

**ОБРАЗОВАНИЕ,**

**НАУКА И ИННОВАЦИОННЫЕ ИДЕИ  
В МИРЕ**

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# ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ

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ЧАСТЬ - 1





## JIGAR SERROZINI ANIQLASHDA INNOVATSION YECHIM

*Xasanov Farrux Sheraliyevich*  
*Samarqand davlat tibbiyot universiteti*  
*ichki kasalliklar kafedrasida assistenti*

*Qo'ldoshev Feruzjon Zohid o'g'li*  
*Samarqand davlat tibbiyot universiteti talabasi*  
*Zayniddinov Og'abek Farhod o'g'li*  
*Samarqand davlat tibbiyot universiteti talabasi*

**Annotatsiya:** Surunkali jigar kasalligi (CLD) e'tiborga olinmagan epidemiyadir. Erta o'lim ko'p va O'zbekistonda jigar kasalliklari yurak va nafas olish kasalliklari bilan bir qatorda adolatsiz sog'liqni saqlash bo'yicha birinchi uchlikka kiradi. CLD bilan og'rigan bemorlarning 50 foizi shoshilinch tibbiy yordamdan so'ng birinchi marta sirroz tashxisi qo'yiladi, bu esa bemorning yomon natijalariga olib keladi. An'anaviy parvarish modellari ehtiyoj jamiyat darajasida bo'lganda ikkinchi darajali yordamga asoslangan. Bemorlarni jamiyatdagi populyatsiya darajasidagi xavf omillari asosida kasallik mavjudligini tekshirish, potentsial reversivlik mavjud bo'lganda, uning mavjudligini erda aniqlash imkonini beradi. Ushbu sohada klinik yordamni yaxshilash uchun uchta keng yo'nalishda innovatsiyalar zarur: jamiyatda diagnostikadan foydalanishni yaxshilash, diagnostikani birlamchi va ikkinchi darajali tibbiy yordamga integratsiyalash va bemorlarga yordam ko'rsatishni yaxshilash uchun raqamli sog'liqni saqlashdan foydalanish. Ushbu maqolada biz O'zbekiston tadqiqot va innovatsiyalari tomonidan moliyalashtirilgan jigar kasalliklarini erda aniqlash uchun integratsiyalashgan diagnostika (ID-LIVER) loyihasi O'zbekistonda jigar kasalliklarini aniqlash masalasiga aholi darajasida yondashish uchun yechimlarni qanday ishlab chiqayotganini tasvirlab beramiz. NHS tashkilotlari, akademik hamkorlar va tijorat tashkilotlarini birlashtirib, ilgari Nottingemda tashkil etilgan innovatsion yo'llarga asoslanishdir.

**Maqsadi** - o'sishni rag'batlantirish va hozirda yetarli bo'lmagan modelni buzish uchun ilg'or ma'lumotlar ilmi orqali multimodal diagnostikani birlashtirgan tijorat yechimini birgalikda yaratish va amalga oshirish. Bu NHS doirasida aholi darajasida jigar kasalliklarini erda tashxislash va stratifikatsiya qilish uchun keng ko'lamda qo'llanilishini maqsadli ko'rishdir.

**Kalit so'zlar:** jigar kasalligi, tashxis, yo'l, amalga oshirish, jamoa, sun'iy intellekt

Jigar kasalligi butun dunyo bo'ylab salomatlik uchun jiddiy yuk bo'lib, O'zbekistonda o'lim va kasallanishning asosiy sababi sifatida tan olingan. 2011 yilda birinchi marta qo'shni Yevropada o'lim darajasi yaxshilanganiga qaramay, Angliyada

jigar kasalliklaridan o'lim ko'payishi davom etayotgani ta'kidlangan (1). O'zbekistonda bu o'limning eng ko'p beshinchi sababidir va 1970 yildan beri jigar kasalliklari uchun standartlashtirilgan o'lim darajasi boshqa asosiy kasalliklar uchun o'lim darajasining yaxshilanishidan farqli o'laroq 400% ga oshgan (2). Bundan tashqari, O'zbekistonda jigar kasalligi 30-49 yosh guruhida o'limning asosiy sababidir (3).

Turmush tarzi bilan bog'liq jigar kasalliklarining tarqalishi so'nggi o'n yil ichida alkogolsiz yog'li jigar kasalligi (NAFLD) kabi kasalliklarning tarqalishi bilan o'sib bordi, bu kasallik spektri bo'lib, unda jigar hujayralarida yog' miqdori ko'payib, ~20-20 gacha baholanadi. Dunyo bo'ylab 30% (4). O'z vaqtida tashxis qo'yish xulq-atvor aralashuvi bilan erta jigar fibrozining potentsial tiklanishini amalga oshiradi; Jigar kasalliklarining 90% turmush tarzi bilan bog'liq (5). Bemorlarning 50% ga yaqinida faqat kasalxonaga shoshilinch yotqizilganidan keyin jigar kasalligi tashxisi qo'yiladi (6). Jigar kasalliklari tengsiz tibbiy yordam ko'rsatish bo'yicha birinchi uch o'rinda (7); Surunkali jigar kasalligi (CLD) bilan og'rigan odamlarning o'rtacha o'lim yoshi eng kam ta'minlangan O'zbekistonda yashovchilarda 9 yilga farq qiladi (8). Bundan tashqari, COVID-19 pandemiyasi CLDga nomutanosib ta'sir ko'rsatadi; 15 000 kasalxonaga yotqizilgan bemorlarni o'rganishda o'lim xavfi (xavf darajasi 1,5) barcha surunkali kasalliklarning eng yuqori darajasi edi (9).

Ilg'or kasalliklarni aniqlashda yaxshi bo'lsa-da, hozirda bitta diagnostika testi mavjud emas yoki erta jigar kasalliklarini ishonchli aniqlash va qatlamlash uchun yetarli. An'anaviy ravishda jigar kasalligi mavjudligini aniqlash uchun "jigar funktsiyasi testlari" (LFT) deb ataladigan qon testlari to'plami o'tkaziladi. Bularga jigar shikastlanganda mavjud bo'lgan fermentlar va molekulalar kiradi. Ushbu testlar tez-tez so'raladi, lekin ko'pincha jigar kasalligini aniqlamaydi; LFTlarning 20% gacha g'ayritabiiy natija bor, ammo bu bemorlarning faqat 1,26% keyinchalik surunkali jigar kasalligi tashxisi qo'yilgan (10). Aksincha, jigar qon testlari og'ir jigar kasalligi bo'lgan odamlarning 90% gacha normal bo'lishi mumkin (11).

Bemorning jamiyatda jigar kasalligiga chalinish ehtimolini baholashning boshqa usullari klinik amaliyotda keng qo'llaniladigan bemorning qon tekshiruvi natijalari va yoshiga asoslangan FIB4 balli kabi noinvaziv skoring tizimlarini o'z ichiga oladi (12). Kengaytirilgan jigar fibrozi (ELF) testi jigar fibrozining mavjudligini bashorat qilish uchun ishlatilishi mumkin, ammo Buyuk Britaniyada bu testning mavjudligi har xil (13). Fibroskan - bu ixtisoslashgan ultratovush tekshiruvi bo'lib, u jigarda chandiq yoki fibroz darajasini sonli baholash imkonini beradi.

O'zbekistonda jigar kasalligini erta aniqlash

NHS klinisyenlari, akademiklar va diagnostika va sun'iy intellekt (AI) sohalari rahbarlaridan tashkil topgan Jigar kasalliklarini erta aniqlash bo'yicha integratsiyalashgan diagnostika (ID-LIVER) konsortsiumi erta jigar kasalliklarini aniqlash uchun yechimlarni ishlab chiqish uchun birgalikda ishlamoqda. Biz erta jigar



kasalliklarini aniqlashni yaxshilashga ishongan uchta bo'shliqni aniqladik. Birinchi muhim bo'shliq - bu erta aralashuv farq qiladigan bosqichda jigar kasalligini qanday aniqlashni yaxshilashdir. Ikkinchi muhim bo'shliq - bu diagnostika va boshlang'ich boshqaruvni kasalxonaga asoslangan tibbiy yordamdan jamoaviy yordamga o'tkazish. Uchinchi muhim bo'shliq - tarixiy ehtiyojlarga emas, balki ob'ektiv ma'lumotlarga asoslangan holda diagnostika va zarurat joylariga aralashuvga e'tibor qaratishdir. Bizning farazimiz shundan iboratki, NHSda klinik yo'lni amalga oshirish uchun zarur bo'lgan tajriba bilan birlashtirilgan innovatsion yondashuv ushbu uchta ehtiyojni qondirishga yordam beradi. Yondashuvimizning yangiligi ham tarmoqlararo hamkorlikni, ham keng intizomiy jalb qilishni o'z ichiga oladi; NHS, ikkita yirik universitet va sanoatni qamrab oluvchi hamkorlarning xilma-xilligi bilan ta'kidlangan. Maqsad - birlamchi va ikkinchi darajali tibbiy yordamning an'anaviy chegaralarini kesib o'tuvchi iterativ va integratsiyalashgan yechimga ega bo'lish. Jigar kasalliklarining og'irligiga qarshi kurashish bo'yicha kompleks strategiya zarurligi birinchi marta 2011 yilda milliy darajada ta'kidlangan va kun tartibidagi birinchi ustuvor vazifalar jigar kasalliklarini erta aniqlashni kuchaytirishdan iborat (1, 2). Hozirgi vaqtda ko'pgina Buyuk Britaniya sog'liqni saqlash muassasalarida jigar kasalliklarini tashxislash va davolashning rasmiy usullari mavjud emas. Amerika jigar kasalliklarini o'rganish assotsiatsiyasi va jigar kasalliklarini o'rganish bo'yicha Yevropa assotsiatsiyasi (14, 15) tomonidan umumiy aholini jigar kasalliklari uchun skrining tekshiruvi tavsiya etilmaydi. Umumiy aholi orasida jigar kasalliklarini erta tashxislashga qaratilgan mahalliy tashabbuslar O'zbekiston bo'ylab heterojen yondashuvlar bilan amalga oshirildi. Quyida uchta o'rnatilgan yondashuv muhokama qilinadi.

O'zbekistonda Scarred Liver Project (SLP) ishga tushirilgan yo'lni o'rnatdi, unda umumiy amaliyot shifokori (GP) xavf omillari asosida CLD uchun skrining uchun bemorlarni aniqlaydi. 2013 yilda o'tkazilgan dastlabki tajriba tadqiqotlari CLD uchun xavf omillariga qaratilgan va bu yo'l metabolik va alkogol bilan bog'liq kasallikning etiologiyalariga ham tegishli (11, 16). Fibroskan natijalariga ko'ra, CLD xavfi yuqori bo'lgan bemorlar ikkinchi darajali tibbiy yordamda qo'shimcha tekshiruvlardan o'tadilar, past xavfli bemorlar esa turmush tarzi bo'yicha maslahatlar bilan chiqariladi. Oddiy parvarishlash standartiga nisbatan diagnostik samaradorlik va iqtisodiy samaradorlikka ega ekanligi ko'rsatilgan (17, 18).

Ishlab chiqilgan yana bir yondashuv "refleks" test usulidan foydalanish bo'lib, agar dastlabki skrining natijasi anormal bo'lsa, keyingi sinovlar boshlanadi. Dillon va boshqalar. Shotlandiyaning Dandi shahrida boshlangan "Intelligent LFTs" (iLFTs) yo'lini tasvirlab berdi, bu yerda g'ayritabiiy LFT natijalari keyingi qon tekshiruvlarining refleksli kaskadiga olib keldi. Keyinchalik bu natijalarga asoslangan diagnostika va boshqaruv bo'yicha maslahatlar GPga beriladi (19). ILFTs yo'li anormal

jigar qon testlarining 75% birlamchi tibbiy yordamni boshqarishga imkon berishi ko'rsatilgan (20). Refleks tekshiruv Uelsning Gvent mintaqasida ham qo'llanilgan, bunda aspartat aminotransferaza (AST) va alanin aminotransferaza (ALT) ning anormal ALTdan so'ng LFT natijalari nisbati avtomatik hisoblab chiqiladi, bu esa jigar sirrozi bilan og'rigan bemorlarni aniqlashning ko'payishiga olib keldi. jamoa muhiti (21).

O'zbekistonning hududlarida ikki bosqichli tabaqalanish yo'llari tashkil etilgan va muntazam klinik yordam sifatida qabul qilingan. Ikki bosqichli yo'lga misol Shimoliy Londonda Srivastava va boshqalar. NAFLD klinik tashxisi yoki g'ayritabiiy ALT bo'lgan bemorlarni tabaqalash uchun FIB4 skoring va ELF testidan foydalangan holda "NAFLD yo'li" ni qo'ying (22). Yangi yoki aniqlangan NAFLD tashxisi bo'lgan bemorlar dasturda ishtirok etishlari mumkin va dastlabki FIB4 natijalariga ko'ra bemorlar past xavf, noaniq xavf yoki rivojlangan jigar fibrozisi xavfi yuqori bo'lganlar uchun qatlamlarga bo'linadi. Keyinchalik, sirrozni aniqlash darajasi standart davolash yo'lidagilarga nisbatan uch baravar ko'payganligi xabar qilindi.

Uchta alohida yo'l individual kuchli va zaif tomonlarga ega. Misol uchun, anormal jigar fermentlari bilan boshlash kasallikni o'tkazib yuborishi mumkin va xavf omillariga e'tibor qaratish, hatto uzoq muddatli tejash amalga oshirilsa ham, qisqa muddatda resurslarga qiyinchilik tug'diradi. Ushbu yo'llarni takrorlash va rivojlantirish qobiliyati tez dinamik NHS landshaftida muhim ahamiyatga ega bo'ladi. Yaralangan jigar loyihasidan olingan saboqlar

Ilgari sifatida, SLP kelajakdagi yo'lni, shu jumladan ID-LIVER loyihasini amalga oshirish uchun muhim manbadir.

Birlamchi va ikkinchi darajali tibbiy yordam o'rtasidagi hamkorlik SLP muvaffaqiyati uchun juda muhim edi. Prezident jamg'armasining 2019 yilda "NHSda innovatsiyalarni qabul qilish va tarqatish" hisobotida ta'riflanganidek, birlamchi va o'rta tibbiy yordamda katta klinik chempionlarning mavjudligi nafaqat yo'lni birgalikda ishlab chiqarishga imkon berdi, balki manfaatdor tomonlarni o'qitish va muammolarni hal qilishda muhim ahamiyatga ega edi. amalga oshirish jarayonida yuzaga kelgan muqarrar muammolar (23). Birlamchi va ikkinchi darajali manfaatdor tomonlarning umumiy egalik tuyg'usi amalga oshirish muammolarini tezkor hal qilishga yordam berdi va ishtirokchilar o'rtasidagi nizolarning oldini oldi.

Loyihani turli geografik joylarda amalga oshirishda ataylab tajriba bosqichiga ega bo'lish salohiyatni boshqarish va muammolarni erta aniqlashda muhim edi. Ushbu ko'p bosqichli jarayon birlamchi tibbiy yordam va jarayonning har bir bosqichida doimiy moliyalashtirishni qo'lga kiritish uchun klinik chempionlarning uzoq muddatli majburiyatlari, faol ishtiroki va muzokaralarini talab qildi. Loyiha uchun asosiy to'siq operatsion siloslar ichida joylashgan moliyaviy byudjetlarga asoslangan edi. Uzoq muddatli sog'liqni saqlash iqtisodiy dalillari komissarlar tomonidan tushunildi, ammo



ular qisqa muddatli yillik byudjetlarga e'tibor qaratish bilan cheklandi. Shunga o'xshash muammolar ko'plab innovatsion hisobotlarda, jumladan Prezident jamg'armasi hisobotida ta'kidlangan, klinik yordamga o'tish uchun mablag' ko'pincha innovatsiyalarni muvaffaqiyatli yetkazib berish uchun asosiy to'siq sifatida tilga olinadi (23).

SLPning dastlabki tadqiqotlari turli geografik va ijtimoiy-etnik hududlarda o'tkazildi va fizibilite, jalb qilish va kasalliklarni aniqlash o'xshashligini ko'rsatdi. Biroq, topshirilgan yo'lni baholashda ma'lum bo'ldiki, murojaatlarning 30% atigi 5% amaliyotdan kelib chiqqan (Guha va boshq., Ichki audit - nashr etilmagan). Ushbu amaliyotlar kasalliklarning eng yuqori tarqalgan hududlariga asoslanmagan va bu an'anaviy ravishda "erish qiyin" guruhlariga (kasallik xususiyatlari va ijtimoiy-etnik omillarni o'z ichiga olgan holda) maxsus yechimlarga muhtoj bo'lishi mumkinligini ta'kidladi. Ushbu o'rganish jigar bilan bog'liq kasalliklar va o'lim darajasi yuqori bo'lgan hududlarni yo'naltirish zarurligini hisobga olgan holda ID-LIVER dasturiga o'tkazildi.

Hayot tarzi bilan bog'liq xavf omillarining ko'payishi bilan o'zgaruvchan talab bilan resurslarni moslashtirish asosiy to'siq bo'ldi. Samarali triaj testlarini topish, ayniqsa normal jigar fermenti testlari kontekstida, qiyin bo'ldi. Shunday qilib, diagnostika yo'lini nozik sozlash zarurati aniq; Kelgusi iteratsiyalarda yangi testlar yoki gipotezasiz yondashuvlarni (masalan, mashinani o'rganish texnikasi) o'rganish jozibador yondashuvdir.

Sog'liqni saqlash texnologiyalarini faol joriy etish

ID-LIVER loyihasi

Jigar kasalliklarini erta aniqlash uchun integratsiyalashgan diagnostika yoki ID-LIVER - bu erta jigar kasalliklarini aniqlashga qaratilgan yangi konsortsium. Biz klinik jihatdan ahamiyatli kasallikka o'tish xavfi yuqori bo'lgan bemorlarni aniqlash modelini ishlab chiqish uchun bir nechta manbalardan olingan bemor va diagnostika ma'lumotlarini birlashtirish uchun mashinani o'rganish algoritmlaridan foydalanishni maqsad qilganmiz. Keyinchalik, ushbu shaxslar sog'liqni saqlash natijalari va xarajatlarini yaxshilash potentsiali bilan ushbu xavfni kamaytirish uchun aralashuvga yo'naltirilishi mumkin. Loyiha Buyuk Britaniya hukumatining Innovate UK Industrial Strategy Challenge fondi tomonidan moliyalashtiriladi, u 2,5 million funt sterling beradi va sanoat hamkorlari tomonidan 2 million funt sterlingga teng naqd pul ajratadi. U Manchester universiteti klinik va akademik hamkasblari, Manchester universiteti NHS Foundation Trust, Nottingham universiteti va Nottingham universiteti kasalxonalari NHS Trust, shuningdek, yirik sanoat hamkorlari GE Healthcare va Roche Diagnostics o'rtasidagi hamkorlikni ifodalaydi.

O'zbekistonning shimoli-g'arbiy jigar kasalliklarining tarqalishi bo'yicha eng yuqori o'rinlardan birini egallaydi, bunda kattalar aholisining 30% gacha jigar kasalligi uchun xavf omillari mavjud (8). O'zbekistonda bu jigar kasalligi xavfi ostida bo'lgan bir million odamga to'g'ri keladi, bu aholi darajasidagi diagnostika echimlariga bo'lgan ehtiyojni ta'kidlaydi. Yaqinda O'zbekiston sog'liqni saqlash va ijtimoiy yordamni o'zgartirdi va 2015 yilda 37 ta NHS organlari va o'nta tuman O'zbekiston sog'liqni saqlash va ijtimoiy yordamni nazorat qilish vakolatiga ega bo'lgan birinchi mintaqada O'zbekiston sog'liqni saqlash va ijtimoiy yordam bo'yicha hamkorlikni (GMHSCP) tashkil qilish uchun birlashdi. g'amxo'rlik byudjeti. Turli xil ijtimoiy-iqtisodiy kelib chiqishiga ega 2,8 million aholini qamrab olgan mintaqada maqsad sog'liqni saqlash va ijtimoiy yordamni sog'liqni saqlash natijalarini yaxshilash uchun birgalikda yo'naltirishdir.

O'zbekistonda tashkil etilgan klinik yordam yo'li Integrated Care System (ICS) va Primary Care Networks (PCNs) bilan hamkorlikda birlamchi va ikkinchi darajali tibbiy yordam ehtiyojlarini osonlashtiradigan yo'lni yaratish uchun ishlab chiqilgan. Jigarni baholashning yangi klinikalari birlamchi va ikkinchi darajali tibbiy yordamning an'anaviy paradigmasini xiralashtiradi. Komissiya a'zolarini erta jalb qilish va birlamchi va ikkinchi darajali tibbiy yordamda klinik chempionlarga ega bo'lish SLP (Scarred Liver Project dan olingan saboqlar bo'limi) muhim omillari edi. ID-LIVER jamoasi bemorning sayohatining har bir bosqichida, identifikatsiyadan to tergovgacha bo'lgan omillarni faol ko'rib chiqdi, ular nafaqat samaradorlikni oshiribgina qolmay, balki foydalanishning teng huquqliligini ham ta'minlaydi (Sog'liqni saqlash xizmatlarini yetkazib berishning tengligini yaxshilash bo'limi).

O'tkazilgan sog'liqni saqlash tizimida ishlash jamoaga an'anaviy sog'liqni saqlash tizimida tez-tez uchraydigan klinik ishga tushirish guruhlarini (CCG) bilan solishtirganda, aholi salomatligi bilan bog'liq muammolar miqyosida jigar kasalligiga yondashish imkonini beradi. Ambitsiya shundan iboratki, bu SLP duch kelgan qisqa muddatli va silos byudjeti masalalariga potentsial yechim beradi.

Dastlabki uchuvchi bosqichning afzalliklari, SLPda ko'rinib turibdiki, klinikalarni tezkor, bosqichma-bosqich yo'lga qo'yish mexanizmini taqdim etadi. Ushbu iterativ yondashuv alohida saytlar va aholining noyob muammolarini tezda hal qilishni osonlashtiradi.

Sog'liqni saqlash xizmatlarining tengligini oshirish

Jigarni baholash klinikalari uchun klinik o'zaro ta'sirlarning geografik joylashuvi ID-LIVER uchun doimiy muhokama qilinmoqda. Sollis Clarity salomatlik tahlili platformasi bilan ishlashning maqsadi aholi salomatligi kontekstini tushunishdir. ICS va PCNs kabi birlamchi tibbiy yordam tashkilotlari bilan hamkorlikda biz jigar kasalliklari uchun xavf profillari geografik jihatdan kasallikning "issiqlik xaritalari" orqali qaerda joylashganligini tushunishni boshlashimiz mumkin va keyin ushbu



hududlarda yangi jamoaviy jigarni baholash klinikalarini tashkil etishimiz mumkin. Klinikalar yuqori kasallik yuki, nomutanosib jigar o'limi yoki jigar bilan bog'liq natijalarga qarab joylashtirilishi mumkin. Bu yo'naltirishning noto'g'riligini bartaraf etishga va taqdim etilayotgan xizmatning tengligini yaxshilashga qaratilgan.

Bemor va jamoatchilikni jalb qilish tashkiloti Vocal bilan Manchesterda jigar kasalliklari uchun xavf omillari bo'lgan turli bemorlar guruhlarini bilan ochiq munozaralar boshlandi. Bemorlarni loyihalashda "erish qiyin" bemorlar guruhlarini jalb qilish xizmatlardan foydalanish imkoniyatini oshirishga qaratilgan va tibbiy yordam ko'rsatishning tengligini yaxshilashning muhim qismidir.

Raqamli qidiruv vositalaridan foydalangan holda "xavf ostidagi" bemorlarni aniqlash.

Joriy NHSda cheklangan resurslar bilan keyingi klinik tekshiruvlar uchun bemorni identifikatsiya qilish dolzarb masaladir. CLD uchun xavf omillari bo'lgan bemorlarni aniqlashni osonlashtirish uchun Shimoliy-G'arbiy EHEALTH kompaniyasining FARSITE (Sinov samaradorligini oshirish uchun fizibilite va ishga qabul qilish tizimi) texnologiyasidan foydalangan holda GP amaliyotlari skringi amalga oshirilmoqda. Bu markazlashtirilgan tarzda boshqariladigan profillash vositasi bo'lib, bemorda identifikatsiya qilinmagan yozuvlardan xavf omillari bor yoki yo'qligini aniqlaydi. Jigar kasalliklari uchun xavf omillari bo'lgan barcha bemorlarga o'z yozuvlarida hujjatlashtirilgan holda to'g'ridan-to'g'ri GP yozma aloqa orqali murojaat qilish mumkin, bu GDPR qoidalariga javob beradigan yo'l dizaynini amalga oshirishda muhim omil hisoblanadi. Tanqidiy jihatdan, optimallashtirilgandan so'ng, ushbu texnologiya band bo'lgan klinik va ish yurituvchi xodimlardan juda kam ma'lumot talab qiladi va taklifnomalar tezligini individual baholash klinikasi imkoniyatlariga moslashtirish uchun nazorat qilish mumkin.

O'zbekistonning markaziy amaliyotlarini (~ 900 000 kishiga xizmat ko'rsatadigan) dastlabki qidiruvdan so'ng, FARSITE jigar kasalligi uchun hech qachon tekshirilmagan, uch yoki undan ortiq xavf omillari bo'lgan 2005 bemorni aniqladi. Yana 55 286 tasi jigar kasalligi uchun bir yoki bir nechta xavf omillariga ega. Bu hatto kichik geografik hududda ham tadqiqot uchun potentsial maqsadli aholi qanchalik muhimligini ko'rsatadi. Shunday qilib, loyiha, agar raqamli qidiruv vositalari tibbiy yordamning klinik yo'llariga birlashtirilishi mumkin bo'lsa, kontseptsiyani isbotlaydi. Muhimi, bu xavf omillari yukiga ega bo'lgan, ammo CLD uchun tabaqalashtirilmagan shaxslar va amaliyotlarda nomutanosiblik mavjud bo'lgan bemorlarni aniqlash mexanizmini ta'minlaydi.

Jigar kasalligi xavfi yuqori bo'lganlarga diagnostika xizmatlarini ko'rsatish

Jigar bilan bog'liq natijalarning eng katta xavfi bo'lgan shaxslarga resurslarni etkazib berishni optimallashtirish moliyaviy jihatdan cheklangan modelda juda muhimdir. Jigar kasalligi rivojlangan yoki erta kasallik va kasallikning rivojlanish

xavfi yuqori bo'lganlarni aniqlash juda muhimdir. Biz buni hal qilish uchun AI yondashuvidan foydalanmoqdamiz, shunda tabaqalanish ilgari belgilangan yo'llarga qaraganda kengroq miqyosda amalga oshirilishi mumkin. Jiva.ai, sun'iy intellekt yordamida bashoratli tahlillarga ixtisoslashgan kompaniya bilan hamkorlikda biz klinik jihatdan ahamiyatli jigar kasalliklari xavfini bashorat qilish uchun algoritmik vositani ishlab chiqmoqdamiz. SLP dan sinchkovlik bilan fenotiplangan kogortadan foydalanib, dastlabki modellar ishlab chiqilmoqda va keyinchalik Buyuk Manchesterning istiqbolli kohorti yordamida tasdiqlanmoqda. ID-LIVER kohortida yangi biomarkerlar ham o'rganilmoqda, shu jumladan fibrogenezning sarum belgilari, fibrozning genetik belgilari, tasvirlash va platforma "omiks" texnologiyalari. Taxminiy biomarkerlar istiqbolli tasdiqlanadi va AI modellashtirishga kiritiladi.

#### Klinisyenga kirish va qabul qilishni yaxshilash

Mamlakat bo'ylab bemorlarni qayd etishning ko'plab elektron tizimlari mavjud bo'lib, ular ko'pincha sog'liqni saqlash muassasalarida mavjud bo'lgan boshqa tizimlar bilan o'zaro ta'sir qilmaydi. Bemorni parvarish qilishda zarur bo'lgan bir nechta ma'lumotlar oqimini yig'ish va boshqarish ko'pincha qiyin. Ushbu muammoni hal qilish uchun vosita sifatida bulutga asoslangan platforma bo'lgan yangi klinik interfeys Roche diagnostikasi bilan birgalikda ishlab chiqilmoqda. Ideal holda, bu amaliyot hamshirasidan konsultant gepatologgacha bo'lgan bemorning diagnostika yo'li bilan shug'ullanadigan barcha sog'liqni saqlash mutaxassislari uchun ochiq bo'ladi, bu takroriylikni kamaytiradi va izchillikni ta'minlaydi.

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## CLINICAL FUNCTIONAL CHANGES AND QUALITY OF LIFE IN BRONCHIAL ASTHMA

*Salayeva Muborak Saidobdullayevna  
Po'latova Niginabonu O'tkir qizi  
Po'latov O'ktamjon O'tkir o'g'li  
Tashkent Medical Academy, Uzbekistan*

**Annotatsiya:** Klinik funksional tekshiruvlar bronxial astma bilan og'rig'an 46ta bemor o'rtasida TMA ko'p tarmoqli klinikasida o'tkazildi. Kasallik davomiyligi o'rtacha 24,2 yilni tashkil etadi. Bronxial astmaning kechishini tahlil qilganimizda kasallik darajasi og'irlashishi bilan bemorlarda klinik funksional o'zgarishlar darajasi ham ortib bordi. Bronxial astma bemorlarda kasallik bosqichi og'irlashishi bilan obstruktiv buzilishlar ko'rsatkichlari JCHNH  $55,6 \pm 6,9\%$  gacha va O'TS  $69,7 \pm 6,4\%$  gacha sezilarli darajada pasayishi klinik belgilar va obstruktiv buzilishlar xarakterini tasdiqladi. BA bemorlarda kasallik bosqichining og'irlashishi bilan NCHAT 78% dan 35% ga sezilarli darajada pasayishi klinik belgilarning kasallik darajasiga bog'liq holda ortib borishini ko'rsatdi.

**Kalit so'zlar:** bronxial astma, klinik funksional o'zgarishlar, obstruktiv, restriktiv, Tiffno indeksi, xurujsimon yo'tal, nafas yetishmovchiligi, bronxospazm.

**Abstract:** Our research was conducted at the multidisciplinary clinic of the Tashkent Medical Academy. Clinical functional changes were conducted among 46 patients with bronchial asthma. The average duration of the disease is 24,2 years. When we analyzed the patients with bronchial asthma, the degree of clinical functional changes in patients increased with the increase of disease. Indicators of obstructive disorders a significant decrease in peak expiratory flow rate (PEFR) up to  $55,6 \pm 6.9\%$  and Lung capacities up to  $69.7 \pm 6.4\%$  confirms the nature of clinical signs and obstructive disorders. PEFR showed a significant decrease from 78% to 35% with the severity of the disease stage in BA patients and an increase in clinical symptoms depending on the level of the disease.

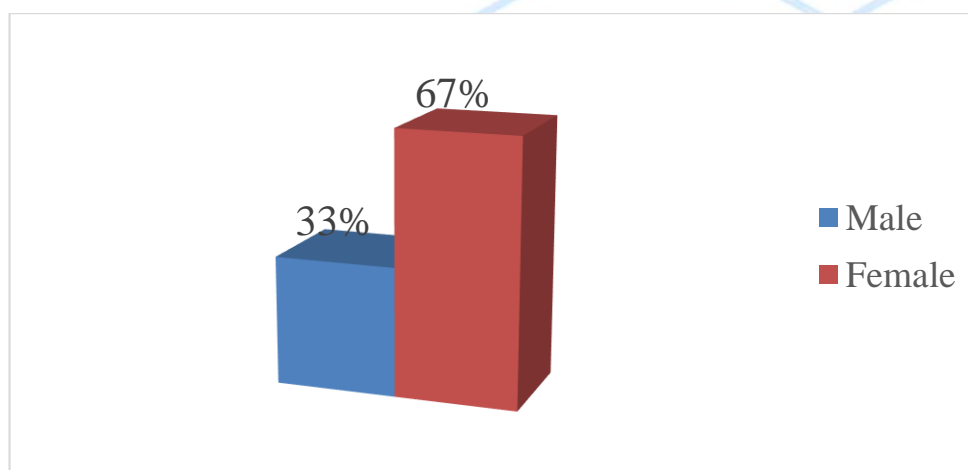
**Key words:** bronchial asthma, clinical functional changes, obstructive, restrictive, Tiffeneau index, paroxysmal cough, shortness of breath, bronchospasm

**Introduction.** Bronchial asthma is a serious global health problem. 5% to 10% of persons of all ages suffer from this chronic airway disorder[1]. It affects people of all ages and often starts in childhood, although it can also develop for the first time in adults. The pathophysiology of asthma is complex and involves airway inflammation, intermittent airflow obstruction and bronchial hyperresponsiveness[3]. The mechanism of inflammation in asthma may be acute, subacute or chronic and the presence of

airway edema and mucus secretion also contributes to airflow obstruction and bronchial reactivity[2]. Varying degrees of mononuclear cell and eosinophil infiltration, mucus hypersecretion, desquamation of the epithelium, smooth muscle hyperplasia and airway remodeling are present. Airway hyperresponsiveness or bronchial hyperreactivity in asthma is an exaggerated response to numerous exogenous and endogenous stimuli. The mechanisms involved include direct stimulation of airway smooth muscle and indirect stimulation by pharmacologically active substances from mediator-secreting cells such as mast cells or nonmyelinated sensory neurons[4]. The degree of airway hyperresponsiveness generally correlates with the clinical severity of asthma[5].

**Purpose of the research:** : Assessment of clinical functional changes and quality of life in bronchial asthma patients. Assessment of the clinical course of the disease in patients with bronchial asthma.

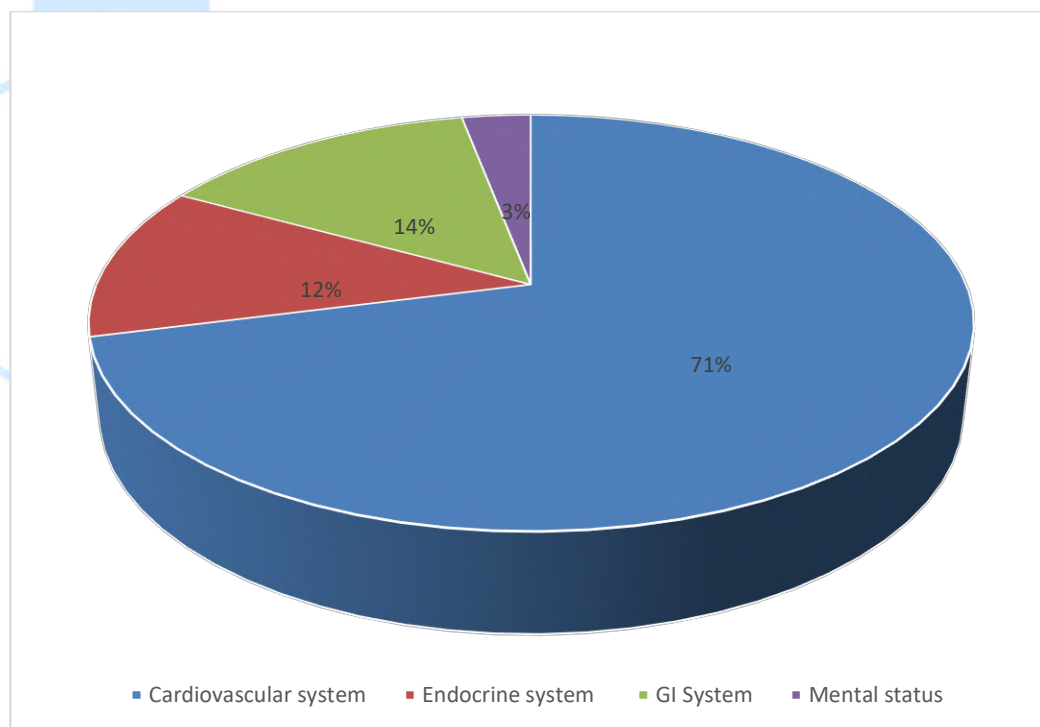
**Materials and methods:** Our research was conducted at the multidisciplinary clinic of the Tashkent Medical Academy. Clinical functional changes were conducted among 46 patients with bronchial asthma. The average duration of the disease is 24,2 years. When we analyzed the patients with bronchial asthma, the degree of clinical functional changes in patients increased with the increase of disease. Patients enrolled in the study between 30 and 70 years. diagnosed by a physician to have asthma according to GINA criteria (Global Strategy For Asthma Management And Prevention). Out of 46 patients, 2 patients were mild intermittent, 9 patients were mild persistent, 10 patients were moderate persistent, 25 patients were severe persistent level.



*1-picture; Gender affect the prevalence of asthma*



Of the 46 patients with bronchial asthma, 67% were women and 33% were men, so it is known that the disease is more common among women.



2-picture. Monitoring of comorbidities in BA patients (%)

The investigations show that the frequency of comorbidities in patients with bronchial asthma is 71% of cardiovascular diseases, 12% of endocrine diseases, 3% of changes in mental status, and 14% of gastrointestinal system diseases.

We used various questionnaires and instrumental examination methods to assess the quality of life of patients and determine the severity of the disease. We performed electrocardiography of patients to evaluate changes in the heart. We used to peakflowmetry and spirometry to determine the degree of respiratory failure and external respiratory activity. Bronchial asthma patients have a high frequency of concomitant diseases, especially cardiovascular diseases.

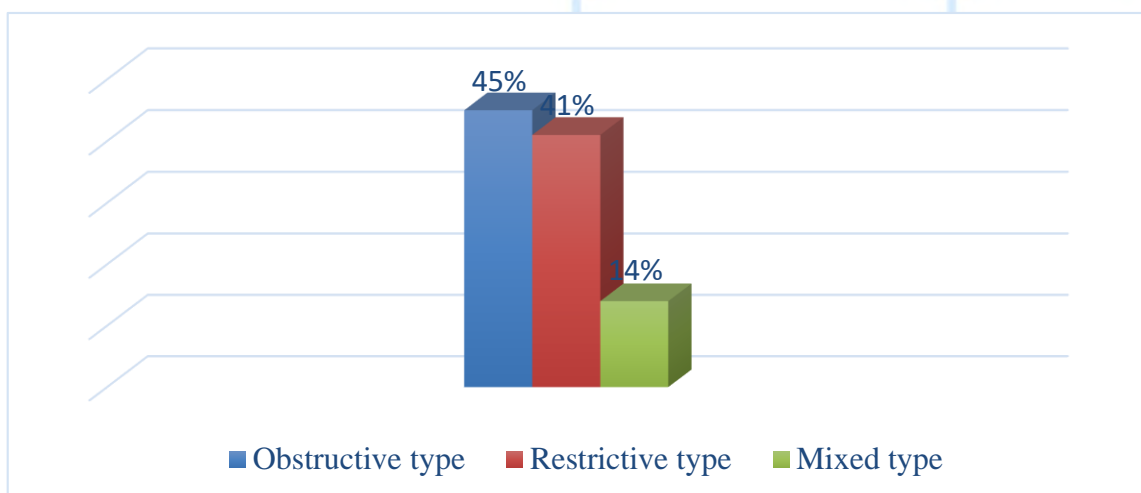
**Results:** According to the results out of 46 patients, 2 patients were mild intermittent, 9 patients were mild persistent, 10 patients were moderate persistent, 25 patients were severe persistent level (1-table).

1-table

**Clinical changes in patients BA**

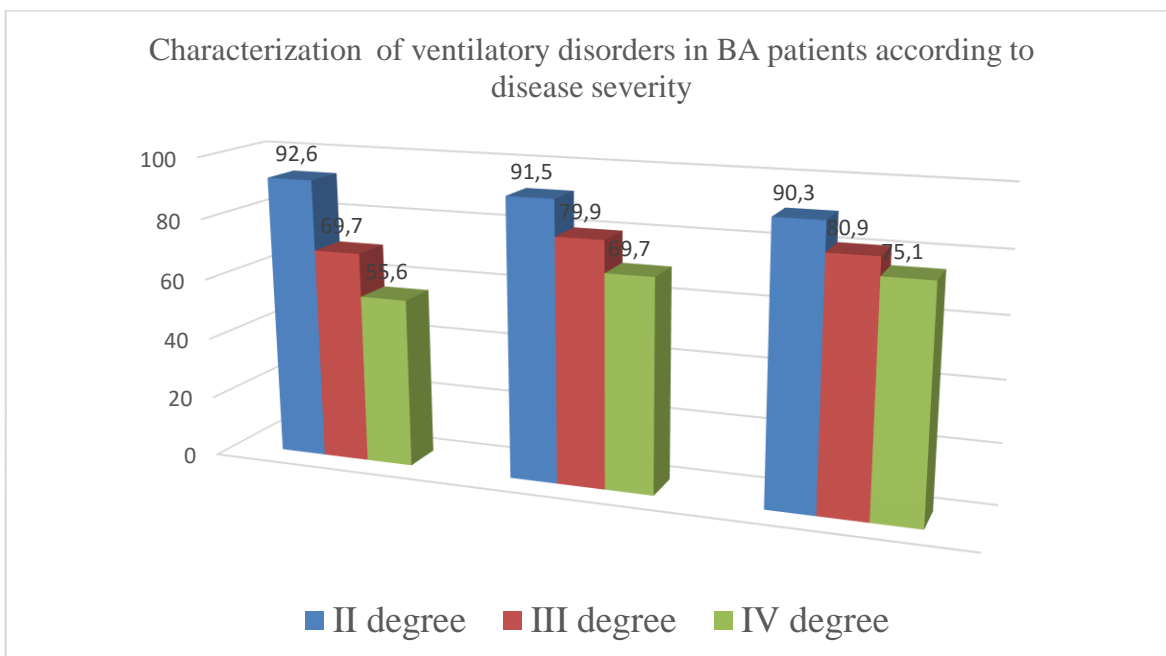
Severity degree (n)	Shortness of breath	Cough	Sputum	Panting	Weakness	Sweating
I degree (2)	2=100%	2=100%	1=50%	2=100%	2=100%	2=100%
II degree (7)	7=77,7%	5=55,5%	5=55,5%	9=100%	9=100%	6=66,6%
III degree (10)	10=100%	10=100%	9=90%	10=100%	10=100%	10=100%
IV degree (25)	25=100%	25=100%	25=100%	25=100%	25=100%	25=100%

According to the clinical examinations BA causes cough, shortness of breath, sputum, panting weakness, sweating at different levels. When we compared the severe persistent degree of BA disease with the mild persistent degree, it was found that shortness of breath- 1,3 times, paroxysmal cough – 1,8 times, sputum difficult to separate with cough – 1,8 times higher. As the clinical level of the disease increases the frequency of symptoms increases (1-table).



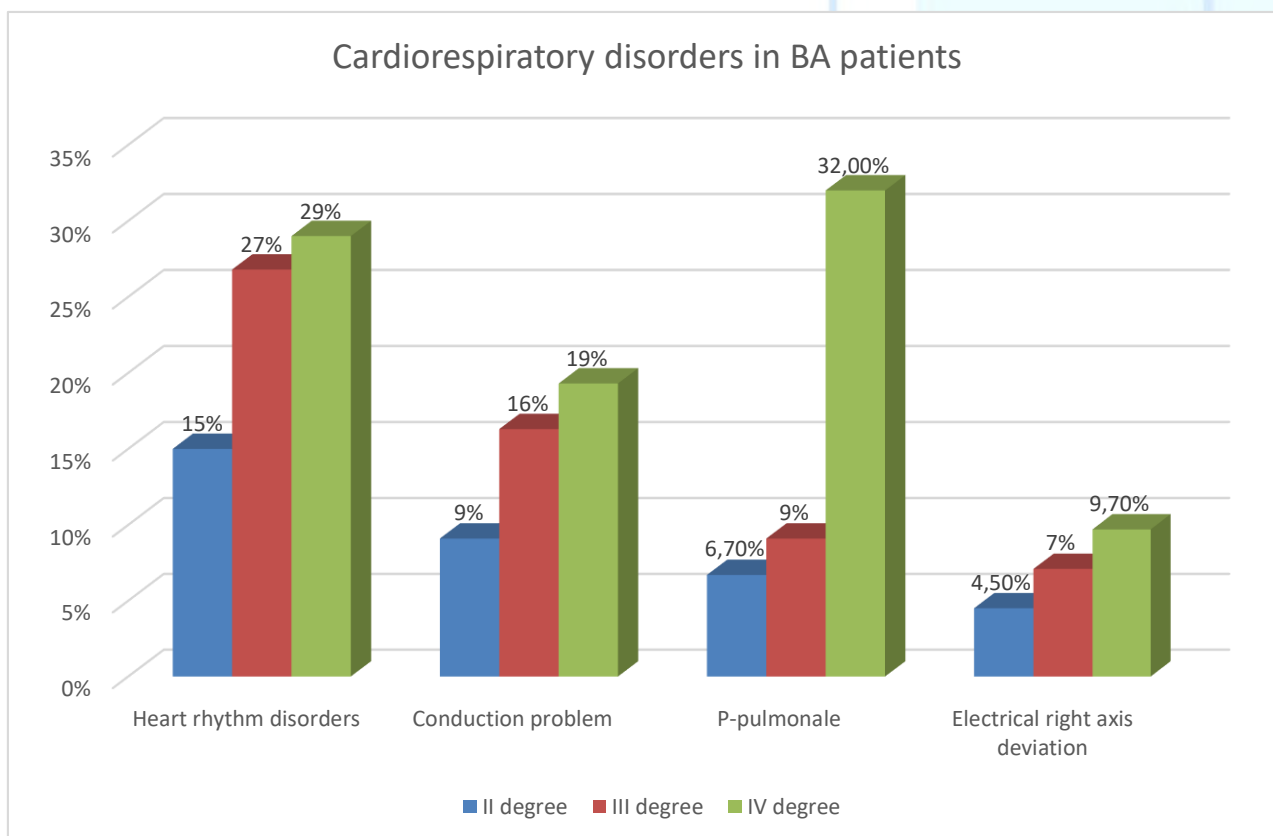
3-picture. Types of respiratory failure in BA patients(%)





4-picture: Peak expiratory flow result (PEF)

Indicators of obstructive disorders a significant decrease in peak expiratory flow rate (PEFR) up to  $55,6 \pm 6,9\%$  and Lung capacities up to  $69,7 \pm 6,4\%$  confirms the nature of clinical signs and obstructive disorders (4-picture).



5-picture: Cardiorespiratory disorders in BA patients

According to the electrocardiography results changes in the cardiovascular system were also observed with the depending of the degree of the disease in patients with BA. In the severe persistent degree of the disease compared to the mild persistent degree the excitability disorder is 2 times higher ( $15\% \pm 29$ ), the conduction disorder is 1,1 times higher ( $9\% \pm 19\%$ ), shift of the electric axis to the right was 2,2 times ( $4.5 \pm 9.7\%$ ), P-pulmonale was found to be 4,7 times ( $6.7 \pm 32\%$ ) (5-picture).

**Conclusion:** It can be concluded that the intensity of clinical symptoms increased with the progression of the disease in BA patients. The severe persistent course of BA is characterized by obvious clinical signs, a significant violation of bronchial permeability, and a violation of heart muscle excitability. Obstructive, restrictive, and mixed type of breathlessness was detected in BA patients, and it was found that most of them are obstructive type disorders. When we studied the relationship between quality of life indicators and the level of ventilation disorders in BA patients, it was observed that all indicators of the quality of life reliably decreased with the obvious manifestation of obstructive disorders. In patients with BA, changes in the cardiovascular system are also observed as the course of the disease worsens.

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## MODERNIZATION OF GELMINT PROFILING AND MEASURES AGAINST THE EPIDEMIC IN ALL RESIDENTIAL REGIONS OF THE REPUBLIC UZBEKISTAN

***Nomozboyeva Maftuna Abduhamid kizi***

*Samarkand State Medical University, Department of Hygiene, an assistant  
[maftunanomozboyeva@gmail.com](mailto:maftunanomozboyeva@gmail.com)*

*Student of the 4th stage of medical preventive work at Samarkand State  
Medical University*

***Normurodova Hulkaroy Furkatjonovna***

*Student of the 4th stage of medical preventive work at Samarkand State  
Medical University*

[hulkaroynormurodova8@gmail.com](mailto:hulkaroynormurodova8@gmail.com)

***Abdurahmonova Dilnoza Komil qizi***

*Student of the 4th stage of medical preventive work at Samarkand State  
Medical University*

[dilnozaabdurahmonova574@gmail.com](mailto:dilnozaabdurahmonova574@gmail.com)

**ABSTRACT:** In this article, the modern preventive measures of the Republic of Uzbekistan for the widespread spread of helminths among all the population and for the suffering residents, as well as the efforts aimed at preventing the modern epidemic of helminths, are widely covered.

**KEY WORDS:** worms, helminths, sanitary-propaganda, damage, preventive measures, epidemic prevention, preventive measures.

**IGNIFICANCE OF THE SUBJECT:** It is of great importance to further improve the culture and standard of living of the population in the implementation of successful preventive measures against hymenolepidosis. To achieve this goal, it is necessary to perform the following tasks. Strengthen sanitary-propaganda activities among different strata of the population, especially among children. Involve the general public and community activists for the continuous implementation of preventive measures. Strict adherence to personal hygiene measures. Constantly improving the qualifications of doctors, junior and senior medical staff in the field of parasitology. Active detection and treatment of patients with hymenolepidosis in scheduled public examinations. Identification of patients among population groups that play a key role in the spread of infection. Preventing contamination of the external environment with their feces and other biological secretions during the treatment of patients. Constantly determining the season of transmission of helminthiasis, the periods of death of many helminthiasis. To further increase the indicators of providing

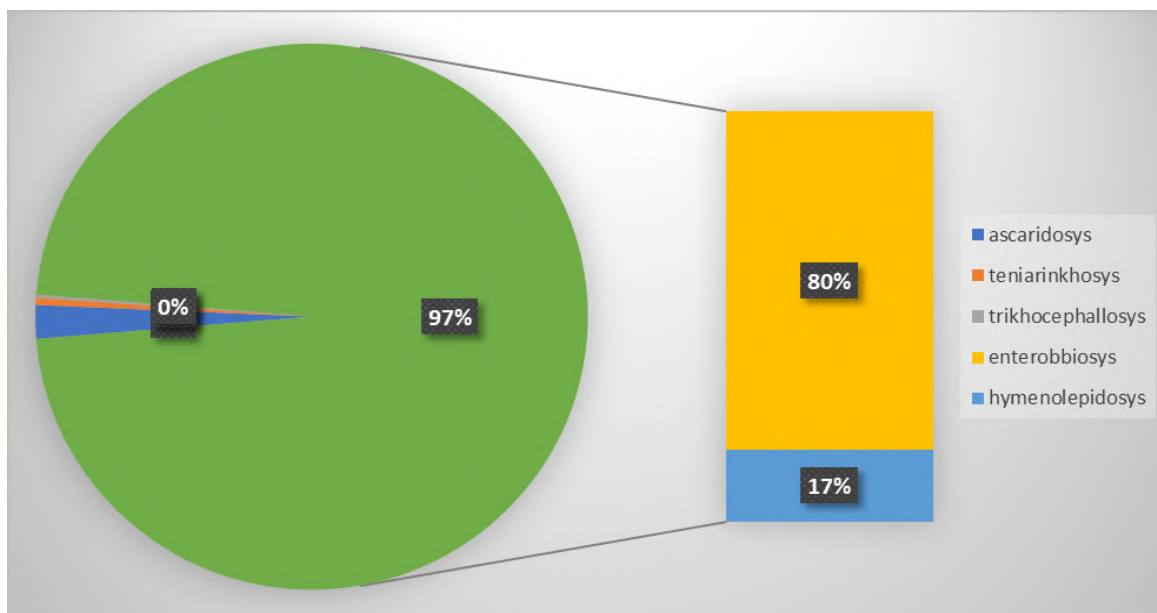
the population with sewage and clean drinking water system. Public organizations, parks, parks, avenues should build toilets that meet the requirements of sanitary hygiene, install garbage cans in every yard and ensure their constant cleaning and timely removal of waste. Regular cleaning of seats, walls and floors of toilets. Disinfection of rims, floors and seats in non-sewer toilets.

**OBJECTIVE OF THE RESEARCH:** Modernization of helminth prevention and anti-epidemic measures in all residential regions of our republic.

**RESEARCH MATERIALS:** Official reports on infection with helminths in the Parasitology Department of the Sanitary Epidemiology Peace and Public Health Service of the Republic of Uzbekistan and data from the results of epidemiological investigations conducted in epidemic centers were used. Epidemiological and statistical methods were used in the performance of this scientific work.

**RESEARCH RESULTS:** We cannot say that the epidemiological situation of helminthiasis in our region is completely stable and satisfactory. To date, the measures taken to prevent helminth infections and the practical program "Worm-Free Children" produced and implemented by the World Health Organization and the humanitarian system, which is distributed free of charge throughout the world. Even if the drugs given according to their composition have a positive effect and demonstrate their effectiveness, it cannot be considered sufficient. This situation is clearly shown by the fact that the incidence of the disease among the residents of the Republic of Uzbekistan has been stagnant over the years, and in many cases it has become chronic and then leads to unpleasant complications. The level of prevalence of helminthiasis in Uzbekistan is different and they are distributed as follows. According to official information, in 2018, 7,649,651 people were examined for helminthiasis in the republic, of which 264,807 (3.5%) were infected with helminthiasis (Fig. 1). Of these, 81.2% were affected by enterobiosis, 17.36% by hymenolepidosis, and 2.015% by ascariasis.





**Picture 1. Distribution of disease types of patients with helminths in the Republic of Uzbekistan**

Causes a sharp decrease in the incidence of the disease between 2022-2023, Due to the prevalence of coronavirus among the population in 2020 and the COVID-19 pandemic, our country's population abides by preventive rules against epidemics due to a pandemic, stays at home, strict adherence to sanitary and hygienic regulations without visiting public places, gardens and schools has deeply instilled in itself and its family a particularly airborne epidemic between 2022-2023 infectious and parasitic diseases infectious through contact have decreased.

#### **HELMINTH PROPHYLAXIS AND MEASURES AGAINST EPIDEMICS:**

1. Early identification of patients and their treatment. Here, special attention is paid to the following groups: organized and unorganized children under school age, children admitted to kindergartens, children's homes, schools, camps, employees of children's groups, employees of catering establishments, families diagnosed with an illness members. Separation of patients with hymenolepidosis in kindergartens and households into separate groups. Dispensary observation of children infected with these helminths for a period of two years.

2. Implementation of a daily routine of sanitary-hygiene skills in children's groups. Ensuring the high level of requirements and organization of sanitary conditions in preschool children's institutions and places of residence. For this, it is necessary to carry out wet cleaning every day, to provide children with personal pots (potties), to disinfect them with hot water. It would be expedient to use new modern disinfectants used in current medical practice to carry out disinfection measures. The day before deworming, it is recommended to wash the children, change their underwear and bed linen, and clean the rooms. It is necessary to disinfect children's toys using one of the following methods:

- 1) treatment with boiling water;
- 2) irradiation with quartz lamps for half an hour;
- 3) drying with hot air (created in a special device that is attached to a thin hose of a hot air vacuum cleaner). It is advisable to treat the parasites and excreta released during the treatment with hot water, and to disinfect the towels used in the evening with hot water.

