

ОБРАЗОВАНИЕ

**НАУКА И ИННОВАЦИОННЫЕ ИДЕИ
В МИРЕ**

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HAMSHIRALIK-KERAKLI KASB

Farg'ona tumani tibbiyot kolleji

“Terapiyada hamshiralik ishi” kafedrası

Hamshiralik ishi fani o'qituvchisi

Sayyora Nishonova Toyrjonovna

Asab-ruhiy va narkologik kasalliklarda hamshiralik ishi fani

o'qituvchisi Aziza Akbarova Mirkomil qizi

Annotatsiya: maqolada hamshiralik kasbini mohiyati, hamshiraning vazifalari va O'zbekiston Respublikasidagi hamshiralik qasamyodi haqida so'z boradi. Shuningdek, shifokor va hamshiralik tashxisi haqida taqqoslash ma'lumotlari kiritilgan.

Annotation: the article will talk about the essence of the nursing profession, the duties of a nurse and the oath of Nursing in the Republic of Uzbekistan. Also included are comparison data on the diagnosis of the doctor and nursing.

Kalit so'zlar: hamshira, davo, parvarish, burch, vazifa, huquq, bemor, hamshiralik qasamyodi, poliklinika.

Mashhur polyak vrachi Beganskiy: “Insoniy muhtojlikka befarq qaraydigan, yumshoq muomala qilishni bilmaydigan, hamma joyda va hamma vaqt o'zini tuta bilishi uchun iroda kuchi yetishmaydigan kishi, yaxshisi, boshqa kasbni tanlagani ma'qul, chunki u hech qachon yaxshi tibbiyot xodimi bo'la

olmaydi”, deb yozgan edi. Hozirgi kunda Markaziy Osiyoda bu yangi tipdagi oilaviy hamshiralarni tayyorlash boshlang’ich bosqichda turibdi. Biroq oz fursatda rivojlanib, jamiyatda o’z mavqeiga ega bo’lib boradi. Hozirgi kunda bemorga kasalxona yoki javob berilgandan ko’rsatiladigan tibbiy yordam uzluksizligida buzilishlar kuzatilmoqda.

Shu bois oilaviy hamshiraning kasalxona bilan poliklinika o’rtasidagi bog’lovchi halqa bo’lishiga umid bog’lanmoqda. Hamshira bemorni kasalxonadan javob berilgandan keyin uyiga borib ko’radi. Hamda bemorning tegishli shifokor va hamshira nazoratida bo’lishini va ahvoliga ko’ra poliklinikadan zaruriy tibbiy xizmat ko’rsatilishini kuzatib turadi.

Tibbiyot hamshiralarining asosiy vazifa-burchlari inson salomatligini mustahkamlash, kasalliklarning oldini olish, sog’lom turmush tarzini targ’ib qilish va bemorlarni dard azobidan imkon qadar qutqarishdan iborat.

Jamiyatda tibbiyot hamshirasi xizmatiga ehtiyoj yuqoridir. Hayotga, inson huquqi va qadr-qimmatiga hurmat hamshiralik ishining ajralmas qismidir. U bemorning millati, irqi, urf-odati, dini, e’tiqodi, yoshi, jinsi, siyosiy va ijtimoiy nuqtai nazariga qarab ajratmaydi.

Tibbiyot hamshiralari boshqa fuqarolar bilan bir qatorda tashabbuskorlik bilan ish olib borib, jamiyatning tibbiy va ijtimoiy talablarini qondirishdagi javobgarlikni his etadilar.

Tibbiyot hamshirasi ixtisoslashgan tibbiyot muassasalarida ishlayotganida o’z xulq-atvori bilan hamshira kasbiga atrofdagilarning hurmat bilan qarashini ta’minlashga o’z hissasini qo’shadi.

Tibbiyot hamshirasi o’zining bilimi va burchi doirasida javobgarlikni his qilgan, vakolatni o’ziga olgan holda ish tutadi.

Tibbiyot hamshirasi har qanday vaziyatlarda ham hamshiralik parvarishini eng yuqori mezonlar darajasida ta’minlaydi.

Tibbiyot hamshirasi shaxsiy javobgarlikni his etgan holda o'z mutaxassisligi bo'yicha bilimni doimiy ravishda yangilab boradi.

Tibbiyot hamshirasi kasbiga taalluqli tashkilotlar orqali hamshiralar ijtimoiy-iqtisodiy himoyasi, ishlash sharoitini yaxshilash yuzasidan o'z fikr-mulohazalarini bildirib boradi.

O'z navbatida bemor ham sog'liqni saqlash ishlarini yaxshilash bo'yicha o'zi davolanayotgan muassasada o'z takliflarini berishi mumkin.

Shu o'rinda, respublikamizdagi bu kasbning barcha qadriyatlari jo bo'lgan Hamshiralik qasamyodini keltirish joiz!

O'zbekiston Respublikasi hamshirasining qasamyodi

Men, _____

hamshiralik kasbini egallab, tibbiy faoliyatga kirishar ekanman o'z hayotimni, bor bilim va mahoratimni insonlar sog'lig'ini muhofaza qilishga bag'ishlashga, hamshiralik faoliyatimda inson hayotiga xavf tug'dirmaslikka, tibbiyot an'alarini asrab-avaylash, rivojlantirish va tibbiyot ishini shaxsiy manfaatimdan yuqori qo'yishga, shifokor sirini saqlashga, bemorning millati, irqi, diniy e'tiqodi, madaniyati, siyosiy qarashi, iqtisodiy, ijtimoiy holati-dan qat'iy nazar, unga g'amxo'r bo'lish va tibbiy yordam ko'rsatishga, hamisha O'zbekiston Respublikasi hamshirasining Kodeksiga tayanib ish ko'rishga qasamyod qilaman. Men hamshiralik burchimni vijdonan bajarish uchun o'z erkim bilan samimiy qasamyod qilaman.

Tibbiyot hamshirasi bemorning obro'si va qadr-qimmatiga nisbatan hurmat bilan munosabatda bo'ladi. U bemorga qo'lidan kelgan hamma chora-tadbirlarni ko'rsatadi.

Bemor davolanish davrida zarur bo'lsa davolanish muassasasini, o'zini parvarish qilayotgan tibbiyot hamshirasini tanlashi mumkin.

Ehtiyoj tug'ilganda bemor o'z oila a'zolari, qarindoshlari, do'stlari va ko'ngli tortgan kishilaridan madad yordami olishga haqli.

Tibbiyot hamshirasi eng avvalo hamshiralik parvarishi talab qiluvchi bemorlar oldida javobgardir.

Tibbiyot hamshirasi bemor shaxsigaga tegishli bo'lgan ma'lumotlarni sir saqlaydi, agar uni biron kishiga bildirishi zarur bo'lsa, u holda oqilona yo'lni tanlaydi.

Tibbiyot hamshirasi bemorni davolash uchun qo'llaniladigan usullarni aytib, uning roziligini oladi. Bemor o'z navbatida unga qilinayotgan muolaja yoki davolash ishlarini rad etishi mumkin.

Tibbiyot hamshirasi bemorning kasalligi, davolanishi, kasallik tashxisi to'g'risidagi ma'lumotlarni sir saqlaydi, bemorni davolayotgan vrach sirlarini oshkor qilmaydi.

Tibbiyot hamshirasi o'zining kasbdoshlari bilan kasbga oid va boshqa sohalar bo'yicha hamkorlikda ish olib boradi.

Tibbiyot hamshirasi bemorni himoya qiladi, agar uning sog'lig'iga biror xodim yoki boshqa kishi tomonidan xavf tug'dirilsa, darhol zarur bo'lgan choralarni ko'radi.

Kasalxonada hamshiraning vazifasi qanday? Hamshiralar xodimlarining vazifalari jismoniy mehnat bilan bog'liq. Kingadir hamshiraning ish ta'rifi farroshning ishiga o'xshab ko'rinishi mumkin. Ushbu ikki kasb o'rtasida o'xshashliklar mavjud, ammo birinchi holda, javobgarlik ancha murakkab va mas'uliyatli. Poliklinikada yoki xususiy tibbiyot muassasasida hamshira individual tayyorgarlikdan o'tishi shart. U lavozimga bosh shifokor tomonidan tayinlanadi. Poliklinikada buyurtmachilar tegishli bo'lim styuardessasiga bo'ysunadi. Ular o'z ishlarini ko'rsatmalarga muvofiq bajarishlari kerak:

1. Hamshira o'ziga ajratilgan binolarni nam tozalashni amalga

oshirishi shart.

2. Katta hamshiraga yordam bering (dori-darmonlarni, asboblarni, jihozlarni oling, ularni bo'limga etkazib bering).

3. Bemorlar uchun toza ichki kiyimlarni, uy jihozlarini, yuvish vositalarini qabul qiling, saqlang va ta'minlang.

4. Bemorlarning sog'lig'i, shikoyatlar, shuningdek bo'limdagi muammolar to'g'risida hamshiraga xabar bering.

5. To'shakda yotgan bemorlarga g'amxo'rlik qilish, ovqat berish va idishlarni tozalash.

6. Agar bemor yuqumli kasallikka chalingan bo'lsa, binolarni dezinfeksiya qilish uchun.

7. Bemorlarning ahvolini va shaxsiy gigiena qoidalariga rioya qilinishini kuzatib boring.

8. To'shakda yotgan bemorlar bo'lgan kasalxonada hamshiraning vazifalariga kuryer vazifalari ham kiradi. U og'ir tibbiy bemorlarning jismoniy holati to'g'risida katta tibbiyot xodimlariga xabar beradi, ularga g'amxo'rlik qiladi (yuvadi, yuvadi, tirnoqlarini, taroqlarini kesadi, o'giradi, o'tirishga majbur qiladi). Bundan tashqari, hamshira o'z malakasini muntazam oshirib borishi, kichik xodimlar uchun bo'limda o'tkaziladigan darslarga qatnashishi kerak.

Tibbiyot hamshirasining bemorlar parvarishi bo'yicha vazifalari:-vrach ko'rsatmalarini aniq bajarish, barcha organlarning fynksiyalari ustidan kuzatib borish; -zaiflashgan organizmni yuz berish ehtimoli bo'lgan asoratlardan himoya qilish, bemorlarga sezgir va mehribon bo'lish-bemorlarni parvarish qilish deganda, biz mana shularni tushunamiz: -bemorlarni parvarish qilish davo tadbiri hisoblanadi va "davo" hamda "parvarish qilish" degan ikki tushunchani bir-biridan ajratishi mumkin emas, chunki ular o'zaro chambarchas bog'liq bo'lib bir-birini to'ldiradi va yagona maqsadga-bemorning sogayishiga qaratilgan. Tibbiyot hamshirasi bemorni mustaqil davolamay, faqat vrach ko'rsatmalarini bajarsada, ularning kuzatuvlari katta ahamiyatga ega, chunki u bemorning yonida bo'lib, uning holatiga, ro'y berayotgan hamma o'zgarishlarni

payqab, unga o'z vaqtida yordam berishi va ularning iztiroblarini yengillashtirish mumkin. Tibbiyot hamshirasining ishi benihoyat mas'uliyatlidir, o'z kasbini sevadigan, bemorlarga sabr-toqat va mehr bilan qaraydigan kishigina yaxshi tibbiyot hamshirasi bo'la oladi.

Shifokor tashxisi	Hamshira tashxisi
- kasallikni aniqlash; -kasallik kechishi davomida o'zgarmasligi mumkin; -shifokorlik amaliyoti doirasida muolaja tayinlash; -odatda, organizmda yuz beruvchi patafizilogik o'zgarishlar bilan bog'liq	- kasallik tufayli organizmning qarshi kurashga qaratilgan maqsadini amalga oshirish; - xar kuni yoki kun davomida, organizmning kasallikka qarshi kurash davridagi o'zgarishlarga qarab o'zgartiriladi; - xamshiralik vakolati va tajribasi doirasidagi aralashuv; - bemorning o'z sog'lig'i xaqidagi tasavvuriga ko'ra

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KITOB MUTOLAASI VA KITOBXONLIK MADANIYATI

Dilfuza Kallibekova Tayir qizi

O'zbekiston Davlat San'at va Madaniyat instituti

Nukus filiali 3-bosqish talabasi.

