, Ю.А. Экологические проблемы сланцеперерабатывающего произ- водства / Ю.А. Стрижакова, Т.В. Усова // Химия твердого топлива. - 2007. -№3. - С. 53-59.



3. Стрижакова Ю.А. Горючие сланцы, Генезис, составы, ресурсы. [Текст] / Ю.А.Стрижакова. М.: Недра, 2008. С. 92.
4. Месторождения горючих сланцев мира. [Текст] / Под ред. В.Ф. Череповского. М.: Наука, 1998. С. 263.
5. Рахматов, З. Н., & Рашидов, Д. Н. (2023). Пути совершенствования механизма разработки маркетинговой стратегии ао «Ўзтемирйўлйўловчи». Innovative achievements in science 2022, 2(17), 55-60.
6. http://fossil.energy.gov/programs/reserves/npr/Oil_Shale_Environmental_Fact_Sheet.



**TERMOFIZIK KATTALIKLARNI O'LCHASH MASALALARI UCHUN
ISSIQLIK O'TKAZUVCHANLIGI TENGLAMASINI INTEGRAL
SHAKLDA TAQDIM ETISH**

M. B. Bekmurodova

Buxoro davlat universiteti Fizika kafedrası o'qituvchisi

Sh. R. Nuritdinova

Fizika ta'lim yo'nalishi talabasi

Termofizik xususiyatlarni o'lchashning ko'pgina zamonaviy usullarining nazariy asosi vaqt zonasida yoki murakkab o'zgaruvchi sohalarida issiqlik o'tkazuvchanligining chegaraviy muammolarining analitik yechimlari hisoblanadi. Ushbu usullar ularni qo'llashning ko'p sohalarida termal miqdorlarni o'lchashni ta'minlaydi. Shunga qaramay, ular asosan dizayniga umumiy yondashuv bilan bog'liq bo'lgan bir qator kamchiliklarga ega: nisbatan past aniqlik, past o'lchov ko'rsatkichlari, murakkab apparat dizayni va mehnat talab qiladigan o'lchash texnikasi.

Ushbu kamchiliklarning ko'pchiligini integral issiqlik saqlanish qonunining muvofiqligini ta'minlashga asoslangan dizayniga yondashuv yordamida bartaraf etish mumkin. Uning matematik tavsifi issiqlik tenglamasining integral shakllaridan biridir. Qalinligi L bo'lgan bir o'lchovli ob'ekt uchun bu ma'lum vaqt oralig'idagi issiqlik balansi $[\tau_1, \tau_2]$:

$$\int_{\tau_1}^{\tau_2} [q_1(\tau) - q_2(\tau)] d\tau = C \int_0^L t(x, \tau) dx \Big|_{\tau_1}^{\tau_2} \quad (1)$$

bu yerda $q_1(t)$, $q_2(t)$ namunaning qarama-qarshi yuzalaridagi issiqlik oqimlari; C - hajmli issiqlik sig'imi.

Ushbu tenglamaning ishonchli ekanligiga asoslanib, ushbu miqdorni o'lchash usulida ishlatiladigan hajmli issiqlik sig'imini aniqlash uchun hisoblash formulasini olish mumkin [2]:

$$C = 2 \int_0^{\tau_y} [q_1(\tau) - q_2(\tau)] d\tau / L [t_1(\tau_y) + t_2(\tau_y)] \quad (2)$$

bu yerda $t_1(\tau)$, $t_2(\tau)$ namunaning qarama-qarshi yuzlaridagi harorat; τ_y - ikki nuqtadan $[0, L]$ oralig'ida o'rtacha haroratni aniqlash uchun yetarli aniqlik ta'minlanadigan vaqt.

Ushbu yondashuvning afzalligi shundaki, chegaraviy muammoni hal qilish orqali ob'ekt modelining harorat maydonini aniqlashning hojati yo'q, bu bilan bog'liq matematik va texnik xarakterdagi barcha muammolarni avtomatik ravishda olib tashlaydi. Shu bilan birga, integral shaklning (1) cheklangan tabiati, uning tuzilishi va termal xususiyatlarni aniqlaydigan kam sonli koeffitsientlar bilan bog'liqligi uning qo'llanilishini cheklaydi.

Shu munosabat bilan issiqlik tenglamasining ko'proq informatsion integral tasvirini izlash zarurati tug'iladi. Bunday tenglamani o'zgaruvchining o'ng chegarasi bo'lgan oraliq uchun yozilgan integral shakldan (1) ushbu o'zgaruvchi ustidan berilgan chegaralar ichida integrallash orqali olish mumkin. To'rtburchaklar koordinatalar tizimidagi bir o'lchovli ob'ektni bunday o'zgartirish natijasida biz quyidagi shaklning integral shaklini olamiz:

$$LQ(0, \tau)|_{\tau_0=\lambda} \int_0^{\tau} [t(0, \tau) - t(L, \tau)] d\tau + C \int_0^L \int_0^x t(x, \tau) dx d\tau |_{\tau_0} \quad (3)$$

Bu yerda $Q(0, \tau)$ issiqlik miqdori $[0, \tau]$: $t(0, \tau)$, $t(L, \tau)$ vaqt oralig'ida koordinatasi $x=0$ bo'lgan chegara orqali $x=0$ va $x=L$ nuqtalarda o'lchangan bir o'lchovli jismga kirgan issiqlik miqdori.

Ushbu tenglamani olishning grafik tasviri 1-rasmda ko'rsatilgan. x koordinatasi bo'yicha takrorlangan integral $[0, k\Delta x]$ ($k=1, \dots, m \rightarrow \infty$) oraliqlaridagi o'rtacha haroratlarning o'rtacha og'irligi L uzunlik kvadratining yarmiga ko'paytirilishi sifatida talqin qilinishi mumkin:

$$\int_0^L dx \int_0^x t(x) dx = 0.5L^2 \sum_{k=1}^m k \bar{t}_k / \sum_{k=1}^m k \quad \text{bu yerda } \bar{t}_k = k^{-1} \sum_{t=1}^k t_1$$

harorat farqi $(0, L)$ segmentdagi o'rtacha issiqlik oqimi zichligiga proportsional qiymatdir

$$t(L) - t(0) = \int_0^L t'_x(x) dx = \frac{\lambda}{L} \bar{q}^{(L)}.$$

Shuni ko'rsatish mumkinki, agar issiqlik o'tkazuvchanligi va hajm issiqlik sig'imining haroratga bog'liqligini chiziqli funktsiya sifatida ifodalasak: $\lambda(t) = \lambda_0 +$



$\lambda_1(t-t_0)$, $C(t)=C_0+ C_1(t-t_0)$, bunda t_0 boshlang'ich bo'lsa, (2) tenglama quyidagi shaklni oladi:

$$LQ(0, \tau) \Big|_0^\tau = \lambda_0 \int_0^\tau [\theta(0, \tau) - \theta(L, \tau)] d\tau + 0.5\lambda_1 \int_0^\tau [\theta^2(0, \tau) - \theta^2(L, \tau)] d\tau + \\ + C_0 \int_0^L \int_0^x \theta(x, \tau) dx d\tau \Big|_0^\tau + 0.5C_1 \int_0^L \int_0^x \theta^2(x, \tau) dx d\tau \Big|_0^\tau, \quad (4)$$

Bu yerda $\theta = t - t_0$.

Silindrsimon va sferik koordinatalari uchun biz shunga o'xshash tarzda olamiz: elementar silindrsimon yoki sferik qatlam uchun birlik maydoniga tushgan issiqlik miqdori uchun muvozanat tenglamasini yozamiz va uning tarkibiy qismlarini ma'lum bir $[r_0, R]$ oraliqda r koordinata uchun o'rtacha hisoblaymiz va quyidagini olamiz:

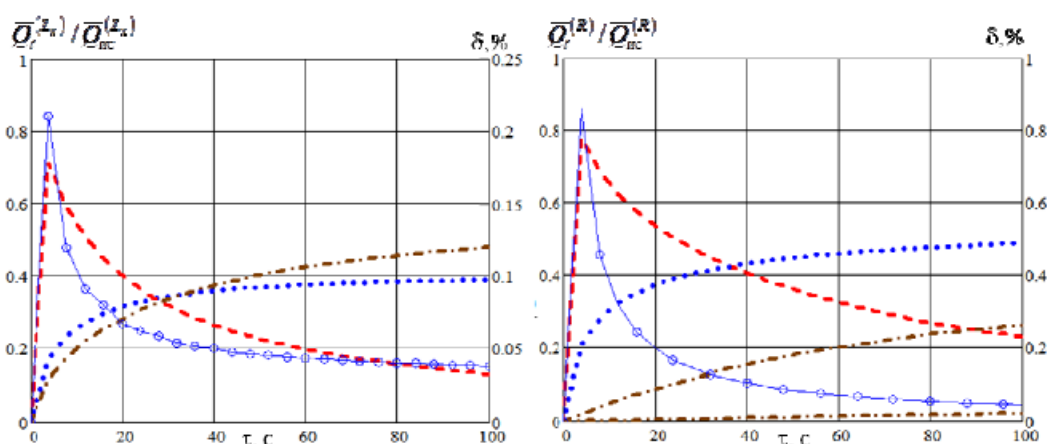
$$L_k Q(0, \tau) \Big|_0^\tau = \lambda \int_0^\tau [t(r_0, \tau) - t(R, \tau)] d\tau + C \int_0^L \frac{dr}{r^k} \int_{r_0}^r r^\kappa t(r, \tau) dr \Big|_0^\tau, \quad (5)$$

Bu yerda $L_k = r_0^k \int_{r_0}^R r^{-k} dr$ - silindrsimon ($k=1$) va sharsimon devorning ($k=2$) kichraytirilgan qalinligi, mos ravishda: $L_1 = r_0 \ln |Rr_0^{-1}|$, $L_2 = r_0^2 (r_0^{-1} - R^{-1})$; $Q(r_0, \tau)$ - t vaqt ichida koordinatasi r_0 bo'lgan kesimdan o'tgan issiqlik miqdori.

Hisoblash tajribasida quyidagi ma'lumotlardan foydalanildi: issiqlik oqimining o'zgarish tezligi $\theta = 100$ Vt/(m²s), issiqlik uzatish koeffitsienti $\alpha = 50$ Vt/(m² K), issiqlik o'tkazuvchanligi $\lambda = 0,5$ Vt/(mK) ga teng qabul qilindi. Issiqlik tarqalishi $\alpha = 5 \cdot 10^{-7}$ m²/s; silindr uchun: $\lambda = 0,2$ Vt/(m K), $\alpha = 1,2 \cdot 10^{-7}$ m²/s, $\alpha_r = 20$ Vt/(m² K), $\alpha_z = 100$ Vt/(m² K).

Quyidagi grafiklardan ko'rinib turibdiki, 20 dan 100 s gacha bo'lgan vaqt oralig'ida ushbu issiqlik o'tkazuvchanlik tenglamalari va diskret modelning yetarliligidagi umumiy xatolik 0,2% dan oshmaydi. [4, 20] s oraliqdagi xatoning 0,8% gacha oshishi koordinata bo'yicha diskretizatsiya bosqichi tufayli xatolik bilan bog'liq.