3. Implementation of mass deworming activities twice a year for children under 14 years of age or population groups belonging to other decreive groups in furnaces with a damage index of 20% and above.

4. Taking into account the foci where hymenolepidosis patients have been identified.

**CONCLUSION:** To further increase the indicators of providing the population with sewage and clean drinking water system. Construction and operation of toilets that meet the sanitary and hygienic requirements of almost all the scale of the organizations in our society, green parks, neighborhood and district, city-centered parks, avenues in all places, garbage cans in every yard to install and achieve their constant cleaning, timely removal of waste. Effective cleaning of seats, walls and floors of toilets in public toilets from all kinds of contaminated objects and excrement remains. Disinfection of seats with a certain capacity, their floors and seats in toilets without sewerage should be strictly and mandatory. Clean and wash fruits and vegetables. Regular medical-sanitary control of catering establishments and their employees (once a year).

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## МОДЕРНИЗАЦИЯ ГЕЛЬМИНТНОГО ПРОФИЛИРОВАНИЯ И ПРОТИВОЭПИДЕМИЧЕСКИХ МЕРОПРИЯТИЙ ВО ВСЕХ НАСЕЛЕННЫХ ПУНКТАХ НАШЕЙ СТРАНЫ

**Номозбоева Мафтуна Абдухамидовна**

Ассистент кафедры Гигиены Самаркандского Государственного  
Медицинского Университета

[maftunanomozboyeva@gmail.com](mailto:maftunanomozboyeva@gmail.com)

**Нормуродова Хулкарой Фуркатжановна**

Студент 4 курса Медико профилактического дело Самаркандского  
Государственного Медицинского Университета

[hulkaroynormurodova8@gmail.com](mailto:hulkaroynormurodova8@gmail.com)

**Абдурахмонова Дилноза Комиловна**

Студент 4 курса Медико профилактического дело Самаркандского  
Государственного Медицинского Университета

[dilnozaabdurahmonova574@gmail.com](mailto:dilnozaabdurahmonova574@gmail.com)

**АННОТАЦИЯ:** В данной статье освещены современные меры профилактики широкого распространения гельминтов среди людей, проживающих в нашей стране, и современные профилактические меры для пострадавших жителей, а также различные действия, направленные на предотвращение современной эпидемии распространения гельминтов. деталь.

**КЛЮЧЕВЫЕ СЛОВА:** глисты, гельминты, санитарно-пропаганда, вред, профилактические меры, профилактика эпидемий, профилактические меры.

**ТЕМА ПРИКРЫТИЯ:** Большое значение имеет дальнейшее повышение культуры и уровня жизни населения при осуществлении успешных профилактических мероприятий против гельминтоза. Для достижения этой строгой цели необходимо выполнить следующие задачи. Усилить санитарно-пропагандистскую работу среди различных слоев населения, особенно среди детей. Привлекать широкую общественность и общественных активистов к постоянному осуществлению профилактических мер. Строгое соблюдение мер личной гигиены. Постоянно повышается квалификация врачей, младшего и старшего медицинского персонала в области паразитологии. Активное выявление и лечение больных гименолепидозом при плановых осмотрах населения. Выявление больных среди групп населения, играющих ключевую роль в распространении инфекции. Предотвращение загрязнения внешней среды своими фекалиями и другими биологическими выделениями в период лечения больных. Всегда непрерывно определяют сезон передачи гельминтозов, периоды

гибели многих гельминтозов. Дальнейшее повышение показателей обеспечения населения системой канализации и чистой питьевой водой. Общественные организации, парки, скверы, проспекты должны построить туалеты, отвечающие требованиям санитарной гигиены, установить мусорные баки в каждом дворе и обеспечить их постоянную уборку и своевременный вывоз мусора. Регулярная уборка сидений, стен и полов туалетов. Дезинфекция унитазов, полов и сидений в неканализационных туалетах.

**ЦЕЛЬ ИССЛЕДОВАНИЯ:** Модернизация гельминтопрофилактики и противоэпидемических мероприятий во всех регионах нашей страны.

**МАТЕРИАЛЫ ИССЛЕДОВАНИЯ:** Служба Здравоохранения, Эпидемиологии, Мира и Общественного Здоровья в Республике Узбекистан использовала официальные отчеты о гельминтах в отделении паразитологии и данные по результатам эпидемиологических обследований, проведенных на эпидемических печках. При выполнении данной научной работы были использованы эпидемиологический и статистический методы.

**РЕЗУЛЬТАТЫ ИССЛЕДОВАНИЯ:** Нельзя сказать, что эпидемиологическая ситуация по гельминтозам в нашем регионе полностью стабильная и удовлетворительная. На сегодняшний день принятые меры по профилактике гельминтных инфекций и практическая программа «Дети без глистов» разработаны и реализуются Всемирной организацией здравоохранения и ЮНИСЕФ и бесплатно распространяются по всему миру. Даже если лекарства, предоставляемые в рамках гуманитарной системы, имеют положительную эффект и демонстрируют свою эффективность в соответствии с их составом, она не может считаться достаточной. Эту ситуацию наглядно демонстрирует тот факт, что заболеваемость среди жителей Республики Узбекистан на протяжении многих лет находится в стагнационном состоянии, а во многих случаях переходит в хроническую форму и приводит затем к неприятным осложнениям. Уровень распространенности гельминтозов в Узбекистане различен и они распределяются следующим образом: По официальной информации, в 2018 году по республике обследовано на гельминтозы 7 649 659 человек, из них гельминтозами заражены 264 807 (3,5%) (рис. 1). . Из них 81.5% были поражены энтеробиозом, 17,34% - гименолепидозом, 2.51% - аскаридозом.





**Рисунок 1. Распределение больных гельминтозами в Республике Узбекистан по видам заболеваний**

Причиной резкого снижения заболеваемости в 2022-2023 годах является распространение коронавирусной болезни среди населения в 2020 году и тот факт, что население нашей страны соблюдает правила профилактики эпидемии в связи с пандемией, оставаясь дома, не посещая общественные места, детские сады и школы. Строгое соблюдение санитарно-гигиенических правил было глубоко привито ему и его семье. В 2022-2023 гг. контакт капель уменьшился.

### **ГЕЛЬМИНТОВАЯ ПРОФИЛАКТИКА И МЕРЫ ПРОТИВ ЭПИДЕМИЙ:**

1. Раннее выявление больных и их лечение. При этом особое внимание уделяется следующим категориям групп: организованное и неорганизованное население до школьного возраста и дети, дети, поступающие в детские сады, детские дома, школьники, лагеря, работники детских коллективов, работники предприятий общественного питания, члены семей. диагностировано заболевание. Выделение больных гименолепидозом в детских садах и домохозяйствах на отдельные группы. Диспансерное наблюдение за детьми, зараженными этими гельминтами, сроком на два года.

2. Внедрение в режим дня санитарно-гигиенических правил и навыков в детских коллективах. Обеспечение высокого уровня требований и организация санитарно-гигиенических условий в дошкольных детских учреждениях и по месту жительства. Для этого необходимо ежедневно проводить влажную уборку, обеспечивать детей личными горшками (горшочками), дезинфицировать их горячей водой. Для проведения дезинфекционных мероприятий целесообразно

использовать новые современные дезинфицирующие средства, применяемые в современной медицинской практике. Накануне дегельминтизации детей рекомендуется подмыть, сменить нательное и постельное белье, провести уборку в комнатах. Детские игрушки следует дезинфицировать одним из перечисленных ниже способов:

- 1) обработка кипятком;
- 2) облучение кварцевыми лампами в течение получаса;

3) сушка горячим воздухом (создается в специальном устройстве, которое крепится к тонкому шлангу пылесоса с горячим воздухом). Паразитов и выделения, выделяющиеся при обработке, желательно обрабатывать горячим кипятком, а использованные вечером полотенца дезинфицировать горячей водой.

3. Проведение массовых дегельминтизирующих мероприятий среди населения два раза в год в очагах с пораженностью 20% и выше, преимущественно детей до 14 лет или групп населения, относящихся к другой управляемой директивной группе.

4. Учет очагов, в которых выявлены больные, зараженные гельминтозами.

**ЗАКЛЮЧЕНИЕ:** Дальнейшее повышение темпов обеспечения государственных предприятий и жилых районов канализацией и системой чистой питьевой воды. Чтобы помочь тем, кто хочет принести пользу всемирному делу Свидетелей Иеговы, подготовили брошюру под названием «Благотворительное планирование служения Царству во всем мире». Эффективно и непрерывно очищать сиденья, стены и полы туалетов в общественных туалетах от всевозможных загрязненных предметов и фекалий. В тех помещениях, где канализация еще не введена, строго и майбури нейтрализовать определенные емкости, их полы и посадочные места.

Тщательно и тщательно вымойте фрукты и овощи. Регулярный медико-санитарный контроль за предприятиями общепита и их работниками (1 раз в год).

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## TERI LEYSHMANIOZINING TARQALGANLIGI VA UNING ZAMONAVIY EPIDEMIOLOGIK XUSUSIYATLARI

*Elmurodova Lenara Xudayberdi qizi*

*Samarqand Davlat Tibbiyot Universiteti Gigiyena kafedrasi assistenti*

[Elmurodovalenara97@gmail.com](mailto:Elmurodovalenara97@gmail.com)

*Bo'riyeva Mafuna Shuhrat qizi*

*Samarqand Davlat Tibbiyot Universiteti talabasi*

[boriyevamaftuna92@gmail.com](mailto:boriyevamaftuna92@gmail.com)

**Annotatsiya:** Leyshmanioz bu dunyo bo'yicha 98 ta davlatlar uchun endemik, tropik kasallikdir. Butun JSSTning ma'lumotiga ko'ra 350 million odam bu kasallik bilan kasallanishi mumkin. Har yili 14 million odam ushbu kasallik bilan kasallanadi va 2 millionga yaqin yangi kasallik holatlari qayd qilinmoqda. Bundan tashqari har yili visseral leyshmanioz bilan 50 mingta o'lim holatlari qayd qilinadi. Bu ma'lumotlar parazitlar kasalliklar orasida leyshmaniozning oldingi qatorlarda turishini ko'rsatadi. Shuningdek bu kasallik nogironlikka ham sabab bo'ladi.

Hozirgi kunda dunyoda teri leyshmaniozi bilan kasallangan 12 millionga yaqin bemorlar bor. Shu bilan birga, har yili taxminan 600 mingga yaqin yangi kasallanish holatlari aniqlanadi. So'nggi yillarda teri leyshmaniozi bilan kasallanish o'sib bormoqda.

Tropik iqlimga ega bo'lgan ko'plab mamlakatlarda teri leyshmaniozi mahalliy aholi va boshqa hududlardan ushbu mamlakatlarga kelganlar orasida ko'proq qayd qilinmoqda.

**Kalit so'zlar:** Teri leyshmaniozi, epidemiologik tekshirish, deratizatsiya, profilaktik chora-tadbirlar, iskabtoparlar, qum sichqonlari. Zoonoz

**Kirish:** Tropik va subtropik iqlim sharoiti kasallik qo'zg'atuvchi - leyshmaniyalar yashashi uchun qulay sharoit hisoblanadi. Kasallikning ikkita turi mavjud: qishloq (keskin nekrozlashtiruvchi) va shahar (kechiktiruvchi) [119]. Qishloq turi uchun mavsumiylik xususiyati xos, bu jarayon issiq mavsumda iskabtoparlarning faollashuvi bilan bog'liq. Infeksiya manbai yovvoyi kemiruvchilar (yumronqoziq, qum sichqon), qishloq tipining qo'zg'atuvchisi - *Leishmania tropica* major. So'nggi yillarda leyshmaniozning shahar (antroponoz) turi juda kam uchramoqda. Infeksiya manbai leyshmanioz bilan kasallangan bemor, qo'zg'atuvchisi - *Leishmania tropica* minor, bularning tashuvchisi ham iskabtopar chivinlar. Shahar tipi kasallanishda mavsumiylikning yo'qligi, 3 oydan bir necha yilgacha bo'lgan uzoq yashirin davri mavjudligi va yallig'lanishning past darajada uchrashi bilan tavsiflanadi.

Zoonoz yoki o'tkir-nekrotik teri leyshmaniozi turida (sinonimlari: qishloq leyshmaniozi, pendin yarasi, sharq yarasi, murg'ab yarasi, II tip leyshmanioz), kasallik

qo'zg'atuvchisining manbai: katta va qizil dumli qum sichqon, bizning respublikamiz cho'l hududlarida keng tarqalgan boshqa kemiruvchilar ham bo'lishi mumkin. Teri leyshmanioziga barcha yoshdagilar moyil. Ushbu kasallik tez-tez uchraydi, qisqa muddatli (1 haftadan 1-2 oygacha) yashirin davri va nisbatan qisqa muddatli (o'rtacha 3-7 oy) kasallikning kechishi bilan farq qiladi. Kasallikning ko'proq uchrash mavsumi yoz va kuz oylarining oxiri hisoblanadi.

Biologik xususiyatlariga qarab, kasallik qo'zg'atuvchisining bir necha turlari mavjud, Sharqiy yarimsharda eng yaxshi o'rganilgan va odatda Markaziy Osiyo uchun juda ko'p o'rganilgan *Leishmania tropica* minor tipidagi kasallikni chaqiradi) va *Leishmania tropica* major (Qishloq tipidagi kasallikni chaqiradi). G'arbiy yarimsharda *Leishmania mexicana* ko'proq uchraydi, Markaziy va Janubiy Amerikada - *Leishmania braziliensis* Vianna – Amerika teri shilliq qavati leyshmaniozining sababchisi hisoblanadi. Visseral leyshmanioz qo'zg'atuvchisi *Leishmania donovani* hisoblanadi. Infeksiya tashuvchilari rolini o'ynaydigan, flebotomus turiga mansub iskabtopar chivinlar chaqishi natijasida qo'zg'atuvchilar odam tanasiga kiradi. Infeksiya manbai shahar tipiga mansub bo'lgan bemor odam yoki qishloq tipiga mansub kasallikning tabiiy o'chog'idagi yovvoyi kemiruvchilar, yumronqoziq, itlar va tipratikan bo'lishi mumkin.

**ADABIYOTLAR TAHLILI VA METODOLOGIYA:** Odamlarning ijtimoiy faoliyati, kasallanishning yoshlar bo'yicha tarkibida o'zgarishlarga olib keldi. Agar biz 1960-1966 yillardagi raqamlarni olsak, kasal bolalar taxminan 70,0% ni, kattalar esa 30,0% ni tashkil etgan. 1986 yilda teri leyshmaniozining yoshlar bo'yicha tahlili shuni ko'rsatadiki, O'zbekistonda kasallanganlar orasida 14 yoshgacha bo'lgan bolalar 21,7% ni, kattalar (15 yosh va katta) 78,3% ni tashkil etadi.

Tadqiqotlarda aniqlanganki O'zbekistondagi L.major ga katta qum sichqonlarning maxsus sezuvchanligi bor, ammo Isroildagi L.major ga esa sezuvchanlik yo'q. Bu shundan dalolat beradiki O'zbekistonda va Isroilda L.major ning har xil biotiplari uchraydi, ular mahalliy kasallik qo'zg'atuvchilarini tashuvchilarga moslashgan.

Termizda ZTL tarkibini tahlil qilish natijasida, ushbu o'choqda leyshmaniyaning 2 turi (L.major va L.turanica) tarqalganligi aniqlandi. Leyshmaniyaning yuqish mavsumi (sentabr) oxirida, katta qum sichqon L.Major (92,7%) ko'proq tarqalishi aniqlangan. Yuqish mavsumi bo'lmagan vaqtda katta qum sichqon: L. Major ni nisbatan kamroq tarqatgan (59,5%).

R.M. Nosirov va soavt. ma'lumotlariga ko'ra ZTL bilan kasallangan bemorlardan yuqori virulentli L.major ajratib olingan. Katta qum sichqonlardan leyshmaniya shtammlarining yuqori darajadagi virulentlikka ega bo'lganlari ajratilgan.



Bir bemorda o'rtacha leyshmaniya soni bo'yicha ma'lumotlar o'rganib chiqildi. Ye.M. Pershina fikriga ko'ra, har bir bemorga o'rtacha 11,4 yara, A.Sh. Vaisov - 4.2, M.K. Sharipov va boshqalarda ma'lumotiga ko'ra bemorlarning 80 %da 1-3 yara mavjud.

X.M. Mustafaev tadqiqotiga ko'ra, oyoqlardagi yaralar soni yuzdagi yaralar soniga nisbatan ko'proq qayd qilingan.

Birinchi marta 1956 yilda Buxoro viloyatida ZTL epidemik avj olish bo'lib o'tgan. Kelib chiqish sababini tahlil qilib A.M. Bronshteyn quyidagicha xulosa chiqardi. 40-yillarda amalga oshirilgan ishlar, vohalarni qum bosishining oldini olish uchun saksovulni ekish katta qum sichqonini(leyshmaniyaning asosiy tabiiy manbai) vohalarning chegaralariga yaqinlashishiga yordam berdi. Vohaga yaqinlashganda, katta qum sichqon yashashi uchun qulay shart sharoitlar paydo bo'lgan. Vohaning chegaralari bo'ylab katta qum sichqon joylashishi ular orasida eng yuqori darajada enzootik teri leyshmaniozini saqlab qolish uchun sharoit yaratgan. Shundan kelib chiqib, 1953 yilda cho'l chegarasida joylashgan qishloqlarda teri leyshmaniozining o'choqlari kelib chiqishi uchun barcha sharoitlar mavjud bo'lgan. Uzunligi taxminan 200 km bo'lgan chegara hududida joylashgan 100 ta aholi yashash joylarining barchasida teri leyshmaniozi qayd qilingan.

O'zbekiston hududida teri leyshmaniozining 40 ga yaqin ajratilgan tabiiy o'choqlari mavjud: Qarshi, Zarafshon, Surxondaryo, Sherobod, Jizzax, Nurota, Sirdaryo, Jizzax cho'llari, quyi Amudaryo, Ustyurt va Farg'ona, ular epidemik jixatdan farq qiladi. Bi'zi bir o'choqlarda aholining teri leyshmaniozi bilan kasallanishi kuzatilmaydi, bunga sabab epidemik ahamiyatga ega kasallak qo'zg'atuvchisini tashuvchi Ph.papatasi ning kamligi, ehtimol, yuqori virulentli leyshmaniya shtammlarining yo'qligidir.

#### МУХОКАМА:

Iskabtoparlar qachonki uydagi havo harorati, tashqi muhit bilan solishtirilganda o'xshash bo'lsa o'z uyini tark etadi. Ular uylarini faqatgina xavo issiqligida va shamol tezligi 3 m/s bo'lganda tark etadi. Qorong'u va yovvoyi tabiatdagi joylarda, har doim qulay sharoit bo'ladigan joyda chivinlar kun davomida faol bo'ladi.

Ph.papatasi antropofil, hududlar bilan bog'liq bo'lib, odamlarga faol hujum qilishadi. Leyshmaniyaning katta qum sichqonidan odamga yuqish ehtimoli, bir hayvondan ikkinchisiga yuqishidan ikki barobar ko'p . Shuning uchun ham tashuvchilar qo'zg'atuvchilarga nisbatan tabiiy o'choqlarda epidemik jihatdan xavfli hisoblanadi. Katta qum sichqonning bitta to'dasidan har mavsumda 10-150 zararlangan urg'ochi-tashuvchi chiqadi. Ba'zi bir hollarda undan ham ko'proq chiqishi mumkin. Qishloq aholi punkitidan 800 m masofada tashuvchi uchib yurishi mumkin. Agar bitta infeksiya tashuvchisi 5 kishiga hujum qilsa, bu mavsum uchun 5% zararlanish xavfiga to'g'ri keladi .

Zararlanish nafaqat tishlash bilan, balki qon so‘rimasdan nishini kiritganda ham sodir bo‘ladi. Ph.papatasi 10 marta teshishi mumkin, bu ko‘p martali zararlanganligidan dalolat beradi. Leyshmaniyaning tashuvchisi Ph.papatasi urg‘ochisi qon so‘rish vaqtida ko‘p marta tishlashga moyildir.

Epidemiologiyasi. Teri leyshmaniozida infeksiya manbai bemor odam hamda itlar bo‘lishi mumkin. Qishloq tipidagi leyshmaniozda har xil kemiruvchilar (katta qumsichqonlar, qizil dumli qumsichqonlar, yumronqoziq, plastinkasimon tishli kemiruvchilar va hokazolar) infeksiya manbai hisoblanadi.

Leyshmanioz tarqatuvchilar flebotomus turidagi har xil mayda chivinlar hisoblanadi. Mayda chivinlar bemor odam va kasal hayvonlarni chaqishi natijasida zararlanadi. Yutilgan parazitning xivchinsiz shakllari birinchi sutkadayoq harakatchan xivchinli shakllarga aylanib, ko‘paya boshlaydi va 6-8 kundan keyin chivin xalqumida to‘plana boshlaydi. Sog‘lom odamni chivin chaqqan vaqtda unga infeksiya yuqadi.

Leyshmanioz mavsumiyligi tarqatuvchining biologiyasiga bog‘liq. Kasallik may oyidan boshlab noyabr oyigacha bo‘lgan vaqtda ko‘p uchraydi (eng ko‘pi avgust-sentabr oylariga to‘g‘ri keladi). Endemik o‘choqqa yangi kelgan kishilar orasida kasallanish ayniqsa juda yuqori bo‘ladi.

Yashirin davr. Asosan 1-va to‘rt haftagacha, ba‘zan 1,5-2 oygacha davom etadi. Kasallikdan so‘ng mustahkam immunitet paydo bo‘lib, bir umrga saqlanadi. Kasallik 2-10% qaytalanishi mumkin.

Quyidagi hollarda teri leyshmanioziga laboratoriyada tekshirish amalga oshiriladi: bemorlarning klinik, epidemiologik ko‘rsatkichlariga, ya‘ni kasallikning xarakterli klinik alomatlari (terining xarakterli shikastlanishi) bo‘lganda, hamda bemorning TL ning endemik o‘choqlarida bo‘lganligi, yilning fasli kabilar.

Parazitologik tahlil qilganda leyshmaniyalar aniqlansa tashxis tasdiqlanadi.

Teri leyshmaniozini aniqlash uchun quyidagi usullardan foydalaniladi: dermatoskopiya, mikroskopiya.

Tashxisni tasdiqlash maqsadida teri leyshmanioziga shubha qilingan bemorlardan olingan surtmalar DSENMning parazitologiya laboratoriyalariga jo‘natiladi: jumladan 10% barcha manfiy natijali surtma namunalari va 100% musbat va shubhali surtma namunalari.

Qiyosiy tashxislashda epitelioma, lepra, zaxm, tropik yaralar bilan solishtiriladi. Bemor davolangandan keyin sog‘ayadi, lekin chandiqliq bir umrga saqlanib qoladi.

Kasallik tahlil qilinganda retrospektiv ma‘lumotlar (badan terisida kasallikni boshidan kechirganligi haqida ma‘lumot beruvchi yara chandiqlarining mavjudligi) ham e‘tiborga olinadi. Kasallik to‘liq tuzalish bilan yakunlanib, mehnat qobiliyati ijobiy saqlanib qoladi. Ammo terida kosmetik “tamg‘alangan” chandiqliq defekt, kelloid chandiqliq, kontraktura va shunga o‘xshashlar bir umrga saqlanib qoladi.

Iskabtoparlar 5–20 metr masofagacha uchish yo‘li bilan xarakatlanadi. Tekis cho‘lda iskabtoparlarning uchish oraliq‘i 1,5 km ga yetishi mumkin, lekin notekisliklar, suv bo‘shlig‘i, butalar va boshqa tusiqlarning mavjudligi masofani sezilarli darajada kamaytiradi .

Parazitlar *Flebotomus* oshqozoniga kirib, xivchinli turga aylanadi (*leptomonadlar*), ko‘payib chivin tomog‘ida yig‘iladi. Shuningdek chivin odamni chaqanida kassalikni yuqtiradi. Bundan tashqari, agar odam immunitetga ega bo‘lmasa, kasallikning patogenezi juda o‘zgaruvchi bo‘lishi mumkin bo‘lgan *leyshmaniozning* klinik ko‘rinishini rivojlantiradi.

Teri *leyshmaniozining* endemikligi, ushbu kasallik tashuvchisining yashash sharoiti (issiq iqlim, havo harorati kamida 20 ° C) bilan bog‘liq bo‘lgan geografik taqsimot mavjud . Bunday sharoit tropik va subtropik mamlakatlarda: Shimoliy va Markaziy Afrikada, Osiyoda mavjud kasallikning bu hududlarda ko‘p tarqalishi shu xususiyatlar bilan tushuntiriladi . Qum sichqon zoonoz teri *leyshmaniozining* tabiiy manbasi bo‘lib, ulardagi infeksiya iskab topar chivinlar yordamida sog‘lom kemiruvchilarga o‘tadi . Bunday holatda, odam *leyshmaniozning* tabiiy o‘choqlari bo‘lgan hududlarda yurganda yuqtiradi. Shahar tipidagi *leyshmanioz* kasal bemordan kelib chiqadi.

*Leyshmanioz* kasalligiga shubhali bemor aniqlanganda tibbiy xodim birinchi yordam berishi, ya’ni yaraga quruq boylam qo‘yib DSENM ga shoshilinch xabarnoma berishi kerak. DSENM xodimi (parazitolog yoki uning yordamchisi) tashxisni tekshirish va parazitologik tekshirish uchun namuna olish maqsadida ushbu manzilga yetib boradi va barcha shubhalanilgan bemorlarda parazitologik tekshirishlar o‘tkazadi. Shuningdek bemor va u bilan yashaydigan yoki ishlaydigan barcha shaxslarni so‘rov qilib, ko‘rikdan o‘tkazadi.

Epidemiologik tekshiruvlar maxsus kartada 2 nuxsada to‘ldiriladi. 1 tasi tuman DSENM da qoldirilib, 2-si vil.DSENM parazitologiya bo‘limiga yetkaziladi.

Sanitariya obodonlashtirish bu muhim, samarali va tubdan o‘tkaziladigan tadbir bo‘lib, aholi yashaydigan punktlarda va tabiiy o‘choqlarda hayvonlar yashaydigan joylarni to‘la yo‘qotish va kasallik qo‘zg‘atuvchilarini tashib yuruvchi iskaptoparlar ko‘payishining oldini olishga qaratilgan samarali tadbirdir. Aholi yashaydigan punktlarda sanitariya obodonlashtirish ishlari to‘la sanitariya me‘yorlariga asosan (obodonlashtirish va ko‘kalamzorlashtirish, joylarni har xil axlat, tashlandiqlar, go‘nglardan muntazam ravishda tozalash, kemiruvchi inlarini buzish, qarovsiz va tashlandiq bostirmalarni buzish, qabristonlarni obodonlashtirish va boshqalar) amalga oshirib boriladi.

Obodonlashtirish ishlarini aholi punkti, dala shiyponlari va boshqa joylardan 3-5 km radius kenglikdagi maydanlarda o‘tkazishi lozim.



Sanitariya obodonlashtirish tadbirlari xo‘jalik tashkilotlari (sovxoz, kolxoz, qurilish tashkilotlari va boshqalar) tomonidan amalga oshiriladi.

Aholi punktlarini qurish ishlarini loyixalashtirishda DSENM xodimlari ushbu hududda rekognostik tekshiruvlar o‘tkazib, aholi uchun zararli omillar bor yo‘qligini aniqlaydi va uning quruvchilar va foydalanuvchilar uchun yaroqliligi belgilanadi.

Zarur bo‘lganda DSENM xodimi tomonidan qurilish ishlari boshqa xavfsiz hududga ko‘chirilishini talab qilishi mumkin. Agar tabiiy o‘choqlar mavjud maydonlarda yoki unga yaqin joyda qurilish zaruriyati bo‘lsa, DSENM xodimi tomonidan qurilish tashkilotiga yozma ravishda quriladigan maydonda va kelajakdagi aholi yashaydigan punkt maydonida 3-5 km radius masofadagi maydonda yerlarni haydash, tekislash ishlarini amalga oshirish zarurligini tavsiya qilib, taklif kiritadi.

**XULOSA:** Teri leishmaniozining yangi samarali davolash usulini ishlab chiqish sog‘liqni saqlash tizimida dolzarb muammolardan biri bo‘lib qolmoqda [4,93,105]. Ko‘rsatilgan bemorlarni davolashda ximioterapevtik, xirurgik, immunobiologik usullar qo‘llaniladi. Leishmaniozning teri shaklini davolashda lazerterapiya samarali usul hisoblanadi .

Yamanda leishmaniozning teri shakli bilan qayta kasallangan va bolalarni davolashda L.D. Tishenko va boshqalar koferment va polioksidon kompleksini qo‘llashni taklif qilishdi. Leishmaniozda antibiotikoterapiya qo‘lanilishi muhokama qilinmoqda. Leishmaniozning teri shaklini patogenetik davolashning yangi uslubi ishlab chiqildi, bunda bolalarga glyukantim, levamizol, vibromitsin (linkotsin) piridoksalfosfat, pantogen va tigazon bilan birgalikda, qo‘llanilishi ko‘zda tutilgan. Bu usul yuqori samarali ekanini ko‘rsatdi (bemorlarni klinik sog‘ayishi 91.9%). Xuddi shu mualliflar teri leishmaniozining dorilarga chidamli shaklini sikloferon kompleksi bilan davolashni taklif qilishgan. 1961 yilda P.A Petrisheva leishmaniyaga qarshi chora-tadbirlar kompleksiga quyidagi xolatlarni kiritishni tavsiya qildi:

1. Tabiiy uchog‘larda qishloq qurilish joylashishini tug‘ri tanlash.
2. Katta qum sichqonning inlarini butun jonzodlari bilan tabiiy landshablarni almashtirish bilan yo‘qotish, buldozerlar bilan burmalarni vayron qilish.
3. Iskabtopar chivinlarga qarshi kurashish va ularning kupayishining oldini olish.
4. Shaxsiy ximoya choralari (tabiiy o‘choq hududlarida avtmobillar turar joylarini to‘g‘ri tanlash, bino ichiga chivinlarning uchib kirishining oldini olish uchun deraza oynalariga setka o‘rnatish va maxsus kiyimdan foydalanish).
5. Bemorlarni aniqlash va davolash.
6. Sanitariya-oqartuv ishlari.

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## RESPUBLIKAMIZNING BARCHA TURAR JOY MINTAQALARIDA GELMINTLARNING PROFILAKTIKASI VA EPIDEMIYAGA QARSHI CHORA-TADBIRLARINI ZAMONAVIYLASHTIRISH

*Nomozboyeva Maftuna Abduhamid qizi*

*Samarqand Davlat Tibbiyot Universiteti, Gigiyena kafedrasasi assistenti*

*maftunanomozboyeva@gmail.com*

*Abdurahmonova Dilnoza Komil qizi*

*Samarqand Davlat Tibbiyot Universiteti, Tibbiy profilaktika ishi yo'nalishi*

*4-bosqich talabasi*

*dilnozaabdurahmonova574@gmail.com*

*Normurodova Hulkaroy Furkatjonovna*

*Samarqand Davlat Tibbiyot Universiteti Tibbiy profilaktika ishi yo'nalishi*

*4-bosqich talabasi*

*hulkaroynormurodova8@gmail.com*

**Annotatsiya:** Ushbu maqolada mamlakatimizda yashovchilarda gelmintlarning keng tarqalib borayotgan hamda aziyat chekib kelayotgan yashovchilar uchun zamonaviy profilaktik choralari va gelmintlar tarqalishida zamonaviy epidemiyani oldini olishga qaratilgan say harakatlar keng yoritilgan.

**Tayanch so'zlar:** gijjalar, gelmintlar, sanitariya-targ'ibot, zararlanish, chora tadbirlar, epidemiyani oldini olish, profilaktik chora.

**Mavzuning dolzarbligi:** Gelmintozlarga qarshi muvaffaqiyatli profilaktik tadbirlarni amalga oshirishda aholining madaniyati va turmush darajasini yanada oshirish katta ahamiyatga ega.

Ushbu qatiy maqsadga erishish uchun quyidagi vazifalarni bajarish zarur bo'ladi. Aholining turli qatlamlari va ayniqsa bolalar o'rtasida sanitariya-targ'ibot tadbirlarini kuchaytirish. Profilaktik tadbirlarni doimiy ravishda amalga oshirish uchun keng jamoatchilik va mahalla faollarini jalb etish.

Shaxsiy gigiena tadbirlariga qatiy rioya qilish. Parazitologiya sohasi bo'yicha shifokorlar, o'rta va kichik tibbiyot xodimlarining malakasini doimiy ravishda oshirib borish. Rejali ommaviy tekshiruvlarda gimenolepidozlar bilan kasallangan bemorlarni faol aniqlash va ularni davolash. Invaziya tarqalishida asosiy rol o'ynaydigan aholi guruhlari orasida bemorlarni aniqlash. Bemorlarni davolash jarayonida tashqi muhitni ularning najasi va boshqa biologik ajratmalari bilan zararlanishiga yo'l qo'ymaslik. Har doim uzluksiz ravishda gelmintozlarning yuqish mavsumini, gelmintozlarning ko'plab nobud bo'ladigan muddatlarini aniqlash.

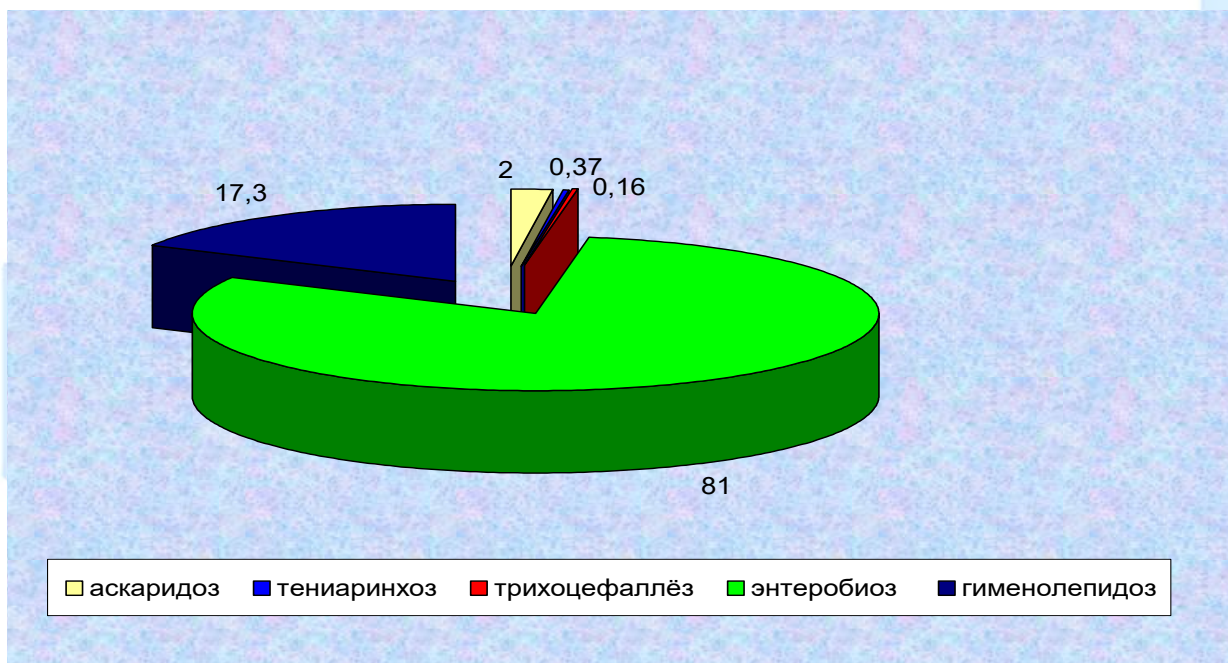
Aholini kanalizatsiya va toza ichimlik suvi tizimi bilan ta'minlash ko'rsatkichlarini yanada oshirish. Jamoat tashkilotlari, bog'lar, sayilgohlar, hiyobonlar sanitariya gigiena talablariga javob beradigan hojatxonalar qurish, har bir hovlida axlat qutilarini o'rnatish va ularni doimiy ravishda tozalashga, chiqindilarni vaqtda olib ketilishiga erishish. Hojatxonalarda o'rindiqlar, devorlar va pollarni najas qoldiqlaridan doimiy ravishda tozalash. Kanalizatsiya mavjud bo'lmagan hojatxonalarda o'ralar, pollar va o'rindiqlarni zararsizlantirish.

**Tadqiqot maqsadi.** Mamlakatimizning barcha turar joy mintaqalarida gelmintlarning profilaktikasi va epidemiyaga qarshi chora-tadbirlarini zamonaviylashtirish.

**Tadqiqot materiallari.** O'zbekiston Respublikasidagi Sanitariya Epidemiologiya Osoyishtalik va Jamoat Salomatligi Xizmati Parazitologiya bo'limidagi gelmintozlar bilan kasallanishi bo'yicha rasmiy hisobotlar va epidemik o'choqlarida o'tkazilgan epidemiologik tekshiruv natijalarining ma'lumotlaridan foydalanildi. Ushbu ilmiy ish bajarilishida epidemiologik va statistik usullardan foydalanildi.

**Tadqiqot natijalari.** Bizning mintaqamizda gelmintozlar bo'yicha epidemiologik holatni to'liq barqaror va quvonarli deb ayta olmaymiz. Bugungi kunga kelib gelmintozlar bilan kasallanishni oldini olish uchun o'tkazilayotgan chora-tadbirlar va Butun Jaxon Sog'liqni Saqlash Tashkiloti hamda YuNISEF tomonidan ishlab chiqarilgan va amaliyotga tadbiiq qilingan "Gijjadan holis bolalar" amaliy dasrturi va butun jaxonda bepul tarqatilishi yo'lga qo'yilgan gumanitar tizimi bo'yicha berilgan preparatlar o'z tarkibiga ko'ra ijobiy ta'sir ko'rsatib kelayotgan va o'z samaradorligini namoyon etayotgan bo'lsa ham uni yetarli darajada deb hisoblab bo'lmaydi. Ushbu holatni O'zbekiston Respublikasida istiqomat qiluvchilar orasida kasallanishning yillar o'tgani sayin turg'un holatda belgilab borilayotganligi, uning juda ko'p hollarda surunkali tus olishi va shundan so'ng noxush asoratlarga olib kelayotganligi yaqqol ko'rsatib turibdi.

O'zbekistonda gelmintozlarning tarqalganlik darajasi turli xil bo'lib ular quyidagicha taqsimlangan, rasmiy axborotlarga qaraganda, 2018 yilda respublikada 7649651 kishi gelmintozlarga tekshirilgan bo'lib, shulardan 264807 (3,5%) nafari gelmintozlar bilan kasallanganlar (1-rasm). Shulardan 81% enterobioz, 17,3% gimenolepidoz, 2% askaridozlar bilan zararlangan.



**1- rasm. O‘zbekiston Respublikasida gelmintozlar bilan kasallangan bemorlarning kasallik turlari bo‘yicha taqsimlanishi**

Kasallik ko‘rsatkichining 2022-2023 yillarda keskin kamayishiga sabab, 2020 yil aholi orasida koronavirus kasalligining tarqalganligi va COVID-19 pandemiyasi tufayli mamlakatimiz aholisi pandemiya sababli epidemyaga qarshi profilaktik qoidalariga rioya etishi, uyda bo‘lishi, jamoat joylariga, bog‘cha va maktablarga bormasdan sanitariya-gigiena qoidalariga qat’iy amal qilish turmush tarzini o‘ziga va oilasiga chuqur singdirganligi 2022-2023 yillarda kopgina kasalliklarning ayniqsa havo-tomchi kontakt yo‘li bilan yuquvchi yuqumli infeksiyon hamda parazitarni kasalliklar kamayganligi kuzatildi.

### **GELMINTLARNING PROFILAKTIKASI VA EPIDEMIYAGA QARSHI CHORA-TADBIRLARI**

1. Bemorlarni erta aniqlab olish hamda ularni davolash. Ushbu o‘rinda quyidagi toifaga kiruvchi guruhlariga alohida e‘tibor beriladi: maktab yoshigacha bo‘lgan uyushgan va uyushmagan aholi hamda bolalar, bolalar bog‘chalariga, bolalar uylariga, maktablarda taxsil olayotganlarga, oromgohlarga qabul qilinayotgan bolalar, bolalar jamoalari xodimlari, ovqatlanish muassasalari xizmatchilari, kasallik aniqlangan oila a‘zolari. Bolalar bog‘chalari va xonadonlarda gimenolepidoz bilan kasallangan bemorlarni alohida guruhlariga ajratish. Ushbu gelmintozlar bilan kasallanib o‘tgan bolalarni ikki yil muddatda dispanser kuzatuvidan o‘tkazish.

2. Bolalar jamoalarida sanitariya-gigiena qoidalarini va ko‘nikmalari bo‘yicha har kunlik tartibni joriy qilish. Maktabgacha tarbiya bolalar muassasalari va yashash joylarida sanitariya holatining talab va tashkil qilish asoslarini yuqori darajasida bo‘lishini ta‘minlash. Buning uchun har kuni nam usul bilan tozalashni amalga



o'shinish, bolalarni shaxsiy tuvaklar (gorshok) bilan ta'minlash, ularni issiq suv bilan zararsizlantirish lozim bo'ladi. Dezinfeksiya tadbirlarini bajarish uchun hozirgi tibbiyot amaliyotida qo'llanilayotgan yangi zamonaviy dezinfeksiyalovchi moddalardan ham foydalansa maqsadga muvofiq bo'ladi. Degelmintizatsiya o'tkazilishidan bir kun avval bolalarni yuvintirish, ichki kiyimlar va choyshablarini o'zgartirish, xonalarni tozalash tavsiya etiladi. Bolalar o'ynaydigan o'yinchoqlarini quyida sanab o'tilgan usullardan birortasidan foydalangan holda zararsizlantirish zarur bo'ladi: 1) qaynoq suv bilan ishlov berish;

2) kvarts lampalar bilan yarim soat muddatda nurlantirish;

3) issiq havo bilan quritish (issiq havoli changyutgichning ingichka shlangiga kiydirilgan maxsus qurilmada hosil qilinadi).

Davolanish vaqtida ajralayotgan parazitlar va najasga issiq qaynoq suv bilan ishlov berish, kechki payt ishlatiladigan tuvaklarni ham issiq suv bilan zararlantirish maqsadga muvofiq.

**3.** Zararlanish indeksi 20% va undan yuqori bo'lgan o'choqlarda aholining asosan 14 yoshgacha bolalar yoki boshqa yuritiladigan direktiv guruhga mansub aholi guruhlarida yiliga ikki marotaba aholi orasida ommaviy degelmintizatsiya tadbirlarini amalga oshirish.

**4.** Gelmintoz bilan zararlangan bemorlar aniqlangan o'choqlarni hisobga olish.

**XULOSA:** Jamoat korxonalari va turar joylarni kanalizatsiya va toza ichimlik suvi tizimi bilan ta'minlash ko'rsatkichlarini yanada oshirish. Jamiyatimizda oldi hisoblangan tashkilotlarining deyarli barcha ko'lami, ko'kalamzorlashtirilgan bog'lar, mahalla va tuman, shahr markazlashtirilgan sayilgohlar, barcha joylarda mavjud bo'lgan hiyobonlar sanitariya gigienik jihatdan talablariga javob beradigan hojatxonalarini qurish va foydalanishga topshirish, har bir hovlida axlat qutillarini o'rnatish va ularni doimiy ravishda tozalashga, chiqindilarni vaqtida olib ketilishiga erishish. Jamoat hojatxonalarida o'rindiqlar, hojatxonalarining devorlari hamda pollarini har xil ifloslangan narsalar va najas qoldiqlaridan uzluksiz va doimiy ravishda tozalashni samarali yo'lga qo'yish. Kanalizatsiya hali yo'lga qo'yilmagan mavjud bo'lmagan hojatxonalarda ma'lum sig'imga ega o'rnalar, ularning pollari va o'rindiqlarini zararsizlantirish qat'iy va m,ajburiy joriy qilish lozim.

Mevalar va sabzavotlarni yaxshilab va tozalab yuvish. Umumiy ovqatlanish korxonalari va ularda xizmat qiluvchi xodimlar ustidan doimiy ravishda tibbiy – sanitariya nazoratini amalga oshirish (yiliga 1 marotaba).

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## METHODS OF EFFECTIVE DISINFECTION OF DRINKING WATER AMONG THE POPULATION

*Elmurodova Lenara Khudayberdi qizi*

*Assistant Department of Hygiene, Samarkand State  
Medical University*

[lenaraelmurodova97@gmail.com](mailto:lenaraelmurodova97@gmail.com)

*Bo'riyeva Maftuna Shuxrat qizi*

*Student Samarkand State Medical University*

[boriyevamaftuna92@gmail.com](mailto:boriyevamaftuna92@gmail.com)

**Abstract:** Nowadays, drinking water, its pollution and treatment of contaminated water and disinfection of waste water are one of the urgent problems. This article describes the issues of providing the population of the republic with clean drinking water and the use of existing waste water. Proposals and recommendations have been developed regarding the rational use of existing water resources and elimination of existing deficiencies.

**Key words:** purification of drinking water, organoleptic properties, water chlorination, normal dose chlorination, excessive chlorination, adsorption, coagulation, aluminum sulfate.

**Enter:** Implementation of hygienic requirements for providing the population with high-quality drinking water depends on the main indicators of the samples taken for laboratory examination. This is done by checking water network facilities from a sanitary point of view, including monitoring the sanitary condition of local waters. The water factor causes a number of infectious diseases (typhoid, paratyphoid, smallpox, cholera, hepatitis, tuberculosis, anthrax, amebiasis, helminthosis, etc.), non-infectious diseases (Urov's disease, endemic goiter, endemic fluorosis and caries, water-nitrate methaemoglobinemia, etc.) is of great importance in the spread and origin. In order to protect the water supplied to consumers from accidental or regular contamination, it is necessary to protect it by organizing sanitary protection zones and installing hermetic fastening devices of the water network system.

**Materials and methods.** The quality of drinking water sent to consumers is evaluated according to its composition and characteristics in the places indicated below: at water intake points, before supplying water from water supply sources to networks, and in the distribution network. The quality of the water supplied to the network must meet the following hygienic requirements, regardless of the nature of the water source, the use of methods to improve its quality, and the peculiarities of the construction of the water network pipes. 1) it should be safe from the epidemic point

of view: 2) it should be harmless in terms of its chemical composition; 3) to have pleasant organoleptic properties; 4) radiation and 5) should be safe from parasitological point of view.

**Study results:** Currently, water chlorination is the most widely used method in the Republic in order to provide the population with clean and high-quality drinking water. Currently, water distributed to the population, regardless of whether it is water from an open reservoir or ground water, must be chlorinated. When chlorine compounds and ozone are used to disinfect drinking water, their residual amounts must be determined every hour.

Reagents	Place of control	Amount of residue in mg.l	Contact time of the reagent with water
Chlorine residue	After fresh water storage tanks	0.2-0.5	After at least 30 minutes
Ozone residue	After the mixing chamber	0.1-0.3	After at least 12 minutes

Water chlorination is usually carried out using calcium hypochlorite  $\text{Ca}(\text{ClO})_2$ , which contains up to 70% active chlorine. Two methods of chlorination are used: normal dose chlorination and high dose chlorination - over chlorination. In the following years, a new method of water chlorination was developed. A specially prepared sodium chloride solution, highly mineralized ground water or sea water can be used as an electrolyte. In this case, hypochlorite is obtained by electrolysis at the water supply station and used for water disinfection, which in turn is an economically efficient method. In order to achieve the above-mentioned quality in water treatment, it is advisable to use the adsorption method, which is based on the separation of harmful components, when the mineral content changes a little during water preparation. At the same time, adsorption and absorption, which preserve the chemical composition and improve water quality, differ in how one substance is distributed to another. During adsorption, absorption and diffusion of the substance occur throughout the entire volume of the adsorbent. During adsorption, solid, liquid or gaseous sorbate accumulates in the solid part of the adsorbent (solid or liquid surface). The adsorption process consists of three stages:

- transfer of substances in solution to the surface of adsorbent grains (outer diffusion region);
- adsorption process;

Sanitary assessment of drinking water quality improvement by coagulation method.

Correct selection of the optimal dose of coagulant plays a decisive role in the process of water coagulation. The optimal dosage of the coagulant is selected in a

laboratory method. To select the optimal dose, a 5% aluminum sulfate solution is taken, one milliliter of the solution contains 50 mg of the substance. If 39.6 mg of  $Al_2(SO_4)_3$  solution corresponds to each degree of water alkalinity, 0.8 ml of 5% aluminum sulfate solution corresponds to 1 liter. So X ml of 5%  $Al_2(SO_4)_3$  solution:

$$X = \frac{39,6}{50} = 0.79 \text{ ml } 5\% \text{ } Al_2(SO_4)_3;$$

Determination of the approximate dose of the coagulant is carried out as follows: for this, 10 tubes are taken. 1l of tested water is placed in each flask. Then each degree of alkalinity is added as needed. Determination of the approximate dose of the coagulant is carried out as follows: for this, 10 tubes are taken. 1l of tested water is placed in each flask. Then each degree of alkalinity is added as needed.

Flasks	Calculation amount of coagulant in %	Flasks	Calculation amount of coagulant in %
1	100	2	90
3	80	4	70
5	60	6	50
7	40	8	30
9	20	10	10

Coagulation is carried out with purified aluminum sulfate. Soda water is used for alkalization. The purification technology does not ensure a sufficiently stable quality of drinking water, as an increase in organic substances is observed from time to time in the source water. Attempts to increase the dose of coagulant (aluminum sulfate) do not give the desired effect, on the contrary, the concentration of residual aluminum in water increases. This situation caused the need to develop a more efficient technology that meets modern requirements based on the characteristics of the natural water composition - modernization of production.

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## PEDAGOGIK JAMOADA SOG'LOM PSIXOLOGIK MUHITNI SHAKLLANTIRISHNING PEDAGOGIK-PSIXOLOGIK ASOSLARI

*Sultanova Gulbahor Igamberdiyevna*

*Qoraqalpogiston Respublikasi To'rtko'l tumani*

*30-Maktab Logopedi va Psixolog*

**Annotatsiya:** Ushbu maqolada ta'lim muassasalari jamoasida sog'lom muhitni yaratishning pedagogik-psixologik asoslarini tahliliga e'tibor qaratilgan. Jamoadagi psixologik zo'riqlashlarni bartaraf etish, ta'lim muassasasi rahbari va bo'ysunuvchilarning kasbiy mahoratini oshirish, xodimlarning bo'sh vaqtlarini to'g'ri tashkillashtirish, mehnat faoliyatini tashkil etishga takliflarni erkin kiritish imkoniyatini yaratish, jamoada do'stona, shuningdek faoliyatda hamkorlik munosabatlarini yaratish.

**Kalit so'zlar:** ta'lim, ta'lim muassasasi, o'qituvchi, pedagogik, psixologik, psixokorreksiya, korreksion pedagogika

**Abstract:** The article focuses on the analysis of the pedagogical and psychological basis for creating a healthy environment in the community of educational institutions. Overcoming psychological tensions in the team, improving the professional skills of the head of the educational institution and subordinates, the proper organization of leisure time of employees, the opportunity to freely submit proposals for the organization of labor activities, team-friendly, as well as building partnerships.

**Keywords:** education, educational institution, teacher, pedagogical, psychological, psychocorrection, correctional pedagogy

**Аннотация:** В данной статье основное внимание уделяется анализу педагогикопсихологических основ создания здоровой среды в коллективе образовательных учреждений. Устранение психологической напряженности в коллективе, повышение профессионального мастерства руководителя образовательного учреждения и подчиненных, правильная организация досуга сотрудников, создание возможности свободного внесения предложений по организации трудовой деятельности, создание в коллективе дружеских, а также кооперативных отношений в деятельности.

**Ключевые слова:** образование, учебное заведение, учитель, педагогический, психологический, психокоррекция, коррекционная педагогика

## KIRISH

Pedagogik jamoalarda psixologik muhitning ijobiyligi ta'lim-tarbiya sifatini yaxshilashga xizmat qiluvchi muhim komponentlardan biri ekanligi nazariy va amaliy jihatdan inkor etib bo'lmaydigan faktidir. Jamoada ijobiy psixologik muhit mavjud bo'lsa, nafaqat pedagogik majburiyatlar, balki har qanday mehnat jamoasi oldiga qo'yilgan vazifalar sifatli bajarilishiga zamin hozirlanadi. Masalaning yana bir muhim tomoni ham borki, bu ham bo'lsa, mehnat jamoasi a'zolarining o'z kasbidan qoniqqanligidir. Chunki, jamoada ijobiy muhit bo'lishi uchun, jamoa azolari o'zidan, ayniqsa, o'z kasbidan qoniqqan bo'lishlari zarur. Yuqoridagilardan kelib chiqib o'qituvchilarda mehnatdan qoniqqanlikni o'rganish hamda o'z mehnatidan qoniqmaslik holatlarini korreksiya qilish orqali pedagogik jamoalarda ijobiy muhitni shakllantirish, pirovardida ta'lim-tarbiya sifatini yaxshilashga ta'sir ko'rsatish maqsad qilingan. E'tiborga olish kerakki, pedagogik faoliyat odam tipiga mansub kasb hisoblanib, agar mazkur soha egalarida o'z kasbiga nisbatan loqaydlik, e'tiborsizlik yoki sustkashlik vujudga kelsa, bevosita pedagogik faoliyat obyekti bo'lgan o'quvchilar mazkur jarayonda zarar ko'radilar. Bu zarar ta'lim-tarbiya sifatini pasayishida o'z aksini topadi. Pedagogik jamoalarda psixologik muhit masalasi bir tomondan muayyan mehnat jamoasidagi psixologik muhit sifatida talqin qilinishi mumkin, ikkinchi tomondan pedagogik jamoaning o'ziga xosliklaridan kelib chiqib, murakkab ijtimoiy psixologik va pedagogik jarayonlar zamirida yuzaga keladigan, pedagog shaxsidagi individual xususiyatlar turli psixologik fenomenlarga boy serqirra ilmiy-amaliy tadqiqodlar uchun ob'ektdir. Jamoani ijtimoiy-psixologik muhiti - guruhning eng ajralmas psixologik xarakteristikasidir, bu guruhning birgalikdagi hamkorlikdagi faoliyati bilan bevosita bog'liq bo'lgan alohida ob'ektlarni (hodisalarni, jarayonlarni) aks ettirishning o'ziga xos xususiyatlari bilan bog'liq ijtimoiy jarayondir. Guruh faoliyatining samaradorligi jamoaning ijtimoiy-psixologik muhiti holatiga bog'liq. Jamoadagi ijtimoiy-psixologik muhit Sog'lom ijtimoiy-psixologik iqlimning eng muhim belgilari:

- guruh a'zolarining bir-biriga bo'lgan ishonchi va yuqori talabchanligi; - o'zaro do'stona va konstruktiv tanqid qilish;
- butun jamoaga tegishli masalalarni muhokama qilishda o'z fikrini erkin ifoda etish;
- menejrlarning bo'ysunuvchilarga bosimining yo'qligi va ularning guruh uchun muhim bo'lgan qarorlarni qabul qilish huquqini tan olishlari;
- jamoa a'zolarining vazifalari va ularni amalga oshirishdagi ishlar holati to'g'risida yetarli darajada xabardorligi;
- jamoa a'zolarida jamoaga tegishli bo'lganidan mamnunlik hissiyoti;



- jamoaning har qanday a'zosida ko'ngilsizlik holatini keltirib chiqaradigan holatlarda (aldanish, umidsizlik, rejalarini buzish) yuqori darajada hissiy ishtirok etish va o'zaro yordam;

- guruhning har bir a'zosi tomonidan ishlarning holati uchun javobgarlikni o'z zimmasiga olish va boshqalar.

