

**ОБРАЗОВАНИЕ,**

**НАУКА И ИННОВАЦИОННЫЕ ИДЕИ  
В МИРЕ**

**международный научный электронный журнал**

*Выпуск журнала № 43  
Часть-4\_ Апрель -2024*

OPEN  ACCESS



# ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ

*международный научный электронный журнал*

Апрель - 2024 год

ЧАСТЬ - 4



## INTELEKTUAL MULK HUQUQI NIZOLARINI ADR ORQALI HAL QILISH. JAHON VA O'ZBEKISTON

*Nabijonov Jasurbek*

*Toshkent davlat yuridik universiteti talabasi*

XXI asr intellektual mulk asridir. Darhaqiqat, bugungi kunda ko'plab yetakchi davlatlarning rivojlanishida muayyan sohalarning, ayniqsa, aqliy mehnat natijasi bo'lgan intellektual mulk obyektlarining tijoratlashuvi muhim o'rin tutadi. Shu bilan bir qatorda, intellektual mulk huquqi hozirda nafaqat fuqorolik huquqining, balki umumiy huquq tizimidagi dolzarb insitutlardan biriga aylanib ulgurgan. Mazkur sohaga oid bo'lgan nizolarni soni ortib borishi esa, ularni hal qilish masalalari, xususan, nizolarni hal qilishni muqobil usullari: "alternative dispute resolution" (ADR) ning takomillashuviga olib kelayapti.

Birinchi navbatda intellektual mulk predmetiga to'xtalib o'tsak. Intellektual mulk bu fan, adabiyot, san'at, ishlab chiqarish hamda boshqa ixtirochilik bilan bog'liq sohalarning ijodiy aqliy faoliyati mahsulidir. Yurtimizda intellektual mulk huquqi muhofazasiga oid jami 5 ta qonun va Adliya vazirligi ro'yxatidan o'tkazilgan imperativ xarakterdagi 25 ta hujjat mavjud. Qolaversa, bu sohada O'zbekiston va xorijiy mamlakatlar o'rtasida o'nlab davlatlararo va hukumatlararo bitimlar tuzilgan.

Yuqorida ta'kidlaganimizdek, intellektual mulk obyektlari bugungi kunda mamlakatlarning asosiy iqtisodiy manbalaridan biriga aylanib ulgurgan. Binobarin Jahon Savdo Tashkiloti ko'rsatkichlariga nazar tashlasak, yalpi ichki mahsulotning AQShda 60%, Yevropa ittifoqida umumiy 45%, Xitoyda 12%, Rossiyada esa 7% qismini intellektual mulk obyektlari tashkil etmoqda. Shu bilan birgalikda, ushbu sohaga oid nizolar soni mos ravishda ortib borayotgani ham sir emas. Albatta, bu raqamlarda ham rivojlangan davlatlar yetakchi o'rinlarni egallaydi, chunki, Butunjahon intellektual mulk tashkiloti vositasida ADR orqali ko'rilgan ishlar soni 2023 yil indeksiga ko'ra AQShda 15470 ta, Buyuk Britaniyada 3679 ta, Yaponiyada 434 ta, Singapurda 170 ta va O'zbekiston 5 tani tashkil etadi. Ko'rinib turibdiki, aksariyat ilg'or mamlakatlar intellektual mulk bilan bog'liq nizolarni ADR da hal qilishni afzal ko'rmoqdalar. Buning asosiy sabablaridan biri tomonlar kelishilgan tartibda nizoni hal qilishlaridir. Ya'ni ADR da aynan qat'iy belgilangan normalardan ham ko'ra tomonlarning xohish-irodasi muhim ahamiyat kasb etadi. Qolaversa, ADR da taraflar hakamni (vositachini) o'zlari tanlaydilar, jarayonni o'tkazish vaqti va joyini mustaqil belgilab oladilar, nizoni hal qilish yechimini o'zlarining xohish-irodasiga ko'ra taklif etishlari mumkin. Intellektual mulk egalari uchun esa bu juda ma'qul yo'l hisoblanadi. Chunki, ADR usulida mualliflik huquqi, ayniqsa, "nou-xau" lar ya'ni tijorat sirlarining maxfiylik masalasi ham nizolarni muqobil hal

etish usulida birmuncha erkindir . Davlatimizda intellektual mulkdorlar qatlamini rag'batlantirish barobarida kelgusida ular bilan bog'liq sodir bo'lishi mumkin bo'lgan nizolarni hal etish chora-tadbirlarini ko'rish va qonunchilikka tatbiq etish oldimizdagi dolzarb vazifadir . Demak , dunyo bilan bo'ylashib borayotgan O'zbekiston ham intellektual mulk nizolarini hal qilishda ADR usulini tanlashi va bu bo'yicha tegishli normativ-huquqiy hujjatlar ishlab chiqishi zarur masalaga aylangan .

## XALQARO TIJORAT ARBITRAJI QARORLARNI TAN OLISH VA IJRO ETISH

*Bo'riyev A'zamjon Akbarjon o'g'li*

*Toshkent davlat yuridik universiteti 3-bosqich talabasi*

*azamjonboriyev8@gmail.com*

**Annotatsiya:** Arbitraj qarorlarini tan olish va ijro etish xalqaro nizolarni hal qilishda muhim rol o'ynaydi, ammo ular muammolardan holi emas. Ushbu maqolada tan olish va ijro etish jarayoni bilan bog'liq murakkabliklar, jumladan yurisdiksiya, davlat siyosati va protsessual adolat bilan bog'liq masalalar ko'rib chiqiladi. Shuningdek, u tan olish va ijro etish rejimining samaradorligi va samaradorligini oshirish uchun turli yechimlar va ilg'or tajribalarni o'rganadi, masalan, namunaviy qonunlardan foydalanish, uyg'unlashtirish harakatlari va xalqaro konvensiyalarning roli. Ushbu muammolarni hal qilish va tegishli choralarni ko'rish orqali xalqaro arbitraj hamjamiyati hakamlilik sudlari qarorlarining qonuniyligi va ishonchliligini yanada mustahkamlashi mumkin, natijada global arbitraj tizimiga bo'lgan ishonchni kuchaytiradi.

**Abstract:** The recognition and enforcement of arbitral awards play a vital role in international dispute resolution, yet they are not without challenges. This article examines the complexities surrounding the recognition and enforcement process, including issues related to jurisdiction, public policy, and procedural fairness. It also explores various solutions and best practices to enhance the effectiveness and efficiency of the recognition and enforcement regime, such as the use of model laws, harmonization efforts, and the role of international conventions. By addressing these challenges and implementing appropriate measures, the international arbitration community can further strengthen the legitimacy and reliability of arbitral awards, ultimately fostering greater confidence in the global arbitration system.

**Kalit so'zlar:** Arbitraj qarorlarini tan olish, Nyu-York Konvensiyasi, UNCITRAL, Arbitraj bitmi hamda izohi. Ommaviy tartib, milliy sudlar,

Arbitraj nizolarni xalqaro miqyosda hal qilishning bir usuli hisoblanadi. Bu, muammolarni suddan tashqarida, adolatli va neytral arbitrlar yoki arbitraj tribunallari orqali hal qilishga yordam beradi. Arbitraj qarorlari dunyoning ko'pchilik mamlakatlari tomonidan tan olinadi va amalga oshiriladi. Bu jarayonda qabul qilingan qarorlar qonun bilan belgilangan adolatli va neytral usullar orqali ijro etiladi.

Arbitraj qarorlarni tan olish va ijro etish xalqaro arbitrajning hal qiluvchi jihati bo'lib, bu orqali arbitraj sudlari tomonidan chiqarilgan qarorlarga ishonch ortadi. Ushbu maqola tan olish jarayonini hamda qarorlarni ijro etishni har tomonlama ko'rib

chiqish va uning huquqiy asoslarini, asosiy tamoyillari va amaliy oqibatlarini o'rganishga qaratilgan. Arbitraj qarorlarini tan olish birinchi navbatda xalqaro konvensiyalar, xususan 1958 yildagi Nyu-York konvensiyasi bilan tartibga solinadi. Ushbu shartnoma 160 dan ortiq mamlakatlarda arbitraj sudlari qarorlarini tan olish va ijro etish uchun huquqiy asoslarni belgilaydi va xalqaro arbitrajni osonlashtiradigan yagona rejimni o'rnatadi. Nyu-York Konvensiyasi xalqaro tijorat arbitraj qarorlarni qay tartibda ijro etish va tan olishni tartibga soladi. Nyu-York Konvensiyasi, Chet el sudlari va Xalqaro arbitraj sudlariga oid Bitim va Shartnomalarni qabul qilgan har bir davlat Konvensiya ishtirokchilarining arbitraj sudlari qarorlarini tan olish va ularning boshqa davlatlarda amalda bo'lgan huquqiy me'yorlar asosida ijro etilishini ta'minlaydi. Nyu-York konvensiyasiga muvofiq, bir davlatda chiqarilgan arbitraj qarorlari boshqa bir shu konvensiyaga qo'shilgan davlatda tan olinishi va ijro etilishi mumkin. Bunga erishish uchun ijro etishni talab qilayotgan tomon odatda arbitraj qarori va tasdiqlovchi hujjatlarni ijro so'ralayotgan yurisdiksiyadagi vakolatli sudga taqdim etadi. Keyin sud qarorni Konvensiyada ko'rsatilgan tan olish va ijro etishning muayyan mezonlariga mos kelishini tekshiradi. Umuman olganda, Nyu-York konvensiyasi xalqaro arbitrajning asosi bo'lib xizmat qiladi, arbitraj qarorlarini chegaralar bo'ylab tan olish va ijro etish uchun asos yaratadi va xalqaro savdo nizolarini hal qilish samaradorligiga hissa qo'shadi.

Dastlab xalqaro tijorat arbitraji qarorlarni tan olish masalalariga to'xtalib o'tamiz. Bunda asosiy tamoyillar quyidagilardan iborat:

1. Tomonlarning roziligi: Arbitraj sudining hal qiluv qarorlarini tan olish partiyalar avtonomiyasi tamoyiliga asoslanadi, bunda tomonlar o'z nizolarini ixtiyoriy ravishda arbitraj sudiga topshirishga va natijada chiqarilgan qarorlarga rioya qilishga rozi bo'ladilar.
2. Yakuniylik va aniqlik: Arbitraj qarorlari nizolar uchun yakuniy va majburiy qarorlarni taqdim etish, tijorat munosabatlarida aniqlik va barqarorlikni ta'minlash uchun mo'ljallangan.
3. Da'vo qilish uchun cheklangan asoslar: Arbitraj sudining qarorlarini tan olishga e'tiroz bildirish uchun asoslar odatda tor bo'lib, xalqaro arbitraj rejimlarining ijro etish tarafdori ekanligini aks ettiradi.
4. Diskriminatsiyaga yo'l qo'ymaslik: Arbitraj sudining qarorlarini tan olish tomonlarning fuqaroligi, millati, irqiga yoki qarorning qaysi tijorat arbitraji tomonidan chiqarilganligiga qarab kamsitilmasdan amalga oshirilishi kerak.

Arbitraj sudining hal qiluv qarorini tan olishni talab qilish tartibi yurisdiksiyaga qarab farq qiladi, lekin odatda tegishli sud yoki sud organiga ariza berishni o'z ichiga oladi. Ariza beruvchi har qanday talab qilinadigan tasdiqlovchi hujjatlar bilan birga qarorning haqiqiyliги va haqiqiyliğini tasdiqlovchi dalillarni taqdim etishi kerak. Xorijiy arbitraj qarorlarini tan olish va ijro etish to'g'risidagi 1958-yildagi Nyu-York

konvensiyasining 5-moddasida arbitraj kelishuvlarining haqiqiylikiga qo'yiladigan talablar ko'rsatilgan. Bular:

1. Shartnoma shakli: Shartnoma yozma shaklda bo'lishi kerak. Bunga tomonlar tomonidan imzolangan shartnomalar, xatlar, telegrammalar almashinuvi yoki shartnomani qayd etishni ta'minlaydigan boshqa aloqa vositalari kiradi. Arbitraj kelishuvlarining yozma ravishda to'g'ri rasmiylashtirilishini ta'minlash juda muhimdir. Bu manfaatdor tomonlar tomonidan imzolangan aniq yozma kelishuvga ega bo'lishni anglatadi. Yozma kelishuvdagi har qanday noaniqlik uning haqiqiyliги bilan bog'liq muammolarga olib kelishi mumkin.

2. Shartnomaning mazmuni: Arbitraj kelishuvida ko'rib chiqiladigan nizolar doirasi va arbitraj jarayonini tartibga soluvchi qoidalar aniq ko'rsatilishi kerak. Tomonlarning nizolarni arbitrajga topshirish niyatini ifodalovchi o'ziga xos tilni kiritish va keyinchalik nizolarga olib kelishi mumkin bo'lgan noaniqlik yoki noaniq shartlardan qochish kerak. Shartnoma tomonlarning o'z nizolarini arbitraj sudiga topshirish niyatini aks ettirishi kerak. Unda arbitraj orqali hal qilinishi kerak bo'lgan masalalar ko'rsatilishi kerak.

3. Da'vo almashinuvi: Agar taraflardan biri o'z da'vosida yoki himoyasida arbitraj kelishuvi mavjudligini da'vo qilsa, ikkinchi tomon esa bunga e'tiroz bildirmasa, shartnoma haqiqiy hisoblanadi. Agar tomonlardan biri arbitraj kelishuvi sudda ko'rilganda uning mavjudligiga e'tiroz bildirmasa, bu uning haqiqiylikini tan olish sifatida talqin qilinishi mumkin. Shu sababli, sud jarayoni davomida arbitraj kelishuvlariga oid har qanday da'volarni diqqat bilan ko'rib chiqish va ularga javob berish muhimdir. Bu shuni anglatadiki, agar arbitraj kelishuvining mavjudligini ikkala tomon ham tan olsa yoki e'tiroz bildirmasa, u yozma shakldagi talabga javob beradi.

5. Keyingi kelishuvlar: Arbitraj qoidalarini o'zgartiruvchi har qanday kelishuvlar ham yozma ravishda hujjatlashtirilishi va ishtirokchilar tomonidan imzolanishi kerak. Ushbu o'zgartirishlar 5-modda talablariga muvofiqligini ta'minlash, ularni amalga oshirishda qiyinchiliklarga duch kelmaslik uchun muhim ahamiyatga ega.

Xulosa qilib aytganda, taraflar arbitraj kelishuvlarini to'g'ri hujjatlashtirish va nizolarni arbitraj muhokamasi orqali hal qilishda ularning ijro etilishi va samaradorligini oshirish uchun 5-modda talablariga muvofiqligini ta'minlashlari kerak.

Bu o'rinda asosiy to'xtalib o'tadigan jihat bu ommaviy tartibdir. Nyu-York konvensiyasining 5-moddasida "The recognition or enforcement of the award would be contrary to the public policy of that country." Ya'ni chet el arbitraj qarorlarini tan olish va ijroga qaratish ommaviy tartibga zid bo'lsa uni ijro etish va tan olish rad etilishi mumkin. Ushbu qism chet el arbitraj qarorlarini tan olish va ijroga qaratishda davlat mahkamalarining va chet el arbitraj qarorlarining asosiy muhimligini ko'rsatadi va unga xalqaro tijorat arbitrajida muhim asos beradi. Ushbu qism chet el arbitraj qarorlarini tan olish va ijroga qaratishni umumiy tartibga zid bo'lgan holatlar uchun

istisno etadi. Bu qism konvensiyaning majburiy ijro maqsadidan chetga chiqmasligini, faqat ma'lum holatlarda umumiy tartib sababli o'zgartirish kerakligini ta'minlash uchun muhimdir. Yuqorida ta'kidlanganidek New York konvensiyasida agar chet el arbitraj qarorlarini tan olish va ijroga qaratish agar davlatning ommaviy tartibiga zid keladigan bo'lsa uning ijrosi va tan olinishi rad etilishi mumkin. Konvensiyada ommaviy tartibning qanday shakllarda bo'lishi, qanday holatlar ommaviy tartibga zid kelishi haqida batafsil malumot keltirilmagan. Chunki har bir davlatda o'zining milliy siyosati va ommaviy tartibi turlicha ekanligini keltirishimiz mumkin.

Nyu-York konvensiyasining ushbu qoidasi xalqaro arbitraj huquqining muhim jihatini aks ettiradi. Xorijiy arbitrajning hal qiluv qarorini tan olish yoki ijro etish masalasini ko'rib chiqishda u ijro talab qilinayotgan davlatning davlat siyosatini hurmat qilish muhimligini ta'kidlaydi. Huquqiy nuqtai nazardan, ushbu qoida sudlarga, agar sud ijro etuvchi mamlakatda adolatning asosiy tamoyillari yoki davlat siyosatini buzsa, ijroni rad etishga imkon beradi. Huquqshunoslar ko'pincha ushbu qoidani ichki huquqiy tizimlarning yaxlitligini ta'minlash va xalqaro arbitraj qarorlarining ijro etilishini rag'batlantirish uchun muhim deb bilishadi. U nizolarni hal etishda suverenitet va xalqaro hamkorlik tamoyillari o'rtasidagi muvozanat mexanizmi bo'lib xizmat qiladi.

Arbitraj sudi qarorini ijro etish va tan olish UNCITRAL namunaviy qoidalariga muvofiqligi. Quyidagi misolda bu qanday amalga oshirishini muhokama qilamiz.

Germaniyada joylashgan A kompaniyasi Yaponiyada joylashgan B kompaniyasi bilan elektron komponentlarni sotish bo'yicha shartnoma tuzadi. Yetkazib berilgan komponentlarning sifati bilan bog'liq nizolar paydo bo'ladi, bu esa B kompaniyasining o'z shartnomasidagi arbitraj bandiga muvofiq A kompaniyasiga qarshi arbitraj ishini boshlashiga olib keladi. Arbitraj Singapurda bo'lib o'tadi va hakamlik sudi B kompaniyasi foydasiga qaror chiqaradi va A kompaniyasiga nuqsonli komponentlar uchun zararni to'lashni buyuradi.

Endi B kompaniyasi arbitraj qarorini A kompaniyasining Germaniyada joylashgan aktivlariga nisbatan amalga oshirishga harakat qilmoqda. UNCITRAL namunaviy qonuniga ko'ra, tan olish va ijro etish jarayoni quyidagicha davom etishi mumkin:

1. Arbitraj qarorining tan olinishi:

B kompaniyasi arbitraj qarorini Germaniyadagi vakolatli sudga zarur hujjatlar, shu jumladan hakamlik kelishuvi va qarorni A kompaniyasiga topshirganligi to'g'risidagi dalillar bilan birga taqdim etadi. Nemis sudi qarorning namunaviy qonun talablariga muvofiqligini tekshirish uchun ko'rib chiqadi va A kompaniyasi hakamlik muhokamasi haqida tegishli ma'lumotga ega ekanligini va o'z ishini taqdim etish imkoniyatiga ega ekanligini tasdiqlaydi.

2. Da'vo uchun cheklangan asoslar:



A kompaniyasi qarorning tan olinishi va ijro etilishiga UNCITRAL na'munaviy qonunida ruxsat etilgan cheklangan asoslar, masalan, arbitraj muhokamasi jarayonida protsessual qoidabuzarliklar yoki nizoning arbitrajligi bilan bog'liq masalalar bo'yicha e'tiroz bildirishga urinishi mumkin. Biroq, e'tiroz uchun asoslar tor va isbotlash yuki o'z e'tirozlarining asosliligini ko'rsatish uchun A kompaniyasiga yuklanadi.

### 3. Majburiy ijro etish tartibi:

Nemis sudi arbitraj qarorini tasdiqlaydi va A kompaniyasi tomonidan ko'tarilgan har qanday e'tirozlarni rad etadi deb faraz qilinsa, u qarorni ijro etish uchun sud buyrug'ini chiqaradi. Shundan so'ng B kompaniyasi A kompaniyasining Germaniyadagi aktivlariga nisbatan bank hisoblarini yopish yoki mulkni xatlash kabi chora-tadbirlar orqali sud qarorini ijro etishni davom ettirishi mumkin.

### 4. Kamsitishga yo'l qo'ymaslik prinsipi:

Ijro etish jarayoni davomida Germaniya sudi kamsitmaslik tamoyilini qo'llaydi, Singapurdan kelgan xorijiy arbitraj qaroriga mahalliy qarorlar bilan teng munosabatda bo'ladi. Bu B kompaniyasiga Germaniya qonunchiligiga muvofiq teng munosabatda bo'lishini ta'minlaydi.

### 5. Xalqaro e'tirof:

Germaniyada arbitraj qarorining tan olinishi va ijro etilishi UNCITRAL namunaviy qonuni tomonidan ta'minlangan arbitraj qarorlarining xalqaro tan olinishi va ijro etilishini namoyish etadi. Namunaviy qonun qoidalarining turli yurisdiksiyalarda izchil qo'llanilishi xalqaro arbitrajning prognozligi va samaradorligini oshiradi.

Ushbu misol UNCITRAL namunaviy qonuni xalqaro tijorat nizolarida arbitraj qarorlarining tan olinishi va ijro etilishiga qanday yordam berishini ko'rsatadi, bu esa arbitraj qarorlarining chegaralar bo'ylab yakuniyligi va ijro etilishini ta'minlaydigan asosni ta'minlaydi.

## Jahon tajribasi.

Shvetsariyada arbitraj qarorlarining tan olinishi va ijro etilishi. Shveysariyada arbitraj qarorlarining tan olinishi va ijro etilishi Shveysariyaning Xalqaro xususiy huquq to'g'risidagi Federal qonuni (PILA) va Shveysariyaning Xalqaro arbitraj qoidalari bilan tartibga solinadi. Ushbu qonunlar UNCITRALning Xalqaro tijorat arbitraj to'g'risidagi namunaviy qonuni tamoyillariga mos keladi va arbitraj sudlarining qarorlarini tan olish va ijro etish uchun mustahkam asosni ta'minlaydi. Bu Federal qonunga ko'ra tan olish jarayonini boshlash uchun ijro etishni talab qilayotgan tomon arbitraj qarorini vakolatli Shveysariya sudiga taqdim etadi. Sud qarorni Shveysariya qonunchiligi talablariga javob berishini va arbitraj muhokamasi hakamlik kelishuvi va protsessual adolat tamoyillariga muvofiq olib borilganligini tekshirish uchun ko'rib chiqadi. Shveysariyada arbitraj qarorlarini tan olish yoki ijro etishni rad etish uchun asoslar cheklangan va asosan UNCITRAL namunaviy qonunida

ko'rsatilganlarni aks ettiradi. Bu asoslar qatoriga tomonlarning layoqatsizligi, haqiqiy bo'lmagan hakamlik kelishuvi, tegishli jarayonning buzilishi yoki Shveysariya qonunchiligi bo'yicha arbitraj predmeti bo'lmasligi kabi masalalar kiradi. Shveysariya sudi arbitraj qarorining ijro etilishini tasdiqlaganidan so'ng, u ijro etilishi to'g'risida deklaratsiya beradi. Majburiy choralar ko'rmoqchi bo'lgan tomon keyinchalik qarorni ijro etish choralarini ko'rishi mumkin, masalan, aktivlarni musodara qilish yoki huquqni muhofaza qilish organlaridan yordam so'rash. Shveysariya arbitraj qarorlarini tan olish va ijro etishda kamsitishlarga yo'l qo'ymaslik tamoyiliga amal qiladi. Xorijiy arbitraj qarorlari mahalliy sud qarorlari bilan teng ko'rib chiqiladi, bu esa hakamlik muhokamasida ishtirok etuvchi tomonlar uchun teng sharoitlarni ta'minlaydi. Shveysariya xorijiy arbitraj qarorlarini tan olish va ijro etish to'g'risidagi Nyu-York konvensiyasini imzolagan. Ushbu xalqaro shartnoma 160 dan ortiq mamlakatlarda arbitraj qarorlarining tan olinishi va ijro etilishini osonlashtiradi va Shveysariyada chiqarilgan qarorlarning global ijro etilishini yanada kuchaytiradi.

Xulosa qilib aytganda, Shveysariya arbitraj qarorlarini tan olish va ijro etish uchun qulay huquqiy asos yaratadi, tomonlarga xalqaro tijorat nizolarini arbitraj orqali hal qilishning ishonchli va samarali mexanizmini taklif etadi.

O'zbekistonda arbitraj qarorlarini tan olish va ijro etish bir qancha qonuniy asoslarga ega. O'zbekiston Respublikasi hududida chet el davlatlari sudlari va xalqaro arbitraj sudlarning qarorlarini tan olish hamda ularni ijro etish etilishi mamlakatimizning bugungi kundagi xalqaro huquqiy faoliyatining muhim tarkibiy qismlaridan biridir. O'zbekiston Respublikasi Oliy Majlisi tomonidan 1995 yil 20 dekabrda qabul qilingan qarorga binoan O'zbekiston Respublikasi 1958 yil 10 iyundagi "Chet el davlatlari hakamlik qarorlarini e'tirof va ijro etish haqida"gi Nyu-York Konvensiyasiga qo'shilgan davlatlar tarkibiga kiradi. Ushbu Konvensiya qatorida mamlakatimizda chet el davlatlari hakamlik sudlari qarorlarini e'tirof va ijro etishni tartibga soluvchi va boshqa xalqaro hujjatlar hamamaldadir. Jumladan, 1992 yil 20 martda Kiyev shahrida MDH davlatlari rahbarlari tomonidan shu davlatlar xo'jalik subyektlari o'rtasida shartnomaviy va boshqa fuqarolik huquqiy munosabatlaridan kelib chiqqan nizolarni ko'rib hal etish, hamda ular bo'yicha qarorlar ijrosini ta'minlash haqidagi Bitim imzolangan. Bundan tashqari, Minsk shahrida 1993 yil 22 yanvarda MDHga a'zo davlatlar tomonidan "Fuqarolik, oilaviy va jinoiy ishlar bo'yicha huquqiy yordam va huquqiy munosabatlar to'g'risida" Konvensiya imzolangan. Shuningdek, O'zbekiston Respublikasi bir qator davlatlar bilan chet el sudlari va xalqaro arbitraj sudlarning qarorlarini tan olish hamda ularni ijro etishda huquqiy yordam ko'rsatish bo'yicha ikki taraflama Shartnomalar tuzgan. Nyu-York Konvensiyasi chet el davlatlari hakamlik sudlarida xalqaro arbitraj sudlarning qarorlarini qay tartibda tan olish hamda qanday ijro etilishi

lozimligini, shuningdek, chet el davlatlari hakamlik sudlari qarorlarini ijro etish holatlarini belgilaydi.

#### Foydalanilgan manbalar:

1. Xalqaro tijorat arbitraji to'g'risida qonun.
2. New york konvensiyasi
3. New York convention article V (2)
4. Xalqaro tijorat arbitraji tamoyillari va amaliyoti. Margaret L.Mozes.2020-yil 298-bet
5. UNCITRAL namunaviy qonuni.
6. <https://lex.uz/docs/-180552>
7. <https://casetext.com/case/parsons-wh-ov-v-societe-g-de-l-du-p>
8. Morgaret L. Mozes Xalqaro tijorat arbitraji tamoyillari va amaliyoti Uchinchi nashr. / T. : Lesson press, - 502 bet.
9. Garry Born. International Commercial Arbitration Law. Third edition. 4250 pages
10. Qonun hujjatlari ma'lumotlari milliy bazasi, 17.02.2021-y., 03/21/674/0123- son
11. <https://www.nortonrosefulbright.com/en/>
12. <https://www.newyorkconvention.org>
13. CHET CHET EL ARBITRAJ QARORLARINI TAN Olish VA IJROGA QARATISHNI RAD ETUVCHI HOLATLAR: OMMAVIY TARTIB. Ilmiy maqola.
14. Casetext.com

## CONCEPTS AND CHARACTERISTICS OF EDUCATION AND QUALITY OF EDUCATION

*Mirzaliyeva Marxabo*

*Teacher of No. 2 Vocational School of Uchkurgan District,  
Namangan Region*

**Abstract:** The article discusses the quality of education - a set of features of the educational process that determine the consistent and practically effective formation of competence and professional consciousness.

**Key words:** quality of education, education, international standard, national standard, competence, professional education, presentation, knowledge, methodology

The International Organization for Standardization (ISO) is an international standards-setting organization composed of representatives from various national standards organizations. This organization defined quality as "Quality is a set of characteristics related to the ability of an object to meet specified and expected needs."

The quality of education is the compliance of education (as a result, as a process, as an educational system) with the established needs, values and norms (standards).

Achieving quality indicators depends on management, ensuring their values, complexity and combination.



Quality is considered not only as a result of activity, but also as an opportunity to achieve it in the form of internal potential and external conditions, as well as a process of formation of characteristics.

Education, like any process or result of human activity, has a certain quality. Conceptually, the most accurate is the following definition of the quality of education.

The quality of education is a set of characteristics of the educational process that determine the consistent and practically effective formation of competence and professional consciousness. Three groups of characteristics can be distinguished here: the quality of the potential to achieve the educational goal, the quality of the process of professional formation, and the quality of the educational result.

The composition and system of factors affecting the formation of the quality of education. The main parameters of the quality of education reflect the set of factors influencing the formation of quality, as well as the measurement and characteristics of the influence of these factors, their interaction with each other.

The main factors of the quality of education are the purpose and potential of education. The first one reflects the public opinion about which educational option can be considered ideal, which will meet not only today's educational needs, but also tomorrow's. The goal reflects the development trend of educational needs and includes the entire educational system, it is manifested not only in the state policy, but also in the behavior of each participant of the educational process.

The second factor - educational potential - describes the possibilities of achieving the goal in terms of resources and objective conditions.

These factors are external and internal to a particular educational organization. The purpose, potential, for general education is available separately for each organization.

But other factors of education quality can be conditionally divided into two groups - external and internal.

The first includes state management of education (activities of the Ministry of Education and Science), organizational and legal provision of education (Law on Education, State Education Standards, etc.), education including education financing system, manifestation of educational needs and public opinion about education, quality of education.

The second group of factors - internal - includes the composition of teachers and students, material and technical support of the educational process, information and methodological support, educational technology and educational work. A specialized quality management system (if any) and an educational program play a special role.

Ultimately, these factors determine the quality of education both as a system and as a process of obtaining and providing it, as well as the quality of the educational result. In addition, all factors have their own characteristics, the quality of each of them can be said separately.

Management of the quality of education is not only to achieve its certain level, but also to ensure the positive dynamics of its change.

In all modern developments of the quality of education, the main focus is on achieving a certain level of it. But in the process of social development, the needs and conditions of education change, and after them, the requirements for quality and the criteria for its evaluation must change.

The dynamics of the quality of education can be different. It can be stable or unstable and can be characterized by sharp, gradual decrease, increase or various types of qualitative changes. These trends differ in the direction, pace and rhythm of changes.

It is necessary to improve the quality of education. But understanding this is not enough. In order to answer the question of which trends are possible and desirable to improve the quality of education, and which ones should be bypassed or avoided, it is necessary to know the following:

There is a gradual tendency to increase the quality of education. It represents two consecutive logistic curves. There is a turning point in this trend at what can be called a leap in quality. This is determined by significant changes in the external environment and quality management: the introduction of a new system and management mechanism, the achievement of scientific and technical progress, the successful reform of education, the accumulation of critical mass in the use of all factors that improve quality.

In this regard, it seems important to create a system for analyzing the activities of the team of pedagogues in order to manage the quality of education in education.

### REFERENCES

1. "Increasing the quality and efficiency of the educational process through the modernization of primary education. Tashkent 2016
2. Rozieva D. et al. Interactive methods: essence and application, Met. hand. - T.: TDPU, 2013.
3. Muslimov N.A. and others. Innovative educational technologies. Educational and methodological manual. - T.: "Sano-standard", 2015. - 208 p.
4. my.moqt.uz Professional Education Development Institute

## "ELECTROLYSIS" TO STUDENTS. "FARADAY'S FIRST LAW" ORGANIZING THE LESSON (EXAMPLE OF VOCATIONAL VOCATIONAL SCHOOL)

*Boltaboyeva Gulzoda Turginboyevna*

*Teacher of physics at Toragoron Vocational School No. 1*

**Abstract:** In the article, the method of effective organization of lessons in attracting young students to education in the era of globalization is discussed on the example of a vocational school.

**Key words:** quality of education, education, international standard, national standard, competence, professional education, presentation, knowledge, methodology.

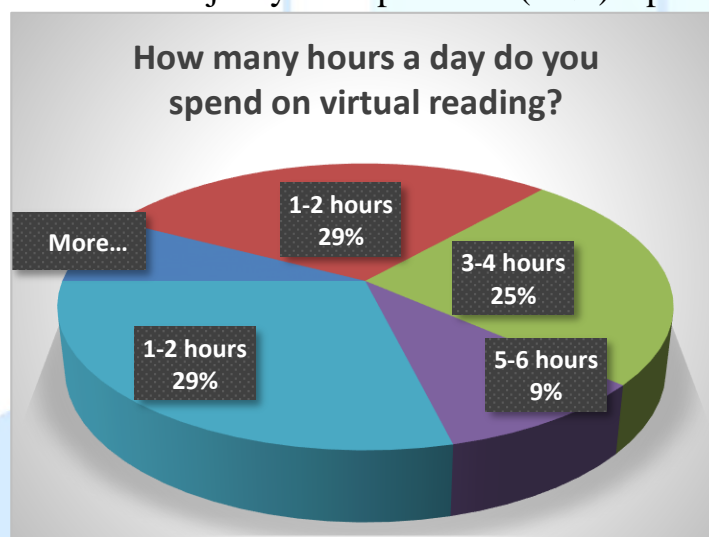
It is known that in today's modern world, getting students interested in science and reading, developing their interest in reading and learning remains one of the urgent issues.

It is becoming increasingly difficult to engage students in education, especially in the increasingly virtual world. For example, we can see this as a result of the following survey conducted by researcher K. Uzakov. The majority of respondents (39%) reported that 50-70% of their daily reading was virtual (electronic) reading. 26%, 22% and 13% of respondents reported reading 30-50%, 10-30% and 70-90% virtually (electronically) respectively.

When asked how many hours a day they spend on virtual reading, 31 percent of respondents said it was 3-4 hours. [1]

At a time when the socio-economic and political-cultural landscape of the world is changing day by day, man and his maturity are very important issues. In particular, improving the quality of human capital is seen as one of the most important tools in the fight against poverty. The world's leading nations have mastered the formation of knowledge, skills and their use. (K., 2021)[2]

In the current era of globalization, the demands placed on a modern specialist are changing day by day. To acquire modern knowledge and skills from a specialist in a masked environment, to have both "hard skills" and "soft skills" at the same time is required.



The main condition for this is continuous education in order to constantly acquire new knowledge and skills along with professional experience gained at work and understand it from an empirical point of view.

Education is of particular importance in increasing the knowledge and skills of specialists, as well as professional competences.

Taking into account that the majority of specialists are trained in the professional education system, effective use of modern pedagogical technologies is envisaged in the organization of classes in the system.

Below is "Electrolysis. We will consider the procedure for organizing a lesson on Faraday's first law.

The purpose of the lesson:

a) To provide students with knowledge about electrolysis, the electrochemical equivalent of a substance, to develop skills and competences.

b) Educating about the nature of the educational-electrolysis phenomenon, the mass of the released substance, the importance of Faraday's first law in our life.

v) Developer - to expand students' ideas about the role of electrolysis in our industry, its importance in modern production.

<b>Lesson type:</b>	A mix.
<b>Type of lesson:</b>	Formation of new knowledge and concepts.
<b>Lesson format:</b>	Logical thinking.
<b>Teaching equipment:</b>	Poster, slide, overhead projector.
<b>Teaching methods:</b>	"Blitz questions", "Skarabey" interactive methods.
<b>The main terms and basic words that should be acquired during the course of the lesson:</b>	Electrolysis k is the electrochemical equivalent of a substance

In order to keep students alert and sharpen their knowledge during the lesson, it is necessary to "brainstorm" them with quick questions at certain intervals.

For "Blitz questions" students are asked the following questions.

- What is an ion?
- What is the difference between an ion and an atom?
- What is called an ionic bond?
- How does sodium chloride dissociate into ions under the influence of water molecules?
- What is an electrolyte?
- Does pure water conduct electricity?



- • When NaCl dissolves in water, what ions does it dissociate into?

Rule of the "MENTAL ATTACK" method  
No co-evaluation and criticism is allowed!  
Do not rush to evaluate the proposed idea, even if it is wonderful and strange  
- anything is possible.  
Criticism - all ideas are valuable and powerful.  
Don't be the one who comes out!  
Do not push yourself!  
The goal is quantity!  
The more ideas are expressed, the better: there are many opportunities for  
the emergence of new and valuable ideas.

Various appeals and slogans can be used during the training sessions to increase their activity towards young students.

For example, it is recommended to use it at the beginning, or at the end, and other parts of the lesson.

*"The lesson in the classroom has begun,*

*be aware every breath"*

*"A repeat of the previous lesson,  
foundation of today"*

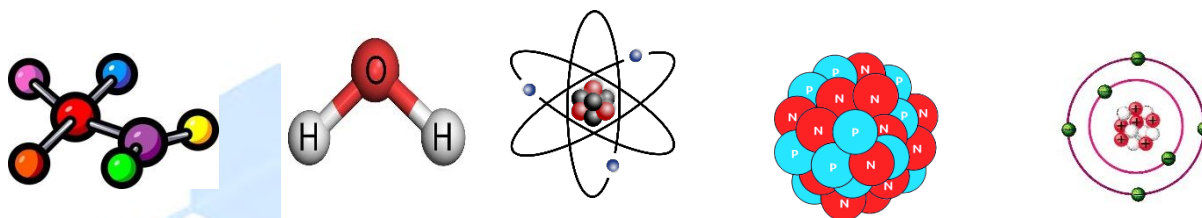
*"A new subject is a new world,  
it has thousands of meanings"*

*"Each task given -  
food for tomorrow"*

Choosing a "background" or "template" suitable for the theme of the presentation will increase the quality of the presentation even more. It is approached with aesthetic taste.

At the end, the teacher should learn the opinions of the participants about the lesson. for this, a traditional survey can be conducted. It is recommended to conduct questionnaires in the form of an interview, in paper form or in electronic form (by telegram). In addition, the opinion of the participants can be determined through various methods.

For example, at the end of the training, the participants were asked, "Based on the finished lesson, which of the following forms would you choose?" you can get their interesting answers and comments by asking the question.



It is desirable that the pictures are related to the topic. (eg: atom, electron, proton, electron, molecule)

Based on the answers given by the participants, they are asked why they chose that form. Their comments are recorded and systematically analyzed after the training. This will help organize further training more effectively.

### REFERENCES

1. Uzakov K. [Actual Problems of Virtual Reading](https://www.neliti.com/publications/412773/actual-problems-of-virtual-reading) / International Journal on Integrated Education. Copyright (c) 2022 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/> <https://www.neliti.com/publications/412773/actual-problems-of-virtual-reading>
2. Uzakov K. Issues of employment in poverty reduction. - Academic Research in Educational Sciences, Volume 2, Issue 10, 2021. – P. 579-594. //DOI: 10.24412/2181-1385-2021-10-579
3. "Increasing the quality and efficiency of the educational process through the modernization of primary education. Tashkent 2016 Muslimov N.A. va boshqalar. Innovatsion ta'lim texnologiyalari. O'quv-metodik qo'llanma. – T.: "Sano-standart", 2015. – 208 b.
4. my.moqt.uz Professional Education Development Institute

## РАЗВИТИЕ СИСТЕМЫ ПОДГОТОВКИ МОЛОДЕЖНЫХ ЛИДЕРОВ СОСЕДСТВА К ТРЕБОВАНИЯМ ВРЕМЕНИ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ

*Узаков Кахрамон Пазилдинович*

*Преподаватель кафедры государственного управления  
«Мастерство управления» при Президенте Республики Узбекистан  
q.uzakov@dba.uz +99893 979-26-86*

**Аннотация:** В данной статье анализируется роль системы обучения в развитии профессиональной компетентности районных работников, в том числе молодежных лидеров микрорайона.

**Ключевые слова:** молодежный лидер, соседство, гражданское самоуправление, компетентность, глобализация.

В сегодняшнюю эпоху глобализации мировоззрения, мечты и стремления молодых людей меняются день ото дня.

Это означает, что требования, предъявляемые к работникам сферы, ответственной за общественно-политическую деятельность и духовную жизнь черного слоя, обновляются с каждым днем. От специалиста, работающего с молодежью, требуется обладать современными знаниями и навыками, овладевать современными компетенциями в короткие сроки.

Главным условием для этого является профессиональный опыт практической работы, а также непрерывное образование с целью постоянного приобретения новых знаний и навыков и понимания их с эмпирической точки зрения.

Образование имеет особое значение в повышении знаний и умений, профессиональных компетенций специалистов.

В целях внедрения новых механизмов управления работой с молодежью, создания вертикальной системы работы с ней, решения молодежных проблем непосредственно на микрорайонах, дальнейшего повышения эффективности духовно-просветительской и воспитательной работы в образовательных учреждениях Президент Республики Узбекистана от 19 января 2022 года «О кардинальном совершенствовании системы работы с молодежью в микрорайонах» решением PQ-92 «О мерах» введена должность молодежного лидера в микрорайонах.

В частности, на основе данного документа совместно с Академией государственного управления при Президенте Республики Узбекистан и Агентством по делам молодежи были организованы обучающие семинары для молодежных лидеров микрорайона по сути и эффективному функционированию вновь внедренной системы. до 1 марта 2022 года.

Однако за прошедший период эти новые требования и новые потребности стали повесткой дня.

Это означает, что необходимо наладить систему непрерывного обучения молодежных лидеров в округе.

До сих пор нет единства во взглядах на зарождение идеи непрерывного образования и ее авторство.

Анализируя подходы, связанные с профессиональной компетентностью, можно сказать, что видно, что они уже осознали ее значимость в образовательном процессе. Н.А. Муслимов и К.М. По мнению Абдуллаевых, компетентность – это уровень самостоятельного и творческого применения приобретенных теоретических знаний, умений и компетенций на практике, который формируется как в процессе практики, так и в послевузовской деятельности студента.

В отличие от приведенных выше исследований, данная диссертационная работа посвящена системе повышения профессиональной компетентности молодежных лидеров.

При изучении вышеизложенного вопроса в исследовании использовались преимущественно 2 метода:

На основании вышеизложенного был проведен опрос с участием полевых сотрудников. В проведенном опросе, когда респондентам задали вопрос, что из перечисленного является основной мерой повышения уровня профессиональной компетентности молодежного лидера района, большинство из них, 36 процентов, одобрили краткосрочные и среднесрочные курсы офлайн-обучения. Также (24%) респонденты сообщили, что внедрение системы наставничества является одной из основных мер по повышению уровня профессиональной компетентности молодежных лидеров микрорайона. (Таблица 1)

<b>Что из перечисленного является основной мерой повышения уровня профессиональной компетентности молодежного лидера района?</b>	
Дистанционное обучение	12%
Краткосрочные и среднесрочные оффлайн курсы обучения	36%
Внедрение системы наставничества (сотрудник высокого уровня или другой образцовый местный опытный руководитель)	24%
Независимое образование	15%
Молодёжному лидеру не нужно непрерывное образование, достаточно практического опыта.	13%

*Таблица 1*

По результатам опроса они заявили, что их основными целями участия в курсах переподготовки и повышения квалификации, организованных для молодежных лидеров района, являются получение новых знаний и навыков (74%), а также укрепление собственных знаний и навыков (72 %).

Одним из главных вопросов является структура их системы обучения. По этому поводу было изучено мнение районных молодежных лидеров. (Фигура 1)



Фигура 1

В эпоху глобализации проблема молодежи становится все более важной.

По этой причине 15 декабря текущего года Президент Республики Узбекистан Шавкат Мирзиёев ознакомился с отчётом о проводимой работе в сфере молодёжной политики и приоритетных задачах на следующий год. На этом совещании глава государства заявил, что «в каждом регионе, в системе министерств и ведомств будет внедрен новый подход к работе с молодежью», для этого будут трансформированы виды поддержки, предоставляемые по рекомендации молодёжного лидера, и основное внимание будет сосредоточено на обучении их современным профессиям.

В целом они выразили положительное отношение к обеспечению непрерывности образования в повышении уровня профессиональной компетентности молодёжных лидеров.

Это требует создания системы повышения квалификации молодёжных лидеров района. Особое внимание следует уделить качеству краткосрочных курсов и дистанционного образования.

Кроме того, целесообразно совершенствовать деятельность «Наставничества» в регионах и для этого целесообразно рассмотреть систему премирования наставников по результатам работы их учеников. Таким образом, необходимо сначала разработать правовую базу для внедрения и совершенствования системы коучинга. Это видно из результатов проведенного опроса. Потому что большинство респондентов считают традиционную (оффлайн) систему обучения и коучинга эффективной и удобной. Лишь 15 процентов назвали независимое образование и 12 процентов дистанционное (онлайн) образование эффективным и удобным. (Рисунок 1).

Это свидетельствует о том, что специалисты не обладают достаточными навыками для самостоятельного обучения и самостоятельное образование не организовано качественно.

Одним словом, важно обеспечить непрерывность образования в повышении уровня профессиональной компетентности специалиста.

В этом направлении желательно организовать масштабную работу по пересмотру формы дистанционного обучения, внедрению лучших практик в систему коучинга, развитию навыков самостоятельного обучения специалистов.

В своей статье 2014 года «Развитие навыков государственных служащих как условие формирования их профессиональной личности» российский специалист Луканина Юлия Юлия Владимировна высказала предложения по модернизации региональной системы непрерывного профессионального образования как механизма развития профессиональных компетенций гражданских служащих. были записаны слуги. По мнению экспертов, в сложившихся условиях все большее значение приобретает факультативный характер обучения, реализуемый за счет активного внедрения современных форм дистанционного образования в систему регионального непрерывного профессионального образования. Сегодня эти технологии используются в процессе обучения государственных служащих в нашем регионе, но, к сожалению, этого недостаточно. Подчеркивается, что для качественной модернизации дистанционного образования необходимо совершенствовать учебно-методическое оснащение образовательного процесса (электронные учебники, видеолекции, дистанционные тренажеры, информационно-аналитические материалы, вебинары и т.д.).

#### **ИСТОЧНИКИ И ССЫЛКИ**

1. 15 декабря Президент Шавкат Мирзиёев ознакомился с отчётом о проделанной работе в сфере молодёжной политики и приоритетными задачами на следующий год. <https://president.uz/uz/lists/view/6928>
2. Федеральный закон "О государственной гражданской службе Российской Федерации" от 27.07.2004 N 79-ФЗ (последняя редакция) <http://www.kremlin.ru/acts/bank/21210/page/1>
3. Закон Республики Узбекистан «О государственной гражданской службе». Национальная база законодательной информации, 08.09.2022, №22/03/788/0723
4. Сборник правовых документов Республики Узбекистан, 2013 г., № 41, статья 546; 2014, № 29, статья 356; Национальная база правовых документов, 05.04.2018, №18/06/5428/1158; 23.02.2019 г. №19.06/5668/2652; 30.05.2019 г. №19/06/5732/3212; 17.03.2021, №21.06.6188/0216

## TODAY'S ACTUAL ISSUE: PRODUCING WELL-PREREPARED SIMULTANEOUS INTERPRETERS FOR SPONTANEOUS SPEECHES IN POLITICAL CONFERENCES

*Umarqulova Munira Zakhidovna*

*Master student of simultaneous interpretation in  
Tashkent State World Languages University*

**Annotation:** In the realm of political conferences, the demand for skilled simultaneous interpreters is more critical than ever. The ability to provide accurate and nuanced interpretations of spontaneous speeches is a unique challenge that requires a specific set of skills and training methodologies. Simultaneous interpretation involves rendering spoken words from one language into another in real-time. While prepared speeches allow interpreters time to familiarize themselves with the content, spontaneous speeches in political conferences present a different set of obstacles.

**Key Words:** speaking tone, simultaneous perception, political Conferences, simultaneous interpreters.

### INTRODUCTION

Major diplomatic events like the Yalta Conference, Camp David Summit, Dayton Agreement, Trump-Kim Summit, G20 and G7/8 Summits, World Economic Forum in Davos, Brexit negotiations, and regular EU meetings heavily depend on skilled interpreters. Despite their crucial role, these interpreters often work discreetly behind the scenes, escaping public notice. Nowadays, there is a constant stream of meetings and conferences involving politicians and diplomats at various levels, including specialized technical gatherings covering topics ranging from agriculture to education. The diverse aspects of diplomacy, encompassing trade negotiations, state visits, sports, and cultural exchanges, require interpreters with expertise in various fields such as terminology, rules, sports jargon, proper names, and art history.

The historical examples, especially those documented in the biographies and memoirs of famous interpreters, are evidence that the process of facilitating understanding has always considered the compatibility of the plans, goals and interests of everyone involved. Interpreters historically also took on other tasks by taking minutes or acting as personal advisors or even serving as envoys themselves. Their work was also strongly shaped by the ideology and people for whom they interpreted as well as their own social status.

The historical significance of interpreting in political and diplomatic spheres has been explored extensively in interpreting research, as evidenced by studies such as Roland (1999) and Takeda and Baigorri-Jalón (2016). It is believed that even early

civilizations relied on mediators to facilitate communication during meetings. Prior to the 15th century, interpreters accompanied rulers onto battlefields during times of war, blurring the line between diplomatic and military interpreting. Ancient Egypt provides some of the earliest evidence of diplomatic interpreters, where "royal messengers" proficient in multiple languages were responsible for official external relations and delivering the Pharaoh's messages to foreign leaders. Accompanying them was a "common interpreter," of lesser status than the official ambassador, as depicted in the relief scene from the tomb of regent and later Pharaoh Horemheb in Memphis. In Ancient Greece and the Roman Empire, individuals with language skills served as ambassadors to convey crucial messages to foreign nations. Early imperial China also employed interpreter-envoys. Throughout diplomatic history, individuals with varying levels of multilingual competence were utilized, sometimes facing persecution for being perceived as traitors or bearers of negative messages. Others served as trusted advisors or had additional tasks alongside linguistic mediation, influencing contacts and relations with foreign entities. The conquest of the Americas offers numerous examples, including La Malinche, who assisted Spanish conqueror Hernán Cortés in negotiations with indigenous tribes but was also viewed as a traitor to her people.

The field of trade and trade relations has always been closely linked to that of diplomacy. Early interpreters were often entrusted with far-reaching tasks in the field of trade and diplomacy. This is evidenced by the Canadian *interprètes résidents*: they were highly efficient intermediaries between the indigenous peoples and the European settlers and traders, while at the same time acting as guides, explorers, diplomats and traders. All in all, the history of world diplomacy offers many examples of the use of language mediators, whose tasks often went beyond language mediation itself and who had a significant influence on communication and diplomatic relations. Thus political and diplomatic interpreting is probably one of the original forms of dialogic language and cultural mediation. While some of these interpreters of the past fell into interpreting by virtue of their circumstances and multilingualism, others were trained specifically for the job, such as the **Dragomans**, who served as diplomatic interpreters for the Venetians in the Ottoman Empire in the 16th and 17th centuries (Rothman 2009), or the official interpreters for Chinese, Japanese, Jurchen (later Manchu) and Mongolian trained at the Bureau of Interpreters of the Korean Chosŏn dynasty from 1392 until the end of the 19th century (Sixiang 2014, Song 2001).

In the 20th century, political and diplomatic interpreting evolved into the formats commonly used today. The first multilingual negotiations and conferences emerged after World War I, introducing simultaneous interpreting alongside bilateral consecutive interpreting. Among the most notable events requiring interpreting services in the 20th century were the Paris Peace Conference of 1919, involving 32 nations in peace treaty discussions, as well as the activities of the International Labour



Organization and the League of Nations. Following World War II, 21 nations negotiated at the 1946 Paris Conference, and the Nuremberg and Tokyo war crimes trials were conducted, all relying on interpreters for communication. The latter part of the 20th century witnessed the establishment of numerous international and supranational organizations dedicated to peacekeeping and diplomatic endeavors. **The International Association of Conference Interpreters (AIIC) was established in 1953 and remains the sole international association for interpreters, boasting a membership of 3,000 professionals operating in 90 countries.** Concurrently, professional organizations at the national level began to surface, with new ones still being established in certain countries today.

### Methodology

Here are some key considerations in producing well-prepared simultaneous interpreters for such scenarios:

#### 1. Language Proficiency and Political Acumen:

- Interpreters must possess a high level of proficiency in both source and target languages. At least c1 level is required from both languages to be owned. Because some words cannot be easily caught, if the interpreter does not know the figurative meaning of it. For example : “ **he was charging the ladies for 3 days**” may be misinterpreted like “ **u 3 kundan buyon xonimlarga to’lovni to’latayotgan edi.**” However the word “charge” means “ **ta’qib qilmoq**”.

- A deep understanding of political terminology, context, and current events is crucial to ensure accurate interpretations of spontaneous speeches.

#### 2. Specialized Training Programs:

- Establishing specialized training programs focused on spontaneous speech interpretation is essential.

- Simulated exercises involving real-time interpretation of political speeches help build the necessary skills and resilience. For example: **this kind of exercises could be organized in a specially equipped classrooms by playing political speeches on a daily basis and simultaneously interpreting them.**

#### 3. Adaptability and Quick Thinking:

- Interpreters need to adapt swiftly to changes in tone, pace, and content of spontaneous speeches. Otherwise , there is no way for being a professional in this field.

- Quick thinking and the ability to anticipate the speaker's message are crucial for maintaining accuracy.

#### 4. Technological Integration:

- Embrace cutting-edge interpretation technologies to aid in real-time speech processing.

- Continuous training on new tools and software enhances interpreters' efficiency.

#### 5. Cultural Sensitivity:

- Understanding the cultural nuances embedded in political speeches is vital.  
- Training programs should include modules on cultural sensitivity and awareness.

#### 6. Experiential Learning:

- Providing opportunities for interpreters to practice in real conference settings is invaluable.

- Exposure to diverse political contexts helps build confidence and expertise.

#### 7. Ongoing Professional Development:

- Continuous learning and staying updated on political developments are essential.

- Workshops, seminars, and regular assessments contribute to ongoing professional development. For example: **a young interpreter may get checked by the professional one from time to time visiting him and interpreting updated materials.**

#### 8. Collaboration and Networking:

- Encourage collaboration among interpreters to share experiences and insights.  
- Networking with professionals in the political and linguistic fields fosters a supportive community. **To organize this, e-groups on social messengers can be formulated in order to keep continuous exchange of data , assessments and experiences.**

Today, great importance is attached to the teaching and learning of languages of everyday use. The implementation of the Decree of the President of the Republic of Uzbekistan № PPP 1875 of December 2012 “On measures to strengthen the learning of foreign languages” requires a lot of effective work in our country. The participation of leading scientists and delegates from Uzbekistan in the organization of international conferences, symposiums and seminars will certainly increase the number of translators with knowledge and skills in foreign languages.

Simultaneous interpreters play a pivotal role in the success and effectiveness of political conferences, serving as the linguistic bridge that fosters communication across diverse language boundaries. In this chapter, we explore the multifaceted importance of simultaneous interpreters in political contexts.

#### 1. Facilitating Global Dialogue:

- Simultaneous interpreters enable seamless communication among participants from various linguistic backgrounds, fostering a truly global dialogue in political conferences.

#### 2. Preserving Accuracy and Nuance:

- The intricate nature of political discourse demands precise and nuanced interpretation. Simultaneous interpreters navigate complex terminology and convey subtle nuances, ensuring an accurate representation of speakers' intentions.

### 3. Real-Time Adaptability:

- Political conferences often involve spontaneous speeches and dynamic discussions. Simultaneous interpreters showcase remarkable real-time adaptability, responding swiftly to changes in tone, pace, and content.

Since the condition of simultaneity severely constrains the simultaneous interpreter's choice of stimulus, she relies heavily on this access to immediate context and her audience's inferential abilities. Text translators need time to project context and choose their stimuli, while in SI, access to live contexts compensates for temporal constraints. The paper concludes with a discussion on prospects for exploring patterns and possible biases in interlingual text and oral communication on this basis

### 4. Enhancing Diplomacy and Understanding:

- Diplomatic discussions heavily rely on effective communication. Simultaneous interpreters contribute to the creation of a diplomatic atmosphere, fostering mutual understanding and cooperation among participants.

### 5. Cultural Sensitivity and Contextual Awareness:

- Political speeches carry cultural connotations that impact interpretation. Simultaneous interpreters possess a deep understanding of cultural nuances, ensuring that messages are accurately conveyed while respecting cultural sensitivities.

### 6. Mitigating Misunderstandings:

- In the intricate landscape of political negotiations, misunderstandings can have far-reaching consequences. Simultaneous interpreters serve as a critical barrier against miscommunication, reducing the risk of unintended repercussions.

### 7. Enabling Inclusivity:

- Political conferences bring together individuals from diverse linguistic backgrounds. Simultaneous interpreters promote inclusivity by ensuring that every participant, regardless of their native language, can actively engage in discussions and contribute to the discourse. For example, **if a participant is not able to come to the conference because of some urgent reason of health, he or she may be assisted by an interpreter to take part in the conference via zoom, or remotely.**

### 8. Professionalism and Ethical Standards:

- Simultaneous interpreters adhere to rigorous professional and ethical standards. Their impartiality and commitment to accuracy contribute to the integrity of political conferences.

## Conclusion

In conclusion, the significance of simultaneous interpreters in political conferences cannot be overstated. Their ability to facilitate communication, preserve accuracy, and navigate the complexities of political discourse positions them as indispensable contributors to the success of these high-stakes events. As political interactions continue to shape the global landscape, the role of simultaneous interpreters remains paramount in fostering meaningful and inclusive dialogues.

