

**ОБРАЗОВАНИЕ,**

**НАУКА И ИННОВАЦИОННЫЕ ИДЕИ  
В МИРЕ**

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ЧАСТЬ - 1



## METHOD OF TEACHING STUDENTS OF ADVANCED CLASSES ENGLISH THROUGH THE METHOD OF GAMES

*Dilfuza Saydaliyeva Zairjanovna*

*Tashkent State Transport University*

*Assistant of the Department of foreign languages*

**Abstract:** This article describes the importance of using gaming technology in English lessons in elementary school. Because the games motivate people to learn a foreign language and influence all aspects of their development: senses, consciousness, will and behavior.

**Keywords:** foreign languages, games, teaching methods, primary school

First, let's get acquainted with the pun. what is the game A game is a structured activity, usually done for fun and sometimes used as an educational tool? Games are distinct from work, which is usually done for reward, and art, which is more concerned with the expression of ideas. Key components of games are objectives, rules, challenge, and interaction. Games generally involve mental or physical stimulation, and often both. Many games help develop practical skills, serve as a form of practice, or otherwise serve an educational, simulated, or psychological role. Games can be used at any stage of the lesson once the target language has been introduced and explained. They serve both as an exercise in memory and review, as well as a way to use the language freely, and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for the teacher, who can identify difficulties and take appropriate corrective action. Games are fun and kids love to play them. That alone is a strong argument for including them in EFL classes. Play is an important and natural part of growing up and learning. Through play, children experiment, discover and interact with their environment.

Many experienced authors of textbooks and method manuals have argued that games are not just time-consuming activities but have great educational value. WR Lee believes that most language games encourage learners to use the language instead of thinking about learning the correct forms. He also says that games should be at the heart of language teaching programs, not secondary. Richard Amato sees it similarly, warning against overlooking the pedagogical value of games, especially in foreign language classes. Using the games has many advantages. Games can reduce anxiety and make acquisition of input more likely (Richard - Amato). They are extremely motivating and entertaining and can give shy students more opportunities to express their opinions and feelings. They also allow learners to gain new experiences in a foreign language that are not always possible in normal classrooms. In addition, to

quote Richard Amato, they add variety to regular classroom activities, breaking the ice but also being used to introduce new ideas.

Further support comes from Zdybiewska, who believes that games are a good way to practice language as they provide a model of what learners will use the language for in real life in the future. Games stimulate, entertain and promote the flow of language. If not for any of these reasons, they should be used simply because they help students see beauty in a foreign language and not just problems. [1, 12] Games are often used as a quick warm-up or when there is some time left at the end of the lesson. However, as Lee notes, a game should not be viewed as a sideline that fills in the occasional moment when the teacher and class have nothing better to do. Games should be at the heart of foreign language teaching. Rixons suggests using games in all phases of the lesson, provided they are appropriate and carefully chosen.

At different stages of the lesson, the teacher goals associated with a game may vary:

1. Presentation. Provide a good model that makes its meaning clear;
  2. Controlled practice. Elicit good imitation of the new language and appropriate responses;
  3. communicative practice. Give students the opportunity to use the language.
- [2, 24] Games are also good for review practice and help learners retain material in an enjoyable and fun way.

Elementary school classroom games work best when they build on the premise of relaxation and reward, but actually reinforce skills already learned. Once the teacher has figured out which game works best, the effective teacher can use that game to keep students engaged and focused. Many teachers use fun and educational games in their classes to increase student activity, which is the main method of acquiring solid knowledge, skills and abilities. Didactic games are one of the most important means of intellectual and moral education of children. The main form of didactic entertainment is games that create a stable interest in learning and relieve tension. They form psychological qualities necessary for the educational process, such as thinking, attention and memory. They also form the competences of the pedagogical work. All game plans can be divided into: 1. Educational games based on study materials; 2. entertaining games characterized by puzzles, logic games, speed games. [1, 46] The game plan in elementary school is first explained in terms of the psychological and educational characteristics of younger children. The special importance of play lies in its role as a means of adapting children to learning. Therefore, it must become an integral part of the educational process in primary schools.

The cognitive character development game sphere is used to develop logical thinking, imagination and quick learning. There are some entertaining games like jigsaw puzzles, crosswords, riddles, riddles, games with geometric figures and others.

These games aren't about speed; it's about finding the right solution. These games promote the development of constructive thinking, train the skills of creative types, and develop spatial thinking. As the experience of teachers working with the game curriculum shows, teachers can quickly increase the effectiveness of teaching by organizing the process of cognitive character formation in the form of games.

There are many great games to play in the elementary school classroom. It's just a matter of finding the few games that certain students actually enjoy and actively participate in when played. Elementary school students love games because it feels like a break from everyday rudimentary learning, but that's just an excuse. Many of the best games played are actually based on concepts that are explored. This is the advantage of playing within the confines of the elementary school classroom. Games should be positive in every moment they are applied as this will lead the students to enjoy the activity while having a hidden useful exercise. And hidden is mentioned because these types of activities usually make students forget that they are learning and focus more on playing and/or winning. [3, 18] Games that are designed as exercises in the classroom with play equipment and situations can motivate and encourage students to take pedagogical action. The main areas in which game methods and techniques are used: 1) didactic goal for students in the form of a game task; 2) training activities according to the rules of the game; 3) The training material is used as a tool in learning activities, didactic tasks are introduced as a competitive element during the game; 4) the successful implementation of didactic tasks related to the outcome of the game. [4, 54] Gaming technologies are one of the most effective forms of education for younger students in the classroom, allowing teachers to make students' work interesting and exciting, not only on the creative and exploratory level, but also in everyday learning. The place and role of game technology in the educational process, a combination of game and learning elements, depends on the understanding of the teacher's functions and the classification of educational games. G. K. Selevko classified educational games according to the following criteria: field of activity, type of pedagogical process, game technique, specialty, game environment.

There can be the following groups of games:

- 1) education, training, monitoring and summary;
- 2) informative, educational, sociable;
- 3) reproductive, productive, creative;
- 4) communicative, diagnostic, psychological, etc.

Thus, Gaming Technology can be understood as including a sufficiently large group of methods and techniques for organizing the educational process and a variety of educational games that will help you make the learning process fun and interesting. Much of this is important in developing the creative skills of junior year students. From the variety of educational games, the teacher should choose the one that most

accurately conveys the content of the study material to interested students and is a catalyst for the development of students' creative abilities. [5, 124] Experience has shown that the successful development of children's creative abilities should provide the solution to educational problems. It forms the important characteristics such as: the positive attitude towards school, a school subject; the ability and willingness to participate in the collective training activities; the ability to listen to each other; voluntary desire to expand their abilities; disclosure of one's own creative abilities; self-expression, self-assertion. These qualities arouse the interest of elementary school students and the desire to continue their activities and contribute to the development of creative abilities. Games in language classes help children see English learning as enjoyable and rewarding. Playing games in the classroom develops the ability to cooperate, compete without being aggressive. Most importantly, games can facilitate lesson planning.

All English lessons must include games as games are best built through demonstrations rather than lengthy explanations. Play is the most important and essential element in the development of man or society as a whole. This is how children discover the world while playing. The need to play and the desire to play must be properly used and directed with a view to solving specific problems in the educational process. Play will be the means of education and teaching if it is included in the whole pedagogical process. When the teacher directs the game and organizes the life of the students in the game, she influences the development of the students from all sides: meaning, consciousness, will and behavior.

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## THE HISTORY OF THE CONCEPT OF "GENDER" IN LINGUISTICS

*Dilfuza Saydaliyeva Zairjanovna*

*Tashkent State Transport University*

*Assistant of the Department of foreign languages*

**Annotation:** This article provides information about the history of the term gender, its entry into linguistics and its role in linguistics. In addition, the work on gender issues in the Uzbek language was touched upon.

**Keywords:** gender, gender linguistics, gender, society, language, research.

In today's process of globalization and integration, the further development of science is becoming increasingly important. The development of culture, art, science, its promotion from the point of view of a new era, a new worldview is one of the priorities of the prospects of our state and society. In the process of developing these areas, special attention was paid to the language sphere, strengthening the national potential of the Uzbek language, and several areas of scientific research were developed.

The role of language in human life is invaluable. Without language, people would not be able to understand each other, communicate and even understand the world. Based on these possibilities, scientists study and study the language from all sides, considering it as a social phenomenon. Therefore, they emphasize that language is inextricably linked with such sciences as philosophy, sociology, history, ethics, psychology. As a result of this connection, a number of new directions in linguistics have emerged: such branches of science as cognitive linguistics, ethnolinguistics, sociolinguistics, computational linguistics, clinical linguistics, neurolinguistics. This, along with the fact that imitation training raises linguistics to a new level, helps to enrich ideas about language, analyze its structure more deeply, clarify issues such as language development and its importance.

Recently, in the media, especially on the pages of the press, the number of journalistic speeches concerning inter-sexual relations has increased significantly. Arguments aimed at improving the status of women in society are becoming especially widely publicized. Until now, even the most serious results achieved in socio-psychological research are more or less applicable to the concept of gender. While the concept of gender, that is, gender, begins to actively participate in our language in the future, it is necessary to clarify its content as a sociolinguistic concept.

"Gender" comes from the English word "gender" - "gender, personality, breed", which defines the concept of gender not as a physiological reality, but mainly as a socio-cultural device. Gender is a universal biological difference between men and

women, a unit of biological characteristics that is the basis for determining the anatomical and physiological essence, that is, an individual's belonging to the biological sex: male and female. Frivolous differences between men and women relate to their biological characteristics. But in addition to the biological differences between men and women, by their nature there are many differences in social positions, differences in forms of activity, behavior and psychological characteristics of individuals. In order to distinguish these quoted descriptions more clearly, the term gender was introduced.

The introduction of the concept of gender in a general sense helps to distinguish between two concepts – biological and social gender. In our everyday life, concepts that are not related to gender are called "male" or "female". In order to distinguish these concepts more clearly, the concepts of "masculinity (masculinity)" and "femininity (femininity)" were adopted. The introduction of new concepts made it possible to overcome the biological conflict of male and female identity and pay attention to the disclosure of the internal mechanisms of the formation of different cultures from a gender point of view.

Anthropologists, psychologists and sociologists argue that gender is a social and cultural, not a biological definition, and cultural and historical -relative. Sofya Babayan on this: "gender is a social concept. An impeccable image of a woman or a man is given, the chronological and geographical environment is presented in its diversity, national traditions, ethnopsychology, religion, history, national mentality, etc." [6, 168]. Its content, interpretation and expression change within and between cultures, and also serve as an object of historical changes. Social factors: age, category, race and origin – constitute a separate gender context, expression and experience and emphasize that it cannot be equated with gender or sexuality in any simplified way.

The content of the concept of "gender" is embodied primarily in the social modeling or organization of gender. Social gender is determined by social practices. A normative system of behavior arises in society, which dictates the fulfillment of certain gender roles; accordingly, a number of well-established ideas about traits related to "masculinity" and "femininity" arise in this society. Gender is a cultural mask of gender that is not defined by its nature, it is our views on gender within the framework of our own socio-cultural ideas.

Gender is present, formed and reproduced in all social processes affecting men and women. Gender is reflected in the social relations of men and women. In the theory of the social organization of gender, there are three main concepts: unions, gender and gender. [5, 57]

Until the early 1970s, there was a clear idea that gender is an anatomically, physiologically unchangeable quantity, a status assigned to a person. On the other hand, gender is considered by feminist researchers as "a status achieved by

psychological, cultural and social means." As a result of these practices, a new branch of science has emerged in linguistics-gender Linguistics. Gender Linguistics is developing as one of the modern trends in linguistics. In modern linguistics, along with the humanities, the science of gender Linguistics is becoming important, studying the processes associated with the role of a person, that is, men and women in society, with the social and cultural characteristics of their spiritual world and language. In research works in the field of gender linguistics, differences in relation to adult speech, adolescent speech, children's speech, female and male speech, the speech of boys and girls, gender relations in works of fiction are considered. The formation of gender linguistics falls on the last years of the XX century. The first 26 attempts to distinguish between the concepts of sex and gender were made in 1968 by psychologist Robert Stoller, a professor at the University of California, and endocrinologist John Money. Evig Hoffman was also one of the first to use the term "gender".

Gender Linguistics is also a new field of Uzbek linguistics, and Uzbek scientists are also conducting a number of studies in this field. Including A.Nurmanov, B.Yuldashev, S.Iskandarova, S.We will not be mistaken if we say that the publications of such authors as Iskandarova serve as a source on gender linguistics.

To date, gender studies in linguistics are developing rapidly, and these studies are being conducted in several areas:

- study of gender perceptions;
- (the concepts of "masculinity" and "femininity", gender at different levels of language);
- gender identity of verbal and nonverbal communicative action;
- reflection of gender stereotypes in the socio-linguistic consciousness;
- gender in lexicography;
- sex in advertising;
- gender in the media;
- gender in the forensic medical examination;
- sex on the internet;
- gender in the fiction text.

Sociolinguistic studies of the speech behavior of men and women made it possible to include gender in the number of socioparameters of speech along with age, position, nationality, which expanded the understanding of the essence and causes of language variability.

In addition to the specifics of male and female speech, differentiation and study of language units used by them in the process of communication expands the possibilities of language learning and ensures its intelligibility to the listener.

Summing up, we can say that as society develops, we will not be mistaken if we say that the role of men and women in its development is equal. Therefore, when

assessing their place in society, it is advisable to compare their speech, study their gender differences in language. After all, every innovation in the language serves its development and enrichment.

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## RELATIONSHIP OF CONCEPTS OF LANGUAGE AND CULTURE

*Tulaboyeva Gulorom Tulaboyevna*

*Tashkent State Transport University*

*Senior teacher of the Department of foreign languages*

**Annotation:** Working in a lesson based on a communicative methodology can include different types of assignments, but their main feature is that they solve a practical problem: for example, buying movie tickets, ordering at a restaurant, or deciding where to go on vacation. In particular, the scientist Lilt wood distinguishes two types of tasks in the lesson: focused on functional communication and focused on social communication. The first group includes tasks such as comparing images, finding similarities or differences, placing events in pictures in the correct order, filling in gaps in a map or drawing, following instructions, or solving an issue. The second group includes conversations, dialogues, role-playing games, improvisation, or discussion.

**Keywords:** communicative methods, elementary school, communicative education, certain conditions, implementation.

As mentioned above, the main goal of the communication method is to teach communication. However, if readers do not yet have the necessary constructions or vocabulary, how can this be done?

Presentation of the studied grammatical structure by text (oral or written): readers read or listen to the text, answer questions about the content of the text

Direct work with the structure under study: students find it in the text, and with the help of the teacher they conclude the rule of how this structure works in the language.

Supervised internship: students complete a written assignment to develop this structure: fill in gaps, choose the desired answer, etc.

Freer exercise: students complete an oral assignment that requires the application of the structure being studied. Limited communication is implied. Free exercise: students complete the assignment in pairs or groups, where they are given a more general assignment. In its implementation, they can use both the newly studied construction and any other language means known to them.

The role of the teacher in communicative methods.

Unlike other methods in which the teacher often plays the role of a strict controller, in the method of communication the teacher has several roles.

As a teacher of English, which is a priority subject, every English teacher feels a great responsibility for the knowledge of students. – Now we need people who are not



only fluent in a foreign language but also can freely participate in the dialogue of cultures, business, and politics.

The federal component of the standard of foreign language education makes it possible to achieve equivalence at the level of language education both in a single Russian space and in general Europe. By the end of education in elementary school, it is planned to reach the pre - Pan-European Border level (A2), and in high school the main level-the Pan-European Border Level (B1).

The constantly growing demands of society and time on the level of knowledge of the English language raise the question of a rational choice of one or another style, their replacement depending on specific educational conditions, goals, and the stage of teaching English. Since 2003, I have been using the communicative teaching method. When choosing it, I followed the requirements of the state standard and the conditions of education in the gymnasium:

- 1) the gymnasium is a national educational institution, where the task is primarily to educate a generation that knows and respects the Tatar language and culture;
- 2) English is taught two hours a week in elementary school, three hours a week- in middle and high level;
- 3) Age and individual characteristics of students, their interests, and plans for the future, that is, 15% of students associate their future directly with learning English at linguistic faculties, and the rest consider English as one of the means of communication. the factor of acquiring knowledge of the individual;
- 4) understanding of educational goals and personal characteristics.

Recognizing the existence of various methods in the modern process of teaching English, it should be noted that the communicative method occupies a leading position. The relevance of this method lies in the fact that the main goal of teaching English at school is the development of communicative competence, and the implementation of educational, and developmental goals occurs in the process of implementing this main goal. Communicative competence, which includes speech competence, socio-cultural competence, compensatory competence, and educational and cognitive competence, provides the formation of abilities for intercultural interaction. Adequate perception of someone else's culture, the ability to find similarities and differences in it with oneself, and the ability to achieve mutual understanding - this is especially important in the modern world. The term "communication" means the transfer of information from person to person in the process of communication, and activity. The subject of communication is the relationship of the interlocutors, the purpose of communication is the solution of problems related to relationships, and the product of communication is the interpretation of information. In the learning process, I rely on the principles of a communicative approach:

In the learning process, students are introduced to knowledge about the world around them.

They perform problematic tasks that develop thinking: games, puzzles, quizzes, and the use of English. Among them are "Word Searches", "crossword puzzles", "chain words" and others.

Students actively participate in the educational and learning process

To successfully learn the language, students need to actively participate in it, so students ask questions in the learning process and learn the patterns of the English language. They experiment with language and understand that it is a means of communication and development.

To create motivation in the lesson, it is necessary to give students the opportunity to communicate with classmates and the teacher with something meaningful, and real for themselves. So, to combine lexical and grammatical structures, students need to compose sentences that reflect their experience or opinion: for example, in the study of conditional sentences of the third type "if I ... when I was born in the year, I ...", "If I were president, I would ..."

Students participate in activities that mimic life situations.

Communication in English in the classroom is unnatural: it imitates only real situations of communication. For example, once students meet, they don't need to do it again, so you can play a "new reader" or "guess" to combine structures with a "familiar" theme.

5. The cooperation and cooperation of students are encouraged. In the lesson, conditions are created for working in pairs or groups, which helps to increase the duration of each student's speech more than in a situation where children speak only with a teacher. Group work allows informal conversation in English and increases their motivation by allowing students to exchange ideas and help each other. For example, say, "Where would you like to go?" with the introduction of the structure, students can conduct a conversation with a class or a specific group and reinforce the question and answer in their speeches.

6. Students are responsible for learning outcomes and developing learning skills. In addition to the application of knowledge in practice, students learn not only to master ready-made answers but also to make independent decisions: such tasks are carried out when familiarizing or generalizing with grammatical and lexical material.

The role of the teacher will be different depending on the task at each stage of the lesson. Each teacher has his learning style, but depending on the type of work performed in the lesson, the teacher must be flexible enough: to manage and support students, but not always dominate.

The teacher plays different roles in different lessons. It can be a carrier of data, when the student needs initial information, from the Observer, when the students work

independently in pairs or groups, at which time the teacher rotates in the classroom, helping individual students, the consultant when the students demand to carry out the assignment independently, or when consulting or certain sources of information, such as when carrying out a project. For the implementation of these principles of communicative education, certain conditions are required. The first condition for the implementation of communication in the lesson as close as possible to real life is a relationship of trust, mutual sympathy between the teacher and students, a favorable psychological atmosphere, and an atmosphere of cooperation. The second condition is the ability of the teacher to carry out subjective-subjective relations with students in the lesson and in addition to the lesson, to organize the Group, couple, and individual work of students, to plan as many situations of communication as possible, and to implement them by encouraging students to participate in the lesson. they are. The third condition is the presence of an educational and methodological complex that helps to carry out communication-oriented education. Learning a foreign language, a new grammatical phenomenon begins with communicative-oriented exercises that help the student explain why the material is being studied. Thus, when studying the structure of the "will + verb" to represent a prophecy, students, first of all, get acquainted with the text "shopping in the future", in which the author tries to guess what the stores will be like in the future. This article is of great interest to students. Then it is recommended to end the sentences with the words "will" or "will not".

1. In the future. let shopping centers \_\_\_ be more interesting than now.

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## THE ROLE OF LINGUACULTURAL ANALYSIS IN LITERARY TRANSLATION

*Tulaboyeva Gulorom Tulaboyevna*

*Tashkent State Transport University*

*Senior teacher of the Department of foreign languages*

**Annotation:** In the study of world translation, the comparative study of different works of art gains importance. It is known that translation is one of the oldest forms of human activity, thanks to which we can imagine all the details of the history of social development. The translation is a powerful weapon in the interest of international friendship, brotherhood, and cooperation and the expansion of economic, political, scientific, cultural, and literary ties between nations. It speeds up the process of interaction and interaction between the pieces of literature of different peoples. Thanks to the translated works, readers will enjoy the masterpieces of world literature. At the same time, translation is an important tool to accelerate the development of languages and to expand and improve vocabulary. This article analyzes translation studies and their problems. Since no science can exist without considering and using experience, the work of predecessors in the field in question, it is necessary first of all to use the data of translation history and translation thinking, and the known result of the battle of views and to generalize and opinions on translation issues.

**Keywords:** literary text, national flavor, translation, translation studies, analysis.

In addition to the specific issues of translation theory and practice, translation studies research is conducting comprehensive research worldwide on general issues that reflect the nature of the subject, and the topic of translation is becoming increasingly attractive for researchers. When we speak of musicology and keep in mind not only the study of the physical aspects of musical sounds but also the understanding of the structures that these sounds go into in different types of musical composition, no one underestimates the importance of the skills and composing music the art of their good interpretation. Of course, this also applies to the translation. Translation science is just one side of linguistics, which in turn is just one of the behavioral sciences whose purpose is to carefully describe the role of verbal communication in human behavior. However, translation analysis differs from most linguistic studies in that when we translate we deal with at least two languages and examine them to represent formally different means of the same content.

In our country, especially in the process of building a new Uzbekistan, comprehensive measures are being taken to further develop the Uzbek language and improve language policy. One of the most urgent tasks is to preserve the purity of the

state language, enrich it, and improve the language culture of the population. In this regard, the comparative study of linguistic-cultural specifics of the use of barbarisms in linguistics in the context of multilingualism in English and Uzbek languages, the enrichment of the Uzbek lexicon with new elements, the expansion of non-standard acquisitions and their meaning. In translation studies, contextual meanings are of particular importance. Contextual meanings arise in the process of linguistic use of words depending on the environment and are realized under the influence of a narrow, wide, and extralinguistic context.

A word, especially a polysemantic one, is a complex semantic structure. The main thing in it is the nominative meaning, aimed directly at objects and phenomena of reality. According to V.V. Vinogradov, he supported and socially conscious basis of all its other meanings and uses. The problem of the hierarchy of meaning of a polysemantic word has been the subject of several studies, notably the work of R.O. Jakobson on the main, main, and special meanings and E. Kurilovich on primary and secondary semantic functions. The difference between the main linguistic meaning and its hierarchically subordinate proper meanings is that the main meaning is context-independent, while the remaining (proper) meanings add contextual elements to the semantic elements of the main meaning. The enrichment of the context leads to the emergence of further private shades of private values [1].

The relations of the main meaning to the private meaning are regular in polysemous words, which is one of the most important features of polysemy. KI Smirnitsky emphasized that the connections between lexico-semantic variants in the language system turn out to be repetitive, typical, and regular. The language proper (as well as its semantic variant, the general meaning) comprises the main meaning and single meanings, which are directly given in regularly implemented positions [2].

Depending on the degree of frequency, one can distinguish between ordinary (recurring) and occasional (accidental, individual) context meanings. The first, over time, with the accumulation of observations, passes into the category of divergent correspondences. The latter can appear and disappear as a manifestation of one author or another's subjective usage of words, and are most commonly found in fiction. Transforming the casual use of the word into the usual is one of the most common forms of polysemy. X. Cassares gives several reasons that lead the speaker to discard the generally accepted word that is on the tip of his tongue and replace it with another user with a meaning unusual to him. This is mainly a sudden association of ideas, emotional excitement (obviously a state of passion), a desire for expressiveness to achieve the comic effect, or simply a desire to attract the attention of the listener or reader. It is the occasional, unusual use of the word and the reasons for it that must be taken into account by the translator.



Contextual meanings are not introduced from the outside but are the realization of the meanings potentially embedded in the word. This can be ascertained from the semantic structure of the word. By defining the lexical meaning of a word, by showing its semantic structure as a system of bilateral minimal lexical units—lexico-semantic variants of the word—we can take into account such factors that normally escape the researcher's field of vision and determine the lexical meaning, such as e.g. B.: 1) socially conscious and fixed (systemic) contexts of use of the word; 2) belonging of a certain word to a certain semantic or lexico-grammatical category of words; 3) specific lexical connections with other words due to the models of semantic compatibility of verbal signs inherent in this language; 4) semantic correlations of words with synonyms and other similar words throughout the language system.

The above definition, given by A.A. Ufimtseva, contains a list of factors that determine the properties of the word as a basic unit of speech, fixed by the vocabulary, and as a minimum unit of speech flow. As mentioned above, a polysemantic word is a complex semantic structure. Its main meaning is the nominative meaning. The primary function writes E. Kurilovich coincides with the main value of Jakobson, the secondary functions are identical to other private values. The use of the expression's actual (literal) and figurative meaning according to E. Kurilovich indicates a certain hierarchy between them. It is clear, he continues, that the immediate data are the private meanings that appear under certain conditions (in context).

The main and special meanings given directly in regularly realized positions are actual linguistic meanings (as well as their semantically invariant common meaning). Beyond regularity, there are chains of other special shades of certain meanings (E. Kurilovich), word applications (V.V. Vinogradov), word meanings that already have an extralinguistic character (V.A. Zvegintsev, G.P. Melnikov and others). These are the contextual meanings of the word, the particular uses of the word in a context that go beyond the usual linguistic meanings, although indirectly motivated by linguistic meanings through a system of hidden internal forms, and implications. Such contextual meanings (actual meanings, in W. Schmidt's terminology) are not recorded in explanatory dictionaries because they exceed the limits of usage and do not reveal regular relationships. A. R. Luria emphasized that meaning, in contrast to the usual linguistic meaning, is the actualization of aspects associated with a certain situation and the affective attitude of the subject, the transformation of meanings, the choice between all the connections behind the word, the system of connections what is currently relevant. It is easy to understand that the word rope has a meaning for a person who wants to pack a purchase, but for a person who has fallen into a hole and wants to get out of it, it is a means of saving a life.

So, the national color has its limitations, since ethnic differences in extra-linguistic experience and the presence in words of a very bright cultural component in

some cases are almost insurmountable obstacles to achieving an equivalent translation. Some of the cultural information is lost in translation. This is normal insofar as the loss of some information within certain (smaller) limits is an inherent phenomenon of translation, but losses beyond that, the leveling of national and cultural peculiarities, make an equivalent translation impossible. In this case, they resort to retelling, adaptive arrangement, etc.

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## RELATIONS OF NATIONALITY, LANGUAGE AND CULTURE

*Dilfuza Saydaliyeva Zairjanovna*

*Tashkent State Transport University*

*Assistant of the Department of foreign languages*

*Tulaboyeva Gulorum Tulaboyevna*

*Tashkent State Transport University*

*Senior teacher of the Department of foreign languages*

**Annotation:** Nationality is the identity of a person they were born into while ethnicity is the identity of a subgroup they come from. People of the same nation can have different ethnicities, and people of the same ethnicity can belong to different nations. Awareness of cultural relativism allows one to break free from the misunderstood attachment to one's culture that affects one's perceptions and perspectives on the world. It also helps to understand different cultures. Using the cultural relativism view leads to the perspective that no culture is superior to any other when compared to systems of morality, law, politics, etc. It is a notion that cultural norms and values acquire their meaning in a particular societal context.

**Keywords:** ethnicity, nationality, inheritance, ancestral, dynamic, morality, culture.

As with any culture, members of an ethnic group share certain beliefs, values, habits, customs, and norms because of their common background. They define themselves as different and special based on cultural characteristics. This distinction may arise from language, religion, historical experience, geographic location, kinship, or race. Hallmarks of an ethnic group can include a collective name, a belief in common ancestry, a sense of solidarity, and a connection to a specific territory that may or may not belong to the group. [1]

According to Fredrik Barth (1969), ethnicity occurs when people claim a certain ethnic identity for themselves and are defined by others as bearers of this identity. Ethnicity means identifying with and belonging to an ethnic group and being excluded from certain other groups because of that membership. Ethnic feelings and related behavior vary in intensity within ethnic groups and countries and over time. A change in the meaning attached to an ethnic identity may reflect political changes or changes in the individual life cycle (young people give up their ethnic origins or old people reclaim them). Cultural differences can be associated with ethnicity, class, region, or religion. Individuals often have more than one group identity. People may (depending on circumstances) be loyal to their neighborhood, school, city, state or province, region, nation, continent, religion, ethnic group, or interest group. [2]. In a complex

society like the United States or Canada, people are constantly negotiating their social identity.

One learner notes that ethnicity is understood as an inherited status that depends on the society in which a person lives. Belonging to a subgroup of the population with similar physical or social characteristics are the states of it. Furthermore, ethnicity is a person's ethnic identity discovered through traits based on ancestry. Ancestry-based traits denote the traits related to ancestry, i.e. genetic traits, along with cultural or historical inheritance. Ethnicity is the category of people referred to as an ethnic group who are distinguished from others because of their ancestral, social, and national heritage. Shared traditions, history, language or dialect, culture, behavior, religion, physical appearance, and some other factors e.g. B. It is the quality of a person's individuality that leads to their integration into a nation.

In addition, nationality means the identity of a large group of people who are legally connected to a specific place of residence and personally connected because they were born there. It intensifies the country in which a person is born and a citizen. For example, Uzbek, American, British, Indian, etc. Citizenship law deals with its determination and determines the states for obtaining citizenship. However, it can be owned by birth, inheritance, or naturalization. The state, the authority over the person, is thereby modified, it transfers to the person as well as the defense of the state. The rights and powers of the state and its officials vary in different countries. The source of patriotism and self-sacrifice is supplied by it since it is psychological. There are several differences between nationality and ethnicity, which I will discuss below.

1. A person's ethnic identity is denoted by ethnicity based on ancestry characteristics and cultural heritage. However, nationality shows a personal connection to the nation as it is an individual affiliation to the nation.
2. Dialect, culture, diet, dress style, race, and physical appearance can be determined by ethnicity. In contrast, a person's nationality can be determined by their country of origin.
3. Heredity and descent are described by ethnic status. On the other hand, nationality is the legal identity that only refers to a person born in the country.
4. While ethnicity arises from a person's ethnic background, nationality is intensified by geographic location.

In short, a researcher must have sufficient knowledge of ethnicity and nationality. Identity formation and development have a great relationship with them. Put simply, nationality is the identity of a person into which they were born, while ethnicity is the identity of a subgroup they come from. Individuals of the same nation can belong to different ethnicities, as we discussed in our first example, and likewise, individuals of the same ethnicity can belong to respective nations. To be clearer, a person born in Uzbekistan and resident in the United States only has Uzbek citizenship but not

American citizenship. If a person in the United States was born into an Uzbek family, then that person would have an Uzbek, not an American, ethnicity. Ethnicity is inevitably the condition that alters heredity and descent. However, nationality is the legitimate identity bestowed only on a person born in the country.

Culture is defined as the way of life of a group of individuals. Arts, beliefs, and institutions passed from one generation to the next can be included in this way. Almost all cultures are learned, dynamic, integrated, symbolic, and shared. Cultures are vital in society as they bring social and economic benefits. Cultural relativism is the concept that every culture is different from one other, as well as distinguishing their moral structures and relational frameworks. Meanwhile, cultural relativism refers to understanding a culture based on its reputation, not judging it for itself. The idea and goal of cultural relativism are to help people perceive and understand other cultures that are not their own. Cultural relativism is important because it helps to appreciate the ways of life of other people around the world. [3]

To explain, I can say that cultural relativism is a moral theory that describes a person's relative and appropriate culture. Thus, different ethical positions in different cultures are addressed with this concept. As I clarified above, this concept is a belief that no culture is superior to the other in politics and morality. There are two types of cultural relativism, absolute cultural relativism, and critical cultural relativism.

Absolute cultural relativism holds that no matter how strange and dangerous activities are practiced within one culture, they should not be questioned or analyzed by other cultures. On the other hand, critical cultural relativism asks questions about cultural activities, the reasons for their practices, who accepts them, and what purpose they serve. Cultural relativism avoids hasty judgments and is the principle of looking at and evaluating the practices of a culture from its point of view. [4]

There are many examples of cultural relativism, one of which is food choices. It's the best example of how everyone has become more patient with foods from foreign cultures. In the past, people had to ignore some foods, but almost no one judges a person by their food choices. Ultimately, cultural relativism allows the person to clarify their moral code without strengthening the moral code of other people. Everyone is different in such a society. These differences create equality because everyone can determine their explanation of success. Every culture has its way of relativizing. There are many cultural relativisms in Uzbek culture in their holidays, weddings, and other ceremonies. Let's take an Uzbek wedding as an example, which is different in different regions of Uzbekistan. For example, there is no early labor protection in Khorezm, but there is in Tashkent and some other regions. In the afternoon, Osh is cooked in Khorezm while the bride says goodbye to her relatives. Relatives and friends of the groom come to the bride's house and take the bride to Osh in the afternoon. Then the relatives and friends of the bride go to the groom's house and prepare for the wedding

celebration, which will take place in the evening. The Uzbek wedding ceremony is celebrated by several people. Many guests are invited. They eat, dance, and wish the bride and groom and their parents all the best. At the end of the party, the groom's parents are invited to the wedding location and thank all visitors, and wish both the newlyweds and the guests all the best.

Kelin Salom's wedding takes place the next day. The bride bows to all of the groom's relatives and friends. Chuchvara (Barak in Khorezm) is cooked on this day and guests are invited to eat it. All guests congratulate the newlyweds and present them with many gifts. In short, awareness of cultural relativism allows one to break free from the misunderstood bondage of their culture, which affects their perceptions and perspectives on the world. It also helps to understand different cultures. Using the cultural relativism view leads to the perspective that no culture is superior to any other when compared to systems of morality, law, politics, etc. It's a notion that cultural norms and values get their meaning in a particular social context.

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## O'ZBEK TILSHUNOSLIGIDA SINTAKSIS VA QO'SHMA GAPLAR NAZARIYASI

*Ajiniyoz nomidagi Nukus Davlat Pedagogika Instituti talabasi*

*Madaminova Marhabo Oybek qizi*

*Ajiniyoz nomidagi Nukus Davlat Pedagogika Instituti talabasi*

*Farhodova Kumushoy Qahramon qizi*

*Ajiniyoz nomidagi Nukus Davlat Pedagogika Instituti talabasi*

*Masharipova Maftuna G'ayrat qizi*

**Annotatsiya:** Mazkur maqolada sintaksis va qo'shma gaplar nazariyasi ustida ish olib borgan olim va tadqiqotchilarning fikrlari hamda o'zbek tilshunosligida ham o'xshash va farqli jihatlarini o'rgangan olim-u olimalarning ishlari bayon etilgan.

**Kalit so'zlar:** sintaksis, gap, so'z birikmasi, qo'shma gaplar.

В этой статье представлены взгляды ученых и исследователей, работающих над теорией синтаксиса и сложных предложений, а также работы ученых, изучавших сходства и различия в узбекской лингвистике.

**Ключевые слова:** синтаксис, предложение, фраза, сложное предложение.

Sintaksisning o'rganish tarixi qadimgi asrlarga borib taqaladi. Sintaksis ostida gap va uning qismlari haqida ta'limot tushuniladi. Bu nazariya antik davrning lisoniy an'alarini ifodalashdan kelib chiqqan. Sintaksis (grek tilidan sintaksis — birlashtirish, tuzilish) til tizimining bir sathi hisoblanib, so'z shakllaridan iborat bo'ladi. [5] Sintaksis masalasi antik davrdan o'rganilib kelinmoqda va hanuzgacha sintaksis masalalari dolzarb hisoblanadi. Sintaksis grammatika fanining bir bo'lagi sifatida ko'riladi. Ma'lumki, grammatika fani ikki qismdan, ya'ni morfologiya va sintaksis yo'nalishlaridan iborat. Sintaksis ta'rifiga ingliz, rus va o'zbek olimlari har tomonlama yondoshgan. Jumladan, rus olimi V. V. Vinogradov sintaksis so'zning so'z birikmasi va gap tarkibidagi birikish qoidalarni va usullarni hamda so'z birikmalarini, ularning tuzilishini, funktsiyasi, rivojlanish qonuniyatlarini o'rganuvchi fan deb hisoblaydi. "Olimning ta'kidlashicha, sintaksisning xarakterli xususiyati shundaki, uning har bir o'rganish ob'yekti o'zidan yuqoriroq bo'lgan grammatik birlikning struktur elementi sifatida funktsiyalashadi: so'z va uning shakllari so'z va gapning, so'z birikmasi turli yoyiq gaplarning, gap doirasida esa, o'z navbatida, sodda gap qo'shma gapning struktur elementi sifatida xizmat qiladi". [3] Shunday qilib, sintaksisning o'rganish ob'yekti gapligini tasdiqlaydi. Hozirgi kunda, V.Vinogradovning nazariyasi va ta'limoti o'rta maktablarning darsligida o'z o'rnini topgan, ya'ni, maktab o'quvchilarini o'qitishda aynan ushbu olimning fikrlariga tayaniladi. O'zbek tili sintaksisi tilshunoslikning alohida bo'limi sifatida dastlab Fitrat

tomonidan “nahv” atamasi ostida o’rganildi. Shundan so’ng H.Qayumiy va S.Dolimov ham ikki qismli “Grammatika” asarini yozib, ikkinchi qismini “nahv” deb nomlaganlar. [6] Gap nazariyasi ham turli tadqiqotchilar tomonidan keng o’rganilgan. Til o’z kommunikativ vazifasini sintaktik qurilma — gap vositasida amalga oshiradi. Tildagi barcha — fonetik, leksik, morfologik hodisa ana shu sintaktik qurilishga xizmat qiladi. Biroq bular sirasida leksika va morfologiyaning til grammatik qurilishidagi ishtiroki o’ziga xos. Zero, har qanday sintaktik hodisada so’z va morfologik ko’rsatkichni ko’ramiz. Shu boisdan sintaktik mohiyatni belgilashda leksik va morfologik omilga tayaniladi. Gap, aslida, so’zning erkin birikuviga ham asoslanganligi tufayli so’zning bog’lanish qonuniyati, so’z birikmasi ham sintaksisda o’rganiladi. So’z birikmalarini o’rganish gap ta’limotining tarkibiy qismi, undan ajratilgan holda qaralishi mumkin emas. Sintaksis so’zning har qanday birikuvini emas, balki hokim-tobelik munosabatiga kirishgan erkin nutqiy birikuvning lisoniy mohiyatini tekshiradi. Qaysidir yo’sindagi so’zning birikuvi bo’lgan qo’shma so’z (uchburchak, ertapishar, sotib olmoq), frazeologik birlik (ilonning yog’ini yalagan, po’konidan yel o’tmagan, ko’ngli bo’sh) sintaksisning tadqiq doirasidan chetda qoladi. Chunki ular erkin bog’lanishga ega emas. Sintaksis atamasi grammatika atamasining o’zi kabi ikki ma’noli: 1) tilning sintaktik qurilishi; 2) grammatikaning tarkibiy qismi. Atamani ana shu ikkinchi ma’nosida qo’llab, birinchi ma’no ifodasi uchun sintaktik qurilish atamasini ishlatamiz. Gap barcha tillarda grammatikaning asosiy tarkibiy qismlaridan biri hisoblanadi. Gap turlarinining o’rganilishiga, gap tadqiqi bilan bog’liq muammolar va turli tillarda gaplarning taqqoslash va qiyoslash masalalariga alohida e’tibor qaratiladi. Shuning uchun turli oila va guruhlarga mansub tillardagi gaplarni va ularning turlarini qiyoslash va farqlash bugungi kun dolzarb masalalardan biri hisoblanadi. Bugungi kunda gaplar tishunoslikning turli yo’nalishlarida o’rganilib kelmoqda, jumladan, kontrastiv tilshunoslik, areal tilshunoslik, qiyosiy tipologiya, kognitiv tilshunoslik, lingvokulturologiya va pragmatik tilshunoslik. Albatta, tilshunoslikning har bir yo’nalishida gaplar va ularning muammolarini tahlil qilish yangicha yondashuvlarni va usullarni talab qiladi. Shuning uchun, gaplarning asosiy til birligi sifatida alohida o’rganish mavzusi diqqatga sazovordir. O’zbek tili sodda gap sintaksisning takomillashuvida B.O’rinboyevning “Hozirgi o’zbek tilida vokativ kategoriya”, N.Mahmudovning “O’zbek tilidagi sodda gaplarda mazmun va shakl assimetriyasi” monografiyalari ahamiyatli bo’ldi. O’zbek tili qo’shma gap sintaksisi shakllanishida akademik G.Abdurahmonov va M.Askarovlarning xizmati kattadir. O’zbek tili qo’shma gaplarning tadqiqiga bag’ishlangan “Hozirgi zamon o’zbek tilida ergashgan qo’shma gaplarning sostavi” asari bilan o’zbek tilida qo’shma gaplar alohida tadqiq qilinishni boshladilar. 1955 yilda F.Kamol “Qo’shma gaplarga doir masalalar” kitobini nashr etdi va unda qo’shma gaplarning maqomi, ularning tasnifi haqida dastlabki ma’lumot berdi. [7] O’zbek tilida qo’shma gaplar tadqiqiga bag’ishlangan

G.Abdurahmonovning ishini ko'rsatishimiz lozimdir. Jumladan, olim qo'shma gaplarni mazmun jihatdan quyidagi guruhlariga bo'lib chiqadi: aniqlovchi, ega, kesim, payt, o'rin, sabab, shart, maqsad, to'siqsiz, natija, ravish, qiyoslash ergash gapli qo'shma gaplar. O'z navbatida, qiyoslash ergash gapli qo'shma gaplar uchga bo'linadi: chog'ishtirish, o'xshatish, miqdor-daraja ergash gapli qo'shma gaplar. G.Abdurahmonov qo'shma gaplarning 15 turini izohlaydi. [1] G.Abdurahmonov bog'lovchisiz qo'shma gaplar va komponentlarning biriktiruvchi bog'lovchilar, bog'lovchisiz qo'shma gaplar va ularning komponentlarining sabab, natija, shart kabi mazmun munosabatlari, murakkab qo'shma gaplar va uning turlari bo'yicha masalalarni atroflicha talqin etdi. Professor G.Abdurahmonov qo'shma gaplar nazariyasi va ular bilan bog'liq masalalarni chuqur o'rganib, hattoki, xorij mutaxassislari e'tibor bermagan masalalarga e'tibor qaratdi. Misol tariqasida, uyushiq kesimli gaplar haqida shunday ta'rif beradi: "Sodda va qo'shma gaplarni farqlashda qiyinchilik tug'diradigan holat shundan iboratki, ba'zi bir sintaktik konstruktsiyalarning tarkibida faqat bir ega — sub'yekt bo'lishiga qaramay, qo'shma gap sanaladi, chunki bu xil konstruktsiyani tashkil etgan qismlarning ham Grammatik, ham semantik jihatdan o'ziga mustaqil ekanligi ko'rinib turadi; bu xil konstruktsiyani tashkil etgan qismlarning har biri ma'lum fikr tugalligini ifodalaydi, ularning predikativlik va modallik xususiyatlari bo'ladi". [2] Qo'shma gaplarning o'rganilishi L.Asqarovaning ishlarida qo'shma gaplarning o'rganilishi davom ettirildi. Olima qo'shma gaplarni bog'langan, ergashgan, bog'lovchisiz kabi turlarga ajratadi. G.Abdurahmonov tomonidan tavsiya berilgan qo'shma gaplarning turlarini qiyoslab va chog'ishtirib o'rgandi. Shuningek, A.Berdaliyev qo'shma gaplar sintaksisi sohasiga tizimli tilshunoslikning o'xshashlik (paradigmatika), sintaktik ziddiyatlar (oppozitsiya) kabi tushunchalarni olib kirdi. [8] Lekin A.Berdaliyevning ishida qo'shma gaplarning ajratilish va tasniflash masalalari qo'yilmagan. Mazkur masala G.Abdurahmonov, M.Asqarova va N.Turniyozovlarning ishlarida ko'rinadi. A.Nurmonov o'z ishlarida qo'shma gaplarni mazmun jihatdan o'rganib, gaplarning semantik tizimidagi propozitsiya aspekti, predikativ qurilmalar va kommunikativ aspekti kabi masalalarga o'z e'tiborini qaratdi. R.Sayfullayeva o'z tadqiqotlarida qo'shma gaplarni substantsial jihatdan talqin etgan. Hozirgi kunda qo'shma gaplar nazariyasi keng o'rganilmoqda. Jumladan, professor G.Hoshimov qo'shma gaplarni hajm jihatdan tadqiq qilish alohida ahamiyatga egaligini ifodalaydi. Olim qo'shma gaplarni quyidagi turlarga bo'lib chiqadi: politaksema o'z navbatida kollotaksema (collotaxeme), parataksema (parataxeme), gipotaksema (hypotaxeme), gipertaksema (hypertaxeme), supertaksema (supertaxeme), ultrotaksema (ultrataxeme), arxitaksema (architaxeme), sinkrotaksema (syncrotaxeme) larga bo'linadi. [4] Qo'shma gaplarning tadqiqi ustida ko'plab olim-u olimalar, professorlar izlanishlar olib borgan va olib

boryapti. Ko'rinib turibdiki, qo'shma gaplarni har tomonlama tadqiq etish nihoyatda dolzarb masala hisoblanadi.

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## IMKONIYATI CHEKLANGAN BOLALARNING TA'LIM-TARBIYA OLISHLARI

*Ajiniyoz nomidagi Nukus Davlat Pedagogika Instituti talabasi*

*Madaminova Marhabo Oybek qizi*

*Ajiniyoz nomidagi Nukus Davlat Pedagogika Instituti talabasi*

*Farhodova Kumushoy Qahramon qizi*

*Ajiniyoz nomidagi Nukus Davlat Pedagogika Instituti talabasi*

*Masharipova Maftuna G'ayrat qizi*

**Annotatsiya:** Dunyoda tug'ilgan har bir chaqaloq dunyoni eshitish, ko'rish va teginish orqali idrok etadi. Afsuski, har bir chaqaloqqa tabiat ma'qul kelmaydi va ba'zida bola qandaydir qonunbuzarlik bilan tug'iladi. Vizual nuqsonlari bo'lgan bolalar dunyoni butunlay boshqacha tarzda ko'rishadi va ularning tarbiyasi va rivojlanishi o'ziga xos xususiyatlarga ega. Bunday bolani to'g'ri tarbiyalash uning rivojlanishi, keyinchalik maktabda va keyingi hayotda moslashishi uchun juda muhimdir. Xususan hozirgi kunda imkoniyati cheklangan bolalarning ta'lim-tarbiya olishlari uchun qilinayotgan ishlar, inklyuziv ta'lim va bu ta'lim to'g'risidagi qabul qilingan qonun va bu borada bugungi kundagi muammo va kamchiliklar xususida so'z yuritilgan.

**Kalit so'zlar:** inklyuziv ta'lim, visual nuqson, nutq terapevti, nevropatolog, psixolog, oligofrenopedagog, tiflopedagog.

**Аннотация:** Каждый младенец, родившийся на свет, воспринимает мир посредством слуха, зрения и осязания. К сожалению, природа благоволит не каждому малышу, и иногда ребенок рождается с каким-то нарушением. Дети с нарушениями зрения совершенно иначе видят мир, и их воспитание и развитие имеют свои особенности. Правильное воспитание такого ребенка очень важно для его развития, адаптации в дальнейшем в школе и в дальнейшей жизни. В частности, были обсуждены проводимая работа по обучению детей с ограниченными возможностями, инклюзивное образование и принятый закон об этом образовании, а также текущие проблемы и недостатки в этой связи.

**Ключевые слова:** инклюзивное образование, нарушения зрения, логопед, невропатолог, психолог, олигофренопедагог, тифлопедагог.

**Abstract:** Every baby born into the world perceives the world through hearing, sight and touch. Unfortunately, nature does not favor every baby, and sometimes a child is born with some kind of violation. Children with visual impairments see the world in a completely different way, and their upbringing and development have their own characteristics. Proper upbringing of such a child is very important for his development, adaptation later in school and in later life. In particular, the work being done for the education of children with disabilities, inclusive education and the adopted

law on this education, as well as the current problems and shortcomings in this regard, were discussed.

**Key words:** inclusive education, visual impairment, speech therapist, neuropathologist, psychologist, oligophrenopedagogue, typhlopedagogue.

Hozirgi kunda ko'plab davlatlar qatori O'zbekistonda ham imkoniyati cheklangan bolalarning ta'lim va tarbiya olishlari, tibbiy muolajalar olib borishlari uchun imkoniyatlar yaratib kelinmoqda va bunday insonlar va bolalarning haq-huquqlari qonun hujjatlari bilan mustahkamlab qo'yilgan va himoya qilinmoqda. . BMT ning Nogironlar huquqlari to'g'risidagi Konvensiyaning xalqaro standartlari, shuningdek, "nogiron" so'zi o'rniga "nogironligi bo'lgan shaxs" atamasidan foydalanishni nazarda tutuvchi " Nogironligi bo'lgan shaxslar huquqlari to'g'risida" gi Qonun yurtimizda yuqoridagi toifaga mansub shaxslarning huquq va manfaatlarini ifodalashga xizmat qiladi. 2008-yil 22 - apelda " O'zbekiston Respublikasida nogironlarni ijtimoiy himoya qilish to'g'risida" gi qonun qabul qilindi. Bu qonun 2021-yil 16-yanvardan o'z kuchini yo'qotgan bo'lib, bu qonunga muvofiq 2020-yil 15 oktabrda " Nogironligi bo'lgan shaxslarning huquqlari to'g'risida" gi O'RQ-641 sonli qaror qabul qilingan bo'lib, bu hujjat ko'zi ojizlar uchun mo'ljallangan Brayl alifbesida ham nashrdan chiqarildi. Prezident tomonidan 13- oktabr 2020- yilda " Alohida ta'lim ehtiyojlari bo'lgan bolalarga ta'lim - tarbiya berish tizimini yanada takomillashtirish chora - tadbirlari to'g'risida" gi PQ-4860-son qarori qabul qilindi. Bu hujjat Qonun hujjatlari ma'lumotlari milliy bazasida e'lon qilingan va 2020- yil 14 - oktabrdan kuchga kirgan. Hujjatga ko'ra 2020-2025-yillarda Xalq ta'limi tizimida inklyuziv ta'limni rivojlantirish konsepsiyasi va 2020-2021 yillarda uni amalga oshirish bo'yicha " Yo'l xaritasi" tuzib chiqiladi. Bu konsepsiya 2 bosqichda amalga oshirish rejalashtirilgan bo'lib, 1-bosqichda ( 2020-2022-yillar) inklyuziv ta'limni yo'lga qo'yish uchun shart-sharoitlar yaratish, bu bo'yicha mutaxassislarni tayyorlash, ijtimoiy, normativ bazani yaratish, jihozlash va zarur o'quv qurollari bilan maktablarni ta'minlash nazarda tutilgan. 2-bosqichda ( 2023-2025-yillar) inklyuziv ta'lim tizimini bosqichma-bosqich umumiy o'rta ta'lim muassasalarida joriy etish, bu bo'yicha chora - tadbirlarni amalga oshirish kabilar.