Ushbu dasturni amalga oshirishda quyidagi qushimcha tadbirlarni amalga oshirish zarur:

1) rahbarlarning kasbiy mahoratini oshirish, mehnat jamoasini boshqarish va psixologik muhitni holatini normallashtirish bo'yicha adabiyotlarni o'rganish, tashkiliy va tarbiyaviy ishlar usullari va uslublari;

2) personal malakasini oshirish, kasbiy malakasini oshirish, xodimlarning karera rejalashtirish imkoniyatlarini ta'minlovchi kadrlarni rivojlantirish dasturlarini ishlab chiqish;

3) jamoa bilan qo'shma tajribalarda yutuq va muvaffaqiyatsizliklarni aniqlash;

4) agar kerak bo'lsa, rahbarlik uslubini o'zgartirish orqali tashkilotdagi sog'lom ijtimoiy-psixologik muhitni yanada takomillashtirish;

5) psixologik muvofiqligi asosida jamoani shakllantirish;

6) boshqaruv qarorlarini qabul qilish jarayonida xodimlarning salohiyatidan foydalanish;

7) xodimlar o'rtasidagi rasmiy va norasmiy aloqalar chastotasining ko'payishiga ko'maklashish, ularning afzalliklarini ko'rsatib, ularning kasbiy o'sishiga ko'maklashish;

8) jamoaning bo'sh vaqtlarini birgalikda tashkil etish va o'tkazish: - sport musobaqalarini o'tkazish; - teatrlarga, kinolarga, konsertlarga qo'shma tashriflarni tashkil etish; - maxsus ayramlar, sanalar va marosimlar uchun ziyofatlar tashkil etish;

9) jamoa a'zolarining havaskor chiqishlarida ishtirok etish;

10) jamoa uchun psixologik yengillashtirish xonasini yaratish;

11) xodimlar o'z takliflarini kiritishlari mumkin bo'lgan guruh ishini yaxshilash uchun "takliflar va istaklar qutisini" yaratish;

12) tashkilot psixolog tomonidan davriy va doimiy psixologik treninglar. Jamoadagi psixologik zo'riqlashlarni bartaraf etish, ta'lim muassasasi rahbari va bo'ysunuvchilarning kasbiy mahoratini oshirish, xodimlarning bo'sh vaqtlarini to'g'ri tashkillashtirish, mehnat faoliyatini tashkil etishga takliflarni erkin kiritish imkoniyatini yaratish, jamoada do'stona, shuningdek faoliyatda hamkorlik munosabatlarini yaratish. Dasturni amalga oshirish natijasida qo'yidagi ijobiy ijtimoiy-psixologik muhit ko'rsatkichlarini vujudga kelishi mumkin: - jamoada ishbilarmonlik, ish kuni davomida ijodiy kayfiyat, xodimlar o'rtasidagi munosabatlarda quvnoq ohanglari, kayfiyatdagi optimizm hukmronlik qiladi; - munosabatlar hamkorlik, o'zaro yordam, xayrixohlik tamoyillari asosida quriladi; guruh a'zolari hamkorlikda ishlarda

qatnashishni, bo'sh vaqtlarini birga o'tkazishni yaxshi ko'radilar; munosabatlarda ma'qullash va o'zaro qo'llabquvvatlash ustunlik qiladi, yaxshi konstruktiv tanqid bildiriladi; - tashkilot xodimlari faol, kuch-qudratga to'la, o'zaro yordamda tezda javob berishadi, xodimlarning o'zaro yordami kerak bo'lsa, hamkasbini «to'laqonli qamrab olishga» tayyorligi; - ayrim xodimlarning yutuqlari yoki muvaffaqiyatsizliklari tashkilotning barcha a'zolarining hamdardligi va samimiy ishtirokini keltirib chiqaradi, agar muvaffaqiyatga erishilsa, xodimlar o'z hamkasblari va o'z tashkilotlari bilan faxrlanishni his qilishadi; tashkilot tarkibidagi tarkibiy bo'linmalar yoki jamoadagi mikro guruhlar o'rtasidagi munosabatlarda o'zaro kelishuv, tushunish va hamkorlik vujudga keladi; - kadrlar qo'nimsizligining pastligi. Xodimlar boshqa tashkilotlarga teng, ba'zan esa yuqori lavozimlarga o'tkazilishidan ham bosh tortishadi; - tashkilot uchun qiyin paytlarda jamoaning jipsligi va hissiy birligi mavjud ("bitta - hamma uchun, va hamma – bir kishik uchun"). Muhitni sog'lomlashtirishda psixokorreksion yordamning samaraliligiga baho berish borgan sari aktuallashtirishda. Bu mutaxassisning ta'sir eta olishi va psixokorreksion ishning sifatligidandir. - Ishning samaradorligini baholashda aniq metodni belgilab olish zarur. Korreksion ishda ma'lum bir metodni oldindan tanlash qiyin, chunki ish faoliyatida psixologlar turli metodlardan foydalanadilar. - Hatto bir metod har xil mutaxassisda har xil natija beradi. - Ishning bahosini bu metoddan xabari bo'lmagan ekspert berishi zarur. - Psixologning tarbiyaviy-ta'limiy sifatini hisobga olish kerak. - Psixologning kasbiga bo'lgan qiziqishini hisobga olish zarur. - Guruhiy korreksion ishda psixologning professional bo'lishi katta ahamiyatga ega. - Psixokorreksion ishlarda mijoz psixologik ta'siridan so'ng quyidagilarga qarab baholanadi: - Ichki kechinmalarning sub'ektiv mohiyatining o'zgarganligi. - Ta'sir etgandan so'ng respondentning ijobiy tomonga o'zgarishi. - Psixologik ta'sir samarasini belgilashda psixofiziologik metodlardan foydalanish mumkin. Ular insonning vegetativ-somatik fiziologik va psixik funksiyalarini baholaydi. Psixokorreksion ta'sirning samaraliligi kriteriysi har bir shaxsdagi salbiy o'zgarishlarni aynan uni o'ziga xos ekanligini hamda tanlangan psixokorreksion metodlar ta'siri shu o'zgarishlarga qaratilganligini hisobga olish bilan bog'liqdir. Maqsad: profayling o'tkazuvchi xodimlarning kuzatuvchanlik sifati shakllanishining psixologik jihatlarini o'rganish orqali kuzatuvchanlik sifatini rivojlantirish. Bu maqsadga erishishda quyidagi vazifalarni hal etish muhim ahamiyat kasb etadi. — Kuzatuvchanlik sifatini muhim xarakterga ega ekanligini anglab yetishga ko'maklashish. — Tabiiy kuzatish usullarini o'rgatish va ob'ektiv xulosalar chiqarish ko'nikmalarini shakllantirish. — Nizoli vaziyatlarda o'z xulq-atvorini korreksiya qilish malakasini shakllantirish. — O'z emotsiyasini to'g'ri namoyon qila bilish va agressiv reaksiyalarini jilovlay olishga qaratilgan bilimlarni xosil qilish. — Boshqa odamlarning kechinmalari, xolati va qiziqishlarini tushunib yetishiga yordam berish. Shaxslararo nizolarni konstruktiv xal etish bilimini shakllantirish.

Yuqorida keltirilgan vazifalarni amalga joriy qilish orqali biz quyidagi natijalarga erishishimiz mumkin:

1. O'qituvchi xodimda namoyon bo'layotgan kuzatuvchanlik sifati darajasini oshishi;
2. Xodimning o'z-o'zini anglashi, shu o'rinda o'z-o'ziga bahosini adekvat xolatga kelishi ;
3. Nizoli va muammoli vaziyatlarda xulq-atvorni meyorida ushlab turish;
4. O'zi va boshqalarning emotsional xolatini solishtirishga, o'zidagi emotsional zo'riqlashlarni pasaytirish.
5. Xulq-atvor normalariga rioya qilish.

Psixokorreksiyaning o'tkazish shartlari:

- Xodimning psixologik yordam olishi uchun ixtiyoriy roziligi ;
- Xodimning mutaxassisga ishonchi;
- Korreksion dasturni amalga oshirish jarayonida xodim faolligi.
- Psixokorreksion guruh faoliyatining asosiy tamoyillari:
- Masuliyatlilik tamoyili.
- Yaqinlik tamoyili.
- Qo'llab-quvvatlash tamoyili.
- Shu yerda va hozir tamoyili.
- Maxfiylik tamoyili.
- Seminarining boshidan oxirigacha qatnashish tamoyili.

Psixokorreksiya jarayonini aks ettiruvchi 4ta asosiy strategiya mavjud:

- Vaziyatni o'zgartirish.
- Vaziyatni o'zgartirish uchun o'zini o'zgartirish.
- Vaziyatdan chiqib ketish.
- Mazkur vaziyatda hayotining yangi jihatlariga e'tibor berish.

Xulosa o'rnida o'qituvchi alohida e'tibor talab qiladigan obyektidir. Amaliyot shuni ko'rsatadiki, odatda o'qituvchilar psixolog bilan hamkorlik qilishga tayyor bo'ladilar. Hamma gap psixolog o'zini qanday tutishiga borib taqaladi. Bunda psixologning o'qituvchilarga nisbatan egallaydigan pozitsiyasi juda muhim rol o'ynaydi.

Psixolog pozitsiyasining asosiy komponentlari quyidagilardan iborat:

- pedagog bilan bo'lgan munosabatga ustanovka;
- pedagoglarni qanday bo'lsa shundayligicha qabul qilishga ustanovka
- subyekt
- subyekt munosabatlaridan iborat tenglik va hamkorlik xarakteridagi munosabatlarga ustanovka.



Ta'lim jarayonida shunday pozitsiya pedagoglar bilan bo'lgan konstruktiv hamkorlikni ta'minlay oladi.

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## A LOOK AT SHUKUR KHOLMIRZAYEV'S LIFE AND WORK

*Turdiqulov Kamronbek Muzaffar o'g'li*

*Student of Termez State University, Faculty of Social Sciences,*

*Department of Applied Psychology, 3rd stage, Group 221*

**Annotation:** In this article, the life and work of Shukur Kholmirzayev will be looked at from a journalistic point of view, and the ways of his life will be applied from the scientific side, therefore, at the same time, the unique creative products that he left for the Uzbek people will be summarized.

**Keywords:** Shukur Kholmirzayev, Surkhan Eli, Boysun mountains, love of literature, nature.

Shukur Kholmirzayev has a special place in Uzbek literature. The works of the artist, whose endless love for his nation is blowing in every line, are the original treasures of the nation. Shukur Kholmirzaev was born on March 24, 1940 in Boysun district of Surkhondarya region. Kholmirzaev's first stories and essays were published in 1958. In the early period of his work, Kholmirzayev wrote the short stories "Aq otli" (1962), "Tolqinlar" (1963), "Who is not eighteen?" (1965). These works are among the best examples of Uzbek short stories of the 60s. The stories written by the writer during this period were later "Under the Distant Stars" (1971), "Life is Eternal" (1974), "If a Heavy Stone Moves..." (1980), "Roads, Companions" (1984), "Almond Blooms in Winter" (1986). , "It Snowed in the Mountains" (1987) took place in his collections. In Kholmirzayev's stories and stories, on the one hand, the unique romance of his youth and student years is expressed, on the other hand, the life of the ordinary people living in Boysun district, where the writer was born and raised, the struggle and changes in society and their spiritual world found its artistic interpretation. Later, the life of Boysun and the people of Boysun became the main theme of Kholmirzayev's work, and became an important factor in the fact that the realistic image became the priority in the writer's work. As Kholmirzayev discovered the complex life processes in reality and the spiritual world of people with conflicts, the romantic pathos in his early stories gave way to realism and created an opportunity for the writer to bring elements of "brutal realism" into Uzbek literature. In his works created in the 80s and 90s, X. gave a deep artistic analysis of the society and people's life of that period.

Kholmirzayev wrote novels such as "Last Stop" (1976), "Kil Bridge" (1984), "Passenger" (1987), "Olaboji" (1992), "Dinosaur" (1 book, 1996). In Shukur Kholmirzayev's novels "Last Station", "Passenger" and "Olaboji" the shura society began to decay from the inside in the 70s and 80s through bright artistic images. The social issue raised in these novels found its new artistic interpretation in the writer's

novel "Dinosaur". The story of the struggle of conflicts in the life and spiritual world of a person who strongly believes that the Shoro state is a people-loving state and that the internal and external policies he has conducted are policies that serve the interests of the people and the country.

Kholmirzayev was one of the first writers to study the period of the history of the Uzbek people, which was called the "printing movement". This theme was expressed in the writer's novel "Kil Kuprik" and the play "Black Belt" (1987). The tragedy of lost people is vividly embodied in their images. Based on Shukur Kholmirzayev's play, the play "Black Belt" staged at the Youth Theater named after Abror Hidoyatov played an important role in the emergence of a new approach to the historical past in the younger generation. Kholmirzayev's play "Banquet" dedicated to the tragic fate of Uzbek women during the Soviet era was also staged at the Youth Theater (1990).

Kholmirzayev in recent years Sh. Burkhanov, B. Zakirov, R. Choriyev, Shuhrat, O. Yakubov, O'. He wrote essays and literary criticism articles about such well-known figures of literature and art as Umarbekov, A. Oripov, M. Koshjanov.

Although Kholmirzayev wrote a number of works in the novel genre and these works have a special place in the history of Uzbek novelists of this period, he is primarily a story writer. In his stories, he continued the best traditions of Uzbek writers such as A. Qadiri, A. Qahhor, and enriched Uzbek storytelling with the artistic experiences of Russian and European writers. Shukur Kholmirzayev's best stories are distinguished by the freshness and brightness of the character, the originality of the composition, and the colorful language of the characters. Sh. Kholmirzayev's latest novel is "Dinosaur". The author says: "The theory that the strong will win and the weak will be defeated is wrong!" If the strong had the ability to conquer, the dinosaur would have conquered first. No, he will die. The reason? It has been formed. Then: many brave men enter the field. They know their death. But there is no turning back for them. What about cowards? Even then, they got into their holes..."

No matter how controversial this view is, it is noticeable that the author took a unique way of reflecting the tragedy and suffering of the intellectuals in accepting the present day - the new era.

People's writer of Uzbekistan Shukur Kholmirzayev was awarded the State Prize of the Republic for his services in the field of literature. The writer died on September 29, 2005 in Tashkent.

He was awarded the Republican State Award named after Hamza (1989) and the Order of "Labour Fame" (1999).

**Conclusion:** To sum up, Shukur Kholmirzayev was a real person who had his place and world views not only in literature but also in life. His thoughts about literary creation and life make people think today. He was a true creator. He was a person who put literature above his own life. Yes, such will was characteristic of Shukur



Kholmirezayev, a child of the Uzbek nation. For him, literature was not a means of living, but a unique form of living. In his works, the interpretation of heroes who cannot imagine life without literature is clearly visible. Reading his works, one can understand how much literature has been absorbed into his heart. A person who reads his works travels to the mountains of Surkhan Eli, Boysun, where he was born and grew up, and sees the strange melodies, endless scenery, and colors there. All this means that the love for literature in Shukur Kholmirezayev's heart was taken from the "warm" bosom of "beating" nature.

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## THE PROBLEM OF HUMAN DESTINY IN SHUKUR KOLMIRZAYEV'S STORIES

*Turdiqulov Kamronbek Muzaffar o'g'li*

*Student of Termiz State University, Faculty of Social Sciences,  
Department of Applied Psychology, 3rd stage, Group 221*

**Abstract:** This article discusses the stories of Shukur Kholmirezayev. In particular, the author's stories "Adam", "Unknown Man" and "Tanholik", which have been recognized by many literary experts, have been analyzed. In addition, the style of the writer was also mentioned.

**Key words:** Surkhan environment, stranger, solitude, Tolstoy, Kukaracha, belt

The word is a weapon of literature! Shukur Kholmirezayev is a writer who artistically interprets life and man through words and has won the love of readers in the world of literature. A special feature of the writer's work is that the writer raised the genre of the national story to a new, higher level after the teacher Abdulla Qahhor. The publication of the author's collection of stories such as "Under the distant stars", "Life is eternal", "Oghir tash kochsa", "Almonds bloomed in the winter", "It snowed in the mountains" is a great achievement in the storytelling of Uzbek literature. is. Literary critic Ibrahim Gafurov writes about Shukur Kholmirezayev's style: "He was not like any of the small-scale writers who have been swinging a pen in Uzbek literature until now. From his sentences, it seemed that something new in literature, the construction of a new sentence, a new style was beginning, strangely enough, he did not even resemble his ideals." At this point, Shukur Kholmirezayev himself said, "Everything is embodied in the style: from worldview to punctuation..."-. If you pay attention to the style of the writer, it is simple, without any silence. Describes the situation of the characters very succinctly and meaningfully. He elevates the construction of the work on the basis of smooth, melodious, funny dialogues to the level of his writing style. German scholar I.V. As Goethe said, "In any work of art, be it big or small, all events go back to the essence." And essence is the inner pillar of any artistic work; it is an expression of the creator's worldview and faith. Most of the writer's stories are small in size, but have a great weight. For example: Take the story "The Stranger". The story "I was going hunting, the weather was nauseating, I kept saying, "It's spring air, let's have a good time." I entered the belt. A bonfire was burning in the middle, and a middle-aged man wearing a smart jacket was untying his donkey..." At this point, one should admire the writer's ability to follow the reader from the beginning of the story. The stranger pours out his all to the young hunter who entered the belt. But in the young man's mind, suspicion against him grows. A stranger

enters the belt carrying a bundle of firewood and says "give me some heat." And the young man understands that he is thanking his fire. After a while, he goes out and sees a stranger picking branches that the river flood has buried under the stones, and he thinks that he will take this firewood home. Soon the young man is ashamed of his suspicious thoughts. Because that person did not bring firewood to take away, but other passengers brought firewood to warm themselves in cold weather. It's been a while since this little story was written. Times have changed today, many have changed, joining other people who have changed the times. But there are still people who think not only of themselves, but also of others, and for this reason, there are people who burn themselves! This story reminds me of the story "Kukaracha" by the Georgian writer Nodar Dumbadze. Kukaracha in the story, like the Stranger, helps people without taste, does not expect anything in return, and considers it his human duty. True, there are few good people in life, but, in my opinion, balance is maintained in society because of the existence of people like Kukaracha and Strangers. This is the importance of the work. Shukur Kholmirezayev was a real, professional writer. The writer's story "Adam", which allows a person to make a deep observation about life and its meaning, is especially impressive. It is not for nothing that the author called this work a "philosophical story". The story tells about the life and past experiences of a woman named Rahima. After the death of her mother, Rahima marries Shodmon, a wrestler she did not want. Four years later, the revolution begins, and her husband dies. Rahima is a widow with three children. He joins the collective farm and becomes its active member.

At the sound of "the reds are coming," he fled to the mountain with the men. The youngest child dies of hunger in the mountains. Years have passed... Now the war has started. Abdurahim, the only son, went to the front. A year later, his son became angry, his daughter-in-law left her two children with sister Rahima, and the war ended. Such a period of life is coming: all sorrows, conflicts, and sufferings will end. There is no wound that won't heal. Grandmother Rahima now looked at her grandchildren, told them stories from the past, her whole life was like a fairy tale. But the passing years take their toll. At the end of her life, a habit of forgetting appeared in a woman - she lost her memory. The woman did not see the light in life. In fact, the sufferings and hardships experienced by Grandma Rahima cannot be described and put into words at all. Speechless. But look at the justice of nature that at the end of her life, a woman's memory is restored and she closes her eyes contented with life. As Franz Fafka said, "The meaning of life is that it has an end."

**Summary:** Any work, no matter how big or small, will become an event in the field of literature with its perfect characters and unique episodes that will remain in the memory, that is, it will reach the status of eternity. "Tanholik" is one of Shukur Kholmirezayev's stories that achieved such a status. In the story, one of the mentors of



humanity, "one of the most complex personalities of the nineteenth century" L.N. About Tolstoy. The work skillfully describes the painful thoughts, sufferings, philosophy and wisdom of the great writer at the end of his life. A person's personality is not related to his body, but to his spirit. Reading the story, one can see the spiritual closeness between Shukur Kholmirezayev and Tolstoy. As literary critic Normat Yoldoshev said, Shukur Kholmirezayev was a creative person.

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## SHUKUR KOLMIRZAYEV'S ARTISTIC WORKS

*Turdiqulov Kamronbek Muzaffar o'g'li*

*Student of Termez State University, Faculty of Social Sciences,  
Department of Applied Psychology, 3rd stage, Group 221*

**Annotation:** This article provides information about the life and work of Shukur Kholmirezayev, his contribution to Uzbek literature, characters in his works and stories, and his role today.

**Key words:** Uzbek literature, Shukur Kholmirezayev, Among the mountains, The last stop, Waves, a collection of works.

Kholmirezayev, son of Shukur Fayzulla, one of the leading representatives of modern Uzbek prose, was born on March 24, 1940 in Boysun district of Surkhandarya region. His father was originally from Bulung'ur, and in 1937-1938 he was forced to go to Boysun. After graduating from high school in Boysun, Shukur studied at the Faculty of Philology of TashSU in 1957-1962. After that, he works in a number of publishing houses, newspapers and magazines in Tashkent. Shukur Kholmirezayev married a girl named Saida who played the role of Hamlet and Ophelia in the circle organized under the leadership of the great actor Shukur Burkhanov. Adib wrote a documentary essay about Shukur Burkhanov, a documentary story about Matyakub Koshjanov called "He is a teacher - I am a student". The first short story of the writer was called "Aq otli" (1962), and his first story was called "Dangerous Path". Shukur Kholmirezayev is the winner of the "Oubek" award of the Union of Writers, the State Award of Uzbekistan, the "People's Writer of Uzbekistan" (1991). Works: "Among the Mountains" (his book title "White Horse" 1962, the first story), "Tolkinlar" (his book title "Bukri Tol" 1963). This story was written by Shukur Kholmirezayev during his student years, and he was congratulated by Abdulla Kahhor. In it, the author did not pay enough attention to the description of the environment and circumstances, "Who is not eighteen?" (1964, described as "a story about youth"), such stories as "The Moon Blocked by a Cloud" (1997), "The Last Station" (1976, the first work of the writer in the novel genre), "Kil Priprik", Novels such as "Passenger" (1987), "Olaboji" (1991), "Dinosaur" (1996, characters: Mahkam, Jamoliddin, Shakhlo, Abzal, Toirov, etc.), "Wild Flower", "Spring passed", "Bitiktosh", "Green Niva", "Freedom", "Life is forever", "If a heavy stone moves", "Master", "Blue sea", "Smile" (1984), "Almonds bloomed in winter" (1985), "The field where the dew fell", "Once upon a time", "The sun is wandering in the sky" (this story is, in a certain sense, a sketch of the work "Dinosaur"), "Navroz", "Navroz" (heroes of the work: Sultan, Obid Odiljonovich, Jonikul Jondorov), "Humor" (in the story, the tragedy of a nation, a country at a certain

stage is illuminated in the form of a small hero in order to reveal his own character ), "Getting lost under the call" ("Animals, animals are not called by their names, Mejdunarodnyy nauchnyy zhurnal #9(100), chast 1 "Novosti obrazovaniya: issledovaniy XXI veke" April, 2023g 301 for example, wrestler - bear, arg' stories such as "Amchi - Snake, Liver - Wolf", "Foretelling of Fate" (1968), "Roads, Companions" (1973), "Let's Go to the Mountains" (1976), "Cho Lag Turna" (1978), "Soil Streets" (1978), "The Language of the Bird" (1982), "The Last Days of the Hero" (1984), "It Snowed in the Mountains" (1986), "Abdullah The last days of Nabi's son" (1983), "Esiz, Eshniyoz" (1988), "Black Ship", "Uzbeklar", "Karia" The image of the old man Koziboy, who receives a shovel from the owner, delivers charcoal to rice farmers in the winter, collects melon and watermelon pods in a bucket at the singing place, and so on. Shukur Kholmirezayev is one of the writers who raised the art of Uzbek storytelling to a new, higher level after the teacher Abdulla Kakhor. His stories, short stories, and novels are characterized by the fact that they are devoted to events that have not been touched by holes, and are rich in characters. The uniqueness of the writer's work also determines the uniqueness of the creative process. The creative process happens in a unique way for every writer. The more artists there are with their independent style and individual voice, the more diverse the individual creative process will be. Shukur Kholmirezayev's work is one of the bright and meaningful pages of contemporary Uzbek literature. Shukur Kholmirezayev, a multifaceted talent, enriched the treasury of Uzbek literature by creating colorful works of art in various genres of literature. With his colorful stories, journalistic articles, historical essays, realistic stories and wonderful novels, Adib occupies a worthy place in modern literature. The writer Shukur Kholmirezayev is one of the creators who has his own voice and style in modern Uzbek literature. is considered He entered our literature in 1962 with the short story "White Horse". The story was written for children, it reflects the unique dreams and views of young people. Sh. After the publication of this story, Kholmirezayev wrote many stories, a number of short stories and novels in the period of more than thirty years. The writer Sh. As a storyteller, Kholmirezayev tries to express some important, weighty social thought no matter what topic he writes. These features of his work are especially in the following years: "The Dew Fallen Bedstead", "The Lame Crane", "The Herdsman", "The Blue Sea", "Harun al-Rashid", "Once upon a time", "Tabassum". ", "Teacher" and "Child" stories. In Sh. Kholmirezayev's stories, the warmth of the Surkhan oasis is clearly felt. In the writer's stories, the originality, bright and big characters, and lifestyle of the people of Surkhandarya are clearly visible. His stories such as "In the village of barley", "Under a distant star", "The rifle was fired", "Kimsasiz hovli", "Hunting", novels "The last stop", "Kil`prik", "Olaboji" this color can be clearly felt. True, the writer Shukur Kholmirezayev did not find his "identity", his style from the first creative steps. He achieved this in the process of unceasing



research and mastering creative experience. "I studied more or less the methods of writing literature of the past and present, and thought a lot about finding my own way," said the writer, "this research even concerns where to put a full stop and a comma." works of the writer Sh. Kholmirezayev have been attracting the attention of readers. Critics such as S. Mirvaliyev, A. Rasulov, M. Olimov, A. Kuljanov, N. Shukurov, S. Mirzayev, A. Aliyev argued about his story "Waves". Professors U. Normatov and Achil Togayev discussed his novel "Last Station". Sh. Kholmirezayev's other works also caused controversy. So, he is a writer who creates works with significant social thought, which excites our contemporaries. One of his works was published in the mid-1980s, and it is called the novel "Kil koprik". The writer Shukur Kholmirezayev's stories, narratives and the novel "The Last Stop" mainly covered modern topics. Isa, in his big novel "Kil koprik" he turned to the material of hot life during the years of the revolution. From this point of view, this work was a new phenomenon in the writer's work. The writer realized his ideological goal by reviving the historical events that happened around East Bukhara - Boysun. Sh. Kholmirezayev embodies many qualities of the people who defended victories in the image of Kurban. The victim is the son of an ordinary farmer. Thanks to the patronage of Reverend Eshon Sudur, he studied at a madrasa and had the opportunity to "know black and white". As a result, there is an idea that people should be equal regardless of their caste. In order to realize this idea, he looks around. Interested in any news. Interest in it leads to acquaintance with the idea of the party "Young Bukharas" in Bukhara. Sadriddinkhoja helps him in this. The victim is imprisoned because of his interest in the news, then released because of the revolution. The victim rises to the level of a hero who shows self-sacrifice in order to protect the results of the revolution. His ex-prior Eshon Sudur will be the chief adviser under the commander of the Islamic army Ibrahimbek. This only gives him a convenient opportunity to enter the enemy's camp. Therefore, he is sent as a scout. Despite the fact that Kurban is assigned difficult and responsible tasks, he fulfills them with honor and dies. He is active in social activities and has charm in his personal life. The victim's love for Oyparcha helps her positive qualities to manifest more brightly. Shukur Kholmirezayev's "Party" was the first attempt to create a serious drama. "Banquet" is a drama devoted to the interpretation of spiritual and moral problems. In this drama, Shukur Kholmirezayev comments on changes in social life. The drama "Ziyofat" is a work of honest discussion about the fate of our women. The drama consists of two acts. Metin, the chairman of the village council Habiba, district policeman Nurmat, newspaper reporter Kismat, hotel clerk Amon and his wife Pakhtagul are talking about the thoughts about the unpleasant incident. The first act ends with such a conclusion. Apparently, Khairigul could not bear the tragic death of her beloved husband and committed suicide... In the drama, Habiba, Nurmat, Kismat are classmates who studied at the same school. They are the dirtiest, most morally

depraved people in society. As Pakhtagul said, they work together as a team. It is the image of the greedy people who measure any work with money. They are the mafia, as Pakhtagul said. The events that are happening in our current life are expressed in the drama. That is, he exposes vices such as familiarity, position, officialdom. So, there is a reason for this fire. Until recently, the idea of looking down on women has been preserved. Despicable people will stop at nothing to hide their connection with Khayrigul's death. They don't go home and ask how the young woman is doing. They think based on what they heard and write an article for the newspaper. Their moral depravity is also exposed.

**CONCLUSION:** In this article you got acquainted with the works of Shukur Kholmirzayev. Shukur Kholmirzayev, the owner of a great creative activity, selfless writer of our nation, truth teller, writer, made a significant contribution to the development of storytelling with his stories and short stories. Through his stories, he was able to respond promptly to the events happening around him. The interpretation of heroes who cannot imagine living without art and literature is repeatedly visible in Shukur Kholmirzayev's work. In fact, he lived with the spirit and life of a writer throughout his life. In Shukur Kholmirzayev's work, aspects such as objectivity, an effort to understand people, and impartiality are clearly visible. . Shukur Kholmirzayev is alive with his works, which are considered his indelible heritage.

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## “PSYCHOLOGICAL APPROACH” IN THE WORKS OF SHUKUR KHOLMIRZAYEV

*Turdiqulov Kamronbek Muzaffar o'g'li*

*Student of Termiz State University, Faculty of Social Sciences,  
Department of Applied Psychology, 3rd stage, Group 221*

**Annotation:** This article provides a psychological description of Shukur Kholmirezayev's works. Shukur Kholmirezayev's thoughts on the specific aspects of the characters in his works, including the love of life, aspiration, resistance to death, fighting spirit, etc. Adib has a special place in the rise of the Uzbek people's spirituality with his unique prose created with high artistic skills, psychological and emotional situations and feelings in his works.

**Key words:** Pleasure, enthusiasm, mood, psyche, emotional state.

The well-known writer Abdulla Qahhor was not wrong when he said: "Literature is stronger than an atom". The main source of psychological influence on a person is fiction. Fiction and works of art are a divine force that can have a strong influence on people. It plays an important role in the education of human emotions and consciousness. Together with the authors of works of art, the reader gets into the essence of various aspects of life, characters and events and forms his own attitude towards them. It invites a person to think, to think and to analyze the happenings. Fiction is an inexhaustible source of ideas that invites analysis. Fiction is an inexhaustible source of ideas, dreams and hopes, political, ideological, moral-educational, philosophical, religious and other views of the society are reflected. At the same time, with the ideas he reflects, he has a strong influence on the hearts and souls of people, serves to give birth to new views and thoughts, to enrich them spiritually, and to increase their consciousness. When describing the human psyche, it is known that society and social environment are the main tools that shape and create it. Adolescent personality is a product of social relations, the reason for this is that it is always in the circle of people, within the framework of interaction with them. Therefore, the social environment plays an important role in his emotional and mental development. The works that affect the human psyche and spirituality are very important. It reflects the thoughts, opinions, dreams and hopes of people of different times, political, ideological, moral-educational, philosophical, religious and other views of the society. At the same time, with the ideas he reflects, he has a strong influence on the hearts and souls of people, serves to give birth to new views and thoughts, to enrich them spiritually, and to increase their consciousness. When describing the human psyche, it is known that society and social environment are the



main tools that shape and create it. Adolescent personality is a product of social relations, the reason for this is that it is always in the circle of people, within the framework of interaction with them. Therefore, the social environment plays an important role in his emotional and mental development. There are many works that affect the human psyche and spirituality. For example, we can include Shukur Kholmirezayev's works among these books. For example, let's take the story "Yashil Niva". The story depicts the 80s of the Soviet Empire. In the work, it is shown how the fear created by the authoritarian system in the hearts of citizens has led to sad consequences. First of all, I must say that the people of our side are much happier. This has historical roots: we learned to bow to adults, especially seniors and officials," the work begins. At this point, one should admire the writer's ability to follow the reader from the beginning of the story. " word takes your mind to the distant history with its richness and richness. In the "Annotated Dictionary of the Uzbek Language" the word andisha is defined as "thought, thinking" and three different meanings of this concept are indicated. The first meaning: a consideration made by thinking about the consequences or consequences. The second meaning: general opinion, reasoning. The third meaning: sense of shame and honor. What is behind the "thought" in the story? What was the purpose of using the word "bow"? Is the essence of the work to glorify a person or to worship him?

The skill of the writer Shukur Kholmirezayev is that in the wonderful story he describes the crisis of the "great Soviet family" in an undeniably true way: the people's virtual slave knows nothing but work, the fortress of salvation he believed in has turned into a court of tyrants. , money is the beginning of everything, the intelligentsia of the society is a stranger, law enforcement officers are corrupt... When the impression from the story materializes and becomes an idea, the reader will not be able to find a place to put himself: the truth of the work dazzles the eyes like a light! Although the events of the story are taken on the scale of a certain region, and the character depicted in it may not seem familiar to you, the content of the work is higher than the national and regional dimensions. The reason is that the outlook on life and the world of the hundreds of nations and peoples who lived in the territory of the empire dominated by the autocratic system did not differ from each other. Any work, no matter how big or small, will become an event in the field of literature with its perfect characters and unique episodes that will remain in the memory, that is, it will reach the status of eternity.

**Summary:** One of Shukur Kholmirezayev's stories that has achieved such a status is "Adam". In the writer's story "Adam", the entire fate of a person is told. In it, the life and past experiences of a woman named Rahima are written, so the reader will have the opportunity to make a deep philosophical observation about life and its meaning. In the story, Rahima is embodied as a symbol of loyalty. , the return of the

suitors can be a clear example of this. At the end of human life... it is like a candle that is about to go out. A person on the verge of death suddenly gathers strength. A candle suddenly catches fire before it goes out, doesn't it? Then it fades...,- these sentences fill the reader with thoughts, because the truth of life is reflected in this work.

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## THE WAYS OF IMPROVING LISTENING SKILLS OF A1 LEVEL LEARNERS

*Termiz state university Department of Foreign filology  
Supervisor: Senior teacher of Termez state  
university, Doctor of Philosophy in Philology  
(PhD) Jabborova Shoira  
A student of 4- course  
Eshboyeva Madina*

The main purpose of this study was to investigate the effect of listening comprehension of A1 learners. We often think of speaking and writing as the most challenging of the four language skills but what about the receptive skills? With reading, learners have time to think, but listening in another language presents a very different set of challenges for the learner. How often have we heard learners complain “it’s too fast” Teaching English listening skills to A1 learners is a foundational and crucial aspect of their language acquisition journey. It is essential to tailor listening activities to their beginner level, focusing on simple vocabulary, basic grammar structures, and familiar contexts. By incorporating engaging and interactive listening exercises, educators can effectively support A1 learners in developing their auditory comprehension and spoken language abilities.

Activities such as picture dictation, listen and match exercises, story sequencing, guess the sound games, and listen and repeat tasks can be particularly beneficial for A1 learners. These activities not only enhance listening proficiency but also help reinforce vocabulary retention, sentence structure, and pronunciation.

Creating a supportive learning environment where A1 learners feel encouraged to engage actively in listening tasks is key. By providing clear instructions, using visual aids, offering repetition when necessary, and giving positive reinforcement, educators can boost learners' confidence and motivation in improving their English listening skills.

A1 learners in English refer to individuals who are at the beginner level of proficiency in the language. In the Common European Framework of Reference for Languages (CEFR), A1 is the most basic level indicating a very limited ability to communicate in English. Learners at this stage typically possess minimal vocabulary, basic grammar knowledge, and limited understanding of simple phrases and expressions.

A1 learners are generally able to:

1. Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of concrete needs.



2. Introduce themselves and others, ask and answer questions about personal details such as where they live, people they know, and things they have.

3. Engage in simple conversations provided the other person talks slowly and clearly and is prepared to help.

4. Understand simple instructions, public announcements, and basic information in familiar contexts.

5. Write short, simple notes or messages related to familiar topics.

A1 learners are at the initial stages of language acquisition where building foundational vocabulary and basic communication skills is crucial. Their focus is on understanding and producing fundamental spoken and written English in everyday situations.

Certainly, A1 level learners can listen. At the A1 level, learners have basic listening skills that allow them to understand simple and familiar phrases, expressions, and instructions in English. While their listening abilities may be limited to short, predictable conversations and phrases, they can still grasp the general meaning of straightforward language.

A1 level learners can understand common words and phrases related to personal information, daily routines, immediate needs, and familiar topics like family, shopping, food, and transportation. They may struggle with more complex sentences, rapid speech, or unfamiliar vocabulary, but with practice and exposure to the language, their listening skills can progressively improve.

It's important to provide A1 level learners with audio materials and activities tailored to their proficiency level, ensuring that the language input is clear, slow, and reinforces basic vocabulary and structures. By engaging in regular listening practice, using simple audio resources, and incorporating listening comprehension exercises, A1 level learners can enhance their listening skills over time.

Improving listening skills for A1 level English learners can be a rewarding journey. Here are some effective ways to help them enhance their listening abilities:

1. Use Simple and Clear Audio Materials: Utilize audio materials that are specifically designed for beginners, such as basic dialogues, simple stories, songs, or podcasts with slow and clear speech.

2. Listening Comprehension Exercises: After listening to a passage, provide exercises that focus on comprehension, such as answering questions, filling in the blanks, or true/false statements related to the content.

3. Regular Practice: Consistent practice is essential for improvement. Encourage students to listen to English regularly through short listening tasks or activities to help them become more comfortable with the language.

4. **Active Listening Techniques:** Teach students how to actively listen by asking them to summarize what they've heard, predict what might come next, or ask questions about the content.

5. **Pre-teach Vocabulary:** Introduce key vocabulary before the listening activity to familiarize students with the words they will encounter, making it easier for them to understand the audio.

6. **Practice Pronunciation:** Encourage students to shadow or imitate the pronunciation and intonation of native speakers to improve their speaking and listening skills simultaneously.

7. **Feedback and Correction:** Provide constructive feedback on their listening performance, correct any misunderstandings, and encourage them to keep practicing.

8. **Create a Supportive Learning Environment:** Foster a positive and encouraging atmosphere in the classroom to boost students' confidence in listening and speaking English.

By incorporating these strategies into your teaching methods and tailoring them to the specific needs of A1 level English learners, you can help them make significant progress in their listening skills and overall English proficiency.

There are several engaging games that can help improve listening skills in a fun and interactive way. Here are some games specifically designed to enhance listening abilities:

1. **Simon Says:** In this classic game, one person gives commands starting with "Simon says" (e.g., "Simon says touch your nose"). Players must only follow the commands preceded by "Simon says." It requires attentive listening to differentiate between when to act and when not to.

2. **Listen and Draw:** Give verbal instructions to the players on what to draw without showing them the actual object. For example, "Draw a circle in the middle of the paper." This game encourages players to listen carefully and follow directions accurately.

3. **Telephone Game:** Whisper a message to the first person in a line, who then whispers it to the next person, and so on until the last person says the message out loud. Compare the initial message with the final version to see how accurately it was transmitted, highlighting the importance of attentive listening.

4. **Sound Effects Storytelling:** Play a short audio clip (e.g., a snippet of a story) without showing the video. Then, ask the players to create sound effects to narrate the story based solely on what they hear. This activity hones listening skills and encourages creativity.

5. **Listening Bingo:** Create Bingo cards with words or phrases related to the audio content. As students listen to a passage, they mark off the corresponding words on their Bingo cards. This game reinforces active listening and vocabulary recognition.

6. Musical Chairs with a Twist: Play music and have students walk around. When the music stops, call out a prompt (e.g., "Find someone who likes pizza"). Students must quickly find a classmate who fits the description through listening to the prompt.

These games not only make learning enjoyable but also provide valuable listening practice in various contexts. Incorporating interactive and engaging activities like these can be highly effective in improving listening skills while keeping learners motivated and entertained.

In conclusion, teaching English listening to A1 learners requires a patient and tailored approach that integrates relevant and accessible listening activities. By focusing on comprehension of basic vocabulary, phrases, and simple dialogues, educators can help A1 learners establish a strong foundation in listening and pave the way for further language development.

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INGLIZ TILI DARSLIKLARINING TALAFFUZIGA  
OID ME'YORLARI (5-6 SINFLAR)  
PRONOUNCATION OF ENGLISH LANGUAGE TEXTBOOKS

*Termiz state university Department of Foreign filology  
Supervisor: Senior teacher of Termez state university,  
Doctor of Philosophy in Philology  
(PhD) Khaydarova Kamola Davranovna  
A student of 4-course  
Narzullayeva Xurshida Fayzullo qizi  
narzullayevaxurshida3@gmail.com*

### ABSTRAKT

Nutq barcha aqliy faoliyatning asosi, muloqot vositasidir. O'quvchilarning qiyoslash, tasniflash, umumlashtirish malakalari nutq orqali bilimlarni o'zlashtirish jarayonida shakllanadi va nutq faoliyatida ham namoyon bo'ladi

Ushbu maqolada talaffuzning samaradorligi va foydaliligi haqida ma'lumotlar beriladi. O'quvchilarda bilim va ko'nikma shakllantiradi.

### ABSTRACT

Speech is the basis of all mental activity a means of communication .Students skills of comparison classification and generalization are formed in the process of acquiring knowledge through speech and are also reflected in speech activity. Information is given on which method is effective and useful. It forms knowledge and skills in students.

Речь – основа всей мыслительной деятельности, средство общения. Навыки сравнения, классификации и обобщения учащихся формируются в процессе усвоения знаний посредством речи, а также проявляются в речевой деятельности.

В этой статье представлена информация об эффективности и полезности произношения. Формирует знания и умения у учащихся.

**Key words:** Pronunciation, speech, method, spelling, sound, consonant, vowel, grammar.

Quite understandably, students often aspire to speak 'perfect English', including using pronunciation that doesn't identify them as a non-native speaker. But what is perfect pronunciation. You'll simply need to show you can speak clearly, pronounce individual sounds such as vowels and consonants accurately and make use effectively of stress and intonation patterns. To work on pronunciation, start with a progress check and identify your strengths and weaknesses – if you have any! Let's look at the main areas to focus on:

- individual sounds of vowels, consonants, and diphthongs
- word stress
- sentence stress
- features of connected speech
- intonation.

Understanding how these areas impact on clear speech will help you to measure your own ability and the areas you might need to work on. Let's look at each of these areas in more detail.

### Individual Sounds

As an advanced student, you'll already be aware of any problems you have with individual vowel or consonant sounds, perhaps ones common to speakers of your first language. For example, Spanish students may have problems with short vowels, elongating them so that some words cause confusion, such as 'hit' x 'heat' or 'ship' x 'sheep'. They may also have difficulties with consonant sounds like /dʒ/ and /j/ as in 'jot' and 'yacht'. Then there are consonant clusters, groups of consonants together, like those that begin a word as in 'place' and 'trace', those within a word such as 'control' and those at the end as in 'desk' or 'tourists'.

### Word Stress

English is a stress-timed language, where words with more than one syllable will have certain syllables stressed. For students whose native language is syllable-timed, such as French or Japanese, and who give each syllable equal emphasis, some English words can be mispronounced. Common examples of this are in the words 'PHOtograph', 'phoTOgrapher' and 'photoGRAphic'. Sometimes this can lead to confusion where incorrect word stress can mean a different word is pronounced such as 'REcord' and 'reCORD'.

There are exceptions to this of course, for example if we want to emphasise a point, structure words might become important, content words as in:

It was HIS fault, not YOURS.

The book is ON the table not UNDER it.

Practise sentence and word stress together by identifying and then reproducing the rhythm of a statement. Repeat the following again and again, stressing the correct word or syllable and you will hopefully hear the rhythm in each statement.

### Intonation

Closely related to the stress of certain words within a statement is the rise and fall of speech. Intonation can have a huge impact on communication. The same statement can express anger, confusion or relief or a whole host of other emotions depending on the intonation used. It can also make you sound more interesting to listen to in your exam compared to a candidate that uses 'flat' speech without any intonation. There are various general patterns to be aware of:

Falling intonation at the end of an utterance:

in general statements

in 'wh' questions

question tags for confirmation

in commands.

Rising intonation at the end of a sentence:

yes/no questions

question tags expressing uncertainty.

Rising and falling intonation

when saying lists

when presenting options

Any English language learner knows that often spelling isn't very helpful if we want to know how to correctly say a word. Take a look at this sentence, focusing on the words in bold - do you know how to pronounce them?

The man didn't feel very comfortable in his grey suit. He didn't enjoy wearing smart clothes, and when he wore them he felt a subtle difference in his personality."

English spelling hasn't evolved much over time, but how we pronounce words has. This makes pronunciation a real challenge for language learners. But good pronunciation is not just 'how words and letters sound'; there are other equally important features to consider, like intonation (how the tone of voice changes during a sentence, going up or down), stress (which words and syllables have more 'weight' when we are speaking), and connected speech - how words can sound different when they are joined together in natural speech. All of these features contribute to good pronunciation - but don't confuse them with accent.

In the UK, the USA and other English speaking countries there are many, many different types of accents, but people with those different accents can all be considered to have correct pronunciation. When you are learning English you don't have to sound British or American. Good pronunciation means being understood; not necessarily sounding like you were born in New York or London. In fact, many native speakers love hearing English spoken with a Spanish, Italian or French accent! So, how can you work on your pronunciation so that people from all over the world can understand you easily, even if you retain your native accent? Here are six top tips for you to practice and perfect your pronunciation.

1 - Listen! Listening to examples of authentic speech is the most obvious way to improve your own pronunciation. There are lots of ways to do this - watch a film in its original version, listen to podcasts about a topic that interests you in English (you could try the British Council English podcasts app here ), even listening to music can help. Try to notice the intonation that people use. You can add to this by 'shadowing'. Shadowing means listening to a short sentence or phrase, and then repeating it afterwards, trying to imitate the sounds, intonation and word stress and noticing how your mouth and tongue move when you speak.

2. Record yourself. Once you have practiced shadowing, you could record yourself speaking - either repeating a short phrase that you have listened to, or doing a longer speaking task from a coursebook, like describing a picture. Listen back and make a note of any sounds that you have problems with - practice these words / sounds slowly and then record yourself again. Can you notice an improvement?

3. Use a dictionary. As well as printed dictionaries which will give you a phonetic transcription of a word, there are lots of online dictionaries where you can click and listen to the word being spoken. A particularly good one is howjsay - even the name of this website is a useful guide as to how to pronounce the common question 'How do you say...?' in a natural way. It's a great resource for checking how new words sound. the best online tutors.

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How to easily improve your English pronunciation and sound like a native



Working on your pronunciation skills is definitely worth the effort. Here are 8 effective strategies to help you sound like a local.

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Many people who discovering how to learn English as a second language come up against a very frustrating problem! They study hard to be able to speak with correct grammar, accurate vocabulary and relevant expressions. Yet when they speak, they still sometimes hear responses like:

“I’m sorry, what?”

“Could you repeat that please?”

It’s extremely annoying! If your English pronunciation isn’t good, then your level of fluency will be consistently underestimated. A strong accent can be a great barrier to making connections. Research even shows that employers in the US often favor candidates who speak with standard versions of British and American accents for more prestigious roles.

One thing is for sure: working on your pronunciation skills is definitely worth the effort. Read on for eight effective strategies to help you sound like a local, and a few expert tips from our friend, the YouTube teaching star, Bob the Canadian. Here’s a quick overview:

How to improve pronunciation

Focus on phonemes

Search YouTube for tips from fellow learners

Try some tongue twisters

Learn new words with their pronunciations

Read aloud and record yourself

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Nadiia Mykhalevych

Nadiia Mykhalevych Updated October 23, 2023

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Expert tips for improving your English pronunciation

We asked an expert, Bob the Canadian, for his best tips for English learners on losing their accent. If you don't know him, Bob is a language teacher from Ontario who makes excellent YouTube videos for those learning English. His channel has over 460,000 subscribers!

Bob told us that perfect English pronunciation is (quite unfairly!) much simpler for some people than for others. "For some people, English pronunciation comes really easy.

Some people are natural mimics. That means it's easy for them to make the same sounds as someone else they hear speaking." That's true — we all have one friend who is great at doing impressions of other people.

Bob told us that how easy you find English pronunciation also depends on how similar your native language is to English.

If your mother tongue is very different, then "it may not have helped you develop even the muscles you need to form the sounds of English." German speakers, for instance, are likely to have an easier time with English words than native speakers of Japanese or Mandarin.

According to Bob, to improve your accent in English, "The best thing to do would be talking to a native speaker," like a Preply tutor, we would add!

"Of course, that's not always possible, so I recommend talking out loud to yourself as much as you can. I encourage people to narrate their lives.

To just say what they're doing out loud in English, all day long. So for example, 'I am picking up my phone, I am going to make a phone call, I am going to dial the number.'

Even if your pronunciation isn't perfect, it forces you to start forming your mouth properly and using your tongue a little bit more as English speakers do."

This is a great tip — after all, every language requires the tongue to move in different ways, and the tongue is a muscle that can be exercised! You should definitely

warn your roommates if you're going to try "narrating your life" though, in case they start to worry...

Bob also suggested that students practice saying English sentences they hear in videos. "Watch a video on YouTube, and listen to a native speaker say a sentence. Then immediately record yourself saying that sentence on your phone and play it back. You can compare what you hear on the native speaker's version to what you hear on your phone."

This way, you can begin to get a feel for the English sounds you are mimicking well, and the ones you need to work on.

According to Bob, there are a couple of ways to practice English pronunciation on your own but "going back to my first point, having a native speaker who can correct you after you make mistakes is usually the best way."

Banner about an interactive English accent game.

8 proven ways to improve your English pronunciation

Below, you can find some of the best practices on how to practice English pronunciation:

### 1. Focus on phonemes

It can be helpful to go back to basics and examine the sounds used in English words. This doesn't mean singing the alphabet again — you probably learned that a long time ago! It means learning the English phonemes.

What are phonemes? Well, you may have noticed that many letters are pronounced differently on their own than when they are used in words. Many letters contain more than one sound – "F" for instance is pronounced "e fff". Phonemes are the smallest unit of sound in the English language — the sounds that letters contain when broken down. This video is a great introduction to what these sound like.

It can be really hard to tell which phonemes are in a word just by reading it. In the 19th century, language teachers developed a new alphabet to allow students to read the pronunciation of words, called the International Phonetic Alphabet (IPA). You might have already seen words written in IPA in English dictionaries or on Wikipedia pages.

If you like learning things in a systematic way, you might find it helpful to study IPA with YouTube videos like this one. However, if it doesn't work for you, don't stress! You can improve your pronunciation without ever touching this new alphabet.

### 2. Search YouTube for tips from fellow learners

There are some difficult sounds that are pretty unique to English, and pronouncing them will be difficult for non-native speakers. As Bob the Canadian mentioned, your native language might not have helped you develop the muscles necessary to make these different sounds. The good news is that you aren't alone in this!

Whichever letter combinations, phrases or words you are struggling with, other language learners with your native language have struggled with them too!

Try searching on YouTube for "English Pronunciation Tips for [your native language] Speakers". There will almost certainly be a number of tutorials from students who have found a way around your problem. In all likelihood, there are teachable exercises that helped them progress.

### 3. Try some tongue twisters



If you can't make the sounds you need to in order to pronounce English words, then you might need to give your mouth and tongue muscles a workout. One great way to improve your English skills is with pronunciation exercises like “tongue twisters” — silly sentences that are extremely hard to pronounce on the first try. YouTube has plenty of videos demonstrating these, we love this one from Rachel's English:

Remember to start slower than you usually talk. Native English speakers also find it difficult to read tongue twisters on their first try! For more on this, check out our article on pronunciation practice with English tongue twisters.

#### 4. Learn new words with their pronunciations

If you're practicing vocabulary and come across a word that you have no idea how to pronounce, do not try to guess. It is far easier to learn the correct pronunciation from the beginning than to fix a bad habit later on. Look words up for free on a site such as:

Dictionary.com if you are learning an American English accent.

Dictionary.cambridge.org if you are learning a British English accent.

If you find a word particularly difficult to pronounce, you can even try recording the correct pronunciation on your phone to listen back to later.

#### 5. Read aloud and record yourself.

As Bob the Canadian mentioned, it can be very helpful to record yourself on your phone when practicing pronunciation. Identify a word you usually struggle with, and find a tv show, movie or YouTube video where a native speaker uses it in a sentence. Listen to the pronunciation a few times, and then record yourself speaking it. Some people also find it helpful to practice in front of a mirror, where you can check to make sure the shape of your mouth and lips are correct.

Play both back, listen carefully for what needs correcting, and try again. Repeat the exercise until you are happy with how the phrase sounds. It's boring work, but thoroughly working through difficult words is a step towards perfect pronunciation!

#### 6. Listen to some podcasts

Listening skills are also critical for learning pronunciation of a new language: you need to listen to native speakers and pick up on their speech patterns. Podcasts are great for getting familiar with English as it is really spoken. They are so often recorded by people in bedrooms and studies, speaking to their friends in a completely natural way. Some applications and websites, like YouTube, enable you to listen at half-speed, which is a great way to really focus on the sounds you are hearing, and understand the accents in detail.

Check out our in-depth guide on how to learn English with podcasts for more detailed advice on this.

#### 7. Speak slowly

When you have pinpointed which sounds you need to work on, and taken steps to change the shape of your mouth or tongue as necessary when they come up, you have done most of the “thinking” involved in changing your accent. Now, it comes down to learning to make the new sounds automatically – replacing your old speaking habits with new ones.

This phase will be easier if you slow down your usual pace of conversation, giving yourself extra time to think about the new rules you have learned. Whilst speaking

slower will probably be a bit frustrating, giving yourself time to consciously choose the more accurate pronunciations you have studied makes them more likely to stick in the long term.

According to some researchers, it takes around about two months for a new habit to become automatic – which is not a long time to wait to see serious results!

#### 8. Spend more time talking to native speakers

By far the most effective way to minimize your accent in a foreign language is to talk to native speakers. Think about it: how often have you found yourself picking up a friend’s speech patterns or slang, completely without trying?

It can really help to ask your English speaking friend directly about your accent. They can pinpoint which words you pronounce differently, and help you to identify mistakes that you can’t hear yourself. In particular, word stress within sentences tends to differ between languages. Work with your partner to establish some key sounds to improve, and ask them to correct you if you slip up.