## References:

1. Baker, Mona. 2006. Interpreter Strategies in Political Interviews. *The Hong Kong Linguist* Nos 26-27
2. Baigorri-Jalón, J. (2000) 'Two Centuries of Diplomatic Interpreting: From Top Hat To Short Sleeves Diplomacy', *UN Chronicle* 37(1), pp. 84–85. Available at <https://www.un.org/en/chronicle/article/two-centuries-diplomatic-interpreting-top-hat-shortsleeves-diplomacy> (Last accessed 11 January 2021)
3. Bowen, D. and Bowen, M. (eds) (1990) *Interpreting: yesterday, today, and tomorrow*, Binghamton, State University of New York.
4. Ahrens B., Beaton-Thome M., Rütten A. (2021). The pivot to remote online teaching on the MA in Conference Interpreting in Cologne: Lessons learned from an unexpected experience. *J. Spec. Transl.* 36, 251–284. Available online at: [https://www.jostrans.org/issue36/art\\_ahrens.php](https://www.jostrans.org/issue36/art_ahrens.php) [Google Scholar]
5. Hai Mingjiong & Zhang Jiliang. *Professionalization in Interpreting: International Experience and Developments in China* [M]. Shanghai : Shanghai Foreign Language Education Press, 2016.
6. Babych, B. et al. (2012) 'MNH-TT: a Collaborative Platform for Translator Training', *Translating and the Computer* 34. Online. . Online. Available HTTP: <<http://www.mt-archive.info/Aslib-2012-Babych.pdf>> (accessed June 20th, 2014).
7. Law of the Republic of Uzbekistan "On Official Language" (last amended 1995) [Uzbekistan], 3561-XI, 21 October 1989, available at: <http://www.unhcr.org/refworld/docid/3ae6b4d328.html> [accessed 11 January 2012]
8. Солиева, Ш. (2022). The role of simultaneous interpreting in shaping the public opinion in Uzbekistan. *Переводоведение: проблемы, решения и перспективы*, (1), 239–240. извлечено от  
[https://inlibrary.uz/index.php/translation\\_studies/article/view/6072](https://inlibrary.uz/index.php/translation_studies/article/view/6072)
9. Robin Setton, Context in simultaneous interpretation, *Journal of Pragmatics*, Volume 38, Issue 3, 2006, Pages 374-389, ISSN 0378-2166, <https://doi.org/10.1016/j.pragma.2005.07.003>.
10. Labuschagne, M., & Kaschula, R. (2021). Remote Simultaneous Interpreting in Multilingual Online Conferences: A Case Study from South Africa. In R. H. Kaschula (Ed.), *Languages, Identities and Intercultural Communication in South Africa and Beyond* (pp. 227-244). Routledge.

## O'SIMLIKLARNI TUPROQSIZ YETISHTIRISH TEXNOLOGIYASI

*Ahmadxonov Nurmuhammad*

*Abu Ali Ibn Sino nomidagi ixtisoslashtirilgan  
maktab internatining o'quvchisi*

**Annotatsiya:** Ushbu maqolada biz gidroponikaning nozik tomonlarini ko'rib chiqamiz, uning tamoyillari, afzalliklari va qishloq xo'jaligining kelajagiga potentsial ta'sirini o'rganamiz. Suv, ozuqa moddalari va texnologiyani boshqariladigan muhitda ishlatish orqali gidroponika barqaror oziq-ovqat ishlab chiqarish, resurslarni tejash va hosilni optimallashtirish uchun yangi imkoniyatlar ochadi.

**Kalit so'zlar:** gidroponika, qishloq xo'jaligi, Issiqxona, yer maydoni? resurslar.

O'zbekiston Respublikasi Prezidentining «Fermer, dehqon xo'jaliklari va tomorqa yer egalari faoliyatini yanada rivojlantirish bo'yicha tashkiliy chora-tadbirlar to'g'risida» 2017 yil 10 oktyabrdagi PQ-3318-son qarori ijrosini ta'minlash hamda dehqon xo'jaliklari va aholi tomorqa yer uchastkasidan foydalanish samaradorligini oshirish, aholi bandligini ta'minlash va tomorqa yer uchastkasidan olinadigan daromadlarni yanada oshirish maqsadida Vazirlar Mahkamasining 2018 yil 18-mart kuni 205-son «Dehqon xo'jaliklari va tomorqa yer uchastkalaridan samarali foydalanishni tashkil etish chora-tadbirlari to'g'risida» qarori qabul qilingan. So'ngi yillarda dehqon xo'jaliklari va tomorqa yer uchastkalaridan samarali foydalanishni tashkil etish bo'yicha amalga oshirilgan islohotlar natijasida qishloq xo'jaligi mahsulotlari ishlab chiqarish hajmlari sezilarli darajada oshishiga erishildi.

Zamonaviy qishloq xo'jaligi sohasida an'anaviy tuproqqa asoslangan dehqonchilik amaliyotlari samaradorlik, barqarorlik va mahsuldorlikni oshirishni ta'minlaydigan innovatsion usullar bilan kurashmoqda. Shunday inqilobiy texnologiyalardan biri gidroponika, tuproqsiz o'simliklarni yetishtirish usulidir. O'simliklar o'sishi uchun vosita sifatida tuproqqa bo'lgan ehtiyojni yo'qotib, gidroponika raqamli texnologiyalarga asoslangan davrimizda an'anaviy dehqonchilik muammolariga istiqbolli yechim taklif qiladigan qishloq xo'jaligi amaliyotida paradigma o'zgarishini anglatadi. Iqlim o'zgarishi, aholi sonining ko'payishi va tabiiy resurslarning kamayishi kabi muammolarga duch kelayotgan hozirgi paytda, barqaror va samarali oziq-ovqat ishlab chiqarish usullariga ehtiyoj hech qachon bo'lmagan. Qishloq xo'jaligini inqilob qilishda istiqbolni ko'rsatadigan innovatsion yechimlardan biri gidroponika - tuproqsiz o'simliklarni yetishtirish amaliyotidir. Ushbu maqola gidroponika texnologiyasi, uning afzalliklari va fermerlik kelajagini shakllantirish imkoniyatlarini o'rganadi.

Gidroponika nima?

Гидропоника - тупроқдан фойдаланмасдан, озуқа моддаларига бой сув еритмасида о'симликларни yetishtirish usuli. An'anaviy тупроққа asoslangan qishloq xo'jaligiga tayanish o'rniga, gidroponik tizimlar zarur oziq moddalarni to'g'ridan-to'g'ri o'simlik ildizlariga yetkazib, optimal o'sish va hosildorlikni ta'minlaydi. Tuproqsiz yetishtirishning bu usuli oзуқа moddalari ning tarkibi, suvdan foydalanish va atrof-muhit sharoitlarini aniq nazorat qilish imkonini beradi, bu esa yuqori hosil va tez o'sish sur'atlariga olib keladi.

Гидропоникани ng afzalliklari:

1. Suv samaradorligi: Gidroponik tizimlar an'anaviy тупроққа asoslangan dehqonchilik bilan solishtirganda 90% gacha kamroq сув ishlatadi, bu ularni сув tanqisligi yoki qurg'oqchilik sharoitlariga duch kelgan hududlar uchun muhim hisoblanadi.

2. Kosmosni optimallashtirish: Gidroponika kosmosdan tejamkor bo'lib, fermerlarga kichikroq maydonda ko'proq o'simliklarni yetishtirish imkonini beradi. Vertikal dehqonchilik, gidroponikaning bir shakli bo'lib, o'simlik to'shaklarini vertikal ravishda to'plash orqali makondan maksimal darajada foydalanish imkonini beradi.

3. Kengaytirilgan hosil sifati: O'simliklarni nazorat qilinadigan muhit va aniq oзуқа aralashmasi bilan ta'minlash orqali gidroponika, yanada mazali va тупроқдан yuqadigan kasalliklardan xoli bo'lgan ekinlar yetishtirish imkonini beradi.

4. Yil davomida ishlab chiqarish: Gidroponik tizimlar bino ichida yoki issiqxonalarda ishlashi mumkin, bu yil davomida yetishtirish imkonini beradi va mavsumiy omillarga bog'liqlikni kamaytiradi.

Гидроponik tizimlarning turlari:

1. Chuqur сув madaniyati (DWC): O'simliklar ildizlari suvga botgan holda oзуқа eritmasida o'stiriladi.

2. Nutrient Film Technique (NFT): Oziqlantiruvchi eritmaning yupqa plyonkasi o'simlik ildizlari ustidan oqib, doimiy oziq moddalar bilan ta'minlaydi.

3. Aeroponika: O'simlik ildizlari havoda turadi va oзуқaviy eritma bilan bug'lanadi, bu esa maksimal kislorod va oзуқа moddalari ning so'rilishini ta'minlaydi.

Qishloq xo'jaligining kelajagi:

Dunyo aholisi o'sishda davom etar ekan va unumdor yerlar kamayib borar ekan, gidroponika kabi qishloq xo'jaligining innovatsion usullarini qo'llash barqaror oziq-ovqat ishlab chiqarish uchun zarur bo'lib qoladi. Texnologiya va ilmiy bilimlarning kuchidan foydalangan holda, gidroponika an'anaviy dehqonchilik usullari oldida turgan muammolarga munosib yechim taklif qiladi. Avtomatlashtirish, sensor texnologiyalari va ma'lumotlar tahlili sohasidagi yutuqlar bilan gidroponikaning kelajagi oziq-ovqat xavfsizligini oshirish, atrof-muhitga ta'sirni minimallashtirish va kelajak avlodlar uchun barqaror qishloq xo'jaligi tizimini yaratishda muhim ahamiyatga ega.

**Хулоса:** Гидропоника qishloq xo'jaligida oziq-ovqat mahsulotlarini yetishtirish usulini o'zgartirish imkoniyatiga ega bo'lgan innovatsion yondashuvni ifodalaydi. Tuproqsiz o'simliklarni yetishtirish, texnologiyani qo'llash va barqarorlikka ustuvor ahamiyat berish orqali gidroponik tizimlar yanada samarali va barqaror dehqonchilik amaliyotiga yo'l taklif qiladi. Barqaror oziq-ovqat ishlab chiqarish muhim ahamiyatga ega bo'lgan kelajakka qarar ekanmiz, gidroponikani qo'llash oziq-ovqat xavfsizligi, atrof-muhitni muhofaza qilish va butun dunyo bo'ylab jamoalar uchun iqtisodiy farovonlikni ta'minlash uchun kalit bo'lishi mumkin.

#### **Foydalanilgan adabiyotlar:**

1. Issiqxona xo'jaliklarini tashkil qilish va yuritish. Toshkent 2007 yil.
2. G'.A. Samatov, J.Y. Yodgorov, Z. T. Siddiqov: Issiqxona xo'jaliklarini tashkil qilish va yuritish. Toshkent 2007.
3. Хуррамов Ш.Х., Бекмуродов А.С. Испытание нового нематоцида в борьбе с галловыми нематодами гранатовых агроценозов в Узбекистане // Узбекский биологический журнал. – Ташкент, 2015.
4. [www.agro.uz](http://www.agro.uz).

**“MUHAMMAD YUSUF SHE’RIYATIDA TARIXIY SHAXSLAR TALQINI”***Muhammadali Satimov**Andijon Davlat Pedagogika instituti**Ijtimoiy gumanitar fanlar va san`at fakulteti**Musiqiy ta`lim yo`nalishi 102-guruh talabasi*

*Adabiyot va san`at, madaniyatni rivojlantirish – xalqimiz  
ma`naviy olamini yuksaltirishning mustahkam poydevoridir.*

*Shavkat Mirziyoyev**O`zbekiston Respublikasi Prezidenti***KIRISH**

Yurtimizda keyingi o`n yil mobaynida madaniyat va san`at, adabiyot, ma`rifatni rivojlantirish borasida misli ko`rilmagan ishlar amalga oshirildi. Yangilanayotgan O`zbekistonning madaniyati va san`atini dunyo sahnalariga olib chiqish borasida qator amaliy islohotlar; milliy maqomni, baxshichilik, hunramandchilikni targ`ib qilish borasidagi muayyan madaniy islohotlar bilan birga, Toshkent shahri markazida qad rostlagan Adiblar xiyobonidagi qator so`z salaflariga o`rnatilgan purviqor haykallar adabiyotga bo`lgan yuksak ehtiromning e`tirofidir. Zero, qilinayotgan ezgu ishlar Cho`lponning “Adabiyot yashasa millat yashaydi”, degan hikmatli so`zlarining aks-sadosi bo`lib yangramoqda.

**KUYGAN JOYDAN KUY CHIQAADI...**

“Kuygan joydan kuy chiqadi, deydilar. Buxoroning esa kuymagan joyi yo`q. Bunda nimaiki qulasa kuy bilan qulaydi. Devor qulasa – kuy, maqbara nurasa – kuy, hovuz qurisa – kuy. Buxoro yig`lab qo`shiq aytayotgan ulug` Hofiz. Uning qo`shig`ini barcha tinglaydi, uning tovushi etmagan yer yo`q...”<sup>1</sup>

Bu so`zlar elimizning ardoqli shoiri, suyuqli kuychisi Muhammad Yusufning yurak tolalaridan yangragan, jigar-bag`ridan qon bo`lib sizgan, Buxoroi sharifni, to`kilib borayotgan Buxoroni ko`rib ko`zlaridan yosh bo`lib qalqib chiqqan so`zlardir.

Muhammad Yusuf! Bu ismni eshitar ekanmiz ko`z oldimizda, avvalo, o`ychan, ammo samimiy qiyofadagi, soddagina inson gavdalanadi. Uning turgan turushi, qarashlari, nigohi, ko`zlari, so`zlari, tabassumi, butun borlig`i – she`r! Biz tarixdan devona Mashrabni yaxshi bilamiz, u insonni nimalar qilganini, nimalar yozganini, darveshona hayotini...

<sup>1</sup> Muhammad Yusuf. Saylanma: she`rlar, dostonlar. “Sharq” nashriyoti, 2017. – 384 b.



Men Muhammad Yusufni Mashrabga o'xshataman. Ha-ha, Mashrabga! Mashrab ham darvesh edi, Muhammad Yusuf ham darvesh! Ko'pchilik yoshlar bugun darvesh deganda, juldur kiyimli, elkasiga sholxalta osib olgan-u, dunyo bilan ishi yo'q, kunim o'tsa bo'ldi deydi odamlarni – tilanchilarni tushunadi. Ammo darveshlik umuman boshqa narsa ekanligini, darveshlik bu umrini olamlar podshohi bo'lmish – Yaratganning xizmatiga bahshida etgan, chin inson matlabi, baxti, vazifasi aynan shu ekanligini anglagan va bu yo'lda o'zining butun borlig'idan kechgan inson ekanligini o'ylab ham ko'rishmaydi. Men Muhammad Yusufni bekorga darvesh deb aytayotganim yo'q. Ha, u haqiqiy darvesh, ammo egniga oq ko'ylak, kastyum-shim kiyib olgan bo'yinbog'li darvesh.

Muhammad Yusufning she'rlarini, dostonlarini o'qir ekanman yaqin o'tgan tarixda, ayni kunlarda desam ham mubolag'a bo'lmaydi, Muhammad Yusuf ismli bir ko'ksida darveshona yurak urib turgan va bu darveshona yurakni o'zining kichkinagina, ozg'in jussasi, soddagina qalbi, samimiy nigohlari bilan qirq yetti yil... bor-yo'g'i qirq yetti yilgina ko'tarib yura olgan inson yashab o'tganini ko'raman. Ba'zi vaqtlarda o'sha darvesh yurakli soddadil inson bilan xayolan suhbatlashaman, o'zimcha bir-ikkita mayda-chuyda darlarimni aytaman... yengil tortaman.

Muhammad Yusuf talqinida CHO'lpon otilsa – kuy, Mashrab osilsa – kuy, Amir Temurning qabri ochilsa – kuy, maktab bolalari paxta tersa – kuy, Yoqub cholga Zaparojes berishmasa – kuy, Qodiriy – kuy, Usmon – kuy, Manguberdi – kuy, Boburu Ulug'bek – kuy, bosmachilar – kuy!

Muhammad Yusuf yig'lab qo'shiq aytayotgan ulug' Hofiz. Uning qo'shig'ini barcha tinglaydi, uning tovushi etmagan er yo'q. Ammo, odamlar uning qo'shig'iga mahliyo bo'lib, hayrat bilan tinglashganlar-u, o'zini esa unutib qo'yishgan. Axir har bitta kuy, har bitta ohang Muhammad Yusufning bevaqt uzilgan bir yurak tomiri ekanligini ular qayoqdan ham bilishsin. Biz qaerdan bilaylik?! Olam qanday bilsin?! Bizlar faqat yig'lashni, faryod solishnigina qoyillata olamiz xolos! Ha, o'z-o'zini eb, so'nib borayotgan sha'mni maza qilib tomosha qilamiz-u, uning yog'dusidan istagancha bahramand bo'lamiz-u, lekin... keyin uni yig'i-sig'i, dod-faryod bilan so'nggi manzilga kuzatib qo'yaqolamiz. Ammo hech birimiz unga, to'xta, nimaga o'zingga bunchalar azob beryapsan, bunaqada yurangingni yeb bitirasan-ku, ado bo'lasan-ku deya aytmaymiz. Uni asramaymiz. Qaytamiga uning ado bo'layotganini bir chetda jim kuzatgancha zavqlanamiz, rohat olamiz.

### **O`ZBEKISTON, JONIM TO`SHAY SOYANGGA!**

Vatan – inson tug'ilgan go'sha, kindik qoni to'kilgan maskan, u shu maskanda ulg'ayadi, oila quradi, esdan chiqmaydigan xotiralari unda ro'y beradi, yaqinlar, qarindoshlar, ota-bobolar barcha barchasi inson uchun muqaddas xotiralardir. Zotan, Vatanni sevish inson tabiatini bir bo'lagidir. SHuning uchun, undan uzoqlashganda uni qo'msaydi va sog'inadi. Vatan bizga Alloh tomonidan berilgan eng buyuk ne'mat

bo'lib, u haqda har qancha yozsang ham yana qaysidir jihatlari qolib ketayotganday, go'yo misralar ojiz, rangsiz, g'aribday tuyulaveradi. Vatan haqida aytmoqchi bo'lganlarning esa, behisob. Shunchalar ko'pki, hisobdan adashib ketasan kishi...

Xalqimiz odatda Vatan so'ziga Ona so'zini qo'shib talaffuz qiladi: Ona Vatan. Bu Vatanning onaday aziz, mehribon, jonkuyarligiga ishora bo'lsa kerak-da. Axir inson uchun onadan azizroq kishi bormi? Ona bizlarga jismu jon ato qilib, yana boshimizda tunlarni bedor o'tkazadigan zot-ku axir. O'ziga bori zahmatlarni olib, jami rohatni farzandiga ilinganini ta'riflashga har qancha mehribon degan so'z kamlik qilmaydimi? O'zga jon uchun, uning baxti, kamoli, ertangi kuni deb kerak bo'lsa hech ikkilanmay o'z jonidan ham kechadigan yana kim bor olamda?! Vatan mehri, vatan muhabbati bu dunyoda ona mehriга tenglasha oladigan yolg'iz mehr bo'lsa ne ajab.

*Sen - shoxlari osmonlarga*

*Tegib turgan chinorim,*

*Ota desam,*

*O'glim deb, bosh egib turgan chinorim,*

*Qo'ynimdagi iftixorim,*

*Bo'ynimdagi tumorim,*

*O'zing mening uluglardan*

*Ulugimsan, Vatanim!*

Istiqlol yillarida mamlakatimizda buyuk ajdodlarimizning aziz nomlarini qayta tiklash, ular merosini asrab-aylash va kelajak avlodlarga etkazish yo'lida keng ko'lamli ishlar amalga oshirildi. Bu esa xalqimizning o'lmas qadriyatlariga, buyuk ajdodlarimiz qoldirgan ilmiy adabiy merosga bo'lgan yuksak hurmat-e'tiborning yorqin timsolidir. Bunday buyuk merosni tiklash, ularni asrab-avaylash va yoshlarga etkazish milliy qadriyatlarimiz asosini tashkil etmoqda.

Darhaqiqat, biz xalqda tumor bo'lib, garchi darvesh bo'lsa-da, o'z davrida butun elu-ulusni ortidan ergashtirgan, ularni imon-e'tiqodga, ma'rifatga etaklagan, Yaratganni sevishni va unga tomon yurishni ta'kidlagan Mashrablar avlodimiz. Mashrab faqat otashzabon ijodkor sifatida emas, balki, ayni zamonda, adolatsizlik va zo'ravonlik, qabohat va jaholat bilan aslo kelisha olmaydigan dovyurak shaxs sifatida ham dong taratgan. Xalq tasavvurida u johil amaldor ustidan kuluvchi, axloqan tuban kishilarni, munofiq din arboblarni ayovsiz fosh qilib, mehnatkashlar manfaatini himoya etuvchi botirso'z kurashchi sifatida shakllangan. Oddiy xalq Mashrab timsolida o'zining ishonchli vakilini, o'z orzu-intilishlarini baralla ayta oluvchi otashin siymoni ko'rgan.

*Navoiysan, shoh yonida*

*Faqirni duo qilgan.*

Alisher Navoiy haqida gap ketar ekan butun turk dunyosi Navoiy hazratlarini “shams ul-millat” – millat quyoshi deb, hamma davrlarda e’zoz bilan tilga oladi. Zera shoir tabir etganidek shoh yonida faqirlarni duo qilib, ularga cheksiz hurmat va ikrom ko’rsatgan buyuk davlat arbobi butun umrini turkiy til mavqeyini ko’tarish, turkiy adabiyot imkoniyatlarini dunyoga tanitish va tan oldirish, turkiy davlatchilik asoslarini mustahkamlashga, jamiyatda haqiqat va adolat mezonlarini qaror toptirishga bag’ishlagan bobokalonimiz bu e’tirofga to’la-to’kis munosibdir. Alisher Navoiy haqidagi biografik ma’lumotlar, yozmishlarining deyarli barchasi to’liq saqlanib qolgan. Xalq ichida bu zotning hayoti va faoliyati bilan bog’liq rivoyat va afsonalar ham talaygina. Chunki odamlar o’zlariga va kelgusi avlodga yashash tarzi, qilgan ishlari ibrat, aytmish va yozmish so’zlari haqiqat bo’lgan zotlar to’g’risida ham hurmat, ham hikmat ma’nosida qaraydilar.

*Sen Xo’jandsan,  
CHingizlarga  
Darbozasin ochmagan.  
Temur Malik orqasidan  
Sirdaryoga sakragan,  
Muqannasan qorachig’i  
Olovlarga sachragan,  
SHiroqlarni ko’rgan cho’pon  
CHo’lig’imsan, Vatanim.*

Mana, Vatan haqida qanday yozish, qanday so’zlash kerak! Bizning bugungi osuda kunimiz, bugungi musaffo osmonimiz, bepoyon dalalaru osmono’par binolarimiz, jahon hamjamiyatidagi baland qaddimiz zamirida necha-necha bobolarimizning qutlug’ qonlari, jangu-jadallari, ko’z yoshlari, armonu-iztiroblari, mashaqqatlari bor.

Xo’jand darvozasini himoya qilgan vatanparvar yigitlar o’shanda manfur dushmanidan qo’rqib indamay taslim bo’lishganlarida bugun bizning g’ururimiz qay darajada bo’lardi, tarixiy kitoblarda bayon etilishicha zindonband etilgan xo’jandlik jinoyatchilar urush arafasida zindonlardan ozod etilgan. Eng hayratlanarli joyi esa endi ularning yo’llari ochiq, to’rt tomoni qibla bo’lgan vaqtlarida ular yurtni tashlab ketishni o’zlariga or bilib ko’ngilli askar sifatida urushga qatnashganlar va Xo’jand darvozasi muhofazasi uchun jonlarini qurbon qilishgan. Bu qandayin muhabbat, qandayin sadoqatki ertaga o’ldirilishi kerak bo’lgan inson, boshi dor ostida turgan odam ozodlikka erishadi va boshini dor ostiga olib borgan el uchun o’z istagi bilan jon-jahdi bilan kurashga kirib halok bo’ladi. Biz dunyo tarixini, er yuzining boshlanishidan tortib to bugungu kunga qadar bo’lgan davrini, yashab o’tgan insonlarni, buyuk va oddiy jangchilarni imkon qadar o’rganib, tahlil qilib chiqmoqdamiz, ammo bizning O’rta

Osiyo xalqichalik, bizning buyuk Turkistonimiz aholisichalik qahramonliklar qilgan millatni kamdan kam uchratyapmiz, to'g'rirog'i uchratmayapmiz ham.

Temur Malik, Muqanna, Shiroq, To'maris, Najmiddin Kubro... har birlari alohida bir tarix va har birlari alohi bir osmon-osmon g'ururdir!

*Kim Qashqarni qildi makon,  
Kim Enasoy tomonda,  
Jaloliddin – Kurdistonda,  
Boburing – Hindistonda,  
Bu qanday yuz qarolig' deb,  
YOtarlar zimistonda,  
Tarqab ketgan to'qson olti  
Urug'imsan, Vatanim.*

Jaloliddin Manguberdi! Agar har bir o'zbek o'g'loni shu inson kabi dovyurak, shu inson kabi vatanparvar, shu inson kabi mard bo'lganida edi, biz bugun butun er yuzini o'z qo'limizga olgan bo'lardik. Men Manguberdi bobomiz haqida ko'p gapirib vaqtingizni olmoqchi emasman, zero, bu insonni bilmagan o'zbek o'zbekmas. Aytmoqchimanki, unutib qo'yamaylik, Jaloliddindagi o'sha sher na'ra tortgan yurakni, o'sha lochin hayiqadigan nigohni farzanlarimiz yuragiga, ularning nigohlariga singdiraylik. Ularga sulton Jaloliddin Manguberdi tarixini yod oldiraylik. Muhammad Yusuf Jaloliddin – Kurdistonda, deya shunchaki yozib ketmaganligini, balki, ko'zlarida yosh, ko'ksida o'kinch, yurak-yuragida alam bilan yozganligini farzanlarimizga tushuntiraylik. Buyuk bobomizning qabrini haligacha olam ahli topolmaganligini, ammo doimo hurmat bajo keltirayotganligini yod etib, Manguberdining kim bo'lganligini hayrat bilan o'rganayotganligini unutmaylik va unuttirmaylik.

*O'g'lim, desang osmonlarga  
G'ivot bo'lib uchgayman,  
CHambil yurtida Alpomishga  
Navkar bo'lib tushgayman,  
Padarkushdan pana qilib  
Ulug'beging quchgayman,  
G'ichir-g'ichir tishimdagi  
So'lig'imsan, Vatanim.*

O'g'lim, desang osmonlarga g'ivot bo'lib uchgayman! Eh, Muhammad Yusuf, soddadil og'am... Bu vatan, bu O'zbekiston sizni o'g'lim demay kimni desin?! Elning suyakli san'atkorlari va ardoqli shoirlari bir-birlari bilan kim o'zarga uy qurish, mashina olish o'yinini o'ynayotgan bir vaqtda, "men sendan kammi" qabilida dunyoning eng ko'zga ko'ringan brendlaridagi mashinalarini ko'z-ko'z qilib yurgan

mahalda egnida har doimigi odmigina kastyumi, oyog'ida eskigina poyabzali bilan davlatning eng yuqori minbarlariga chiqib, yolg'on aralashalmasdan, ta'ma qilmasdan borini boricha gapirib, she'rlar o'qib, yana jimgina o'z ishi bilan shug'ullanib yurgan, erkli elning erkatoy bolalariga o'zligini tanishini, bobolarini eslatib turishni, odam faqat anatomik mavjudod emas, balki, yurak, qalb, nomus, g'urur va muhabbat kabi yuksak tuyg'ularga, ilohiy hissiyotlarga ega yaratilmish ekanligini ta'kidlab, shunga munosib bo'lishi kerakligini istagan shoirni, bu ona vatan o'g'lim demasligi mumkinmi?!

G'ichir-g'ichir tishimdagi so'lig'imsan, Vatanim! Bu gap ham shunchaki gap emas va bu gapga umrining so'nggi lahzalariga qadar sodiq qolgan, vatan qay manzil tomon yo'llasa o'sha tomonga g'iro't bo'lib uchgan shoir, hayotining so'nggi lahzalarini ham ona vatan xizmatida o'tkazdi va xizmat jarayonida jon berdi. So'liq nimaligini bilmaganlar uchun eslatma sifatida aytib o'tib ketishimiz joizki, so'liq o'tning og'iz qismida joylashgan, yog'ochdan yasalgan narsa bo'lib o'tning yo'nalishini belgilashda, o'zgartirishda, chavandozga bo'y sundirishda ishlatiladi. Muhammad Yusuf ota makonini hozir aytib o'tganimiz o'sha so'lig'u qamchilari bilan katta yo'lga o'tlangan chavandoz, o'zini esa chavandoz ostidagi otga qiyoslab *“buyur, sen qay tomon desang shu tomonga yelaman”* deya xitob qilmoqda.

Umrining so'nggi kunlarini shifoxonada, davolanish bilan o'tkazayotgan shoirga qo'ng'iroq bo'ladi va yuqoridan topshiriq bo'lganligi, Muhammad Yusuf Qoraqalpog'istonga borishi kerakligi, xalq bilan uchrashib, suhbat o'tkazishi, she'rlar o'qib berishini kerakligi aytiladi. Muhammad Yusuf *“men shifoxonadaman, ozroq tobim bo'lmay turibdi”*, deya aytmaydi, aytolmaydi. Qaytamiga *“bosh ustiga”* deya yo'lga o'tlanadi. Ona vatan xizmati uchun yo'lga chiqqan shoir o'zining so'nggi nafaslarini olayotganligini bilgan-bilmaganligi bizga qorong'u, ammo shu narsa aniqki, Muhammad Yusuf bir so'zli inson edi va umrining oxirigacha o'z so'zida qat'iy turdi. O'zini olib qochmadi, betobman demadi va ona xalqning ko'z oldida buyuk bir intiho bilan vidolashdi.

### XULOSA

Xotiralarsiz, o'tmishsiz inson bo'lmaganidek, tarixsiz kelajak ham bo'lmaydi. Biz asrlar davomida jahon ayvonida ismlari zarhal harflar bilan bitilgan bobolarimiz-la faxrlanishimiz bilan bir qatorda ularning yashab o'tgan hayotini, ibratli umr yo'llarini, iztirobu-og'riqlarini, quvonchlari-yu shodliklarini ham chuqur o'rganishimiz kerak. Bu borada esa bizga milliy adabiyotimiz bevosita mayoq bo'lib xizmat qilib kelmoqda. Inchinun Muhammad Yusuf ijodini ko'zdan kechirar ekanmiz shoir she'rlari orqali gohida Sohibqiron Amir Temur bobomiz bilan birga jang maydoniga kirib borganday, gohida esa g'azal mulkinging sultoni bo'lmish Mir Alisher Navoiy bobomizning latif suhbatlaridan bahramand bo'lganday bo'lamiz.

Davlatimiz rahbari Shavkat Mirziyoevning milliy adabiyotimizga, milliy san'atimizga va ma'naviyatimizga qaratayotgan yuksak e'tibori, jahon hamjamiyatida o'zbekning milliy qiyofasini yanada teranroq ko'rishda yaratishga bo'lgan ishtiyoqi mehridaryo xalqimiz uchun quvonch bag'ishlab turibdi. O'zbekning milliy qiyofasini yaratishda esa, avvalo milliy tariximiz, milliy adabiyotimiz va milliy sa'natimizning uyg'unligi, mustajoblighi va olamga yoyilishi birlamchi va eng asosiy vazifamizdir. Buning zamirida buyuk bobolarimizning ruhi-poklarini, tabarruk yodlarini, ibratli umrlarini doimo yodimizda saqlagan holda olam ahliga namoyon qilishdek rohatbaxsh bir ishni amalga oshirayotganligimiz bor gap.

Bugun atoqli shoir, elimizning suyuqli farzandi Muhammad Yusufning betakror she'rlarini, hech kimga o'xshamaydigan ijodini bir qator ko'zdan kechirgan holda qaroqlarimiz yoshga to'ldi va bir muncha yodimizdan chiqib borayotgan qadriyatlarimizni esga oldik desam mubolag'a bo'lmaydi.

Osmonni va yer yuzini nur yoritib turganidek inson ongini, uning ma'naviy dunyosini avvalo o'qish, bilim olish, o'rganish yoritadi. Shuning uchun ham har qachon va har qanday holatda bo'lmaylik o'qishdan, o'rganishdan to'xtamaylik. Bir donishmand: agar kimdir menga ertaga dunyo tugaydi deb aytsa, bugun men daraxt ekardim! – degan edi. Ayni damda esa men: agar kimdir menga ertaga dunyo tugaydi deb aytsa, bugun men kitob o'qigan bo'lardim – deya o'z maqolamga nuqta qo'ymoqdaman!

### FOYDALANILGAN ADABIYOTLAR

1. Muhammad Yusuf. Saylanma. "Sharq" nashriyoti.
2. Muhammad Yusuf zamondoshlari xotirasida. "Adib" nashriyoti.
3. Mirzo Kenjabek. Yoshlarga dil so'zlarim. "Adabiyot" nashriyoti.
4. Shukurova, I. (2024). PSYCHOLOGICAL DEVELOPMENT OF SOCIAL INTELLIGENCE IN ADOLESCENCE. *Multidisciplinary and Multidimensional Journal*, 3(1), 65-69.
5. [www.ziyouz.com](http://www.ziyouz.com) kutubxonasi.
6. [www.khurshiddavronkutubxonasi.com](http://www.khurshiddavronkutubxonasi.com)
7. [www.gazeta.uz](http://www.gazeta.uz) sayti.

## MODERN METHODS OF IDENTIFYING THE CAUSATIVE AGENTS OF RESPIRATORY DISEASES IN CHILDREN

*Bakhodirov Behruz Shavkat o'g'li*

*Bukhara State Medical Institute named after Ali Abu ibn Sino*

<https://orcid.org/0009-0001-4718-7138>

**Annotation:** The article provides a general understanding of the shortcomings, inconveniences and modern methods of using classic old methods to identify the causative agents of respiratory diseases in children, as well as the advantages of modern diagnostic criteria and methods for identifying the causative agents of diseases.

**Keywords:** Pneumonia, atypical pneumonia, respiratory diseases, mycoplasma, chlamydia, IFA, IXLA, Immunoglobulin M, Immunoglobulin G.

Difficulties in diagnosing respiratory diseases in children sometimes lead to irrational empiric prescription of antibacterial drugs, formation of resistant flora, prolongation of treatment and development of complications [3].

Diseases of respiratory organs in children occupy a leading place in the nosological forms of all diseases [1]. One of the important tasks of children's pulmonology is to determine the etiological factors of respiratory pathology. It is important to determine the etiology of the pathogen for the correct etiological diagnosis of serious diseases such as pneumonia outside the hospital and for the correct selection of antibacterial therapy. In recent years, it has been noted that the exacerbation of the inflammatory process of the lung parenchyma with the mild manifestation of intoxication in respiratory diseases, the lack of physical data and the absence of inflammatory changes in the peripheral blood possible [1,2]. These cases require a modern approach to the diagnosis of the etiology of respiratory diseases in children.

As a minimally invasive diagnostic method, a number of authors suggest studying the quantitative composition of neutrophils that have migrated from the general blood stream to the oral cavity. The essence of the method is that the absolute number of neutrophils in the oral cavity was calculated using a fluorescent microscope. The method shows the increased emigration of neutrophil granulocytes to the oral cavity and allows to identify different clinical forms of acute pneumonia. The disadvantage of this method is the lack of possibility to check and identify the causative agent, which means that it cannot provide information for prescribing etiotropic treatment [4].

In addition to the quantitative calculation of the composition of oral neutrophils, some authors propose to determine the indicators of oral granulocyte damage when stimulated by various bacterial antigens. Determining the structural or functional activity of neutrophils during incubation with B. Gervasieva antigen. After staining,

the number of damaged elements among 100 granulocytes using a fluorescent microscope, and then the calculation of the test index of neutrophil damage was conducted. *Mycoplasma* spp., *Chlamydia* spp. data on the activity of oral neutrophils against bacteria. That is, it can be assumed that various infectious diseases cause specific changes in the migration of neutrophils and their damage [5,6].

There is no doubt that the identification of the causative agent by bacterial inoculation of sputum is a traditional effective diagnostic method for diagnosis. However, this method is hampered by the lack of opportunity and difficulty of collecting sputum from children, the difficulty of obtaining a high-quality sample, and the duration of the research, which is on average 48 hours to 7 days. For this reason, this traditional method is not one of the less invasive, fast and time-consuming methods [3,4].

In recent studies, special attention has been paid to the study of oxidation status among the pathogenetic mechanisms of the initiation and kinetics of the inflammatory process in the lungs. This is due to an imbalance in the adaptive mechanism of homeostasis in response to inflammation: lipid peroxidation - antioxidant protection [5,6]. Excessive production of reactive oxygen species by neutrophil granulocytes, which damage phospholipids of cell structures and vascular endothelium, causes a cascade of inflammatory reactions. In this case, an oxidant-antioxidant imbalance occurs, which contributes to the development of oxidative stress [7]. Different pathogens may be able to change the parameters of the oxidation state to different degrees, which allows to use it to determine the etiology of pneumonia outside the hospital.

The ratio of pro- and anti-inflammatory cytokines in the blood plasma can be an indicator of the etiology of the pathogen. A balanced increase in pro-inflammatory interleukin-1 and anti-inflammatory interleukin-4 has been reported in community-acquired pneumonia caused by "typical" pathogens. In mycoplasma and chlamydia infections, there is a slight increase in the level of interleukin-1 and a high increase in the level of anti-inflammatory interleukin-4. These conditions should be taken into account not only when investigating the etiology of the pathogen, but also when explaining the fact that there is no clear inflammation of the lung parenchyma in atypical pneumonia and the disappearance of clinical symptoms [10].

There are also methods that allow you to predict the etiology of pneumonia outside the hospital with high probability. A number of works describe the relationship between the etiological factor and the characteristics of the morphological form of pneumonia outside the hospital. The work of some authors presented the results of a prospective study of more than six hundred children of preschool age who were treated in the hospital with a diagnosis of pneumonia outside the hospital. Accordingly, in children infected with mycoplasma or chlamydia, focal forms of damage to the lung



parenchyma are recorded in most cases. At the same time, not a single case of the development of massive inflammation, such as segmental and lobar forms, was recorded. In pneumonias caused by staphylococci, pneumococci, and Haemophilus influenzae, focal and focal mixed forms, as well as segmental and lobar forms are often detected. Thus, the characteristics of the morphological form of pneumonia outside the hospital allow us to indirectly estimate the nature of the pathogen based on the results of X-ray imaging [8,9].

In the etiology of diseases, it is important to use the method of determining blood saturation in the differential diagnosis of triggers. A number of researchers have provided convincing evidence that a saturation average of 92% or less is typical for pneumonia caused by pneumococci and Haemophilus influenzae. Respiratory diseases caused by atypical pathogens are characterized by normal saturation or their slight decrease [4,5].

Clinical appearance is very important in the differential diagnostic criteria of the etiology of pneumonia outside the hospital. In pneumonia caused by atypical pathogens, broncho-obstructive syndrome, rhinitis and family transmission of the disease prevail. Pneumonia caused by typical pathogens is characterized by signs of respiratory failure and auscultation of soft breathing over the inflammation [6].

One of the modern methods for determining the etiological agents of respiratory tract diseases is the examination of specific immunoglobulins in relation to the agent from the blood of a sick child. Determination of specific immunoglobulins by IFA and IXLA methods allows for high accuracy and specific response. The essence of this method is determined by the antibody immune reaction produced in the body against the provoking antigen. Immunoglobulin M is produced early in relation to the pathogen. Immunoglobulin G, which is produced relatively late, means that the disease has been transmitted, and immunity to this disease has been formed in the body [5].

In conclusion, it can be said that the use of modern methods of diagnosing the etiology of respiratory diseases in children allows to get more comprehensive information about the causative agent and the course of the disease. In addition, the use of modern methods makes it possible to diagnose the disease early, choose the right treatment tactics in time, and prevent the general condition of the child from getting worse.

#### Literature:

1. Tatchenko V.K. Diseases of the respiratory system in children: a practical guide. Moscow: «Pediatr'»; 2012. 480 p.
2. Baranov A.A. The state of health in children in the Russian Federation. *Pediatrics*. 2012;(3):4–9.

3. Lyutina E.I., Manerov F.K. Morbidity and mortality from community-acquired pneumonia in children and adolescents residing in Kuzbass. *Pediatrics*. 2015;(2):203–206.
4. Bahodirov Behruz Shavkatovich. (2023). Peculiarities of the clinic of pneumonia caused by atypical pathogens in children. *SCIENTIFIC JOURNAL OF APPLIED AND MEDICAL SCIENCES*, 2(12), 552–554. Retrieved from <https://www.sciencebox.uz/index.php/amaltibbiyot/article/view/8958>
5. Shavkat o'g'li, B. B. . (2023). SPECIFICITY OF THE CLINIC OF ATYPICAL PNEUMONIA IN CHILDREN. *SCIENTIFIC JOURNAL OF APPLIED AND MEDICAL SCIENCES*, 2(5), 167–170. Retrieved from <https://sciencebox.uz/index.php/amaltibbiyot/article/view/7147>
6. o'g'li, B. B. S. . (2022). Atypical Pneumonia in Children in Modern Conditions. *SCIENTIFIC JOURNAL OF APPLIED AND MEDICAL SCIENCES*, 1(6), 211–218. Retrieved from <https://www.sciencebox.uz/index.php/amaltibbiyot/article/view/4494>
7. Nabieva Zumrat Tukhtaevna. (2023). ETIOLOGICAL FACTORS OF PNEUMONIA IN CHILDREN. *Best Journal of Innovation in Science, Research and Development*, 671–675. Retrieved from <https://www.bjisrd.com/index.php/bjisrd/article/view/1168>
8. Tukhtaevna, N. Z. (2024). Diagnosis and Modern Methods of Treatment of Mycoplasma and Candida Pneumonia. *Research Journal of Trauma and Disability Studies*, 3(3), 289–293. Retrieved from <http://journals.academiczone.net/index.php/rjtds/article/view/2407>
9. Characteristics of Mycoplasma and Candida Pneumonia in Children. (2024). *Pedagogical Cluster-Journal of Pedagogical Developments*, 2(1), 331-338. <https://euroasianjournals.org/index.php/pc/article/view/148>
10. Temirovich, T. T., & Shakhlo, K. (2024). Technology of Monitoring of Premature Children with Atopylic Pneumonia with Anemia. *Research Journal of Trauma and Disability Studies*, 3(2), 18–23. Retrieved from <http://journals.academiczone.net/index.php/rjtds/article/view/2027>

## РАЗВИТИЕ КУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ В ПЕРЕВОДЕ

*Севинч Хусниддинова*

*УзГУМЯ, Факультет перевода, студентка*

*Фуркат Джалолов*

*УзГУМЯ, Факультет перевода, преподаватель*

**Абстракт:** В статье говорится о роли культурологической компетентности в переводе и важных навыках, необходимых для развития культурологической компетентности переводчиков.

**Ключевые слова:** Культура, компетентность, культурная компетентность, перевод, навыки, культурные барьеры.

Это правда, что люди, говорящие на разных языках, имеют разные взгляды, традиции, верования и концепции. Поскольку в мире много разных языков, каждый из них представляет одну культуру. Поэтому перевод с одного языка на другой тесно связан с понятием культуры.

Практически невозможно добиться беспрецедентного успеха в переводе, не обладая достаточным знанием культуры как исходного, так и целевого языков. Поэтому переводчики должны приобретать культурные знания, так называемую культурную компетентность. Как правило, компетентность означает наличие достаточных знаний, навыков и способностей, чтобы делать что-то очень эффективно и успешно.

«Межкультурная компетентность — это ряд когнитивных, аффективных и поведенческих навыков, которые приводят к эффективному и адекватному общению с людьми других культур»<sup>44</sup>. Она помогает избежать различных культурных барьеров в различных обществах. Поэтому культурное понимание при переводе очень важно. Как уже говорилось выше, любой переводчик, не обладающий достаточными знаниями и навыками в области культур, не может эффективно перевести текст с одного языка на другой, в результате чего переведенный источник становится совершенно непонятным и бессмысленным для читателя.

И это, безусловно, приводит к их отставанию от других собратьев в нашем высокоразвитом мире.

Обладать межкультурной компетенцией на самом деле непросто, но очень важно создавать переводы, которые культурно приемлемы и легко понятны целевой аудитории.

Переводчику недостаточно лишь иметь достаточные знания о культуре исходного языка, то есть только переводчик, хорошо понимающий культурную

сущность переводимого текста и обладающий способностью полностью понимать его аудиторию, может создать исключительно успешный перевод образцы.

Так, по мнению Олалы-Солера: «Способности переводчика эффективно систематизировать свои знания об исходной культуре и культуре целевой и сопоставлять их по отношению к культурному явлению, воспринимаемому в исходном тексте, для достижения приемлемого результата» решение в целевом тексте. Культурная компетентность переводчика связана с другими подкомпетенциями, составляющими переводческую компетентность»<sup>45</sup>

Кроме того, поскольку мы живем в глобализованном мире, культуры – идентичности, взгляды и концепции меняются. Поэтому переводчики должны постоянно обновлять свои знания и никогда не прекращать развивать свою культурную компетентность. Таким образом, развитие культурной компетентности в переводе требует большей креативности, что означает желание узнавать о разных культурах и адаптироваться к новым способам мышления и взаимодействия.

Например, чтобы развить мультикультурную компетенцию, каждый переводчик должен думать об изучении культурных аспектов конкретного языка вместе с целевой аудиторией, быть знакомым с различными культурными традициями и убеждениями, а также ему необходимо интересоваться мнением других людей.

Один из лучших способов развития культурной компетентности – это научиться познавать, делать и быть. Давайте взглянем на некоторые навыки и знания, которые переводчикам необходимо приобрести, чтобы стать компетентными в культурном отношении.

1. *Изучение природную среду, в которой люди говорят на нашем языке.*

Для переводчиков очень важно обладать знаниями о флоре и фауне, климате, природных явлениях, проблемах окружающей среды, ландшафте, различных географических топонимах определенной местности. Влияние места проживания и его природных условий оказывают существенное влияние на культуру и представления людей.

Например, английская фраза «when pigs fly », что означает «никогда не происходит», на узбекский язык переводиться "туянинг думи ерга текканда".

<sup>44</sup> Internet site:

[https://en.wikipedia.org/wiki/Competence\\_\(human\\_resources\)#:~:text=The%20term%20%22competence%22%20first%20appeared,Planning%20the%20Executi](https://en.wikipedia.org/wiki/Competence_(human_resources)#:~:text=The%20term%20%22competence%22%20first%20appeared,Planning%20the%20Executi)

<sup>45</sup> Hurtado Albir, Amparo; Olalla-Soler, Christian (2016). " Procedures for assessing the acquisition of cultural competence in translator training", The Interpreter and Translator Trainer, Vol. 10 No. 3, pp. 318-342. <https://doi.org/10.1080/1750399X.2016.1236561>

Основная причина этого в том, что Узбекистан расположен в Средней Азии, и здесь распространены верблюды, а не свиньи.

*2. Изучение формирования культурного наследия там, где люди говорят на нашем языке.*

Имея общие знания о характерах нации, таких как исторические люди, вымышленные герои, а также важные исторические факты, их религия и верования, различные праздники и игры, фольклор, памятники и архитектура, искусство, сельское хозяйство и методы ведения сельского хозяйства, урбанизм, военные стратегии, и другие общие вещи, подобные этому, действительно полезны для развития культурной компетентности в переводе.

*3. Изучение формирования общества, в котором люди говорят на нашем языке.*

Изучение традиций и социальных норм, таких как вежливость и почтительная речь, манеры поведения за столом, привычки одеваться и общаться, мода и стили одежды, моральные ценности, жесты и приветствия, поможет стать более чувствительными к моральным и духовным ценностям слов.

Например, при переводе любого литературного произведения, например рассказа, переводчики всегда должны быть осторожны. Если есть жесты, которые широко используются на исходном языке, но считаются очень грубыми и неприемлемыми на целевом языке, лучше использовать что-то другое, чтобы передать общий смысл. Сегодня общение между разными культурами становится все более распространенным. Поэтому роль культурного понимания в переводе становится более важной, чем когда-либо. Роль переводчиков – предотвращать различные разногласия и недопонимания между культурами и обеспечивать уважение и гармонию между людьми с разными убеждениями и взглядами. Поэтому переводчики должны хорошо осознавать проблемы, вызванные культурными нюансами, и уметь их преодолевать.

Для этого им всегда следует развивать свою культурную компетентность и приобретать новые знания и навыки. Потому что очень важно уделять внимание культурным концепциям при создании перевода, который будет легко понятен целевой аудитории. Вот почему культурная компетентность играет жизненно важную роль в переводе.

Таким образом, наличие культурной компетентности обеспечивает успех и эффективность во всех аспектах, а также в переводе. Наращивание этого будет выгодно для всех.

### References:

1. Bassnett, Susan. 1991. Translation studies (Rev ed). London/New York: Routledge.
2. Hurtado Albir, Amparo; Olalla-Soler, Christian (2016). " Procedures for assessing the acquisition of cultural competence in translator training", *The Interpreter and Translator Trainer*, Vol. 10 No. 3, pp. 318-342. <https://doi.org/10.1080/1750399X.2016.1236561>
3. [https://en.wikipedia.org/wiki/Competence\\_\(human\\_resources\)#:~:text=The%20term%20%22competence%22%20first%20appeared,Planning%20the%20Executi](https://en.wikipedia.org/wiki/Competence_(human_resources)#:~:text=The%20term%20%22competence%22%20first%20appeared,Planning%20the%20Executi)
4. <https://www.commisceo-global.com/blog/10-definitions-of-intercultural-competence>.

## INFLUENCE OF DIPLOMACY TO LANGUAGE CHANGE

*Egamberdiyeva Irodaxon*

*Teacher of Andijan State Institute of Foreign Languages*

*Abdurasulova Diyoraxon*

*Jo'rayeva Xurshida*

*Students of Andijan State Institute of Foreign Languages*

**Annotation:** This article gives information about influence of diplomacy to language change.

**Key words:** diplomacy, language change

Introduction. Language change refers to the process of how a language evolves over time. This can occur through various mechanisms, such as borrowing words from other languages, creating new words and expressions, and changes in pronunciation, grammar, and syntax. Language change can be influenced by factors such as cultural and technological developments, social and political changes, and contact with other languages. It is a natural and ongoing process that occurs in all languages.

Diplomacy, which involves communication and negotiation between countries, can have a significant impact on language change. Diplomatic relations often involve the exchange of ideas, cultural practices, and language between countries, leading to the adoption of new words and phrases into a language.

For example, many English words have been borrowed from French due to the long-standing diplomatic relations between England and France. Similarly, the spread of the English language around the world can be traced back to British diplomacy and colonialism.

Diplomacy can also lead to the creation of new words and expressions that reflect the changing political and social landscape. For instance, terms such as "soft power" and "public diplomacy" have emerged in recent years to describe new approaches to international relations.

Furthermore, diplomacy can also influence language policy and planning. Governments may choose to promote certain languages as part of their diplomatic efforts, leading to the development of language policies that shape how languages are taught, used, and valued in society.

### *The Profound Influence of Diplomacy on Language Change*

Diplomacy, as the art of managing international relations, has long been a powerful force shaping the evolution of languages. The interplay between diplomacy and linguistic development is a complex, multifaceted relationship that has left a lasting

imprint on languages across the globe. This article delves into the intricate ways in which diplomacy influences language change and development.

### ***Cultural Exchange and Linguistic Borrowings***

One of the most significant impacts of diplomacy on language change is the facilitation of cultural exchange. Diplomatic interactions between nations have historically led to the fruitful exchange of ideas, customs, and, importantly, languages. As cultures collide and converge, languages absorb and assimilate elements from one another, giving rise to linguistic borrowings. Terms, phrases, and expressions flow from one language to another, leaving indelible marks on linguistic landscapes. From the Arabic influence on Spanish during the era of Al-Andalus to the adoption of French words in English diplomacy, the fingerprints of diplomacy on lexical enrichment are undeniable.

### ***Language Standardization and Influence***

Diplomatic relations often necessitate the establishment of a standardized form of language for effective communication between nations. This standardization process can have a considerable impact on the spread and influence of a particular language variant. The rise of diplomatic Latin as the lingua franca of European diplomacy for centuries exemplifies the standardizing influence of diplomatic communication on language. Similarly, the growing prevalence of English as a global diplomatic language reflects the power of diplomacy in shaping linguistic norms.

### ***Innovation and Adaptation in Language***

Diplomatic encounters introduce new concepts, technologies, and terminologies into languages. As nations engage in diplomacy, languages evolve to adapt to changing diplomatic environments, incorporating new vocabulary and expressions. The intertwining of diplomacy and language is evident in the adaptation of terms related to international law, trade, and treaties into various languages. The dynamic nature of diplomacy constantly injects fresh linguistic elements into the fabric of languages, leading to ongoing innovation and adaptation.

### ***Political Influence and Linguistic Shifts***

Diplomatic events and power dynamics exert significant influence on language use and development. Political alliances, conflicts, and treaties may lead to linguistic shifts, reflecting the changing relationships between nations. The ebb and flow of diplomatic ties have left an enduring mark on the evolution of languages, with geopolitical developments often mirrored in linguistic transformations. The impact of political discourse and rhetoric in shaping diplomatic language further underscores the intricate relationship between diplomacy and linguistic change.

### ***Language Diplomacy and Policy***

Some nations actively engage in language diplomacy, leveraging their language as a tool for international diplomacy and communication. Language policies, education



systems, and global linguistic prominence are strategically influenced by diplomatic endeavors. The promotion of a nation's language on the international stage is a concerted diplomatic effort, shaping linguistic landscapes and influencing the trajectory of language change.

### ***Multilingual Diplomacy and Language Usage***

The need for effective communication in diplomatic settings underscores the importance of multilingualism. Language policies in diplomacy can dictate the use of multiple languages in international relations, showcasing the adaptability and flexibility of languages in diplomatic contexts. The careful navigation of language diversity in diplomacy reflects the evolving nature of language in response to the demands of diplomatic engagement.

In conclusion, the influence of diplomacy on language change is profound and enduring. From fostering cultural exchange and linguistic borrowings to shaping language policy and standardization, diplomacy has been a pervasive force in the evolution of languages. The interplay between diplomacy and language reflects the intricacies of international relations and underscores the dynamic nature of linguistic development. Understanding the profound influence of diplomacy on language change offers rich insights into the complex, interconnected web of global communication and cultural exchange.

### **Referances:**

1. Language and Conflict: The Political History of Arabization by Roula Khalaf Habbal.
2. Diplomacy and Early Modern Culture edited by Tracey A. Sowerby and Jan Hennings.
3. [www.linguisticsociety.org](http://www.linguisticsociety.org)

## ENGLISH AS A SECOND LANGUAGE

*Egamberdiyeva Irodaxon*

*Teacher of Andijan State Institute of Foreign Languages*

*Abdurasulova Diyoraxon*

*Jo'rayeva Xurshida*

*Students of Andijan State Institute of Foreign Languages*

**Annatation:** This article explores the immense value of learning English as a Second Language (ESL), highlighting how it serves as a critical tool for personal and professional development in a globalized world.

**Key words:** Language barrier, cultural adjustment, strategies, immersion, educational harizon, navigating, interactive platform.

### Introduction

In today's interconnected global arena, English as a Second Language (ESL) plays a pivotal role in connecting diverse communities, fostering cross-cultural communication, and opening a plethora of educational and professional opportunities. As the world's lingua franca, the English language stands at the crossroads of globalization, serving as a bridge for individuals worldwide to exchange ideas, cultures, and innovations. This article delves into the significance of ESL in the modern world, the challenges learners face, and the profound impact mastering English can have on an individual's life.

English is more than just another language; it's a tool for global engagement. With an estimated 1.5 billion speakers, the adoption of English as a second language has expedited international business, scientific research, and digital communication. It's the language of the Internet, the medium of international diplomacy, and the primary language of instruction in countless educational institutions across the globe.

Despite these challenges, the benefits of mastering English as a second language are substantial and rewarding. By acknowledging the difficulties and committing to continuous improvement, ESL learners can navigate this linguistic endeavor with determination and resilience, ultimately reaping the many opportunities that ESL proficiency offers in today's globalized world. Learners often encounter several obstacles:

**\*\*Language Barrier\*\*:** The complex structure and vast vocabulary of English can pose significant challenges for non-native speakers, affecting their fluency and comprehension. The language barrier posed by the intricacy of the English language demands patience, perseverance, and immersion in English language environments to conquer. Non-native speakers' journey toward fluency and effective communication in

English requires active engagement with the language, cultural understanding, and ongoing learning efforts.

**\*\*Cultural Adjustment\*\***: Understanding idiomatic expressions and cultural references in English can be daunting for ESL learners, requiring not just language acquisition but cultural immersion as well. Cultural sensitivity is essential when communicating with people from different cultural backgrounds. ESL learners must be aware of cultural differences in communication styles, values, and beliefs to avoid unintentional offense or miscommunication. Developing cultural sensitivity requires a willingness to learn and adapt to new cultural contexts.

**\*\*Access to Resources\*\***: Quality language education and exposure to native speakers are crucial for mastering ESL, yet not all learners have equal access to these vital resources. Addressing the unequal access to resources for ESL learners requires a multifaceted approach that involves government support, community outreach, and private sector involvement. By leveraging technology, language education, and corporate social responsibility, we can create a more equitable and inclusive society where language learners have access to the resources they need to reach their full potential.

To overcome these hurdles, several strategies can be employed by ESL learners:

- **Immersion and Practice**: Engaging with English in everyday contexts, such as watching English films, reading books, or interacting with native speakers, can significantly enhance language skills.
- **Leveraging Technology**: Online resources, language-learning apps, and virtual classrooms offer flexible and interactive platforms for ESL learners to improve their proficiency.
- **Continuous Learning**: Language mastery is an ongoing process. Regular practice, coupled with feedback from teachers or native speakers, fosters improvement and confidence.