Cheklangan o'lchamdagi tekis manba uchun ITIIni o'rganish ikki holatda amalga oshirildi: yarim cheksiz tananing yuzasi va atrof-muhit o'rtasida issiqlik almashinuvi mavjud bo'lmaganda va mavjud bo'lganda. Ushbu tenglamaning $Q_s(\tau)=0$ da ishonchliligini aniqlash uchun doimiy issiqlik quvvati $q[3]: t(r,\tau)=q(2\pi\lambda r)^{-1}[1-\text{erf}(r/2\sqrt{\alpha\tau})]$ nuqtali manba uchun issiqlik o'tkazuvchanlik tenglamasining aniq yechimi ishlatilgan.

Kvadrat isitgich uchun ma'lum bir vaqt oralig'ida (5) tenglamaning adekvatligi xatosi, shuningdek, manbadan issiqlik miqdori bilan bog'liq bo'lgan uning tarkibiy qismlari 3a rasmda ko'rsatilgan. Yarim cheksiz jismning erkin sirtining konvektiv issiqlik uzatilishini hisobga olgan holda, adekvatlik xatosini o'rganish faqat taxminiy ITII uchun mumkin, bunda $IP_s(\tau)$ integral parametri taxminiy formula yordamida hisoblanadi, koeffitsientlari analitik ifodaga ega bo'lmagan (oldin ko'rib chiqilganlarga nisbatan), lekin ma'lum vaqt oralig'i va termal va issiqlik tarqalishi diapazonlari uchun faqat eng kichik kvadratlar usuli bilan aniqlanishi mumkin.

Foydalanilgan adabiyotlar

1. Saidov.Q.S. , Bekmurodova.M.B. Complex movement of object // International Scientific Journal 85:5 (2020), pp. 316-322
2. Saidov.Q.S. , Bekmurodova.M.B. The problem of teaching heat transfeer and heat exchange in schools and lyceums // JournalNX-A Multidisciplinary Peer Reviawed Journal 6:9 (2020), pp. 176-183
3. Саидов К. С., Бекмуродова М. Б. К. ПРОБЛЕМА ПРЕПОДАВАНИЯ ТЕПЛОПРОВОДНОСТИ И ТЕПЛООБМЕНА В ШКОЛАХ //Наука, техника и образование. – 2021. – №. 2-1 (77). – С. 38-41.

4. Mirzaev M.S., Samiev K.A., Mirzaev S.M. Experimental Study of Distance between Evaporator and Condensate of Inclined Multistage Desalination Plant // Applied Solar Energy 55:1 (2019), pp 36-40.
5. Djuraev D.R., Niyazov L.N., Saidov K.S., Sokolov B.Yu. Changing the cubic ferrimagnetic domain structure in temperature region of spin flip transition . // Uzbekiston Fizika Zhurnali. 13:5 (2011), pp. 359-366.



NEW MODERN METHODS IN TEACHING ENGLISH

Norkulova Umida Khurramovna

Surkhandarya region

Muzrabot district 8-SSBS English teacher

Soatova Nilufar Xolboyevna

Surkhandarya region

Muzrabot district 8-SSBS English teacher

Latipova Gulnora Jumaqulovna

Surkhandarya region

Muzrabot district 8-SSBS English teacher

Abstract:

In many parts of the world, there is a growing interest in modern methods of teaching English, the question of how to do it - how the curriculum, subject, topic and methodology should differ from the previously developed familiar norms gives birth. Much has been written on traditional English teaching and there is a growing body of knowledge about modern methods of teaching English. Many books and articles have been written to draw attention to this topic today. The use of innovations and new pedagogical technologies is yielding good results. This article discusses several methods and types of teaching.

Keywords: Teaching methods, innovations, methodology, skills, Dialogical speech, reading strategies

Introduction

The growing interest in many parts of the world in Modern Methods of Teaching English brings with it the question of how it should be done –how curriculum, subject, matter, and methodology should differ from the familiar norms developed in the past. A lot has been written on traditional teaching English, and until recently, the demand for the information on Modern Methods of Teaching English has been limited. Nowadays many books and articles are written to attract attention to this



point. In planning curricular and methods it has been suggested that an understanding of Students and their needs, interest, abilities, likes, dislikes, and developmental status should take precedence over other considerations. Main part. Known to us, using innovations and new pedagogical technologies are resulting well. Sometimes using same styles in teaching language may let go down interests of student to language. We advise some types of teaching in use, not to go down interest to foreign language.

For instance:

1. Dialogical speech- in this way students have a talk each other by creative approach. "Modern Methodology of Teaching English puts Speaking in Dialogues in the first place for developing speaking skills. These skills can be trained with various teaching aids, including texts of fiction. Such dialogues give an opportunity to avoid traditional rendering of the texts and turn them into living English speech". More than that, all the vocabulary is remembered much better. In dialogues, students train in fluency, quick reaction, acting skills and, of course, grammatical correctness.
2. Student reads the text himself and tells the meaning. Reading is interactive. Reading short stories, novels and other literary works written by famous Uzbek English and American writers is very important in language learning. As a teacher of English you may apply a variety of reading strategies, analyze literary elements use a variety of strategies to read unfamiliar words and build vocabulary, prepare, organize, and present literary interpretations.
3. Understanding by listening - by these way students can improve speech skills. Listening is a receptive form of speech activity. Comprehension of speech while listening mainly based on auditory feelings. By perceiving, reproduce what we hear, in the form of inwardly speech. Listening comprehension is impossible without working of speech motor analyzer. Of course internal speaking requires ability to speak in this language. Understanding of sounding speech, in the moment of comprehension, is accompanied by intellectual activity, which includes recognizing of speech means and interpretation of the content.
4. Learning English through the watching movies. Nowadays, teachers take into consideration students' demands for watching real movie stories together with reading books, magazines and newspapers. Because, as it is known not only printed materials can serve as a great source of teaching but also songs and movies play a



key role in learning foreign languages.

5. The importance of teaching Vocabulary. Vocabulary is one of the aspects of the language to be taught in the institutes. In addition to learn new vocabulary, learner need to able to use strategies to cope with unknown vocabulary met in listening or reading text, to make up for gaps in productive vocabulary in speaking and writing to gain fluency in using known vocabulary and to learn new words in isolation. Vocabulary learning is not on end in itself. A rich vocabulary makes to perform the skills of listening, speaking, reading and writing easier. By the type of teaching in traditional style is divided into several aspects such as speaking, analytic reading, reading at home, practice grammar, practical phonetics. As a result 3-4 teachers teach students in variety styles and as a result the connection of aspects is not provided. Some students learn grammar well, but in speech they meet difficulties to pronounce words. We've spoken about groups which are got good results in following methods: the level of knowledge of students and assimilating possibilities are learned and then tasks are given by this way, attracting students' attentions is put into practice fully and none student is never stayed out of attention, students speak mainly in foreign language during the lesson, translation of unclear words aren't told instantly, but they try to realize them with mimics. students are divided into small groups and they use these methods: "work out discussions", "speak own opinion", "realize together", make opportunities to students to think and speak minds freely, and their mistakes aren't corrected instantly, but after student speaking they are discussed together.,different grammar, phonetic and other types of games are organized. In this way roles are shared with students due to their knowledge . Retell the text, variety pictures and watching short films and discussing them together, listening to news about theme and trying to realize them. The teachers around the world are always in searching about how to teach foreign languages successfully to students. There are a lot of effective methods of teaching. Among the major differences between the traditional methods and the modern one's is that the modern teaching refers to "Students Centered is teaching", raising the process of teaching on such a scale that it would be not only beneficial but also interesting for learners. Good doses of such activities as Project Work, Development of Dialogues, Speech skills, Group\Pair work, Whole –Class Activities, Motivating Learners, Different Games, Role-play and Physical Activities become essential in Modern Teaching.



Today teachers are facing to the following fact: The language teachers need both models and tools. In addition to the essential theory, aims and goals – the vision or pattern of what is to be created – they must gain through study, reflection, trial and error, and experience, the necessary expertise in using the tools essential to success in their craft. They must give serious thought to how they may lift their work to higher levels of usefulness and joy. Teachers who study and use Modern Methods of Teaching English are those who care about their own value – to self, to family, to society, to a larger community of the world. Finally, these individuals are doers – practical achievers in their chosen profession. That's why we are sure that our work will be of a great value and help the teachers who want to become modern and up – to date professionals. Modern Methods of Teaching English can be both challenging and demanding for teachers and students; they can also be very stimulating and rewarding. The degree to which we can adopt these approaches in our institute may well depend on willingness of our students, the proficiency of our teachers and their willingness to accept these Modern Methods, and the availability of resources within our environment. Moreover, the necessity to improve the level of education at high institutional levels is obvious nowadays. We are deeply convinced that creating collaborative atmosphere in the classroom, intellectual and informational approaches in teaching, teaching students to derive generalizations, deductive conclusion as well as developing debating abilities and individual study. It's important to provide every opportunity to expand and enhance the range of activities throughout life. Good teaching strategies and techniques include the planning and stating of carefully balances, varied learning sequences with clear achievable objectives, so that students know what is expected from them. They also include project work (class magazines, group wall displays) involving students in deciding together what they to do themselves, cooperation, Students self assessment, Role – play, Group work, Pair work, Dialogues. All these will help to develop students' ability to work more effectively. The good news for teachers is that there are many things we can do in the classroom to increase the levels of extrinsic motivation. According to Manny Echevarria, There are three teaching methods that dominate the business of language instruction: the Direct Method, the Grammar-Translation Method, and the AudioLingual Method. Deciding which is the best method is difficult because each has strengths and weaknesses, and the nature of a student's



goals will determine which is best for that student. Although many language-training sources may speak about exclusive or unique approaches, with few exceptions they are using one of these three methods. We conducted extensive research on the subject of teaching methods for our online language training programs. Here is a description of the three primary language teaching methods along with our analysis of the strengths and weaknesses of each one: The Direct Method The Direct Method is also known as the Oral or Natural method. It's based on the active involvement of the student in both speaking and listening to the new language in realistic everyday situations. The process consists of a gradual acquisition of grammatical structure and vocabulary. The learner is encouraged to think in the target language rather than translate. He or she hears and uses the language before seeing it written. The Grammar-Translation Method This method grew from the traditional method of teaching Latin and Greek. The method is based on analysis of the written language using translation exercises, reading comprehension and written imitation of texts. Learning mainly involves the mastery of grammatical rules and memorization of vocabulary lists. The Audio-Lingual Method This self-teaching method is also known as the Aural-Oral method. The learning is based on repetition of dialogues and phrases about every day situations. These phrases are imitated, repeated, and drilled to make the response automatic. Reading and writing are both reinforcements of what the learner practices. Comparing the Language Training Methods This comparison graph shows the expected results for a typical student applying the same amount of time and motivation to the learning. We scored the value of each method from 1 to 10 in the following aspects: Speed of Learning, Listening Comprehension, Speaking Capability, Writing Capability, and Grammar. The Direct Method gives the student the ability to communicate quickly because she is encouraged to be creative during practice. It gives, by far, the widest range of capability to understand what another person says to you and in developing your capability to speak. This is the method of choice for instruction with a live trainer and where speaking and listening are most important. The Grammar-Translation method requires the learner to spend a lot of time understanding the language structure. Listening and speaking suffer because of this. Understanding the structure is helpful in reading and particularly in writing. Grammar and vocabulary are emphasized throughout. This is the method of choice when the student's goal is to



achieve a high level of writing and reading ability in a foreign language, versus speaking and listening. The Audio-Lingual Method also allows the learner to communicate quickly but within the limited range that the repetition allows. It improves comprehension only if the speaker uses phrases that the learner has studied. Reading is limited, and an understanding of how to use the language is very limited. This is the method that is used when a live trainer is not available. Conclusion. To conclude the key strategies for teaching English classes are probably developing a positive and collaborative working atmosphere and providing a variety of work suitable for different levels. We have to say, that practically it is impossible to use one method or approach solely when aiming to teach a second language successfully. Lessons should be designed with effective methods of teaching. In this way we'll get our goals in teaching successfully.