If you would find it embarrassing to ask your English speaker friend for pronunciation help, then try booking some sessions with a Preply tutor. They will have coached other students through the same errors before and can produce a program of exercises customized to your own needs.

#### Final Thoughts

There are plenty of ways to work on your accent from home using videos, podcasts and music, but there’s no substitute for talking to a fluent or native speaker!

Try sessions with a Preply tutor, or discover the Preply Business English language training for employees, and you’ll be amazed how quickly your accent improves. With 1-on-1 lessons, you can focus on exactly the skills you want to work on, like good pronunciation. A tutor will give you feedback on which words you need to practice, and recommend exercises specifically for you. With helpful feedback and a little practice, you’ll be speaking like a native in no time at all! Good luck with your language learning

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## LEXICOLOGICAL ANALYSIS OF TOURISM IDIOMS AND THEIR TRANSLATION IN UZBEK LANGUAGE

*Habibullayeva Shaxnoza Lutfullo qizi*  
*Termez State University, student*

**Abstract:** This article is based on the lexical and contextual semantics of various essential idioms which is widely spread out the tourism communication. And examines its connections with cultural contexts.

**Keywords:** Tourism, terms, idioms, analysis of words, culture

### INTRODUCTION

Tourism and culture are closely related as tourism often involves the exploration and appreciation of different cultures. Tourists are often drawn to destinations that have unique cultural experiences and attractions such as museums, historical landmarks, festivals, traditional cuisine, music and dance performances. The cultural offerings of a particular destination can be a major factor in attracting tourists and generating revenue for the local economy. In turn, tourism can also help to preserve and promote cultural heritage sites and traditions. Additionally, tourism can facilitate cultural exchange by exposing visitors to new ideas, customs, and perspectives while also allowing locals to share their own culture with visitors. Thus, tourism plays an important role in promoting cross-cultural understanding and appreciation.

Nowadays the necessity of tourism industry is being approved by not only tourists but also travel agencies which offer travel arrangements for people. Tourism industry is the best approach to increase the state budget and propagandize the culture and lifestyle of the main country to another continents and regions of the world. This demonstrates that, the more there is a demand for a tourism, the more requirement of enlarging the extend of communicative accomplishments for the better correspondence between the visitors and native people will become. Using idioms, phrases and collocations while you are explaining any information or expressing your thoughts gives you a great chance to show your lexical resource.

Understanding, using and translating idioms requires serious analysis of the structure and content of linguistic units. Idioms and phraseological units are an integral part of the culture of English speaking country, therefore you need to know and understand their structure, semantic and essence in order to comprehend national mentality of native speakers.[1]

In this article we tried to give some examples for idioms, their lexical semantic analysis and illustrate the analogy between Uzbek and English language.



## II. RELATED WORK

In this article we tried to give some examples for idioms, their lexical semantic analysis using variety of renowned dictionaries and articles related to the tourism and travelling so as to substantiate the analogy between Uzbek and English language. Also separating phrases, expressions, idioms into several contextual and linguistic groups confers us a great chance to learn and find them both easily and efficiently. We hope that, this article can be available and advantageous manual which serves to anyone who wants to approach problems with idioms.

**Idioms which have exact equivalent**

1. *To travel light – ortiqcha buyumlarsiz yo'lga otlanish*

(English) I always try **to travel light** while my sister disagree with me.

(Uzbek) Men har doim ortiqcha buyumlarsiz sayohat qilishni afzal ko'raman , garchi bu borada singlim fikrimga qarshi bo'lsada.

To make a journey without taking a lot of heavy things with you

You can also use it's equivalent - **to pack light**.

The literal use of this idiom dates from the 1920s, the figurative from the mid-1900s. [2]

2. *To hit the road- sayohatga otlanish, jo'nab ketish*

(English) Hurry up! It's really time **to hit the road**.

(Uzbek) Shoshilish kerak! Jo'nab ketishning ayni vaqti.

To set out, as on a trip ( late 1800s)

You can also use it's equivalent -**to take the road**

**hit the trail** [2]

3. *To drive (somebody) up the wall- (kimnidir) jaxlini chiqarib yuborish*

(English) Our car had broken down during the trip, this **drove me up the wall**.

(Uzbek) Mashinamiz sayohat davomida buzilib qilgan edi, bu meni haddan ziyod jahlim chiqishiga sabab bo'ldi.

To make someone extremely angry.

You can also use it's equivalent - **get on somebody's wick**

**drive sb mad/crazy** [3]

4. *To take (somebody) for a ride- qulog'iga lag'mon ilib ketish ( ko'pincha pulini olib qo'yish maqsadida)*

(English) I'd just begun to realize he was **taking me for a ride**.

(Uzbek) U mening qulog'imga lag'mon ilib yurganini endigina anglab yetayotgandim.

To cheat or deliberately mislead someone. It dates back to the 1920.

You can also use it's equivalent - **put one over on somebody** [3]

5. *Have a thirst for adventure- sayohatga ishtiyoqi baland bo'lmoq.*

(English) I **had a thirst for adventure**, when I was a child.

(Uzbek) Bola chog'imda menda sayohatga bo'lgan ishtiyoq baland edi.

To feel very strongly that you want and need a particular thing such as travel or adventure .

You can also use it's equivalent - **have a adventurous spirit** [4]

6. *Cool your jets- hovuridan tushmoq.*

(English) **Cool your jets**, dear! It's no point being angry.

(Uzbek) Hovuringizdan tushing, qadrligim! Jahl qilishga holat yo'q.

To become calm and not so exited or worried. This idiom appeared around the 1970s. It's likely comes from the literal practice of cooling jets. After a flight, a jets engines are hot from use and literally need to cool down.

You can also use it's equivalent - **keep a cool head**  
**cool down** [5]

7. *On the home stretch- bajarib bo'lmoq, uddalamoq, oxiriga yetmoq.*

(English) It has taken about 3 months, but we're **on the home stretch now**.

(Uzbek) 3 oylik mashaqqatlardan keyin nihoyat, biz buni uddaladik.

In the midst of the final portion of and activity, project, competition. This refers to the last part of a horse race when the horses are approaching the finishing line.

You can also use it's equivalent - **on the home straight** [4]

8. *Right up my alley –kishida qiziqish uyg'ota oladigan, zavq bera oluvchi*

(English) Tennis is **right up my alley**.

(Uzbek) tennis bu menga zavq bag'ishlovchi o'yin.

If something is right up your alley, it suits you perfectly.

You can also use it's equivalent - **be up your street** [3]

9. *In the driver's seat – vaziyatni o'z qo'liga olmoq, nazorat qilmoq*

(English) This time next year, I'll be **in the driver's seat** of travel agency.

(Uzbek) Keyingi yil shu payt men sayohat agentligini o'z qo'limga olaman.

Be in a position in which one is able to control what happens. The analogy here is obvious, but the actual expression didn't become common until the nineteenth century. Lord Beaverbrook is quoted (New Statesman, 1963) as saying of David Lloyd George , " he didn't care in which direction the car was travelling , so long

as he remained in the driver's seat". It dates from 1800s.

You can also use it's equivalent - **in the saddle** [4]

10. *On the right track – maqsadga erishishda tog'ri yo'lda bo'lmoq*

(English) I think, we are **on the right track**. Let's keep up!

(Uzbek) Menimcha biz tog'ri yo'ldan ketyapmiz. Keling shunday davom etamiz!

Acting or progressing in a way that is likely to result in success. To take or be on the correct course of action or reasoning . The first expression refers to the tack of a sailing ship- that is, it's course when it is tacking. The term **track** dates from about

1880, alludes to the direction of path. So this idiom is talking about following the right direction – the path that will lead you in the right direction to the place you want to arrive (success).

You can also use its equivalent - *be on the right tack* [4]

#### Idioms which is antonymous with each other

11. *At the crack of dawn – ertaroq bajarib qo'yish*

(English) I have plenty of time, so let's do this *at the crack of dawn*.

(Uzbek) Menda yetarlicha vaqt vaqt bor, keling buni ertaroq bajarib qo'yaylik.

Very early morning, daybreak. The *crack* in this term alludes either to the suddenness of sunrise or to the small wedge of light appearing as the sun rises over the horizon. Originally the term was usually put as *crack of the day*.

(late 1800s) [4]

12. *To call it a day/night- bajarilayotgan ishni to'xtatib qo'yish*

(English) Because of her laziness, *she called it a day*.

(Uzbek) Dangasaligi tufayli u ishlarini to'xtatib qo'ydi.

Stop a particular activity for the rest of the day. Similarly, call it a night means to stop something for the rest of the night. The original phrase was *call it half a day*, first recorded in 1838, which referred to leaving one's place of employment before the work day was over. The first recorded use of call it a day was in 1919, call it a night in 1938. [6]

As you can see, these two idioms express contrasting ideas that one of them indicates an opportunity to do something earlier than recommended time while the second one shows the action which is adjourned because of a particular reason. So they are antonym idioms.

#### Idioms which are connected with theories related to history and facts

13. *In the same boat – kemaga tushganning joni bir*

(English) Don't worry! We are all *in the same boat*.

(Uzbek) Xavotir olma! Kemaga tushganning joni birdir.

To face the same challenges with others, having the same problems.

This idiom originated in the mid-1800s and was used mainly by the Greeks to refer to the risks faced by the passengers in a small boat at sea. Another interesting but probably incorrect theory about the origin of the idiom refers to the sinking of the ship *Titanic* in 1912 when people from all classes were stuck in the same situation when the ship was sinking. [6]

14. *On a shoestring – arzonga tushmoq, qulay kelish*

(English) I purchased this book *on a shoestring* from the old bookshop.

(Uzbek) Men bu kitobni eski kitob do'konidan arzonga sotib oldim.



With very limited financial means, as in *The newlyweds were living on a shoestring*. The precise allusion in this term is unclear. One fanciful theory is that debtors in British prisons would a lower **shoe** by its laces from a window so as to collect funds from visitors or passers-by. A more theory is that it alludes to the slender shape of a shoelace likening it to slender resources.

(late 1800s) [4]

15. *Clear the decks- ortiqcha yukdan xalos bo'lish (biron natijaga erishish uchun)*

(English) Let's **clear the decks** and then we can start travelling.

(Uzbek) Ortiqcha narsalardan xalos bo'lgach, sayohatga otlansak bo'ladi.

Prepare for action; this expression originated in naval warfare, when it described preparing for battle by removing and fastening down all loose objects on the ship's decks. (second half of 1800s) [4]

16. *Put the cart before the horse – tartibsiz ravishda bajarmoq*

(English) People are **putting the cart before the horse** by making plans on how to spend the money.

(Uzbek) Odamlarda pullarini sarflash borasida tartibga rioya qilmaydilar.

To do something in the wrong order or sequence. The medieval wording of the phrase was put the oxen before the yoke. The phrase was a popular figure of speech in the 16<sup>th</sup> century. People travelled by horse and cart, there was a predetermined order in which they travelled. You could not put a horse before a cart as the horse was necessary to pull the cart. The phrase was first recorded in English in 1589 in George Puttenham's "The arte of English Poesie" [6]

17. *Fork in the road – muhim qaror qabul qilish ostonasida turish.*

(English) I think we reached a **fork in the road**. What do you think?

(Uzbek) O'ylashimcha, biz muhim qaror qilish ostonasiga yetib keldik. Shunaqa fikrdamisiz?

This idiom based on a literal expression, for a deciding moment in life or history when a choice between presented options is required and once made, the choice cannot be reversed. [7]

18. *My way or the high way- "yoki fikrimni qo'llab quvvatlang yoki katta ko'cha" ma'nosida.*

(English) There is only one choice right now: **It's my way or high way**.

(Uzbek) Hozir sizda faqatgina bitta tanlov bor: Yoki meni qo'llang yoki katta ko'cha".

This American idiom suggests an ultimatum like "take it or leave it", which indicates that the listener must totally accept the speaker's decision or suffer negative

consequences. The idiom literally tells the listener that if they don't wish to follow the speaker's demand, they will have to leave. It dates back to the 1970s. [7]

**Idioms which has polysemous structure among several parts of sentences**

19. *To catch the sun – issiq urmoq, quyoshda kuymoq*

(English) Be careful! It's too hot outside, you may **catch the sun** easily.

(Uzbek) Ehtiyot bo'ling! Tashqari jazirama issiq, sizni issiq urishi mumkin.

If you have caught the sun, the sun has made your skin a slightly darker brown or red colour.

**Synonyms:** catch a few rays-phrase

sunbathe- verb

tan-noun

swarthy-adjective

**Antonym:** as white as sheet

20. *To live it up- vaqtni chog' va maroqli o'tkazish*

(English) The party was really enjoyable and we **lived it up**.

(Uzbek) Bazm haqiqatdanam maroqli edi va biz vaqtimizni chog' o'tkazdik.

Enjoy yourself, often extravagantly (mid-1900s)

**Synonyms:** to take pleasure in- collocation

to revel (in) –verb

pleasurable – adjective

relish - noun

### III. CONCLUSION

In summary, in our modern life tourism industry has a great role not only in our country but also in the whole world. Tourism is a basic source of finance which supports the country economically, moreover we can call it a “bridge” which provides hospitality, traditions and customs, formed from past till now, between a great variety of nations. It is natural that, a huge amount of demand for tourism and travel causes a requirement developing in order to supply the communication among the society. So our main purpose to write this article is giving much more information about phrases, idioms and their etymology with examples related to the tourism and travelling. It is hoped that, this article will be both useful and valuable to improve your lexicology and shows how you can explain your imagination. Tourism expressions and idioms are an essential part of culture as they reflect the unique language, customs, and traditions of a particular region or country. They provide travelers with insight into the local way of life and help them better understand the cultural nuances of the places they visit.

Expressions and idioms related to tourism also play a significant role in promoting cultural exchange and communication between people from different backgrounds. By learning these phrases, tourists can show respect for the local culture, build rapport with locals, and gain a deeper appreciation for their experiences.

Moreover, tourism expressions and idioms can also be used to promote a destination's tourism industry by creating an emotional connection with potential visitors. For example, slogans such as "I Love New York" or "Amazing Thailand" evoke a sense of excitement and curiosity in travelers, encouraging them to explore the destination further. In conclusion, tourism expressions and idioms are crucial in promoting cultural understanding, facilitating communication between people from different backgrounds, and promoting destinations to potential travelers. As such, it is important for travelers to learn these phrases as part of their preparation for visiting new places.

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## GENDER TENGLIGI AYOLLARNING JAMIYAT HAYOTIDAGI O'RNI

*Tilavova Surayyo Mansurovna*

*Navoiy shahar Chinor MFY xotin-qizlar faoli lavozimi*

**Annotatsiya:** Ushbu maqolada biz gender tengligining ahamiyati va ayollarning jamiyatdagi rolini o'rganamiz, ayollarning imkoniyatlarini kengaytirish va ularning iqtisodiy, siyosiy va ijtimoiy sohalarda to'liq ishtirokini rag'batlantirishning afzalliklarini ko'rib chiqamiz. Ayollar oldida turgan muammolarni va gender tengligining o'zgaruvchan salohiyatini tushunib, biz kelajak avlodlar uchun yanada adolatli va farovon jamiyat qurish yo'lida harakat qilishimiz mumkin.

**Kalit so'zlar:** gender tenglik, ayollar, jamiyat, fuqarolik jamiyati tashkilotlari, biznes, jismoniy shaxslar.

Gender tengligi va ayollarning jamiyatdagi o'rni uzoq vaqtdan beri munozaralar va munozaralar mavzusi bo'lib kelgan, ular haqiqiy gender paritetiga erishish bilan bog'liq muhim muammolar va imkoniyatlarni ta'kidlaydi. So'nggi o'n yilliklarda gender stereotiplari va to'siqlarni yo'q qilish yo'lida muvaffaqiyatga erishilgan bo'lsa-da, xotin-qizlarning jamiyat hayotining barcha jabhalarida teng huquq, imkoniyatlar va vakillikka ega bo'lishini ta'minlash uchun hali ko'p ishlar qilinishi kerak. Ayollar dunyo aholisining yarmini tashkil qiladi, shunga qaramay ular tizimli diskriminatsiyaga, ta'lim va sog'liqni saqlashdan foydalanishning cheklanganligiga hamda qaror qabul qilishda yetarlicha vakillikka duch kelmaslikda davom etmoqda. Bu tengsizlikning ta'siri nafaqat ayollarning o'ziga zarar yetkazadi, balki jamiyatlarning umumiy rivojlanishi va farovonligiga ham to'sqinlik qiladi. Ushbu muammolarni tan olish va hal qilish, jinsidan qat'i nazar, barcha shaxslar uchun yanada adolatli, adolatli va inklyuziv dunyoni yaratish uchun juda muhimdir. Tez o'zgarib borayotgan bugungi dunyoda gender tengligi va ayollarning jamiyatdagi o'rni haqidagi munozaralar tobora kengayib bormoqda. Ayollarning jamiyat hayotining barcha jabhalarida hal qiluvchi rol o'ynashini inkor etib bo'lmaydi, lekin ularning hissasi va salohiyati ko'pincha e'tibordan chetda qoladi. Xotin-qizlarning imkoniyatlarini kengaytirish nafaqat inson huquqlari va ijtimoiy adolat masalasi, balki yanada farovon va adolatli jamiyat qurish uchun ham zarurdir. Tarixiy jihatdan, ayollar ko'plab jamiyatlarda ta'lim olish, ishga joylashish va qaror qabul qilish rollaridan foydalanish imkoniyati cheklangan va tazyiq ostida qolgan. Biroq, jamiyatlar taraqqiyoti va rivojlanishi bilan gender tengligining ahamiyati asosiy inson huquqi sifatida e'tirof etilmoqda. Ayollar dunyo aholisining yarmini tashkil qiladi va ularning to'liq ishtiroki barqaror rivojlanish va inklyuziv o'sishga erishish uchun zarur. Ayollarning imkoniyatlarini kengaytirish shaxsiy farovonlikdan tashqari jamiyatning umumiy

farovonligiga ham taalluqli ko'plab afzalliklarga ega. Ayollarga ta'lim olish va ish bilan ta'minlashda teng imkoniyatlar berilsa, ular iqtisodiy o'sishga va qashshoqlikni kamaytirishga katta hissa qo'shadi. Tadqiqotlar shuni ko'rsatdiki, ishchi kuchidagi gender tafovutini bartaraf etish jahon yalpi ichki mahsulotini trillionlab dollarga oshirishi mumkin. Bundan tashqari, ayollarning imkoniyatlarini kengaytirish oilalar va jamiyatlar salomatligini yaxshilashga olib keladi. Ayollar ko'pincha g'amxo'rlik va sog'liqni saqlashda markaziy rol o'ynaydi va ularning imkoniyatlarini kengaytirish sog'liqni saqlash xizmatlaridan foydalanishni yaxshilashga, emlash stavkalarini oshirishga va bolalar uchun yaxshi ovqatlanishga olib kelishi mumkin. Ayollar salomatligi va farovonligiga sarmoya kiritish nafaqat odamlarga foyda keltiradi, balki jamiyatni yanada kuchli va bardoshli bo'lishiga olib keladi. Iqtisodiy va sog'liq uchun foydadan tashqari, ayollarning imkoniyatlarini kengaytirish tinchlik va barqarorlikni ta'minlash uchun juda muhimdir. Ayollar nizolarni hal qilish va tinchlik o'rnatish jarayonlarida samarali tinchlikparvar va o'zgarishlar agenti ekanligi ko'rsatilgan. Ayollar mahalliy hamjamiyatlardan tortib milliy hukumatlargacha bo'lgan barcha darajadagi qarorlar qabul qilish jarayoniga qo'shilsa, natijalar yanada inklyuziv, barqaror va tinchroq bo'ladi. Gender tengligiga chinakam erishish va ayollarning imkoniyatlarini kengaytirish uchun ko'p qirrali yondashuv zarur. Bu ta'lim va sog'liqni saqlashdan teng foydalanishni ta'minlash, ayollarning siyosiy va iqtisodiy qarorlar qabul qilishdagi ishtirokini rag'batlantirish, zararli gender me'yorlari va stereotiplariga qarshi kurashishni o'z ichiga oladi. Hukumatlar, fuqarolik jamiyati tashkilotlari, biznes va jismoniy shaxslar gender tengligini ta'minlash va ayollar huquqlarini kengaytirishda muhim rol o'ynashi kerak.

**Xulosa:** Oxir oqibat, gender tengligiga erishish shunchaki axloqiy imperativ emas, yanada farovon va barqaror jamiyat qurish uchun ham pragmatik zaruratdir. Ayollarning imkoniyatlarini kengaytirish va ularning imkoniyatlarini to'liq ishga solish orqali biz jinsidan qat'i nazar, har bir shaxs rivojlanish va umumiy manfaatlarga hissa qo'shish imkoniyatiga ega bo'lgan dunyoni yaratishimiz mumkin. Keling, to'siqlarni yo'q qilish, stereotiplarga qarshi kurashish va hamma uchun yanada inklyuziv va adolatli dunyo yaratish uchun birgalikda harakat qilaylik.

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## TIBBIY TA'LIM SAMARADORLIGIGA TA'SIR ETUVCHI IJTIMOIY PSIXOLOGIK OMILLAR

*Nuriddinova Shahzoda Shokirjon qizi*  
*Angren Aby Ali ibn Sino nomidagi jamoat salomatligi*  
*texnikumi mutahassislik fan o'qituvchi*

**Annotatsiya.** Bilamizki o'qituvchi faoliyatida o'quvchilar bilan pedagogik hamda psixologik aloqalarning uzluksizligi ta'lim - tarbiyaning asosiy qonuniyatlaridan biri hisoblanadi. O'quvchilar bilan ta'lim-tarbiyaviy jarayonda ijobiy aloqalar o'rnatish, ijobiy iqlim yarata olish, ularni o'ziga ishonтира olish va jalb qilish o'qituvchidagi kommunikativ qobiliyatning asosiy mohiyati bo'lib, bunda bevosita o'qituvchi bilan bog'liq bo'lgan minglarcha ruhiy jarayonlar, ma'lum bir qolipdan chiqishi mumkin bo'lmagan muomala turlari va shartlari mavjud. O'zbekiston Respublikasi Prezidentining Farmoni "O'zbekistonning yangi taraqqiyot davrida ta'lim- tarbiya va ilm- fan sohalarini rivojlantirish chora tadbirlari to'g'risida" So'nggi yillarda mamlakatda ta'lim-tarbiya tizimining sifati va samaradorligini oshirish, bog'cha tarbiyalanuvchilari, o'quvchi va talaba yoshlarda zamonaviy bilim va ko'nikmalarni shakllantirish, ta'lim tizimlari hamda ilm-fan sohasi o'rtasida yaqin hamkorlik va integratsiyani, ta'limning uzviyligi va uzluksizligini ta'minlash borasida tizimli ishlar amalga oshirilmoqda.

**Kalit so'zlar:** ta'lim, tibbiyot, kommunikatsiya, psixiologiya, motivatsiya, xotira, ma'naviyat, bilm.

**Abstract.** We know that the continuity of pedagogical and psychological relations with students in the teacher's work is one of the main laws of education. Establishing positive relationships with students in the educational process, creating a positive climate, convincing and engaging them is the main essence of the teacher's communicative ability, which is directly related to the teacher. There are thousands of mental processes, types of behavior and conditions that cannot be out of a certain pattern. Decree of the President of the Republic of Uzbekistan "On Measures for the Development of Education and Science in the New Development Period of Uzbekistan" In recent years, improving the quality and efficiency of the education system in the country, Systematic work is being carried out on the formation of modern knowledge and skills of kindergarten students, pupils and students, close cooperation and integration between educational systems and the field of science, and ensuring the integrity and continuity of education. .

**Key words:** education, medicine, communication, psychology, motivation, memory, spirituality, knowledge.

Ma'lumki psixologiyada qiziqishning ikki turi o'quvchilarning ta'lim jarayonida aniqlanadi. Birinchisi bevosita qiziqish, ikkinchisi bilvosita qiziqish. Har bir o'qituvchi o'z o'quvchilarida o'z faniga nisbatan bilvosita qiziqishni tarkib toptirishga harakat qiladi. Qiziqishlar orqali o'quvchilarda ta'limga aktiv munosabat namoyon bo'ladi. Qiziqishlar o'quvchilar hayotida katta rol o'ynaydi. Ular o'quv faoliyatini faollashtiruvchi asosiy turtkilar motivlardir. O'quvchilarning muayyan maqsadni ko'zlab ish tutishida, qiyinchiliklarni yenga olishida, ishdan chalg'itadigan narsalar



bilan shug'ullanishdan o'zini tiya olishida unda o'qishga ishtiyiq tarkib toptirishda namoyon bo'ladigan iroda ta'lim jarayonida alohida ahamiyat kasb etadi. Tibbiy ta'lim jarayonini boshqarish muammosi ta'lim jarayoni avvalo o'quvchilar diqqatini yo'lga solishni talab etadi. Darslarda ko'rgazmali qurollardan, texnik va EXM vositalaridan foydalanish ta'lim oluvchi ixtiyorsiz diqqatni yuzaga keltiradi. Tibbiy ta'lim jarayonida ta'lim beruvchining vazifasi darsda ishlash holatini yuzaga keltirishgina emas, balki o'quvchilarning darsda o'tiladigan materialini idrok etishga tayyor turishlarini kuzatish hamdir. Tibbiy ta'lim jarayonining samaradorligi ko'p jihatdan o'qituvchi tomonidan beriladigan ko'rsatmalarga ham bog'liq. O'qituvchining roli shundan iboratki, u o'quvchilarga tegishli ustanovkani hosil qilishi, nimani vaqtincha, nimani umurbod esda olib qolishi kerakligini, nimani butunlay esda olib qolmasdan, faqat tushinib olish kifoya qilishi zarurligini ko'rsatib o'tishi lozim. Kuzatishlar ko'rsatadiki bunday ko'rsatmalar berilmaganda, o'quvchilarda ko'pincha noto'g'ritasavvurlar vujudga keladi. Tibbiy ta'lim jarayonining muvaffaqiyati malumotning tushunarligida – Motivatsiya, xotira, malumot usullari, malumotni qo'llashdadir. Ta'lim - tarbiyaning samaradorligi, pirovard natijada o'quvchilar bilan aloqa o'rnatishning shakl va uslublariga qat'iy rioya qilgan holda amalga oshirilishi bilan belgilanadi. Asosiy maqsad, o'qituvchi va o'quvchi munosabatida majburiy itoatkorlik o'rnini ongli intizom egallashi, o'quvchilarda mustaqil fikr yuritish ko'nikmalarini hosil qilishdan iborat. O'qituvchining fikr almashuvi bilan bog'liq kommunikativ qobiliyatini shakllantiruvchi asosiy xususiyatlari o'quvchi ongiga qaratilgan faoliyat bo'lib, nihoyatda, murakkab jarayonda takomillashadi. O'zaro fikr almashish omillari bilan bevosita bog'liq bo'lgan kommunikativ qobiliyatning quyidagi yo'nalishlari mavjud:

1. o'quvchini ishontirish;
2. o'quvchi ongiga ta'sir etish;
3. o'zgalarga taqlid qilish

O'qituvchi o'z tarbiyalanuvchilari ongini tashqi muhitning salbiy ta'sirlaridan, sinf jamoasi norasmiy yetakchilarining turli yashirin buzg'unchi g'oyalardan himoya qilishga mas'ul shaxsdir.

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## KADEMIYALÍQ LICEYLERDÍŃ QARAQALPAQ TOPARÍŃDA NEMIS TILI BOYÍNSHA TERMINLERDI OQÍTÍW USÍLLARÍ

*Azada Sadikova*

*Nókis mámleketlik pedagogikalıq institutınıń tayanısh doktorantı*

**Аннотация.** Выявление научно-методических барьеров и дидактических методов отбора произведений искусства, представленных в программе каракалпакской литературы, обучение теоретическим концепциям и привитие в сознание учащихся идеи национальной беспристрастности.

**Summary.** Identifying scientific and methodological barriers and didactic methods of selecting works of art presented in the program of Karakalpak literature, teaching theoretical concepts and instilling in the minds of students the idea of national impartiality

**Ключевые слова:** процесс урока, стиль, метод, индивидуал, методика.

**Key words:** the process of the lessons, style, method, individual, methodology

Dúnya júzinde pedagogika ilimi boyınsha maǵlıwmatlar tez jańalanıp atırǵan XXI ásirde Qaraqalpaqstan Respublikasındaǵı akademiyalıq licey hám mekteplerde bilim alıp atırǵan oqıwshılardıń bilim, kónlikpe hám qábiletleri jáne de ruwxıy-ádep ikramlılıq pazıyletlerin pedagogikalıq sistema arqalı jetilistiriw júdá áhmiyetli hám juwapkershilikli wazıypa. Házirgi waqıtta akademiyalıq liceylerde qaraqalpaq toparlarda nemis tilin oqıtıw metodikası arnawlı izertlenbegen pedagogikalıq máselelerden esaplanadı.

Nemis tili sabaqlıǵınıń mazmunı – bul liceylerge arnalıp dúzilgen nemis tili pán baǵdarlamasında tolıq bayan etiledi. Nemis tili pán baǵdarlamasında tańlanǵan ádebiy materiallar liceydiń tálim-tárbiya islerine muwapıq bolıwı, ondaǵı berilgen ádebiy materiallar licey oqıwshılarınıń jas ózgesheliklerin esapqa alınıwı, oqıwshılardı qızıqtıratuǵın ádebiy materiallardıń bolıwı, ideyalıq hám kórkemlik jaqtan saylandı shıǵarmalar baǵdarlamaǵa kiritiliwi kerek.

Akademiyalıq liceylerdiń qaraqalpaq toparlarında nemis tilin sabaǵın oqıtıw barısında oqıwshılardıń awızeki sóylew hám jazba tilin rawajlandırıw eki túrli másele emes, olar bir-biri menen baylanısıp izbe-iz úyrenilip barıldı. Solay etip, awızeki sóylew tili hám jazba tildiń rawajlanıwına tiykar salınadı.

XX ásirdiń aqırı XX1 ásirdiń basına kelip akademiyalıq liceylerde qaraqalpaq toparlarda nemis tilin oqıtıwda interaktiv texnologiyalardı qollanıwdıń jańa baǵdarı, oylaw qábiletin rawajlandırıw usılları jaratıldı. Tildi oqıtıwda oqıwshılardıń tıyanaqlı bilim alıwına múnkinshilik jaratıw, baǵdarlamada berilgen shıǵıwlardıń, kórkem tekstlediń mazmunın túsiniwge baǵdarlaw, sanalı oylaw hám oy juwmaǵın shıǵarıw

máseleleri ámelge asadı. Sınılı oylawda jańa usıllar hám pikirlew mexanizmleri islep shıǵıladı hám qollanıladı. Solay etip, qaraqalpaq toparlarda nemis tilin oqıtıwda interaktiv oqıtıw texnologiyası úlken ámeliy áhmiyetke iye. Nátiyjede bul texnologiyalardı nemis tili sabaǵında qollanıwdıń metodikalıq talapların basshılıqqa alınıwı kerek. Interaktiv texnologiyalardı til sabaǵında qollanıwda oqıtıwshıǵa wazıypalar júklenedi.

Akademiyalıq liceylardıń qaraqalpaq toparlarında nemis tilinde qanı boyınsha tuwısqanlıq terminlerdi oqıtıw kerekli máselelerdiń biri. Sabaq barısında Vater sózi házirgi zaman nemis tilinde keńnen qollanılatuǵının sóz ekenligin úyretiw kerek. Bul sóz tuwısqanlıq termini retinde nemis tilinde óziniń tutqan ákesine aytıladı. Nemis tilindegi Vater sóziniń leksikalıq-semantikalıq mánilerine toqtaytuǵın bolsaq, biz bul sózdiń kóp mánilerde qollanıwına guwa bolamız. Vater sóziniń papa-Vati m formaları bar. Papa sózi nemis tilinde xalıqtıń sóylesiw tilinde qollanıladı, al Vati sózi marapatlaw (laska-telnıy) balalarda keńnen qollanıladı. Vater sóziniń kópshilik formada qollanıwı Väter predki (ata-babalar) mánisin ańlatadı. Endi Vater sóziniń mánilerine toqtap óteyik. Vater (m) otets-ata, áke, aǵa. Bul sóz benen jası ulkenlerge muráját etedi. (Obrashenie k pojilomu mujchine). 2) otets moy!, svyatoy otets! Meniń atam (Ákem)! Áwliye atam (obrashenie k duxovnomu litsu) diniy adamlarǵa qarata aytılgan sóz.

Sabaq barısında Brautvater sózi házirgi zaman nemis tilinde keńnen qollanılatuǵının sóz ekenligin úyretiw kerek. Brautvater (m) 1) posajyonniy otets. 2) otets nevsestı, bas quda, qalıńlıq (qızdıń) ákesi.-Der außerliche Vater -otets vnebrachnogo rebyonka, nekesiz balanıń ákesi.-der Heilige Vater-svyateyshiy otets, ego svyateyshestvo, papa (rimskiy)- káramatlı, ádiwli, áwliye áke, rim papası.~ der leibliche Vater rodnoy otets, tuwǵan áke. die Väter der Stadt -ottsı goroda, qala basshıları.

- der Vater Rhein poet. Starik Reyn, Áyyemgi Reyn.-dem Vater nachgeraten poyti v otets-ákesine usap tuwılıw. Er ist seinem Vater, wie aus dem Augen (aus dem Gesicht) geschnitten. On vilitiy otets, on kopiya ottsa- ol ákesinen aynımaǵan, dál ózi, ol ákesiniń kopiyası. 2) die Väter pl - praottsı, predki~- t6p baba, ata-bablar, zu seinen Vätern gehen (versammelt werden) otpravitsya (otoyti) k praottsam (umeret)- ata-babalarına qosılıw (ol dunyaǵa ketiw, óliw). 3) der Vater peren. Awıspalı otets, tvorets, sozdatel~initsiator, avtor~ -ata(áke), jaratqan, baslawshı, avtor.-der Vater der Kybernetik-osnovopolojnik (otets) kibernetiki-kibernetiikanıń tiykarın salıwshı (atası).-der Vater cózinen jasalgan birqansha dórendi sózler de bar ekenligin sózlikten kırıwge boladı. Mısalı: das Vaterchen (das Väterlein) ottsa, papochka, batyushka(ustarevshiy) (áke), papasha, taqsır.-der Stiefvater otchim, Ógey áke.-der Vati lask. erkeletiwshı papa, papochka~papenka (ust) eskirgen- papa, papochka, papenka.



-Vaterauge n. 1.ottsovskiy glaz.2.poet. ottsovskaya mudrost, ottsovskaya predusmotritelnost ottsovskaya intuatsiya. 1.Áke kózi, ákelik kóriwshilik, názerde tutıwshılıq, áke bilgirliqi, tapqırılıǵı. das Vaterland Otechestvo, otchizna, rodina-Watan; vaterlandisch-otechestvenny-Watandarlıq.-die Vaterlandsliebe-lyubov k rodine, patriotizm; Watandı suyiwshilik, patriotizm.-Vaterlandsverteidiger (m) zashitnik otechestvo, Watan saqshısı.-väterlich ottsovskiy, otecheskiy- Ákelik, ákellershe.-väterliche Gewalt-ottsovskaya vlast- Ákelik, xákimlik.-Vaterlos neimeyushiy ottsa, bez ottsa- ákesiz,1.áke joq.-Vaterlosigkeit (f) sirotstvo, bezottsovshina- jetimlik, ákesizlik.-Vatersname m İmya ottsa, otchestvo, ákesiniń atı.-Vatersrecht n ist. Ottsovskoe pravo, patriarxat- áke(ata) xuqıqı.-Vatersbruder m brat ottsa, dyadya po ottsu, ákeniń aǵası, aǵa.-Vaterschaft Ottsovsto, atalıq (ákelik).-Vatersschwester (f) Sestra ottsa, tyotka po ottsu, áke qarındası. -der Schwigervater Test, svekrov- qayın ata

Juwmaqlap aytsaq Vater m termini nemis tilinde keńnen qolla-nılatuǵın termin. Vater -sózinen xár turli affiksler arqalı óz tubirin saqlaǵan xalda dórendi sózler jasala beredi, olardıń semantikası xár qıylı.

Nemis tilinde Mutter (f) sózi órisi keń, kóp qollanılatuǵın aktiv leksikonlar qatarınan orın aladı. Nemis tilinde tuwısqanlıq termini sıpatında die Mutter 1.mat, mama~ ana, apa, mama uyımların bildiredi. Bul sóz benen balalar óziniń tuwǵan anasına aytadı 2. Peren. Poet. awıspalı poetikalıq mánisi mat, praroditelnitsib istochnik jizni- ana, ómir bulaǵı. Die Mutter Natur - mat priroda - ana jer; 3. mat (monax xayaldıń atına yamasa atasına qosıp ayıladı): Ehrwürdige Mutter-mat igumenya- xayallar tserkovii (shirkewin) basqarıwshı ana 4. anot. matka- jatır.5. Tex. pressforma, tex. pressforma: poligr. matritsa, poligrafıyalıq matritsa. Die Mutter sóziniń tiykarǵı mánileri usılardan ibarat. Die Mutter sózi frazologizmlerde de aktiv qollanıladı. Mısalı: Bei Muttergrün übernachten: perenocheat pod otkritim nebom.- Ashıq aspan astında tunew. Bei Muttern razg. doma-awızeki uyde: die weise Mutter- akusherka, povituxa: akusherka, kindik sheshe:Vorsicht ist die Mutter der Porzellankiste posl. Beregis bed, poka ix net- saqlıqta qorlıq joq. Nemis tilinde Mutter sózi basqa da mánilerde qollanıladı. Mıs:Die Mutter-tex. gayka: die Mutterbiene- matka pchelinogo raya- pal xárresiniń uyası.

Mutterboden (m) s-x. 1) paxotniy sloy zemli- jerdiń suriletuǵın qatlamı.2) rastitelniy sloy grunta- topıraqtıń ósimlik ósetuǵın qatlamı.3)materik.4) biol. Materinskaya pochva- ana topıraq (jer) (bakteriyalar ushın) 5)peren. Awısp. Rodnaya zemlya, rodina- ana jer watan.

Mutterbruder - dyadya po materi, brat materi- dayı aǵa, dayı ajaǵa, anasınıń aǵası.-Mütterchen n 1) mamochka, 2) matushka (prostorechno-familyarnoe obrashenie k postoroney jenshine) biytanıx xayallarǵa qaratıla, qarapayım jay sóylew.-Die Schwiegermutter tyosha, svekrov- qayın ene (kuyewiniń anası).-Die

Stiefmutter machexa - Ógey ana, ~Die werdende Mutter budushaya mat- keleshekтеgi ana - Die stillende Mutter kormyashaya mat- emiziwli ana. -Die Brautmutter posajyonnaya mat, mat nevesti- qudaǵay, kelinniń anası. -Die Mutterschwester sestra materi, tyotka po materi, anasınıń apası, dayı apası.-Muttertag den materi, analar kuni. - Die Mutti razg. mama, mamachka, mamasha, sóylew tilinde mama, apa.

Nemis tilindegi termin Mutti joqarıdaǵıdan kórinip turǵanıday-aq hár turli mánilerge iye. Sorawdı o'tkeriwden aldın to'rt ilimiy jaqtan qiyalıy oylaw alıp barsaq házir bilamiz, balalar nemis tilinen kóre kóbirek inglis tilinen paydalanadı hám nemis tili olar ushın náma'lım nárese. Sonıń ushın, nemis tilin mektepte úyretip, oqıtılıp barılıwı kerek. Birinshiden, nemis tili oqıtıwshıları ádette toparlarda qaraqalpaq tilinen paydalanıwı yáki topar bir tilli emesligin aytadı. Bul ele úyrenilmegen shet tiliniń bala ushın jańa hám biytanıń nárese ekenligi menen belgilenedi. Jańa yáki túsindiriw qıyın bolǵan nárese haqqında gáp ketkende, oqıtıwshılar balalar bunı jaqsıraq túsiniwleri ushın basqa tillerden (birinshi yáki shet tillarinen) paydalanıwları kerek.

Ekinshiden, nemis tili oqıtıwshıları - oqıwshılar nemis tilinde birár nárseni túsinese, qorqadı, dep esaplaydı. Oqıwshılar birár nárseni túsinese, sorawdan ózlerin qolaysız sezedi hám ózlerin basqalardan tómenirek esaplaydı.

Úshinshiden, nemis tili oqıtıwshılarına ana tili shet tillerin úyreniwge járdem beredi, degen pikirde ekenligin shamalaydı. Bul tema boyınsha júdá ko'p tartıslar boldı, yaǵnıy ana tili shet tilin úyreniw jarayanında járdem bereme yáki tosqınlıq eteme, házirde anıq ayılmaǵan. Boljawlarǵa kóre, nemis tili oqıtıwshıları da nemis tilini shet tili sıpatında úyrenen hám o'z tájriybelerinen kelip shıǵıp aytıwı múmkin. Olar mekteplerde bir múddet islegenlikleri ushın bizge haqıyqıy baǵdardı aytıwları múmkin.

Tórtinshiden, akademikalıq liceydegi nemis tili oqıtıwshıları mektep oqıtıwshılarına qaraǵanda sabaqta nemis tilinen kóbirek maǵlıwmat paydalanıwı múmkin. Bunda ulıwma orta mekteplerde oqıtılıp atırǵan balalar ele til kónlikpelerine iye emesligi hám sonday-aq shet tilinde awızeki sorawlarǵa juwap bere almawı múmkin. Bunday jaǵday kóbirek qaraqalpaq toparlarına tálim berip atırǵan nemis tili oqıtıwshıları ushın dep esaplaydı.

Oqıwshılar hámıyshe sózdiń awdarmasın sorǵan jaǵdayda, oqıtıwshılar tanıс emes taza sózlerdi ana tiline awdarmalap túsindiriwı gúzetiledi. Ayırım waqıtlarda sózlikler járdeminde úyrenip túshinip aladı. Tórtinshiden, universitetlerdegi, akademikalıq liceylerdegi nemis tili oqıtıwshıları ulıwma orta mekteplerdegi nemis tili oqıtıwshılarına qaraǵanda nemis tilinen kóbirek paydalanadı. Universitetlerdegi studentler álleqashan nemis tilin jaqsı meńgerip alǵan. Olar ushın oqıtıwshılar menen sáwbetlesiw ánsat. ulıwma orta mektep oqıtıwshıları oqıwshılar menen sáwbet etiwde sharayıt jaratıp beriwge háreket etiwı kerek.

Birinshiden, bizde nemis tili oqıtıwshıları o'z ana tilinen sabaqta haqıyqattan da paydalanama hám qanday jaǵdaylarda. Ekinshiden, nemis tili oqıtıwshılarınıń o'z ana tili haqqında qanday pikirde ekeni, bul tildi járdem yáki tosıq dep biliwi qızıq edi. Qalaberse, sabaqlarlar bir tilde ótilse oqıwshılardıǵa qolaylı bolıwı ushın shet tili sabaqların tek ǵana bir tilde alıp barıwı kerek. degen soraw tuwıladı. Izleniw barısında nemis tili oqıtıwshıları grammatikanı túsindiriwde ana tili yáki inglis tilinen paydalanǵanlıqların anıqlaw kerek. Nemis tili oqıtıwshıları tildi jaqsı bilmeytuǵın oqıwshılardı sabaq ótiwge qalay tartıw hám qaysı tilde sóylesiw kerekligi haqqında soraw berildi.

Ana til tuwılıwdan baslap úyreniletuǵın til hám ol ana tili bolıwı shárt emes, biraq kóp hallarda birinshi til ana tili bolıp esaplanadı. Qaysi til birinshi bolıp úyreniliwine baylanıslı. Bir shańaraq múmkin basqa mámleketke kóship bargan jaǵdayda da balanıń birinshi tili óz ana tili emes, bálki sol mámlekettiń rásmiy tili bolıwı múmkin. Bunday halda, óz tili birdey bolmaydı. Túsınbewshiliktiń aldın alıw ushın óz ana tili kóbinese qollanıladı.

Ulıwmalastırıp aytqanda, akademiyalıq liceylerdiń qaraqalpaq toparlarında nemis tilin oqıtıw barısında qolanılǵan usıllar nátiyjelerin beredi hám oqıwshılardıń pikirlew qábileti, dóretiwshilik uqıbı jetilisip baradı. Oqıwshılardıń nemis tili boyınsha pikirleri tereńlesedi, erkin pikirlew qábileti, qarım-qatnas mádeniyatı, analitikalıq oylaw qábileti rawajlanadı. Olar oqıw iskerligine hám sabaqqa belsendelik penen qatnasadı.

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## ЯДЫ И ПРОТИВОЯДИЯ

*Кабилджанова Мубийна Рустамовна*

*Ученица специализированной школы-интернат для юных биологов и химиков имени Абу Али ибн Сино*

**Аннотация:** Данная статья посвящена изучению ядов и противоядий, представляя обзор современных достижений в этой области. В ней рассматриваются различные типы ядов, их механизмы действия и применение в медицине, промышленности и криминалистике. Особое внимание уделяется исследованиям, направленным на разработку эффективных методов защиты от отравлений, а также созданию противоядий для разнообразных типов ядов, включая яды животного и растительного происхождения, химические и радиоактивные вещества. Статья охватывает актуальные тенденции в области токсикологии и фармакологии, а также выделяет перспективы будущего развития в области создания более эффективных и безопасных противоядий.

**Ключевые слова:** яды, противоядия, токсикология, механизм действия, медицина, промышленность, криминалистика, защита от отравлений, разработка противоядий, тенденции, фармакология, безопасность.

**Яд** — вещество, приводящее в определённых дозах, небольших относительно массы тела, к нарушению жизнедеятельности организма: к отравлению, заболеваниям, иным болезненным состояниям и к смертельным исходам. Яды биологического происхождения называются токсинами. Яды биологического происхождения изучает токсинология (может рассматриваться как раздел токсикологии).

Большинство лекарств также являются ядами при передозировке. Отношение

максимальной дозы лекарственного средства, не проявляющей токсичности, к дозе, дающей

нужный эффект, называется **терапевтическим индексом**.

## Классификация ядов:

### По их действию:

- Гематические яды (Haematotoxis) — яды, затрагивающие кровь.
- Нейротоксичные яды (Neurotoxis) — яды, поражающие нервную систему и мозг.
- Миотоксичные яды (Myotoxis) — яды, повреждающие мышцы.
- Гемотоксины (Haemorrhaginstoxins) — токсины, повреждающие кровеносные сосуды и вызывающие кровотечение.
- Гемолитические токсины (Haemolysinstoxins) — токсины, повреждающие красные кровяные тельца (эритроциты).
- Нефротоксины (Nephrotoxins) — токсины, повреждающие почки.
- Кардиотоксины (Cardiotoxins) — токсины, повреждающие сердце.
- Некротоксины (Necrotoxins) — токсины, неспецифически разрушающие ткани.
- Протоплазматические яды — яды, действующие на уровне клеток.

### По происхождению

-**Природные** (токсины) (также подразделяются на белковые (например, рицин) и небелковые (например, батрахотоксин)

-**Бактериотоксины** или бактериальные токсины (например, ботулотоксин (ботокс), тетанотоксин):

-**Экзотоксины** — токсины, секретируемые живой бактериальной клеткой в окружающую среду в процессе жизнедеятельности (например, грамположительные бактерии)

-**Эндотоксины** — токсины, выделяемые бактерией в окружающую среду при гибели (лизисе) бактериальной клетки.

-**Микотоксины** (например, афлатоксины, Т-2, мускарин)

-**Фитотоксины** — яды растительного происхождения, как правило, алкалоидной природы (атропин, никотин и проч.)

-**Яды животных** — членистоногих (пчёл, ос, пауков, скорпионов, сколопендр и пр.), амфибий (саламандр, жаб), моллюсков (осьминогов), змей, медуз, и т. д.

-**Тетродотоксины** - четырехзубообразных (рыб иглобрюх, икре калифорнийского тритона, бычковых рыб, лягушек Антилопы)

-**Яды минерального происхождения** (растворимые минералы мышьяка)

-**Искусственные** (синтетические)

-**Неорганические яды**

-**Органические яды** (иприт, ртутьорганические соединения, кадмийорганические соединения, фосген, зоман, тетраэтилсвинец, ДДТ)



-**Радиоактивные изотопы**, как естественные, так и образующиеся искусственно в ОЯТ или при получении на линейных ускорителях и циклотронах  
-**Экотоксиканты** (Экотоксины, например, диоксины).

**По степени опасности (ЛД<sub>50</sub> при введении в желудок)**

1-й класс (чрезвычайно опасные) — менее 15 мг/кг.

2-й класс (высокоопасные) — 15-150 мг/кг.

3-й класс (опасные) — 151-5000 мг/кг.

4-й класс (незначительно опасные) — более 5000 мг/кг.

**Противоядие** или **антидот** — лекарственное средство, пригодное для лечения отравления каким-либо ядом за счёт специфического взаимодействия с ним или антагонистического действия на поражаемые ядом субстраты организма. Не относят к противоядиям лекарственные средства, неспецифично корригирующие функциональные нарушения, вызванные отравлением.

Выбор антидота определяется типом и характером действия веществ, вызвавших отравление, эффективность применения зависит от того, насколько точно установлено вещество, вызвавшее отравление, а также от того, как быстро оказана помощь. Однако от некоторых ядов противоядия нет.

**Топ 10 опасных ядов:**

*10 место —Таллий*

Таллий и его соединения являются высокотоксичными. Класс опасности 1 — особо опасен. Смертельная доза составляет 0,4 г. Попадание таллия на кожные покровы представляет опасность. При плавке металла следует обеспечить достаточную вентиляцию. Многие соединения таллия(I) хорошо растворяются в воде и легко впитываются через кожу. Таллий является канцерогеном для человеческого организма.

Одной из причин высокой токсичности таллия является то, что его одновалентный ион (Tl<sup>+</sup>) в водном растворе схож с катионами некоторых щелочных металлов, особенно калия (из-за близкого атомного радиуса), и таким образом попадает в организм через пути калия. Другие химические свойства таллия сильно отличаются от свойств щелочных металлов, например его высокая тяга к лигандам серы. Благодаря этому таллий связывает серу во многих клеточных процессах (например, в осадках цистеина и в ферредоксинах). Таллий использовался (в настоящее время использование во многих странах прекращено) как крысиная и муравьиная отравы.

Признаки отравления: выпадение волос (при малых дозах) повреждение периферических нервов.

Противоядие: берлинская лазурь, калий (на поздних стадиях)

9 место — Тетродотоксин

Тетродотоксин — органическое вещество, сильнейший небелковый яд естественного происхождения, нейропаралитического действия. Большое количество тетродотоксина содержится в рыбах из отряда Четырёхзубообразные (Tetraodontiformes), вследствие гастрономического интереса наиболее известна из них рыба иглобрюх (яд есть в печени, молоках и икре); кроме того, яд содержится в икре калифорнийского тритона (*Taricha torosa*), у ряда бычковых рыб (Gobiidae), в коже и яйцах коста-риканских лягушек рода Ателопы (*Atelopus*), в тканях краба *Atergatis floridus* и других животных. Тетродотоксин могут синтезировать многие бактерии; предполагается, что некоторые или все животные получают его от бактерий-симбионтов, обитающих в кишечнике. Симптомы острого отравления:



Через 10—45 минут появляются зуд губ, языка и других частей тела, отмечаются обильное слюнотечение, тошнота, рвота, понос, боли в животе. Возникают подергивания мышц, потеря чувствительности кожи, затрудняется глотание, развивается афония. Смерть наступает от паралича дыхательных мышц.

Сильный антагонист тетродотоксина - батрахотоксин, превышающий первый по ядовитости примерно в 10 раз.

8 место — Зарин

Зарин — фосфорорганическое отравляющее вещество нервнопаралитического действия. Представляет собой изопропиловый эфир фтор ангидрида метилфосфиновой кислоты, жидкость без цвета и запаха; смешивается во всех отношениях с водой и органическими растворителями.

Зарин смертельно ядовит. Применяется как отравляющее вещество, обладающее нервнопаралитическим действием. Вызывает поражение при любом виде воздействия, особенно быстро — при ингаляции. Первые признаки поражения (миоз и затруднение дыхания) появляются при концентрации зарина в воздухе 0,0005 мг/л (через 2 минуты). Средне смертельная концентрация при действии через органы дыхания в течение 1 минуты — 0,075 мг/л, при действии через кожу — 0,12 мг/л. Полулетальная доза (ЛД50) при контакте с кожей — 24 мг/кг веса, при попадании в организм через рот (перорально) — 0,14 мг/кг веса.

7 место — Ртуть

Отравление ртутью может произойти при контакте с ею в различных формах: металлической, органической (этилртуть), или неорганической (оксид ртути). Все эти формы могут быть опасными для человека.

Симптомы отравления ртутью могут включать:

1. Неврологические симптомы:

- Тревожность и раздражительность.
- Проблемы с сном.
- Тряска и мерцание мышц.
- Потеря памяти и концентрации.

2. Симптомы органов пищеварения:

- Рвота и тошнота.
- Боль в животе.
- Диарея.

3. Другие симптомы:

- Проблемы с дыханием.
- Повышенное давление.
- Проблемы с почками.

В случае подозрения на отравление ртутью, важно как можно быстрее обратиться за медицинской помощью. Лечение может включать в себя удаление источника ртути, поддержание функций органов и назначение хелатирующих препаратов, которые помогают устранить ртуть из организма.

*6 место — Рицин*

Рицин — белковый яд растительного происхождения (фитотоксин). Рицин чрезвычайно ядовит, особенно в виде аэрозоля: для человека средняя смертельная доза (ЛД<sub>50</sub>) составляет 0,3 мг/кг перорально. Смерть наступает в пределах до 3—5 суток после интоксикации ЛД от анафилактического шока, полиорганной недостаточности, дыхательной недостаточности. Антидот находится на стадии лабораторных испытаний. Симптоматическое лечение может только снизить вероятность наступления летального исхода.

Рицин представляет собой белый порошок без запаха, хорошо растворимый в воде. Рицин ядовит при просачивании через микротрещины кожи, при попадании на кожу всегда вызывает сильнейшую аллергическую реакцию. Пути отравления — обычно введение в кровь, чуть хуже проникновение через лёгкие (этот способ для ризицина не всегда действенен).

*5 место — Мышьяк*

Мышьяк и многие его соединения ядовиты и канцерогенны. Не имеет ни вкуса, ни запаха. Смертельная доза мышьяка для человека составляет 50-170 мг (1,4 мг/кг массы тела. При остром отравлении мышьяком наблюдаются рвота, боли в животе, понос, угнетение центральной нервной системы. Сходство



симптомов отравления мышьяком с симптомами холеры длительное время позволяло маскировать использование соединений мышьяка (чаще всего, триоксида мышьяка, т. н. «белого мышьяка») в качестве смертельного яда. Во Франции порошок триоксида мышьяка за высокую эффективность получил обиходное название «наследственный порошок»

Помощь и противоядия при отравлении мышьяком: приём водных растворов тиосульфата натрия  $\text{Na}_2\text{S}_2\text{O}_3$ , промывание желудка, приём молока и творога; специфическое противоядие — унитиол.