Annotatsiya: Ushbu maqolada kitob mutolaasi va kitobxonlik madaniyati kitobni qanday o'qishni bilish; Kitob o'qiganda nimalarga e'tibor berish va nimalarni esda saqlab qolish kabi ma'lumotlar beriladi

Kalit so'zlar: alifboli-xronologik, bibliografik apparat, kutubxona kartotekalari, format (shakl),

KIRISH

Badiiy adabiyot va u haqdagi fanlar, shuningdek, pedagogika, didaktika, ruhshunoslik rivoji, internet tarmog'ining ijtimoiy hayotimiz ichiga chuqur kirib borishi, jahon ta'lim tizimidagi islohotlar, xalqaro umummadaniy taraqqiyot tufayli bu muammo ta'lim-tarbiyaga aloqador ziyolilar, olimlar oldidagi davlat ahamiyatiga molik dolzarb masalalardan bo'lib qoldi.

2021-yil 19-yanvarda O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyev ma'naviy-ma'rifiy ishlar tizimini tubdan takomillashtirish, bu borada davlat va jamoat tashkilotlarining hamkorligini kuchaytirish masalalari bo'yicha bo'lib o'tgan videoselektor yig'ilishida kuchli iqtisodiyot bilan kuchli ma'naviyatni yangi O'zbekistonni barpo etishning mustahkam ustunlari sifatida tilga olishi yoshlar o'rtasida kitobxonlik va mutolaa madaniyatini shakllantirishga jiddiy e'tibor qaratishni taqozo etadi. Zero, shaxs ma'naviy kamoloti ko'p jihatdan kitobxonlik va mutolaa madaniyatining to'g'ri uyushtirilishi, boshqacha aytganda, metodologiyasi bilan chambarchas bog'liq. Inson bilimlarining 85%i bevosita kitob mutolaasi orqali egallanishi nazarda tutilsa, ayni muammoning qay darajada muhimligi yanada ravshan tortadi.

ASOSIY QISM

Mutolaa madaniyati juda keng ma'nodagi tushuncha bo'lib, kitobga qiziqish va uni sevish, adabiyot bilan kengroq tanishib, kitob bilan ishlash haqidagi maxsus bilimlarga ega bo'lish, shuningdek kitobdan to'la ravishda foydalana bilishda yordam beruvchi ko'nikmalardan iborat. Kitobxonlik madaniyati kitobxonga o'qiyotgan asarini to'laqonli tushunish, undan badiiy-estetik zavq olish, yozuvchi fikri, asar g'oyasini anglash va baholay olish, bundan tashqari kitob va kutubxonadan foydalanish, ma'lumotnoma-bibliografik apparatidan o'zini qiziqtirgan yoki zarur masalalarga doir kitoblarni topib olish va undan foydalanish yo'llarini o'rgatadi. Kitob tanlash, uni tez o'qish, o'qilgan kitoblarni boshqalarga tavsiya etish, avaylab saqlash ham kitobxonlik madaniyatining tarkibiy qismlariga kiradi.

Kitobxonlik madaniyati tushunchasi juda keng ma'noda qo'llaniladi. Xususan, bu hodisa asarni anglash va uni tushunish uchun kitobxondan ma'lum tayyorgarlik va saviyani talab qiladi. Bu hodisaning mohiyati kitobni shunchaki varaqlash va undan umumiy foydalana bilishdan to'ijodiy o'qish, kitob muallifiga oshno bo'lib, uning asarini chuqur tahlil qilib mutolaa qilishgacha boradi. Kitob paydo bo'lgan paytdan boshlab hayot darsligi va bilim beruvchi vosita sifatida kishilarning iymonli bo'lishi uchun xizmat qilib, yashash tarzining hayot kechirish qoidalarining qomusiga aylangan. Kitob har bir insonning ayniqsa, yoshlarning bilimga bo'lgan qiziqishini oshiradi.

Zero, qadriyatlar orasida o'qish, mutolaa va bilim olish alohida o'rin tutadi. Shuni alohida ta'kidlash kerakki, mutolaa madaniyati juda keng tushuncha va bag'oyat murakkab muammo bo'lib, taxminan quyidagi holatlarni o'z ichiga oladi: Kitob tanlay olish; Kitobni qanday o'qishni bilish; Kitob o'qiganda nimalarga e'tibor berish va nimalarni esda saqlab qolish; Kerakli ma'lumotlarni qaerdan, qanday, qaysi vositalardan foydalanib topish; Olingan bilimni yoki xabarni qanday yetkazib berish; Qayta o'qish - kitobxonlik ko'nikmasini odatlantirish; Kutubxona kartotekalari bilan ishlay bilish; Kitobni tez va sekin o'qishni farqlay olish; Kitobni o'qib, uning fusunkor olamiga kira bilish; Kitobni mustaqil o'qiy bilish. Kitob mutolaasi madaniyatiga kitob xarid

qilish va kutubxonani muntazam boyitib borishga alohida e'tibor bilan qarash, kitob saqlash odobi, o'qish jarayoni, o'qiganni o'ziga va hayotga tatbiq eta bilish kabilar ham kiradi.

Kitobni har gal mutolaa qilib bo'lgandan so'ng, javonga terib qo'ygan ma'qul. Kitob javonidagi kitoblarni esa vaqti-vaqti bilan changini artib, tozalab turish kerak. Xona harorati mo'tadil bo'lishi lozim va xonani shamollatib turish kerak. Kitobni quyosh nuri to'g'ri tushadigan joyda saqlash ham noto'g'ri hisoblanadi. Quyosh nuri kitob qog'ozi sifatiga ta'sir qiladi, ya'ni fizik holati o'zgarishiga olib keladi. Bu degani kitob qog'ozi sarg'ayib ketadi va dog' tushadi. Kitobga suv tegsa ham, varaqlar o'z xususiyatini yo'qotadi. Kitob yaxshi yopilmaydi va uni varaqlash noqulaylik tug'diradi. Kitobni har xil nojo'yajoylarda tashlab ketish ham mumkin emas.

Kutubxonashunoslik fanida kitoblarni joylashtirish degan atama bor. Buning mazmuni kitoblarning binoda yaxshi saqlanishini ta'minlashdan, kitobxonga qulay xizmat ko'rsatish va kutubxonaning barcha ish shakllaridan keng foydalanish imkoniyatini yaratib berishdan iboratdir. Kutubxona fondlarini joylashtirish usullari ichida sistemali, alifboli, xronologik, geografik, format (shakl) hamda tillar bo'yicha joylashtirish eng asosiy usullardan hisoblanadi. Alifboliusuldan boshqa usullar mustaqil ravishda qo'llanilmaydi, balki bir-biri bilan birgalikda qo'llaniladi.

Masalan, sistemali joylashtirish, odatda, alifboli usul bilan, jurnal va gazetalarni tokchalarga joylashtirishda esa ko'pincha alifboli-xronologik usul bilan birga qo'llaniladi. Bunda birinchi asosiy usul bo'lib, ikkinchisi yordamchi usul sifatida xizmat qiladi. Sistemali-alifboli usulda joylashtirishda sistemali usul asosiy usul hisoblanadi, chunki u fondni joylashtirishda asosiy tartibni belgilab beradi, alifboli usul esa bu yerda yordamchi usul sifatida xizmat qiladi. Kutubxona fondini joylashtirish usuli fondning katta-kichikligiga, fond tarkibidagi nashrlarning turlariga, kitobxonlarga xizmat ko'rsatishda qanday tizim qo'llanishiga qarab belgilanadi.

Shaxsiy kutubxonada kitoblarni joylashtirish tartibiga kelganda shularni ta'kidlash zarur: bu kitoblarni bo'limlarga ajratib joylashtirishdir. Uning taxminiy tartibi quyidagicha bo'lishi mumkin: Ijtimoiy-siyosiy adabiyotlar; Ilmiy-ommabop adabiyotlar; Badiiy adabiyotlar; Ma'rifiy adabiyotlar; Ma'lumotnoma nashrlari: lug'atlar, ensiklopediyalar; Gazeta va jurnallar. Bordinyu, shaxsiy kutubxonada badiiy adabiyotlar yetarlicha bo'lsa, ularni o'z navbatida nasr, she'riyat, dramaturgiyaga, klassik va zamonaviy adabiyotlarga alifbo bo'yicha alohida-alohida joylashtirish mumkin. Noyob kitoblarga javondan maxsus joy ajratilgani ma'qul. Tez-tez va ko'p foydalaniladigan kitoblar javonning eng ko'rinarli, olinishi oson bo'lgan joyga qo'yilishi ayni muddaodir. Fondi boy kutubxonada ham, kitobi nisbatan oz shaxsiy kutubxonada ham, bor kitoblarga katalog tuzilgani ma'qul. Bu umuman kutubxonalarda ham, shu jumladan shaxsiy kutubxonalarda ham ishni ilmiy tashkil etishning eng qulay va samarali yo'li hisoblanadi sabab bo'lmoqda.

XULOSA

Mutolaa madaniyati tarbiyasiga doir soha mutaxassislarining e'tirof qilishlaricha, kitob o'qishning majburiyat emas, ehtiyoj darajasiga ko'tarilishi kitobxonlik madaniyatini tarkib toptirishning muhim sharti hisoblanadi. Xulosa va takliflarimiz shundan iboratki, yoshlarda kitobxonlik madaniyatini maktabgacha ta'lim tashkilotlarida tarkib toptirish, uzluksiz ta'lim tizimining keyingi bosqichlarida bosqichma-bosqich rivojlantirib borish yaratilayotgan milliy dasturda muhim o'rin tutmog'i lozim.

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**ҚОРАҚАЛПОҚ АДАБИЁТИДА ФОЛЬКЛОРИЗМЛАР
ТИПОЛОГИЯСИ ВА УНИНГ Ш.СЕЙТОВ ИЖОДИДАГИ
КЎРИНИШИ**

*ҚМУ Әдебияттануы (Қарақалпақ әдебияты) 2-курс магистранты
Қыпшақбаева Назира Түрикпенбаева*

Annotatsiya. Bu maqolada qoraqalpoq adabiyotining ko'zga ko'ringan namoyondalaridan biri bo'lgan Sh.Seytov ijodi va uning she'rlaridagi folklorizmlar tahlil qilingan. Uning she'riyati mavzu jihatdan ham, badiiy talqin va tasvir borasida ham o'ziga hos rang-baranglikga ega. Ushbu maqolada shoir ijodining xalq jonli tiliga qanchalik yaqinligi tahlil qilingan. Shuningdek, folklorizmlarning tipologiyasi masalasi ham tahlil qilingan.

Аннотация. В данной статье анализируется творчество одного из видных представителей каракалпакской литературы Ш. Сейтова и фольклоризмы в его стихах. Его поэзия уникальна по тематике, художественной интерпретации и образности. В данной статье анализируется, насколько творчество поэта близко живому языку народа. Также анализируется вопрос о типологии фольклоризмов.

Annotation. This article analyzes the work of one of the prominent representatives of the Karakalpak literature Sh. Seytov and folklorisms in his poems. His poetry is unique in subject matter, artistic interpretation and imagery. This article analyzes how close the poet's work is to the living language of the people. The question of the typology of folklorisms is also analyzed.

Tayanch sózlar. Poeziya, janr, folklorizm, tipologiya, sujet, motiv, xalq og'zaki ijodiyoti.

Ключовое слова. Поэзия, жанр, фольклоризм, типология, сюжет, мотив, народное творчество.

Keywords. Poetry, genre, folklorism, typology, plot, motive, folk art.

Халқ ижодиётининг дастурлари ёзма адабиётда бадий-эстетик мерослардан бири. “Хар бир миллий адабиёт ўзининг бошланиши ва ундан кейинги ривожланиш босқичларида унинг йетакчи дастурларига суянади. Сабаби, бадий ижод процесининг хар бир босқичи инсониятнинг бадий онгининг ўзидан олдинги босқичлари ва унинг ривожланишидан иборат”. [6]

Шунингдек, бу процес даврнинг социал-сиёсий ўзгаришлари ҳам ёзувчи, шоирларнинг фольклорга боғлиқлиги билан давом этади.