References

1. Richard J.C, Rogers T.S. Approaches and Methods in language Teaching/Cambridge university press,- 2010.
2. Djalolov J. B. Инглиз тили ўқитиш методикаси.Тошкент, 2010
3. Brougter G. Teaching English as a foreign language.
4. Кашина Е.Г. Традиции и инновации в методике преподавания иностранного языка. САМАРА: Универс-групп, 2006. - 75 с.



FLAT FEET

Boltaboyeva Nargiza

Masaboyeva Dilnoza

Teachers of the Technical College of Public Health
named after Abu Ali ibn Sino

Abstract:

Flat feet is a change in the shape of the paw, which is expressed by a decrease in its longitudinal and transverse arc. Transverse and longitudinal flat feet are distinguished, there is a possibility that both forms can be observed together.

Together with other deformities of the foot, transverse flat feet make up 55.23% of cases, and longitudinal flat feet make up 29.3% of cases.

Complete information about flat feet

SYMPTOMS AND SIGNS OF FLAT FEET

Pain in the legs, knees, hips and back;

Abnormal gait and stature;

It is easier to stoop than to squat; difficulty maintaining balance while sitting.

"Heavy" walk.

Clumsiness when walking.

Deformation of the feet (flat feet, disproportionate length of toes, crookedness, "bone" in the big toe or gout (hallux valgus), extreme width of the foot), deformation of the knee joints, disproportionate development of the leg muscles.

Flat feet cause ingrown toenails.

CAUSES OF FLAT FEET

Often, flat feet is acquired, but mainly it develops against the background of congenital deficiency of connective tissue, tenderness. Such a leg is often called "aristocratic".

Flat feet are 4 times more common in women than in men due to their thinner bones. One of the negative factors contributing to the development of this pathology is improperly made shoes. As a result of wearing shoes with high heels and narrow toes, the load falls on the heads of the bones of the feet instead of the entire foot, resulting in the development of flat feet.



Shoes with a heel no higher than 4 cm are considered "healthy". Unfortunately, many factories produce shoes without following the recommendations of podiatrists.

It is necessary to constantly stimulate the muscles and ligaments for the proper formation of the arch of the foot. Stimulators can be hard grass, stones, sand, and soil (if you walk on them with bare feet).

Parquet, laminate and other hard coverings, as well as shoes with hard soles, are considered aggressive for the feet, in which the muscles of the feet do not work. Everyone knows that muscles that do not work atrophy. The space pioneers were unable to walk when they returned to their native Earth (due to the prolonged effects of zero gravity). After that, it was accepted that muscles and tendons should be stretched in space with the help of trainers.

In this way, the arches of the paws, which have not been loaded, become lazy and weak: a person acquires flat feet until the end of his life. However, two years ago, the young man went to a doctor and said that he wanted to become an officer like his father, but could not pass the medical commission because of flat feet. After eight months of hard work on leg muscles and ligaments, he became a cadet of a higher military institution.

According to the literature, 65% or more children remain flat feet until school age. If it is taken into account that the majority of the population does not consult a doctor and there are no qualified podiatrists, many people do not start treating this pathology. Therefore, more than 65% of children go to adulthood with flat feet, and later (in old age) - this causes foot pain and swelling.

Wearing someone else's shoes also makes the disease worse. Many worn shoes distribute the load on the feet incorrectly. Therefore, when we give the shoes that we have tried on to others, we can unknowingly cause damage. Children's shoes should have a small heel, hard back and spring supinator - with special "stones" and "bumps" under the feet.

Adults often have static flat feet, which is associated with excessive load on the feet. The main reason for this is, first of all, excess weight. People whose professions require standing for a long time - hairdressers, salesmen, machine operators - also get this disease. These people are at high risk of developing flat feet, just like a surgeon who spends hours in front of the operating table.



TYPES OF FLAT FOOT

In transverse flat feet, the transverse arch of the foot is flattened, its front part rests on the heads of all five metatarsal bones, the length of the foot is a fan-shaped spread of the metatarsal bones, the first toe is turned outward, and the middle toe is reduced due to hammer-shaped deformation. In longitudinal flat feet, the longitudinal arch of the foot is flattened and the foot touches the ground with almost the entire surface of the paw, and the length of the foot increases.

References:

1. M.F.Ziyayeva. Z.O.Rizayeva. "Bolalarda hamshiralik parvarishi". Toshkent, "Fan va texnologiya" 2012 yil.
2. X.N Fayziyev. « Сестринский уход за детьми » Toshkent, «Ilm ziyo» nashriyoti, 2008 yil
3. K.S Inomov. «Pediatriyada hamshiralik ishi» Toshkent, 2007 yil
4. www.ziynet.uz
5. <https://mymedic.uz/>

MAKTABGACHA TALIM TASHKILOTLARIDA FAOLIYAT MARKAZLARIGA QOYILGAN TALABLAR

Maxamadyunusova Dilafruz

Andijon shahar Andijon Davlat Pedagogika instituti

Maktabgacha talim magirtiranti

Annotatsiya:

Maktabgacha ta'lim tizimini takomillashtirish yo'llari, maktabgacha ta'lim jarayonida innovatsion pedagogik texnologiyalarni amaliyotga joriy etish mazmuni, maktabgacha ta'lim jarayonida innovatsion pedagogik texnologiyalarni amaliyotga joriy etish usullaridan foydalanish haqida so'z boradi.

Kalit so'zlar: pedagog, innovatsiya, faoliyat, takomillashtirish, texnologiya, malaka, jarayon, zamonaviy, rivojlanish, usullar.

Zamonaviy maktabgacha ta'lim tashkilotlari – bola o'z rivojlanishi uchun eng ahamiyatli sohalarda va jihatlarida kattalar va tengdoshlar bilan keng hissiy-amaliy o'zaro muomala tajribasini oladigan joydir, maktabgacha ta'lim muassasalarida bola o'z ehtiyojlari, qobiliyatlari va imkoniyatlariga muvofiq holda individual rivojlanishiga bo'lgan huquqini shu jarayon uchun tashkiliy-pedagogik sharoitlar yaratilgan holda amalga oshiradi; pedagog o'zining kasbiy va shaxsiyat fazilatlarini rivojlantiradi, rahbar, bolalar va pedagoglar faoliyatining muvaffaqiyatli bo'lishini ta'minlaydi; muassasa ota-onalarning o'z bolalari uchun ko'zda tutgan kelajagi yuzasidan fikrlari xususiyatlarini inobatga oladi va ularni bolalar bilan, hamda ta'limiy jarayonning barcha ishtirokchilari bilan konstruktiv-hamkorlik munosabatlarini ro'yobga chiqarishga yo'naltiradi. Bugungi kunda ta'lim sohasida turli xususiyatdagi, yo'nalishdagi va ahamiyatdagi nihoyatda ko'p innovatsiyalar mavjud, katta yoki kichik ko'lamli davlat islohotlari o'tkaziladi, ta'limning tashkil etilishiga, mazmuniga, uslubiyotiga, texnologiyasiga yangiliklar kiritiladi. Maktabgacha ta'lim jarayonida innovatsion pedagogik texnologiya bu bolalarni vositalar yordamida ta'lim materiallarini o'rganish orqali nutqini rivojlantirish, o'z fikr erkin bayon eta olish, o'zaro muloqot, tevarak-atrof bilan tanishish jarayonini yangicha talqin etishdir. Ma'lumki, Maktabgacha yoshdagi bolalarga ta'lim-tarbiya berishdan asosiy maqsad ularn sog'lom, barkamol shaxs sifatida tarbiyalash va



maktab ta'limiga tayyorlashdan iboratdir. Maktabgacha ta'lim jarayonida innovatsion pedagogik texnologiyalarni amaliyotga joriy etish usullaridan foydalanish ijobiy natija beradi. Ta'lim-tarbiya tizimi markazida bola shaxsi turib, uning rivojlanishi va tabiiy salohiyatini tatbiq etish uchun qulay, bexatar va nizosiz sharoitlar yaratilishi ko'zda tutiladi. Insonparvar shaxs texnologiyalari bu texnologiyalar bolaga hurmat va muhabbatni, uning ijodiy kuchlariga optimistik ishonchni targ'ib qiladi, majburlashni man etadi. Maktabgacha ta'lim tashkilotlarida markazlar faoliyatini yuqori saviyada tashkil etish va uning samaradorligini oshirish maqsadida tarbiyachi mashg'ulot uchun berilgan vaqtdan unumli foydalanishi, turli texnologiyalar, usul va metodlardan foydalanib turli mashg'ulotlarni o'tishi, tarbiyachi bu tajribalarni puxta o'zlashtirishi muhim ahamiyat kasb etadi. Shu sababali ham tarbiyachi mashg'ulotlarni o'qitishda zamonaviy yondashuvlar qilish va turli mashg'ulotlarning o'ziga xos xususiyatlarini inobatga olgan holda innovatsiyalardan foydalanib ta'lim-tarbiya jarayonini tashkil etish talab etiladi va tavsif beriladi.