#### *4 место — Ботулотоксин*

Ботулотоксин — белок-нейротоксин, вырабатываемый бактериями *Clostridium botulinum*. Сильнейший органический яд из известных науке органических токсинов и одно из самых ядовитых веществ в целом. Попадание ботулотоксина в пищеварительную систему организма вызывает тяжёлое токсическое поражение — ботулизм, который в естественных условиях встречается у людей, лошадей, птиц, реже — крупного рогатого скота, пушных зверей.

Ботулотоксин содержится в препаратах, часто используемых в эстетической медицине.

Смерть наступает от гипоксии, вызванной нарушением обменных процессов кислорода, асфиксией дыхательных путей, параличом дыхательной мускулатуры и сердечной мышцы.

#### *3 место — Цианид*

Цианиды, то есть синильная кислота и ее соли, — далеко не самые сильные яды в природе. Однако они определенно самые знаменитые и, пожалуй, самые часто используемые в книгах и кино. История цианидов уверенно прослеживается практически от первых дошедших до нас письменных источников. Цианид изначально вызывает одышку, тахикардию и гипертонию. Потеря сознания и судороги могут возникать всего лишь за 30 секунд. Может присутствовать столбнякоподобная симптоматика, в том числе тризм (спазм жевательных мышц), сардоническая гримаса (сардоническая улыбка), и опистотонус (тоническое сокращение мышц шеи).

#### *2 место — Батрахотоксин*

Батрахотоксин ( $\text{C}_{31}\text{H}_{42}\text{N}_2\text{O}_6$ ) - органическое вещество, сильнейший яд небелковой природы из группы стероидных алкалоидов. Содержится в кожных железах некоторых видов лягушек-древолазов из рода листолазов (*Phyllobates*); сравнительно недавно вещества из группы батрахотоксинов были обнаружены у птиц Новой Гвинеи: черно-оранжевой питоху из рода дроздовых мухоловок (*Pitohui*) и у синеголовой ифриты (*Ifrita kowaldi*), которые получают этот яд при

поедании жуков *Choresine pulchra*; у самих птиц к этому яду выработался иммунитет.

ЛД<sub>50</sub> — 0,002 мг/кг (мышы, подкожно), летальный исход через 8 минут. Смертельная доза для человека составляет всего **2 мкг**.



Попадая в кровь через слизистую оболочку, рану или трещину в коже, яд вызывает аритмию (экстрасистолию), ведущую к остановке сердца, в результате которой наступает летальный исход. Яд настолько силён, что достаточно просто прикоснуться к коже лягушки листолаза, чтобы вызвать смертельное отравление.

Эффективного противоядия не найдено. Сильный антагонист — **тетродотоксин** (примерно в 10 раз уступает батрахотоксину по ядовитости, хотя столь же смертелен).

*1 место — Угарный газ*

Угарный газ (СО) — это газ без цвета и запаха, который образуется при сжигании различных материалов и может быть токсичным при вдыхании в больших количествах. Отравление угарным газом — очень частое явление. Возможные симптомы — головная боль, тошнота, сонливость и дезориентация.

Угарный газ – это яд быстрого и общетоксического действия. Если его концентрация в воздухе достигает 1,2% и более, то смерть пострадавшего наступает уже через 3 минуты.

При отравлении угарным газом пострадавшего необходимо вынести на свежий воздух, уложить, приподняв ноги, освободить от тесной одежды и дать понюхать нашатырный спирт. Если пострадавший не дышит, надо сделать ему искусственное дыхание, предварительно очистив дыхательные пути.

### **Вывод:**

Тема ядов и противоядий остается крайне актуальной и многогранной, затрагивая различные аспекты науки, медицины, безопасности и криминалистики. История использования ядов отображает сложное взаимодействие медицинских, химических, политических и криминалистических аспектов, создавая непрерывное влияние на различные сферы человеческой деятельности.

Современные исследования в области ядов и противоядий имеют важное значение для обеспечения безопасности в области биологии, медицины, фармакологии, криминалистики, экологии и других областях. С пониманием происхождения и классификации ядов, а также разработкой эффективных

противоядий, можно повысить уровень безопасности и эффективности в различных областях человеческой деятельности.

Одновременно, актуальность темы подчеркивается вызовами современности, такими как биотерроризм, экологические проблемы, а также постоянное развитие новых веществ и технологий. Поэтому дальнейшие исследования и инновации в области ядов и противоядий остаются ключевыми для обеспечения безопасности и здоровья человечества.

### Использованная литература:

<https://ru.wikipedia.org>

<https://www.who.int/ru/news-room/fact-sheets/detail/mercury-and-health>

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## АНАЛИЗ ЧИПСОВ

Ученик: *Сафаров Шерзод*

Научный руководитель: *Юлдуз Уктамовна*

**Аннотация:** Химический анализ чипсов играет важную роль в обеспечении качества. С использованием современных методов анализа можно обнаружить и выявить различные компоненты и потенциально вредные вещества, что позволяет производителям и регулирующим органам обеспечивать безопасность которые мы употребляем ежедневно.

**Цель работы:** заключается в значимости химического анализа чипсов с целью определения их состава, качества и безопасности. В рамках этой работы будет проведён эксперимент для большего понимания влияние этого продукта на человека.

### Задачи:

1. Изучить историю появления чипсов.
2. Проанализировать химический состав чипсов.
3. Провести эксперимент в ходе, которого выяснить какое влияние оказывает потребления чипсов на организм человека.

### История появления и развития чипсов:

По свидетельству историков 24 августа 1853 года посетитель ресторана при отеле “moons lake lounge“ в городке Саратого-спрингс штата Нью-Йорк отказался от поданного ему жареного картофеля. Заявив, что брусочки нарезаны очень толсто. Тогда шеф-повар Джордж Крам настриг картофель ломтиками бумажной толщины и присыпав солью обжарил их до хруста в кипящем масле. К его удивлению клиент пришёл в восторг от нового блюда. Вскоре “Саратогские чешуйки” так называли чипсы стали фирменным блюдом в этом заведение.

А в 1860 году Крам открыл собственный ресторан, на столах которого всегда стояла корзина с жареной картошкой. Через 30 лет торговец из города Кливленда Уильям Тепендент начал продавать чипсы из фургончика на улице продавая их покупателям в бумажном кульке украшенной рекламой заведения Тепендента.

В 1926 году из Калифорнии Лорас Кадр предложила упаковать чипсы в вощёную бумагу сто увеличило срок хранения и позволило перевозить товар на дальние расстояния. С конца 1950-х годов они стали самым рекламируемым продуктом в телеканалах. Сегодня в мире чипсы являются не только самым популярным перекусом, но и сферой продаж, которая превышает 10 000 00 долларов в год.

### Химический состав чипсов:

Очень часто в списке ингредиентов отсутствует даже картофель, успешно заменяемый производителями на крахмал, кукурузную муку и модифицированную сою.

Встречаются в составе чипов различные усилители вкуса, такие как знаменитый глутамат натрия. Различные ароматизаторы, заменители пряных

добавок, большое количество соли — от привычных картофельных ломтиков не остаётся и следа.

Чипсы, хотя и популярны, имеют несколько негативных свойств, которые следует учитывать при их потреблении такие как: высокое содержание жиров и калорий, присутствие консервантов и добавок, повышенный риск развития диабета и другие.

Сам по себе продукт, из которого сделаны чипсы, не считается особенно вредным, ведь в их состав входят натуральные овощи. Однако, степень вреда этого продукта зависит от того, как именно его готовят. Например, сушка чипсов в духовке считается безопасным методом: на самом деле, овощи сохраняют все свои полезные свойства. Но наибольший риск для здоровья связан с приготовлением чипсов в масле (во фритюре), потому что долгая обработка в раскаленном масле может привести к образованию акриламида — вещества, которое известно, как мощный канцероген.

**Эксперимент:**

В данном эксперименте рассматривается влияние потребление чипсов на уровень холестерина в крови человека. Берём контрольную группу из двух человек, а также двух человек, которые в течение 4 недель будут регулярно потреблять чипсы. На таблице заметно, что под конец эксперимента у экспериментальной группы уровень холестерина крови пришёл к очень высокому показателю всего за 4 недели. Что приводит нас к выводу, что регулярное потребление чипсов в течение 1 месяца приведёт к проблемам с сердечно-сосудистой системой.

Группы	Ф.И.	Начальный уровень холестерина	1 неделя	2 неделя	3 неделя	4 неделя
Контрольная	Ташмуродов Улугбек	165 мг/дл	166 мг/дл	165 мг/дл	166 мг/дл	168 мг/дл
	Рамазанов Темур	168 мг/дл	167 мг/дл	169 мг/дл	168 мг/дл	166 мг/дл
Экспериментальная	Абдуллаев Баходир	171 мг/дл	177 мг/дл	183 мг/дл	190 мг/дл	195 мг/дл
	Юсупов Мухаммад	169 мг/дл	175 мг/дл	182 мг/дл	187 мг/дл	193 мг/дл

**Вывод:**

В целом, лучше употреблять чипсы в умеренных количествах и в составе сбалансированного рациона, а также выбирать более здоровые альтернативы для перекусов, такие как свежие фрукты, овощи или орехи. Это поможет поддерживать здоровый образ жизни и снизить риск развития различных заболеваний.

## LEGAL PROBLEMS OF INTERNATIONAL INVESTMENT ACTIVITIES AND CONFLICTS IN CENTRAL ASIA

*Umurzoqova Rushana Xurshid qizi*

**Annotation:** In today's interconnected global economy, international investment activity plays a crucial role in driving economic growth and fostering cross-border partnerships. However, along with the potential for substantial returns, investors often encounter a myriad of legal challenges that can significantly impact their success and profitability. From navigating complex regulatory frameworks to mitigating geopolitical risks, understanding and addressing these legal complexities is essential for ensuring the long-term viability of international investment ventures.

**Key words:** international investment, problems, Central Asian states, protection of Foreign investment in Central Asia

### *Introduction:*

Central Asia, with its rich history, diverse cultures, and abundant natural resources, has emerged as a promising destination for international investment. However, beneath the surface of economic potential lies a complex legal landscape fraught with challenges and conflicts. This article explores the legal problems inherent in international investment activities in Central Asia and examines the key sources of conflict that investors encounter in the region. International investment activities encompass a broad spectrum of transactions, including foreign direct investment (FDI), portfolio investments, mergers and acquisitions, joint ventures, and strategic alliances. These investments flow across borders, transcending geographic, cultural, and political boundaries, and encompass a diverse range of industries, from finance and technology to energy, infrastructure, and agriculture. As globalization accelerates and emerging markets attract increasing attention, the importance of understanding the legal complexities of international investment cannot be overstated. One of the foremost legal challenges facing international investors is navigating the diverse regulatory frameworks of different countries. Each jurisdiction has its own set of laws, regulations, and compliance requirements governing foreign investment, encompassing areas such as investment incentives, tax regimes, intellectual property rights, labor laws, and environmental regulations. Moreover, regulatory regimes are subject to change, often in response to shifting political dynamics, economic priorities, and global trends, creating uncertainty and complexity for investors.

### *Political and Geopolitical Risks:*

Political instability, geopolitical tensions, and regulatory uncertainty pose significant risks to international investment activities. Investors may face challenges



such as expropriation, nationalization, contract renegotiation, and arbitrary government actions, particularly in regions characterized by authoritarian regimes, ethnic conflicts, or geopolitical rivalries. Moreover, geopolitical tensions between major powers can further complicate investment dynamics, increase the likelihood of legal disputes, and impact the stability of investment environments. Moreover, geopolitical tensions between major powers, such as Russia, China, and the United States, can further complicate investment dynamics and increase the likelihood of legal conflicts.

*Environmental and Social Considerations:*

In recent years, environmental, social, and governance (ESG) factors have emerged as critical considerations for international investors. Heightened awareness of climate change, resource scarcity, social inequalities, and human rights abuses has led investors to scrutinize the environmental and social impacts of their investment decisions. Compliance with environmental regulations, adherence to labor standards, and respect for human rights are increasingly important criteria for evaluating investment opportunities and managing reputational risks.

*Dispute Resolution Mechanisms:*

In the event of legal disputes, investors must navigate the complexities of international dispute resolution mechanisms. Traditional litigation in domestic courts may be time-consuming, costly, and subject to jurisdictional challenges, particularly in cross-border disputes. As such, investors often turn to alternative dispute resolution mechanisms such as international arbitration, which offer advantages such as neutrality, expertise, confidentiality, and enforceability of awards across multiple jurisdictions.

*Regulatory Environment:*

Navigating the regulatory environment is a significant hurdle for international investors in Central Asia. Each country has its own set of investment laws, tax regulations, and licensing requirements, which can be complex and opaque. Moreover, regulatory regimes are subject to change, often in response to political dynamics, economic priorities, and geopolitical pressures. This unpredictability creates uncertainty for investors and increases the risk of legal disputes.

*Resource Extraction and Energy Projects:*

Central Asia is endowed with vast reserves of natural resources, including oil, gas, minerals, and water. As such, resource extraction and energy projects are key drivers of investment in the region. However, these projects often entail complex legal issues related to land rights, environmental regulations, and revenue sharing agreements. Moreover, disputes over control of natural resources can fuel conflicts between governments, local communities, and foreign investors.

*Infrastructure Development:*

Infrastructure development is critical for unlocking Central Asia's economic potential and facilitating regional connectivity. However, large-scale infrastructure projects, such as roads, railways, and pipelines, are prone to legal challenges related to land acquisition, environmental impact assessments, and public-private partnerships. Additionally, infrastructure investments may exacerbate social inequalities, displacement of communities, and cultural heritage preservation concerns.

#### *Resolution of Legal Disputes:*

In the event of legal disputes, investors in Central Asia face challenges in accessing impartial and effective dispute resolution mechanisms. Domestic courts may lack independence and expertise in complex commercial matters, while international arbitration can be costly, time-consuming, and subject to enforcement challenges. Moreover, investors must carefully consider the choice of law, jurisdiction, and dispute resolution clauses in investment contracts to mitigate legal risks.

Central Asia comprises five former Soviet republics: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. Despite their shared Soviet legacy, each country has its own legal system, characterized by varying degrees of transparency, efficiency, and adherence to the rule of law. While efforts have been made to modernize and harmonize legal frameworks to attract foreign investment, significant challenges remain, including corruption, bureaucratic red tape, and inconsistent enforcement of laws.

It is widely recognized that foreign direct investment is the cornerstone of growth and sustainable development. In the light of such phenomenon, Central Asian states (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan) attempt to attract foreign investment into their countries through structural reforms. Foreign direct investment inflow into the Central Asia region has significantly increased since the collapse of the union of Soviet Socialist Republics (USSR). In this process, the Central Asian states attempted to create legal frameworks for foreign investment, in order to attract more of it. In comparison with developed and developing countries, foreign direct investment in the Central Asian states remains at a low level. Additionally, foreign direct investment is often concentrated in a just few sectors (and in natural resource extraction in particular).<sup>1</sup> Generally, Central Asian states are not classified as low risk for foreign investments. One of the explanations for this classification is that all Central Asian states have serious problems with the rule of law, control of corruption, and transparency. These factors play crucial roles in determining the host country's attractiveness for foreign investors. Kazakhstan fares better in all criteria

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<sup>1</sup> OeCd, Promoting investments and Job Creation in Central Asia through Business Linkage Programs, OeCd handbook (May 2013), at 14 (Nov. 4, 2019), available at <https://www.oecd.org/global-relations/BusinessLinkageProgrammes.pdf>.

compare to Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan<sup>2</sup>. Still, poor-quality regulations, as well as inconsistent interpretation and arbitrary application of laws, continues to be a major problem for the Kazakhstan foreign investment regime<sup>3</sup>.

Outside factors (such as regional conflicts and economic sanction against Russia) have an adverse effect on inflow of FDI in the region. In 2017, Kazakhstan attracted the most foreign direct investment among the Central Asian states, with \$4.6 billion while in 2016 it was \$12.223 billion. Turkmenistan received the second most FDI, with \$2.31 billion in 2017. Tajikistan garnered very low levels of foreign investment at \$141 million, followed by Uzbekistan with \$96 million and Kyrgyzstan with \$94 million<sup>4</sup>. Overall numbers indicate that FDI flows to Central Asia have declined considerably. This decrease of FDI into the region's developing countries, and the rise of pressure over foreign investment, is a major concern in the recent development of the host countries' investment policies.<sup>5</sup> In this phenomenon, Central Asian states are presented with a good opportunity to review their investment policies and regulation regimes in order to attract more FDI. From this perspective, those countries are focusing more on investment policy. However, while there has been some effort expended towards improving the legal framework for foreign investment in the region, it is difficult to say that such development can satisfy foreign investor's expectations.

#### Bilateral Investment Treaties in Central Asian States

Bilateral investment treaties (Bits) are described as a backbone of international legal instruments regulating foreign investment. A majority of Bits include provisions relating to admission and establishment of foreign investment, treatment of foreign investment, protection against expropriation, and dispute resolution procedures<sup>6</sup>. This section of the paper reviews the main characteristics of Central Asian states' Bits. There are some countries among the Central Asian states that have bad reputations as host countries for foreign investment. Being party to Bits helps to counteract the negative effects of these reputations by sending a message to foreign investors that their investments are protected. This is likely the reason why Central Asian states often include transparency provisions in their Bits (or comprehensive incentives in their FDI regimes).

<sup>2</sup> the world Bank, worldwide Governance indicators (Nov. 4, 2019), available at <https://info.worldbank.org/governance/wgi/home/reports>.

<sup>3</sup> OeCd, OeCd investment Policy reviews: kazakhstan 2017, at 26 (Nov. 4, 2019), available at <http://www.oecd.org/countries/kazakhstan/oecd-investment-policy-reviews-kazakhstan-2017-9789264269606-en.htm>.

<sup>4</sup> the world Bank, Foreign direct investment, data (Nov. 4, 2019), available at <https://data.worldbank.org/indicator/BX.kLt.diNv.Cd.wd>.

<sup>5</sup> uNctAd, world investment report 2018: investment and New industrial Policies, united Nations (2018) (Nov. 4, 2019), available at [https://unctad.org/en/PublicationsLibrary/wir2018\\_en.pdf](https://unctad.org/en/PublicationsLibrary/wir2018_en.pdf).

<sup>6</sup> See, for more detail, Muthucumaraswamy sornarajah, State Responsibility and Bilateral Investment Treaties, 20(1) Journal of world trade 79 (1986); tarcisio Gazzini, Bilateral Investment Treaties and Sustainable Development, 15(5-6) Journal of world investment & trade 929 (2014).



Besides Central Asian states' Bits, there are some regional agreements related to foreign investments such as the Eurasian investment Agreement<sup>7</sup> and the CIS (Commonwealth of independent states) investor rights Convention. Generally, these treaties do not provide more protection to foreign investors than Bits and usually heavily rely on the host country's legislation. For example, Article 2 of the EIA defies that admission of investment is determined by the host country's legislation. This provision allows the host country to discriminate or impose strict rules for foreign investment during the pre-entry phase.

### *Kazakhstan*

Kazakhstan has taken an active role in promoting foreign investment since the collapse of the USSR. The country is often recognized as the most favorable destination for foreign investment among the Central Asian countries. Kazakhstan is a part of more than 48 Bits including with Kyrgyzstan, Tajikistan, and Uzbekistan<sup>8</sup>. The vast majority of Kazakhstan's investment treaties are broad enough that investment arbitration defies the scope of protection. Kazakhstan's lack of predictability of investment treaties may raise the issue of maintaining a balance between investor protection and the host country's power<sup>9</sup>. Kazakhstan's investment treaties (Bits) define foreign investors as natural persons and entities, including public entities. Comparative analyses of Bits show that the involvement of public entities in a Bit is a common practice in comparison with other host countries. However, the majority of Kazakhstan's Bits do not contain public entities in the scope of foreign investors, whereas some of Kazakhstan's Bits expressly included public entities as foreign investors. For example, Kazakhstan's Bits describe as a "public institution, corporations, partnerships, foundations and associations" "government owned or controlled." Public entities in some of Kazakhstan's recent Bits have continued to be included in the scope of foreign investors. Another important point relating to the definition of investment in Kazakhstan's Bits is the requirement for territory. Nearly all of Kazakhstan's Bits impose a territory requirement. That means that foreign investment must be established and continued in the territory of Kazakhstan in order to take advantage of Bit protections. Investment treaties impose contracting state parties to enforce their national laws and regulations due to substantive obligations of investment. Enforcement of national laws and regulations by the home country is provided through international law on a territorial basis. In light of international investment arbitrations, if questions arise about territoriality requirements, tribunals frequently turn to identify

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<sup>7</sup> Belarus, Kazakhstan, Kyrgyzstan, Russian Federation, and Tajikistan are part of this agreement. The purpose of agreement is to promote and protect investment in the Eurasian Economic Community (Nov. 4, 2019), available at <https://investmentpolicyhub.unctad.org/iiA/country/175/treaty/3252>.

<sup>8</sup> Investment Policy Hub, UNCTAD (Nov. 4, 2019), available at <http://investmentpolicyhub.unctad.org/iiA/CountryBits/107?type=c#iinnerMenu>.

<sup>9</sup> OECD Investment Policy Reviews: Kazakhstan, *supra* note 3, at 134.

the scope of an investment treaty's objectives and purposes. If an investment treaty contains territoriality requirements in the scope of investments, it is highly possible that the investment treaty parties designated the restriction of foreign investment with territory on the scope of the protected investment<sup>10</sup>. Tribunals broadly interpret the territoriality requirement. A typical Bit starts with a preamble that describes the general intention of the agreement and the provisions within its scope of application. In the case of Kazakhstan's Bits, nearly all include a reference to investments "in the territory of the other party." Expropriation is an indispensable part of all investment treaties. Kazakhstan's Bits provide foreign investors protection against expropriation. The scope of such provisions includes direct and indirect expropriations. Some of Kazakhstan's Bits describe no explicit definition relating to indirect expropriations. As a rule, the relevant terms relating to indirect expropriation, in the context of Bits, will be evaluated by arbitral and tribunal reference to their meaning under international law<sup>11</sup>. Expropriation is not illegal on the condition of the existence of international standards (public purpose, non-discrimination and compensation). From this point of view, Kazakhstan's Bits are in line with international law standards. Protection from expropriation is frequently excluded from public purpose and national interest in Kazakhstan's Bits. The scope of national interest may be problematic due to its broad definition. There is no guideline to define the general principle of national interest in Kazakhstan's legislation.

Additionally, while all of Kazakhstan's Bits contain dispute resolution provisions, access to arbitration is subject to the expiry of a certain period of time in most cases.

There is no provision relating to the exhaustion of domestic courts in Kazakhstan Bits. The exhaustion of domestic courts is a more common provision among older Bits. The requirement to exhaust local remedies is time consuming and poses additional expenses for foreign investors<sup>12</sup>. It is interesting to point out that the majority of Kazakhstan's Bits with capital-exporting countries contain a requirement for the elapse of a certain period of time (such as three or six months) before initiating international arbitration. In contrast to this, there are some Kazakhstan Bits with developing countries (such as Uzbekistan) which impose no requirement relating to the expiry of a certain period to access arbitration.

### *Kyrgyzstan*

Kyrgyzstan is part of more than 35 bilateral investment treaties, as well as the energy Charter treaty. However, there are still some problems with implementation of

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<sup>10</sup> Christopher r. Zheng, The Territoriality Requirement in Investment Treaties: A Constraint on Jurisdictional Expansionism, 34 Singapore Law Review 139, 143 (2016). See, for more detail, Douglas 2009, at 54.

<sup>11</sup> expropriation, supra note 38, at 29.

<sup>12</sup> Christoph Schreuer, Interaction of International Tribunals and Domestic Courts in Investment Law in Contemporary Issues in International Arbitration and Mediation: The Fordham Papers 2010 71, 73 (Leiden: Martinus Nijhoff Publishers, 2010).



such investment policy. It is widely recognized that one of the main elements necessary to attract foreign investment into a host country is political stability. The recent developments in Kyrgyzstan indicate that there are problems with enforcement of the law and significant political instability. Kyrgyzstan's Bits include general principles of foreign investment in the country, like typical Bits. There are some similar provisions in Kyrgyzstan's Bits compared to Kazakhstan's Bits. One shared provision is the expiry of a certain amount of time before initiating international arbitration (typically, six months). The vast majority of Kyrgyzstan's Bits also contain territoriality requirements. Kyrgyzstan's investment treaties provide national and most-favored nation treatment. Some Kyrgyzstan Bits specify or limit the scope of national and most favored nation clauses. The function of such provisions may be viewed in two ways: First, this provision gives rights to Kyrgyzstan to apply its admission rules and screening procedures, and the scope of such rules and procedures are defined by domestic laws. Second, this provision may allow for Kyrgyzstan to discriminate between domestic and foreign investors during the admission of foreign investment. Once foreign investment is admitted by Kyrgyzstan, it is possible to apply non-discrimination rules (national treatment) to foreign investors. Kyrgyzstan guarantees protection against expropriation in the scope of its Bit. Such provisions provide no explicit definition relating to indirect expropriation. Instead of using this term, it is referred to as "equivalent to nationalization and expropriation." *Valeri Belokon v. Kyrgyz Republic* is good example by which to evaluate Kyrgyzstan's indirect expropriation practice in the light of a Bit. The claimant alleged that Kyrgyzstan authorities restricted the operation of foreign investment (Manas Bank assets) without a legitimate legal reason, which would be a violation of the expropriation provision in Kyrgyzstan–Latvia Bit. in response to the claimant's allegations, Kyrgyzstan argued that administration of Manas Bank is examined in the scope of regulatory exercise of the policy powers of the Kyrgyz republic. the tribunal pointed out that violation of the maximum time limit related to administrative control defined in Kyrgyzstan can be considered expropriation of investment. One of the conditions of expropriation in the scope of the Kyrgyzstan–Latvia Bit is public purpose. The tribunal noted that Kyrgyzstan's temporary administrative regime is not consistent with public purpose and that this administrative regime focused on scrutinizing suspicious wrongdoing of certain political authorities. in light of such evaluation, the measures taken by Kyrgyzstan related to expropriation (seizure of Manas Bank) including temporary administrative regime is to promote narrower interest of the government rather than public interest.<sup>13</sup>

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<sup>13</sup> Valeri Belokon v. Kyrgyz Republic, uNCitrAL, Award (Nov. 4, 2019), available at <https://www.italaw.com/cases/3800>



### *Turkmenistan*

Unlike other Central Asian states, most of Turkmenistan's Bits do not include public entity in the scope of foreign investor. The admission of foreign investment is also stricter compared to Kazakhstan's and Kyrgyzstan's Bits. The formulation of admission provisions in Turkmenistan's Bits are to be standardized. From this perspective, the admission of foreign investment highly depends on Turkmenistan's legislation. This is the main feature of Turkmenistan's Bits. For example, each Contracting Party shall encourage and create favorable conditions for investors of the other Contracting Party to invest capital in its territory, and, subject to its right to exercise powers conferred by its laws and regulations, shall admit such capital, or each Contracting Party shall admit the investment by investment of the other Contracting Party in accordance with its legislation and administrative practice, and promote such investments as far as possible including establishments of representative offices<sup>14</sup>. Turkmenistan's Bits provide most-favored and national treatment clauses to foreign investors. Primarily, foreign investors can extend the scope of Bit's protection through most favored nation clause. It is the case that the country imposes more restrictive provisions than others. In other words, the severability of provisions in Bits can raise questions in some cases. The tribunal found that the most-favored nation clause was granted and intended to refer only to the scope of substantive rights in the Turkmenistan–Turkey Bit. From the tribunal's point of view, remedial procedures do not cover the scope of the most-favored national clause. But this is not a widely recognized approach to determining the scope of the most-favored nation clause. The settlement of dispute provision can be extended as it is compatible with the "ejusdem generis" if a third party treaty provides more favorable treatment to the protection of investor's rights and interests than those in the basic treaty. From this point of view, the scope of the most-favored national clause relies on a broad interpretation. Foreign investors may have access to international arbitration in the scope of Turkmenistan's Bits. In the same manner as Kazakhstan's, Kyrgyzstan's and Tajikistan's Bits, the application of this provision is conditional. However, the duration of time as a condition of accessing international arbitration ranges from three months to six months. In light of recent practice in international investment arbitration, it seems to be difficult for foreign investors to go to international arbitration through the most-favored nation clause. The dispute settlement clause is considered within the scope of procedural rights, and the most-favored nation clause is only applicable for substantial rights. All of Turkmenistan's Bits provide protection for foreign investors against direct and indirect expropriation. Although the conditions (public purpose, due procedure of law, non-discrimination) for expropriation are nearly similar in most of Turkmenistan's Bit,

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<sup>14</sup> Art. 2.2 of the Turkmenistan–Egypt Bit (1995).

the formulation of expropriation clauses is not standardized. Some of Turkmenistan's Bits contains detailed and broad expropriation clause. Such provisions are not in existence in Turkmenistan's Bits with other countries. Most of Turkmenistan's Bits indicate how compensation shall be calculated, but formulation of compensation is different. several of Turkmenistan's Bits provide for "prompt, adequate and effective compensation," whereas some contain "effective and adequate compensation" or "fair and equitable compensation."

### Conclusion

From regulatory compliance to political stability, environmental sustainability, and dispute resolution, understanding and addressing the legal complexities of international investment is essential for safeguarding investors' interests, mitigating risks, and fostering sustainable development. In an increasingly interconnected and dynamic global economy, proactive engagement with legal experts, stakeholders, and regulatory authorities is indispensable for unlocking the full potential of international investment and navigating the complexities of the modern business world. Central Asian states have made some achievements with regard to attracting foreign investment since the fall of the soviet union. However, the effectiveness of Uzbekistan–Kazakhstan Bit (1997) Uzbekistan–China Bit (2011); Uzbekistan–Turkey Bit (2018). Economic reforms and the liberalization process, including FDI regimes, is dubious in the region. in particular, the rule of law, and the transparency and predictability of the legal framework governing foreign investment, continue to be major problems. Beyond these bounds, some of Central Asia's states do not have clear national investment policies. it is common tendency in Central Asian states' Bits to restrict the scope of such treaties with domestic laws. that is especially true in the case of Turkmenistan, Tajikistan, and Uzbekistan. This phenomenon may reduce the impact of investment treaties and negatively impact the flow of foreign investment into Central Asia. Furthermore, Central Asian states' Bits provide more favorable conditions for foreign investment compared to the Eurasian investment Agreement and the Cis investor right Convention. It should be kept in mind that foreign investors desire to have their investments protected in the context of international standards because national investment legislation usually provides for less protection for foreign investors than international standards. Additionally, problems with the transparency and predictability of the host country's legislation may create risks for foreign investment. these are the main reasons for the avoidance of host country legislation and for pressuring the host country to adhere to international standards. The main determiners of the relative attractiveness of foreign investment include the rule of law, and the transparency and predictability of the host country's legal framework governing foreign investments. Foreign investors planning their investments consider the overall investment climate, which is based on not only economic conditions but also the legal

framework for foreign investment. Transparency and predictability allow foreign investors to plan their investments with great certainty and reduce as much as possible non-commercial risks.

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## UNVEILING THE FINNISH EDUCATION SYSTEM: A MODEL OF EXCELLENCE

*Safaraliyev Chingiz Olim o'g'li*

*Student of Finland Institute of Pedagogy*

**Abstract:** The Finnish education system has garnered global admiration for its consistently high performance in international assessments and its holistic approach to education. This article delves into the key components that underpin Finland's educational success, examining its unique pedagogical strategies, teacher training programs, curriculum design, and equitable practices. By exploring these facets, we aim to uncover valuable insights that can inform educational policies and practices worldwide.

**Key words:** Professional development, curriculum design, flexibility, competency-based, equity, student-centered learning, lifelong learning, collaboration.

### Introduction

In the landscape of global education, few systems shine as brightly as Finland's. Renowned for its remarkable outcomes and innovative approaches, the Finnish education system stands as a testament to the transformative potential of progressive pedagogy, equitable policies, and unwavering dedication to student success. With consistently high performance in international assessments like the Programme for International Student Assessment (PISA), Finland has captured the attention of educators, policymakers, and researchers worldwide.

The Finnish education system embodies a holistic philosophy that places the learner at its core, fostering not only academic excellence but also social, emotional, and physical well-being. This introduction sets the stage for a comprehensive exploration of the Finnish education system, aiming to unravel its underlying principles, shed light on its historical evolution, and extract valuable lessons applicable to education systems globally.

As we embark on this journey through Finland's educational landscape, we will delve into the pedagogical foundations that guide teaching and learning, examine the rigorous training and professional development pathways for educators, explore the flexible curriculum design that prioritizes competencies over content, scrutinize the assessment practices that promote learning growth, and celebrate the inclusive ethos that ensures every student has access to quality education.

Moreover, we will reflect on the broader implications of Finland's educational success, considering how its model can inspire and inform reforms in other countries striving to achieve similar outcomes. By dissecting the Finnish education system with

a critical lens and an appreciation for its complexities, we aim to glean insights that transcend borders and contribute to the advancement of education worldwide.

Join us on this enlightening journey as we uncover the secrets behind Finland's educational excellence and discover the lessons it holds for shaping the future of learning on a global scale.

### **Historical Context**

To truly grasp the essence of the Finnish education system and its remarkable journey to prominence, it's essential to delve into its historical context. Finland's educational evolution is a story of transformation, shaped by a confluence of socio-economic, political, and cultural factors over the decades.

In the early 20th century, Finland was a predominantly agrarian society with limited access to education, especially in rural areas. However, the country underwent significant societal changes following its independence from Russia in 1917. A key turning point came in the aftermath of World War II when Finland emerged from the conflict with a determination to rebuild and modernize its society, including its education system.

The post-war era saw a concerted effort to democratize education and make it accessible to all citizens. Comprehensive education reforms were introduced, emphasizing the importance of equal opportunities and social mobility through education. This commitment to equity laid the groundwork for Finland's future educational success.

Throughout the latter half of the 20th century, Finland continued to refine its education system, drawing inspiration from progressive educational theories and practices. Notably, the 1970s witnessed a shift towards child-centered pedagogy, emphasizing individualized learning and the holistic development of students. This departure from traditional authoritarian teaching methods marked a pivotal moment in Finnish education.

Another significant development came in the 1980s with the implementation of a comprehensive education reform known as the "Basic Education Act." This legislation aimed to streamline the education system, ensure equal opportunities for all students, and promote a more flexible and student-centered approach to learning. Key components of the reform included the extension of compulsory education to nine years, the establishment of a national core curriculum, and the provision of special support for students with diverse learning needs.

The turn of the millennium brought Finland to the forefront of global education discussions, thanks in part to its outstanding performance in international assessments such as the Programme for International Student Assessment (PISA). Finland's remarkable results in PISA, particularly in the early 2000s, sparked widespread interest

and admiration, leading educators and policymakers worldwide to scrutinize the Finnish education model for insights and inspiration.

However, it's crucial to note that Finland's educational success is not solely attributable to specific reforms or policies but rather to a combination of factors that have evolved over time. These include a strong culture of trust and collaboration among educators, a commitment to continuous improvement and innovation, and a deep-rooted belief in the intrinsic value of education as a tool for personal growth and societal advancement.

### **Pedagogical Principles**

At the heart of the Finnish education system lie a set of pedagogical principles that prioritize student-centered learning, collaboration, and critical thinking. These principles have been instrumental in shaping the educational ethos of Finland and have contributed significantly to its reputation for excellence. Let's explore some of the key pedagogical principles that underpin Finland's approach to teaching and learning:

**Student-Centered Learning:** Finnish educators firmly believe that learning should be tailored to the needs, interests, and abilities of each student. Instead of adhering to a one-size-fits-all approach, teachers strive to create learning environments that empower students to take ownership of their learning journey. This student-centered approach fosters intrinsic motivation, autonomy, and a love for learning.

**Holistic Development:** Finnish education places a strong emphasis on nurturing the holistic development of students, encompassing not only academic achievement but also social, emotional, and physical well-being. Educators recognize the importance of fostering creativity, critical thinking, resilience, and interpersonal skills alongside traditional academic skills. This holistic approach prepares students to thrive in an ever-changing world.

**Play-Based Learning:** In the early years of education, Finland embraces a play-based approach that recognizes the value of exploration, experimentation, and imagination in children's learning. Play is viewed as a natural and essential way for young learners to make sense of the world around them, develop social skills, and lay the foundation for future academic success. Through play, children engage in hands-on experiences that promote curiosity, creativity, and problem-solving skills.

**Collaborative Learning:** Collaboration is a cornerstone of Finnish classrooms, where students often work together in small groups to solve problems, share ideas, and learn from one another. This collaborative approach not only fosters teamwork and communication skills but also encourages a sense of community and belonging among students. By working collaboratively, students develop a deeper understanding of concepts and learn to appreciate diverse perspectives.



**Inquiry-Based Learning:** Finnish education values inquiry-based learning, which encourages students to ask questions, investigate topics of interest, and construct their own understanding of the world. Rather than simply memorizing facts, students are encouraged to engage in active exploration, experimentation, and reflection. This inquiry-based approach promotes curiosity, critical thinking, and a deeper conceptual understanding of subject matter.

**Individualized Support:** Recognizing that every student is unique, Finnish educators prioritize providing individualized support and guidance to meet the diverse needs of learners. Teachers strive to identify each student's strengths, interests, and challenges and tailor instruction accordingly. This personalized approach ensures that all students have the opportunity to reach their full potential and experience success.

**Lifelong Learning:** Finnish education instills a lifelong love for learning by fostering a culture of curiosity, inquiry, and continuous improvement. Students are encouraged to see learning as a journey rather than a destination, embracing challenges, and seeking opportunities for growth. This mindset of lifelong learning prepares students to adapt to the complexities of the modern world and pursue their passions and aspirations throughout their lives.

### **Teacher Training and Professional Development**

One of the cornerstones of the Finnish education system's success is its robust teacher training and professional development programs. Finnish educators undergo rigorous preparation and continuous support throughout their careers, ensuring they are well-equipped to deliver high-quality instruction and support the diverse needs of their students. Let's explore the key elements of teacher training and professional development in Finland:

- **Rigorous Selection Process:** The journey to becoming a teacher in Finland begins with a highly selective admissions process for teacher education programs. Prospective teachers are chosen based on their academic achievements, personal qualities, and suitability for the teaching profession. This rigorous selection process ensures that only the most qualified and committed individuals enter the teaching profession.

- **Comprehensive Teacher Education Programs:** Teacher education in Finland is characterized by its comprehensive and research-based approach. Prospective teachers typically undergo a master's degree program in education, which includes a combination of theoretical study, practical training, and pedagogical research. These programs emphasize the latest research in educational theory and practice, equipping teachers with the knowledge and skills needed to excel in the classroom.

- **Practical Training in Schools:** A distinctive feature of teacher education in Finland is the emphasis on practical training in real classroom settings. Prospective teachers spend a significant portion of their education program gaining hands-on experience in schools, working closely with experienced educators to develop their

teaching skills and classroom management techniques. This practical training ensures that teachers are well-prepared to enter the profession upon graduation.

▪ **Continuous Professional Development:** The commitment to professional growth does not end with initial teacher education. Finnish educators participate in ongoing professional development throughout their careers, supported by a range of professional learning opportunities. These may include workshops, seminars, conferences, collaborative learning communities, and research projects. By staying abreast of the latest educational trends and innovations, teachers continually enhance their practice and adapt to the evolving needs of their students.

▪ **Collegial Collaboration:** Collaboration among educators is a fundamental aspect of professional development in Finland. Teachers regularly collaborate with their colleagues to share best practices, discuss teaching strategies, and problem-solve together. This culture of collegial collaboration fosters a sense of community and collective responsibility for student success, leading to a supportive and collaborative school environment.

▪ **Teacher Autonomy and Trust:** Finnish teachers enjoy a high degree of autonomy and trust in their professional judgment. Unlike in some other education systems, there is minimal external standardized testing or prescriptive curriculum mandates in Finland. Instead, teachers have the freedom to design their own curriculum, assessments, and instructional approaches based on the needs of their students and their professional expertise. This trust in teachers' professional judgment fosters a sense of ownership and responsibility for student learning outcomes.

▪ **Focus on Reflective Practice:** Reflective practice is ingrained in the culture of Finnish education, with teachers encouraged to engage in ongoing reflection on their teaching practice. Through self-reflection, peer feedback, and collaborative inquiry, educators continuously evaluate and refine their teaching approaches to better meet the needs of their students. This focus on reflective practice promotes a culture of continuous improvement and innovation in Finnish schools.

### **Curriculum Design and Flexibility**

A key feature of the Finnish education system is its flexible and learner-centered approach to curriculum design. Unlike traditional systems that emphasize memorization of facts and standardized testing, Finland's curriculum prioritizes the development of competencies, critical thinking skills, and lifelong learning habits. Let's delve into the principles and practices that underpin curriculum design and flexibility in Finland:

**National Curriculum Framework:** The Finnish education system operates within a national curriculum framework that provides guidelines and goals for teaching and learning across all levels of education. The national curriculum sets out the core competencies, learning objectives, and subject areas that students are expected to

master during their schooling. However, it allows ample flexibility for schools and teachers to adapt the curriculum to meet the specific needs and interests of their students.

**Competency-Based Approach:** Central to the Finnish curriculum is a competency-based approach that focuses on the development of key skills and capabilities rather than mere accumulation of knowledge. The curriculum emphasizes competencies such as critical thinking, problem-solving, communication, collaboration, digital literacy, and cultural competence. By prioritizing competencies, Finland prepares students to navigate complex real-world challenges and succeed in a rapidly changing global society.

**Interdisciplinary Learning:** Finland promotes interdisciplinary learning by breaking down traditional subject silos and encouraging integration across disciplines. Rather than teaching subjects in isolation, educators design learning experiences that draw connections between different areas of knowledge. This interdisciplinary approach fosters holistic understanding, encourages creativity, and helps students see the relevance of their learning to the world around them.

**Flexibility and Autonomy:** Finnish schools and teachers enjoy a high degree of flexibility and autonomy in curriculum implementation. While the national curriculum provides a framework, schools have the freedom to design their own curricular content, teaching methods, and assessment practices to best meet the needs of their students. This flexibility allows for innovation, creativity, and responsiveness to local contexts and student interests.

**Individualized Learning Paths:** Recognizing that every student is unique, Finnish education emphasizes individualized learning paths tailored to each student's strengths, interests, and aspirations. Teachers assess students' learning needs and provide personalized support and guidance to help them progress at their own pace.

This individualized approach ensures that every student receives the support they need to reach their full potential, regardless of their starting point or background.

**Lifelong Learning Skills:** In addition to academic content, the Finnish curriculum places a strong emphasis on fostering lifelong learning skills that empower students to become self-directed, reflective learners. These skills include critical thinking, information literacy, problem-solving, creativity, adaptability, and resilience. By equipping students with these essential skills, Finland prepares them to thrive in a rapidly changing world and pursue lifelong learning beyond the classroom.

**Integration of Vocational Education:** Finland recognizes the importance of vocational education in providing students with practical skills and pathways to meaningful careers. The Finnish curriculum integrates vocational education seamlessly with academic education, offering students diverse learning opportunities and



pathways for success. This integration ensures that students have access to a broad and balanced education that prepares them for both further studies and the workforce.

### **Conclusion**

The Finnish education system stands as a beacon of excellence and innovation in the global landscape of education. Through its commitment to student-centered learning, equity, teacher professionalism, and flexible curriculum design, Finland has achieved remarkable outcomes and garnered international acclaim.

At the heart of the Finnish education system lies a deep-seated belief in the inherent value of education as a tool for personal growth, societal advancement, and global competitiveness. Finnish educators prioritize the holistic development of students, fostering not only academic achievement but also social, emotional, and physical well-being. By promoting critical thinking, creativity, collaboration, and lifelong learning skills, Finland equips students with the capabilities they need to thrive in a rapidly changing world.

Central to Finland's educational success is its investment in teacher training and professional development. Rigorous selection processes, comprehensive education programs, practical training, and ongoing support ensure that Finnish educators are well-prepared, motivated, and empowered to deliver high-quality instruction that meets the diverse needs of their students. The culture of trust, collaboration, and autonomy among teachers fosters a supportive and innovative learning environment where every student can flourish.

The Finnish education system's flexible curriculum design allows for individualized learning paths, interdisciplinary exploration, and integration of vocational education, ensuring that all students have access to a rich and relevant educational experience. By prioritizing competencies over content and empowering schools and teachers to adapt the curriculum to local contexts and student interests, Finland creates a dynamic and responsive educational ecosystem that prepares students for success in the 21st century.

As other countries seek to improve their education systems, they can draw valuable insights and inspiration from Finland's educational model. By embracing principles of student-centeredness, equity, teacher professionalism, and flexible curriculum design, nations can create inclusive, innovative, and high-performing education systems that empower every learner to reach their full potential.

In conclusion, the Finnish education system exemplifies the transformative power of visionary leadership, collaborative effort, and unwavering commitment to educational excellence. By celebrating Finland's achievements and learning from its experiences, we can work towards building a brighter future for education worldwide, where every child has the opportunity to thrive and succeed.

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## STUDY OF DIURNAL PROFILE OF ARTERIAL HYPERTENSION IN DIFFERENT PHENOTYPE OBESITY

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*Majidov Sharifjon Husenovich,  
Zubaydullaeva Maksuda Turabdjanovna  
Tashkent Medical Academy*

**Annotation:** Obesity is a chronic multifactorial disease, and today 2.5 billion people worldwide are diagnosed with obesity.

**The purpose of the study:** to evaluate the diurnal arterial blood pressure profile in patients with arterial hypertension in different phenotypes of obesity.

**Research materials and methods:** The study was conducted on 42 patients with arterial hypertension with obesity of different phenotypes. Patients were divided into 2 groups, "metabolically healthy" obese patients with arterial hypertension (mean age  $58.4 \pm 5.2$  years) - 1 group (n=22) and "metabolically unhealthy" obese patients (mean age  $60.2 \pm 5, 4$  years) - . (n=20) - formed 2 groups. Patients in the study underwent clinical and laboratory examinations and daily monitoring of arterial blood pressure.

**Results of the study:** According to the results of the study, cardiometabolic risk factors were higher in the unhealthy metabolic group of obesity compared to the metabolically healthy obesity group, as well as the daily profile of blood pressure in obese patients with an unhealthy metabolic phenotype was higher in non-dipper by 20% and over-dipper by 3% compared to the metabolically healthy obesity group. found out..

**Keywords.** Metabolically healthy obesity, metabolically unhealthy obesity, arterial hypertension.

## STUDY OF DIURNAL PROFILE OF ARTERIAL HYPERTENSION IN DIFFERENT PHENOTYPE OBESITY

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*Majidov Sharifjon Husenovich,  
Zubaydullaeva Maksuda Turabdjanovna  
Tashkent Medical Academy*

**Abstract:** Obesity is a chronic multifactorial disease, 2.5 billion people worldwide are suffering from obesity, and it has become the most important medical and social problem. Today, the number of diseases caused by obesity is increasing, and according to the World Health Organization, 44-57% of people with problems with overweight and obesity have diabetes (type II), 17-23% have ischemic heart disease,



and 17% have arterial hypertension. , 30% of gallstones, 14% of osteoarthritis, 11% of malignant tumors.

According to the 2014 International Scientific Congress of Endocrinologists (AASE) and the new WHO classification, 2 phenotypes are distinguished based on one or more clinical features of obese patients. Cardiometabolic factors play an important role in the development of "metabolically healthy obesity" and "metabolically unhealthy obesity" and a number of diseases associated with obesity, as well as cardiovascular diseases.

**The purpose of the study:** to evaluate the diurnal arterial blood pressure profile in patients with arterial hypertension of different phenotypes of obesity.

**Research materials and methods:** The study was conducted in the cardiology department of 42 patients with arterial hypertension with various phenotypes of obesity in planned treatment. Patients were divided into 2 groups, "metabolically healthy" obese patients with arterial hypertension (mean age  $58.4 \pm 5.2$  years) - 1 group (n=22) and "metabolically unhealthy" obese patients (mean age  $60.2 \pm 5, 4$  years) (n=20) - formed 2 groups. Clinical and laboratory instrumental examinations of patients: waist circumference, body mass index according to Kettle formula:  $IMT=kg/m$ , lipid spectrum in blood biochemistry, blood insulin and sugar levels were determined. Diurnal blood pressure monitoring (DBPM) was assessed using a Contec ABPM50 device. Through the DBPM test, it is possible to determine changes in the patient's arterial pressure during 24 hours. DBPM daily maximum, average systolic arterial pressure and diastolic arterial pressure, minimum systolic and diastolic arterial pressure, day and night maximum and average arterial pressure were determined.

According to the results of the studies, cardiometabolic risk factors in the metabolically unhealthy obesity group compared to the metabolically healthy group: blood glucose  $5.2 \pm 0.4$  and  $5.6 \pm 0.6$  mmol/l, total cholesterol  $5.1 \pm 0.4$  and  $6.2 \pm 0.5$  mmol/l, insulin  $8.8 \pm 0.4$  and  $13.5 \pm 0.2$  Ed/l, NOMA-IR  $2.1 \pm 0.1$  and  $3.0 \pm 0.2$  were determined.

According to the results of daily blood pressure monitoring, the systolic blood pressure and diastolic blood pressure were 5.8% and 8.2% higher in the metabolically unhealthy obesity group compared to the metabolically healthy group, and when the metabolically unhealthy obesity group was divided into subgroups according to the components of the metabolic syndrome, there was a significant difference between them.

**Diurnal monitoring of arterial blood pressure in patients with obesity of various phenotypes.**

Daily monitoring of arterial blood pressure	Metabolic healthy phenotype obesity	Metaboic unhealthy phenotype obesity.
Systolic arterial pressure average diurnal	132.8±12	140.6±13.5
Systolic arterial pressure average diurnal	83±10	89±11.2
Systolic arterial pressure average night	118±10.4	128.2±15.6
Systolic arterial pressure average night	78.6±10	82.6±11.6
Mean pulse pressure	46.8±8	48.7±8.5

In the metabolic unhealthy obesity group, the systolic arterial pressure is 130±4.5 mm in 23 patients with 3 components of metabolic syndrome. diastolic arterial pressure is 85±2.5 mmHg..who. tied. In patients with 4 components of metabolic syndrome, the systolic arterial pressure is 135 ±3.2, mmHg. diastolic arterial pressure 86±2.2. mmHg. Systolic arterial pressure in patients with 5 or more components of metabolic syndrome is 142±1.1, mmHg. diastolic arterial pressure 89±1.1. mmHg.

**Conclusion.** Based on the results of the study conducted, it was found that in the unhealthy metabolic group of obesity, cardimetabolic risk factors were higher compared to the metabolically healthy obesity group, as well as in the Daily profile of blood pressure, with obesity of an unhealthy metabolic phenotype, patients were found to have a 20% over-Dipper 3% higher than the metabolically healthy obesity group..

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Mazhidov Sharifjon Xusenovich Toshkent Tibbiyot Academy 3rd year master's degree Talabasi [smajidov70@gmail.com](mailto:smajidov70@gmail.com)  
Zubaydullaeva Maksuda Turabdzhonovna - Toshkent Tibbiyot Akademiyasi 1-son Oilaviy tibbiyotda ichki kasalliklar va preventiv Tibbiyot asoslari department associate professor.

## TIBBIY HODIMLARNING JINOIY JAVOBGARLIGI

*Saydullayev Anvar Abduvahobovich*

*Zomin Abu Ali Ibn Sino nomidagi Jamoat salomatligi texnikumi*

*Kasbiy faoliyatda huquqiy asoslari fani o'qituvchisi*

**Anatatsiya:** Respublika miqyosida biotibbiyot tadqiqotlarini o'tkazish, biomeditsina va genetikada innovatsion texnologiyalarni qo'llash va joriy etishda xalqaro huquq normalarini ratsifikatsiya qilinganligi va ulardagi standart mezonlar asosida amaldagi qonun va qonunosti hujjatlarga qo'shimcha va o'zgartirishlar kiritilgani haqida so'z yuritiladi.

**Kalit so'zlar:** sfera, profilaktika, biomeditsina, genetika, ijtimoiy xavfli qilmish, harakat yoki harakatsizlik, javobgarlik, JSST, shoshilinch tibbiy yordam.

Axloq ijtimoiy ong shakli sifatida jamiyatda insonlarning o'zaro munosabatlarini tartibga soladi. Tarixan insonlarning birgalikdagi hayoti va faoliyati jarayonida ma'naviyat deb ataladigan va ularning xulqini tartibga soladigan ma'lum bir odat, qoida va me'yorlar majmuasi vujudga kelgan. Tibbiy etika - tibbiy xodimlar faoliyatining o'ziga xosligi va jamiyatdagi o'rnini bilan belgilanadigan axloq me'yorlari va tamoyillari majmuasidir. U shuningdek, tibbiy faoliyatni tartibga soluvchi axloq me'yorlari va mezonlaridan tashkil topgan kasbiy tibbiy xulq sifatida ham e'tirof etilgan bo'lib, "bioetika" atamasi orqali ommalashgan. "Nyurnberg kodeksi" o'n banddan iborat bo'lib, ularning birinchisida tibbiy va boshqa tajribalarni o'tkazishda tajriba o'tkazilayotgan shaxsning ixtiyoriy roziligi mutlaq ko'rinishdagi asosiy shartlardan biri ekanligi ta'kidlangan. Kodeksda xavf va zararni minimal darajagacha kamaytirish, xavf va foydani mutanosib tarzda taqsimlash zaruriyati, vrachlarning yuqori malakaga ega bo'lishi, shuningdek sinovlarga olingan shaxsni istagan vaqtda tajribalardan voz kechish imkoniyati mavjudligi ko'rsatib o'tilgan. Ushbu Kodeksda aynan, bioetika masalasiga taalluqli bandlar mavjud bo'lib, ulardan qonunchiligimizda namuna sifatida foydalanilgan.

O'zbekiston Respublikasida sog'liqni saqlashni rivojlantirish konsepsiyasi ishlab chiqilgan bo'lib, ular tibbiy-klinik tadbirlar va biotibbiyot tadqiqotlarini amalga oshirilishi ustidan axloqiy-huquqiy nazoratni amalga oshirishning aniq chora-tadbirlari va resurslarini belgilovchi normativ-huquqiy hujjatlar, umumdavlat dasturlarini qabul qilish uchun asos bo'ladi. Aynan, ushbu konsepsiyada mamlakatimizda ko'rilayotgan chora-tadbirlar natijasida aholiga tibbiy xizmat ko'rsatishning samaradorligi, sifati va qulayligini oshirish ta'minlanganligi, BMT Ming yillik rivojlanish maqsadlarining asosiy parametrlariga erishilganligi muayyan ma'noda pozitivlik kasb etadi.



Tibbiyot sohasi bevosita "inson-inson" tamoyiliga asoslangan sohalar qatoridan o'rin olgan bo'lib, tibbiyot xodimlari, ayni vaqtda, muayyan sohada faoliyat yurituvchi subyektlar(jismoniy va yuridik shaxslar) nafaqat, jamiyat va fuqarolar, balki, qonun oldida ham javobgarlikka egadirlar. O'zbekiston Respublikasi qonunlarida, hukumat qarorlarida, Sog'liqni saqlash vazirligining buyruq va ko'rsatmalarida mustahkamlangan tartib-qoidalar esa, ayni vaqtda, tibbiyot sohasi vakillari uchun huquq va erkinliklardan tashqari, burch va majburiyatlarni ham yuklaydi. Ma'lumki, qonunchiligimizda, xususan, Jinoyat Kodeksi 14-moddasining birinchi qismida "kodeks bilan taqiqlangan, aybli ijtimoiy xavfli qilmish (harakat yoki harakatsizlik) jazo qo'llash tahdidi bilan jinoyat deb topiladi", - deb belgilangan va yuqorida keltirilgan harakat yoxud harakatsizlik oqibatida ham jinoyat yuzaga kelishi mumkinligi qayd etilgan. Bundan ko'rinib turibdiki, shifokorlar ham o'zlarining harakatsizligi sababli ham javobgarlikka tortilishi mumkin.