Mastering English as a second language opens a treasure trove of opportunities:

1. **Educational Horizons**. With English proficiency, students gain access to a broader array of high-caliber educational institutions and scholarly materials, enhancing their learning outcomes and career prospects.
2. **Professional Advancement**. English proficiency is often a prerequisite for many jobs in the global market, offering ESL speakers competitive advantages and access to a wider range of job opportunities.
3. **Cultural Exchange**. English serves as a gateway to engage with diverse cultures, fostering global understanding and mutual respect among people of different backgrounds.

As we consider the importance of ESL, it's clear that the investment in learning English yields substantial returns, both personally and professionally. It not only

enhances communication skills but also nurtures a global citizenry capable of navigating the complexities of our modern world. The journey to ESL proficiency is indeed challenging, but the doors it opens to understanding, collaboration, and opportunity are infinite. In nurturing a world where ideas and cultures transcend borders, English as a Second Language stands as a testament to the power of language to unite and empower us all.

#### References:

1. " ESP and EFL: A Study in the Convergence of Two Disciplines" edited by R.Laplace and M. H.Twain;
2. "The Oxford Handbook of TESOL" edited by R. K. Ahmed and M. A. Al-Hakim;
3. "Teaching English as a Second Language" by Jim Cummins;
4. <https://eslauthority.com/teach/online/start-teaching-online-courses/>

## CULTURAL BARRIERS

*Egamberdiyeva Irodaxon*

*Teacher of Andijan State Institute of Foreign Languages*

*Abdurasulova Diyoraxon*

*Jo'rayeva Xurshida*

*Students of Andijan State Institute of Foreign Languages*

**Annatation:** The article discusses the different types of cultural barriers that can hinder effective communication and interaction between people from different cultural backgrounds. It explores the various sources of cultural differences and how they can lead to misunderstandings and conflicts. The article also provides strategies for overcoming cultural barriers, such as cultural sensitivity and awareness, intercultural communication training, and collaboration.

**Key words:** Cultural barriers, Intercultural communication, Cultural differences, Cultural intelligence, Cross-cultural communication, Cultural identity, Belonging, Cultural sensitivity, Awareness, Cultural power dynamics

Cultural barriers to communication refer to the challenges that arise from differences in cultural backgrounds, customs, values, and communication styles, which can brake effective understanding and interaction between individuals from different cultures. These barriers can slow down the flow of information and lead to misinterpretations, ultimately affecting the quality and efficiency of communication.

Cultural barriers can appear in various forms, including language differences, non-verbal communication variances, social customs and norms, and perception and interpretation disparities. Each of these types of communication barriers presents unique challenges that need to be recognized and addressed for successful cross-cultural communication.

What are socio-cultural barriers?

Socio-cultural barriers refer to the obstacles that arise in the process of communication due to differences in social backgrounds, norms, beliefs, and practices among individuals or groups. These barriers result from the diversity of cultural and social contexts and can affect the effective understanding, interpretation, and exchange of information.

Importance of understanding cultural barriers.

Understanding cultural barriers to communication is crucial for achieving successful and effective communication in a multicultural environment. Here are key reasons why understanding these barriers is of utmost importance:

- Avoiding misunderstandings: Cultural barriers can often lead to misunderstandings and misinterpretations. By recognizing and understanding these barriers, individuals can proactively address potential pitfalls and prevent miscommunication.

- Enhancing mutual understanding: Cultural barriers can create gaps in understanding due to differences in language, communication styles, and cultural norms. By gaining insight into these barriers, individuals can develop a deeper appreciation and empathy for diverse perspectives.

- Facilitating effective communication: Effective communication relies on clear and accurate message transmission. Cultural barriers, such as language differences or non-verbal misinterpretations, can prevent the transmission of messages. By being aware of these barriers, individuals can adapt their communication strategies, clarify and ensure that messages are understood accurately.

- Promoting cultural sensitivity and respect: Recognizing cultural barriers demonstrates respect for different cultural backgrounds and promotes cultural sensitivity. By appreciating the diversity of communication styles and norms, individuals can adapt their own communication approaches to accommodate others' preferences.

What are the different types of cultural barriers to communication?

In the following section, we will explore the different types of cultural barriers that can negatively impact effective communication among individuals.

Language barriers are one of the primary cultural barriers to communication. They arise when individuals from different linguistic backgrounds struggle to understand each other due to differences in language, vocabulary, grammar, pronunciation, or idiomatic expressions.

These barriers can significantly prevent effective communication and lead to misinterpretations. Let's delve into the challenges posed by language differences and explore some examples of linguistic barriers and misinterpretations:

## 2. Vocabulary differences:

- Languages vary in their vocabularies, and specific words or ideas might lack direct equivalents in alternative languages. This can create difficulties when attempting to convey specific ideas or when translating between languages.

- For example, the English word "compromise" may not have an exact equivalent in another language, leading to challenges in expressing the concept concisely and accurately.

## Pronunciation and accents:

- Pronunciation differences can pose challenges in understanding spoken language. Different languages have unique sounds and phonetic systems, making it difficult for non-native speakers to accurately reproduce certain sounds.

•Additionally, regional accents and dialects within a language can further complicate communication. Accents may influence the pronunciation and understanding of words, leading to potential misinterpretations.

Idiomatic expressions and cultural references:

For individuals who are not native speakers, understanding idiomatic expressions, colloquialisms, and cultural references can pose difficulties. These linguistic variations often require cultural familiarity to fully grasp their intended meaning.

•For example, the English phrase “break a leg” is an idiomatic expression meaning “good luck” or “perform well” in the context of theater. However, if a non-native English speaker interprets it literally, they might be confused or concerned.

## 2. Non-Verbal Communication Differences

Non-verbal communication includes a wide range of cues, including gestures, facial expressions, and body language, that convey meaning without the use of words. However, these non-verbal cues can vary significantly across different cultures, leading to potential misunderstandings. Let’s examine how gestures, facial expressions, and body language can differ across cultures and the implications this can have:

Gestures:

Across various cultures, gestures can convey diverse meanings and interpretations. What may be considered a positive or neutral gesture in one culture can be perceived as offensive or inappropriate in another culture. For example, the “OK” hand gesture, formed by joining the thumb and index finger in a circle, is widely recognized as a sign of approval or agreement in Western cultures. However, in some South American and European countries, it can be interpreted as an offensive gesture.

Facial expressions:

Facial expressions are an essential part of non-verbal communication, conveying emotions and attitudes. However, the interpretation of facial expressions can vary across cultures, leading to misunderstandings. For instance, the display of emotions like happiness, sadness, or surprise may differ in intensity. Some cultures may express emotions more openly and vividly, while others may exhibit more subtle or restrained facial expressions.

Body language:

Body language, including posture, proximity, and gestures involving the entire body, can differ significantly across cultures. For example, handshakes, hugs, or bows are examples of culturally specific greetings that convey respect and social norms but may vary in appropriateness and frequency across cultures.

Social customs and norms play a significant role in shaping communication styles within different cultures. These norms reflect the shared values, beliefs, and traditions of a society, and they greatly influence how individuals interact and convey messages.

Understanding the impact of hierarchy and formality is crucial in navigating cultural barriers to effective communication.

For instance, many cultures have hierarchical structures that define social relationships and power dynamics. These hierarchies can significantly influence communication styles. In cultures with high power distance, such as some Asian and Middle Eastern cultures, there is a greater emphasis on respecting authority and maintaining social hierarchy. Communication tends to be more formal and deferential to those in positions of power.

Similarly, the level of formality in communication can vary across cultures and influence the choice of language, and tone used. Some cultures place a strong emphasis on formal communication, particularly in professional or hierarchical settings.

It's important to note that these barriers are not always absolute. Over time, advancements in transportation, communication, globalization, and changing attitudes can help overcome some of these barriers and facilitate cultural diffusion.

#### References:

1. "The Psychology of Intergroup Contact" by M. E. Brown and G. A. S. D. Ferguson;
2. "Cultural Barriers in Education" by J. G. H. M. van der Meer;
3. <https://www.interculturalcommunication.com/>



## MIKROSTRUKTURAGA QARAB PO'LAT TARKIBIDAGI UGLEROD MIQDORINI ANIQLASH

**Fayzullayev Qlichbek Ochilbayevich**

*Toshkent kimyo-texnologiya instituti Yangiyer filiali Avtomatika va  
texnologik jarayonlar kafedrasida assistenti*

**Xolliyev Kudrat Jumayevich**

*Toshkent kimyo-texnologiya instituti Yangiyer filiali Avtomatika va  
texnologik jarayonlar kafedrasida kata o'qituvchisi*

**Norboyev Ixtiyor Baxtiyor o'g'li**

*Toshkent kimyo-texnologiya instituti Yangiyer filiali  
302-22 TMJ guruh talabasi*

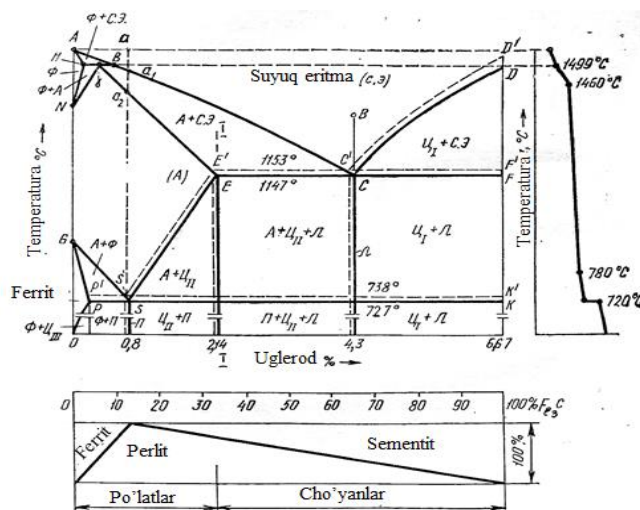
**Boboqulova Rushana Kenja qizi**

*Toshkent kimyo-texnologiya instituti Yangiyer filiali 102-23  
NMKT guruh talabasi*

**Annotatsiya.** Ushbu maqolada mikrostrukturaga qarab po'lat tarkibidagi uglerod miqdorini aniqlash usullari va ularni topish uchun diagramma qurishning amallar ketma-ketligi ko'rsatib o'tilgan

**Kalit so'zlar.** Mikrostruktura, miqdor, konstruksion material, konsentratsiya, qotishma, termik o'zgarish, kimyoviy birikma, termik tahlil, diagramma

Temir bilan uglerod qotishmalari (po'lat va cho'yanlar) asosiy konstruksion material bo'lib, ularda uglerod 6,67% gacha bo'ladi. Amalda ishlatiladigan qotishmalarda uglerod miqdori 3,5-5 % dan oshmaydi. Temir-uglerod qotishmasining kimyoviy tarkibiga, uning qolipda sovish tezligiga ko'ra uglerod grafit yoki  $Fe_3C$  kimyoviy birikma tarzida bo'ladi. Shuning temir-uglerod xolat diagrammasi Fe-C (grafit) yoki Fe- $Fe_3C$  tarzida bo'ladi. Termik tahlil ma'lumotlari asosida koordinatalar sistemasining ordinata o'qi bo'ylab temirning va uning turli miqdordagi uglerodli qotishmalarining kritik haroratlari, absissa o'qi bo'ylab qotishmalardagi uglerod miqdori belgilanadi. Keyin ularning xarakterli konsentratsiyalaridan vertikal chiziqlar chiqazib, bu chiziqlarga ularning kristallanishining boshlanish va tugash kritik haroratlari nuqtalarini belgilab, bu nuqtalarni o'zaro tutashtirsak, muvozanat holatli Fe- $Fe_3C$  qotishmasining xolat diagrammasi tuziladi.



Fe-Fe<sub>3</sub>C xolatdagi qotishmalarning tuzilmalari va ularning xossalarini ko'rib chiqamiz.

**Ferrit** (shartli belgisi-F)-bu uglerodning alfa temirdagi qattiq eritmasi. Fe<sub>2</sub> (S) unda uglerodning miqdori uy haroratida 0,006 % ga, 727<sup>0</sup> S da 0,025% ga teng. Buni nomi texnik temir.

**Austenit** (shartli belgisi-A). Bu uglerodning gamma temirdagi qattiq eritmasi (Fe<sub>2</sub>(S))<sub>1</sub> uglerodning miqdori 2,14 % gacha. Harorat pasayishi bilan uglerodni austenitda erishishi pasayadi: 1147<sup>0</sup>S da 2,14 %; 727<sup>0</sup>S da 0,8 % eriydi.

**Sementit**-(shartli belgisi-S). Temirning uglerod bilan kimyoviy birikmasi (Fe<sub>3</sub>C). Uglerod miqdori 6.67 % ga teng. Juda qattiq, mo'rt. NV=8000 Mpa.

**Perlit** (shartli belgisi-P)-bu ferrit va sementit fazalarining mexanik aralashmasi, tarkibda uglerod miqdori 0.8% ga teng. (evtektoid)

**Ledeburit**-(shartli belgisi-L)-bu austenit va sementit fazalarining mexanik aralashmasi. Uglerod miqdori 4,3 % ga teng. (evtektika)

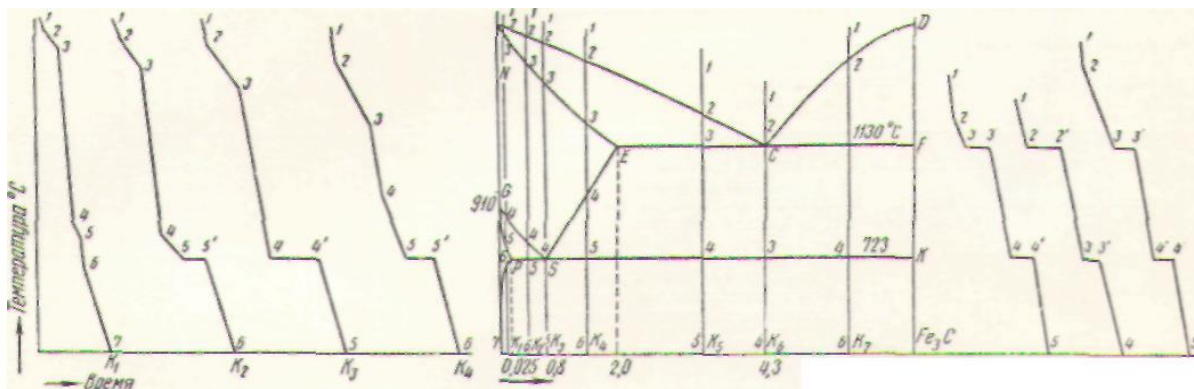
**Grafit** (shartli belgisi-G) metal massasida turli shaklda bo'ladi.

Bu Fe-C diagramma holatini bilgan holda, po'latlarni mikrostrukturasini o'rganib, u orqali po'lat tarkibidagi uglerod miqdorini aniqlasa bo'ladi.

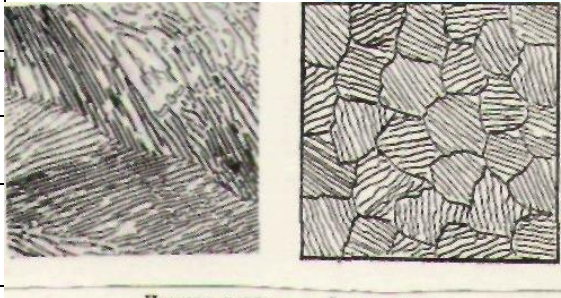
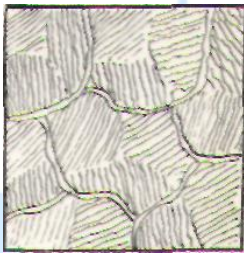

Evtektoidgacha bo'lgan po'latlarni mikrostrukturasiga qarab ular tarkibidagi uglerod miqdorini ancha aniq topsa bo'ladi.

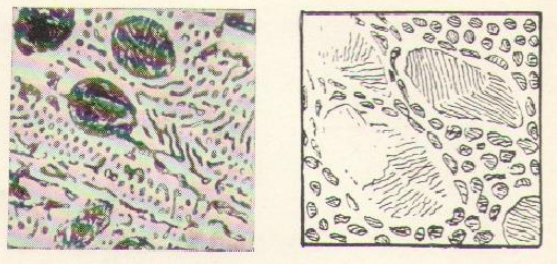
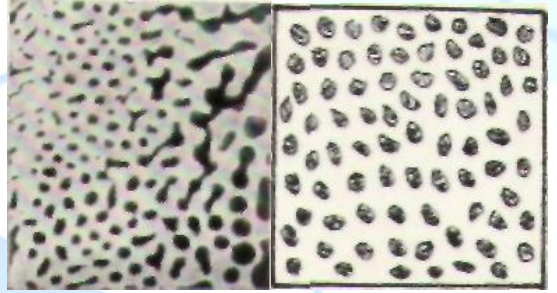
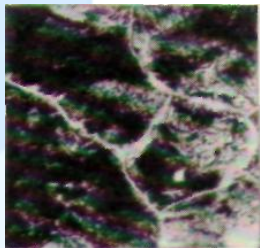
Masalan, mikroskopda ko'rdik, yoki mikrostruktura fotosiga qarab (1-rasm, K<sub>2</sub> nuqta uchun) ko'rdik. Bunda evtektoidgacha bo'lgan po'latda 20% perlit va 80 % ferrit bor.


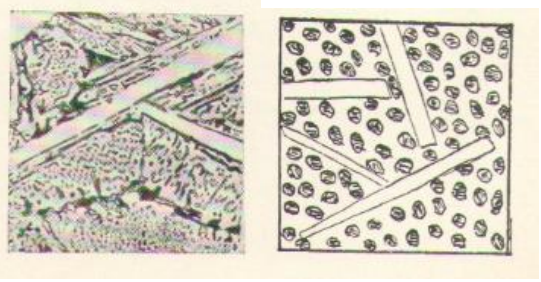
1-rasmda "temir-uglerod" tizimidagi qotishmani sovitishdagi grafigi va qotishmani belgilangan nuqtalari bo'yicha mikrostruktura fotosi (500 marta kattalashtirilgan) hamda uni sxemasi berilgan.



Qot-ishma	Sovutishda bir fazadan ikkinchi fazaga o'tish harorati. Grafik bo'yicha.	Qotishmani sovutishda o'tayotgan jarayonlar.	Natijaviy mikrostruktura	Sxema rasmi.
K <sub>1</sub>	1 dan 2 gacha	Suyuq qotishmani sovutish	<p>Ferrit va o'lchamli sementit.</p>	
	2 dan 3 gacha	Suyuq qotishmadan austenit kristallarini fjrtilishi s.f.		
	3 dan 4 gacha	Austenitni sovutish		
	4 dan 5 gacha	Austenitdan ferrit kristallarini ajralishi: A → F		
	5 dan 6 gacha	Ferritni sovutish		
	6 dan 7 gacha	Ferritdan o'lchamli sementitni ajralishi F → S <sub>III</sub>		
K <sub>2</sub>	1 dan 2 gacha	Suyuq qotishmani sovutish	<p>Ferrit va perlit</p>	
	2 dan 3 gacha	Suyuq qotishmadan austenit kristallarini ajralishi: F. → A		
	3 dan 4 gacha	Austenitni sovutish		
	4 dan 5 gacha	Austenitdan ferrit kristallarini ajralishi A → F		

	5-5 <sup>1</sup> 5 <sup>1</sup> dan 6 gacha	Evtektoidni almashish	
		A <sub>0.8</sub> → P <sub>0.8</sub> (F <sub>0.025</sub> +S <sub>6.67</sub> ) Ferritdan uchlamchi sementitni ajralishi: F → S <sub>III</sub>	
K <sub>3</sub> S=0,8	1 dan 2 gacha	Suyuq qotishmani sovutish	
	2 dan 3 gacha	Suyuq qotishmadan austenit kristallarini ajralishi: S.F. → A	
	3 dan 4 gacha	Austenitni sovutish	
	4-4 <sup>1</sup>	Evtektoidli almashish	
	4 <sup>1</sup> dan 5 gacha	A <sub>0.8</sub> → P <sub>0.8</sub> (F <sub>0.025</sub> +S <sub>6.67</sub> ) Ferritdan uchlamchi sementitni ajralishi: F → S <sub>III</sub>	
K <sub>4</sub>	1 dan 2 gacha	Suyuq qotishmani sovutish	<p>Perlit va ikkilamchi sementit</p>  
	2 dan 3 gacha	Suyuq qotishmadan austenit kristallarini ajralishi: S.F. → A	
	3 dan 4 gacha	Austenitni sovutish	
	4 dan 5 gacha	Austenitdan ikkilamchi sementit kristallarini ajralishi: A → S <sub>III</sub>	
	5-5 <sup>1</sup>	Evtektoidli aylanish	
		A <sub>0.8</sub> → P <sub>0.025</sub> +S <sub>6.67</sub>	

	5 <sup>1</sup> dan 6 gacha	Ferritdan uchlamchi sementit ajralishi: $F \rightarrow S_{III}$	
K <sub>5</sub>	1 dan 2 gacha	Suyuq qotishma sovutish	Perlit, ikkilamchi sementit va ledeburit. K <sub>5</sub> 
	2 dan 3 gacha	Austenitni kristallanish	
	3-3 <sup>1</sup>	(Birlamchi sementitni) Evtetikali aylanish $S.F_{4.3} \rightarrow$ Ledeburit 4.3. (A <sub>2.0</sub> +S <sub>6.67</sub> ) Austenitdan ikkilamchi sementit kristallarini ajralishi. $A \rightarrow S_{III}$	
	3 <sup>1</sup> -4		
K <sub>6</sub>	2-3	S.f.4.3. $\rightarrow$ A <sub>e.d.4.3.</sub> (A <sub>0.8</sub> +S <sub>6.67</sub> ) Austenitdan ikkilamchi sementit kristallarini ajralishi $A \rightarrow S_{II}$ Evtektoidli aylanish $A_{0.8} \rightarrow P_{0.8(F_{0.025}+S_{6.67})}$	Ledeburit 
	3-3 <sup>1</sup>	Ferritdan uchlamchi sementit ajralishi: $F \rightarrow S_{III}$	
	3 <sup>1</sup> -4		
S=4,3 %	1 dan 2 gacha 2 dan 2 <sup>1</sup> gacha	Suyuq qotishmani sovutish Evtetikali aylanish	

K <sub>7</sub>	<p>4-4<sup>1</sup></p>  <p>4<sup>1</sup>-5</p>	<p>Evtektoidli aylanish</p> <p>A<sub>0,8</sub> → P<sub>0,8</sub></p> <p>(F<sub>0,025</sub>+S<sub>6,67</sub>)</p> <p>Ferritdan uchlamchi sementitni ajralishi</p> <p>F → S<sub>III</sub></p>	<p>Birlamchi sementit va Ledeburit K<sub>7</sub></p> 
----------------	---	---	---

Ferrit tarkibidagi uglerodni hisobga olmasa (juda kam), unda barcha uglerod faqat perlit tarkibida bo'ladi. Bu holda po'lat tarkibidagi uglerod qo'yidagi hisob bo'yicha aniqlanadi.

100 % perlitda uglerodning miqdori=0,8 % S ga

20 % perlitda uglerod miqdori-x<sub>1</sub> % S

U holda,

$$X_1 = \frac{20 \times 0,8}{100} = 0,16 \% S.$$

Po'lat tarkibidagi uglerod miqdorini aniqroq topish kerak bo'lsa, (ayniqsa kam uglerodli po'latlarda), u holda ferrit va uchlamchi sementit ichidagi uglerodni ham hisobga olish kerak. Buni qo'yidagi hisoblar bo'yicha olib boriladi.

100 % ferritda uglerod miqdori-0,25 % S (723<sup>o</sup> S haroratda)

80 % ferritda uglerod miqdori-X<sub>2</sub> % S

$$X_2 = \frac{80 \times 0,025}{100} = 0,02 \% S.$$

Demak, po'lat tarkibida uglerod:

$$S = X_1 + X_2 = 0,16 + 0,02 = 0,18 \% \text{ ekan.}$$

Agar po'lat evtektoiddan keyingi bo'lsa, va uni strukturasi 95 % perlit va 5 % ikkilamchi sementit bo'lsa, (rasmda K<sub>4</sub>), uning tarkibidagi uglerod qo'yidagicha aniqlanadi:

A) 100% perlitda uglerod miqdori-0,8% S

95%-----X<sub>1</sub>% S

$$X_1 = \frac{95 \times 0,8}{100} = 0,76 \% S.$$

B) 100 % sementitda uglerod miqdori-6,67 % S

5%-----X<sub>2</sub>% S

$$X_2 = \frac{5 \times 6,67}{100} = 0,33 \% S.$$

Demak, po'lat tarkibida uglerod miqdori:

$$S = X_1 + X_2 = 0,76 + 0,33 = 1,09 \% S$$

**Foydalanilgan adabiyotlar:**

1. Berdiyarov B.T., Hojiyev Sh.T., Matkarimov S.T., Nosirxo'jayev S.Q. Metallurgiyada biotexnologik jarayonlar: darslik. – Toshkent: “Lesson press”, 2023. – 178 b. – ISBN 978-9943-0000-0-1
2. Бердияров Б.Т., Маткаримов С.Т., Носирхужаев С.К., Хожиев Ш.Т. Металлургия благородных металлов: учебник. – Ташкент: “Ziyo nashr-matbaa”, 2023. – 205 с. – ISBN 978-9943-9746-7-8
3. Toshkent: “Lesson press”, 2023. – 124 b. ISBN 978-9943-9364-7-8 Berdiyarov B.T., Hojiyev Sh.T., Ochildiyev Q.T. Hidrometallurgiya jarayonlari nazariyasi: amaliy mashg'ulotlarni bajarish uchun uslubiy qo'llanma. –Toshkent: ToshDTU, 2023. S. 100.
4. Berdiyarov B.T., Hojiyev Sh.T., Ochildiyev Q.T. Hidrometallurgiya jarayonlari nazariyasi: laboratoriya ishlarini bajarish uchun uslubiy qo'llanma. –Toshkent: ToshDTU, 2023. S. 40.

## TEKISLIKNI BIROR IZI ATROFIDA AYLANTIRISH VA JIPSLASHTIRISH USULI

**Fayzullayev Qilichbek Ochilbayevich**

*Toshkent kimyo-texnologiya instituti Yangiyer filiali  
Avtomatika va texnologik jarayonlar kafedrasasi assistenti*

**Abdurahmonova Zulfizar Elmurodjon qizi**

*Toshkent kimyo-texnologiya instituti Yangiyer filiali  
103-23 NMKT guruh talabasi*

**Karimova Gulsevar Faxriddin qizi**

*Toshkent kimyo-texnologiya instituti Yangiyer filiali  
103-23 NMKT guruh talabasi*

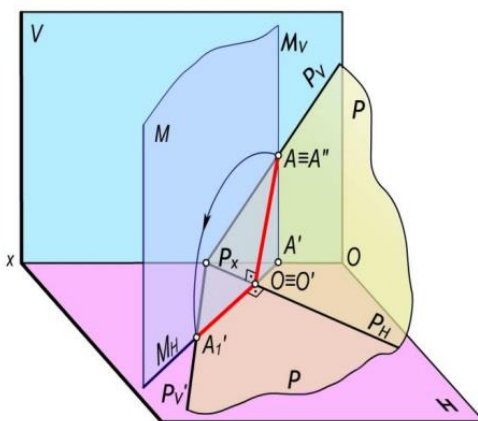
**Xo'janazarova Qumriniso Komiljon qizi**

*Toshkent kimyo-texnologiya instituti Yangiyer filiali  
102-23 NMKT guruh talabasi*

**Annotatsiya.** Ushbu maqolada tekislikni biror iz atrofida aylantirish va jipslashtirish usuli yoritib berilgan hamda ushbu usullarga misol keltirilgan.

**Kalit so'zlar.** Tekislik, proyeksiya, frontal, gorizontol, jipslashtirish, o'q, nuqta, to'g'ri chiziq, aylana, markaz.

Geometrik shaklni proyeksiyalar tekisliklariga tegishli o'q atrofida aylantirish yoki tekislikning izi atrofida aylantirish. Aylanish o'qi sifatida umumiy vaziyatdagi tekislikning gorizontol yoki frontal izlaridan biri qabul qilinadi (1-rasm). Bu holda tekislik biror izi atrofida aylantirilib, proyeksiyalar tekisliklarining biriga jipslashtiriladi. Agar aylanish o'qi sifatida tekislikning gorizontol izi qabul qilinsa, bu tekislikni gorizontol proyeksiyalar tekisligi bilan jipslashtirish mumkin. Shuningdek, tekislikni frontal izi atrofida aylantirib, uni frontal proyeksiyalar tekisligiga jipslashtiriladi.

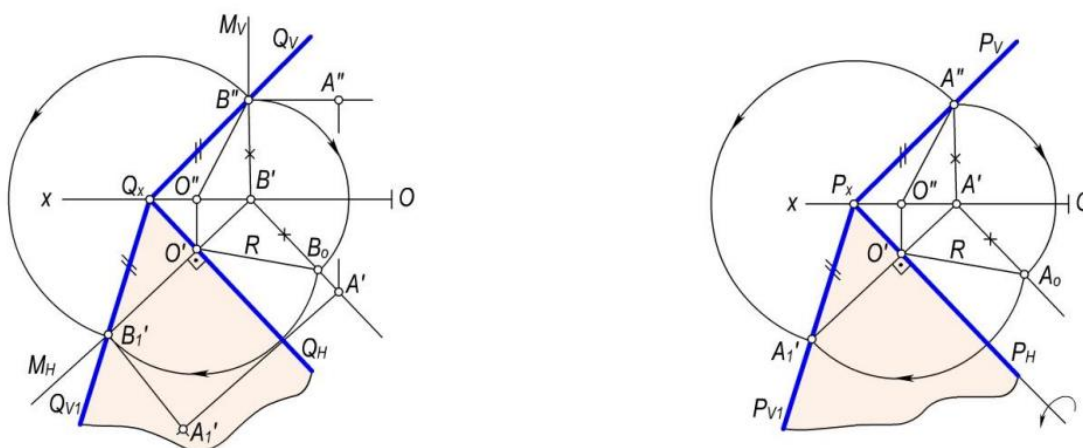


1-rasm



Tekisliklarni proyeksiyalar tekisligiga jipslashtirish yo‘li bilan mazkur tekislikka tegishli bo‘lgan tekis shakllarning haqiqiy o‘lchamini aniqlash mumkin yoki umumiy vaziyatida berilgan tekislikka tegishli bo‘lgan har qanday geometrik masalalarni echish mumkin.

2-rasmda umumiy vaziyatdagi Q tekislikni QN gorizontal izi atrofida aylantirib, H tekislikka jipslashtirish ko‘rsatilgan. Tekislikning gorizontal izi aylanish o‘qi sifatida qabul qilingani uchun uning vaziyati o‘zgarmaydi. Bu tekislikni H tekislikka jipslashtirish uchun mazkur tekislikka tegishli biror nuqtaning H tekislikka jipslashtirish kifoya. Bunday nuqta sifatida tekislikning frontal iziga tegishli  $B(B', B'')$  nuqtani olish mumkin. Bu nuqta orqali QN ga perpendikulyar M gorizontal proyeksiyalovchi tekislik o‘tkaziladi. B nuqta 81  $O'Bo=R$  radiusli yoy bo‘yicha MN iz bilan kesishguncha aylantiriladi. Natijada, hosil bo‘lgan  $B'1$  nuqta bilan  $Qx$  ni o‘zaro tutashtirsak, Q tekislikni H tekislikka jipslashtirilgan vaziyatiga ega bo‘lamiz. Tekislikni bunday jipslashtirganda unga tegishli geometrik shakllar H tekislikka jipslashib, haqiqiy o‘lchamlarida proyeksiyalanadi.



2-rasm.

2,a–rasmdan shuni aniqlash mumkinki, Q tekislikni QN izi atrofida aylantirib, uni H tekislikka jipslashtirishda QV iziga tegishli  $QxB1$  kesma o‘zining haqiqiy o‘lchamiga teng bo‘lgani uchun  $QxB''=QxB'1$  bo‘ladi. Demak, chizmada Q (QN, QV) tekislikni H tekislikka jipslashtirish uchun uning QV izida tanlab olingan  $B \equiv B''$  nuqtani va QX markazdan  $QxB''$  radius bilan yoy chizib, M tekislikning MN izi bilan kesishgan  $B1$  nuqta aniqlanadi. So‘ngra  $B1$  va QX nuqtalardan tekislikning  $QV1$  izi o‘tkaziladi.

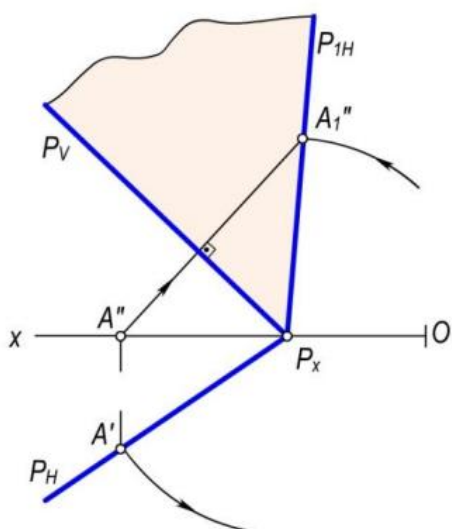
Chizmada P (PN, PV) tekislikni PN izi atrofida aylantirib, H tekislikka jipslashtirish uchun aylantirish radiusining haqiqiy o‘lchamini aniqlash zarur bo‘lsin (2,b–rasm). Ma’lumki, aylantirish radiusi tekislikning aylanish o‘qiga perpendikulyar bo‘ladi. To‘g‘ri burchakning proyeksiyalanish xususiyatiga ko‘ra, tekislikning PV izida olingan  $A(A', A'')$  nuqtaning  $A'$  proyeksiyasidan tekislikning PN iziga perpendikulyar o‘tkaziladi va  $O'$  hamda  $O''$  nuqtalarni topamiz. Chizmada hosil

bo'lgan  $O'A'$  va  $O''A''$  aylantirish radiusining proyeksiyalari,  $O'A_0$  esa uning haqiqiy o'lchami bo'ladi.

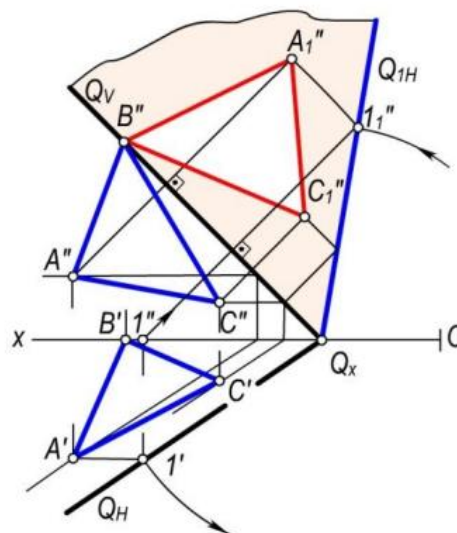
Xuddi shuningdek  $P$  ( $P_H, P_V$ ) tekislikni  $V$  tekislikka ham jipslashtirish mumkin (3-rasm). Buning uchun berilgan  $P$  tekislikning  $P_H$  gorizontal izida ixtiyoriy  $A$  nuqta tanlab, uning aylantirish radiusi  $PXA'$  aniqlanadi va tekislikning  $PN$  izini  $PV$  izi atrofida aylantirib, tekislikka jipslashtiriladi. Chizmadan ko'rinib turibdiki,  $P$  tekislikni  $PN$  izi atrofida aylantirilganda  $PxA'$  kesma  $PxA''$  ga teng bo'ladi.

Umumiy vaziyatda berilgan tekislikka tegishli geometrik shaklning haqiqiy o'lchamini aniqlash uchun uning xarakterli nuqtalarini proyeksiyalar tekisligiga jipslashtirish yo'li bilan aniqlanadi. Masalan,  $Q(Q_N, Q_V)$  tekislikka tegishli  $\Delta ABC(A'B'C', A''B''C'')$  ning haqiqiy o'lchami uning  $A, B$  va  $C$  nuqtalarini  $V$  tekislikka jipslashtirish yo'li bilan aniqlanadi.

Tekislikning jipslashgan holati berilgan bo'lsa, uning dastlabki vaziyatini tiklash mumkin. Tekislikning dastlabki vaziyatini aniqlash natijasida tekislikka tegishli bo'lgan shakllarning ham proyeksiyalarini aniqlash mumkin.



3-rasm



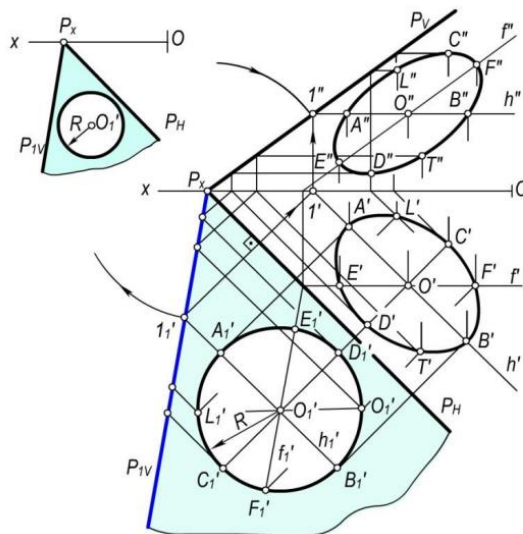
4-rasm

Masalan,  $P$  tekislikning  $H$  tekislikka jipslashtirilgan vaziyati  $P_H, P_V, P_1V$  izlari va shu tekislikka tegishli  $O_1$  markaz va  $R$  radiusli aylana berilgan bo'lsin (4-rasm).

Bu aylananing  $P$  tekislikdagi proyeksiyalarini yasash uchun aylana markazidan tekislikning  $h'1$  gorizontali o'tkaziladi va  $1'1$  nuqta aniqlanadi. Bu nuqtadan tekislikning  $PN$  iziga perpendikulyar o'tkazib,  $Ox$  proyeksiyalar o'qiga tegishli  $1'$  nuqta topiladi. Bu nuqtadan  $h'1$  ning  $h'$  proyeksiyasi o'tkaziladi. So'ngra  $Px$  markazdan  $Px1'1$  radius bilan o'tkazilgan yoyning  $1'$  dan  $Ox$  o'qiga o'tkazilgan perpendikulyar bilan kesishgan  $1''$  nuqtasi topiladi. Bu nuqtadan  $h'1$  ning  $h''$  proyeksiyasini o'tkaziladi. So'ngra  $1''$  va  $Px$  nuqtalar tutashtirilib, tekislikning  $PV$  izi hosil qilinadi. Aylana markazining proyeksiyalarini yasash uchun  $O'1$  dan  $PN$  ga perpendikulyar o'tkazib,  $h'$

bilan kesishgan  $O'$  nuqtani va  $h''$  da  $O''$  nuqta topiladi. Shuningdek, bu gorizontalda joylashgan aylananing  $A'1$  va  $B'1$  nuqtalarining  $A', A''$  va  $B', B''$  proyeksiyalari aniqlanadi.

Tekislikning  $f'1$  frontalini aylananing markazi  $O'1$  dan  $P1V$ ga parallel qilib o'tkazilib, aylananing  $E'1$  va  $F'1$  nuqtalarning  $E', E''$  va  $F', F''$  proyeksiyalari yasaladi.

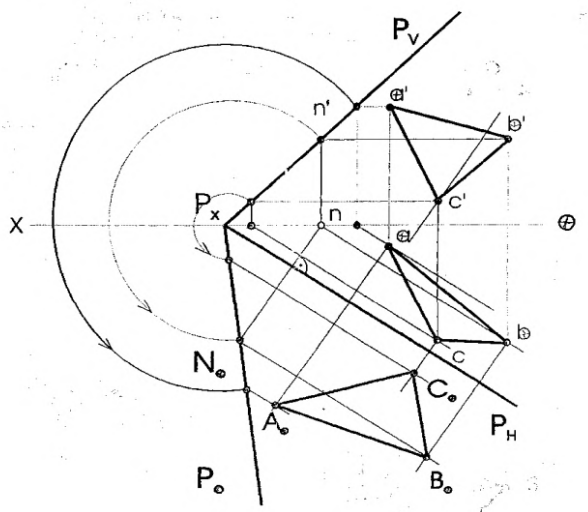


5-rasm

Xuddi shu tarzda aylananing  $L'1$  va  $T'1$ ,  $C'1$  va  $D'1$  nuqtalarning proyeksiyalari tekislikning gorizontallari yordamida aniqlanadi. Bu nuqtalarning bir nomli proyeksiyalarini mos ravishda o'zaro tutashtirsak, aylananing gorizont va frontal proyeksiyalari – ellipslar hosil bo'ladi.

Misol.  $P$  tekislikda yotuvchi tehg yonli  $(A B C)$  uchburchakning bir tomoni  $(a b)$  berilgan. Uchburchakning proyeksiyalari aniqlansin.

Yechish: Avval gorizont yordamida  $(a b)$  ni topamiz. So'ngra  $(AB)$  ni  $H$  ga joylashtiramiz va  $[AB]$  ni topganimizdan keyin  $C$  uchini topamiz. Bu masalani ikkita echimi bor.



6-rasm

### Foydalanilgan adabiyotlar

1. George Young. Descriptive geometry. The Macmillan Company, New York. 2013.
2. Technical Drawing. Spring 2006. Instructor: David Anderson.
3. Engineering Drawing by M.B.Shah, B.C.Rana. D.Kindersley, Delhi, 2009
4. Sh.Murodov, L.Xakimov, A.Xolmurzayev, M.Jumayev, A.To'xtayev. Chizma geometriya, Iqtisod-moliya, 2006.
5. M.Siyamand, S.Shakir. Descriptive geometry. [http://www. Endazlyar.com.](http://www.Endazlyar.com.), 2010

## MANTIQIY DASTURLANADIGAN KONTROLLERLARNING TUZILISHI

*Otaqo'ziyev Ziyodullo Abdullojonovich*

*Toshkent kimyo-texnologiya instituti Yangiyer filiali*

*Avtomatika va texnologik jarayonlar kafedrası stajyor o'qituvchisi*

*G'aybullayeva Nilufar Axmad qizi*

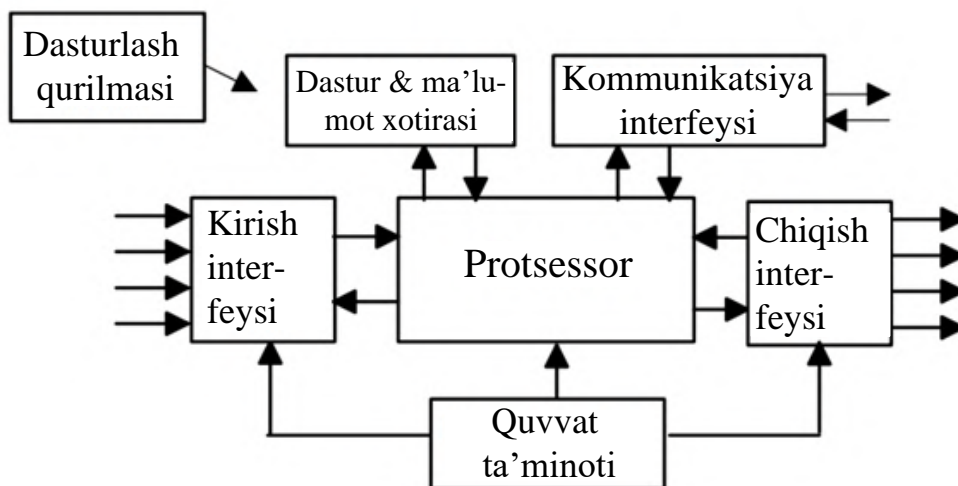
*Toshkent kimyo-texnologiya instituti Yangiyer filiali*

*303-21 TMJ guruh talabasi*

**Annotatsiya.** Ushbu maqolada turli xil mantiqiy dasturlashtiriladigan kontrollerlarning ichkituzilishi, ichki arxitekturasi hamda diskret kirish va diskret chiqish portlarining ishlash prinsipi ko'rib chiqilgan.

**Kalit so'zlar.** PLC, mantiqiy dasturlashtiriladigan controller, protsessor, interfeys, port, kanal, ma'lumot shinasi, adres shinasi, boshqaruv shinasi, transistor, simistor.

Odatda PLC tizimi protsessor bloki, xotira, quvvat manbayi bloki, kirish/chiqish interfeysi bo'limi, kommunikatsiya interfeysi va dasturlash qurilmasining asosiy funksional komponentlariga ega.



1-rasm PLC tizimi

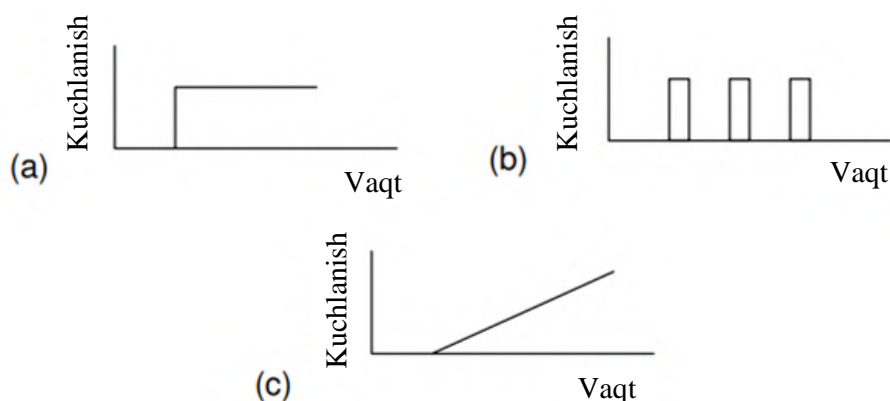
1. Protsessor bloki yoki markaziy protsessor (CPU) mikroprotsessorni o'z ichiga olgan birlik bo'lib, u kirish signallarini qayta ishlaydi va uning xotirasida saqlangan dasturga muvofiq boshqaruv harakatlarini amalga oshiradi hamda qarorlarni harakat signallari sifatida chiqishlarga yetkazadi.

2. Elektr ta'minoti bloki tarmoqdagi o'zgaruvchan kuchlanishni protsessor va kirish va chiqish interfeysi modullari uchun zarur bo'lgan past doimiy kuchlanishga (5 V) aylantirish uchun kerak.

3. Dasturlash qurilmasi protsessor xotirasiga kerakli dasturni kiritish uchun ishlatiladi. Dastur qurilmada ishlab chiqiladi va keyin PLC xotira blokiga o'tkaziladi.

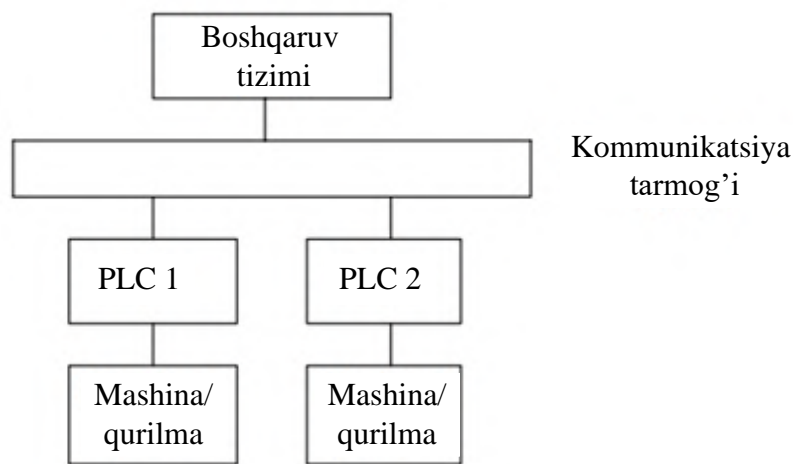
4. Xotira - bu mikroprotsessor tomonidan bajarilishi kerak bo'lgan boshqarish harakatlari va ishlov berish uchun kirishdan va chiqish uchun chiqarilgan ma'lumotlar uchun ishlatiladigan dastur saqlanadigan joy.

5. Kirish va chiqish bo‘limlari protsessor tashqi qurilmalardan ma'lumot oladi va tashqi qurilmalarga ma'lumot beradi. Shunday qilib, kirishlar avtomatik kalitlar bilan 2(a)-rasmida ko‘rsatilganidek, kalitlardan yoki 2(b)-rasmidagi hisoblagich mexanizmidagi kabi fotoelektrik datchiklar, harorat datchiklari yoki oqim datchiklari va boshqalardan bo‘lishi mumkin. Kirish va chiqish interfeyslari keyinroq ko‘rib chiqiladi. Kirish va chiqish qurilmalarini diskret, raqamli yoki analogli signallar sifatida tasniflash mumkin (2-rasm). Diskret yoki raqamli signallarni beruvchi qurilmalar signallar o‘chirilgan yoki yoqilgan bo‘lgan qurilmalardir. Shunday qilib, kalit - bu kuchlanishsiz yoki kuchlanishsiz diskret signal beruvchi qurilma. Raqamli qurilmalarni yoqish-o‘chirish signallari ketma-ketligini ta'minlaydigan, asosan, diskret qurilmalar deb hisoblash mumkin. Analog qurilmalar o‘lchamlari kuzatilayotgan o‘zgaruvchining o‘lchamiga mutanosib bo‘lgan signallarni beradi. Misol uchun, harorat datchiki haroratga mutanosib ravishda kuchlanish berishi mumkin.



2-rasm Signallar: (a) diskret, (b) raqamli, (c) analog

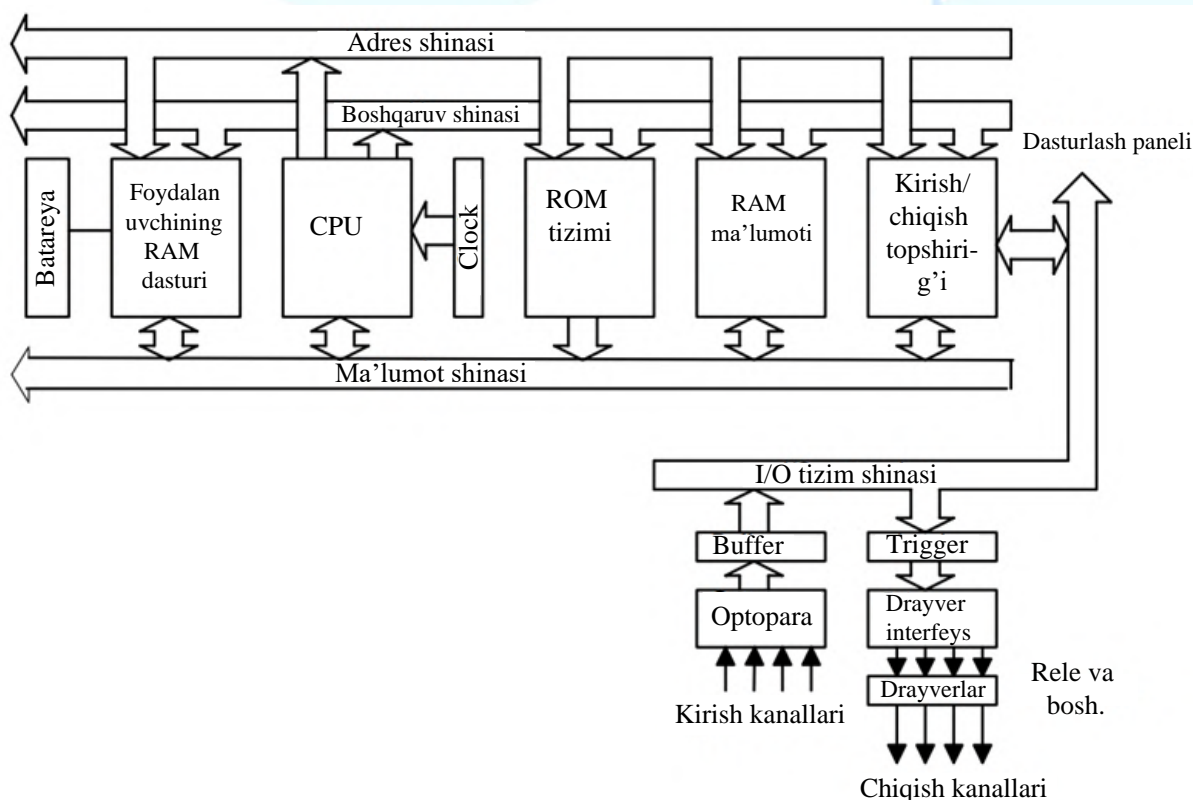
6. Kommunikatsiya interfeysi kommunikatsiya tarmoqlari bo‘yicha ma'lumotlarni boshqa masofaviy PLC lardan yoki boshqa masofaviy PLC larga qabul qilish va uzatish uchun ishlatiladi (2-rasm). Bu qurilmani tekshirish, ma'lumotlarni yig‘ish, foydalanuvchi ilovalari o‘rtasidagi sinxronizatsiya va ulanishni boshqarish kabi harakatlar bilan bog‘liq.



2-rasm Asosiy kommunikatsiya modeli

### 1.3.1 Ichki arxitektura

1.7-rasmda PLC ning asosiy ichki arxitekturasi ko'rsatilgan. U tizim mikroprotssessorini, xotirani va kirish/chiqish sxemasini o'z ichiga olgan markaziy protssordan (CPU) iborat. CPU PLC ichidagi barcha operatsiyalarni boshqaradi va qayta ishlaydi. U odatda 1 dan 8 MGts gacha bo'lgan chastotali generator bilan ta'minlangan. Ushbu chastota PLC ning ishlash tezligini aniqlaydi va tizimdagi barcha elementlar uchun vaqt va sinxronizatsiyani ta'minlaydi. PLC ichidagi ma'lumotlar raqamli signallar orqali uzatiladi. Raqamli signallar oqadigan ichki yo'llar shinalar deb ataladi. Jismoniy ma'noda shina - bu elektr signallari oqishi mumkin bo'lgan o'tkazgichlar soni. Bu bosilgan elektron platadagi izlar yoki lenta kabelidagi simlar bo'lishi mumkin. Protssessor tarkibiy elementlar o'rtasida ma'lumotlarni jo'natish uchun ma'lumotlar shinasidan, saqlangan ma'lumotlarga kirish uchun manzillar manzillarini yuborish uchun manzil shinasidan va ichki nazorat harakatlariga tegishli signallar uchun boshqaruv avtobusidan foydalanadi. Tizim shinasini kirish/chiqish portlari va kirish/chiqish bloklari orasidagi aloqa uchun ishlatiladi.

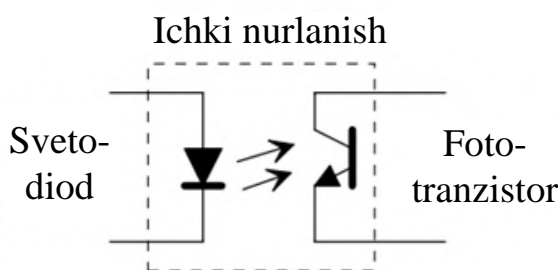


3-rasm. PLC arxitekturasi

### 1.3.2 Kirish va chiqish portlari

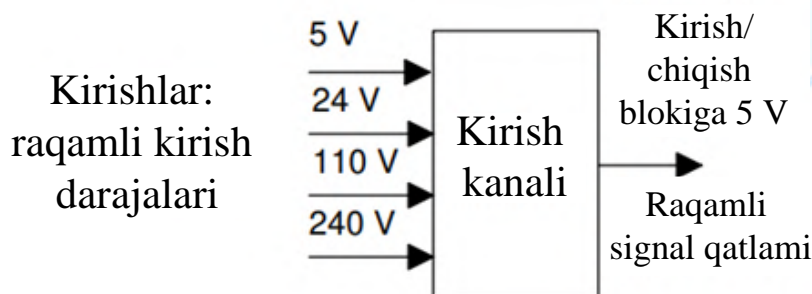
Kirish/chiqish porti tizim va tashqi muhit o'rtasidagi interfeysni ta'minlaydi, bu esa kirish/chiqish kanallari orqali datchiklar va motorlar va solenoidlar kabi chiqish qurilmalari kabi kirish qurilmalariga ulanish imkonini beradi. Bundan tashqari, dasturlar panelidan dasturlar kiritish/chiqish porti orqali amalga oshiriladi. Har bir kirish/chiqish nuqtasi protssessor tomonidan ishlatilishi mumkin bo'lgan takrorlanmas manzilga ega. Bu yo'l bo'ylab bir qator uylarga o'xshaydi, 10 raqami ma'lum bir datchikdan kirish uchun ishlatiladigan "uy" bo'lishi mumkin, "45" esa ma'lum bir motorga chiqish uchun ishlatiladigan "uy" bo'lishi mumkin.

Kirish/chiqish kanallari izolyatsiya va signalni sozlash funksiyalarini ta'minlaydi, shuning uchun datchiklar va ijrochi qurilmalar ko'pincha boshqa sxemalarsiz ularga bevosita ulanishi mumkin. Tashqi muhitdan elektr izolyatsiyasi odatda optoizolyatorlar yordamida amalga oshiriladi (optocoupler atamasi ham tez-tez ishlatiladi). 4-rasmda optoizolyatorning ishlash printsipti ko'rsatilgan. Raqamli impuls yorug'lik chiqaradigan dioddan o'tganda, infraqizil nurlanish impulsi hosil bo'ladi. Bu impuls fototransistor tomonidan aniqlanadi va bu kontaktlarning ochilishiga olib keladigan kuchlanishni keltirib chiqaradi. Yorug'lik chiqaradigan diod va fototranzistor orasidagi bo'shliq elektr izolyatsiyasini ta'minlaydi, ammo tartibga solish hali ham bitta kontaktlarning ishlashiga olib keladigan raqamli impulsning boshqa kontaktlarning ishlashiga olib kelishiga imkon beradi.