Tarbiyachi o'quv materialini bolalarning yosh xususiyatlarini inobatga olgan holda ularga munosib tarzda yetkazadilar. Maktabgacha ta'lim tashkilotlari pedagogik jamoasining o'rne shundan iboratki, ular har bir bolaning qiziqishi, qobiliyati va ehtiyojini inobatga olgan holda mos keladigan maqsadlar qo'yishlari, bolalardagi tabiiy qiziqishlarni qo'llab-quvvatlashlari, ularda borliqni birgalikda o'zlashtirish ko'nikmalarini shakllantirishlari kerak. Bola rivojlanishining o'ziga xosligini inobatga olishda avvalo shuni tushunib yetish kerakki, barcha bolalar rivojlanishning ma'lum bosqichlarini bosib o'tadilar, biroq bunda har bir bola noyob va takrorlanmasdir. Tarbiyachilar bolalarni aynan bir xil, o'xshash narsalar va faoliyat turlari bilan ta'minlashlari uchun ularning o'ziga xos, boshqalardan ajralib turadigan rivojlanish ko'rsatkichlari to'g'risida to'liq tasavvurga ega bo'lishlari lozim. Shuningdek, tarbiyachilar bir xil yoshdagi bolalarning qobiliyatlari va qiziqishlaridagi farqlarga e'tibor bilan munosabatda bo'lishlari kerakligini mutaxassislar alohida ta'kidlashadi.

“Ilk qadam” davlat o'quv dasturi asosida maktabgacha ta'lim tashkilotlarida quyidagi rivojlanish markazlari faoliyati yuritilishi nazarda tutiladi: - Qurilish va konstruksiyalash markazi - Syujet-rolli o'yinlar va dramalashtirish markazi - Til va nutq - Ilm-fan va tabiat markazi - San'at markazi - Musiqa va ritmika markazi.



Rivojlanish markazlari bolalarga o'zlarining shaxsiy ko'nikmalari va qiziqishlaridan kelib chiqqan holda ta'lim-tarbiya jarayonini mustaqil individuallashtirish imkoniyatini beradi. Tarbiyachi-pedagoglar rivojlanish markazlarida bolalarning yordamchilari rolini o'ynaydilar, mashg'ulotlar olib boriladigan joyda imkoniyatlar kengligini ta'min etadilar va har bir bola individual rivojlanishi darajasini egallay olgan xolda faoliyat turlarini rejalashtiradilar. Kun tartibi turli mashg'ulot turlarini o'zida qamrab olishi lozim: kichik guruhlarda birgalikda va tarbiyachi hamkorligida yakka tartibda (individual) yoki mustaqil (ular tomonidan tanlagan mashg'ulotlarga vaqt ajratish kerak, chunki bolalar ongli tanlab olishni o'rganadilar, o'z qiziqish va qobiliyatlarini amalga oshiradilar). Bolalarning o'z tanlovlarini amalga - oshirishi, muammolarni hal etishi, atrofdagi kishilar bilan birgalikda harakat qilishi, individual maqsad qo'yishi va unga erishishni bilishlari lozim. Faollik markazlarini tashkil etish va rahbarlik guruhlardagi markazlar shunday tarzda yaratilishi kerakki, u bolaga mustaqil tanlash imkonini bersin. Har bir guruhda 5 ta markazlar bo'lib, ularning har birida izlanish va o'yinlar uchun yetarli miqdordagi materiallar saqlanadi. Qurilish va konstruksiyalash markazida turli xil va shakldagi qurilish elementlari mavjud bo'lib, bolalar ulardan o'z fantaziyasiga tayangan xolda inshootlar bunyod etadilar: misol uchun ko'rgan tarixiy obidalar, uylar, garajlar, ferma va shu kabilar. Qurilish bilan mashg'ul bo'lgan bolalar bu yerda juda ko'p narsalarni o'zlashtirib oladilar. U bolalarning matematik qobiliyatlarini rivojlantirishga, ijtimoiy ko'nikmalarni egallashga yordamlashadi, muammolarni xal etish tajribasini beradi. Bu yerda, shuningdek, ijodiy yondashishni namoyon etish va bajariladigan ishga diqqatni jalb etishni o'rganish mumkin.

Foydalanilgan adabiyotlar:

1. O'Q.Tolipov, M.Usmonboyeva. Pedagogik texnologiyalarning tatbiqiy asoslari.-T.: «Fan»2006 yil, 298b.
2. Egamnazarova Sh. M. —Tarbiyaviy ishlar metodikasi|| Ilim ziyo T.: 2016y.
3. Khakimov, S. R., & Sharopov, B. K. (2023). Educational Quality Improvement Events Based on Exhibition Materials in Practical Training Lessons. American Journal of Language, Literacy and Learning in STEM Education, 1(2), 5-10.



4. Шаропов, Б. Х., Хакимов, С. Р., & Рахимова, С. (2021). Оптимизация режимов гелиотеплохимической обработки золоцементных композиций. Матрица научного познания, (12-1), 115-123.
5. Хакимов, С. (2022). АКТИВ ВА ПАССИВ СЕЙСМИК УСУЛЛАРИ ҲАМДА УЛАРНИНГ АСОСИЙ ВАЗИФАЛАРИ. Journal of Integrated Education and Research, 1(2), 30-36.
6. Hakimov, S., & Dadaxanov, F. (2022). STATE OF HEAT CONDUCTIVITY OF WALLS OF RESIDENTIAL BUILDINGS. Science and innovation, 1(C7), 223-226.
7. Ювмитов, А. С., & Хакимов, С. Р. (2020). Исследование влияния сейсмоизоляции на динамические характеристики ЗДАНИЯ. Acta of Turin Polytechnic University in Tashkent, 10(2), 14.
8. Yuvmitov, A., & Hakimov, S. R. (2021). Influence of seismic isolation on the stress-strain state of buildings. Acta of Turin Polytechnic University in Tashkent, 11(1), 71-79.

МЕТАЛЛОКСИД МОДДАЛАРИНИ ОЛИШДА КИМЕВИЙ-ПЛАЗМА ВА ИМПУЛЬС ЛАЗЕР ЧЎКТИРИШ УСУЛЛАРИДАН ФОЙДАЛАНИШ

Зайнобидинов С.З¹,

Расулова М.Б²

¹Андижон давлат университети, академик,

²Андижон машинасозлик институти, таянч докторант МИ

Ҳозирги вақтда металл оксидли ярим ўтказгич материаллари фан ва техниканинг кўплаб соҳаларида кенг қўлланилади. Улар асосида газ датчиклари, катализаторлар ва фотокатализаторлар, шаффоф ўтказувчан электродлар, тасвир датчиклари, органик ёруғлик диодлари, қуёшэлементлари, юпқа плёнкали транзисторлар ва бошқалар ишлаб чиқарилади. Металлооксидлар ўзларининг электрофизик хусусиятлари, электромагнит нурланишга нисбатан шаффофлиги ва эгилувчан асосларга ҳам ўстириш имкониятлари борлиги, таъқиқланган соҳасининг кенг ораликда ўзгартира олиши, ҳар хил ташқи газларга, ёруғликка сезгирлиги, экологик тоза технологиялари билан катта қизиқиш уйғотмоқда[1]. Металлооксидли материалларнинг афзаллиги нафақат элементар таркиб билан балки, ишлаб чиқариш усули билан ҳам белгиланади. Танланган технология ва техника турига қараб маълум хусусиятларни яхшилаш ва ишлаб чиқариш харажатларини камайтиради [2]. Металлоксидларнинг олиш усулини иккита асосий гуруҳга бўлиш мумкин: физик ва кимёвий. Ҳозирда металлоксидини олишнинг қуйидаги физик усуллари маълум:

1. Металл оксидининг кимёвий-плазма синтези плазманинг қайтаишланган модда билан ўзаро таъсири орқали амалга оширилади. Олинган рух оксидининг ўлчамлари 10 нмдан 100 нм гача ўзгариши мумкин [3]. Рекомбинация қилувчи ионларнинг маълум концентрациясида плёнкалар ҳалокатга учраб, янги структуравий ва электро-оптик хусусиятларга эга бўлади.

2. Импульс лазерли чўктириш усули турли чўкма шароитларида азот ва фосфор билан легирланган металлоксидплёнкаларини олишдан иборат [4]. Вакуумда олинган азот ва фосфорнинг турли фоизлари бўлган N_2O , O_2 атмосферасида плёнкалар олинади. Азот билан легирланган плёнкалар

спектрнинг ультрабинафша минтақасида ПЛ спектрига эга бўлиб, унинг сигнал амплитудаси ўтиш пайтида максимал даражадан ўтади ва 120 дақиқадан сўнг бутунлай йўқолади. Ёниш вақтида спектрнинг қизил чегарасида (тахминан 630 нм) эмиссия чизиғи пайдо бўлади, бу кислороднинг молекуляр азот билан алмаштирилишининг кўринишини кўрсатади. Масалан, рух оксиди плёнкалари учун оптимал ёниш ҳарорати 600°C эканлиги аниқланган.

Металлооксид наноструктураларини ўстиришнинг кимёвий усуллари қуйидагилар: гидротермал буғланиш, кимёвий чўктириш, электрокимёвий ва зол-гел.

Гидротермал, зол-гел, кимёвий чўктириш методидан фойдаланиб қуйидаги усуллар ёрдамида ZnO нинг юпқа қатламларини ўстириш мумкин:

1. Чўктириш (Dipcoating) усулида юпқа қатламларининг ўсиши
2. Айланма қоплама (spincoating) усули орқали юпқа қатламларининг ўсиши
3. Атом қатламини чўктириш (АҚЧ) усули орқали юпқа қатламларининг ўсиши
4. Томчилатиш (drop) усули орқали юпқа қатламининг ўсиши

Бу усуллар қуйида батафсил тўхталиб ўтамиз.

Чўктириш (Dipcoating) усули билан ZnO ва SnO₂ пленкаларини олиш. Чўктириш усули билан ўстирилган ZnO ва SnO₂ юпқа пленкаларни олиш технологияси бир нечта хусусиятларга эга. Биринчидан, қўллаш пайтида ҳар доим қалинликда фарқ бор (центрафугалаш пайтида радиал, сувга ботириш пайтида чизиқли), бу (ёпишқоқлик, тортиш тезлиги ёки центрофугалашда айланиш тезлигига) боғлиқ. Иккинчидан, сувга чўктириш пайтида қалинликдаги фарқни қоплаш учун ҳар бир қатламдан кейин намунани 180° га буриш ва натижада бир хил қатламларни ҳосил қилиш керак.

Айланма қоплама (spin coating) усули орқали юпқа қатламларининг ўсиши. Айланма қоплама усулида тагликларни айлантириш орқали эритмалар қопланади [8]. Қатламнинг ёпишқоқлиги ва умумий ламинацияси ишлатилган эритмага ва юпқа қатлами тобланган ҳароратига боғлиқ. Эритма олиш учун 20 мл изопропанол, 0,5 М рух ацетат, 0,5 М этаноламин қўшилади, сўнгра хона ҳароратида 1 соат давомида 50°C да аралаштирилади. Юпқа қатлам ҳосил



килиш учун айланма қопламада $1 \times 1 \text{ см}$ Si тагликда 3000 айланиш тезлигида 30сек давомида эритма ётқизилади. Жараён охирида 1 соат давомида 1100°C да тобланади. Юпқа қатламларининг ўсиши таглик вертикал равишда 0,05 М рух нитрат ва 0,05 М гексаметилен тетраминга (ХМТА) 80°C да 4 соат давомида жойлаштирилганда содир бўлади.