"Fuqarolar sog'lig'ini saqlash to'g'risida"gi O'zbekiston Respublikasi qonunining 13-moddasida keltirilishicha "Davlat fuqarolarda kasalliklarning har qanday shakllari borligidan qat'i nazar, ularning kamsitishlardan himoya qilinishini kafolatlaydi. Ushbu qoidani buzishda aybdor bo'lgan shaxslar qonunda belgilangan tartibda javobgar bo'ladilar". Demak, yuqoridagi normaga muvofiq, davlat va u vakolat bergan tibbiyot subyektlarining fuqarolar tomonidan kamsitishi ham javobgarlikni keltirib chiqarishi belgilanganligi bu normaning Jinoyat Kodeksida qo'riqlanadigan fuqarolarning huquqlari poymol etilishi, tibbiyot xodimlarining harakat oqibatida jinoyat sodir etishi haqida ma'lumot beradi. Ushbu qonunning 30-moddasida esa "Tibbiyot va farmatsevtika xodimlari fuqarolarga shoshilinch tibbiy yordam ko'rsatishlari shart. Ular shoshilinch tibbiy yordam ko'rsatishdan bo'yin tovlaganlik, shuningdek fuqarolarning sog'lig'iga yetkazilgan zarar uchun qonunga muvofiq javobgar bo'ladilar" deb belgilangan va albatta, ushbu qilmish protsessual qonunchilikda snaksiya qo'llashga sabab bo'ladi.

Bugungi kunda, Sog'liqni saqlash vazirligi tomonidan O'zbekiston Respublikasi Sog'liqni saqlash kodeksi loyihasi ishlab chiqildi. Loyihada davlat tomonidan tartibga solish, sohani boshqarish, tibbiyot muassasalarida nazorat va kuzatuvni, shuningdek sog'liqni saqlash sohasida idoralararo o'zaro hamkorlikni amalga oshirish tartibi keltirilgan. Kodeksda sog'liqni saqlash tizimini moliyalashtirish mexanizmlari bayon etilgan bo'limlar ham mavjud. Bundan tashqari, sanitariya-epidemiologik nazoratni tashkil etish batafsil ko'rib chiqilgan. Keltirilgan faktlar va islohotlar shuni ko'rsatadiki, mamlakatimizda ham xalqaro amaliy tajribalardan keng foydalanilib, tibbiyot xodimlarining huquqiy javobgarligi,umuman olganda, ularning huquqiy holati yuzasidan munosabatlarni tartibga solish qaratilgan bir qator tadbirlar yo'lga qo'yilgan.

2022-yil 18-mart kuni Prezidentimiz Sh.M.Mirziyoyev 13 mingdan ziyod tibbiyot xodimlari bilan "O'zbekiston" xalqaro anjumanlar saroyida ochiq muloqotda

uchrashdilar. Uchrashuvdan ko'zlangan maqsad, tibbiyot sohasi vakillariga e'tiborni kuchaytirish, sohani rivojlantirish va ham moddiy, ham ma'naviy rag'batlantirishdan iborat bo'ldi. Ta'kidlash joizki, yangi farmonda aynan shifokorlar himoyasi uchun bandlar ham keltirilgan, endi shifokorlarni haqorat qilish yoxud ularga munosib muomalada bo'lmaslik ham ma'lum bir ma'noda javobgarlikka sabab bo'lishi aytilgan. Demak, xulosa o'rnida aytadigan bo'lsak, tibbiyot xodimlari va iste'molchi(bemor)lar o'rtasida o'zaro qonuniy munosabatlarni tartibga solish, muammoli vaziyatlarning oldini olish yoki ularni bartaraf etish uchun islohotlar amalga oshirilishi maqsad qilib qo'yildi. Yuqorida ta'kidlanganidek, shifokorlar, meditsina yo'nalishida tehsil oluvchi va bir paytda tibbiyot xodimi vazifasini bajaruvchi shaxslar o'zlarining qonuniy bo'lgan va qonuniy bo'lmagan(legal,nolegal) xatti-harakatlari uchun keltirib o'tilgan qonunlar asosida himoya qilinishi yoxud javobgar sifatida talqin qilinishi mumkin.

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## ОТГЛАГОЛЬНАЯ АНТОНИМИЯ И ЕЕ КЛАССИФИКАЦИЯ В РУССКОМ ЯЗЫКЕ

*Оттажоновна Мохигул Маркс кизи - преподаватель стажёр  
кафедры узбекского и русского языка и литературы УрГПИ*

**Аннотация:** Антонимы или слова с противоположными значениями вызывали интерес у носителей русского языка всё время. Но предметом лингвистического анализа стали сравнительно не так давно, этот интерес всё ещё возрастает. Об этом свидетельствует появление целого ряда специальных лингвистических исследований по антонимии. В данном тезисе мы рассмотрим структуру, а также семантику антонимических пар.

Глагольные антонимические пары исходных слов никем не изучались. Изучение семантической структурой, соотнесённости антонимов является актуальной проблемой лексикологии и лексикографии. Без специального изучения семантической структуры антонимов невозможно проникнуть в сущность антонимических противопоставлений, разобраться в их природе – в тех основаниях, на которых воздвигнута и держится вся антонимическая система.

**Ключевые слова:** Антонимы, глаголы, сопоставление, антонимические пары, семантическая структура, лексикология, лексикография.

Несмотря на то, что антонимы изучены довольно – таки глубоко и всесторонне, многие области словообразовательной антонимии до сих пор остаются открытыми для исследования.

Исследователи только-только приступили к изучению так называемой отражённой антонимии.

Впервые это явление рассмотрено в статье А.Н.Тихонова, С.А.Емельяновой, антонимию прилагательных анализирует С.М.Саидова. Начато изучение глагольной отражённой антонимии.

В основе антонимии лежит ассоциация по контрасту, отражающая существенные различия однородных по своему характеру предметов, явлений, качеств, признаков. Антонимия представляет собой одну из существенных изменений лексико-семантической системы различных языков.

В семантическом поле, то есть в упорядоченном множестве языковых единиц, объединенных общим значением, антонимы тесно взаимосвязаны не только друг с другом (ср. полный-худой), но и с иными категориями лексических единиц: синонимами (полный-толстый, пухлый, жирный; худой-костлявый, тощий).



Они могут выступать также в отношении омонимии худой 1- «тощий», худой 2 – «плохой», худой 3- «дырявый испорченный» и др. Семантическое поле является наиболее полным и адекватным отражением лексической системы языка, тех разнообразных связей слов, которые существуют в языковом сознании людей.

Термин антоним (от греч. Anti – противоположность; *опума, опота* – имя). Определённое множество, но суть одна - слова с противоположным значением. Антонимы издавна используются как выразительный приём для создания контрастных образов, для резкого противопоставления признаков, действий, явлений и т.д.

Основной массой противопоставлений, представляющих ядро антонимии русского языка, образуют слова, значения которых воспринимаются как обозначения качества (хороший-плохой, добрый-злой) или направленности (входить-выходить, светать-темнеть). По своей форме эти слова могут быть как разнокоренными (высокий-низкий, живой-мёртвый), так и однокоренными (культурный-некультурный, прилететь-улететь).

Благодаря «отражению» в системе языка (антонимия) исходных лексических единиц распространяется на другие категории и классы (части речи), которые находятся в определённых словообразовательных отношениях с данными. Отражённая антонимия может быть наглядно представлена в виде антонимических словообразовательных гнёзд.

Термины «словообразовательно гнездо» и «словообразовательная цепочка» относительно молодые. Но без определения этих терминов, на наш взгляд, невозможно будет вникнуть в сущность нашей темы. Одним из первых о них заговорил А.Н.Тихонов. Развёрнутую дефиницию мы читаем в книге «Проблемы составления гнездового словообразовательного словаря современного русского языка» [2.16].

Но наиболее точное определение словообразовательной цепочки (СЦ), словообразовательного гнезда (СГ) мы нашли в словообразовательном словаре русского языка А.Н.Тихонова: «Словообразовательная цепь – это ряд однокоренных слов, связанных между собой отношениями последовательной производности» [3.3: 9]. Например: братъ – вы-братъ-выбор(ы)-выбор-н-ый-выборн-ость; братъ – вы-братъ-выбор-щик-выбор -щиц-а и т.п.

«Словообразовательно гнездо – совокупность родственных слов, упорядоченных отношениями производности» [2.16: 36]. В основе строения гнёзд лежит принцип иерархии, принцип последовательного подчинения одних единиц другим, поэтому объектом нашего исследования является, во-первых, словообразовательное гнездо, а уж потом его структурная единица СЦ и антонимические словообразовательные пары, СЦ и их «отражение». Например:

Бедн(ый) I прил.  
Бедн - ый II сущ.  
Бедн - ейш - ий  
Бедн - еньк - ий  
Бедн - о  
Бедн - ость  
Бедн - як

Богат(ый) I прил.  
богат - ый II сущ.  
богат - ейш - ий  
богат - еньк - ий  
богат - о  
богат - ств - о  
богач

По мере перехода от центра антонимического словообразовательного гнезда к его периферии семантический контраст слов может ослабевать и видоизменяться. Тогда как антонимы белый и чёрный, представляя центр антонимов и образуют яркий контраст, в антонимах белой – черновой (то есть «переписанный в окончательном виде, без помарок») противоположность уступает место простому классификационному делению. Ещё дальше от центра гнезда отстаёт существительные беловик – черновик, как обозначения белой и черновой рукописей. Статус антонимов у таких слов сомнителен. Кроме того, они семантически открываются от гнезд белый – чёрный; исходное значение корней в них сильно стёрто: черновой, черновик, например, – вовсе не чёрного цвета, а беловик – белого цвета [2.12: 28]. Во всём этом, на наш взгляд, поможет разобраться «отражённая», вообще эта проблема – дело будущего нуждается в специальном изучении, это целое направление. Мы лишь приоткрываем «завесу».

Без исследования семантики антонимичных слов, без анализа смысловых взаимосвязей, взаимоотношений слов – антонимов невозможно совершенствовать принципы подачи, семантической характеристики антонимических слов в толковых словарях они должны разрабатываться вместе, в сопоставлении.

В области глагола широко представлена как лексические, так и словообразовательные антонимы. К лексическим антонимам относятся разнокоренные слова. Среди них преобладают непроизводные слова: возникнуть – исчезнуть, исчезнуть – появиться, взять – дать, говорить – молчать, ломать – чинить, хвалить – ругать, начать – кончить, любить – ненавидеть, уважать – презирать, наказывать – поощрять, здороваться – прощаться, защищать – обвинять, защищаться – нападать, обороняться – нападать, заключать – расторгать, зажигаться – тухнуть, завышать – занижать и т.п. Один из членов лексической антонимической пары может быть непроизводным словом. К таким парам относятся: мараить – чистить (ср. чистый), портить – исправлять (ср. исправить), спать – бодрствовать (ср. бодрый), пойти (ср. идти) – встать (о часах),

накопить (ср. копить) – расточить, строить – разрушать (ср. разрушить, рушить), взобраться – спуститься (ср. спустить) и т.п.

Антонимия представляет собой одну из важнейших лингвистических универсалий, одно из существенных измерений лексико-семантической системы языка. В основе антонимии лежит ассоциация по контрасту, отражающая существенные различия однородных по своему характеру предметов, явлений, действий, качеств.

По своей структуре антонимы делятся на два типа: разнокоренные и однокоренные. Разнокоренные антонимы называются также лексическими, а однокоренные – словообразовательными. По подсчетам специалистов, чисто лексический пласт антонимов сравнительно невелик. Большую часть составляют именно словообразовательные антонимы.

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## YENGIL AVTOMOBIL PO'LAT G'ILDIRAKLARINI TAYYORLASH TEXNOLOGIYASI

*Vaqqosov Shohruh Jamolxon o'g'li*

*Farg'ona viloyati Furqat tumani kasb-hunar maktabi,  
"Ishlab chiqarish ta'lim ustalari" kafedراسi o'qituvchisi*

**Annotatsiya:** Ushbu maqolada avtomobil ishlab chiqarish sanoati, ushbu sohadagi texnologiyalar yutuqlari, olib borilayotgan ishlar, avtomobil sanoatida po'lat g'ildiraklarini tayyorlash jarayoni va texnologiyalari haqida ma'lumotlar berilgan.

**Kalit so'zlar:** avtomobil, texnologiyalar, po'lat g'ildiraklar, samaradorlik, yengil avtomobil sanoati, muhandislik.

O'zbekistonda Avtomobil sanoati 90-yillar boshidan paydo bo'ldi. 1992-yil O'zbekiston Respublikasida Janubiy Koreyaning "DEU" korporatsiyasi bilan Asaka shahrida yillik loyiha quvvati 200 ming dona yengil avtomobillar ("Damas", "Tiko", "Neksiya") ishlab chiqaradigan "O'zDEU-avto", qo'shma korxonasi barpo etildi. Asaka avtomobil zavodida "Da-mas" mikroavtobuslarini seriyali ishlab chiqarish 1996-yil martdan yo'lga qo'yildi, 1996-yil 19-iyulda zavodning rasmiy ochilishi va xalqaro taqdimoti o'tkazildi. 1996–99 yillarda "O'zDEUavto" qo'shma korxonasida 200 mingdan ortiq avtomobil, 1999-yilda jami 60 mingga yaqin avtomobil ishlab chiqarildi ("Neksiya" – 28259, "Tiko" – 16380, "Damas" – 13663 dona). Chet elga 14 mingdan ortiq avtomobil eksport qilindi. Shuningdek 1995-yil "O'zavtosanoat" uyushmasi va Turkiyaning "Koch xolding" kompaniyasi o'rtasida imzolangan shartnomaga ko'ra, Samarqand shahrida yillik loyiha quvvati 5 ming donadan ziyod avtobus va turli yuk mashinalari ishlab chiqarishga mo'ljallangan, umumiy qiymati 65 mln. AQSH dollariga teng "SamKochAvto" qo'shma korxonasini bunyod etildi. Avtomobil sanoati doimo rivojlanib bormoqda, bu texnologiya yutuqlari va samaradorlik va barqarorlikka bo'lgan talabning tobora ortib borayotganligi bilan bog'liq. Yengil avtomashinalarning po'lat g'ildiraklarini ishlab chiqarish sohasida innovatsiyalar ushbu dinamik sektorda yetakchi bo'lish uchun kalit hisoblanadi. Bu yerda zamonaviy po'lat g'ildiraklar ishlab chiqarishning ilg'or texnologiyasi va jarayonlari qo'llaniladi. Aniq muhandislik, chidamlilik va yengil dizaynga e'tibor qaratgan holda, ishlab chiqaruvchilar yengil avtomobillar uchun po'lat g'ildiraklar ishlab chiqarishda mumkin bo'lgan chegaralarni kengaytirmoqda. Eng ilg'or ishlab chiqarish texnikasi, ilg'or materiallar va avtomatlashtirishdan foydalangan holda ular sifat, ishlash va samaradorlikning misli ko'rilmagan darajalariga erisha oladi. Innovatsiyalar an'anaga mos keladigan, nafaqat xavfsizlik va unumdorlikning eng yuqori standartlariga javob beradigan, balki avtomobilsozlik sanoatida yanada

barqaror kelajakka yo‘l ochadigan g‘ildiraklarni yaratish uchun an’anaga mos keladigan yengil avtomashinalar po‘lat g‘ildiraklarini ishlab chiqarish texnologiyasi olamiga kirib borayotganimizda bizga qo‘shiling. Chelik g‘ildiraklar o‘nlab yillar davomida avtomobillarning muhim tarkibiy qismi bo‘lib, yo‘lda transport vositalariga mustahkamlik, chidamlilik va barqarorlikni ta‘minlaydi. So‘nggi yillarda yoqilg‘i samaradorligini oshiradigan, atrof-muhitga ta‘sirini kamaytiradigan va yaxshilangan ish faoliyatini ta‘minlaydigan yengil po‘lat g‘ildiraklarni ishlab chiqishga tobora ko‘proq e‘tibor qaratilmoqda. Yengil avtomobil po‘lat g‘ildiraklarini ishlab chiqarish texnologiyasi o‘z avtomobillarida kuch va vaznni kamaytirish o‘rtasidagi muvozanatga erishishga intilayotgan avtomobil ishlab chiqaruvchilari uchun asosiy nuqtaga aylandi.

#### 1. Dizayn va muhandislik

Yengil avtomobil po‘lat g‘ildiraklarini tayyorlash jarayoni puxta dizayn va muhandislik bilan boshlanadi. Avtomobil muhandislari qattiq ishlash va xavfsizlik standartlariga javob berish bilan birga kuch va vazn nisbatlarini optimallashtiradigan g‘ildirak dizaynlarini ishlab chiqish uchun materialshunoslar bilan yaqindan hamkorlik qiladilar. G‘ildiraklarning strukturaviy yaxlitligi va aerodinamik samaradorligini modellashtirish va tahlil qilish uchun zamonaviy kompyuter yordamida loyihalash (SAPR) dasturidan foydalaniladi.

#### 2. Material tanlash.

Materiallarni tanlash yengil po‘lat g‘ildiraklarni izlashda hal qiluvchi rol o‘ynaydi. Murakkab yuqori quvvatli po‘lat qotishmalari, alyuminiy qotishmalari va kompozit materiallar ishlab chiqaruvchilar tomonidan g‘ildirak og‘irligini strukturaning yaxlitligini buzmasdan kamaytirish uchun ko‘rib chiqiladigan variantlardan biridir. Ushbu materiallar kundalik haydash sharoitlarining og‘irligiga bardosh berish uchun qattiq sinovdan o‘tadi.

#### 3. Ishlab chiqarish jarayoni.

Dizayn va materiallar tugallangandan so‘ng, ishlab chiqarish jarayoni boshlanadi. Chelik g‘ildirak ishlab chiqarish odatda g‘ildirak komponentlarini shakllantirish uchun quyish, zarb qilish yoki shtamplash kabi usullarni o‘z ichiga oladi. Aniq o‘lchamlar va bardoshliklarga erishish uchun lazerli kesish va robotli payvandlash kabi ilg‘or ishlab chiqarish texnologiyalari qo‘llaniladi.

#### 4. Yengil tortish texnikasi.

Og‘irlikni yanada kamaytirish uchun ishlab chiqaruvchilar po‘lat g‘ildiraklar ishlab chiqarishda turli xil yengillashtirish usullaridan foydalanadilar. Bularga ichi bo‘sh burchakli dizaynlar, material qalinligini optimallashtirish va strukturaviy yaxlitlikni saqlab, keraksiz massani minimallashtirish uchun geometrik optimallashtirish kiradi. Bundan tashqari, issiqlik bilan ishlov berish va sirtni pardozlash jarayonlaridagi yutuqlar g‘ildiraklarning mustahkamligi va chidamliligini oshirishga yordam beradi.

## 5. Ishlash testi va sifat kafolati.

Po'lat g'ildiraklar transport vositalariga o'rnatilishidan oldin ular qattiq ishlash sinovlari va sifatni ta'minlash choralaridan o'tadilar. Bunga simulyatsiya qilingan yuk sinovi, zarba sinovi, korroziyaga chidamlilik sinovi va g'ildiraklarning xavfsizlik va chidamlilik bo'yicha sanoat standartlariga javob berishi yoki undan oshishini ta'minlash uchun charchoq sinovi kiradi. Sifatni nazorat qilish jarayonlari ishlab chiqarish jarayonida har qanday nuqson yoki kamchiliklarni aniqlash va tuzatish uchun amalga oshiriladi.

**Xulosa:** Xulosa qilib aytadigan bo'lsak, yengil avtomobil po'lat g'ildiraklarini ishlab chiqarish texnologiyasi dizayn innovatsiyasi, materialshunoslik, ilg'or ishlab chiqarish texnikasi va sifatni ta'minlash amaliyotining yaqinlashuvini ifodalaydi. Avtomobil ishlab chiqaruvchilari po'lat g'ildiraklar ishlab chiqarishga yengil vazn strategiyalari va ilg'or texnologiyalarni qo'shish orqali avtomobil samaradorligini, ishlashini va barqarorligini oshirishi mumkin. Avtomobil sanoati yanada ekologik toza va yonilg'i tejamkor yechimlar sari rivojlanishda davom etar ekan, yengil avtomobil po'lat g'ildiraklarining rivojlanishi mobillik kelajagini shakllantirishda hal qiluvchi rol o'ynaydi.

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## THE MAIN TYPES OF NONVERBAL COMMUNICATION ENGLISH AND UZBEK LANGUAGES

*Shukurova Nafosat Rustamovna*

*Termez state university, Foreign philology faculty 4 course*

*E-mail: [shukurovanafosat31@gmail.com](mailto:shukurovanafosat31@gmail.com)*

**Annotation:** This article provided English and Uzbek nonverbal communication methods along with some examples. The improvement of understanding regarding communication without language is the goal of this article. In addition, several benefits and drawbacks were listed for the readers' better comprehension.

**Annotatsiya:** Ushbu maqolada ingliz va o'zbek tillarida og'zaki bo'lmagan muloqot usullari hamda ba'zi misollar keltirilgan. Tilsiz muloqotni tushunishni yaxshilash ushbu maqolaning maqsadidir. Bundan tashqari, o'quvchilarning yaxshiroq tushunishlari uchun bir qator afzalliklar va kamchiliklar sanab o'tilgan.

**Key words:** Body language, eye contact, gestures, tone of voice, postures, facial expressions, Paralinguistics, Posture, Proxemics, Haptics, Artifacts

### INGLIZ VA O'ZBEK TILLARIDA NOVERBAL MULOQOTNING ASOSIY TURLARI

**Kalit so'zlar:** Tana tili, ko'z bilan aloqa, imo-ishoralar, ovoz ohangi, duruqlar, yuz ifodalari, Paralingvistika, Posture, Proksemika, Haptika, Artefaktlar

Usually, when we want to express our feelings or thoughts to someone, we use words to do so. We are aware that it is impossible to conceive the world without language. Because everything can be communicated in words, but we also frequently display our emotions by nonverbal cues. We can clearly distinguish between verbal and nonverbal communication. People engage with one another through both verbal and nonverbal communication. In daily life, people use about 35% verbal communication and 65% nonverbal communication. Actually, we never speak to each other verbally because a comfortable connection depends on nonverbal communication.

The nonverbal conveyance of information through the visual, aural, tactile, and kinesthetic channels is known as nonverbal communication. In general, the technique of creating meaning through wordless signals is known as nonverbal communication. Nonverbal communication can give a message a completely new meaning. In order to convey a message in a way that is more understandable, nonverbal communication is often necessary. Charles Darwin's book "Expression of the Emotions in Man and

Woman," which was published in 1872, served as the catalyst for the beginning of formal scientific study of nonverbal communication.

Role-playing, sign language, and PowerPoint presentations can all be utilized to communicate nonverbally. Along with this, effective nonverbal communication also includes the use of hand gestures, facial expressions, physical expressions, posture, and eye movement. Both formal and informal representations of someone can be made through nonverbal communication. The person employing nonverbal communication may adopt an unfavorable stance, use few hand gestures, and make specific facial expressions in order to show professionally. as in smiling and staring someone in the eye.

There are some types of nonverbal communication followed by  
Visual communication; Body language or Kinesics; Gestures; Posture;  
Physical Appearance; Facial Expression; Calling Bell; Ringing Bell;  
Proteomics or Distance; Chromatics or Time Language; Communication through  
Action; Symbols;

Audio communication; Paralanguage;

Audio-Visual communication; Silent communication.

Nonverbal communication comes in a wide variety, and we can use it for ourselves as well. Examples of this nature are frequently used.

Nodding your head indicates agreement or approval;

A warning is given by shaking the index finger;

Clapping is a sign of appreciation for someone's performance;

Putting on the back signifies admiration;

sneering signifies disapproval of the meal or an opposing viewpoint;

When a gun is fired, it signals the beginning of any type of racing as well  
Using the thumb indicates that wishing you success  
Flying kisses are used to express love for someone special. Nonverbal communication has both advantages and cons.

We are aware that nonverbal communication has some benefits for interactions with people as well as for instructing students. gives the teacher more flexibility; saves the teacher's breath, time, and stress. Promote "flow," a calmer state of mind; boost output; make kids feel secure; Increased teacher-student relationship; Students know what to expect; Greater student-teacher trust. However, there are various hurdles and issues with nonverbal communication, which we can notice; it is not always to explain ideas during speech. For instance, while pointing is acceptable in some regions of the world, it is highly insulting in others. And observing individuals, it may be considered polite in some nations. It is considered quite rude and disrespectful in other parts of the world. We should therefore use caution when using nonverbal cues.

It is important to note that informal communication has regional and national variations. For instance, the Uzbek people have a rich communication process, and the

directness of their relationships is related to the greater usage of such technologies. Depending on their age characteristics, children may or may not convey their emotions and desires to their mothers. If you look at the cultures of other countries, you might be able to observe that various communication tools are employed for various things in various countries. The Bulgarians shake their heads and turn away when you ask them to affirm something. It is well known that Russians, Uzbeks, and several other nations act in the opposite manner. The geographical position of the interlocutors is crucial in nonverbal communication. Women, for instance, tend to chat to each other as they talk because they are more emotionally invested than men, who are almost never in close proximity.<sup>239</sup>

Verbal and non-verbal aspects of communication as well as empathy are known to have an important impact on the medical encounter. The aim of the study was to analyze how well final year undergraduate medical students use skills of verbal and non-verbal communication during history-taking and whether these aspects of communication correlate with empathy and gender. During a three steps performance assessment simulating the first day of a resident 30 medical final year students took histories of five simulated patients resulting in 150 videos of physician-patient encounters. These videos were analyzed by external rating with a newly developed observation scale for the verbal and non-verbal communication and with the validated CARE-questionnaire for empathy. One-way ANOVA, t-tests and bivariate correlations were used for statistical analyses. There are two primary forms of communication: verbal and nonverbal. With verbal communication, people express their thoughts, ideas, and feelings through spoken or written language. Nonverbal communication uses other methods, such as body language including facial expressions, gestures, and other body movements. The verbal component refers to the content of our message, the choice and arrangement of our words. The nonverbal component refers to the message we send through our body language. The paraverbal component refers to how we say what we say - the tone, pacing and volume of our voices. Nonverbal communication is far more important than verbal communication in a conversation or setting. Nonverbal communication makes up 80-90 percent of all communication. Nonverbal communication provides the contextual cues that are essential to understanding the intention of the communicator. Communication is the process by which an individual conveys information to another person through behaviors, words, or sounds. One person, the sender, sends a message containing information, while another person, the receiver, receives the message. One sender can channel the message to multiple receivers by using mass media or social media. The channel is the method the sender uses to transmit the message to the receivers. This can be done through visual or audio channels. Two people who receive the same message may interpret the information differently due to each person's background, experience, and culture, as well as



elements in the communication process such as noise or interference which may or may not affect the transmission of the message.

Communication is important because it serves as the basis for a society. This transfer and exchange of information allow people to function smoothly within a society and understand one another. Transmitting meaningful concepts from person to person sets humans apart from the rest of the animal kingdom where **effective communication** is essential to humanity. While communication is essential and natural in practice, effective communication can be a complex skill to develop.

### **Characteristics of Verbal Communication**

1. Involves spoken or written words.
2. Provides precise and detailed information.
3. Allows for immediate and direct feedback.
4. Influenced by language and dialect.
5. Dominant in formal communication settings.
6. Can be hindered by language barriers.
7. Suitable for conveying complex ideas.
8. Emotions are expressed through words.
9. Communication speed can be faster for conveying information.

### **Non-Verbal Communication**

Non-verbal communication includes all types of communication without using words. It includes hand gestures, facial expressions, eye contact, body language and voice tone. Non-verbal communication can convey emotions stronger than words way.

### **Characteristics of Non-verbal Communication**

1. Involves gestures, body language, facial expressions, and visual cues.
2. Provides emotional depth and context to messages.
3. Feedback is often subtle, indirect, or delayed.
4. Can have cultural universality in some expressions.
5. Crucial in conveying emotions and attitudes, especially in emotional situations.
6. Overcomes language barriers.
7. Supplements, reinforces, or contradicts verbal messages.
8. Emotions are often displayed non-verbally.
9. Non-verbal cues can be interpreted quickly.

### Tabular Difference Between Verbal and Non-verbal communication

Aspect	Verbal Communication	Non-Verbal Communication
Medium	Spoken or written words	Body language, facial expressions, gestures, etc.
Channel	Auditory and visual	Primarily visual
Language Barriers	Language proficiency can affect understanding	More universal, transcending language barriers.
Speed of Delivery	Faster in conveying information	Slower, allowing for more subtle nuances
Conscious Control	Often requires conscious effort and articulation	Often unconscious and spontaneous.
Ambiguity	Can be more precise and explicit	Can be ambiguous and open to interpretation.
Emotional Expression	Tone of voice conveys emotions	Facial expressions and body language convey emotions.
Memory Retention	Easier to remember and recall	Non-verbal cues can be challenging to recall accurately.
Cultural Differences	Language may have cultural nuances	Non-verbal cues can vary significantly across cultures.
Scope	Covers a broad range of topics	More effective for expressing feelings and attitudes.

#### Similarities

**Purpose:** Both verbal and non-verbal communication are aimed to convey emotions, information and intentions among different individuals.

**Contextual:** Both forms of communication are influenced by cultural norms, social ways and relationship between the communicators.

**Subjectivity:** They can be interpreted and meaning may vary based on the receiver's perception and understanding.

**Feedback:** Verbal and non-verbal communication will possess responses and feedback from the receiver, allowing to interact.

**Expressiveness:** Both verbal and non-verbal communication had strong forms of expressing emotions, feelings and attitudes helps in improving the message totally

### Conclusion

In summary, verbal and non-verbal communication are two important forms for the human interaction which are playing key roles in expressing the messages, emotions and thoughts. Verbal communication is the spoken or written words to express the information. Non-verbal communication is body language, facial expressions, gestures and visual to communicate without using words. Both are fundamental way of communication among human individuals for interaction used to express ideas.

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## THE IMPORTANCE OF AGE CHARACTERISTICS IN LANGUAGE LEARNING

*Khaydarova Kamola Davranovna*

*Termiz State University Department of Foreign Philology*

*Supervisor: Senior teacher of Termiz*

*State university, Doctor of Philosophy in Philology [PHD]*

*Humoyuddin Odil o'g'li*

*A student of 4- course To'rayev*

[turayevhumoyiddin00119@gmail.com](mailto:turayevhumoyiddin00119@gmail.com)

**Abstrakt:** Katta yoshdagi ESP o'quvchilarining til o'rganish afzalliklari va ehtiyojlarini aniqlash tilni muvaffaqiyatli o'rganish va o'qitish nuqtai nazaridan juda samarali. Ushbu tadqiqot kattalar ESP o'quvchilarining til o'rganish afzalliklari va ehtiyojlarini aniqlashga qaratilgan. Bundan tashqari, o'qituvchi o'z talabalarining ingliz tilini o'rganishga bo'lgan ehtiyojlari va afzalliklaridan xabardor yoki yo'qligini tekshiradi. U o'qituvchilarning o'qitish usullari va kattalar o'rganuvchilarning maxsus maqsadlar uchun ingliz tilini (ESP) o'rganishni afzal ko'rish usullari o'rtasida moslashtirilgan sinf boshqaruvi zarurligini ko'rib chiqadi. Maqolada xususiy maktabda ingliz tilini o'rganayotgan kattalar ESP o'quvchilarining ehtiyojlari va afzalliklarini aniqlash bo'yicha aniq hisobot mavjud. Ushbu tadqiqotning natijalari o'quv dasturini ishlab chiqishda o'qituvchi va talaba hamkorligining ahamiyatini ko'rsatadigan keyingi tadqiqotlarni ruhlantiradi va rag'batlantiradi.

**Kalit so'zlar:** ehtiyojlar, imtiyozlar, kattalar o'quvchilari, o'quv dasturi.

**Аннотация:** Выявление предпочтений и потребностей в изучении языка у учащихся старшего возраста, изучающих ESP, очень эффективно с точки зрения успешного изучения и преподавания языка. Целью данного исследования является определение предпочтений и потребностей взрослых, изучающих язык ESP. Кроме того, преподаватель проверяет, осведомлен ли он о потребностях и предпочтениях своих учеников в изучении английского языка. В нем рассматривается необходимость адаптивного управления классом между методами преподавания учителей и способами, которыми взрослые учащиеся предпочитают изучать английский язык для специальных целей (ESP). В статье представлен подробный отчет по выявлению потребностей и предпочтений взрослых учащихся ESP, изучающих английский язык в частной школе. Результаты этого исследования поощряют и стимулируют дальнейшие исследования, которые демонстрируют важность сотрудничества учителей и учеников при разработке учебных программ.

**Ключевые слова:** потребности, предпочтения, взрослые студенты, учебная программа.

**Abstract:** Identifying the language learning preferences and needs of adults ESP learners is highly effective in terms of successful language learning and teaching. This study aims to identify language learning preferences and needs of adults ESP learners. It further investigates whether teachers are aware of the needs and preferences their students have in respect to English language learning. It addresses the need for tailored class management between teachers' teaching methods and ways the adults learners English for Specific Purposes (ESP) prefer to learn. The paper contains a clear report on identification of needs and preferences of adults ESP learners who learn English in private school. The obtained results of this study stimulate and encourage further research addressing the importance of teacher-student cooperation in regards to syllabus design.

**Key words:** needs, preferences, adult learners, syllabus

### **Introduction:**

Language learning is a complex and multifaceted process that can be influenced by a variety of factors, including age. Research has shown that age characteristics play a significant role in how individuals acquire and develop language skills. In this article, we will explore the importance of age characteristics in language learning and how they can impact an individual's ability to learn a new language effectively.

Dr Richards responds: It is a common observation that children seem to learn new languages relatively easily, while older learners, particularly adults, are often not so successful. Nevertheless, there is also evidence that adults have the advantage in several important areas, such as those involving cognitive skills, making them more adept, for example, at learner autonomy.

In terms of children's apparent success, a reason that was offered in the 1970s was that there was a critical period for second language learning (before puberty), and that once learners had passed this period, changes in the brain and in cognitive processes made language learning more difficult. This was the critical-period hypothesis that led some educationists to argue for an earlier start for second and foreign language instruction, in order to capitalize on the special language-learning capacities of young learners. Unfortunately, the considerable amount of research devoted to this issue has not confirmed the theory that younger equals better language learner. It is true that there are some aspects of language learning (such as pronunciation) where younger learners appear to have an advantage; learners who start learning at an older age often retain a 'foreign accent' in their English, which is not the case with young learners. However, there are many factors, aside from age-related ability, that account for the

apparent ease with which young children often appear to ‘pick up’ a new language relatively easily.

#### 1. Critical Period Hypothesis:

One of the most well-known theories related to age characteristics in language learning is the Critical Period Hypothesis. This hypothesis suggests that there is a specific window of time during which individuals are most receptive to acquiring language skills. According to this theory, children are more adept at learning languages than adults because their brains are still developing and have a greater capacity for language acquisition.

#### 2. Age-Related Differences in Language Learning:

Research has shown that there are distinct differences in how children and adults approach language learning. Children tend to learn languages more effortlessly and intuitively, while adults may rely more on cognitive strategies and explicit instruction. Younger learners also tend to have better pronunciation and accent acquisition, as their speech motor skills are still developing.

#### 3. Cognitive Factors:

Age characteristics can also impact cognitive factors that influence language learning, such as memory, attention, and processing speed. Younger learners may have better memory retention and cognitive flexibility, allowing them to absorb new vocabulary and grammar rules more easily. Older learners, on the other hand, may struggle with memory recall and may require more repetition and practice to retain language information.

#### 4. Motivation and Confidence:

Age can also influence motivation and confidence levels in language learning. Younger learners may be more open to taking risks and making mistakes, which can facilitate language acquisition through trial and error. Older learners, however, may be more self-conscious about their language abilities and may be more hesitant to engage in conversation or practice speaking skills.

#### 5. Strategies for Effective Language Learning:

Regardless of age, individuals can enhance their language learning abilities by adopting effective strategies tailored to their age characteristics. For younger learners, interactive and immersive experiences can be beneficial, such as games, songs, and storytelling. Older learners may benefit from structured lessons, grammar explanations, and practice opportunities to reinforce language concepts.

In the case of naturalistic language learning, young learners are typically highly motivated to do so; they receive large amounts of input geared to their level of learning, as well as copious amounts of practice. They also receive rewards and benefits for their efforts, since learning the new language is the key to peer acceptance and to the satisfaction of basic needs. These factors are often not the same for adult learners



studying English in classroom settings. Dornyei (2009) points out that, in any given situation, there are invariably a multitude of factors involved, and age is often only one of them and not necessarily the most important one. There are also documented examples of unsuccessful child language learning, as well as of successful adult language learning.

#### Conclusion:

In conclusion, age characteristics play a significant role in language learning and can impact an individual's ability to acquire new language skills effectively. Understanding how age influences language acquisition can help educators, parents, and learners themselves optimize their language learning experiences. By recognizing the unique strengths and challenges associated with different age groups, individuals can tailor their approach to language learning and maximize their linguistic potential.

Research conducted by leading language institutes around the world clearly demonstrates that age plays a significant, but not decisive, role in the ability to achieve native-level language acquisition. These studies confirm that although infants and preschool-aged children have a unique capacity for natural language acquisition, opportunities for language learning do not end with age.

Modern scientific advances in the field of brain neuroplasticity show that our cognitive functions can be flexible and adaptable throughout life. This means that adults and even older people can successfully learn new languages, although they may need more time and effort than children. Interestingly, learning a new language in adulthood not only promotes cognitive development, but may also protect the brain from degenerative diseases such as Alzheimer's disease.

In short, regardless of age, learning a foreign language is a journey of discovery and achievement. This is a path that requires effort, but at the same time offers extensive opportunities for development, communication and understanding of the world in its diversity. Knowledge of foreign languages in the modern world is not just an asset, it is a bridge connecting cultures, peoples and ideas, contributing to the creation of a more open and mutually understanding world.

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## ТАКОМИЛЛАШГАН ПИХОҚЛИ БАРАБАНИНГ ТОЛАЛАРГА ТА'СИРИНИНГ НАЗАРИЙ ХАРАКАТИ ТАҲЛИЛИ

<sup>1</sup>*Qadam Jumaniyazov,*

<sup>2</sup>*Doston Anorboyev,*

<sup>3</sup>*Alisher Shodmonqulov,*

<sup>4</sup>*Nurbek Berdibekov*

<sup>1</sup>*“Paxtasanoat Ilmiy markazi” AJ,*

<sup>2</sup>*Jizzax politexnika instituti*

<sup>3</sup>*Jizzax politexnika instituti*

<sup>4</sup>*Jizzax politexnika instituti*

**Annotatsiya:** Ushbu maqolada, iflos aralashmalarining maydalanishi, tolalarning shikastlanishi va haddan tashqari kuchlanishi chiqarib tashlanadi. Pichoqli barabanlari orasiga ajratuvchi pichoqlar oʻrnatilgan boʻlib, ular tolalar oqimining qoʻshni barabanlarning oʻzaro taʼsir zonalariga yoʻnalishini taʼminlaydi.

**Kalit soʻzlar:** pichoqli baraban, tola, ajratuvchi pichoqlar, iflos aralashmalar

## АНАЛИЗ ТЕОРЕТИЧЕСКОГО ПОВЕДЕНИЯ ВОЗДЕЙСТВИЯ УСОВЕРШЕНСТВОВАННОГО НОЖЕВОГО БАРАБАНА НА ВОЛОКНА

<sup>1</sup>Қадам Жуманиязов, <sup>2</sup>Достон Анорбоев, <sup>3</sup>Алишер Шодмонқулов,

<sup>4</sup>Нурбек Бердибеков

<sup>1</sup>“Пахтасаноат Илмий маркази” АО,

<sup>2</sup>Джизакский политехнический институт

<sup>3</sup>Джизакский политехнический институт

<sup>4</sup>Джизакский политехнический институт

**Аннотация:** В данной статье исключены смятие, повреждение волокон и перенапряжение грязных смесей. Между ножевыми барабанами установлены разделительные ножи, которые обеспечивают направление потока волокна к зонам взаимодействия соседних барабанов.

**Ключевые слова:** ножевой барабан, волокно, разделительные ножи, грязные смеси

## ANALYSIS OF THE THEORETICAL BEHAVIOR OF THE IMPACT OF THE IMPROVED KNIFE DRUM ON FIBERS

<sup>1</sup>Qadam Jumaniyazov, <sup>2</sup>Doston Anorboyev,

<sup>3</sup>Alisher Shodmonqulov,

<sup>4</sup>Nurbek Berdibekov

<sup>1</sup>“Paxtasanoat ilmiy markazi” JSC,

<sup>2</sup>Jizzakh Polytechnic Institute

<sup>3</sup>Jizzakh Polytechnic Institute

<sup>4</sup>Jizzakh Polytechnic Institute



**Annotation:** In this article, the crushing of dirty mixtures, damage to fibers and excessive tension are excluded. Separating knives are installed between the knife drums, which ensure the direction of the fiber flow to the interaction zones of the adjacent drums.

**Keywords:** knife drum, fiber, separating knives, dirty mixtures

Qiyali tola tozalagichlarda tolalar ilgaklarini bo'shatish ishchi organlarning nisbatan past tezligida kolosnikli panjara yuzasida amalga oshiriladi.

Bunday holda, iflos aralashmalarining maydalanishi, tolalarning shikastlanishi va haddan tashqari kuchlanishi chiqarib tashlanadi [1]. Iflos aralashmalar chiqindilar uchun germetik kamerasiga kiradi.

Pichoqli barabanlarining diametri 450 mm ga teng. Pichoqli barabanlar ostidagi kolosnikli panjaralari maxsus yegilgan profildan yasalgan bo'lib, bu tolaning kameraga tushishini oldini oladi [2]. Pichoqli barabanlari orasiga ajratuvchi pichoqlar o'rnatilgan bo'lib, ular tolalar oqimining qo'shni barabanlarning o'zaro ta'sir zonalariga yo'nalishini ta'minlaydi.

Tola ilgaklarini bo'shatish va iflos aralashmalardan tozalash ikkita qo'shni barabanning o'zaro ta'sir zonasida sodir bo'ladi [3]. Ma'lum tola tozalagichning kamchiliklari tolalarni iflos aralashmalardan past darajada tozalash va kolosnik panjaralarini konstruksiyasining murakkabligi va past mahsuldorlikdir, u tolalarni quritadi [4].

Konstruksiyani soddalashtirish uchun.

Ko'rsatilgan texnik natijaga yegilgan tola tozalagichda gorizontaal va bir-biriga parallel ravishda joylashgan oltita pichoq barabanlari gorizontaal burchak ostida joylashgan tekislikda joylashgan  $\beta = 45^{\circ}$  foydali modelga muvofiq korpus bilan yopilgan ishchi zonani o'z ichiga olganligi bilan yerishiladi.

Tozalash samaradorligi oshishi uchun, pichoqli barabanining tezligi asta-sekin oshib boradi.

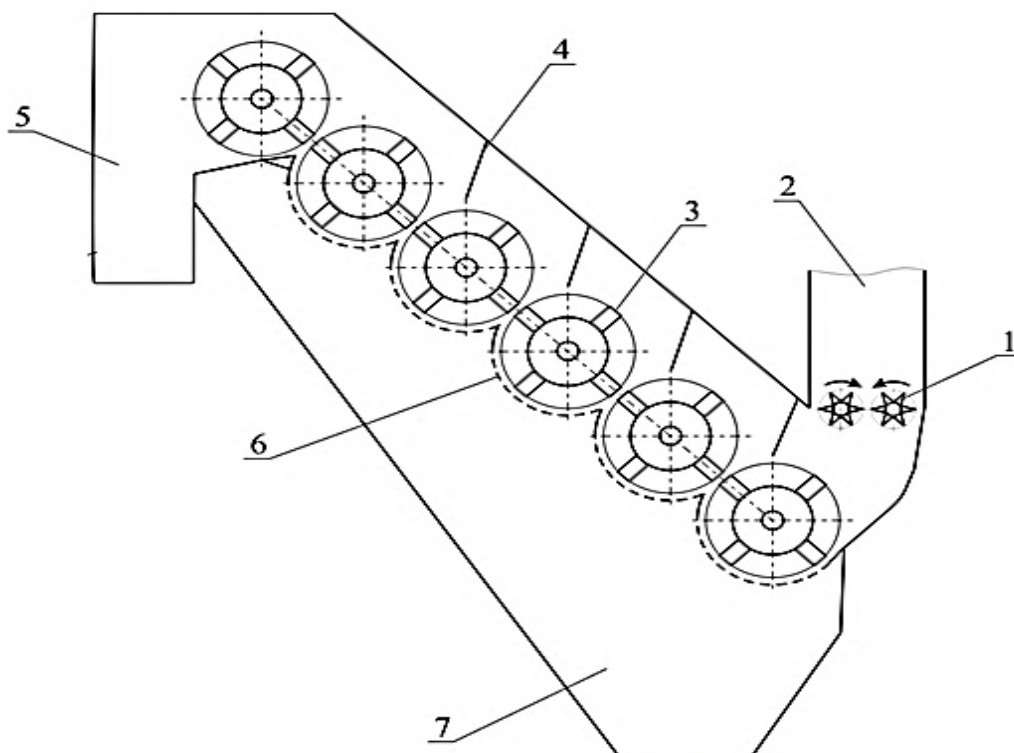
Unumdorlikni oshirish birinchi pichoq baraban o'qiga parallel ravishda, ikkinchi pichoq yesa baraban o'qiga perpendikulyar ravishda biriktirish bilan yerishiladi 2-rasmda keltirilgan, shuningdek bu holat takrorlanadi. Kolosnikli panjara bilan birga 4x50 mm o'lchamdagi teshikli to'r o'rnatilgan.

Keyinchalik qayta ishlashda tolaning yirtilmasligi uchun tushirish bunkeriga bug' bilan tola namlagichi o'rnatiladi.

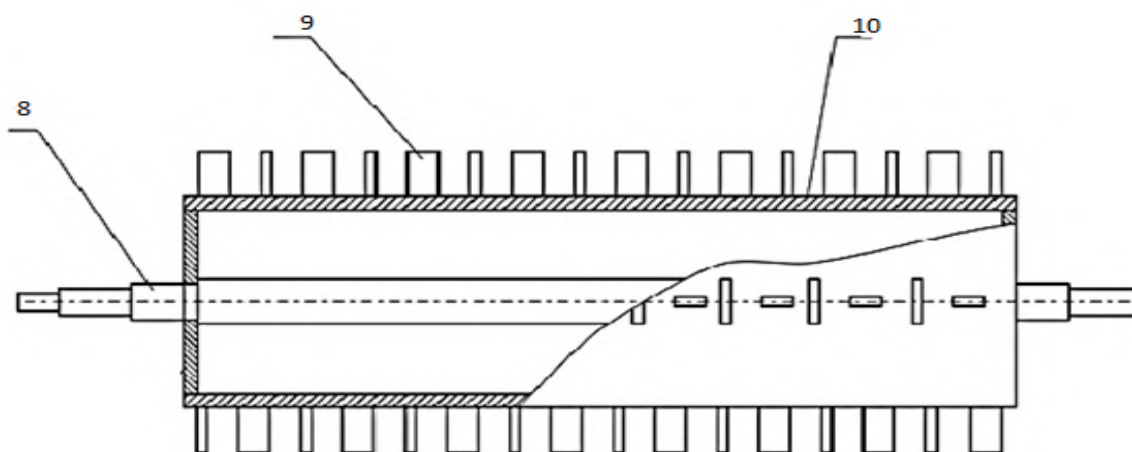
Foydali modelning maqsadi tozalash samaradorligini, unumdorlikni oshirish va konstruksiyani soddalashtirish hamda tolalarni quritishni kamaytirishdan iborat.

Foydali modelning mohiyati chizmada ko'rsatilgan joyda tushuntiriladi 1-rasmda keltirilgan tola tozalagichning umumiy ko'rinishi, 2-rasmda yesa pichoqli baraban alohida ko'rsatilgan.

Tola tozalagich oziqlantiruvchi 1-bunker yuklagich, 2-valiklar, 3-pichoqli baraban, 4-kesish kozyorok, 5-chiqish bunker, 6-teshikli setka, 7-ifloslik bunker, 8-val, 9-pichoq va 10-quvurdan tashkil topgan.



**1-rasm. Takomillashgan qiyali tola tozalagich sxemasi**



**2-rasm. Takomillashgan pichoqli baraban sxemasi**

Tola tozalagich quyidagicha ishlaydi. Yuklash bunkeridan-2 tolali material, ta'minlovchi valiklari orqali-1, undan pichoqli barabanlarining- 3 ish joyiga ma'lum bir ishlash uchun va ularning tarmoq yuzasi bilan o'zaro ta'siri natijasida tolalar bir-biri bilan samarali titilish amalga oshiriladi. Bunday holda, iflos aralashmalari orqali to'rtli yuzalar iflos aralashmalar bunkeriga-7 kiradi, va iflos aralashmalari tola tozalagichdan chiqariladi. Tozalangan tolali material oxirgi pichoqli barabanini tushirish bunkeri-5 ga kelib tushadi, u yerda tola forsunka va keyingi texnologik jarayonga yuboriladi.

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## MATEMATIKA FANINI O'QITISHDA ZAMON STANDARTLARIGA MOS RAVISHDA DARS TASHKIL ETISH

*Muminova Ozodaxon*

*Farg'ona viloyati Quva tumani Quva kasb hunar maktabi  
Matematika fani o'qituvchisi*

**Annotatsiya:** Mazkur maqolada matematika fanini o'qitishda zamon standartlariga mos ravishda dars tashkil etish, Axborot texnologiyalari, Internet tizimi, Aniq fanlar metodikasining asosiy maqsadlari, Kompyuterli o'qitishning afzalliklari haqida ma'lumotlar berilgan.

**Kalit so'zlar:** multimedia, texnologiya, differensial, individual, Maple, Mathcad, Matlab, animatsiya, grafika, multiplikasiya.

**Аннотация:** В данной статье представлена информация об организации занятий в соответствии с современными стандартами преподавания математики, основных целях информационных технологий, системы Интернет, методологии точных наук, а также преимуществах компьютерного обучения.

**Ключевые слова:** мультимедиа, технология, дифференциал, индивидуум, Maple, Mathcad, Matlab, анимация, графика, умножение.

**Abstract:** This article provides information on the organization of classes in accordance with modern standards in the teaching of mathematics, the main goals of information technologies, the Internet system, the methodology of exact sciences, and the advantages of computer-based teaching.

**Key words:** multimedia, technology, differential, individual, Maple, Mathcad, Matlab, animation, graphics, multiplication.

### KIRISH

Hozirgi kunda mamlakatimiz oliy o'quv yurtlarida ham yuqori malakali informatika va axborot-kommunikatsiya texnologiyalari bo'yicha mutaxassislar yetishib chiqishmoqda, undan tashqari matematika, fizika kabi muxassisliklarni bitirganlar ham dasturlash bo'yicha ma'lum bir qayta tayyorlash kurslarini bitirishsa, ularning intellektual boyligidan dasturiy mahsulotlar ishlab chiqarish va sotish natijasida milliy iqtisodimiz rivojlanishiga katta xissa qo'shish mumkin bo'ladi. Axborot-kommunikatsiya texnologiyalarining texnik qismini respublikamizda ishlab chiqarish uchun katta sarmoyalarni jalb qilish talab qilinadi, bu esa ham vaqt ham iqtisodiy jihatda maqsadga muvofiq emasdir. Shuning uchun ham biz asosan e'tiborimizni dasturiy mahsulotlarni ishlab chiqarib avvalom bor o'zimizning ichki talabimizni qondirishimiz va undan keyin eksportga yo'naltirishimiz lozimdir.

Kompyuter va multimedia-texnologiya - qimmatbaho bo'lib, katta imkoniyatga ega. Ayniqsa, ularning didaktik xossalari ta'lim amaliyotida yuqori samaradorlikka eltuvchi omildir.

Axborot texnologiyalari, internet tizimi o'qituvchi va talabalarining tobora qudratli va beminnat yordamchisiga aylanib bormoqda. Bugungi kunda o'qituvchi va talabalar axborot texnologiyalari va internetdan foydalanib, ma'lumotlar, ma'ruzalar, amaliy va

laboratoriya mashg'ulotlari ishlanmalari hamda metodik tavsiyalar bilan tanishish imkoniyatiga egadirlar.

### ADABIYOTLAR VA METODOLOGIYA

Ko'p holatlarda vujudga keladigan matematik muammoni tez va berilgan aniqlikda hal etish uchun professional matematikdan o'z kasbi bilan bir vaqtda ma'lum bir algoritmik til va dasturlashni bilishi talab qilinadi. Shu maqsadda XX asrning 90-yillarida matematiklar uchun ancha qulayliklarga ega bo'lgan matematik sistemalar yaratilgan.

Fan va texnikaning tez sur'atlarda rivojlanishi, barcha fanlar qatori aniq fanlar mazmuniga, xususan, ularni o'qitish metodikasiga nisbatan yangicha talablarni qo'yimoqda. Aniq fanlar metodikasining asosiy maqsadlaridan biri, mazkur fanning rivojlanishini inobatga olgan holda, mazmunan yangilangan, zamonaviy axborot texnologiyalari keng joriy etilgan o'quv-uslubiy majmualarni yaratishdan iborat. Bugungi kunda talabalar kompyuter texnologiyalari yordamida ilmiy-texnikaviy hisoblashlarni bajarishda, ilmiy-metodik izlanishlarni olib borishda bevosita Matematika, Maple, Mathcad, Matlab va shu kabi matematik dasturlardan foydalanmoqdalar. Bu dasturli vositalar o'quvchilarning katta hajmdagi matematik hisoblash ishlarini qisqartirishda, mavzularning mohiyatini chuqurroq tushunishlarida va o'zlashtirib olishlarida, shu bilan birga, ularning mustaqil ishlarini samarali tashkil etishda muhim ahamiyat kasb etmoqda. Natijada o'quvchilarning o'quv predmetiga, fanga bo'lgan qiziqishlari ortib bormoqda. Bu qiziqish internet tizimiga murojaat etish imkoniyati cheklanishsiz mavjud bo'lganda ayniqsa kuchaymoqda. Internet tizimi imkoniyatlarining cheksizligi bu qiziqishlarni yanada kuchaytirmoqda. Endigi kunda Internet navigatsiyasini o'zlashtirib olgan o'quvchilar nafaqat o'zlariga zarur o'quv adabiyotini tezkorlikda topish, balki masofadan turib o'quv jarayonida ishtirok etish imkoniyatiga egadirlar.