4-rasm. Optopara

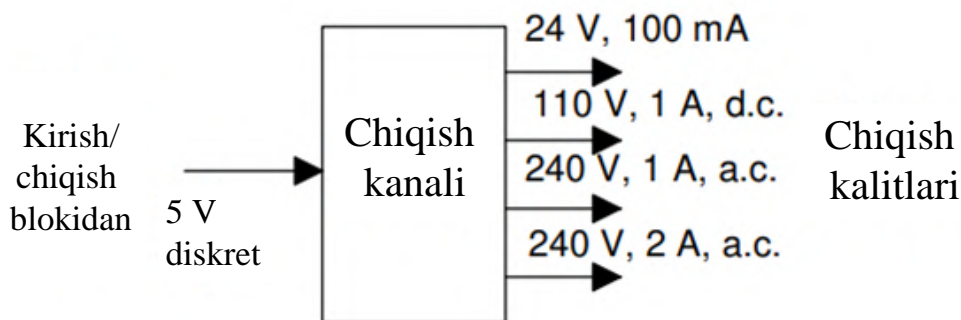
PLC dagi mikroprotsessor bilan odatda mos keladigan raqamli signal 5 V tok quvvatiga ega. Shu bilan birga, unga kirish signallarining keng doirasini yetkazib berish imkonini beradi. Kattaroq PLC bilan bir qator kirishlar mavjud bo'lishi mumkin, masalan. 5 V, 24 V, 110 V va 240 V raqamli/diskret, ya'ni yoqish-o'chirish signallari (1.21-rasm). Kichik PLC faqat bitta kirish shakliga ega bo'lishi mumkin, masalan 24V.



5-rasm. Kirish darajalari.

Kirish/chiqish portining chiqishi 5 V darajasida raqamli bo'ladi. Biroq, signalni rele, tranzistorlar yoki simistorlar bilan ulashdan so'ng, chiqish kanalidan chiqish 24 V, 100 mA kommutatsiya signali, doimiy kuchlanish bo'lishi mumkin. 110 V, 1 A yoki ehtimol 240 V, 1 A o'zgaruvchan tok yoki 240 V, 2 A o'zgaruvchan tok. Kichik PLC bilan barcha chiqishlar bitta turdagi bo'lishi mumkin, masalan. 240 V o'zgaruvchan tok, 1 A. Modulli PLClar bilan bir qatorda, foydalaniladigan modullarni tanlash orqali bir qator chiqishlarni joylashtirish mumkin.





6-rasm. Chiqish darajalari.

Chiqish portlari releli, tranzistorli yoki simistorli turlarga bo‘linadi:

1. Releni turi bilan, PLC chiqishidagi signal rele ishlatish uchun ishlatiladi va tashqi kontaktlarning ulanishiga olib keladigan bir necha amperlik oqimlarni almashtirishga qodir. Rele nafaqat kichik oqimlarni kattaroq oqimlarga almashtirishga imkon beradi, balki PLC ni tashqi kontaktlarning ulanishiga olib keladi. Biroq, rele nisbatan sekin ishlaydi. Rele chiqishlari o‘zgaruvchan tok va doimiy tokni almashtirish uchun javob beradi. Ular yuqori kuchlanish oqimlari va kuchlanish o‘tish davriga bardosh bera oladilar.

2. Transistorli chiqish turi tashqi zanjir orqali oqimni almashtirish uchun tranzistordan foydalanadi. Bu sezilarli darajada tezroq almashtirish harakatini beradi. Biroq, u to‘g‘ridan-to‘g‘ri o‘tish uchun mo‘ljallangan va ortiqcha oqim va yuqori teskari kuchlanish bilan yo‘q qilinadi. Himoya sifatida saqlagich yoki o‘rnatilgan elektron himoya ishlatiladi. Izolyatsiyani ta‘minlash uchun optoizolyatorlar qo‘llaniladi.

3. Izolyatsiya qilish uchun optoizolyatorli simistor chiqishlari o‘zgaruvchan tok quvvat manbaiga ulangan tashqi ist‘molchilarni boshqarish uchun ishlatilishi mumkin. U to‘g‘ridan-to‘g‘ri ishlash uchun mo‘ljallangan va haddan tashqari oqim bilan juda oson yo‘q qilinadi. Bunday chiqishlarni himoya qilish uchun saqlagich deyarli har doim kiritilgan.

#### Foydalanilgan adabiyotlar:

1. W. Bolton – Programmable logic controller. Six edition. Newnes, Elsevier Ltd. – 412 p.
2. А. М. Зюзев, М.В. Мудров, А.В. Костылев - Программируемые логические контроллеры в системах малой автоматизации и автоматизации зданий и сооружений. Учебное пособие. Екатеринбург Издательство Уральского университета-2023 г. – 118 с.
3. Hugh Jack. Automating Manufacturing Systems with PLC’s. – 2005. -846 p.
4. K. Kamel. Programmable logic controllers: Industrial control. McGraw Hill Education, 2014.-419 p. S. Manesis, G. Nikolakopoulos. Introduction to Industrial Automation. CRC Press, Taylor Francis Group LLC, 2018. – 458 p.
5. User Manual for PLC Programming with CodeSys 2.2, 3S –Smart Software Solutions GmbH. Kempten, 2002.

## POYABZAL SANOATI ISHLAB CHIQRARISH TEXNIK DARAJASI TAHLILI

*Abduraxmanova F.A. - katta o'qituvchi  
Buxoro muhandislik-texnologiya instituti*

**Annotatsiya.** Maqolada poyabzal sanoatida foydalanilayotgan jihozlar, mashinasozlik va kompyuter texnologiyalarining hozirgi sur'atlari va rivojlanish darajalarida mashinalarning xizmat qilish muddati, ularning ishlab chiqarilgan mahsulot sifatiga ta'siri, mahsulot sifati ko'pincha ishchilarning jismoniy va ma'naviy holatiga - inson omiliga, ustaxona va har bir ish joyidagi mehnat sharoitlariga bog'liqligi tahlil qilingan.

**Tayanch so'zlar:** jihoz, uskuna, puxtalagich, yig'ish oqimi, tanovorni yig'ish oqimi, maksimal konsentratsiya.

Ishlab chiqarilgan mahsulotlarning sifati ko'p jihatdan ishlatiladigan asbob-uskunalar darajasi va holatiga bog'liq. Mashinasozlik va kompyuter texnologiyalarining hozirgi sur'atlari va rivojlanish darajalarida mashinalarning xizmat qilish muddati ishlab chiqarilgan kundan boshlab 10 yildan oshmasligi kerak deb hisoblanadi. Ushbu ekspluatatsiya muddatidan so'ng, mashina ma'naviy va jismoniy jihatdan eskiradi, bu esa ishlab chiqarilgan mahsulot sifatiga ta'sir qilmay qolmaydi.

1.1-jadvalda ushbu oqim uchun uskunalar parkini yangilash darajasi aniq ko'rsatilgan.

**1.1-jadval**

No	Jihozlar nomlanishi	Ishlab chiqarilgan yili	Jismonan yemirilishi
Tanovorni yig'ish oqimi			
1.	TKT konveyeri	1991	100%
2.	Detal atroflari qalinligini tushirish mashinasi АСГ-13	1958	100%
3.	Press ПГГ-3-О	1994	100%
4.	Detal atroflarini buklash uchun mashina СОМ-42	1994	100%
5.	Tikuv mashinasi «Минерва» 72414-101 кл	1994	100%
6.	Tikuv mashinasi «Минерва» 72410 кл	1992	100%
7.	Tikuv mashinasi «Минерва» 72425 кл	1992	100%
8.	Tikuv mashinasi «Минерва» 72415-101 кл	1992	100%
9.	Tikuv mashinasi «Минерва» 72122-101 кл	1992	100%
10.	Birignali tikuv mashinasi «Pfaff» 463 кл	2005	60%

11.	Ag`darma chokni dazmollash mashinasi 122 CP	2009	20%
12.	Tumshuq osti detalini o`rnatish uchun integratsiyalangan ish joyi TPS-R	1994	100%
Poyabzalni yig`ish oqimi			
13.	HKТ konveyeri	1987	100%
14.	Asosiy patakni qoqish uchun mashina ППС-С	1989	100%
15.	Tanovor o`kcha qismiga dastavval shakl berish uchun mashina 603 tipidagi	1988	100%
16.	Tumshuq tutam qismini tortish uchun mashina 02200	1990	100%
17.	Ahmi qismini tortish uchun mashina 66A	1976	100%
18.	Orqa qismini mixchalar bilan tortib qoplash 02146/P2	1988	100%
19.	Orqa qismiga issiqlik bilan shakl berish 618	1988	100%
20.	Nam issiqlik bilan ishlov berish uskunasi BC-191	1994	100%
21.	Issiqlik havo bilan dazmollash uchun mashina mod.270	2007	40%
22.	Siptalash uchun jihoz 14C	1976	100%
23.	Tagliklarni yelimlab yopishtirish uchun press ППП-В-2-О	2002	90%
24.	Yelimli pardani isitish uchun termostat TB-01	2001	100%
25.	Qolipdan poyabzalni yechib olish uchun mashina ОКБ-1	1978	100%
26.	Qolipdan poyabzalni yechib olish uchun mashina LF/U	2009	20%
27.	Mixlarni tozalash uchun mashina ЧГ	1976	100%
28.	Sovuq polirovka qilish uchun mashina ХПП-3-О	1983	100%

1.1-jadvalni tahlil qilib, zavodda ishlab chiqarishning texnik rivojlanishi to'g'risida xulosa chiqarishimiz mumkin: ishlatilgan asbob-uskunalarining katta qismi nazariy xizmat muddatidan ko'ra uzoqroq ishlagan.

Ko'rib chiqilayotgan oqim bo'yicha ish qismlarini yig'ish uchun ishlatiladigan tikuv mashinalari, aksariyat hollarda, zamonaviy texnologik darajaga javob bermaydi. Ularda iplarni kesish, tikuvning boshi va oxirini mahkamlash, puxtalagichlarni avtomatik ravishda bajarish va boshqalar uchun avtomatik qurilmalar yo'q.

Oyoq kiyimlarini yig'ish jarayonida qo'llaniladigan mashinalar (603 turdagi tanovor o`kcha qismiga dastavval shakl berish uchun mashina, 02200/P2 tumshuq tutam qismini tortish uchun mashina 02200, 66A tovon qismini mahkamlash mashinasi, 02146 mixchalarda tovon qismini mahkamlash mashinasi, P2, 618 turdagi tovon qismini issiq qoliplash mashinasi), dasturli boshqarish uchun elektron qurilmalarga ega emas, bu yarim tayyor mahsulotni qayta ishlash sifatini sezilarli darajada pasaytiradi va ularning barchasi to'liq jismoniy eskirishga keldi.

O`kcha qismini oldindan shakllantirish mashinasi dizaynida sovuq puansonga ega emas, bu esa uni ishlab chiqarishda keng tarqalgan va texnologik jihatdan ilg'or material bo'lgan termoplastik materialdan biki dastak bilan poyabzal ishlab chiqarish uchun ishlatishga imkon bermaydi, qaysikim bugungi kunda ishlab chiqarishda keng tarqalgan texnologik material bo'lib hisoblanadi.

Shuni ham ta'kidlash kerakki, mahsulot sifati ko'pincha ishchilarning jismoniy va ma'naviy holatiga - inson omiliga, ustaxona va har bir ish joyidagi mehnat sharoitlariga bog'liq. Bu shartlarga ustaxona va ish joyidagi gazning ifloslanish darajasi kiradi. Ish oqimi bo'yicha gazning ifloslanish darajasi to'g'risidagi ma'lumotlar 1.2-jadvalda keltirilgan. 1.2-jadvaldagi ma'lumotlarni tahlil qilib, ushbu moddalar qo'llaniladigan ko'pgina texnologik operatsiyalarda etil asetat va benzin bug'larining ortiqcha miqdorini qayd etish kerak. Shunday qilib, yuqori, taglik va mahkamlash qirralarining qismlariga yelim surtish bo'yicha operatsiyalar paytida ruxsat etilgan maksimal konsentratsiya darajasi ruxsat etilgan me'yordan 3 va 3,5 baravar oshadi, bu shamollatish va konditsioner tizimining yomon ishlashini ko'rsatadi.

**1.2-jadval**

№	Operatsiyalar nomlanishi	Xavflilik, мг/м <sup>3</sup>	ПДК СН- 245-71	Necha marta oshadi	Xavfli modda saqlovchi materiallar nomlanishi
1.	Tagliklarga va tortish baxyasiga birinchi marta yelim surkash (taglik), ПУ-3062 yelimi	720	200	3,6	Etilatsetat
2.	Tagliklarga va tortish baxyasiga birinchi marta yelim surkash (tortish baxyasi), ПУ-3062 yelimi	725	200	3,63	Etilatsetat
3.	Poyabzal izini to'ldirish, ПУ-3062 yelimi	200	200	1	Etilatsetat
4.	Taglik va tortish baxyasiga ikkinchi marta yelim surkash, ПУ-3072 yelimi	633.3	200	3,1	Etilatsetat
5.	Poyabzal ustligini qo'lda pardoqlash. Bo'yoq tayyorlash.	67,9	200	0,3	Etilatsetat
6.	Tumshuq osti detalini qo'yish, ПХК yelimi p. 2013	50	100	0.5	Benzin
7.	Ustki detallarga yelim surkash, ЛУЧ-НК p. 1010 yelimi	300	100	3	Benzin
8.	Ich patakni yelimlab yopishtirish, ПХК p. 2013 yelimi	80,4	200	0,4	Etilatsetat

Yuqorida ko'rilgan natijalarga asoslanib, ishlab chiqarishni qayta jihozlash nuqtalaridan biri oqimning texnik holatini almashtirish bo'ladi, deb taxmin qilish mumkin.

#### ADABIYOTLAR RO'YXATI:

1. <https://lex.uz/docs/5554856>
2. Узакова Л. П., Абдурахманова Ф. А., Турсункулова М. С. Современные эксплуатационные и технологические требования, предъявляемые к деталям верха обуви //Техника. Технологии. Инженерия. – 2019. – №. 2. – С. 30-33.
3. Абдурахманова Ф. А. Рынок обуви: глобальные тенденции. перспективы развития коженно-обувной промышленности в бухарской области //Глобальная экономика и образование. – 2021. – Т. 1. – №. 2. – С. 15-21.
4. К.М. Зурабян и др. Материаловедение изделий из кожи. Москва. Легпромбытиздат. 1988. – с.412 .
5. ГОСТ 23251-83. Обувь. Термины и определения. М. :Стандартинформ, 2008. – с.114
6. S

.EPRAInternational Journal of Multidisciplinary. Research DOI : 10.36713/epra2013  
ISSN (Online) : 2455 – 3662 Monthly Peer Reviewed & Indexed. International Online  
Journal Indexed By: Published By :EPRA Publishing CC License SJIF Impact  
actor(2023) :8.224 ISI I.F. Value : 1.188 Volume: 9 Issue: 3 March 2023 265-270  
бетлар.

## MANTIQUIY DASTURLASHTIRILADIGAN KONTROLLERLARNI DASTURLASHDA LADDER DIAGRAM DASTURLASH TILI

**Otaqo'ziyev Ziyodullo Abdullojonovich**

*Toshkent kimyo-texnologiya instituti Yangiyer filiali  
Avtomatika va texnologik jarayonlar kafedrasida stajyor o'qituvchisi*

**G'aybullayeva Nilufar Axmad qizi**

*Toshkent kimyo-texnologiya instituti Yangiyer filiali  
303-21 TMJ guruh talabasi*

**Hamidov Jahongir Botir o'g'li**

*Toshkent kimyo-texnologiya instituti  
Yangiyer filiali 303-21 TMJ guruh talabasi*

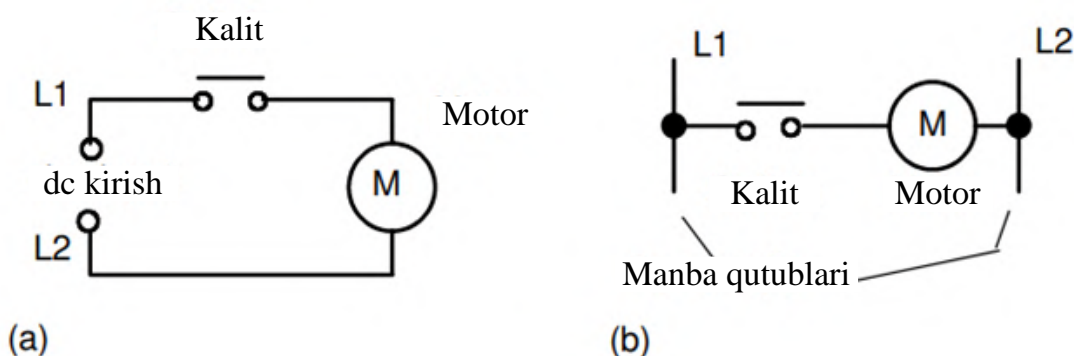
**Isayev Sunnatullo Dilshodovich**

*Toshkent kimyo-texnologiya instituti Yangiyer filiali  
303-21 TMJ guruh talabasi*

**Annotatsiya.** Ushbu maqolada mantiqiy dasturlashtiriladigan kontrollerni dasturlashda Ladder diagram dasturlash tilining qoidalari, komandalari, ishlash prinsipi va bloklarining shartli belgilanishi ko'rib chiqilgan

**Kalit so'zlar.** Ladder diagram, motor, rele, kontakt, normal ochiq kontakt, normal yopiq kontakt, kalit, dvigatel, cho'lg'am, qutub, ta'minot, tok oqimi.

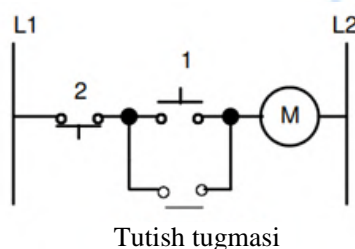
Ladder diagrammalariga kirish sifatida, 5.1 (a)-rasmdagi elektr zanjirining oddiy ulanish sxemasini ko'rib chiqing. Diagrammada elektr motorini yoqish yoki o'chirish uchun sxema ko'rsatilgan. Biz ushbu diagrammani boshqa yo'l bilan qayta chizishimiz mumkin, kirish quvvat qutublarini ifodalash uchun ikkita vertikal chiziqdan foydalanib va ular orasidagi zanjirning qolgan qismini bog'laymiz. 1 (b)-rasmda natija ko'rsatilgan. Ikkala sxemada ham dvigatel bilan ketma-ket kalit mavjud va kalit yopilganda elektr quvvati bilan ta'minlanadi. 1(b)-rasmda ko'rsatilgan sxema ladder diagrammasi deb ataladi.



1-rasm . Bir xil elektr zanjirini chizish usullari.

Bunday diagramma bilan zanjirlarning bog‘lanishiga olib keladigan quvvat manbai har doim ikkita vertikal chiziq sifatida ko‘rsatiladi, qolgan qismi gorizontall chiziq sifatida. Elektr uzatish liniyalari yoki qutublar odatda, ular zinapoyaning vertikal tomonlariga o‘xshaydi, gorizontall zanjirlar zinapoyaning zinapoyalariga o‘xshaydi. Gorizontall zinapoyalar faqat sxemaning boshqaruv qismini ko‘rsatadi, 3.1-rasm da bu faqat dvigatel bilan ketma-ket o‘rnatilgan kalit. O‘chirish diagrammalari ko‘pincha elektron komponentlarning nisbiy fizik joylashishini va ular qanday qilib simli ulanishini ko‘rsatadi. Ladder diagrammalarida haqiqiy fizik joylarni ko‘rsatishga urinilmaydi va asosiy e‘tibor nazorat qanday amalga oshirilganligini aniq ko‘rsatishga qaratilgan.

2-rasm da tugmachalar yordamida dvigatelni ishga tushirish va to‘xtatish uchun ishlatiladigan kontaktlarning ulanishiga olib keladigan ladder diagrammasining namunasi ko‘rsatilgan. Oddiy holatda 1-bosish tugmasi ochiq va 2-bosish tugmasi yopiq 1-tugma bosilganda, motor sxemasi tugallanadi va motor ishga tushadi. Bundan tashqari, motor bilan parallel ravishda simli ushlab turuvchi kontaktlar yopiladi va motor ishlayotganda yopiq qoladi. Shunday qilib, 1-bosish tugmasi qo‘yib yuborilganda, ushlab turish kontaktlari kontaktlarning ulanishiga olib keladi va shuning uchun dvigatelga quvvat beradi. Dvigatelni to‘xtatish uchun 2 tugma bosiladi. Bu dvigatelning quvvatini o‘chiradi va ushlab turish kontaktlari ochiladi. Shunday qilib, 2-bosish tugmasi bo‘shatilganda, dvigatelda quvvat yo‘qoladi. Shunday qilib, bizda 1-tugmani bosish orqali ishga tushiriladigan va 2-tugmachani bosish bilan to‘xtatiladigan dvigatel mavjud.



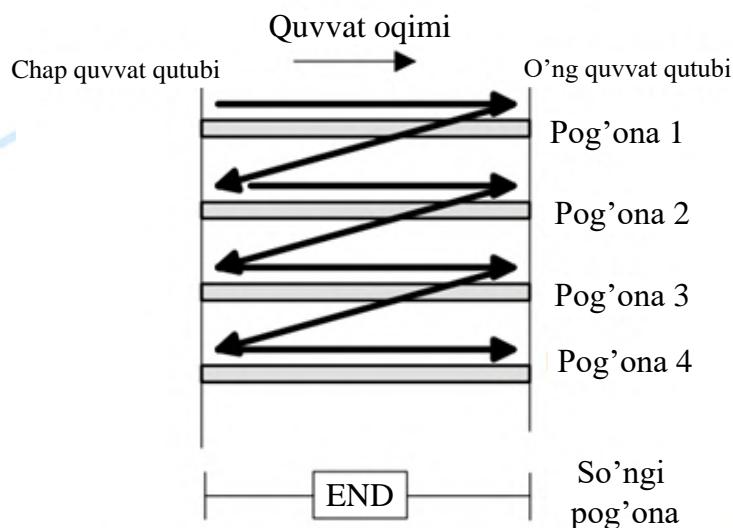
2-rasm. Start stop sxemasi.

PLC larni dasturlashning juda keng tarqalgan usuli ladder diagrammalaridan foydalanishga asoslangan. Shunda dasturni yozish kommutatsiya sxemasini chizishga teng bo‘ladi. Ladder diagrammasi elektr qutublarini ifodalovchi ikkita vertikal chiziqdan iborat. Sxemalar gorizontall chiziq sifatida, ya‘ni zinapoyaning pog‘onalari, bu ikki vertikal o‘rtasida bog‘langan.

Ladder diagrammasini chizishda ma‘lum qoidalar qabul qilinadi:

1. Diagrammaning vertikal chiziqlari zanjirlar ulangan quvvat relslarini ifodalaydi. Quvvat oqimi zinapoya bo‘ylab chap vertikal dan olinadi.
2. Ladderdagi har bir zinapoya nazorat jarayonida bitta operatsiyani belgilaydi.

3. Ladder diagrammasi chapdan o'ngga va yuqoridan pastga qarab o'qiladi, 3-rasmda PLC tomonidan qo'llaniladigan skanerlash harakati ko'rsatilgan. Yuqori pog'ona chapdan o'ngga o'qiladi. Keyin ikkinchi zinapoya chapdan o'ngga o'qiladi va hokazo. PLC o'z ish rejimida bo'lsa, u butun ladder dasturini oxirigacha bosib o'tadi, dasturning so'nggi pog'onasi aniq ko'rsatilgan va keyin darhol boshida davom etadi. Dasturning barcha bosqichlarini bosib o'tishning ushbu jarayoni sikl deb ataladi. Yakuniy bosqich END yoki qaytish uchun RET so'zi bo'lgan blok bilan ko'rsatilishi mumkin, chunki dastur darhol o'z boshiga qaytadi.



3-rasm. Ladder dasturini skanerlash.

4. Har bir bosqich kirish yoki kirish bilan boshlanishi va kamida bitta chiqish bilan tugashi kerak. Kirish atamasi PLC ga kirish sifatida ishlatiladigan kalitning kontaktlarini yopish kabi boshqaruv harakati uchun ishlatiladi. Chiqish atamasi PLC chiqishiga ulangan qurilma uchun ishlatiladi, masalan motor.

5. Elektr qurilmalari normal holatda ko'rsatilgan. Shunday qilib, odatda biron bir obyekt uni yopmaguncha ochiq bo'lgan kalit ladder diagrammasida ochiq ko'rsatilgan. Normal yopiq bo'lgan kalit yopiq ko'rsatilgan.

6. Muayyan qurilma zinapoyaning bir nechta pog'onasida paydo bo'lishi mumkin. Misol uchun, bizda bir yoki bir nechta qurilmalarni yoqadigan rele bo'lishi mumkin. Har bir vaziyatda qurilmani belgilash uchun bir xil harflar va/yoki raqamlar ishlatiladi.

7. Kirish va chiqishlarning barchasi PLC ishlab chiqaruvchisiga qarab foydalaniladigan adreslar bo'yicha aniqlanadi. Bu PLC xotirasidagi kirish yoki chiqish adresi.

5.4-rasmda kirish va chiqish qurilmalari uchun ishlatiladigan standart IEC 1131-3 belgilari ko'rsatilgan. Yarim grafik shaklda va to'liq grafikda foydalanilganda belgilar o'rtasida biroz farqlar paydo bo'ladi. E'tibor bering, kirishlar normal ochiq

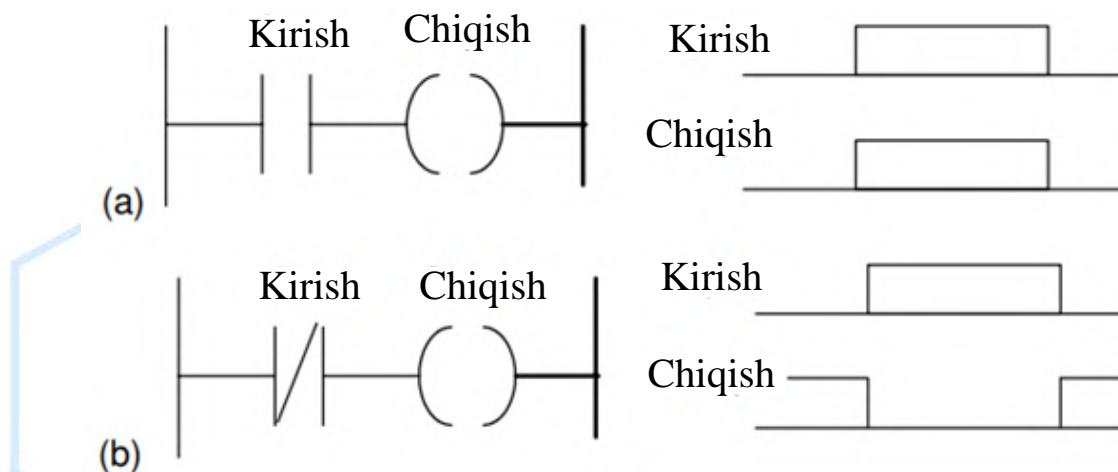


yoki normal yopiq kontaktlarni ifodalovchi turli belgilar bilan ifodalanadi. Kirishning harakati kalitni ochish yoki yopishga teng. Chiqish cho'lg'amlari faqat bitta belgi shakli bilan ifodalanadi.

	Yarim grafik shakl	To'liq grafik shakl
Quvvat oqishi mumkin bo'lgan gorizontal aloqa analogi	-----	—————
Gorizontal va vertikal quvvat oqimlarining o'zaro bog'liqligi	-----   ----- + ----- 	—————   ————— + ————— 
narvon pog'onasining chap tomonidagi quvvat ulanishi	 +-----	  -----
narvon pog'onasining o'ng tomonidagi quvvat ulanishi	----- 	----- 
Normal ochiq kontakt	---   ---	—   —
Normal yopiq kontakt	--- / ---	— / —
Chiqish cho'lg'ami: agar unga quvvat oqimi yoqilgan bo'lsa, u holda cho'lg'am holati yoqilgan bo'ladi	---( )---	—( )—

4-rasm Asosiy belgilar.

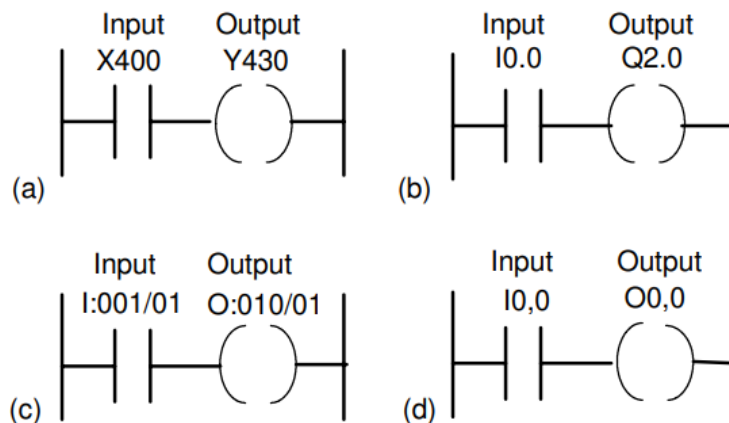
Ladder diagrammasining zinapoyasining chizilgan rasmini ko'rsatish uchun chiqish moslamasining quvvatlanishi, masalan. Dvigatel, normal ochiq ishga tushirish tugmasi yopilgan holda faollashishiga bog'liq. Shunday qilib, kirish kalit va chiqish motordir. 5.5 (a)-rasmدا ladder diagrammasi ko'rsatilgan.



5-rasm Ladder diagrammasi.

Kirishdan boshlab, biz kirish kontaktlari uchun normal ochiq || belgisiga egamiz. Boshqa kiritish qurilmalari mavjud emas va chiziq ( ) belgisi bilan belgilangan chiqish bilan tugaydi. Kalit yopilganda, ya'ni kirish mavjud bo'lsa, dvigatelning chiqishi faollashadi. Faqat kontaktlarga kirish mavjud bo'lganda, chiqish mavjud. Chiqish bilan normal yopiq kalit |/| bo'lganida (5-rasm (b)), u holda bu kalit ochilgunga qadar chiqish mavjud bo'lar edi. Faqat kontaktlarga kirish bo'lmasa, chiqish mavjud.

Chizilgan ladder diagrammalarida bog'langan o'zgaruvchining nomlari yoki har bir elementning manzillari uning belgisiga qo'shiladi. Shunday qilib, 6-rasmda (a) Mitsubishi, (b) Siemens, (c) Allen-Bradley, (d) manzillar uchun mos belgilar yordamida 5(a)-rasmdagi ladder diagrammasi qanday ko'rinishi ko'rsatilgan. Shunday qilib, 6 (a)-rasmda ladder dasturining ushbu pog'onasi X400 manzilidan kirishga va Y430 manziliga chiqishga ega ekanligini ko'rsatadi. Kirish va chiqishlarni PLC ga ulashda tegishlilari ushbu manzillar bilan kirish va chiqish klemmalariga ulanishi kerak.



3.6-rasm Belgilash: (a) Mitsubishi, (b) Siemens, (c) Allen-Bradley, (d) Telemecanique.

**Foydalanilgan adabiyotlar:**

1. W. Bolton – Programmable logic controller. Six edition. Newnes, Elsevier Ltd. – 412 p.
2. А. М. Зюзев, М.В. Мудров, А.В. Костылев - Программируемые логические контроллеры в системах малой автоматизации и автоматизации зданий и сооружений. Учебное пособие. Екатеринбург Издательство Уральского университета-2023 г. – 118 с.
3. Hugh Jack. Automating Manufacturing Systems with PLC's. – 2005. -846 p.
4. K. Kamel. Programmable logic controllers: Industrial control. McGraw Hill Education, 2014.-419 p.
5. S. Manesis, G. Nikolakopoulos. Introduction to Industrial Automation. CRC Press, Taylor Francis Group LLC, 2018. – 458 p.
5. User Manual for PLC Programming with CodeSys 2.2, 3S –Smart Software Solutions GmbH. Kempten, 2002.

## APPROACHES TO ENABLING EXPRESSIVE COMPONENTS WITHIN ARTISTIC DISCOURSE

*Turg'unova Fazilat Rustam qizi*

*Assistant of the Department of Foreign Languages of  
Tashkent State Transport University*

*Raxmonov Azizjon Odil O'g'li*

*Student of Tashkent State Transport University*

**Abstract:** This article investigates diverse methodologies and tactics aimed at fostering expressive components within artistic discourse. It examines the techniques employed by artists and creators to communicate emotions, impart significance, and elicit reactions from their audience. The research scrutinizes the efficacy of various approaches and their influence on the holistic artistic encounter.

**Keywords:** Expressive elements, Artistic discourse, Creativity, Emotions, Audience engagement.

**Introduction.** Artistic discourse spans across a diverse array of creative domains, encompassing disciplines such as visual arts, literature, music, theater, and beyond. At the heart of these avenues of expression lies a myriad of techniques and methodologies employed by artists and creators to infuse their creations with elements of expressiveness. This article delves into the exploration of various methodologies utilized to facilitate expressive components within artistic discourse. The primary aim is to elucidate how artists adeptly convey emotions, impart meanings, and convey messages to their audience through their work. Artistic discourse serves as a rich tapestry woven from the threads of diverse creative pursuits, each contributing to the broader landscape of human expression. Whether through the stroke of a brush on canvas, the arrangement of words on a page, the melody of a song, or the enactment of characters on stage, artists employ a range of techniques to imbue their creations with depth and resonance. Within the realm of visual arts, artists employ techniques such as color theory, composition, texture, and perspective to convey emotions and evoke responses from viewers. Through the skillful manipulation of these elements, artists can create works that resonate on both an intellectual and emotional level.

In literature, writers utilize narrative devices such as symbolism, metaphor, imagery, and allegory to imbue their writing with layers of meaning and subtext. By weaving these elements into their stories, writers can evoke a range of emotions and prompt readers to contemplate deeper themes and concepts. Similarly, in music, composers employ melody, harmony, rhythm, and dynamics to convey emotions and evoke responses from listeners. Whether through the soaring crescendo of a symphony

or the haunting melody of a ballad, music has the power to stir the soul and evoke profound emotional responses. In theater, actors use techniques such as voice modulation, facial expression, and body language to bring characters to life and convey emotions to the audience. Through their performances, actors can elicit empathy, sympathy, and a range of other emotional responses from viewers.

Overall, the methods employed to facilitate expressive components within artistic discourse are as diverse as the forms of expression themselves. By exploring these methods, we gain insight into the creative process and the ways in which artists effectively communicate with their audience. Through their work, artists have the power to evoke emotions, challenge perceptions, and inspire change, making artistic discourse an essential component of the human experience.

**Literature review.** Previous research has thoroughly examined the various strategies employed by artists to enhance the expressive quality of their artistic works. Scholars have extensively explored the utilization of symbolism, metaphor, imagery, and other literary devices in the realms of literature and poetry, with the intention of eliciting emotional responses and conveying underlying meanings. Similarly, within the domain of visual arts, methodologies such as color theory, composition, and brushwork have been subjected to rigorous analysis due to their ability to evoke specific moods and atmospheres within artistic compositions. Additionally, scholarly investigations have delved into the significance of performance techniques, including voice modulation and body language, in effectively conveying emotions and captivating audiences within the contexts of theatrical and dance performances. Despite the diversity of approaches observed across various artistic disciplines, scholars widely concur on the pivotal role played by expressive elements in capturing audiences' attention and fostering emotional resonance.

Umberto Eco conceptualizes textual strategies through the lens of both an adept author and a discerning reader. He likens the author's role to that of a military tactician envisioning a blueprint of the adversary, employing strategic foresight in composing a text. This strategic approach encompasses the anticipation of the reader's responses and interactions, akin to a calculated maneuver in the landscape of textual construction.[1]

In her examination of authorial punctuation, L.M. Koltsova posits that every literary work employs its distinctive punctuation strategy and tactics. These strategies are perceived by both the author and the reader as artistic instruments, facilitating the segmentation of discrete units within a non-discrete flow of consciousness.[2]

In the context of domestic cognitive linguistics, the term "communicative strategy" refers to a systematic approach employed by speakers to exert a comprehensive influence on their interlocutors' cognitive processes. It entails a structured sequence of speech acts designed to achieve specific objectives within an interaction. Through the strategic deployment of language, speakers aim to effectively

alter the addressee's cognitive framework and conceptual understanding, even when faced with limited information about the interlocutor's responses. This strategic framework facilitates the attainment and regulation of optimal solutions to communicative tasks, ensuring effective communication despite uncertainties regarding the partner's reactions.[3]

**Research methodology.** In order to explore methods for facilitating expressive elements within artistic discourse, a qualitative research approach was adopted. This methodology entailed conducting interviews with artists and creators spanning diverse disciplines. The aim was to acquire in-depth insights into their creative methodologies and the strategies employed to communicate emotions and meanings through their artistic endeavors. Moreover, a content analysis of artistic works was undertaken to discern prevalent themes and tactics utilized to amplify expressiveness. By employing qualitative research methods, the study sought to delve into the intricate processes through which artists imbue their creations with expressive qualities. Interviews provided a platform for artists to articulate their creative philosophies, discuss their inspirations, and elucidate the techniques utilized to convey emotions and convey meanings in their work. This qualitative inquiry enabled a deeper understanding of the nuanced approaches adopted by artists across various artistic disciplines.

Henceforth, our standpoint aligns closely with V.Z. Demyankov's perspective on discourse, which portrays it as an interpretive rendering of text, positing that a "text" transcends mere materiality to represent a construed verbal entity, emblematic of an underlying flow of discourse [Demyankov 2007]. Additionally, we concur with V.E. Chernyavskaya's characterization of text as a mechanism that catalyzes cognitive processes during its reception and deciphering [Chernyavskaya 2005: 81, 83]. In this study, we adopt a synonymous usage of the term's "text" and "discourse" in line with these conceptualizations.[4]

Furthermore, the content analysis of artistic pieces served as a complementary method to uncover prevalent themes and strategies pertaining to expressiveness. By systematically analyzing the content of artworks, patterns and commonalities emerged, shedding light on the diverse techniques employed by artists to evoke emotional responses and convey nuanced meanings. This qualitative analysis facilitated a comprehensive exploration of the myriad ways in which expressiveness is manifested within artistic discourse. The integration of both qualitative methods allowed for a holistic examination of approaches to enabling expressive components within artistic discourse. By combining insights gleaned from interviews with artists and creators with findings derived from content analysis, a rich understanding of the creative processes underlying expressiveness was achieved. The study contributed to the existing body of knowledge by offering valuable insights into the diverse methodologies employed by artists to imbue their work with emotional resonance and nuanced meanings.

Through interviews with artists and content analysis of artistic pieces, the study elucidated the myriad strategies utilized by creators to convey emotions and meanings in their work. This research contributes to a deeper understanding of the creative processes underlying expressiveness in art and highlights the importance of qualitative inquiry in exploring complex phenomena within the realm of artistic discourse.

**Analysis and results.** The examination unveiled a broad array of methodologies and tactics utilized by artists to foster expressive elements within their creations. Within literature, authors emphasized the significance of selecting precise language, crafting vivid imagery, and developing compelling characters to evoke emotions and convey themes. Visual artists highlighted the utilization of color, texture, and composition to evoke mood and atmosphere in their paintings and sculptures. Musicians underscored the importance of melody, harmony, and rhythm in conveying emotions and captivating listeners. Similarly, performers emphasized the importance of body language, facial expressions, and vocal delivery in conveying meaning and establishing connections with audiences.

In summary, the findings indicate the versatility of techniques and strategies that artists can employ to facilitate expressive components within their artistic works. The effectiveness of these methods is contingent upon factors such as context, medium, and the artist's intentions. By comprehending and utilizing these techniques, artists have the potential to augment the emotional resonance of their work and generate more profound experiences for their audience.

**Conclusion.** In summary, the methodologies for enabling expressive elements within artistic discourse are varied and multifaceted, encompassing a diverse array of techniques and strategies across various artistic domains. From literature and visual arts to music and performance, artists employ an assortment of methods to communicate emotions, convey meanings, and impart messages to their audience. By delving into and comprehending these approaches, artists have the opportunity to enrich the expressiveness of their creations and generate more compelling and influential artistic encounters.

#### REFERENCES:

1. Eco U. Lector in fabula. Le rôle du lecteur ou la Coopération interprétative dans les textes narratifs. Paris: Grasset, 1985.
2. Кольцова Л.М. Художественный текст через призму авторской пунктуации: автореф. дис. ... д-ра филол. наук, Воронеж 2007.
3. Иссерс О.С. Коммуникативные стратегии и тактики русской речи. 5 изд. М.: Изд-во ЛКИ, 2008.
4. Демьянков В.З. Текст и дискурс как термины и как слова обыденного языка, 2007. URL: <http://www.infolex.ru>
5. Tursunovich R. I. The Role of Lexical Units in Teaching A Foreign Language in The Field of Transport //International Journal of Scientific Trends. – 2024. – Т. 3. – №. 2. – С. 119-128.

6. Rustamov I. et al. LEXICAL PROBLEMS ENCOUNTERED IN THE TRANSLATION OF SMALL STORIES: QUALITATIVE STUDY APPROACH //SPAST Abstracts. – 2023. – Т. 2. – №. 02.
7. Tursunovich R. I. Teaching A Foreign Language Through Text! //Genius Repository. – 2023. – Т. 24. – С. 24-29.
8. Tursunovich R. I. LANGUAGE EDUCATION AND LANGUAGE SKILLS DEVELOPMENT //ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. – 2023. – Т. 18. – №. 6. – С. 108-112.
9. Tursunovich R. I. The Role Of Modern Pedagogical Technologies In Language Teaching In Students Of Non-Philological Specialties //World scientific research journal. – 2023. – Т. 14. – №. 1. – С. 32-37.
10. Tursunovich, R. I. (2023). ASPECTS OF LANGUAGE IN TRANSLATION AND TRANSLATOR SKILLS IN LITERARY TRANSLATION. *Galaxy International Interdisciplinary Research Journal*, 11(3), 573-577.
11. Tursunovich R. I. ZAMONAVIY TILSHUNOSLIKDA LINGVOKULTURALOGIYA //Ustozlar uchun. – 2023. – Т. 41. – №. 2. – С. 124-128.
12. Tursunovich R. I. SHE'RIY ASARLARNING CHET TILINI O'RGANISHDAGI TA'SIRI //Journal of new century innovations. – 2023. – Т. 23. – №. 2. – С. 131-136.
13. Rustamov, I., & Mirza ogli, A. I. (2023). METHODS OF TEACHING GRAMMAR THROUGH HOMEWORK. *Журнал иностранных языков и лингвистики*, 5(5).
14. Rustamov I., Mirza ogli A. I. USING THE VOX-POP METHOD IN TEACHING A FOREIGN LANGUAGE TO YOUNG LEARNERS //Журнал иностранных языков и лингвистики. – 2023. – Т. 5. – №. 5.
15. Rustamov I., Mirza ogli A. I. APPLYING AN ECLECTIC APPROACH TO ENGLISH TEACHING IN SECONDARY SCHOOLS //Журнал иностранных языков и лингвистики. – 2023. – Т. 5. – №. 5.
16. Rustamov I., Mirza ogli A. I. DEVELOPMENT OF INTERACTIVE METHODS IN FOREIGN LANGUAGE TEACHERS //Журнал иностранных языков и лингвистики. – 2023. – Т. 5. – №. 5.
17. Rustamov I., Mirza ogli A. I. ADVANTAGES AND METHODS OF USING GAMES IN FOREIGN LANGUAGE TEACHING //Журнал иностранных языков и лингвистики. – 2023. – Т. 5. – №. 5.
18. Rustamov I., Mirza ogli A. I. TECHNOLOGY TO DEVELOP WRITING IN THE CURRENT INFORMATION AGE //Журнал иностранных языков и лингвистики. – 2023. – Т. 5. – №. 5.
19. Rustamov I., Mirza ogli A. I. PROJECT WORK NATURAL EXTENSION STUDY OF CONTENT-BASED TEACHING //Журнал иностранных языков и лингвистики. – 2023. – Т. 5. – №. 5.
20. Rustamov I., Mirza ogli A. I. ANALYSIS OF THE ROLE AND PSYCHOLOGICAL CHARACTERISTICS OF EFFECTIVE SKILLS IN TEACHING ENGLISH //Журнал иностранных языков и лингвистики. – 2023. – Т. 5. – №. 5.
21. Rustamov I., Mirza ogli A. I. THE IMPORTANCE OF LISTENING AND SPEAKING IN LEARNING ENGLISH //Журнал иностранных языков и лингвистики. – 2023. – Т. 5. – №. 5.
22. Tursunovich R. I. History of the Study of Folklore Ethnografisms //Eurasian Research Bulletin. – 2023. – Т. 18. – С. 199-202.
23. Tursunovich R. I. ADABIY ASARLARDA TILNING ORNI //PEDAGOGS jurnali. – 2023. – Т. 28. – №. 1. – С. 108-112.
24. Tursunovich R. I. XORIJIY TILLARNI O'RGANISH NEGA MUHIM? //Journal of new century innovations. – 2022. – Т. 19. – №. 4. – С. 52-56.



25. Tursunovich R. I. XORIJIY TILNI O'RGANISHDA SHE'RIY ASARLARNI TO'G'RI TALQIN ETISHNING AHAMIYATI //Journal of new century innovations. – 2022. – Т. 19. – №. 4. – С. 57-61.
26. Anarbaev O., Rustamov I. ИЗУЧЕНИЕ ИНОСТРАННОГО ЯЗЫКА: ПРОБЛЕМЫ И СПОСОБЫ ИХ РЕШЕНИЯ: ИЗУЧЕНИЕ ИНОСТРАННОГО ЯЗЫКА: ПРОБЛЕМЫ И СПОСОБЫ ИХ РЕШЕНИЯ //Журнал иностранных языков и лингвистики. – 2022. – Т. 4. – №. 4.
27. Rustamov I. Jamol SYMBOLS IN MODERN LINGUISTICS: SYMBOLS IN MODERN LINGUISTICS //Журнал иностранных языков и лингвистики. – 2022. – Т. 4. – №. 4.
28. Rustamov I. Nilufar TIL VA MADANIYAT TUSHUNCHALARINING O'ZARO BOG 'LIQLIGI: TIL VA MADANIYAT TUSHUNCHALARINING O'ZARO BOG 'LIQLIGI //Журнал иностранных языков и лингвистики. – 2022. – Т. 4. – №. 4.
29. Rustamova I., Asomiddinova G. THE ISSUE OF CREATING CHARACTER IN ARTISTIC CREATION //Oriental Journal of Social Sciences. – 2022. – Т. 2. – №. 03. – С. 133-139.
30. Tursunovich R. I. HOZIRGI ZAMON TILSHUNOSLIGIDA TIL VA MADANIYATNING TALQINI //PEDAGOGS jurnali. – 2022. – Т. 24. – №. 2. – С. 49-54.
31. Tursunovich R. I. TALIM JARAYONIDA XORIJIY TILLARNI O'QITISHNING ZAMONAVIY METODIKALARI //PEDAGOGS jurnali. – 2022. – Т. 24. – №. 2. – С. 55-60.
32. Rustamov I. IMPORTANCE OF UZBEK AND ENGLISH SONGS IN EDUCATION AND LANGUAGE LEARNING. INDIA. – 2021.
33. Qizi A. D. X. et al. Importance of uzbek and english songs in education and language learning //ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL. – 2021. – Т. 11. – №. 2. – С. 1146-1150.
34. Tursunovich R. I. CLASSIFICATION OF COMIC TEXTS OF A SMALL GENRE IN THE UZBEK AND ENGLISH LINGUOCULTURE. 29. Turgunova, F.(2022). USAGE OF INTERACTIVE GAMES IN TEACHING LANGUAGE AS A SECOND LANGUAGE //Академические исследования в современной науке. – Т. 1. – №. 19. – С. 349-351.
35. Tursunovich R. I., Ataboyev I. M. THE IMPORTANCE OF TEACHING FOREIGN LANGUAGES IN TECHNICAL HIGHER EDUCATION SYSTEM //FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES. – 2023. – Т. 2. – №. 15. – С. 12-18.
36. Tursunovich R. I., Ataboyev I. M. STUDY OF THE THEORY OF GRAMMATICAL COMPETENCE //FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES. – 2023. – Т. 2. – №. 15. – С. 6-11.
37. Tursunovich R. I., Ataboyev I. M. INGLIZ GAZETA OMMAVIY AXBOROT VOSITALARIDA SARLAVHALARNING ISHLASHI //MODELS AND METHODS FOR INCREASING THE EFFICIENCY OF INNOVATIVE RESEARCH. – 2023. – Т. 2. – №. 19. – С. 22-28.
38. Tursunovich R. I., Ataboyev I. M. GAZETA USLUBINING ASOSIY XUSUSIYATLARI. DAVRIY NASHRLAR SARLAVHALARINING ROLI VA AHAMIYATI //MODELS AND METHODS FOR INCREASING THE EFFICIENCY OF INNOVATIVE RESEARCH. – 2023. – Т. 2. – №. 19. – С. 29-38.
39. Tursunovich R. I., Ataboyev I. M. HOW CAN STUDENTS GAIN INTEREST IN LEARNING ENGLISH? //MODELS AND METHODS FOR INCREASING THE EFFICIENCY OF INNOVATIVE RESEARCH. – 2023. – Т. 2. – №. 19. – С. 16-21.
40. Tursunovich R. I. INNOVATIVE TEACHING METHODS IN TEACHING FOREIGN LANGUAGE //Proceedings of Scientific Conference on Multidisciplinary Studies. – 2023. – Т. 2. – №. 1. – С. 8-14.
41. Zikirillo S., Ataboyev I. M. Air Pollution and control engineering and technology //Proceedings of International Conference on Modern Science and Scientific Studies. – 2023. – Т. 2. – №. 5. – С. 155-159.

42. Qudratovich S. J., Ataboyev I. M. AERONAVIGATSIYA VA HARAKATNI NAZORAT QILISH UCHUN INSON MUHANDISLIGI SAMARALI QILISH TIZIMI //Proceedings of International Conference on Modern Science and Scientific Studies. – 2023. – Т. 2. – №. 5. – С. 160-164.
43. Ataboyev I. TA'NA-DASHNOM NUTQ HARAKATI VA PRAGMATIK HARAKAT SIFATIDA //O 'ZBEKISTON MILLIY UNIVERSITETI XABARLARI. – 2023. – Т. 1. – №. 4.
44. Murodillo o'gli K. M., Ataboyev I. M. AIRCRAFT ENGINEERING AND AIRCRAFT ENGINEERING //Proceedings of International Educators Conference. – 2023. – Т. 2. – №. 5. – С. 159-161.
45. Mirza o'g'li A. I. DEVELOPMENT OF LISTENING MATERIALS FOR ESL LEARNERS //Proceedings of International Conference on Scientific Research in Natural and Social Sciences. – 2023. – Т. 2. – №. 1. – С. 64-69.
46. Mirza o'g'li A. I. INTRODUCTION OF ELECTRONIC TEXTBOOKS IN SECONDARY SCHOOLS: WHAT TEACHERS NEED //Proceedings of Scientific Conference on Multidisciplinary Studies. – 2023. – Т. 2. – №. 1. – С. 21-26.
47. Ataboyev I. isroilataboyev2@ gmail. com TANA-DASHNOM VA TANBEH VA KONTEKST: TANA-DASHNOM VA TANBEH VA KONTEKST //Журнал иностранных языков и лингвистики. – 2022. – Т. 4. – №. 4.
48. Mirza o'g'li A. I. RESPONDING TO A SPEECH REPROACH //British Journal of Global Ecology and Sustainable Development. – 2022. – Т. 10. – С. 161-167.
49. Mirza o'g'li A. I. O 'ZBEK TILIDA TA'NA-DASHNOM VA TANBEH TUSHUNCHASI //Proceedings of International Conference on Scientific Research in Natural and Social Sciences. – 2023. – Т. 2. – №. 12. – С. 6-14.
50. Mirza o'g'li A. I. "TA'NA-DASHNOM" KONSEPTINING SEMANTIK MAYDONI //Proceedings of International Conference on Educational Discoveries and Humanities. – 2023. – Т. 2. – №. 12. – С. 4-8.
51. Mirza o'g'li A. I. Linguistic-Conceptual Description of the Concept" Ta'na-Dashnom" in Uzbeki and English Languages //Genius Repository. – 2023. – Т. 24. – С. 13-20.
52. Атабоев И. MADANIYATLARARO SIYOSIY MAKONDA TAJOVUZKOR SALOHİYATGA EGA NUTQ TA'SIRINING USULLARI //Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences. – 2023. – Т. 3. – №. 6. – С. 214-219.
53. Anvar o'g'li S. M. et al. GIBRID-ELEKTR SAMALYOTLAR UCHUN ENERGIYANI OPTIMAL BOSHQARISH //Proceedings of International Conference on Modern Science and Scientific Studies. – 2023. – Т. 2. – №. 5. – С. 214-219.
54. Ulugbekovich Y. S. et al. INFLUENCE OF HIGH OXYGENATED BIOFUELSON MICRO GAS TURBINE ENGINE FOR REDUCED EMISSION //Proceedings of International Conference on Modern Science and Scientific Studies. – 2023. – Т. 2. – №. 5. – С. 220-223.

## PROBLEMS IN TEACHING WRITING

*Mamarajabova Sokina*

*Student, TerDU*

*mamarajabovasokina@gmail.com*

**Abstract:** This article deals with the writing skill difficulties which are one of the most significant problems that affect not only native English speakers, but also hundreds of students that are learning English as a second or foreign language around the world. The fact that the latter do not have interest them to be poor writers, have low scores in their courses, increase the errors in their homework, write run on sentences and create incoherent paragraphs.

**Introduction:** Writing is crucial for every student in and outside of school. Writing helps students to express ideas in a polished manner. It's a vehicle for communication and thus it is very important. Students who are not able to write well will find it harder to excel in their studies and they might miss out on job opportunities in the future because most employers are looking for written communication skills as one of the criteria in their employment selection. As such, since writing is very important, it is necessary for teachers to teach writing to the students. Grammar mastery is an essential skill for any student wanting to produce writing that is above average. Unfortunately, students today lack an understanding and appreciation of correct grammar usage and punctuation. They see it as boring, irrelevant, and difficult, and teachers who try to teach specific grammar often find themselves demoralized by students' attitudes and poor retention of taught content. The result of increasing use of 'text speak' and the absence of red pen on students' work has been a downward spiral of grammar knowledge and a lack of attention to serious editing and proofreading. Despite the importance mentioned above, the real teaching and learning process of writing upgrades has been facing many challenges. Some of them are the fear of making mistakes, lack of knowledge about the topic given, overloading ideas so it is difficult to decide which one should be written first, lack of vocabulary, and even the psychological factor that writing is something difficult so it is better to do another task that is easier. Those conditions are often faced by students, so they tend to avoid writing tasks. The difficulty in conveying the information about the material to be taught, difficulty in implementing the learning process, and the assessment process becomes the next problems. Furthermore, for teachers who are not native speakers of English, they will find some more difficulties. In several different parts of the world, the challenges would be different, but the core problem is still the same: the quality of students' writing itself. Teaching writing to students is not an easy task. It is because

writing is less structured compared to reading, spelling, and grammar. It involves a complex set of cognitive and motor processes where students are required to generate ideas, plan, review, revise, and translate into text. Students then need to check whether the writing communicates effectively to the readers. Sometimes the aims and audience of the students' writing are not clear to the teacher and students might get an undesired teacher comment on their writings. For example, a creative writing about a war, the teacher might think that it's a real experience and the student is traumatized. These entire processes are cognitively demanding and students will need help and guidance from the teachers.

Grammar mastery is an essential skill for any student wanting to produce writing that is above average. Unfortunately, students today lack an understanding and appreciation of correct grammar usage and punctuation. They see it as boring, irrelevant, and difficult, and teachers who try to teach specific grammar often find themselves demoralized by students' attitudes and poor retention of taught content. The result of increasing use of 'text speak' and the absence of red pen on students' work has been a downward spiral of grammar knowledge and a lack of attention to serious editing and proofreading. If we consider that writing is a complex process which involves encoding information into readable, meaningful symbols, and if we consider that a symbol system is only a small but important part of a language, we can quickly disagree with those who consider writing to be the crowning glory of language development. The transformation of spoken language into written language is not an automatic one-step process. It is true that normal children in literate societies often attempt to do some writing before they have had any instruction at all. But the nature of such pre-instructional writing is not well understood and many of the errors which children make at this stage persist into later development. One major problem is that students do not seem to be aware of the various stages, skills, and strategies that are involved in writing. They see the finished product of writing as something polished and free of errors, a result that is all too often achieved by the intervention of the word processor. Ask a student to destroy their first draft, and they will possibly feel quite offended. This is because they are not conscious of the drafting process and the fact that a first draft is only a trial run, a starting point for something better. Students learn better when their teachers are able to effectively communicate content. The demands of the National Curriculum (1989), along with ability-based testing and league tables, have raised awareness and achievement in the core subjects of literacy and numeracy. Writing, as a major part of literacy, has become the focus of very high expectations, which unfortunately do not translate to easy delivery in the classroom. In order to fulfill these expectations and teach writing effectively, teachers are faced with a range of challenges. Cook (1986) has compiled an inventory of the types of errors in spelling, punctuation, capitalization and grammar made by British children from six to fourteen.