Атом қатламини чўктириш (АҚЧ) усули орқали юпқа қатламларининг ўсиши. Атом қатламини чўктириш усулида атомларни катма-кат ётқизилади. Ушбу жараён натижасида ҳосил бўлган юпқа қатлам нуқсонлари озроқ, чунки битта атом қатламини тўпланиб, атомларнинг аниқ жойлашишига имкон беради. Плёнкаларнинг ўсишида юпқа қатламининг қалинлиги муҳим роль ўйнайди. Тўғри ўсиш учун оптимал қалинлик талаб қилинади. Бу Солис Помар ва бошқалар томонидан кузатилган [8] (40, 80, 120 ва 180 нм бўлган ZnO плёнкалари).

Томчилатиш усули орқали юпқа қатламининг ўсиши. Томчилатиш усули, мураккаб ускуналардан фойдаланишни талаб қилмайди, чунки эритма тагликларга ётқизилади кейин иситиш ёки ҳавода қуриштириш орқали қурилади. Ушбу усул ёрдамида қатлам қалинлигини аниқ назорат қилиб бўлмайди. Юпқа қатламининг умумий кристаллиги ва ўсишига таъсир қилиши мумкин. 5 мМ рух асетат дигидрат ва 5 мМ сувсиз КОН эритмасидан фойдаланиб, томчилатиш орқали юпқа қатламини олинди. ZnO нанотузилмаларининг ўсиши 25 мМ рух нитрат 0,025 М гексаметилен тетрамин (ХМТА) ва 0,1 М поли-этиленимин (ПЭИ) да 90°C да 1-4 соат давомида содир бўлади. Ўсиш вақти 1 дан 2 соатгача ошганида ўсиш даражаси ошади (78,21%), лекин ўсиш вақтининг кетма-кет ўсишидан сўнг, нуқсонлар ҳам ортади.

ЗОЛ-ГЕЛУСУЛИ. Зол-гел технологияси, ўзининг жараёнларни нисбатан кичик ҳароратларда ўтказиши, дастлабки аралашмада тузлари ва оксидларининг эриши натижасида молекуляр даражадаги гомогенлиги хусусияти билан кимёвий гомогенлаш каби кўпгина усуллардан афзалдир. Шунинг учун бу технология мураккаб тузилмали металлоксидларни, юқори ҳароратга сезгир бўлган ноорганик гибрид материалларни, метастабил, люминесцент, нанотузилмали ва сиртини модификацияловчи материалларни, мембраналарни олишнинг самарали усул ҳисобланади.



Зол-гел жараёни юпқа плёнкани ўстириш, шу жумладан стехиометрияни назорат қилиш ва плёнка таркибини осон легирлаш учун ҳам бир қатор афзалликларга эга. Турли хил ўстириш шароитларида турли ноорганик ва органик прекурсорлардан фойдаланган ҳолда зол-гелтехникаси билан тайёрланган ZnO ва SnO юпқа плёнкаларнинг структуравий ва физик хусусиятлари адабиётларда қайд этилган. Зол-гел усулида олинган бир қатор ишларни таҳлил қилайлик. Рух ацетат прекурсоридан фойдаланган ҳолда зол-гел усули билан кварц таглигида ZnO юпқа плёнкаларнинг ўсишини ва уларнинг структуравий, оптик, тебраниш ва фотолуминесцент хусусиятлари ўрганилди[9, 10].

Ушбу мақолада металлоксидлар олишнинг физик ва кимёвий усуллари кўрсатилган. Ҳар бир усул маълум бир афзалликларга ҳамда камчиликларга эга эканлиги тавсифланган. Мақолада вақт, ҳарорат ва турли тузларнинг металлоксидларнинг сирт морфологияси ва тузилишига таъсирини таққосланди ва жадвал кўринишида тақдим этилди.

Агар ушбу ечимларга асосланган усуллардаги турли омиллар тўлиқ ўзганилса, металлоксидларнинг арзон нархларда олиш мумкин бўларди, бу эса келажакдаги тадқиқотларда жуда муҳим ҳисобланади.

Фойдаланилган адабиётлар:

1. С.И.Рембеза, Е.С.Рембеза, Т.В.Свистова. Синтез и свойства металлоксидных пленок. Монография. - Воронеж: ФГБОУ ВО, 2017. 33-53 б
2. Шабанова Н.А. Химия и технология нанодисперстных оксидов: учебное пособие. - М.:ИКЦ «Академкнига», 2007. 309 с.
3. Groenen R., Linden J.L., Van Lierop H.R., Schram D.C., Kuypers A.D., Van de Sanden M. Использование расширяющейся термической плазмы для осаждения пленок ZnO:Al с текстурированной поверхностью, предназначенных для тонкопленочных солнечных элементов // Appl. Surface Sci. - 2001. V. 173. - P. 40-43.
4. Qu X., Jia D. Synthesis of octahedral ZnO mesoscale superstructures via thermal decomposing octahedral zinc hydroxide precursors //Journal of Crystal Growth.- 2009. V.311.- P.1223-1228.



5. Зайцев С.В., Ващилин В.С., Колесник В.В., Лимаренко М.В., Прохоренков Д.С., Евтушенко Е.И. Влияние концентрации кислорода на микроструктуру, морфологию и оптические свойства пленок оксида цинка, формируемых методом дуального магнетронного распыления // Вестник Иркутского государственного технического университета.-2017. Т.21. №8.-С.167–175. (DOI: 10.21285/1814-3520-2017-8-167-175)

6. Способ получения оксида цинка: пат. 2420458 Рос. Федерация. № 2009133047/05; заявл. 02.09.09; опубл. 10.06.11, Бюл № 16. 6 с.

7. Артемов В.В., Лавриков А.С., Грецкая И.Ю., Киселев Н.А. Индивидуальные полевые эмиттеры на основе стержневидных кристаллов ZnO //Поверхность. Рентгеновские, синхротронные и нейтронные исследования. - 2013. № 9. - С. 64-68.

8. Белоусов С. А. Электрофизические свойства металлооксидных пленок P_2 , изготовленных по золь-гель технологии. Вестник Воронеж гос.техн.ун-та. - 2016. Т.12. №2. - С.22-25.

9. Pathak, Trilok Kumar; Pal, Pankaj and others Synthesis and Characterization of ZnO Thin Films Fabricated by Sol-Gel Method. Volume VI: No. 2 2015 [184 – 188]

10. Nabyeva G. Die linguistik als bereich der sprachwissenschaft und als lehrfach //APNI Konstruktivniy potensial sovremennix gumanitarnix i sosialno – ekonomicheskix nauk: problem narashivaniya I realizasii. Sbornik nauchnix trudov po materialam Mejdunarodnoy nauchno – prakticheskiy konferensii. Belgorod ,24 iyun 2020. 12-14 str.



**PECULIARITIES OF EARLY TERMINATION OF A SPORTS
CONTRACT UNDER THE LEGISLATION OF THE REPUBLIC OF
UZBEKISTAN**

S. S. Mamadaliev

Tashkent State Law University

E. T. Musaev,

Scientific supervisor - PhD, Acting Professor

Sports contracts are becoming key tools in regulating legal relations in professional sports. In other words, sports contracts are an integral part of professional sports, and their conclusion represents an important stage in the careers of all athletes. Nevertheless, as noted by E. T. Musaev, the nature of a sports contract in legal science is poorly studied, that is why research of the legal nature of contracts in sports is relevant and in demand [1, p. 63]. We believe that a correct understanding of the legal essence and features of sports contracts is extremely important, since a lack of awareness in this area can lead to conflict situations and adverse consequences for both athletes and sports organisations.

First, it should be emphasized that there is no legal definition of the term "sports contract" in the legislation of the Republic of Uzbekistan. At the same time, the analysis of the legislation of the Republic of Uzbekistan reveals that sports contracts should be regarded exclusively as employment contracts.

Thus, part one of Article 25 of the Law of the Republic of Uzbekistan "On Physical Culture and Sports" in the new version stipulates that the athlete has the right to conclude employment contracts with physical education and sports and other organisations in the manner prescribed by law. In addition, according to part three of Article 28 of the above Law, the athlete's belonging to a physical culture and sports organisation is determined on the basis of the employment contract concluded between the athlete and the physical culture and sports organisation, and (or) on the basis of membership of the athlete in a physical culture and sports organisation. Article 503 of the Labor Code of the Republic of Uzbekistan (hereafter, LC RUz) in the new edition, which entered into force on April 30, 2023, establishes the peculiarities of the legal regulation of sportsmen labor.



At the same time, the analysis of foreign experience indicates that a sports contract can be regulated by both the norms of labor and civil legislation. V.P. Vaskevich argues that the relations between professional athletes and professional sports clubs can be regulated by either civil-law, or labor, or mixed contracts [2].

The legal regulation of sports contracts in **the Republic of Kazakhstan** is also interesting. According to the Law of the Republic of Kazakhstan of 03.07.2014 No. 228-V "On Physical Culture and Sports" a sports contract is a civil law contract concluded between an athlete, coach or other specialist and a sport organisation in the field of physical culture and sports.

However, it is noted that there are problems in the legal regulation of sports contracts in the Republic of Kazakhstan due to the fact that neither labor legislation nor the Law of the Republic of Kazakhstan "On Physical Culture and Sports" does not contain the specifics of regulating the labor of employees in this area [3, C. 123].

In **the United States Code**, the term "professional sports contract" means an agreement under which an individual is employed, or agrees to render services, as a player on a professional sports team, with a professional sports organization, or as a professional athlete [4]. U.S. law allows for cases where it is objectively impossible to enter into a contract of employment between an individual athlete and a professional sports organization. For example, the contract between the Ultimate Fighting Championship sports organization is a self-employed-professional contract [5].

In our view, sports contract covers both an employment contract with an athlete and a contract of a civil-legal nature, concluded in specific circumstances. At present there are quite a large number of sports, and it is not always possible to conclude an employment contract between individual athletes and professional sports organisations. In our opinion, it is necessary to regulate at the legislative level the procedure and conditions of concluding civil law contracts between athletes and professional sports organisations.

Grounds for early termination of a sports contract: Based on the provisions of the applicable legislation of the Republic of Uzbekistan, sports contracts may be terminated prematurely:

- a) by agreement of the parties;
- b) on the initiative of the athlete;



c) on the initiative of the professional sports organisation-employer;

d) due to circumstances beyond the control of the parties.

The termination of a sports contract by agreement of the parties is one of the methods of early termination of the contract, which takes place through a mutual agreement between the athlete and the professional sports organisation. One of the characteristics of this method of termination is the avoidance of litigation and conflicts between the parties. Termination of a sports contract by agreement of the parties has a number of advantages, including:

- quick resolution of disputes between the parties;
- reducing the cost of litigation;
- maintaining good relations between the parties.

It should be pointed out that the termination of a sports contract by agreement of the parties has its own peculiarities, which affect the process of termination and the legal consequences for the parties to the contract.