Қорақалпоқ адабиётида фольклоршунос олим Қ.Байниязов XX асрда яшаган қорақалпоқ халқ шоирлари А.Мусаев, С.Мажитов, А.Дабылов, С.Нурымбетовлар ҳақида: “...Бу шоирлар ўз ижодида фольклор билан ёзма адабиётнинг ижодий дастурларини синтезлаш орқали халқ оғзаки ижодиёти ва классик поезиянинг ижодий дастурларини давом етиб, қорақалпоқ поезиясини янги мазмун ва формалар билан бойитти” -деган еди. [4] Ҳақиқатдан ҳам, бир қатор халқ шоирлари ўз асарларида фольклоризмларнинг турли намуналаридан фойдаланган ва ҳозирги бадий адабиётимизнинг ривожланишига ўз ҳиссаларини қўша олган.

Қорақалпоқ адабиётшунослик илмида адабиёт ва фольклорнинг боғлиқлиги поэтик асарлар мисолида кенгроқ таҳлил қилинган.

Фольклоризм ва унинг типологияси масаласини кўпчилик рус олимлари анча авваль диққат этиборга олган, улардан А.А.Горелов “Адабиёттаги фольклоризм тушунчасини таҳлил қилиш” деган мақоласида фольклоризмлар типологиясини алоҳида классификация қилган: *органик стилизация, органик емас стилизация, поэтик фольклоризм, жанрли фольклоризм, мифологик ва дунёни англашга қаратилган фольклоризмлар* деб ажратади. [5]

Шунингдек, ўзбек адабиётшунослиги илмида бу масала ўтган асрнинг 80-йилларидан бошлаб айрим мақолаларда сўз етила

бошлади. Масалан, Б.Саримсақов “Фольклоризмлар типологиясига боғлиқ” номли мақоласида ўзбек адабиётидаги фольклоризмларнинг типологияси ҳақида дастлабки фикрларни билдирган. У фольклоризмларни “*содда фольклоризмлар*” ва “*мураккаб фольклоризмлар*” деб типларга ажратади.

Тадқиқотчи З.Бекбергенова бўлса, Т.Жумамуратов, И.Юсупов, Т.Мэтмуратовларнинг ижодидаги нақл-мақоллар ва афоризмларни матнда фойдаланиши ҳақидаги илмий кузатувлари ўзбек адабиётшоноси Б.Саримсақовнинг *содда фольклоризмлар* типига киритиши бу масаланинг қорақалпоқ адабиёти илмида аллақачон тадқиқот объектига олинганлигини билдиради.

Тадқиқотчи Ж.Сагидуллаева Ш.Сейтов яратган образларининг эволюциясини, бадиий хизматини ўрганиб, унинг индивидуаль стиллик хусусиятлари ҳақида фикр билдиради: “...ёзувчининг ижодий лабораториясида бир образдан унумли фойдаланиш процесси бошқа ёзувчиларга ўхшамайди”- деган еди.

Ш.Сейтовнинг образлардан фойдаланиши, ижодий ўзига хослиги унинг кўпчилик фольклор образларини ўзлаштириб ва уларни асарларда тўғри ва бадиий талабларга асосан талқин қила олиши билан кўзга ташланади. Масалан, унинг асарларида мифологик образлардан шайтон, парилар, Хизир Илёс, хумай қуши, аждарҳо сингари образлар ҳам қатнашади. Фольклорда ва ёзма адабиётда бу образлар ўзларининг келиб чиқиш генезиси ва ривожланиш босқичларига ега. Бу масалага оид бир нечта илмий ишлар мавжуд.

Фольклор образларининг ёзма адабиётда стилизация етилиши, бадиий адабиёттаги образлар дунёсини бойитиб гина қўймастан асарлардаги сюжетларнинг ривожланишига имкон яратади. Стилизацияланган фольклоризмлар мураккаб фольклоризмларнинг бир тури бўлиб роман жанрида аҳамиятли функцияларни бажаришда актив фойдаланилади.

Адабиёт ва фольклор бир-бири билан жуда боғлиқ бўлиб, унда халқ ижодининг ҳозирги адабиёттаги ўрни билан бирга, бадий сўз егаси ижодининг поэтик стили, ёзувчилик истедоди ҳам тараннум этилади.

Бадий асарларда фольклоризмлар бадий-эстетик, информацион функцияларни ҳам бажаради. Фольклоризм тушунчаси – бу ёзувчининг ўз халқининг ва жаҳон халқларининг фольклор меросларидан онгли равишта фойдаланишига айтамыз. Шунинг учун ҳам тадқиқотчилар ўз ўрни билан фойдаланилган фольклоризмларни миллий адабиётнинг бадий муваффақияти деб баҳолайдилар.

Адабиётимизда Ш.Сейтовнинг лирик кўшиқлари форма жиҳатдан тадқиқ етилган. Лекин, унинг асарлари мазмун ва сюжет жиҳатидан таҳлил қилинмаган. Биз сўз етмоқчи бўлган шоир поезиясидаги фольклоризм масаласи шу каби заруратлар сабабли тадқиқот объектига олинди.

Адабиётшунос олим И.Султан “Адабиёт деганимиз – турмуштан тасирланиш ва турмуш ҳақиқатлигини теран ўрганишнинг маҳсули”- деган еди. Ҳар бир асар ҳаётдан олиниб, реал вoқеликларга асосланади ва ҳаётдаги айрим ҳодисалардан тасирланиб ёзилади.[7]

Ҳар бир асарнинг сюжетида қандайдир бир мазмун ва асардан кутилиётган натижа яширинган бўлади. Ш.Сейтов ижодида лирик асарларнинг сюжетининг очилишида фольклоризмларнинг ўрни алоҳида. Шу сабали, ижодкор ўз асарининг бадий образи характерини очиб беришда фольклоримиз дурдоналаридан фойдаланган.

Шоир ўз асарларида халқ нақл-мақолларидан ва ўзгариш киритилган нақл-мақоллар тизимидан фойдаланиб, ўз поэтик асарларининг мазмунан бойишига замин яратди. Қуйидаги кўшиқларида Алпомиш достонининг бош қаҳармони Барчинойнинг исми келтирилиб, унинг гўзаллиги, ақл-фаросатлилиги кўшиқ қаторларида қаҳармоннинг образини очиб беришда алоҳида аҳамиятга ега.

Зарпын айралықтың усы әлемде,

Сеннен кўп шеккенлер бармекен хаял,
Гәхи Баршын болып, гәхи Гүлшийра,
Гәхи перзент күтиўи, гәхи яр күтиў

(“Хаял”, 24-б)

Шуниндек, қорақалпоқ халқ достонларидаги “мәстан мама” образы ҳам шоирнинг қуйидаги қўшиғида асарнинг сюжетини очиб беришда ўз ўрнига ега. Лекин, бу сюжетда бу образ ҳаётнинг ғам-ташвишларидан шу ҳолга келган аёл сифатида гавдаланган.

“Мәстан мама...!”демең! –

Ермеклеп оны –

Аңқаў гөдеклерге етпең убыжық ...

Ашығы мың еди, бул еди жалғыз,

Мәстан емес еди, бул еди жалғыз.

(“Мәстан мама”,25-б)

“Қуў!” десең қуўалайын,

Биймезгиль салған нәргиз,

Айралық муңын айтып,

Тас қылып дуўалайын!... (66-б)

Юқорида келтирилган қўшиқ қаторларида фольклор асарларига ҳос бўлган сеҳр ва дуолар билан боғлиқ мазмун қўлланилган.

Яқунлаб айтганда, қорақалпоқ адабиётининг истедодли вакили Ш.Сейтов ижодида фольклоризмлар кўп қўлланилган. Биз бу тадқиқотимизда фольклоризмлар ва уларнинг Ш.Сейтов ижоди билан боғлиқлиги масаласини гина аниқлашга ҳаракат қилдик. Унинг асарларида нақл-мақоллар сингари содда фольклоризмлар мувафақиятли қўлланилганлиги малум бўлди. Кейинги тадқиқотларимизда шоирнинг

ижодидаги нақл-мақол, термалар, эртақлар сюжетидан қанчалик фойдалана олганлигини ҳам таҳлиль қилишимиз лозим.

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**MTT DA BOLALARNI HAR TOMONLAMA TARBIYALASHDA ONA
TILINING AHAMIYATI**

Buxoro pedagogika kolleji

“Nutq o’stirish” fan o’qituvchisi

Shukrullayeva Zulfiya Nasrullayevna

Annotatsiya: Ushbu maqolada, MTT da bolalarni har tomonlama tarbiyalashda ona tilining ahamiyati haqida va MTT da bolalarni tarbiyalash yo’llari haqida gap boradi.

Kalit so’zlar: til, nutq, ta’lim, tarbiya, rivojlantirish, nutqiy intellekt, xotira, tasavvur, maqsad, vazifa, so’z boyligi, bog’lanishli nutq, nutqning tovush tomoni, nutqning grammatik tomoni, badiiy adabiyot.

Annotation: This article talks about the importance of the mother tongue in the comprehensive education of children in a preschool education organization and ways of educating children in a preschool education organization.

Keywords: language, speech, education, education, development, speech intelligence, memory, imagination, goal, task, vocabulary, connected speech, sound side of speech, grammatical side of speech, fiction.

Аннотация: В данной статье говорится о значении родного языка в комплексном обучении детей в дошкольной образовательной организации и способах обучения детей в дошкольной образовательной организации.

Ключевые слова: язык, речь, образование, воспитание, развитие, речевой интеллект, память, воображение, цель, задание, словарный запас, связная речь, звуковая сторона речи, грамматическая сторона речи, художественная литература.

Maktabgacha ta’limning asosiy vazifasi bolalarni maktabda ta’lim olishga tayyorlashdan iboratdir. Ya’ni bolalar maktabgacha ta’limda aniq bilimlarnigina

emas, fikrlash ko'nikmasini egallashi, tengdoshlari va kattalarning nutqlarini tushunishlari, ular bilan erkin fikr almashish, hamkorlik asosida faoliyat ko'rsatishi talab etiladi. Bolalarning ona tilida obrazli va mantiqiy fikrlashi, tasavvurlarini nutq orqali to'g'ri ifodalashi o'zini [nazorat qilishi](#), boshqarishi, kuzatish, eshitish, eslab qolish, umumlashtirish, solishtirish kabi aqliy tayyorgarlikka ega bo'lishi zarur. Bu vazifani bajarishda, albatta, ona tilida nutq o'stirish fanining o'rni, ahamiyati kattadir. Chunki til kishilarning o'zaro aloqa vositasi bo'lib, u barcha kishilar uchun baravar, teng xizmat qiladi, shu bois til ijtimoiy hodisa bo'lib, jamiyat taraqqiyotidagi o'zgarishlar, yangilanishlar tilda o'z aksini topadi.

Til birliklari nutqni hosil qiladi, ya'ni har bir inson o'z fikrini boshqalarga til orqali, til [birliklari orqali bayon qiladi](#), boshqalari fikrini til orqali egallaydi, tushunadi. Ya'ni nutq tevarak-atrofdagi voqea-hodisalar haqidagi fikr muloqazalarni boshqalarga yetkazishdir. Shuning uchun til va nutq inson hayotida muhim ahamiyat kasb etadi. Maktabgacha ta'limda nutq o'stirish metodikasi fanining o'qitilishi, nutq o'stirish usullarini bilish, har bir yosh guruhda bolalar nutqini o'stirish vazifalarini to'g'ri hal etish imkonini beradi, bolalarni maktabga tayyorlash vazifasining bajarilishini ta'minlaydi. Yuqorida bayon qilingan fikrlardan shunday xulosa qilish mumkinki, o'zbek tili qadimiy til sifatida taraqqiy etgan, jamiyat taraqqiyotining barcha bosqichlarida jamiyat a'zolari uchun xizmat qilmoqda.

Respublikamiz mustaqilligi o'zbek tili taraqqiyotiga ijobiy ta'sir etdi, tilimiz mustaqillikning mohiyatini ifodalash, ta'lim tizimining barcha bosqichida ona tili ta'limini takomillashtirishga xizmat qilmoqda. Maktabgacha ta'limda bolalar nutqini o'stirish ularga ona tilini amaliy o'rganish demakdir.