Inklyuziv ta'lim - bu maxsus ta'lim ehtiyojlari va individual imkoniyatlarning xilma - xilligini hisobga olgan holda barcha tahsil oluvchilar uchun ta'lim muassasalarida ta'lim olish imkoniyatini teng ravishda ta'minlashdir. Ushbu qonun imkoniyati cheklangan bolalarga tengdoshlari bilan teng ravishda ta'lim olish imkonini beradi. Inklyuziv ta'lim tizimi bosqichma-bosqich ayrim maktablarda sinov tariqasida yo'lga qo'yiladi va ijobiy natija va tajribalar keyinchalik respublikaning boshqa hududlaridagi maktablarida tadbiq etiladi. Shuningdek, o'quvchilarni kasb-hunarga yo'naltirish va psixologik-pedagogik respublika tashxis markazi qoshida " Inklyuziv



ta'lim laboratoriyasi" tashkil etiladi. Inklyuzi ta'limni joriy etishda boshqa davlatlarning tajriba va yutuqlaridan foydalanish, yaxshi natijalarga erishish uchun zamin bo'la oladi. Misol uchun, Amerika davlatlarida nogironligi bo'lgan bola tug'ilsa, uni tug'ilganidan boshlab ijtimoiy hayotga moslashtirish, avvalo maktabgacha ta'lim bosqichiga, so'ngra maktab, kollej va universitetlarda tahsil olishiga erishish va amalga oshirish uchun mutaxassislar, nevropatolog, psixolog, nogironlik turiga qarab logoped, oligofrenopedagog yoki tiflopedagog birlashtiriladi. Bu mutaxassislar bola hayotining dastlabki kunlaridan boshlab bola bilan shug'ullanishadi va uni bog'chaga ( ijtimoiy muhitga) har tomonlama moslashtirib borishadi. Bog'chada ishlaydigan maxsus pedagoglar imkoniyati cheklangan bolani maktabga tayyorlashadi. Natijada bunday bolalar inklyuziv ta'limga tayyor holatda, oddiy maktablarda boshqa sog'lom bolalar bilan birgalikda tahsil olish, bunday muhitda ulg'ayishga moslashgan holatda chiqadi. Keyingi o'quv yilidan boshlab alohida ta'limga ehtiyojmand bolalarning 24 foizi, 2025-yilgacha esa 40 foizi odatiy maktablarga jalb qilinishi kutilmoqda. Lekin bu ta'lim tizimi hali O'zbekistonlik imkoniyati cheklangan bolalar, ularning ota-onalari hamda ustozlari uchun yangi muhit, yangi bosqich bo'lgani uchun ham xavotirlar mavjud. Imkoniyati cheklangan har bir bolaning ta'lim va tarbiyasi bilan shug'ullanish alohida e'tibor talab etadi. Lekin statistikaga ko'ra 2020-yilning o'zida O'zbekistonda ko'plab umumta'lim maktablarida 13 ming nafarga yaqin nogironligi bo'lgan o'quvchilar inklyuziv ta'lim bilan qamrab olingan.

Ma'lumki, ko'rish qobiliyati past bo'lgan bolalar atrofdagi dunyoni bilib olishadi teginish va eshitish orqali, asosan. Natijada, ularning dunyo haqidagi g'oyasi bolalarni ko'rishga qaraganda boshqacha shakllanadi. Sensorli tasvirlarning sifati va tuzilishi ham har xil. Masalan, bolalar qushni yoki transport vositasini tashqi belgilari bilan emas, balki tovushlar orqali taniydilar. Shu sababli, bunday muammolarga ega bolalarni tarbiyalashda asosiy fikrlardan biri turli xil tovushlarga e'tibor qaratish... Bunday bolalar hayotida mutaxassislarning ishtiroki ularning normal rivojlanishi uchun tarbiyaning majburiy qismidir.

Ko'rish nuqsoni bo'lgan bolalarni o'rgatish xususiyatlari qanday?

Ko'zni qisqartirish nafaqat atrofdagi dunyoni o'rganish jarayoniga, balki ta'sir qiladi nutqni, bolaning tasavvurini va uning xotirasini rivojlantirish bo'yicha... Ko'rish nuqsoni bo'lgan bolalar, ko'pincha so'zlar va haqiqiy narsalar o'rtasidagi munosabatlar yomonligini hisobga olib, so'zlarni to'g'ri tushuna olmaydilar. Shuning uchun, nutq terapevtining yordamisiz qilish juda qiyin.

Jismoniy faoliyat - davolash va rivojlanishning muhim tarkibiy qismi. Aynan shu narsa, ko'rishni rag'batlantirish, mushaklarni kuchaytirish, harakatni muvofiqlashtirishni rivojlantirish va zarur ko'nikmalarni o'rgatish uchun zarur bo'lgan ochiq o'yinlar. Albatta, teskari ta'sirga yo'l qo'ymaslik uchun faqat oftalmologning tavsiyalarini va chaqaloqning tashxisini hisobga olgan holda. Kosmosda to'g'ri

yo'nalishni o'rgatganingizga ishonch hosil qiling muayyan vazifalarni / mashqlarni bajarish orqali. Bolaga biron bir harakatni o'rgatishda, u ko'p marta takrorlang uni amalga oshirish avtomatizmga kelguniga qadar. O'rganish so'zlar va sharhlar bilan birga keladi, shunda chaqaloq aniq nima uchun va nima uchun qilayotganini tushunadi.

O'yinchoqlarga kelsak - ular bo'lishi kerak katta va albatta yorqin (zaharli emas yorqin). Musiqiy o'yinchoqlar va teginish hissiyotlarini rag'batlantirish uchun mo'ljallangan narsalar haqida unutmazlik tavsiya etiladi.

Oila ichida ota-onalar bolani uy ishlarini bajarishga jalb qilishlari kerak... Siz bolaning ko'rish qobiliyatiga ega bo'lmagan bolalar bilan muloqotini cheklamasligingiz kerak. Barcha bolalar maktabga ham, maktabgacha ta'limga ham muhtoj. Va ko'rish qobiliyati past bo'lgan bolalar - in maxsus ta'lim... Albatta, agar buzilishlar juda jiddiy bo'lmasa, u holda bola odatdagi bolalar bog'chasida (maktabda) o'qishi mumkin, qoida tariqasida - ko'rishni to'g'rilash uchun ko'zoynak yoki kontakt linzalardan foydalanish. Turli xil noxush holatlarni oldini olish uchun, boshqa bolalar ko'rish qobiliyati cheklangan bolaning sog'lig'i haqida xabardor bo'lishlari kerak.

Nima uchun bolani ixtisoslashtirilgan bolalar bog'chasiga berish yaxshiroq?

Bunday bolalar bog'chalarida bolalarning ta'lim olishi va rivojlanishi sodir bo'ladi kasallikning xususiyatlarini hisobga olgan holda.

Ixtisoslashgan bolalar bog'chasida bola hamma narsani oladi unga normal rivojlanish uchun nima kerak (nafaqat bilim, balki tegishli davolanish ham).

Ushbu bog'larda oddiy bog'larga qaraganda kamroq guruhlar mavjud.- taxminan 8-15 kishi. Ya'ni, bolalarga ko'proq e'tibor qaratiladi.

Bolalarni bolalar bog'chalarida o'qitish uchun foydalaning maxsus uskunalar va texnikalar.

Ko'zi ojiz bolalar guruhida hech kim bolani masxara qilmaydi - ya'ni bolaning o'zini o'zi qadrlashi tushmaydi. O'qing: Agar bolangiz maktabda bezorilik qilsa nima qilish kerak. Ixtisoslashgan bog'lardan tashqari, ular ham bor maxsus bolalar ko'rishni tuzatish markazlari. Ularning yordami bilan ota-onalar ko'rish qobiliyati cheklangan bolani o'rganish va rivojlantirish muammolarini engish osonroq bo'ladi.

Hozirgi kunda O'zbekiston respublikasida ko'zi ojizlar maxsus maktab-internati 12-yillik ta'lim tizimida ko'rishda nuqsoni bo'lgan va ko'zi ojiz bolalarga ta'lim berib kelmoqda. 2020-yildan boshlab Prezident farmoni bilan bu maktablarda ta'lim olish 11 yillik etib belgilandi. Bu davr ko'rishda nuqsoni bo'lgan bolalarning to'la fanlarni va hayotiy zarur bilimlarni o'zlashtirishi, kelajakda biror bir kasbni egallashi uchun yetarli bo'lmaganligi sababli Toshkent shahar 77- sonli va Namangan viloyati Kosonsoy tumani 45-sonli ko'zi ojizlar maxsus maktab-internati o'qituvchi va tarbiyachilari tomonidan Xalq ta'limi vaziri hamda prezident nomiga qilingan murojaatda bunday maxsus maktablarni avvalgi 12 yillik ta'limga qaytarish kerakligi muhim asoslar bilan ko'rsatib o'tildi va so'raldi. Shundan keyin bunday maktablar

avvalgi 12 yillik ta'lim tizimiga qaytarildi. 2019-yilda Ko'zi ojiz va zaif ko'ruvchi bolalarning sifatli ta'lim olishlarini ta'minlash, o'qish sharoitlarini yaxshilash, ular uchun yangi imkoniyatlar yaratish maqsadida "Ko'ngil ko'zi" loyihasi tashkil etildi. Bu loyiha asosida shu yilning o'zida ko'plab ishto amalga oshirildi. Shu loyiha nomi ostida ko'zi ojiz bolalar uchun mo'ljallangan brayl tilidagi kitoblar chop etildi. Saida Mirzyoyevaning tashabbusi bilan bu yil yangi yilda "Ko'ngil ko'zi" xayriya tadbiri doirasida uch ming nafardan ortiq ko'zi ojiz va zaif ko'ruvchi bolalar tibbiy ko'rikdan o'tkaziladi. Tekshiruv natijalariga ko'ra, ko'rish qobiliyatini yaxshilash imkoniyati bo'lgan har bir bolaga yordam berish rejalashtirildi. Ayni bayram arafasida bu xayriya doirasida "Sovg'alar karvoni aksiyasi" doirasida O'zbekistonning barcha viloyatlaridagi imkoniyati cheklangan bolalariga sovg'a-salomlar ulashildi. Ko'zi ojiz va zaif eshituvchi bolalarni inklyuziv ta'lim bilan qamrab olish birmuncha qiyinchiliklarni qamrab olishi mumkin. Chunki hozirgi kunda O'zbekistonda tiflopedagog mutaxassislar yetishmaydi. O'zbekiston universitetlarida hozirgi kunda tiflopedagoglarni tayyorlaydigan fakultetlar mavjud emas. Bu borada darslik va qo'llanmalarda ham ishlab chiqilmagan. Ko'zi ojiz bolalar o'qishiga mo'ljallangan brayl tilidagi kitoblar juda katta hajmga egaligi va og'irigi bilan bolaning ularni har kuni maktabga ko'tarib borishida qiyinchiliklar tug'diradi.

Bu ta'lim tizimini joriy etish uchun avvalo jamiyatni, maktabdagi sog'lom bolalarni ham, imkoniyati cheklangan bolalarni ham bunga moslashtirish kerak. Ayniqsa, boshlang'ich sinfda tahsil olayotgan bolalar nogironlik nima ekanligi, bunday bolalarning ustidan kulmaslik kerakligini bilishmaydi. Shuning uchun ham ularinklyuziv ta'lim davomida nogironligi bo'lgan tengdoshining ustidan kulishi, masxara qilishi, uni ajratib qo'yishi, kamsitishi kabilar kuzatilsa, bu albatta nogironligi bo'lgan bolaning ruhiyatiga jiddiy ta'sir ko'rsatadi. Sog'lom bolalar orasida o'zini kamsitilganday his etish bola uchun doimiy ruhiy zo'riqish ostida yashashga sababchi bo'ladi. Maxsus maktab-internatlarda esa nogironlik jihatidan bir-biriga o'xshash bo'lgan bolalar ta'lim va tartiya olishi jarayonida atrofidagi tengdoshari ham o'ziga o'xshashligi, u kabi kasallik bilan og'rigani uchun ham ortiqcha ruhiy bosimlar kuzatilmaydi va ular o'zlarini atrofda gilardan zaif va kuchsizday his etishmaydi.

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## MODERN APPROACHES AND INNOVATIONS IN TEACHING ENGLISH IN PRIMARY CLASSES

*Boqiyeva Marjona Shuhratovna,  
English teacher of Bukhara Institute of Engineering  
and Technology Academic Lyceum*

### ANNOTATION

In this article, as a result of the use of modern approaches and innovative methods in teaching English in primary grades, the development of students' logical thinking skills, fluency in speech, the formation of the ability to quickly and correctly answer, instilling enthusiasm for knowledge, information is given about the effort to prepare thoroughly for classes.

**Key words:** modern, innovation, elementary, game, educational, education

One of the most fundamental and positive changes in modern primary education is the decree of the First President of the Republic of Uzbekistan on December 10, 2012 "On measures to further improve the system of learning foreign languages" ” is PQ-1875. Based on this, learning foreign languages, mainly English, from the 1st grade of general secondary schools in the form of game-style lessons and oral speech lessons, and from the 2nd grade, the alphabet, reading and grammar teaching begins step by step. For example, since the 2013-2014 academic year, continuous teaching of foreign languages in the form of game-style exercises and oral speech lessons started in the first grades of secondary schools. In addition, textbooks and teaching-methodical sets for these classes created. It is worth noting that the games in the complexes created for the first grades are proportional to the age of the children. Children began their first acquaintance with a foreign language by learning the culture of greetings, colors and everyday words in the form of a dialogue.

Undoubtedly, equipping the foreign language rooms in the educational institutions of our country with modern information and communication technologies and advanced technical means of teaching, broadcasting programs and broadcasts teaching children and teenagers foreign languages on TV and radio channels, the history of other countries and regular screening of popular foreign art and multimedia films dedicated to culture, world science and technical news with Uzbek subtitles allowed our children to get to know the past, culture and science of the people of the world.

When teaching foreign languages to students in primary grades, especially in the first grade, it is necessary to take into account the age, physiological and psychological characteristics of the student. As noted in the decision, implementation of foreign

language teaching in the form of game-style lessons and oral speech lessons in the first grades is appropriate for younger students. The use of game technologies in education is one of the most effective tools. During the game, outlook, and thinking will expand. Scientists believe that the game approach to education facilitates the learning process. It not only makes it easier, but also increases the interest in this subject and encourages the child to acquire deep knowledge. Game-style lessons help children develop their oral language. First graders really like different visuals with pictures or videos. Games should be regularly used to develop their speech through different colored pictures. For example, What is this?, Who is this?, Who knows the most words?. During the game, it is necessary to encourage children to remember words and pronounce them correctly. Depending on the growth of children's vocabulary, it is important to organize other types of games and various competitions. At first, children can perform exercises on topics such as "Fruit Names", "Occupations", "Home Appliances" with the help of games. Then, if they are shown in harmony with the colorful images on the computer, the students' speech will develop and the range of attitude to the environment will expand. At the stage of displaying a new topic, words and pictures that reflect it appears on the screen. Students will have the opportunity to listen to the words and pronounce them. It is necessary to pay attention to the principle of individualization of education when presenting the subject with the help of a computer. Some students find it difficult to accept the graphic image of the word, and some have difficulty with the sound image. The computer solves this or that difficulty by means of exercises, helps the student to find and eliminate aspects of the English language that he struggles to master.

Starting from the second grade, other educational games aimed at mastering grammar can be organized. For example, interesting games such as "Who is literate?", "Who is clever?", "Who am I?", "Chain", "Rolling game", "Find the place of the word" are among them. "Who's smart?" game gives a good result in improving spelling literacy. In this case, 5-6 words are written on cardboard, and the words are written correctly and incorrectly. Students are required to find the misspelled word and write it correctly. The winner of the game is determined by which student is the first to correctly write the misspelled words.

We know that in the current educational process, the student should be the subject. Focusing more on interactive methods will increase the effectiveness of education. One of the most important requirements for English language classes is to teach independent thinking. Today, English language teachers, relying on the experience of pedagogues from the United States of America and England, are using the following innovative methods:

"Merry riddles" teaching riddles to students. It is important in teaching English, they learn unfamiliar words and find answers to riddles. "Quick answers" help to improve the effectiveness of the lesson. Warm-up exercises using various games in

the classroom to make students interested in the lesson. "Pantomime", this method can be used in a lesson where very difficult topics need to be explained or when written exercises are done and students are tired. "A chain story" method helps to improve students' oral speech and strengthen memory. "Acting characters" method can be used in all types of lessons. "When pictures speak" method is more convenient and in teaching English and it helps in the development of oral speech, for this it is necessary to use pictures related to the topic. "Quiz cards" cards are distributed according to the number of students and allow all students to participate in the lesson at the same time, which saves time.

In the "Find the place of the word" game, the words are replaced and a sentence is formed by putting the words in their place. The game "Collection" is held in order to strengthen the acquired knowledge of students based on a certain topic. The game is organized in the form of a row competition or work in small groups. For example, groups are given a task to find words that represent a symbol. The group that finds the most in the given time is the winner. Cartoons. While learning a foreign language, children do not understand the words in the cartoon, but they try to understand the words they use through the actions of the characters in the cartoon. This is an interesting and effective way for children to learn the language. Children are taught English through songs, poems, stories, and videos.

"Picture" game. A picture game can be used for students to better master the content of Present Continuous. Students are invited to find what the character in the pictures they have not seen is doing. For example, P1: Is the girl sitting at the table? P 2 : No, she is not.

P1: Is the girl standing? P 2:: Yes, she is

The student who correctly guesses the movement represented in the picture is considered the winner. He takes the lead and takes another picture.

"Sentences in the picture" game. This game is a good visual tool for practicing grammatical forms. There are several pictures on the cards that represent some actions of a person, for example: there are pictures of skating, playing chess, reading a book. The teacher shows picture cards (the boy is skating) and asks: What is he doing? Pupils find the same picture and answer: He is skating.

In conclusion, it should be noted that in teaching English, taking into account the age and psychological characteristics of students, the interest in learning a foreign language, the preparation of modern didactic developments based on pedagogical technologies that help to fully satisfy the need. and developing a robust mechanism for their implementation provides a practical solution to the problem.

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## THE SIGNIFICANCE OF USING SYNONYMS IN UZBEKI AND ENGLISH LANGUAGES

*Boqiyeva Marjona Shuhratovna,  
English teacher of Bukhara Institute of Engineering  
and Technology Academic Lyceum*

### ANNOTATION:

This article describes the use of synonyms in Uzbek and English and their importance. Differences and similarities between the two languages are also compared.

**Key words:** synonym, headword, style, emotional color, phraseologies, syntactic synonymy.

Words are the basis of all languages in the world. It is no exaggeration to say that it depends on having a large vocabulary and using synonyms in order for our speech to be fluent and not to repeat our words.

The phenomenon of language units having the same meaning is called synonymy. The unit of synonymy is words that have one common meaning, that is, synonyms. Synonym is derived from the Greek word meaning "of the same name". Synonyms are divided into lexical, phraseological and syntactic synonyms, depending on what language units they are.

Synonyms are also widely used in the Uzbek language. A group of mutually synonymous words is called a line of synonyms. One word in the line of synonyms is the main word (main word). The main word becomes popular and important compared to its fellows. For example, if we compare the words "beautiful" in Uzbek and English, we can take the words "beautiful", "xushro'y", "ko'hli", "zebo", "husnli", "suluv", "sohibjamol" and "beautiful" as synonyms for the word "beautiful". Synonyms of beautiful are pretty, adorable, prepossessing, nice, attractive, lovely, pleasant, handsome, gorgeous, etc. Although there are many words with the same meaning, the words "beautiful" and "beautiful" are widely used in both languages. They do not lose their importance just because they are the main word. In addition, these words are used differently in different fields. As an example, we can take women and men. Both in Uzbek and in English, in order to distinguish between the two genders, two different words are used for the two genders to indicate the same quality because each of their aspects are not similar to each other. For example, if the word "beautiful" is characteristic of women, it is permissible to use the word "handsome" directly to describe men. Similarly, in English, these are expressed as beautiful-handsome. Such events are evidence of how close and similar some aspects of the two languages are to each other. It should be noted that synonyms differ according to their stylistic use. For



example, the words beautiful-prepossessing or beautiful-prepossessing. There are differences between these examples. Although they mean the same thing, their style is different. Because it may seem a little awkward when using possessive or English prepossessing words in a normal conversational style, or vice versa, and using the words beautiful and beautiful in literary speech may look a little more silly. Therefore, it is necessary not to make mistakes and be careful when using them.

Synonymous words are also found among phraseologisms (phrases). For example, Uzbek expressions such as "he threw his hat to the sky" and "his mouth reached his ears" mean the same thing, i.e. "he was happy". If we do not accept these expressions in a figurative sense, we can certainly see word combinations that are not organically related to each other. However, their main basis as phraseology rests on one point. We can observe this phenomenon among English expressions as well. Before giving an example, I would like to remind you that synonyms could usually differ in one or more ways, one of which is the difference in meaning. The current example is specific to the aspect of the edge of meaning. The English colloquial expressions "lower one's credit" and "blot one's copybook" mean "to stain one's name". Although both of these phrases are characterized by the same (colloquial) defeat, the second phrase has a slightly stronger meaning. This can be explained by stylistic coloring.

As in all languages, English and in Uzbek languages, the idea is conveyed to the audience in several different ways. When we compare them as follows, I loved the girl; the girl I loved these examples are clear examples of syntactic synonymy. By using such synonyms in our speech, we can avoid various repetitions, the same and boring sentences, make the speech more attractive, unrepeatable, and stylistically diverse and perform the unique function of the literary language.

When communicating in Uzbek, English and similar languages, increasing the weight of synonyms used in them directly contributes to the stability of our speech and a high level of colorfulness. In conclusion, we are sure that every research conducted in linguistics will affect not only the enrichment of the Uzbek literary language, but also the spirituality of the people who communicate in this language. Studying such topics and ideas in harmony with English and other foreign languages is important for every researcher and student to improve and refine the studied object.

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## THE IMPORTANCE OF THE INTERPRETER IN INTERCULTURAL COMMUNICATION

*Boqiyeva Marjona Shuhratovna,*

*English teacher of Bukhara Institute of Engineering  
and Technology Academic Lyceum*

**Annotation:** The article shows the importance of an interpreter in intercultural communication, as well as the need to pay attention not only to translation, but also to many aspects when translating into another language.

**Key words** – translate, intercultural communication, translator-bilingual, public opinion poll, Cicero.

The 21st century is marked by the beginning of a new stage of human development. This has become a stable process of globalization, which determines the most important directions in the development of human society. The expansion of various connections caused by globalization, the growth of tourism, the opportunity to study abroad, the exchange of ideas of different students, foreign practices and many other events and facts have made the problems of intercultural communication and cooperation more urgent. This process did not bypass our country either. Uzbeks are increasingly participating in international political and economic organizations, international events, activities of multinational companies, some students are studying abroad, and Uzbek tourists are traveling around the world. To successfully communicate with representatives of different countries, it is necessary to know not only the appropriate language, but also the rules of foreign culture: behavior, psychology, culture, history of other countries, and most importantly, to understand the mechanism of communication in order to avoid misunderstandings of representatives of other cultures need

Intercultural communication is communication between representatives of different cultures. The effectiveness and success of intercultural communication occurs only when the communicators who know different cultures and languages understand that each of them is "different" and each of them, alternatively, understands their "foreign" interlocutors. Acquaintance with the culture of other nations is one of the most important social tasks of translation and translator in the field of professional communication.

A translator is a person who "knows two languages equally". He accepts textual activity in a foreign language from the point of view of the linguistic culture of the foreign society. Then it moves to mother tongue and socio-cultural codes. The task of the translator is not only to "transmit" the information, but also to understand what

both the "transmitting" and the "receiving" parties are talking about. This is the essence of intercultural communication, which is a means of translation. The main thing is the presence of inner feeling, i.e. intuition, the "interpretation skill", the presence of a small part of luck, the ability to separate from the outside world.

The translator must be fit for purpose. It is a unique "memory" of information about human knowledge and various areas of human activity, and it is very important for him to know the essence of a process or event and how all this is called in the native language and, accordingly, in a foreign language. Another important aspect is beautiful, good expressive ability, that is, knowing a foreign language is very good, but speaking, speaking in the mother tongue is a big mistake. It is important for the translator to have oratorical skills.

An important aspect in the formation of a translator is experience as a person responsible for the quality of communication. Stress tolerance and development, memory formation also play a small role. In the translator's work, there are many situations in which it is necessary not to accept a translation "close to the heart" and not to accept criticism that does not address the translator. And the better the memory is developed, the easier it is to work, especially short-term. Translation difficulties are often associated with differences in the historical distinction of concepts. Special difficulties for translation are English titles, misunderstandings of phrases, phraseological revolutions.

To avoid errors, the translator needs:

- consider the semantic content, structure and communicative problems of the text;
- identifying the main ideas, reflections, relationships;
- determining the relationship of the text with non-text events with real truth;
- identifying and taking into account speech style/register;
- start from the context;
- involvement of background knowledge (and continuous expansion and deepening);
- use dictionaries, references, expert advice;
- check all names unknown to him;
- start with the logic of the word and the whole text.

The translator does not need:

- judging the meaning of the word in the original text by its main meaning.
- absolute trust in bilingual dictionaries.
- unconfirmed "suspicious" cases and semantic "leave wrong words";
- relying only on assumptions and intuitions that you can verify their accuracy;
- translation of complete expressions and phrases. When working on this topic,

A survey was conducted with the participation of 80 people. The following questions were asked during the survey:

1) What is the importance of the role of the translator in intercultural communication?

- a) intercultural communication is impossible without an interpreter
- b) You can, of course, without an interpreter
- c) the interpreter does not play any role in intercultural communication

As a result, 20% chose option "b", 80% chose option "a".

2) Which translator do you use most often?

- a) online (offline) translators
- b) interpreter
- c) I don't use

So 99% chose option "a" and only 1% is option "b".

3) Did you turn to a translator for help?

- a) yes
- b) no

As a result, 99% answered "a" and 0% - "b".

After this survey, I came to the conclusion that today people prefer fast and automated translation, which often turns out to be illiterate and inaccurate. Grammatical and semantic in such translations errors prevail.

Thus, according to the words of Cicero, a great thinker of the past: "it is necessary to translate not the form, but not the meaning, but the weight." This means that in ancient times, people understood that literal translation is not always enough.

Today, it has become clear that successful communication with representatives of other cultures is impossible without knowing the specific characteristics and practical skills of these cultures in intercultural communication.

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## THE ROLE OF ATTENTION IN LEARNING LANGUAGES

*Fazliddinova Zulfyakhon Dilmurod qizi,  
English Filology, Namsu, Namangan.*

**Abstract:** Learning languages is not effortless work and it takes much time, different skills, learning positive environment, long attention span and so on. Many studies have demonstrated that attention is a core part not only in learning but also every day routine, too. Nowadays, there are many distractions that influence to our attention in the activities such as reading, listening, writing for the EFL learners. By working several hours without distraction students may achieve high results. This article aims to discuss the role of attention in language learning.

**Keywords:** learning languages, attention, distractions, deep work, consciousness.

### Introduction.

Attention is the state of being alert in a direct position or we can say that attention span is the core thing in learning languages and doing other things. If you do not pay enough attention to grammatical structures, in reading to new words its context, in brainstorming in writing, or reading any book for extensive purposes you cannot achieve the result that you endeavour to. For example in reading a book if you will not be enough attentive, you cannot get the full meaning of the reading passage.

On the other hand, there are many distractions that interrupt you while learning process. Mobile phone, the internet, social media, friends, demotivation and etc. are some types of distraction that each learners has during this study period. People learning something may easily will be disturbed by music outside, calls from their friends, or from the new message on social media, otherwise from being tired, bored of reading and learning .

Actually, what is attention? How we can improve our concentration in doing one activity in a long term of time? This article discusses this kind of questions to find out the significance of attention in learning languages, and attention span of various ages of humanity.

### Literature review.

Both a state of alertness and a method for resource allocation, attention prioritizes sensory data in order to focus attention on the most crucial inputs. According to the model of attention, various but interconnected brain networks are in charge of attentional processes such as vigilance and alertness to create and sustain a mental state. Executive control of attention (hence referred to as attentional control) for the deployment, coordination, and regulation of our finite attentional resources, orientation to and selection of target stimuli or locations for optimal processing, and attentional

control readiness.[1] While controlling the attention the consciousness of actions are controlled and being awake while doing any work or study is called attention.

It is believed that attention mediates, but does not mediate grammatical ability, between statistical learning and language skills like receptive vocabulary [2]. As you study the attention gives the feeling or consciousness to you mind that the knowledge, new information is being received. Without awareness and attention you will not understand what is coming to your brain. Now, let's see this attention in the case of listening and speaking. In order to understand speech in difficult listening environments, attention is a cognitive process that connects bottom-up sensory input with identification and perception. Our focus serves to alert and orient us to the timing and location of interesting stimuli. arise in our surroundings. Additionally, it enables us to keep track of current activities or inputs and concentrate on what is most crucial while squelching unimportant or conflicting inputs [3]. According to another study, another important element in creating and maintaining visuospatial associations in memory may be attention. When performing a visual search for complicated stimuli, attention is crucial, and it is likely that various visual characteristics must be bound together into an integrated memory representation visual focus, in line with the theory of feature integration.[4] The spotlight model is the first these concepts to emerge in the literature. William James' writings, in which he defined attention as containing a focus, a margin, and a fringe, served as the basis for the phrase "spotlight." The geometric center of the focus, which collects information from the captured image with great resolution, is where visual attention is focused. The center is surrounded by the fringe of attention, which gathers data in a far more primitive way (i.e., low-resolution). The cut-off is referred to as the margin, and this fringe extends to a specific region. The zoom-lens type, the second design, was initially presented in 1986. The focus, fringe, and margin of this model are all inherited from the spotlight model, but it also has the additional property of shifting in size. The zoom lens one may see on a camera served as inspiration for this size-changing mechanism, and any change in size can be explained by a trade-off in processing efficiency [5]. Visual concentration plays an essential role in working attention. By looking at one thing several minutes you may check your attention how much time is your attention can proceed. By looking to a point 3-4 minutes each day you may increase your attention scale each day. Recent findings further imply that attention, by directing and concentrating learning processes, may be a crucial component of unsupervised learning architectures the training procedure in which advance supervision is not provided.[5]

According to [6] the role of attention is was looked through different ways and concluded this survey in 8 points;

1. Real-time attention
2. Stand-alone attention

3. Model distillation.
4. Attention for interpretability
5. Auto-learning attention
6. Multi-instance attention
7. Multi-agent systems
8. Scalability.

Nowadays e-books lessons on the you tube or learning applications are used but anyway the paper book is preferred while learning or reading a book, the main cause of istractions such as messages from the friend or new publications on social media can attract learners while learning via e-books and online lesson. So that it is preferred to study with books and start to learning process in the morning and in the same time each day by learning each day you will create a habit of learning in the morning without distractions.

Furthermore, some students try to do two tasks at once that make their attention weaker, as paying attention to several actions at once will be complex task for our mind.

### **Conclusion.**

Counsciousness, awareness and attention plays a big role in the learning process as without being counsious and attentive during learning process studnts cannot get the high or needed results in their life, or learning process can be procede for long time. Bbeing attentive is core part in learning processes, while learningit is preferred to not use social media or switch off the TV and in the empty room by being confident and aware of skills that is learned.

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## TIME MANAGEMENT TECHNIQUES AND HOW STUDENTS MANAGE THEIR TIME IN EDUCATION; REVIEW.

*Fazliddinova Zulfiyakhon Dilmurod qizi,  
English Filology, NamSu, Namangan.*

### I. Abstract.

Time is an abstract notion and considered to be most valuable matter in this world, as time is irreversible, unstoppable, and every minute is costly. There are many time management strategies that help humanity to control their time, although time cannot be controlled for each of us time is given in the same amount and people are able to use it's each seconds productively. So, many methods, strategies are utilized to manage our time. In this article , I endeavour to conduct strategies to effectively use the time that we have and we will se the studnts who are both studying ,working and have daily routine to accomplish. The teachniques that are used by learners are reviewed and provided to readers. Time is most valuable thing in this world and we have to use it productively.

**Keywords;** time, management, education, techniques.

### II. Introduction.

Time is the abstract concept that existed in the past, exists now and will exist in the future and this process will proceed forever. As time is irreversible, unstopable and managable we cannot control it. Nowadays, many people complain that they do not have enough time to learn or succeed in their life or they ave many problems in their life. Although, if you see the successful people in the life they arenot complaining about their time but using it maximally to achieve something. So, instead of complaining and waiting a good moment of the life or seking help fromothers it is ggod to start doing actions day by day and in this way people develop ttheir daily routines and chage their ba habits to good ones, to do this a recommend Atomic habits byJames Clear which helped me to acheve remarkable results. One of the famous Islamic scientists Khasan Basriy exclaimed – “ you are consisted of hours, if you're an hour wasted, your part is lost” , so each minute is very valuable and we must try touse it maximally to achieve our goals in this life, as we life here not many years we have to try to make good tyo people and life in this gorgeous life happily. There are many scholars who did many things that other people cannot do, by using all their econd of time usefully. If we look to our life 15 yers of our life goes in childhood and growing an finding out ourselves. Ofter this if we sleep 8 hours each day we lose 1/3 of our life in sleeping, if we work 7-8 hours it mean next one part of our life gone for working,



so we have another 8 hours to life, to eat, to conversate, study an many other need that ordinary people have.

We cannot change or control time for each of us 24 hours in a day is given and how to use it is our choice. We won't go too far, Muhammad Abdulhai Laknavi Hindii. He passed away in 1304 AD at the age of 39, nearly a century ago. In addition, he published numerous pamphlets, to more than 110 large novels with numerous volumes. All books are helpful and focused on pressing concerns.[1] how he coul manage is the secret and nowadays what we have evenn we are 40 or more. There are many this kind of examples who use their time maxcimally to write or learn languages or make good for people. As a students I also have many challenges in my live. I work part-time an study in other hours , both I try to help my family and so on. For many students and workers it is not easy to manage all events and workd on time. Delaying is considered as bad alternative as, we don not know do we live tomorrow or not.

So as we see if we use our time effectively and use time managements strategies that are provided by our scholars we may use of time profitable. As time is money, but we cannot by time for money. This article discusses the time management strategies, and how students who are both studying and working and living deal with time problems in their life experience and some researches about thhis topic will be reviewed.

### III. Literature review.

There are several time management strategies that reduce procrastination, reduce distractions, and improve discipline, especially when conducting research. Allocating time to tasks that will help achieve goals is a part of time management. Monitoring, setting goals, prioritizing, planning, delegating, and time analysis are all methods of time management.[2] Firstly to start managing your time , yous should see what kind of activities you are doing during your 24 days and according to them you will manage your time. Monitoring is esefull and must be first step only in these case it will be evident how much time you are using for any activity in this case you have to be honest with you. Secondly, set a proper and exact goals to achieve, if a humanity knows its aims in this life it will be easier to life as they know where to go and what to do in this life. As you have listed your goals, arrange them in terms of significance. Planning means predicting the approximate way that you pass through your years, plan fistly how much time does take each of your goal and make a to- do list firstly for a years, for a month and for a day. If you make a daily plan it will be simpler to accoplish tasks looking to your to-do list and your time will be organised. Paying attention to one activity will lead you to achievment never plan doing two or three purposes simultaniously in this case your concentration doubles and everything seems to be sophisticated and none of yours will be achieved. Next thing to do is to build a filter for yourself. Think carefully before doing something you have many activities but you

will not manage to do all of them. Do the actions that are urgent and must do activities each day, postpone and delay the movements that are useless for your career.

Another technique that helps you manage your time is pomodoro technique [3]. The Pomodoro Technique aims to offer a straightforward technique or procedure for enhancing productivity (both on your part and that of your team), which is capable of doing the following: alleviate the fear of becoming, reduce interruptions to improve attention and concentration, become more conscious of your choices, boost your drive and maintain it, boost your resolve to accomplish your goals, both qualitatively and quantitatively, improve the estimating process, enhance the way you work or learn, boost your resolve to continue working hard in challenging circumstances. How to use this strategy? this strategy is like the timer you will put from 25 to 40 minutes working time and 5 to 15 minutes break. The most preferable time is 25 minutes work and 5 minutes break in total. In 25 minutes we will try to work maximally use, study and make effort to study. By learning this method you will learn to use the time maximally and manage all our work. In the break time you will relax. This method is very useful and I use it to work for many hours.

Additionally, another studies were done in this theme. The another study added more proof to the argument that characteristic procrastinators' experiences are influenced by their level of agitation (anxiety). Under baseline circumstances, procrastinators did not become any more or less anxious than others who don't procrastinate. They were equally as stressed after making preparations to complete their course assignments (Time 2). In contrast to non-procrastinators, they did show signs of greater agitation throughout the final week of the course. As previously stated, this may due to their alleged inability to manage time. These evaluations a clearer explanation of the connections between state anxiety and compared to past evaluations, characteristic procrastination.[4] Numerous advisory pieces and counseling services are offered to both current and at-risk students, and they frequently center on the benefits of time management in schooling. Furthermore, it is widely stated that bad time management techniques, such as cramming for examinations, failing to fulfill deadlines set by academic staff, and improperly allocating time for job projects, are a significant cause of stress and subpar academic achievement.[5]

#### **IV. Conclusion.**

To conclude this article, time is the most valuable thing in our life and we must save it utilize each minutes of our time effectively. To manage our time there are different techniques such as monitoring, setting goals, prioritizing, planning, delegating, and time analysis, furthermore the pomodoro technique is used to study or work maximally in the particular time. Another studies indicated that main factor of procrastinators' problems is agitation anxiety and stress during the lifetime.

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## TEACHING THE ENGLISH ALPHABET TO VERY YOUNG LEARNERS IN PRE-SCHOOL INSTITUTIONS

*Fazliddinova Zulfiyakhon Dilmurod qizi.*

*English filology, NamSU, Namangan.*

### I. Abstract

Reading or writing is the literacy skills that every one should learn and there are enough conditions for it. Teaching reading and writing is not a simple work to be done by teachers. While, it is preferred to teach reading and writing from the youngest ages of children. This study reviews the teaching methods and their efficiency in teaching the Alphabet to very young learners from 3-5 years old. As earlier a child learns to read, the faster he will acquire other significant skills in the language proficiency.

**Keywords;** alphabet, very young learners, letter name, letter sound, letter form, recognition of a letter, ЕАК.

### II. Introduction

Learning the alphabet is one of the fundamental things in starting the learning activity. The earlier children start to learn the letters, the better they learn to read and achieve success in their life. Teaching preschoolers the Alphabet from 3-4 years can be challenging because of their concentration and age characters, however starting in this age may help them to encourage learning process and motivate them in further life in the primary and secondary schools.

Knowing the letter, sound, its written and spoken version is the knowledge of the alphabet. Learning the alphabet is one of the most fundamental abilities needed for pupils to learn how to read and is a critical part of emerging literacy. Many children know the ABC song and like to sing it, although they do not know the symbol of each letter its sound how to read or write a letter. By knowing the ABC song students cannot read or write, even they do not know letter's symbol.

There are many problems that students in primary or secondary schools have. Today's English language students should be aware of proper pronunciation according to the guidelines. If sound English grammar principles are properly understood, other language sound systems do not provide a significant problem. Understanding of speech, consonant sound, and vowel sound, the key to resolving the English pronunciation issue is production, emphasizing, and intonation.[1]

In order to prevent problems we should start teaching reading skills from the preschool institutions in each country, only in this way, children will learn more and save their time to practice and improve.

### III. Literature review

There are many methods to teach preschoolers the alphabet. One of the plans is teaching a letter for a week, however this is not preferred by scientists. While teaching a letter in a week the plan can cause several problems; by teaching a letter per week it will take 26 weeks, almost entire study years to be introduced by the letters, some students know several letters and some of them does not know any of them, or some students may be absent for several weeks and they will miss the letters. Another method of teaching the alphabet is given where teachers will teach a letter per day and it will take 26 days to learn the entire alphabet. The students, who need extra practice can practice and reinforce the letter within some days or weeks. [2] This strategy of teaching alphabet to very young learners called EAK Enhancing Alphabet Knowledge.

Importantly, EAK training offers teachers a number of significant advantages for imparting alphabet knowledge to young students. EAK offers a first a three-step template for lesson plans that explicitly and effectively, instruct kids on how to recognize the letter name and sound, identify the letter in text, and produce the letter shape. This lesson structure is simple to use and provides the necessary alphabet knowledge. The necessity of employing teaching language has been taken into account when designing the lesson, and the lesson template included with this article offers precise explanatory language to help teachers when creating and delivering EAK lessons. Second, EAK offers a pace-of-instruction choice based on research. EAK urges educators to take into account the fundamental distinctions between letters and numbers rather than the conventional letter-of-the-week pacing. The fact that EAK offers teachers many cycles of instruction based on current scientific information about the acquisition of alphabet knowledge is the third and, arguably, most significant benefit of EAK.[3]

Another researchers found the cognitive awareness while teaching the alphabet to very young learners according to [4] training focused on the cognitive mechanisms essential to learning the alphabet was more successful than other types of instruction. It was proposed that experimental LN+LS instruction and letter name-only instruction would each offer special advantages to depth and alphabet letter learning in its whole, with Experimental LN + LS having the advantage of effectiveness. When preschool-aged children participated in explicit instruction that provided countless chances for practice in a variety of straightforward and letter-focused participatory and manipulative activities, they were able to perform a significant amount of the visual-verbal paired-associate learning necessary to learn letter names and letter sounds. Children had to communication is a method in specific alphabet content in order to memorize it. There was proof that alphabet learning in preschool-aged children was related to both the starting status and progress in PAL and ARL cognitive processes.

Children's responses to instructional variety and the connection between CLPs and alphabet acquisition were affected by children's language status. These moderation effects emphasize the significance of: 1) improving kids' overall English proficiency, and 2) using a large enough sample size of DLLs and non-DLLs in preschool early literacy studies to produce enough data to assess how well DLL students were taught. [5]

#### IV. Conclusion

To conclude this article, teaching the alphabet from very young ages is important and while teaching we should focus on the students' letter recognition cognitive skills, rather than just ABC song. The preferred technique to teach was EAK technique by [3]. Letter name and letter sound (LN+LS) teaching will help students to recognize the letters rapidly and teaching the letter form will help the read and write in future learning processes. Teaching the Alphabet from the preschool institutions will enhance the language proficiency of children.

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## INITIATIVE CLASS DIDACTIC MATERIALS AND TEACHING METHODS

*Paluanova Hurliman*

*Nukus city, school number 17 elementary school teacher*

*Paluanova Aynakhan*

*Nukus city, school number 37 elementary school teacher*

**Annotation:** This article talks about the methods of teaching didactic materials in primary classes.

**Key words:** didactics, didactic games, types of game lessons, mathematical relay, didactic goal, mathematical telephone, addition of numbers, addition of numbers, large units, mixed lessons.

Teaching mathematics in elementary grades should be closely related to teaching and learning. It is necessary to help the children who are engaged in mathematics to shape their scientific outlook on the world, to develop their ability to learn, and to educate them "to study, to participate in the society, and to educate them with love for their country." It is necessary to fill in the internal working methods of elementary school students in the mathematics lessons, and to complete the internal work of the sciences. Mathematics helps children develop their thinking, memory, attention, creativity. Logical thinking of mathematics students can be used for reasoning of jurisprudence. The teacher's duty is to make full use of all the possibilities of teaching mathematics to children. The use of various didactic games in mathematics lessons in elementary grades is of particular importance for children's mental activity, exercises and tasks involving characters from books, fairy tales, and cartoons.

Didactic games, which can be used while learning any topic in the 1st and 2nd grades, are presented in the form of educational games. The number of games would be the content, the methodology of the transfer should be determined taking into account the time that can be allocated to games in mathematics lessons, taking into account the educational tasks.

The didactic game has become an important tool for training students to be active. All the hot tasks in the game of mathematics are dedicated to deepening the knowledge of specific topics in the program materials. These materials support the development of children's activities in the future. Interest in mathematics is increased. Remembering the attention of the students, all their thinking skills are lost. Systematization of life experiences. Nervous systems have become so clear. According to the structure of the games, they can be divided into two groups: story-roller and game-based games. Story-based role-playing games, all elements of role-playing games have a plot, role, game actions, game values. Such games include " watch the

car light up", " Who will be given the ball?", "Telephone " "Telegraph" hám t. b games included.

Didactic purpose. Strengthen the method of adding single-digit numbers with decimals. Content: klass 3 komanda bólinedi. On the board, each team writes a few examples at the bottom of the columns:

I team	II team	III team
$7+5=12$	$8+14=12$	$7+7=14$
$8+6=14$	$6+7=13$	$8+7=15$

The teacher gave the students of each grade a number of potatoes marked with the addition of one, and a number of potatoes marked with the composition of the numbers of each example. He began to show examples of each variant.

Solve gives the following example to the students of the first command of the problem: the first student started the  $7+5$  board with 7 pieces of fried potatoes in his hand. Being the second + sign all, be the third From 7 to 10, the number 3 is a potato, 4 is a + sign, and the 5th is a potato.

And so, 3rd and 5th flow and 2nd addition will show the potatoes. The remaining readings of the 3rd row come out and the teacher sings them all in chorus. If a mistake is made, it will be corrected by the readings of the left commander. All students of the class will show a green icon if they find the answer correct, and a gold icon if they find it wrong. The moon continues like this. On the Friday of the month, the winning team will be determined.

As we say, didactic materials in primary classes are used as a substitute for didactic materials.

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## COMMON FEATURES OF PAREMIAS IN ENGLISH AND UZBEK LANGUAGES

*Daminova Charos Zaydilla qizi*

### ABSTRACT

This article describes the importance of the social environment (interpersonal relations, exchange of ideas, cooperation) in the formation of the human personality, the purpose and function of communication, and the place of paremias in interpersonal relations. In addition, the article analyzes the comparison of paremies expressing interpersonal relations in English and Uzbek languages.

### ANNOTATSIYA

Ushbu maqolada inson shaxsini shakllantirishda ijtimoiy muhitning (shaxslararo munosabatlar, fikr almashish, hamkorlik) ahamiyati, muloqotning maqsadi va funksiyasi, shaxslararo munosabatlardagi paremiyalarning o'rnini yoritilgan. Bundan tashqari, maqolada ingliz va o'zbek tillarida shaxslararo munosabatlarni ifodalovchi paremiyalarning qiyoslanishi tahlil qilingan.

### Introduction.

Nowadays, it is natural for any person to pay attention to the language, which is one of the sources of culture, in order to study his past. However, it is difficult to imagine any language without proverbs and sayings that reflect its ancient past. Proverbs and sayings in themselves, that is, in short lines, are evaluated as a microcosm that reflects common sense and unique life laws. It is for this reason that proverbs and proverbs occupy an important place in any language, and their study as an object of linguistic research is one of the most urgent issues of linguistics.

### Literature review.

Regarding the study of English paremiological units, A.N. Afanasev, A.A. Potebnya, F.I. Buslaev, K.I. Grigas, G.L. Permyakov, A. Dandis, H. Casares, V.V. Gvozdev, Yu.I. Levin, and V.P. Zhukov's research is considered quite important. It is known that proverbs and sayings are derived from the Greek word "paremia" which means "wise thought, wise thought".

The study of paremies, firstly, reveals the culturally determined component of language meanings, and secondly, examines the cognitive mechanisms of the formation of the most important cultural stereotypes. Paremiological units as a means of preserving and disseminating popular experience, as a means of specific crystallization of the ethnic worldview, illuminate with concepts as culturally specific versions of concepts that form the cognitive basis of the national language image of the world.

Despite the fact that paremiological units are studied in linguistics in a sufficiently comprehensive manner, the linguistic description of paremiological units is still controversial and controversial. The study of proverbs and sayings from the linguistic and cultural point of view is gaining special importance nowadays. Such study helps to fully reveal their content aspect. Studying proverbs and sayings from a linguistic and cultural point of view leads to the study of their national and cultural characteristics. In this regard, V.A. Maslova writes: Traditionally, proverbs and proverbs were studied as a genre in folklore. Their studies in linguistics are just beginning. From a pragmatic point of view, the purpose of proverbs is ambiguous: the same proverb can be a rebuke, consolation, moral education, advice, threat, etc., for example: "Old age is not joy"<sup>1</sup>.

Proverbs make people's speech clear and impressive, teach them to choose the right path in life, solve life problems correctly, give valuable advice on big and small issues of life. That is why you should pay special attention to every word in the proverb. They have words that historically had completely different meanings. For example, the word salt today means a mineral substance.

According to Brown, culture is a deep component of the thinking of our existence, but language is the most visible and present expression of culture as a means of communication between cultures. Thus, a person's worldview, identity, and systems of thinking, acting, feeling, and communicating can be disrupted by changing from one culture to another. In short, culture is a way of life. It is the context in which we live, think, feel, and relate to others. Thus, culture helps us learn how far we can go as individuals and what our mission is to society.

According to Brown "Language is part of culture, and culture is part of language."<sup>2</sup>. According to him, the two are inextricably linked and cannot be separated either in order not to lose the importance of language or culture.