The first peculiarity is the necessity for both parties to sign a supplementary agreement on the terms of the contract termination. This document must include all the essential terms of the termination, such as the date of termination, the terms of compensation (if provided for in the contract) and the legal consequences for the parties.

The second peculiarity is the fact that the termination of a contract by agreement of the parties may have additional legal consequences. For example, if the player and the club agree to terminate the contract during the season, questions will arise about payments by the club, salary balances and additional benefits that the contract provided for. In this case, additional legal issues may need to be resolved.

Terminating a sports contract at the initiative of an athlete is a fairly common practice in the sports industry. This type of contract termination is usually based on financial, performance or other reasons that are of great importance to the athlete.

Part 1 of Article 160 of the LC RUz stipulates that an employee has the right to terminate an employment contract concluded for an indefinite term, as well as a fixed-term employment contract before its expiration, by giving fourteen (14) calendar days' notice to the employer in writing. It should be noted that this warning period does not always correspond to the warning periods established by sports federations (associations). Thus, according to Part 1 of Article 14 of the Regulations



on the Status and Transfers of Players (2020): "If the club illegally fails to pay the player two salaries on the dates set by the terms of the contract, the player has the right to terminate the contract. In this case, the player, having notified the club in writing, must give him a 15-day period for the full performance of his financial obligations. In the process of applying this rule may be subject to other provisions". The legislator, taking into account this circumstance, determined that the duration of the notice period to terminate the employment contract on the athlete's initiative is set by the parties to the employment contract, taking into account the terms established by the Ministry of Youth Policy and Sports of the Republic of Uzbekistan on the recommendations of sports federations (associations) of the Republic of Uzbekistan for the relevant sport or type of sport (article 503 of the LC RUz).

One of the main peculiarities of terminating a contract at the initiative of an athlete is that this type of termination may be difficult for the athlete due to the presence of penalties that may be stipulated in the contract. Thus, according to Part 9 of Article 160 of the LC RUz, in the case of the early termination of a fixed-term labor contract at the initiative of an employee, the employee may be required to pay a forfeit. In such circumstances, the athlete pays a forfeit to the employer if the individual employment relationship is terminated at the athlete's initiative, as well as on grounds related to the athlete's guilty actions (inaction). However, if the amount of the penalty is not defined in the sports contract, the parties are exempt from paying it.

The actual problem in termination of a sports contract at the initiative of an athlete, in our opinion, is that the legislator does not take into account the internal norms (local acts) of sports federations (associations), regulating the rules and procedures for termination of sports contracts with players.

There is an established practice that unjustified termination of a sports contract may lead to legal liability for an athlete due to violation of the terms of the sports contract and the local acts of sports federations (associations) for sports. Specific provisions for the termination of the employment contract with football players are contained in the Regulations on the Status and Transitions of Players (2020) of the Uzbekistan Football Association. These regulations stipulate that a party that terminates an



employment contract without just cause shall pay compensation to the other party, as well as incur sporting sanctions.

In other words, even if the legislation of the Republic of Uzbekistan allows athletes to terminate their employment contract with sports organisations early, in case of unjustified termination the athlete is sanctioned by the sports organisation, which leads to a conflict between the legislation of the Republic of Uzbekistan and the internal regulations of sports federations.

Terminating a sports contract at the initiative of the sports organisation is no less important than terminating the contract at the initiative of the athlete. The decision to terminate the contract in this case is made by the management of the sports organisation. One of the main peculiarities of terminating a contract at the initiative of a sports organisation is that this decision can be provoked by various reasons and, most importantly, must be justified and legitimate. Basically, such decisions are taken when an athlete fails to comply with the terms of the sports contract.

According to Part 2 of Article 161 and Part 14 of Article 503 of the LC RUz, the validity of the termination of an employment contract, in particular a sports contract, means one of the following reasons (grounds):

- 1) liquidation of a sports organization;
- 2) changes in the number or staff of employees of a sports organisation due to changes in technology, organization of production and work, and reduction in the scope of work;
- 3) the incompatibility of the athlete with the position held or the activity performed due to inadequate qualifications. It should be noted that poor performance or injury of an athlete cannot be sufficient grounds for early and unilateral termination of a sports contract [6, 29]. Case law of the Court of Arbitration for Sport (CAS) shows that the poor performance of an athlete in the absence of strict wording in the sports contract about the athlete's poor performance is not a ground for legal termination of the sports contract. Thus in Case No. CAS 2010/A/2049 it ruled that: "...nothing in the Contract justifies termination of contract based on sporting performance. Moreover, it happens quite frequently that clubs sign players who subsequently disappoint with their sporting performance. In the absence of strict contractual



language, inadequate sporting performance can hardly constitute a legitimate breach of contract....” [7].

4) systematic breach of employment duties by an athlete. A systematic violation of labour duties shall be a repeated disciplinary offence committed by an athlete within one year from the date of bringing the athlete to disciplinary or material responsibility or applying measures provided for by labour legislation and other legal acts on labour, for a previous violation of labour duties;

5) a single gross violation by an athlete of his/her labour duties. The list of one-time gross violations of labour duties, for which termination of the employment contract with an employee may follow, is determined by

- the internal labour regulations;
- the employment contract between the owner and the head of the organisation, as well as the employment contract between the employee and the employer in cases provided for by the LC RUz;
- statutes and regulations on discipline with respect to certain categories of employees covered by the statutes and regulations on discipline.

6) sports disqualification for a period of six months or more. In accordance with the Law of the Republic of Uzbekistan "On Physical Culture and Sports", the sports disqualification of an athlete is a suspension of an athlete from participation in sports competitions, which is carried out by the international sports federation (association) for the relevant sport or the national sports federation (association) for the relevant sport for violation of sport rules or regulations (regulations) on sports competitions or anti-doping rules approved by the international sports

7) violation by an athlete, including a single violation, of anti-doping rules approved by international anti-doping organisations.

Accordingly, a decision to undertake this process may protect the interests of the sports organisation and it is important that all legal and financial considerations are taken into account. At the same time, terminating a contract at the initiative of a sports organisation can be a complex process with its own characteristics and consequences.

In Article 168 of the LC RUz the legislator has provided **the grounds for termination of the employment contract due to circumstances not depending**



on the will of the parties. The following are the grounds on which a sports contract shall be early terminated:

- 1) conscription of an athlete for military or alternative service;
- 2) the entry into force of a court sentence, by which the athlete is sentenced to a punishment that excludes the possibility of continuing the previous work, as well as the referral of the athlete by court order to a specialized medical and preventive care facility;
- 3) violation of the established rules of employment, if the admitted violation cannot be eliminated and prevents the continuation of work
- 4) occurrence of circumstances that, according to the legislation, prevent continuation of the employment relationship (recognition of the athlete as completely incapable of work in accordance with the medical opinion issued in accordance with the established procedure, deprivation of a permit or license to perform certain work, etc.)
- 5) Cancellation of the court decision or cancellation (deeming illegal) of the decision of the State Labour Inspectorate of the Ministry of Employment and Labor Relations of the Republic of Uzbekistan to reinstate the athlete to work;
- 6) the death of an athlete, as well as the recognition by a court of an athlete as missing or the declaration of the athlete as deceased.

In summary of this scientific analysis, we can conclude that a sports contract shall be considered both in the narrow sense as an employment contract and in the broad sense as an employment and civil-law contract. In the early termination of sports contracts with professional athletes, it is necessary to take an individual approach and take into account the peculiarities of their employment. As noted by E.M. Tayufovich [1, 68], when considering disputes arising from sports contracts, it is necessary to assess their nature and accordingly choose the norms of labour or civil law to be applied.

It is also recommended to supplement Article 503 of the LC RUz with parts 16 and 17 of the following content:

"The employment contract with an athlete may contain a condition on the athlete's obligation to make a monetary payment (compensation) in favour of the employer in the event of early termination of the employment contract at the initiative of the athlete without just cause, as well as in the event of termination of the employment



contract at the initiative of the employer on grounds that relate to disciplinary sanctions.

The amount and procedure of the monetary payment (compensation) provided for in paragraph sixteen of this article shall be determined by the employment contract”.

REFERENCES

1. Musaev E.T. ACTUAL PROBLEMS OF THE LEGAL REGULATION OF SPORT CONTRACTS. *Journal of Law Research*. 2021, 6 vol., issue 7, pp. 61-69.
2. Vas'kevich V.P. O dogovornom regulirovanii professional'noy sportivnoy deyatel'nosti [Elektronnyy resurs] / Konsul'tantPlyus.
3. Khasenov, M.Kh.; Bukenov, R.O. PROBLEMS AND COLLISIONS OF LEGAL REGULATION OF LABOUR IN THE FIELD OF PHYSICAL CULTURE AND SPORTS IN THE REPUBLIC OF KAZAKHSTAN. *Newsletter* 2021, 1, pp. 120-132.
4. The United States Code - <https://uscode.house.gov/>.
5. How do UFC contracts work? - <https://www.quora.com/How-do-UFC-contracts-work>.
6. XIANG Huiying, ZHANG Lin. CAS Jurisprudence on Just Cause Termination of a Contract in Professional Football[J]. *Journal of Shanghai University of Sport*, 2022, 46(2): pp. 24-33.
7. Arbitration CAS 2010/A/2049 Al Nasr Sports Club v. F. M., award of 12 August 2010. - <https://jurisprudence.tas-cas.org/Shared%20Documents/2049.pdf>.

NASOS STANSIYALARIDA ELEKTR TEJAMKOR YURITMALARINI QO`LLASH

Sheraliyev Sardorbek Isroil o`g`li

Andijon qishloq xo`jaligi va agrotexnologiyalari institut magistrant

Karimjonov Boburbek Olimjon o`g`li

Andijon qishloq xo`jaligi va agrotexnologiyalari institut magistrant

Annotatsiya:

Mazkur maqolada yurtimizdagi global iqlim o`zgarishlari elektr energiyaga bo`lgan talabni ortishi suv satxidan yuqorida joylashgan yerlarni o`zlashtirilishi tufayli nasos va nasos stansiyalaridan oqulona foydalanish hamda zamonaviy elektr tejamkor elektr yuritmalarini qo`llash va elektr sarfini kamaytrish to`g`risida so`z boradi.

Kalit so`zlar: Yuritma, Divegatel, Nasos, Mator, Konsepsiya, Ekspluatatsiya.