Nutq o'stirish metodikasi pedagogik fan sifatida 1920 yillargacha pedagogika fani tarkibida taraqqiy etdi, so'ng mustaqil fan sifatida shakllandi.

Nutq o'stirish metodikasi pedagogik fan sifatida maktabgacha ta'limda bolalar nutqini o'stirishni puxta egallagan mutaxassis tayyorlashda buyurtmachi sifatida, ilmiy izlanishlar asosida yaratilgan "Ilk qadam" tayanch dasturini o'quv

jarayoniga joriy etish, nutq o'zlashtirish metodikasi bo'yicha bilim va malakalarni shakllantirishning nazariy va amaliy jihatdan mutanosibligini ta'minlaydi, nutq o'zlashtirish usullarini ishlab beradi. Uni takomillashtirish, eng qulay usulni qo'llash orqali bolalarga ona tilini amaliy o'rgatish, nutqda [til birliklaridan foydalanish](#), o'zaro nutqiy muloqot munosabatida ona tilida fikrni to'g'ri, ifodalay olish, tengdoshlari nutqini tinglab tushunish nutqda til birliklarini ajrata bilish (tovush, so'z) nutq meyyorlarini ishiga mos holda o'rganib borish, unga amal qilish kabi faoliyatini shakllantiradi.

Demak, nutq o'zlashtirish metodikasi fani maktabgacha ta'limda nutq o'zlashtirish vazifasini amalga oshiradi, bolalarda ifodali, aniq, lo'nda va obrazli so'zlashishni shakllantirish orqali ona tilini amaliy o'rgatadi, bolalarga ta'lim beradi.

Nutq o'zlashtirish metodikasi fani maktabgacha ta'limda bolalarni og'zaki nutqini o'zlashtirish, tengdoshlari va kattalar bilan nutqiy muomala malakalarini shakllantirish orqali nutqda so'zdan to'g'ri va o'rinli foydalanish, ya'ni nutq va xulq egasi bo'lish kabi ma'naviy axloqiy sifatlarni, so'zlash odobini egallashni shakllantiradi.

Nutq o'zlashtirish metodikasi pedagogik fan sifatida rivojlantiruvchi vazifani bajaradi. Ya'ni usulika bolalar nutqini o'zlashtirish orqali ularning nutq a'zolarini anatomik-gimnastik mashq qildirish orqali nutqning ravon tushunarli bo'lishini ta'minlaydi: bolalar tafakkuri, aqliy faoliyatini rivojlantiradi, ularda nutq odobi, ma'naviy barkamollikni shakllantiradi. Chunki yaxshi rivojlangan nutq tushunarli ta'sirchan bo'ladi, bola o'z nutqini to'zlatib boradi.

Nutq o'zlashtirish metodikasi pedagogik fan sifatida bolalar nutqini o'zlashtirishning pedagogik qonuniyatlari, pedagogik faoliyatning shakllanishi va talablarini o'rganadi, nutq o'zlashtirishning eng samarali omillari, [vositalarini](#), usul va usullarini hozirgi zamon pedagogikasining yutuqlari, ilmiy pedagogik talablari asosida ishlab chiqadi, ta'limga, fanga tavsiya etadi. Nutq o'zlashtirish metodikasi ana shu pedagogik vazifadan kelib chiqqan holda pedagogikaning quyidagi asosiy savollariga javob beradi.

Nimani o'rgatish kerak? Bunda maktabgacha ta'lim ishidagi bolalarda qanday nutqiy malaka va ko'nikmalarni shakllantirish lozimligini nazarda tutiladi. Bu vazifa O'zbekiston Respublikasining ta'lim mazmunini zaruriy o'zagi hisoblangan ta'lim standarti asosida amalga oshiriladi, bunda ta'limning barqaror darajasini ta'minlash sharti bajariladi. O'quv yuklamalari meyyorga keltiriladi, tarbiyachi bolalarning o'quv faoliyati darajasi, shaxs sifatlari rivojlanishi, uning nutqiy faoliyatini nazarda tutgan holda ta'lim jarayonini tashkil etadi.

Qanday o'qitish kerak degan pedagogik savolga javob beradi. Buning uchun maktabgacha ta'lim yoshidagi bolalarning nutqini o'stirish usul va usullarini qo'llash imkoniyati, o'rni, qo'llangan usullar samarasi nazarda tutiladi, usul va usullarni takomillashtirishga zamonaviy texnologiyani joriy etishga alohida diqqat qilinadi.



“Ta'lim to'g'risi”dagi Qonun, Kadrlar tayyorlash milliy dasturini amalga oshirishda an'anaviy usullar bilan bir qatorda noan'anaviy, o'yin usulining qo'llanishi, mujassam mashg'ulotlarni tashkil etilishi, ayniqsa, hozirgi zamon yaxshi pedagogik texnologiyani ta'limda qo'llash kabilar bunga misol bola oladi.

Nima uchun aynan shunday o'qitish kerak? savoliga usulika fani nutq o'stirishning nazariy va amaliy asoslangan omillari, vositalarini qo'llash zarurligini ifoda etadi.

Nutq o'stirish metodikasining asosiy vazifasi tarbiyachilarni maktabgacha ta'limda nutq o'stirishning [ilmiy pedagogik asoslangan](#), eng

samarali natija beradigan omillari, vositalari va usullarini ishlab chiqish, tarbiyachi, pedagog, ota-onalarni nutq o'rtirish usullari haqidagi bilimlar bilan qurollantirish, eng qulay usullardan foydalanish, nutq o'rtirish mashg'ulotlarini tashkil etish samaradorligini oshirishga doir bilimlar bilan qurollantirishdan iboratdir.

Nutq o'rtirish metodikasining mazmuni maktabgacha ta'limda bolalar og'zaki nutqini o'rtirish, bolalarda kattalar, tengdoshlari bilan nutqiy muloqot, muomala qilishni bilishga o'rgatishdir. Maktabgacha ta'lim davrida bolalar 2-3 ming so'z boyligiga ega bo'lish va undan foydalanish, eshitganlarini aytib berish, ko'rganini gapirib berish, suratlarga qarab mazmun bo'yicha hikoya [tuzish va uni aytib berish](#), asosiy tayanch so'zlar yordamida hikoya tuzishga o'rgatiladi. [Shuningdek](#), nutqning ifodaliligi, nutq tovushlarini to'g'ri, aniq talaffuz etish, tilning grammatik shakllaridan nutqda to'g'ri foydalanish, badiiy asarni tinglash, tushunish, mazmunni eslab qolish va so'zlab berish, asar qahramonlari nutqi xususiyatlarini ajrata bilish, obrazli bayon etish kabi amaliy intellektga ega bo'lishni rivojlantiradi, maktabga nutqiy jihatdan tayyorlaydi.

Bu vazifalarni bajarishda nutq o'rtirish metodikasi o'zining usulolohik asosi bolgan pedagogika fani yutuqlariga, g'oyaviy-nazariy asosi bo'lgan milliy g'oya va milliy mafko'ramiz tamoyillariga, kadrlar tayyorlash milliy dasturiga asoslanadi. Shuningdek, nutq o'rtirish metodikasi maktabgacha ta'limda nutq o'rtirishni tashkil etishda ilg'or pedagoglarning amaliy tajribalari, tajriba-sinov natijalari, ilmiy- uslubiy adabiyotlarda tavsiya etilgan fikr- muloqazalarga asoslanadi natijada yaxshi vazifalarni, muammolarni va tavsiyalarni chuqur talqin etadi, eng maqbulini ta'limga joriy etadi.

Xulosa

Xulosa qilib aytganda, maktabgacha ta'lim tashkilotlarida ona tilining ahamiyati juda katta, bolalarga o'z ona tilida ko'plab mashqlar va topshiriqlar bajarish uning til boyligini shakllantirishga sabab bo'ladi. Uning nutqini ifodaliligi va o'z fikrini tez va ravon talqin qilishida maktabgacha ta'lim tashkilotida berilgan ona tilidagi ta'limlar qo'l keladi. Bolanida o'z ona tilisida

chiroyli suhbat qura olish, o'z tilida mustaqil va ravon matn o'qish, she'riyat va ifodali o'qishga, nutq madaniyatiga mehr uyg'otish zarur. Bola hayoti davomida faqat nutq ustida ishlashga ham majburlantirilmasligi kerak. Hayot faoliyatida bola faqat o'zligini rivoji uchun harakat qilishi lozim, ungga to'g'ri yo'nalish berish kattalarning qo'lida, ba'zan, bolaning o'ziga mustaqil tanlovni qo'yib berish va uning tanlovini hurmat qilish lozim. Ijobiy tanlovi va mustaqil fikrlashi hurmat-e'tiborga sazovor bo'lganda bola o'ziga ishonchini orttiradi, agarda, buning aksi bo'lsa, bola kelajakda mustaqil hayotga qadam qo'yishdan, mustaqil g'oyaviy fikrlashlardan o'zini doim yiroq tutadi, uning barcha ijobiy yutuqlarini rag'batlantirish lozim, shundagina u hayotidan mamnun va o'zini topishi mumkin.

Bolaga yoshligidan hayotning qiyinchiliklarini qadam va qadam tushuntirib, bunday holatlarda o'zini qanday tutishi kerakligini o'rgatish lozim. Doim ham emas, ammo, u bilan suhbatlashyotganda ungga jiddiy muomala qilish lozim, jiddiy vaziyatlarda jiddiylik, vaqti-vaqtida o'yinqaroqlik ham kerak.

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**THE ROLE OF INTERCULTURAL COMMUNICATION
COMPETENCE IN ENGLISH TEACHING**

Senior teacher: Rakhmonova A.U.,

Scientific advisor: Assoc. Ismailov A.R

Abstract: This article discusses the relationship between linguistic competence and intercultural communication competence and the role of English language teaching in the intercultural communication competence of trainees. The article explores how to develop the intercultural communication competence of English language learners in English language teaching, as well as understanding the important goals of English language teaching.

Key word: Competence, skill, ability, linguistics, communication

If we look at the history of linguistics, the term "competence" was first used by N. Chomsky in the middle of the 20th century, and evaluates it as a set of knowledge, skills and abilities oriented towards activities in the process of language use. Some scientists who are his followers interpreted this concept as a competence approach. In this case, the concepts of competence and competence approach are noted as factors indicating effectiveness in education. Speaking about the competence of intercultural communication, first of all, we should pay attention to the literal meaning of the word competence. Therefore, the concept of "competence" is derived from the Latin word "competere" - to match, and means "suitable, worthy of one's profession".[1] In addition, this word in a broad sense means the ability to apply existing knowledge and skills in practical experience in solving general or specific comprehensive issues. Therefore,

competence is the ability to apply the acquired knowledge, skills and abilities in practice, activities that lead to the expected result.

"Competence" is a description given to the subject and his activity, and it is often used in the lexical-normative literature, which provides various information, as "the knowledge that allows one to think about something, express one's opinion is defined as "deep acquisition". In other words, competence is primarily a knowledge-based level of understanding what is needed to perform a job (achieve a goal). Professional competence is the ability to effectively apply knowledge and skills in practical experience in solving problems related to professional activity. R.P. According to Milrud: "... competence is a special field of activity in which an individual (person) demonstrates a mastered achievement strategy at a high level. Based on experience, existing knowledge, and continuous self-improvement, strategies for how to perform actions in various spheres of the surrounding existence are actions performed in order to acquire skills and practical knowledge. So, competence is the ability to work effectively due to mastering success strategies on the basis of formed skills and acquired practical knowledge [2]. Therefore, the modern understanding of competence includes the ability of a person to use his capabilities and perform certain functions, as well as the existence of mental states that allow him to act independently and responsibly. The problem of applying a competency approach to the educational process It has its own history, and according to its origins, it goes back to the researches of foreign authors such as N. Chomsky, R. White, J. Raven, D. Hymes.