### **Research methodology.**

Historically, this word is correct and polite; means field, plain and is preserved only in proverbs: "If you keep a girl, keep salt." "Be with the one at home, not with the salt." Also, the meaning of the word labor is suffering, unhappiness can be found only in proverbs or some dialects:

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<sup>1</sup> Maslova A.V. Linguoculturology. - M. Academy, 2001, pp. 42-43.

<sup>1</sup> Maslova A.V. Linguoculturology. - M. Academy, 2001, pp. 42-43.

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Proverbs as a product of word art can be used in their own meaning, figuratively, and both. That is why we consider it advisable to study proverbs in several types during the analysis, paying attention to the semantics of proverbs, that is, their meaning.

### Analysis and results.

Let's look at some of them on the example of both languages.

1. About cowardice: **“Yov qochsa botir ko’payar”** - **"After death, the doctor."** In this example, cowardice is reflected, and the following proverbs can also be an option: We run after the enemy (get punched)". In battle, there are cowards as well as heroes. Most of these cowards hide somewhere during the battle. Due to the bravery of the brave men, after fleeing, they slowly come out of their hiding places. Then, among them, you can find the sayings, **"I fought like this, I killed all of the enemy"** or **"Your enemy ran away, otherwise I would have done this"**. The above proverb applies to such "heroes" and to people who brag in vain after the work is done.

2. On greed, greed and stinginess: **“Quruq qoshiq og’iz yirtar”** – “Empty vessel make the most noise”. The above-mentioned proverb means that "in order to benefit from someone, it is necessary to make him interested in something, and in order to achieve income, one should not avoid expenses, otherwise it will be impossible to achieve the goal. **“Bo’rining o’zi to’ysa ham ko’zi to’ymaydi”** - "Eyes are bigger than one's stomach". "Five hands do not fit in the mouth" - "Grasp all, lose all." This proverb is said to greedy people, meaning that there is a measure for everything. **“Bo’sh qop tik turmaydi”** - "There is no such thing as a free lunch".

### Semantic meaning types of paremias.

**About hope, faith, longing and despair:** *Izlagan imkon topar - Where there is a will, there is a way;*

*Cho’kayotgan odam xasga yopishadi – A drowning man catches at a straw.*

**About patience and impatience:** *Musulmonchilik asta-asta –Rome was not built in a day;*

*Jo’jani kuzda sana – Don’t count your chickens until they are hatched;*

*Gul tikansiz bo’lmas, dur – sadafsiz - No rose without a thorn;*

*Sabr tagi sariq oltin – Everything comes to him who waits;*

*Har yerni qilma orzu har yerda bor tosh-u tarozi – In every country the sun rises in the morning.*

**About fate, luck and misfortune:** *Bo’zchi belboqqa yolchimas, kulol- mo’ndiga- The shoemaker’s son always goes barefoot;*

*Taqdirdan qochib qutilib bo’lmaydi – No flying from fate;*

*Yugurganniki emas buyurganniki - One beats the bush and.*

### About hard work, lack of passion and selfishness:

*Sendan harakat mendan barakat – God helps those who helps themselves;*

*Hechdan ko’ra kech yaxshi – Better late than never;*

*Uyqu - g'aflat, mehnat – rohat – The tortoise wins the race while the hare is sleeping;*

*Mehnat, mehnatning tagi rohat – No pains no gains.*

### **Conclusion**

In general, the subject of proverbs created by mankind is so wide and diverse that in them, from the most complex problems of social life to the smallest traditions of family life, from moral norms of the family to the smallest flaws in the character of people, from the philosophical worldview to the characteristics of the smallest animals. As proverbs express the conclusion of many centuries of life experiences and constant daily observations in the form of a complete thought in a strict polarity, they are dominated by the diversity of meaning of each word, the stability of expressions, and the stability of form. However, depending on the place of use, their scope of meaning is constantly expanding. Therefore, their research as an object of scientific research from a linguistic and cultural point of view is still one of the urgent issues of phraseology.

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## O'QUVCHILARGA FIZIKA FANINI O'QITISH INNOVATSION PEDAGOGIK TEXNOLOGIYALARDA FOYDALANISH

*Ismoilova Nafisa Isroil qizi*

*Navoiy viloyati Uchquduq tumani Kasb-hunar maktabi.*

*Fizika astronomiya*

**Annotatsiya:** Mazkur maqolada maktablarda fizikani o'qitishning innovatsion usuli, maktablarda fizika fanini o'qitishda innovatsion texnologiyalardan foydalanish, umumiy ta'lim muassasalarida fizika fanining nazariy va amaliy kurslarini o'qitishning zamonaviy vositalari haqida batafsil bayon qilingan.

**Kalit so'zlar:** innovatsion texnologiyalar, zamonaviy ta'lim, o'quv jarayoni, laboratoriya.

### **Kirish:**

O'quvchilarga fizika fanini o'qitishda zamonaviy vositalar umumiy ta'lim muassasalari o'quvchilari uchun eng samarali va qiziqarli narsalardan yiroq. Ayni paytda mavjud bo'lgan o'qitish usullari zerikarli va talabalarning qiziqishini jalb qilmaydi. Hozirgi kunda talabalar butun o'quv yilini bir xil ma'lumotlarni qayta yozib, o'z stollarida o'tkazishni xohlamaydilar.

Fizika fani o'quv fanlari ro'yxatida markaziy o'rinni egallaydi va o'quv jarayonida asosiy bilimlarni to'liq bo'lmagan o'rta umumiy ta'limni o'z ichiga olgan eng muhim rollardan birini egallaydi, shuning uchun o'rta o'quv fanlari uchun kirish imtihonining predmeti hisoblanadi.

### **Adabiyotlar tahlili va metodologiya:**

Zamonaviy ta'lim sohasida maktablarda o'quv jarayonini to'liq qayta tashkil etish amalga oshirilmoqda. Hamma narsa o'z-o'zini o'rganishga intiladi, buning natijasida o'quvchilar maktab o'quv jarayonidan yangi materialni mustaqil ravishda qismlarga ajratish, o'rgatish, tushunish va o'zlashtirish imkoniyatiga ega bo'ladilar.

Ushbu maqolaning asosiy maqsadi maktabda fizikani o'qitishda nazariy va amaliy mashg'ulotlar bilan bog'liq innovatsion texnologiyalarni ko'rib chiqishdir.

Ushbu muammoni hal qilish uchun vositalar quyidagilar bo'ladi:

- amaliy mashg'ulotlar davomida mavjud metodlarni tahlil qilish;
- nazariy tadqiqotlar o'tkazishda mavjud bo'lgan usullarni tahlil qilish;
- o'ziga xos innovatsion texnologiyani olib kirish;
- ta'lim muassasalarida fizikadan amaliy va nazariy mashg'ulotlarni o'tkazishning mavjud va innovatsion usullarini qiyosiy tahlil qilish.

Umumta'lim muassasalarida o'quvchilar uchun fizikani o'qitish kursini ikki blokga bo'lish mumkin:

- nazariy kurs;
- amaliy kurs.

### **Natijalar:**

Nazariy kurs o'qish nazariyasini, o'ziga xos jismoniy qonuniyatlarni ko'rib chiqishni, jismoniy jarayonlarni hayotda qo'llash misollarini ko'rib chiqishni va boshqa ko'p narsalarni o'z ichiga oladi. Amaliy dars o'tilgan nazariya bo'yicha muammolarni hal qilishni, fizik jarayonlarni ko'rib chiqishni, o'rganilayotgan nazariyani amalda qo'llashni o'rganishni o'z ichiga oladi.

Maktabda fizika o'qitishning barcha ushbu bloklari umumta'lim muassasalari o'quvchilari tomonidan deyarli hech qanday e'tibor va qiziqishsiz o'zlashtiriladi. Zamonaviy talabalar deyarli har bir darsda kitobdagi barcha ma'lumotlarni o'qish va qayta yozishdan ko'ra ko'proq haqiqiy va moddiy narsalarni ko'rishni xohlashadi. Shunday qilib, maktablarda fizika fanini o'qitishning mutlaqo yangi innovatsion g'oyasi, ya'ni darslarni o'tkazish uchun mavjud auditoriyalar asosida minilaboratoriyalar tashkil etish paydo bo'ldi.

Umumiy ta'lim muassasalarida fizika fanining nazariy va amaliy kurslarini o'qitishning zamonaviy vositalari ilgari e'lon qilingan laboratoriyalar taqdim etishi mumkin bo'lgan moddiy-texnik bazani ta'minlay olmaydi. Zamonaviy o'quv xonalari stol va devor taxtalaridan tashqari deyarli hech narsa bilan jihozlanmagan.

### **Muhokama:**

O'quvchilar kundan-kunga bir xil sharoitda mashg'ulotlar o'tkazishga, xuddi shu narsani qilishlariga yo'l qo'ymaydilar. Zamonaviy o'quvchilar sahnani o'zgartirishga muhtoj, fizika fanidan bilim olish uchun yangi va innovatsion yechimlar talab etiladi. Zamonaviy jihozlangan laboratoriya bugungi talabalarning ta'lim jarayoniga e'tibor va xohishni jalb qilish uchun barcha mumkin bo'lgan innovatsion echimlarning eng yaxshisi bo'ladi.

Ushbu yechim noyob va zamonaviy sharoitlarda bir qator sabablarga ko'ra mos keladi:

- zamonaviy laboratoriya mashg'uloti fizika fanining nazariy yo'nalishini o'rganish uchun ko'proq imkoniyatlar yaratadi;
- zamonaviy jihozlangan laboratoriya klassi fizika fanidan amaliy kursni o'rganish uchun ko'proq imkoniyatlar yaratishi mumkin;
- talabalar rag'batlantiradilar va mavzuni o'rganishga intilishadi;

### **Xulosa:**

Xulosa o'rnida shuni aytish joizki, zamonaviy ta'lim tizimi tub o'zgarishlarga va modernizatsiyaga muhtoj. Umumiy ta'lim muassasalari o'quvchilari fizika fanini o'rganish uchun mutlaqo yangi moddiy ta'minlangan texnik binolarni va o'quv xonalarni talab qiladilar. Nazariy va amaliy mashg'ulotlar uchun yangi jihozlangan

laboratoriya zamonaviy ta'lim atrofidagi mavjud vaziyatni hal qilish va ayniqsa fizika kursini o'qitish uchun eng yaxshi imkoniyatdir.

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## TA'LIM BOSHQA TILDA OLIB BORILADIGAN SINFLARDA O'ZBEK TILI FANINI O'QITISHDA INTERFAOL METODLARDAN SAMARALI FOYDALANISH

*Dilbar Nurullayeva Rajarbayevna*

*Nukus shahar 21-sonli umumiy bilim berish maktabi*

*O'zbek tili (Qoraqalpoq, qozoq, rus sinflarida)*

*975600184*

**Annotatsiya:** Ushbu maqolada ta'lim jarayonida yangi interfaol metodlarni qo'llash dars sifati samaradorligini oshirishga xizmat qilishi, o'qitish jarayonida zamonaviy yondashilganda o'quvchilarning hamkorlikda ishlashiga va qisqa vaqt ichida katta hajmdagi axborotlarni o'zlashtirish haqida mushohada yuritilgan.

**Tayanch so'zlar:** interfaol metodlar, dars samaradorligi, innovatsion ta'lim texnologiyalari, o'quv jarayoni, ko'nikma, malaka, dars jarayoni, intellektual salohiyat.

## ПРАКТИЧЕСКАЯ ЗНАЧЕНИЕ ИНТЕРАКТИВНЫХ МЕТОДОВ В ОРГАНИЗАЦИИ УРОКОВ РОДНОГО ЯЗЫКА

**Аннотация:** В этой статье обсуждается использование новых интерактивных методов в учебном процессе для повышения качества урока, совместная работа студентов с современным подходом к обучению и получение большого количества информации за короткое время.

**Ключевые слова:** интерактивные методы, эффективность урока, инновационные технологии обучения, процесс обучения, навыки, компетенции, процесс обучения, интеллектуальный потенциал.

## PRACTICAL SIGNIFICANCE OF INTERACTIVE METHODS IN THE ORGANIZATION OF MOTHER TONGUE LESSONS

**Abstract:** The use of new interactive methods in the educational process will help to increase the effectiveness of lesson quality, a modern approach to the teaching process focused on students working together and assimilating large amounts of information in a short period of time.

**Keywords:** interactive methods, lesson effectiveness, innovative learning process, skill, competence, lesson process, intellectual potential.



Pedagogik ta'lim klasteri: muammo va yechimlar Mustaqillik sharofati bilan respublikamizda yangilanish, rivojlanish davri boshlanib, ijtimoiy hayotimiz umumjahon andozalariga mos taraqqiyot yo`nalishlariga jadal sur`atlar bilan kirib bormoqda. "XXI asr yoshlarini har tomonlama rivojlangan, yetuk dunyoviy fikr yuritadigan, bilimli barkamol shaxslarni jahon ta`lim standartlariga mos ravishda tarbiyalash dolzarb vazifalardan biridir" [1; 93]. Yangi asr o`qituvchisini tayyorlashda uning pedagogik - psixologik jihatdan chuqur bilimga egaligi, intellektual salohiyatning yuksak darajadali, innovatsion ta`lim texnologiyalari, ta`limning interfaol usullari va ilg`or samarali metodlariga oid ijodiy faollikni oshirishning samarali usullaridan xabardor bo`lishi muhim ahamiyat kasb etadi. O`quv jarayoniga tatbiq etilayotgan "Kadrlar tayyorlash milliy dasturi" hamda umumiy o`rta ta`lim muassasalari uchun yaratilgan "Davlat ta`lim standarti"da o`quvchilarning bilishlari zarur bo`lgan majburiy bilimlar hajmi aniq ko`rsatilgan. Ularni o`quvchilarga yetkazish, o`quvchilarni faqat puxta bilim olibgina qolmay, balki mustaqil ravishda o`qib olish va ijodiy izlanishga yo`naltirish, o`zlaridagi qobiliyatni rivojlantira borish ko`nikmalarini orttira olish uchun o`qituvchilar yangi pedagogik texnologiya asosida pedagogikaning turli shakl va usullaridan foydalana olishlari zarur bo`ladi. Hozirgi kunda barcha ta`lim muassasalarida o`qitish jarayonida interfaol usullardan foydalanishga erishilmoqda. Bu esa interfaol ta`lim asosida tashkil etilayotgan pedagogik jarayonlarning mazmun-mohiyatini to`liq tushunib yetishga va ularni samarali, qiziqarli, sifatli bo`lishini ta`minlashga ko`maklashadi. "Interfaol usullaridagi darslar o`quvchini ijodiy fikrlashga, olingan axborotlarni faollikda hal etishga, fikrni erkin bayon etishga, tashabbuskorlikka, guruhlarda masalalar yechimini topishga, hamkorlikda ish yuritishga, fikrni yozma ravishda bayon etishga chorlaydi. Interfaollik – bu o`zaro ikki kishi faolligi, ya`ni bunda o`quv-biluv jarayoni o`zaro suhbat tariqasida dialog shaklida (kompyuter yordamida) yoki o`quvchining o`zaro muloqotiga asosan kechadi" [2; 68]. Interfaol ta`lim asosini interfaol metodlar tashkil etadi. Talim jarayonida o`quvchilar hamda o`qituvchi o`rtasida hamkorlikni qaror toptirish, faollikni oshirish, ta`lim oluvchilar tomonidan bilimlarni samarali o`zlashtirish, ularda shaxsiy sifatlarni rivojlantirishga xizmat qiladigan metodlar interfaol metodlar sanaladi. Ona tili darslarida zamonaviy usullardan foydalanish o`quvchilarning mustaqil fikrlash qobiliyatini shakllantirish hamda mavzuni o`zlashtirishda yaxshi samara beradi. Fikrimizning dalili sifatida 7-sinf ona tili darsligidagi "Olmosh" mavzusining o`rganilishi bo`yicha "Olmoshning ma`no turlari" mavzusidagi klasteri quyidagicha shakllantirish mumkin. Bu metod darsning chaqiruv pog`onasida o`quvchilarning diqqat-e`tiborini o`ziga qaratish va darsga bo`lgan qiziqishni oshirish maqsadida qo`llanadi. O`tilgan mavzularni takrorlash va esga olishda klaster metodidan foydalanilsa samarali natija beradi. Bu metodni mantiqiy ketmaketlikda, mantiqiy tizimlashgan holda bog`lab ketishi kerak. Mavzuni

“Insert jadval” metodi asosida o`rganish va mustahkamlah ham maqsadga muvofiq. Bu metod mustaqil o`qish, ma`ruza tinglash jarayonida olinadigan ma`lumotlarni bir tizimga keltirishga imkoniyat yaratadi. Xususan, “Olmoshlar va uning qo`llanishi” mavzusini berilgan jadval bo`yicha o`quvchilar olgan bilimlari asosida mustahkamlash mumkin! (V)- bilaman (+)- yangi axborot (-) – to`g`ri kelmadi ( ? )- tushunmadim Shuningdek, 8-sinf ona tili darsligining “So`z birikmasi sintaksisi” mavzusini o`rganishda “Aqliy hujum” metodini foydalanish mumkin. Bu metod barcha o`quvchilarni darsga jalb etadi, munozara olib borish madaniyati shakllanadi eng asosiysi mavzuga qiziqish uyg`onadi. Bunda sinf o`quvchilarini 4 guruhga bo`lib, har biri guruh sardorlari mavzu yuzasidan savollarga javob berishlari kerak bo`ladi. Savollarni quyidagi tartibda shakllantirish lozim: 1. Ikki va undan ortiq mustaqil so`z grammatik va ma`no jihatdan birikib, qanday birikma hosil bo`ladi? 2. So`z birikmasi qanday so`zlardan tuziladi? INSERT JADVALI V + - ? Pedagogik ta`lim klasteri: muammo va yechimlar 3. So`z birikmasi hokim so`zning qaysi turkumga oid so`z bilan ifodalanishiga qarab, necha guruhga bo`linadi? 4. Oqli so`z birikmasida hokim so`z qanday so`zlar bilan ifodalanadi? Keyingi topshiriq tushirib qoldirilgan so`zlarni tez va to`g`ri yozish bo`ladi. Bunda o`quvchilar guruh bilan bajarishadi. Har bir o`quvchining o`z fikrini tengdoshlariga yetkaza olish va jamoaviy ishlash qobiliyati rivojlanadi. Topshiriq quyidagicha beriladi: 1. So`z birikmalari tarkibidagi tobe va hokim so`zning hech qanday qo`shimchasiz, faqat ohang va ma`nosiga ko`ra bog`lanishi ... deyiladi. 2. Tobe so`zning hokim so`zga tushum, jo`nalish, o`rin-payt va chiqish kelishigi qo`shimchalari yoki ko`makchilar yordamida bog`lanishi ... deyiladi. 3. Tobe so`zning hokim so`zga qaratqich kelishigi qo`shimchasi yordamida, hokim so`zning esa tobe so`zga egalik qo`shimchalari yordamida bog`lanishi ... deyiladi. 4. Bir so`zning boshqa bir so`zga bo`ysunishi orqali bog`lanishi ... deyiladi. Umuman olganda interfaol metodlar ta`lim-tarbiya sifatini yaxshilash, samaradorligini oshirish, o`qituvchi va o`quvchi o`rtasidagi hamkorlikni ta`minash, yagona maqsad sari intilish, o`quvchilarning ichki imkoniyatlarini ro`yobga chiqarishda katta amaliy ahamiyatga ega. 1. Ta`lim jarayonida interfaol metodlarni qo`llash dars sifati samaradorligini oshirishga xizmat qiladi. 2. O`qitish jarayonida zamonaviy yondashilganda o`quvchilarning hamkorlikda ishlashiga va qisqa vaqt ichida katta hajmdagi axborotlarni o`zlashtirishiga imkon tug`iladi. 3. Interfaol metod asosida ta`lim jarayoni qatnashchilarining faolligi ta`minlanadi. Xulosa qilib aytganda, yuqoridagi kabi mashqlarni amalda qo`llashda ona tili fanining o`zaro integratsiyasi grammatik tushunchalarni o`zlashtirishni zerikarli ishdan faollikka undovchi qiziqarli ishga aylantiradi. Ona tili darslarida mustaqil ishlarni tashkil etishda tanlangan mashqlar har tomonlama ta`limiy va tarbiyaviy yo`nalishda, rang-barang mavzularda, shaklan va mazmunan mukammal, mantiqan to`g`ri, tili sodda va ravon, o`quvchi uchun tushunarli bo`lish maqsadga muvofiqdir. Ana shundagina matn, matn yaratish va

matn tahlil qilish o`quvchi uchun zarur bo`lgan natijani beradi hamda kommunikativ savodxonlik darajasini oshirishga xizmat qiladi. Pedagogik ta`lim klasteri: muammo va yechimlar

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## QO'SHTEPA TUMANI SUV RESURSLARIDAN QISHLOQ XO'JALIGIDA OQILONA FOYDALANISH

*Abdurahimov Fazliddin Homidjon o'g'li*

*Mirzo Ulug'bek nomidagi O'zbekiston Milliy Universiteti*

*Geografiya va tabiiy resurslar fakulteti*

*II bosqich magistranti*

### **Annotatsiya:**

Mamlakatimiz mustaqillikni qo'lga kiritgan ilk kunlardan boshlab qishloq xo'jaligini rivojlantirish suv resurslaridan oqilona foydalanish maqsadida ko'plab dasturlarni amalga oshirdi. Shu bilan birga, qishloq xo'jaligida suv tejovchi texnologiyalardan foydalanish uchun, ko'plab investitsiyalar jalb qilindi.

Albatta, bunday muammolar bizning mamlakatimizni ham chetlab o'tgani yo'q. Hozirgi kunda mamlakatimizning ko'plab hududlarida suv tanqisligi muammosi yuzaga kelmoqda, bunday muammolarni keng qamrovda avj olmasligi uchun hozirdan suvdan foydalanishda zamonaviy suv tejovchi texnologiyalarni amalda qo'llash talab qilinadi. Qo'shtepa tumani ham qishloq xo'jaligida suvdan oqilona foydalanish uchun ko'plab ishlarni amalga oshirishi lozim.

**Kalit so'zlar:** texnologik usul, tutchilik, pillachilik, Yozyovon cho'li, sho'rlangan hududlar, yashil hudud dasturi.

Qo'shtepa tumanining qishloq xo'jaligi sohasida suv resurslarining ahamiyati juda kattadir tuman suvga bo'lgan ehtiyojini, asosan, Katta Farg'ona kanali orqali qondiradi. Shu bilan birga, aholi iste'molidagi suvlarning asosiy qismi yer osti suvlari sanaladi.

Qo'shtepa tumaniga Yozyovon cho'lining yaqin ekanligi tuman tabiat kompleksiga ham ta'sir ko'rsatgan. Sababi, Yozyovon cho'lining sho'rlangan tuproqlari Qo'shtepa tumani yerlariga ham yetib kelgan.

Qo'shtepa tumanining umumiy yer maydoni 24 771 gektarni tashkil qiladi, shundan, ekin maydonlari: 20 145 gektarni tashkil qiladi, boshqa yer maydonlari 18 118 gektarni tashkil qiladi. Shu bilan birga, paxta maydonlari egallagan yerlar 6890 gektar, g'alla maydonlari egallagan yerlar 8000 gektar, boshqa ekin maydonlari egallagan yerlar 1500 gektarni tashkil qiladi.

Qo'shtepa tumanida meliorativ holati yomon bo'lgan yerlar ham katta maydonni egallaydi. Bunday yerlarning umumiy maydoni 79 gektarni tashkil qiladi. meliorativ holati yomon yerlarni maydonining keng tarqalishiga asosiy sabab, yerlardan maqsadsiz yaqin ekanligi va isrofgarchilik bilan foydalanish, Yozyovon

cho'llarining, qishloq xo'jaligida foydalaniladigan suvning isrof qilinishi sabab bo'lmoqda.

Qo'shtepa tumanida qishloq xo'jaligida foydalaniladigan suvlarni tejamkorlik bilan ishlatish uchun bir qancha dasturli ishlarni amalga oshirish lozim.

Bularga: uzoq masofaga olib boriladigan suvlarni lotoklar yoki quvurlar yordamida amalga oshirish lozim.

Sababi, agar suvlar shunday yo'l bilan sug'orishda foydalanilsa suvlar yerga shimilishining va bug'lanishining oldi olinadi.

Bundan tashqari, suv resurslaridan tadrijiy foydalanish uchun hokimlik tomonidan "yo'l xaritasi" ishlab chiqarilishi lozim. Hozirgi kunda suvga bo'lgan ehtiyoj yildan yilga ortib bormoqda, biroq, suv resurslari esa kamayib bormoqda suvni ko'p talab qilinish esa kelajakda aniq prognoz hisoblanadi. Chunki, mamlakatimizning barcha hududlarida, jumladan, Qo'shtepa tumanida aholi soni va uning ehtiyojlari yildan yilga ortib bormoqda, buning natijasida suv resurslariga bo'lgan talab ortib boradi. kelajakda suv bilan bog'liq muammolar kelib chiqmasligi uchun suv resurslarini hozirdan tejash lozimdir.

Qo'shtepa tumanida yer resurslaridan, asosan, quyidagi maqsadlarda foydalaniladi.

Sabzavotchilik, polizchilik- 1009 gektar.

Bog'dorchilik- 1922 gektar.

Chorvachilik- 1845 gektar.

Parrandachilik- 52 gektar.

Baliqchilik- 85 gektar.

Quyunchilik- 39 gektar.

Tutchilik- 152 gektar.

Terakchilik-7 gektar.

Boshqa yo'nalishlar- 346 gektar.

Kartoshka ekish rejasi- 860 gektar.

Sabzi ekish rejasi- 619 gektar.

Piyoz ekish rejasi- 35 gektar.

Soya ekish rejasi- 960 gektar.

Tut ekish rejasi- 1000 000 dona.

Yashil maydon bo'yicha daraxt ekish rejasi- 398 000 dona.

Yuqorida ko'rinib turibdiki, Qo'shtepa tumanining katta qismi qishloq xo'jaligi maqsadida foydalanish uchun aholiga xizmat qilmoqda. Demak suv resurslari ham shunga monand ravishda ko'p miqdorda sarf qilinadi. Suvdan tejab foydalanish kelajakda suv va boshqa muammolar yuzaga kelmasligi uchun qo'yilgan asosiy qadamdir.

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## АЁЛЛАРДА БЕПУШТЛИК

*Юлдашева Гулбахор Махмуджановна,  
Андижон Абу Али ибн Сино номидаги  
Жамоат саломатлиги техникуми,  
Акушерлик ва гинекология кафедраси мудири*

### Аннотация

Бепуштлик, туғмаслик, туғдира олмаслик — вояга етган организмнинг наел (авлод) қолдиришга ожизлиги. Одамда — бир маромда (нормал) жинсий хаёт кечириб, бўйида бўлишдан сақланиш воситалари (контрацепция)дан фойдаланмай, камида 2 йил бирга туриб фарзанд кўрмаслик Бепуштлик ҳисобланади. Бепуштлик эркакларда ҳам, аёлларда ҳам учрайди.

**Калит сўзлар:** Поликистоз, бепуштлик, эндометриоз,

Агар аёл фарзанд кўришни хоҳласа, аммо ҳомиладор бўла олмаса, бу бепуштлик деб аталади. Бироқ бепуштлик ташхиси сўнгги ҳукм эмас.

Асосийси, аёлларда бепуштлик сабабларини аниқлаш ва улар билан курашишни бошлашдир.

Бепуштлик ташхиси 12 ой ичида эр-хотин мунтазам равишда ҳимоясиз жинсий алоқада бўлган ва ҳомиладорлик содир бўлмаган кейин қўйилиши мумкин. Бир тахминий давр: масалан, аёл ёши каттароқ бўлса, ҳомиладор бўлиш учун кўпроқ вақт кетиши мумкин. Шунини ҳам ёдда тутиш керакки, ҳомиладорлик билан боғлиқ муаммолар ҳар доим ҳам аёл танасининг патологиялари билан боғлиқ эмас. Эркакнинг соғлиғига ҳам боғлиқ бўлиши мумкин. Шунинг учун ташхисни тасдиқлаш ёки рад этиш фақат эр-хотинни тўлиқ текширгандан сўнг амалга оширилади. Умуман олганда, бепуштлик патогномоник хусусиятга эга эмас, яъни кўп ҳолларда бепуштлик аломатсиз бўлиб, шифокор таҳлилларни текшириб аниқ ташхис қўяди. Лекин баъзида аломатлар ҳам бўлади: тана массаси индексининг пастлиги ёки юқори даражадалиги, эндокрин касалликларнинг аниқ белгилари бўлган тери, тос соҳасидаги патология ва оғриқ, сут безларининг кам ривожлангани, шунингдек, гинекологик касалликларнинг мавжудлиги.

Бепуштликни кўрсатадиган баъзи белгилар фақат лаборатория текширувлари натижасида аниқланиши мумкин. Мисол учун:

- гормонал бепуштлик аломатлари;
- тестлар натижасида аниқланган юқумли касалликлар;
- ултратовуш текшируви билан аниқланган аёл кичик тос суяги ва қалқонсимон без аъзоларининг ривожланишидаги бузилишлар;

- ишлаб чиқаришни сусайтирадиган ёки аксинча, ҳомиладорлик учун зарур бўлган гормонлар даражасини оширадиган мия шиши (МРТ ёрдамида аниқланиши мумкин).

Бундан ташқари, агар бепуштлик шубҳа қилинган бўлса, аёл бачадон найчаларининг (гистеросалпингография, лапароскопия ва бошқаларни) тўсиқларини истисно қилиш учун текширув ўтказди, гистероскопия – бачадон бўшлиғининг деворлари текширилади, уларнинг нотўғри ҳолати ҳам ҳомиладорликка халақит беради.

Мунтазам жинсий алоқада ҳомиладорлик юзага келмаслиги сабаби бир нечта омиллар бўлиши мумкин (шерикнинг яхши спермограммаси бўлиши шarti билан). Аёлларда бепуштлик сабаблари:

- тос аъзоларининг яллиғланиш касаллиги;
- генетик патология;
- репродуктив органларнинг аномалияси;
- репродуктив тизимга жарроҳлик аралашуви;
- мия шикастланиши;
- стресс ва метаболизм мувозанати, 35 йилдан кейин барча физиологик жараёнларнинг табиий секинлашиши деб ҳисобланиши мумкин.

Бепуштликнинг бир неча турлари мавжуд. Тадқиқотлар ва статистика шуни кўрсатадики, эндокрин касалликлар 100 та ҳолатдан 60 тасида бирламчи бепуштлик (аввал ҳомиладор бўлмаган)нинг сабаби бўлиб, иккиламчи бепуштлик(аввал ҳомиладор бўлган)нинг асосий сабаби эса, ички жинсий органларнинг касалликларида (90 фоиз ҳолларда).

Аёлда бачадон найчалари ёки бачадон йўқ бўлса бепуштлик мутлақ деб ҳисобланади. Нисбатан бепуштлик доимо ҳомиладорликнинг бошланишига тўсқинлик қиладиган сабабларга боғлиқ ва, одатда, бу сабабларни бартараф этиш мумкин. Ушбу турдаги бепуштликни вақтинча бепуштлик деб ҳам таснифланиши мумкин, масалан, ановуляцион циклда. Вагинал ёки бачадон бўйни атрезияси, рудимент бачадон каби муаммоларнинг мавжудлиги туғма мутлақ бирламчи бепуштликка олиб келади. Яширин инфекциялар ва тўйиб овқатланмаслик натижасида аёл жинсий аъзоларининг етарли даражада ривожланмагани эса бирламчи нисбий бепуштликнинг сабаби бўлади.

Маълумотларга кўра, шифокорга мурожаат қилган аёлларнинг ярмида пайдо бўлган бепуштликнинг сабаби абортдир. Аёлларнинг тахминан 65 фоизи эса бачадон найчаларининг обструкцияси туфайли орттирилган нисбий бепуштликдан азият чекмоқда.

Бу репродуктив функция бузилиши билан боғлиқ ҳамда эркак ва аёлга бўлинади. Ушбу патология спермани аёл организми ишлаб чиқарган антикорлари билан мағлуб этишида ифодаланади. Бу кўпинча жинсий



йўлларнинг ўтмишдаги ёки сурункали инфекциялари натижасида келиб чиқадиган муаммо. Эркак ёки аёл иммунологик бепуштликдан азият чекадими ёки йўқлигини билиш учун иккала шерик ҳам текширилади: улар бир қатор қон ва сийдик синовларидан ўтадилар, шунингдек, эркакка спермограмма, аёлга – қин шиллик қаватининг мазогини таҳлили буюрилади.

Бачадон найчалари патологияси сабабли вужудга келган бепуштлик. У кўпинча асимптоматик бўлиб, аёлга ҳеч қандай ноқулайлик туғдирмайди. Унинг диагностикаси учун одатда гистеросалпингография ёки кейинги босқичда лапароскопия буюрилади. Ушбу усуллар нафақат найчаларнинг ўтказувчанлик даражасини аниқлашга, балки баъзи бир терапевтик таъсирга ҳам эга.

Аёлларда тухумдон, буйрак усти, гипофиз ёки қалқонсимон без фаолиятининг бузилиши натижасида юзага келади. Керакли гормонлар ўз вақтида керакли миқдорда ишлаб чиқарилмайди, бу эса тухумларнинг пишиб етишида муваффақиятсизликка олиб келади. Ушбу турдаги бепуштлик кўпинча вақтинчалик бўлиб, гормонал даражага нормаллашгандан кейин йўқолади.

Бир ёки бир нечта касалликларнинг натижасидир: бачадоннинг анормал ҳолатидан аденомиозгача, бачадон миомаси, шунингдек, бачадон бўйни патологиялари. Бирламчи бепуштлик билан касалланган аёллар орасида ҳар учинчи беморда бачадон миомаси аниқланади ва ҳар бешинчисида бачадон миомаси ҳомиладор бўлишга имкон бермайди. Ушбу касалликни аниқлаш қийин эмас: катта ва ўрта даражадаги миомани аниқлаш учун шифокорга клиник кўриниш, гинекологик текширув ва ултратовуш текшируви натижалари керак. Баъзи ҳолларда, гистероскопия эндометрий ҳолатини аниқлашга имкон берувчи текширувларга қўшилади. Текширувнинг якуний босқичида лапароскопия бепуштликнинг тубал ва перитонеал сабабларини истисно қилиш учун буюрилади. Одатда, бачадон миомасида бепуштлик вақтинчалик бўлиб, тугунни олиб ташлаганидан кейин аёл ҳомиладор бўлиши мумкин.

Бепуштликнинг энг ноёб сабабларидан бири ҳисобланади. Маълумотларга кўра, бу касаллик қирқ ёшга етмаган юз кишидан 4-8 нафар аёлда учрайди. Касаллик кичик тухумдон кисталарининг кўп кисталар шаклланиши билан бирга келади. Бундай касаллик ўспиринликдаёқ бўлиши мумкин. Дастлабки босқичларда касаллик осонликча даволанади. Поликистоз касалликнинг дастлабки аниқ белгиларидан бири – ҳайз даврининг бузилиши – кўпинча патология ривожланишининг бошланғич босқичини ўтказиб юбориш, балоғат даврига тўғри келади.

Касалликнинг сабаблари ирсият, гормонал касалликлар, шамоллаш, тонзиллит ва доимий стресс бўлиши мумкин. Энг ишончли диагностика усули ултратовуш ҳисобланади.

Поликистоз касаллигини даволашнинг икки йўналиши мавжуд: консерватив ва жарроҳлик. Тухумдонлардаги барча операцияларни лапароскопия ёрдамида амалга ошириш тавсия этилади. Чунки жарроҳлик аралашувининг бошқа турлари ёпишқоқликка олиб келади ва бепуштлик муаммосини ҳал қилса ҳам, бошқа муаммоларни кўзгатади.

Бу эндометрий ёки шунга ўхшаш тўқималар бачадон бўшлиғидан ташқарида жойлашган касаллик. 100 аёлдан 5-10 нафарида учрайди. Эндометриозда бепуштлик сабаблари ҳам механик омиллар, ҳам иммунологик, шунингдек, гормонал касалликлар бўлиши мумкин. Шифокорга ташхис қўйиш учун беморни гинекологик ва ултратовуш текширувлари натижалари етарли. Баъзи ҳолларда лапароскопия операцияси амалга оширилади. Ушбу касалликнинг патогенези ҳали ҳам тўлиқ тушунилмаган. Шунинг учун афсуски, даволанишга ягона ёндашув мавжуд эмас.

Эркакларда ҳам, аёлларда ҳам учрайди. Абортдан кейин аёлларнинг генетик бепуштлигидан икки ёки ундан ортиқ ҳолатда гумон қилиш мумкин. Бунга иккала туғма ген мутациялари, масалан, Шерешевский-Тёрнер синдроми, X-хромосомаларнинг синдириш синдроми, 16-хромосоманинг трисомияси ва бошқалар сабаб бўлиши мумкин. Шунингдек, чекиш, баъзи дориларни қабул қилиш, ионлаштирувчи нурланиш ва бошқалар каби омиллар генетик мутацияни келтириб чиқариши мумкин. Генетик бепуштликка шубҳа туғилса, генетик шифокор билан маслаҳатлашиш тавсия этилади.

Бепуштликнинг яна бир тури психологик стресс ва физиология билан боғлиқ бўлмаган бошқа омиллар натижасида юзага келади. Маълумотларга кўра, жуфтликларнинг камида 30 фоизи психологик бепуштлик туфайли ҳомила содир бўлмайди. Бунга сабаб бўлган асосий сабаблар орасида: бола учун жавобгарликдан қўрқиш, туғишдан қўрқиш ёки турмуш ўртоғи учун жозибдорлигини йўқотиш қўрқуви мавжуд. Ушбу турдаги бепуштлик даволанади ва психолог билан нафақат аёллар, балки эркаклар ҳам ишлаши тавсия этилади.

Статистика шуни кўрсатадики, бепуштлик деярли доим даволанади. Даволанишга биринчи қадам аниқ ташхис қўйиш, муаммонинг турини аниқлаш ва тўғри даволанишни танлашдир.

21-асрда бепуштлик сўнгги ҳукм эмас. Деярли ҳар бир жуфтликда ҳомиладор бўлиш ва соғлом бола туғиш имконияти мавжуд. Бунга кўплаб репродуктив тиббиёт марказлари ёрдам бериши мумкин.

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## MUSTAQILLIKNING ILK DAVRIDA DAVLAT SUVERENITETINI MUSTAHKAMLASH YO‘LIDAGI SA’Y-HARAKATLAR

*Ataxanova Gavxaroy Anvarbekovna,  
Andijon Abu Ali Ibn Sino nomidagi jamoat salomatligi texnikumi,  
O‘zbekistonnig eng yangi tarixi fani o‘qituvchisi*

### Annotatsiya

Talabalarga O‘zbekiston davlat suverenitetining e‘lon qilinishi. Mustaqillikni tiklash uchun kurash siyosiy, iqtisodiy va ma‘naviy sohalaridagi islohatlar va O‘zbekiston mustaqilligining huquqiy asoslarining yaratilishi haqida tushuncha berish.

**Kalit so‘zlar:** Arxeologik davrlashtirish, paleolit, neolit, bronza, ahomoniylar, salavkiylar, kushon, tarixiy xronologik, o‘zbek xalqi, davlat boshqaruvi, ibtidoiy-jamoa, feodal, demokratik, ellinistik davr, sak, eron, eftalit, turk, Xarakatlar strategiyasi, dialektik jarayon, milliy tafakkur xalq tarixi.

Oliy Kengash “O‘zbekiston Respublikasining davlat mustaqilligi asoslari to‘g‘risida” Qonun qabul qildi. Bu qonun 17 moddadan iborat bo‘lib O‘zbekiston Respublikasining davlat mustaqilligini huquqiy jihatdan mustahkamlab berdi. Qonunning birinchi moddasida: “O‘zbekiston Respublikasi o‘z tarkibidagi Qoraqalpog‘iston Respublikasi bilan birga, mustaqil, demokratik davlatdir”, – deb qonunlashtirib qo‘yildi. Qonunda O‘zbekiston Respublikasining xalqi suverendir va respublikada davlat hokimiyatining birdan-bir sohibidir. U o‘z hokimiyatini ham bevosita, ham vakillik idoralari tizimi orqali amalga oshiradi, deb belgilab qo‘yildi. Mustaqillik asoslari to‘g‘risidagi qonunda O‘zbekiston Respublikasi to‘la davlat hokimiyatiga ega, o‘zining milliy davlat va ma‘muriy-hududiy tuzulishini, hokimiyat va boshqaruv idoralari tizimini mustaqil belgilaydi, davlat chegarasi, hududi daxlsiz va bo‘linmas bo‘lib, uning xalqi o‘z xohish-irodasini erkin bildirmasdan turib o‘zgartirilishi mumkin emas, deb qat‘iy qonunlashtirilib qo‘yildi. Mazkur qonunda respublika hududidagi yer, yer osti boyliklari, suv va o‘rmonlar, o‘simlik va hayvonot dunyosi, tabiiy resurslar, respublikaning ma‘naviy boyliklari O‘zbekiston Respublikasining milliy boyligi, mulki hisoblanadi, deb belgilab berildi. O‘zbekiston Respublikasi o‘z hududida oltin, boshqa qimmatbaho metallar va toshlarni qazib chiqarish, qayta ishlash va saqlashni mustaqil amalga oshiradi hamda nazorat qiladi, o‘z oltin zaxirasini yaratadi, deyiladi bu qonunda. O‘zbekiston Respublikasi Oliy Kengashining VII-sessiyasi 1991-yil 30-sentabr kuni ushbu qonunga Konstitutsiyaviy qonun maqomini berishga qaror qiladi.

O‘zbekiston Respublikasi Oliy Kengashining 1991-yil noyabrda bo‘lgan VIII-sessiyasi davlat mustaqilligi masalasi bo‘yicha referendum o‘tkazish haqidagi

masalani ko'rib chiqdi. 1991-yil 18-noyabr kuni sessiya "O'zbekiston Respublikasi referendumini o'tkazish to'g'risida" qaror qabul qildi. Qarorda 1991-yil 29-dekabr kuni O'zbekiston Respublikasining davlat mustaqilligi to'g'risidagi masala bo'yicha referendum o'tkazish belgilandi. Referendumga puxta tayyorgarlik ko'rildi. Markaziy saylov komissiyasi, 13 saylov okrugi, 7-ming uchastka saylov komissiyasi tuzildi. 1991-yil 29-dekabrda bo'lib o'tgan referendumda 9.898.707 kishi ya'ni saylov ro'yxatiga kiritilganlarning 94,1 foizi qatnashdi. Ovoz berishda qatnashganlarning 98,2 foizi referendumda byulletenga qo'yilgan "O'zbekiston Respublikasi Oliy Kengashi tomonidan e'lon qilingan O'zbekiston Respublikasining davlat mustaqilligini ma'qullaysizmi?" degan savolga "Ha", ya'ni, O'zbekiston Respublikasi mustaqilligini ma'qullaymiz, deb ovoz berdi.

Shunday qilib, xalqimizning asriy orzusi ro'yobga chiqdi. Mamlakatimiz, xalqimiz siyosiy qaramlikdan, asoratdan qutuldi. Davlat mustaqilligining qo'lga kiritilishi o'zbek xalqining hayotida muhim tarixiy voqea bo'ldi. Mustaqillik xalqimizga o'z taqdirini o'zi belgilash, o'zlari uchun munosib turmush yaratish erkinligini berdi. O'zbekiston Respublikasi davlat mustaqilligining qo'lga kiritilishi ham qonuniy-tarixiy jarayon bo'lib, xalqimizning uzoq yillar davomidagi milliy istiqloq uchun olib borgan qahramonona kurashining natijasidir.

1991-yil 31-avgustdan e'tiboran Vatanimiz tarixida yangi davr – milliy istiqloq davri boshlandi. Dunyo xaritasida yana bitta mustaqil, to'la huquqli, suveren davlat – O'zbekiston Respublikasi paydo bo'ldi. O'zbekiston xalqi va rahbariyatining donishmandligi, sabotlilik va qat'iyatligi, uzoqni ko'ra bilishi natijasida uning davlat mustaqilligi tinch, demokratik, parlament yo'li bilan, ijtimoiy larzalarsiz, qurbonlar va vayronagarchiliklarsiz amalga oshirildi. Mustaqil O'zbekiston dunyoga, jahonga yuz tutdi, qariyb yuz yildan ortiq vaqt davomida yopib qo'yilgan chegaralari ochildi. Jahon hamjamiyati O'zbekistonni quchoq ochib qabul oldi. Mustaqillikning dastlabki kunlaridanoq O'zbekiston Respublikasini suveren davlat sifatida Turkiya, Amerika Qo'shma Shtatlari, Kanada, Yaponiya, Buyuk Britaniya, Saudiya Arabistoni, Eron, Pokiston, Hindiston, Xitoy singari yirik davlatlar tan oldilar.

Jahon tajribasi shuni ko'rsatadiki, mustaqil demokratik, huquqiy davlatning tashkil topishi va rivojlanishining asosiy sharti Konstitutsiyaning mavjudligidir. Mustaqillik qo'lga kiritilgach, bir qator omillar Respublika Konstitutsiyasini yaratishni zarur qilib qo'ydi. Mamlakatimizda milliy huquqiy davlat qurish, demokratik jamiyat barpo etish, bozor munosabatlarini shakllantirish kabi dolzarb vazifalar mustaqil O'zbekiston Konstitutsiyasini ishlab chiqishni taqozo etardi. Vujudga kelayotgan yangi siyosiy partiyalar, jamoat harakatlari, jamoat tashkilotlarining yuridik manfaatlari, jamiyatimizda ijtimoiy-siyosiy barqarorlikni, milliy totuvlikni ta'minlash masalalari yangi Konstitutsiya qabul qilishga ehtiyoj tug'dirdi. Shuningdek,

O‘zbekiston Respublikasining xalqaro huquq sub’yeftiga aylanishi, mustaqil davlat sifatida jahonga tanilishi ham Konstitutsiya qabul qilishini talab qilardi.

“Mustaqillik Deklaratsiyasi” qabul qilingan O‘zbekiston Oliy Kengashining 1990-yil 20-iyunda bo‘lgan ikkinchi sessiyasidayoq yangi Konstitutsiya ishlab chiqish lozim, degan xulosaga kelingan edi. Sessiya O‘zbekiston Prezidenti Islom Karimov boshchiligida 64 kishidan iborat konstitutsiya loyihasini tayyorlash bo‘yicha komissiya tuzish to‘g‘risida qaror qabul qiladi. Komissiya tarkibiga Oliy Kengash deputatlari, Qoraqalpog‘iston Respublikasi va viloyatlar vakillari, davlat, jamoat tashki-lotlari va xo‘jaliklarning rahbarlari, olimlar, mutaxassislar kiritildi. Konstitutsiyaviy komissiya O‘zbekiston Respublikasining Konstitutsiyasini ishlab chiqish ustida qariyb 2,5 yil ishladi. 1991-yil 31-avgustda O‘zbekiston davlat mustaqilligining e‘lon qilinishi va “O‘zbekiston Respublikasining davlat mustaqilligi asoslari to‘g‘risida”gi Qonunning qabul qilinishi, bu qonunga konstitutsiyaviy maqom berilishi konstitut-siyaviy komissiya mas’uliyatini yanada kuchaytirdi. Konstitutsiya loyihasini ishlab chiqishda konstitutsiyaviy rivojlanishning jahon tajribasi o‘rganildi, inson huquqlari, demokratiya va qonunchilik sohasida jahonda qo‘lga kiritilgan yutuqlar hisobga olindi. Milliy davlatchiligimizning tajribasi, Amir Temur va boshqa allomalarimizning davlatni idora qilish sohasidagi g‘oyalari yangi Konstitutsiyaga asos qilib olindi.

1992-yil 26-sentabrda O‘zbekiston Respublikasining yangi Konstitutsiyasi loyihasi umumxalq muhokamasi uchun matbuotda e‘lon qilindi. Muhokama ikki oycha davom etdi. Muhokama jarayonida bildirilgan takliflar asosida tuzatishlar kiritilgan loyiha 1992-yil 26-noyabrda matbuotda ikkinchi marta e‘lon qilindi. Umumxalq muhokamasi davrida 6 mingdan ortiq taklif va mulohazalar bildirildi, ular inobatga olindi. Konstitutsiyamiz xalqimizning siyosiy dahosi va tafakkurining mahsuli bo‘ldi. Prezident I.A.Karimov O‘zbekiston Konstitutsiyasini ishlab chiqishga rahbarlik qildi va o‘zining katta hissasini qo‘shdi.

Oliy Kengashning 1992-yil dekabrda bo‘lgan XI-sessiyasi O‘zbekiston Respublikasining Konstitutsiyasini qabul qilish masalasini muhokama qildi. Sessiyada deputatlar loyihaga 80 ga yaqin o‘zgartirish, qo‘shimcha va aniqliklar kiritdilar. Shunday qilib, 1992-yil 8-dekabr kuni O‘zbekiston Respublikasining Konstitutsiyasi qabul qilindi. Konstitutsiya qabul qilingan kun 8-dekabr umumxalq bayrami – O‘zbekiston Respublikasining Konstitutsiyasi kuni deb e‘lon qilindi.

Bayrami – O‘zbekiston Respublikasining Konstitutsiyasi kuni deb e‘lon qilindi. O‘zbekiston Respublikasining Konstitutsiyasi 6 bo‘lim, 26 bob, 128 moddadan iborat. U “Mustaqillik Deklaratsiyasi” hamda “O‘zbekiston Respublikasining davlat mustaqilligi asoslari to‘g‘risida”gi Qonunda mustahkamlangan tamoyillar va go‘yalarni o‘zida to‘la mujassamlashtirdi, ularni rivojlantirdi.

O‘zbekiston Respublikasining asosiy qonuni, pasporti hisoblanuvchi Konstitutsiya sobiq Ittifoq davridagi barcha Konstitutsiyalardan tubdan farq qiladi.