Insoniyat yigirma birinchi asrda juda ko`p muammolar bilan yuzma-yuz bo`lmoqda, ana shunday masalalardan biri – Elektr energiya va suv muammosidir. Ona sayyoramiz aholisi soni yildan-yilga oshib borar ekan, elektr energiyaga bo`lgan talabham ortib bormoqda, shu bilan bir qatorda oziq-ovqat xavfsizligini ta`minlash, qishloq xo`jaligi mahsulotlari yetishtirish, qurg`oqchilik va suv isrofini oldini olish singari og`riqli muammolar jahon hamjamiyatini jiddiy tashvishga solmoqda. Har qadamda yangilanishlar, iqtisodiy va ijtimoiy rivojlanishlar bo`layotgan hozirgi zamonimizda raqamli texnologiyalarining o`rni beqiyosdir. Ayniqsa suv xo`jaligi tizimida ulkan o`zgarishlar yuz bermoqda. So`nggi yillarda yer va suv resurslaridan samarali foydalanish, hamda boshqarish tizimini takomillashtirish, suv xo`jaligi obyektlarini modernizatsiya qilish va rivojlantirish bo`yicha izchil islohotlar amalga oshirilmoqda. Shu bilan birga, global iqlim o`zgarishi, aholi sonining va iqtisodiyot tarmoqlarining o`sishi, suv manbasidan yuqorida joylashgan erlarni o`zlashtirilishi ularning nasos va nasos stansiyalariga bo`lgan talabi yildan-yilga kuchayib bormoqda, O`zbekiston Respublikasi suv xo`jaligini rivojlantirishning 2020- 2030-yillarga mo`ljallangan konsepsiyasilarni ishlab chiqilgan Ushbu konsepsiyada. Bulardan O`zbekiston Respublikasi Suv xo`jaligi vazirligi tizimidagi nasos



stansiyalarining elektr energiyasi iste'molini bosqichma-bosqich kamaytirish hamda suv xo'jaligida bozor iqtisodiyoti tamoyillarini, autorsing va davlat-xususiy sheriklik mexanizmlarini joriy etish hisobidan tejaladigan mablag'lar suv inshootlarini modernizatsiya qilish, suv xo'jaligi tashkilotlarining moddiy-texnika bazasini takomillashtirish va xodimlarning oylik ish haqini bosqichma-bosqich oshirishga yo'naltirish ko'zda tutilgan.

Mamlakatimiz hududi iqlim jihatidan arid zonasida joylashgan, ya'ni yer va suv hamda ekinlar yuzasidan bug'lanib ko'tarilayotgan suv miqdoriga qaraganda, yillik yog'ingarchilik miqdori 15-25 marta kam. Shuning uchun qishloq xo'jalik ekinlaridan sug'orish orqali hosil olinadi. Bir necha o'n yillardan buyon 4,3 mln. ga sug'oriladigan yerlar mavjud bo'lib ushbu ekin maydonlarining 53 % ga yaqin hududiga 43 dona ulkan va katta, 1660 donadan ortiq o'rtacha, hammasi bo'lib 1670 dan ortiq, hamda SIU va fermer xo'jaliklarining 8100 donadan ortiq kichik nasos stansiyalari va qurilmalari suv ko'tarib beradilar. Yer osti suvlari sathini tartibga solish, ichimlik va sug'orish suvi bilan ta'minlash maqsadida Respublikada 7620 (4624 dona sug'orish, 3474 dona meliorativ) donadan ortiqroq vertikal quduqlarga o'rnatilgan nasos qurilmalari ekspluatatsiya qilinadi.

O'zbekiston Respublikasining Prezidenti Sh.M.Mirziyoevning 2020 yil 10 iyuldagi 6024 sonli "O'zbekiston Respublikasi suv xo'jaligini rivojlantirishning 2020-2030 yillarga mo'ljallangan konsepsiyasini tasdiqlash to'g'risida"gi qarorida "Suv xo'jaligi tashkilotlari hisobidagi 1687 ta nasos stansiyalarining 74 foizi 30 yildan, 20 foizi 20 yildan, 6 foizi 10 yildan ortiq xizmat qilmoqda yoki 94 foiz nasos stansiyalari norimativ xizmat muddatini (16-18 yil) o'tab bo'lib, ularni modernizatsiya qilish va almashtirish, jami 2887 km bosimli quvurlarning 10,3 foiz qismi esa birinchi navbatda almashtirishni talab etib, oqibatda ularni ishlatishda avariya holatlari ko'plab kuzatilmoqda, shuningdek, elektr energiyasi 5 sarfi yuqoriligicha qolayotganligi" aytib o'tilgan. Ko'plab nasos stansiyalari uzoq vaqt ekspluatatsiya qilinishi natijasida, ularning foydalish ish koeffitsienti kamayib ketgan. Natijada energiya isrofi, qishloq xo'jalik ekinlari uchun talab etilgan suv sarfini ta'minlab berishdagi isrof bo'lishlar, jihoz va uskunalarning ta'mirlashlar aro davrining kamayishi sababli 1,0 m³ suvni yetkazib berish katta xarajatlar talab qilmoqda.

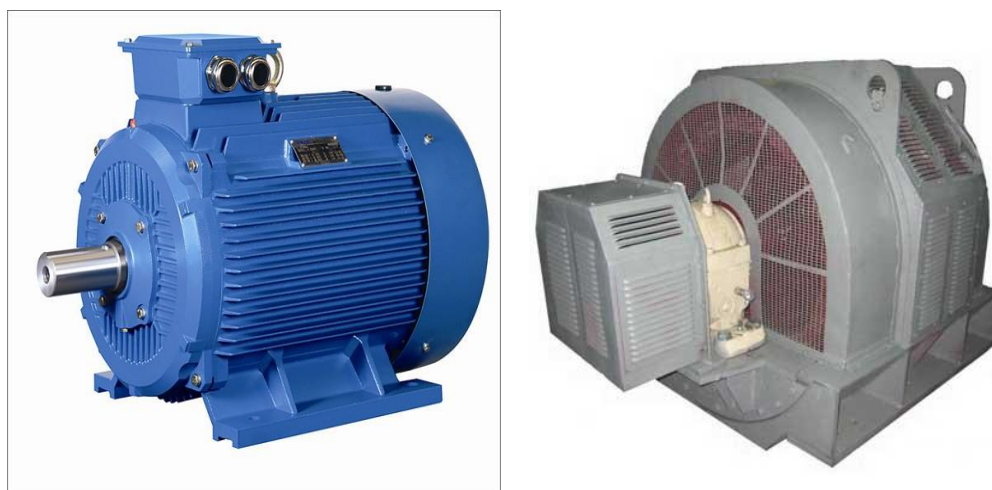


Nasos stansiyalarini faoliyatini ta'minlab beruvchi elektr energiya xarajatlari hisoblanadi. Hisobotga ko'ra, suv resurslarining nomutanosib taqsimlanishi va sug'oriladigan yerlarning murakkab relefga ega ekanligi natijasida sug'oriladigan yerlarning 60 foiziga yaqin qismiga 1 687 ta nasos stansiya yordamida suv yetkazib berilib, ularning yillik elektr energiyasi iste'moli 8 mlrd kVt.s ni tashkil etadi. 2,5 million gektar maydonni sug'orish uchun 2,4 trln. so'm byudjet mablag'lari sarflanmoqda. Bir gektar maydonga suvni nasoslar orqali yetkazib berish uchun byudjetdan o'rtacha 800 ming so'm xarajat qilinyapti. Egatlab sug'orish oqibatida yiliga qariyb 5-6 milliard m³ yoki 20 foiz suv dalada behuda sarflanmoqda. Bu muammoni hal qilish maqsadida energiya samarador texnologiyalarni joriy qilish va tarmoqda energiya sarfini kamaytirish bo'yicha bir qancha ishlar olib borilmoqda.

CHet el texnologiyalarini o'zimizda qo'llashimiz kerak Masalan

Hanzel Electric Motor korxonasida ishlab chiqarilgan elektr divegatellar misol qilishimiz mumkun Hanzel 0,09 kVt dan 630 kVt gacha bo'lgan elektr motorlarining keng assortimentini taklif etadi. Asosiy bu mahsulotlar elektr samaradorligiga ega standart induksion motorlardir.

1-rasim



Nasos stansiyalarini elektr energiya sarfini kamaytrish uchun quyidagi yo'nalishlarda olib borilsa ijobiy natija berishi mumkin:

- boshqaruvning rasional tuzilmasi ishlab chiqish va foydalanish xizmatini yaxshi tashkil qilish;
- fan va texnika yutuqlari, chet el ilg'or tajribalari asosida ishlatishni ilmiy tashkil etish va xizmatchilar mehnatini taqdirlash;

- nasos stansiyalarini texnik boshqarishni mukammal avtomatlashtirilgan tizimini ishlab chiqish va joriy etish;
- yangi mukammallashtirilgan nazorat-o'lchov asboblari ishlab chiqish va joriy etish;
- yangi va zamonaviy elektr divergatlari qo'llash
- ta'mirlash-foydalanish ishlarini kompleks mexanizatsiyalanishini ta'min etuvchi ilg'or (progressiv) texnologiya va mexanizmlarini yaratish;
- nasos stansiyasi inshootlari, bosimli quvurlardagi gidravlik jarayonlarni o'rganib borish, foydalanish-energetik ish tartibini baholash;
- nasos stansiyalarini (barcha inshootlari va uskunalari bilan) ishlatishning mukammallashtirilgan namunaviy yo'riqnoma, ko'rsatma va qoidalarini ishlab chiqish va joriy qilish.
- inshootlarning ishlatilishi va eskirishini hisobga olib ta'mirlash, qayta tiklash, rekonstruksiya qilish, yangi inshootlarni loyihalash usullarini ishlab chiqish va konstruksiyalarini yaratish va h.k.

Xulosa

Xulosa qilib aytganda nasos stansiyalarida elektr energiya sarfini kamaytrish uchun yangi va zamonaviy elektr divergatlarni qo'llash hamda doim nazoratda va vaqddida texnik tamirlab turish zarur hamda yurtimizda suv taqchiligi bo'lmasligi uchun suvdan buxuda foydalanmasligimiz zarur.

Foydalanilgan adabiyotlar.

- [1]. Nasos stansiyalaridan foydalanish va diyagnostikasi 7-8 betlar
- [2]. <https://www.gazeta.uz/oz/2021/07/21/water-supply/>
- [3]. [Fanvatalim.uz/uz/article/12/](https://fanvatalim.uz/uz/article/12/)
- [4]. "Gidrotexnika inshootlarining xavfsizligi to'g'risida" (1999 y) gi qonun
- [5]. <https://review.uz/uz/post/ozbekiston-suv-xojaligida-amalga-oshirilgan-ishlar-va-sohani-rivojlantirish-istiqbollari>
- [6]. <https://www.hanzelmotor.com/asynchronous-motor/ydt-motor-for-pumps-and-fans/electric-motor-for-pump.html>
- [7]. www.seagc.andqxai.uz



NURSING PROCESS AND ITS SIGNIFICANCE

To'raxonova Oydin

Ikromova Ziyoda

Teachers of the Technical College of Public Health
named after Abu Ali ibn Sino

Abstract:

People's daily life activities are closely related to health depends. Health is the connection between a person's life and the environment it is the result of human adaptation to this environment. World Health Care organization defines health as follows. "Health is a disease or not the absence of a physical defect, but a person's physical, it is a state of mental and social peace".

Activities of daily living are essential to living a healthy life are actions that occur and are repeated every day, includes physical, mental, social, cultural activities of a person

covers Activities of daily living Henderson's "Nursing What is the basis of his work?" as it is written in the manuscript human nutrition, physiological excretion, dressing, cleanliness, physical activity, rest, sleep, from participating in entertainment events, learning and working consists of Meeting these needs is important in human health plays a role.