The introduction of the competency-based approach to education in our Republic has led to the improvement of the State Education Standard based on this approach, and changes to the contents of the curriculum and textbooks of all levels of the continuous education system. The State Education Standard, improved on the basis of the competence approach and approved by the Cabinet of Ministers of the Republic of Uzbekistan on April 8, 2017, specifies the

requirements for the formation of basic and special competencies in accordance with the age characteristics of students at the stage of general secondary education. Communicative competence, information processing competence, self-development competence, socially active citizenship competence, national and general cultural competence, mathematical literacy, awareness and use of science and technology innovations are defined as basic competencies. Today, the types of competence are reflected in the State educational standards for all subjects and competences related to a private subject have been developed. In the state educational standards, in particular, the following competencies are defined for teaching foreign languages:

Linguistic competence means knowledge of language material (phonetics, vocabulary, grammar) and acquisition of skills in speech activities (listening, speaking, reading and writing). Sociolinguistic competence is the competence that allows the speaker to choose the necessary linguistic form and expression based on a speech situation, communicative goal and desire. Pragmatic competence refers to the ability to get out of difficult situations by repeatedly asking, apologizing,

It is expected that these above-mentioned competencies will lead to the formation of students' communicative competences in a foreign language. It can be seen that the communicative competence is the main competence that is based on the basic competences and arises from the set of special competences, which serves to ensure competence. In turn, communicative competence includes such competences as linguistic, sociolinguistic, discursive, strategic, socio-cultural and social competences. Nowadays, the main goal of teaching foreign languages is only to convey linguistic knowledge, skills and abilities, and even it should not consist only of studying the information about country studies as in the brochure. Ter-Minasova's opinion about this is as follows: "...in the pedagogical process, the ability to participate in intercultural communication should occupy the main place. This is especially important now, when "the

intermingling of peoples, languages, and cultures is unprecedentedly widespread - to educate tolerance to other cultures, to arouse interest and respect for them, as well as the excesses and deficiencies of other cultures." or coping with feelings of dissimilarity are cross-cutting. It is in this connection that a comprehensive interest in the issues of intercultural communication arose" [3].

In fact, we can say that the socio-cultural context of teaching foreign languages has changed. At the current stage of teaching languages of international communication, knowing the culture of the country whose language is being studied is important in using the language. Learning language together with culture is the main direction of modern language education, and being able to effectively use it in practice leads to great success. Language cannot be studied in isolation from the culture of the society being studied, language and culture are a whole concept that is always used side by side. Because language is a product of society's development and a carrier of its culture. Even when linguistic competence is sufficient or even at a high level, the effectiveness of communication in a foreign language may decrease due to the lack of knowledge about non-linguistic existence.

A.V. Khutorskoy also studies and differentiates between valuable-meaningful, general cultural, educational, informational, communicative, social-labor, and personal self-improvement competencies. The author states that such a list of basic competencies "is based on the main goals of general education, the structural structure of social experience and personal experience, and the main types of activities that allow the student to acquire the skills of social experience, living and practical activities in modern society"[4] notes that.

Another scientist D.F. And Ilyasov includes the following among the main competencies in learning a foreign language as an academic subject:

- social competence - the ability to act taking into account the views of other people in a society;

- subject competence, that is, the ability to understand language as a means of learning and communication;
- informational competence - the ability to acquire information technologies, the ability to work with any type of information and the ability to use information technologies in language learning;
- projective competence - the ability to create one's own product, to make decisions in individual and collective activities and to be responsible for one's decisions;
- socio-cultural competence - the ability to act in accordance with one's own culture and that of others, using universal etiquette, cultural identity and legal knowledge;
- communicative competence, that is, the ability to understand others and be comprehensible to them using means of communication in a foreign language[5].

Development of socio-cultural competence requires socio-cultural adaptation, integration of a person into a new culture.[6] Most researchers interpret socio-cultural competence in relation to country studies and cultural studies. The emergence of the science of linguistics and cultural studies also confirms the emergence of these views.

N.A. Salanovych states as follows that studying the language together with country studies arouses a strong interest in the study of students and allows solving four issues related to language, folk culture, history of country studies, and traditions in modern education in the process of communication. creates[7].

According to the classification of I. A. Zimnyaya and in accordance with the recommendation of the Council of Europe, socio-cultural competence is a competence related to life in a multicultural society, that is, a group of competences "relating to interactions between a person and the social sphere" [

8]. So, socio-cultural competence is inextricably linked with universal and social competences, and it serves as the main factor in the development of intercultural communication competence.

Intercultural communication aims to develop the component:

- achieving competence in foreign culture;
- know their culture and be able to talk about it;
- achieving intercultural understanding that leads to respect for others and tolerance;
- to have the ability to analyze one's own culture and that of others.

We defined the competence of intercultural communication as follows: competence of intercultural communication - a person communicating in a foreign language is aware of the national-cultural characteristics of the social and speech behavior of the speakers, their traditions, rules of conduct, history and culture, and in the process of communication It is the ability to demonstrate the ability to successfully communicate with representatives of other cultures using this knowledge. Again, we must say that the students' mother tongue and the factors in the socio-cultural environment reflected in it are also of primary importance in forming perceptions about the culture of the country where the language is being studied.

Cholevki said, "Linguists do not always pay attention to linguistic difficulties faced by foreign language speakers. However, it is these that can be a decisive factor in studying or getting a job in the country where this language is being studied"[8]. That is why we should pay special attention to this issue in the course of language teaching to cadets, that is, we should eliminate linguistic difficulties.

Thus, the competence of intercultural communication helps to form a sociological component based on information about culture, philosophy,

ethnolinguistics, history, literature, geography and country studies. Therefore, this component is based on the generalization of the knowledge obtained from the fields of sociology, linguistics, and country studies, and introduction to ethnocultural universal culture.

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**CONTEMPORARY APPROACHES IN TEACHING A FOREIGN
LANGUAGE**

Aliyeva Dilorom Xolmatovna

Teacher at Uzbekistan state World Languages University,

Tashkent city, Uzbekistan.

Abstract: Nowadays, the demand for knowledge and language learning is increasing year by year. This article contains the most important information about the methods of learning a foreign language, as well as their application methods and effectiveness. Also, this work provides a lot of useful information on new approaches in language teaching, new pedagogical requirements and the analysis of applied processes.

Key words: Intensive teaching methods, game activity, language learning requirements, competence.

Interest in learning foreign languages has increased significantly this year. To this point, a decree aimed at the development of foreign languages after the independence of our country measures are also the cause. The educational system is free-thinking, makes it a task to educate a well-rounded person. Also, 2012-on measures for teaching foreign languages adopted on December 10 the president's law expands opportunities to learn foreign languages. In our country foreign language teaching knowledge and skills of foreign language teachers A new method in accordance with the "CEFR" European recommendations for evaluation and requirements were developed. Today, the ability to know foreign languages is excellent and it is becoming one of the integral parts of the system experts have a high rate of cooperation with foreign partners due to the fact that they have a high demand for language learning. Modern in society, foreign languages are an important component of any professional education among

those mentioned above, educational courses or independent got acquainted with the collections that help to learn a foreign language.

Today, for people with different levels of language knowledge, there are large collections of educational materials. In order to achieve this goal success depends on the practical methods and qualifications of teachers. Ability to use information technologies and modern teaching methods helps to quickly understand new materials.

1. By combining different methods, the teacher will be able to solve certain educational programs. This relationship with teachers and students with modern methods of teaching foreign languages they should get acquainted with the most effective ways to achieve their goals selective skills are formed. There are several aspects of teaching and learning the use of methods gives effective results. Teaching is in small stages is implemented and is based on the student's existing knowledge system.

2. Time as it progresses, new things are increasing in every field, even in language learning different styles are emerging. of the learner in learning English step-by-step learning based on potential and level, age gives good results. Such students are taught at the primary level, secondary is divided into groups on the basis of teaching at a higher level. Each a special program is developed by the teacher for this stage. At the initial stage, important attention is paid to pronunciation. Harmer's said that "this is the first requirement of those who know the mother tongue during the interview "pronunciation". At the beginning of the educational process, the teacher pays the main attention should focus on the student's pronunciation. Grammar and vocabulary are the main ones if the speaker's pronunciation is incorrect, all this is useless. Original grammatical errors in speech if the speaker pronounces the words correctly and they can understand what the speaker's goal is.

English at the middle stage of language learning, the main focus is on the volume of texts and help to increase thinking, speech activity, and initiative in reading and understanding it is necessary to use the methods that are given during the educational process formation of speech skills and social flexibility in training. Sufficient attention should be paid to development. In addition, in education every success of the lesson largely depends on the proper organization of the training depends. The lesson should be based on the creative cooperation of the teacher and the student will be able to think independently and freely, and they will be trained. According to it, textbooks were created for students of general education schools, lyceums, vocational colleges. In accordance with these requirements, this process cannot be carried out without classrooms, computers, players, and CDs. Listening comprehension is one of the most important parts of language learning.

At the same time, the reader is required to pay attention to the speaker's pronunciation and compliance with grammatical rules, vocabulary and its meanings. Teaching and learning a foreign language using modern technologies is the best one of the effective methods. Today in schools through interactive games going to class is becoming a tradition. As you know, there are various games in the classroom to show the possibilities of students, to concentrate their attention, to increase their knowledge and skills and improve their competence in language learning will help. In the process of games, the student is compared to a regular lesson he is more interested in training and works freely. English language one of the most important requirements of the classes is to encourage students to think independently is to teach. Today, English teachers in the United States, using innovative methods based on the experience of English pedagogues are coming. Examples of this are "Merry Riddles" for students teaching riddles is important in teaching English, they learn unfamiliar words and find answers to riddles they find "Quick answer" when the lesson is taught using the "Quick answer" game method to strengthen the topic and the

effectiveness of learning new words helps to increase. "Story Chain" method in "Story Chain". "When Pictures Speak" helps to develop students' speaking skills that is, the "When Pictures Speak" method is very convenient for teaching English the student helps in the development of students' oral speech uses pictures related to the topic. "Question potatoes" - "Quiz Cards" Potatoes are distributed according to the number of students and all students are equal allows you to participate in the lesson, which saves time. Every innovation technology has its own advantages.

Innovative method in English lessons, students' logical thinking abilities as a result of using methods develops, the speech becomes fluent, the ability to answer quickly and correctly is formed. Such methods make the student eager for knowledge. The student is attentive to lessons strives to be ready. Currently, he is in the process of teaching English The problem of forming creative abilities in teenagers is of special relevance is doing. It is looking for ways to solve this problem and steps is being taught. The first stage has begun. The first stage has begun level of education (grades 1-4). At this stage, children have long-term memory will be. They can be taught through games. And they sing at that age they learn quickly. This is the average level of secondary education (grades 5-9). students of the second stage have already reached the level of knowledge of a foreign language. Chet the use of interactive methods in language teaching, the effectiveness of language acquisition increases. Nowadays, knowing a foreign language is very important The following method is also effective in learning, that is, movies in English and watching movies and showing them in oral speech.

In conclusion, it should be noted that any methods and approaches efficiency depends on the aspirations of both parties, namely, students and teachers, and is evaluated by being able to express a correct opinion on the process. So, "Method" as a scientific concept in the broadest sense is the way to achieve a particular goal, in the narrowest sense in order to know the phenomena

and laws of nature and social life indicates a method of solving a task. Knowing the objective world, what to learn in theory, who and how to educate. There are issues that are inextricably linked. The science of pedagogy is enriching and updating its essence existing pedagogical phenomena and processes to its goals and objectives learns in appropriate ways. In general, pedagogy in practice, a great wealth of teaching methods and techniques collected. Different conditions in choosing them, the science being taught character, age characteristics of children, level of prior preparation etc. are taken into account.

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**ADABIYOT DARSLARIDA KO'RGAZMALI QUROLLARDAN
FOYDALANISH**

*Samarqand viloyati Qöshrabot tuman
80-maktab Ona tili va adabiyot fani óqituvchisi
Xidirova Dilobar*

Annotatsiy. Maqolada adabiyot darslarida o'rgatilayotgan mavzuning o'quvchilar uchun yanada tushunari va esda qolarli bo'lishi uchun tayyorlangan ko'rgazmalarning sifati, ko'zda tutilgan maqsadlarga mosligi, qulayligi va ulardan to'g'ri foydalanish mashg'ulotlar samaradorligini oshirishga ijobiy ta'sir ko'rsatishi muhimligi haqida yozilgan.