He did this by making a comparative study of hand-written copies of the same stories. These were written in the years from 1800 to 1900 and again in the years from 1960 to 1975. Although this kind of study might be considered ill-defined and cruel, it does provide some clear and quantifiable evidence of the nature of developmental error. Cook found that most of the types of error committed by children at various stages between six and fourteen were already committed by the younger age-groups in the first part of the century. He concluded that there is little evidence of self-teaching or the positive influence of general intellectual development. From this he went on to argue that systematic instruction was needed and that the fact that it was not given was the cause of much educational failure. This evidence might be used to back up a general feeling among teachers and parents that children who go to school learn to read without much difficulty but that they run into more problems when they begin to write. Many argue that focusing solely on grammar and punctuation stifles creativity and discourages students from developing their ideas (e.g., Peter Elbow in "Writing Without Teachers"). Scholars like Nancy Sommers ("Revision Strategies of Student Writers") point out that effective writing requires considering the reader and the goal of the writing. With limited time for individual attention, teachers may struggle to provide detailed feedback that helps students improve their writing process (as Anne Lamott discusses in "Bird by Bird"). While technology offers new avenues for writing, some argue it can be a distraction or a crutch if not used thoughtfully to enhance the writing process (discussed by Cynthia L. Selfe in "Technology and Literacy Learning"). In Indian schools, various surveys have shown that teaching of writing has been neglected and many teachers complained that they had received no systematic training for this. It is also generally acknowledged that the 'backlog' of illiterate school-leavers could be dealt with if only they were taught more effectively, especially if greater use were made of vernacular languages as mediums of education. This last point was confirmed in an experimental teaching program in Turkey (Dyson et al 1983). Here, it was found that primary-school children performed better in comprehension and dictation tasks in their second-language English lessons when English was substituted for a short period as the medium of instruction in other subjects, rather than being taught by the traditional methods of English lessons several years of elementary teaching in Britain has seems to have little effect. Clearly, more research and clearer policies are needed in the area of teaching writing in second languages.

### Conclusion

Problems in teaching writing can stem from a variety of factors, including difficulties with organization, grammar, vocabulary, and sentence construction. Students may struggle to articulate their thoughts effectively, leading to poorly structured and unclear writing. Additionally, lack of motivation, inspiration, or understanding of the writing process can hinder progress in developing writing skills.

To address these challenges, teachers can implement a variety of strategies, such as providing engaging and relevant writing prompts, offering targeted language support, teaching writing techniques and strategies, encouraging peer feedback and collaboration, incorporating regular writing practice into lessons, and providing constructive feedback and assessment. By addressing these common problems, teachers can help students improve their writing skills, build confidence, and become more proficient writers.

### References

1. Graham, S., & Harris, K. R. (2000). "The role of self-regulation and transcription skills in writing and writing development." *Educational psychologist*, 35(1), 3-12.
2. Applebee, A. N. (1981). "Writing and reasoning." *Review of Educational Research*, 51(3), 337-346.
3. Beach, R. (1993). "A teachers' introduction to genre: Writing five-paragraph essays." *Elementary English*, 70(2), 154-162.
4. Cutler, D., & Graham, S. (2008). "Primary grade writing instruction: A national survey." *Journal of Educational Psychology*, 100(4), 907-919.
5. Graham, S., Harris, K. R., & McKeown, D. (2013). "The writing of students with LD and the new common core state standards (CCSS)." *Journal of Learning Disabilities*, 46(2), 171-183.
6. Hall, N. C., & Taraban, R. (2000). "A review of contextual characteristics relative to early writing skill development." *Educational Psychology Review*, 12(4), 371-392.
7. Harris, K. R., & Graham, S. (2009). "Self-regulated strategy development in writing: Policy implications of an on-going research program." *Learning Disabilities Research & Practice*, 24(4), 186-195.
8. Langer, J. A. (2001). "Beating the odds: Teaching middle and high school students to read and write well." *American Educational Research Journal*, 38(4), 837-880.

## ANALYSIS OF UZBEK AND ENGLISH IDIOMS

*Ziyodullayeva Muhayyo**Termiz state university**Department of Foreign filology**A student of 4- course*

**Аннотация:** Ushbu maqoladagi o'zbek va ingliz iboralarining tahlili ushbu idiomatik iboralarga xos bo'lgan madaniy va lingvistik kichik farqlarni har tomonlama tekshirish imkonini beradi. Taqqoslash har bir tilning o'ziga xos xususiyatlarini ajratib ko'rsatib, madaniy qadriyatlar, tarixiy ma'lumotlar va idiomatik iboralarga singdirilgan ijodkorlikka oydinlik kiritadi. Maqolada o'zbek va ingliz idiomalari o'rtasidagi o'xshashlik va farqlarni o'rganib, idiomatik iboralarni izohlashda madaniy kontekst va lingvistik nuanslarni tushunish muhimligini ta'kidlaydi. Umuman olganda, ushbu qiyosiy tahlil insoniy muloqotning boy gobelenlari va idiomalarning til va madaniyat o'rtasidagi ko'priki roli haqida qimmatli fikrlarni taqdim etadi.

**Калит so'zlar:** Qiyosiy tahlil, Madaniy kichik farqlar, Til farqlari, Idiomatik iboralar, Til taqqoslash, Madaniy kontekst, Tarixiy ma'lumotnomalar, Tildagi ijodkorlik, Idiomalarni tushunish, Kommunikativ tushunchalar.

**Аннотация:** Анализ узбекских и английских идиом в данной статье позволяет всесторонне рассмотреть культурные и языковые различия, присущие этим идиоматическим выражениям. Сравнение подчеркивает уникальные характеристики каждого языка и проливает свет на креативность, заложенную в культурных ценностях, исторической информации и идиоматических выражениях. В статье рассматриваются сходства и различия между узбекскими и английскими идиомами и подчеркивается важность понимания культурного контекста и языковых нюансов при интерпретации идиоматических выражений. В целом, этот сравнительный анализ дает ценную информацию о богатом разнообразии человеческого общения и связующей роли идиом между языком и культурой.

**Ключевые слова:** Сравнительный анализ, Культурные нюансы, Языковые различия, Идиоматические выражения, Языковое сравнение, Культурный контекст, Исторические ссылки, Языковое творчество, Понимание идиом, Коммуникативные концепции

**Annotation:** Analysis of Uzbek and English idioms in this article provides a comprehensive examination of the cultural and linguistic nuances inherent in these idiomatic expressions. The comparison highlights the unique characteristics of each language, shedding light on the cultural values, historical references, and creativity embedded in idiomatic expressions. By exploring the similarities and differences

between Uzbek and English idioms, the article underscores the importance of understanding the cultural context and linguistic nuances when interpreting idiomatic expressions. Overall, this comparative analysis offers valuable insights into the rich tapestry of human communication and the role of idioms as a bridge between language and culture.

**Key words:** Comparative analysis, Cultural nuances, Linguistic differences, Idiomatic expressions, Language comparison, Cultural context, Historical references, Creativity in language, Understanding idioms, Communication insights

Idioms are a fascinating aspect of language that provide insight into the cultural nuances and expressions of a particular society. In this article, we will explore the similarities and differences between Uzbek and English idioms, shedding light on the unique characteristics of each language.

Uzbek idioms, like those in many other languages, are deeply rooted in the cultural traditions and history of the country. They often reflect the values, beliefs, and customs of the Uzbek people, offering a glimpse into their way of life. For example, the Uzbek idiom "qo'l qo'rg'onni yengil" translates to "to soften the unripe melon," which means to calm someone down or make them more agreeable. This idiom reflects the importance of patience and diplomacy in Uzbek culture.

On the other hand, English idioms are known for their creativity and vivid imagery. Many English idioms have origins in literature, folklore, or historical events, making them rich in cultural references. For example, the English idiom "to spill the beans" means to reveal a secret or disclose confidential information. This idiom is thought to have originated from an ancient Greek voting system where beans were used as ballots, and spilling them would reveal one's vote.

Phraseology is an integral and richest part of any language. In idioms we see historical signs of language formation, find unique features of culture and education, which significantly influenced the development of language. Idioms have an original character, it is very difficult to find analogues in the language of translation. For example, along with purely national idioms in English and Uzbek phraseology, there are many international idioms that help to find appropriate meaning in translation. The phraseological fund of any language is a complex conglomerate of native and borrowed idioms with a clear dominance of the first ones. Some idioms retain stylistic elements representatives of previous eras, reflecting the priorities of the time. The phraseological structure of Uzbek and English languages is very various, but have similar meaning. The considerable part of it is made by units with national and thematic semantics. In article in comparative aspect semantic properties of idioms of the Uzbek and English languages are considered.



When comparing Uzbek and English idioms, one can see both similarities and differences. Both languages use idioms to convey complex ideas in a concise and colorful manner. However, the cultural contexts and historical backgrounds of these idioms are distinct, leading to unique expressions and interpretations.

Additionally, the structure and syntax of Uzbek and English idioms can vary. While some idioms may have direct equivalents in both languages, others may require more nuanced translations to capture their full meaning. This highlights the importance of understanding the cultural context and linguistic nuances when interpreting idiomatic expressions.

In conclusion, the analysis of Uzbek and English idioms provides a valuable insight into the linguistic and cultural diversity of these languages. By exploring the similarities and differences between these idiomatic expressions, we can deepen our understanding of the rich tapestry of human communication. Idioms serve as a bridge between language and culture, connecting people across borders and enhancing our appreciation for the beauty and complexity of language.

#### References:

1. Ismoilov, S. (2019). A Comparative Analysis of Uzbek and English Idioms. *International Journal of Linguistics, Literature and Culture*, 5(2), 45-58.
2. Khamraev, A., & Smith, J. (2020). Cross-Cultural Analysis of Uzbek and English Idioms: A Case Study. *Journal of Intercultural Communication Research*, 49(3), 212-227.
3. Abdulloev, M., & Brown, L. (2018). Semantic Analysis of Uzbek and English Idioms: A Contrastive Study. *Journal of Language and Linguistic Studies*, 14(1), 78-92.
4. Karimov, T., & Williams, E. (2017). A Corpus-Based Analysis of Uzbek and English Idioms in Translation. *Translation Studies*, 22(4), 321-336.
5. Nazarova, D., & Johnson, R. (2016). Comparative Analysis of Uzbek and English Idioms in Everyday Communication. *International Journal of Cross-Cultural Studies*, 8(2), 89-104.

#### External links:

6. [https://www.researchgate.net/publication/335647882\\_A\\_Comparative\\_Analysis\\_of\\_Uzbek\\_and\\_English\\_Idioms](https://www.researchgate.net/publication/335647882_A_Comparative_Analysis_of_Uzbek_and_English_Idioms)
7. [https://www.academia.edu/41231635/Cross\\_Cultural\\_Analysis\\_of\\_Uzbek\\_and\\_English\\_Idioms\\_A\\_Case\\_Study](https://www.academia.edu/41231635/Cross_Cultural_Analysis_of_Uzbek_and_English_Idioms_A_Case_Study)
8. <https://www.semanticscholar.org/paper/Semantic-Analysis-of-Uzbek-and-English-Idioms-A-Study-Abdulloev-Brown/4b44c6f0a9e98bcb1d8e507ad7b9f4c5a1e4f7c5>
9. <https://www.tandfonline.com/doi/abs/10.1080/14781700.2017.1357398>
10. <https://www.jstor.org/stable/43787289>

## TEACHING GRAMMAR TO YOUNG LEARNERS USING VARIOUS GAMES

*Tohirova Shabnam*

*Termiz state university Department of Foreign filology*

*A student of 4- course*

**Annotatsiya:** Yosh o'quvchilarga grammatikani o'yinlar orqali o'rgatish samarali va qiziqarli yondashuv bo'lib, ular grammatika tushunchalarini tushunish va saqlashni kuchaytiradi. Grammatik bingo, Charades, Xotira, Puzzle va Stol o'yinlari kabi o'yinlarni o'z ichiga olgan holda, o'qituvchilar o'quvchilarni grammatika darslarida faol ishtirok etishga undaydigan qiziqarli va interaktiv o'quv muhitini yaratishi mumkin. Ushbu o'yinlar nafaqat grammatika qoidalari va tushunchalarini mustahkamlaydi, balki yosh o'quvchilarda tinglash, diqqatni jamlash, xotira, tanqidiy fikrlash va muammolarni hal qilish ko'nikmalarini yaxshilaydi. Bundan tashqari, o'yinlar o'rganishni qiziqarli qiladi va talabalarda til o'rganishga ijobiy munosabatni rivojlantirishga yordam beradi. Umuman olganda, yosh o'quvchilarga grammatikani o'rgatish uchun o'yinlardan foydalanish yaxshi akademik natijalarga olib keladigan va til o'rganishga umrbod muhabbat uyg'otadigan ijodiy va ta'sirli strategiyadir.

**Kalit so'zlar:** Interaktiv, Jozibador, Qiziqarli, Ta'limiy, Amaliy, Faol o'rganish, O'ynoqi, Ijodiy, Rag'batlantiruvchi, Samarali

**Абстрактный:** Преподавание грамматики юным ученикам с помощью игр — это эффективный и увлекательный подход, который улучшает понимание и запоминание грамматических концепций. Включив такие игры, как «Грамматическое бинго», «Шарады», «Память», «Головоломки» и «Настольные игры», учителя могут создать веселую и интерактивную среду обучения, которая побуждает учащихся активно участвовать в уроках грамматики. Эти игры не только закрепляют грамматические правила и понятия, но также улучшают слушание, концентрацию, память, критическое мышление и навыки решения проблем у юных учеников. Кроме того, игры делают обучение увлекательным и помогают учащимся развить позитивное отношение к изучению языка. В целом, использование игр для преподавания грамматики юным ученикам — это творческая и эффективная стратегия, которая может привести к лучшим академическим результатам и любви к изучению языка на всю жизнь.

**Ключевые слова:** интерактивный, увлекательный, веселый, образовательный, практический, активное обучение, игровой, творческий, мотивационный, эффективный.

**Annotation:** Teaching grammar to young learners through games is an effective and engaging approach that can enhance their understanding and retention of grammar

concepts. By incorporating games such as Grammar Bingo, Charades, Memory, Puzzles, and Board Games, educators can create a fun and interactive learning environment that motivates students to actively participate in grammar lessons. These games not only reinforce grammar rules and concepts but also improve listening, concentration, memory, critical thinking, and problem-solving skills in young learners. Additionally, games make learning enjoyable and help students develop a positive attitude towards language learning. Overall, using games to teach grammar to young learners is a creative and impactful strategy that can lead to better academic outcomes and foster a lifelong love for language learning.

**Key words:** Interactive, Engaging, Fun, Educational, Hands-on, Active learning, Playful, Creative, Motivating, Effective

#### Introduction:

Teaching grammar to young learners can be a challenging task, as traditional methods may not always be engaging or effective. However, incorporating games into grammar lessons can make learning fun and interactive for children. By using games, educators can help students understand grammar concepts in a more meaningful way, leading to better retention and application of skills. In this article, we will explore some creative and engaging games that can be used to teach grammar to young learners.

#### 1. Grammar Bingo:

Grammar Bingo is a fun and interactive game that can help students practice identifying different parts of speech such as nouns, verbs, adjectives, and adverbs. Teachers can create Bingo cards with words or sentences that contain various grammar elements. Students then mark off the corresponding words or sentences as the teacher calls them out. This game not only reinforces grammar concepts but also improves listening and concentration skills.

#### 2. Grammar Charades:

Grammar Charades is a lively game that encourages students to act out different grammar rules or concepts. For example, students can mime the action of a verb or demonstrate the use of a preposition in a sentence. This game helps students internalize grammar rules by physically engaging with the concepts, making learning more memorable and enjoyable.

#### 3. Grammar Memory:

Grammar Memory is a classic matching game that can be adapted to teach grammar concepts. Teachers can create pairs of cards with sentences or phrases that contain grammatical errors on one card and the corrected version on another card. Students then take turns flipping over two cards at a time to find matching pairs. This game helps students identify and correct grammar mistakes while also improving their memory and concentration skills.

#### 4. Grammar Puzzles:

Grammar Puzzles are a great way to reinforce grammar rules and concepts in a hands-on way. Teachers can create puzzles with sentences that need to be rearranged to form grammatically correct sentences. Students work together to solve the puzzles, helping them understand sentence structure and word order in a fun and collaborative way.

#### 5. Grammar Board Games:

Creating grammar-themed board games can be a fun and effective way to engage young learners in grammar lessons. Teachers can design board games with grammar-related questions, challenges, and tasks that students must complete to advance through the game. This interactive approach not only reinforces grammar concepts but also encourages critical thinking and problem-solving skills.

#### Conclusion:

Incorporating games into grammar lessons can make learning more enjoyable and effective for young learners. By using creative and engaging games like Grammar Bingo, Charades, Memory, Puzzles, and Board Games, educators can help students develop a strong foundation in grammar while also improving their language skills and cognitive abilities. By making grammar lessons fun and interactive, teachers can inspire a love for language learning in their students and set them up for success in their academic journey.

#### References:

1. Robinson, K. (2018). "Engaging Young Learners in Grammar Instruction Through Games." *Journal of Language Teaching and Learning*, 12(3), 45-58.
2. Johnson, M. & Smith, L. (2019). "The Impact of Game-Based Grammar Instruction on Young Learners' Language Development." *International Journal of Educational Technology*, 15(2), 78-92.
3. Brown, S., & Lee, J. (2020). "Enhancing Grammar Learning in Young Learners Through Interactive Games." *Journal of Applied Linguistics*, 25(4), 112-125.
4. Garcia, A., & Nguyen, T. (2017). "Using Games to Teach Grammar to Young Learners: A Case Study." *Journal of Language Education*, 18(1), 56-68.
5. Smith, R., & Jones, E. (2016). "Incorporating Games into Grammar Instruction for Young Learners: Best Practices and Strategies." *Teaching English to Young Learners Quarterly*, 10(2), 34-47.

#### External links:

6. "10 Fun Grammar Games for Kids"- <https://www.education.com/magazine/article/10-fun-grammar-games-kids/>
7. " Teaching Grammar to young learners: 5 Fun Activities" - <https://www.fluentu.com/blog/educator-english/teaching-grammar-to-young-learners/>
8. "15 Grammar Games for young learners" - <https://busyteacher.org/16383-15-grammar-games-for-young-learners.html>
9. "Interactive Grammar Games for Kids" -<https://www.turtlediary.com/games/Grammar.html>
10. "Grammar Games and Activities for Young Learners" - <https://www.eslkidstuff.com/GrammarGames.htm>

## THE EFFECTS OF SPORTS ON LIFE

*Akmal Tajiddinovich Khalikov*

*(senior teacher of the Department of Physical Culture and Sports,  
Uzbekistan State University of World Languages)*

**Annotation:** In today's world, sports form an integral part of the society's culture. Participating in sports is an important aspect of child development that has many benefits. Sports improve the health status of participants and foster the development of fundamental skills that are important in facing challenges in life. Other benefits of sports include fostering social co-existence and peace, encouraging community development, financial gains and foster international unity. Sports have made significant contributions in enhancing the implementation of certain policies that are important and that affect the welfare of the society. Healthy human development is a requisite for sustained societal development. Without a healthy population, it is impossible to achieve the goals and objectives that stimulate growth and development. Therefore, it is necessary to maintain good health in individuals in order to enable them to use their potential to stimulate growth and personal development. Sport is an important tool that has the ability to motivate and empower individuals to achieve their health, economic and social goals.

**Key words:** benefits of sports, financial gains, society, healthy population, motivator, social goals;

Sports are important in the society because they improve the overall quality life, foster social inclusion and help to eradicate anti-social behaviors in young people. In addition, they improve the health status of individuals and their self-esteem and confidence. Research has shown that physical activity contributes in improving the health of individuals who participate in sport activities. Sports help to improve cardiovascular fitness, hence vital in management of body weight. Sports serve several functions that make them beneficial and important to individuals and the society. Sports activities help reduce body fat and build muscles, slow down the aging process, improve body balance and coordination, and minimize risks of injury. Sport is an effective tool that can be used to pull resources together to fight diseases. Research by the World Health Organization has shown that regular physical activity affords people numerous physical, social, economic and mental health benefits. Sport activities augment strategies that improve diet and counter the widespread use of drugs, alcohol and tobacco. These drugs have adverse effects on the health of users. People experience the benefits of sport in two main ways. First, through direct participation and secondly, through indirect participation as spectators. Sport initiatives that are designed to

improve health are beneficial and have an impact at both levels. People who directly participate in sport activities benefit more than those who participate indirectly. Sports play a vital role in averting the adverse effects of chronic diseases on the society. Research has revealed that the effect of chronic diseases is augmented by physical inactivity and poor eating habits. Participation in sports is one of the ways through which people become active. It is an effective method of staying active because it is enjoyable and individuals benefit greatly.

Apart from improving the physical fitness of individuals, sports help to reduce the impact of risk factors that expose individuals to illnesses. Sports help reduce potential risks of high blood pressure, stress, high cholesterol levels in the body and use of drugs and other harmful substances. In general, participating in sports helps improve general body fitness, helps individuals relax, helps in management of body weight, and improves body coordination and posture.

Research has shown that sport activities enhance healthy growth and development in children and help strengthen the heart. A strong, healthy heart reduces the risk of individuals succumbing to heart failure or stroke. In today's society, the effects of inactivity are evident from the large number of children who are succumbing to obesity. Children spend a lot of time watching television, playing video games and surfing the internet. This encourages inactive lifestyles that have adverse health consequences. Health practitioners are very concerned and troubled by this modern trend because obese children grow into obese adults. Obese adults are at an increased risk of diabetes, heart diseases and many other chronic diseases that affect people with inadequate immunity against diseases. The United States Department of Health and Human Services (USDHHS) maintains that engaging in sport activities helps develop active lifestyles that help reduce risks of disease infection. A report by USDHHS in association with the European Heart Network revealed that active individuals are at low risk of obesity, cardiovascular disease, diabetes, osteoporosis, colon cancer and hemorrhagic strokes.

**Social benefits of sports.** Sports provide individuals with opportunities to integrate into the society and the surroundings in the community. In children, sports provide an opportunity to meet new people, make new friends and improve social skills. Children are thus able to develop self-esteem, confidence and sense of belonging through social interactions.

In addition, sports promote healthy growth and development in children because they help them develop relationships that are vital in their development process. Through participation in sports, children acquire important skills of teamwork and leadership that are vital in their development and success in life. Sports inculcate values such as hard work, perseverance and discipline.

The benefits of participating in sports go beyond the individual level into the community level. Young people interact extensively with other people in their community through participating in sport activities. This not only improves the social disposition of individuals, but also improves the socioeconomic status of the community. Therefore, the participation of young people in sports has both individual and communal benefits.

Drug use and abuse is a problem that has affected young people for many years. It is a common occurrence among young people in the modern society. Participation in sport activities helps reduce involvement of young people in anti-social behaviors such as drug use and violence. Young people engage in unethical behaviors because of peer pressure and idleness. Sports help eradicate idleness and involvement in unethical activities because it gives young people a chance to be active and constructive. In addition, it gives them an opportunity to learn important values such as discipline and responsibility that help reduce unethical behaviors. Sports contribute significantly in helping people learn how to interact effectively in social situations. They foster social inclusion by bringing people together and helping them establish strong and effective social networks that cultivate a strong sense of belonging. The quality of social relationships determines the health status of individuals to a certain degree. Therefore, it is important for people to participate in sports because physical activity encourages healthy lifestyles. Sports have been used in many communities to eradicate social stigma and segregation that is experienced by minority groups. For example, in most societies, people with disabilities are marginalized because of their physical conditions. Through sports, other community members are able to accept these individuals.

They come to learn that the disability of these people does not translate to inability because they can engage in physical activities too. Sports create an environment that contributes significantly in eradication of negative perceptions and attitudes against certain races, ethnicities or groups of people. Sports enable people to focus on common experiences and traits, and help them ignore the differences that exist between them.

This is an important aspect of helping people in minority groups improve their sense of belonging and self-esteem. Sports programs that involve participation of people from all social classes foster and develop the concept of belonging. By participating in common sport activities, people break down the socioeconomic barriers that exist among them. Sports serve as an effective tool for communication and social mobilization. The great attraction of sports entertainment has made it an influential tool for communication. Large organizations and companies use professional athletes to convince young people to change their lifestyles in order for them to experience the benefits of being active. In addition, not-for-profit organizations use professional athletes and sport organizations to gather resources to sponsor health programs such as obesity awareness campaigns.

In local communities, sport gatherings give health care practitioners opportunities to educate people on critical health matters. People receive information on the importance of vaccination and the different ways to control and prevent diseases in their community .

**Economic benefits of sports.** Sports have numerous economic benefits both to individuals and to the government. Professional athletes earn a living from sports and are able to support their families. Sports such as basketball, football, tennis and athletics are very lucrative and form a core part of the economy. Sports contribute to the economy significantly. First, they create jobs for people who have interest in the physical education field . Jobs in the sports sector include coaching, medical therapy, team doctors and instructors. Secondly, when countries host sport functions such as the World Cup or the Olympics, they benefit financially. These events generate income and market the host country internationally . Thirdly, the government benefits from the taxes paid by professional athletes. Since they earn a lot of money, they pay high taxes, which are used to develop the economy. The cost of treating illness that are caused by inactivity is very high. For example, obesity predisposes people to stroke, diabetes and heart failure, which are very expensive to manage. However, by being active through participation in sports, these conditions and illnesses are avoidable. Sports are effective in reducing these costs because they act as a health promotion tool that helps people live healthy lifestyles .Consumer expenditure on sport-related merchandise such as clothing and footwear, satellite TV subscriptions, participation in sport clubs through subscriptions and purchase of sport equipment generate income for individuals and organizations.

**Education benefits of sports .**Sports have several benefits that lead to improved academic performance. Sports improve performance in school because individuals have high energy levels, improved cognitive functioning and positive values such as discipline and hard work. In addition, people who engage in sports have high self-esteem and confidence, which enable them handle academic work confidently .A research study conducted by Hastie (1998) revealed that students who participate in sports are more skilled and possess strong interpersonal behaviors. These attributes arise from exposure to challenging environments that encourage responsibility and accountability .In addition, the study found out that students who participate in sports make better and more rational decisions than students who do not participate in sports. Sports give students a chance to make personal decisions without the influence or interference of instructors. This develops the values of accountability and responsibility. Through sports, students are able to develop organizational skills that are useful both in the field and in the classroom .Sports inculcate skills such as concentration, hard work, planning and creativity. High self-esteem and confidence is one of the educational benefits of participating in sports. Self-esteem is defined as the



quality of a person's self worth and personal appraisal that is governed and determined by how they view themselves. Self-esteem is an important factor in education that motivates young people to work hard by believing in their ability and potential. Sports help improve self-esteem and confidence because they give individuals opportunities to acquire vital life skills that improve the quality of their lives. In addition, sports help young people to value teamwork . Improved self-esteem helps students change their way of thinking and as such, face challenges and difficulties confidently.

**Negative effects of sports .**Despite their numerous benefits, sports have negative effects too. Negative effects of sports include injuries and poor coaching . In all sport activities, measures are put in place to avoid injuries. However, risks involved in sports are many and even with safety measures in place, injuries happen. In sports that involve physical contact between players such as football, basketball and rugby, injuries are inevitable. Types of injuries include groin strain, hamstring strain, nose injuries, ankle sprain, concussion and dental damage .Sports injuries have adverse effects on the athlete, the athlete's family and the spectators. Some injuries such as concussions and dental damage can cause severe and long-lasting damage to the life of the athlete.

Poor coaching can have adverse effects on the behavior, attitudes and motivation of young people. Some coaches and instructors are aggressive, abusive and argumentative. A coach who possesses these qualities instills them in players who express them in their behaviors . They become rude and aggressive because when treated with aggression or rudeness by their coach, they respond in a similar manner. These behaviors affect other areas of life such as social interaction and education. Young people become impatient and rude, and it becomes hard for them to establish and maintain relationship.

In today's world, sports form an integral part of the society's culture. Participating in sports is an important aspect of child development and has many benefits. Sports improve the health status of participants and foster the development of fundamental skills that are important in facing different challenges in life. Other benefits of sports include fostering social co-existence and peace, encouraging community development, financial gains and fostering international unity.

Sports activities help reduce body fat and help build body mass, slow down the aging process, improve body balance and coordination, and minimize risks of injury. Sport is an effective tool that can be used to pull resources together to fight diseases. Research by the World Health Organization has shown that regular physical activity affords people numerous physical, social, economic and mental health benefits.

The benefits of participating in sports go beyond the individual level into the community domain. Young people interact extensively with other people in their community through participating in sports activities. This not only improves the social disposition of individuals, but also the socioeconomic status of the community.

Sports encourage students to develop organizational skills that are useful both in the field and in the classroom. Sports inculcate skills such as concentration, hard work, planning and creativity. Development of high self-esteem and confidence is one of the social benefits of participating in sports. Despite the numerous benefits, sports have negative effects too. Negative effects of sports include injuries and poor coaching.

In all sports activities, measures are put in place to avoid injuries. However, risks involved in sports are many and even with safety measures put in place injuries happen. Poor coaching can have adverse effects on the behavior, attitudes and motivation of young people. Some coaches and instructors are aggressive, abusive or argumentative. A coach with these qualities instills them in players and they express these traits in their behaviors. Sports are important in the society because they improve the overall quality life, foster social inclusion and help to eradicate anti-social behaviors in young people. In addition, they improve the health status of individuals thus promoting their well-being.

#### References:

Ahmadi, H. (2010). *Complementary Effects of Sport on Health*. New York: Strategic Book Publishing.

Coakley, J. (2004). *Sport in Society: Issues and Controversies*. New York: McGraw Hill.

Delaney, T., and Madigan, T. (2009). *The Sociology of Sports: An Introduction*. New York: McFarland.

France, R. (2008). *Introduction to Physical Education and Sport Science*. New York: Cengage Learning.

Hastie, P. (1998). Applied Benefits of the Sport Education Model. *Journal of Physical*

## BOSHLANG'ICH SINFLARDA BERILADIGAN GEOMETRIYA MATERIALLARINI O'RGANISHDA O'QUVCHILARNING KOMPITENTLILIGINI OSHIRISH

*Abrayeva Mehrangiz*

*Samarqand davlat universiteti Maktabgacha va boshlang'ich ta'lim fakulteti  
Boshlang'ich ta'lim va sport-tarbiyaviy ish yo'nalishi 4-kurs talabasi*

**Annotatsiya:** Ushbu maqolada boshlang'ich sinflarda beriladigan geometriya materiallarini o'rgatishda o'quvchilarning kompetentligini oshirish haqida ma'lumotlar keltirilgan.

**Kalit so'zlar:** O'quvchi, geometriya, materiallar, kompetentlik, tasavvur.

Boshlang'ich matematika ta'limining asosini butun nomanfiy sonlari ustida bajariladigan to'rt arifmetik amal, hamda puxta o'zlashtirilgan og'zaki va yozma hisoblash usullari, asosiy miqdorlar va ular orasidagi munosabatlar, yer ustida chamalab va aniq o'lchash, yassi shakllar va ularning o'lchamlari bilan tanishtirish tashkil qiladi.

Matematika darsi o'quvchilarda ilmiy dunyoqarash asoslarining shakllanishiga, bilish qobiliyatlarining rivojlanishiga imkon beradi; o'qish va ijtimoiy foydali mehnatga nisbatan vijdoniy munosabatni, Vatanga muhabbatni tarbiyalaydi. Shuningdek, qat'iy hayotiy nuqtayi nazarga ega bo'lgan milliy qadriyatlarni hurmat qiladigan insonlarni tarbiyalashga xizmat qiladi.

Boshlang'ich matematika dasturida geometrik material katta o'rinni tutadi. Geometrik materialni o'rganishning asosiy maqsadi geometrik shakllar (nuqta, to'g'ri va egri chiziq, to'g'ri chiziq kesmasi, sinik chiziq, ko'pburchak, aylana va doira) haqida ularning elementlari haqida, shakllar va ularning elementlari orasidagi munosabatlari haqida, ularning ba'zi xossalari haqidagi tasavvurlarning to'la tizimini tarkib toptirishdan iborat.

Geometrik shakllar haqidagi fazoviy tassavvurlar, geometrik shakllarni chizmachilik va o'lchash asboblari yordamida va bu asboblarning yordamisiz o'lchash va yasashlarning amaliy malakalarini (ko'zda chamalash, qo'lda chizish va hokazo) tarkib toptiriladi, o'quvchilarning nutq va fikrlashlari shu asosda rivojlantiriladi.

Boshlang'ich sinflarda beriladigan geometriya materiallarini o'rgatish bo'yicha o'quvchilarning kompetentligini oshirishda quyidagi usullardan foydalanish samarali natijalar beradi. Masalan:

- geometrik modellashtirish;
- qog'oz, cho'plar, plastilin va simlardan shakllarning modellarini yasash,
- qog'ozda geometrik shakllarni chizish;

- o'rganilayotgan shakllarni hayotiy predmetlar bilan qiyoslash;

Boshlang'ich sinflarda geometrik materialni o'rganishda o'quvchilar eng oddiy tushunchalar: to'g'ri va to'g'ri bo'lmagan burchaklar, ko'p burchakli shakllar (burchaklar soniga ko'ra uchburchak, to'rtburchak, beshburchak) bilan tanishadilar.

Mashg'ulotni shunday tartibda olib borish kerakki, unda o'quvchilar kvadratni to'g'ri to'rtburchak, to'rtburchak yoki ko'pburchakli shakl deb atay olsinlar.

Geometrik materialni o'rgatishda chizma va o'lchov asboblarini qo'llash, oddiy chizmalarni chizish, geometrik shakllar tasvirini yasash bilan bog'liq bo'lgan muntazam amaliy ishlar o'quvchilarda tegishli ko'nikmalar hosil qilishga xizmat qiladi. Bunday holatlarda bajarilayotgan ishlarni so'zlar bilan ta'riflay olish, dasturda ko'zda tutilgan simvolika (belgi, ramz) va atamalarni qo'llay olish muhim ahamiyatga egadir.

Shuni ham nazarda tutish zarurki, boshlang'ich sinflarda olingan geometrik shakllarni yasash va o'lchashga doir ko'nikmalar o'quvchilar ongida uzoq vaqtlar saqlanib qoladi.

Qurilmalarning aniqligi va o'lchashga oid dastlabki tasavvurlar o'quvchilar ongida boshlang'ich sinflardayoq shakllana boshlaydi. 1-sinf o'quvchilari chizg'ich yordamida kesmalarni 1sm.gacha aniqlik bilan o'lchash ko'nikmasiga ega bo'lishlari kerak. Bunday sharoitda zaruriy amaliy ishlarni bajarilishi aniqligini muntazam kuzatib borish zarur bo'ladi. Chizish asboblari va qalamlardan foydalanishda o'quvchilar oldiga yozish va hisoblash ko'nikmalarini shakllantirish kabi jiddiy talablar qo'yish kerak.

Chizish va o'lchashga oid ko'nikmalarni shakllantirish ishlarini asta-sekin va izchillik bilan, buning uchun nafaqat matematika, boshqa fanlardan, jumladan, mehnat darsi, tasviriy san'at, tabiat mashg'ulotlaridan ham foydalanish lozim.

1. Nuqta, kesma, burchak, ko'pburchak, to'g'riburchak, kvadrat kabi geometrik shakllar haqida aniq tasavvurlarni shakllantirish.

2. Chizish asboblari yordamida va ularsiz geometrik shakllar yasash uchun amaliy tajriba va ko'nikmalarni shakllantirish.

3. O'quvchilarning fazoviy tasavvurlarini rivojlantirish.

Boshlang'ich sinf o'quvchilarining geometrik shakllar haqidagi tasavvurlarini shakllantirish quyidagi bosqichlarni o'z ichiga oladi:

I bosqich (tayyorlov). O'quvchilarda bo'lgan geometrik shakllar haqidagi umumiy tasavvurlarni aniqlash (o'quvchilarning hayotiy tajribasi, model shakllardan foydalanib, amaliy ishlarni bajarish).

II bosqich. O'quvchilar bilan amaliy ishlar asosida ularda geometrik shakllar haqidagi tasavvurlarni shakllantirish.

III bosqich. O'rganilgan materialni xotirada mustahkam saqlab qolish uchun shakllar yasashga oid maxsus tanlangan mashq va masalalarni bajarish.

О'quvchilarda geometrik shakllar haqidagi umumiy tasavvurlari «10 gacha bo'lgan sonlarni o'rganish» mavzusini o'tish davomida yana bir bor aniqlanadi. Dastlab bu shakllar (aylana, uchburchak, kvadrat va hokazolar) materiali sifatida foydalaniladi. Unda o'quvchilar hisob- kitobni bunday shakllar yordamida, masalan, 3 ta kvadrat, 8 ta aylana, 5 ta uchburchak kabi katta yoki kichik uchburchaklar, qizil yoki zangori doiralarni sanash yo'li bilan olib boradilar.

Bunday sharoitda geometrik shakllarning nomlari va talaffuziga diqqat qaratiladi. «Kesma» haqida gap borganda, o'qituvchi yaqin atrofdagi predmetlar – (qalam, chizg'ich)dan foydalanib, kesmani qog'ozda qanday tasvir etish lozimligini ko'rsatadi.

O'quvchilar mavjud materiallardan – (doska yoki stolning qirrasini), so'ngra, geometrik shakllardan (uchburchak tomonlari) kesmalarni topishni o'rganadilar. Bunday holatda o'quvchilarni «nuqta» va «kesma» tushunchalarini aniq ko'rsata olishga o'rgatish juda muhimdir. Kesmalarni yasashga oid ko'nikmalarni shakllantirish jarayonida chizmalarning aniqligi va sifatiga talabni kuchaytirish kerak. Dastlabki onlardan oq chizg'ich, qalam, qo'l holatining to'g'ri bo'lishini nazoratda ushlab lozim. O'quvchilarni kesmalar yasashga o'rgatishga doir mashg'ulotdan kichik parcha keltiramiz.

O'quvchilar o'qituvchining topshirig'i bilan katak daftar sahifasi boshidan 2 ta va chapdan 3 ta katak tashlab, nuqta qo'yadilar. So'ngra bu nuqtadan o'ngga 5 ta va pastga 2 ta katak tashlab, 2 ta nuqta qo'yadilar. So'ng bu nuqtalarni chizg'ich yordamida birlashtiradilar (chizg'ichni chap qo'l bilan ushlab, o'ng qo'l bilan chizadilar).

So'ng daftarning yuqori qismida bir nuqtani tanlab, uni yasalgan kesmaning chap tomonidagi nuqtasiga tomon yana bir tik kesma tushiradilar.

Yoki o'quvchilar to'g'ri burchak bilan tanishtirishda shunday amaliy mashqni bajarish mumkin:

O'qituvchi o'quvchilarga bir varaqdan qog'oz olib, uni avval o'rtasidan buklashni, so'ng yana bir bor buklashni ko'rsatadi.

Bu ishlarni o'qituvchi bajarganda hamma o'quvchilar ko'rib turishi lozim. So'ng o'quvchilarga hosil bo'lgan burchak - to'g'ri burchak modeli ekani tushuntiriladi. O'qituvchi burchakning balandligi va tomonlarini ko'rsatadi.

So'ng suhbat o'tkaziladi:

- qanday shakl hosil bo'ldi? (To'g'ri burchak).
- uning tomonlari va balandligini ko'rsating.
- endi o'zingiz yasagan to'g'ri burchakni solishtiring.

Buning uchun ularning birini ikkinchisi ustiga shunday qo'yingki, tomonlari bir-biriga to'g'ri kelib burchakning quyi qismi ikkinchi burchakning quyi qismiga joylashsin (o'quvchilar ham o'qituvchi bilan birga burchaklarni taqqoslaydilar);

– Burchakning boshqa tomonlari haqida yana nima deyish mumkin. (Bu tomonlar ham mos tushdi).

– То‘g‘ri burchaklar teng keldi. O‘zingiz yasagan uchburchakdan to‘g‘ri burchakni toping (burchaklarni bir-biri ustiga qo‘yib, uchburchakdagi burchak ham to‘g‘ri ekanligini aniqlaydilar).

Qo‘llarida bo‘lgan to‘g‘ri burchak modeli bilan ushbu tasvirdagi to‘g‘ri burchaklarni aniqlab, uning balandligi atrofini bo‘yash topshiriladi.

Boshlang‘ich sinflarda o‘rganiladigan ko‘pburchaklar ichida to‘g‘ri burchak va uning ko‘p uchraydigan ko‘rinishi bo‘lgan kvadrat alohida o‘rinni egallaydi. O‘quvchilar har qanday kvadrat to‘g‘ri burchak ekanligini va aksincha har qanday to‘g‘ri to‘rtburchak kvadrat emasligini tushinib olishlari kerak.

To‘g‘ri burchakni o‘rganishga bag‘ishlangan mashg‘ulotdan bir parcha har bir o‘quvchiga har xil rangga bo‘yalgan turlicha to‘g‘ri to‘rtburchaklar solingan konvert beriladi.

Suhbat:

- Bu shakllar nima deb ataladi? (To‘rtburchaklar).
- Model yordamida ularning to‘g‘ri burchaklarini toping va o‘sha joyni bo‘yang.
- Ikki to‘g‘ri burchagi bo‘lgan to‘rtburchakni toping. Ikki to‘g‘ri burchakli to‘rtburchakni ko‘rsating va to‘g‘ri bo‘lgan balandligini yonidan bo‘yang.
- Uchta to‘g‘ri burchagi bo‘lgan ko‘pburchakli shaklni toping. (O‘quvchilar bunday to‘rtburchaklarning hamma bo‘lagi to‘g‘ri ekanligini anglaydilar.)
- To‘rt burchagi to‘g‘ri bo‘lgan to‘rtburchaklar to‘g‘ri burchakli to‘rtburchaklar deyiladi. O‘quvchilar to‘g‘ri burchaklarning balandligi yaqinini bo‘yaydilar va o‘qituvchiga ko‘rsatadilar.

O‘quvchilar to‘g‘ri burchakli to‘rtburchaklarning muhim va muhim bo‘lmagan sifatlarini anglab olishlari uchun ba‘zi vaqtlar dars mashg‘ulotlari davomida o‘yin sifat mashqlarni bajarishlari mumkin. Masalan: “Ortiqcha shaklni olib tashla” mashqida o‘quvchilar to‘rtburchaklarning muhim va muhim bo‘lmagan belgilarini topishlari uchun amaliy ko‘nikma beradi.

O‘quvchilarga har xil materiallardan yasalgan va turli ranglarga bo‘yalgan ko‘pburchaklar namoyish etiladi.

- Xo‘sh, bu shakllarning qaysi belgisi barchasi uchun umumiydir? (Hammasi to‘g‘ri burchakli ko‘pburchaklardir.)
- Qaysi shakl ortiqcha?
- Nega? (1, 2, 3, 5 shakllarda to‘rtta tomon bor). O‘qituvchi bu shaklni olib tashlashni taklif etadi.
- Qolgan shakllarning o‘zaro farqi nimada?
- Bu shakllarning umumiy sifatleri nima?(ularning ranglari turlicha, turli materialdan, qog‘ozdan va kartondan yasalgan)
- Bu shakllar qanday nomlanadi? (to‘g‘ri burchakli to‘rtburchaklar.)

– Nega olib tashlangan shakllarni to‘g‘ri burchakli to‘rtburchak deb atash mumkin emas? (chunki uning 6 ta tomoni bor, to‘g‘ri burchaklarda esa 4 tomon va 4 burchak bo‘ladi).

Bunday mashqlar o‘quvchilar ongida eng muhim tushuncha-to‘g‘rito‘rtburchak belgilarini mustahkamlaydi.

To‘g‘ri burchak belgilarini tushunib olish uchun o‘quvchilar bilan quyidagi mashqlarni bajarish tavsiya etiladi:

1. Chizmalar ichida, oddiy, hayotiy muhitda to‘g‘ri to‘rtburchakni boshqa shakllardan ajrata olish.
2. To‘g‘ri to‘rt burchaklarni uning belgilari bo‘yicha topish.
3. Boshqa geometrik shakllardan to‘g‘ri to‘rtburchak yasash.
4. To‘g‘ri to‘rtburchaklar yasash.

Geometrik material asosan o‘quvchilarni eng sodda geometrik shakllar bilan tanishtirish, ularning fazoviy tasavvurlarini o‘stirish, shuningdek arifmetik qonuniyatlarni, bog‘lanishlarni ko‘rsatmali konkret illyustratsiyalash maqsadlariga xizmat qiladi.

#### FOYDALANILGAN ADABIYOTLAR:

1. Axmedov M., Abduraxmonova N., Jumayev M. Matematika. O‘qituvchi kitobi. 2003 yil
2. Jumayev M. va boshqalar. 1-sinf matematika daftari. 2013 yil.
3. Habibullayev R.A. O‘quvchilarning matematik tafakkurini shakllantirish.- Toshkent: O‘qituvchi, 2010.
4. Boshlang‘ich ta‘lim. 2020 yil 5-son

## CONCEPT OF VOCATIONAL EDUCATION AND ITS CHARACTERISTICS IN UZBEKISTAN

*Yusupova Nargiza*

*Andijan region, Balikchi district*

*Vocational school No. 1 is a teacher of physics*

**Annotation:** In this paper, the reforms in the professional education system in Uzbekistan, its important issues and the concept of professional education are discussed.

**Keywords:** Professional education, vocational school, technical school, college, professional qualification, skills. In the reforms carried out in the field of education, special attention was paid to education and training of the young generation in professions, to prepare them for adult life as professional specialists of any profession.

To improve the quality of education at all stages of education, to introduce international experience and requirements in the field, to include children up to school age in preschool educational institutions, to include graduates of general education schools, academic lyceums and vocational colleges in higher education. to increase, expand facilities and opportunities for applying for higher education and ensure fair and transparent organization of entrance exams, reconstruction of buildings of educational institutions based on the requirements of the times and construction of modern ones, as well as updating their material and technical base, to the field measures are being taken to attract the private sector, improve the system of financial incentives for teaching staff and gradually increase their wages.

In the reforms carried out in the field of education, special attention was paid to education and training of the young generation in professions, to prepare them for adult life as professional specialists of any profession.

Education, including professional education, is one of the most urgent issues, especially at the time when the government of Uzbekistan is carrying out rapid reforms in the field of poverty reduction.[4]

In world experience, the following 3 tools are used, such as creating a permanent source of income for poor families, improving the quality of human capital, and direct support. will be done. This is a direct result of education.[3]

From this point of view, in the initial period of reforms, secondary vocational education was launched.

In the professional education system, 3 types of educational institutions will be established, the educational process of which will be organized on the basis of educational programs coordinated with international standards.



The best practices of developed foreign countries were studied in cooperation with 14 international organizations in order to make the current new system fully compatible with international standards.

More than 200 influential international experts from Germany, Switzerland, Korea, Turkey and China as well as UNESCO, British Council, German International Cooperation Society, Asian Development Bank, European Education Fund, Turkish Cooperation Agency, China Association of Universities and other foreign countries and organizations were involved. and important conclusions were drawn from them.

A plan of measures was adopted in order to create new professional educational institutions, to receive students, to teach them and to create living conditions. According to him, it is planned to gradually establish vocational schools and technical schools based on the study of the possibilities of accepting students of professional educational institutions and the need for personnel in the labor market.

Classification of the works and lectures of the President of the Republic of Uzbekistan, the necessity and importance of studying the current issues of the educational process raised in them today. recognized by experts and the public.

Based on the experience of advanced foreign countries, efforts are being made to fundamentally improve the vocational education system and create the necessary conditions for training qualified personnel.

As a result of the reform of the content, quantity and quality of education, educational programs and technologies, the following structural changes were implemented in new professional educational institutions:

First, in the 2020/2021 academic year, a total of 725 educational institutions, i.e. 339 vocational schools, 200 colleges and 186 technical schools, will operate in the professional education system.

9th grade graduates receive primary professional education based on 2-year educational programs corresponding to level 3 of the international standard classification of education in category 1 vocational schools.

Vocational schools train personnel for more than 200 professions that occupy an important place in our economy, such as family business, real estate business, construction, service, animal husbandry, poultry, beekeeping, fishery, as a priority.

As part of the fight against poverty, first of all, knowledge, skills and competencies are formed in the children of low-income families, which lead to entrepreneurship, business, and ultimately income.

Type 2 - secondary professional education specialists are trained in colleges on the basis of educational programs for up to 2 years, based on the level of complexity of the professions, corresponding to the 4th level of the international standard classification of education. .

Graduates of the 11th grade of schools are admitted to these colleges, which operate under the jurisdiction of ministries, agencies and organizations and train specialists for specific jobs in this field.

In the colleges, the principles of "dual" education, which have worked well in the German experience, are introduced: students receive theoretical knowledge at the college on certain days of the week, and on other days, directly in the future, under the guidance of a master assigned to the enterprise itself. Internship takes place at the workplace.

Type 3 - on the basis of educational programs corresponding to the 5th level of the international standard classification of education in technical schools, integrated with undergraduate education, designed for a period of at least 2 years in the form of full-time, evening and part-time education 11- young people who have finished the class are trained.

After 2 years of study, graduates can be admitted to a higher education institution based on an interview based on the profession they studied.

This system will serve to increase the level of coverage of a large number of school graduates with higher education to 50-60% in the near future.

Secondly, a national qualification system was developed in order to adapt personnel qualifications to the requirements of the international labor market. For the first time in Uzbekistan, the National qualification framework, sectoral qualification frameworks, professional standards for professions and specialties, and differentiated educational standards and programs are being approved and introduced.

Thirdly, the teaching periods have changed. In particular, the previous 3-year standard of the same mold was completely abandoned. Based on the level of complexity of specialties, differentiated training periods were introduced. In addition, our young people who graduated from professional educational institutions were given the opportunity to continue their studies in higher education and improve their skills throughout their lives.

Fourthly, educational programs and forms have changed. Now, the training of flexible personnel, harmonized with the levels of the international standard classification of education (ISCE) and based on the requirements of the labor market, will be introduced on the basis of new professional education programs.

In turn, the system of training of working professions and middle-level specialists was completely separated from each other, and it was determined that they would be trained on the basis of separate curricula and programs.

A system of education will be introduced for up to 2 years in the form of day, evening and part-time education. For example, educational programs for the training of specialists at the international "Associate degree" level, integrated with the

bachelor's education courses of higher education, designed for a period of at least 2 years, will be put into practice.

Upon completion of the educational programs, the graduates are awarded a certificate, certificate and diploma indicating the discharge.

Fifth, educational technologies will change. In this, as we noted above, first of all, the principles of "dual" education, which have worked well in the German experience, will be introduced.

In order to ensure the quality and efficiency of professional education, educational programs based on the competence approach were created, which teach students to apply the acquired knowledge, skills and abilities directly in their daily life, and their implementation will begin in the new academic year.

Training in modern agro-technologies will be introduced on the basis of professional educational institutions, and the activities of "simulation centers" will be established.

Another important aspect is that from now on, based on the possibilities of professional educational institutions and vocational training centers, involving students, greenhouse, livestock, beekeeping, fishing, rabbit breeding, poultry farming, horticulture, lemon growing, vegetable growing, entrepreneurship and small business networks are established in the production and service sectors.

Sixth, starting from the 2020/2021 academic year, colleges and technical schools will independently develop and put into practice the science (module) and practical programs used in the educational process, taking into account the characteristics of the labor market and the technological processes of employers, together with employers. This means that now, instead of a specific job, mid-level specialists are trained based on the qualification requirements set by the employer and will be placed in that job in the future.

Also, for the first time in Uzbekistan, starting from the current academic year, entrepreneurship-oriented educational plans will be introduced in a pilot way in professional educational institutions.

Seventhly, based on the words of the head of our state, "Without innovation, there will be no competition and development in any field", an innovative environment in the institute for innovative development of the vocational education system, improvement of the qualifications of pedagogues and their retraining, a new space was created.

18 new training modules have been introduced. From the principles of pedagogy to the principles of androgogy.

17 presentations on the innovative development of education were prepared and presented for the trainees who came to improve their qualifications. A database of more than 200 visualized and digitized new e-learning resources has been created.

In this environment, there are necessary conditions for studying, understanding, thinking, creating, stimulating new ideas, creativity, initiative.

Eighth, in order to fully adapt the educational system to world standards, to increase the prestige and attractiveness of working professions, Uzbekistan joined the international movement "WorldSkills" and became a member of this organization.

At the moment, measures are being taken to further develop the activities of the "WorldSkills" Uzbekistan Association.

Cooperation with this organization is important for the development of modern professional skills and qualifications of our youth and for them to compete equally with their peers in the international labor market.

### REFERENCES

1. Resolution No. 106 of the Cabinet of Ministers of the Republic of Uzbekistan dated February 26, 2021 "On measures to further improve the system of retraining and professional development of management and pedagogic personnel of professional educational institutions."

2. Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan On September 4, 2020, Order No. 465 "On the Organization of the Creation of Educational Materials Collections for Professional Educational Institutions"

3. International research journals-citefactor 2020-21: 0.89 doi: 10.24412/2181-1385-2021-10-579-594 issues of ensuring population employment while reducing poverty Uzakov K. [https://cyberleninka.ru/article/n/issues\\_of\\_providing\\_high-employment-in-poverty-increase/viewer](https://cyberleninka.ru/article/n/issues_of_providing_high-employment-in-poverty-increase/viewer)

4. Address of Shavkat Mirziyoyev of the Republic of Uzbekistan to the Oliy Majlis (January 24, 2020). <https://president.uz/uz/lists/view/3324>

5. Kholmukhamedov M. New professional education — a new mission. 178 issue of "Khalk sozi" newspaper. 24.08.2020.

6. [www.lex.uz](http://www.lex.uz) National database of legal documents of the Republic of Uzbekistan.

7. [www.strategy.uz](http://www.strategy.uz) "Development Strategy" Center.

## ОТНОШЕНИЯ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ С ВНЕШНЕЙ СРЕДОЙ И СОЦИАЛЬНЫМИ ОРГАНИЗАЦИЯМИ

*Бектемирова Гульмира Кудратиллоевна*  
Андижанская область, Балыкчинский район,  
1-профессиональное училище

**Аннотация:** В данной статье рассматриваются вопросы взаимодействия образовательного учреждения с внешней средой и социальными организациями, социальной средой и участием образовательной организации в ней.

**Ключевые слова:** Социальное партнерство, образовательные учреждения, внешняя среда, гражданские институты, сотрудничество.

Реформы, проводимые в стране, основаны на эффективном опыте развитых стран и реализуются на основе программ и стратегий, разработанных на основе национальных ценностей.

С учетом опыта различных стран по реформированию системы образования была разработана национальная система. Помимо государственных организаций и ведомств, также было уделено внимание вопросам сотрудничества с общественными организациями и другими гражданскими институтами. «Социальное партнерство – это особая форма сотрудничества государственных органов и институтов гражданского общества.

Эти отношения включают в себя:

Именно образовательные учреждения вступают в отношения с указанными субъектами.

Оно организуется в рамках вопросов общественно-политического значения. Партнерство, реализуемое в рамках принципов социального партнерства, должно быть одинаково выгодным для обеих сторон.

В законодательстве особое внимание было уделено вопросу социального партнерства, принят Закон «О социальном партнерстве». По его словам;



Социальное партнерство может реализовываться в сферах науки, образования, информации, развития культуры и спорта.

Социальное партнерство – это система коммуникаций, направленная на решение определенных социальных проблем, существующих в обществе, на основе взаимного сотрудничества и согласования интересов органов государственной власти и институтов гражданского общества.

На основании Закона Республики Узбекистан «Об образовании» установлено, что в организациях образования могут создаваться органы государственного управления.

Также закон устанавливает гармонию государственного и общественного управления в системе образования как один из основных принципов в сфере образования.

Строительство современных образовательных учреждений и их оснащение – один из актуальных вопросов отрасли.

Постановления Кабинета Министров Республики Узбекистан «О мерах по созданию условий для развития государственно-частного партнерства в сфере дошкольного образования», «Меры по дальнейшему расширению форм государственно-частного партнерства в сфере дошкольного образования» «О» и другие решения сосредоточены на финансовых аспектах развития сферы образования.

Кроме того, согласно Закону об органах самоуправления граждан установлено, что в Совет собрания граждан входят руководители образовательных учреждений.

Район сотрудничает с образовательными учреждениями по вопросам воспитания молодого поколения.

Работа по воспитанию молодого поколения духовно, нравственно, культурно и образовательно зрелых людей начинается прежде всего с семьи. В связи с этим большое значение в воспитании зрелого поколения имеет сотрудничество родителей, соседства и образовательных учреждений.

В профессиональных учебных заведениях действуют общественные организации, объединяющие студентов, профессорско-преподавательский состав, административный и вспомогательный персонал. Деятельность общественных организаций осуществляется в соответствии с действующими нормативными документами.

Первичная организация Молодежного союза студентов образовательного учреждения является самоуправляющейся неправительственной некоммерческой организацией, объединяющей молодежь на добровольной основе и действующей на принципах прозрачности и справедливости.

Первичная организация Союза молодежи действует на основании Конституции Республики Узбекистан и соответствующих правовых документов, а также Устава первичной организации Союза молодежи Республики Узбекистан.

Целями и задачами первичной организации Союза молодежи являются объединение молодежи техникума, воспитание ее на основе здорового образа жизни, помощь ей занять достойное место в обществе, защита ее интересов в обществе. во всех отношениях.

Профсоюзный комитет, зарегистрированный в соответствии с Законом Республики Узбекистан «Об общественных объединениях в Республике Узбекистан», признается добровольным общественным объединением работников и студентов техникумов.

Профком работает в соответствии с профсоюзными и другими нормативными документами.

В целях укрепления сотрудничества института семьи, родителей и органов самоуправления граждан с учреждениями образования в деле воспитания физически здорового, духовно зрелого и всесторонне развитого поколения Кабинетом Министров от 19 июня 2012 года № 175 «О Одобрены меры по дальнейшему развитию сотрудничества института семьи и органов самоуправления граждан с образовательными учреждениями в воспитании совершенного поколения».