People's self-care in daily life activities, it is necessary to take care of one's health and prevent diseases. Self-care is performed independently by a person are actions. If a person cannot take care of himself, that is if he needs physical, mental and social support, medical nurses or family members will help him closely. Nursing care from the assessment of indicators necessary for life starts. The nurse communicates with the patient and collects information about his problems.

Nursing work has an independent direction and is a treatment work is entitled to a job in a number of places. This, in turn, is medicine also expands the range of functions of juice, given by the doctor from the position of a simple executor of tasks to a very high level raises

Today's nurse has the following duties:

1) animal care;



2) disease prevention;

3) health care;

4) issues of getting patients on their feet and rehabilitation.

The nurse is a strong organizer, manager, pedagogue and psychologist it is the need of the hour. Meet the criteria of modern nursing three and the same standards of health and the basics of patient care not only to know, but also to be able to assess the mental state of patients necessary.

In addition, the disease causes symptoms and syndromes, causing the disease not the incoming factors, but separately for each patient:

— development of a complex program of individual care;

- must be based on the doctor's advice;

— should plan the organization of providing social and psychological assistance to the patient.

The main goals of nursing today:

— to the population and to the heads of treatment and prevention institutions the relevance and priority of the work of the sapling in the present period explain that;

- a way to expand professional responsibilities of a nurse to grow its capabilities and make effective use of it, to fully meet the population's need for nursing services;

- high-level medicine, both juicers and juicer work training managers and nurses with secondary and higher education providing and conducting the training process for;

— formation of a unique way of thinking in medicine.

The tasks of nursing are:

- management and organization of work with employees expand and develop their work;

- health care in the process of providing medical services to the population and coordination of activities of other organizations;

- to increase the professional competence and professional skills of medical workers carry out work on;

- development of new technologies in nursing work and implementation;

- implementation of the reform works in the area of shire work;

- providing nurses with modern medical information;

— to carry out preventive, sanitary-propaganda work;



- to carry out scientific research in the field of carpentry work;
- developing quality criteria for improving nursing work consists of output and its implementation and so on.

References:

1. M.F.Ziyayeva. Z.O.Rizayeva. “Bolalarda hamshiralik parvarishi”. Toshkent, “Fan va texnologiya” 2012 yil.
2. X.N Fayziyev. « Сестринский уход за детьми » Toshkent, «Ilm ziyo» nashriyoti, 2008 yil
3. K.S Inomov. «Pediatriyada hamshiralik ishi» Toshkent, 2007 yil
4. www.ziyonet.uz
5. <https://mymedic.uz/>

CHICKENPOX

Po'latova Nasiba

Boymurodova Dildora

Teachers of the Technical College of Public Health
named after Abu Ali ibn Sino

Abstract:

Chickenpox (lat. Varicella) is the general name of a number of viral infections. It is manifested by the appearance of red rashes and granules all over the body. The disease can be observed repeatedly in very rare cases, usually people get this disease once in their lifetime.

By the mid-1990s, due to the discovery of a vaccine, the number of cases decreased dramatically. Chickenpox is a disease caused by herpes virus type 3.

Smallpox (natural smallpox) is considered a dangerous disease that causes death and is among the infections that require quarantine. Symptoms: general intoxication, high body temperature, watery rashes on the skin and mucous membranes, leaving a deep scar after the rash.

CHICKEN POX SIGNS AND SYMPTOMS

The rash consists of red granules with a size of 2-4 mm, the granules turn into papules after a few hours, and then into vesicles. After 1-3 days, the vesicles dry up, leaving a superficial crust (wound, scab). At the same time, an enanthema is gradually formed on the mucous membrane - a yellow-gray surface crust.

The infection enters the body about 7-21 days before the onset of rash and other symptoms. A person remains infectious to others for up to 48 hours before the rash begins.

In addition to the rash, other symptoms may last for several days and include:

Fever;

Headache;

Loss of appetite.

A day or two after these symptoms are observed in the patient, the classic rash begins to develop. A person goes through three stages of the disease before recovery. These include:

Red and pink granules develop all over the body;



Granules turn into blisters filled with liquid;

The blisters harden and a surface crust appears.

Rashes on the body do not disappear at once. During the activity of the virus, new vesicles constantly appear. Blisters can be very itchy, especially before a scab (sore) form. It takes 7-14 days for the pimples to completely disappear.

CAUSES

The varicella-zoster virus (VZV), or chickenpox virus, causes chickenpox. In most cases, infection with the virus occurs as a result of contact with an infected person. VZV remains infectious until all particles are gone.

The virus can spread in the following ways:

Saliva;

Cough;

Assault;

Contact with fluid in blisters.

Chickenpox is spread by airborne droplets. The disease mainly affects children aged 6 months to 7 years. In addition, if pregnant women are sick, there is a possibility that the fetus will also get chickenpox. This can lead to birth defects, such as ugliness. After the disease is cured, stable immunity is formed in the body. The incubation period of chicken pox lasts 11-21 days.

WHO CAN GET CHICKENPOX?

Immunity or vaccination against infection reduces the risk of exposure to chicken pox. Immunity against the virus can be passed from mother to baby. Immunity lasts three months from birth.

First of all, anyone who has not been exposed to the virus before can get chickenpox. The risk of infection increases in the following conditions:

Contact with a sick person;

Children under 12 years old;

Adults living with children who have not had chickenpox;

A person who spent time in a school or children's institution;

Individuals whose immune system is weakened by illness or medication.

DIAGNOSIS OF PORCELSS

If unusual lumps develop on the skin, and especially if the rash is accompanied by symptoms of a cold (ORVI) or flu, it is necessary to consult a doctor as soon as possible.

A doctor can diagnose chickenpox on the basis of the lumps on the skin and the external examination. Laboratory tests confirm the exact cause of the lumps.

COMPLICATIONS

You should consult a doctor in the following cases:

If the grains spread around the eyes;

If the granules are red and pus is present (signs of secondary bacterial infection);

If chicken pox is accompanied by dizziness or shortness of breath.

Complications usually threaten the following categories of people:

Children;

Elderly people;

People with a weak immune system;

Pregnant women.

HOW TO TREATE CHICKENPOX

Today, a vaccine against chicken pox has been discovered. Treatment of chicken pox is carried out at home, mainly more rest is recommended. According to the doctor's prescription, interferon helps to reduce complications and prevent the disease. Preparations from medicinal plants are also used. Antibiotics are prescribed for protection and treatment of secondary purulent infection.

Most people diagnosed with chickenpox need to have their symptoms controlled while the virus is active. Parents are advised not to send their children to school. Also, to prevent the spread of the virus, it is necessary to properly care for the child. Infected adults are also advised to stay at home.

The doctor may prescribe antihistamines or ointments to relieve itching. Also, to relieve itchy skin:

Taking hot baths;

Light and soft clothes should be worn.

If there is a risk of developing complications or secondary diseases from the virus, the doctor can prescribe antiviral drugs. These antiviral drugs do not cure



chickenpox, they slow down the activity of the virus. This allows the human immune system to recover faster.

CHICKENPOX PREVENTION

98% of people who receive the two recommended doses of the chickenpox vaccine are prevented from getting the disease. A child should be vaccinated at the age of 12-15 months. Children are vaccinated again between the ages of 4 and 6 years.

References:

1. M.F.Ziyayeva. Z.O.Rizayeva. "Bolalarda hamshiralik parvarishi". Toshkent, "Fan va texnologiya" 2012 yil.
2. X.N Fayziyev. « Сестринский уход за детьми » Toshkent, «Ilm ziyo» nashriyoti, 2008 yil
3. K.S Inomov. «Pediatriyada hamshiralik ishi» Toshkent, 2007 yil
4. www.ziyonet.uz
5. <https://mymedic.uz/>

INFANT VENTILATION

Saidova Gulrux

Qurbonova Shaxnoza

Teachers of the Technical College of Public Health
named after Abu Ali ibn Sino

Abstract:

Unfortunately, a baby's cold is not a rare condition. Babies are almost immune to any virus. It should be noted that breastfed babies are less susceptible to ARVI than babies who use special formulas.

HOW TO DETECT?

Cold symptoms in babies are no different from cold symptoms in adults. The difficulty of the situation is that the little one cannot tell you what he is upset about. In such cases, parents should be alert and attentive.

The most obvious and obvious symptoms are cough and runny nose. These symptoms are characteristic only of colds. A rise in temperature is also a very clear symptom. But this is very doubtful, because fever is observed not only in ARVI. In addition, many pediatricians believe that a temperature of up to 37.5 °C is normal for a baby. But here it all depends on individual characteristics.

Loss of appetite, weakness, decreased activity and general weakness can also indicate a baby's cold. Cold symptoms in babies can be confused with teething symptoms. However, it should be remembered that runny nose and flu symptoms in babies are not a phenomenon related to the eruption of one more tooth, but a symptom of the weakening of the immune system and the onset of the flu in babies.

HOW TO TREAT AND MANAGE?

How and with what to treat a baby's cold is a very delicate matter, because the baby is very small and defenseless. Too many parents worry and make mistakes. First, you need to calm down and listen to some advice.

Never wrap the child. In this case, it will be very easy for the child to overheat. If the baby's body temperature is 38 °C, wrapping him will cause the fever to rise to another level.

Do not worry and do not immediately give the baby antipyretic drugs. Give antipyretics only when the child's temperature is 38.5 °C or higher, but if it is lower, then it is not necessary to give such means. A temperature below 38.5 °C can be dangerous only for babies with seizures, and the neurologist should have warned about their origin.

Do not give the child sulfonamides and antibiotics. After all, they only act against bacteria, not viruses that cause colds (ORVI). Such medicines only harm the child - often-allergic reactions and dysbacteriosis occur in babies as a result of their intake. But if babies have otitis, bronchitis, pneumonia, and other bacterial diseases, there is no other option but to use antibiotics.

PREVENTION OF VENTILATION IN INFANTS

It is very important to prevent colds in babies, because it is much easier to prevent the disease before treating it later. To do this, often take a walk with your child in the open air, dress the baby according to the weather - do not allow him to overheat and cool down. Do not take your child to crowded places during the outbreak of a cold, and if there is a family member with a cold, do not bring him close to the baby. Colds in babies, its treatment and prevention are not so complicated. This process simply requires care and attention. The best way is to see a doctor.

References:

1. M.F.Ziyayeva. Z.O.Rizayeva. "Bolalarda hamshiralik parvarishi". Toshkent, "Fan va texnologiya" 2012 yil.
2. X.N Fayziyev. « Сестринский уход за детьми » Toshkent, «Ilm ziyo» nashriyoti, 2008 yil
3. K.S Inomov. «Pediatriyada hamshiralik ishi» Toshkent, 2007 yil
4. www.ziynet.uz
5. <https://mymedic.uz/>