Kalit so'zlar: talab, mutaxassis, metodik dars.

Bugungi kunda fan, madaniyat, axborot texnologiyalari jadallik bilan rivojlanib borayotgan mamlakatimizda ta'limni rivojlantirish eng asosiy masalaga aylanib bormoqda.

Bugun adabiyot kirib bormagan biror soha yo'q, har bir fan, albatta, adabiyot bilan uzviy bog'liq. Ushbu fanga o'quvchini qiziqtirish, rejada berilgan mavzularni to'liq o'zlashtirilishini ta'minlash pedagogning vazifasi sanaladi. Pedagog kutilayotgan natijaga erishish uchun avvalo darsni rejalashtirishi yoki loyihalashtirishi lozim bo'ladi. Darsni loyihalashtirishda quyidagi tavsiyalarni berib o'tamiz.

Bugungu kunda interfaol metodlarni 3-guruhga ajratishadi.

Interfaol metodlar: "Keys-stadi" (yoki "O'quv keyslari"), "Blist-so'rov", "Modellashtirish", "Ijodiy ish", "Muammoli ta'lim" va b.

Interfaol ta'lim strategiyalari. "Aqliy hujum", "Bumerang", "Galereya", "Zig-zag", "Zinama-zina", "Muzyorar", "Rotastiya", "Yumaloqlangan qor" va

bosh. Interfaol ta'lim metodlari tarkibidan interfaol ta'lim strategiyalarini ajratishda guruh ishini tashkil qilishga yondashuv ma'lum ma'noda strategik yondashuvga qiyoslanishiga asoslaniladi. Aslida bu strategiyalar ham ko'proq jihatdan interfaol ta'lim metodlariga tegishli bo'lib, ularning orasida boshqa farqlar yo'q.

Adabiyot darslarida ko'rgazmalilikni amalga oshirishda, avvalo, o'quvchilarning yoshi, bilimi va tarbiyalanganlik darajasi hisobga olinadi. Har bir ko'rgazmalardan foydalanishning o'ziga xos xavfsizligi va talablari qo'yiladi. Bu talablarga to'liq rioya qilishi har bir o'qituvchining doimiy e'tiborida bo'lishi lozim. Chunki tayyorlangan ko'rgazma gigienik tomondan va psixologik tomondan o'quvchiga mos bo'lishi shart.

Bundan tashqari har bir tayyorlangan ko'rgazmadan foydalanish vaqt miqdorini to'g'ri belgilash va unga rioya qilishning o'ziga xos asoslarini bilishi hamda darsning maqsadiga muvofiq qo'llash talab qilinadi. Har bir ko'rgazmani tayyorlash jarayonida o'ziga xos vositalar qo'llaniladi va mashg'ulot jarayonida ulardan to'g'ri, unumli va xavfsiz foydalanish lozim. Tayyorlangan ko'rgazmalarning sifati, ko'zda tutilgan maqsadlarga mosligi, qulayligi va ulardan to'g'ri foydalanish mashg'ulotlar samaradorligini oshirishga ijobiy ta'sir ko'rsatadi. Maktabda har bir o'qituvchi ayrim turdagi ko'rgazmalardan o'quv mashg'ulot jarayonida o'quv materiallarni amalda qo'llash uchun tayyorlashini tashkil qilish metodik faoliyatning ajralmas bir qismi hisoblanadi. Bunda o'qituvchilar o'z mutaxassislik fanlari bo'yicha o'zlari tanlagan mavzudagi darsni eng maqsadga muvofiq ko'rgazmali qurollardan foydalanib o'tkazish yuzasidan dars ishlanmasi tayyorlashlari va uning asosida ochiq darslar o'tkazib borishlari tavsiya qilinadi.

Badiiy adabiyot borliqni jonli manzaralar, obrazlar orqali aks ettiradi. Tabiatiga ko'ra adabiyotning o'zi borliqning ko'rgazmali tasviridan iborat. Ammo adabiyot darslarida san'atning boshqa turlari: kino,

televidenie, musiqa, tasviriy san'at ham yordamga kelishi mumkin. Bular adabiyot darslariga qo'shimcha axborot manbasi bo'lib xizmat qiladi, o'quvchilarda estetik tuyg'ularning shakllanishi va rivojiga imkon beradi, shuningdek adib yaratgan obrazlarning o'quvchi ongida yanada puxtaroq muhrlanishiga yordam beradi. Hozirgi paytda turli kinoapparatlar, televizor, magnitafon har bir maktabda ham, har bir xonadonda ham deyarli mavjud. Bularning hisobiga ko'rgazmali qurollar doirasi yanada kengaydi.

Shuni alohida ta'kidlash joizki, ko'rgazmalilikdan darsda va sinfdan tashqari ishlarda foydalanish bir- biridan o'z xarakteriga ko'ra jiddiy farq qiladi hamda boshqa-boshqa maqsadlarni ko'zda tutadi. To'garak ishlarda, sinfdan tashqari mashg'ulotlarda o'qituvchi masalan, o'quvchilarning san'atini muayyan turi haqidagi tasavvurlarini kengaytirish yoki o'quvchilarni biror tasviriy san'at, musiqa asari, tele yoki kinofilm bilan tanishtirish vazifasini qo'yishi mumkin. Bu albatta o'quvchilarning adabiy asarlarni o'zlashtirishlariga muayyan darajada ijobiy ta'sir ko'rsatadi. Adabiyotning boshqa san'at turlari bilan o'zaro ta'siri bir xil bo'lmasa-da, o'quvchilarning kino, teatr, musiqa, tasviriy san'at haqidagi tajribalari ularning adabiy jihatdan kamolotlarida jiddiy ta'sir ko'rsatadi.

Darsda esa ko'rgazmalilik o'quvchilarning asarni o'zlashtirishiga yordam bera oladigan darajadagina qo'llanishi mumkin. Aks holda u birinchi o'ringa chiqib, asosiy mavzu orqa o'rinda qolishi mumkin. Adabiyot darslaridagi ko'rgazmalilikning bosh vazifasi o'quvchilarga adabiy asarni idrok etishda ko'maklashish, yozuvchi ijodini to'laroq tasavvur etishga yordamlashish adabiy-nazariy tushunchalarni egallashga qo'shimcha imkon yaratish, o'quvchilar nutqini o'stirishni ta'minlashdan, bir so'z bilan aytganda adabiyot o'qituvchisi oldida turgan barcha vazifalarni hal qilishga yordam berishdan iborat.

Bu xususiyat har bir aniq holatda turli xususiyatlarga ega bo'lishi mumkin. Ko'rgazmalilikdan foydalanganda darslarda shartli ravishda o'quvchining passiv yoki faol ishtiroki haqida gapirish mumkin. Agar ko'rgazmali qurol o'quvchi faolligiga ijobiy ta'sir ko'rsatmasa undan foydalanmagan ma'qul.

Gap o'tmish adabiyoti, yoxud chet el hayoti bilan bog'liq asarlar ustida boradigan bo'lsa, ko'rgazmalilikning ahamiyati yanada ortadi. Zero o'quvchi xira tasavvur qilgan yoki mutlaqo tasavvurga ega bo'lmagan voqea va hodisalar haqida ko'rgazmalilik tufayli yorqinroq va aniqroq bilim va tasavvurlarga ega bo'ladi. Bunday paytda o'qituvchining izohi kamlik qiladi, ana shu o'rinni ko'rgazmalilik to'ldiradi. Ko'rgazmalilik o'qituvchi izohida ham mavjud. Garchi bunday holatlarda o'quvchida passivlik sezilsa-da, ammo bu ko'rgazmalilikning rolini mutlaqo pasaytirmaydi. Ammo shunisi muhimki, ko'rgazmalilik vositasida o'quvchi faol muloqotga, suhbatga, faol fikrlash darajasiga yetsin. Ko'rgazmalilik adabiy jarayon, hodisa yoki obrazning muayyan qirralarini ochishga yordam bersagina shunday bo'ladi. O'quvchilar bilim faoliyatini oshirish va faollashtirishda ularni o'zlarini ko'rgazmali qurollar yasashga jalb etish ham samarali bo'ladi. Xususan, she'riy vaznlarni belgilashda, adabiy tur va janrlarni ajratishda o'quvchilarning o'zini ham bunga jalb etish mumkin. Bu o'quvchilardagi muayyan bilimlarni mustahkamlashda ham qo'l keladi.

Demak, ko'rgazmalilikning vazifalari nihoyatda xilma-xil bo'lishi mumkin. Hozirgi paytda ko'rgazmalilikning turlari nihoyatda xilma-xildir. Ularning har biri ko'rish, eshitish, sintetik shakldagi ko'rgazmalilikka tegishli bo'lishi mumkin.

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**ALOQA O‘YINLARIDAN FOYDALANISH ASOSIDA BO‘LAJAK FAN
O‘QITUVCHISI KASBIY VAKOLATINI TAKOMILLASHTIRISH**

Usmonova Ro‘zixon Bozorovna

O‘zbekiston davlat jismoniy tarbiya va sport universiteti o‘qituvchisi

Kalit so‘zlar: kasbiy faoliyat, muloqot, vaziyat, ta’lim, tarbiyaviy jarayon, pedagogik faoliyat

Ключевые слова: профессиональная деятельность, общение, ситуация, обучение, образовательный процесс, педагогическая деятельность.

Keywords: professional activity, communication, situation, education, educational process, pedagogical activity

O‘qituvchi kasbiy faoliyatida muloqot madaniyatini shakllantirish muammosi kishilik jamiyatining ehtiyojlari va talablaridan kelib chiqqan holda hal qilinadi. Shu boisdan hozirgi davrda O‘zbekiston Respublikasining “Ta’lim to‘g‘risida”gi Qonuni, “Kadrlar tayyorlash milliy dasturi”da kasb tanlash motivlari, kasbiy tayyorgarlik, kasbiy layoqat va kasbiy mahorat bilan cheklanib qolmaslikni, balki bo‘lg‘usi pedagog kadrlar shaxsiy faoliyatida kasbiy madaniyatni tarkib toptirish mutlaqo zarur ekanligi ta’kidlanadi. Respublikamizda o‘qituvchilik kasbining o‘ziga xos etnopsixologik fazilatlari, hislatlari, qobiliyatlari ish uslublari, pedagogik mahorat sirlarini egallash yo‘llari, shaxslararo muloqot madaniyati yuzasidan turli davrlarda har xil ilmiy izlanishlar olib borilgan.

Muloqot madaniyatining tarbiyalovchi imkoniyatlarini ro‘yobga chiqarish ko‘p jihatdan o‘qituvchining shaxsiy sifatlari bilan belgilanishini ta’kidlab o‘tish lozim. Pedagogik muloqot madaniyatining har jihatdan to‘g‘ri tanlangan, o‘qituvchining ma’naviy saviyasi, betakror xususiyatlariga muvofiq keluvchi uslubi quyidagi vazifalar majmuini hal qilishga yordam beradi:

birinchidan, muloqotda har bir o'quvchiga alohida e'tibor va dilkashlik sinf jamoasi bilan umumiy muloqot jarayonini soddalashtiradi, o'qituvchining erkin pedagogik faoliyati uchun zamin tayyorlaydi, ziddiyatli vaziyatlarni oson hal qiladi;

ikkinchidan, har bir o'quvchi bilan o'zaro munosabatni erkin muloqot asosida tashkil qilish, ularning yosh xususiyatlariga monand pedagogik va psixologik muloqot uslublarini tanlash, uning ruhiyatini bilishga, ichki dunyosiga "kirib borish"ga yo'l ochadi;

uchinchidan, pedagogik muloqotda o'qituvchining ma'naviy-axloqiy normalari muvaffaqiyatlar kaliti bo'lib, ta'lim-tarbiya samaradorligini oshiradi, muloqotning barcha bosqichlarida o'qituvchining o'z faoliyatidan qoniqish hissini va xotirjamligini ta'minlaydi.