Birinchiidan, yangi qabul qilingan Konstitutsiya mustaqil O‘zbekiston Respublikasining Konstitutsiyasi bo‘lib, barcha moddalari haqiqiy mustaqillik go‘yalari bilan sug‘orilgan. Ilgarigi Konstitutsiyalar esa O‘zbekistonning mustaqilligini ta‘minlay olmaydigan, respublikaning “suveren”ligi haqida quruq so‘zlar yo‘zilgan, haqiqiy qoidalari qog‘ozda qolib ketadigan, rasmiy bir hujjat edi. Ikkinchiidan, yangi Konstitutsiya xalqimizning xohish-irodasi va dono fikrmulohazalari asosida va jahonda to‘plangan eng ilg‘or Konstitutsiyaviy rivojlanish tajribasini va milliy davlatchiligimiz xususiyatlarini hisobga olgan holda mustaqil ishlab chiqildi. Ilgarigi Konstitutsiyalar esa Markaziy hokimiyat tomonidan tayyorlangan Ittifoq Konstitutsiyasi nusxalaridan ko‘chirib olinar edi. Shu boisdan ham yangi asosiy qonunimiz mustaqil O‘zbekiston-ning birinchi Konstitutsiyasi hisoblanadi.

Shuningdek, Konstitutsiyada O‘zbekiston Respublikasida Qoraqalpog‘iston Respublikasining huquqiy maqomi, O‘zbekiston bilan o‘zaro munosabatlarning huquqiy asoslari belgilab berilgan.

Darhaqiqat, O‘zbekiston Respublikasi Konstitutsiyasining qabul qilinishi mamlakatimiz hayotida katta ahamiyatga ega bo‘ldi. U mamlakatimizda qonunchilikning rivojlanishi uchun, huquqiy islohotlar uchun asos bo‘lib xizmat qildi. Yuzlab qonunlar, kodekslar, milliy dasturlar ishlab chiqildi, umumxalq muhokamasidan o‘tdi, qabul qilindi va hayotimizning barcha jabhalarida amal qilmoqda. O‘zbekiston Konstitutsiyasi davlatimiz suverenitetini ro‘yobga chiqardi. O‘zbekistonni dunyodagi barcha nufuzli davlatlar tan oldi, ular bilan siyosiy, diplomatik, iqtisodiy, madaniy aloqalar o‘rnatildi.

2003-yil 24–25-aprel kunlari bo‘lib o‘tgan ikkinchi chaqiriq O‘zbekiston Respublikasi Oliy Majlisining XI-sessiyasida “O‘zbekiston Respublikasi Konstitutsiyasiga o‘zgartirishlar va qo‘shimchalar kiritish to‘g‘risida”gi Qonun loyihasi muhokama qilindi va mazkur qonun qabul qilindi. O‘zbekiston Respublikasining Konstitutsiyasi jamiyatni yanada erkinlashtirish va demokratiyalash, ikki palatali parlament tuzish zaruriyatidan kelib chiqqan holda o‘zgartirishlar va qo‘shimchalar kiritildi.

O‘zbekiston Prezidenti vakolatlari hamda vazifalariga doir 89- , 90- , 93- , 95- , 96- , 97- moddalarga ham o‘zgartirishlar kiritildi. 89-moddaning “O‘zbekiston Respublikasi Prezidenti ayni vaqtda Vazirlar Mahkamasining Raisi hisoblanadi” deyilgan ikkinchi qismi olib tashlandi. Muxtasar aytganda, qonun chiqaruvchi, ijro etuvchi va sud hokimiyatlari o‘rtasidagi vakolatlar yanada demokratik ravishda qayta taqsimlandi. Kiritilgan o‘zgartirishlar va qo‘shimchalar O‘zbekiston Respublikasi Bosh Vazirining, hukumatning mas’uliyatining kuchayishiga, jamiyat siyosiy hayotining faollashuviga, saylov tizimining yanada takomillashuviga xizmat qiladi.

Dunyoda suveren deb e'tirof etilgan har bir mamlakat o'zining davlat ramzlari – gerbi, bayrog'i, madhiyasiga ega. O'zbekiston Respublikasi mustaqillikning dastlabki kunlaridanoq o'zining davlat ramzlarini yaratishga alohida e'tibor bilan qaradi. Oliy Kengash Davlat bayro'g'i, Davlat gerbi va Davlat madhiyasi haqida qonun loyihalarini tayyorlash, Oliy Kengash sessiyalari muhokamasiga taqdim etish to'g'risida qaror qabul qildi. Oliy Kengash Qo'mitalari Konstitutsiya komissiyasi bilan hamkorlikda o'zbek xalqining tarixi, ma'naviy qadriyatlari, mustaqil davlatimiz siyosatining mazmun-mohiyatiga mos davlat ramzlari variantlari tayyorlandi.

“O'zbekiston Respublikasi davlat bayrog'i to'g'risida”gi Qonun 1991-yil 18-noyabrda O'zbekiston Respublikasi Oliy Kengashining VIII-sessiyasida qabul qilindi. O'zbekiston Respublikasining davlat bayrog'i ramzi mamlakatimiz hududida ilgari mavjud bo'lgan g'oyat qudratli saltanatlar bayroqlariga xos bo'lgan eng yaxshi an'analarni davom ettirgan holda respublika tabiatiga xos xususiyatlarni, xalqimizning milliy va madaniy o'zligini ham aks ettiradi.

O'zbekiston Respublikasining davlat bayrog'i Nyu-York shahrida joylashgan Birlashgan Millatlar Taskhiloti qarorgohida dunyodagi suveren davlatlar bayroqlari qatorida turibdi. O'zbekiston bayrog'i xorijiy mamlakatlarda Prezidentimiz boshliq davlat delegatsiyasini qabul qilish marosimlarida, chet el davlat delegatsiyalarini O'zbekistonda qabul qilish marosimlarida ko'tariladi. O'zbekiston bayrog'i O'zbekiston Prezidenti qarorgohi Oqsaroy binosi, O'zbekiston Respublikasi Oliy Majlisi binosi tepasiga ilib qo'yilgan. O'zbekiston sportchilari jahon sport musobaqalarida g'oliblikni qo'lga kiritib, shohsupaga ko'tarilgan paytlarda ham O'zbekiston bayrog'i ko'tariladi. Shu boisdan ham mamlakatimizda va jahon uzra O'zbekiston bayrog'ining ko'tarilishi, bir tomondan davlatimiz shon-shuhratini ko'tarsa, ikkinchi tomondan, barchamizga quvonch, faxrlanish, g'urur bag'ishlaydi.

“O'zbekiston Respublikasining davlat gerbi to'g'risida”gi Qonun 1992-yil 2-iyulda O'zbekiston Respublikasi Oliy Kengashining X-sessiyasida qabul qilindi. Gerb suveren davlatimiz ramzi sifatida ijtimoiy-siyosiy hayotda keng qo'llaniladi. O'zbekistonning xorijiy mamlakatlar bilan tuzilgan bitim va shartnomalarida, davlatlararo aloqa va diplomatik hujjatlarda O'zbekiston Respublikasining davlat gerbi tasviri tushirilgan bo'ladi. Shuningdek, gerb tasviri davlat ahamiyatiga molik ichki hujjatlarda, davlat korxonalari va muassasalarining muhrlarida, o'zaro aloqa hujjatlarida ham bo'ladi. Milliy valyutamiz – so'mda ham davlat gerbi to'la ifodasini topgan.

“O'zbekiston Respublikasi davlat madhiyasi to'g'risida”gi Qonun 1992-yil 10-dekabrda O'zbekiston Respublikasi Oliy Kengashining XI-sessiyasida qabul qilindi. Shoir A. Oripov va bastakor M. Burhonov tomonidan tayyorlangan variant tasdiqlandi. Davlat madhiyasi davlat mustaqilligining timsoli bo'lib, u O'zbekiston fuqarosida vatanparvarlik tuyg'ularini uyg'otadi. O'zbekiston Respublikasining davlat madhiyasi



jamoatchilik oldida ijro etilganida ishtirokchilar uni tik turib, qo'lini ko'ksiga qo'yib kuylaydilar va tinglaydilar.

1993-yil 7-mayda O'zbekiston Respublikasi Oliy Kengashi tomonidan birinchi orden – birinchi va ikkinchi darajali “Sog'lom avlod uchun” ordeni ta'sis etildi. 1994-yil 5-mayda “O'zbekiston Qahramoni” unvoni va “Oltin Yulduz” medali, “Mustaqillik” va “Do'stlik” ordenlari, “Jasorat” va “Shuhrat” medallari ta'sis etildi. 1995-yil 30-avgustda “Mehnat shuhrati”, birinchi va ikkinchi darajali “Shon-shuhrat”, 1996-yil 26-aprelda “Amir Temur”, “Buyuk xizmatlari uchun”, 1998-yil 17-avgustda “El-yurt hurmati”, 2000-yil 30-avgustda “Jaloliddin Manguberdi” ordenlari ta'sis etildi.

1996-yil 26-apreldagi Oliy Kengash sessiyasida ijtimoiy-iqtisodiy, madaniyma'rifiy yo'nalishlarda O'zbekiston Respublikasining faxriy unvonlari ta'sis etildi.

O'zbekiston Respublikasining 1992-yil 2-iyunda qabul qilingan “Bayram kunlari haqida”gi qonuniga va 1995-yil 21-dekabrda qabul qilingan O'zbekiston Respublikasi Mehnat kodeksining 137-moddasiga muvofiq quyidagi kunlar bayram – dam olish kunlari deb belgilandi. Mustaqil, erkin davlatning asosiy belgisi, asl poydevori – milliy valyutadir. O'z valyutasiga ega bo'lmagan davlat o'z manfaatlarini ko'zlab mustaqil ravishda moliya-kredit, bank siyosatini yurita olmaydi, o'z taqdirini, tashkilotlar, xo'jaliklar va fuqarolar taqdirini belgilay olmaydi. Ichki bozorni naqd pul bilan ta'minlash, pul chiqarish miqdori, uning xarid kuchi, kelajak istiqboli uchun sarmoya ajratish, kimga qarz berish va kimdan qarz olish, qarzni to'lash va undirib olish, foiz stavkalarini belgilash kabi masalalarni mustaqil hal qila olmaydi. Pirovardida bunday davlat boshqa kuchli davlatlar ko'rsatmalariga qaram bo'lib qoladi, uni hech kim haqiqiy mustaqil davlat deb tan olmaydi. Shu boisdan milliy valyutaga o'tish O'zbekiston uchun oliy maqsad edi.

O'zbekistonda milliy valyutani muomalaga kiritish uchun ham ma'lium vaqt, tajriba kerak edi. Avvalo, haqiqiy mustaqil iqtisodiyotga erishish lozim edi. Shu boisdan O'zbekiston mustaqillikning dastlabki paytlari ham sobiq Ittifoqdan meros qolgan rubl zonasida bo'lib turdi. Biroq sovetlardan keyingi makonda yalpi ichki mahsulot ishlab chiqarishning keskin pasayishi natijasida rublning qadri ham shunga mos ravishda tushib bordi. 1993-yil may oyi boshlarida 800–900 rublning qadri 1 AQSH dollari darajasiga tushib ketgan edi. Shu yili Rossiyada oldingi rubl kursiga teng-lashtirilgan yangi namunadagi rubl chiqarildi. Rossiya hukumati 1993-yil 26-iyulda O'zbekiston mutasaddi vakillarini Moskvaga taklif qilib, birgalikda rubl zonasida qolishini ta'kidlashdi. Keyinroq Rossiya, O'zbekiston va Qozog'iston rahbarlari Moskvada uchrashib, rubl zonasini saqlashga, O'zbekiston va Qozog'istonni 1993-yilgi yangi rubl namunasi bilan ta'minlashga qaror qilindi. Biroq, amalda boshqacha yo'l tutildi, to'g'rirog'i Rossiya hukumati bu tadbirlardan o'z manfaati

yo'lida foydalanmoqchi bo'ldi. Rossiya hukumati O'zbekiston oldiga o'z shartlarini qo'ydi:

Birinchidan, kerakli rublni davlatlararo qarz sifatida, keyinchalik boylik va mahsulot bilan to'lash sharti qo'yildi.

Ikkinchidan, rublni olishdan oldin uning 50 % miqdoridagi AQSH dollari yoki O'zbekiston oltinini garovga qo'yish talab qilindi.

Uchinchidan, O'zbekistonda muomalada bo'lib turgan 1961–1992-yilgi namunadagi rublni yangi 1993-yil namunasiidagi rublga uchga bir nisbati bilan almashtirish sharti qo'yildi.

To'rtinchidan, birorta shart bajarilmay qolsa, tovon to'lash majburiyati belgilandi.

Beshinchidan, O'zbekiston Markaziy banki Rossiya Markaziy bankiga hisobot berishi, ya'ni tobe bo'lishi kerak edi.

O'zbekiston bunday shartlarga rozi bo'lolmas edi, rozi bo'lmadi ham. Shu boisdan muomalaga yangi valyuta kiritish ishiga jiddiy kirishildi. O'zbekiston rahbariyati "katta og'a"ning o'yinlariga qarshi oldindan chora-tadbirlar ko'rib qo'ygan edi. 1992-yildayoq muomalaga chiqarishga mo'ljallangan so'm-kupon nusxalari tayyorlab qo'yilgan edi. Nihoyat, 1993-yil 1-noyabrda O'zbekistonda so'm-kupon muomalaga kiritildi, uning kursi oldin muomalada bo'lib kelgan rubl bilan tenglashtirilgan edi. Shu yil noyabr oyi davomida aholi qo'lidagi rubl namunasiidagi pullarni jamg'arma banklari orqali so'm-kuponga almashtirish ta'minlandi. So'm-kupon joriy etilayotgan dastlabki paytlarda chetdan rubl oqib kelmoqda, degan mish-mishlar ko'paydi. Bozorda narxlar osmonga chiqdi. Hukumat buning oldini olish choralari ko'rdi. Aholi ortiqcha tashvish, aziyat chekmadi, aksincha aholi, iqtisodiyot himoya qilindi. O'zbekiston rahbariyati so'm-kuponlar asosida zarur-tajriba orttirdi, haqiqiy milliy valyutani joriy qilish tadbirlarini ko'rdi.

1994-yil 16-iyundagi "O'zbekiston Respublikasining milliy valyutasini muomalaga kiritish to'g'risida"gi Prezident farmoni va Vazirlar Mahkamasining qaroriga binoan 1994-yil 1-iyuldan boshlab milliy valyuta – so'm muomalaga kiritildi. 1 s'om kursi 1000 so'm-kuponga tenglashtirilgan holda joriy qilindi. Milliy valyuta – so'm O'zbekiston Respublikasi Markaziy bankining qiymati 1, 3, 5, 10, 25, 50, 100 so'm bo'lgan bank qog'oz pullari (banknotlar) holida muomalaga chiqarildi. Aholi qo'lidagi so'm-kuponlar jamg'arma banklari orqali 1000 ga 1 qiymatda almashtirildi. 1997-yilda 200, 1999-yilda 500, 2001-yilda 1000 so'mlik qog'oz pullari ham muomalaga kiritildi. Shuningdek, qiymati har xil miqdordagi tangalar ham naqd pul holida muomalaga chiqarildi.

Milliy valyutaning muomalaga kiritilishi mamlakatimiz hayotida muhim voqea bo'ldi, O'zbekistonning xalqaro maydonda mavqeyi oshdi, o'zining pulkredit, moliya siyosatini amalda mustaqil yuritadigan bo'ldi. Bu iqtisodiy islohotlarni yanada chuqurlashtirish uchun qulay imkoniyat yaratdi.

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## ФЕРМЕНТЛАР

*Бокиева Зулфия Арифжоновна,  
Андижон Абу Али ибн Сино номидаги  
Жамоат Саломатлиги Техникуми,  
Умумкасбий-2 фанлар кафедраси мудири*

### Аннотация

Ферментлар барча тирик хужайраларда мавжуд бўлиб, баъзи моддаларнинг бошқа моддаларга айланишига ҳисса қўшади. Ферментлар тирик организмларда содир бўладиган деярли барча биокимёвий реакцияларда катализатор вазифасини бажаради. 2013 йилга келиб 5000 дан ортиқ турли ферментлар тавсифланган эди. Улар барча ҳаётий жараёнларда муҳим рол ўйнайди, организмдаги метаболизмни бошқаради ва тартибга солади.

**Калит сўзлар:** Ферментлар, fermentum, энзим, катализатор, апофермент.

Ферментлар (лот. fermentum — ачитки), энзимлар — ҳайвон, ўсимлик ва бактерияларнинг тирик хужайраларидаги оксилли катализаторлар. Ферментлар махсус хусусиятлари ва кимёвий реакцияларни тезлаштириши билан одатдаги катализаторлардан фарқланади. Улар катализаторлар каби кимёвий реакцияларнинг фаолланиш энергиясини пасайтиради (қ. Катализ).

1914 йили рус кимёгари Кирхгоф ундирилган арпа донидан олинган экстракт таъсирида крахмални қандгача парчалади. 1933 йилда француз кимёгарлари А.Пайен ва Ж.Персо биринчи марта арпа донидан амилаза ферментини ажратиб олдилар. 19-аср ўрталарида микробиологиянинг асосчиси Л.Пастер ачиш жараёнини тирик микроорганизмлар (ачиткилар) кўзгатади ва бу жараён уларнинг ҳаёти билан боғлиқ деб кўрсатди. 1897 йилда немис кимёгари Э. Бухнер ачиткидан спиртли ачиш жараёнини чақирувчи ферментни ажратиб олди.

20-аср бошларига келиб немис кимёгари Р. Вильштеттер ходимлари билан Ферментларни ажратиш ва тозалашда адсорбция усулидан кенг фойдаланди. 20 — 30-йилларда Ж.Самор, биринчи кристаллик фермент (уреаза), сўнгра пепсин ва бир қатор протеологик Ферментларни кристалл шаклида ажратиб олди.

20-аср нинг ўрталарига келиб, физиккимёвий таҳлил (асосан, хромотография) ва оксил кимёси усулларининг ривожланиши натижасида қатор Ферментларнинг бирламчи структураси аниқланди. Мас, қорамол ошқозон ости безининг рибонуклеаза ферментлари тўртта дисульфид боги билан боғланган 124 аминокислота қолдиғидан иборатлиги кўрсатиб берилди. Шундан

кейин рентген структура тахлили ёрдамида бир қанча Ферментларнинг иккиламчи ва учламчи структуралари аниқланди. Кўп Ферментлар тўртламчи структурага эга эканлиги, яъни молекулалари таркиби ва структураси жиҳатидан турлича бўлган бир қанча оксил суббирликлар (биополимерлар)дан иборатлиги кўрсатилди.

Ферментлар барча оксиллар каби оддий ва мураккаб бўлади. Мураккаб Ферментларнинг молекулалари икки компонентдан: оксил (апофермент) ва оксил бўлмаган — простетик гуруҳ компонентидан иборат. Простетик гуруҳ апоферментдан осон ажраладиган ҳолларда кофактор ёки кофермент деб аталади. Углеводлар, нуклеотидлар, турли металлларнинг ионлари ва б. бирикмалар, витаминлар ҳамда уларнинг ҳосилалари (витаминлари коферментлардан иборат 150 дан ортиқ Ферментлар маълум) коферментлар бўлиши мумкин. Авитаминоз ва гиповитаминозларда кўпгина фермент тизимининг функцияси издан чиқади, бу бутун организм нормал ҳаёт фаолиятининг бузилишига сабаб бўлади.

Кўпчилик Ферментлар аъзо ва тўқималарда шу даражада камки, катто уларнинг абсолют миқдорини (мас, миллиграммларда) билиш қийин. Шу сабабли Ферментларнинг исталган аъзодаги миқдорини, уларнинг фаоллигига қараб аниқланади. Ферментларнинг фаоллик бирлиги учун бир мин. да маълум миқдордаги субстратнинг ўзгаришини катализлашга кетган Ферментлар миқдори қабул қилинган.

Ферментларнинг таъсир этиши бир қатор омилларга, хусусан, т-ра ва муҳит рН га (рН — водород кўрсаткич) боғлиқ. Ферментларнинг таъсир этиш оптимумтраси 38—60°, бундан юқори бўлса, Ферментлар одатда, денатурланиб ўз фаоллигини йўқотади. Пекин баъзи Ферментлар (мас, рибонуклеаза, миокиназа) 100° иссиқликка ҳам чидайдди. Одам ва иссиқ қонли қайвонлар ферменти 37—38°да, яъни тана ҳароратида таъсир кўрсатади. Ферментлар фаоллигининг трага боғлиқлигидан тиббиёт амалиётида, жумладан, жарроҳликда фойдаланилади.

Кўпчилик Ферментлар нейтрал реакцияда (рН — 7,0 да) фаол бўлиб, кислотали ва ишқорли муҳитда улар ўз фаоллигини йўқотади. Кислотали муҳитда фаол бўлган пепсин ва баъзи тўқима протеолитик Ферментлар (мас, катепсин D) ҳамда ишқорли муҳитда (рН — 8,0 да) фаол бўлган трипсин булардан мустасно.

Тра ва муҳит рН нинг катталигидан ташқари, Ферментлар фаоллигига турли моддалар кучайтирувчи (активаторлар) ёки тўхтатувчи (ингибиторлар) таъйиқ кўрсатади. Турли анорганик ионлар, хусусан, турли хил металл ионлари Ферментлар активаторлари ҳисобланади. Ферментлар фаоллигини сусайтирувчи

бирикмалар — ингибиторлар Ферментлар билан қўшилиб, ферментатив фаолликни йўқотадиган комплекс ҳосил қилади.

Ферментларнинг биосинтези генетик код томонидан назорат этилади. Улар ички ва ташқи омиллар: мутациялар, ионловчи радиация, овқатланиш шароити ва таъсирида ўзгариши мумкин. Каталитик таъсири бир хил бўлиб, физиккимёвий хоссаси билан фаркланадиган Ферментлар изоферментлар дейилади. Хужайрада Ферментлар фаоллигини бошқаришда хужайра таркибий қисмини ташкил этувчи структуралар — митохондриялар, микросомалар ва б. катта роль ўйнайди.

Энзимопатия ёки ферментопатия деб аталувчи турли Ферментлар тизими функцияларининг бузилиши кишида кўпчилик касалликларнинг келиб чиқишига сабаб бўлади.

Турли омиллар (радиация, кимёвий моддалар, вируслар, бактериялар ва б.) туфайли Ферментларнинг оптимал таъсир этиш шароити ўзгарганда Ферментларнинг қондаги фаоллиги пасайиши кузатилган. Унинг бу хусусиятидан диагностикада фойдаланилади. Ферментларнинг қон зардобдаги фаоллигини аниқлаш усули кенг қўлланилади. Бу усул ёрдамида касалликни бошланиш пайтида аниқлаш мумкин.

Ферментлар касалликларни аниқлашдагина эмас, балки шу касалликларнинг айримларини даволашда (энзимотерапия) ҳам қўлланилади.

Кишиларнинг амалий ҳаётида, шунингдек, енгил, озиқ-овқат ва кимё саноатларида Ферментлардан кенг фойдаланилади.

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## LINGUISTIC STUDY OF PHRASEOLOGY WITH SEMANTIC CONTENT IN UZBEK AND ENGLISH LANGUAGES

*Sapayeva Zuhra Rakhimberganovna*

*He is a 2nd-year master's student of  
UrDU Master's Department of Linguistics (English).*

*I. Yoldoshev ŌzSMI.ffd prof*

*Bobojonova Shoira Nurullayevna*

*English teacher of school number 7,  
Urganch city, Khorezm region*

*Khusanova Shaira Ziyadullayevna*

*English teacher of school number 7,  
Urganch city, Khorezm region*

**Annotation:** The article is devoted to the study of semantic and linguocultural features of phraseological units in English and Uzbek languages. Etymological and cultural features of phraseological units are considered on the example of the Uzbek and English languages.

**Key words:** phraseology, etymology, language, phraseological unit, task, sentence, education.

One of the well-known linguists studying this topic is M. As Umarkhodjaev emphasized in his works, sentences are direct phraseological units joins and free phrases turn words into sentences, because the word and In the middle of a sentence, a free phrase plays a special role in turning a sentence into a compound part. Phraseological units are in the form of ready-to-sentence sentences, in the same way as words, in the form of a lexical unit or a syntagma.

Based on the above, it can be emphasized that the actual existing phraseological system of the language is distinguished from the linguistic aspect by its characteristic features. Phraseological system units are considered to be a component located between a lexeme and a word due to the fact that they have isomorphic features similar to the features of units at the language level.[5]

In addition, phraseology is related to paradigmatics (synonyms, antonyms, semantic-syntactic variants, phraseological-semantic groups) and have syntagmatics (phrases in the form of idioms), valency and distribution (phraseological derivation), which form a full-fledged system as a result of long-term influence. Therefore, like water

Phraseological units perform functions of means of communication and functions of functional nomination in the language. Another feature of them is the presence of both lower and higher level elements.

If the meaning of the word is related to the composite sum of morphemes (belonging to a known part of speech, valence and division, denotative-significant contrast), in phraseological units this event has a unique character. In fact, phraseological units are a denotative-significant unity based on the unification of the meanings of its component parts. Based on the integration of phraseological units in the language, a new integrated unit of meaning is created. At the same time, some integrated components of the phrase, and sometimes all components lose the main features of the length.[2]

The higher the level of integration, the longer the words that make up phraseological units are from their original meaning, and on the contrary, the lower the level of integration, the closer the phrase is to free phrase and free speech.

Let us turn to the analysis of linguistic materials that reflect the authenticity of the above theoretical theses. With that

At the same time, our main task is not to study the structural or semantic features of phraseological units in the Uzbek language, because they are different.

Lisonium material has been studied in sufficient detail. Here we aimed to analyze linguistic and cultural aspects of phraseological units. Linguistic aspects are usually implemented through the appearance of pragmalinguistic aspects in speech.

Pragmalinguistic aspects of phraseological units that are visible in speech include the following:

1. Phraseological units express modal relations in speech.
2. Phraseological units reveal moral mesons.
3. Phraseological units make the intellectual mesons visible in the speech.
4. Phraseological units express the aesthetic meson in the speech.
5. Phraseological units reflect the dynamic meson in words.
6. Phraseological units reveal the normative meson in the speech.
7. Phraseological units express the emotional meson in speech.
8. Phraseological units show the meson of action in speech.[2] Let's build some verbs in Uzbek and Russian from this position let's go out

In the Uzbek language, there is a stable combination of "biting the tongue, biting the back" (suzma-suz: biting the tongue, biting the back) and it means to care for and care for, as in the fall. For example: I have bitten my tongue, I have written it in my mouth (Uzbek-Russian dictionary). The cultural concept of one nation is sharply different from another, especially in the meanings of verbs and their translation in dictionaries.[3]

If we build this separate work, then in Russian culture and



In general, in European culture, biting is considered barbarism. That's why this phrase in the dictionary was translated into Russian as follows: "Ya verostil etogo rebenko, stanno zabobyas o nem i vyacheschi oberegaya. Words like "tishlash" - prikusit, "opichlash" - nosit na zakorkah were not used in the translation, as you have built, because in European culture, one. Backbiting does not mean positive. But there may be exceptions.[4]

It can be considered a normal situation for him to wait for another person on his back. In the European culture, women carry their hair not from the back, but mainly in special structures.

In the Uzbek language, there is a stable expression "like falling from a tree", and if we were to translate it into Russian, we would translate it without hesitation: as if the roof of the house was running. Myasyapyan expresses the meaning that this event happened unexpectedly:

means given. For example: "I was fired immediately by the chairman of the Yangiobod neighborhood, Avazov, as if he had lost his temper."

In Uzbek culture, from ancient times, houses were built with a flat roof and filled with mud. On hot summer nights, you could sleep in the tom, and you could dry fruits on it. They didn't bother, because Tom couldn't go with him. Firewood is a source of wood that can be found in wood burning. No one chops firewood in a firewood, so no matter how it can fall to the ground, it will not fall. That is, the probability of an unfortunate event is zero. The main element of this verb is flat volume. In Europe, including Volumes are not equal in English culture. Who builds flat volumes in a climate filled with precipitation?! Therefore, no one will win the volume 54 cannot imagine the idea of walking. Thus, the origin of the verb It comes from the specific aspects of the everyday culture of a certain people.

Uzbeks live in a hot and dry climate, so flat roofs are common. A flat roof filled with mud protects the house and people from heat in summer and cold in winter. As proof of all that has been said, it is enough to give the Russian translation of the above-mentioned phrase:

"The chairman of the locality "Yangiobod" Avazov took both things and things and removed me from work."

In the translation, phraseology is loaded and its meaning is conveyed with the help of simple words and their free association.

Stereotypes in the behavior of characters can be different in different cultures, as can be seen in the following examples.

For example, the meaning of the phrase "the trap would break" can be translated as "by any means possible", and in the Russian version of the verb it means: "Iz teh, kto otgrizet sebe lapu i uidet iz kapana".[3] In Uzbek culture, it is possible to break a variety of traps, Europe

in culture, the fox bites its paw and runs away. Why? Because in the East, traps are made of rope or leather, and in European culture, they are made of iron. Rope or leather whips can be gnawed, but not iron. Therefore, the only way to escape the trap is to bite your long claw. This difference in cultures is reflected in linguistic means.

"Eat camel meat", - it is translated as camel meat. This verb means to perform the action very slowly, to delay the process. For example: "If the hammam that eats camel meat in our village starts working, we will get rid of these worries" (from "Mushtum" magazine).

This phraseological unit corresponds to the phrase "cherepashym shagom" in Russian, and to the phrase "till the cows come home" in English. In Russian, this meaning is conveyed by the image of a turtle, and in English - by a cow. This is related to the place of residence, life and the length of existence of people. The English and Russians live in a very cold climate in the Northern regions. It is visible as a primary feature in the naming of traditional concepts, in the creation of the primary forms of words and phrases. Camels cannot live in cold places, but some species of turtles can be found. Slow movement is characteristic of a turtle, and Russians use the image of this animal to talk about slowness.[1]

In the field of Uzbek linguistic culture, there is also a turtle, which means slowness in this language. But here it is only used as a synonym for the concept of camel.

Not only Uzbek and English, but also in other languages we can find such linguological and cultural phraseological units. Because every nation has its own customs, way of life, holidays and even animals that are not found in other regions. Under the influence of these, phraseological units appeared among people and are used for different purposes in speech.

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## THE TOPIC OF THE VICTORIAN AGE'S WRITERS

*Temirboyeva Muaddat,*

*Student, UZSWLU, Tashkent, Uzbekistan*

*Scientific advisor: PhD, dots. Mukhammedove N. E*

**Annotasiya:** Mazkur maqolada ingliz adabiyoti vakillari uchun juda ham muhim hisoblangan Viktoriya( Victorian age) davri , va o'sha davr yozuvchilari Sharlotte Bronte ( Charlotte Bronte) ,Charlis Dikens ( Charlie's Dickens ) asarlari misolida tahlil qilamiz. Ushbu iqtidorli yozuvchilar romanlarida asosan bolalar hayoti , maktabdagi qiyinchiliklar va kamchiliklar ro'yi rost va juda ham ta'sirli tarzda ifodalanganligi o'quvchi yoshlarni o'ziga jalb etishi shubhasiz.

**Kalit so'zlar:** jamiyat, adolatsizlik, bolalar mehnati

**Аннотация :**В этом статье выражен один из самых важных для литературы Виктория(эра Виктории)и один из писателей Шарлотте Бронте(Charlotte Bronte),Чарлс Диккенс произведение будем анализировать.В романе этих писателей мы узнаем особенно жизнь детей,трудности в школе,недостатки показаны в открытом формате и зацепляет этим всех читателей.

**Ключевые слова:**общества,несправедливость,труд детей.

**Abstract:** The presented article deals with analyzes of the Victorian era, which is considered very important for representatives of English literature, and the works of Charlotte Bronte and Charlie's Dickens, writers . In the novels of these talented writers, mainly children's life, school difficulties and shortcomings are expressed in a true and very impressive way, which will undoubtedly attract young readers.

**Key words:** society, unfairness , children labor

Victoria became queen of Great Britain in 1837. Her reign, the longest in English history, lasted until 1901. This period is called Victorian Age.<sup>1</sup>

The Victorian Age was characterized by sharp contradictions. In many ways it was an age of progress. The Victorian era marks the climax of England's raise to economic and military supremacy.Charles Dickens is the greatest representative of English critical realism, a classic of world literature. His name stands first in the list of authors belonging to the "brilliant school". Charles Dickens, the great outstanding novelist of the period, was one of the protesting liberals. Himself a member of a bourgeois family, unexpectedly ruined, he knew first-hand the sufferings and hardship of that group. His novel "Oliver Twist" published in 1837-9 deals with social problems and is one of the best works of Dickens. The novel tells the story of a little boy born in a workhouse and

<sup>1</sup> Hans Bertens " Literature Theory". The basics, 2001

left an orphan. Brought up under cruel conditions, the hero runs away from the workhouse to London. The boy kind and honest by nature falls into the hands of a gang of thieves and lives through dreadful hardship. The adventures of the hero boy were used by Dickens to describe the lower depths of London. He makes his readers aware of the inhumanity of city life under the conditions of capitalism. With “*Oliver Twist*” still in hand Dickens began to work on his next novel “*Nicholas Nickleby*” which describes the awful conditions under which the children of the poor were brought up and exposes the cruelty of the bourgeoisie. “*Nicholas Nickleby*” appeared in 1838-39. The book deals with another burning question of the day – that of the education of children in English private schools. *Nicholas Nickleby* becomes a teacher of a typical English boarding school for children of parents of modest means. The half-starved boarders are mercilessly exploited by the master of the schools and his wife who use children for domestic employment. There is no question of real education at the “school” and its pupils are destined to become moral and physical wrecks. Its master, Mr. Squeers, is a total ignorance. He is beastly cruel to the children and his only aim in life is to squeeze as much profit as possible out of his establishment. The ‘issues’ may seem small-scale, when compared to the wars being waged outside the limits of the village; but it is precisely the universality of the characters’ preoccupations that makes these issues, and their expression, attractive in a lasting way to a great many readers.

Charlotte Bronte (pseudonym Currer Bell) – a daughter of a clergyman, received her education at a charity school for daughters of impoverished clergymen. The school was a veritable prison. Charlotte gained first-hand knowledge of the kind of training to which future governesses were subjected. Her education completed, Charlotte entered the employ of a wealthy family as a governess where she was treated in a most slighting manner.

Charlotte Bronte’s novel “*Jane Eyre*” (1847) brought her fame and placed her in the rank of the foremost English realistic writers. She was personally acquainted with Dickens and Thackeray and the latter greatly influenced her literary method. In 1849, Charlotte published “*Shirley*”, her second big novel which dealt with the life of workers at the time of Luddites. The author’s sympathies are with the toilers. However, Bronte’s realistic portrayal of the conflict between labor and capital is much weakened by her attempting to solve the problem in a conciliatory moralistic way. In her novel called “*Jane Eyre*” one of the central themes of the book is education. Bronte’s description of horrors of Lowood charity school is not inferior to Dickens’s strongest passages portraying educational institutions of England of that time. Another problem raised in the novel is the position of a woman in society. The heroine of the novel maintains that women should have equal rights with men.

Moreover, Charlotte Bronte described the situation of the Lowood school very skillfully. Jane Eyre finds herself shipped off a school at the age of 10, and remains at this school until after she turns 18. Lowood school is run under the idea that the students will be taught the teachings of God, and that they will learn to be proper and righteous as adults. An excerpt from Chapter 5 provides insight into the set up of the school: "The garden was a wide inclosure, surrounded with walls so high as to exclude every glimpse of prospect; a covered veranda ran down one side, and broad walks bordered a middle space divided into scores of little beds: these beds were assigned as gardens for the pupils to cultivate, and each bed had an owner."<sup>2</sup> They study the entire day with only a break for a walk in the garden. The food is poor and their clothes are very plain. Only the barest necessities of life are provided for the girls there, but the standard of education is good. The living conditions at this school were miserable, and while Jane does befriend a fellow student, Helen Burns, she quickly loses this kind friend to a tuberculosis outbreak due to the living conditions and lack of proper nutrition. Jane suffered half starvation, terrible cold weather, lack of medical facilities, very unhygienic environment in the Lowood school. Still, she became a teacher in that school. Her education prepared her to shoulder the hardships of life. Lowood School sets Jane up for moving onto Thornfield and gives her the necessary skills to continue the plot.

Lowood School and the situations Jane Eyre finds herself in were based off of the writer's own experiences at the Cowan Bridge School in Kirkby Lonsdale.

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## BOSHLANG'ICH SINFLARDA KITOBXONLIKNI OMMALASHTIRISH METODIKASI

*Xamedova Nilufar Azimovna p.f.n,dotsent*

*Toshkent Kimyo xalqaro universiteti*

*Ko'palova Zumrad Quvondiqovna*

*Toshkent Kimyo xalqaro universiteti*

*M.Sc.Theory and Methods of Primary education*

**Annotatsiya:** Mamlakatimizda olib borilayotgan kitobxonlikni rivojlantirish yo'llari, kitob o'qish madaniyatini shakllantirishda pedagogikaning o'rni.

**Kalit so'zlar:** kitobxonlik, kitobxonlik madaniyati, kitob o'qishni qiziqtirish yo'llari.

**Аннотация:** Пути развития чтения в нашей стране, роль педагогики в формировании культуры чтения.

**Ключевые слова:** чтение, культура чтения, способы сделать чтение интересным.

**Annotation:** Ways to develop reading in our country, the role of pedagogy in the formation of a culture of reading.

**Keywords:** reading, reading culture, ways to make reading interesting.

So'nggi yillarda mamlakatimizda yoshlarning ma'naviy-intellektual salohiyati, ong-u tafakkuri va dunyoqarashini yuksaltirish, ona Vatanimiz va xalqimizga muhabbat va sadoqat tuyg'usi bilan yashaydigan barkamol avlodni tarbiyalashda kitobxonlik madaniyatini shakllantirishga alohida e'tibor qaratilmoqda. O'zbekiston Respublikasi Prezidentining 2017-yil 13-sentyabrdagi "Kitob mahsulotlarini chop etish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ'ibot qilish to'g'risida"gi PK-32-71-son qarori asosida, yurtimizning barcha ta'lim sohasida, kitobxonlikni rivojlantirish asosida bir qancha chora tadbirlar amalga oshirilmoqda. Bunda dastlab, yurtimiz yoshlarini kitobxonlikka jalb qilish ularning bo'sh vaqtlarini unumli o'tkazish maqsadida, kitobxonlik bo'yicha tanlovlar o'tkazishni va unga jalb qilish ishlarini amalga oshirdi. Yurtboshimiz ta'kidlaganidek, "Bugun bitta kitob o'qigan bola, ertaga o'nta televizor ko'rib o'tirgan bolani boshqaradi" - deydi. Bu so'zlarning zamirida kitobning qay darajada bola ongini, tafakkurini rivojlantirishi va yuksaklarga eltuvchi kuch ekanligini anglashimiz mumkin.

Shuningdek, buyuk ajdodlarimiz merosiga, urf-odatlarimizga nazar soladigan bo'lsak, ular ichida eng qadimiy va noyob sanaladigan buyuk meros bu - kitob bo'lib, ayniqsa, kitob meros va urf-odatlarimizni o'zida mujassamlashtiradigan, insonlarni ezigulikka chorlaydigan noyob bilim manbai ekanligi shak-shubhasiz tilga

olinadi. Qadriyatlar haqida gapirganimizda ,avvallari yig'ilib davralarda kitoblar o'qilar, buyuk shoirlarning ota-onalari-yu, buvijon-bobojonlari ertaklar aytib berganlarini eslasak arziydi. Shu o'rinda Hamid Olimjonning "Bolalik kunlarimda, uyqusiz tunlarimda..." she'rini yodga olmasdan ilojimiz yo'q. Bu she'rni o'qir ekanmiz, yoshligimizga nazar solib, o'sha damlar-u, o'zi uchar gilamlar bir on xayolimizni o'g'irlyaydi. Shuning uchun ham bizning yurtimizda ilm olish, kitob yozish, ijod qilish har doim ham millatning mavjudligi va u nimaga qodir ekanligini ko'rsatuvchi muqaddas tushunchalar hisoblanadi. Arastudan Abu Ali Ibn Sinoga, Aflotundan Abu Rayhon Beruniyigacha, Jaloliddin Rumiyan Alisher Navoiygacha, Sohibqiron Amir Temurdan Gulhaniygacha yuzlab, minglab mutafakkirlarning shakllanishi, dunyoga tanilishi, asrlar o'tsada ahamiyatini yo'qotmaydigan kashfiyotlari kitob orqali ro'y berdi. Ularning bugungi avlod tomonidan o'rganilishi, ularga takror-takror murojaat qilishning asosiy sababi ham kitoblar tufaylidir. Kitobga qiziqish, kitob haqidagi tasavvurlar bolaga o'yin faoliyatidan boshlab singdirib boriladi. Dastlab ularga ota-onalar tomonidan qisqa mazmunda ertaklar o'qib berish orqali, badiiy obrazlar go'zalligini his etib tarbiyalanib boradi. Ana shu dastlabki uchrashuv bolaning o'quvchilik davrdagi ma'naviy hayotining barcha sohalari, ya'ni mehnat, o'yin, musiqa, bolalar ijodi bilan bog'liq bo'lib, bola hayotining barcha tomonlarini qamrab oladi. Demak, bolani kitobga qiziqtirish unda kitobxonlikni shakllantirish dastlab oiladan boshlanar ekan. Ota-ona bolaga qiziqarli, uni xayolot olamiga yetaklaydigan ertak va rivoyatlarni mutolaa qilib berar ekan, bolada mardlik, jasurlik, irodalilik, birdamlilik, hamjihatlik, mehr va muhabbat, ezgulik xislatlari mukammal shakllanib boradi. Bu jarayon bolaga ota-ona tomonidan maktabga ilk qadam qo'ygungacha davom ettirilib, boshlang'ich sinfga kelgandan keyin esa o'zi kitoblarni mutolaa qilishga harakat qila boshlaydi. Oilada ota-ona, maktabda o'qituvchi o'quvchining o'qish ko'nikmalarini rivojlantirib borishi, bolada kitob o'qish ishtiyoqini uyg'otishi kerak.

Bolaning kitob o'qishga ishtiyoqini shakllantirishda ota-ona kitob tanlashda quyidagilarni inobatga olishi zarur:

- kitobning bola yoshiga mos kelishi;
- kitobni bolaning xarakteriga qarab tanlash;
- kitobning bolaga o'zi qiziqadigan kasbni tanlashda turtki bo'lishi;
- kitobning mazmuniga ahamiyat berishi;
- kitobning qanday tilda yozilganligini e'tiborga olish.

Yuqorida ta'kidlaganimizdek, bir qator tavsiyalar, pedagogik va psixologik jarayonlarda kechadi, buni har bir ota-ona kitob tanlashda e'tiborga olishi va ahamiyat berishi talab qilinadi. Bola yoshi ulg'aygan sari uning dunyoqarashi, o'qigan kitoblari va axborot texnologiyalarining jadal rivojlanayotgan innovatsiyalari ta'sirida kengayib boradi. Kitob o'qishga qiziqtirishda ota-ona eng dastlabki qadamni qo'yishi kerak.

Bolaga maktabgacha boʻlgan davrda, bolaning qiziqishlariga qarab kitobni oʻqib berib unga mehr uygʻotsa, kitobning nima ekanligini, uning sir-sinoatlari haqida maʼlumot bersa, bolaning kitobga qiziqishi kengayib kitob oʻqishga ishtiyoqi shakllanib boradi. Oʻquvchining qiziqishini muntazam ravishda nazoratga olib, unga kitob oʻqishga imkon yaratib berish, uni qoʻllab-quvvatlash orqali oʻquvchida kitob oʻqish ishtiyoqi yanada kuchayib, kitobxon oʻquvchiga aylanib borishi shubhasiz. Kitob oʻqish-inson tafakkurining ozuqasidir. Kitobxonlik bilan muntazam shugʻullanib borish oʻquvchida boshqa predmetlarni ham oʻzlashtirishiga ijobiy taʼsir koʻrsatadi. Xullas, hozirgi zamonaviy texnologiyalarning jadal rivojlanayotgan bu davrida bola ongini qadriyatlarimiz ruhida tarbiyalash va rivojlantirish uchun albatta ularda kitobga boʻlgan mehrni yanada kuchaytirishimiz maqsadga muvofiqdir. Soʻzim soʻnggida Abu Rayhon Beruniyning ushbu soʻzlarini qayd etib oʻtishni lozim topdim: “ Vaqt pillapoyasi cheksizdir, bir-birining oʻrnini egallab boradigan avlodlar zinadan zinagacha koʻtariladilar, xolos. Jamlangan tajribani har bir avlod oʻzidan keyin kelayotgan, oʻzidan keyin uni taraqqiy ettiradigan va boyitadigan navbatga avlodga yetkazib beradi”.

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## ILK O`SPIRINLIK DAVRIDA KASBGA YO`NALTIRISHNING PSIXOLOGIK MUAMMOLARI VA KASB TANLASH MUAMMOSI

*Mamutova Azima Sarsenbaevna*

*Chimboy tumani 49-maktab Pedagogika va psixologiya yo'nalishi 999558242*

**Annotatsiya:** O`smirlikdan keying navbatdagi bosqichni o`spirinlik davri deb bir bosqich hisoblashimiz mumkin, lekin hozirgi ko`pchilik psixologlar klassifikatsiya bo`yicha ikki bosqichga ajratishimiz ham mumkin. Avval o`smirlikdan keying bosqichni o`smirlik, keyingisini ilk o`spirinlik deb atalardi- da ,14 yoshdan 21 yoshgacha bo`lgan davrlarni qamrab olardi. Hozirda psixologlar 15 -18 yoshni qamrab oluvchi davrni ilk o`spirinlik deb atashni ma'qul ko`rishmoqda.

**Kalit so'zlar:** ilk o`spirinlik, kasb, psixologiya, bola, axloq, muammolar, orzu, istak

Ilk o`spirin uchun kasb tanlash avvalo axloqiy muammodir. O`zbekiston Respublikasi Konstitutsiyasida ham shaxs mehnat qilish huquqi bilan birga, o`z qobiliyati, layoqati va qiziqishiga ko`ra kasb tanlash huquqiga egaligi ta`kidlangan.

Birinchi bosqich – bolalar o`yinlari bo`lib, unda bola o`ziga har xil kasbiy rollarni qabul qiladi va shu bilan bog`liq xulq-atvorning alohida elementlarini “o`ynaydi”.

Ikkinchi bosqich – o`smirlik xayoli bo`lib, o`smir orzularida, o`zini u yoki bu qiziqarli kasbning namoyondasi sifatida ko`radi.

Uchinchi bosqich - ilk o`spirinlik

davrini qamrab oladi – dastlabki kasb tanlashdir. Har xil faoliyat turlari o`smirning qiziqishlari tomonidan saralanadi va baholanadi (“Men tarixiy romanlarni yoqtiraman, tarixchi bo`laman”), keyin qobiliyatlari nuqtai nazaridan kasb tanlashga harakat qilinadi

To`rtinchi bosqich – amaliy qaror qabul qilish, kasb tanlash bosqichi bo`lib, o`z ichiga ikki bosh tarkibiy qismni oladi: avval biror faoliyat bilan shug`ullanish istagi paydo bo`ladi, keyin esa qonkret soha tanlanadi (“O`qituvchi bo`laman”, “Matematika o`qituvchisi bo`laman”).

Yosh davrlari psixologiyasida kasb tanlash bir necha bosqichdan iborat.

Kasb tanlash ilk o`spirindan ikki xil ma`lumotni talab qiladi: kasb dunyosi va har bir kasbga qo`yiladigan talablardan xabardorlik; o`z qobiliyatlari va qiziqishlarini bilish. U ma`lumot ham bu ma`lumot ham ilk o`spirinlarga etishmaydi. Ilk o`spirinlarning hayotiy rejalarini amalga oshirish va kasb tanlashi ijtimoiy sharoitlarga, ayniqsa ota-onaning umumta`lim darajasiga bog`liq. Kasb tanlash ilk o`spirindan ikki xil ma`lumotni talab qiladi: kasb dunyosi va har bir kasbga qo`yiladigan talablardan xabardorlik; o`z qobiliyatlari va qiziqishlarini bilish. U ma`lumot ham bu ma`lumot ham ilk o`spirinlarga etishmaydi. Ilk o`spirinlarning hayotiy rejalarini amalga oshirish

va kasb tanlashi ijtimoiy sharoitlarga, ayniqsa ota-onaning umumta'lim darajasiga bog'liq.

Kasbiy yo'nalganlik nafaqat ijtimoiy, balki psixologik muammo hamdir. Psixologiyada kasbiy yo'nalganlik bo'yicha uch nazariy nuqtai nazar mavjud.

1. Birinchi nuqtai nazar faoliyatning muvaffaqiyati va usullari bog'liq bo'lgan individual xususiyatlarning amaliy o'zgarishligi va barqarorligi haqida g'oyaga asoslangan. Bunda birinchi tomondan, u yoki bu ishga mos insonlarni kasbga yo'llash va tanlashga urg'u beriladi, ikkinchi tomondan u yoki bu insonning individual xususiyatlariga mos kasblarni tanlashda namoyon bo'ladi.

Kasbiy yo'nalganlik nafaqat ijtimoiy, balki psixologik muammo hamdir. Psixologiyada kasbiy yo'nalganlik bo'yicha uch nazariy nuqtai nazar mavjud.

2. Ikkinchi nuqtai nazar qobiliyatlarni maqsadga muvofiq shakllantirish g'oyasidan kelib chiqadi, bunda har bir insonning muhim xislatlarini rivojlantirish nazarda tutiladi. Yuqorida keltirilgan bu ikki nuqtai nazar ham har xil shakllantirilishi mumkin, lekin ularning umumiy metodologik kamchiligi shundaki, individuallik va mehnat faoliyati o'zaro bog'liq bo'lmagan, bir-biriga qarama-qarshi, biri ikkinchisini albtata bo'ysundiradigan kattaliklar sifatida qaraladi.

Kasbiy yo'nalganlik nafaqat ijtimoiy, balki psixologik muammo hamdir. Psixologiyada kasbiy yo'nalganlik bo'yicha uch nazariy nuqtai nazar mavjud.

3. Uchinchi nuqtai nazar psixologiyadagi ong va faoliyatning birligi tamoyilidan kelib chiqadi, faoliyatning individual uslubini shakllantirishga yo'naltirilgan. Ushbu konsepsiya E.A. Klimov ilgari surgan quyidagi qarashlarga asoslanadi: 1. Faoliyatning muvaffaqiyati uchun muhim bo'lgan amaliy tarbiyalanmaydigan shaxsiy (psixologik) xislatlar mavjud. 2. Kasbiy faoliyat sharoitlariga moslashishning mehnat mahsuldorligi bo'yicha bir xil bo'lgan, har xil usullari mavjud.