### NATIJA VA MUHOKAMA

Kompyuterli o'qitishning afzalliklari juda ko'p:

- o'quvchilarda ma'lum malakalarni shakllantirish vaqti qisqaradi;
- mashq qilinadigan topshiriqlar soni oshadi; o'quvchilarning ishlash sur'ati jadallashadi;
- kompyuter tomonidan faol boshqarishni talab qilinishi natijasida o'quvchi ta'lim sub'ektiga aylanadi;
- o'quvchilar kuzatishi, mushohada qilishi qiyin bo'lgan jarayonlarni modellashtirish va bevosita namoyish qilish imkoniyati hosil bo'ladi;
- kommunikatsiya vositalaridan foydalangan holda darsni uzoqdagi manbalar bilan ta'minlash imkoniyati hosil bo'ladi;
- kompyuter bilan muloqot didaktik o'yin xarakterini oladi va bu bilan o'quvchilarda o'quv faoliyatiga motivatsiya kuchayadi va hokazo.

Matematika fanlarini o'qitishga yangi texnik vositalar, shu jumladan, kompyuter va boshqa axborot texnologiyalarining jadal kirib kelayotgan hozirgi davrida fanlararo uzviylikni ta'minlash maqsadida informatika fani yutuqlaridan foydalanish dolzarb masalalardan biridir.

Axborot texnologiyalarining multimedia vositalari o'quv jarayonida quyidagi eng muhim jihatlari bilan alohida ahamiyatga egadir:

- differensial va individual o'qitish jarayonini tashkil qilish; - o'qish jarayonini baholash, teskari(qarshi) aloqa bog'lashi;
- o'z-o'zini nazorat qilish va tuzatib borishi;
- o'rganilayotgan fanlarni namoyish etishi va ularni dinamik jarayonini ko'rsatishi;
- fan ma'ruzalarida animatsiya, grafika, multiplikasiya, ovoz kabi kompyuter va axborot texnologiyalaridan foydalanishi;
- o'quvchi-talabalarga fanni o'zlashtirish uchun strategik ko'nikmalar hosil qilishi va hokazo.

### **XULOSA**

Shuningdek, multimedia vositalarining amaliy tomoni ulardan o'quv jarayonida foydalanish va kelgusida ta'lim tizimida o'quv jarayoni uchun ma'lumotlar bazasini va virtual stendlar yaratishdek muhim vazifani amalga oshirishga zamin hozirlaydi.

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## GEOMETRIK MASALALARNI YECHISHDA O'QUVCHILARNING O'QUV VA BILIM QOBILIYATINI SHAKLLANTIRISH

*Xomidova Muxabbatxon Kamolxonovna*

*Farg'ona viloyati Quva tumani Quva kasb-hunar maktabi*

*Matematika fani o'qituvchisi*

**Annotatsiya:** Maqolada o'quvchilarda geometrik masalalarni yechishda tayanch kompetensiyalardan foydalanishning metodik tasnifiga asoslangan va misollar yordamida batafsil tushuntirilgan.

**Kalit so'zlar:** Kompetensiya, kompetentlilik, bilim, ko'nikma, malaka, tenglama, perimetr, kompetensiya turlari.

O'qituvchidan bolalarga bu bilimlarni o'rgatish, bu ko'nikmalarni o'rgatish va zamonaviy o'quvchi kelajakdagi hayotida foydalanishi mumkin bo'lgan ko'nikmalarni rivojlantirish talab etiladi. Chunki har qanday odam samarali, raqobatdosh xodim, ijodiy, mustaqil, mas'uliyatli, ochiq-ko'ngil, shaxsiy va jamoaviy muammolarni hal qila oladigan shaxs bo'lishi kerak. U yangi bilimlarga, zarur ma'lumotlarni qidirish va tanlash qobiliyatiga ega bo'lishi kerak. Bu fazilatlarining barchasi maktabda har qanday fanni, shu jumladan ta'limning shaxsiy va ijtimoiy ma'nolaridan biri bo'lgan geometriyani o'qitishda kompetensiyaga asoslangan yondashuv yordamida muvaffaqiyatli shakllantirilishi mumkin.

Kompetensiya - fan bo'yicha egallagan nazariy bilim, amaliy ko'nikma va malakalarni kundalik hayotida duch keladigan amaliy va nazariy masalalarni yechishda foydalanib, amaliyotda qo'llay olishdir.

Kompetentlilik - (lotincha: competens - layoqatli, qobiliyati bor).

Kompetentlilik tarkibiga sof kasbiy bilim, ko'nikma va malakalardan tashqari, tashabbuskorlik, hamkorlik, guruhda ishlash layoqati, kommunikativ qobiliyati, real baholay olish, mantiqiy fikrlash, axborotni saralash va foydalana olish xususiyatlari ham kiradi. Kompetensiyalarni shakllantirishga yo'naltirilgan ta'lim - o'quvchilarda egallangan bilim, ko'nikma va malakalarni o'z shaxsiy, kasbiy va ijtimoiy faoliyatlarida amaliy qo'llay olish kompetensiyalarini shakllantirishga yo'naltirilgan ta'limdir. Matematik ta'limning maqsadi shunchaki to'g'ri javob olish uchun emas, balki ijodiy fikrlash bo'lishi kerak.

Kognitiv qiziqish o'rganishga ijobiy munosabat asosidir. Uning ta'siri ostida, inson doimo savollarga ega, unga javoblarni o'zi doimo va faol ravishda izlaydi. Shu bilan birga, talabning qidiruv faoliyati g'ayrat bilan amalga oshiriladi, u hissiy ko'tarilishni, omad quvonchini his qiladi. Kognitiv qiziqish talabalarni o'qitishning eng muhim sabablaridan biridir. O'quvchining kognitiv qiziqishini rivojlantirmasdan,

uning bilim faoliyatini faollashtirish nafaqat qiyin, balki amalda imkonsizdir. Ta'limiy va kognitiv kompetensiyaning bir qismi sifatida biz quyidagilarni ajratishimiz mumkin.

- maqsadni belgilash va unga erishishni tashkil etish qobiliyati, maqsadingizni tushuntirish qobiliyati;

- o'quv va bilim faoliyatini rejalashtirish, tahlil qilish, aks ettirish, o'zini o'zi baholashni tashkil etish qobiliyati;

- kuzatilayotgan dalillar haqida savollar berish, hodisalar sabablarini topish, o'rganilayotgan muammoga nisbatan tushunish yoki tushunmovchiliklarni ko'rsatish qobiliyati;

- kognitiv vazifalarni belgilash va farazlarni ilgari surish qobiliyati; kuzatish yoki tajriba uchun sharoitlarni tanlang; kerakli asbob va uskunalarni tanlash, o'lchash ko'nikmalarini bilish, ko'rsatmalar bilan ishlash; idrokning ehtimoliy va statistik usullarining elementlaridan foydalanish; natijalarni tavsiflash, xulosalar chiqarish;

- kompyuter vositalari va texnologiyalaridan foydalangan holda tadqiqot natijalari to'g'risida og'zaki va yozma gapirish qobiliyati (matn va grafik muharrirlar, taqdimotlar).

Dastlabki geometrik materialni (atrofi, to'rtburchaklar perimetri va maydoni, to'rtburchaklar parallelepipedning hajmi) o'rganayotganda quyidagi vazifalarni berish mumkin. - Perimetrni topish:

Bog'ning to'rtburchaklar shaklidagi uchastkasini o'rashingiz kerak, agar uchastkaning uzunligi 55 m va kengligi 20 m bo'lsa, panjara necha metr bo'lishi kerak.

O'ylaymanki, darsda o'quv va bilim qobiliyatini shakllantirishning faol usullaridan biri muammoli vaziyatlarni yaratishdir, ularning mohiyati o'quvchilarning ijodiy qobiliyatlarini tarbiyalash va rivojlantirish, ularga faol aqliy harakatlar tizimini o'rgatishdir. Ushbu faoliyat talabaning o'zi haqiqiy materialni tahlil qilish, taqqoslash, sintez qilish, umumlashtirish, konkretlash orqali o'zi undan yangi ma'lumot olishida namoyon bo'ladi. Shuning uchun, men o'quv jarayonida men uchun asosiy narsa darslarda o'quvchilarga biron bir kichik muammoni keltirib chiqarish va savolga ular bilan birgalikda javob berishga harakat qilishdir. Talabalarni yangi matematik tushunchalar bilan tanishtirishda, yangi tushunchalarni aniqlashda, bilim tugagan shaklda etkazilmaydi. Bu erda talabalarni faktlarni taqqoslash, taqqoslash va qarama-qarshi fikrlashga undash o'rinlidir, natijada qidiruv holati yuzaga keladi. Yangi tushunchani aniqlashda talabalariga faqat fikr ob'ekti va uning nomi taklif etiladi. O'quvchilar mustaqil ravishda yangi kontsepsiyani aniqlaydilar, keyin o'qituvchi yordamida ushbu ta'rifni aniqlashtiradilar va birlashtiradilar.

Qidiruv holatini yaratishning yana bir usuli - bu o'quvchilarning amaliy tajribasidan, maktabda, uyda yoki ish joyida amaliy topshiriqlarni bajarish tajribasidan foydalanish. Bunday holatda qidirish holatlari o'quvchilar amaliy maqsadlariga

mustaqil erishishga harakat qilishganda paydo bo'ladi. Odatda, vaziyatni tahlil qilish natijasida talabalar o'zlari qidirish muammolarini shakllantirishadi.

Geometriya darsida, "Uchburchakning ichki burchaklarining yig'indisi" mavzusini o'rganishga tayyorgarlik jarayonida, quyidagi muammolarni echishni taklif qilaman. Uchburchakning burchaklaridan biri 360, ikkinchisi esa uchinchisidan 180 ga ko'p. Ikkinchi burchakning daraja o'lchovini toping. Izoscellar uchburchagida poydevordagi burchak apeksdagi burchakdan 18 ga katta. Uchburchakning har bir burchagining kattaligini toping. Qidiruv holati shu erda paydo bo'ladi. Mustaqil ravishda amaliy maqsadlariga erishishga harakat qilib, talabalar ushbu muammolarni hal qilish uchun etarli ma'lumotlar yo'q degan xulosaga kelishadi. Agar berilgan uchburchaklar va umuman har qanday uchburchakning har binning ichki burchaklarining qiymatlari yig'indisi nimaga teng ekanligi ma'lum bo'lsa, unda vazifalar echilishi mumkin edi. Endi hamma qidiruvning maqsadini biladi. Ijodiy qidiruv holatini yaratishning bir usuli vazifani o'zgartirish, savolni qayta shakllantirishdir. Masalan, 7-sinfda muammoni hal qilayotganda: "ABC izoscellarining perimetri 37 sm. Karnayning asosi yon tomondan 5 sm kamroq. Ushbu uchburchakning tomonlarini toping." Talabalarga ular tuzgan tenglamalarni berish foydali bo'ladi

$$P=AB+BC+AC=2AB+AC=2BC+AC$$

$$(AC+5\text{cm})+(AC+5\text{cm})+AC=37\text{cm}$$

$$2(AC+5\text{cm})+AC=37\text{cm}$$

$$2(AC+5\text{cm})=37\text{cm}$$

va savollarga javoblarni taklif eting:

a) Tenglamalar to'g'ri tuzilganmi? Agar noto'g'ri tenglama bo'lsa, uni toping va xato nima ekanligini ko'rsating.

b) To'g'ri tuzilgan tenglamalar o'rtasidagi farq nima? Ushbu usul sizga rivojlanishning past va o'rta darajalariga ega bo'lgan o'quvchilarning bilim faolligini rivojlantirishga imkon beradi, bolalarga muammolarni algebraik usulda hal qilish tamoyillarini tushunishga, qadriyatlar o'rtasidagi ichki munosabatlarni chuqurroq anglashga yordam beradi.

Bolalarni tushunishda o'qituvchi - bu hech qachon xato qilib bo'lmaydigan kompyuter va ular odatda uning echimini ko'r-ko'rona nusxalashadi.

Tabiiyki, tekshirish paytida javob bir-biriga mos kelmaydi. Xato qidirayman. Bolalar muammoni hal qilishadi. Shundan so'ng, talabalar o'qituvchining fikri va qaroriga diqqat bilan amal qilishadi. Natija - diqqat va darsga qiziqish.

O'qituvchining vazifasi shogirdlari uchun qiyin, mustaqil, ijodiy ishlarni odat qilish, o'quvchilarni muammolarni hal qilishda, shuningdek ta'lim faoliyati bilan bog'liq har qanday ishlarda qiyinchiliklarni engib o'tish qobiliyatini rivojlantirishdir. Darslardagi o'quv ishlari matematikani o'rganish jarayonini qiziqarli, hayajonli qiladi,



chunki ular kuzatish, tahlil qilish, gipoteza va test, xulosani shakllantirish natijasida bolalarga yangi narsalarni o'rganishga imkon beradi. Sizga talabalarning bilim va ilmiy tadqiqot ishlarini qanday olib borishini misol qilib ko'rsatay. Geometriya, 7-sinf, mavzu "Uchburchak burchaklarining yig'indisi". Ishning maqsadi: Uchburchak burchaklarining yig'indisi nima ekanligini aniqlash. Ba'zi talabalar to'sqinlikli uchburchakni, boshqalari - o'tkir burchakli uchburchakni, uchinchi guruh talabarlari to'rtburchaklar shaklida tasvirlashadi. Keyin hamma burchak darajalarining o'lchovlarini o'lchaydi va ularning yig'indisini topadi. Natijada, talabalar barcha burchaklarning yig'indisi 180 darajaga teng ekanligini aniqlaydilar. Shunday qilib, gipoteza isbotlangan. Xulosa: uchburchak burchaklarining yig'indisi 180 daraja (uchburchak turidan qat'iy nazar). Mehnatsevarlik, xohish va yaxshi o'qish qobiliyatini rivojlantirishning kuchli vositalaridan biri bu bolani nodonlikdan bilimga, qobiliyatsizlikdan mahoratga olib boradigan yo'lda o'quv dasturida muvaffaqiyat qozonishini ta'minlaydigan shart-sharoitlarni yaratishdir. Bunday sharoitlar, albatta, nostandart, mantiqiy muammolarni, jumboqli masalalarni ko'rib chiqish va taxmin qilish uchun echishni o'z ichiga oladi. Vazifa talabaning fikrini uyg'otadi, aqliy faoliyatini faollashtiradi. Muammoni hal qilish ong gimnastikasi hisoblanadi. Darsga tayyorgarlik ko'rish jarayonida men har bir daqiqada har bir o'quvchining aqliy faolligini ta'minlash uchun unga material va ish shakllarini tanlayman. Oldindan o'rganilgan muammolarni yangi ta'lim yoki hayotiy vaziyatda hal qilish va ta'lim muammolarini hal qilishning yangi usullarini qo'llash qobiliyati o'quvchining intellektual rivojlanish darajasini tavsiflaydi. O'quvchilar o'quv materiallarini tahlil qila olishlari, undagi asosiy narsani ajratib ko'rsatishlari, taqqoslash va taqqoslashlari, sintez qilishlari va umumlashtirishlari, xulosalar chiqarishlari kerak. Eng muhimi, ular fikrlashning asosiy yo'nalishini yodda tutishlari kerak.

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## HARAKATLI O'YINLAR VOSITASIDA BOLALARNING JISMONIY HARAKAT KO'NIKMA VA MALAKALARINI SHAKLLANTIRISH

*Xamidjonov Muxammadbobir Ulugbek o'g'li*

*Andijon davlat pedagogika instituti, jismoniy tarbiya va xotin-qizlar sporti kafedrasida o'qituvchisi.*

*Akromov Komronbek Toxirjonovich*

*Andijon davlat pedagogika instituti, jismoniy madaniyat fakulteti  
3 – bosqich talabasi*

**Annotatsiya:** Harakatli o'yinlar bolalarda iroda, mardlik, qat'iyatlilik, chidamlilik, jur'at kabi xislatlarni tarbiyalashga yordam beradi. Bolalar o'zlarining harakatiga bo'lgan ulkan ehtiyojlarini, odatda, o'yinlar vositasida qondirishga urinadilar. Maqolada harakatli o'yinlar vositasida bolalarning jismoniy harakat ko'nikma va malakalarini shakllantirish masalasi o'rganildi.

**Kalit so'zlar:** Bolalar, jismoniy tarbiya, harakatli o'yinlar, jismoniy rivojlanish, qadamlab yurish, yugurish, sakrash, uloqtirish, tirmashish.

### KIRISH

Bolalar jismoniy tarbiyasida harakatli o'yinlar juda katta ahamiyatga ega, harakatli o'yinlar kichik, o'rta va katta harakatchanlik darajasiga ega bo'lishi mumkin. Kichik maktabgacha yoshdagi bolalar tabiiy harakatlarni o'yinlar yordamida o'zlashtiradilar (qadamlab yurish, yugurish, sakrash, uloqtirish, tirmashish). Harakatli o'yinlar bolalarni jismonan tarbiyalashning asosiy vositalaridan biri. Ularni ikki yoshdan boshlab qo'llash mumkin. Bu davrda bolalar yugurish, sakrash, uloqtirish, tirmashib chiqish kabi hayot uchun zarur harakat ko'nikmalarini o'zlashtira boshlaydilar. Katta maktabgacha yoshdagi bolalar kuch (qo'llarda tortilish), tezkorlik (qisqa masofaga yugurish, mokisimon yugurish) va boshqa sifatlar bobida musobaqalashar ekanlar, o'z harakat va imkoniyatlarini baholashga qodir bo'ladilar. Jismoniy rivojlanishdan tashqari, harakatli o'yinlar bolalarda iroda, mardlik, qat'iyatlilik, chidamlilik, jur'at kabi xislatlarni tarbiyalashga yordam beradi.

### MUHOKAMA VA NATIJALAR

Bolalar o'zlarining harakatiga bo'lgan ulkan ehtiyojlarini, odatda, o'yinlar vositasida qondirishga urinadilar. Ular uchun o'yin - birinchi navbatda, faoliyat, harakat. Harakatli o'yinlar chog'ida bolalarning harakatlari takomillashadi, tashabbuskorlik va mustaqillik, ishonch va qat'iyat kabi sifatleri rivojlanadi. Ular o'z harakatlarini muvofiqlashtirish, hatto ayrim qoidalarga rioya qilishni (dastlab, albatta, sodda shaklda) o'rganadilar. Uch yoshgacha bo'lgan bolalar, odatda, juda ta'sirchan, emotsional, holatlari noturg'un, ular serharakat bo'ladilar, lekin bir turli harakatlardan

tez charchaydilar, tanaffussiz uzoq vaqt yura (yugura) olmaydilar. Shuning uchun o'ta faol bolalarni nazorat qilib turish: qo'llarida osilishga, katta balandlikdan sakrashga ruxsat bermaslik, ularning e'tiborlarini birmuncha sust sur'atli o'yinlarga tortish kerak. Asta-sekin o'yinlarning mazmuni ham o'zgarib boradi. Bolalar dastlab kattalarning ko'rsatmalari bilan harakatlarni bajaradilar: masalan, tovuq yoki qushchani tasvirlaydilar - "don cho'qiydilar", "uchadilar" Uch yoshda bolalar kattalarning harakatlariga taqlid qilishdan turli "tasviriy" yoki rollar bo'yicha bo'ladigan o'yinlarga o'tadilar. Ular rolli yoki obrazli o'yinlarni o'ynaydilar, shifokor, sotuvchi, haydovchi, oshpaz va boshqalarni tasvirlaydilar. Bolalar o'zlariga tanish harakatlarnigina emas, ko'rganlarini faol ravishda takrorlaydilar. O'yin uzoqroq davom etadi, uning sujeti xilma-xil va tushunarliroq bo'lib boradi. Keyinroq o'yin yanada murakkablashadi. Unda uchta rol paydo bo'ladi, masalan, bir bola qo'yni, ikkinchisi - bo'rini, uchinchisi - cho'ponni tasvirlaydi. Har xil o'yinchoqlar bilan o'tkaziladigan mustaqil harakatli o'yinlar juda foydali. Bolalarni ikkita, uchtdan guruhlash mumkin. Bolaning harakatlari odatda o'yinchoq turlari bilan belgilanadi, masalan, bayroqchalar, halqalar bilan yugurish, mashinalarni yurgizish, koptoklarni dumalatish, otish, ilib olish kerak. Bolalar bunday o'yinchoqlar bilan qiziqib shug'ullanadilar. Biror mustaqil o'yinlarda bolalar darhol faollik va tashabbuskorlikni namoyon eta olmaydilar, ularning harakatlari bir xil va cheklangan. Lekin kattalarning topshirig'ini bajarish bilan bog'liq o'yinlarda bolalarning harakatlari aniq maqsadga yo'naltirilgan bo'ladi, ular harakatlarni bir necha bor takrorlab, harakat ko'nikmalarini mustahkamlaydilar, chaqqonlik, epchillikni rivojlantiradilar. Bolalar hatto o'zlari o'yin bilan mashg'ul bo'lgan vaqtlarida ham ularga rahbarlik qilib turish juda muhim. Ulardan ayrimlarining o'yinini murakkablashtirish, boshqalariga boshlagan ishini oxiriga etkazishini o'rgatish, uchinchisi agar jimgina o'ynayotgan bo'lsa, gaplashib turish maqsadga muvofiq. Ko'pincha mustaqil o'yinlarda bolalar noto'g'ri va hatto xavfli harakatlarni ham bajaradilar. Stul yoki xoda ustidan butun oyoq kaftiga tayangan holda deyarli to'g'ri oyoq bilan sakrab tushadilar; yerdan butun oyoq kafti bilan itarilib yuguradilar. Bunday hollarda har xil yo'llardan foydalaniladi. Katta odam o'zi o'yinga kirishadi, bolalarga ular taqlid qila oladigan biror tanish va yaqin obrazni eslatadi (mushuk qanday yumshoq sakrashini, qushchalar qanday shovqinsiz uchishlarini). Bolalarga o'rgatilishi kerak bo'lgan dastlabki o'yinlar muayyan sujet va qoidalarga ega bo'lmaydi. Bola oddiy, qiziqarli topshiriqlarni bajaradi, kelib o'yinchoqni qo'lga oladi, kattalar oldiga yugurib borib, ular qo'lida nima yashirilganligini ko'radi. "Bayroqchani ol", "Mening yonimga yugur", "Bayroqchani top" o'yinlari bunga misol bo'la oladi. O'yinlarni o'rgatishda muayyan izchillikka rioya qilish kerak. Masalan, "Meni tutib ol" o'yini "Seni tutib olaman" o'yiniga qaraganda soddaroq. Birinchi holatda bola o'zidan katta kishini tutib olishi lozim, ikkinchi o'yinda tutilish xavfi yuzaga keladi, shuning uchun bola ko'proq jismoniy kuch sarflashiga to'g'ri keladi. O'yinlar tobora mazmunan



xilma- xil bo'lib borishi, yanada murakkabroq topshiriqlarni o'z ichiga olishi zarur. Agar bola dastlab o'yinchoqni olish uchun o'zi istagan sur'atda yugurgan bo'lsa, o'yin yaxshi o'zlashtirilib olinganidan so'ng yugurish sur'atini kattalar belgilashi kerak.

Tadqiqot olib borish jarayonida quyidagi vazifalar bo'yicha ish olib bordik;

1. Maktabgacha tarbiya muassasalari sharoitida bolalarning harakat faoliyatini rivojlantirishning yoshga bog'liq xususiyatlarini o'rganish, hamda bolalar jismoniy tayyorgarligi ko'rsatkichlarining o'zaro bog'liqligidagi o'ziga hos xususiyatlarni aniqlash.

2. Maktabgacha tarbiya muassasalari sharoitida bolalarning harakat faoliyatini rivojlantirishni, tajribalar orqali asoslash va bolalarning harakat faoliyatini rivojlantirish texnologiyasini aniqlash va nazariy asoslash.

### **XULOSA**

Maktabgacha tarbiya muassasalari sharoitida jismoniy tarbiya mashg'ulotlarida harakatli o'yinlarni qo'llash bolalarning harakat imkoniyatlarini, jismoniy tayyorgarligini rivojlantirishga yordam beradi, shuningdek, ularning kichik maktab yoshi davriga o'tish uchun tayyorgarligi sifatini oshiradi.

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**Annotatsiya:** Harakatli o'yinlar bolalarda iroda, mardlik, qat'iyatlilik, chidamlilik, jur'at kabi xislatlarni tarbiyalashga yordam beradi. Bolalar o'zlarining harakatiga bo'lgan ulkan ehtiyojlarini, odatda, o'yinlar vositasida qondirishga urinadilar. Maqolada harakatli o'yinlar vositasida bolalarning jismoniy harakat ko'nikma va malakalarini shakllantirish masalasi o'rganildi.

**Kalit so'zlar:** Bolalar, jismoniy tarbiya, harakatli o'yinlar, jismoniy rivojlanish, qadamlab yurish, yugurish, sakrash, uloqtirish, tirmashish.

### KIRISH

Bolalar jismoniy tarbiyasida harakatli o'yinlar juda katta ahamiyatga ega, harakatli o'yinlar kichik, o'rta va katta harakatchanlik darajasiga ega bo'lishi mumkin. Kichik maktabgacha yoshdagi bolalar tabiiy harakatlarni o'yinlar yordamida o'zlashtiradilar (qadamlab yurish, yugurish, sakrash, uloqtirish, tirmashish). Harakatli o'yinlar bolalarni jismonan tarbiyalashning asosiy vositalaridan biri. Ularni ikki yoshdan boshlab qo'llash mumkin. Bu davrda bolalar yugurish, sakrash, uloqtirish, tirmashib chiqish kabi hayot uchun zarur harakat ko'nikmalarini o'zlashtira boshlaydilar. Katta maktabgacha yoshdagi bolalar kuch (qo'llarda tortilish), tezkorlik (qisqa masofaga yugurish, mokisimon yugurish) va boshqa sifatlar bobida musobaqalashar ekanlar, o'z harakat va imkoniyatlarini baholashga qodir bo'ladilar. Jismoniy rivojlanishdan tashqari, harakatli o'yinlar bolalarda iroda, mardlik, qat'iyatlilik, chidamlilik, jur'at kabi xislatlarni tarbiyalashga yordam beradi.

### MUHOKAMA VA NATIJALAR

Bolalar o'zlarining harakatiga bo'lgan ulkan ehtiyojlarini, odatda, o'yinlar vositasida qondirishga urinadilar. Ular uchun o'yin - birinchi navbatda, faoliyat, harakat. Harakatli o'yinlar chog'ida bolalarning harakatlari takomillashadi, tashabbuskorlik va mustaqillik, ishonch va qat'iyat kabi sifatleri rivojlanadi. Ular o'z harakatlarini muvofiqlashtirish, hatto ayrim qoidalarga rioya qilishni (dastlab, albatta, sodda shaklda) o'rganadilar. Uch yoshgacha bo'lgan bolalar, odatda, juda ta'sirchan, emotsional, holatlari noturg'un, ular serharakat bo'ladilar, lekin bir turli harakatlardan

tez charchaydilar, tanaffussiz uzoq vaqt yura (yugura) olmaydilar. Shuning uchun o'ta faol bolalarni nazorat qilib turish: qo'llarida osilishga, katta balandlikdan sakrashga ruxsat bermaslik, ularning e'tiborlarini birmuncha sust sur'atli o'yinlarga tortish kerak. Asta-sekin o'yinlarning mazmuni ham o'zgarib boradi. Bolalar dastlab kattalarning ko'rsatmalari bilan harakatlarni bajaradilar: masalan, tovuq yoki qushchani tasvirlaydilar - "don cho'qiydilar", "uchadilar" Uch yoshda bolalar kattalarning harakatlariga taqlid qilishdan turli "tasviriy" yoki rollar bo'yicha bo'ladigan o'yinlarga o'tadilar. Ular rolli yoki obrazli o'yinlarni o'ynaydilar, shifokor, sotuvchi, haydovchi, oshpaz va boshqalarni tasvirlaydilar. Bolalar o'zlariga tanish harakatlarnigina emas, ko'rganlarini faol ravishda takrorlaydilar. O'yin uzoqroq davom etadi, uning sujeti xilma-xil va tushunarliroq bo'lib boradi. Keyinroq o'yin yanada murakkablashadi. Unda uchta rol paydo bo'ladi, masalan, bir bola qo'yni, ikkinchisi - bo'rini, uchinchisi - cho'ponni tasvirlaydi. Har xil o'yinchoqlar bilan o'tkaziladigan mustaqil harakatli o'yinlar juda foydali. Bolalarni ikkita, uchtdan guruhlash mumkin. Bolaning harakatlari odatda o'yinchoq turlari bilan belgilanadi, masalan, bayroqchalar, halqalar bilan yugurish, mashinalarni yurgizish, koptoklarni dumalatish, otish, ilib olish kerak. Bolalar bunday o'yinchoqlar bilan qiziqib shug'ullanadilar. Biror mustaqil o'yinlarda bolalar darhol faollik va tashabbuskorlikni namoyon eta olmaydilar, ularning harakatlari bir xil va cheklangan. Lekin kattalarning topshirig'ini bajarish bilan bog'liq o'yinlarda bolalarning harakatlari aniq maqsadga yo'naltirilgan bo'ladi, ular harakatlarni bir necha bor takrorlab, harakat ko'nikmalarini mustahkamlaydilar, chaqqonlik, epchillikni rivojlantiradilar. Bolalar hatto o'zlari o'yin bilan mashg'ul bo'lgan vaqtlarida ham ularga rahbarlik qilib turish juda muhim. Ulardan ayrimlarining o'yinini murakkablashtirish, boshqalariga boshlagan ishini oxiriga etkazishini o'rgatish, uchinchisi agar jimgina o'ynayotgan bo'lsa, gaplashib turish maqsadga muvofiq. Ko'pincha mustaqil o'yinlarda bolalar noto'g'ri va hatto xavfli harakatlarni ham bajaradilar. Stul yoki xoda ustidan butun oyoq kaftiga tayangan holda deyarli to'g'ri oyoq bilan sakrab tushadilar; yerdan butun oyoq kafti bilan itarilib yuguradilar. Bunday hollarda har xil yo'llardan foydalaniladi. Katta odam o'zi o'yinga kirishadi, bolalarga ular taqlid qila oladigan biror tanish va yaqin obrazni eslatadi (mushuk qanday yumshoq sakrashini, qushchalar qanday shovqinsiz uchishlarini). Bolalarga o'rgatilishi kerak bo'lgan dastlabki o'yinlar muayyan sujet va qoidalarga ega bo'lmaydi. Bola oddiy, qiziqarli topshiriqlarni bajaradi, kelib o'yinchoqni qo'lga oladi, kattalar oldiga yugurib borib, ular qo'lida nima yashirilganligini ko'radi. "Bayroqchani ol", "Mening yonimga yugur", "Bayroqchani top" o'yinlari bunga misol bo'la oladi. O'yinlarni o'rgatishda muayyan izchillikka rioya qilish kerak. Masalan, "Meni tutib ol" o'yini "Seni tutib olaman" o'yiniga qaraganda soddaroq. Birinchi holatda bola o'zidan katta kishini tutib olishi lozim, ikkinchi o'yinda tutilish xavfi yuzaga keladi, shuning uchun bola ko'proq jismoniy kuch sarflashiga to'g'ri keladi. O'yinlar tobora mazmunan



xilma- xil bo'lib borishi, yanada murakkabroq topshiriqlarni o'z ichiga olishi zarur. Agar bola dastlab o'yinchoqni olish uchun o'zi istagan sur'atda yugurgan bo'lsa, o'yin yaxshi o'zlashtirilib olinganidan so'ng yugurish sur'atini kattalar belgilashi kerak.

Tadqiqot olib borish jarayonida quyidagi vazifalar bo'yicha ish olib bordik;

1. Maktabgacha tarbiya muassasalari sharoitida bolalarning harakat faoliyatini rivojlantirishning yoshga bog'liq xususiyatlarini o'rganish, hamda bolalar jismoniy tayyorgarligi ko'rsatkichlarining o'zaro bog'liqligidagi o'ziga hos xususiyatlarni aniqlash.

2. Maktabgacha tarbiya muassasalari sharoitida bolalarning harakat faoliyatini rivojlantirishni, tajribalar orqali asoslash va bolalarning harakat faoliyatini rivojlantirish texnologiyasini aniqlash va nazariy asoslash.

### **XULOSA**

Maktabgacha tarbiya muassasalari sharoitida jismoniy tarbiya mashg'ulotlarida harakatli o'yinlarni qo'llash bolalarning harakat imkoniyatlarini, jismoniy tayyorgarligini rivojlantirishga yordam beradi, shuningdek, ularning kichik maktab yoshi davriga o'tish uchun tayyorgarligi sifatini oshiradi.

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## О‘ЗBEKISTON RESPUBLIKASIDA FUQAROLIK JAMIYATINI BARPO ETISH JARAYONIDA AXBOROT SOHASINI ISLOH QILISH, SO‘Z VA AXBOROT ERKINLIGINING AHAMIYATI

*Shodiyeva Aziza Zokir qizi*  
*NavDPI Tarix fakulteti “Milliy g‘oya,*  
*ma’naviyat asoslari va huquq ta’limi”*  
*yo‘nalishi 3 – kurs talabasi*

**Annotatsiya:** Ushbu maqolada O‘zbekiston Respublikasi mustaqillikni qo‘lga kiritgandan keyin fuqarolik jamiyatini barpo etishni o‘z oldiga maqsad qilib amalga oshirayotgan islohotlari, axborot sohasini isloh qilib fuqarolarning so‘z erkinligini ta‘minlashga e‘tibor berilayotgani tahlil qilingan.

**Annotation:** This article analyzes the reforms implemented by the Republic of Uzbekistan after gaining independence with the goal of establishing a civil society, the attention paid to ensuring the freedom of speech of citizens by reforming the information sector.

**Аннотация:** В данной статье анализируются реформы, реализуемые Республикой Узбекистан после обретения независимости с целью формирования гражданского общества, уделяется внимание обеспечению свободы слова граждан путем реформирования информационной сферы.

**Kalit so‘zlar:** Axborot, Konstitutsiya, gazetalar, jurnallar, axborotnomalar, byulletenlar, teleradiokompaniya, Qonun, Farmon, Qaror.

**Key words:** Information, Constitution, newspapers, magazines, newsletters, bulletins, television and radio company, Law, Decree, Decision.

**Ключевые слова:** Информация, Конституция, газеты, журналы, бюллетени, бюллетени, телерадиокомпания, Закон, Указ, Постановление.

### Kirish

Axborotlashgan jamiyat sharoitida axborotning inson va jamiyat hayotiga ta’siri oshib bormoqa. Ayni paytda axborotdan turli xil maqsadlarda foydalanishga urinishlar mavjud. Insoniyat axborot texnologiyalari yordamida ma’lumotlarni to‘plash, qayta ishlash va uzatish bilan chegaralanmay, jamiyatda iqtisodiy, siyosiy, harbiy va boshqa sohalarni boshqarish, ularga ta’sir etish va istiqbolini belgilash imkoniyatiga ham ega bo‘lib bormoqa.

“Kishilar o‘rtasida xabar yetkazishni ta‘minlashga qodir hisoblash texnikasi, axborot aloqa tizimi, internet tizimi, shuningdek, boshqa axborot texnologiyalari inson va jamiyat hayoti, faoliyatida axborotning ahamiyatini keskin oshirib yubordi. Hozirgi kunda ilmiy-texnikaviy rivojlanish bilan ijtimoiy-siyosiy

rivojlanish o'rtasida mutanosiblik mavjud bo'lgan jamiyatgina har tomonlama uyg'un rivojlanishi mumkin. Shuning uchun har qanday jamiyat o'zining ijtimoiy, iqtisodiy, siyosiy va boshqa axborotga bo'lgan talab hamda ehtiyojini to'liqroq qondirishga intiladi. Yuqorida aytib o'tilganidek, bugunga kelib ilmiy-texnikaviy, ishlab chiqarish, ijtimoiy rivojlanishning o'lchami mazkur sohalarda to'plangan va almashinayotgan axborotlar, ularning almashinish sur'ati va o'zlashtirilish tezligi bilan belgilanadi" [1].

Ommaviy axborotning asosiy ma'nosini anglatuvchi ma'lumot yig'ish, qayta ishlash va tarqatish hamda tezkor xabarlar yozib jamiyatni ogoh etish bilan mashg'ul kishilar Amir Temur davrida ham bo'lganligi ma'lum. Bu haqida Sohibqironning "Qissai Temur" da: " Amr etdimkim, har sarhad va viloyat, lashkar va mamlakatg'a bir axbornavis (xabarlar yozuvchi, ya'ni muxbir) tayin etgaylarkim, sipoh va hokim va ra'iyat va begona lashkar va mol va manolning mudoxil va maxorij va begona odamlar va karvonning kirmak va chiqmog'i va hamsoya podshohlar mamlakatining axbori va alarning a'moli va af'oli va uzoq baladalardin dargohimg'a yuz qo'yg'on ulamo va fozil odamlarning ishlar va so'zlarin rostlig' va durustlig' bila yozib dargohg'a yiborgaylar", degan fikri buning dalilidir.

O'zbekiston Respublikasida OAV faoliyati uchun zarur bo'lgan ijtimoiy-iqtisodiy, siyosiy va huquqiy shart-sharoitlar shakllandi. Fuqarolik jamiyatini rivojlantirishni maqsad qilgan, Prezident Shavkat Mirziyoyev shunday deydi: "Jamiyatimizda demokratik qadriyatlarni qaror toptirish, fuqarolarimizning axborot sohasidagi konstitutsiyaviy huquqlarini ta'minlash, dunyoda va mamlakatimizda sodir bo'layotgan ijtimoiy-siyosiy jarayonlar, voqea-hodisalar haqida tezkor va haqqoniy ma'lumotlar yetkazish borasida, matbuot ahlining fidokorona mehnat qilayotganligini xalqimiz yaxshi biladi va yuksak qadrlaydi" [2].

Avvalo, mamlakatimizda axborot sohasida olib borilayotgan siyosat O'zbekiston Respublikasining Konstitutsiyasida belgilangan. Jumladan, Konstitutsiyaning 33-moddasida "Har kim fikrlash, so'z va e'tiqod erkinligi huquqiga ega. Har kim istalgan axborotni izlash, olish va tarqatish huquqiga ega. Davlat Internet jahon axborot tarmog'idan foydalanishni ta'minlash uchun shart-sharoitlar yaratadi. Axborotni izlash, olish va tarqatishga bo'lgan huquqni cheklashga faqat qonunga muvofiq hamda faqat konstitutsiyaviy tuzumni, aholining sog'lig'ini, ijtimoiy axloqni, boshqa shaxslarning huquq va erkinliklarini himoya qilish, jamoat xavfsizligini hamda jamoat tartibini ta'minlash, shuningdek davlat sirlari yoki qonun bilan qo'riqlanadigan boshqa sir oshkor etilishining oldini olish maqsadida zarur bo'lgan doirada yo'l qo'yiladi" [3] degan prinsip asosida amalga oshirilishini qayd etish zarur. O'zbekiston Respublikasi Konstitutsiyasining XV bobi Ommaviy Axborot vositalari deb nomlangan bo'lib, ikkita modda 81, 82 moddalarda huquqiy prinsiplar belgilangan, jumladan, 81 –



moddasida “Ommaviy axborot vositalari erkindir va qonunga muvofiq ish olib boradilar.

Davlat ommaviy axborot vositalari faoliyatining erkinligini, ularning axborotni izlash, olish, undan foydalanish va uni tarqatishga bo‘lgan huquqlari amalga oshirilishini kafolatlaydi. Ommaviy axborot vositalari o‘zi taqdim etadigan axborotning ishonchliligi uchun javobgardir”[4]deyiladi, 82 – moddasida “Senzuraga yo‘l qo‘yilmaydi. Ommaviy axborot vositalarining faoliyatiga to‘sqinlik qilish yoki aralashish qonunga muvofiq javobgarlikka sabab bo‘ladi”[5] deb Ommaviy Axborot vositasi soha xodimlarini huquqiy koafolati va o‘z sohasidagi javobgarligini ham belgilangan.

Shu ma’noda Prezident Shavkat Mirziyoyev ommaviy axborot vositalarining fuqarolik jamiyatidagi roliga alohida to‘xtalib: “Bugun biz dunyodagi uzoq-yaqin davlatlar bilan hamkorlikni mustahkamlab, yurtimizdagi demokratik o‘zgarishlarni yanada chuqurlashtirishga intilar ekanmiz, boshqa sohalar qatori ommaviy axborot vositalari faoliyati bo‘yicha ham hali ko‘p ish qilishimiz kerakligini yaxshi tushunimiz. Ommaviy axborot vositalari so‘zda emas, amalda “to‘rtinchi hokimiyat” darajasiga ko‘tarilishi zarur. Bu – zamon talabi, islohatlarimiz talabi” [6] deb, ta’kidlagani bejiz emas.

Ommaviy axborotni davriy tarqatishning doimiy nomga ega bo‘lgan hamda bosma tarzda (gazetalar, jurnallar, axborotnomalar, byulletenlar va boshqalar) va (yoki) elektron tarzda (tele-, radio-, video-, kinoxronikal dasturlar, umum foydalanishdagi telekommunikatsiya tarmoqlaridagi veb saytlar) olti oyda kamida bir marta nashr etiladigan yoki efirga beriladigan shakli hamda ommaviy axborotni davriy tarqatishning boshqa shakllari ommaviy axborot vositasidir [7].

**Mustaqillik davrida mamlakatimizdagi OAVlarining qiyofasi, tizimdagi tarkibiy o‘zgarish va yangilanishlar quyidagilarda namoyon bo‘lmoqda:**

1. OAVning soni va sifati keskin ortib bormoqda. 1991 yilda OAV umumiy soni 395 ta bo‘lgan bo‘lsa, 1994 yilda Respublikada 475 ta OAV, ulardan 384 ta gazeta, 66ta jurnal, 19 ta telestudiya, 3 ta kabel televideniya, 2 ta radiostudiya va bitta agentlik faoliyat ko‘rsatgan, 2004 yil 1 yanvargacha bo‘lgan statistik ma’lumotlarga ko‘ra, O‘zbekistonda 12 tilda jami 866 ta ommaviy axborot vositalari faoliyat ko‘rsatmoqda. Shundan 611 ta gazeta, 165 ta jurnal, 43 ta xususiy televidenie, 29 ta kabelli televidenie, 4 ta axborot agentligi va 12 ta xususiy, 1 davlat FM radiokanali, 1 ta teleradiokompaniya mamlakat ijtimoiy siyosiy faoliyatida qatnashgan, bugunga kelib, 1,4 mingtaga yaqin ommaviy axborot vositalari O‘zbekiston matbuot va axborot agentligida ro‘yxatga olinganligini aytish zarur. Ulardan 709 gazeta, 289 jurnal, 95 TV i radio. Bosma nashrlar, tele- i radiokanallar bilan bir vaqtda publitsistik faoliyatni veb-saytlar ham olib bormoqdalar, 2020 yilda ommaviy axborot vositalarining soni qariyb

4 barobar ko‘payib, 1500 taga yetgani ushbu tarmoqda o‘shish, o‘zgarish jarayonlari izchil davom etayotganidan dalolat beradi.

2. Mustaqillik yillaridamamlakatimizda davriy bosma nashrlarning internet versiyalari, internet jurnalistika vujudga keldi va u jadallik bilan rivojlanib bormoqda. 2020- yil yakunida O‘zbekistonda internetdan foydalanuvchilar soni 22,5 mln.ni tashkil etib, shundan 19 mln.i mobil internetdan foydalanadi. 2020- yil holatiga mobil aloqadan foydalanuvchilar soni 24,8 mln kishini tashkil etdi[12]. Ijtimoiy tarmoqlardan foydalanuvchilar soni 2020- yil 18-fevral holatiga 3,2 mln.ni tashkil etib, shu davrdagi doimiy aholi soniga nisbatan 9,6 %ni tashkil etgan va bu raqam yiliga o‘rtacha 1 mln.ga o‘shib bormoqda. Facebook ijtimoiy tarmog‘idan bir oy davomida foydalanuvchilar (MAU) soni 2019- yil holatiga 3,094 mln.ni tashkil etgan bo‘lsa, Instagram 2,30 mln., Telegram 18 mln. foydalanuvchiga ega. Youtube tarmog‘idagi ko‘rishlar soni oyiga 25 mln.ni tashkil etadi. TikTok ilovasi esa, 2020- yil iyun oyida mobil qurilmalarga eng ko‘p o‘rnatilgan ilovaga aylandi.

Prezident Shavkat Mirziyoyev tomonidan “Ayniqsa, hayot va kasb tajribangizni yoshlarga o‘rgatish, ularni zamonaviy fikrlaydigan, Vatan va xalq manfaatini muqaddas deb biladigan, sog‘lom va barkomol insonlar etib tarbiyalashda ommaviy axborot sohasida ishlaydigan xodimlarni ko‘pchilikka o‘rnak va namuna bo‘lsazilar, deb ishonaman [8] degan edilar.

Ommaviy axborot vositalariga mamlakatimizda amalga oshirilayotgan ichki va tashqi siyosatni, yurtimizda va xorijda sodir bo‘layotgan voqealarni fikrlar xilma-xilligini hisobga olgan holda, yanada faolrok, yoritish uchun zarur shartsharoitlar yaratilmoqda. Nodavlat ommaviy axborot vositalarining tobora kengayib borayotgan tarmog‘i faoliyatining, mualliflik huquqi va intellektual mulk himoyasining, shuningdek, axborot sohasiga bozor mexanizmlarini joriy etishning normativ-huquqiy bazasini takomillashtirilmoqda. Shu boisdan ham mamlakatimizda erkin faoliyatga asoslangan OAV shakllantirildi va uning faoliyatini takomillashtirish va rivojlantirish maqsadida avvalo, xuquqiy kafolatlarni yaratishga kirishildi.

1997 yilda “Jurnalistik faoliyatni himoya qilish to‘g‘risida”gi, “Axborot olish kafolatlari va erkinligi to‘g‘risida”gi, 2003 yilda “Axborot erkinligi prinsiplari va kafolatlari to‘g‘risida”gi, 2004 yilda “Axborotlashtirish to‘g‘risida”gi, 2007 yilda “Ommaviy axborot vositalari to‘g‘risida”gi O‘zbekiston Respublikasi Qonuniga o‘zgartish va qo‘shimchalar kiritish haqida”gi, 1998 yilda “Reklama to‘g‘risida”gi, 2015 yilda “Elektron hukumat to‘g‘risida”gi qabul qilingan qonunlar yuqoridagi fikrimizning amaliy tasdig‘idir. 1999 yil O‘zbekiston jahon tillari universitetida Xalqaro jurnalistika fakultetining tashkil etilishi o‘zbek jurnalistikasi tarixida muhim voqea hisoblanadi.

Xulosa qilib aytganda, Fuqarolik jamiyatini shakllantirishda “Xalq qabulxonalari” Konstitutsiyamizning 2- moddasida “Davlat xalq irodasini ifoda etib, uning manfaatlariga xizmat qiladi. Davlat organlari va mansabdor shaxslar jamiyat va fuqarolar oldida mas’uldirlar” degan ezgu tamoyilni amalda ro‘yobga chiqarish uchun tashkil etiladigan ochiq muloqotning muhim mehanizimi bo‘ladi.

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## КУЙИМОЗОР СУВ ОМБОРИ ВА ПИОНЕРЛАР КЎЛИ СУВЎТЛАРИНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ

**Жумаева Ш. Б.**

*Бухоро давлат тиббиёт институти*

**Калит сўзлар:** экология, очик сув хавзалари, кўл, фитопланктоннинг умумий сони, биомассаси, фитопланктон ва гидробиология.

**Аннотация:** Куйимозор сув омбори ва пионерлар кўлининг ўрганилган жойларида фитопланктоннинг асосий сифат ва миқдорий хусусиятларини ўрганиш. Куйимозор сув омбори ва пионерлар кўлининг фитопланктон турларининг учраганлиги аниқлаш. Кўл ва сув омборидан олинган сув намуналарида энг юқори умумий фитопланктон кўплиги Cyanophyta энг юқори фитопланктон биомассаси эса Bacillariophyta ва Chlorophyta аниқланган.

## ОСОБЕННОСТИ КУЙМАЗАРСКОГО ВОДОХРАНИЛИЩА И ОЗЕРА ПИОНЕРОВ

**Жумаева Ш. Б.**

*Бухарский государственный медицинский институт*

**Ключевые слова:** экология, открытые водоемы, озеро, общая численность и биомасса фитопланктона, фитопланктон и гидробиология.

**Аннотация:** Изучение основных качественных и количественных характеристик фитопланктона на изученных участках Куймазарского водохранилища и озера Пионеров. Определено наличие видов фитопланктона Куймазарского водохранилища и озера Пионеров. Наибольшее общее количество фитопланктона в пробах воды из обоих водохранилищ - Cyanophyta, в то время как наибольшая биомасса фитопланктона - Bacillariophyta и Chlorophyta.

## FEATURES OF THE KUIMAZAR RESERVOIR AND PIONEER LAKE

**Jumaeva Sh. B.**

*Bukhara State Medical Institute*

**Key words:** ecology, open water bodies, lake, total abundance and biomass of phytoplankton, phytoplankton and hydrobiology.

**Annotation:** Study of the main qualitative and quantitative characteristics of phytoplankton in the studied areas of the Kuymazar reservoir and Pioneer Lake. The presence of phytoplankton species in the Kuymazar reservoir and Pioneer Lake was

determined. The highest total phytoplankton counts in water samples from both reservoirs are Cyanophyta, while the highest phytoplankton biomass are Bacillariophyta and Chlorophyta.

**Кириш.** Фан нуқтаи назари билан қараганда, биомониторингда фитопланктонни ўрганиш муҳим ўрин тутади, чунки қуёш энергиясини сув ўтлари ўзлаштиради, уни органик бирикмалар шаклида фотосинтез пайтида тўплайди, шу билан бирга сув ўтларининг ўзи ва сув омборининг бошқа аҳолиси нафас олиши учун зарур бўлган кислородни чиқаради. Фитопланктонлар томонидан синтез қилинган органик моддалар гетеротроф организмлар - бактериялар, ҳайвонлар учун энергия манбаи бўлиб хизмат қилади. Шунинг учун экотизимнинг фитопланктон боғланишининг хусусиятлари унинг ҳолатини белгилайди.

Очиқ сув омбори ва кўлларда фитопланктоннинг сони, биомассаси, таксономик таркиби ва физиологик фаоллиги унинг ҳолати тўғрисида хулоса чиқаришга асос бўлади.

**Тадқиқот мақсади:** Куйимозор сув омбори ва пионерлар кўлининг маълум нуқталаридан олинган сув намуналарини ўрганишда фитопланктоннинг асосий сифат ва миқдорий хусусиятларини ўрганиш ва баҳолашда иборат бўлган.

**Материал ва усуллар.** Олиб борилган тадқиқотларда Куйимозор сув омбори ва пионерлар кўлининг фитопланктонларини ўрганиш мақсадида фитопланктон намуналари бир литрли Руттнер батометри билан олинди: намуналар 250 мл идишларга 500 мл қуйилиб аралаштирилди яъни интеграл намуналар олинди. Фитопланктонни сифатли йиғиш учун 76-сонли ипак газидан тайёрланган планктон тўри ишлатилган. Лугол эритмаси яъни бироз сариқ рангга, сўнгра 40% формалин яъни 10 литр намуна учун 40 мл 0,5% формалин қўшиб, фитопланктон намуналарини "юмшоқ" фиксация қилиш учун аниқланди. Шунини ҳисобга олиш керакки, ушбу фиксаторнинг юқори концентрацияси сув ўтларининг деформациясига ва уларнинг пигмент рангидаги ўзгаришларга олиб келади.

Тадқиқотлар олиб бориш жараёнида фитопланктон намуналари умумий қабул қилинган алгологик усуллар бўйича тўпланди. Фитопланктонларнинг тур таркибини аниқлаш учун детерминантлардан фойдаланилди.

#### **Тадқиқот натижалари.**

Олиб борилган тадқиқот натижалари шуни кўрсатадики, Куйимозор сув омбори ва пионерлар кўлининг ичимлик, рекреация, маданий ва ирригация мақсадларида фойдаланиладиган сув омбори ўрганилди. 2022-2023 йилнинг баҳор ва ёз фаслида тадқиқотлар олиб борилди. Ушбу сув омборлари ва кўлнинг турли жойларидан олинган 27 та намуна текширилди.

Тадқиқотларда сув намуналарни йиғиш давомида 64 та кенжа тури, навлари ва шакллари топилган: диатом (Bacillariophyta) – 31 тур; яшил (Chlorophyta) - 20 тур; кўк-яшил (Cyanophyta) – 10 тур; Динофитлар (Dinophyta) – 3 тур; эвглена (Euglenophyta)- 1 тур. Қуйидаги жадвалда ўрганилган сув омборларида фитопланктоннинг таксономик тузилиши келтирилган.

Жадвал

**Куйимозор сув омбори ва пионерлар кўли турли нукталарида фитопланктоннинг таксономик тузилиши**

Сув ўтлари	Куйимозор сув омбори	Пионерлар кўли
Bacillariophyta (диатомлар)	13	18
Chlorophyta (яшил)	8	12
Cyanophyta (кўк-яшил)	4	6
Dinophyta (Динофитлар)	-	3
Euglenophyta (евгленалар)	-	1
<b>Турларнинг умумий сони</b>	<b>25</b>	<b>39</b>

Тадқиқот натижалари ўрганилганда Куйимозор сув омбори ва пионерлар кўлининг фитопланктон жамоаларининг доминант комплекси таққосланди. Фитопланктонлар орасида диатомлар, яшил ва кўк-яшил сувўтлар энг катта ривожланиш ва хилма-хилликка, шунингдек, кам миқдорда динофитик ва эвглена сувўтлар борлиги аниқланди. Куйимозор сув омбори ва пионерлар кўлининг ўрганилган ҳудудларидаги фитопланктон жамоаларининг доминант мажмуаси асосан тадқиқотчилар томонидан намоиш этилди. Фитопланктонлар орасида диатомлар, яшил ва кўк-яшил сувўтлар энг катта ривожланиш ва хилма-хилликка эришадилар, шу билан бирга кам миқдорда эса динофитик ва эвглена сувўтлари борлиги аниқланди. Пионерлар кўлидан олинган сув намуналарида diatom (Bacillariophyta) ва яшил (Chlorophyta) сувўтлар Куйимозор сув омборига нисбатан кўпроқ, 13 ва 18 турлар мавжудлиги аниқланди.

Ўрганилган сув омбор ва кўлининг турли ҳудудларидаги фитопланктон намуналарида кўк-яшил сувўтлар яъни Cyanophyta кам намоён бўлиб, атиги 10 тур бўлиб, бу турлар умумий сонини ташкил этди. Merismopedia, Microcystis, Gloeocapsa, Gomposphaeria ва Oscillatoriaceae оиласининг турлари кенг тарқалган планктон колониал ва филаментли шакллари устунлик қилди.

Куйимозор сув омбори ва пионерлар кўли сув намуналарида яшил сувўтлар (Chlorophyta) ўртача - 20 тур ёки шакллари ва навлари, асосан мезосапроб



Ankistrodesmus, Oocystis, Chlorella, Chlamidomonas, Scenedesmus, Cosmarium ва бошқалар кенг тарқалган б-мезосапробик турлар билан ифодаланади.