По его данным, Министерство народного образования Республики Узбекистан, Министерство высшего и среднего специального образования, Центр среднего специального профессионального образования и народного образования Республики Узбекистан «Махалля», Фонд «Семья- Следует создать сотрудничество «Семья-Соседство-Образовательное учреждение» при Министерстве образования, Общественный совет и сотрудничество «Семья-Соседство-Образовательное учреждение» при Министерстве народного образования Республики Каракалпакстан, отделы народного образования Ташкентского городского и областных советов и К сведению следует принять следующие важные задачи Общественного совета:

обеспечение эффективности и результативности семейных, общеобразовательных школ, средних специальных, профессиональных учебных заведений и соседского сотрудничества;

организация создания методических основ для дальнейшего укрепления сотрудничества семьи, соседства и образовательных учреждений;

содействие усилению роли, обязанности, ответственности родителей в воспитании детей и их взаимодействии с детьми;

изучение качества образования в образовательных учреждениях и проведение мероприятий, связанных с его дальнейшим улучшением;

установление общественного контроля за предотвращением реализации алкогольной и табачной продукции на территориях, прилегающих к образовательным учреждениям, на основании требований законодательства;

обеспечить родителям и широкой общественности полную информацию о реформах в системе образования;

осуществление целенаправленных профилактических мер против факторов, которые вынуждают студентов и молодых людей встать на путь вредных привычек;

внесение предложений по совершенствованию образовательного процесса и нормативных правовых документов, связанных с данной сферой, в соответствующие государственные органы в установленном порядке;

координация деятельности региональных общественных советов.

В целом система образования в Узбекистане опирается на сотрудничество с общественными организациями по вопросам образования и обучения.

### **СПИСОК ЛИТЕРАТУРЫ**

1. Мирзиёев Ш.М. От национального возрождения к национальному подъему. Том 4. – Т.: «Узбекистан», 2020. – 400 с.
2. Конституция Республики Узбекистан. - Т.: Узбекистан, 2023.
3. Закон Республики Узбекистан «Об образовании» №ORQ-637, принятый 23 сентября 2020 года.
4. Аноркулкова Г., Каримов А. Методология и анализ уникальных направлений системы образования зарубежных стран. Научно-методический журнал народного образования. 2017 год. Номер 3.
5. Холмухамедов М. Новое профессиональное образование — новая миссия. 178 номер газеты «Халк сози». 24.08.2020.
6. [www.lex.uz](http://www.lex.uz) Национальная база правовых документов Республики Узбекистан.



## КАСБИЙ МАЛАКАЛАР, БИЛИМ ВА КЎНИКМАЛАРНИ РИВОЖЛАНТИРИШ МИЛЛИЙ ТИЗИМИ

*Мелиқўзиев Абдор*

*Давлат бошқаруви академияси ўқитувчиси  
[dbafergana@gmail.com](mailto:dbafergana@gmail.com) // +9989875026200*

**Abstract:** This article discusses the reforms in professional and higher education, especially the national system of professional qualifications, knowledge and skills in the development of professional and higher education.

**Key words:** Vocational education, Vocational qualifications, knowledge and skills, national system, National Qualifications Framework, professional standards, competence, conceptual approach, institutional components,

Today, the countries of the world see economic development, political stability and prosperous life not in natural resources, but in developed "human resources". From this point of view, most developed and developing countries pay great attention to the issues of developing human resources and providing them with lifelong education.

In particular, the Human Development Report on the "Human Development Index and its Structural Indicators" is being presented.

In particular, according to the 2019 report, the average duration of education in Uzbekistan is 11.5 years.

It is expected that the average duration of education in Uzbekistan will be 12 years in the near future due to the reforms implemented in secondary, professional and higher education, especially the development and increase of coverage of professional and higher education.

Therefore, investment in human resources is the most promising investment.

Although the return on this investment should be expected after a few years, its benefits are likely to last for many years.

At the end of the 20th century, the globalization of the labor market in the world, the rapid development of cross-border corporations, the establishment of the EU and similar unions, and the increase in labor migration in the labor market are among the objective factors that lead to the creation of MMRs.

Due to factors such as the different educational systems of different countries, different approaches to qualification levels in each country, the diploma is no longer the main tool for characterizing the holder for employers. In addition, issues such as determining, evaluating and implementing the need for lifelong education of a person, as well as what new characteristics and abilities are required from the owner of the profession in a rapidly changing environment, have become urgent problems.

As a solution to such problems, a number of developed countries have begun to create National Qualifications Frameworks and National Qualifications Systems.

At the end of the 80s of the last century, the crisis of professional and higher education became noticeable in America and Europe.

Education lagged behind the needs of the economy, production, and business, and graduates could not directly enter the workforce.

Thus, the issue of forming requirements for employees by employers was put on the agenda. Applicants must demonstrate that they have mastered these requirements.

The formation of the above-mentioned requirements served as the cornerstone of the "professional standards".

It is known that over the past years professional education programs in our country have not been harmonized with the levels of the International Standard Classification of Education (ISCE) accepted by UNESCO, and the lack of full implementation of the National Qualification System of Uzbekistan in the educational process has been preventing the trained personnel from taking a decent place in the labor market.

This, in turn, did not allow our young people who graduated from vocational and higher education institutions to work in foreign countries in their fields of specialization.

PF-5812 of the President of September 6, 2019 "On additional measures to further improve the professional education system" in order to eliminate these shortcomings, fundamentally reform the existing vocational education system, and establish a completely new professional education system based on advanced foreign experience. Decree No. was adopted.

In order to ensure the implementation of the tasks specified in this decree, the State Inspectorate for Quality Control of Education, the Ministry of Employment and Labor Relations, the Ministry of Higher and Secondary Special Education, the Uzbekistan-Swiss Project "Development of Professional Skills in Uzbekistan" and other interested ministries and agencies, as well as foreign companies operating effectively in Uzbekistan Together with project experts, the experiences of more than 20 foreign countries (Germany, France, Russia, South Korea, Turkey, Kazakhstan, the Republic of Belarus, Moldova) were studied, and the National Qualifications Framework was developed for the first time in Uzbekistan.

The approval of the National Qualifications Framework will allow the recognition of the qualifications of thousands of our compatriots who have received informal education in the labor market and enable them to work in professions and specialties that match their knowledge, skills and qualifications.

For information, the Republic of Uzbekistan's national competence frameworks, professional and educational standards, national and international competence recognition systems for all levels of professional education, providing inter-sectoral

and international comparison of competences. is the institutional component and basis of the system.

On May 15, 2020, the decision of the Cabinet of Ministers "On measures to organize the activities of the national system of professional qualifications, knowledge and skills development in the Republic of Uzbekistan" was adopted.

With this decision, the regulation on the National Qualifications Framework and the National System for the Development of Professional Qualifications, Knowledge and Skills was approved.

What is the National Qualifications Framework of the Republic of Uzbekistan? - MMR is a means of harmonizing labor and education spheres in the territory of the Republic of Uzbekistan by summarizing qualification levels and the main ways to achieve them. Also, the National Qualifications Framework defines a single scale of qualification levels, educational programs that ensure their acquisition, and requirements for professional learning outcomes.

<b>MMR provides:</b>	<b>MMR provides the following opportunities:</b>
<ul style="list-style-type: none"> <li>• harmonization of knowledge, skills, abilities and competences obtained as a result of training;</li> </ul>	<ul style="list-style-type: none"> <li>• in the development of professional standards - in the development of staff qualifications, in the development of educational standards - in the development of educational standards - to clarify the requirements from a single point of view;</li> </ul>
<ul style="list-style-type: none"> <li>• formation of a strong system of interrelationship between vocational training and labor market skills needs;</li> </ul>	<ul style="list-style-type: none"> <li>• determining qualifications for hiring employees, vertical and horizontal movement within and between organizations;</li> </ul>
<ul style="list-style-type: none"> <li>• to carry out the process of evaluating the results of vocational training and work experience in accordance with qualification requirements and professional standards;</li> </ul>	<ul style="list-style-type: none"> <li>• developing materials and procedures for determining the qualifications of employees and job applicants;</li> </ul>
<ul style="list-style-type: none"> <li>• recognition of qualifications at national and international levels.</li> </ul>	<ul style="list-style-type: none"> <li>• planning activities on personnel training at the republican, regional and branch levels, as well as in organizations; implementation of skills development monitoring and statistical analysis</li> </ul>

The fact that professional education programs are not harmonized with the levels of the International Standard Classification of Education (ISCE) accepted by UNESCO, and the National Qualification System of Uzbekistan has not been fully introduced into the educational process, prevents the trained personnel from taking a decent place in the labor market.

In order to improve the professional education system based on advanced foreign experiences, train qualified and competitive personnel for the labor market through the introduction of primary, secondary and secondary special professional education stages, and to attract employers to this process, the President of the Republic of Uzbekistan dated September 6, 2019 "Professional education system further Decree No. PF-5812 "On additional measures for improvement" was signed.

According to the decree, starting from the 2020/2021 academic year, a network of educational institutions will be established in the Republic of Uzbekistan, where a new primary, secondary and secondary special professional education system and differentiated educational programs will be introduced in accordance with the levels of the international standard classification of education.

The list of educational institutions preparing personnel at the initial professional education stage aimed at social support of 9th grade graduates based on educational programs corresponding to the 3rd level of the international classification has been approved, according to which there are a total of 340, including 33 in Andijan region, 27 in Namangan region and 33 in Fergana region. including educational institutions.

The list of educational institutions that train personnel at the secondary professional education stage based on educational programs corresponding to the 4th level of the international classification was approved, according to which a total of 147 (+5) educational institutions were included, including 9 in Andijan region, 9 in Namangan region, and 17 in Fergana region.

Based on educational programs corresponding to the 5th level of the international classification, the list of educational institutions that prepare personnel at the stage of secondary special professional education integrated with the higher education system, operating under higher educational institutions, according to it, a total of 143, including 14 in Andijan region, 15 in Namangan region, has been approved. and 13 educational institutions were included in Fergana region.

The list of vocational colleges to be transferred to the system of the Ministry of Employment and Labor Relations of the Republic of Uzbekistan for the establishment of vocational training centers was approved, according to which a total of 30 educational institutions were included, including 3 in Andijan region, 2 in Namangan region and 2 in Fergana region.

The list of vocational colleges to increase the capacity of higher education institutions and to establish foreign higher education institutions and their branches in the future has been approved, according to which there are a total of 69 (+1), including 3 in Andijan region, 5 in Namangan region and 9 in Fergana region. educational institutions included.

The list of vocational colleges for the establishment of multi-disciplinary training centers and training sites of higher educational institutions was approved, according to

which a total of 97 educational institutions were included, including 2 in Andijan region, 6 in Namangan region and 3 in Fergana region.

287 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 15, 2020 "On measures to organize the activities of the national system for the development of professional qualifications, knowledge and skills in the Republic of Uzbekistan" decision no. was confirmed.

According to the decision, the Ministry of Employment and Labor Relations of the Republic of Uzbekistan will develop the charter of the republican council for the development of professional skills under the ministry, the regulation of its activities, the model charter of the network councils for the development of professional knowledge and skills under the state administration bodies and economic associations, and the formation of network qualification frameworks and professional standards and it was decided to develop methodological recommendations for implementation and ensure that they are sent to all ministries and agencies.

In addition, the Ministry of Employment and Labor Relations of the Republic of Uzbekistan, together with the Ministry of Information Technologies and Communications Development, will develop and introduce information systems, including the register of legal entities engaged in competence assessment activities, the national register of professional standards, and the national register of persons with approved qualifications.

The main thing is that the National Qualifications Framework of the Republic of Uzbekistan was approved by this decision.

The National Qualifications Framework of the Republic of Uzbekistan is a competency assessment system that provides for intersectoral and international comparison of qualifications, which provides for sectoral qualification frameworks, professional and educational standards, national and international recognition of qualifications for all levels of professional education. is an institutional component and basis.

The National Qualifications Framework serves as a tool for integrating the labor market and the education sector.

National Qualifications Framework:

harmonizing the results of vocational training and the knowledge, skills, abilities and competencies obtained as a result of training;

formation of a strong system of interrelationship between vocational training and the labor market's skills needs;

to carry out the process of evaluating the results of vocational training and work experience in accordance with qualification requirements and professional standards;

provides recognition of qualifications at national and international levels.

Implementation of the National Qualifications Framework:

in the development of professional standards - in the development of staff qualifications, in the development of educational standards - to clarify the requirements for the educational levels of graduates from a single point of view;

determination of qualification requirements for recruitment of employees, vertical and horizontal movement within the organization and between organizations;

development of materials and procedures for determining the qualifications of employees and job applicants;

planning activities on personnel training at the republican, regional and branch levels, as well as in organizations;

provides an opportunity to monitor the development of skills and perform statistical analysis.

The National Qualifications Framework includes eight qualification levels in accordance with the European Qualifications Framework and the Law of the Republic of Uzbekistan "On Education", as well as the main ways to achieve the corresponding qualification levels according to the table below.

#### **REFERENCES**

1. Mirziyoev Sh.M. Ot natsionalnogo vozrozhdeniya k natsionalnomu pod'emu. Volume 4. - T.: "Uzbekistan", 2020. - 400 p.
2. Constitutional Republic of Uzbekistan. - T.: Uzbekistan, 2023.
3. Law of the Republic of Uzbekistan "Ob obrazovanii" No. ORQ-637, adopted on September 23, 2020.
4. Anorkulkova G., Karimov A. Methodology and analysis of the unique direction of the system and the formation of the necessary pages. Nauchno-methodicheskiy zurnal narodnogo obrazovaniya. 2017 Number 3.
5. Kholmukhamedov M. Novoe professionalnoe obrazovanie — a new mission. 178 issue of the newspaper "People's Voice". 24.08.2020.
6. www.lex.uz National base of legal documents of the Republic of Uzbekistan.

## АХОЛИ TURMUSH DARAJASIDAGI TAFOVUTLARNI STATISTIK O'RGANISHNING AHAMIYATI

*Nishonova Sayyoraxon Mamadjonovna*

*Andijon viloyati statistika boshqarmasi turmush darajasi statistikasi  
va uy xo'jaliklari kuzatuvlari bo'limi yetakchi mutaxassisi*

**Annotatsiya.** Ushbu maqolada aholi turmush darajasidagi tafovutlarni statistik o'rganishning ahamiyati ko'rib chiqilgan. Aholining turmush darajasini ifodalovchi statistik ko'rsatkichlar tizimi o'rganilgan va statistik tahlil qilingan. Respublikamiz aholi turmush darajasi va uni oshirishga ta'sir qiluvchi omillar statistik baholanib, ilmiy-nazariy tavsiyalar berilgan.

**Kalit so'zlar:** renta, ko'chmas mulk, dividend, turar joy, budjet, indeksatsiya, mehnat haqi, transfert daromadlar, nafaqa, tadbirkorlikdan olingan daromadlar, iste'mol savati, aholi daromadlari, oziq-ovqat iste'moli, ijtimoiy to'lovlar, modernizatsiya, diversifikatsiya, aholi daromadlari.

## СТАТИСТИЧЕСКОГО ИЗУЧЕНИЯ РАЗЛИЧИЙ В УРОВНЕ ЖИЗНИ НАСЕЛЕНИЯ ВАЖНОСТЬ

**Аннотация.** В данной статье рассматривается значение статистического изучения различий в уровне жизни населения. Изучена и статистически проанализирована система статистических показателей, представляющих уровень жизни населения. Проведена статистическая оценка уровня жизни населения республики и факторов, влияющих на его повышение, даны научные теоретические рекомендации.

**Ключевые слова:** рента, недвижимость, дивиденды, жилье, бюджет, индексация, заработная плата, трансфертный доход, пособие, доход от предпринимательства, потребительская корзина, доход населения, потребление продуктов питания, социальные выплаты, модернизация, диверсификация, доход населения.

## THE IMPORTANCE OF STATISTICAL STUDY OF DIFFERENCES IN THE STANDARD OF LIVING OF THE POPULATION

**Annotation.** This article discusses the importance of statistical study of differences in the standard of living of the population. The system of statistical indicators representing the standard of living of the population has been studied and statistically analyzed. The statistical assessment of the standard of living of the population of the republic and the factors influencing its increase is carried out, scientific theoretical recommendations are given.

**Key words:** rent, real estate, dividend, accommodation, budget, indexation, labor remuneration, transfer income, pension, income from entrepreneurship, consumer basket, population income, food consumption, social payments, modernization, diversification, population income.

**Kirish.** Har qanday jamiyatning asosiy maqsadi aholi turmush darajasini oshirishga qaratilgan bo‘ladi. Jamiyatning ijtimoiy barqarorligi, iqtisodiy rivojlanishi, tinchligini ta‘minlash hamda inson sog‘-lom va farovon hayot kechirishi uchun davlat kuchli ijtimoiy siyosat olib borishi zarur. Shuni hisobga olib, mustaqillikning dastlabki kunlaridan boshlab bozor iqtisodiyotining asosiy tamoyillaridan biri – aholini kuchli ijtimoiy himoyalash masalalariga qaratildi. Aholi turmush darajasi ijtimoiy-iqtisodiy kategoriya bo‘lib, u kishilarning moddiy va madaniymaishiy ehtiyojlarining qondirilishi hamda ijtimoiy turmush sharoitining yaxshilanib borishi kabi tushunchalarni o‘z ichiga oladi. Aholining moddiy ehtiyojlariga oziq-ovqat, kiyim-kechak, turar-joy, yoqilg‘i va uy-ro‘zg‘or buyumlariga bo‘lgan talablari kiradi. Aholining madaniy-maishiy ehtiyojlariga insonlarning bilim, malakasini oshirish, maishiy va kommunal xizmat ko‘rsatishni yaxshilash kabilarga bo‘lgan ehtiyojlari kiradi. Aholi turmush darajasi davlat ijtimoiy-iqtisodiy siyosati samaradorligini baholashning eng muhim mezonidir. Uni oshirib borish ijtimoiy rivojlanishining asosiy maqsadidir. “Turmush darajasi” tushunchasi zamonaviy talqinda inson faoliyatining barcha tomonlariga taalluqli bo‘lgan keng qamrovli tushunchadir. Ushbu jihatlar jam bo‘lib, umuman, jamiyat va xususan, uning ayrim a‘zolari farovonligi to‘g‘risida tasavvur beradi. Bozor munosabatlariga o‘tish davrida O‘zbekistonda yangi ijtimoiy-iqtisodiy sharoitlarga javob beradigan turmush darajasi konsepsiyasini yaratishga zarurat tug‘ildi. Mazkur konsepsiyani shakllantirishda so‘nggi yillarda jahon amaliyotida keng qo‘llanilayotgan “turmush sifati” konsepsiyasining ayrim qoidalaridan foydalanish mumkin.

Turmush sifati konsepsiyasi inson jamoalarining jismoniy, aqliy va ijtimoiy barkamolligini belgilovchi shartlarni shakllantiradi. Bu yerda gap faqat turmush sifati(ovqatlanish, uy-joy, ish bilan bandlik, ta‘lim darajasi)ni baholovchi obyektiv omillar haqida emas, balki inson tomonidan o‘zining farovonligi, baxt, qoniqish, rohat kabi tushunchalarni subyektiv his etish to‘g‘risida ham bormoqda. Masalan, sog‘liq darajasi, oilaviy munosabatlar, ishi, moddiy ahvoli, yaratuvchanlik qobiliyati va hokazolardan qoniqish hayotdan qoniqish hosil qilishning muhim komponenti hisoblanadi. Shunday qilib, turmush sifati konsepsiyasi insonning atrof-muhit bilan o‘zaro munosabatlarini ham o‘z ichiga oladi. Bu munosabatlar ehtiyojlarning qondirilganligi va mavjud imkoniyatlarni kutilgan imkoniyatlarga mosligi darajasini tavsiflaydi. Turmush darajasi aholi hayot faoliyatining ma‘lum bir qirrasini to‘g‘risida tasavvur beradigan ko‘rsatkichlar tizimi bilan belgilanadi. Turmush darajasi to‘g‘risida



batafsil ma'lumot olish uchun aholi daromadlari va ehtiyojlari, iste'mol darajasi va tarkibi, uy-joy, mol-mulk, madaniy-maishiy buyumlar va boshqa imkoniyatlar bilan ta'minlanganlik darajasini chuqur o'rganish lozim. Mavzuga oid adabiyotlar tahlili. Mamlakat aholisi turmush darajasini baholash va bu boradagi izlanishlar XX asrning 20-yillarida boshlanib, bu borada I.I.Eliseyeva, V.N.Salin, V.I.Rutgayzer., V.F.Mayer., N.I.Buzlyakov va boshqalar ilmiy izlanishlar olib borgan. Ularning ilmiy izlanishlarida aholi turmush darajasi o'z mamlakatlari aholisining turmush tarzi, ishlab chiqaruvchi kuchlarining joylashuvi hamda rivojlanishini hisobga olib, ilmiy tadqiq etilgan. Bularning barchasi aholi turmush darajasini o'rganish sohasida bo'layotgan izlanish su'ratlariga, ko'rsatkichlar tizimini ishlab chiqishga ijobiy ta'sirini ko'rsatdi. Aholi turmush darajasini baholash muammolarini mahalliy olimlardan Yo.Abdullayev, Q.Abdurahmonov, N.Zokirova, N.M.Soatov, M.G.Nazarov, X.Abulqosimov, A.Vahobov, G.Saidova, S.G'ulomov, B.G'oyibnazarov, E.Akramov, X.Muxitdinov, A.O'lmasov, R.Xasanov, Sh.Shodmonov, M.Xakimova, D.Rahimova va boshqalar o'z asarlarida keng bayon etganlar. I.I.Eliseyeva fikricha, O'zbekiston hududlari aholisining pul daromadlari darajasi hududlarning ijtimoiy-iqtisodiy rivojlanishidagi sezilarli tabaqalanishning mavjudligi bilan baholanadi. Bu bir qancha sabablar bilan bog'liq. Ulardan biri strategik ahamiyatga molik tabiiy xomashyo resurslari konlarining notekis joylashganligidir: odatda, har bir bunday kon yaqinida tegishli qayta ishlash zavodi bunyodga keladi [1]. V.N.Salin: "Aholi turmush darajasi"- bu aholining iste'moli qondirilishining moddiy imkoniyatlarini tavsiflaydi. U o'z ichiga ijtimoiy hayotning turli ijtimoiy jihatlarini: mehnat sharoiti, aholi daromadlari va xarajatlari darajasi va tuzilmasi, bo'sh vaqtdan foydalanish, sog'liqni saqlash, madaniyat, san'at va hokazolarning rivojlanish darajasini o'z ichiga oladi. Ijtimoiy hayotning ijtimoiy tomonlarini miqdoriy tavsiflash ijtimoiy-iqtisodiy indikatorlar yordamida amalga oshiriladi hamda aholi turmush darajasi va ijtimoiy rivojlanishini statistik o'rganish predmeti hisoblanadi", – deb ta'riflaydi[2]. V.I.Rutgayzer fikricha, aholining pul daromadlarini tahlil qilish o'z-o'zidan ularning moddiy ne'- matlar va xizmatlardan foydalanish darajasi, pul jamg'armalari ko'rsatkichlari bilan o'zaro aloqasini nazarda tutadi va bularga qiladigan xarajatlarini ham statistik o'rganishni talab etadi. Bu tahlilni mukammallashtirish vazifasi aholi yoki oilaning turli maqsadlari uchun qilgan xarajatlarini asosli ravishda ilmiy o'rganishni talab etadi [3]. Aholi turmush darajasini baholash muammolarini mahalliy olimlardan Yo.Abdullayev ta'kidlaganidek, aholi daromadlari oila a'zolari tomonidan muayyan davrda olingan pul va natural ko'rinishdagi mablag'lar qiymati yig'indisini ifodalaydi. Har doim talabda ehtiyojlar darajasi va tarkibi ortib, uning daromadlari miqdoriga bevosita bog'liq ravishda ta'sir ko'rsatadi [4]. Q.X.Abdurahmonov "Aholi statistikasi" nomli o'quv qo'llanmasida "Turmush darajasi deganda, aholining zaruriy moddiy va nomoddiy ne'matlar va xizmatlar bilan ta'minlanganlik hamda ularni iste'- mol qilish

darajasi tushuniladi” deb ta’rif berilgan[5]. N.Zokirova fikricha, aholi pul daromadlari va iste’mol narxlari o’zgarishi to’g’risidagi ma’lumotlar asosida iste’mol narxlari o’sishidan aholi daromadlari elastiklik koeffitsiyentini hisoblash mumkin. Bunda fikrimizcha, ikkala elastiklik xususida gapirish mumkin: bir tomondan, daromadlarning o’sishi iste’mol narxlarining oshishi, ish haqi, nafaqa va tushumlarning oshishiga olib keladi [6]. O’zbek milliy statistikasining ham nazariy, ham amaliy tomondan shakllanishida ilmiy-uslubiy manba bo’lib xizmat qilgan prof. N.M.Soatov tahriri ostida chop etilgan “Statistika asoslari” darsligida mualliflar “Aholi turmush darajasi sotsial-iqtisodiy kategoriya bo’lib, u kishilarning moddiy va madaniy maishiy ehtiyoji qondirilishi hamda sotsial turmush sharoitining yaxshilanib borishi kabi tushunchalarni o’z ichiga oladi” deb ta’rif berishgan [7]. Q.X.Abdurahmonov aholining turmush darajasiga quyidagicha ta’rif bergan: “Turmush darajasi deganda, aholining zaruriy moddiy va nomoddiy ne’matlar va xizmatlar bilan ta’minlanganlik darajasi, ularni iste’mol qilish darajasi tushuniladi” [8]. M.G.Nazarov tahriri asosida chop etilgan “Ijtimoiy-iqtisodiy statistika kursi” kitobida “Aholi turmush darajasi insonlarning hayot faoliyatining, eng avvalo, iste’mol sohasidagi real ijtimoiy-iqtisodiy sharoitlari yig’indisini ifodalovchi murakkab va ko’pqirrali kategoriya bo’lib, ijtimoiy taraqqiyotning muhim tavsifi hisoblanadi” deb ta’riflanadi [9]. Tadqiqot metodologiyasi. Ushbu tadqiqot mobaynida ilmiy tahlilning umumiy uslublari, shuningdek, maxsus statistik uslublar: anketa orqali tekshirish, statistik guruhlash, tanlanma kuzatish, iqtisodiy indekslar, dinamika qatorlari, korrelatsion-regression tahlil va boshqa usullardan keng foydalanilgan. Tahlil va natijalar. Turmush darajasini ifodalovchi ko’rsatkichlar turli-tuman bo’lib, turmush darajasi konsepsiyasi bilan uzviy bog’liq. Aholining turmush darajasini ifodalovchi ayrim muhim ko’rsatkichlar 1-jadvalda keltirilgan[20]. Turmush darajasini baholash uchun ushbu jadvalda keltirilgan ko’rsatkichlar: – darajaga oid ko’rsatkichlar (mutlaq qiymatlar); – tarkibiy ko’rsatkichlar (darajaga oid ko’rsatkichlarning tarkibiy qismlari); – dinamik (darajaga oid ko’rsatkichlarning o’zgarishini tavsiflaydigan, nisbiy) ko’rsatkichlar sifatida hisoblab chiqilishi mumkin. Nisbiy turmush darajasini quyidagi uchta jihat bo’yicha: a) avvalgi yillardagi turmush darajasi bilan taqqoslash; b) bir mintaqadagi turmush darajasini boshqa mintaqalardagi (mamlakatlardagi) turmush darajasi bilan taqqoslash; s) amaldagi turmush darajasini odamlarning minimal va oqilona talablarini ifodalovchi ehtiyojlarining rivojlanganlik darajasi bilan taqqoslash orqali aniqlash mumkin.

**Aholi turmush darajasi ko'rsatkichlari va indikatorlari[15]**

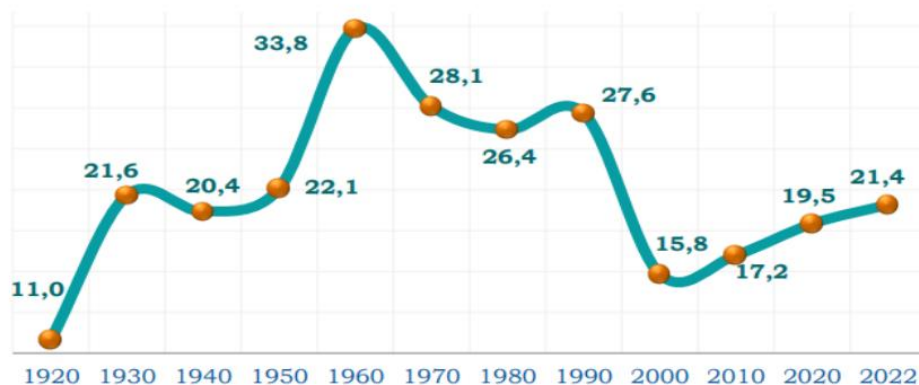
<b>Turmush darajasi ko'rsatkichlari</b>	<b>Ko'rsatkichlar</b>
<b>I. Asosiy jismoniy ehtiyojlar qondirilishi</b>	
1. Sihat-salomatlik	Ming yoki o'n ming aholi hisobiga jami vafot etganlar soni Bir yoshgacha vafot etgan bolalar soni O'rtacha umr ko'rish uzoqligi Kasallik natijasida mehnat qobiliyatining yo'qotilishi
2. Ovqatlanish	2.1. Asosiy oziq-ovqat mahsulotlari iste'moli va hokazo.
3. Turar joy	3.1. Turar joylarda uylarning umumiy maydonini ishga tushirish. 3.2. Turar joylarning umumiy maydoni. 3.3. Turar joy jamg'armasini obodonlashtirish. 3.4. Kvartiralarining o'rtacha kattaligi.
4. Uylardagi mol-mulk	4.1. Aholining moddiy-maishiy va xo'jalik buyumlari bilan ta'minlanganligi. 4.2. Aholiga madaniy-maishiy buyumlar sotish va hokazo.
5. Pulli xizmatlar	5.1. Aholiga pulli xizmatlar ko'rsatish hajmi. 5.2. Aholiga pulli xizmatlar ko'rsatish tarkibi. 5.3. Maishiy xizmatlar hajmi va hokazo.
<b>II. Ma'naviy ehtiyojlarning qondirilishi</b>	
6. Aholining madaniy darajasi	6.1. Aholining ma'lumot darajasi. 6.2. Nashr etilayotgan kitob va risolalar hajmi. 6.3. Chiqarilayotgan jurnallar va boshqa davriy nashrlar hajmi. 6.4. Aholining televizor bilan ta'minlanganligi va hokazo.
<b>III. Ijtimoiy ehtiyojlarni qondirish</b>	
7. Mehnat sharoitlari	7.1. Sanoatda ish vaqti nobudgarchiligi (o'rta hisobda bir ishchi hisobiga, kun). 7.2. Xodimlarning mehnat sharoitini o'zgartirish (og'ir jismoniy mehnat bilan band bo'lganlar va hokazo). 7.3. Ishlab chiqarishda shikastlanish (bir ish kuni va bundan ko'proq ish kuni hisobiga baxtsiz hodisalarda shikastlangan va mehnat qobiliyatini yo'qotganlar hamda 1000 nafar ishlaydigan odam hisobiga shikastlanish o'lim bilan tugallanganlar soni) va hokazo.
8. Dam olish sharoitlari	8.1. Yozgi oromgohlarda dam olgan bolalar soni va hokazo.
9. Ijtimoiy ta'minot	9.1. Pensiyalar va o'rtacha ish haqi va uning eng kam miqdorlari bo'yicha nisbat. 9.2. Bolalarga atalgan nafaqalarning o'rtacha miqdorlari va ularning yashashiga loyiq minimum nisbati. 9.3. Pensiyalar miqdori va tirikchilik minimumi nisbati va hokazo.
10. Ijtimoiy-maishiy vaziyat	10.1. Ishsizlarning umumiy soni. 10.2. Baxtsiz hodisalar, zaharlanish va shikastlanishlar, qotilliklar va hokazolar oqibatidagi o'lim. 10.3. Ish tashlashlar (ish vaqti nobudgarchiligi kishi-kunlari miqdori, qatnashchilar soni). 10.4. Ro'yxatga olingan jinoyatlar soni. 10.5. Ifloslangan oqar suvlarning chiqarib tashlanish hajmi. 10.6. Havoga ifloslangan moddalar chiqarib tashlanishi va hokazo.
11. Daromadlar va sarf-xarajatlar	11.1. Aholining pul daromadlari, jumladan, ularning turlari bo'yicha. 11.2. Aholining pul sarf-xarajatlari, jumladan, ularning turlari bo'yicha. 11.3. Ish bilan band bo'lgan xodimlarning o'rtacha oylik ish haqi, jumladan, tarmoqlar, mintaqalar va kasblar bo'yicha uning tabaqalanishi. 11.4. Aholining omonatlardagi jamg'armalari va ularning ko'payishi va hokazo.

Aholining turmush darajasini ifodalash uchun jahondagi turli mamlakatlarda turlicha mezonlar qo'llaniladi. Ular orasida minimal iste'mol xarajati, kambag'allik, mutlaq va nisbiy kambag'allik ko'rsatkichlaridan keng foydalaniladi. Minimal iste'mol

xarajati – shaxsning rivojlanishi uchun zarur bo‘lgan ma’naviy ehtiyojlar iste’molining ijtimoiy asoslangan minimal darajasini ta’minlaydigan iste’mol tovarlari va xizmatlari turlarining qiymati. O‘zbekistonda ilk bor aholining minimal iste’mol xarajatlari (MIX) qiymatining dastlabki hisob-kitoblari 2021- yilning may oyi oxirida e’lon qilindi. Unga ko‘ra bir uy xo‘jaligi uchun kishi boshiga bir oyda 440000 so‘mni, shundan oziq-ovqat xarajatlari 69 % ni va nooziq-ovqat xarajatlari 31 % ni tashkil etdi. 2022 yil uchun hisoblangan MIX miqdori bir kishi uchun 498000 so‘mni tashkil etdi, bu degani o‘tgan yilga nisbatan 13.2% ga oshgan. 2023-yil uchun hisoblangan MIX qiymati bir oyda kishi boshiga 568000 so‘mni tashkil etdi. Jaxon tajribasida ushbu ko‘rsatkichdan kambag‘allik chegarasi sifatida foydalanish keng yo‘lga qo‘yilgan.

2022-2026 yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasiga muvofiq, 2026 yil oxiriga qadar mamlakatda kambag‘allik darajasini ikki barobarga kamaytirish rejalashtirilgan. Bu borada hozirgi kunda bir qator ishlar amalga oshirilmoqda. Mahallabay ishlash tizimi yo‘lga qo‘yilishi va mahallalarda “Xokim yordamchisi” lavozimlarining joriy etilishi ham fikringa yaqqol misol bo‘la oladi. Bundan ko‘zlangan asosiy maqsad ham bitta- mahallardagi ishsiz fuqarolarni ish bilan ta’minlash va kam ta’minlangan oilalarga imtiyozli kreditlar berish orqali ularni sharoitlarini yaxshilab, kambag‘allik holatidan chiqarish. Aholi turmush darajasining asosiy ijtimoiy-iqtisodiy indikatorlarini: aholi pul daromadlari va xarajatlari, uning tarkibi va foydalanilishi; daromad bo‘yicha aholini taqsimlash to‘g‘risidagi ma’lumotlar tavsiflaydi. Aholi pul daromadlari barcha kategoriyalardagi aholining mehnati evaziga olgan ish haqi, tadbirkorlik faoliyati bilan shug‘ullanuvchi shaxslarning daromadlari, nafaqa, tushum, stipendiya, qo‘yilmalar bo‘yicha foiz ko‘rinishida mulkdan olingan daromadlar, qimmatbaho qog‘ozlar, dividendlar, renta, ko‘chmas mulkni, qishloq xo‘jaligi mahsulotlari va chorva mollarini sotishdan tushumlar, turli xizmatlarni ko‘rsatishdan olingan daromadlar va hokazolardan iborat. Aholi pul xarajatlari va jamg‘arish aholining tovarlar va turli xizmatlarni sotib olishga qilgan xarajatlari, majburiy to‘lovlar va turli xil badallar (soliq va yig‘imlar, sug‘urtaga to‘lovlar, ijtimoiy tashkilotlarga badallar, tovar kreditiga foizlar va hokazo) hamda shaxsiy jamg‘armalaridan iborat. O‘rtacha aholi jon boshiga pul daromadlari pul daromadlari umumiy yig‘indisini mavjud aholi soniga bo‘lish orqali hisoblanadi. O‘zbekiston Respublikasining “Davlat nafaqasi to‘g‘risida”gi qonuniga muvofiq, aholini ijtimoiy himoyalash organlari hisobida turuvchi pensionerlarning tayinlangan oylik nafaqalari pensionerlar soniga nisbati bilan aniqlanadi. Tayinlangan nafaqa hajmi amaldagi qonunlarga muvofiq belgilanadi. Tayinlangan nafaqaning real hajmi belgilangan oylik nafaqalarning o‘rtacha hajmini iste’mol narxlari indeksiga moslashtirish yo‘li bilan hisoblanadi. Oilalarning daromad va xarajatlarini statistik o‘rganish uy xo‘jaligi budjetlarini statistik tekshirish asosida har oyda muntazam ravishda oilalarni (turli kasbdagi) tanlab olish asosida amalga oshiriladi. Uy xo‘jaligi

budjetlarini tekshirish ma'lumotlari aholi daromad tuzilmalari va iste'mol xarajatlarini va aholi turli qatlamlaridagi daromad va xarajatlari o'zgarishini tavsiflaydi, uy xo'jaligi va uning tarkibidagi a'zolarining bandligi bilan bog'langan holda bu darajalardagi farqlarni ochishda foydalaniladi, daromad darajasini iste'mol bilan bog'langan holda shakllantirishda alohida manbalarning rolini ko'rsatadi; iste'mol talablari o'zgarishlarini bosqichma-bosqich ifodalashda foydalaniladi; daromadlar darajasi va aholi turmush darajasini tavsiflovchi boshqa ko'rsatkichlarni differentsiyalashni ifodalaydi. Tabiiy o'sish koeffitsiyenti 1920-yilga (11,0 promille) nisbatan 9,9 promillega ko'paygan hamda 20,9 promilleni tashkil etgan.



Aholining umumiy daromadlari tarkibida mehnat faoliyatidan olingan daromadlar (yollanma ishchilar va mustaqil ravishda band bo'lishdan olingan daromadlar) sezilarli ulushni tashkil etdi. Mehnat faoliyatidan olingan daromadlarning umumiy daromadlar tarkibidagi ulushi 2021-yil 65,0 %, 2022-yili esa 61,6 %ni tashkil etdi. Mehnat faoliyatidan olingan daromadlarning nominal o'sish sur'ati 2021-yili 123,4 %, 2022-yili esa 115 %ni tashkil etdi. 2021-yilning mos davriga nisbatan 115,9 %ni tashkil etdi hamda aholi umumiy daromadlari nominal hajmining 10,3 %ga o'sishini ta'minladi.

**Xulosa va takliflar.** Xulosa qilib aytganda, aholi turmush darajasini oshirish manbalari ijtimoiy dasturlarning amal qilishi uchun resurs hosil qilish omili hisoblanuvchi iqtisodiy o'sish bilan shakllanadi. Bunda, avvalo, iqtisodiy o'sish bilan ijtimoiy taraqqiyot o'rtasidagi uzviy bog'liqlik shakllanadi. Turmush darajasi statistikasi vazifalariga kishilarning hayot faoliyatiga, moddiy shart-sharoitiga ta'sir ko'rsatuvchi omillar, hodisalar va jarayonlarni o'rganish hamda hal etilishi muhim bo'lgan ijtimoiy-iqtisodiy taraqqiyot muammolarini aniqlash kiradi. Aholi turmush darajasi ko'rsatkichlarining yaxshi tuzilgan tizimi ijtimoiy siyosatni samarali ishlab chiqish, kam ta'minlangan aholiga yordam ko'rsatish, asoslangan qarorlar qabul qilish, mamlakatda o'tkazilayotgan islohotlarning ijtimoiy-iqtisodiy oqibatlarini baholash, davlat va hududiy ijtimoiy dasturlarining amalga oshirishini nazorat qilishda muhim ahamiyatga ega. Turmush darajasining statistik tavsiflari uning kompleks baholanishini ta'minlovchi o'zaro bog'langan ko'rsatkichlarning keng tizimiga asoslanadi.

### Manba va foydalanilgan adabiyotlar ro`yxati:

1. Елесева И.И. Статистика. Учебник. – М.: Проспект, 2017. – 448 с.
2. Салин В.Н. Статистика уровня жизни населения (бакалавриат, магистратура). Учебное пособие. 2019. – 189 стр.
3. Рутгайзер В.А. Оценка стоимости бизнеса. 2007. – 448 с.
4. Abdullayev Yo.A., Makroiqtisodiy statistika. 100 savol va javob. – Т.: Mehnat, 1998. – 382 б.
5. Abdurahmonov Q.X. Mehnat iqtisodiyoti (nazariya va amaliyoti). Oliy o`quv yurtlari uchun darslik. – Т.: Mehnat, 2016. – 610 б.
6. Zokirova N. Inqiroz: oqibatlar, bartaraf etish, mehnat muammolari va yangi marralarga chiqish. – Т.: Fan va texnologiya, 2009.
7. Soatov N.M. Statistika asoslari. Darslik. 2003. – 743 bet.
8. Abdurahmonov Q.X., Toxirova X.T. Aholini ijtimoiy muhofaza qilish. O`quv qo`l. TDIU, 2019.
9. Назаров М.Г. Курс социально-экономической статистики. 2000. – 771 с.
10. Abdurahmonov A. Aholi statistikasi. O`quv qo`llanma Darslik. – Т.: Iqtisodiyot, 2021-у.
11. Уровень жизни населения 2021. Statistika to`plami. – Т., 2021.
12. Abdurahmonov Q. Aholini ijtimoiy muhofaza qilish O`quv qo`llanma. – Т.: O`zbekiston yozuvchilar uyushmasi adabiyoti jamg`armasi nashriyoti. TDIU, 2019. – 159 б.
13. O`zbekistonda mehnat va bandlik – 2018. – Т.: O`zbekiston, 2019.
14. Soatov N.M., Nabiyeu X., Ayubjonov A. Statistika. Darslik. – Т.: Iqtisodiyot, 2019. – 543 б.
15. Ayubjonov A.H. Statistika nazariyasi, O`quv qo`llanma. – Т.: Iqtisodiyot, 2021-у.
16. Soatov N.M., Ayubjonov A. Statistika nazariyasi. Darslik. – Т.: Iqtisodiyot, 2019-у.
17. Umarova M.A. Statistika tahlil. O`quv qo`llanma. – Т.: Iqtisodiyot, 2021-у.
18. O`zbekiston Respublikasi yillik statistika to`plami. – Т.: O`zbekiston Respublikasi Davlat statistika qo`mitasi, 2021.
19. [www.stat.uz](http://www.stat.uz)
20. Абдурахмонов Қ.Х. ва бошқалар. Аҳолини ижтимоий муҳофаза қилиш. Ўқув қўлланма. – Т.: ТДИУ, 2004. 79-б.

## TARIX DARSLARINI TASHKIL ETISHDA ZAMONAVIY METODLARDAN FOYDALANISH

*Turgunboyeva Moxigul Davronboyevna*  
*Toshkent viloyati Angren shahar 40-umumiy*  
*o'rtta ta'lim maktabining tarix fani o'qituvchisi*

**Anatatsiya:** Mazkur maqolada Tarix fanini o'qitishda pedagogik texnologiyalardan foydalanishning ahamiyati borasida fikr-mulohazalar keltirilgan. Shuningdek, Tarix fanini o'qitishda qo'llaniladigan texnologiyalarga tarixiylik, qiyosiylik tamoyillari nuqtai nazaridan baho berilgan.

**Kalit so'zlar:** pedagogik texnologiyalar, tarix fani, maktab, o'quvchi, metodika, metodologiya.

Har bir davlatning kelajagi va uning ravnaqi dastavval ilm-fan taraqqiyoti hamda ta'lim-tarbiyaning rivojlanishi va takomillashishi bilan belgilanadi. Shu bois O'zbekistonda mustaqillikning dastlabki yillaridanoq ilm-fan, ta'lim-tarbiya va kasb-hunar o'rgatish hamda sifatli kadrlar tayyorlash masalalariga davlatimiz siyosatining ustivor yo'nalishlaridan biri sifatida e'tibor qaratildi. Ayniqsa, har bir ta'lim oluvchilarda chuqur va mustahkam bilim, teran fikr, yuksak ma'naviyat va madaniyat, ijodkorlik, tashabbuskorlik, ishbilarmonlik kabi xislatlarni tarkib toptirishga e'tibor kuchaydi.

Shuning uchun ham, ta'lim muassasalarining o'quv tarbiyaviy jarayonida zamonaviy o'qitish uslublari hisoblangan interfaol uslublari, ilg'or xorijiy tajribalar, innovatsion texnologiyalarning o'rni va ahamiyati beqiyosdir. Pedagogik texnologiyalarni o'z o'rnida qo'llay bilish - dars jarayonidagi pedagogik mahoratni, bo'lajak o'qituvchilar va tarbiyachilarga pedagogik ijodkorlik, pedagogik texnika, mulqot olib borish taktikasi, nutq madaniyati, tarbiyachining ma'naviy-ma'rifiy, tarbiyaviy ishlarini tashkil etishi va amalga oshirish, bu jarayonda xulq-atvorni va hissiyotini jilovlay olish xususiyatlarini o'rgatadi va o'z kasbini rivojlantirib boruvchi pedagogik faoliyatlar tizimi to'g'risida ma'lumotlar beradi. Shu o'rinda tarix fanini o'qitishda ham ilg'or xorijiy tajribalardan biri bo'lgan o'yinli texnologiyalardan foydalanish va undan kutiladigan natija ham bo'lajak tarix fani o'qituvchilarining kasbiy tayyorgarligini rivojlantirish, pedagogik tafakkurini kengaytirish, ularda mazkur fanni o'qitishda zamonaviy pedagogik texnologiyalarni qo'llash uchun zarur bo'lgan metodik bilim, ko'nikmalarni shakllantirishdan iboratdir.

Ma'lumki, o'yin turli ta'limiy maqsadlarga yo'naltirilgan bo'ladi. Ular o'quv, aqliy, tarbiyaviy va faoliyatni rivojlantiruvchi maqsadlarda qo'llaniladi. Uning tarbiyaviy maqsadi mustaqillik, irodani tarbiyalash, muayyan yondashuvlar,

dunyoqarashni shakllantirishdagi hamkorlik, jamoaga kirishib keta olishni rivojlantirishda ko‘rinadi. Ta’lim jarayonida foydalaniladigan o‘yinlar, albatta, darsda hal qilinadigan aniq o‘quv tarbiyaviy vazifalarga moslanishi kerak. Shuning uchun ham o‘yin avvaldan rejalashtiriladi, uning dars tuzilmasidagi o‘rni mukammal o‘ylab chiqiladi, o‘tkazish shakli belgilab, olinadi va shu asosda ular tayyorlanadi. O‘yin o‘tkazilish shakllari va usullari bilan ta’limning boshqa turlaridan farq qiladi.

Tarix o‘qitish jarayoniga aynan mos keluvchi aqliy va intellektual o‘yinlar dars usullarini cheksiz takrorlash va o‘zgartirish, unga turli yangiliklar kiritish imkonini beradi. Natijada o‘yin malakalarining bir xilda va mustahkam bo‘lishiga hamda uning har bir qoidasini tinglay bilish va unga rioya qilinishiga erishish imkonini yaratiladi. Aqliy o‘yinlar o‘qitish sifatiga va mavzuni qiziqarli, tushunarli bo‘lishiga xizmat qiladi. O‘quvchilar g‘olib chiqish maqsadida berilgan har bir topshiriqni astoydil bajaradilar, natijada ularda didaktik topshiriqlarni bajarishga bo‘lgan qiziqish ortib boradi. Aqliy o‘yinlar darsning maqsadi va vazifalarini yaxshiroq tushunib olishga yordam beradi.

Tarix o‘qitish jarayonining tarkibiy qismlari va ular o‘rtasidagi aloqalar Tarix o‘qitish jarayonining tarkibiy qismlari (maqsadi, mazmuni, o‘qitishning metod va usullari, natijalari) o‘rtasidagi qonuniyatli aloqalar quyidagicha namoyon bo‘ladi: o‘rta ta’lim va o‘rta maxsus ta’lim tizimida maqsadi, ta’lim-tarbiya vazifalarining muvaffaqiyatli amalga oshirilishi o‘qitishning mazmuniga, g‘oyaviy-siyosiy va nazariy jihatdan pishiq bo‘lishiga bog‘liq bo‘lganidek, o‘quvchilarning tarix kursini o‘zlashtirish darajasi ham o‘z navbatida o‘qitishning o‘rganiladigan mavzuning maqsadi, ta’lim-tarbiya vazifalari va mazmuniga mos keladigan ta’lim shakllari, o‘qitish metod va usullari hamda vositalaridan qay darajada maqsadga muvofiq foydalana bilishiga bog‘liqdir. Shuningdek, o‘qitishning natijalari ham o‘qituvchining o‘qitishdan ko‘zlangan maqsadni, uning ta’lim-tarbiyaviy vazifalarini aniq belgilay olishiga, kursning mazmuniga mos tarzda amalga oshirishga yordam bera oladigan metod va usullardan ilmiy asosda foydalana bilishiga bog‘liqdir. Tarix o‘qitish jarayonining tarkibiy qismlari o‘rtasidagi bu o‘zaro dialektik bog‘lanish natijasida ular bir-biriga o‘zluksiz ta’sir ko‘rsatib boradi. Tarix o‘qitishda ana shu qonuniyatlarga suyanmasdan, ularni e’tiborga olmasdan turib yaxshi natijaga erishib bo‘lmaydi.

Ta’limni muayyan pedagogik maqsadga yo‘naltirmoq uchun o‘qituvchi o‘rta ta’lim va o‘rta maxsus ta’lim tizimida tarix o‘qitishning maqsadini, uning asosini tashkil qilgan ta’lim-tarbiya vazifalarini aniq belgilab olishi kerak. Shu bilan birga, umumiy vazifalarni amalga oshirishda har bir sinfda o‘qitiladigan tarix kursining o‘rni, vazifalari, o‘z navbatida mazkur kursni o‘qitishning ta’lim-tarbiya vazifalarini amalga oshirishda uning har bir bo‘limi, bo‘limdagi mavzular, xatto har bir darsda o‘tiladigan mavzuning ham juz’iy vazifalari oldindan belgilab olinishi kerak. Chunki har bir tarix darsining butun tarix kursining umumiy darslar sistemasida tutgan o‘rni bor, bu darsda



o'рта ta'lim va o'рта maxsus ta'lim tizimida tarix o'qitish oldiga qo'yilgan umumiy vazifaning qandaydir elementi yoki bo'lagi xal etiladi. Tarix o'qitish maqsadlarini belgilashda, avvalo ta'lim va tarbiyaning uzviy birligini, o'qitish davomida o'quvchilarning g'oyaviy-siyosiy saviyasi mutassil o'sib borishini, ularda ko'nikma va malakalar hosil qilishni hamda ijodiy faoliyatga tayyorlanishlarini nazarda tutmoq kerak. Ta'limdan kuzatilgan maqsadlarning muvaffaqiyatli ravishda amalga oshmog'i uchun, ular ilmiy asosda belgilanmog'i lozim. Bu maqsadlar tarix ta'limining mazmuni va vazifalari bilan belgilanadi. Shuningdek, bunda ta'limning boshqa shartsharoitlari: o'quvchilarning saviyasi, bilimi, ko'nikmalari va malakalari, dars uchun ajratilgan vaqt, darsni o'tish imkoniyatlari va boshqalar ham nazarda tutiladi. Ta'lim maqsadlarining ilmiy asosda belgilanishi ularning realligini ta'minlaydi. Ta'limdan ko'zlangan maqsadlarni o'qituvchi naqadar chuqur anglab olgan bo'lsa, tarix o'qitish mazmunan shunchalik g'oyaviy va tarbiyaviy natija beradi.

Tarix fanini o'qitish esa, quyidagi vazifalar orqali amalga oshiriladi:

-ajdodlarimizning ma'naviy merosi va jasoratlaridan ibrat olishga, ularga munosib voris bo'lishga o'rgatish;

-o'quvchilarni tarixiy voqealarni idrok etishga yo'naltirish orqali ularning o'zligini anglash, shaxs sifatida kamol topishiga yordam beradigan tushunchalar, milliy, umuminsoniy qadriyatlar ruhida tarbiyalashdan iborat.

Mamlakatimiz taraqqiyoti va kelajagi ta'lim-tarbiya sohasidagi sifat o'zgarishlari va yuqori samaradorlikka, ularning jahon ta'lim talablari bilan mosligi va amaliy jihatdagi o'rnini qay darajada topayotganligiga bog'liq. Ta'lim-tarbiyadagi sifat o'zgarishlari va yuqori samaradorligi esa mazkur soha bo'yicha ijobiy yangilik kiritish bilan belgilanadi. Bunday yangiliklarni kiritish jarayoni innovatsion jarayon bo'lib, u ilg'or pedagogik texnologiyani joriy qilib, ta'limda sifat va samaradorlikka erishishdan iborat bo'ladi, chunki ta'limda innovatsion uslublarni qo'llash ijobiy sifat o'zgarishlarni va yuqori samaradorlikka erishishni ta'minlaydi. Buning uchun har bir o'qituvchi yangicha fikrlashi, tafakkurini o'stirish, pedagogik texnologiyalarni o'rganishi, uning maqsad va vazifalari nimalardan iborat ekanligini chuqur bilib olish kerak. Innovatsion ta'lim texnologiyalarini pedagogik amaliyotga tatbiq etish uchun o'qituvchiga quyidagi komponentlar-bilim, ko'nikma va malakalar zarur bo'ladi:

- O'z fanining asoslarini chuqur egallagan, ilmiy salohiyat va ma'naviy barkamollikka ega bo'lishi;

- O'z fanining ilg'or targ'ibotchisi, fidoiysi bo'lishi;

- Ilg'or pedagogik tajribani o'rganish va umumlashirish, o'zlari ham yangicha o'qitish uslublarini ishlab chiqishi;

- O'quv jarayonini tashkil etishda zamonaviy axborot-kommunikatsiya texnologiyalardan keng foydalanish;

- Ta'lim texnologiyalari va ularning rivojlanish tarixi haqida tushunchalarga ega bo'lish va shunga o'xshash ko'nikma va malakalar kerak bo'ladi.

Xulosa qilib aytganda, o'quvchi yoshlarni avvalo, vatanparvarlik ruhida tarbiyalash uchun dars jarayonida butun rahbarlikni o'z qo'liga olib, mavzu mohiyatini to'liq tushuntirgan o'qituvchi emas, balki o'quvchilariga ishlash uchun sharoit va erkinlik yaratishga erishgan, ularni mustaqil fikrlashga o'rgatgan o'qituvchigina chin ma'nodagi pedagog va tarbiyachidir.

#### **FOYDALANILGAN ADABIYOTLAR RO'YXATI:**

1. O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyevning O'zbekiston Respublikasi Konstitutsiyasi qabul qilingan kunning 25 yilligiga bag'ishlangan tantanali marosimdagi ma'ruzasidan.-T.: 2017
2. Sh. Mirziyoyev "Erkin va farovon, demokratik O'zbekiston davlatini birgalikda barpo etamiz". T. 2016
3. I.A.Karimov "Yuksak ma'naviyat-yengilmas kuch" T.:2008
4. O'zbekiston Respublikasi Davlat Ta'lim Standartlari . T.: 2017
5. R. Mavlonova, O. To'rayeva "Pedagogika". T.: 2001 6. R. M. Sobirova "O'quvchi ijodiy faoliyatini faollashtirish nazariyasi va amaliyoti". T.: 2013
7. R.Ishmuhammedov, M.Yuldashev "Ta'lim va tarbiyada innovatsion pedagogik texnologiyalar"-T.:2017
8. Q.Usmonov, M.Sodiqov, S.Burxonova "O'zbekiston tarixi"-T.:2006

## BANKLARNING KASSA OPERATSIALARINI VA ULARNI HISOBGA OLIISH

*Komilov Omadjon Xursandbek O'g'li*

*Andijon iqtisodiyot va qurilish instituti iqtisodiyot fakulteti*

*III-kurs talabasi*

**Annotatsiya:** Bu maqola banklarda kassa operatsiyalari va ularni tashkil etishni o'rganadi, kassa turlari, kassa operatsiyalari qanday tartibda ishlashi, virtual pullar va naft pullar aylanishi haqida organdi.

**Annotation:** This article describes cash operations in banks and their organization, types of cash registers, how cash operations work, circulation of virtual money and cash.

**Kalit so'zlar:** banklarda kassa operatsiyalari, kassa turlari, pul operatsiyalari

Iqtisodiyot rivojlanishga albatta tijorat banklarning katta hissasi bor. Tijorat banklari pul aylanishi, pullarni saqlash, hisob raqamlar ochish, yurutish, kreditlar berish va yana boshqa birqancha turdagi faoliyot bilan shug'ullanadi. Tijorat banklarida asosiy qismlaridan biri bu kassa hisoblanadi, ushbu bankning barcha naft pul va naft pulsiz operatsiyalarni kassa bo'limi ushbu faoliyat bilan shug'ullanadi.

Pul oboroti naft pul oboroti hamda naftsiz pul oborotini o'z ichiga oladi. Naft pulsiz pul oboroti butun pul oborotining 80-90%ini tashkil etadi. Naft pulsiz pul oboroti asosan korxon va tashkilotlar, ular bilan soliq nazorati, sug'urta, pensiya va boshqa fondlar bilan bo'ladigan hisob kitoblarida o'z aksini topadi. Aholi va turli korxon va tashkilotlar, aholi guruhlari o'rtasidagi hisob- kitoblar naft pul yordamida amalga oshiriladi. Masalan, aholiga ish haqi, nafaqa, mukofot, gonorar, xizmat safari xarajatlari to'lashda va, aksincha, axoli tomonidan savdo tashkilotlari, maishiy xizmat, madaniy oqartuv tashkilotlari, dexqon bozori, oziq-ovqat va kiyim-kechak bozorida aholi guruhlari o'rtasidagi aloqalarda naft pul ishtirok etadi.