3. Alohida qobiliyatlarning kuchsiz ifodalanganligini mashq qilish yoki boshqa qobiliyatlar yoki ish usullari yordamida bartaraf etishning keng imkoniyatlari mavjud. (sekin javob qaytarish qobiliyatini tayyorlanish tadbirlaridagi o'ta diqqatlilik bilan to'ldirish mumkin; bir sharoitdagi faoliyatning susayishini, inson sun'iy ravishda faoliyatni o'zgartirishi mumkin – harakatlar tartibini o'zgartirishi yoki ob'ektlar ranglarini o'zgartiradi deb tasavvur qilishi mumkin). 4. Shaxsning individual o'ziga xosligini hisobga olgan holda qobiliyatlarni shakllantirish zarur, tashqi sharoitlarni hisobga olgan holda ichki sharoitlarni rivojlantirish.

Ilk o'spirinlik yoshidagi o'quvchilardan nazariy tafakkurni shakllantirishda to'garak va mashg'ulotlar muhim rol o'ynaydi. O'spirin o'quvchining mustaqil fikrlashini rivojlantirish uchun o'qituvchilar, sinf rahbarlarning siymolari muxim rol o'ynaydi.[1]

Ilk o`spirinlik yoshidagi o`quvchilardanazariy tafakkurni shakllantirishda to`garak va mashg`ulotlar muhim rol o`ynaydi. O`spirin o`quvchining mustaqil fikrlashini rivojlantirish uchun o`qituvchilar, sinf rahbarlaring siymolari muxim rol o`ynaydi.[2] Prezidentimizning “Professional ta’lim tizimini yanada takomillashtirishga doir qo’shimcha doir chora-tadbirlar to’g’risida”gi farmoniga binoan umumiy o’rta ta’lim muassasalarining 10-11-sinflari o’quvchilariga kasbiy ta’lim berishga ixtisoslashgan o’quv-ishlab chiqarish majmualari (O’ICHM) yoshlarimizni kasbga o’rgatish vazifasini lozim darajada bajarmaganligi sababli haqli ravishda tugatilmoqda. Prezidentimizning “Professional ta’lim tizimini yanada takomillashtirishga doir qo’shimcha doir chora-tadbirlar to’g’risida”gi farmoniga binoan umumiy o’rta ta’lim muassasalarining 10-11-sinflari o’quvchilariga kasbiy ta’lim berishga ixtisoslashgan o’quv-ishlab chiqarish majmualari (O’ICHM) yoshlarimizni kasbga o’rgatish vazifasini lozim darajada bajarmaganligi sababli haqli ravishda tugatilmoqda. Har qanday kasbiy ko’nikma va malakalarning o’sishi, avvalo, o’spirin intellektining umumiy rivojlanganlik darajasiga bog’liq. SHuning uchun ham bu davrdagi o’spirinlar intellektining rivojlanishiga alohida e’tibor berish lozim. Bu yoshdagi bolalarga uchun muloqotga kirishish ehtiyojining mavjudligi ham juda muhim, lekin u etakchi emas, faqat tanlagan kasb va yo’nalishlari bo’yicha mashg’ul bo’lmagan o’spirinlargina ko’proq tengdoshlari bilan muloqotda bo’lishga ehtiyoj sezadilar. [3] Bu yoshdagi bolalar mehnat faoliyati bilan xuddi kattalardek shug’ullana oladilar. Ilk o’spirinlik davrini kasbiy bilim, ko’nikma va malakalarning shakllanishi uchun senzitiv davr deb hisoblash mumkin. O’zining kasbiy taqdirini tasodifan yoki noto’g’ri hal etilishi murakkab ichki kechinmalarga, ikkilanishlarga, ziddiyatlarga olib kelishi mumkin. Bu esa yigit va qiz hayoti uchun ham, jamiyat uchun ham katta zarar keltiradi.

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### **Xulosa:**

Shunga ko'ra gar kim qobiliyatiga yarasha kasb-qunar tanlasa, bu sohada muvaffag'iyatli meqnat qilsa, ijtimoiy turmush taraqqiyotiga muhim qissa qo'shgan bo'ladi. O'spirinlar u yoki bu kasbni o'z ixtiyorlari bilan ongli ravishda tanlashlari uchun ular mustag'illik, dadillik, qat'iylik, o'zini tuta bilish, chidamlilik, sabr-toqat kabi irodaviy xislatlarga ega bo'lishlari kerak. Meqnat qilishda muqaddas burchni bajarish istagi, mag'sadning aniqligi, qunar o'rganishga ishtiyoqmandlik mazkur fazilatlarning shakllanishiga ijobiy ta'sir ko'rsatadi.

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2. Karimova V. M. Psixologiya.- Toshkent-2000.[2]
3. Nishonova Z. T. , Alimbaeva M. V. Psixologik xizmat. -Toshkent-Fan va texnologiya markazi, 2014.[3]
4. G'oziev E.E. Psixologiya. Toshkent, 2008[4]

## JAN JAK RUSSONING MA'RIFATPARVARLIK G'OYALARI

*Ismatova Sabina Adib qizi**O'zbekiston davlat tillari universiteti 2-bosqich talabas**Ilmiy rahbari—O'zDJTU katta o'qituvchisi**Yuldasheva F.F*

**Annotatsiya:** Ushbu risolada Jan Jak Russoning ziddiyatlarga to'la hayoti hamda uning sermahsul ijodi haqida ma'lumotlar yozilgan. Jan Jak Russo o'z asarlarida asosan ma'rifatparvarlik g'oyalarini aks ettirgan. Ma'rifatparvarlik g'oyasi aks etgan "Xalq baxti" risolasi haqida ma'lumotlar berilgan.

**Аннотация:** Написаны сведения о полной конфликтов жизни Жан-Жака Руссо и его плодотворной деятельности. Жан-Жак Руссо в основном отражал в своих произведениях идеи Просвещения. В памфлете «Народное счастье» отражены идеи Просвещения.

**Annotation:** Information is written about the life of Jean-Jacques Rousseau full of conflicts and his prolific work. Jean-Jacques Rousseau mainly reflected the ideas of the Enlightenment in his works. information about the "Xalq baxti" brochure is written.

**Kalit so'zlar:** Jan Jak Russo, ma'rifatparvarlik, "Xalq baxti", ozodlik, romantizm.

**Ключевые слова:** Жан Жак Руссо, просвещение, «Народное счастье», свобода, романтизм.

**Key words:** Jean Jacques Rousseau, enlightenment, "People's happiness", freedom, romanticism.

Jan Jak Russo (Ermenonvil), Parij yaqinida tug'ilgan—Fransuz faylasuf-ma'rifatparvari, yozuvchisi, kompozitori. Fransuz sentimentalizmining yirik vakili. Malay, xattot, murabbiy, musiqa o'qituvchisi va boshqa ishlarda ishlagan. Parijda D. Didro rahbarligida tayyorlangan ensiklopediyaga musiqaga oid maqolalar yozgan. 1741 yilgacha Shveysariyada yashagan, keyin Parijga ketgan 1762 yili «Emil, ya'ni Tarbiya to'g'risida» nomli pedagogik romani va «Ijtimoiy shartnoma to'g'risida» siyosiy risolasi chop etilgach, dindorlar tomonidan taqibga olingan Russo Fransiyani tark etgan. 1770 yili u yana Parijga qaytib kelib notalarni ko'chirish bilan shug'ullangan. «Fanlar va san'atlar haqida mulohazalar» (1750) asarida tengsizlik va zulmga asoslangan o'z davridagi tamaddunni tanqid qilib, uning o'rniga «tabiiy holat»ni qo'ygan.

Uning g'oyalari keyinchalik «Odamlar orasida tengsizlikning kelib chiqishi va asoslari haqida mulohaza» (1755) asarida o'z ifodasini topgan. «Ijtimoiy shartnoma to'g'risida» risolasida (1762) ideal jamiyat manzarasini tasvirlagan. Russo ingliz parlamentarizmini qoralab, xalq suverenitetini, xalq hokimiyatini himoya qilgan.

Pedagogika masalalariga bag'ishlangan «Emil, ya'ni Tarbiya haqida» (1762) asarida sxolastik ta'lim va tarbiya usullarini tanqid qilgan, maktabning eng birinchi vazifasi haqiqiy inson va fuqaroni tarbiyalashdir deb uqtirgan. Bolalarda mustaqil fikrlash tarafdori bo'lgan.

Russoning asarlari («Harbiy asirlar», 1743; «Yuliya, ya'ni Yangi Eloiza», 1761; «Iqror», 1766—69; «Yolg'iz xayolparastning sayri», 1777—78 va b.) Yevropa adabiyotida psixologizmning vujudga kelishiga sabab bo'lgan. She'rlar, dostonlar, operalar («Qishloqlik jodugar», 1752—53) yozgan, bir pardali lirik sahna asari «Pigmalion» — melodramaning ilk namunasi hisoblanadi. Russo g'oyalari ko'pgina mamlakatlar ijtimoiy tafakkuriga va adabiyotiga ta'sir ko'rsatgan.

Russo tabiatan g'oyat ta'sirchan va hassos edi. Bu hassoslik uning asarlarida, qarashlarida o'z aksini topadi. Uning qarashlari Yevropada romantizm g'oyalarini shakllantirishga ulkan ta'sir ko'rsatgan. U inson tabiatidagi hissiyotlarni, rango-rang tuyg'ularni, ehtirolarni ratsional aqldan ustun ko'radi. Uning deyarli barcha asarlari sivilizatsiyaga muxolif ruhda yozilgan. Shuningdek yozuvchining Dijon akademiyasida «Ilm-fan taraqqiyoti insoniyatga nima berdi?» mavzusida maqolalar tanlovini e'lon qiladi. Russoning mazkur mavzudagi maqolasi akademiyaning mukofotiga loyiq, deb topiladi. Bu maqola unga katta shuhrat keltiradi. Russo ilm-fan taraqqiyoti insoniyatni baxt-saodatga emas, aksincha, halokatga olib borayotganini ta'kidlaydi. Uning fikriga ko'ra, shuhratparastlik, hashamdorlik asosiga qurilgan fan va san'atning taraqqiyoti insondagi barcha muqaddas hislarning aynishiga, toptalishiga sabab bo'ladi. Russoning bu boradagi o'ziga xos goyalari boshqalardan ajratib turadi. Umuman olganda, Russoning ko'plab g'oyalari keyingi davr falsafiy, siyosiy, badiiy qarashlariga katta ta'sir ko'rsatgan.

Russoning «Xalq baxti» nomli risolasi tahsinga loyiqdir. Menimcha, ushbu asar haqiqiy ma'rifatparvar yozuvchining xalqiga bo'lgan mehr-muhabbatini oshkora namoyon qilishdir. Ushbu asar orqali ijodkor o'z xalqining ongiga haqiqiy baxt nima ekanligini singdirishga harakat qiladi, lekin, hattoki, yozuvchining o'zi ham «haqiqiy baxt» nimaligini bilmas edi. Balki, shuning uchundir yozuvchi baxtni barcha narsalarga qiyoslaydi, barcha narsalardan izlaydi. Yozuvchi ushbu asari orqali nima demoqchi? Hech o'ylab ko'rganmisiz «Baxt» o'zi nima ekanligini, siz uchun baxt nimalar ekanligini? «Xalq baxti» nomli risolada ham yozuvchi, menimcha, xuddi shunday savolni xalqiga, butun olamga berishga urinib ko'rgan. Hamda yozuvchining aytishicha, ushbu savolning javobini qisman topgan. Xalq qachon baxtli bo'ladi deb o'ylaydi va uning javobi hech qachon bo'ladi. Chunki, Rimda shunday hukmdor bo'ladi, xalqining baxti uchun hamma narsaga tayyor, xalq baxtli bo'lsa u ham o'zini baxtli hisoblardi va hattoki, u xalqiga baxtli bo'lishi uchun hamma narsalarni muhayyo qilib qo'ygan edi. Afsuski, bu xalq shundan ham norozi edi. Bir kuni hukmdor xalqining qanchalik baxtli ekanini sinab, solishtirib ko'rish uchun bosh olib ketadi. Shunda u

ketishi bilan xalq o'zining hayotidan noliy boshlaydi, ammo bilmaydiki ularning hukmdori boshqa nochor xalqlar orasida yurib o'zining xalqi naqadar baxtli ekanligini. Uning xalqiga hamma narsalar muhayyo bo'lsa ham, xalq baribir norozi edi. Shundan keyin podshoh qancha qilmasin xalq hech qachon rozi bo'lmasligini biladi. Shuning uchun baxtni har qanday yo'l bilan ham majburlab insonlarga berolmaymiz. Xalq qay usulda baxtli bo'lishini tushunish uchun baxtsizlarning ahvolini ham yaxshi o'rganish kerak. Baxtli bo'lish uchun nimalar yetishmasligini aniqlash bilan birga baxtli odam nimalarga ega bo'lishini ham bilib olamiz. Xalq baxti nimalardan iborat ekanligini aniqlash uchun odamlarning bu haqdagi fikrlarini jamlash yetarli bo'lmasa kerak. Xalqning farovonligi juda ko'p narsalarga bog'liq, alohida shaxslarning farovonligini aniqlash ham unchalik oson emas. Binobarin, bu borada adashmaslik uchun juda ko'p me'yorlarni bir-biridan alohida ajratish lozim. Xalq baxtining o'ziga xos xususiyatlarini bildiruvchi haqiqiy mezonlarni to'g'ri belgilash kerak. Jan Jak Russo ushbu risolasining boshlanishida shunday deydi: "Men haqiqatni shunga munosib ravishda ro'y-rost aytaman. Soddalikdan jirkanadigan, samimiylikka nafrat bilan qaraydigan ko'rzoq o'quvchilar, kitobimni yopib qo'ying, siz uchun yozilmagan u. Yovuz qalbingizni qanoatlantira oladigan haqiqatnigina qadrlaydigan zaharxanda o'quvchilar, kitobimni yopib, uni uloqtirib tashlang, chunki qidirayotgan narsangizni undan topa olmaysiz, mabodo o'qisangiz muallifning sizga bo'lgan nafratini uqib olasiz.

Ezgulikni qadrlaydigan, do'st-birodarlarini yaxshi ko'radigan, ularning xatolaridan afsuslanib, illatlaridan nafratlanib yuradigan, insoniyat boshiga kulfat tushsa, undan qayg'uradigan, eng asosiysi, kamolotga intilayotgan odam ushbu kitobni bemaol o'qishi mumkin. U qalblardan aks-sado topadi. [1. b, 2]

O'z fikrimning o'zimga yoqishi quvontiradi. Qachonlardir, qaysidir bir davlat arbobi tom ma'noda Fuqaro bo'lib yetishsa, u faqatgina o'zidan oldingi rahbarning qonunlarini bekor qilish bilangina shug'ullanmasdan balki xalq ahvolini yaxshilash, uning farovonligini oshirish haqida qalbdan o'ylaydi. U quruq va'dalar bilan cheklanib qolmasdan, amalda harakat qiladi, xalq manfaatlarini oyoqosti qilmasdan, faqatgina o'z mavqeini mustahkamlamasdan, hokimiyatini xalq baxt-saodati yo'lida xizmat qilishga qaratadi. Baxtli tasodif tufayli ushbu kitob qo'lga tushib qolsa mening noaniq fikrlarim uni foydali ishlarga jalb qiladi, insonlarni yaxshiroq, baxtliroq bo'lishiga xizmat qiladi, men esa bu ishlarga aloqador bo'lib qolaman, deb orzu qilaman. Ushbu orzu meni qo'limga qalam olishga rag'batlantirdi. Oradan yillar o'tib nomim adabiyot yilnomalaridan o'chib ketgan taqdirda ham, mayli, ushbu kitobim notanish va bechorahol, lekin dono va baxtli xalq mulki bo'lib qolsin. Ular shon-shuhrat va g'alaba ketidan quvmasdan, ushbu kitobni mamnuniyat bilan ba'zi-ba'zida o'qib tursin". [1. b, 2]

Ushbu risola orqali ijodkor xalqini ma'rifatga chorlaydi, ularni o'z baxtlarini topishlarini xohlaydi. Haqiqiy baxtni ma'rifat orqali topish mumkinligini, buning uchun davlatga tobe bo'lib qolmasdan, o'z dunyosi orqali his qilishini xohlaydi.

**Foydalanilgan adabiyotlar :**

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3. <https://n.ziyouz.com/portal-haqida/xarita/jahon-nasri-onlayn-antologiyasi/jan-jak-russo-1712-1778-fransiya>
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## BUGUNGI KUNDA O‘ZBEKISTON EKOLOGIYASI VA ARTOF-MUHIT MUAMMOLARI

*Rajabova Sabina Azizjon qiz  
UzDJTU, 2-bosqich talabasi,  
Ilmiy rahbar: F.F Yuldasheva  
O‘zDJTU katta o‘qituvchisi*

**Annotatsiya:** ushbu maqolada O‘zbekistonning ekologiyasidagi va atrof-muhitida sodir bolayotgan muammolar va ularni oldini olish uchun olib borilayotgan chora- tadbirlar haqida ma’lumot berilgan.

**Tayanch tushunchalar:** ekologiya, tabiiy resurslar, maishiy chiqindi, orol dengizi, atmosfera, litosfera

**Аннотация:** в этой статье вы узнаете о проблемах в экологии и окружающей среде Узбекистана и принимаемых мерах по их предотвращению.

**Основные понятия:** экология, природные ресурсы, бытовые отходы, атмосфера, литосфера

**Abstract:** in this article you will learn about the problems in the ecology and environment of Uzbekistan and the measures taken to prevent them.

**Key words:** ecology, natural resources, household waste, atmosphere, lithosphere

Bugungi kunda nafaqat yurtimizda baliki butun dunyoda atrof-muhit bilan bog‘liq turli xildagi muammolarga duch kelishingiz mumkin. Jumladan, iqlim o‘zgarishlari, turli xildagi tabiiy ofatlar yer sayyorasining barcha joylarda sezilmoqda. Natijada o‘rmonli hududlari qisqarmoqda, atmosfera, suv va litosfera ifloslanmoqda. Tabiatning holatini inson ta’sirida o‘zgarishi va mahalliy, mintaqaviy va umumjahon ekologik muammolarni keltirib chiqaradi. Jumladan, shu kabi ta’sirlar natijasida mintaqadagi ekologik inqirozning buyuk xavfli hisoblangan "Orol muammosi" vujudga keldi.

O‘zbekiston avvalgi tuzumdan Orol dengizining qurib borishi bilan bog‘liq ekologik muammoni, aholi so‘g‘ligi va atrof-muhit holatiga salbiy ta’sir ko‘rsatadigan, suv va yer resurslarini yo‘qotgan yerlarni meros qilib oldi. Shundan song 1980 yillar oxirida yurtimizdq ekologik muammolar kuchaygan, Respublika hukumatining 1988 yil aprel oyida qabul qilgan qaror asosida atrof-muhitni muhofaza qilish bo‘yicha davlat organi – O‘zbekiston Respublikasi Tabiatni muhofaza qilish davlat qo‘mitasi Qoraqalpog‘iston Respublikasidagi Qo‘mitaning hududiy bo‘linmalari viloyatlar (tumanlar), shuningdek Toshkent shahri tashkil qilgani yechim boldi.[3] Darhaqiqat Orol va Orolboyi muammolarini yechish uchun yurtimizda juda kop ishlar olib borilmoqda. O‘rol dengizining qurishi insoniyat tarixidagi eng buyuk ekologik

fojialardan biridir. Dengizning sahroga aylanib borishi natijasida dengiz tubidagi tuzlar, zaharli o'g'itlar va qumchang insoniyat hayoti va tabiatni katta xaf ostiga qoydi. Va O'zbekiston misli korilmagan tajribag qol urib dendiz ornidagi sahroni o'rmonga aylantirmoqchi va buning ustida ishlar olib bormoqda. [2]



Bundan tashqari Mustaqil O'zbekiston yirik sanoat va agrar mintqa bo'lib, kelajakda albatta butun dunyoga yuz tutgan mashina sozlik, energetika, oziq-ovqat va transport kabi sohalarni rivojlantirish ko'zda tutilmoqda. Bu kabi ishlab chiqarishlar natijasida ijtimoiy-ekotizimlarning holatiga malum darajada o'zining salbiy ta'sirini korsatadi.[1]

Yurtimizda dolzarp bo'lib turgan ekalogik muamo va tabiatni muhofaza qilishga oid muamolarga quidagilar kiradi;

- 1 Yirik hududiy sanoat majmuolari joylashgan rayonlarda tabiatni muhofaza qilish muammolari.
- 2 Agrosanoat majmuidagi ekologik muammolar.
- 3 Tabiatdagi suvlarning sanoat chiqindilari pestisetlar va mineral o'g'itlar bilan iflaslanishi ham muamolardan biri.
- 4 O'simlik va hayvont dunyosini muhofaza qilish va qayta tiklash muamolari, qo'riqxonalar va milliy bog'lar tarmig'ini kengaytirish.

Xulosa qilib aytganda Orol muamosi keltirib chiqazgan fojiasi oqibatlarini yumshatish, u yerda yashayotgan aholi salomatligini muhofaza qilish, ularning yashash tarzini yanada yaxshilash, hududning ijtimoiy-iqtisodiy , ekologik barqarorlikni taminlashga qaratilgan chora-tadbirlarni amalga oshirishda ham faolik korsatishmoqda. Bundan tashqari biz faqatgina Orol muamosi bilan gina toxtab qolmay balki tabiiy resurslardan; qayta tiklanmaydigan yer resurslaridan oqilola foydalangan holda uni asrash. Yoq bolish ehtimoli bo'lgan hayvonlarni asrash orqali ham tabiatni asraylik. Butun bir tabiatni asrab avaylashimiz va uni kelajak avlod uchun ham yetkazichimiz kerak.

### **Foydalanilgan adabiyotlar va manbalar ro'yxati**

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- 2 A.E.Ergashev,T.A.Ergashev Hozirgi zamonning ekologiya muamolari va tabiat muhofazasi. Toshkent 2012.b 263
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<https://www.uznature.uz/uz/site/page?numer=103>

## TEACHING CRITICAL THINKING IN THE LANGUAGE CLASSROOM

*Urazova Sabina Pirim qizi*

*O'zDJT universiteti*

*2-bosqich talabasi*

*Ilmiy rahbar: Yuldasheva. F. F*

**Abstract:** Critical thinking refers to the individuals' ability to think and make correct decisions independently. Nowadays enhancing critical thinking in learners is considered one of the foreign language teachers' tasks due to its high position in foreign language classrooms. There are various factors affecting language learners' critical thinking skills. Among these factors is the assessment methods used. Therefore, through managing the ways of assessing language learners' ability, language teachers can help them develop critical thinking skills. In this we will talk about critical thinking and ways to enhance it.

**Key words:** critical thinking, mental compassion, TPR, producing language.

**Introduction:** Critical thinking has been recently introduced and gained a high position in foreign language teaching (FLT) settings so that nowadays enhancing critical thinking in learners is considered one of the foreign language teachers' tasks. Many different factors can affect learners' critical thinking skills. In my work we will look through ways for developing critical thinking and some suggestions for teachers. According to Tara DeLecce (April 04, 2018) critical thinking means making reasoned judgments that are logical and well-thought out. It is a way of thinking in which you don't simply accept all arguments and conclusions you are exposed to but rather have an attitude involving questioning such arguments and conclusions. It requires wanting to see what evidence is involved to support a particular argument or conclusion.

In her article Tara Delecce (April 04, 2018) gives answers to the following questions:

1) Why critical thinking is important for our English students?

2) How students can apply critical thinking?

1) If we take this definition and we attempt to break down the thought of planning understudies for the world we live in, it is reasonable to say that basic considering is critical in a few ways. For one, it makes a difference understudies watch a question (reality, individual, information) from distinctive focuses of see, as a craftsman making portrays of a show from diverse points, watching each detail, finding modern things at each unused point. That produces them get out of their consolation zone and challenge their previously established inclinations almost the protest (or indeed misinterpretations, depending on what they have already learned approximately it), and make unused, better-informed ones.

Basic considering moreover affects the effect on students' interpersonal aptitudes. By considering basically and seeing things from diverse points, understudies got to be more open-minded and compassionate, way better communicators, and more slanted to collaborate with their peers and get and talk about their thoughts. Considering more around understudies as people, it is conceivable to say that basic considering makes a difference in them create their inventive side by permitting their considering prepare to run more unreservedly and investigate more conceivable outcomes. It'll make them superior decision-makers, and with hone, to offer assistance them save time to create those choices.

## 2) How understudies can apply critical thinking

Quick investigation may appear you distinctive ways to do it, but there are components in common:

- Identify the address, that's, what you'd like to know;
- Do inquire about it. Understudies must utilize vital that understudies utilize solid sources of information;
- Apply the data found in your investigation to the beginning question;
- Analyze it, and do more inquire about it if necessary;
- Draw conclusions, make choices, prioritize them;
- Take the activity and take steps to form your choices pertinent to the introductory address.

It might not continuously be conceivable to take after all steps within the dialect classroom, depending on the movement. That ought to not cruel we ought to not instruct basic considering, indeed (and particularly) to youthful understudies. Or maybe, we ought to energize it. It can be as straightforward as inquiring "Why?" when somebody makes an explanation in a lesson, or "How do you know?", or "Where did you see that?". The objective isn't to dishonor the understudy, but maybe to have them begin thinking about it, from diverse points, in better approaches.

### Example activities

In case you feel your students do not have the language necessary to express themselves in English, you may want to have them use their thinking skills by exploring the space they are in. Total Physical Response (TPR) activities are also helpful, for they associate language and movement, and students start "producing language" by responding with their bodies. For activities that are about the language, you can have students categorize words (good for vocabulary learning), make comparisons, memorize or sequence (facts in a story, names), think of cause and effect, and so on. Not only do these activities activate their thinking skills, but they are also very practical – you can fit them in any moment of the lesson. If you have more time, you can go through all the steps above as the process for something bigger – a project, for instance. Projects also promote creativity and collaboration in class, for students

will have to put their minds together and negotiate meaning, solve problems, and create something that will be the end product of the project. Another possibility is to flip the class – have students do research before class, and bring their findings to be applied to a topic proposed and have an informed discussion about it.

And also she gives considerations for teachers

- These recommendations may be utilized with understudies of diverse ages, but we moreover must keep in mind our part as instructors, and the things we ought to do to reach the conclusion objective, which is to form them think.
- In that respect, there are a few things we ought to consider: Start early: it's vital to tailor the movement for the children's age, but it is conceivable to have them utilize their brains as early as conceivable;
- Don't reply to their questions right away: teachers need to assist understudies by giving them the answers so they can move on with the task, but on the off chance that the most objective is to create them think, you will need to grant them time to discover the answers on their claim. On the other hand, have them work in pairs or bunches and attempt to discover the answers together. That's not fair an opportunity to cultivate collaboration, but you'll be surprised at how inventive your understudies get;
- Ask and energize open-ended questions: you may cultivate basic considering by inquiring questions and having students think of the answers, but you may moreover be the demonstrate they will duplicate. At whatever point the event calls, permit them to inquire questions to you and their classmates. That will assist you to spur curious understudies, who may in turn gotten to be open-minded grown-ups;
- Offer assistance to understudies create their claim thoughts we ought to not anticipate them to create basic considering aptitudes overnight, without any back. Offer assistance to them with their assignments by giving framework – techniques/strategies to assist them to move progressively towards their objectives (you'll be able to offer assistance to them in their investigation, organize their considerations, or put thoughts in point of view), so they can not as it were total the task, but to have a sense of accomplishment, which may be an extraordinary motivator to keep working;
- Encourage understudies to think in better approaches: inventiveness is the capacity to think in better approaches, and to see affiliations and connections that others may not have seen some time recently. By empowering understudies to do that, they will end up way better masterminds and more imaginative people;
- Encourage understanding and regard: one of the results of working out basic considering is the improvement of mental compassion, which is the capacity to

put oneself in somebody else's put and get it their considerations and sentiments. By doing so, understudies are more likely to end up fair-minded, moral masterminds. In that setting, the idea of regard may be created more actually, but it ought to continuously be cultivated, as in any instructing environment;

- It is not just about science and facts: critical thinking will not only make students intellectual empathy, but it will also help them become aware of their own knowledge and the need to address different ideas constantly – and through research and reasoning, they shall accomplish their tasks with integrity.

**Conclusion:** Critical thinking needs to be enhanced among language learners due to its significance in developing effective language learning. So promoting critical thinking skills is considered one of the tasks' of language teachers. They can do this task through various ways, including using appropriate ways of assessment as assessment practices usually determine the learning objectives of the language learners.

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## KORPORATIV BOSHQARUV TIZIMINI ENERGETIKADAGI MUHIMLIK DARAJASI

*Anvarov Saidatxam Erkinovich*

*O'zbekiston Respublikasi Energetika vazirligi Elektr energiyasini  
ishlab chiqarish boshqarmasi bosh mutaxassisi*

*e-mail: anvarov.s@minenergy.uz*

*Tel: +99893 5152555, +99897 3441066*

**Annotasiya:** Ushbu maqolada elektroenergetika tarmog'ining rivojlanishi va uning istiqboldagi uzoq muddatli rivojlanishining prognoz variantlari bo'yicha masalalarga asosiy e'tibor qaratilgan.

**Kalit so'zlar:** energotizim, prognozlashtirish, dinamika, indikatorlar, samaradorlik, boshqaruv, energosig'im.

### Kirish

Bugungi kunda mamlakatimizda amalga oshirilayotgan jadal islohotlar negizida iqtisodiyotning barcha tarmoqlarini modernizatsiyalash, texnik-texnologik yangilash va raqobatga asoslangan biznes muhitini yaratish, shu jumladan elektroenergetika tarmog'ida strategik boshqaruv usullaridan samarali foydalanishning ahamiyati ortib bormoqda. Mamlakatimizda amalga oshirilayotgan islohotlarni yanada chuqurlashtirish borasida "... nafaqat iqtisodiyotning tayanch tarmoqlarini, balki, eng avvalo, hududlarni kompleks rivojlantirish va mamlakatimiz barcha fuqarolarining hayotiy manfaatlarini ta'minlashga va ularning daromadlarini ko'paytirishga doir istiqboldagi muhim vazifalar turishi kerak"[1]. Ushbu holat elektroenergetika tarmog'ini rivojlantirish strategiyasi va samarali boshqarish borasida O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoevning 2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning harakatlar strategiyasi muhimdir. Harakatlar strategiyasining "Iqtisodiyotni rivojlantirish va liberallashtirishning ustuvor yo'nalishlari"da elektroenergetika tarmog'ini rivojlantirish va samarali boshqarishni tashkil qilish[2] muhim vazifalardan hisoblanadi.

Mavzuga oid adabiyotlar tahlili

Korporativ boshqaruv bu – kompaniya faoliyatiga rahbarlik qilish va uning ustidan nazorat qilish o'ziga xos tizimdir. Korporativ boshqaruvni mamlakatimiz iqtisodchi olimlaridan S.S.G'ulomov [3], D.N.Rahimova. Sh.N.Zaynutdinov [4], B.B. Berkinov [5], N.M. Rasulov [6], M.S.Saidov [7], D.X. Suyunov [8], A.A. Xashimov[9]ning tadqiqot ishlari korporativ boshqaruv jarayonlarini ilmiy-nazariy asoslarini yaratishga qaratilgan. Ularning ilmiy izlanishlarida, mulk shakllari transformatsiyasi, korporativ boshqarish modellarini mukammallashtirish, aksiyadorlik korxonalarini rivojlantirish jarayonidagi masalalar o'z ifodasini topgan. Keyingi



yillarda himoya qilingan qator dissertasiyalarda korporativ tuzilmalarni rivojlantirish, asosan davlat mulkini xususiylashtirish jarayonidagi institusional o'zgarishlar, shuningdek, O'zbekistonda mulkni davlat tasarrufidan chiqarish va xususiylashtirishning mintaqaviy xususiyatlariga oid masalalar tadqiq etilgan.

Tadqiqot metodologiyasi

Tadqiqot jarayonida qiyosiy tahlil va sintez, induksiya va deduksiya, ekspert baholash, ilmiy abstraksiyalash, iqtisodiy-matematik modellashtirish, statistik, korrelyasion va regression tahlil va boshqa usullardan keng foydalanildi.

Tahlil va natijalar

Bugungi kunga qadar O'zbekistonda korporativ boshqaruv standartlarini joriy qilish va uning samaradorligini oshirishga barcha korxonalarda ham etarlicha e'tibor qaratilayotgani yo'q. Bu holatning sababi, quyidagilardan iborat:- korxonalar korporativ boshqaruv standartlarini joriy qilish zaruratidan xabardor emas

-aksiyadorlik qonunchiligi sohasidagi normativ-huquqiy baza mukammal emas;

- korporativ boshqaruv samaradorligini baholash mezonlarini qo'llash qiyin [10].

Bundan tashqari, korporativ boshqaruv samaradorligini baholashning ilmiy asoslangan apparati yo'q ekanligi korporativ standartlarga rioya qilish zaruratini tushunishni qiyinlashtiradi.

O'zbekiston energotizimi energiya ob'ektlarini xususiylashtirish mulkchilikning yangicha munosabatlarini nafaqat milliy, shu bilan birga, xalqaro miqyosda ham ishlab chiqishni taqozo qiladi. Elektroenergetika tarmog'ida yoqilg'idan foydalanish samaradorligini oshirishning asosiy yo'llari quyidagilardan iborat:

- elektr stansiyalarning belgilangan ishchanlik quvvatini erishilgan darajada saqlash va ularning parametrlarini minimal darajaga etkazish maqsadida mavjud jihozlarni modernizatsiyalash va texnik qayta jihozlash;- energotizimlar rejimlarini o'z elektrstansiyalari yordamida qoplashini boshqarish. Bu quvvatni Qirg'izistondan import qilishni ma'lum darajada tartibga soladi;

- issiqlik energiyasini ta'minlash sistemasida yoqilg'ilar sarflashni o'zgartirib turish taklifi. Bu harorat rejimlari, shuningdek, elektroenergiyani yoqilg'i bilan ta'minlashda muqobil manbalar, xususan, quyosh radiyasiyasidan foydalanish yo'li bilan yopiq sistemaga o'tishga qulay ta'sir ko'rsatadi;

- energiya tarqatuvchilarning ehtiyojlarini hisobga olish va nazorat qilishda zamonaviy priborlardan foydalanish. Bug'ga moslashgan asboblar 1,5 mln.tonnagacha yoqilg'ini tejashga imkon beradi;

- bundan tashqari, 56 kg/sm<sup>2</sup> bosim va 5-7 kg/sm<sup>2</sup> iste'mol tarmoqlarining gaz quvurlarida bosim pasayib ketishidan foydalanish hisobiga qo'shimcha elektr energiya olishni ta'minlovchi loyihalarni amalga oshirish.

O'zbekistonni ijtimoiy, iqtisodiy va sanoatini rivojlantirishning uzoq muddatli strategiyasini barqaror ta'minlash maqsadida energiya tizimini modernizasiya

qilishning asosiy vazifalarini amalga oshirish uchun ikki bosqich ko'zda tutilgan. Ya'ni 2015-2020 yillar rivojlanishning birinchi bosqichida hozirgi investisiya dasturiga kiritilgan va Toshkent issiqlik elektr stansiyasi va Talimarjon IES, Taxiatosh IES, Navoiy IES kabi yirik issiqlik elektr stansiyalarini texnik jihatdan qayta jihozlash muammolarini hal etishga qaratilgan 5 ta loyihani amalga oshirish. Ushbu stansiyalarda zamonaviy kombinasiyalangan va gaz turbinali (GTU va CCGT) asosida texnologiyani joriy etish energiya bloklarining samaradorligini kamida 56-60 %ga oshirish va 2020 yilgacha qo'shimcha quvvati 2724 MVt ni tashkil qilish imkonini beradi. 2015-2020 yillarda elektr energiyasiga bo'lgan talab va taklifning muvozanatini yaxshilash maqsadida mavjud ob'ektlarni modernizatsiya qilish bo'yicha vazifalarni amalga oshirish bilan bir vaqtda 450 MVt hajmdagi SGTT bilan jihozlangan yangi To'raqo'rg'on issiqlik elektr stansiyasini qurish ko'zda tutilgan. Rivojlanishning ushbu bosqichida yonilg'i balansi chiqarish diversifikatsiya qilish maqsadida An-Grins issiqlik elektr stansiyasini ikkita 150 MVt quvvatli energiya bloklari va Novo-Angren issiqlik elektr stansiyasini qurish bilan birga beshta energoblokni yil bo'yi ko'mir yoqishga o'tkazish bilan modernizatsiya qilish ko'zda tutilgan. Hidroenergetika sohasida 19 GESni modernizatsiya qilish rejalashtirilgan, bu esa qo'shimcha quvvati 118,5 MVtni tashkil etadi. 2015-2020 yillar mavsumida umumiy quvvati 181,6 MVt bo'lgan Toshkent viloyatida (Kamolot, Akbulak, Irgayliksoy, Quyichatkal) to'rtta yangi gidroelektrostansiya-larni qurish rejalashtirilgan. Respublika energetika tizimini (2015-2020 yillar) modernizatsiya qilishning birinchi bosqichida umumiy quvvati 300 MVt quvvatga ega bo'lgan birinchi 3ta quyosh elektr stansiyasining qurilishi va 50 MVt quvvatga ega shamol elektr stansiyasini qurish nazarda tutilgan bo'lib, bu o'z navbatida elektr energiya tizimini keng joriy etish uchun yangi shart-sharoit va imkoniyatlar yaratadi. RES dan foydalanish. 2015-2020 yillar davrida respublikaning ijtimoiy-iqtisodiy rivojlantirishning eng ustuvor va asosiy vazifasi nafaqat energetika sohasida, balki milliy iqtisodiyotda energiya samaradorligini tubdan oshirishni qo'llab-quvvatlaydi. Rivojlanishning ushbu bosqichida iqtisodiyotning barcha tarmoqlarida tashkiliy va texnologik energiya tejamkorligining to'liq salohiyatini amalga oshirish zarur. Elektr energetikasini rivojlantirish va modernizatsiya qilishning ikkinchi bosqichi 2021-2030 yillarda. Uning asosiy vazifasi energiya ishlab chikarishning yangi inshootlari qurilishining yuqori sifatleri bilan ta'minlangan umumiy quvvatni oshirishdir. Uzoq muddatda 450 MVt shunga o'xshash CCGT bloklari bilan Tolimarjon va To'raqo'rg'on issiqlik elektr stansiyalarini kengaytirish rejalashtirilgan. Shuningdek quvvati 300 MVt bo'lgan Yangi-Angren IESda yangi energoblokni qurish rejalashtirilmokda. Hidroenergetika resurslarini yanada to'liqroq jalb qilish uchun umumiy quvvati 1324 MVt bulgan 5 yirik va o'rta gidroelektrostansiyaning qurish ko'zda tutilgan. Bu esa kelgusida 3,1 milliard kilovatt-soat elektroenergiyasi ishlab chiqarish imkonini beradi. Elektr energetikasini rivojlantirishning ikkinchi bosqichini innovasion

energetikani rivojlantirishda muhim yutuqlar bilan belgilanadi. 2021-2030 yillarda 7 ta quyosh elektrostansiyasini qurishni rejalashtirmokda. Quyosh energiyasi stansiyalarning quvvati 1,7 mlrd.KVt soatgacha bo'lgan elektr energiyasini ishlab chiqarish imkonini beradi. Shamol parklarini qurish rejalashtirilmokda, ularning umumiy quvvati yiliga 400 mln. KVt /soat elektr energiyasini ishlab chiqarish bilan 200 MVt ga etadi. Uzoq muddatda yangi qurilish uchun ustuvor vazifalarni hal etish bilan birga ishlab chiqarish quvvatining mavjud potensialini yanada texnik va texnologik qayta qurish bo'yicha ishlar davom ettiriladi. Toshkent va Navoiy issiqlik elektr stansiyalarini modernizatsiya qilish ishlari olib borilib,150 MVt quvvatga ega bo'lgan elektr agregatlari o'rnini 450 MVt quvvatga etkazadi.O'zbekistonning 2025 yilgacha bo'lgan elektroenergiyaga ehtiyojlari va energiya manbalari quvvati tarkibi an'anaviy (minimal) va mobillashgan (maksimal), ya'ni ikki xil ssenariy bo'yicha belgilab olingan. 2025 yilgacha belgilangan quvvatning bugungi holatga nisbatan minimal variant bo'yicha o'sishi 3640 mVt yoki 30,3 foiz, maksimal variant bo'yicha 5830 mVt, ya'ni 49 foizni tashkil qiladi.Energoob'ektlarning xususiylashtirishdan keyingi kutilgan mablag' belgilangan taraqqiyot ehtiyojlari uchun mutlaqo etarli emas, shuning uchun 2025 yilgacha elektroenergetika tarmog'iga jalb qilinadigan xorijiy investisiyalar dasturini ishlab chiqish taqozo qilinadi. Manba: "O'zbekenergo" AK statistik ma'lumotlari asosida muallif tomonidan ishlab chiqilgan. "O'zbekenergo" AK minimal va maksimal variantlar bo'yicha jami 2 mln.kVt. quvvatga ega bo'lgan Pskem, Mullalak, Qamchik, Oqbuloqsoy, Quyichotqol, Zarchob, Irgaliksoy, Pioner kabi yangi gidroelektrostansiyalar(GES)ni qurishni rejalashtirgan. Issiqlik elektr stansiyalari bo'yicha quvvat miqyosining o'sishi minimal variantda 1,2 mln.kVt., maksimal variantda 3,5 mln. kVt.ni tashkil qiladi. Yangi quvvatlarning ishga solinishi Tolimarjon, Toshkent va Yangi Angren IESlarida ham rejalashtirilgan. Bundan tashqari, Bessapan, Nukus, Qandimlarda umumiy quvvati 0,6 mln. kVt.ni tashkil etgan uch qozonli yangi blokstansiyalarni qurish amalga oshirilmoqda.Elektroenergetika tarmog'ida 2025 yilgacha belgilangan quvvatning bugungi holatga nisbatan minimal variant bo'yicha o'sishi 3640 MVt yoki 30,3 foiz, maksimal variant bo'yicha 5830 MVt, ya'ni 49 foizni tashkil qiladi.Elektr iste'mol qilishning ko'rsatilgan darajasi samarali iqtisodiy siyosat markazi tomonidan ishlab chiqilgan sanoat rivojlanishi strategiyasiga mos keladi. YaIM sur'atlarining o'sishi esa faqat sanoatning ilgarilab borish taraqqiyoti sharoitida yuz berishi mumkin. Etakchi mamlakatlar tajribasiga ko'ra, O'zbekistonda sanoat ulushining 20 foizdan 35-45 foizgacha ortishi mo'ljallangan [11].Maqsadli indikatorlar va chegaralanishlar iqtisod shakllanishining doira ichida qaror topish usullarini yuzaga keltiradi. Ularning islohotlar borasidagi iqtisodiy siyosat va uning xarakteri bilan integrasiyalashuvi keyingi islohotlar va iqtisodiy nazorat ustuvorligi muqobil ssenariyalarni shakllantirish bosqichida amalga oshiriladi. Bu bosqichning maqsadi O'zbekiston sharoitida milliy iqtisodiyotni isloh qilish strategiyasida

belgilangan maqsadlarga erishishda imkon beruvchi eng muvofiq yo'llarni topishga qaratilgan muqobil yo'nalishlar spektrini belgilab olishdan iborat. Bunday nazariy asos va talablar iqtisodiy rivojlanishning inersiyaviy (an'anaviy) va mobillashgan (maksimal) ssenariylari asosini tashkil qiladi. Inersion ssenariyaning mohiyati islohotlar erishilgan sur'atlar, iqtisodiy rivojlanish prioritetlari, tarkibning tuzilmaviy parametrlari va o'sish omillaridan foydalanish darajasini saqlab qolishdan iborat. Undan farqli o'laroq, mobillashgan ssenariy an'anaviy omillardan samarali foydalanishni oshirish orqali yuksalishning nisbatan kam kapital va material talab qiluvchi omillari hamda iqtisodiy rivojlanish manbalari bo'lishini taqozo qiladi. Mobillashgan ssenariy nafaqat iste'mol mahsulotlari, shu bilan birga, asosan tashqi bozorga mo'ljallangan mahsulotlar ham ishlab chiqaruvchi yangi yuksak texnologiyaga asoslangan sanoat ishlab chiqarishini talab etadi. Respublikamizda borayotgan innovasion iqtisodiy islohotlar va demografik o'zgarishlar natijasida davlat mulkini qayta taqsimlanishi sodir bo'lmoqda. Bu o'z navbatida integrativ – innovasion boshqaruv masalalariga zamonaviy tamoyillar yondashuvini talab qiladi. Yirik korxonalar boshqaruv tizimini takomillashtirishda yuqori intellektual malakaga ega xodimlarga ko'proq e'tibor qaratish lozim bo'ladi. Chunki aynan ular korxonaning va jumladan, xodimlarning barqaror daromadlarini ta'minlashda muhim roli o'ynaydi. Jismoniy mehnat bilan shug'ullanuvchi ishchilarning rolini pasaytirmagan holda aytish mumkinki, korxonani kelajakda modernizatsiyalash va rekonstruksiya qilish natijasida ishlab chiqarish borgan sari ilmtalab yo'nalishlarga o'tib boradi. Zamonaviy strategik boshqaruv uslublarining yirik korxonada joriy etilishi belgilangan strategiyalarning alohida olingan vaziyatli muammolarga bog'liq bo'lmasligi va universal bo'lishi yoki nazariy asoslanmagan bo'lishi salbiy natijalarga olib kelishi, strategik boshqaruvning samarali amalga oshirilishi yuqori malakali mutaxassislarning va korxonaning yuqori darajada ishni tashkil etuvchi bo'limlariga bog'liq bo'lishi, strategik boshqaruv samaradorligi korxonaning tashqi vaziyatga moslashuvchanlik darajasiga bog'liq bo'lishi, xususiylashtirishdan keyin restrukturizatsiya qilinishga tobe tutilishi va korporativ boshqaruvni takomillashtirish dolzarb ahamiyat kasb etishi tabiiydir. Yangi energobloklarning samaradorligini asoslashda energiya etkazib beruvchi manbalarni yoqilg'i bilan ta'minlash imkoniyatlarini hisobga olish zarur. Hozirgi paytda jahon energitkasida ko'mirning ulushi ortib bormoqda. Nefti-gaz sanoati rivojlanishi sharoitida uglevodorodli xomashyo amalda ko'mir yoqilg'isini elektrostansiyalar yoqilg'i balansidan qisib chiqardi va keyingi yillarda "O'zbekenergo" aksionerlik kompaniyasi elektr stansiyalari shartli yoqilg'isi umumiy xarajatlarining 5-6 foizini ko'mir tashkil qilmoqda. Issiqlik elektrostansiyalarida ishlatilayotgan asbob-uskunalarining eng tejamkor tarkibi yoqilg'i qozoni va turbinli jihozlar quvvatining turli diapozonlari, bo'sh turish, asbob-uskunalarni ishga solish, ularning sovuq va qizdirilgan holatiga ketuvchi chiqimning o'sishi shartli yoqilg'i sarflashning nisbiy

o'sish usullari bo'yicha belgilab olinadi. Yil fasllari bo'yicha yoqilg'i ishlatishning notekisligini va qishki isitish davrida gaz bilan ta'minlaydigan sistemaning qo'ldan boy berilgan imkoniyatlarini hisobga olish zarur. Ayniqsa, Markaziy Osiyo mintaqasida elektroenergiyaning tranzitli oqimlarini hisobga olganda, energetizimning elektr xo'jalik shahobchasi ham murakkablashib bormoqda. Bugungi kunda elektroenergetika tarmog'i rivojlanishining dinamikasi energetik balans tuzilmasining ta'siri ostida yuz bermoqda, shu munosabat bilan quyidagilar barqaror rivojlanishning asosiy omillarini tashkil qiladi:

- yoqilg'ining solishtirma xarajatlarini pasaytirish hisobiga 52-55 mlrd. kVt.s. hajmda elektr energiyasi ishlab chiqarishni ta'minlovchi elektroenergetika tizimini ishlab chiqarish quvvatini bosqichma-bosqich restrukturizatsiyalash;

-eng zamonaviy texnologiyalarni qo'llash, shuningdek, xorijiy kompaniyalar bilan yirik loyihalarni amalga oshirish yo'li bilan nefti-gaz majmuasini intensiv rivojlantirishning keng miqyosli dasturini amalga oshirish; elektroenergetika tarmog'idagi muammolardan biri ishlab chiqarishda harajatlarning ortib borishida energosig'imi ta'sirini pasaytirishdan iboratdir. Mahsulotning ayrim turlarida energosig'imning qandaydir pasayishini kuzatish mumkin, biroq qiyosiy tahlil ko'rsatadiki, jahon darajasiga nisbatan sarf-xarajatlarning ortib ketishiga yo'l qo'ymaslik lozim. Elektroenergiyani tejash borasida yuzaga kelgan vaziyatlar bir qator omillar bilan bog'langan. Sanoatda energoxarajatlarning yuqori bo'lishi ko'p hollarda ishlab chiqarish fondlarining eskirganligi, jihozlarning ishdan chiqqanligi, texnologiyalarning nomukammalligi bilan belgilanadi. Tarmoqda etkazib beriladigan elektr energiyasining asosiy hajmi sanoat korxonalari, qishloq xo'jaligi iste'molchilari va aholi ulushiga to'g'ri keladi. Respublika bo'yicha bir yilda elektr energiyasi iste'molining solishtirma miqdori (aholi jon boshiga) 1940 kVt.s.ni tashkil etadi. Investitsion loyihalar bo'yicha "O'zbekenergo" AK korxonalarida yangi qurilish modernizatsiya va rekonstruksiya ishlarini amalga oshirishga katta ahamiyat berilgan. Umuman tarmoqqa 883,38 mln. AQSh doll. yo'naltiriladi. Shundan 68,8 mln. AQSh dollari korxonalarining o'z mablag'lari, 84 mln. AQSh dollari O'zbekiston Respublikasi Taraqqiyot va tiklanish fondi jamg'armasi mablag'lari, 2,3 mln. AQSh dollari tijorat banklarining kreditlari, 107,7 mln. AQSh dollarini xorijiy investitsiyalar va kreditlar tashkil etadi. Iqtisodiyotni modernizatsiyalash, texnik va texnologik qayta jihozlash bo'yicha amalga oshirilayotgan chora-tadbirlarning eng muhim yo'nalishlaridan biri elektroenergetika sohasini modernizatsiya qilish, energiya sig'imini qisqartirish va energiyani tejash tizimini joriy etish. Ushbu investitsion dasturlar doirasida Toshkent, Navoiy va Tolimarjon IESlarda zamonaviy bug' va gaz qurilmalarini barpo etish loyihalari amalga oshirilmoqda.