**Хулоса:** Хулоса қилинганда ўрганилган Куйимозор сув омбори ва пионерлар кўлидан олинган фитопланктон намуналарида пионерлар кўлида динофитик сув ўтларининг яхши ривожланиши - Dinophyta 3 турни, улар асосан гленодиниум, Перидиниум авлодлари билан ифодаланади. Куйимозор сув омборидан Dinophyta ва Euglenophyta сувўтлари сув намуналарида топилмади.

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## REGULARITIES OF DEVELOPMENT AND STUDY OF FLORISTIC COMPOSITION OF ALGAE

*M.I. Mustafayeva, G.U.Sagdullayeva*

*Bukhara State Medical Institute*

*Uzbekistan, Bukhara, [mamlakatm@mail.ru](mailto:mamlakatm@mail.ru)*

**Annotation:** The hydrochemical composition of pond water, which plays a major role in the development and formation of algae flora, has been clarified; as a result, it has been established that the pollution of ponds with organic, mineral and toxigenic substances increases from municipal and industrial wastewater. This changes the species composition of the water. An ecological and sanitary assessment of biological ponds is given based on the species composition of algae. Comparative analyzes of the algal flora of biological ponds of treatment facilities in the city of Bukhara with a similar flora of ponds in Uzbekistan and a detailed study of the algae flora of biological ponds of treatment facilities of the city of Bukhara are given.

**Keywords:** algal flora, indicator role, saprobity, hydrochemistry, wastewater, biological pond, algae biomass, pond, wastewater.

**Abstract:** The hydrochemical composition of pond water, which plays a major role in the development and formation of algae flora, has been clarified, as a result, it has been established that pollution of ponds with organic, mineral and toxigenic substances increases from municipal, industrial effluents. Due to this, the species composition of water changes. Ecological and sanitary assessment of biological ponds based on the species composition of algae is given. Comparative analyzes of the algoflora of biological ponds of the purification facilities of Bukhara with the analogous flora of the ponds of Uzbekistan and a detailed study of the algae flora of biological ponds of the purification facilities of Bukhara are given.

**Keywords:** algoflora, indicative role, saprobicity, hydrochemistry, effluents, biological pond, algae biomass, reservoir, waste water.

The algal flora of individual artificial reservoirs of Central Asia, the composition of the phytoplankton of the Khauzs, canals in the vicinity of Old Bukhara were originally described in the works of A.I. Kiselev (1926, 1930, 1931) and indicated 600 species of algae belonging to the surveyed reservoirs. E.I. Kiseleva (1931, 1939) studied the vegetation of reservoirs in the vicinity of Old Bukhara. According to Kiselev, the following types of algae are mainly characteristic of the reservoirs of Bukhara: *Pediastrum duplex*, *P. simplex*, *P. clathratum*, *Tetraedron costatum* var. *palatinum*, *T. limneticum*, *T. lobatum*, *T. trigonum*, *Kirchneriella botryoides*,



Ankistrodesmus falcatus, A. longissimus, Scenedesmus opoliensis, S. quadricauda, Crucigenia emarginata, C. rectangularis, Coelastrum microsporum, C. reticulatum, Selenastrum gracile, Actinastrum hantzschii, Dictyosphaerium pulchellum.

The basic patterns of distribution and development of algae in various water bodies of Central Asia were studied by A.M. Muzafarov. The results of many years of research by the author were published in the monograph "Flora of algae in water bodies of Central Asia" (1965).

According to Muzafarov (1958), a systematic list of the algae flora of mountain reservoirs of Central Asia includes 812 species and varieties: pyrophytes 2, golden 4, red 5, charophytes 6, euglenoids 11, blue-green 158, green 171, diatoms 469. Of these, 269 taxa are new for Central Asia.

For natural and individual artificial reservoirs of Central Asia, the author lists 2807 taxa, of which 8 are red, 22 are golden, 31 are charophytes, 35 are heteroflagellates, 42 are pyrophytes, 107 are euglenophytes, 590 are blue-green, 806 are green, 1160 are diatoms (Muzafarov, 1965).

As you can see, a lot of work has been done to study the flora and vegetation of reservoirs in Central Asia, but many of them do not provide comprehensive information about the algal flora of artificial reservoirs in Central Asia.

Complete information about the floristic composition of algae from the treatment facilities of Bukhara and the patterns of their development is missing to this day.

The hydrochemical composition of pond water, which plays a major role in the development and formation of algae flora, the ecological and sanitary assessment of biological ponds based on the species composition of algae, and research results make a significant contribution to the knowledge of the algal flora of reservoirs in the Bukhara region. The data obtained can be used in compiling a guide to algae in water bodies of Central Asia.

For improvement of water quality, specific biological methods for treating wastewater from municipal and industrial enterprises are recommended.

The treatment facilities of Bukhara are located on the 2nd left bank terrace of the Zerafshan river valley, in 2.8 km south of the border of the city of Bukhara and is located 180-200 meters south of the Kagan-Ashgabat railway. In 480-750 meters to the west of the wastewater treatment plant sites there is a collector named after Sakovich. The site has the shape of a rectangle, stretched from north to south. The terrain of the site is calm with slight dips from northeast to southwest.

Ground elevations range from 215.1 to 213.6 m. The overall slope of the site from northeast to southwest is 0.00014. The site is a desert, highly saline area composed of alluvial deposits of Quaternary age from: gray loams, fine-grained water-saturated sand, sandy clay and small rounded pebbles of crystalline rocks. Groundwater is highly mineralized. Salinity is sulfate-chloride. Depth of groundwater 1.20-2.20 m. There are

artificial ditches on the site, with a total length of 1530 m, with middle section 0.7 m<sup>2</sup>, as well as the location of buildings and structures. The area of the site has key wire fencing. The basis for the development of a master plan for the site of the Bukhara sewerage treatment plant is: a technological diagram for the placement of buildings and structures on the site and an altitude diagram for water for structures related to the technology of sewerage treatment work.

The city's sewerage is carried out by a system of gravity collectors, the main of which are Western, Central, and Southern. Wastewater treatment is fully biological in artificially created conditions (in aeration tanks) with additional treatment in bioponds.

Discharge of purified and disinfected wastewater is carried out into the Parallel collector through the Sakovich collector. The system is designed for a prospective flow rate of 200 thousand m<sup>3</sup>/day.

The oasis is characterized by a sharply continental climate with high dryness in summer and relatively cold winter.

The average annual temperature throughout the territory ranges from 13.8-15.10C, the coldest month of the year is January, the hottest is July. The average January temperature throughout the oasis varies between 0.6-1.80C. The average temperature in July reaches 29.1-30.10C, increasing as it approaches the desert strip. Absolute minimums, falling mainly in December and January, range from 14 to 180C. The summer months are characterized by high temperatures with an absolute maximum of up to 450C; the annual temperature range seems to be very significant.

Atmospheric precipitation occurs during the winter-spring period, during which about 85% of the annual amount falls. They do not exceed 114-132 mm on average over a long-term period.

The phytoplankton of bioponds is one of the most important producers of organic matter, on the basis of which subsequent links of organic life develop. The role of phytoplankton in the general cycle of consumer substances, abundance, distribution throughout the reservoir, seasonal periodicity of development and their production capabilities.

In the works of a number of authors, an analysis was carried out about the predominant algae in the studied water bodies.

The dynamics of the development of dominant species and their numbers and biomass, as well as saprobic species and their indicator role in water self-purification and the scientific results taken can be used when writing textbooks and books for students on the course of algology, hydrobiology, ecology and environmental protection.

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**СОВРЕМЕННЫЕ ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ В ОБРАЗОВАНИИ***Мирзоева М.А.*<https://orcid.org/0009-0006-9474-6146>*Бухарский государственный медицинский институт  
им. Абу Али ибн Сина*

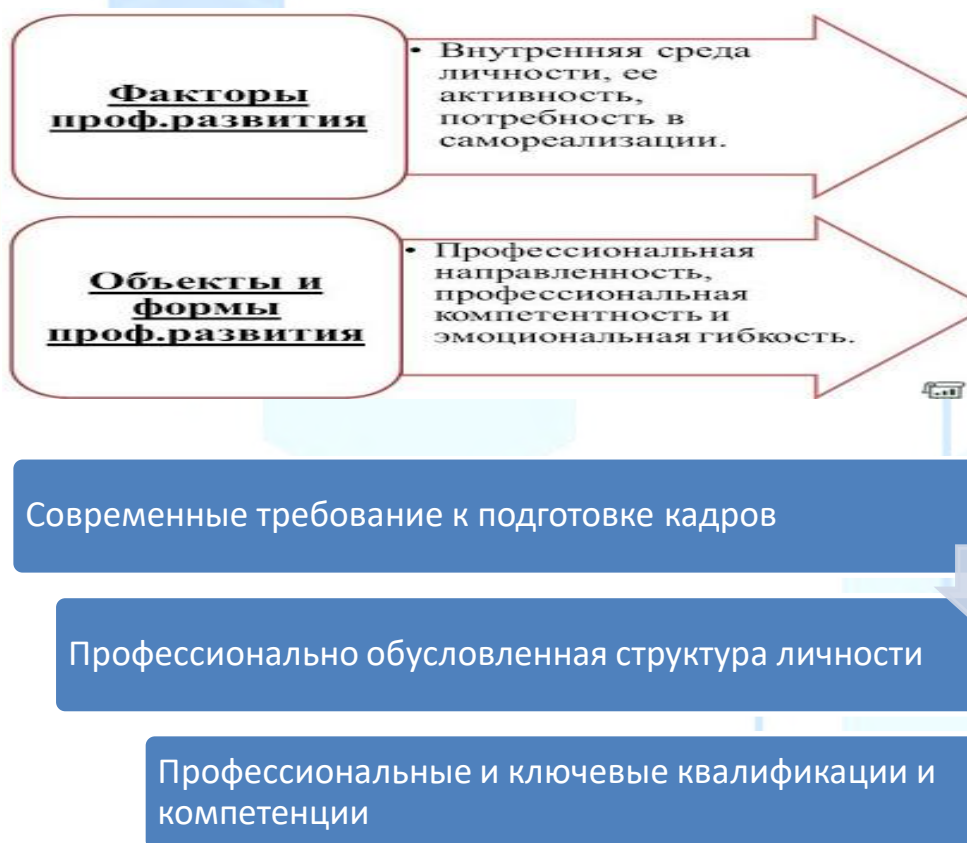
**Аннотация.** В статье на основе анализа основных концепций глобализации культуры делается попытка рассмотреть позитивные и негативные процессы глобального культурного мирового развития, а также возможности создания глобальной мировой культуры в принципе. Проблемы сохранения национальной культуры в условиях глобализации привлекают к себе всё больше внимания, вокруг них разворачивается множество дискуссий и споров. В работе отмечается, что существующие на сегодняшний день теории глобализации культуры носят ярко выраженный идеологический характер.

**Ключевые слова:** познавательного интереса человека, квалификация, компетенция, глобализация, локализация, национальное сознание, культура, ценности.

Как известно, интерес всегда имеет определенную предметную направленность. Интересы человека многообразны, как и мир, окружающий нас. Но из многообразия предметов, явлений окружающего мира в интересе каждой личности избирательно отражается именно то, что значимо, важно, ценно для самой личности, что связано с ее индивидуальным опытом и развитием. По предметной направленности интересов и ограниченно связанными с ними сферами деятельности вполне правомерно различать интересы художественные, спортивные технические, познавательные и т.д. Особой и важной областью феномена «интерес» определяется познавательный интерес в учебной деятельности. Никакое средство не может быть признано ни хорошим, ни плохим, если оно рассматривается отдельно от других средств, от целого комплекса педагогических влияний.[1.23]

Предметом познавательного интереса выступает значительное свойство человека познавать окружающий мир не только с целью биологической и социальной ориентировки. Это существенное отношение человека к миру, которое выражается в стремлении проникать в его многообразие, отражать в сознании сущностные его стороны, причинно-следственные связи, закономерности, противоречивость.

Таким образом, предмет познавательного интереса прямо указывает на необходимость взаимодействия с окружающим миром как условие существования познавательного интереса человека.



**Современные требования к подготовке кадров.** Происходящие в мире социально-экономические и производственно-технические изменения предъявляют новые требования к подготовке кадров.

**Профессиональные и ключевые квалификации и компетенции.** Традиционное когнитивно ориентированное образование решает, в основном, задачу формирования знаний, умений и навыков, а развитие и воспитание обучаемых рассматривается как «побочный продукт» процесса обучения. Такое обучение направлено на подготовку специалиста, а не профессионала.

**Когнитивный** (лат. *cognite* - мыслю) - относящийся к познанию только на основе мышления. **Когнитивная сфера** - сфера психики человека, связанная с познавательными процессами. **Когнитивное развитие** - процесс формирования и развития когнитивной сферы человека, в частности его восприятия, внимания, воображения, памяти, мышления и речи.

В Профессиологии различают понятия «специалист» и «профессионал». Специалист – это работник, обладающий необходимыми для данной квалификации знаниями, умениями и навыками. Профессионал - это социально и профессионально компетентный работник с хорошо выраженными

профессионально важными качествами и компетенцией, отличающийся индивидуальным стилем деятельности. Современному производству и обществу требуются именно профессионалы. Чтобы дать качественную характеристику профессионала, необходимо рассмотреть понятия «квалификация», «ключевые квалификации», «ключевые компетенции».

Профессиональная квалификация - это степень и вид профессиональной подготовленности работника, наличие у него знаний, умений и навыков, необходимых для выполнения им определенной работы.

Ключевые квалификации - общепрофессиональные знания, умения и навыки, а также способности и качества личности, необходимые для выполнения работы по определенной группе профессий.

Ключевые компетенции - это межкультурные и межотраслевые знания, умения и способности, необходимые для адаптации и продуктивной деятельности в различных профессиональных сообществах.

Профессиональная квалификация определяет успешную деятельность по специальности и присуща специалистам. Ключевые квалификации обуславливают продуктивное осуществление интегративных видов деятельности и характеры для профессионалов. Ключевые компетенции определяют универсальность, социально-профессиональную мобильность профессионалов и позволяют им успешно адаптироваться в разных социальных и профессиональных сообществах.

Понятие «ключевые компетенции» было введено в начале 1990-х гг. Международной организацией труда, оно стало определять требования к подготовке кадров в профессиональной школе.[3.11]

В настоящее время Европейским сообществом в профессиональном образовании особое внимание уделяется пяти ключевым компетенциям, содержание которых приведено в таблице.

<b>Компетенции</b>	<b>Их содержание</b>
1. Социальная	Способность взять на себя ответственность, вырабатывать решения и участвовать в их реализации, толерантность, проявление сопряженности личных интересов с потребителями производства и общества.
2. Коммуникативная	Владение технологиями устного и письменного общения на разных языках, в том числе и компьютерного программирования, умение пользоваться системой Internet.
3. Информационная	Обладание информационным ресурсом, владение информационными технологиями, критичное отношение к полученной информации.
4. Специальная	Подготовленность к самостоятельному, творческому выполнению профессиональных функций, объективной оценке себя и результатов своего труда.



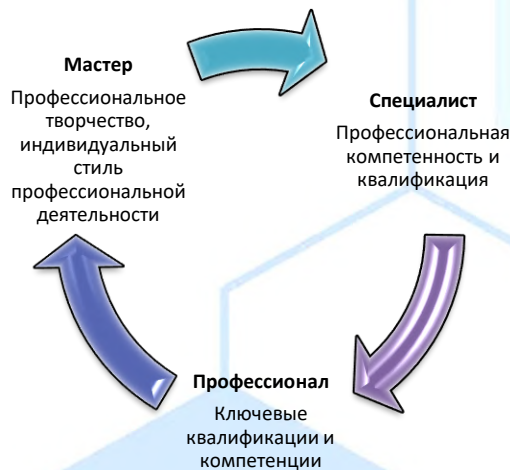
5.Когнитивная	Готовность к постоянному повышению своего образовательного уровня, потребность в актуализации и реализации личного потенциала, способность самостоятельно приобретать новые знания и умения, стремление к саморазвитию, постоянному обогащению своей профессиональной компетентности.
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В наибольшей мере проблема развития ключевых квалификаций может быть решена в процессе реализации лично ориентированного профессионального образования. Следует также отметить, что компетентностный подход находит свое применение не только в профессиональном, но и в общем образовании.

Высшим уровнем профессионализма является мастерство, предусматривающее творческий характер и сформированность индивидуального стиля профессиональной деятельности.

Таким образом, с учетом профессиональных квалификаций, ключевых квалификаций и компетенций процесс профессионального развития личности можно представить следующим образом.

### Профессиональное развитие



Очевидно, что компоненты процесса профессионального развития не существуют изолированно, они тесно взаимосвязаны и взаимообусловлены.

Вывод: XXI век будет веком профессионалов. Поэтому в профессиональной школе необходимо переходить от подготовки специалистов к подготовке профессионалов, обладающих не только профессиональной компетентностью и квалификацией, но и ключевыми квалификациями и компонентами.

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## QISQA MASOFAGA YUGURUVCHILARNING UMUMIY VA MAXSUS JISMONIY TAYYORGARLIGINI OSHIRISHDA QO'SHIMCHA SPORT JIHOZLARDAN FOYDALANISH

*Akramov Zokir O'tkir o'g'li*  
*Jizzax davlat pedagogika universiteti*  
*jismoniy tarbiya va sport nazariyasi va*  
*metodikasi yo'nalishi magistranti*

**Annotatsiya:** Ushbu maqolada qisqa masofaga yuguruvchilarning umumiy jismoniy tayyorgarligi va raqobatbardoshligini oshirish uchun ularning mashg'ulotlariga qo'shimcha sport jihozlari kiritishning afzalliklarini haqida ma'lumotlar berilgan.

**Kalit so'zlar:** sport, kuch, tezlik, sport jihozlari, mushaklar, chiniqish, chidamlilik.

**Аннотация:** В данной статье представлена информация о преимуществах включения дополнительного спортивного оборудования в тренировки бегунов на короткие дистанции для улучшения их общей физической подготовки и конкурентоспособности.

**Ключевые слова:** спорт, сила, скорость, спортивный инвентарь, мышцы, упражнения, выносливость.

**Abstract:** This article provides information on the benefits of incorporating additional sports equipment into the training of short-distance runners to improve their overall fitness and competitiveness.

**Key words:** sports, strength, speed, sports equipment, muscles, exercise, endurance.

Jismoniy tarbiya orqali talabalarni sog'ligini mustahkamlash, jismoniy tayyorgarlik darajasini oshirish vatan himoyasiga va mehnatga bo'lgan layoqatini kamol toptirishda yengil atletika sport turining o'zni kattadir. Yengil atletika sport turi insonlarni har tomonlama jismoniy rivojlanishida asosiy sport turlaridan biri hisoblanadi. Talabalarni yetuk, sog'lom bo'lib tarbiya topishida yengil atletikaning yurish, yugurish, sakrash, uloqtirish va ko'pkurash turlari orqali jismoniy sifatlarini rivojlanishida muhim ahamiyatga egadir. Jismoniy tarbiya va sport nazariyasi fani mashg'ulot sikllari samaradorligini oshirish yo'llarini topishga borgan sari ko'proq diqqatni jalb qilmoqda. Bu yo'llarga quyidagilarni kiritish mumkin: mashg'ulot yuklamalari hajmi va jadalligini oshirish, farmokologiya hamda fizioterapiya vositalari uning ko'rinishlari, to'g'ri ovqatlanish, yashash tarzi va shunga o'xshashlardan keng foydalanish. Yuqorida sanab o'tilgan faktorlarni inkor qilmagan holda, turli tuzilish

birliklaridagi "texnologiyalar"ni, shu jumladan, haftalik mikrotsikllarni (YTS) tuzishni o'z ichiga olgan mashg'ulot sikllari sifatini yaxshilash uchun diqqatni yanada ko'proq zahiralarga qaratish kerak. Mashg'ulotni "blok" tizimi asosida rejalashtirish yaxshi natijalarga erishish va shu bilan birga charchash hamda tiklanish sikllari orasidan zarur bo'lgan moslikni ta'dqiqalash uchun sportchi organizmi imkoniyatlardan yanada to'liqroq foydalanish imkonini beradi.

### **ADABIYOTLAR TAHLILI VA TADQIQOT METODOLOGIYASI**

Qisqa masofaga yuguruvchilar o'z sportlarida ustunlik qilish uchun tezlik, kuch va chidamlilik aralashmasiga tayanadilar. Optimal jismoniy tayyorgarlikka erishish va uni saqlab qolish qisqa masofaga yuguruvchilar uchun musobaqalar davomida eng yaxshi natijaga erishish uchun juda muhimdir. Keling, qisqa masofaga yuguruvchilar uchun ayniqsa muhim bo'lgan jismoniy tayyorgarlikning asosiy tarkibiy qismlarini chuqurroq o'rganamiz:

1. Yurak-qon tomir chidamliligi: qisqa va o'rta masofaga yugurish kabi qisqa masofaga poygalar, qisqaroq davom etishiga qaramay, yuqori darajadagi yurak-qon tomir chidamliligini talab qiladi. Kuchli yurak-qon tomir tizimini rivojlantirish yuguruvchilarga charchoqqa berilmasdan poyga davomida tez sur'atni saqlab qolishga yordam beradi. Muntazam aerob mashqlari, intervalli mashg'ulotlar va yuqori intensiv mashg'ulotlar yuguruvchilarning yurak-qon tomir chidamliligini oshirishi mumkin.

2. Mushaklar kuchi: Qisqa masofaga yuguruvchilar portlovchi tezlikni hosil qilish va oldinga siljish uchun mushaklar kuchiga katta tayanadi. Yugurish samaradorligini oshirish uchun tananing pastki mushaklarini, ayniqsa, to'rt boshli bosh, son mushaklari, glutes va boldir mushaklarini kuchaytirish juda muhimdir. Pliometrik mashqlar, og'ir atletika va qarshilik mashqlari yuguruvchilarga mushaklar kuchini va kuchini oshirishga yordam beradi.

3. Tezlik va chaqqonlik: Qisqa masofaga poygalar raqobatchilardan o'zib ketish va burilishlarda samarali harakat qilish uchun tezkorlik va chaqqonlikni talab qiladi. Sprint mashqlari, tezlikda ishlash va chaqqonlik zinapoyasi mashqlari yuguruvchilarga tezlikni, reaksiya vaqtini va chaqqonlikni oshirishga yordam beradi, bu ularga tez tezlashish va poyga davomida tezlikni saqlab qolish imkonini beradi.

4. Moslashuvchanlik: Yaxshi moslashuvchanlikni saqlab qolish qisqa masofaga yuguruvchilar uchun jarohatlarning oldini olish va yugurish samaradorligini optimallashtirish uchun juda muhimdir. Stretch mashqlari, yoga va harakatchanlik mashqlari yuguruvchilarning moslashuvchanligini, harakat oralig'ini va mushaklarning elastikligini yaxshilaydi, mushaklarning kuchlanish xavfini kamaytiradi va yugurish samaradorligini oshiradi.

5. Qayta tiklash va dam olish: Qisqa masofaga yuguruvchilarning jismoniy tayyorgarligini oshirishda etarli dam olish va tiklanish hal qiluvchi rol o'ynaydi. Dam olish tanani ta'mirlash va mashg'ulot stresslariga moslashishga imkon beradi, ortiqcha

mashq qilish va jarohatlar xavfini kamaytiradi. To'g'ri uyqu, namlanish, ovqatlanish va ko'pikni siljitish va massaj kabi tiklanish strategiyalari tiklanish va ishlashni optimallashtirish uchun juda muhimdir. Qisqa masofaga yuguruvchilar yurak-qon tomir chidamliligi, mushaklar kuchi, kuch, tezlik, chaqqonlik, moslashuvchanlik va tiklanish strategiyalariga e'tibor qaratish orqali jismoniy tayyorgarligini oshirishlari mumkin. Aerobik mashqlar, kuch mashqlari, tezlik bilan ishlash, chaqqonlik mashqlari, moslashuvchanlik mashqlari va etarli dam olishni o'z ichiga olgan har tomonlama o'quv dasturi yuguruvchilarga qisqa masofaga yugurish musobaqalarida ustunlik qilish uchun zarur bo'lgan jismoniy fazilatlarni rivojlantirishga yordam beradi. Jismoniy tayyorgarlikka ustuvor ahamiyat berish va maqsadli mashg'ulot usullarini qo'llash orqali qisqa masofaga yuguruvchilar o'z ish faoliyatini yaxshilashlari, yangi shaxsiy yutuqlarni belgilashlari va raqobatbardosh maqsadlariga erishishlari mumkin.

### **MUHOKAMA VA NATIJALAR**

Qisqa masofaga yugurish tezlik, kuch va chidamlilikning uyg'unligini talab qiladi, bu sportchilardan jismoniy tayyorgarligining eng yuqori cho'qqisiga chiqishni talab qiladigan jismoniy mashaqqatli sport turiga aylanadi. Optimal natijalarga erishish uchun sportchilar va murabbiylar tez-tez yuguruvchilarning umumiy va maxsus jismoniy tayyorgarligini yaxshilash uchun turli xil mashg'ulot strategiyalari va usullarini o'rganadilar. Bunday yondashuvlardan biri sport ko'rsatkichlarining o'ziga xos jihatlarini yaxshilash uchun mo'ljallangan qo'shimcha sport jihozlaridan foydalanishni o'z ichiga oladi.

Umumiy jismoniy tayyorgarlik:

Umumiy jismoniy tayyorgarlik yurak-qon tomir chidamliligi, mushaklarning kuchi, moslashuvchanligi va tana tuzilishini o'z ichiga olgan keng ko'lamli komponentlarni o'z ichiga oladi, bularning barchasi qisqa masofaga yuguruvchilarning ishlashida muhim rol o'ynaydi. Umumiy jismoniy tayyorgarlikni yaxshilash uchun yuguruvchilar o'zlarining mashg'ulotlariga qarshilik bantlari, chaqqonlik narvonlari va barqarorlik to'plari kabi qo'shimcha sport jihozlarini kiritishlari mumkin. Qarshilik bantlari yugurish uchun zarur bo'lgan asosiy mushak guruhlarini kuchaytirish uchun ishlatilishi mumkin, chaqqonlik narvonlari esa oyoq harakati, tezlik va muvofiqlashtirishni yaxshilashga yordam beradi. Barqarorlik to'plari yuguruvchilarning barqarorligi va muvozanatini yaxshilash uchun asosiy kuchaytirish mashqlari uchun platformani taklif qiladi.

Maxsus jismoniy tayyorgarlik:

Umumiy jismoniy tayyorgarlikdan tashqari, qisqa masofaga yuguruvchilar o'zlarining sport turlariga xos bo'lgan maxsus jismoniy tayyorgarlik komponentlarini kuchaytirishdan foyda ko'radilar. Tezlik, kuch, chaqqonlik va portlovchilik yuguruvchining ishlashini sezilarli darajada o'zgartirishi mumkin bo'lgan muhim elementlardir. Ushbu o'ziga xos jihatlarga erishish uchun yuguruvchilar tezkor



parashyutlar, chanalar va pliometrik qutilar kabi maxsus jihozlardan foydalanishlari mumkin. Tezlik parashyutlari tezlashuv va yuqori tezlikni rivojlantirishda samarali bo'ladi, chanalar esa kuch va kuchni oshirish uchun qarshilik ko'rsatish uchun ishlatilishi mumkin. Pliometrik qutilar sakrash mashqlari orqali portlovchi kuch va oyoq kuchini yaxshilashga yordam beradi.

Qo'shimcha sport anjomlari integratsiyasi:

Qisqa masofaga yuguruvchilarning mashg'ulot rejimiga qo'shimcha sport jihozlarning integratsiyalashuvi jismoniy tayyorgarlikni yaxshilashga ko'p qirrali va yaxlit yondashuvni taklif qiladi. Umumiy va maxsus fitnes tarkibiy qismlariga mo'ljallangan uskunalarni strategik tarzda o'z ichiga olgan holda, sportchilar o'zlarining tezligi, chidamliligi, kuchi va chaqqonligini har tomonlama rivojlantirishlari mumkin. Har xil turdagi jihozlar tomonidan ta'minlangan mashg'ulot stimulining o'zgarishi monotonlik, plato va haddan tashqari yuk jarohatlarining oldini olishga yordam beradi, bu esa yuguruvchilarga doimiy ravishda rivojlanish va o'zlarini sinab ko'rish imkonini beradi.

### **XULOSA**

Xulosa qilib aytadigan bo'lsak, qo'shimcha sport anjomlaridan foydalanish qisqa masofaga yuguruvchilarning arsenalida o'zlarining ko'rsatkichlari va jismoniy tayyorgarlik darajasini oshirishga intilayotgan qimmatli vosita bo'lib xizmat qiladi. Umumiy va maxsus fitnes komponentlariga javob beradigan asbob-uskunalarni birlashtirib, sportchilar o'zlarining umumiy atletikasini, tezligini, kuchini va trekdagi ishlashini oshirishlari mumkin. Yuguruvchilar o'z sportlarida doimiy takomillashtirish va mukammallikka intilishlari bilan, qo'shimcha sport jihozlaridan oqilona foydalanish an'anaviy mashg'ulot usullarini to'ldirishi, mashg'ulot natijalarini optimallashtirishi va sportchilarni raqobatbardosh maqsadlar sari undashi mumkin.

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## BUDJET TASHKILOTLARIDA ISH HAQIDAN USHLANMALAR VA ICHKI AUDITNI TAKOMILLASHTIRISH

*Haydarov Ozodjon Po'latjonovich*

*Toshkent shahar Mirzo Ulug'bek tumani*

*Bank-Moliya akademiyasi*

*1-bosqich magistratura tinglovchisi*

**Annotatsiya:** Maqolada Budjet tashkilotlarida ichki audit faoliyatining nazariy xamda amaliy jihatlari va byudjet tashkilotida ichki auditni samarali tashkil etish yo'llari, ichki auditni maqsadi va vazifalari, prinsiplari ko'rib chiqildi.

**Kalit so'zlar:** byudjet tashkiloti, ichki audit, audit usullari, samaradorlik, auditor, sifat, baholash, intizomli endoshuv, risk, aktiv, davlat mulki.

**Аннотация:** В статье рассмотрены теоретические и практические аспекты деятельности внутреннего аудита в бюджетных организациях, пути эффективной организации внутреннего аудита в бюджетных организациях, цели и задачи, принципы внутреннего аудита.

**Ключевые слова:** бюджетная организация, внутренний аудит, методы аудита, эффективность, аудитор, качество, оценка, дисциплинарное взыскание, риск, актив, государственное имущество.

**Abstract:** The article discusses the theoretical and practical aspects of internal audit activities in budgetary organizations, ways of effectively organizing internal audit in budgetary organizations, goals and objectives, principles of internal audit.

**Key words:** budgetary organization, internal audit, audit methods, efficiency, auditor, quality, assessment, disciplinary action, risk, asset, state property.

Iqtisodiyotning rivojlanishi va aholi farovonligini ta'minlashda faqat xususiy sektorni emas, balki byudjet tashkilotlari ham muhim ahamiyatga ega hisoblanadi. Rivojlangan mamlakatlarning tajribasidan kelib chiqib, mamlakat iqtisodiyotini muhim qismini tashkil etadigan byudjet mablag'larining oqilona va rejali sarflanishi yuzasidan byudjet tashkilotlarida ichki audit xizmatini tashkil qilish nomuvofiqliklarni va maqsadsiz xarajatlarni qisqartirishiga yordam beradi. Byudjet tashkilotlarida ichki audit to'g'risida so'z yuritishdan oldin «audit» so'zining lug'aviy ma'nosini keltirib o'tsak. Umuman olganda, audit atamasi lotin tilidan olingan bo'lib, «eshituvchi», «eshitmoq» degan ma'noni anglatadi. Byudjet tashkilotlarida ichki audit xizmati – tashkilotning faoliyatini me'yoriy hujjatlar asosida ichki hujjatlarni to'liqligi, qonunga muvofiqligi, tuzilgan hisobotlarning ishonchliligini nazorat qiluvchi, zamonaviy axborot texnologiyalaridan foydalanib, byudjet mablag'larini samarali ishlatilishini

baholash va uni takomillashtirish bo'yicha tavsiyalar beruvchi hamda byudjet jarayonini shaffofligini yanada oshirishni ta'minlovchi faoliyatdir.

O'zbekiston Respublikasi Prezidentining 19.09.2018 yildagi PQ-3946 sonli "O'zbekiston Respublikasida auditorlik faoliyatini yanada rivojlantirish chora-tadbirlari to'g'risida" Qarori qabul qilindi. Ushbu Qarorga asosan mamlakatimizda auditning normativ-huquqiy va uslubiy bazasi shakllantirildi, shuningdek, auditorlik faoliyatini litsenziyalashning soddalashtirilgan va muddatsiz tizimi joriy etildi, bu auditorlik xizmatlari bozorining shakllanishiga va mahalliy auditorlik tashkilotlari auditorlik kompaniyalarining yirik xalqaro tarmoqlariga kirishini ta'minlashga imkon yaratdi[1]. Ichki audit o'tkazishning samarali tizimini ishlab chiqish jamiyatdagi mavjud qonunlar asosida amalga oshiriladi. Tashkilotni boshqaruvchi xodimlari va ichki auditorlar ichki nazorat tizimining samaradorligini kuzatish va baholashda qaror qabul qiladilar. Ichki audit xizmatini tuzilishidan qat'iy nazar har qanday turdagi korxonalar va tashkilotga qo'llash mumkin. Faqat byudjet tashkilotlarida ichki audit o'z faoliyat usullarini o'zgartirishni taqozo qiladi va samarali ichki nazoratni tashkil etish uchun o'z oldiga bir nechta talablarni qo'yadi.

Avvalo byudjet tashkilotlarida ichki audit xizmatini samarali tashkil etish uchun uning maqsadini aniq belgilab olishimiz lozim. Byudjet tashkilotlarida ichki auditni samarali tashkil etish uchun quyidagi maqsadlarni belgilab olishimiz mumkin:

- risklarni kamaytirishda minimal qiymatni ta'minlash;
- tashkilotning samaradorligini oshirish;
- tashkilot aktivlarini ishlatilishini va zararlardan himoya qilinishini ta'minlash;
- ichki va tashqi moliyaviy hisobotlarni ishonchligini ta'minlash;
- davlat mulkidan foydalanish samaradorligini oshirish;
- byudjet mablag'laridan maqsadli foydalanishni ta'minlash;
- qonun va qoidalarga rioya qilinishini ta'minlash.

Ushbu maqsadlardan ichki auditning vazifalari shakllanadi. Vazifalarning aniqligi, to'g'ri yo'nalishda ishlab chiqilganligi va bugungi kundagi talablarga javob berishi ishning samaradorligini oshirishning asosiy shartlaridan biridir. Ichki audit funksiyasi boshqaruvni operatsiyalar, hisobot va muvofiqlik bo'yicha ichki nazoratni takomillashtirishga erdam beradi. Ko'pgina izlanishlar va moliyaviy hisobotlarni ichki nazorat o'rtasidagi munosabatni o'rganib chiqsa-da, operatsiyalar va muvofiqlikni nazorat qilish borasida juda kam narsa ma'lum.[2] O'zbekiston Respublikasi qonunlarida ichki auditning asosiy vazifalari belgilab qo'yilgan bo'lib, ulardan chetga chiqmagan holda yanada kengroq tartibda ishlab chiqilgan ichki auditorning quyidagi vazifalarini keltirib o'tishni lozim topdik: - tashkilotda yuzaga keladigan barcha jaraenlarni mustaqil tahlil qilish va baholash;

- moliyaviy hisobotlarni auditini amalga oshirish, ishonchligini tahlil qilish va o'z vaqtida bajarilishini baholash;



- soliqqa tortiladigan bazani minimallashtirish; - xodimlarni boshqarishda tashkilot rahbariyatiga èrdam berish;
- buxgalteriya jaraènlarini birlashtirish va standartlashtirishni tashkil qilish;
- byudjet tashkiloti uchun ichki auditni amalga oshirishning bir yillik rejasini tuzib chiqish va tasdiqlatish;
- tasdiqlangan rejaga muvofiq tashkilotning barcha bo‘limlarida doimiy tekshiruvlar o‘tkazib borish;
- smeta xarajatlarini bajarilishini nazorat qilish;
- tashkilotning aktivlarini xavfsizligini va samaradorligini nazorat qilish;
- tashkilotdagi amalga oshiriladigan shartnomalarni to‘liq rasmiylashtirilishi va ularning bajarilishini baènnomalarda to‘liq aks ettirilishini nazorat qilish;
- mablag‘larni maqsadli sarflanishini nazorat qilib borish;
- tashkilotning daromad va xarajatlarini doimiy nazorat qilib borish;
- tashkilotning debitor va kreditor qarzdorligi yuzasidan kamchiliklarni aniqlash va ularni bartaraf etish choralarini ko‘rish;
- qarzlarni tahlil qilish va qarzdorlikni kamaytirish bo‘yicha operativ ko‘rsatmalar berish;
- shartnomalar tuzishda xavf darajasini kamaytirish va yuzaga kelishi mumkin bo‘lgan yo‘qotishlarni kamaytiradigan tavsiyalar;
- yangi loyihalarni amalga oshirishda ichki tavakkalchiliklarni aniqlash va tahlil qilish;
- tashkilotni tashqi nazoratga tayyorlash;
- har oy uchun ichki hisobot va xulosalar tayèrlash.

Vazifalarni aniq belgilab olish samaradorlikni oshirishga xizmat qiladi. Ichki audit xizmatini samarali tashkil qilishning asosiy shartlaridan biri uni amalga oshirishdan oldin barcha maqsad va vazifalari bilan bir qatorda audit qilish usullari, audit o‘tkazish rejasi, dasturi, ketmaketligi, prinsiplari aniq belgilab olinadi.

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## BUDJET TASHKILOTLARIDA ISH HAQIDAN USHLANMALAR VA ICHKI AUDITNI TAKOMILLASHTIRISH

*Haydarov Ozodjon Po'latjonovich*  
*Toshkent shahar Mirzo Ulug'bek tumani*  
*Bank-Moliya akademiyasi*  
*1-bosqich magistratura tinglovchisi*

**Annotatsiya:** Ushbu maqolada budjet tashkilotlari smetalari hisobi va ichki auditini muhim tamoyillarini takomillashtirish haqida fikr yuritilgan.

**Kalit so'zlar:** Budjet tashkilotlari, smetalari, hisob auditi, ichki audit, nazorat, buxgalteriya, islohot, iqtisodiyot, vazifa.

Iqtisodiyot jadallik bilan o'zgarib borayotgan bu davrda kundan-kunga rivojlanayotgan texnologiyalar bilan ishlash, tartibga soluvchi talablar va tekshiruvlarni kuchaytirish, operatsion va innovatsion muhitda o'zgarishlarga moslashish uchun tezkor bo'lish va o'z ustida tinimsiz ishlash lozim.

Ichki audit faoliyati tashkilotning maqsadlariga erishishda boshqaruvning samaradorligini, risklarni boshqarish va nazorat qilish jaraenlarini baholash va takomillashtirishga tizimli intizomli endoshuvni kiritish orqali erdam beradi[3]. Intizomli yondoshuv esa ichki audit xizmatini o'z maqsadi, vazifalari prinsiplari, puxta tuzilgan rejalari, usullari, amallari ketma-ketligini to'g'ri belgilab olishida ko'rinadi. Tashkilotda ichki auditni quyidagi prinsiplar asosida tashkil qilish lozim:

- qonunchilik prinsipi – o'rnatilgan tartibdagi normativ hujjatlarga, ichki auditning qonun va normalaridan chetga chiqmagan va amal qilgan holda amalga oshirilishi;
- mustaqillik prinsipi – tashkilotda ichki auditni o'tkazishda o'z vazifalariga mustaqil endoshishi;
- ob'ektivlik prinsipi – ichki nazoratni amalga oshirishda aniq hujjatlarga asoslangan ma'lumotlardan tartib bilan foydalanish, qonunchilik asosida tashkil qilish, usullardan foydalanish yo'llari, to'liq va ishonchli ma'lumotlar bilan ta'minlashi;
- javobgarlik prinsipi – tashkilotning ichki auditida samarasiz o'tkazilgan nazoratlar uchun belgilangan qonunchilik asosida javobgar hisoblanishi;
- tizimlilik prinsipi – tashkilotda ichki auditni o'tkazishda har tomonlama ishlab chiqilgan chora-tadbirlarni qo'llash va uni boshqarish tizimi bilan bog'liqligini amalga oshirish[4].

Byudjet tashkilotlarida ichki auditni o'tkazishda mavjud ma'lumotlardan foydalanib, ularni tahlil qilishda ma'lum ketma-ketlikni ta'minlash maqsadga muvofiq bo'ladi. Buning uchun ichki auditor o'zi uchun reja tuzib olishi lozim. Byudjet

tashkilotlarida ichki audit rejasini boshqa tashkilotlardan farqi shundaki bu rejada ishchi guruh ishtirok etmaydi. Chunki byudjet tashkilotlarida ichki auditor 1 shtat birligida tashkil qilingan bo‘lib, nazoratni o‘zi amalga oshiradi. Byudjet tashkilotlari uchun ichki auditni o‘tkazish ketma-ketligi, foydalaniladigan usullari, buxgalteriya bo‘limlari bo‘yicha olib boriladigan alohida tekshiruvlarni tartibi taxminan quyidagi jadvalda keltirilgan:

**Buxgalteriya bo‘limlarida audit o‘tkazish tartibi va usullari**

<b>№</b>	<b>Tekshiriladigan bo‘limning nomlanishi</b>	<b>Tekshirish davri</b>	<b>Tekshirish muddati</b>	<b>Tekshirish usullari</b>
1	Moddiy boyliklarni hisobga olinishini tekshirish	Har kvartalda	Kvartal oxirida	Inventarizatsiya, nazorat, o‘lchov
2	Ish haqini hisoblanishi va ish haqi bilan bog‘liq muammolarni tekshirish	Har kvartalda	Kvartal oxirida	Induksiya deduksiya
3	Xizmat safari bilan bog‘liq hisoblashishlarni tekshirish	Yarim yilda	Yarim yil oxiri, yil oxiri	Analiz, sintez
4	Kassa va kassa operatsiyalarini yuritilishini tekshirish	Har oyda	Oyning oxirgi kunida	Inventarizatsiya, taqqoslash, skanerlash
5	Stipendiya hisoblash va stipendiya bilan bog‘liq muomalalarni tekshirish	Har kvartalda	Kvartal oxirida	Induksiya, deduksiya
6	Debitor va kreditor qarzdorliklarni tekshirish	Har oyda	Oyning oxirgi kunida	Solishtirish, taqqoslash, analiz
7	Bank bilan bog‘liq hujjatlarni va pul o‘tkazmalarini tekshirish	Har oyda	Oyning oxirgi kunida	Arifmetik tekshiruv, taqqoslash
8	Tender asosida tuziladigan shartnomalarni yuritilishini tekshirish	Har oyda	Oyning oxirgi kunida	Modellastirish, skanerlash
9	G‘aznachilik tizimi bilan bog‘liq hisoblashuvlarni tekshirish	Har kvartalda	Kvartal oxirida	Tahlil, analiz
10	Moliyaviy hisobotlarni ishonchliligini tekshirish	Har kvartalda	Kvartal oxirida	Arifmetik tekshiruv, mantiqiy tekshiruv
11	Smeta xarajatlarini bajarilishini tekshirish	Har oyda	Kvartal oxirida	Taqqoslash, solishtirish

Tashkilotning buxgalteriya hisobida mavjud bo‘lgan har bir bo‘limni o‘ziga tegishli bo‘lgan registrarlari, hujjat shakllari, schètlari mavjud bo‘lib, har bir bo‘limni tekshirayotganda alohida yondoshib, o‘ziga xos usullardan foydalanish tavsiya etiladi.



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## BUDJET TASHKILOTLARIDA ISH HAQIDAN USHLANMALAR VA ICHKI AUDITNI TAKOMILLASHTIRISH

*Haydarov Ozodjon Po'latjonovich*  
*Toshkent shahar Mirzo Ulug'bek tumani*  
*Bank-Moliya akademiyasi*  
*1-bosqich magistratura tinglovchisi*

**Annotatsiya:** Maqolada Budjet tashkilotlarida ish haqqidan ushlanmalar va ichki audit faoliyatining nazariy xamda amaliy jihatlari va byudjet tashkilotida ichki auditni samarali tashkil etish yo'llari, ichki auditni maqsadi va vazifalari, prinsiplari ko'rib chiqilgan.

**Kalit so'zlar:** byudjet tashkiloti, davlat byudjeti, ichki audit, ichki audit xizmati, ichki auditorni sertifikatlash, ichki auditning xalqaro standartlari.

**Аннотация:** В статье рассматриваются теоретические и практические аспекты удержаний из заработной платы и деятельности внутреннего аудита в бюджетных организациях, пути эффективной организации внутреннего аудита в бюджетных организациях, цели и задачи, принципы внутреннего аудита.

**Ключевые слова:** бюджетная организация, государственный бюджет, внутренний аудит, служба внутреннего аудита, аттестация внутреннего аудитора, международные стандарты внутреннего аудита.

**Abstract:** The article discusses the theoretical and practical aspects of salary deductions and internal audit activities in budgetary organizations, ways to effectively organize internal audit in budgetary organizations, goals and objectives, principles of internal audit.

**Key words:** budgetary organization, state budget, internal audit, internal audit service, certification of internal auditor, international standards of internal audit.

Respublikamiz oliy va o`rta maxsus o`quv yurtlarida berilayotgan iqtisodiy bilimlar ichida muhim o`rinlardan birini buxgalteriya hisobi va audit egallaydi. Buxgalteriya hisobi va audit mutaxassisligi bo`yicha ta`lim olayotgan talabalar uchun bu bilim sohalari alohida – alohida maxsus fanlar sifatida o`rgatiladi. Iqtisodiyot, menejment va marketing o`quv yo`nalishlarida ta`lim olayotgan talabalar uchun buxgalteriya hisobi va audit sohasidagi bilimlar davlat standartida ko`zda tutilgan «Buxgalteriya hisobi, iqtisodiy taxlil va audit» nomli yagona fanning tarkibiga kiritilgan. E`tiborlaringizga havola etilayotgan darslik ushbu yagona fanning o`quv dasturiga muvofiq tayyorlangan, faqatgina u o`z ichiga buxgalteriya hisobi va auditga doir mavzularni olgan. Buxgalteriya hisobi maxsus fan sifatida olti asrdan beri o`qitilib kelinmoqda. Uning jamiyatda tutgan o`rni, metodologiyasi, tashkil etilishi bo`yicha juda

ko`p kitoblar yozilgan. Buxgalteriya hisobining ahamiyati to`g`risida «Quron»da, mashhur sarkorda bobomiz Amir Temur tuzuklarida, xattoki yozuvchi va shoirlarimiz asarlarida ham juda ajoyib fikrlar keltirilgan. Audit bizning mamalakatimiz uchun nisbatan yangi ilm sohasi, lekinda jahon mamalakatlari malakasida u bir yarim asrdan ko`p davrga to`g`ri keladigan tarixga ega. Ushbu yangi ilm sohasini respublikamizda rivojlantirish, iqtisodiyotimiz ravnaqi uchun zarur bo`lgan auditorlarni tayyorlash bugungi kunning dolzarb muammolaridan biridir. Prezidentimiz I. Karimov ushbu faoliyatga alohida e`tibor berib, «Tadbirkorlar manfaatini himoya qilishda auditorlik faoliyatining mavqeini yanada oshirish kerak», deb o`qtirgan edi

Byudjet tashkilotlarida ichki audit xizmati – tashkilotning faoliyatini me`yoriy hujjatlar asosida ichki hujjatlarni to`liqligi, qonunga muvofiqligi, tuzilgan hisobotlarning ishonchligini nazorat qiluvchi, zamonaviy axborot texnologiyalaridan foydalanib, byudjet mablag`larini samarali ishlatilishini baholash va uni takomillashtirish bo`yicha tavsiyalar beruvchi hamda byudjet jarayonini shaffofligini yanada oshirishni ta`minlovchi faoliyatdir.

Xalqaro amaliyotda ichki auditorlik tekshiruvlarini o`tkazish uslubiyotini va ichki auditning xalqaro standartlarini takomillashtirish hamda rivojlantirish bo`yicha ko`plab tadqiqotlar olib borilmoqda. Ushbu tadqiqotlarda xo`jalik yurituvchi sub`ektlarning ichki audit xizmati faoliyatida ichki auditning xalqaro standartlaridan foydalanish xususiyatlari, belgilangan talablarga rioya qilish hamda respublikamizda amaliyotga joriy etishning afzalliklari o`rganilgan. Iqtisodiy rivojlangan davlatlar tajribasi va sohadagi ilmiy yutuqlarini tahlil etish shuni ko`rsatadiki, xo`jalik yurituvchi sub`ektlarda ichki audit faoliyatini muvofiqlashtiruvchi me`yoriy hujjatlarni xalqaro talablarga uyg`unlashtirish, ichki audit institutining faoliyat samaradorligini oshirish, samarali boshqaruv tizimini shakllantirish va investorlarni jalb etishda ichki audit xizmatining biznes risklarini pasaytirishga qaratilgan mavqeini oshirish muhim omil hisoblanadi.

O`zbekistonda amalga oshirilayotgan keng ko`lamli islohotlar ichki auditning nazariy va huquqiy asoslari, ichki audit xizmatini tashkil etish mexanizmlarini xalqaro standartlar talablari asosida takomillashtirish hamda ichki audit samaradorligini baholashning uslubiy asoslarini ishlab chiqishni talab qilmoqda. O`zbekiston Respublikasini innovatsion rivojlantirish strategiyasida «xalqaro tajribani hisobga olgan holda korporativ huquqni rivojlantirish va korporativ boshqaruvning zamonaviy prinsiplarini joriy etish» muhim vazifalardan biri etib belgilangan. Mazkur vazifalarning bajarilishini ta`minlash ichki audit faoliyatini tartibga soluvchi me`yoriy-huquqiy tizimni xalqaro standartlarga mos ravishda rivojlantirish, xalqaro standartlar asosida ichki auditni tashkil etish va uni takomillashtirish bo`yicha ilmiy-tadqiqot ishlarini olib borishni taqozo etadi.



Byudjet tashkilotlarida ichki auditni tashkil etish bo'yicha hozirgi kunda ko'plab izlanishlar olib borilmoqda, ammo hali bu izlanish oxiriga yetmaganligi hamda bizning mamlakatimiz O'zbekiston Respublikasida bu tizim yangi bo'lganligi tufayli hali qaror va qonunlar to'liqligicha joriy etilmagan. O'zbekiston Respublikasi Vazirlar Mahkamasining "Ichki audit xizmati xodimlarini tayyorlash tizimini takomillashtirish chora-tadbirlari" to'g'risidagi qarorida ichki auditning asosiy prinsiplari, vazifalari, sertifikatlash tizimi va boshqalar ko'rib chiqilgan. Mahalliy iqtisodchi olimlardan A.To'rayev o'z ilmiy izlanishlarida "ichki audit xizmati natijalaridan tashqi auditorlarning foydalanishi auditorlik tekshiruvi uchun sarflanadigan vaqt sarfini kamaytirish orqali auditorlik tashkilotida mehnat resurslariga bo'lgan xarajatlarni qisqartirish, shuningdek, auditorlik dalillarining yetariligi tamoyili asosida qo'shimcha dalillar olish imkonini beradi" deb ta'kidlagan.

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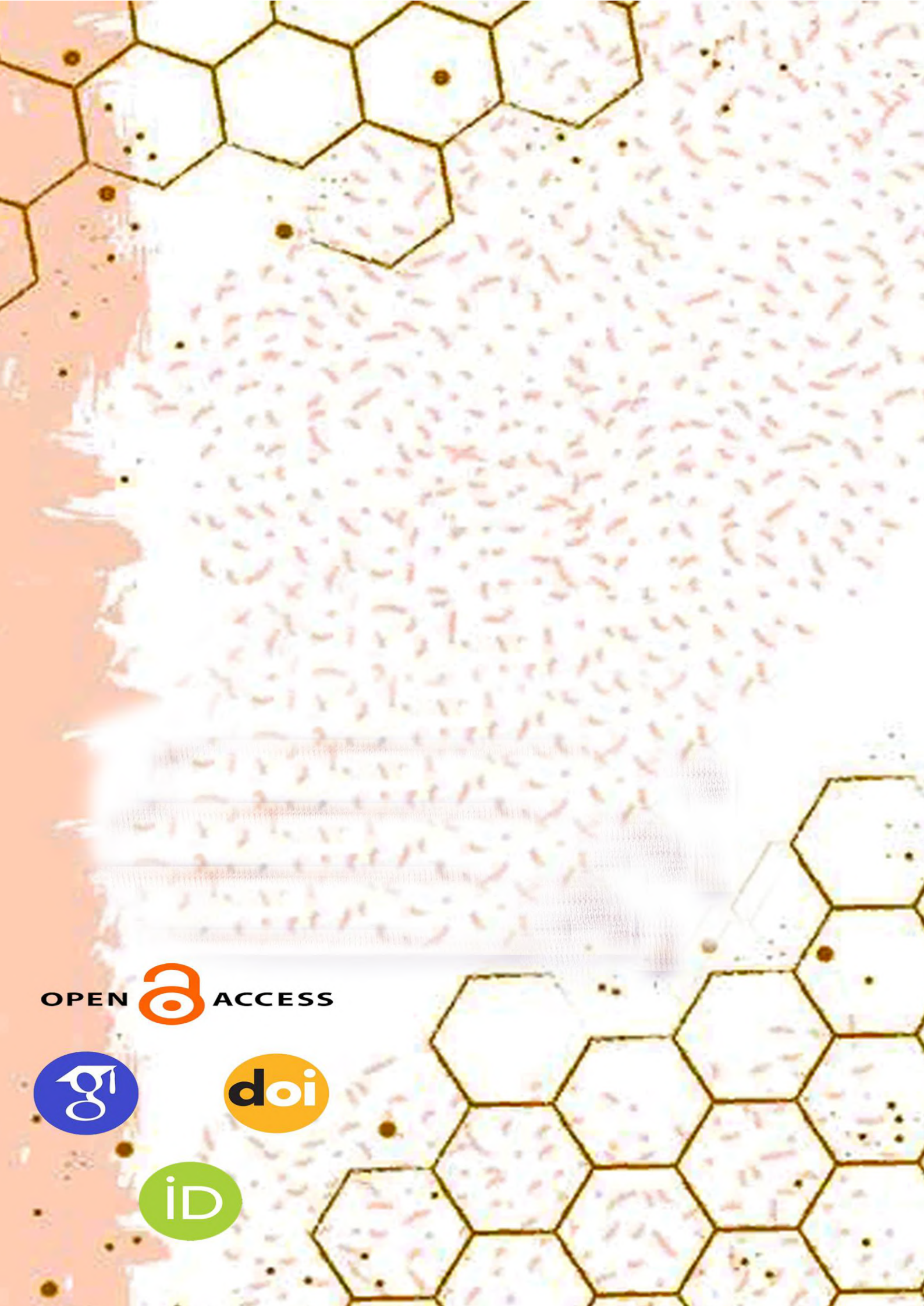
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