Biz «Korxon va tashkilotlar o'rtasidagi naft pulsiz hisob-kitoblar» bobida naft pulsiz hisob-kitoblarning mazmuni, ularni tashkil etish qonun-qoidalari, bu operatsiyalarni hisobga olish va rasmiylashtirishni ko'rib chiqqan edik. «Kassa operatsiyalari, ularni hisobga olish va rasmiylashtirish» mavzusida kassa ishlarining tijorat banklarida tashkil etilishi, kassaning kiritim va chiqim operatsiyalari, ularni hisobga olishini ko'rib chiqamiz.

Har bir tijorat bankida korxon va tashkilotlarga kassa xizmatini ko'rsatish uchun bir qancha kassalar tashkil etiladi, ya'ni bank muassasasi o'z tarkibida tarkibiy bo'linma-kassa operatsiyalari bo'limiga ega. Kassa operatsiyalari bo'limida bajariladigan kiritim va chiqim kassa operatsiyalari «O'zbekiston respublikasi bank

muassasalarida emissiya-kassa ishi, pul tushumini inkassatsiya qilish va boyliklarni tashishga doir Markaziy bankning 23-sonli yo'riqnomasi asosida tashkil etiladi.

Pul yoki boshqa boyliklarni oyliklarni qabul qabul qili qilish va berish uchun kassa operatsiyalari bo'limi tarkibida quyidagi kassalar tashkil etiladi. Kirim kassasi, chiqim kassasi, kirim-chiqim kassasi, maydalab berish kassasi, kat'iy hisobda turadigan blankalarni berish kassasi, kechki kassalar tashkil etiladi. Ko'rsatib o'tilgan kassalar kassa operatsiyalari hajmi va kassa xodimlarining belgilangan shtatidan kelib chiqqan holda bank muassasasi farmoyishiga binoan tashkil etiladi. Yirik bank muassasalarida kassa operatsiyalari bo'limini boyliklar bilan ishlashdan ozod etilgan xodim, ya'ni kassa operatsiyalari bo'limining boshlig'i boshqarishi lozim. U kassa apparati ishi ustidan nazorat o'matadi va uning ishiga rahbarlik qiladi hamda kassa ishini to'g'ri tashkil qilish, bank muassasasidagi barcha boyliklarning ishonchli va to'liq saqlanish uchun rahbar bilan teng darajada javob beradi.

Kassa operatsiyalari bo'limlarining boshliqlari egallab turgan lavozimlariga Markaziy bank va tijorat banklarning viloyat shqarmalarida tayinlanadilar, tasdiqlanadilar va undan ozod etiladilar. Bo'lim boshlig'i yoki kassa mudiri lavozimiga bank tizimida kamida 3 yil ishlagan shaxslar tayinlanadi

Bank muassasalarining rahbarlari kassalar va pul omborlarida boyliklar bilan ishlashning belgilangan qoidalarini ta'minlovchi zarur shart-sharoitlarni ta'minlashlari lozim. Banklardagi kassa tarmoqlari «Kassa tarmoqlarini loyihalashtirish va o'rnatishning texnikoviy talablari»ga muvofiq holda Jihozlanadi, uni boshqa xizmatlardan ajratib qo'yish va qoidaga ko'ra, binoning birinchi qavatida joylashtirilishi lozim.

Begona shaxslarning pul omborlari joylashgan Joyni kuzatishlari va o'rganishlari uchun hech qanday imkoniyat bo'lmasligi kerak. Kassa binosining eshiklari kun bo'yi ichkaridan berkitilgan bo'lishi lozim. Eshiklarga tashqarini ko'rish uchun kichkina maxsus oynacha o'rnatilgan bo'lish kerak. Kassa tarmog'ining barcha derazalari kechki payt pardalar bilan to'silgan bo'lish shart.

Operatsiya kassasi har bir kassirning ish joyi kabina o'matish orqali ajratib qo'yilishi lozim. Bunday holda boyliklar saqlanishi ustidan mas'ul bo'lgan shaxslarga kassirlar ishini kuzatib turishiga imkon tug'iladi.

Kassirlar stolida qulflanadigan tortmalar bo'lishi kerak, uning kod nomerini faqat kassirlar bilishi kerak. Kassirlar kun davomida boyliklarni saqlash uchun seyflar, metall shkaflar, boyliklarni tashish uchun aravachalar bilan ta'minlanishi lozim. Mijozlarga xizmat ko'rsatiladigan darchalarga ichkari tomonidan qulflanadigan eshikchalar o'rnatilishi lozim.

Kassirlarning o'z pullari, ustki kiyimlari hamda shaxsiy narsalari kassa ARX tarmog'ida, biroq kassa xonasidan tashqarida o'rnatilgan shkaflarda yoki maxsus ajratilgan xonalarda saqlanishi lozim.

Operatsiya kassalarining kassirlari kirim va chiqim kassa hujjatlarini imzolash vakolatiga ega bo'lgan hisob-kassa xodimlarining imzolari namunalari bilan, kirim-chiqim kassa operatsiyalarini rasmiylashtirish bilan shug'ullanadigan hisob- operatsiya xodimlari esa kassirlar imzosining namunalari bilan ta'minlanishi kerak. Imzolar namunalari, tegishli xodimlarga o'z vaqtida berish va ular bekor qilingach qaytarib olish ustidan nazoratni bank muassasasining bosh buxgalteri amalga oshiradi. Ro'yxatlar har yili 1 yanvar holatiga ko'ra yangilanib turiladi. Umuman, banklarda kassaning kirim va chiqim operatsiyalarini tashkil qilish uchun yangi hisobvaraqlar rejasining «Aktivlar bo'limida bir nechta hisobvaraqlar ochilgan. Ilgari kassa operatsiyalari I tartibli 03 hisobvaraqda olib olib borilar edi. 03 hisobvarag'i o'z ichiga bir nechta ikkinchi tartibli hisobvaraqlarni olar edi. 030-Markaziy bank kassasi 031-Tijorat bank kassasi 032-Yo'ldagi pullar Hozirgi yangi hisobvaraqlar rejasida «naqd pullar va kassa hujjatlari» 10100 asosiy hisobvarag'ida kassa operatsiyalarining hisobi olib boriladi. Bu asosiy hisobvaraqlar bo'yicha bir nechta yordanchi hisobvaraqlar - subschet ochilgan: 10101 kassadagi pullar: 10109-puldagi naqd pullar. Har ikkala hisobvaraqlar ham mazmun jihatidan aktivdir, ularda qoldiq va mablag'larning ko'payishi debet tomonida, mablag'larning kamayishi esa hisobvaraqlarning kredit tomonida aks ettiriladi

**Xulosa.** Men ushbu maqolamdan kelib chiqib shuni aytmoqchiman, bankning kassa tizimidagi bo'limlarni yanada soddalashtirish kerak deb hisoblayman. Kassadagi kassirlarga birlashtirilgan temir shkaf, kodli seyflar va shu kabi boshqa buyumlarga faqatgina kassirlar emas alohida yana bir boshqa kishilarni masul qilish lozim. Buning natijasida foydalaniladigan buyumlarning nazorati kuchayadi.

#### FOYDALANILGAN ADABIYOTLAR RO'YXATI:

1. «O'zbekiston Respublikasi Markaziy banki to'g'risida»gi O'zbekiston Respublikasi Qonuni. 2019 y. 11-oktabr.
2. «Banklar va bank faoliyati to'g'risidagi»gi O'zbekiston Respublikasi Qonuni. 2019- y. 5-noyabr.
3. O'zbekiston Respublikasida «Naqd pulsiz hisob-kitoblarni tashkil qilish haqida»gi 60-sonli Nizom. 2020 y. 12 yanvar
4. O'zbekiston Respublikasi banklarida ochiladigan bank hisob varaqlari haqidagi 1- sonli yo'riqnomasi. 2020 y. 6 oktyabr

## СРАВНЕНИЕ ПОНЯТИЙ ОПЕРАТИВНОГО ВНЕДРЕНИЯ КАК ОРМ РЕСПУБЛИКИ УЗБЕКИСТАН С ДРУГИМИ СТРАНАМИ

*Салаев Акмаль Азаматович*

*Академия МВД Республики Узбекистан*

*Эл. почта: ilovefootbalsala18@gmail.com*

*Научный руководитель:*

*Маликов Муззафар Абдурасулович*

**Анотация:** В статье дается критический анализ и сравнение понятия «оперативного внедрения», как ОРМ между Узбекистаном и другими развитыми государствами, изучаются проблемы поведения данного мероприятия и пути их решения.

**Anotation:** The article provides a critical analysis and comparison of the concept of "operational implementation" as an operational investigative measures between Uzbekistan and other developed countries, the problems of holding this event and ways to solve them are studied.

**Ключевые слова:** Оперативное внедрение, преступность, преступление, оперативно-розыскное мероприятие, криминальная среда, конфиденциальная основа, легенда, оперативный сотрудник, субъект, уголовный розыск, уровень раскрываемости, законодательство.

Преступность это антисоциальное явление представляющее большую общественную опасность для общества<sup>1</sup>. К сожалению данное явление параллельно сопровождает стимуляцию таких проблем как насилие, вымогательство, похищение, наркомания, коррупция. Тенденции такого фактора как преступление влекут за собой деформацию процесса реализуемых реформ<sup>2</sup>, грозят конституционной законности<sup>3</sup> и безопасности граждан.

Поэтому необходимо разрабатывать определенные методы борьбы с преступлениями, к примеру путем проведения ОРМ в особенности оперативного внедрения.

В Законе Республики Узбекистан за номером №344 «Об Оперативно Розыскной деятельности»<sup>4</sup> от 25 декабря 2012 года **Оперативное внедрение** —

<sup>1</sup> Рустамбаев М.М. Комментарий к Уголовному кодексу Республики Узбекистан. Особенная часть - Т., 2004. - С. 331

<sup>2</sup> [www.norma.uz](http://www.norma.uz)

<sup>3</sup> [www.lex.uz](http://www.lex.uz)

<sup>4</sup> Закон Республики Узбекистан за номером №344 «Об Оперативно Розыскной деятельности» от 25 декабря 2012 года

мероприятие, заключающееся во внедрении сотрудника органа, осуществляющего оперативно-розыскную деятельность, либо лица, оказывающего содействие на конфиденциальной основе, в криминально-криминогенную среду или на объект оперативного интереса в целях решения задач оперативно-розыскной деятельности. Согласно Российскому законодательству

<sup>5</sup>**Оперативное внедрение это оперативно-розыскное мероприятие**, которое заключается в проникновении в преступную среду сотрудника **оперативного** подразделения или лица, оказывающего содействие либо сотрудничающего с ОВД<sup>6</sup> на конфиденциальной основе.

Хотелось бы отметить что в Российском законодательстве в понятии оперативного внедрения не описывается понятие объект «оперативного интереса», также не говорится в целях решения каких задач оперативное внедрение осуществляется, но при этом в обоих случаях мероприятие имеет конфиденциальный характер, а также оно согласно обоим законодательствам осуществляется на криминогенной<sup>7</sup> зоне, что в свою очередь имеет достаточно важный характер в борьбе с преступностью.

Согласно Закону Республики Казахстан от 15 сентября 1994 года № 154-ХІІІ «Об оперативно-розыскной деятельности» - Внедрение<sup>8</sup> это негласное внедрение работника органа, осуществляющего оперативно-розыскную деятельность, либо сотрудничающего с ним конфиденциального помощника в окружение объекта оперативного интереса для решения задач оперативно-розыскной деятельности. Данное понятие сразу даёт нам сделать о том что в Казахском законодательстве данное оперативно-розыскное мероприятие не имеет приставки «Оперативное», а именуется как просто «Внедрение». Также в дпнном описании ОРМ упоминается конфиденциальный помощник который сотрудничает с оперативным работником, что конечно же имеет столь своеобразное представление о субъектах проведения данного мероприятия<sup>1</sup>.

Исходя из Закона Республики Беларусь от 15 июля 2015 г. № 307-3 «Об оперативно-розыскной деятельности», **Оперативное внедрение** представляет собой проникновение должностного лица органа, осуществляющего оперативно-розыскную деятельность, или гражданина, оказывающего или оказывавшего содействие на конфиденциальной основе органу, осуществляющему оперативно-розыскную деятельность, в окружение гражданина или в среду граждан в целях получения сведений, необходимых для выполнения задач оперативно-розыскной

<sup>5</sup> Федеральный закон "Об оперативно-розыскной деятельности" от 12.08.1995 N 144-ФЗ

<sup>6</sup> Закон Республики Узбекистан «об Органах внутренних дел» от 16.09.2016г.;

<sup>7</sup> Ожегов Г. Словарь русского языка

<sup>8</sup> Закон Республики Казахстан от 15 сентября 1994 года № 154-ХІІІ «Об оперативно-розыскной деятельности»

деятельности. Данная формулировка достаточно похожа на формулировку оперативного внедрения Республики Узбекистан<sup>9</sup>, но имеет некое дополнение или даже детализацию в плане того, что в формулировке Республики Беларусь указана среда внедрения, а именно внедрение в окружение гражданина или в среду граждан в целях получения сведений, необходимых для выполнения задач ОРД.

Под оперативным внедрением в США<sup>10</sup> понимаются любого рода оперативные мероприятия, связанные с созданием и функционированием фиктивных организаций, деловых предприятий, корпораций, торговых точек, частных учреждений, фирм, снабженных соответствующей легендой». Создание легендированных организаций<sup>11</sup> и тому подобное не противоречит отечественному оперативно-розыскному законодательству, а оперативная игра, связанная с легендой, свойственна оперативному внедрению. Но, как нам представляется, в некоторых случаях такие операции могут иметь место и без общей легенды. Примером этой операции могут быть действия по единому плану и замыслу нескольких оперативных сотрудников либо оперативных групп, ведущих поиск преступников и следов преступления. При этом их действия должны координироваться из единого центра, а сами сотрудники группы поддерживают взаимодействие между собой. Эти действия наиболее характерны для уголовного розыска, например, при работе по раскрытию резонансных преступлений, когда остальные мероприятия не дают результата или играют вспомогательную роль.

Также по нашему мнению существуют определенные бюрократические проблемы в законодательстве Руз например отдельно есть мероприятие «Оперативно внедрение» и «Операция под прикрытием» что в свою очередь усложняет сам момент проведения и подготовки к мероприятию которое имеет в своем роде одну и ту же цель но разделено на два этапа что в свою очередь достаточно увеличивает определенные затраты финансовых средств и другие затраты на проведение двух мероприятий. По нашему мнению для решения данной проблемы необходимо соединить эти два оперативно-розыскных мероприятия в одно единое, что достаточно упростит процесс борьбы с преступностью, уменьшив тот объем бюрократии, затрат на человеческие ресурсы, затраты в финансовом плане что достаточно немаловажно. В

<sup>9</sup> Каримов В. Тезкор- кидирув фаолияти // Дарслик. Узбекистон Республикаси Бош прокуратураси Академияси. – Тошкент.: Lesson press, 2020.-472 б.

<sup>10</sup> [https://revolution.allbest.ru/law/01449939\\_0.html](https://revolution.allbest.ru/law/01449939_0.html)

<sup>11</sup> <https://mybook.ru>



заклучении хотелось бы отметить, что предложенные нами меры совершенствования законодательной платформы деятельности подразделений Уголовного розыска по оперативному внедрению, безусловно, нельзя назвать исчерпывающими, однако, как нам кажется, внедрение в практику и реализация предложенных нами рекомендаций позволит добиться значительных результатов в повышении уровня раскрываемости рассматриваемых преступлений подразделениями Уголовного розыска в Республике Узбекистан.

#### **Использованная литература:**

1. Конституция Республики Узбекистан;
2. Уголовно - процессуальный кодекс Республики Узбекистан;
3. Уголовный кодекс Республики Узбекистан;
4. Закон Республики Узбекистан за номером №344 «Об Оперативно Розыскной деятельности» от 25 декабря 2012 года
5. Федеральный закон "Об оперативно-розыскной деятельности" от 12.08.1995 N 144-ФЗ
6. Закон Республики Казахстан от 15 сентября 1994 года № 154-ХІІІ «Об оперативно-розыскной деятельности»
7. Ожегов Г. Словарь русского языка
8. Рустамбаев М.М. Комментарий к Уголовному кодексу Республики Узбекистан. Особенная часть - Т., 2004. - С. 331
9. Закон Республики Узбекистан «об Органах внутренних дел» от 16.09.2016г.;
10. Соловьев, И.Н ОВД проводят Оперативно-розыскные мероприятия / И.Н. Соловьев// Налоговый вестн.-2019 -№9.-С. 35-42
11. Каримов В. Тезкор- кидирув фаолияти // Дарслик. Узбекистон Республикаси Бош прокуратураси Академияси. – Тошкент.: Lesson press, 2020.-472 б.

#### **Интернет сайты:**

1. [https://revolution.allbest.ru/law/01449939\\_0.html](https://revolution.allbest.ru/law/01449939_0.html)
2. [www.litres.ru](http://www.litres.ru)
3. [Schetuchet.ru](http://Schetuchet.ru)
4. [www.labirint.ru](http://www.labirint.ru)
5. [www.lex.uz](http://www.lex.uz)
6. [www.norma.uz](http://www.norma.uz)
7. <https://mybook.ru>
8. <https://ciberleninka.ru>

## AVTOMOBIL YO‘LLARINI LOYIHALASHDA SHO‘RLANGAN GRUNTLARNI YO‘L POYIDA QO‘LLASH

*Ikramova Feruza Xayrullayevna*

*Toshkent Davlat Transport Universiteti Avtomobil yo‘llarini  
qidiruv va loyihalash kafedrasi dotsenti*

*Sanjarova Marjona Sanjar qizi*

*Toshkent Davlat Transport Universiteti YMSH-6 guruhi talabasi*

**Annotatsiya:** Ushbu maqolada turlicha ko‘rinishdagi sho‘rlangan gruntlar haqida ma‘lumotlar berilgan. Sho‘rlangan gruntlar Markaziy Osiyoning yo‘gingachilk kam bo‘ladigan tumanlarida tarqalgan. Sho‘rlangan gruntlarning kimyoviy tarkibi turlicha ko‘rinishda bo‘lsada ular ma‘lum qonuniyat asosida tashkil topganligi va boshqa me‘yoriy hujjatlari tahlili qisqacha bayon etilgan.

**Kalit so‘zlar:** Sho‘rlangan gruntlar, suv qochirishni, turg‘un yo‘l poyi, o‘ta sho‘rlangan gruntlar, yer osti suvlari, Sho‘rlanish miqdori

Markaziy Osiyoning 600 ming km<sup>2</sup> dan ortiqroq maydonini sho‘rlangan gruntlar egallagan. Sho‘rlangan gruntlarning kelib chiqishi va ularga ta‘sir etuvchi omillar turlariga qarab har xil ko‘rinishda nomoyon bo‘ladi. Shunday gruntlarning ko‘pchilik turlari quruq holda kuch ta‘siriga chidamliligi bilan ajralib turadi, nam tegishi bilan bo‘shashib mustahkamligini yo‘qotadi.

Sho‘rlangan gruntlar pastqam yerlarda suvni qochirish qiyin bo‘lgan joylarda tarqalgan. Kengligi 75-100 km va balandlik farqi 1.5-2.1 m maydondagi suv bosib yotgan yerlarda suv qochirish umuman qiyin bo‘lib, bu holat sho‘rlangan gruntlarni keltirib chiqaradi. Sug‘oriladigan tumanlarda sho‘rlangan gruntlar ko‘pincha yaxlit bo‘lmay, bo‘lak-bo‘lak holda uchraydi. Bu hol ma‘lum darajada suv qochirishni yengillashtiradi. Shunga qaramay yer osti suvlarining yaqin joylashishi va qish-bahor oylaridagi juda sho‘r yuvishishlari yo‘l poyini loyihalash va qurish ishlarini tubdan qiyinlashtiradi. Sho‘rlangan gruntlar suv qochirish qiyin joylarda va yog‘ingarchilik vaqtida namlanib, kuch ta‘siriga chidamsiz bo‘lib qolganligi sababli ularni nam fasllarda yo‘llarga ishlatib bo‘lmaydi. Markaziy Osiyoning kata qismlarida talabga mos gruntlarning, hattoki yirik qumliklarning kamligi turg‘un yo‘l poyini loyihalash va qurishda ancha qiyinchilklarga olib keladi. Lekin, hamma sho‘rlangan gruntlar yog‘in ta‘sirida yumshayvermasligi ham ma‘lum. Masalan, qumli gruntlar va changsimon qum aralashgan lyosli grunlardan qurilgan yo‘llar hatto yog‘ingarchilik ko‘p bo‘ladigan yanvar-mart oylarida ham harakatni bemaolol ta‘minlab beradi. Sug‘oriladigan tumanlarning yog‘ingarchilik oz bo‘ladigan maydonlaridagi yengil changsimon qumloq yo‘llarda yil davomida yurish mumkin. Changsimon qumloq

gruntlardan tashkil topgan sho‘rlangan gruntlarga qum qo‘shilsa, uning yuk ko‘tarish qobiliyati ortadi. Shu imkoniyat Markaziy Osiyoning sho‘rlangan gruntlarida loyihalangan va quriladigan yo‘llariga nihoyatda zarurdir.

Yo‘l poyidagi grunt namligining fasl o‘zgarishiga qarab o‘zgarib turishi turli joylarda turlichadir. Yaxshi zichlangan va ko‘p sho‘rlangan gruntlarda namlik kam o‘zgarishi kuzatiladi.

Sho‘rlangan gruntli maydonlar suvda eriydigan tuzlarning yuqori konsentratli manbai hisoblanadi. Tuzlari momiq bo‘lib ko‘rinuvchi sho‘rlangan gruntlardan avtomobil yo‘llarini loyihalash va qurish uchun joyning iqlimi gruntning xossalari, yerosti suvining tartibini, zamin qatlami tuzilishini va suvda eriydigan tuzlarning miqdorini va muhit sharoitini sinchiklab o‘rganishni talab etadi. Yo‘l yo‘nalishini tanlashda uning o‘zgarishiga sho‘rlangan gruntning ta’siridan qat’iy nazar, bunday joylarni aylanib o‘tish lozim.

Turlicha ko‘rinishdagi sho‘rlangan gruntli maydonlar Markaziy Osiyoning yo‘gingachilk kam bo‘ladigan tumanlarida tarqalgan. Sho‘rlangan gruntlarning kimyoviy tarkibi turlicha ko‘rinishda bo‘lsada ular ma’lum qonuniyat asosida tashkil topgandir.

Qurg‘oqchilik maydonlarining 23% ini xlorid tuzli, 62% ini sulfat-xloridli va 15% ini xlorid-sulfatli sho‘rlangan gruntlar tashkil etadi. Bunday tuproqlarning yo‘l poyi uchun eng maqbulini aniqlash uchun suvda eruvchan tuzlarning yil davomidagi o‘zgarishini bilish zarur. Ma’lum bo‘lishicha suvda eriydigan tuzlarning eng ko‘p to‘planishi iyul-avgust oylariga to‘g‘ri kelar ekan. Sug‘oriladigan tumanlarda grunt tuzlarining harakat qonuniyati birmuncha o‘zgarib avgust-sentabr oylarida yuqori ko‘rsatkichga ega bo‘ladi. O‘ta sho‘rlangan gruntlarda suvda eriydigan tuzlarning eng ko‘p yig‘ilishi sentabr-oktabr oylariga to‘g‘ri keladi.

Yo‘l poyini loyihalashdan avval yilning turli vaqtlarida grunda tez eriydigan tuzlarning tarqalishini bilish zarur. Yengil eriydigan tuzlar, asosan yer qatlamining 1,0 m gacha bo‘lgan chuqurligida tarqalgan bo‘ladi.

Tuzlar past haroratda kam eruvchan xossaga ega bo‘lganligi uchun ko‘pincha yerning qatlam yuzasida qoladi. Tuz yig‘ilishiga asosiy manba yer osti suvlari hisoblanadi. Yer osti suvlari sayoz holda turib qolishi sharoitlarida ildiz o‘sgan qatlamning sho‘rlanishidan saqlash choralari, ya’ni sho‘r yuvish ishlari, suv qochirgich inshotlarining sifatli ishlashini va yer osti suvini kerakli chuqurlikda joylashishini ta’minlovchi tadbirlar amalga oshiriladi.

Gruntning tuzlanganlik darajasini aniqlash uchun havo quruq vaqtda grundan na’munalar olib tekshiriladi. Na’munalar yer yuzasidan 0.23-0.35 m chuqurdan olinadi. Agar na’muna olish vaqti yo‘g‘ngarchilik davriga to‘g‘ri kelib qolsa, unda na’muna olinadigan chuqurlik 0,3-0,6 m oralig‘ida bo‘lishi lozim.

Gruntdagi tuz miqdori yo‘l poyiga ishlatiladigan grunt tarkibidagi suvda eriydigan tuzlarning o‘rtacha qiymati bilan belgilanadi. Sho‘rlanish miqdori quruq grunt vaznining qay miqdorini tashkil qilishi foiz hisobida o‘lchanadi. Sho‘rlanish darajasi 100 g quruq grunt dagi milli ekvivalent miqdorda olingan CL ionlarining CO<sub>4</sub> ionlariga bo‘lgan nisbati bilan aniqlanadi (1-jadval).

1-jadval.

Tuzlanish holati	Nisbati
Xloridli	2.5
Sulfat-xloridli	2.5-1.5
Xlorid sulfatli	1.5-1.0
Sulfatli	1
Sodali	-

Sho‘rlangan gruntlardan yo‘l poyini uchun foydalanishdan avval gruntd tez eriydigan tuzlar bilan qay darajada tuzlanganligi tekshiriladi (2-jadval).

2- jadval.

Tuzlanish darajasi	Gruntlarning yaroqliligi
Oz miqdorda	Yaroqli
O‘rtacha	-
Ko‘p	Qo‘shimcha tadbir-choralar bilan yaroqli
Yuqori	Yaroqsiz

O‘ta sho‘rlangan gruntlarni yo‘l qobig‘iga ishlatilganida qobiq turg‘unligini ta‘minlovchi va ko‘tarmaning yuqori qismi sho‘rlanganligini ortishiga qarshi geosintetik materiallar va yer osti suvi sathini pasaytiruvchi choralar ko‘rish zarur. Yer osti suvlari yaqin joylashgan tumanlarda yo‘l poyini loyihalashda tuzi baland gruntlardan ham foydalansa bo‘ladi. Bunday holda yo‘l poyini ko‘tarish uchun maxsus tadbirlarni ko‘rish talab etiladi.

#### Adabiyotlar:

1. Г.А. Федотов, П.И. Поспелов «Изыскания и проектирование автомобильных дорог». М АСАДЕМА. 2009 г.
2. Н. Илёсов “Автомобиль йўллари лойиҳалаш”. Т-“Ўзбекистон”-2001й.
3. МШН 29-2007 Автомобиль йўллари пойини зичланганлик даражасини назорат қилиш бўйича йўриқномага қўшимча ва ўзгартиришлар.
4. Икрамова Ф.Х. Место геоинформационных систем в проектировании автомобильных дорог// Проблемы науки № 6 (40), 2019 URL:

<https://cyberleninka.ru/article/n/mesto-geoinformatsionnyh-sistem-v-proektirovanii-avtomobilnyh-dorog>

5. F.X. Ikramova, Requirements for ctepeni densification of loess soils during the construction of the roadbed // Web of Scientist: International Scientific Research Journal ISSN: 2776-0979, Volume 3, Issue 4, 895-897 pp., 2022/4/25 URL: <https://wos.academiascience.org/index.php/wos/article/view/1334>

6. Ikramova Feruza Xayrullayevna, Assessment of traffic noise level// Academicia Globe: Inderscience Research, 2022-01-31 36–38. URL: <https://doi.org/10.17605/OSF.IO/E649T>

7. Махмудова Д.А., Икрамова Ф.Х., Укрепление земляного полотна с помощью инновационных материалов на основе базальта // Universum: технические науки. 2020. №12-2 (81). URL: <https://cyberleninka.ru/article/n/ukreplenie-zemlyanogo-polotna-s-pomoschu-innovatsionnyh-materialov-na-osnove-bazalta>(дата обращения: 15.04.2022).

8. Икрамова Феруза Хайруллаевна, & Одилова Ёркиной Дониёр кизи. (2023). ТРЕБОВАНИЯ К УСТОЙЧИВОСТИ ЗЕМЛЯНОГО ПОЛОТНА АВТОМОБИЛЬНЫХ ДОРОГ. Новости образования: исследование в XXI веке, 1(9),1219-1222.извлечено от <http://nauchniyimpuls.ru/index.php/noiv/article/view/7440>

9. Икрамова Ф.Х. Web of Scientist: International Scientific Research Journal [https://scholar.google.com/citations?view\\_op=view\\_citation&hl=ru&user=YOnn9VsAAAAJ&citation\\_for\\_view=YOnn9VsAAAAJ:9yKSN-GCB0IC](https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=YOnn9VsAAAAJ&citation_for_view=YOnn9VsAAAAJ:9yKSN-GCB0IC)(дата обращения: 19.12.2022).

## MAQSUD SHAYXZODA SHE'RLARIDA VATAN MADHI

*Ikramova Feruza Xayrullayevna*

*Toshkent Davlat Transport Universiteti Avtomobil yo'llarini qidiruv  
va loyihalash kafedrasida dotsenti*

*Sanjarova Marjona Sanjar qizi*

*Toshkent Davlat Transport Universiteti YMSH-6 guruhi talabasi*

**Annotatsiya:** Ushbu maqolada Maqsud Shayxzoda she'riyatida badiiylik, o'z firlarini she'riy misralarda aks ettirilishi tarzi hamda ijodkor haqida o'zbek adabiyoti dalgalari o'zining o'rniga ega bo'lgan mashhur shoirlarning fikr mulohazalari haqida keltirib o'tilgan.

**Kalit so'zlar:** Maqsud Shayxzoda, she'riyat, Shukrullo, Said Ahmad, fidokorlik,

**Abstract:** In this article, the artistry of Maqsud Shaykhzoda's poetry, the way of expressing his emotions in poetic verses, and the opinions of famous poets who have their place in the waves of Uzbek literature about the creator are mentioned.

**Keywords:** Maqsud Sheikhzadeh, poetry, Shukrulla, Said Ahmed, sacrifice

Maqsud Shayxzoda – shoir, dramaturg, adabiyotshunos, tarjimon, pedagog. O'zbekistonda xizmat ko'rsatgan san'at arbobi (1964). Bokudagi dorilmuallimni tugatgan (1925). 1927 yilda aksilinqilobiy tashkilot a'zosi sifatida hibsga olinib, 1928 yilda fevralda Toshkentga surgun qilingan. Osiyo universitetining Sharq fakultetida qisqa muddat o'qigani (1928) dan keyin "Sharq haqiqati" (1929-32), "Qizil O'zbekiston", "Yosh lelinchi" gazetalari (1932), "Guliston" jurnali (1933-34) taxririylarida xizmat qilgan. Boku pedagogika institutini tugatgan (1934).

Shoirning adabiy faoliyati 1929-yildan boshlanib, "O'n she'r" (1932), "Undoshlarim" (1933), "Uchinchi kitob" (1934), "Jumhuriyat" (1935) to'plamlarining nashr etilishi adabiyotga o'ziga xos ovoqli shoir kirib kelayotganidan darak berdi.

Urush yillarida shoir butun ijodiy quvvatini, qalb haroratini dushman ustidan g'alaba qozonishga safarbar etdi. Urushning birinchi kunlaridanoq jang qahramonlarini ulug'lovchi. Front orqasidagi kishilarning fidokorona mehnatini ifodalovchi «Kurash nechun» (1941). «Jang va qo'shiq» (1942), «Kapitan Gastello» nashr etildi.

"O'n besh yilning daftari", "Olqishlarim", "Zamon torlari", "Shu'la", "Chorak asr devoni" kabi she'riy to'plamlarida, urushdan keyingi yillarda qatag'on bo'lgan shoir, totuvlik uchun kurash, Vatanga fidokorlikni kuyladi.

Shayxzoda, badiiy ijodning barcha tur va janrlarida asarlar yozibgina qolmay, adabiyotshunos va tanqidchi sifatida ham samarali ijod qilgan. 1941-yildayoq „Genial shoir“ monografiyasini e'lon qilgan Sh. umrining so'nggi kunlariga qadar Navoiy hayoti va ijodi bilan muttasil shug'ullanib keldi.

Yaxshi bilasiz, ziyo degani nur, yorug‘lik, oydinlik demakdir. Haqiqatan ham ziyolilarimiz elga bilim, ma’rifat, madaniyat ulashish, ta’lim-tarbiya berishdek savob ishlarga da’vat etilgan...” Bu so‘z bilan go‘yo sehrlangan majlis zalida o‘tirganlar gulduros qarsaklar chalib yuborishgan edi. U qisqa hayot kechirdi – 60 yoshga ham to‘lmay, 1967-yil 19-fevral kuni uzoq vaqt davom etgan xastalikdan so‘ng olamdan ko‘z yumdi. Shayxzoda ijodi eng gullagan paytda, shiraga to‘lgan vaqtda olamdan ketdi.

Maqsud Shayxzoda bilan birga saboq olgan yozuvchi va tarjimon Mirzakalon Ismoilov o‘z xotiralarida shunday yozadi:

“Maqsud o‘zbek tilida ozariy lahjada gapirardi. Ozar va turk so‘zlaridan faol foydalanardi. U chuqur savodi va insoniy fazilatlari uchun talabalar orasida katta hurmat qozongandi. Maqsud havas va ehtirom bilan o‘zbek tili, tarixi, sharq madaniyatini o‘rgangan edi. Darslar tugashi bilan ertangi kunga tayyorlana boshlar, kitob o‘qir, konspekt yozar, keyingi mavzular bilan bog‘liq kitoblarni titkilar, muallimlarga savollar hozirlardi. U savollarni o‘qituvchilarga yozma tarzda berar, bu esa domlamiz Muxtor Avezovga maroqli edi. Maqsud nima uchun savollarini yozma tarzda berishining sababini bilgach, domlamiz lol qolgandi. Maqsud muallim savolning javobini bilmasa, boshqa talabalar qarshisida noqulay vaziyatda qolmasin uchun savollarni yozma tarzda berarkan.”

Shayxzodaning o‘zbek adabiyoti tarixi, o‘zbek xalq og‘zaki ijodiyoti, xususan, Alisher Navoiy ijodini tadqiq etish borasida yaratgan ilmiy ishlari ham tahsinga sazovordir. U filologiya fanlari nomzodi, dotsent ham edi. Shayxzoda asarlari dunyoning bir necha tillariga puxta o‘girilgan.

XX asr o‘zbek adabiyotining rivojiga salmoqli hissa qushgan ulug‘ adib, shoir, olim, jamoat arbobi Muso Toshmuhammad o‘g‘li Oybek shoir haqida shunday deudi:

Shayxzoda she’rlarining shakli rang-barangdir. U ruboiy (falsafiy mazmundagi to‘rtlik) ballada poema va lirik she’rlar shaklidan foydalaniladi. O‘z fikrlarini ifoda etishi tarzi Mayakovskiyning tsviriy vositalariga o‘xshab ketadi. U ham Mayakovskiy singari porloq va kutilmagan obrazlar yaratgan.

Yashadim 30 yil bunda chamasi Bu yerda tug‘ilgan G‘afur va Oybek, Umrimning boshlang‘ich mavsumlarida Meni ardoqlashdi quchib og‘adek, Inilik ko‘rsatdim ta’zimlarimda... Biri – she’rimizning o‘tli yuragi, Biri – nasr uyining baland tiragi Ochdilar uy bilan qalb eshiklarin, Ayamay o‘git va mezbonliklarin. Yigitcha edim men havaskor, sodda, Bo‘ldim oqibatda shoir Shayxzoda!..

Ko‘rkam adabiyotning bosh vazifalaridan biri ezgu so‘z orqali millatlarni, xalqlarni, davlatlarni tinchlik, mehrparvarlik, oqibatdoshlik yo‘lida birlashtirishdir.

Xo‘p tingladik oq ko‘ngilli qora Robsonning  
Dushmanlarga larza solgan dovul – na’rasin,  
Va angladik tarjimasiz mard Aragonning

Baytlarida ma'nolarning asl-sarasin...  
Sulh istadik koinotning chiroyi uchun,  
Sulh istadik saodatning saroyi uchun,  
Xalqlararo salom-alik odat bo'lsin deb,  
Tuproqlarning tomiriga quvvat to'lsin deb.  
Tinchlik, dedik!  
Tinchlik, deymiz!  
Va degusimiz! Tinchlik deysan!  
Tinchlik deyman! Tinchlik deymiz biz!

L.N.Tolstoyning shunday hikmatli gapi bor: "So'z – buyuk narsa. Shuning uchun ham buyukki, so'z bilan odamlarni birlashtirish, so'z orqali ularni bir-birlari bilan yuz ko'rmas qilib yuborish mumkin, so'z bilan mehr qozonish, so'z bilan nafrat va adovatga yo'liqish mumkin. Odamlarni bir-biridan ajratadigan so'zni aytishdan saqlan.

#### FOYDALANILGAN ADABIYOTLAR:

1. Zokirov M. Maqsud Shayxzoda. Adabiy tanqidiy ocherk, T., 1969 y
2. 5. Maksud Shayxzoda zamondoshlari xotirasida, T., 1983 y.
3. Yusuf Shomansur. Shayxzoda — bunyodkor shoir, T., 1972 y. - 179 b.
4. Shayxzoda Maksud. Atokli xalg shoiri. „Lenin uchkuni—, 1956, 18 may (o'zbekcha)
5. S. Mirvaliyev, R. Shokirova "O'zbek adiblari" G'afur G'ulom nomidagi adabiyot va san'at nashriyoti T., 2016.



## THE IMPORTANCE OF TEACHING PRONUNCIATION TO ENGLISH AS A FOREIGN LANGUAGE EFL LEARNERS

*Ergasheva Umidaxon Ravshan qizi qizi*

*Teacher, English language and literature faculty*

*Fergana State university*

*Rajabova Muxlisa Zaynobiddin qizi*

*Student, English language and literature faculty*

*Fergana State university*

**Annotation.** This article indicates teaching pronunciation is essential for language to achieve fluency, effective communication, and cultural understanding. It plays a significant role in language acquisition. The article concludes with tips

for language learners and educators on what to look for in pronunciation, as well as useful exercises and sets for learning a foreign language, as well as English quickly and easily.

**Keywords:** science, teaching foreign languages, planning, correct approach, planning principles, elements, stages of mastering, success.

**Annotatsiya.** Ushbu maqolada talaffuzni o'rgatish tilda ravonlik, samarali muloqot va madaniy tushunishga erishish uchun zarur ekanligini ko'rsatadi. Bu tilni o'zlashtirishda muhim rol o'ynaydi. Maqola maslahatlar bilan yakunlanadi til o'rganuvchilar va o'qituvchilar uchun talaffuzda nimalarga e'tibor berish kerakligi, shuningdek, chet tilini, shuningdek, ingliz tilini tez va oson o'rganish uchun foydali mashqlar va to'plamlar.

**Kalit so'zlar:** Fan, chet tillarini o'rgatish, rejalashtirish, to'g'ri yondashuv, rejalashtirish tamoyillari, elementlari, o'zlashtirish bosqichlari, muvaffaqiyati.

**Аннотация.** В этой статье указывается, что обучение произношению необходимо для достижения беглости языка, эффективного общения и культурного понимания. Он играет важную роль в овладении языком. Статья завершается советами для изучающих язык и преподавателей о том, на что обращать внимание в произношении, а также полезные упражнения и наборы для быстрого и легкого изучения иностранного языка, а также английского языка.

**Ключевые слова:** Наука, обучение иностранным языкам, планирование, правильный подход, принципы планирования, элементы, этапы освоения, успех.

### Introduction:

The ability of right of right pronunciation helps them to develop speech clarity and listening comprehension. By learning proper pronunciation students would be

able to obtain smooth understanding by native speakers. Furthermore, it is the most effective way of expanding self-assurance in the manner in which they speak as well as the development of professional speech skills for use not only in study hall however outside too. Then, they can find their own solidarity and shortcoming with specific sound examples because of the impact of their local language. Lastly, unmistakable pronunciation gives an opportunity of natural listening and speaking skills.

English pronunciation standards might be challenging at times. This indicates that there is no set rule of grammar pronunciation that describes how to pronounce particular words correctly and that English grammar is unstable. There are a lot of contradicting practices that violate grammatical standards, and educators are at a loss as to how to educate because they don't know which way to pronounce words correctly. Teachers are forced to disregard such pronunciation grammatical standards since they find it unpleasant to teach it in the classroom. Nonetheless, several academics believed that teaching pronunciation was crucial, and I wholeheartedly concur with some of them. For instance, Teresa Pica (1994), an ESL scholar, presents a more critical perspective on teaching pronunciation, questioning why some students pronounce words more learners' pronunciation is poorer than other, and what is the solution of this problem. For teachers, clear pronunciation may be unrealistic goal to implement for their students and in their teaching". Pica emphasizes that although, pronunciation takes a lot of time and effort, and seems to waste of instructional time, it plays crucial role in speaking English. Furthermore, there are a number of method and techniques in teaching pronunciation. The teacher needs to determine the right method and media to solve problems in teaching pronunciation. Indeed, in learning pronunciation, the goal is not to make students pronounce the word like the native speakers. Indirect considerations include the fact that Uzbekistan's English school year is so short that the teacher might not even be able to catch every error the children make. This implies that there are very few opportunities for learners to use English elsewhere. Second, having too many students in a class reduces the effectiveness of instruction and makes working one-on-one with kids more difficult. Moreover, one of the indirect issues is the absence of equipment in classrooms, such as computers, DVD players, English books in libraries, video players, and tape recorders. These facilities seem to be a great use and help in teaching English with creating for learners an opportunity to listen to native speakers' accent and pronunciation and imitating them to speak like the way they do. "Learners who use incorrect rhythm patterns or who do not connect words together are at best frustrating to the native-speaker listener; more seriously, if these learners use improper intonation contours, they can be perceived as abrupt, or even rude; and if the stress and

rhythm patterns are too nonnative like, the speakers who produce them may not be understood at all”

### **Conclusion:**

As the results findings indicate that the students encountered numerous pronunciation issues. The primary cause of this is the detrimental effect of their mother tongue, which prevents some sounds from existing in other languages. They are unable to employ stress and intonation appropriately as a result. I offered the identical exams to them at the start and the end of the research, but the results were different. I was able to teach them how to pronounce some words correctly, which helped them distinguish between phrases whose meanings completely changed when sounded incorrectly. Young learners can learn easily especially from when karaoke songs are used during the class. I did not force them to read or do monotonous activities, therefore our lessons lasted more than 1 hour. Besides, I organized some extra classes for introvert and less progressed pupils and they were able to catch up with their peers.

### **REFERENCES**

1. Celce-Murcia, M., Brinton, D., & Goodwin, J. (1996). Teaching pronunciation: A reference for teachers of English to speakers of other languages. Cambridge and New York: Cambridge University Press.
2. Hinofotis, F. & Bailey, K. (1980). American undergraduates\* reactions to the communication skills of foreign teaching assistants. In J. Fisher, M. Clarke, & J. Schachter (Eds.), On TESOL '80: Building Bridges (pp. 120-135). Alexandria, VA: TESOL.
3. The Pronunciation Book: Student-Centred Activities for Pronunciation Work by Tim Bowen and Jonathan Marks. Essex, UK: Longman Group UK Limited, 1992. viii+85 pp. Reviewed by Zoe Argyres
4. Nation, I. S. P., & Newton, J. (2009). Teaching ESL/EFL listening and speaking. New York: Routledge, Taylor and Francis
5. Bell, M. (1996). Teaching pronunciation and intonation to EFL learners in Korea. Retrieved on 14 October, 2004, from Celce-Murcia, M. (1987). Teaching pronunciation as communication. In J. Morley (Ed.), Current Perspectives on Pronunciation (pp.5-12). Washington, D. C.: TESOL.

## INTONATION AND ITS TYPES

*Ergasheva Umidaxon Ravshan qizi*

*Teacher, English language and literature faculty*

*Fergana State university*

*Isroilova Nasiba Ibrohimjon qizi*

*Student, English language and literature faculty*

*Fergana State university*

**Abstract.** In this material, we offer a simplified description of intonation and tones American English for those who are studying them on their own. The following tones are briefly described in this material: falling tone, rising tone; fall-rise; high fall, low fall; high rise, mid-level rise, low rise.

**Key words.** Names, terms and descriptions, functions of intonation and tones, intonation and sentence types, normal speech range, tones in sense groups

### **Intanatsiya va uning turlari**

**Annatatsiya.** Ushbu materialda biz intonatsiyaning soddalashtirilgan tavsifini taklif qilamiz va ularni mustaqil ravishda ohang yordamida o'rganamiz.. Ushbu materialda quyidagi ohanglar qisqacha tasvirlangan: ohangning tushishi, ohangning ko'tarilishi; tushish - ko'tarilish; yuqori tushish, past tushish; baland ko'tarilish, o'rta darajadagi ko'tarilish, past ko'tarilish.

**Kalit so'zlar.** Ismlar, atamalar va tavsiflar, intonatsiya va ohanglarning vazifalari, intonatsiya va gap turlari, oddiy nutq diapazoni, sezgi guruhlaridagi ohanglar.

### **Интонация и ее виды.**

**Аннотация.** В этом материале мы предлагаем упрощенное описание интонаций и изучаем их самостоятельно с помощью тонов. В этом материале кратко описаны следующие тона: понижение тона, повышение тона; падать – подниматься; высокое падение, низкое падение; высокий рост, средний рост, низкий рост.

**Ключевые слова.** Имена, термины и описания, функции интонации и тонов, интонация и виды речи, нормальный речевой диапазон, тоны в сенсорных группах.

Types of intonation in phonetic materials for ESL learners are often named and described according to types of sentences in which this or that intonation is used. For example: intonation of statements; intonation of Yes-No questions; intonation of items in a series; intonation of direct address.<sup>1</sup> [1.5] This is a simple and practical

<sup>1</sup> Intonation: The Secret Ingredient to Great Pronunciation.article.real life

way of describing English intonation – you easily memorize where this or that intonation is used while listening to audio samples.

Types of intonation are also named and described using the terms "falling intonation, rising intonation, high-rising intonation", and the like. The tones are named in a similar way: falling tone, or fall; rising tone, or rise; fall-rise; high rise. The names of different types of intonation and tones may differ in phonetic materials.<sup>2</sup>

In our materials on this site, the terms "falling tone, or fall; rising tone, or rise" are used to denote normal unemphatic falling and rising tones; the terms "high fall, high rise, low fall" denote certain emphatic tones. Note that in our materials we describe American English intonation, which is generally characterized by strong rhythmical stresses, by mid-level beginning, and by relatively even mid-level continuation until the final fall or rise.

Intonation is the melody of the sentence. Intonation is created by changes in the pitch of the voice (the voice goes higher and lower; remains on the same level; rises or falls), by sentence stress (strong stress on important words; weak stress or no stress on less important words), and by rhythm (stressed syllables occur at more or less equal intervals).

The most important functions of intonation are to distinguish types of sentences (statements, questions, commands, requests) and to divide sentences into sense groups. Also, intonation allows speakers to express various emotions.

The tone (rise, fall, etc.) is the most significant pitch change that takes place at the end of sense groups and at the end of the sentence. The terminal tone at the end of the sentence is the most important means for determining the type of sentence (statement, question, command, request). (Some other terms related to intonation and tones are described in [Introduction and Glossary of Terms](#) in the section Phonetics.)

Syntactically, sentences are divided into four types: declarative, interrogative, imperative, exclamatory.

Intonation distinguishes types of sentences according to intonation and tones in them. For example, commands are pronounced with falling intonation, and requests

---

<sup>2</sup> Intonation. J.C. Wells. article

are pronounced with rising intonation: Sit \down. Sit \down, /please. But both of these sentences are imperative sentences.<sup>3</sup>[3.14]

Intonation and tones can change types and meanings of sentences. For example: He is a \doctor. (a statement); He is a /doctor? (an echo question); You can drive a \car, \can't you? (The speaker is almost sure that you can drive a car.) You can drive a \car, /can't you?[3/15] (The speaker is not sure that you can drive a car.)

Normally, all commonly used types of English intonation and tones are pronounced within the normal speaking range in ordinary speech.

Our voices have the ability to pronounce a wide range of sounds, from very low sounds (for example, like grumbling or growling) to very high sounds (for example, like squeaking or squealing). Naturally, we do not normally use grumbling, growling, squeaking, or squealing in our ordinary normal speech. When we speak, we use our normal speaking range, not our total voice range.

Everyone knows his or her normal speech range – the range in which we can speak normally (loudly, softly, quickly, slowly), without straining our voices too much. And everyone knows how low or how high this or that falling or rising tone is usually pronounced in his native language.<sup>4</sup>[4.25]

But the tones of English are not the same as the tones in our native language, and if we want to understand and use them correctly, we need to study them.

Normal unemphatic intonation is used in speech by the majority of people for communication with other people in formal and informal situations of everyday life. Most of our feelings and emotions can be expressed using unemphatic intonation. All types of sentences can be pronounced with normal unemphatic intonation.

Two main types of unemphatic intonation – falling intonation and rising intonation – are described in Falling Intonation and Rising Intonation in the section Phonetics. Usually, unemphatic falling intonation ends in an unemphatic falling tone, and unemphatic rising intonation ends in an unemphatic rising tone.

Emphatic intonation expresses strong emotions and intensifies the meaning of a sentence. <sup>5</sup> [5.135]Emphatic intonation often uses a wider range, in which the voice

---

<sup>3</sup> Intonation patterns expressing politeness in English requests and commands and their cross-language perception. (Diplomová práce) Autor: Miriam Delongová (Anglická filologie) Vedoucí práce: Mgr. Václav Jonáš Podlipský, Ph.D.

<sup>4</sup> Generally, pitch of voice refers to a percept (i.e. a subjective experience) of the fundamental frequency (F0) in a speech signal. F0 is subject to physical objective measurements. Although there is a strong correlation between F0 and intonation, we should never equal a F0 track with an intonation pattern (Volín 2009).

<sup>5</sup> Blum-Kulka, S. (1987). Indirectness and politeness in requests: Same of different?. Journal of Pragmatics 11, 131-146. Boersma, P. and Weenink, D. (2013).

may go much higher or lower than in normal intonation. Some emphatic tones, for example, the high rise and the low fall, may occasionally go beyond (above or below) the boundaries of the normal speaking range.

We recommend that learners of English should use mostly unemphatic falling and rising intonation and unemphatic falling and rising tones. Emphatic intonation and tones express various (numerous) nuances of attitude, which are always difficult for language learners to master, and that, in turn, often leads to incorrect use.

**Conclusion.** Intonation and stress are closely linked. In fact it's impossible to dissociate them. They go hand in hand. Intonation is about how we say things, rather than what we say, the way the voice rises and falls when speaking, in other words the music of the language. Just as words have stressed syllables, sentences have regular patterns of stressed words. In addition, the voice tends to rise, fall or remain flat depending on the meaning or feeling we want to convey (surprise, anger, interest, boredom, gratitude, etc.).

Intonation therefore indicates the mood of the speaker. There are two basic patterns of intonation in English: falling intonation and rising intonation. In the following examples a downward arrow (↘) indicates a fall in intonation and an upward arrow (↗) indicates a rise in intonation. Again, these are not rules but patterns generally used by native speakers of English. Just remember that content words are stressed, and intonation adds attitude or emotion. This explanation on intonation is intended to serve as a general guide to help learners.

#### REFERENCES

1. Blum-Kulka, S. (1987). Indirectness and politeness in requests: Same of different?. *Journal of Pragmatics* 11, 131-146. Boersma, P. and Weenink, D. (2013).
2. Praat: doing phonetics by computer (Version 5.3.41) [Computer program]. Retrieved February 9, 2013, from <http://www.praat.org/>. Bolinger, D. (1986).
3. *Intonation and Its Parts: Melody in Spoken English*. Stanford: Stanford University Press. Bolinger, D. (1989).
4. *Intonation and Its Uses: Melody in Grammar and Discourse*. Stanford: Stanford University Press. Brazil, D. (1994).
5. *Pronunciation for Advanced Learners of English*. Cambridge

## LESSON TRACKING-AS A TOOL FOR ASSESSING THE QUALITY OF EDUCATION

*Ergasheva Umida Ravshan qizi*

*Teacher, English language and literature faculty*

*Fergana State university*

*Isroilova Nasiba Ibrohimjon qizi*

*Student, English language and*

*literature faculty Fergana State university*

### Аннотация

Ushbu maqolada darslarni kuzatishning ta'lim sifatini baholashdagi o'rni, hamda kuzatuv mashg'ulot paytida o'qituvchining yutuq va kamchiliklarini aniqlash vositasi sifatida qo'llanilishi, nafaqat o'qituvchi va talabalarning individual xarakterli harakatlarini, balki ushbu harakatlarning o'zaro bog'liqligini, ularning sarflangan harakatlar samaradorligi bilan bog'liqligini aniqlash mumkinligi, darslarni kuzatishda qanday jihatlariga e'tibor qaratilishi kerakligi haqida fikr yuritilgan.

### Аннотация

В данной статье рассматривается роль наблюдения за уроками в оценке качества образования, а также применение наблюдения как средства выявления достижений и недостатков учителя при обучении, можно выявить не только индивидуально характерные действия учителя и учащихся, но и взаимосвязь этих действий, их связь с эффективностью затраченных усилий, на какие аспекты следует обратить внимание при наблюдении за уроками.

### Annotation

This article reflects on the role of lesson observation in assessing the quality of education, as well as the use of observation as a means of determining the achievements and shortcomings of the teacher during training, how it is possible to determine not only the individual characteristic actions of the teacher and students, but also the relationship of these actions, their connection with the effectiveness of.

**Kalit so'zlar:** dars kuzatuv, dars tahlili, o'qituvchi yutuqlari, ta'lim sifatim pedagogik mahorat, amaliy-metodik yordam, ilg'or texnologiya.

**Ключевые слова:** наблюдение за уроком, анализ урока, достижения учителя, качество моего образования, педагогическое мастерство, практико-методическая помощь, передовые технологии.

**Keywords:** lesson observation, lesson analysis, teacher achievements, educational quality pedagogical skills, practical-methodological assistance, advanced technology.



The richest and most valuable information is given by direct visual observation of the educational process. It provides a comprehensive study of the main thing in the lesson - the activities of the teacher and students, its quality, its direct impact on solving the problems of planned education and education.

Pedagogical observation can be relatively complete if in a logical relationship all aspects of the activities of the teacher and students and the results available for perception are controlled. Also, the attention of the observer can be partial when it is focused on any particular side of the teacher's activity or even several issues (Organization of work, teaching methods, etc.) or those involved (their activities and independence, relationships, etc.).

In any choice of the subject of control, it is mandatory to clearly define the tasks and develop an indicative observation plan in advance. To do this, as a rule, it is necessary to familiarize yourself with the controlled pedagogical documents (a work plan for the current period, a lesson summary, notes in the Journal of educational work) and often talk to him, sometimes with students.

During the observation process, attention should be paid to the events that concern the planned topic and control tasks. They should be recorded in the protocol with a short note, if necessary, supplemented with schematic drawings, conditional signs, etc. At the same time, it is important to determine not only the individual characteristic actions of the teacher and students, but also the relationship of these actions, their connection with the effectiveness of the spent actions. For example, noting the next assignment of the teacher and the unsuccessful execution by students, it is also worth noting the inaccuracies in the formation of the assignment (or the lateral display of the proposed actions) that caused the unsuccessful actions of the performers.

Why do you need to carry out observation in the lesson?

Observation is part of an integrated approach to assessing the quality of Education,

for implementation, basic educational programs are determined by degrees, therefore, the educational activity control program is a means of assessing the quality of Education.

The following tasks should be carried out when observing and analyzing classes:

- assessment of the work of a teacher in an educational institution by lesson observers;
- monitoring the correspondence of the course process to the stages of the course;
- to achieve practical and methodological assistance provided by observers to the teacher who is taking classes;
- study and popularize advanced experiences.

Through the observation and analysis of the lesson, the general readiness of students, their activity in obtaining knowledge, interest in the academic discipline,

careful work, ability to work independently with text, maps, tables, tools, attitude towards the teacher is determined. At the same time, the activities of the teacher are also analyzed.

Aspects such as the level of knowledge of the teacher's curriculum materials, the separation of the main point in the process of explaining a new topic, adherence to the principles of Science and simplicity, Exhibitionism, the correct setting of the lesson goal, the correct planning of the lesson process, the ability to achieve cooperation in the lesson, control the acquisition of knowledge and skills,

Observation and analysis of the teacher's lesson several times makes it possible to draw conclusions on his pedagogical skills, work system, mastery of his students, level of knowledge, as well as his field and professional competence.

It is worth noting that when analyzing the lessons of school teachers, most often observers evaluate the lesson in more external aspects, despite the fact that it is a holistic system, meditating superficially on the content and essence of the lesson. Also, in the lesson analysis, it is said that the teacher uses a pointing weapon, works with didactic cards, etc., but there is no thought about such issues as what purpose, in what situation they were used, how effective they were, how correctly the distribution of time was followed, did not take into account the age characteristics of students.

In addition, another serious drawback is the inability to focus on the self-analysis of the teacher. The principle of self-analysis provides the basis for the teacher's determination of the target path regarding the identification and elimination of achievements and shortcomings in his activities. Lessons should be observed and analyzed based on a specific purpose. Only then will the result be effective and help to draw a clear conclusion about the learning process. Systematics in lesson analysis, lack of a specific goal, accidental participation in the lesson, inability to analyze the lesson in depth, and inability to provide practical assistance to the student lead to a decrease in the quality and level of classes.