Shuningdek, "Yangi Angren-O'zbekiston" LEP-500 elektr uzatish liniyasi, "G'uzor-Surxon" 500 kV elektr uzatish liniyasini qurish bo'yicha strategik investitsiya

loyihalar amalga oshirilmoqda. Bir nechta kichik stansiyaning o'z ichiga olgan "Yangi-Angren-O'zbekiston" LEP-500 elektr uzatish liniyasi, Qamchiq dovoni orqali o'tadigan 165 kilometrlik "G'uzor-Surxon" yuqori volitli elektr uzatish liniyasini qurish bo'yicha strategik investisiya loyihalarini amalga oshirish natijasida mamlakatimizda yagona elektr va gaz tarmog'i tizimlarini tashkil etish ishlari asosan yakunlandi. Bu esa Farg'ona vodiysi va O'zbekiston janubida yashaydigan aholini tabiiy gaz va elektr energiyasi bilan ishonchli ta'minlash, shuningdek, elektr energiya eksport qilishni sezilarli ravishda oshirish imkonini beradi.

Korporatsiyalar rivojlanishining umumjahon yo'nalishlari hisobga olinib, elektroenergetika tarmog'ida korporatsiya boshqaruv strategiyasini tashkiliy-iqtisodiy mexanizmi quyidagilarga qaratilishi tavsiya etildi:

- huquqiy asosning rivojlanishi, shuningdek, kreditorlar huquqiy holatining mustahkamlanishi;
- korxonalar investitsiyalarni kiritishda katta manfaatdorlik tug'diruvchi aksionerlar huquqlari buzilishi uchun qonuniy va amaliy mas'uliyatni qo'llash
- xususiylashtirilgan korxonalarda korporativ boshqarish tamoyillarini, ya'ni aksiyadorlar va ta'sischi manfaatlarining muvozanatini ta'minlaydigan boshqaruv tizimini takomillashtirish orqali korxonalar samaradorligini oshirish va ularning investitsion salohiyatini ko'tarish;
- investorlar uchun korxonalar ochiqqligini kengaytirish.

strategiyasini shakllantirishning tashkiliy-iqtisodiy mexanizmi

Xulosa va takliflar

1) Maqsadli indikatorlar va chegaralanishlar iqtisodiyot shakllanishi-ning doira ichida qaror topish usullarini yuzaga keltiradi. Ularning islohotlar borasidagi iqtisodiy siyosat va uning xarakteri bilan integrasiyalashuvi keyingi islohotlar va iqtisodiy nazorat ustuvorligi muqobil ssenariylarni shakllantirish bosqichida amalga oshiriladi. Bu bosqichning maqsadi O'zbekiston sharoitida iqtisodiyotni isloh qilish strategiyasida belgilangan maqsadlarga erishishda imkon beruvchi eng muvofiq yo'llarni topishga qaratilgan muqobil yo'nalishlar spektrini belgilab olishdan iborat.

2) Bunday nazariy asos va talablar iqtisodiy rivojlanishning inersiyaviy (an'anaviy) va mobillashgan (maksimal) ssenariylari asosini tashkil qiladi. Inersion ssenariyning mohiyati islohotlar erishilgan sur'atlar, iqtisodiy rivojlanish tamoyillari, tarkibning tuzilmaviy parametrlari va o'sish omillaridan foydalanish darajasini saqlab qolishdan iborat. Undan farqli o'laroq, mobillashgan ssenariy an'anaviy omillardan samarali foydalanishni oshirish orqali yuksalishning nisbatan kam kapital va material talab qiluvchi omillari hamda iqtisodiy rivojlanish manbalari bo'lishini taqozo qiladi.

3) Mobillashgan ssenariy nafaqat iste'mol mahsulotlari, shu bilan birga, asosan tashqi bozorga mo'ljallangan mahsulotlar ham ishlab chiqaruvchi yangi yuksak texnologiyaga asoslangan sanoat ishlab chiqarishini talab etadi.

4) Tadqiqot natijalari shuni ko'rsatadiki, mobillashgan ssenariy doirasida aholi jon boshiga 2025 yilga yalpi ichki mahsulotning (YaIM) tahminan ikki hissa ortishi kutilmoqda. Bunday yuksalish investisiyalarni boshqarishni takomillashtirish yo'li bilan investisiya iqlimi keskin yaxshilanishi, avvalambor, nodavlat sektori, shu jumladan, xususiylashtirilgan korxonalarda tejamkorlik ortishi uchun qo'shimcha imkoniyat va manbalar yaratishni talab qiladi.

5) Elektroenergetika tarmog'i taraqqiyotida muvaffaqiyatga erishishda uni davlat tomonidan tartibga solishning ob'ektiv maqsadlariga asoslangan holda qonunchilikni yanada takomillashtirish muhim hisoblanadi.

Shularni inobatga olgan holda quyidagilar taklif etiladi:

1. Iqtisodiyotning barcha sohalarini yoqilg'i-energetik resurslar bilan barqaror ta'minlashda qulay xomashyo va strategik muhim tarmoqlar bazasini yaratish yo'li bilan ijtimoiy ehtiyojlarni ustuvor darajada ta'minlash.

2. Mamlakat energetikasi mustaqilligini ta'minlashda eksport potensialini oshirishga yo'naltirilgan, energiyani tejaydigan tadbirlarni amalga oshirishda energiya resurslaridan samarali foydalanish va buning uchun zaruriy shart-sharoitlarni yaratish.

3. Elektroenergetika tarmog'ini moliyaviy barqarorligini qo'llab-quvvatlash va yirik hajmdagi investisiyalarni jalb qilish.

4. Me'yoriy-huquqiy bazani takomillashtirish hamda elektroenergetika tarmog'ini qo'shma tarmoqlar bilan o'zaro ta'siri xususiyatlarini hisobga oladigan soliq tizimini takomillashtirish.

5. Energobozorning talabga javob beruvchi sub'ektlari va bozor infratuzilmasini yaratish. Hozirgi sharoitda elektroenergetika tarmog'ini sifat jihatidan butunlay yangi sharoitda rivojlantirishni taqozo etadi. Shu munosabat bilan energetik siyosatni har tomonlama mukammallashtirish masalalari dolzarb masalaga aylanadiki, ular orasida quyidagilar ustuvor hisoblanadi:

- iqtisodiyotning barcha sohalarini yoqilg'i-energetik resurslar bilan barqaror ta'minlashda qulay xomashyo va strategik muhim tarmoqlar bazasini yaratish yo'li bilan ijtimoiy ehtiyojlarni ustuvor darajada ta'minlash;

- mamlakat energetikasi mustaqilligini ta'minlashda eksport potensialini oshirishga yo'naltirilgan, energiyani tejaydigan tadbirlarni amalga oshirishda energetik resurslardan samarali foydalanish va buning uchun zaruriy shart-sharoitlarni yaratish;

- elektroenergetika tarmog'ini moliyaviy barqarorligini qo'llab-quvvatlash va yirik hajmdagi investisiyalarni jalb qilish;

- me'yoriy-huquqiy bazani takomillashtirish hamda elektroenergetika tarmog'ini qo'shma tarmoqlar bilan o'zaro ta'siri xususiyatlarini hisobga oladigan soliq tizimini takomillashtirish;

- energobozorning talabga javob beruvchi sub'ektlari va bozor infratuzilmasini yaratish. Hozirgi globallashuv sharoitida elektroenergetika tarmog'ida strategik boshqaruv usullaridan samarali foydalanishga erishish milliy iqtisodiyot raqobatbardoshligini oshirishga xizmat qiladi.

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## MUTAXASSISLIK BO'YICHA ADABIYOTLARNI O'QISH VA TUSHINISH QOBILIYATINI RIVOJLANTIRISH

MAMAJANOVA GUNCHA XEMRAEVNA  
ARTIKOVA BAKHTIGUL MIRZARAXIMOVNA  
Toshkent Transport Universiteti

**Annotatsiya.** Ushbu maqolada turli xil o'quv materiallari va turli xil o'qitish usullari yordamida chet tilida mutaxassislik bo'yicha o'qish qobiliyatlari, ko'nikmalarni va og'zaki muloqotni rivojlan- tirish haqida gapiradi. Shuningdek, talaffuz qobiliyatini rivojlantirish bilan chambarchas bog'liq bo'lgan tinglash tushunchasini sinab ko'rishning samarali usulini ham muhokama qiladi.

**Kalit so'zlar:** ko'nikma, chet til muhit, hislar, faraz, yangilik, bloklar, etalon.

Xozirgi kunda butun dunyo fan va texnikasining jadal rivojlanishi texnik universitetlarning bo'lajak mutaxassislarini chet tilida o'qish, yozish va gapirish ko'nikmalariga o'rgatishni nazarda tutadi. Mutaxassislik bo'yicha o'qish, tushunish va og'zaki muloqot ko'nikmalarini, turli xil o'quv materiallari, o'quv qo'llanmalari va axborot texnologiyalari yordamida rivojlantirish mumkin.

Guruhlarga talabalar bilim va ko'nikmalari darajasi odatda o'z mutaxassisligi bo'yicha o'z ona tiliga tarjima yordamida u yoki bu darajada adabiyotni o'qish qobiliyatiga bog'liq. Ingliz tilida esa gapirish va tushunish qobiliyati butunlay yo'q yoki juda past darajada rivojlangan. Shuning uchun ham mutaxassislik bo'yicha adabiyot o'qishni o'rgatish metodikasini bir necha bosqichlarga bo'lish mumkin.

1. Xorijiy til muhiti mavjud bo'lmaganda, kitob va zamonaviy texnologiyalar asosiy o'qitish vositasiga aylanadi. Bosma so'zga ma'lumot manbai sifatida murojaat qilish odati ayniqsa kuchli bo'lgan auditoriyalar ham bor. [1]

Dastlabki bosqichda asosiy vazifa o'qish mexanizmlarini shakllantirishdir. O'qish uchun vizual-grafik aloqalarni rivojlantirish talabalarga matni o'qish, mazmunni o'zlari muhim tafsilotlari bilan tushunishi, tushunishlarini tekshirish imkoniyatini beradigan etarli vaqtni ajratish kerak. Talabalar lug'at bilan ishlash, matn ichida gap tuzilmalari va semantik aloqalarni o'rnatish ko'nikmalarini egallashlari kerak. Bundan tashqari, ushbu bosqichda siz lug'at minimalini ishonchli assimilyatsiya qilishga erishishingiz kerak. Shu bilan birga, "o'qish maqsadlariga qarab, o'quvchilarning turli chuqur tushunchaga ega bo'lgan o'qish ko'nikma va malakalarini shakllantirish zarur" [5, b. 570].

Shuni ta'kidlash kerakki, maxsus matnlarni to'liq tushungan holda o'qish ona tili ingliz tili bo'lmagan talabalar uchun muammodir, lekin talabalar o'z mutaxassisligi bo'yicha ingliz tilidagi matn va jurnallarni o'qishlari zarur. Chunki hozirgi kunda ilmiy va texnik bilimlarning aksariyati shu tilda mavjud.

Agar o'qituvchilar talabalarni zarur manbalar va vositalar bilan ta'minlasalar, muammoni ma'lum darajada yengillashtirish mumkin. Ushbu vositalar bilim va ko'nikmalarning shunday turlari bo'lib, ular so'zlarning ma'nolarini izohlashni, jummalarni tushunishni, paragraflarni tushunishni, rasmlarni sharhlashni o'z ichiga oladi. Shuning uchun o'qituvchi matn bilan oldindan tanishadi, lingvistik va semantik qiyinchiliklarni aniqlaydi, tushunishi tekshirilishi kerak bo'lgan materialni belgilaydi va keyinchalik tanlangan matnni yaxshiroq tushunishga yordam beradigan matndan oldingi va matndan keyingi maxsus mashqlarni ishlab chiqadi.

Tarjima tushunishni tekshirishning samarali usuli sifatida qaraladi va o'qish qobiliyati mutaxassislik bo'yicha o'qilgan matndan ma'lumot olish qobiliyatini anglatadi.

Lug'atni o'rgatish o'quvchilarning so'z haqidagi tushunchasini uning kontekstual muhitiga qarab tarqatish, shuningdek, talabalarni turli kontekstlarda amalga oshiriladigan inglizcha so'zning bir xil ma'nosini yaxlit idrok etish ko'niktirishga asoslanadi. Ingliz tilidagi so'zlarning ma'nosini ularning ona tiliga kontekstual tarjimasi yordamida aniqlash bu odatiy xato. Shu munosabat bilan, talabalarning lug'atdan to'g'ri foydalanishni o'rganishi katta ahamiyatga ega, bu birinchi navbatda jumlaning o'qish jarayonida paydo bo'lgan notanish so'zning ma'nosi haqidagi farazni tekshirish vositasi bo'lib xizmat qilishi kerak.

O'qishni o'rganishdagi boshqa qiyinchiliklar quyidagicha bo'lishi mumkin:

- Lug'atni tushuntirish;

Ingliz tilida biron bir materialni o'qiyotganda talabalar duch keladigan jiddiy muammolardan biri berilgan mahsus matnlardagi so'zlar va terminlarning ma'nosini bilmasligidir. Bu esa o'qilgan maxsus matnni noto'g'ri tushunishga olib keladi. Bu muammoni yengish uchun biz talabalarga o'qishga yordam berishning uchta usulini o'rgatishimiz kerak;

- Lug'atdagi so'zlarning ma'nosini ko'rish;

Qaysidir ma'noda, bu oson usul, chunki u talabalarga so'zlarning aniq ma'nosini beradi. Shuning uchun biz o'quvchilarimizga notanish so'zning to'g'ri ma'nosini tanlashlari uchun turli lug'atlardan samarali foydalanishni o'rgatamiz.

- So'zni tahlil qilib, ma'nosini aniqlash;

Noma'lum so'zlarning ma'nosini ularni ildizlarga, prefikslarga va qo'shimchalarga bo'lish orqali aniqlash va keyin butun so'zning mumkin bo'lgan ma'nosini olish uchun har bir elementni talqin qilish kerakligini tushuntiramiz.

Mutaxassislikga oid matnlarning ustida ishlash jarayonida talabalarning to'liq tushinishiga erishish murakkab masaladir. Tushunish to'g'ridan-to'g'ri transformatsiyalar orqali murakkab nutq birliklarini oddiyliklarga qisqartirish qobiliyatiga bog'liq. Bunday holda, o'qiladigan matnning segmentlari ichida to'g'ri mantiqiy aloqalarni o'rnatish juda muhim hisoblanadi.

2. Mutaxassislik bo'yicha matnlarni tinglash va tushunish ko'nikmalarini egallashda innovatsion texnologiyalardan, birinchi navbatda, elektron yozuvlardan va videofilmlardan foydalanish muhim o'rin tutadi. Tinglashning maqsadi - matnni "tovush qilish", ya'ni ko'plab talabalar uchun yozilgan so'z va aytilgan so'z o'rtasidagi bo'shliqni yopish. Bu bo'shliqni tugatish o'qish bilan gapirish o'tishdagi asosiy qiyinchiliklardan biridir. [2] Tinglab tushunishning rivojlanishi talaffuz qobiliyatlarini rivojlantirish bilan chambarchas bog'liq. Ingliz tilidagi maxsus nutqni tushunishni o'rganish uchun yozuvlarni tinglash ma'lum darajada yaxshilanadi, agar talaffuz bo'lmasa, unda intonatsiya va ingliz nutqini tushunish hissi rivojlanadi

3. Og'zaki nutqni rivojlantirish o'qish va yozishni o'rganishdan oldin bo'lishi kerak. Mutaxassislikka oid matnlarni tinglash va o'qish ko'nikmalarini rivojlantirish bo'yicha ishlar bilan bir qatorda, yozma nutq elementlarini rivojlantirishga yordam beradigan bunday ish turlarini - qisqacha mazmuni yozish qobiliyatini ta'minlash qiyin emas. maxsus matn, izoh, tezislar va boshqalar.

4. Mutaxassislik bo'yicha adabiyotni o'qishni o'rganishning oxirgi bosqichi o'qilganlar asosida og'zaki nutq ko'nikmalarini rivojlantirishdir. Buning uchun avvalo o'qituvchi, keyin esa talabaning o'zi matnga iloji boricha yaqinroq, auditoriyada qayta aytib berish va o'qituvchi tomonidan tuzilgan savollarga javob berish uchun parcha (yarim sahifadan bir sahifagacha) tanlaydi.

Xulosa o'rnida shuni ta'kidlash joizki, mutaxassislik bo'yicha o'qish, tushunish ko'nikmalari va og'zaki nutqni rivojlantirish asosida yagona tamoyil mavjud. Birinchidan, matnni, uning tuzilishining xususiyatlarini, ingliz tiliga xosligini "ko'rish" ni o'rgatish. Shu munosabat bilan, matndan o'z fikrlarini ifodalash uchun zarur bo'lgan tayyor "bloklarni" qanday olishni o'rgatish. Shuningdek, biz ona tilida so'zlashuvchilar bilan og'zaki muloqot jarayonida o'rganganimiz kabi, o'qish jarayonida matndan o'rganish qobiliyatini rivojlantirish. [3] O'qish jarayoniga bunday yondashuv og'zaki va yozma nutqda ifoda etalon sifatida ona tiliga murojaat qilishning oldini olishga qaratilgan. Bundan tashqari, bu o'rganilgan matnni qayta ishlash metodologiyasi asosida keyingi mustaqil ta'lim uchun cheksiz imkoniyatlarni ochib beradi va shuning uchun olingan ko'nikmalarni yo'qotishning oldini oladi.

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## РАЗВИТИЕ НАВЫКОВ ЧТЕНИЯ И ПОНИМАНИЯ ЛИТЕРАТУРЫ ПО СПЕЦИАЛЬНОСТИ

**МАМАЖАНОВА ГУНЧА ХЕМРАЕВНА**  
**АРТИКОВА БАХТИГУЛЬ МИРЗАРАХИМОВНА**  
*Ташкентский Транспортный Университет*

**Аннотация.** В данной статье говорится о развитии навыка чтения, навыков понимания и устного общения по специальности на иностранном языке с помощью разных учебных материалов и разных приемов обучения. А также рассматривается эффективный способ проверки понимания со слуха, который теснейшим образом связано с развитием произносительных навыков.

**Ключевые слова:** *навык, иноязычная среда, восприятие, гипотеза, инновация, блоки, эталон*

Быстрое развитие науки и техники в современном этапе предусматривает обучение будущих специалистов технических вузов навыкам чтения, письму и речи на иностранном языке. Развитие навыка чтения, навыков понимания и устного общения по специальности возможно лишь с помощью разных учебных материалов и разных приемов обучения.

Уровень знаний и навыков поступающих в группы обычно сводится к умению в той или иной степени читать литературу по специальности с помощью перевода на родной язык. Умение говорить и понимать английскую речь или полностью отсутствует, или развито в очень незначительной степени. Поэтому приёмы обучения чтения литературы по специальности можно разделить на несколько этапов.

1. В условиях отсутствия иноязычной среды книга и современная технология, становится главным обучающим средством. Также имеется аудитории, где привычка обращения к печатному слову как к источнику информации особенно прочна. [1]

На начальном этапе основной задачей является формирование механизмов чтения. Развитие зрительно графических связей на чтение и следует выделять достаточное количество времени давая студентам возможность прочитать текст, понять содержание для себя, разобраться в важных деталях, проверить своё понимание. Студенты должны освоить навыком работы со словарём, установления структур предложений и смысловых связей внутри текста. Также именно на этом этапе нужно добиться надежного усвоения словарного минимума. В то же время «необходимо выработать у студентов навыки и умения чтения с различной глубиной понимания в зависимости от целей чтения» [5, с. 570].

Следует отметить, что чтение специальных текстов с полным пониманием является проблемой для студентов, чей родной язык не английский, но студенты должны читать английские тексты и журналы по специальности. Большинство научно и технических знаний существует на этом языке.

Проблема может быть в некоторой степени облегчена, если учителя снабдят студентов инструментами. Этими инструментами являются такие виды знаний и умений, что включает в себя интерпретирование значений слов, понимание предложений, понимание абзацев, интерпретирование иллюстраций. Поэтому преподаватель заранее знакомится с текстом, определяет языковые и смысловые трудности, намечает материал, понимание которого необходимо проверить, и разработать специальные предтекстовые и послетекстовые упражнения, которые в дальнейшем помогут лучше понимать отобранный текст для чтения.

Перевод рассматривается как эффективный способ проверки понимания и под умением читать подразумевается способность извлекать информацию из прочитанного текста по специальности.

Обучение лексике основывается в стремлении развить у студентов понимания слова исходя из его контекстного окружения, а также приучить студентов к целостному восприятию одного и того же значения английского слова, реализующегося в различных контекстах, и избежать типичной ошибки, связанной с отождествлением значения английских слов с их контекстным переводом на родной язык. В связи с этим приобретает большое значение обучение правильному пользованию словарем, который должен в первую очередь служить средством проверки гипотезы о значении незнакомого слова, возникшей в процессе чтения предложения на основе контекста.

Рассмотрим другие трудности обучения чтению:

- Словарное объяснение;

При чтении любого материала на английском языке студенты сталкиваются с серьезной проблемой, они не знают значение слов. Это приводит к непониманию прочитанного специального текста. Чтобы помочь преодолеть эту проблему нам следует обучить наших студентов трём методам, помогающим им читать;

- Просмотр значение слов в словаре;

В некотором смысле это простой метод, поскольку он дает студентам точное значение слов. Поэтому мы учим наших студентов, как эффективно использовать разные словари, чтобы они могли выбрать правильное значение незнакомого слова.

- Выяснить значение, анализируя слово.

Определение значение неизвестных слов путем разделение их на корни, префиксы и суффиксы, а затем интерпретировать каждый элемент, чтобы

получить возможное значение всего слова

Достижение понимания читаемого текста — это сложный процесс. Понимание находится в прямой зависимости от умения свести путем преобразований сложные речевые единицы к простым. При этом следует установить правильные логические связи внутри отрезков читаемого текста.

2. В приобретении навыков слушания и понимания текстов по специальности большую роль играет применение инновационных технологий, в первую очередь электронных записей. Цель аудирования состоит в том, чтобы «озвучить» текст, т. е. ликвидировать тот разрыв, который существует для многих учащихся между словом, написанным и словом произнесенным. Ликвидация этого разрыва — одна из основных трудностей при переходе от чтения к говорению. [2] Развитие умения понимать со слуха теснейшим образом связано с развитием произносительных навыков. Прослушивание записей с целью научиться понимать английскую речь в какой-то степени улучшает если не произношение, то интонацию и развивает чувство понимания английской речи.

3. Развитие устных навыков должно предшествовать обучению чтению и письму. Параллельно с работой по развитию навыков слушания и чтения текстов, связанных со специальностью, нетрудно предусмотреть такие виды работы, которые бы способствовали развитию элементов письменной речи — умению написать краткое содержание читаемого текста, аннотацию, тезисы и т. п.

4. Последним этапом обучения чтения литературы по специальности является развитие навыков устного общения на основе прочитанного. Для этого сначала преподаватель, а в дальнейшем сам учащийся выбирает отрывок (от половины страницы до одной страницы) для возможно более близкого к тексту пересказа в аудитории и ответа на вопросы составленный преподавателем.

В заключении необходимо отметить, что на основе развития навыка чтения, навыков понимания и устного общения по специальности лежит единый принцип. Сначала научить «видеть» текст, особенности его структуры, характерные для английского языка. В связи с этим научить извлекать из текста необходимые для выражения собственных мыслей готовые «блоки». А также развить способность учиться у текста в процессе чтения, подобно тому, как мы учимся в процессе устного общения с носителями языка. [3] Такой подход к процессу чтения призван предотвратить обращение к родному языку как эталону высказывания в устной и письменной речи. Кроме того, это открывает неограниченные возможности дальнейшего самообучения на базе усвоенной методики работы с текстом и, следовательно, предотвращает потерю приобретенных навыков.

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## DEVELOPMENT OF READING AND COMPREHENSION SKILLS ON SPECIALTY

GUNCHA MAMAJANOVA  
BAKHTIGUL ARTIKOVA  
Tashkent Transport University

**Abstract.** *This article talks about the improvement of reading, comprehension, communicative skills and oral speech on specialty in a foreign language with the help of various educational materials and different teaching methods. It also discusses an effective way to test listening comprehension, which is closely related to the development of pronunciation skills.*

**Keywords:** *skill, foreign language environment, perception, hypothesis, innovation, blocks, etalon.*

The rapid development of science and technology at the present stage provides for the training of future specialists of technical universities in the skills of reading, writing and speaking in a foreign language. The development of reading, comprehension skills and oral communication in the specialty is possible only with the help of different educational materials and different teaching methods.

The level of knowledge and skills of students in ESP groups usually comes down to the ability to read literature in their specialty to one degree or another with the help of translation into their native language. The ability to speak and comprehend English is either completely truant or developed to a very small extent. Therefore, the methods of teaching reading literature on specialty can be divided into several stages.

1. Within the nonattendance of a foreign language environment, the book, and modern innovation, becomes the main teaching tool. There are also audiences where the habit of referring to the printed word as a source of information is particularly strong. [1]

At the initial stage, the main task is the formation of reading mechanisms. The development of visual-graphic connections for reading should be allocated a sufficient amount of time giving students the opportunity to read the text, understand the content for themselves, understand important details and check their understanding. Students should master the skill of working with a dictionary, establishing sentence structures and semantic connections within the text. Also, it is at this stage that you need to achieve a reliable assimilation of the vocabulary minimum. At the same time, "it is necessary to develop students' reading skills and abilities with different depth of understanding depending on the goals of reading" [5, p. 570].

It should be noted that reading special texts with full understanding is a problem for students whose native language is not English, but students must read English texts

and magazines on their specialty. Most scientific and technical knowledge exists in this language.

The problem can be alleviated to some extent if teachers provide students with tools. These tools are such types of knowledge and skills that include interpreting the meanings of words, understanding sentences, comprehending paragraphs, interpreting illustrations. Therefore, the teacher gets acquainted with the text in advance, determines linguistic and semantic difficulties, outlines the material whose understanding needs to be checked, and develops special pre-text and post-text exercises that will later help to better comprehend the selected text for reading.

Translation is seen as an effective way to test comprehension and reading ability refers to the ability to extract information from a read text in a specialty.

Vocabulary training is based on the desire to spread students' understanding of a word based on its contextual environment, as well as to accustom students to a holistic perception of the same meaning of an English word that is realized in different contexts, and to avoid a typical mistake associated with identifying the meaning of English words with their contextual translation into native language. In this regard, it is of great importance to learn the correct use of the dictionary, which should first of all serve as a means of testing the hypothesis about the meaning of an unfamiliar word that arose in the process of reading a sentence based on the context.

Consider other difficulties in learning to read:

- Dictionary explanation;

When reading any material in English, students face a serious problem, they do not know the meaning of words. This leads to misunderstanding of the read special text. To help overcome this problem, we should teach our students three methods to help them read;

- View the meaning of words in the dictionary;

In a sense, this is an easy method, as it gives students the exact meaning of the words. Therefore, we teach our students how to use different vocabularies effectively so that they can choose the correct meaning of an unfamiliar word.

- Find out the meaning by analyzing the word.

Determining the meaning of unknown words by dividing them into roots, prefixes, and suffixes, and then interpreting each element to get the possible meaning of the entire word

Achieving reading comprehension is a complex process. Comprehension is directly dependent on the ability to reduce complex speech units to simple ones through transformations. In this case, it is necessary to establish the correct logical connections within the segments of the readable text.

2. In acquiring the skills of listening and understanding texts in the specialty, the use of innovative technologies, primarily electronic devices, plays an important role.

The purpose of listening is to "sound out" the text, that is, to close the gap that exists for many students between the word written and the word spoken. Closing this gap is one of the main difficulties in the transition from reading to speaking. [2] The development of listening comprehension is closely related to the development of pronunciation skills. Listening to recordings in order to learn to understand English speech to some extent improves not only pronunciation, but also intonation and develops a sense of understanding English speech.

3. The development of oral skills must precede learning to read and write. In parallel with the work on developing the skills of listening and reading texts related to the specialty, it is not difficult to provide for such types of work that would contribute to the development of elements of written speech - the ability to write a summary of a revered text, an annotation, theses, etc.

4. The last stage of learning to read literature on specialty is the development of oral communication skills based on what has been read. To do this, first the teacher, and later the student himself, selects an excerpt (from half a page to one page) for retelling in the audience as close as possible to the text and answering questions compiled by the teacher.

In conclusion, it should be noted that on the basis of the development of reading skills, comprehension skills and oral communication on specialty, there is a single principle. First, teach to "see" the text, the features of its structure, characteristic of the English language. In this regard, to teach how to extract ready-made "blocks" necessary for expressing one's own thoughts from the text. And also to develop the ability to learn from the text in the process of reading, just as we learn in the process of oral communication with native speakers. [3] This approach to the process of reading is intended to prevent the appeal to the native language as the standard of expression in oral and written speech. In addition, this opens up unlimited opportunities for further self-learning based on the learned text processing methodology and, therefore, prevents the loss of acquired skills.

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## О‘ЗБЕК OPERA SAN’ATINING 1940-1990 YILLAR DAVRIDA RIVOJLANISH BOSQICHLARI

*Saidov Jasur*

*BuxD Pedagogika instituti “Musiqqa ta’limi yo’nalishi”*

*2-bosqich talabasi*

*Ilmiy rahbar: Ro‘ziyev D Yu. professor, p.f.n.*

**Anotatsiya:** Maqolada o‘zbek opera san’atining 1940-1990 yillar davridagi rivojlanish bosqichlari, shuningdek, kompozitorlar Aleksandr Kazlovskiy, Sergey Vasilenko, Muxtor Ashrafiy, Sobir Boboyev, Ikrom Akbarov, Rustam Abdullayevlarning ushbu davrda yaratgan operalari haqida so‘z yuritilgan.

**Kalit so‘zlar:** Opera, drama, teatr, spektakl, repertuar, musiqiy kompozitsiya.

**АННОТАЦИЯ:** В статье рассказывается об этапах развития узбекского оперного искусства в период 1940-1990-х годов, а также об операх, созданных в этот период композиторами Александром Козловским, Сергеем Василенко, Мухтаром Ашрафием, Сабиром Бобоевым, Икромом Акбаровым, Рустамом Абдуллаевым.

**Ключевые слова:** Опера, драма, театр, спектакль, репертуар, музыкальная композиция.

**Annotation:** The article tells about the stages of development of the Uzbek opera art in the period of 1940-1990s, as well as about the operas created during this period by composers Alexander Kozlovsky, Sergey Vasilenko, Mukhtar Ashrafi, Sabir Boboev, Ikrom Akbarov, Rustam Abdullayev.

**Key words:** Opera, drama, theatre, performance, repertoire, musical composition.

20-asrning 40-yillaridan boshlab o‘zbek opera san’atining yo‘nalishida yangi davr boshlandi. 40-50 yillar davomida Alisher Navoiy nomidagi Davlat opera va balet teatri sahnasida bir necha opera asarlari sahnalashtiriladi. Uning repertuaridan rus va chet el asarlari o‘rin olib, shular qatoriga qardosh xalqlar kompozitorlarining asarlari ham teatr sahnasidan joy oldi. Lekin ko‘zga tashlangan muammolardan eng asosiysi bu milliy o‘zbek operalarini ijod qilish, ularni sahnalashtirish va tomoshabinlarga yetkazishdan iborat edi. Birin-ketin turli mavzularda yaratilgan operalar paydo bo‘la boshladi. 1940-yilda G.M.Glier va T.Sodiqovlar hamkorlikda “Layli va Majnun” operasini ijod qilishdi va bu asar Alisher Navoiyning shu nomli poemasi asosida edi. Ushbu operada obrazlar ariyalarida o‘zbek musiqa merosi bo‘lgan maqomlar, xalq kuylari va qo‘shiq-lari asos bo‘lib unda “Iroq”, “Segoh”, “Ushshoq”, “Chorzarb”, “Bayot”, “Chapandozi gulyor”lar ishlatilgan. Ikkinchi jahon urushi yillarida vatanparvarlik va



tarixiy qahramonlik mavzularida Aleksandr Kazlovskiyning “Ulug‘bek”, O.Cheshkoning “Mahmud Tarobiy” operalari yaratildi. 1940- yil ulug‘ “Farg‘ona kanali” xalq tomonidan hashar yo‘li oraqali qurilishi munosabati bilan Farg‘ona kanai quruvchilariga bag‘ishlangan kompazitorlar Sergey Vasilenko va Muxtor Ashrafiy hamkorligida “Ulug‘ kanal” operasi yaratildi va 1941-yili sahna yuzini ko‘rdi. A.Kazlovskiy o‘zining eng taniqli asari “Ulug‘bek” operasini 1942-yilda (1958-yilda qayta ishlangan) yaratadi, uning sahnalashtirilishi O‘zbekiston SSR musiqa tarixida yirik voqea bo‘lgan. Urushdan keyingi yillarda birinchi bolalar o‘zbek operasi “Yoriltosh” yaratildi. Kompazitor Sobir Boboyev ushbu asarni yaratishda har bir bolaga tanish bo‘lgan xalq qo‘shiqlaridan foydalangan. Albatta bu asarning bolalarga ta’sirchanligini oshirishga, sahnada ro‘y berayotgan voqealarning bolalarcha dunyo qarashini o‘stirishga xizmat qilgan. Urushdan keyingi dastlabki yillarda ko‘proq musiqali drama rivojlangan bo‘lsa, 50-yillarning ikkinchi yarmida kompazitorlarning opera janriga qiziqishlari sezilarli darajada kuchaydi. Ushbu davrda yaratilgan musiqaviy sahna asarlarini xarakterlar ekanmiz, birinchidan, dramaturgiya mazmuni voqelikning muhim tomonini aks ettirishga intilishi natijasida zamonaviy mavzuda keskin burilish kashf etgani, ikkinchidan esa o‘zbek kompazitorlarining mustaqil ijod qila boshlanishi ko‘zga tashlanadi.

Mavzu va badiiy jihatdan saviyasi turlicha bo‘lgan o‘zbek operalari tomoshabinlar tomonidan ham turlicha qabul qilishdi. Ba’zilari sahnadan tez tushib ketdi, boshqalari esa teatr repertuaridan muhim o‘rin egallagan. Shulardam ahamyatliroqlari kompazitor Tolibjon Sodiqov tomonidan 1949-yilda yaratilgan “Gulsara” operasi haqida gapiradigan bo‘lsak Gulsara operasi avvallari yozilgan shu nomli musiqali drama singari o‘zbek ayollarining ozodlikka chiqish mavzusiga bag‘ishlangan. Albatta “Gulsara” operasi avvalgi musiqali drama asariga nisbatan boshqacharoq qabul qilindi (oradan bir necha yillar o‘tgan). Vahshiyona mutaasiblik ham, paranji tashlagani uchun qonli o‘ch olish ham uzoq o‘tmishga qolib ketgan edi. Lekin eski ideologiya e’tiqodlari, xususan ayollarga nisbatan boy-feodallargacha munosabat holi hayotda uchrab turadi. Shuning uchun ularga qarshi kurash o‘z keskinligini yo‘qotmagan edi. Ko‘pgina o‘zbek ayollarining hayoti kurashi, orzulari bilan chambarchas bog‘liq bo‘lgan Gulsaraning taqdiri tomoshabinar qalbiga aks-sadosini topar edi. “Gulsara”ning ommabobligi, hayotiyliigi ham shundadir. Librettoni yozganlar K.Yashin bilan M.Muhammadovlar yaxlit izchil rivojlangan voqeani yaratishga muvoffaqt bo‘lganlar. Ayniqsa bosh qahramon obrazi to‘laqonli chiqqan. Operaning boshlanishida u zaif, itoatkor, ongida ayolni gullarga itoatkor bo‘lishga mahkum qilgan eski musulmon aqidalari ustunlik qiladi. Lekin asta-sekin chuqur javoblar tufayli Gulsara o‘tmish sarqidlariga qarshi ochiq, shiddatli kurashish zarurligini aniqlaydi. Opera asosiga T. Jalilov yig‘ib olgan musiqali dramadagi kuy va ohanglar kirgan. Lekin T. Sodiqov va R. Glier tomonidan qayta ishlangan kuylar va

yangi partituralar ham oz emas. Ba'zi bir ariya va ansamblarning kuylari yetakchi musiqa mavzulari darajasiga ko'tarilgan. Operaga leytmativ (kuyni olib boruvchi) va leytema kabi muhim elementlar kiritilgan. Bosh qahramon Gulsara va Qodirning partiyalari ashula xarakteridagi kuylarga asoslangan. Ba'zi ariyalar milliy folklorning ayol namunalaridir. Bu borada Qodirning ariyasi (4-pardadagi) iliq, qalban yaqin, ifodali, kuyi ibratlidir. "Gulsara"da mualliflarning musiqali obrazlarning individuallashga intilish sezilib turadi. Opera dramaturgiyasi elementlari paydo bo'ladi. Lekin bu tendensiya hamma vaqt ham bilinavermaydi. Barcha kamchiliklarga qaramasdan, o'zbek musiqa san'atida yangi janr, milliy o'zbek operasining ijod qilinishi va operaning postanovkasi katta madaniy ahamiyatga moyillik voqea bo'lgan.

1950-1966 yillar davomida bir necha o'zbek milliy operalari ijod qilinib, teatr sahnasida qo'yildi. Oldingi yillar ijod qilingan operalar: S.Vasilenko va M.Ashrafiylarning "Ulug' kanal", T.Jalilov va B.Brovsinlarning "Toxir va Zuxro", G.Mushel va V.Uspenskiylarning "Farxod va Shirin" operalari bilan bir qatorda yangi ijod qilingan o'zbek milliy operalari ham asta-sekin musiqa san'atining opera janrida ijod qilinib, sahna yuzini ko'rdi. Sahnada namoyish etilgan operalar qayta ishlanib yangi tahrirda yuzaga keldi. Masalan, M.Ashrafiy va S.Vasilenkoning "Ulug' kanal" deb nomlangan operasi yangi tahrirda "Baxt vodiysi" deb o'zgartirib namoyish etildi. 1958-yildan boshlab yangi teatr mavsumi boshlandi, o'zbek kompazitorlari yangi opera asarlarini sahnalashtira boshladilar. Bular Muxtor Ashrafiyning "Dilorom" (1958), Tolibjon Sodiqov, Yunus Rajabiy, S.B.Zeydman va D.Zokirovlarning "Zaynab va Omon" (1958), Sulaymon Yudakovning "Maysaraning ishi" (1959), Sobir Boboyevning "Hamza" (1961), M.Ashrafiyning "Shoir qalbi" (1962), M. Yusupovning "Xorazm qo'shig'i", R.Hamroyevning "Zulmatdan ziyo" (1966) operalaridir. Mavzu va badiiy saviyasi har xil bo'lgan mazmunli asarlar tomoshabinlar tomonidan turlicha qabul qilindi. Ba'zilari sahnadan tezda tushib ketdi, boshqalari esa teatr repertuaridan muhim o'rin egalladi. Aytishimiz joizki, 1950-yillarning oxiri o'zbek musiqali teatri tarixida yangi opera janrining paydo bo'lishi bilan ajralib turadi.

1970-80 yillarda o'zbek kompazitorlari opera janrini mazmun jihatidan boyitdilar. Ushbu davr ichida tarixiy "Mangulik" L.Musayev, "Fidoyilar" Sobir Boboyev, zamonaviy "Sadoqat" Rustam Abdullayev, atoqli shaxslarga bag'ishlangan "So'g'd elining qoplani" Ikrom Akbarov, "Zebiniso" Sayfi Jalil, "Alisher Navoiy" Mutal Burxonov shuningdek, kamer operalar "Sohilda to'qnashuv" N. Zoirov, "Ona qalbi" Xabibullo Rahimov va boshqa operalar yaratildi, sahna yuzini ko'rdi. 1970-1980-yillar o'zbek opera tarixida muhim bosqich hisoblanadi. Ushbu davrda yangi mavzular majmuiga mos keladigan musiqiy-ifodaviy vositalarni qo'llash, o'z mualliflik tilini topish kabi omillar bilan bir qatorda, operalar mavzu jihatidan boyiganligi kompazitirlarning o'z asarlarida ommaviy xalq kuylarini ko'chirmay, balki mustaqil original kuylar yaratilganligini ko'rish mumkin.

Tafakkurning ta'sir doirasi opera sahnalashtiruvchisiga tinglovchini asar mazmunidan tashqari hayot va falsafiy mushoxadalar yuritishga yo'naltirishga imkon yaratadi. Sahnaviy talqin orqali yuzaga kelgan eshitish qobilyati va obrazlar majmuini qabul qilish jarayoniga ijodiy fikrlashni, ongning anglangan his-tuyg'usini jalb qilib yangi ko'rinishlar, obrazlar, tasavvular, taqqoslashlarni yuzaga keltiradi. Ta'sir va umumlashtirishning keng doirasiga murojaat 1977-yilda yaratilgan. I.Akbarov "So'g'd elening qoplani" operasining sahnalashtirilganligida namoyon bo'ladi. Opera dramaturgiyasi, musiqiy material, obrazlar tizimi nuqtai nazaridan o'ziga xos murakkab asardir. I.Akbarov opera rang-barang ifoda vositalarini kuylaydi, kantilena, rechitativ, polifonik unsirlar bilan boyitilgan murakkab garmonik tildan unumli foydalanadi. Ifoda vositalarining ko'p qo'llanilishida musiqa va voqeaning bo'ysinishi juda mushkul bo'ladi. Sipitamening yaxlit va rang-barang obrazi operada zamonaviy tinglovchi, uning bu qahramon haqidagi tasavvurlari nuqtai nazaridan tasvirlab beriladi. Umumlashuvning obrazli kuchi zamonaviy opera tinglovchisida rivojlangan tasavvurli tafakkur bilan bo'lingan. Shu jumladan Ruxshona obrazi ham. Qahramonlarning shaxsiy xususiyatlarini moslashuvi ularning tashqi xarakteri, tavsiloti ohanglaridan kelib chiqqan plastika, grim, kastyumlar ham aniqlab berdi. I.Akbarovning "So'g'd elining qoplani" operasi qarama-qarshi ohang dramaturgiyasi nuqtai nazardan qiziqarlidir. Asosiy dramatik nizo so'g'd xalqining bosqinchilariga qarshi kurashi bo'lib mazkur asarda ikkita ohang muhitning qarama-qarshi munosabatini belgilab beradi. Biri xalq, spitamen, Ruxshona, chol obrazlari bilan bog'liq. Ikkinchisi Iskandar va uning yaqinlarini tasvirlab, ko'proq cholg'u musiqasi bilan xarakterlanadi. Mazkur ohang muhiti xromatik melodik xarakatlar, noturg'un garmoniylar bilan boyitilgan bo'lib, kuychanlikdan mustasnodir. Bu ikkita muhit qarama-qarshi qo'yiladi va operaning dramatik rivojida to'qnashadi.

1980-yil Kompazitor Rustam Abdullayev "Sadoqat" operasini yaratadi. O.Matchon librettosi 2 parda 5 ko'rinishdan iborat. Premyerasi 1981-yil 4-fevralda Samarqandda bo'lib o'tdi. Qatnashuvchilar: Zulfiya-soprano, Xamid Olimjon-tenor, G'afur G'ulom-bariton, Oybek-bas, Baxshi-tenor, yosh shoir-metso soprano, shoir, xalq. Opera bugungi kungacha Alisher Navoiy nomidagi Davlat Akademik katta teatrida ijro etib kelinmoqda. Operada ohang dramaturgiyasi batafsil ishlab chiqilgan. Opera taniqli o'zbek shoirasi Zulfiya va uning umr yo'ldoshi shoir Xamid Olimjon hayotiga bag'ishlangan. Zulfiyaning ohang tavsiloti ifodaviy vositalarning keng doirasini rechitativdan boshlab keng va kuychan xushohanglik qamrab oladi. Zulfiyaning kirish qismidagi rechitativida musiqiy nutq ohangning nozik his etilishi namoyon bo'ladi. Alohida so'zlarga urg'u berish, jumalardagi ma'noli urg'ular musiqadagi o'xshashlik xususiyatlarini topadi, so'zlarning ifodaviyligini chuqurlashtiradi.

Aynan ushbu davrda yaratilgan operalarda sahnaviy kompozitsiya sifatida badiiy obrazning mavjudligi boshqa obrazlar bilan hamnafaslikda namoyon bo‘ladi. Obrazlar tizimida dramatism namoyon bo‘ladi, obrazlar to‘qnashuvi natijasida nizo vujudga keladi. Obrazlarning o‘zaro munosabati opera dramaturgiyasining rivojlanishini ta’minlaydi. Faqatgina boshqa qahramonlar bilan munosabatdagina operaning bosh qahramoni o‘zini haqiqiy dramatik obraz sifatida his qiladi. Qahramonlarning murakkab munosabatlarida operadagi syujet qirralarining butun murakkab ruhiy qarama-qarshiliklari ochib beriladi. Bundan kelib chiqadiki bu davrda yaratilgan operalarning asosini obrazli tizim tashkil etib, unda har bir qahramon boshqa obrazlar singari asarning ajralmas qismini tashkil etadi. Tizim tuzilishining asosiy belgisi ichki mutanosiblikning bo‘ysunishi hisoblanadi. Operada bu asosiy harakatlanuvchi kuch hisoblangan bosh qahramonning atrofida voqea mujassamlashuvida namoyon bo‘ladi. Bosh qahramon obrazi odatda juda murakkab va rang-barangdir. Asarda hech bir voqea bosh qahramonning ishtirokisiz o‘tmaydi. Boshqa barcha ishtirokchilar esa voqealar va ohang dramaturgiyasi uzlusizligida asoslangan ichki jipslashish tamoyili asosida jarayonga jalb etiladi. Mutal Burhonov “Alisher Navoiy” operasida Navoiy, Sulaymon Yudakovning “Maysaraning ishi” operasida Maysara kabi bosh qahramonlar mana shunday obrazlarga misol bo‘la oladi. Bosh qahramon atrofida birlashgan obrazlar qarama-qarshi kuchlarni aniqlab beruvchi obrazli tuzilmani tashkil etadi va asosan kontrast taqqoslash yoki nizoli to‘qnashuv xarakterini o‘zida namoyon etadi.

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## 6 САМЫХ ЛЁГКИХ СТРАТЕГИЙ ОБУЧЕНИЮ СЛОВАРЮ ДЛЯ ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК

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*Мирсодиков Шохрух Каримжон угли*

*Учитель английского языка школы №15 города Термеза*

**Аннотация:** В этой статье рассматриваются самые лёгкие стратегии обучению словаря, а также даны 6 практических стратегий, которые каждый преподаватель может употребить в своём классе и превратить в чудесную страну слов.

**Ключевые слова:** обогатить и расширить словарный запас, стратегии, постеры, основные слова, коммуникация.

### 6 EASY CLASSROOM STRATEGIES TO TEACH VOCABULARY TO ENGLISH LEARNERS

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MIRSODIKOV SHOKHRUKH KARIMJAN UGLI

ELT teacher at school number 15, Uzbekistan, Termez

**Annotation:** This article deals with easiest classroom strategies to teach vocabulary to learners. Here are 6 practical strategies any teacher can use to turn a classroom into a word wonderland are given.

**Key words:** enrich and expand vocabulary, strategies, classroom posters, essential words, communication.

As teachers, we have the opportunity every day to expand our students' vocabulary during the limited time our students are in our classroom. With effective strategies, students can leave our classroom with an enriched vocabulary bank every single day. Let's take full advantage of our position as teachers to broaden our students' vocabulary by being intentional about the strategies we use in our classroom! While English language learners generally have the greatest need to expand their vocabulary, many non-English language learners—especially those from low socioeconomic communities—have a limited vocabulary bank, so many of them can greatly benefit from these strategies as well. Here are 6 practical strategies any teacher can use to turn a classroom into a word wonderland. Pairing words with images is a powerful way to teach vocabulary.

**Source 1. Label Everything in Your Classroom \* Posters:** Choose posters with colorful and clearly labeled images or add labels for the pictures yourself. They don't have to be perfect—you don't need to type, print, and laminate the words before you

tape them onto the posters. Handwriting them in bold on sticky notes and taping the sticky notes onto the poster works equally well. The main thing is for your students to associate each word with its corresponding image to help them learn vocabulary.

**\*Maps:** Write the title above each map to depict what the land represents. If it's a country, write the name of the country. If it's a world map, specify that. Maps are also great places to label cardinal directions: north, south, east, west, as well as north - east, north-west, south-east, south- west.

**\* Supplies:** Label containers for all supplies and materials in your classroom: pencils, colored pencils, erasers, scissors, rulers, glue, lined paper, white paper, and any other materials you use regularly. Label the shelves where binders, folders, writing journals, books, and workbooks are kept with their designated names. Labeling all materials will not only help your students learn vocabulary, it will help you and your students locate supplies easily—thereby maximizing classroom time.

**\* Technology and Furniture:** Label computers, computer screen, keyboard, mouse, speakers, classroom screen, cabinet, file cabinet, teacher desk, teacher chair, and tables.

**Source 2. Speak to Your Students with Rich Vocabulary.** To many of our students, we are heroes. Our students look up to us. Many of them don't have good role models at home to look up to. We may be the best role models they have in their lives at present. Take full advantage of your "hero status" by using rich vocabulary in your everyday instruction and interactions with your students. Believe me, they are listening to every word you say. A way to naturally incorporate rich vocabulary into your daily dialogue is to use different phrases interchangeably to communicate the same message to your students. Different Ways to Communicate the Same Message to Broaden Your Students' Vocabulary: "I'm confused by what the author is saying." "I'm puzzled by what the author is saying." "I'm baffled by what the author is saying." "Think about what makes this text interesting." "Consider what makes this text interesting." "Reflect on what makes this text interesting." "What conflict does the character face?" "What challenge does the character face?" "What problem does the character face?" Use tangible objects to teach the meanings of words. Or, better yet, take your students outside and show them!

**Source 3. Pre-Teach Key Vocabulary.** Be intentional about teaching vocabulary to your students by pre-selecting key words from the text you're about to read. Don't assume students will know essential words from the text. Give them a quick pretest to assess their current knowledge of key vocabulary. Once you've targeted the words your students don't know, focus on teaching them! Word Study, word maps, word journals, and word walls are all excellent tools for helping students learn and apply new vocabulary. Aside from images, use tangible objects to teach the meanings of words. For example, if introducing the word bank (from a tree), show students a piece of actual bank you found outside. Or, better yet, take them outside and show them!

**Source 4. Use Text with Rich Vocabulary and Images** Reading to your students is an excellent way to not only teach new words, but to model their correct pronunciation. Choose text with rich vocabulary and images. Attractive images in text are powerful in communicating the meanings of words. However, with older students or to teach meanings of words for which there are no visuals on the page, it is critical to pre-teach key words from the text, accompanied by pictures you've gathered to represent the words' meanings. Keep the visuals handy after pre-teaching vocabulary—such as posting them on a word wall—so when the you come across the words in the text, you can quickly point to the visuals without distracting students from the reading. Try to minimize interruptions as you read. Fewer pauses when reading increases reading fluency which in turn aides comprehension. Playing games is an excellent and fun way to reinforce vocabulary learned.

**Source 5. Play Games.** Allow students many opportunities to practice new vocabulary through games and classroom activities. Some examples: **Word Bingo:** Each student has a card with grids, with one word written in each grid. Students listen for the meaning of each word and place markers on each word depicting the meaning they hear. The first player to mark a complete row, column or diagonal pattern of words is the winner. For more advanced students, give them each two cards—they now need a marked pattern of words on each card to win!

**Source 6. Seize Teachable Moments** Important teachable moments are priceless learning opportunities. They come unannounced but are timely opportunities to teach new vocabulary. For example: you come across a word in a text you didn't introduce before reading the text or a student uses a word in an oral sentence and another student asks what the word means. Jump on it! Don't let the opportunity pass. Google the word with images and display them on the classroom screen or write the word on the board along with a quick sketch of its meaning, adding gestures and body language to help explain it. Apply the word to a real-life experience you had. Students love hearing about your life stories! They're much more likely to remember what the word means when you make a personal connection to it.

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## RAQAMLI DUNYODA O'QITISH VA O'RGANISHNING MAVJUD IMKONIYATLARI

*Mirzozaynidinova Mavludaxon Ikromjon qizi*

*Farg'ona viloyati Quvasoy shahar 17-umumiy o'rta ta'lim maktabining  
Informatika fani o'qituvchisi*

**Annotatsiya:** Maqolada mamlakatimizda maktabgacha ta'lim, umumiy o'rta ta'lim va oliy ta'lim tizimida raqamlashtirish va raqamli dunyoda o'rganishning ahamiyati, hozirgi kunda olib borilayotgan ishlar va imkoniyatlar tahlil qilingan.

**Kalit so'zlar:** Masofaviy ta'lim, raqamli texnologiya, raqamlashtirish, «EDU LINK» axborot tizimi, HEMIS dasturi.

Hozirgi paytda texnika va texnologiyalar kun sayn shiddat bilan yangilanib borayotgan davrda jamiyatni dunyoqarashi va zamonga moslashuvini tubdan o'zgartirishi tabiiy holat bo'lib bormoqda. Bu holatda ta'lim olish holatlarini yangilanishiga sabab bo'ladi. Bugungi kunda oliy ta'lim muassalarida masofaviy ta'limlarning yo'lga qo'yilishi bunga bir misol sifatida ko'rishimiz mumkin. Masofaviy ta'lim, tabiatning o'zgarishi (pandemiya davri) va so'ngi texnologiyalarning ta'lim tizimiga samarali tadbiri o'qitishni va o'qishni o'zgartirishga undaydi. Bu esa raqamli dunyoda o'qitish va o'rganish borasida ko'plab pedagogik tadqiqotlar o'tkazish zaruratini ifodalaydi.

Mamlakatimizda so'ngi yillarda ta'lim tizimini tubdan isloh qilish va ta'lim sifatini baholash hamda raqamli ta'limni rivojlantirish bo'yicha keng ko'lamli ishlar olib borilmoqda. Bu borada O'zbekiston Respublikasi Prezidentining 2019- yil 29-apreldagi "O'zbekiston respublikasi Xalq ta'limi tizimini 2030 yilgacha rivojlantirish Konsepsiyasini tasdiqlash to'g'risida"gi PF-5712-sonli Farmonida "PISA" (The Programme for International Student Assessment) o'quvchilarni baholash xalqaro dasturi reytingida O'zbekistonning 2021 yilda birinchi 70 talikka, 2025 yilda 60 talikka va 2030 yilga kelib esa, birinchi 30 ta ilg'or mamlakatlar qatoriga kiritish ko'zda tutilgan[1]. O'zbekiston Respublikasi Vazirlar Mahkamasining 2018 yil 8 dekabrda "Xalq ta'limi tizimida ta'lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish chora-tadbirlari to'g'risida"gi 997-sonli qarori bilan O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Ta'lim sifatini nazorat qilish davlat inspeksiyasi qoshida "Ta'lim sifatini baholash bo'yicha xalqaro tadqiqotlarni amalga oshirish Milliy markazi" tashkil etildi [2]. O'zbekiston Respublikasi Prezidentining 2020-yil 5-oktabedagi PF 6079 sonli ""Raqamli O'zbekiston 2030" strategiyasini tasdiqlash va uni amalga oshirish chora tadbirlari to'g'risida"gi farmonida raqamli dunyoda raqamlashtirish, raqamli texnologiyalarni ishlab chiqish, raqamli iqtisodiyot sohasida



yangi loyihalarni ko'rib chiqish va raqamli ta'limni rivojlantirish dasturlari amalga oshirilmoqda. Ushbu farmonda ta'lim sohasida raqamli ko'nikmalarni oshirish maqsadida quyidagi tadbirlar amalga oshiriladi: ta'lim pog'onasining boshlang'ich bosqichida o'quvchilarga raqamli texnologiyalarni taqdim etish orqali raqamli ko'nikmalarni o'zlashtirish uchun imkoniyatlar yaratish, tahliliy va tanqidiy fikrlashni rivojlantirish, kelajakda zarur bo'ladigan keng ko'lamlı raqamli transformatsiya sharoitida yoshlarga bilim va ko'nikmalar berish;

yagona masofaviy ta'lim platformasini kelajakda ta'limning barcha yo'nalishlarida tatbiq etish maqsadida yaratish va amalga oshirish; o'quvchilar uchun raqamli texnologiyalardan foydalanishning umumiy darajasini oshirish maqsadida umumta'lim maktablarining asosiy o'quv dasturlariga doimiy o'zgartirishlar kiritish;

texnologik kasblar va innovatsion faoliyat sohasida o'qishni tashkil etishga qaratilgan yuqori samarali xalqaro amaliyotni ta'lim tizimiga joriy etish;

axborot-kommunikatsiya texnologiyalari bilan bog'liq yo'nalishda kadrlar tayyorlovchi oliy ta'lim muassasalari bitiruvchilari sonini, axborot texnologiyalar sohasida o'rtacha darajada kompetensiyaga ega bo'lgan o'rta maxsus kasb-hunar ta'limi muassasalari bitiruvchilarini oshirish;

axborot texnologiyalar sohasidagi tashkilotlarining o'quv jarayonlarga qatnashishini rag'batlantirish orqali umumta'lim maktablarda informatika fanini o'qitish metodlarini takomillashtirish;

oliy ta'lim muassasalarida tegishli sohalarda "Buyumlar interneti", robototexnika, sun'iy intellekt texnologiyalarini qo'llash va o'rganish bo'yicha laboratoriyalar, shuningdek, xorijiy qog'oz shaklidagi materiallarni raqamlashtirish formatlaridan foydalanish bo'yicha davlat yagona talabini ishlab chiqish va qo'llab-quvvatlashni ta'minlash orqali ta'limda o'quv materiallarini raqamlashtirish;

raqamli texnologiyalar sohasida ilmiy-tadqiqot ishlarini rivojlantirish va rag'batlantirish, ularning tashkiliy mexanizmlarini takomillashtirish; g'oyalar va yangi texnologiyalar yaratishni targ'ib qiluvchi respublika tanlovlari va tadbirlarini (xakatonlar, konkurslar, olimpiadalar va boshqalar) o'tkazish; yangi qidiruv tizimlarini yaratish yo'nalishini ishlab chiqish va aniqlash, shu jumladan audio va video materiallarni izlash va aniqlash uchun yechimlar, axborotni qidirish va olishda semantikadan foydalanish, mashinaviy tarjima tizimidagi yangi texnologiyalar, shuningdek, mashinaviy o'qitishning yangi algoritmlari va texnologiyalarini rivojlantirish;

robototexnika komplekslari va odamlar o'zaro ta'sirining algoritmlarini ishlab chiqish, ma'lumotlar uzatish tarmoqlari infratuzilmasini, o'rnatilgan sensorlar va sensor tarmoqlarni takomillashtirish, shuningdek, "bulutli" xizmatlarini taqdim etishning turli xil modellarini amalga oshirish uchun dasturiy ta'minot yaratish bo'yicha ilmiy ishlarni olib borish;

maktabgacha, o'rta va oliy ta'lim tizimi uchun elektron ta'lim resurslarini yanada takomillashtirish, shuningdek, ichki va jahon ta'lim resurslaridan foydalanishni ta'minlash;

inson kapitalini rivojlantirish, shu jumladan, ixtisoslashgan ta'limni rivojlantirish hamda IT-sohasidagi kasblarni ommalashtirish, IT-korxonalar uchun institutsional sharoitlarni yaxshilash va ma'muriy to'siqlarni kamaytirish; maktab va maktabgacha ta'lim tizimiga raqamli transformatsiya va yangi texnologiyalar bo'yicha innovatsion o'quv dasturlarini joriy etish.

Yuqoridagi qaror va farmonlarning ijrosini ta'minlashda maktabgacha ta'lim, umumiy o'rta ta'lim va oliy ta'lim muassasalarida amalga oshirilayotgan ishlarni o'rganish, tahlil qilish, mavjud imkoniyatlarni safarbar qilish, yangi g'oyalarni ro'yobga chiqarish bo'yicha tahlillarni ko'rib chiqamiz. Avval maktabgacha ta'lim muassasalarida raqamlashtirish va raqamli dunyoda o'qitish bo'yicha amalga oshirilayotgan ishlar va yangi go'ylarni ro'yobga chiqarish tahlilini ko'ramiz. Mamlakatimiz maktabgacha ta'lim muassasalarida bolalarimizning aksariyat, ya'ni 3-6 yoshdagilari tarbiyalanadi. Xalqimizda bir naql bor: "Yoshlikda olingan bilim toshga o'yilgan naqshdir". Mana shu yoshda bolalarning rivojlanishi juda kuchli boladi. Atrof muhitning ta'siri va atrofdagilarning tarbiya berishi ularning qolgan hayotiga ham ta'siri va ahamiyati kuchli hisoblanadi. Hali boshlang'ich maktabga kirmagan bolalarning hozirgi zamon texnologiyalarning o'rganishi va uni qo'llay bilishi songi yillarda tezlik bilan rivojlanib kelmoqda va rivojlanib ham boradi. Dastlabki bolalalik davrida raqamli dunyoda ta'lim berish va bilim olish yo'llarini samarali tashkil etish bugungi kunning dolzarb muammolaridan biri. Bu muammoning nazariy yechimi tarbiyachilar, bolalar va ularning ota-onalarini raqamli dunyoda o'qitishga yangicha yondashishlarni amalga oshirish hisoblanadi. Turli dasturlar, mobil ilovalar va ijtimoiy tarmoqlardagi guruhlar kabi bir qator yangi texnologiyalar bolalar ta'limiga yangi innovatsion investitsiyalarni joriy qilishning asosiy ta'lim vositalari vazifalarini bajaradi. Mana masalan "Moyvoqvoy va qizcha" mobil ilovasidagi bolalarning tafakkurini rivojlantirishda va kreativ fikrlashida hamda noqulay vaziyatlarda qaror qilishda ahamiyati beqiyos. Xorijiy davlatlarda "Aflatot" dasturi maktabga kirmagan bolalar uchun mo'ljallangan bo'lib, u ijtimoiy va iqtisodiy savodxonlikka asos soluvchi dastur hisoblanadi. Bunday dasturlar balalarning birinchi ta'lim olishlari va hayotiy ko'nikmalarini shakllantirishda juda muhimdir. Maktabgacha ta'lim muassasalarida raqamlashtirish borasida YUNISEF tomonidan O'zbekistondagi maktabgacha ta'lim sohasini rivojlantirish uchun «Learning passport» nomli raqamli ta'lim platformasini yaratish, O'zbekistondagi Yaponiya JICA vakolatxonasi tomonidan «O'zbekistonda alohida parvarishga muhtoj bolalar bilan ishlaydigan pedagog kadrlarning malakasini oshirish bo'yicha» loyihasi, Koreya-O'zbekiston biznes assosiyasi tomonidan maktabgacha ta'lim tizimi uchun yaratilayotgan «EDU LINK» axborot tizimi loyihasi

kabi ishlar amalga oshirildi. Mamlakatimiz maktablarida xalq ta'lim vazirligi tomonidan maktab ta'limini raqamlashtirish, maktab ta'limiga axborot kommunikatsion texnologiyalarni integratsiya qilish, o'qituvchi, o'quvchi va ota-onalarning interaktiv muloqatlarini rivojlantirish, masofaviy va mustaqil ta'lim olish uchun imkoniyatlarni amalga oshirish maqsadida kundalik.com raqamli ta'lim platformasini ishlab chiqildi va amalda tadbiq etilmoqda. Bu platformada o'qituvchilar uchun dars jadvallari elektron jurnal, uy vazifalarni boshqarish va turli hisobotlarni avtomatik ravishda amalga oshiriladi, ota-onalar uchun o'quvchining kundaligi, uy vazifalari va muloqotlar uchun bo'limlari orqali o'z farzandlarini to'liq nazoratga oladi, o'quvchilar uchun kundalik daftari, portfolio, muloqot bo'limlari orqali kelasi dars mavzulari biladi, o'qituvchilari bilan o'zaro muloqotlarini amalga oshiradi, davlat organlari uchun umumiy statistic ma'lumotlarni to'plash, yangiliklarni quyi tizimlarga yetkazishda aloqa va xabardor bo'lish uchun ishlarini amalga oshiradi. Oliy ta'lim tizimida raqamli universitet loyihasi davom etmoqda. Hozirgi kunda ta'lim jarayoniga oliy ta'lim muassasalaridan olinadigan turli hisobot va ma'lumotlar sonini keskin kamaytirish, ularni tayyorlashning qog'oz shaklidan voz kechish, boshqaruv tizimini raqamlashtirish maqsadida Raqamli universitet loyihasi doirasida "Oliy ta'lim jarayonlarini boshqarish axborot tizimi" (HEMIS- Higher Education Management Information Systems) ishlab chiqildi. Ushbu axborot tizimi «Ma'muriy boshqaruv», «O'quv jarayoni», «Ilmiy faoliyat» va «Moliyaviy boshqaruv va statistika» axborot tizimlarini o'z ichiga oladi. Oliy ta'lim jarayonlarini boshqarish axborot tizimini joriy etishdan maqsad:

- OTM faoliyatining ochiqligi va shaffofligini ta'minlash;
- oliy ta'lim tizimida o'quv, ilmiy, ma'muriy va moliyaviy jarayonlarni avtomatlashtirish;
- oliy ta'lim tizimida byurokratik to'siqlar yuzaga kelishini oldini olish va moliyaviy xarajatlarni qisqartirish;
- OTM, talaba, va ish beruvchi tashkilotlar o'rtasida uzviylikni ta'minlash;
- boshqaruv jarayonlari uchun sarf qilinadigan vaqtni qisqartirish va mehnat samaradorligini oshirish;
- ta'lim jarayoni ishtirokchilari faoliyati samaradorligini monitoring qilish;
- tahliliy ma'lumotlarni shakllantirish va qaror qabul qilish jarayonini optimallashtirish va tezlashtirish.

Oliy ta'lim muassasalarida raqamlashtirish va raqamli texnologiyalar vositasi yordamida ta'limni tashkil etish talabalarining dars mashg'ulotlarga faol qatnashishi, mavzularni to'liq o'zlashtirishi, kelajakdagi kasbiga mehrining oshishi va turli kompetensiyalarini rivojlaniga sabab bo'ladi.

Bugungi kunda raqamli ta'lim ta'lim tizimlarimizda o'rni beqiyos bo'lib, bunda o'quvchilar va talabalarimizning fanni o'zlashtira olishi emas, balki ular bir vaqtning o'zida qanday o'qiyotganini, fanni qanday o'rganayotganini, vazifalarga

qiziqishi, o'z darajasidagi muammolarga fikr bildirishlarini kuzatish mumkin. Buning natijasida o'quvchilarning o'zlari mustaqil o'rganishi, shaxsiy o'rganishga moslashishi va o'zini ustida ishlashi kabi qobiliyatlari rivojlanadi. Dars jarayonlari raqamli kontekstda jonli olib borish va darslarda interfaol topshiriqlarni berish, virtual loyabatoriyalarda o'rganish talabalarni yanada fikrlashlarini o'stiradi. O'zi qiziqqan sohadagi kasbiy kompetensiyalari rivojlanadi.

#### **Foydalanilgan adabiyotlar:**

1. O'zbekiston Respublikasi Prezidentining 2018 -yil 5-sentabrdagi PF-5538-sonli "Xalq ta'limini boshqarish tizimini takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi farmoni.
2. O'zbekiston Respublikasi Vazirlar Mahkamasining 2018 yil 8 dekabrda "Xalq ta'limi tizimida ta'lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish chora-tadbirlari to'g'risida"gi 997-sonli qarori.
3. O'zbekiston Respublikasi Prezidentining 2020-yil 5-oktabedagi PF 6079 sonli ""Raqamli O'zbekiston 2030" strategiyasini tasdiqlash va uni amalga oshirish ch ora tadbirlari to'g'risida"gi farmoni.
4. Maktabgacha ta'lim vazirligining Mdo.uz saytidan olingan.
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## ZAMONAVIY MUSIQANING BUGUNGI HAYOTIMIZDAGI O`RNI VA TA`SIRI

*Kozimjonova Moxigul*

*O`zbekiston davlat konservatoriyasi, "Cholg`u ijrochiligi" fakulteti  
"Xalq cholg`ulari" yo`nalish Ikkinchi bosqich talabas  
[moxigulkozimjonova@gmail.com](mailto:moxigulkozimjonova@gmail.com)*

*Ilmiy raxbar: O`zDK "Xalq cholg`ularida ijrochilik" kafedrasida dotsenti,  
Turon fanlar akademiyasi faxriy professori **Ahadjon Mamadaliyev***

**Annotatsiya:** Ushbu maqolada musiqa, shu jumladan zamonaviy musiqalarning hayotimizda tutgan o`rni, uning ta`sir doirasi, yoshlarda musiqiy estetikani rivojlantirish yo`nalishlari va shu kabi masalalar yuzasidan so`z yuritiladi. Zero zamonaviy musiqalar bugungi kunda har bir shaxsning hamrohi bo`lib, usiz hayotni tasavvur qilib bo`lmaydi.

**Kalit so`zlar:** musiqa, ta`sir, estetika, yoshlar, estrada, kuy, ashula.

Qadim tarixdan bizga ma`lumki, musiqa ellarni-ellarga, dillarni-dillarga boglovchi, insonni estetik didini tarbiyalovchi hamda madaniy saviyasini oshiruvchi mo`jizaviy vositadir. Musiqa bu tarbiyaning eng faol turi hisoblanadi. Bola tugilgandan so`ng ilk bor ona allasini tinglab musiqani his qiladi. Ona allasiga, vatanga muhabbat ona yurtiga sadoqat kabi buyuk insoniy his-tuygular mujassamdir.

Musiqa ta`limi va tarbiyasi insonni komil inson qilib tarbiyalashda muhim o`rin tutadi. Buyuk islohatlar amalga oshirilayotgan hozirgi kunda mustaqil fikrlovchi kishilar o`zlari tanlagan kasblari bo`yicha har xil fanlarga ixtisoslashgan umumta`lim maktablarida, o`rta maxsus kasb-hunar kollejlarda tahsil olmoqdalar. Musiqa ta`limi asosan musiqa va san`at maktablarida darslardan tashqari tashkil etilgan. Musiqa to`garaklarida o`rgatiladi. Komil inson tarbiyasida ana shunday musiqa va san`at maktablari va to`garaklarning o`rni va ahamiyati katta. Yosh avlodni san`at maktablariga jalb qilish ularning bo`sh vaqtini mazmunli tashkil qilish samarali natijalar beradi.

Tarbiya tizimi ta`lim tizimi bilan uzviy bog`liq. Tarbiyasi talab darajasida bo`lgan har qanday o`quvchi ta`limni juda yaxshi o`zlashtiradi. Shuning uchun komil inson tarbiyasida bu muhim ahamiyat kasb etadi.

Yosh avlodni yuksak madaniyatli estetik didi yuqori darajada rivojlangan komil insonlar qilib tarbiyalashda musiqiy ta`limning ahamiyati beqiyosdir. Xususan, o`zbek musiqa san`ati bu borada katta imkoniyatlarga egadir. Ma`lumki o`quvchilarni

musiqiy estetik ruhda tarbiyalash jarayoni, birinchidan musiqa pedagogikasining asosiy umumiy tamoyillariga rioya etilishiga, ikkinchidan didni tarbiyalash bilan bog'liq bo'lgan maxsus shart-sharoitlarni ta'minlashga asoslanishi lozim. Musiqiy estetik didni shakllantirish jarayoni musiqani idrok etish qobiliyatini rivojlantirish bilan bevosita bog'liqdir. Bunda eng avvalo musiqiy idrokni ta'minlovchi tarkibiy qismlarini tamoyillarini tilga olish zarur bo'ladi.

Ikkinchi tamoyil san'at pedagogikasi talablariga rioya qilishdan iborat bo'lib u idrok etishdagi yaxlitlikni obrazlilikni xissiy va anglangan taassurotlar birligini va ularning o'zaro bog'liqligini ta'minlashdan iborat.

Uchinchi tamoyil bola shaxsini rivojlantirishning tabiiy va madaniy jihatlarini birga qo'shib olib borish zarurligidir. Bu tamoyil boladagi tabiiy iste'dod, qobiliyatlar, xususiyatlardan musiqiy tarbiya jarayonida samarali foydalanishni ularni tashqi pedagogic ta'sirlar yordamida yanada rivojlantirishni taqozo etadi.

Yuqorida sanab o'tilgan tamoyillarni shakllantirish shart-sharoitlari o'quvchilarni musiqiy tarbiyalashning bosqichligi ulardagi o'ziga xos xususiyatlarni hisobga olish, o'quvchining ijodiy faoliyatini rivojlantirish darsda o'quvchi bilan o'quvchi aloqasining shakli bo'lgan muloqot etnopsixologik xususiyatlar va xalq pedagogikasi usullarini hisobga olishni nazarda tutadi hamda o'quvchilarning musiqiy estetik didini shakllantirish jarayoni samaradorligini oshiradi.

Bu samarali pedagogik usullarni qo'llash jarayonida shu narsani hisobga olish muhimki, musiqiy idrokning tarkibiy qismlarini rivojlantirish musiqaga bo'lgan xissiy ongli va ta'sirchan amaliy munosabatni shakllantirish vazifasini hal etishga qaratiladi. Mazkur jarayon yaqqol ifodalangan hissiy aniq-obrazli idrok etishdan yanada ko'proq anglab etilgan idrok etish bosqichiga o'tishni o'z ichiga oladi.

Albatta musiqiy estetik didni shakllantirish jarayoni musiqiy idrok etishning umumiy qonuniyatlari bilan bog'liqdir, lekin ayni paytda uning faqat o'zigagina xos bo'lgan xususiyatlarga ham egadir. Musiqiy estetik didni shakllantirish jarayoni ongli faol munosabat mavjud bo'lishi nazarda tutadi. Bu munosabat idrok etish jarayonini alohida (individual) estetik baho berish darajasigacha ko'tarilishi lozim. Shuning uchun ham kichik yoshdagi o'quvchilarning musiqiy estetik didini shakllantirishga bevosita bog'liq bo'lgan musiqa mashg'ulotlarida bolalarning bilish, his qilish faoliyatini kuchaytirish kerakki, u umumiy va maxsus qobiliyatlarini rivojlantirishga va pedagogik ta'sir ko'rsatishni tashkil etish bosqichlariga bo'linadi. Pedagogik ta'sir ko'rsatishni tashkil etish bosqichiga musiqiy taassurotlarning to'planishi; o'quvchilarga turli xissiy holatlarni boshdan kechirishga imkon berish; xissiy musiqiy tasavvurlarga qaytilishi; «Tinglab tushunish» yoki «Ijro etib-tushunish» tajribasini boshqa asarlarga ham tatbiq etish jarayonini rag'batlantirish kabi shartlar kiradi.

Ta'kidlash lozimki, musiqa san'ati juda qadimda paydo bo'lgan. Ibtidoiy jamoa tuzumi davrida yashagan odamlar tabiatdagi musiqiy va shovqin tovushlarni farqlay

bilganlar, kuylashni o'rganganlar, dastlabki cholg'u sozlarini yaratganlar. Hozirgi kungacha bu sozlar takomillashgan, ulardagi ijro uslublari ham rivojlanib boyigan. Xalq orasidagi musiqiy qobiliyatlarga ega bo'lgan kishilar ajoyib musiqa asarlari yaratib musiqa san'atini boyitganlar.

Musiqa san'ati paydo bo'lgandan boshlab bugungi kungacha ikki yo'nalishda rivojlangan, degan fikr o'rinli. Birinchi yo'nalish - xalq musiqiy ijodi. Ikkinchi yo'nalish - kompozitorlik ijodi.

Qadimda xalq orasida xonanda va sozandalar yashagan. Ular kuy va qo'shiqlar yaratganlar. Bu asarlar nota yozuvi bo'lmaganligi sababli og'izdan-og'izga o'tib bizgacha etib kelgan. Kim yaratganligi noma'lum bo'lgani sababli bu asarlarni xalq musiqiy ijodining mahsuli deyiladi. Ma'lumki yaratuvchanlik, ijod, insonga xos fazilatdir. Har bir avlod kuy va qo'shiqlarga o'zgartirish va qo'shimchalar kiritgani uchun bu asarlar xalqniki degan fikr asoslidir.

Kompozitorlik ijodi nota yozuvi paydo bo'lgandan so'ng rivojlangan. Kompozitorlar o'z asarlarini nota bilan yozadilar. Bu erda muallif aniq bo'lgani sabab ularning asarlari xalq musiqiy ijodi namunalaridan alohida turadi.

Har bir san'at turining o'z janrlari bo'lgani kabi musiqa san'atining ham o'z janrlari bor. «Janr» so'zi frantsuzcha bo'lib "san'at asarining turi" degan ma'noni bildiradi. Masalan, rassomchilikda portret, natyurmort, peyzaj kabi janrlar bor. Musiqa san'ati janrlari ikki xil:

1. Xalq musiqa ijodi janrlari.
2. Kompozitorlik ijodi janrlari.

Masalan o'zbek musiqasida xalq musiqa ijodi janrlari quyidagilardir:

1. Qo'shiq
2. Maqomlar
3. Dostonlar
4. Katta ashula va boshqalar.

Kompozitorlik ijodi janrlariga quyidagilar kiradi:

1. Opera
2. Balet
3. Simfoniya
4. Sonata va boshqalar.

Xalq musiqa ijodi va kompozitorlik ijodini solishtirganda xalq ijodi balandroq turishini e'tirof etish zarur. Xalq ijodi doimiy ravishda kompozitorlarga namuna bo'lib kelgan. Kompozitorlik ijodi xalq musiqiy me'rosi namunalari ta'sirida rivojlangan.

Bizga tarixdan ma'lumki, har bir xalqning o'z musiqa san'ati bor. Boshqa san'at turlari bilan bir qatorda musiqa ham xalq ma'naviy taraqqiyotining ko'zgusi hisoblanadi. Musiqa san'ati asarlarida xalqning hayoti, turli davrlardagi ijtimoiy turmushi, urf-odatlar, din-diyonati, axloqi haqidagi qarashlar o'z aksini topgan.

Demak, musiqa insoniyat bilan necha asrlardan beri hamrohlikda kelmoqda. Insoniyatning dunyo qarashi tafakkuri boyigani sari uning musiqasi ham o'zgarib bordi. Har bir zamonda insoniyat musiqani o'ziga moslashtirib keldi. Shuning uchun musiqani har kim o'zicha har xil tushunadi. Kimdir uchun musiqa bu oddiy tovushlar yig'indisi, kimdirlar uchun esa fizik xodisa namunasi, kimdir uchun hayotini ajralmas bir qismi bo'lib xizmat qiladi Uning hayotimizdagi o'rni beqiyos. Musiqani eshitmaydigan uni tinglamaydigan odam bo'lmaydi mening nazarimda. Sababi hech bir qalb yo'qki musiqa uning eshiklarini ochib kira olmagan bo'lsa. Inson suvga tashna bo'lgani kabi uning ruhi ham musiqaga tashna bo'ladi. Bu insonning o'ziga sezilishi yoki sezilmasligi ham mumkin. U jismoniy hamda aqliy mehnatdan keyin insonga ketgan ruhiy energiya ba'zasi to'ldirib, asab tizimini tinchlantirish xususiyatiga ega. Bu hususiyat nafaqat insoniyatga balki hayvonot olami vakillariga ham o'z ta'sirini o'tkazmay qolmaydi. Qadimda odamlar yirtqich hamda yovvoyi hayvonlarni ovlashda va ularni qo'lga o'rgatishda ham musiqa sadolaridan foydalanishgan. Musiqani yana bir xususiyati borki u bevosita odamni raqsga tushishga undaydi. Agar musiqa quloqni qiyomatga keltirgudek bo'lsa u odamni vahimaga, qo'rquvga solib qo'yadi. Buyuk Sarkarda sohibqiron Amir Temur bobomiz ham yurishlarida karnaychi va nog'orochilarni va zarbli cholg'uchilarni o'zi bilan olib yurgan, yurish qilayotgan hududiga dastlab erta tongda musiqachilarni yuborgan, ular quloqni qiyomatga keltirib odamlarda vahimani uyg'otgan, bundan qal'a ichkarisidagilar gangib qolgan, ruhiy zarba olgan qo'shin tabiiyki jangga kirisha olmagan. Sohibqiron esa kam yo'qotishlar evaziga o'lkalarni qo'lga kiritgan.

Xulosa o'rnida aytish mumkinki bugungi kunda musiqa, shu jumladan zamonaviy musiqa biz bilan hamohang yashab, rivojlanib bormoqda. Uning hayotimizdagi o'rni beqiyosdir. Musiqa yashash ritmini belgilab bera oladigan darajadagi vosita ekanligini bilib oldik.

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## DESMURGIYA. BOG'LAMLARNING TURLARI

*Mamadjanova Arofat Azizbek qizi,  
Andijon Abu Ali Ibn Sino nomidagi  
jamoat salomatligi texnikumi,  
Hirurgiya va reanimatsiya fani o'qituvchisi*

### Annotatsiya

Bog'lam uchun ishlatiladigan materialning turiga ko'ra yumshoq, qattiq, qotib qoluvchi bog'lamlar tafovut qilinadi. Yumshoq bog'lamlarga: bintli, konturli, qiyiqchali va hokazo bog'lamlar kiradi. Qattiq bog'lamlarga immobilizatsiya qilish uchun ishlatiladigan transport, davolash shinalari, protezlar, tutorlar, korsetlar, ortopedik apparatlar kiradi.

**Kalit so'zlar:** Desmurgiya, desmos, Kleolli bog'lam, Neapolitancha bog'lam.

Desmurgiya (grekcha "desmos" aloqa, bog'lam, qiyiqcha, harakat, ish ma'nosini bildiradi, sinonimi desmologiya) umumiy xirurgiyaning asosiy bo'limlaridan biri bo'lib, bog'lamlar turi va bog'lam qo'yish qoidalari to'g'risidagi ta'limotdir.

Bog'lam deganda bemor tanasiga davo maqsadida mahkam o'rab bog'langan bog'lov materiali tushuniladi. Jarohatga yoki tananing boshqa qismlariga davo maqsadida qo'yiladigan bog'lov materiali, bog'lamni almashtirishga esa qayta bog'lash deyiladi.

Materialning qo'llanilishiga ko'ra bog'lamlar ikki guruhga Yumshoq (platsirli, kleolli, kolloidli, ro'molli, leykoplaysirli va bintli) va qattiq (deksrinli, kraxmalli, gipsli) bog'lamlarga bo'linadi.

Panjaga va bilak-kaft bo'g'imiga, odatda, sakkizsimon bog'lam qo'yiladi. Panja va barmoqlardagai katta jarohatni bekitish uchun qaytuvchi bog'lam qo'llaniladi. Bintni kaft utsida bir necha marta o'rab, panja orqasi bo'ylab ko'rsatkich barmoqqa yo'naltiriladi va u orqali o'tkazib, panjaning kaft yuzasini bekitiladi. Bir necha qaytuvchi o'ramlar qilib panjaning hammasini va 4 barmoq bekitiladi, so'ngra bu o'ramlarni barmoq uchidan boshlab gorizontol o'ramlar qilinib (spiralsimon bog'lam) bilak oldida tugallanadi. Bintni panjaning bir barmog'iga bog'lashni uni bilak-kaft utsi bo'g'imi oldida bir necha o'ramlar bilan mahkamlashdan boshlanadi, so'ngra bintni panja orqasi bo'ylab barmoqning oxirigacha etkazgan holda, uni asosigacha chiqadigan spiralsimon bog'lam bilan bekitiladi.

Barmoqni batamom bekitib, bintni barmoqlararo bo'shliq orqali panja orqasiga chiqariladi va bilak suyagi atrofida bir necha o'ramlar qilib mahkamlanadi. Bilakni spiralsimon bog'lam bilan bekitgan yaxshi. Tirsak bo'g'imi sohasini ham spiralsimon bog'lam bilan bekitish mumkin. Qo'lni tirsak bo'g'imidan biroz bukiladi. Bintlashni bilakda bo'g'im oldida mahkam tutib turadigan aylanma o'ramlar qilishdan boshlanadi va atsa-sekin tirsak va elkaga o'tib, bu erda bog'lamni bir necha marta aylantirib o'rash bilan tugallanadi.

Chanoq-son sohasini bog'lash. CHanoq va sonning boshhoqsimon bog'lamini qo'llash juda qulaydir. Bog'lam qo'yishdan maqsad qorinning pastki qismi sonning uchdan bir yuqori qismi va dumbani yopishdir. Bint o'ramlari kesishadigan joyga

muvofiq holda orqa, yon va oldingi, (chov) boshqosimon bog'lamlar qo'yiladi. Belda sirkulyar o'ramlar qilinish, mutsahkamlovchi bint bog'lanadi, so'ngra bint sonning yon tomonidan oldinga keyin sonning oldingi va ichki yuzasi bo'yicha o'rab bog'lanadi. Bintni sonning orqa yarim doirasi orqali aylantirib, uning tashqi tomonidan chiqariladi, u chov sohasidan gavdaning orqa yarim doirasi orqali qiyshayib o'tadi. Bint o'ramlari takrorlanadi.

Bintning keyingi o'rami oldingisidan yuqoriga tushsa, yuqoriga ko'tariluvchi bog'lam, pastga o'ralsa, pastga tushuvchi bog'lam, deyiladi.

Tovon sohasini bog'lash. Tovondan (uning markaziy qismidan) aylantirib bintlash boshlanadi. Keyingi o'ramlar birinchi o'ramning yuqorisidan va pastidan navbatma-navbat o'raladi. Bu o'ramlarni tovonning yonidan, orqadan oldinga, tovon yuzasiga va oyoq kaftining orqasiga boldir-panja bo'g'imi va pastki panja sohasiga o'tadigan qilib qiyshiq aylantirib mahkamlanadi. o'ramlar oyoq kafti utsida kesishtiriladi.

Yumshoq bog'lam turlari:

**Kleolli bog'lam.** Kleol qarag'ay elimining baravar miqdorda olingan spirt va efirdagi eritmasidir. Jarohat bog'lam bilan bekitiladi. Salfetkaning chetlari teriga mahkam bosiladi. Dokaning yopishmay qolgan ortiqcha qismi qaychi bilan kesib tashlanadi. Kamchiligi – bog'lam turli darajada qattiq yopishmaydi va teri qotib qolgan kleoldan ifloslanib qoladi.

Kolloidli bog'lamning oldingi bog'lamdan farqi shundaki, bunda doka teriga kleol bilan emas, balki kollodiy (spirt va efir aralashgan nitrokletchatka eritmasi) bilan yopishtiriladi. Bog'lam qo'yish texnikasi: bog'lamga salfetka yopiladi va salfetka chetlariga kollodiy surtiladi.

Kollodiy qotgandan keyin salfetkaning ortiqcha qismi qirqib tashlanadi. Kollodiyini shpatel bilan surtish tavsiya etiladi. Bunday bog'lam 7-8 kungacha tushib ketmaydi. Bog'lamning qayishqoqligi kamligi va terini ta'sirlashi uning kamchiligidir. Xuddi shu maqsadda rezina elim (efir va benzin aralashgan rezina eritmasi), BF-6 elimidan foydalanish mumkin.

**Ro'molli bog'lamlar.** Bu maqsad uchun uchburchak shaklidagi birorta bog'lov materiali (doka, surp, bo'z va h.k) parchasi ishlatiladi. Bunday bog'lamning eng uzun tomoni ro'mol (kosinka) ning asosi, uning ro'parasidagi burchak- tepasi, qolgan ikkita burchagi-uchlari deyiladi. Ro'mol ko'pincha qo'l yoki o'mrov suyagi shikaslanganda qo'lni osib qo'yish uchun qo'llaniladi (1-rasm,a,b,v,g). Uning o'rtasi to'g'ri burchak hosil qilib bukilgan qismi bilakka qo'yiladi, tepasi tirsakka yo'naltiriladi, uchlari esa bo'yinga bog'lanadi. Ro'molning tepasi tirsak atrofida orqadan oldinga tomon bukib tekislanadi va tirsakning old tomonidan bog'lamga qadab qo'yiladi. Ko'krak bezini ro'mol bilan bog'lashda (2-rasm, a) uning asosi sut bezi ostiga joylashitiriladi, tepasi kasal tomog'i orqali orqadan elka utsiga, bir uchi ikkinchi elka utsiga oldingi tomonidan yo'naltiriladi, ikkinchi uchi esa kasal tomondagi qo'ltiqqa tushiriladi. Ro'molning ikkala uchi va tepasi orqadan bog'lanadi.

Chanoq – son bo'g'imiga ikkita ro'mol bilan bog'lab bog'lanadi. Bitta ro'mol (buklangani) bilan belbog' ko'rinishida gavda aylantirib bog'lanadi. Ikkinchisining tepasi belbog'ga mahkamlanadi. Uning asosi chanoq son bo'g'imini bekitadi, uchlari esa son atrofida o'ralib bog'lanadi.

"Plavki" turidagi roʻmol bogʻlam bogʻlashda uning tepasi oraligʻdan oʻtkaziladi, asosi bilan qorin bekitiladi, uchlari esa orqaga oʻtkaziladi, u erda tepasi bilan bogʻlanadi. Dumba sohasiga bogʻlam "Plavki" bogʻlari tariqasida qoʻyiladi. Uning tepasi va ikkala uchi old tomonidan bogʻlanadi. Boshni bogʻlashganda roʻmolning asosi ensa sohasiga, tepasi yuzga, uchlari esa peshona orqali bogʻlanadi, tepasi bogʻlangan uchlari orqali bosh tepasiga qayriladi va shu joyga toʻgʻrilab qoʻyiladi. Elka sohasiga bitta roʻmol bilan bogʻlam bogʻlash qulay.

Qoʻl va oyoq panjasini roʻmol bogʻlam bilan bogʻlashda roʻmolning oʻrtasi panjaning kaft yuzasiga kelib qoʻyilib, tepasi barmoqlar orasiga oʻtkaziladi. Kaft utsida aylantiriladi, uchlari aylantirilib toʻpiq yuqorisidan bogʻlanadi, tepasi esa bogʻlangan uchlariga mahkamlanadi. Oyoq panjasi va son sohalariga roʻmol bogʻlam qoʻyishda datslab u oʻraladi va keyin uning uchlari bogʻlab qoʻyiladi

**Elatsik toʻrsimon bogʻlam.** ("retelats") fabrikalar 7 raqamda (0 dan-6 gacha) ishlab chiqariladi. U katta yoshdagi bemorlarda tananing turli joyiga qoʻyilgan bogʻlamlar bolalarda juda keng foydalaniladi.

**Leykoplatsirli bogʻlam.** Jarohatga qoʻyilgan bogʻlov materiali bir necha yoʻnalishda yopishqoq leykoplatsir bilan bemor terisining tuksiz joylariga yopishtiriladi. Leykoplatsirli bogʻlamning kamchiligi shuki, uning ostidagi teri matsratsiyalanadi (shilinadi) va ayniqsa bukkanda keraklicha mahkam ushlab turmaydi.

**Bintli bogʻlamlar.** Bu bogʻlamlar bintning bir parchasidan bitta butin bintdan yoki bintning bir necha oʻramlari yordamida bogʻlanadi.

Oyoq, qoʻl panjasi barmoqlarini bogʻlash uchun kamar bintlar (3-5-7sm); bosh, panja, bilak boldirini bogʻlash uchun eni oʻrtacha (10-12 sm) bintlar; koʻkrak qafasi, sut bezi va sonni bogʻlash uchun serbar (14-18 sm) bintlar ishlatiladi. Bintlar fabrikada tayyorlanadi yoki ular oʻsha joyning oʻzida dokada kesib tayyorlanadi. Bintning oʻralgan qismi boshchasi, erkin uchi esa dum qismi deyiladi. Bogʻlam yaxshi bogʻlanishi uchun u qoʻyidagi talablar asosida aniq bajarilishi shart: a) bogʻlam gavdaning kasal qismini bekitib turishi; b) limfa va qon aylanishini buzmasligi; v) bemorga xalaqit bermasligi; g) toza boʻlishi; d) gavdaga zich yopishib turishi kerak.

#### **Bintlash qoidalari va bogʻlamlarning turlari.**

Bintlashda bintni toʻgʻri oʻrab bogʻlashga yordam beradigan qator qoidalariga rioya qilish zarur. Bemor bintlanadigan qism uchun qulay vaziyatda (tik turgan yoki oʻtirgan) boʻlishi lozim. Gavdaning tegishli sohasiga berilgan vaziyat bintlashdan keyin saqlanib qolishi kerak. SHu maqsadda turli xil bolishlar, tirgakli yoki maxsus sollardan foydalaniladi. Bintlanadigan soha bint bogʻlayotgan kishi koʻksi toʻgʻrisida boʻlishi kerak. Bintlash aksariyat chetdan markazga tomon, biroq qator hollarda bogʻlam teskari yoʻnalishda bogʻlanadi. Bintning mahkamlaydigan oʻramdan keyin uning har bir keyingi oʻrami oldingi oʻramning yarmini yopib borishi lozim. Bint boshchasini bintlanadigan yuzadan uzoqlashtirmaslik va bir meʼyorda toritish kerak. Gavdaning konus shaklidagi qismi (son, boldir, bilak) ni bintlashda bint zich yopishib turishi uchun 1-2 marta aylantirilgandan soʻng u qayirib bogʻlanadi.

Bintlash oxirida u tikib mahkamlanadi, toʻgʻnagʻich bilan toʻq nab qoʻyiladi. Bintni jarohat sohasi utsida mahkamlash tavsiya qilinmaydi, balki uni chetroqqa surib mahkamlamogʻ maʼqul.

Bog'lamlarning qo'yidagi turlari bir-biridan farqlanadi:

1. **Sopqonsimon bog'lam.** Bintning bir parchasidan tayyorlanadi. Bintning ikkala uchi o'rtasiga yo'naltirilgan holda o'zinasiga kesilib, uning o'rtasi kesmay qoldiriladi. (7-rasm a,b,v,g) da burun, iyak, ensa va peshonaga sopqonsimon bog'larni bog'lash joylari ko'rsatilgan.

2. **T-simon bog'lam.** O'rtasiga boshqa bint tikilgan yoki uning uchi tashlab qo'yilgan bint parchasidan iborat bo'ladi. Undan ko'proq oraliq sohani bog'lashda foydalaniladi: gorizantal qismi esa belbog'dan oraliq orqali o'tkaziladi va o'sha belbog'ga tananing boshqa tomonidan bog'lanadi. (8-rasm).

3. **Aylana bog'lam.** Bint gir aylantirib o'raladi, bintning navbatdagi o'rami avvalgi o'ramni tamomila bekitiladi. (9 rasm)

4. **Spiralsimon bog'lam.** Bintning navbatdagi har bir o'rami avvalgi o'ramning yarmini yoki bundan kattaroq qismini bekitiladi (10 –rasm).

Bog'larning bu turi ikki xil: yuqoriga ko'tariluvchi bintlash-pastdan yuqoriga, pastga tushuvchi bintlash esa buning aksicha bo'ladi.

5. **O'rmalovchi bog'lam** spiralsimon bog'lam kabidir, lekin o'ramlari bir-biriga duch kelmaydi. Odatda, bintlashning boshida murakkab bog'lam elementi sifatida tanaga qayilgan salfetkallarni tutib turish uchun qo'llaniladi

6. **Sakkizsimon bog'lam.** Bog'larning bu turida bint o'ramlari bir-biri bilan kesishtiriladi

7. **Boshqosimon bog'lam.** Sakkizsimon bog'larning boshqa bir turi bo'lib, bint o'rami bir chiziq bo'yicha kesishtiriladi, bu boshqoni eslatadi

8. **Toshbaqasimon bog'lam** aksariyat bo'g'imlar aksariyat bo'g'imlarning bukilgan sohasiga qo'llaniladi. Uning ikkita-tarqaluvchi va to'planuvchi turlari farqlanadi. Tarqaluvchi bog'lam tizza bo'g'imi sohasiga yopiladi, bunda bint bo'g'imning o'rtasidan, «tizza ko'zidan» aylantirib olinadi. Keyingi o'ramlar avlagisining goh pastidan, goh yuqorisidan galma-gal yurgiziladi. Bint o'ramlari taqimda kesishadi va birinchi o'ramdan ikki tomonga tarqalib, atsa-sekin bo'g'im sohasini yopadi

To'planuvchi bog'larni yopishda birinchi (mahkamlaydigan) o'ram bo'g'im yuqorisidan yoki uning pastidan o'tadi, ikkinchi o'ram bo'g'imi ro'parasiga o'raladi, uchinchi o'ram bo'g'im sohasiga yaqinlashib birinchisini, to'rtinchi o'ram ikkinchisi bilan kesishib, bo'g'im sohasi tamomila yopilguncha shu tariqa davom ettiriladi.

**Qaytuvchi bog'lam.** Bunday bog'lam aksariyat oyoq-qo'lning kesib tashlangan (amputatsiya) dan qolgan qismi (cho'ltoq'i) ga ishlatiladi. Bintni mahkamlash uchun u bir necha marta aylantirib o'raladi. So'ngra uni barmoqlar bilan tutib turib, 90 gradusli burchak ostida qayriladi va cho'ltoq orqali uzinasiga o'ramlar bilan mahkamlanadi va bint bilan tamomila bekitulguncha qadar o'ram davom ettiriladi. Bog'larning aytib o'tilgan turlaridan gavdaning itsalgan sohasini bintlashda foydalanish mumkin. Shuning uchun qo'llaniladigan bog'larning ayrim turlari utsida to'xtalib o'tamiz.

**Bosh va yuz sohasini bog'lash.** Vazifasiga ko'ra bog'larning bir necha turi qo'llaniladi. Boshdagi qaytuvchi bog'lam. Bunda boshning old va orqa tomonidan hamma sohani qoplaguncha bintni bir necha bor qaytarib, keyin uning atrofida uch marta o'rab mutsahkamlanadi.

**Gippokrat qalpog'i.** Bog'lam bog'lash uchun ikki boshchali bint yoki ikkita bint qo'llaniladi. O'ng qo'ldagi bint boshchasi bilan sirkulyar o'ramlar qilinadi va bintlanayotgan o'ramlar mahkamlanadi. Ular tarqalib yoki to'planib, atsa-sekin kalla gumbazini bekitadi.

**Qalpoqchali shaklida bog'lash.** Taxminan 1 m uzunlikdagi bint parchasi bosh tepasiga ko'ndalang yo'nalishda qo'yiladi, ikki uchini esa quloq suprasining oldidan pastga tushiriladi va tarang qilib tortib turiladi (yordamchi yoki bemorning o'zi). Bint bilan bosh atrofida birinchi sirkulyar o'ram qilinadi. Keyingi o'ram bog'iga etgach, bintni shu bog' atrofida aylantiriladi va biroz qiyshiq yo'nalishda ensani berkitib yurgiziladi. Ikkinchi tomonda bintni bosh atrofida qarama-qarshi tomonga aylantiriladi va qiyshiqroq yo'nalishda boshning peshona qismiga olib boriladi. Bintning keyingi o'rami bilan ensa sohasi bekitiladi. SHu tariqa bosh bir tekisda bintlanadi. Bintning uchi boshga bog'lanadi, keyin bog' uchlari jag' ostida bog'lanadi.

**Bir ko'zni bog'lash.** O'ng ko'zni bog'lashda bint chapdan o'nga qarab yurgiziladi. CHap ko'zni bog'lashda esa buning aksi qilinadi. Bint sirkulyar yo'nalishda bosh atrofida aylantirib mahkamlanadi, so'ngra orqadan pastga ensaga tushiriladi va quloq ostidan qiyshiq holda yuqoriga ko'tarilib, bemorning ko'zi bekitiladi. qiyshiq o'ram doira o'ram bilan mahkamlanadi. So'ngra avvalgi o'ramning yuqorisidan qiyshiq o'ram qilinadi. SHunday qilib o'ramlarni qiyshiq o'ramlar bilan navbatlab, butun ko'z sohasi bekitiladi.