The analysis of the lessons is not only of methodological importance, but also one of the most important forms of leadership and control over the educational process in the school. The systematic implementation of the practice of observing and analyzing the teacher's lesson provides an opportunity to compare classes and determine whether the mistakes made have been eliminated. Teacher peer-to-peer classroom observation is an experience exchange process, where the teacher in the classroom uses all his skills to function with high performance, while the analyzing teacher enriches his experience by offering suggestions and feedback, improving his methodological skills.

The analysis of the lesson is carried out at the following stages.

1. Preparation for observing the lesson
2. Monitoring the course of the lesson

3. Ensuring self-analysis
4. Lesson analysis and making suggestions

When analyzing the lesson, it is recommended to focus on the following.

- formation of goals and objectives that the lesson seeks from observation;
- clear definition of the lesson to be observed;
- preparation of the lesson observation structure;
- preparation of the necessary materials; talk to the teacher.

The main purpose of monitoring the lesson of teachers and its analysis should be aimed at developing knowledge, skills and abilities of students, further improving the educational work of the school, increasing the responsibility of teachers.

Conclusion. Lesson analysis is the main factor in studying the teacher's performance, determining to what extent students master the basics of Science and controlling the implementation of the materials of the state curriculum according to the plan. The analysis of classes into scientific, methodological, didactic and general pedagogical, psychological aspects will clarify the course analysis, perfect it and expand the possibility of an excellent assessment of the activities of the teacher and the student.

#### Literature :

1. Умаров А.С., Рахимов А.К., Мирзаева Н.А. ДАРС СИФАТИНИНГ ТАДЛИЛИ-ТАЪЛИМ ТАРАЪКИЁТИ МЕЗОНИ //ТА'ЛИМ ВА RIVOJLANISH TANLILI ONLAYNILMIY JURNALI. - 2022. - С.80-88.
2. Амонов М.Н., Хусенова С.С. РАЗВИТИЕ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА У ДЕТЕЙ //СОВРЕМЕННОЕ ДЕТСТВО: ЗДОРОВЬЕ, РАЗВИТИЕ, БЕЗОПАСНОСТЬ. - 2021. - С. 137-140.
3. Amonov M. N. The problems of designing professional skills and independent training of future teachers in Uzbekistan //Academic research in educational sciences. - 2021. - Т.
4. Амонов М. Н. ОСОБЕННОСТИ ФОРМИРОВАНИЕ ОРГАНИЗАТОРСКИХ КАЧЕСТВ У УЧАЩИХСЯ ПЕДАГОГИЧЕСКИХ КОЛЛЕДЖЕЙ //Научное пространство: актуальные вопросы, достижения и инновации. - 2020. - С. 9-14.
5. Жураев Б. Т. и др. O'ZARO DARSLARNI TANLIL QILISH KASBIY MAHORATNI OSHIRISHNING VOSITASI SIFATIDA: Jurayev Bobomurod Tojiyevich, Buxoro davlat universiteti pedagogika kafedrasida o'qituvchisi G'aybullayeva Madina Habibullo qizi, Buxoro davlat universitetining pedagogika instituti magistri //Образование и инновационные исследования международный научно-методический журнал. - 2022. - №. 6. - С. 198201.
6. G'aybullaeva M. DARS TANLILI PEDAGOGIK MAHORATNI OSHIRISHNING VOSITASI SIFATIDA //Scientific progress. - 2022. - Т. 3. -№. 2. - С. 836-840. ^ ^
7. Мирзаев И. Дарс тахлили. / Укув-услубий кулланма. - Т.: «Укитувчи», 1985.
8. Олимов Ш.Ш. Некоторые вопросы организации урока на основании педагогических технологий //Молодой ученый. - 2013. - №. 5. - С. 752754. "Экономика и социум" №4(107)-2 2023

## THE CRUCIAL ROLE OF TEACHER PRESENCE IN THE CLASSROOM: ENHANCING PEDAGOGIC METHODS FOR EFFECTIVE LEARNING

*Ergasheva Umidaxon Ravshan qizi*

*Teacher, English language and literature faculty*

*Fergana state university*

*Sobirjonova Madina Akmal qizi*

*Student, English language and literature faculty*

*Fergana state university*

**Annotation:** This article explores the importance of teacher presence in the classroom for effective learning. The article emphasizes that beyond innovative pedagogic methods, the connection between teachers and students remains the foundation of successful education. The article discusses methods for building trust, engaging students, adapting to the digital environment, and fostering critical thinking. Research and practical examples demonstrate how active teacher presence contributes to increased motivation, academic achievement, and student development.

**Keywords:** Teacher presence, pedagogic methods, student engagement, trust, meaningful connections, digital learning, virtual classrooms, critical thinking, flexibility, adaptability, education transformation

**Аннотация:** Статья рассматривает важность присутствия учителя в классе для эффективного обучения. Статья подчеркивает, что помимо инновационных педагогических методов, связь между преподавателями и учащимися остается основой успешного образовательного процесса. В статье рассматриваются методы установления доверия, вовлечения студентов, адаптации к цифровой среде и развития критического мышления. Исследования и практические примеры демонстрируют, как активное присутствие преподавателя способствует повышению мотивации, учебных результатов и развитию студентов.

**Ключевые слова:** Присутствие учителя, педагогические методы, вовлеченность учащихся, доверие, значимые связи, цифровое обучение, виртуальные классы, критическое мышление, гибкость, адаптируемость, трансформация образования.

**Annotatsiya:** Maqolada samarali o'rganish uchun o'qituvchining sinfda bo'lishi muhimligi ko'rib chiqiladi. Maqolada ta'kidlanganidek, innovatsion pedagogik usullar bilan bir qatorda o'qituvchi va o'quvchilar o'rtasidagi bog'liqlik ham muvaffaqiyatli ta'lim jarayonining asosi bo'lib qolmoqda. Maqolada ishonchni o'rnatish, talabalarni jalb qilish, raqamli muhitga moslashish va tanqidiy fikrlashni rivojlantirish usullari ko'rib chiqiladi. Tadqiqotlar va amaliy tadqiqotlar shuni ko'rsatadiki, o'qituvchining faol ishtiroki o'quvchilar motivatsiyasini, ta'lim natijalarini va rivojlanishini oshiradi.

**Kalit so'zlar:** O'qituvchi ishtiroki, pedagogik usullar, o'quvchilarning faolligi, ishonch, mazmunli aloqalar, raqamli o'rganish, virtual sinflar, tanqidiy fikrlash, moslashuvchanlik, moslashuvchanlik, ta'limni o'zgartirish.

In the dynamic landscape of education, where technology continues to reshape traditional teaching methods, the enduring significance of teacher presence in the classroom remains paramount. While innovative pedagogic techniques undoubtedly play a vital role in fostering student engagement and comprehension, it is the personal connection forged between educators and learners that forms the bedrock of effective teaching and learning experiences.

#### **Establishing a Foundation of Trust and Engagement:**

At the heart of the teacher's presence is the ability to establish a foundation of trust and engagement with students. Beyond imparting knowledge, educators serve as mentors, facilitators, and role models. Their presence, both physically and emotionally, cultivates an environment where students feel valued, supported, and empowered to participate actively in the learning process.

#### **Fostering Meaningful Connections:**

Effective pedagogic methods are not solely reliant on instructional techniques; they hinge on the quality of relationships forged within the classroom. Teachers who demonstrate genuine care, empathy, and understanding create an atmosphere conducive to open communication and collaboration. By actively listening to students, addressing their concerns, and acknowledging their individual strengths and challenges, educators can tailor their approach to meet the diverse needs of learners effectively.

#### **Navigating the Digital Terrain:**

In an era dominated by digital tools and virtual platforms, maintaining teacher presence transcends physical proximity. Virtual classrooms require educators to adapt their pedagogic methods to foster meaningful connections in an online environment. Utilizing video conferencing, discussion forums, and interactive multimedia resources can help bridge the gap between distance and engagement, ensuring that students remain connected to their instructors and peers despite physical separation.

#### **Cultivating a Culture of Inquiry and Critical Thinking:**

Teacher presence extends beyond the transmission of information; it serves as a catalyst for intellectual curiosity and critical thinking. By actively engaging students in thought-provoking discussions, encouraging independent inquiry, and providing constructive feedback, educators empower learners to think critically, analyze information, and form their own perspectives. This approach not only enhances academic achievement but also equips students with the skills necessary to navigate an increasingly complex and interconnected world.

### **Embracing Flexibility and Adaptability:**

In the pursuit of effective pedagogic methods, flexibility and adaptability are essential attributes for educators. Recognizing that every classroom presents unique challenges and opportunities, teachers must remain responsive to the evolving needs and dynamics of their students. Whether adjusting lesson plans on the fly, incorporating diverse learning modalities, or accommodating individual learning styles, the ability to adapt ensures that teacher presence remains dynamic and relevant in any educational setting.

### **Conclusion:**

In essence, teacher presence serves as the cornerstone of effective pedagogic methods, anchoring the learning experience in a foundation of trust, engagement, and meaningful connections. As educators navigate the complexities of modern education, embracing the multifaceted role of teacher presence ensures that learning transcends mere information dissemination to become a transformative journey of discovery, empowerment, and growth for both students and teachers alike.

### **References**

1. Brooks, J. G., & Brooks, M. G. (1999). "In search of understanding: The case for constructivist classrooms". Alexandria, VA: Association for Supervision and Curriculum Development.
2. Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. "American Journal of Distance Education", 15(1), 7-23.
3. Korthagen, F. A. J., Loughran, J., & Russell, T. (2006). "Developing fundamental principles for teacher education programs and practices". *Teaching and Teacher Education*, 22(8), 1020-1041.
4. Richardson, V. (2003). Constructivist pedagogy. "Teachers College Record", 105(9), 1623-1640.
5. Smith, K., Sheppard, S. D., Johnson, D. W., & Johnson, R. T. (2005). Pedagogies of engagement: Classroom-based practices. "Journal of Engineering Education", 94(1), 87-101.
6. Szeto, E., Cheng, A. Y., & Law, N. (2020). The role of teacher presence in supporting cognitive, social, and teaching presence in online teaching and learning. "Educational Technology Research and Development", 68(5), 2275-2304.
7. Vygotsky, L. S. (1978). "Mind in society: The development of higher psychological processes". Cambridge, MA: Harvard University Press.

## ROLE OF SYLLABLE IN ENGLISH LANGUAGE

*Ergasheva Umidaxon Ravshan qizi*

*Teacher, English language and literature faculty*

*Fergana state university*

*Sobirjonova Madina Akmal qizi*

*Student, English language and literature faculty*

*Fergana state university*

**Abstract.** This article is all about syllables and will give a definition for syllable definition, cover the types of syllables in English, and provide some syllable examples. We'll also cover syllable division – in other words, how to divide a word into its constituent syllables.

**Key words.** syllable, the formation of syllable, the sequence of letters, the link, the open link, the closed link.

**Annotatsiya.** Ushbu maqola bo'g'inlar haqida bo'lib, bo'g'in ta'rifiga ta'rif beradi, ingliz tilidagi bo'g'in turlarini qamrab oladi va bo'g'inlarga misollar keltiradi. Shuningdek, biz bo'g'in bo'linishini - boshqa so'z bilan aytganda, so'zni uning tarkibiy bo'g'inlariga qanday ajratishni ko'rib chiqamiz.

**Kalit so'zlar.** Bo'g'in, bo'g'inning yasalishi, harflar ketma-ketligi, bo'g'in, ochiq bo'g'in, yopiq bo'g'in.

**Аннотация.** В этой статье рассказывается о слогах, дается определение слога, рассматриваются типы слогов в английском языке и приводятся примеры слогов. Мы также рассмотрим слоговое деление – иначе говоря, как разбить слово на составляющие его слоги.

**Ключевые слова.** Слог, образование слог, последовательность букв, слог, открытый слог, закрытый слог.

A syllable is a unit of organization for a sequence of speech sounds, typically made up of a syllable nucleus (most often a vowel) with optional initial and final margins (typically, consonants). Syllables are often considered the phonological "building blocks" of words.<sup>[1]</sup> They can influence the rhythm of a language, its prosody, its poetic metre and its stress patterns. Speech can usually be divided up into a whole number of syllables: for example, the word ignite is made of two syllables: ig and nite.

Syllabic writing began several hundred years before the first letters. The earliest recorded syllables are on tablets written around 2800 BC in the Sumerian city of Ur.

This shift from pictograms to syllables has been called "the most important advance in the history of writing".<sup>[1.126]</sup>

A word that consists of a single syllable (like English dog) is called a monosyllable (and is said to be monosyllabic). Similar terms include disyllable (and disyllabic; also bisyllable and bisyllabic) for a word of two syllables; trisyllable (and trisyllabic) for a word of three syllables; and polysyllable (and polysyllabic), which may refer either to a word of more than three syllables or to any word of more than one syllable.

There can be disagreement about the location of some divisions between syllables in spoken language. The problems of dealing with such cases have been most commonly discussed with relation to English. In the case of a word such as hurry, the division may be /hʌr.i/ or /hʌ.ri/, neither of which seems a satisfactory analysis for a non-rhotic accent such as RP (British English): /hʌr.i/ results in a syllable-final /r/, which is not normally found, while /hʌ.ri/ gives a syllable-final short stressed vowel, which is also non-occurring. Arguments can be made in favour of one solution or the other: A general rule has been proposed that states that "Subject to certain conditions ..., consonants are syllabified with the more strongly stressed of two flanking syllables",<sup>[2.52]</sup> while many other phonologists prefer to divide syllables with the consonant or consonants attached to the following syllable wherever possible. However, an alternative that has received some support is to treat an intervocalic consonant as ambisyllabic, i.e. belonging both to the preceding and to the following syllable: /hʌrɪ/. This is discussed in more detail in English phonology § Phonotactics.

The onset (also known as anlaut) is the consonant sound or sounds at the beginning of a syllable, occurring before the nucleus.<sup>[3.129]</sup> Most syllables have an onset. Syllables without an onset may be said to have an empty or zero onset – that is, nothing where the onset would be.

Some languages restrict onsets to be only a single consonant, while others allow multiconsonant onsets according to various rules. For example, in English, onsets such as pr-, pl- and tr- are possible but tl- is not, and sk- is possible but ks- is not. In Greek, however, both ks- and tl- are possible onsets, while contrarily in Classical Arabic no multiconsonant onsets are allowed at all.

What is a syllable in English? A syllable is a unit of spoken language that forms an entire word or parts of words. Syllables are usually made up of a single vowel sound and any surrounding consonant sounds. For instance, the word 'butter' contains two syllables: 'but' and 'ter'. First of all, let's lay down a handy definition.

<sup>1</sup> Walker, Christopher B. F. (1990). "Cuneiform". [Reading the Past: Ancient Writing from Cuneiform to the Alphabet](#)

<sup>2</sup> Harper, Douglas. "syllable". [Online Etymology Dictionary](#). Retrieved

<sup>3</sup> Walker, Christopher B. F. (1990). "Cuneiform". [Reading the Past: Ancient Writing from Cuneiform to the Alphabet](#)



Once we understand ‘what is a syllable in English?’, we’ll be able to go into more detail later on!

A syllable is a single, unbroken vowel sound within a spoken word. They typically contain a vowel, or two if one is silent, and perhaps one or more accompanying consonants. All words are made from at least one syllable.

Syllables are sometimes referred to as the 'beats' of a word that form its rhythm, and breaking a word into syllables can help English learners with phonetic spelling. Another way to describe a syllable is a 'mouthful' of a word!

What is a syllable in English? – Examples:

Since we’ve answered the question of ‘what is a syllable in English?’, it’s time for us to witness them in action. Below are some examples of words with different numbers of syllables:

- 'Tie' has one syllable.
- 'Rescue' has two syllables - Res + cue
- 'Alphabet' has three syllables - Al + pha + bet
- 'Activity' has four syllables - Ac + tiv + i + ty
- 'Electricity' has five syllables - E + lec + tri + ci + ty
- A word with only one syllable can be called monosyllabic. There are names for other syllable amounts in words too: disyllabic for two, trisyllabic for three and quadrisyllabic for four. Or, you can just refer to them as polysyllabic if they have more than one!

• An important thing to note is that the length of the word doesn't affect the number of syllables it has. . [4.136] It's all about the number of vowel sounds.

- What are the six types of syllables?
- Next up in our journey of learning ‘what is a syllable in English?’, we’ll learn about the different kinds of syllable. While there are two main types of syllables, closed and open, there can also be split into six different kinds. Let’s learn a bit about what these are:

- 1) Closed Syllable
- A closed syllable is a word unit with a single vowel that ends with a consonant. These have short sounds such as bat, plant, shop and rabbit.
- 2) Open Syllable
- An open syllable is a word unit that ends with a single vowel such as go, me, you and potato.
- There are more types of syllables that you might come across in more advanced grammar, including:

- magic 'e' or vowel-consonant -e;
- R-controlled syllables;

<sup>4</sup> Walker, Christopher B. F. (1990). "Cuneiform". [Reading the Past: Ancient Writing from Cuneiform to the Alphabet](#)

- diphthong (vowel team);
- and consonant 'le'.

These syllables end in a final silent 'e' (hence why they're nicknamed magic 'e' syllables) with a consonant just before the silent 'e'. The silent 'e' makes the vowel before the consonant have a long sound. Here are some examples: line, cute, mine, pine, mute, home.

This syllable is usually taught after children are familiar with short and long sounds, as well as closed and open syllables. .<sup>[5.42]</sup> Here's a teaching tip for you: to transition from closed syllables to VCE words, try adding a silent 'E' to CVC words. For example, 'hat' becomes 'hate' and 'tap' becomes 'tape'.

In r-controlled syllable words, there's always a vowel followed by an 'r'. The 'r' gives the word a unique sound. Examples of VR words: her, fur, ear, for, purr.

This kind of syllable is taught after open, closed and VCE syllables.

A diphthong syllable usually has two vowels next to each other which are pronounced together, which is why they're dubbed 'vowel teams' - the vowels work together as a syllable. The vowel combinations are typically: ow, oe, ie, ee

Here are examples of words with diphthong syllables: tail, play, grow, oboe, eight, meet, beat, boat.

In some words, there are two vowels next to each other, but the combination is reversed when compared to a diphthong syllable where the vowels are pronounced together.

For example, many words have the vowel combination 'io' in them, such as the word 'lion'. With these vowel combinations, you split the syllable between 'i' and 'o' so that the word actually has two syllables. These syllables are still known as vowel teams.

Consonant 'le' Syllable. These syllables have no vowel sound - the silent 'e' at the end of the syllable works as the only vowel. You only pronounce the consonant and the 'l'. Examples of words with the 'le' syllable: maple, purple, turtle

Conclusion . A syllable is a unit of pronunciation that can join other syllables to form longer words or be a word in and of itself. Syllables must contain a singular vowel sound and may or may not have consonants before, after, or surrounding the vowel sound.

To illustrate this, here are some brief examples of what a syllable can look like:

- The indefinite article "a" is a syllable (one vowel sound, with no consonants).
- The word "oven" has two syllables because it has two vowel sounds – "ov" /-ʌv/ + "en" /-ən/ (each of these syllables includes a vowel sound and a consonant).

---

<sup>5</sup> [Liddell, Henry George; Scott, Robert; A Greek-English Lexicon at the Perseus Project](#)

• Many words consist of only one syllable, such as "run," "fruit," "bath," and "large." Each of these comprises a combination of one vowel sound and various consonants.

## REFERENCES

1. de Jong, Kenneth (2003). "Temporal constraints and characterising syllable structuring". In Local, John; Ogden, Richard; Temple, Rosalind (eds.). *Phonetic Interpretation: Papers in Laboratory Phonology VI*. Cambridge University Press. pp. 253–268. doi:10.1017/CBO9780511486425.015. ISBN 978-0-521-82402-6. Page 254.
2. Walker, Christopher B. F. (1990). "Cuneiform". *Reading the Past: Ancient Writing from Cuneiform to the Alphabet*. University of California Press; British Museum. ISBN 0-520-07431-9. as cited in Blainey, Geoffrey (2002). *A Short History of the World*. Chicago, IL: Dee. p. 60. ISBN 1-56663-507-1.
3. Harper, Douglas. "syllable". *Online Etymology Dictionary*. Retrieved 2015-01-05.
4. Liddell, Henry George; Scott, Robert; *A Greek–English Lexicon at the Perseus Project*
5. Smyth 1920, §523: present stems formed by suffixes containing v
6. International Phonetic Association (December 1989). "Report on the 1989 Kiel Convention: International Phonetic Association". *Journal of the International Phonetic Association*. 19 (2). Cambridge University Press: 75–76. doi:10.1017/S0025100300003868. S2CID 249412330.

---

**MA'LUMOTLAR OMBORLARINI BOSHQARISH TIZIMLARI**

---

*Chorshanbiyeva Dilshoda Akbar qizi*

*Qashaqadaryo viloyati Gulzor tumani*

*1-sonli kasb xunar maktabi informanika fani o'qituvchisi*

*Zokirova Nargiza Sadriddin qizi*

*Namangan Davlat Universiteti Amaliy matematika va raqamli*

*texnologiya kafedrasida o'qituvchisi*

**Annotatsiya:** Bu maqolada ma'lumotlar omboriga oid juda kerakli va ko'pchilik adashtiradigan ikki terminni tushuntirib berilgan hamda bu terminlar o'rtasidagi farq va taxlillar tushuntirib o'tilgan. Bundan tashqari ma'lumotlar omborini yaratish va uning hususiyatlariga ham to'xtalib o'tilgan.

**Kalit so'zlar:** ma'lumotlar ombori, ma'lumotlar omborining boshqarish tizimlari, SQL texnologiyasi MBVTning turlari

---

**СИСТЕМЫ УПРАВЛЕНИЯ БАЗАМИ ДАННЫХ**

---

*Чошбаева Дилшода Акбаровна.*

*Учитель информатики профессионального училища №1*

*Гулзорского района Кашкадарьинской области*

*Закирова Наргизы Садриддиновна*

*Наманганский государственный университет*

*Прикладная математика и цифровые технологии*

*преподаватель технологического кафедре*

**Аннотация:** В этой статье объясняются два очень полезных и часто путающих термина, связанных с хранилищем данных, а также объясняются различия и анализ между этими терминами. Кроме того, также обсуждалось создание хранилища данных и его особенности.

**Ключевые слова:** база данных, системы управления базами данных, технология SQL, виды MBVT.

---

**DATABASE MANAGEMENT SYSTEMS**

---

*Choshbayeva Dilshoda Akbar's daughter*

*Teacher of Informatics at Vocational School No. 1,*

*Gulzor District, Qashqadaryya Region*

*Zakirova Nargiza Sadriddin's daughter*

*Namangan State University Applied mathematics and*

*Digital teacher of the technology department*

**Abstract:** This article explains two very useful and often confused terms related to data warehousing, and explains the differences and analysis between these terms. In addition, the creation of a data warehouse and its features were also discussed.

**Key words:** database, database management systems, SQL technology, types of MBBT

Ko'pchilik, terminlarni tushunish bo'yicha biroz qiynalishadi, lekin aynan terminlarni bilish, qo'yilgan vazifalarni yechishda yoki paydo bo'lgan xatoliklarni bartaraf etishda juda kerak bo'ladi. Misol uchun, biror muammo paydo bo'lsa, biz darhol Google'ni yordamga chaqiramiz, agar Google qidiruv tizimiga terminlar orqali so'rov bersangiz, muammo yechish qiyinchilik tug'dirmaydi, agar terminlarsiz oddiy so'zlar bilan qidirishni amalga oshirsangiz, muammoni yechishga ancha vaqt ketib qoladi.

**Ma'lumotlar ombori** bu — tartiblangan ma'lumotlarni saqlovchi va qayta ishlovchi axborot modeli hisoblanadi. Soddaroq qilib aytganda, bir xil turdagi axborotlarni o'zida saqlovchi va berilgan so'rovlar orqali ularni taqdim etuvchi model. Misol uchun, kitoblar javoni, bu ma'lumotlar ombori hisoblanadi, ya'ni bir xil turdagi(kitoblarni) obyektlarni o'zida saqlaydi, yoki bo'lmasa telefon raqamlar yozilgan kitobcha, bu yerda ism, telefon raqam kabi bir xil tipdagi ma'lumotlar saqlanadi, bu ham ma'lumotlar ombori.

**Ma'lumotlar omborini boshqarish tizimi** — bu ma'lumotlar omborini hosil qiluvchi, ma'lumotlarni qayta ishlovchi va qidiruvchi tizim hisoblanadi. Qisqa qilib aytganda, MOBT barcha jarayonlarni amalga oshiradi. Ma'lumotlar ombori faqat ma'lumotlarni saqlaydi, qolgan barcha ishlarni MOBT bajaradi.

Ma'lumotlar omboridagi ma'lumotlar, SQL so'rov tillari orqali boshqariladi, bu tilda MOBT'ga so'rov beriladi, bu so'rov u yerda qayta ishlanib, natija olish uchun ma'lumotlar omboriga murojaat qiladi, u yerdan so'rovga mos ma'lumotni olib, so'rovga javob beradi:

So'rov berish:

**SQL so'rov -> MOBT -> Ma'lumotlar ombori**

natija olish:

**Ma'lumotlar ombori -> MOBT — > So'rovga javob**

Quyidagi dasturlar MBBT'ga misol bo'la oladi:

- Oracle;
- MySQL;
- Microsoft Office Access;
- MariaDB;
- Microsoft SQL Server;

...

Hulosa shuki, siz o'ylagan bu dasturlar, ma'lumotlar ombori emas, balki MOBT hisoblanadi.

Ma'lumotlar ombori MOBT'ning bir qismidir, demak bu dasturlarni ishlatganda «ma'lumotlar ombori sifatida Oracle'ni tanladim» emas, balki «Ma'lumotlar omborini boshqarish tizimi sifatida Oracle'ni tanladim» to'g'ri bo'ladi.

**Ma'lumotlar ombori** bu — tartiblangan ma'lumotlarni saqlovchi va qayta ishlovchi axborot modeli hisoblanadi. Soddaroq qilib aytganda, bir xil turdagi axborotlarni o'zida saqlovchi va berilgan so'rovlar orqali ularni taqdim etuvchi model. Misol uchun, kitoblar javoni, bu ma'lumotlar ombori hisoblanadi, ya'ni bir xil turdagi(kitoblarni) obyektlarni o'zida saqlaydi, yoki bo'lmasa telefon raqamlar yozilgan kitobcha, bu yerda ism, telefon raqam kabi bir xil tipdagi ma'lumotlar saqlanadi, bu ham ma'lumotlar ombori.

**Ma'lumotlar omborini boshqarish tizimi** — bu ma'lumotlar omborini hosil qiluvchi, ma'lumotlarni qayta ishlovchi va qidiruvchi tizim hisoblanadi. Qisqa qilib aytganda, MOBT barcha jarayonlarni amalga oshiradi. Ma'lumotlar ombori faqat ma'lumotlarni saqlaydi, qolgan barcha ishlarni MOBT bajaradi.

**MBBTning asosiy xususiyatlari** — bu faqatgina ma'lumotlarni kiritish va saqlashda ishlatiladigan protseduralar tarkibi bo'lmasdan, ularning strukturasi ham tasvirlaydi. Ma'lumotlarni o'zida saqlab va MBBT ostida boshqariladigan fayl oldin ma'lumotlar banki, keyinchalik esa «Ma'lumotlar bazasi» deb yuritila boshlandi. Ma'lumotlarni boshqarish tizimi quyidagi xossalarga ega:

- fayllar to'plami mantiqiy kelishuvni quvvatlaydi;
- ma'lumotlar ustida ish yuritish tili bilan ta'minlaydi;
- har xil to'xtalishlardan keyin ma'lumotlarni qayta tiklaydi;
- bir necha foydalanuvchilarning parallel ishlashini ta'minlaydi

MB bitta yoki bir necha modellarga asoslangan bo'lishi mumkin. Xar qanday modelga o'zining xossalari (parametrlari) bilan tavsiflanuvchi obyekt sifatida qarash mumkin. SHunday obyekt ustida biror amal (ish) bajarsa bo'ladi. MB modellarining uchta asosiy turlari mavjud:

**Relyatsion, ierarxik va semantik tarmoq.**

**Relyatsion** (lotin tilidagi relatio-munosabat so'zidan olingan) modelda ma'lumotlarni saqlash uni tashkil etuvchi qismlari orasidagi munosabatlarga asoslangan. eng sodda xolda u ikki o'lchovli massiv yoki jadvaldan iborat bo'ladi. Murakkab axborot modellari ana shunday jadvallarning o'zaro bog'langan to'plamidan iborat.

MBning **ierarxik** modeli pastki pog'onadagi yuqori pog'onadagiga bo'ysinish tartibida joylashgan elementlar to'plamidan iborat bo'ladi va ag'darilgan daraxt(graf)ni tashkil etadi. Ushbu model satx,tugun,bog'lanish kabi parametrlar bilan tavsiflanadi.

MBning **semantik** tarmoq modeli ierarxik modelga uxshashdir. U xam tugun, satx, bog`lanish kabi asosiy parametrlarga ega. Lekin semantik tarmoq modelida turli satxdagi elementlar orqali «erkin», ya'ni «xar biri xamma bilan» ma'noli bog`lanish qabul qilingan.

### IYERARXIK TIZIMLAR

IBM firmasining Information Management System (IMS) tizimi ko'p tarqalgan va taniqli tipik vakili bo'ladi. Uning birinchi varianti 1968-yilda paydo bo'lgan. Hozirgacha ko'pgina ma'lumotlar bazasi u bilan ishlash imkoniyatiga ega. Bu MBda yangi texnologiyaga va yangi texnikaga o'tishda yetarlicha muammolarni hal qilishga olib keladi.

**TARMOQLI TIZIMLAR** Bu tizimning tipik vakili Integrated Database Management System (IDMS) tizimidir. 1970-yillar bir nechta tizimlar yaratildi, ular orasida IDMS ham bor edi. Bu tizim ko'pchilik operatsion tizimlarni boshqarishda IBM firmasi mashinalarini ishlatish uchun mo'ljallangan. Tizimning arxitekturasi Integrated Database Management System (IDMS) dasturlash tili bo'yicha Conference on Data Systems Languages (CODASYL) tashkiloti taklifiga ko'ra tuzilgan. Bu tashkilot Kobol dasturlash tiliga mas'uldir.

Ma'lumotlar bazasini uch bosqichli arxitekturasi Ma'lumotlar bazasini boshqarish tizimini qanday bo'lishini (qurilishi) o'rganishdagi ilmiy izlanishlar, ularni amalga oshirishni xilma xil usullarini taklif qildi. Bulardan eng hayotiysi, Amerika standartlashtirish instituti ANSI (American National Standards Institute) tomonidan taqdim etilgan MB sini uch bosqichli tashkil qilish bo'lib chiqdi.

**MBBT arxitekturasi.** Insonlarga tushunarli bo'lgan tabiiy til, matematik formulalar, jadvallar, grafiklar va boshqa vositalar yordamida bajarilgan bu tavsif ma'lumotlar bazasini loyihalash ustida ish yuritishda ma'lumotlarning *infologik modeli* deb ataladi.

MBBT kerakli ma'lumotlarni tashqi eslab qo'yish qurilmasidan ma'lumotlarning *fizik modeli* bo'yicha izlaydi. Demak, kerakli ma'lumotlardan foydalanishga ruxsat aniq bir MBBT yordamida bajariladi. Shuning uchun, ma'lumotlar modeli ushbu MBBT ma'lumotlarni tavsiflash tilida tavsiflanishi kerak bo'ladi. Ma'lumotlarning infologik modeli bo'yicha yaratiladigan bunday tavsifiga ma'lumotlarning *datalogik modeli* deyiladi.

Ma'lumotlarni nomlangan eng kichik birligi ma'lumot elementidir. U ko'pincha maydon deb aytiladi va bayt va bitlardan tashkil topadi. **MB administratori** deyilganda birorta shaxs yoki bir necha shaxslardan iborat bo'lgan va MB sini loyihalash, uzatish va samarador ishlashini ta'minlovchidir.

### **Foydalanilgan adabiyotlar ro'yhati:**

- 1 Karimov I.A. O'zbekis kelajagi buyuk davlar asari
2. Ayupov R.X Ismoilov S.I. Ayupov X.R. Xususiy kompyuterlarning ishlatilishi T;TMI 2022 yil
- 2 Umumiy o'rta ta'lim maktablarining 5-sinfi uchun darslik. Qayta ishlangan va to'ldirilgan uchinchi nashri. O'zbekiston Respublikasi Xalq ta'limi vazirligi tasdiqlagan. Toshkent-2020
- 3 Ermatov SH Shaxsiy kompyuterlarning operatsion tizimlari, qurilmalari va vositalari. Toshkent 2007
4. <https://arxiv.uz/uz/documents/referatlar/informatika-va-at/raqamli-yexnologiya>
- 5 <https://kompy.info/ofis-dasturlari-va-ularning-yangi-imkoniyatlari-ofis-dasturlar.html>



## OFFIS DASTURI VA UNING YANGI IMKONIYATLARI

*Juraboyev Dilmurod Muhtorjon o'g'li*

*Namangan viloyati Chortoq tumani 1-sonli kasb xunar maktabi  
informanika fani o'qituvchisi*

*Zokirova Nargiza Sadriddin qizi*

*Namangan Davlat Universiteti Amaliy matematika va  
Raqamli texnologiya kafedrasida o'qituvchisi*

**Annotatsiya:** Microsoft Office dasturining imkoniyatlari ularning hususiy hollari va ularning yangilanib borayotgan versiyalari haqida gap brogan. Hozirgi zamonda Offis dasturlari paketlarini o'rni va ulardan qay darajada foydalanish yo'llari haqida umumiy tushunchalar berilgan. Har bir yangilangan versiyaning qanday afzalliklari bor ekanligi haqida umumiy tushunchalar ham berib borilgan. Offis dasturlari yildan yilga takomillashgani uchun qanday o'zgarishlarini o'z ichiga olishi haqida tushuntirib o'tilgan

**Kalit so'zlar:** Microsoft Office, Microsoft Windows, Windows Phone, Android, OS X, iOS, Microsoft Word, Microsoft Excel, Microsoft Power Point, Microsoft FrontPage

## ПРОГРАММА OFFICE И ЕЕ НОВЫЕ ВОЗМОЖНОСТИ

Учитель информатики профессионального училища №1

Чортоқского района Наманганской области

Джурабоев Дилмурод Мухтаржанович

Наманганский государственный университет Прикладная

математика и цифровые технологии

преподаватель технологического кафедры

Закирова Наргизы Садриддиновна

**Аннотация:** Рассмотрены особенности программ Microsoft Office на конкретных случаях и их обновленных версиях. Дано общее представление о месте программных пакетов Office и способах их использования в современности. Также представлен обзор преимуществ каждой обновленной версии. В нем объясняется, как программы Office менялись с годами по мере их совершенствования.

**Ключевые слова:** Microsoft Office, Microsoft Windows, Windows Phone, Android, OS X, iOS, Microsoft Word, Microsoft Excel, Microsoft Power Point, Microsoft FrontPage.

## OFFICE PROGRAM AND ITS NEW FEATURES

Informatics teacher at Vocational School No. 1, Chortoq District,  
Namangan Region

Juraboyev Dilmurod Muhtorjon ugli

Namangan State University Applied mathematics and digital  
teacher of the technology department

Zakirova Nargiza Sadriddin qizi

**Abstract:** The features of Microsoft Office programs are discussed in their specific cases and their updated versions. General understanding of the place of Office software packages and how to use them is given in modern times. An overview of the benefits of each updated version is also provided. It explains how Office programs have changed over the years as they improve.

**Keywords:** Microsoft Office, Microsoft Windows, Windows Phone, Android, OS X, iOS, Microsoft Word, Microsoft Excel, Microsoft Power Point, Microsoft FrontPage Excel, Microsoft Power Point, Microsoft FrontPage

Amaliy dasturlar foydalanuvchi tomonidan aniq amallar bajarilishini ta'minlaydi. Amallarga misol keltirsak unga matn kiritish, rasm chizish, fototasvirlarni qayta ishlash, ilustrasiya, video ma'lumotlarni qayta ishlash, audio ma'lumotlarni qayta ishlash, aloqa o'rnatish, hisob – kitob ishlari kabi amallar misol bo'la oladi Amaliy dasturlardan keng tarqalganlaridan biri Microsoft Office paketidir. Microsoft Office paketi Microsoft firmasi tomonidan ishlab chiqariladi va er yuzining barcha davlatlarida aynan shu paketdan foydalanib kelinmoqda.

Microsoft Office – Microsoft korporatsiyasi tomonidan – Microsoft Windows, Windows Phone, Android, OS X, iOS operatsion tizimlari uchun yaratilgan idora dasturlari to'plamidir. Ushbu to'plam tarkibiga turli xildagi hujjatlar: matn, jadval, ma'lumotlar ombori va boshqalar bilan ishlash imkonini beruvchi dasturiy ta'minot kiradi.

Microsoft Office dasturlar paketi o'z ichiga bir necha amaliy dasturlarni mujassamlashtirgan. Bu dasturlarga Microsoft Word matn muxarriri, Microsoft Excel elektron jadvali, Microsoft Power Point taqdimotchisi, Microsoft Access ma'lumotlar ombori, Microsoft FrontPage Web sahifalarni tayyorlovchisi va Outlook Express elektron pochta orqali ma'lumotlarni uzatish va qabul qilish maqsadida ishlatiladigan dasturlar kiradi. Yuqorida aytib o'tilgan barcha dasturlar yoki hech bo'lmaganda bittasi o'rnatilishi kerak bo'lsa u holda Microsoft Office paketi inisializasiya qilinadi. Inisializasiya jarayoni odatda Windows operatsion sistemasi o'rnatilgandan keyingina amalga oshiriladi. Sababi o'rnatilishi kerak bo'lgan paket Windows muhitiga moslashtirilgan. Office dasturlarining mavjudligi foydalanuvchini to'liq qondira oladi.

Microsoft Office paketini o'rnatishdan oldin, biz o'rnatayotgan kompyuterning xotira zaxirasining mavjudligi, paket tarkibidagi dasturlarning zarurligini va qaysi komponentlarning talab etilishini bilishimiz shart. Inisializasion dastur odatda ancha katta hajmga ega bo'lganligi tufayli arxivlangan holatda kompakt disklarda (CD-R) va mantiqiy disklarda (vinchesterlarda) yozilgan bo'ladi.

Microsoft Office dasturlarini kopgina insonlar ular qaysi faoliyat bilan shug'ullanishidan qat'iy nazar egallashlari kerak. Ular yordamida hujjat bilan ishlashga bog'liq masalalarning katta qismi bajariladi. Matn muharriri matnlar bilan amallar bajarish uchun mo'ljallangan bo'lib, ular yordamida hujjatlar yaratish va formatlash, ularga jadvallar, rasmlar, turli shakllar va boshqalarni qo'yish mumkin. Word 2007 matn muharriri oxirgi 10 yillarda yaratilgan matn muharrirlari orasida nufuzli o'rinni egallaydi. Har bir yangi versiyaning yaratilishi bilan ular yana ham yangilanadi. Microsoft Word 2007 ning interfeysi shunday tuzilganki, unda aniq masalani yechish uchun ishchi sohada kerak bo'lgan jihozlarga tez murojaat qilish mumkin. Bundan tashqari Microsoft Word, haqiqatan orzu qilingan ulkan imkoniyatlarga ega

Office paketining turli versiyalari mavjud. Ularga misol qilib Office 95, OSR, OSR2, malakali foydalanuvchilar uchun Office 97 pro, yuqori interfeysga ega Office 2000, Office XP va h.k.z.lar. Yana shuni ta'kidlash joiski, har bir versiya ishlanmasining to keyingi versiya chiqqunicha ularning yangi ishlanmalari tavsiya etib borilgan va Office ning yangi imkoniyatlari qo'shimcha qilib borilgan.

Microsoft Office dasturlar paketining rivojlanishi qisqacha quyidagi jadvalda keltirilgan.

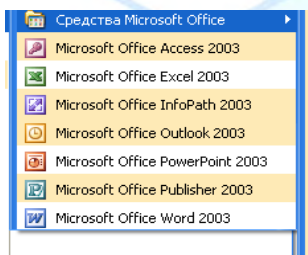
Microsoft Office versiyasi	Tarkibidagi dasturlar soni	Ishlab chiqarilgan yili
Microsoft Office 95	3	1995
Microsoft Office 97	4	1997
Microsoft Office 2000	5	2000
Microsoft Office XP	5	2001
Microsoft Office 2003	7	2003
Microsoft Office 2007	9	2006
Microsoft Office 2010	9	2009

Officening versiyasi o'zgarishi bilan uning tarkibidagi dasturlarning versiyalari o'zgarib boradi. Har bir versiyaning o'zgarishi, uning imkoniyatining kengaytirilishi, qulay interfeysi va foydalanuvchiga taqdim etilgan qulayliklari bilan farq qiladi. Undan tashqari paket versiyasining o'zgarishi bilan uning hajmi ham kattalashadi, aniqrog'i Office tarkibidagi dasturlarning imkoniyatlari oshgan sari hajmi ham

oshadi. Office tarkibidagi dasturlar uning komponentlarini tashkil etadi. Ko'pgina vaqtlarda o'xshash Office paketlari o'xshash kompyuterlarda o'rnatilgandan so'ng turli hajmlarni egallaydi. Bunga sabab komponentlarning o'rnatilganligidadir, ya'ni har bir komponent o'zining hajmiga ega. Demak paketning qaysi komponentlari yoki dasturlari o'rnatilganligidadir.

OFFICE-xp va OFFICE-2003 ikkala versiyadagi dasturlar bir-biridandeyarli farq qilmaydi, faqat OFFICE-2003 ni imkoniyati ko'proq. Shuning uchun OFFICE-2003 dasturlar paketi haqida fikr yuritamiz. OFFICE-2003 dasturlar paketini shahsiy kompyuterga o'rnatish uchun avvalambot kompyuterda Windows operatsion tizimi o'rnatilgan bo'lishi lozim.

OFFICE-2003 dasturlar paketiga quyidagilar kiradi.



Microsoft Office Word – har xil ko'rinishdagi oddiy va murakkab matnlarni kiritish va ularni tahrirlashga mo'ljallangan matn muharriri.

Microsoft Office Excel har xil ko'rinishdagi hisob-kitobli ma'lumotlar, jadvallar, formulalar, funksiyalar va diagrammalar bilan ishlashga mo'ljallangan elektron jadvalli dastur.

Microsoft Office Power Point – ma'lumotlarni taqdimot (prezentatsiya), reklama qilishga mo'ljallangan taqdimot dasturi.

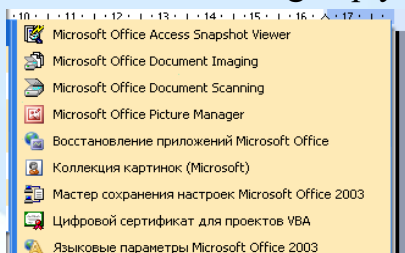
Microsoft Office Access – ma'lumotlar ombori (bazasi) ni yaratish va unda ishlashga mo'ljallangan dastur.

Microsoft Office Publisher - har xil tipdagi noshirlik ishlari, buklet, byuletenlarni e'lon va Web-uzellarni yaratish, va o'zgartirishga mo'ljallangan muharrir dastur.

Microsoft Office Outlook elektron pochtdan foydalanishga mo'ljallangan dastur.

Microsoft Office InfoPath – yordamida tashkilotda ma'lumotlarni yig'ish va qyta ishlashni dinamik shaklda to'ldirish va ishlatish uchun mo'ljallangan dastur.

“Средства Microsoft Office” bo'limi o'z ichiga quyidagilarni oladi:



Microsoft Office Access Snapshot Viewer- suratlarni ko'rish yordamida hisobotlarni ko'rib chiqish va yozishga sharoit yaratadi.

Microsoft Office Document Imaging - Microsoft Office Document Imaging ilova vositalari orqali grafik shakldagi matn fakslarni o'qish va qurish.

Microsoft Office Document Scanning - Microsoft Office Document Scanning grafik hujjatlar matnlarini o'qish, ko'p varaqli hujjatlarni skanerlash.

Microsoft Office Picture Manager- Microsoft Office dispetcheri yordamida grafik shakldagi fayllarni tizimlashtirish, tahrir qilish va hamkorlikda ishlatish.

Восстановление приложений Microsoft Office - Microsoft Office ilovalarini tiklash.

Коллекция картинок (Microsoft) – tovushlar, klip, rasm, suratlarni import va tizimlashtirish.

Mastersoxraneniyanastroek Microsoft Office 2003 - Microsoft Office ilovalarini saqlash va tiklash.

Сыфровой сертификат для проектов ВБА bu dastur tasdiqlangan sertifikat yaratadi. Ushbu dastur aynan shu kompyuterda personal makroslar bilan qo'llanilishi mumkin.

Языковые параметры Microsoft Office 2003 - Microsoft Office ilovalari uchun tilni tanlash.

Office dasturlar paketini o'rnatishda yuqorida ko'rsatilgan dasturlarni tanlash orqali, ya'ni keraklisini o'rnatish orqali kompyuter qattiq diskidagi joyni tejash mumkin. Masalan, sizni kompyuteringiz Internetga ulangan bo'lmasa Microsoft Outlookni o'rnatishingiz shart emas yoki rangli, lazerli printeringiz bo'lmasa Microsoft Puplicsherni ham o'rnatish shart emas va hokazo. Bu dasturlar keyinchalik sizga kerak bo'lib qolganida bemalol Office tarkibini yangilab bu dasturlarni o'rnatib olishingiz mumkin.

Agar siz Internetga qo'shilgan bo'lsangiz, Office dasturlar paketini Internet orqali yangilab borishingiz mumkin. Officeni kompyuteringizga o'rnatgandan so'ng bemalol matnlarni tahrirlash, na'lumotlar bazasida ishlash, hisob-kitobli jadvallarni tahrirlash va hokazo ishlarni qilishingiz mumkin.

### **Xulosa**

Xulosa qilib aytganda, Offis dasturlaridan foydalanish ularning versiyalari oshgani sari imkoniyatlari va qo'llanilish usullari ham kengayib borayapti. Offis dasturlari matn muharirlari bilan cheklanib qolmay zamon bilan hamnafas tarzda oshib va kuchli olg'a intilib bormoqda. Xozirgi kunga kelib offis dasturlaridan foydalanish har sohada ham o'z o'rnini egallab, barcha sohalar uchun birdek xizmat qluvchi paketga aylanib bormoqda. Shuning uchun xozirgi kunda IT ning asosiy negizi va o'rganilishining boshlang'ich tushunchasi sifatida Offis dasturlari paketini o'rganish alohida ahamiyat kasb etmoqda. Xar qanday dasturlashtirish paketini

o'rganishdan avval albatta Offis dasturlar paketini o'rganish dastiurlashtirish sohasida ham kata ro'l o'ynaganini hisobga olsak Offis paketlari hozirgi zamonaviy dunyoning asosiy elementi sifatida qarashimiz mumkin bo'ladi.

### **Foydalanilgan adabiyotlar ro'yxati:**

- 1 Karimov I.A. O'zbekis kelajagi buyuk davlar asari
2. Ayupov R.X Ismoilov S.I. Ayupov X.R. Xususiy kompyuterlarning ishlatilishi T;TMI 2022 yil
- 2 Umumiy o'rta ta'lim maktablarining 5-sinfi uchun darslik. Qayta ishlangan va to'ldirilgan uchinchi nashri. O'zbekiston Respublikasi Xalq ta'limi vazirligi tasdiqlagan. Toshkent-2020
- 3 Ermatov SH Shaxsiy kompyuterlarning operatsion tizimlari, qurilmalari va vositalari. Toshkent 2007
4. <https://arxiv.uz/uz/documents/referatlar/informatika-va-at/microsoft-office-dasturlar-paketi-va-ularning-vazifalari-muharrir-dasturlar>
- 5 <https://kompy.info/ofis-dasturlari-va-ularning-yangi-imkoniyatlari-ofis-dasturlar.html>

**TABLE OF CONTENTS / ОГЛАВЛЕНИЯ / MUNDARIJA**

<b>№</b>	<b>The subject of the article / Тема статьи / Maqola mavzusi</b>	<b>Page / Страница / Sahifa</b>
1	INTELEKTUAL MULK HUQUQI NIZOLARINI ADR ORQALI HAL QILISH. JAHON VA O'ZBEKISTON	3
2	XALQARO TIJORAT ARBITRAJI QARORLARNI TAN OLIH VA IJRO ETISH	5
3	CONCEPTS AND CHARACTERISTICS OF EDUCATION AND QUALITY OF EDUCATION	12
4	"ELECTROLYSIS" TO STUDENTS. "FARADAY'S FIRST LAW" ORGANIZING THE LESSON (EXAMPLE OF VOCATIONAL VOCATIONAL SCHOOL)	15
5	РАЗВИТИЕ СИСТЕМЫ ПОДГОТОВКИ МОЛОДЕЖНЫХ ЛИДЕРОВ СОСЕДСТВА К ТРЕБОВАНИЯМ ВРЕМЕНИ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ	19
6	TODAY'S ACTUAL ISSUE: PRODUCING WELL-PREREPARED SIMULTANEOUS INTERPRETERS FOR SPONTANEOUS SPEECHES IN POLITICAL CONFERENCES	23
7	O'SIMLIKLARNI TUPROQSIZ YETISHTIRISH TEXNOLOGIYASI	29
8	"MUHAMMAD YUSUF SHE'RIYATIDA TARIXIY SHAXSLAR TALQINI"	32
9	MODERN METHODS OF IDENTIFYING THE CAUSATIVE AGENTS OF RESPIRATORY DISEASES IN CHILDREN	39
10	РАЗВИТИЕ КУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ В ПЕРЕВОДЕ	43
11	INFLUENCE OF DIPLOMACY TO LANGUAGE CHANGE	47
12	ENGLISH AS A SECOND LANGUAGE	50
13	CULTURAL BARRIERS	53
14	MIKROSTRUKTURAGA QARAB PO'LAT TARKIBIDAGI UGLEROD MIQDORINI ANIQLASH	57
15	TEKISLIKNI BIROR IZI ATROFIDA AYLANTIRISH VA JIPSLASHTIRISH USULI	64
16	MANTIQIY DASTURLANADIGAN KONTROLLERLARNING TUZILISHI	69
17	POYABZAL SANOATI ISHLAB CHIQARISH TEXNIK DARAJASI TAHLILI	74
18	MANTIQIY DASTURLASHTIRILADIGAN KONTROLLERLARNI DASTURLASHDA LADDER DIAGRAM DASTURLASH TILI	78
19	APPROACHES TO ENABLING EXPRESSIVE COMPONENTS WITHIN ARTISTIC DISCOURSE	84
20	PROBLEMS IN TEACHING WRITING	91
21	ANALYSIS OF UZBEK AND ENGLISH IDIOMS	95
22	TEACHING GRAMMAR TO YOUNG LEARNERS USING VARIOUS GAMES	98
23	THE EFFECTS OF SPORTS ON LIFE	101

24	BOSHLANG'ICH SINFLARDA BERILADIGAN GEOMETRIYA MATERIALLARINI O'RGANISHDA O'QUVCHILARNING KOMPITENTLILIGINI OSHIRISH	107
25	CONCEPT OF VOCATIONAL EDUCATION AND ITS CHARACTERISTICS IN UZBEKISTAN	112
26	ОТНОШЕНИЯ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ С ВНЕШНЕЙ СРЕДОЙ И СОЦИАЛЬНЫМИ ОРГАНИЗАЦИЯМИ	117
27	КАСБИЙ МАЛАКАЛАР, БИЛИМ ВА КЎНИКМАЛАРНИ РИВОЖЛАНТИРИШ МИЛЛИЙ ТИЗИМИ	121
28	AHOLI TURMUSH DARAJASIDAGI TAFOVUTLARNI STATISTIK O'RGANISHNING AHAMIYATI	127
29	TARIX DARSLARINI TASHKIL ETISHDA ZAMONAVIY METODLARDAN FOYDALANISH	135
30	BANKLARNING KASSA OPERATSIALARINI VA ULARNI HISOBGA OLISH	139
31	СРАВНЕНИЕ ПОНЯТИЙ ОПЕРАТИВНОГО ВНЕДРЕНИЯ КАК ОРМ РЕСПУБЛИКИ УЗБЕКИСТАН С ДРУГИМИ СТРАНАМИ	142
32	AVTOMOBIL YO'LLARINI LOYIHALASHDA SHO'RLANGAN GRUNTLARNI YO'L POYIDA QO'LLASH	146
33	MAQSUD SHAYXZODA SHE'RLARIDA VATAN MADHI	150
34	THE IMPORTANCE OF TEACHING PRONUNCIATION TO ENGLISH AS A FOREIGN LANGUAGE EFL LEARNERS	153
35	INTONATION AND ITS TYPES	156
36	LESSON TRACKING-AS A TOOL FOR ASSESSING THE QUALITY OF EDUCATION	160
37	THE CRUCIAL ROLE OF TEACHER PRESENCE IN THE CLASSROOM: ENHANCING PEDAGOGIC METHODS FOR EFFECTIVE LEARNING	164
38	ROLE OF SYLLABLE IN ENGLISH LANGUAGE	167
39	MA'LUMOTLAR OMBORLARINI BOSHQARISH TIZIMLARI	142
40	OFFIS DASTURI VA UNING YANGI IMKONIYATLARI	177



***Напоминание!** — Образование наука и инновационные идеи в мире || Авторы несут персональную ответственность за правильность цифр и данных в статьях и планах занятий, включенных в мировой научно-методический журнал, и за правильность приведенных цитат.*

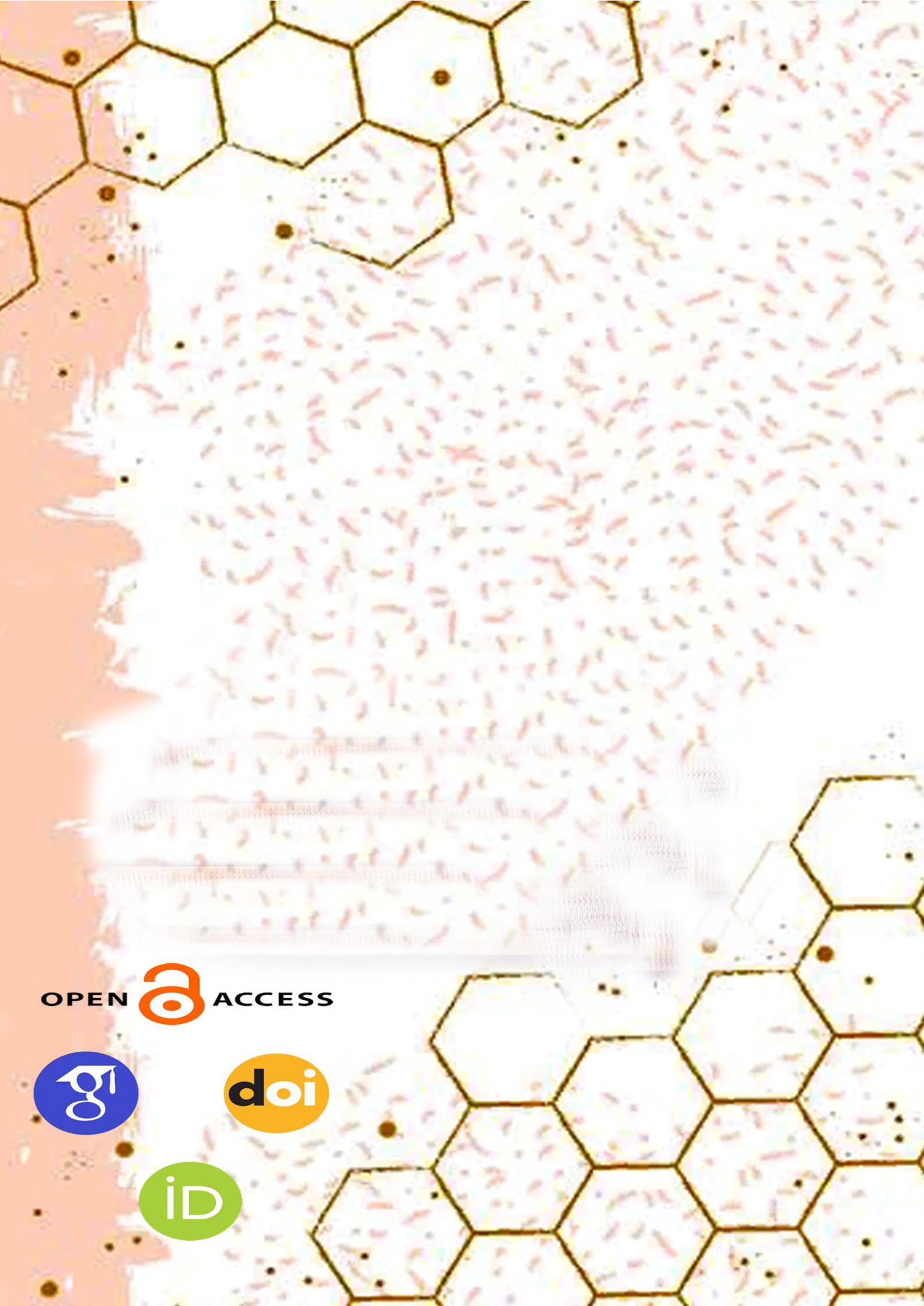
**Главный редактор:  
Семёнов Владимир Львович**

**Помощник редактора:  
Абдурахманов Бобуржон**

**Подготовитель к публикации:  
Халиков Тохирджон Шавкатжонович**

— Образование наука и инновационные идеи в мире всемирный научно-методический журнал, 2024-г.





OPEN  ACCESS