**Ikki ko'zni bog'lash.** Bint gir aylantirib, o'rab mutsahkamlangach keyingi o'ram bosh tepasi va peshona bo'ylab pastga tushiriladi va yuqoridan pastga tomon chap ko'zni bekitadigan qiyshiq o'ram qilinadi, so'ngra bintni ensa orqali o'tkazib, pastdan yuqoriga tomon o'ngni ko'zni bekitadigan qiyshiq o'ram qilinadi. Buning natijasida bintning keyingi xamma o'ramlari qanshar sohasida kesishib, ikkala ko'zni bekitadi va tobora pastga tushaveradi. Bintlash oxirida bog'lam gorizantal doira shaklida o'rash bilan mutsahkamlanadi.

**Nuxtasimon bog'lam.** Bunday bog'lam asosan iyak sohasini bekitishda qo'llaniladi. Datslab bosh atrofida sirkulyar o'ram qilinadi. Ikkinchi o'ramni ensa sohasiga bo'yinning yon yuzasiga qiyshiq yo'nalishda yurgiziladi va jag' ostidan vertikal holatga o'tkaziladi. Bintni quloq supralari utsidan olib o'tib, bosh atrofida bir necha marta aylantiriladi, so'ngra bintni iyak ostidan boshqa tomonga yoki ensaga qiyshiq holda yurgiziladi va gorizantal o'ramlar qilib, bog'lam mutsahkamlanadi. Pastki jag'ni tomomila bekitish uchun mutsahkamlaydigan gorizantal o'ramlar qilgandan so'ng, bint boshchasini ensa bo'ylab qiyshiq holda pastga tushiriladi, iyakning oldingi qismi bo'ylab bo'yinning yon tomoniga, keyinroq bo'yin atrofiga tushirilib, orqaga qaytariladi va bint o'ramini iyakdan pastroqqa tushirilib, vertikal holatga o'tkaziladi va bog'lam bosh atrofida mutsahkamlanadi.

#### **Neapolitancha bog'lam.**

Bintni bosh tevaragida aylantirib o'rashdan, so'ngra bintni kasal tomondan quloq va so'rgichsimon o'siq sohasiga tushirishdan boshlanadi.

**Bo'yinni bog'lash.** Bo'yinning yuqori qismini bog'lash. Bosh tevarigiga galma-galdan bir necha qiyshiq o'ramlar bilan (peshona va ensa sohasini ham qamrab olib) doira o'ramlar qilinadi. Ensa sohasini doira o'ramlar qilib bintlash bilan birga sakkizsimon bog'lam hosil qilinadi.

Bo'yinning pastki qismini bog'lash. Bosh tevaragidagi o'ramlarni ensa sohasining sakkizsimon bog'lami va orqaning boshoqsimon bog'lami o'ramlari bilan to'ldiriladi.

Qo'lni bog'lash.

**Bitta barmoqni bog'lash.** Bog'lam kaft utsi atrofida mutsahkamlaydigan doira o'ramlar qilishdan boshlanadi. So'ngra bintni qo'l panjasining orqasi osha barmoq uchigacha qiyshiq holda yo'naltiriladi va shu erdan pastdan yuqori tomonga barmoq asosigacha spiralsimon bog'lanib keyin qo'l panjasining orqasi osha kaft utsiga keltiriladi va bu erda mahkamlovchi sirkulyar o'ramlar qilinadi.

**Bosh barmoqni bog'lash.**

Boshoqsimon bintlash tariqasida bajariladi. Mutsahkamlovchi doira o'ram ham kaft utsi-bilakda qilinadi. So'ngra bintni qo'l panjasi orqasi osha barmoq uchigacha olib boriladi. Barmoq spiralsimon aylantirilib o'raladi, kaft utsi-bilakning orqa tomoniga so'ngra kaft tomoniga qaytariladi. Bint barmoqni tamomila bekitguncha o'ramlar takrorlanadi.

**Qalpoqchasimon bog'lam.**

Bitta barmoqni bintlash qoidasidan foydalanib panjaning hamma barmoqlarini birin-ketin «qo'lqop shaklida» bintlab chiqish mumkin. CHap qo'lni bintlashni qullaylashtirish maqsadida bog'lamni jimjuloqdan, o'ng qo'lni bintlashdan bosh barmoqdan boshlash kerak .

**Panjaning qaytuvchi bog'lami.**

Bint bilakka mahkamlanib so'ngra u panjaning orqa tomoni osha barmoqlarga yo'naltiriladi va kaft bo'ylab qaytiladi. Bilakda yana mahkamlovchi o'ram qilinadi va bintni o'rash takrorlanadi. qo'l panjasi va barmoqlar ham orqa tomondan, ham kaft tomondan bekitilgan so'ng barmoqlar va panja bintning ko'ndalang o'ramlari bilan yopiladi. Bog'lam bilakka mahkamlanib qo'yiladi . qo'l panjasi va uning spiralsimon bog'lamlari

Bilakni bog'lash. 1-2 o'ramdan so'ng bintni qayirib spiralsimon va aylana shaklida bog'lanadi.

**Tirsak bo'g'imini bog'lash.** Tarqaluvchi va to'planuvchi toshbaqasimon shaklli bog'lam kabi bo'ladi. Elka bo'g'imini bog'lashda oddiy spiralsimon yoki boshoqsimon bog'lam qo'llaniladi.

**Qo'ltiqni bog'lash.**

Buning asosini boshoqsimon bog'lam tashkil qiladi. Elkada bintni mahkamlaydigan o'ramlari qilinadi. Bintni qo'ltiq sohasidan elka utsiga, orqaga, qarama-qarshi tomonidagi qo'ltiqqa, ko'krak qafasining oldingi yuzasiga qiyshiq yurgizib birinchi o'ram elka utsi sohasida kesishtiriladi va bint ko'krak qafasining orqa yuzasidan qo'ltiqqa chiqariladi. Keyingi o'ram oldingi o'ram kabi boshlanadi, biroq har bir o'ram atsa-sekin yuqoriga ko'tarilib o'raladi, natijada bint elka utsi sohasini va qo'ltiqning oldingi va orqa qismlarini tamomila bekitadi. YAxshiroq mahkamlash uchun ko'krak qafasiga qiyshiq yo'nalishda giraylantirilib, sirkulyar o'ram qilinadi. Bintni orqaga sog'lom elka utsiga o'tkaziladi va bu erdan ko'krak qafasining oldingi yuzasi bo'ylab pastga-bintlanayotgan tomondagi qop'ltiqqa tushiriladi. Bunday o'ramlarning bir nechtasidan so'ng bog'lam uzil - kesil mahkamlanib qo'yiladi. qo'ltiq ostiga ro'mol bog'lam qo'yish ancha qulaydir .

Ko'krak qafasiga bog'lam bog'lashda qattiq, bintlash nafas harakatiga xalaqit berishini bo'sh bog'langan bog'lam esa foydasiz ekanligi unutmazlik kerak.

Bir tomonlama ko'krak jarohatini bog'lash qulay bo'lib, unda ko'krak qafasidagi nafas harakati chegaralanmaydi. Buning uchun datslab 1 m bint uchidan boylanib qo'lni uning uchidan o'tkazib bemor elkasiga tashlanadi. Keyin bintni old va orqa tomonidan o'tkazib boylanadi va jaroxat bekitiladi.

**Spiralsimon bog'lam.** Taxminan 2 m uzunlikdagi bint bo'lagini o'ng va chap elkaga bintning erkin uchlari ko'krak qafasining oldingi va orqa tomonidan tushib turadigan qilib, tashlab qo'yiladi. Bog'lamning ko'krak qafasining pastki qismidan bintning shu bo'lagini bekitishda boshlanadi. Bintning spiralsimon o'ramlari atsa-sekin to qo'ltiqqacha etkazib o'raladi va og'irgi o'rami bilan mahkamlanadi. Elkaga tashlangan bintning osilib turgan uchi ko'krak qafasining oldingi yuzasi bo'ylab yuqoriga ko'tariladi. Ikkinchisi elka orqali tashlanadi va uchlari orqa tomondan bog'lanadi.

**Xochsimon bog'lam.** Gavdaning orqa qismlarini bintlash uchun qo'llaniladi. Bog'lam bir elka atrofini mahkamlovchi sirkulyar o'rashdan boshlanadi. Old tomondan elka olib chiqiladi. Orqaga o'tkaziladi va bintning qarama-qarshi tomondan qo'ltiq sohasiga qiyshiq holda yo'naltiriladi. Bint yo'llarini shu tariqa takrorlab ularni ikkala elka utsiga atsa-sekin ko'tarilib va ko'krak qafasi bo'yicha pastga tushirib orqaga bekitiladi.

**Bitta ko'krak bezini bog'lash.** U ko'krak bezini yopib turishdan tashqari uni ko'tarib turadigan o'ziga xos suspensoriy vazifasini ham bajaradi. O'ng tomondagi ko'krak bezini bintlashda bintni chapdan o'ngga va chap tomondagi ko'krak bezini bintlashda o'ngdan chapga qarab o'raladi. Bog'lam ko'krak qafasini ko'krak bezlari tagidan mutsahkamlab aylantirilib o'rashdan boshlanadi. Keyingi o'ram ko'krak bezining pastki va ichki tomonlarini qamrab oladi. qarama-qarshi tomondagi elka ko'tariladi va elkaning orqa tomonidan pastga yo'naltirilib bintlanayotgan ko'krak bezi tomonidagi qo'ltiqqa boradi. So'ngra bint ko'krak bezining pastki qismini qoplaydi. Aylantirib o'rash bilan oldingi o'ram mutsahkamlanadi. Keyingi o'ramlarni ko'krak bezi pastidan batamom yopilguncha atsa-sekin yuqoriga qarab o'rash takrorlanadi. Emizikli onalarda ko'krak bezini bog'lashda bola emizish yoki sutni sog'ish uchun ko'krak bezi uchi bint bilan yopilmaydi.

**Oyoqni bog'lash.** Bunga ham qo'lni bog'lashdagi kabi talablar qo'yiladi. Odatda bir ikki o'ramdan so'ng aylantirib spiral shaklida o'raladi.

Tizza bo'gimi sohasini bog'lash. Birlashadigan yoki tarqaladigan toshbaqasimon bog'lam bog'lanadi.

Boldirni bog'lash. 1-2 o'ramdan so'ng aylantiriladigan yuqoriga ko'tariluvchi, spiral shaklidagi bog'lam qo'llaniladi.

Tovon sohasini bog'lash. Aksariyat tarqaluvchi toshbaqasimon bog'lamdan foydalaniladi. Tovondan (uning markaziy qismidan) aylantirib bintlashdan boshlanadi. Keyingi o'ramlarni birinchi o'ramning yuqorisidan va pastidan navbatma - navbat o'raladi. Bu o'ramlarni tovonning yonidan orqadan oldinga, tovon yuzasiga va oyoq kaftining orqasiga boldir panja bo'g'imi va pastga panja sohasiga o'tadigan qilib qiyshiq aylantirib mahkamlanadi. O'ramlar oyoq kafti utsida kesishtiriladi.

Boldir panja bo'g'imini bog'lash. Odatda sakkizsimon bog'lam qo'llaniladi. Mahkamlovchi o'ram to'piqning yuqorisidan aylantiriladi. Bint panjaning orqa tomonidan qiyshiq yurgizib, panja atrofidan o'tkaziladi. Keyin bintni yuqoridan o'tkazib oyoq panjasining orqa tomoni bo'ylab oldingi o'ram bilan kesishtiriladi va boldirning orqa yarim doirasi atrofidan o'tkaziladi. Bint o'ramlari takrorlanadi. Bog'lamni to'piqlar oldida aylantirib o'ramlar mutsahkamlanadi.

Barmoqlarni ochiq qoldirib oyoq panjasini bog'lash. Bint panjaga o'ralib mahkam bog'lanadi. Oyoq panjasini orqa tomoni bo'ylab tovondan o'tkaziladi. Panja gir aylantirilib o'rab tovonga qayriladi. Tovon sohasida bintning har bir yangi o'rami oldingi o'ramning yuqorisiga tushiriladi va boldir panja bug'imiga tobora yaqin keltirilib kesishtiriladi.

Barmoqlarni ochiq qoldirmay oyoq panjasini bog'lash. Bint to'piqlari sohasida aylantirilib o'rab mahkamlanadi. So'ngra bintni butun panja orqali uzunasiga yurgizib barmoqqa tovon sohasi yopiladi. Barmoqlarning uchidan boshlab oyoq panjasida kesishadigan spiral shaklida bog'lam yopiladi. Mahkamlovchi o'ram to'piqlar sohasida bajariladi.

Oyoq panjasi bosh barmoqni bog'lash. Bog'lash usuli qo'lning bosh barmog'ini bog'lash kabi bog'lam to'piqlar sohasida mahkamlanadi.

**Bandaj.** qorin bo'shashib qolganda uni mutsahkamlash uchun mo'ljallangan material va charmdan tikilgan maxsus moslama. Bandajlar odatda qorin churralarini qandaydir sababga ko'ra operatsiya qilish imkoniyati bo'lmagan hollarda qo'llaniladi.

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## SUYUQLIKLARDA ELEKTR TOKI. ELEKTROLIZ

*Samandarova Sabina*

*Vobkent tuman 2-son kasb-hunar maktabi*

*Fizika fani o'qituvchisi*

**Annotatsiya:** Ushbu maqolada elektr toki, suyuqliklarda elektr toki o'tish hodisasi va Maykl Faradeyning ushbu hodisa yuzasidan kasf etgan qonunlari haqidagi ko'plab mulohaza va fikrlar keltirilgan bo'lib, mazkur mavzuga doir ma'lumotlar batafsil yoritilgan.

**Kalit so'zlar:** Elektr toki, elektrolit, elektroliz, elektrokimyoviy ekvivalent, Faradey qonunlari, proporsionallik koeffitsienti, Faradey soni.

Hozirgi ilg'or texnologiyalar zamonida hayotimizni elektr tokisiz tasavvur qilish qiyin. Kundalik hayotimizda moddiy va ma'naviy resurslar qatorida elektr toki ham muhim ahamiyatga ega. Uni turli xil energiyalarga – issiqlik, mexanik, yorug'lik energiyalariga aylantirish mumkin. Elektr toki aslida nima?

Tok – zaryadlangan zarralarning tartibli harakati. Zaryadlarni tashuvchilar metallarda elektronlar, elektrolitlarda ionlar, gazlarda elektronlar yoki ionlar bo'lishi mumkin.

Ba'zi suyuqliklar elektr tokini o'tkazishi, boshqalari esa o'tkazmasligi mumkin. Suyuqliklarning elektr tokini o'tkazishi yoki o'tkazmasligini 1-rasmda tasvirlangan oddiy asbob yordamida aniqlash mumkin.



1-rasm.

Bu asbob, asosan, shisha idish va unga tushirilgan ikkita ko'mir sterjen – elektrodlardan iborat. Elektr manbaning musbat qutbiga ulangan elektrod **anod** deb, manfiy qutbiga ulangan elektrod esa **katod** deb ataladi. Elektrodli shisha idishga distillangan suv solamiz va kalitni ulaymiz. Bunda lampochka yonmaydi. Demak, distillangan suv elektr tokini o'tkazmaydi.

Kalitni uzamiz va idishdagi suvga osh tuzi (NaCl)ni solib, natriy xlorid eritmasini hosil qilamiz. So'ngra kalitni ulasak, lampochka yonganini ko'ramiz. Demak, natriy xlorid eritmasi elektr tokini o'tkazar ekan.

Toza suyuqliklarning ko'pchiligi, jumladan, mutlaqo toza suv, kerosin, mineral yog'lar va shu kabilar elektr tokini yomon o'tkazuvchilardir. Biroq tuzlar, kislotalar hamda ishqorlarning suvdagi va ba'zi boshqa suyuqliklardagi eritmaları – elektrolitlar elektr tokini yaxshi o'tkazadi. Bunga yuqorida keltirilgan tajriba ham yaqqol misol bo'la oladi.

Suyuqliklardan elektr toki o'tish hodisasiga elektroliz deyiladi. Elektroliz jarayonida ajralib chiqadigan modda miqdorining uning turiga bog'liqligini tavsiflovchi qiymat elektrokimyoviy ekvivalent deb ataladi va "k" harfi bilan belgilanadi. Elektroliz paytida ajralib chiqadigan moddaning massasi elektrodda chiqarilgan barcha ionlarning umumiy massasidir. Turli tuzlarni elektrolizga solish orqali bir kilogram – ma'lum bir moddaning ekvivalentini chiqarish uchun elektrolitdan o'tishi kerak bo'lgan elektr miqdorini tajriba yo'li bilan aniqlash mumkin. 1833-yilda ingliz olimi Maykl Faradey (1791-1867) tajribalar asosida elektroliz hodisasining ikkita qonunini kashf etdi.

Maykl Faradeyning elektroliz hodisasi uchun birinchi qonuni elektrodda ajralib chiquvchi modda massasi bilan elektrolitdan o'tuvchi zaryad miqdori orasidagi bog'lanishni o'rganadi va u quyidagicha ta'riflanadi: Elektroliz vaqtida elektrodlarda ajralgan moddaning massasi elektrolit orqali o'tayotgan zaryad miqdoriga to'g'ri proporsionaldir.

$$m=kq \quad (1)$$

bunda  $m$  – elektrodda ajralib chiqqan moddaning massasi,  $q$  – elektrolitdan o'tgan zaryad miqdori,  $k$  – proporsionallik koeffitsienti bo'lib, u elektrodlarning shakliga ham, tokning kuchiga ham, haroratga ham, bosimga ham bog'liq bo'lmasdan, turli moddalar uchun har xil bo'lib, unga moddaning elektrokimyoviy ekvivalenti deyiladi.

(1) formuladan moddaning elektrokimyoviy ekvivalenti quyidagicha teng bo'ladi:

$$k = \frac{m}{q} \quad (2)$$

Bu ifodaga asosan moddaning elektrokimyoviy ekvivalentini quyidagicha ta'riflash mumkin:

Moddaning elektrokimyoviy ekvivalenti deb, elektrolitdan bir birlik elektr zaryadi o'tganda elektrodda ajralgan moddaning massasiga miqdor jihatdan teng bo'lgan fizik kattalikka aytiladi.

Tokning kuchi  $I = \frac{q}{t}$  dan  $q = It$  ning ifodasini (1) formulaga qo'yilsa, Faradey birinchi qonunining matematik ifodasi ushbu ko'rinishga keladi:

$$m=kIt \quad (3)$$

Faradeyning birinchi elektroliz qonunini yana quyidagicha ta'riflash mumkin:

Elektroliz vaqtida elektrolarda ajralgan moddaning massasi tokning kuchiga va uning elektrodda o'tish vaqtiga to'g'ri proporsionaldir.

Faradeyning ikkinchi elektroliz qonuni moddaning elektrokimyoviy ekvivalenti  $k$  bilan dissotsiatsiyalanuvchi molekula tarkibidagi atomning kilogram-atom  $A$  ning valentlik  $z$  ga nisbati  $\frac{A}{z}$  moddaning kimyoviy ekvivalenti orasidagi o'zaro bog'lanishni ifodalaydi.

Faradeyning ikkinchi elektroliz qonuni bunday ta'riflanadi:

Moddalarning elektrokimyoviy ekvivalenti ularning kimyoviy ekvivalentiga proporsional, ya'ni:

$$k = C \frac{A}{z} \quad (4)$$

bunda,  $C$  – proporsionallik koeffitsienti bo'lib, barcha modda uchun bir xil qiymatga ega. Agar  $C$  proporsionallik koeffitsienti  $\frac{1}{F}$  bilan belgilansa, Faradeyning ikkinchi elektroliz qonunini yana bunday yozish mumkin:

$$k = \frac{1}{F} \cdot \frac{A}{z} \quad (5)$$

Bundagi  $F$  kattalikka Faradey soni deyiladi.

Faradey soni deb, elektrolarda bir kilogram ekvivalent modda ajratish uchun elektrolitdan o'tgan zaryadga miqdor jihatdan teng bo'lgan fizik kattalikka aytiladi.

Jahondagi eng yaxshi laboratoriyalarda o'tkazilgan ko'pgina o'lchashlar natijasida Faradey sonining quyidagi qiymati topilgan:

$$F = 9648309 \frac{kl}{kl-ekv} = 9,65 \cdot 10^7 \frac{kl}{kmol}$$

Faradeyning ikkala (3) va (5) qonunlarini birlashtirsak, elektroliz vaqtida elektrolarda ajralib chiquvchi moddaning massasini quyidagi tenglamadan topish mumkin:

$$m = \frac{1}{F} \cdot \frac{A}{z} It \quad (6)$$

Bu formula Faradey birlashgan qonunining matematik ifodasi bo'lib, u quyidagicha ta'riflanadi:

Elektroliz vaqtida elektrolarda ajralgan moddaning massasi kimyoviy ekvivalentiga, tokning kuchiga va uning o'tish vaqtiga proporsionaldir.

Faradey soni  $F$  elementar zaryad – elektron zaryadi  $e$  ning Avogadro soni  $N_A$  ga ko'paytmasiga teng:

$$F = eN \quad (7)$$

Bundan elektronning zaryadi quyidagiga teng ekanligi kelib chiqadi:

$$e = \frac{F}{N_A} = \frac{96485309 \text{ Kl} \cdot \text{kmol}^{-1}}{6,0221367 \cdot 10^{26} \text{ kmol}^{-1}} = 1,60217733 \cdot 10^{-19} \text{ Kl}$$

Elektron zaryadining shu usul bilan topilgan qiymati zamonaviy topilgan qiymatiga to'g'ri keladi.

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3. S.Tursunov, J.Kamolov, “Elektr va magnetizm”, “Toshkent”. 1996-yil.
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## FIZIKANI O'QITISHDA MATEMATIKANI TUTGAN O'RNI

*G'offorova Dilfuza Azimjonovna*

*Farg'ona viloyati Oltiariq tumani*

*2-o'rta ta'lim maktabining fizika fani o'qituvchisi*

**Annotatsiya:** Maqolada fizika fanini o'qitishda matematikani tutgan o'rni haqida ma'lumotlarga to'xtalib o'tilgan.

**Kalit so'zlar:** Nazariya, model, trigonometriya, statistika, absolyut, formula, ehtimollik, maruza, laboratoriya ishi, xatolikni hisoblash

Ilm-fanning maqsadi va kuchi - nazariyalar va nazariy modellar orqali tushuntirishlarni tashkil qilish orqali real dunyoda nima sodir bo'lishini tasvirlashdir. Fanda o'rganishga ilmiy bilimlarning tabiati haqidagi qarashlar ta'sir qiladi, degan fikr keng tarqalgan. Natijalarni muhokama qilish va isbotlash uchun matematikadan foydalanish qobiliyati fizikada markaziy o'rinni egallaydi. Fizikada o'quvchilar matematik tarzda tuzilgan nazariy modellar bilan bog'lashlari kerak bo'ladi. Ushbu loyiha fizika darslarida (ma'ruzalar, masalalar yechish va laboratoriya ishi) real dunyo - Nazariy modellar - Matematika o'rtasidagi munosabatlarni o'rganish orqali yuqori va o'rta maktablarda fizikani o'qitish va o'qitishda matematikaning rolini o'rganishga qaratilgan. Dastlabki tahlil shuni ko'rsatadiki, nazariyalar va real dunyo o'rtasida o'quvchilar va o'qituvchilar tomonidan ba'zi aloqalar mavjud, ammo sinfda muhokamaning asosiy qismi nazariy modellar va matematika o'rtasidagi munosabatlarga to'g'ri keladi, bu esa nazariy modellar va matematika o'rtasidagi bog'liqlikni ta'minlaydi. Fizik formulalarni keltirib chiqarish, masalalarni yechimini hisoblash, laboratoriya jarayonida nisbiy va absolyut xatoliklarni hisoblash uchun matematika bizga katta yordam beradi. Fizika sohasida ilmiy hisob-kitoblarni amalga oshirishda matematika muhim element hisoblanadi. Ushbu maqolada biz matematikaning fizikada tutgan o'rni va nima uchun muhimligini muhokama qilamiz, keyin fizikada foydalanishingiz mumkin bo'lgan matematika turlarini sanab o'tamiz.

Fizikada matematikaning o'rni qanday?

Fizika sohasidagi ilmiy hisoblashda matematika muhim rol o'ynaydi. Fizikada bir nechta matematik sohalar, jumladan, fizika uchun algebra va hisob-kitoblar muhim o'zaro bog'liqlikni o'z ichiga oladi. Fizikada matematika nima uchun muhim? Matematika va fizika har biri bir-biriga foyda keltirishi mumkin bo'lgan munosabatlarga ega. Fizika amaliyotchilari uchun matematika ilmiy xulosalarga kelish uchun tahlil va hisob-kitoblarni yakunlash uchun foydalanadigan tuzilmani taqdim etadi. Matematiklar uchun fizika ular boshqa hollarda faqat nazariy maqsadlarda

foydalanadigan matematik tushunchalarni tushunishga yordam beradigan amaliy dasturni taqdim etadi. Fizikada ishlatiladigan matematika turlari.

Fizikada ishlayotganingizda qo'llashingiz mumkin bo'lgan matematikaning ko'p turlari mavjud. Fizika mutaxassislari foydalanadigan matematikaning eng keng tarqalgan sohalariga quyidagilar kiradi:

#### Algebra

Algebra matematikaning eng ilg'or shakllari uchun asos bo'lgan tadqiqotdir. U o'quvchilarga o'zgaruvchilarni o'z ichiga olgan masalalarni yechish yo'llarini o'rgatadi va foydalanuvchiga tenglamadagi boshqa o'zgaruvchilar uchun shartli qiymatlar berilganda bir o'zgaruvchining qiymatini topish imkonini beradi. Materiallar va kuchlarning harakatini hisoblashda, boshqa doimiylar va o'zgaruvchan qiymatlar berilgan bo'lsa noma'lum qiymatlarini topish uchun algebradan foydalanish odatiy holdir.

#### Geometriya

Geometriya - bu ob'ektlarning masofa, nisbiy holati, shakli va o'lchami haqidagi tushunchalarni matematik o'rganish. Geometriyada o'quvchilar turli xil ob'ektlar shakllari va ularning matematik xususiyatlari, shuningdek, ushbu shakllar uchun qanday hisoblashni o'rganadilar. Fizikada ishlaganda, geometriya kuzatilgan ob'ektlarning shakllariga asoslangan baholash hisoblarini amalga oshirishga imkon beradi. Masalan: bir nechta kuchlar ta'siridagi harakat kuzatilayotganda kuchlarni yo'nalishlarini to'g'ri qo'yish, natijaviy kuchni belgilash, vektorlarni qo'shish kerak bo'ladi. Oddiy qiya tekislikda harakatlanayotgan jism harakatini bunga qilib olishimiz mumkin. Geometrik tushunchalarni fizika kuzatishlarida qo'llashni o'rganish fizikning sohada ishlaganda imkoniyatlarini kengaytiradi.

#### Statistika

Fiziklar statistika bilan bog'liq ikki turdagi matematikadan foydalanadilar:

#### Ehtimollar nazariyasi

Ehtimollik - bu aniq hodisalarning ehtimolini ko'rib chiqadigan matematikaning bir turi. Ob'ektning ehtimoli noldan birgacha bo'lgan diapazonga to'g'ri keladi, matematik uni foizga aylantirishi mumkin. Bu ma'lum natijalarning mavjud ma'lumotlarga asoslanganligini baholash imkonini beradi. Ehtimollik fizik uchun gipotezalarni ishlab chiqishda va ularning ilmiy tajribalari va kuzatishlariga umid qilishda foydali vosita bo'lib xizmat qiladi. Ehtimollarni belgilash va bu ehtimollarning to'g'riligini baholash fizikga o'z mavzuidagi materialni yanada kuchliroq tushunishga yordam beradi. Ehtimollik, shuningdek, kvant mexanikasidagi hisob-kitoblar uchun muhim component bo'lib, agar fizik kvant sohasida ishlashga qiziqsa, uni rivojlantirish uchun asosiy mahoratga aylantiradi.

#### Nisbatan hisoblash

Nisbat - bu ikki yoki undan ortiq elementlar orasidagi chastotalarni taqqoslash. Taqqoslash uchun nisbatdan foydalanish baholangan elementlarning har birining bir-biriga nisbatan nisbiy chastotasini ko'rsatadi. Misol uchun, qizil va ko'k shokoladlar bilan to'la idishda siz qizil konfetlarning ko'k konfetlarga nisbatini aniqlash uchun har birini sanashingiz mumkin. Fizikada nisbatlar tajribada yoki kuzatish paytida olingan natijalarni solishtirish imkonini beradi.

### Trigonometriya

Trigonometriya - burchaklarni matematik o'rganish. Bu matematikga burchaklar qiymatlarini topish yoki ma'lum burchak o'lchovlari yordamida shakllar tomonlari qiymatlarini topish uchun hisob-kitoblarni amalga oshirish imkonini beradi. Matematik o'quvchilar ko'pincha trigonometriya bilan bir vaqtning o'zida geometriyani o'rganishadi va matematikada ikkalasining funktsiyasi va qo'llanilishida bir-biriga o'xshashlik mavjud. Fizikada trigonometriya harakatga asoslangan o'lchov va hisob-kitoblarda muhim rol o'ynashi mumkin. Fizik trigonometriyadan kosmosda harakatlanayotgan jismning uchish burchagini o'lchashda yoki uning qo'nishini, dastlabki tezligi va uchish burchagi asosida loyihalash uchun ishlatishi mumkin. Bu fizika bo'yicha mutaxassis uchun o'rganishi kerak bo'lgan asosiy matematik bilimdir. Fizikada matematikadan foydalanish bo'yicha maslahatlar Agar siz fizika bilan bog'liq sohada ishlayotgan bo'lsangiz, matematik ko'nikmalaringizni ishingizga qo'llash uchun quyidagi maslahatlardan foydalanishingiz mumkin:

To'g'ridan-to'g'ri matematik o'rganishga harakat qiling. Agar siz fizikadagi matematik tushunchalarni qiyin deb hisoblasangiz, ushbu mavzu bo'yicha matematikaga oid manbalarni izlash siz uchun foydali bo'lishi mumkin. Fizika kurslari ko'pincha hisob-kitoblarni bajarish uchun zarur bo'lgan matematik tamoyillarni o'rgatsa-da, matematik resurslardan foydalanish kontseptsiyani yanada kengroq tushuntirishga imkon beradi. Fizika nuqtai nazaridan tushunchalarni matematika nuqtai nazaridan o'rganish sizga muammoni hal qilishning yangi usulini ham berishi mumkin, bu esa ushbu yangi ramka orqali tushunchalarni tushunishingizga yordam beradi. Misol uchun qaysidir o'quvchi fizik masalani fizik formulalar yordamida yechsa, boshqa bir o'quvchi masalani matematik usulda yechishi mumkin. Bunda albatta yakunida bir xil natijaga erishiladi va o'quvchi bitta masalani yechishning bir emas bir nechta usullarini kashf qiladi va yechishning qulay usulini o'zi uchun belgilab oladi.

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## GEOGEBRA - МАТЕМАТИКАДАН <<JONLI>> CHIZMALAR DASTURINI DARS JAROYONIDA QO'LLASH

*Amonov Temur Sanoqul o'g'li*

*Navoiy viloyati, Xatirchi tumani*

*30-umumiy o'rta ta'lim maktabining Matematika fani o'qituvchisi*

*Sharofiddinova Dilora Shamsiddinovna*

*Navoiy viloyati, Xatirchi tumani*

*30-umumiy o'rta ta'lim maktabining Matematika fani o'qituvchisi*

**Annotatsiya:** Ushbu maqolada umumta'lim maktablarida geometriya va algebra fanlarini o'qitishda GeoGebra dasturining afzalliklari, dasturda mavjud bo'lgan interfeyslar va ularda yaratiladigan sodda ishlarni o'rganish haqida so'z yuritilgan.

**Kalit so'zlar:** GeoGebra, Kalkulyatorlar to'plami, 3D kalkulyator, Grafik kalkulyator, CAS kalkulyator, Klassik GeoGebra.

**GeoGebra-** geometriya, algebra va boshqa fanlar bo'yicha ta'limning turli darajalarida foydalanish uchun dinamik ("jonli") chizmalar yaratish imkoniyatini beradigan bepul dastur hisoblanadi. U geometrik shakllar, algebraik ifodalar, jadvallar, grafiklar va statistika bilan ishlash uchun keng imkoniyatlarni beradi.

Ushbu ochiq kodli dasturiy ta'minot 2002-yilda avstriyalik matematik **Markus Xenvarter** tomonidan Java dasturlash tilida yaratilgan bo'lib, bir qancha tillarda ishlash imkoniyati mavjud. Hozirgi kunda undan dunyo bo'ylab millionlab insonlar foydalanib kelmoqda

### **"GeoGebra" dasrurining afzalliklari:**

- bepul tarqatiladi;
- ko'p tilli interfeys;
- grafik interfeysning soddaligi va qulayligi;
- turli xil operatsion tizimlarga (hatto planshetlar va smartfonlarga) o'rnatish imkoniyati va onlayn versiyaning mavjudligi;
- foydalanuvchilar materiallar qo'shishi uchun ochiq bo'lgan misollar bazasi.

### **"GeoGebra" dasrurining qismlari va ularning vazifalari:**

#### **Kalkulyatorlar to'plami**

Funksiyalarni tekshirish, tenglamalarni yechish, geometric shakllar va 3D obyektlarni qurishga mo'ljallangan.

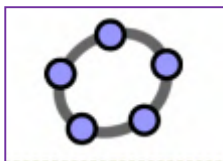
#### **Grafik kalkulyator**

Turli funksiyalar grafiklarini qurish, tenglamalarni tadqiq qilish va ma'lumotlarni tasvirlashga mo'ljallangan.

#### **3D kalkulyator**



Turli chizmalar, 3D (uch o'lchovli) geometrik shakllar va obyektlarni chizishga mo'ljallangan.



### Geometriya

Turli geometrik shakllarni chizish va almashtirishga mo'ljallangan.

### CAS kalkulyator



Turli tenglamalarni yechish, algebraik ifodalar shaklini almashtirish, hosila va integrallarni hisoblashga mo'ljallangan.

### Klassik GeoGebra

Geometriya, ma'lumotlarni tasvirlash, ehtimolliklar va turli kattaliklarni hisoblashga mo'ljallangan.

#### “GeoGebra” dasturini o'rnatish:

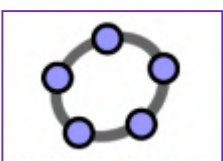
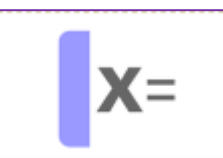
##### GeoGebrani kompyuterga o'rnatish:

1. Google Chrome brauzerini ishga tushiring va **GeoGebraning** rasmiy saytiga o'ting: [geogebra.org](http://geogebra.org). Yuklab olish bo'limi – “App Downloads” ga o'tiladi.

2. Kompyuteringizga mos ilovalardan birini tanglang:

a) GeoGebra vebilovasi – Chrome brauzeri ushbu ilovadan foydalanish uchun kompyuterdan administratorlikni talab qilmaydi, faqat ilovadan foydalanish jarayonida kompyuter internetga ulangan bo'lishi kerak;

b) GeoGebra ilovasi – Windows, Mac OS X, Linux va boshqa operatsion tizimlarda internetga ulanmasdan foydalanish mumkin bo'lgan ilova



#### GeoGebrani andrioid tizimdagi qurilmalarga o'rnatish:

1. Andrioid tizimdagi qurilmalarda Google Play Market ilovasiga kiring;
2. GeoGebra ilivasini qidiruvga bering.
3. Ilovani qurilmangizga yuklab oling.

#### “Klassik GeoGebra” interfeysi

GeoGebra ishga tushirilgandan so'ng quyidagi ko'rinishdagi oyna hosil bo'ladi.

**Главное меню** (asosiy menyu)- **GeoGebra** dasturi tomonidan taqdim etilgan funktsiyalarga kirish menyusi.


**Панель инструментов** (asboblar paneli)-dastur tomonidan taqdim etilgan vosita (uskuna)lar majmui orqali turli chizmalarni yaratish mumkin.

**Графическое окно** (grafik ko'rinish maydoni) –geometrik chizmalarni chizish va tasvirlash maydoni.



**Панель объектов** (algebraik ko'rinish maydoni) – geometrik chizmalarga oid tegishli koordinata va tenglamalarni tasvirlash maydoni.

**Строка ввода (kiritish satri)** – nuqta o'rnini, algebraik tenglama yoki buyruqlarni kiritish maydoni.

Asboblar panelida taqdim etilgan geometriya vositalaridan foydalanib, sichqoncha yordamida turli xil geometrik shakllarni yaratishingiz mumkin. Shu bilan bir vaqtda algebraik ko'rinish oynasida chizmaga oid tegishli koordinata va tenglamalar tasvirlanadi. Boshqa tomondan, siz to'g'ridan to'g'ri klaviatura yordamida **Ввод...** maydoniga algebraik  ma'lumotlar, buyruqlar va funksiyalarni kiritishingiz mumkin.

Barcha chizmalarning grafik ko'rinishi **grafik ko'rinish maydonida** aks ettirilsa, ularning algebraic sonli ko'rinishi **algebraik ko'rinish oynasida** aks ettiladi. GeoGebra da geometriya va algebra bir- biri bilan bog'liq holda ishlaydi.

“GeoGebra” interfeysi moslashuvchan bo'lib, uni o'zingizga moslashtirishingiz mumkin.

### “GeoGebra”da fayllarni saqlash

- “**Файл**” menyusini oching va **Сохранить** buyrug'ini tanlang.
- Ochilgan muloqot oynasidan kerakli papakani tanlang.
- Fayl nomini kiriting .
- “**Сохранить**” tugmasini bosing va jarayonni yakunlang. “.ggb” kengaytmali fayl yaratiladi va uni faqat GeoGebra dasturi orqali ochish mumkin.

### “GeoGebra”da amaliy topshiriqlar bajarish

#### Muntazam oltiburchak yasash

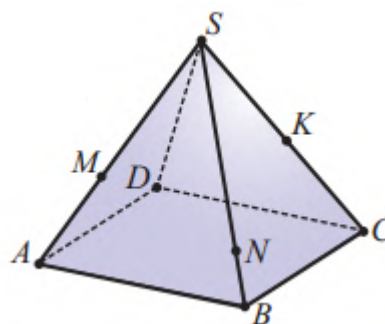
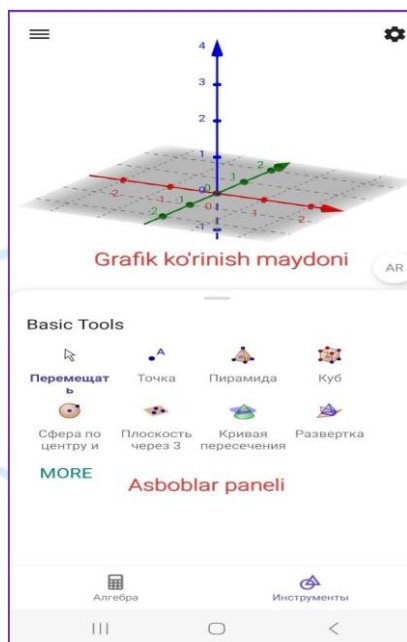
##### Yasash:

- GeoGebra da yangi oyna oching.
- GeoGebra interfeysini “Настройки” - “Геометрия” ko'rinishga o'tkazing.

- Yangi nuqta uchun sozlamalarni o'zgartiring.

### Muntazam oltiburchak yasash algoritmi

1		Markazi A nuqtada va B nuqtadan o'tuvchi c aylana chizing.
2		Markazi B nuqta va A nuqtadan o'tuvchi yangi d aylana chizing.
3		c va d aylanalar kesishish nuqtalari C va D ni, ya'ni muntazam oltiburchakning uchlarini belgilaymiz.
4		Markazi C nuqta va A nuqtadan o'tuvchi yangi e aylana chizing
5		e va c aylanalar kesishish nuqtasida muntazam oltiburchakning E uchini belgilaymiz.
6		Markazi D nuqta va A nuqtadan o'tuvchi yangi f aylana chizing
7		f va c aylanalar kesishish nuqtasida muntazam oltiburchakning F uchini belgilaymiz.
8		Markazi E nuqta va A nuqtadan o'tuvchi yangi g aylana chizing
9		g va c aylanalar kesishish nuqtasida muntazam oltiburchakning G uchini belgilaymiz.
10		Muntazam FGECBD oltiburchakni yasang.
11		Aylanalarni yashirin holatga o'tkazing.
12		Oltiburchakning ichki burchaklarini ko'rsating.
13		Oltiburchak to'g'ri yasalganini tekshiring.



“3D

**Калькулятор” интерфейсы**

Android tizimdagi qurilmalarda GeoGebra dasturi

“3D

Калькулятор” rejimiga o'tkazilgandan so'ng

quyidagi ko'rinishdagi oyna hosil bo'ladi:

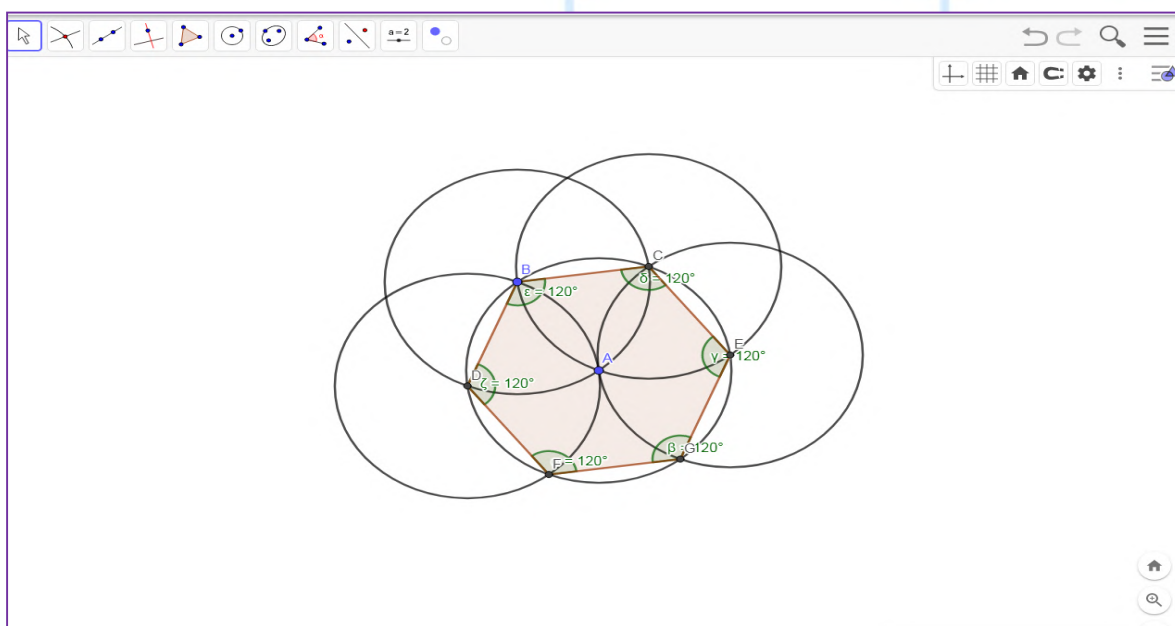
**“3D Калькулятор”da amaliy topshiriqlar bajarish.**

**Ко'pyoqlar kesimlarini yasash**

Rasmdagi piramidaning M,N va K nuqtalaridan o'tuvchi tekislik bilan kesgandagi kesimni yasang.

**Yasash:**

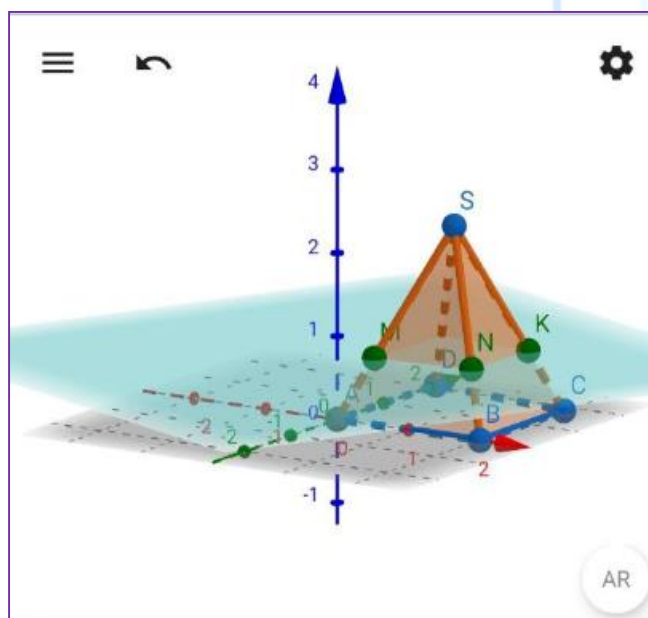
- “GeoGebra”da yangi oyna oching.
- “GeoGebra” interfeysini **“Настройки”** – **“3D Графика”** ko'rinishiga



o'tkazing.

**Кесимни yasash bosqichlari**

1	Многоугольник	Piramidaning asosi ixtiyoriy ABCD to'rtburchak yasaladi
2	Выдавить пирамиду	Asos markaziga kursol olib borilib yuqoriga tortish orqali piramida yasaladi
3	Точка на объекте	Piramidaning AE, BE va CE qirralarida mos ravishda F,G va H nuqtalar belgilanadi
4	Перемещать	E,F,G,H nuqtalar mos ravishda S,M,N,K ga o'zgartiriladi. Buning uchun nuqta ustiga bosiladi va yangi belgi kiritiladi. Xoxishga ko'ra nuqtalarni rangini o'zgartirsa ham bo'ladi
5	Плоскость через 3	MNK nuqtalardan o'tuvchi tekislik yasaladi
6	Кривая пересечения	Piramida va MNK nuqtalardan o'tuvchi tekislik kesimi hosil qilinadi
7	Показать/скрыть	Tekislikni keraksiz qismi yashirin holatga keltiriladi
8	Перемещать	M,N va K nuqtalarni siljitish orqali piramida kesimi to'g'ri kajarilgani tekshiriladi



Algebra va Geometriya darslarini o'tishda **GeoGebra** dasturidan foydalanilsa o'tilayotgan mavzu o'quvchining yodida saqlanib qolinadi va mavzu yuzasidan keng tasavvurga ega bo'ladi. Uyg'a vazifa qilib o'tilgan mavzuni **GeoGebra** dasturida bajarib kelish berilsa, o'quvchi berilgan topshiriqni bajarib kelishga harakat qiladi.

**Foydalanilgan adabiyotlar:**

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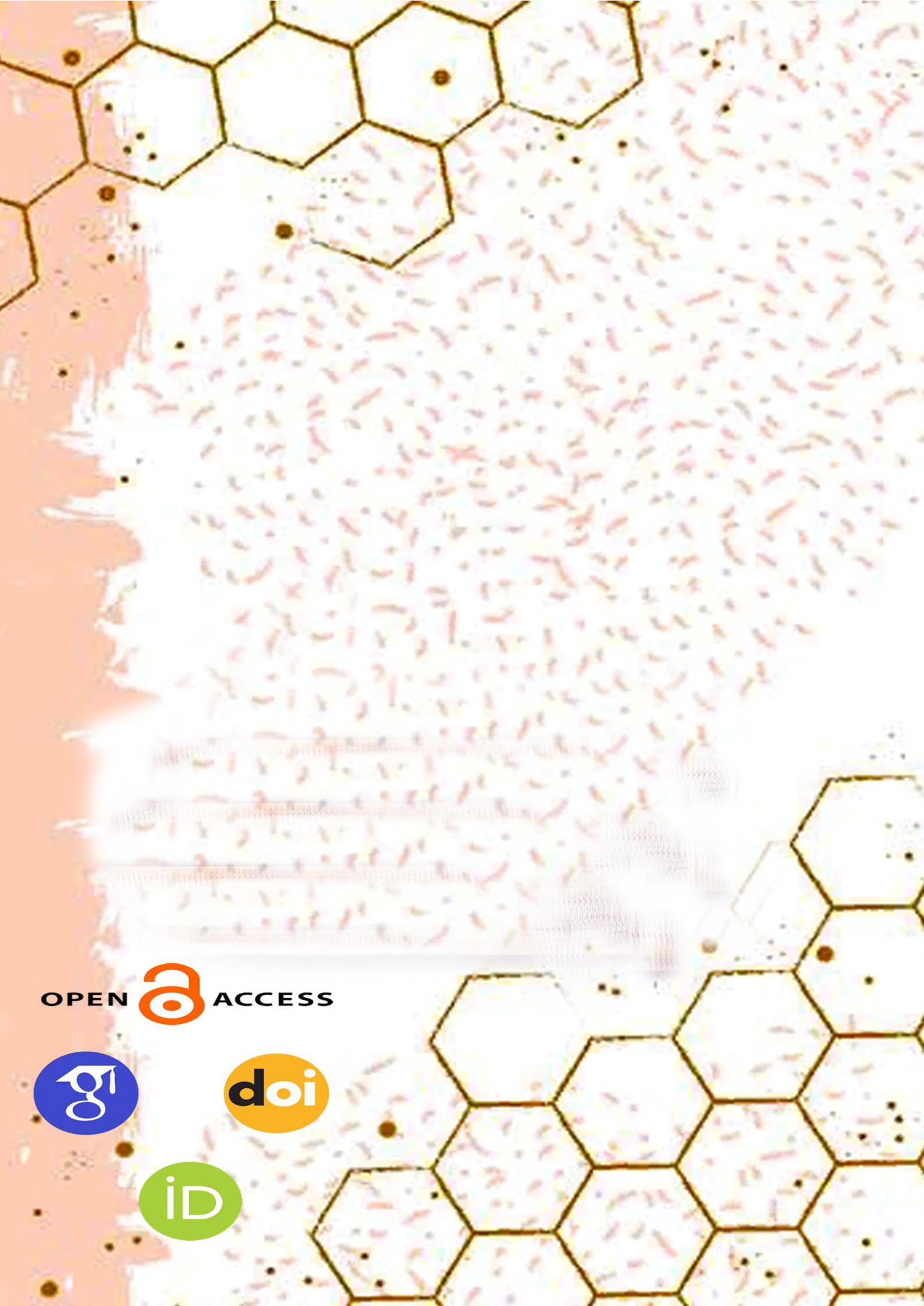
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