Ta'lim-tarbiyaviy jarayonni tashkil etishda pedagogik muloqot madaniyati o'qituvchi va o'quvchilarning bevosita o'zaro munosabatini ma'lum bir maqsad sari hamjihatlikka yo'naltiruvchi kuchdir. Bu o'rinda o'qituvchi quyidagi vaziyatlarni e'tiborga olishni alohida ta'kidlash lozim:

- o'qituvchining ilk tarbiyaviy faoliyatidan boshlab muloqot madaniyatiga rioya qilishi, bu jarayonda o'qituvchi va o'quvchilar jamoasi bilan har kungi muomalani vaziyatga qarab rejalashtirishi, har bir harakat, so'z ohangiga e'tibor, an'anaviy muloqotning eng yaxshi xususiyatlarini o'zlashtirishi;

- muloqot asosida sinf jamoasidagi turli vaziyatlarni qayd etish, o'quvchilar hatti-harakatining oldingi holati bilan, tarbiyaviy faoliyatdan keyingi holatini qiyoslab chiqib baho berish;

- o‘z muloqot uslubi natijalarini tanqidiy nuqtai nazardan tahlil qilib, kamchiliklarni uzluksiz bartaraf etib borish. Zarur so‘z, ovozdagi yoqimli ohang, hulq-atvorni vujudga keltirish;

- pedagogik muloqot madaniyatining samarali kechishi uchun uning shart-sharoitlarini bilib olishning o‘zi kifoya qilmaydi, o‘quvchilar bilan o‘zaro muomalaning “ustoz-shogird” an’analariga xos boshlanishi va o‘zaro fikr almashish asosida muhim vazifalarni hal qilish bilan muomala ob’ekting diqqatini o‘ziga jalb qilish;

- muloqot ob’ekti, ya’ni o‘quvchining diqqatini o‘ziga jalb qilish deganda nimani anglash kerak? Buning ma’nosi o‘qituvchi o‘zining xushmuomalaligi, madaniyati, go‘zal xulqi, muloqotda o‘quvchilar qalbiga yo‘l topa olishi bilan o‘z mahoratini namoyish qilib, muloqot madaniyatining tashkiliy shakllariga ijtimoiy-psixologik negizni asos qilib olishidir.

Ko‘rsatib o‘tilgan vaziyatlar asosida pedagogik ta’sir ko‘rsatish uchun, o‘qituvchining pedagogik muloqot madaniyatiga, etikasi va odob-axloqiga, dilkashligiga, muosharat odobiga alohida talablar qo‘yiladi. Ushbu fazilatlar o‘qituvchining sinf jamoasida, ota-onalar bilan muloqot qila bilishida, o‘quvchilar bilan aniq maqsadni ko‘zlagan holda tarbiyaviy faoliyatni tashkil etishida va ularni boshqara olishida muvaffaqiyatlar garovidir.

Kasbiy faoliyatning noyob fazilati bo‘lmish pedagogik muloqot madaniyatiga amal qiladigan yosh o‘qituvchi quyidagi xususiyatlarni o‘zida mujassamlashtirishi lozim:

- mamlakatimizning ijtimoiy-siyosiy talablari va ehtiyojlariga mos bo‘lgan yuksak ma’naviyat darajasidagi qarashlar, kuchli va barqaror e’tiqod, davlatimiz ideallari, milliy g‘oya va istiqlol mafkurasiga sodiqlik, vatanparvarlik, fidoyilik tuyg‘ulari shakllangan ijtimoiy-siyosiy faol shaxs;

- o‘quvchilarga samimiy mehr–muhabbat, ularning har qanday ehtiyojlari, qiziqishlari, hatti-harakatlari motivlarini, xulq-atvorlarini tushunish ko‘nikmasi va malakasining shakllanganligi;
- jamiyatda ro‘y berayotgan hodisalar, jahonda ro‘y berayotgan voqealar, tabiatga, borliqqa, shaxslararo, guruhlararo, millatlararo munosabatlarga nisbatan pedagogik kuzatuvchanlik, yangilikka, ijodiy izlanishga nisbatan intilish qobiliyatining mavjudligi;
- pedagogik faoliyatning barcha jabhalarida odamlarning hatti-harakatlari, munosabatlaridagi xususiyatlarni oqilona tushunish, o‘z faoliyatiga nisbatan refleksiv munosabatni tarkib toptirish;
- har qanday favqulotda vaziyatlarga, jamiyatda ro‘y berayotgan yangiliklarga nisbatan hamda ijtimoiy – iqtisodiy o‘zgarishlarga omilkorlik va aql idrok bilan munosabatda bo‘lish, o‘z oldiga to‘g‘ri maqsad qo‘ya olish, reja tuzish, bevosita nazorat qilish, boshqarish va o‘z imkoniyatlarini namoyon eta olish;
- pedagogik faoliyatlarda, jamoatchilik tizimida muvaqqat guruhiiy munosabatlarda ommaviy harakatlarda tashkilotchilik va boshqaruvchanlik qobiliyatini namoyish etishi;
- dunyoqarashi va tafakkur ko‘lamining kengligi, dunyoviy bilimlarni bilishga nisbatan qiziqishining serqirraligi, ilmiy izlanishlarga moyilligi, muayyan ilmiy salohiyat va pedagogik mahorat darajasini muntazam oshirib borishi;
- o‘quvchilar bilan muloqotda layoqatliligi, nutq madaniyatining mantiqan ixcham, ma’noli, ta’sirchan kuchga egaligi, psixologik ta’sir o‘tkazish uslublari bilan qurollanganligi.

Har bir o‘qituvchi uchun o‘quvchilarga to‘g‘ri, omilkor axborot uzatish va unga suhbatdoshini ishontira olishi kasbiy zaruriyat hisoblanadi. Bunda o‘qituvchining muloqot madaniyati, ma’naviy olamining kengligi muhim ahamiyatga ega. O‘qituvchilarning pedagogik faoliyati uzluksizdir, u pedagogik

muloqot madaniyatini muntazam shakllantirib borishida quyidagi yoʻnalishlarga eʼtibor berishi lozim:

1. Yuksak pedagogik faoliyat nuqtai nazaridan oʻz-oʻzini anglashi, (muomalada oʻzining oʻzaro fikr almashishga doir sifatlarini, ijobiy va zaif tomonlarini bilishi) va shu asosda oʻzaro fikr almashish yoʻli bilan oʻz-oʻzini tarbiyalashi.

2. Kishilar bilan oʻzaro munosabatda kommunikativ iqtidorini shakllantirib borishi, muloqot asosida toʻgʻri bashorat qilish sezgilarini mashq qildirishi, muloqotda oʻzining ideal tasavvurlarini, imkoniyatlarini boshqalar (oʻqituvchilar jamoasi, oʻquvchilar, ota-onalar) qanday baholashi haqidagi refleksiv tasavvurlarini tahlil qilishi.

3. Oʻzida muloqot odobining muhim xususiyatlarini rivojlantirish yuzasidan ixtisoslashtirilgan mashqlar asosida ishlashi.

4. Oʻquvchilar va ota-onalar bilan tarbiyaviy maqsadlarga qaratilgan turli jamoat ishlarini olib borishi, bunda oʻzaro fikr almashish asosida pedagogik tashkilotchilik qobiliyatini takomillashtirib borishi.

5. Muloqot jarayonida paydo boʻladigan salbiy holatlarni yengish koʻnikmalarini shakllantirishi, dilkashlik va xushmuomalalikni rivojlantiradigan vaziyatlar tizimini yaratishi.

**TA'LIM SAMARADORLIGINI OSHIRISH MUAMMO VA
YECHIMLAR**

Alimova Oydinxon Turg'unboyevna

Andijon viloyati Paxtaobod tumani 13-maktab rus tili fani o'qituvchisi

Annotatsiya: Ushbu maqolada Ta'lim samaradorligini oshirish:muammo va yechimlar haqida ma'lumotlar berilgan.

Kalit so'zlar: Ta'lim, innovatsion texnologiyalar, pedagogika, psixologiya, metodika, predmet.

Ta'lim — bilim berish, malaka va ko'nikmalar hosil qilish jarayoni, kishini hayotga va mehnatga tayyorlashning asosiy vositasi. Ta'lim jarayonida ma'lumot olinadi va tarbiya amalga oshiriladi. Ta'lim tor ma'noda o'qitish tushunchasini anglatadi. Lekin u faqat turli tipdagi o'quv yurtlarida o'qitish jarayonini emas, oila, ishlab chiqarish. va boshqa sohalarda ma'lumot berish jarayonini ham bildiradi.

Hozirgi sharoitda innovatsion faollik oliy ta'limning ham mazmun hamda tashkiliy tuzilmaviy jihatdan qayta ishlab chiqish bilan bevosita bog'liq. Bu jarayonlarning asosi bo'lib oxirgi uch, o'n yillikda pedagogik ta'lim nazariyasini tezkor ishlab chiqilishi bo'ldi. 8(A.A.Abdulina, Ye.V.Bondarevskaya, V.I.Zagvyazinskiy, V.S.Ilin, N.M.Kan-Kalik, V.A.Slastenin va b.q) Pedagogik ta'lim rivojlanishining zamonaviy innovatsion yo'nalishlarini ichida xususiy innovatsion nazariyani shaxsiy (xususiy) yo'nalishli ta'lim sohasidagi ishlanmalarni, ta'limni tashkiliy-tuzilmaviy modelini, ta'limni ko'p darajali tizimini rivojlantirishni ajratib ko'rsatish mumkin. Hayotiy kelajakni amalga oshirish uchun inson ongli tarzda qayta o'z-o'zini faoliyatini yo'lga qo'yadi va buning uchun ta'lim jarayoni

imkoniyatlaridan foydalanadi. Ayniqsa, bu jarayon talaba yoshi davri, yoshlik davri ayni ushbu jarayonni yo'lga qo'yish uchun muhim bosqich davri hisoblanadi. Ushbu konsepsiyaning keyingi g'oyasi pedagogik sub'ektivlikni rivojlanishi bilan bog'liq: talaba "o'rganuvchi", "o'quvchi", "o'qitadigan" pozitsiya orqali o'tadi. Agar oliy o'quv yurti "o'qish joyi va vaqti emas, balki yigit va qizlarni katta bo'lish maydoni"(D.B.Elkonin) deb qaralsa, u holda ushbu oliy o'quv yurtidagi pedagogik jarayon uni amalga oshirish orqali ta'lim olayotgan talabaning o'z-o'zini rivojlantirishini faollashtiruvchi, hech bir narsa bilan qiyoslab bo'lmaydigan pedagogik jarayonni ijodiy-o'zini qayta qurish sub'ekti ham talaba, ham pedagog uchun imkoniyatlar hisoblanadi. O'qituvchi faoliyati ham o'zgaradi: "usta" ishlari orqali bilimlarini pedagogik texnologiya asosida yetkazishdan, talabalarda pedagogik qobiliyatni shakllantirish maqsadida birgalikdagi faoliyatni tashkil etuvchi "maslahatchi" pozitsiyada talabalar bilan birgalikda uning kelajak kasbiy faoliyatini loyihalovchiga aylanadi. Shunga ko'ra integrativ ta'lim texnologiyalarini yo'lga qo'yish dolzarb bo'lib qoladi. Ushbu masalada ta'limni loyihalash bilan shug'ullanuvchi muammolar instituti bugungi kundagi dolzarb masalada yetakchilik qilmog'i zarur. Bundan tashqari oliy ta'limda har bir fanlarni o'qitish sohasida pedagogika va psixologiya fanlari bloki tezkor texnologik izlanishlarni amalga oshirish bilan shug'ullanishlari kerak. Pedagogik ta'lim amalga oshirishining tashkiliy-tuzilmaviy modeli haqida alohida to'xtalish kerakligi e'tiborga loyiq. Bular: kichik darajadagi, ko'p bosqichli va ko'p darajadagi modellarga qaratilishidan iborat. Yuqorida ko'rsatib o'tilgan har bir model mustaqil yaxlit ta'lim sifatida qaralib, ular o'zlarining jilg'alariga ega bo'lib, aniq ijtimoiy-madaniy va iqtisodiy xolatlar bilan bevosita bog'liq. Kichik darajadagi tizim – bu oliy ta'limdagi an'anaviy tizim hisoblanib, u qat'iy hisoblanib, bunda tor mutaxassislar tayyorlanib, ta'lim jarayonida o'qitish variantlarini tanlash imkoniyati mavjud emas. Qabul qilingan 1998yildagi DTS da variativ qismi kiritilgan bo'lsada, lekin bu tizim ham baribir shaxs tanlash imkoniyatlarini chagaralaydi. Ko'p bosqichli tizimda o'rta maxsus ta'lim tizimi asosida oliy

ta'lim olish uchun imkoniyatlar mavjud bo'lib, o'zaro bog'lovchi o'quv rejasi ishlab chiqilgan. Ushbu tizim ixcham hisoblanib, bitiruvchilarni uchinchi kursga qabul qilish bilan bog'liq ko'plab muammolar kelib chiqadi: qaysi mablag' asosida o'qitish, birinchi o'rinda pedagogika bilim yurti va pedagogika kollejarida talabalarni egallagan bilimlari sifati masalasi turlicha gumon uyg'otadi. 1997 yilda qabul qilingan "Ta'lim to'g'risida" gi Qonunga muvofiq oliy ta'limning ko'p bosqichli tizimi yo'lga qo'yildi. Oliy ta'limning ko'p bosqichli tizimini ishlab chiqish va joriy etishni kuchli innovatsion jarayon sifatida belgilash mumkin. Ushbu masalada G'arbiy Yevropa mamlakatlari tajribasi har tomonlama tahlil etilib, baho berildi va O'zbekiston Respublikasi sharoitida o'zimizning mentalitetimizdan kelib chiqib, oliy ta'limning o'ziga xos ko'p bosqichli tizimi yaratildi. Oliy pedagogik ta'limni ko'p bosqichli mazmuni bizning sharoitimizda ikki darajali model:

-umumiy (bazaviy-bakalaviriat va to'liq (magistratura) ko'rinishida amalga oshirilib, har biri o'ziga avtonom hisoblanadi;

-yaxlit tizim ko'rinishiga ega;

- bozor iqtisodiyoti talablariga to'la javob beradi;

-ta'limni ko'pgina yo'llari orqali egallash imkonini beradi;

-o'qiyotganlarni akademik va kasbiy yo'naltirishga rag'batlantiradi;

-o'z-o'zini anglash, uning qimmatli yo'nalishlarini va hayot tarzini belgilash asosida shaxs rivojlanishi uchun imkoniyatlar yaratib beradi. O'qitish asosiga ta'limiy-kasbiy dasturlar qo'yilgan bo'lib, ular beshta blok-model prinsipidan tashkil topgan:

ijtimoiy-iqtisodiy va gumanitar fanlar, matematik va tabiiy-ilmiy fanlar, umumkasbiy fanlar, ixtisoslik fanlari hamda qo'shimcha fanlar tizimidan iborat. Texnologik jihatidan kasbiy ta'limning mazmuni, metodlari va metodikasini tanlashga madaniy yondashuv bilan bevosita bog'liq.

Ushbu dasturlarni ishlab chiqilishida har bir blokning vazifasi, bloklar o'rtasidagi o'zaro bog'liqlik tashkiliy, didaktik-texnologik ishlar va malakali mutaxassislar bilan hamkorlikda amalga oshirilgani ko'zga tashlanadi.[1]

Olib borilgan tadqiqotlar natijasi shuni ko'rsatadiki, fakultetlarda oliy ta'limdagi ko'p bosqichli tizim (OTKT) asosida ishlash va an'anaviy tizim bilan ishlash qiyosiy taqqoslab ko'rilganda, talabalar (OTKT) yangicha ta'lim tizimida ongli, ijodiy ishlashga ko'proq e'tibor qaratgani, talabalarda ta'lim motivatsiyasi darajasi yuqori ekanligi ko'zga tashlanadi. Oliy ta'limni fakultetlari va kafedralarida tuzilmaviy-funksional va mazmunli-texnologik qayta qurish amalga oshiriladi. Umuman olganda oliy ta'limda individual-ijodiy va jamoaviy-ijodiy faoliyat sohasida bugungi kunga kelib sezilarli tajribalar to'plandi, o'quv pedagogik jarayoni ishtirokchilari o'rtasida sub'ekt-sub'ekt munosabatlari rivojlanishida o'zgarishlar sodir bo'layotganini kuzatish mumkin. Ushbu tizim orqali talabalarni mustaqil ishlashga ishtiyoqi ortib, reyting tizimida ularning faol ishtiroki ta'minlansa, ikkinchi tomondan pedagoglar tomonidan talabalar faoliyatini boshqarishda metodik madaniyat darajasi o'sib borishi kuzatiladi. Ma'lumki, didaktikaning predmetini o'rgatish, o'rganish ta'lim mazmunini tashkil qiladi. [2] Bunda ishtirok etayotgan uchta komponent bir-birlari bilan shunday uzviy aloqadagi, ulardan birini e'tibordan chetda qoldirish mumkin emas. Xo'sh, nimani nimadan boshlash kerak? Ishni o'rganish yoki o'rgatishdan boshlasak, tabiiy ravishda savol tug'iladi: nimani (qanday mazmundagi o'quv materialini) o'rganmoqchisiz yoki o'rgatmoqchisiz? O'rgatish ham, o'rganish ham asosiy maqsadga yo'naltirilgan ta'lim ob'ekti va oxirgi natija mahsuli bo'lmish ta'lim mazmuniga bog'liq. Har xil mazmun uni o'zlashtirishning o'ziga xos usullari bilan farq qilganligi uchun o'rganishning qanday bo'lishi uning mazmuniga bog'liq, bu esa o'rganishni tashkil etuvchi o'rgatuvchiga bog'liq. Shunday qilib, didaktik tafakkur - bu o'rganish, o'rgatish va ta'lim mazmunining doimiy aloqalari, munosabatlarini izlash, aniqlash demakdir. O'qituvchi o'quvchini faollashtiradigan, o'zi va o'rganuvchi uchun

qulay bo'lgan yo'llarni, usul va uslublarni, o'qitish shakllari, metod va vositalarni izlaydi, ularni takomillashtiradi. Shu boisdan ham "pedagogik texnologiya", "didaktik texnologiya", "ta'lim texnologiyasi" atamaları qatoridan "pedagogik innovatsiyalar" atamasi ham mustahkam o'rin olmoqda. Yuqorida sanab o'tilgan tarzda o'rgatish, o'rganishda ta'lim mazmuni asosiy o'rin tutadi. Shuning uchun ham, o'z oldimizga Davlat ta'lim standartlarini yaratish birinchi galdagi vazifa qilib qo'yildi. Bu vazifaning uddasidan chiqdik. Davlat ta'lim standartlari O'zbekiston Respublikasi Vazirlar Mahkamasi tomonidan tasdiqlanib, har bir ta'lim muassasalariga, har bir o'quvchiga yetkazildi. Endigi vazifa shu standartlarni tezroq hayotga tatbiq etish mexanizmini yaratishdan iborat. Biroq, e'tirof qilish kerakki, hali Respublikamizda yangi pedagogik texnologiyalarni, ta'lim innovatsiyalarini to'plash, ular ichidan faoliyatimizda eng ko'p samara beradiganlarini tanlash, tajriba-sinovdan o'tkazish va qo'llash-joriy etishni yo'lga qo'yadigan tizim (mexanizm) shakllantirilmagan edi. "Ta'lim to'g'risida"gi Qonun⁹, "Kadrlar tayyorlash milliy dasturi" talablari asosida ishlab chiqilgan umumiy ta'lim fanlari bo'yicha Davlat ta'lim standartlari ishlab chiqilib, bosqichma-bosqich amalga oshirishga kirishilgandan keyin bu sohadagi ishlarni aniq bir tizimga solish, qo'llab - quvvatlash, yangiliklarni joriy etishga yetarli shart-sharoitlar yaratadigan tuzilmalarga bo'lgan ehtiyoj yaqqol ko'zga tashlandi. Chunki, Davlat ta'lim standartlari o'quvchilar bilimiga qo'yiladigan majburiy minimal daraja bo'lib, davr o'quvchilarga ta'lim standartlari darajasi talablaridan oshirib bilim, iqtidor va ko'nikmalar berishni taqozo etadi.[3] Bu masalani ijobiy hal qilish ilg'or tajribalar, yangi pedagogik texnologiyalarni izlash, ularning didaktik imkoniyatlarini sinab ko'rgan holda amaliyotga tatbiq etishga bo'lgan hayotiy ehtiyojni oshirib yubordi. Bundan kelib chiqadigan amaliy hulosasi - ilg'or ta'limiy yangiliklarni aniqlash, ularning jamg'armalarini tashkil etish, sinab ko'rish, pedagogik amaliyotga joriy qilishning, ilmiy xulosalarini ishlab chiqish va amaliyotga tatbiq etish tizimini yaratish masalasining dolzarbligini oshirdi. Hozirgi kunda bu tizimni yaratish yo'lida bir qator izlanishlar, sa'y- harakatlar

boshlab yuborilgan. Jumladan, vazirlik, viloyat xalq ta'limi boshqarmalari tarkibida Davlat ta'lim standartlari boshqarmalari va bo'limlari (monitoringi) tashkil etilgan. Ta'limni boshqarish tizimida tashkil qilingan yangi bo'g'inlar quyidagi vazifalarni amalga oshirib bormoqda:

ta'lim sohasidagi qonunlar, me'yoriy hujjatlarning bajarilish nazoratini yuritish;

Pedagogik innovatsiyalarni amaliyotga tatbiq etishning tashkiliy asoslarini yaratish zarur. Buning uchun:

“Kadrlar tayyorlash milliy dasturi”ni hayotga, tatbiq etish, Davlat ta'lim standartlari va dasturlari bajarilishining monitoringini olib borish;

ta'limni boshqarish mahalliy organlari va o'quv muassasalarining umumiy tashkiliy pedagogik ishlari qatori pedagogik innovatsiyalarning samaradorligini tahlil qilib borish;

pedagogik tajribalarning borishini analitik tahlil qilish, umumlashtirish, ommalashtirish bo'yicha tavsiyalar tayyorlash;

pedagogik texnologiyalarni kuzatuvchi, nazorat qiluvchi va joriy etuvchilarni o'quv ishini tashkil qilish shu masalaga oid seminarlar o'tkazish, treninglar tayyorlash choralarini ko'rish;

pedagogik texnologiyalarni rivojlantirish haqida tegishli ma'lumotlar jamg'armasini yaratish, tahlil qilish va tartibga solib turish.[4]

Xulosa:

Yuqorida ta'kidlanganidek, Davlat ta'lim standartlari- bu o'quvchilar bilim saviyasining minimal darajasini belgilaydi, bu darajadan yuqori ko'rsatkichlarga erishish uchun ma'lum izlanish hamda tashabbus lozim, pedagogik innovatsiyalarni yaratish, shuningdek, ularni boshqarish avvalam bor, ana shu dorlzarb vazifalarni hal qilishga xizmat qiladi. Shu boisdan ham pedagogik iinovatsiyalarni izlab topish. o'rganish, tahlillar ostida eng ko'p

samara beradiganlarini tanlab olish va ularni amaliyotda qo'llash tartibini belgilab beradigan tizimni yaratish maqsadga muvofiqdir.

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**ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ
НА УРОКАХ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ**

Вобкентский район, Бухарская область

5-я общеобразовательная школа

Учитель русского языка

Ходжакулова Гулирухсора Бахшиллаевна

Аннотация: В данной статье актуализируется необходимость внедрения интерактивного метода обучения в образовательный процесс. Автор статьи приводит примеры наиболее распространенных приемов, с помощью которых могут достигаться положительные результаты в процессе обучения.

Ключевые слова: интерактивный метод, обучающий прием, цель урока, знания, навыки, образовательный процесс, мозговой штурм, развитие, обеспечить, тренинг.

Annotation: This article highlights the need to introduce the interactive teaching method into the educational process. The author of the article gives examples of the most common methods that can be used to achieve positive results in the educational process.

Key words: interactive method, teaching technique, lesson goal, knowledge, skill, educational process, brainstorming, development, provision, teaching.

Реформы, происходящие в системе высшего образования Узбекистана требуют подготовки людей способных обеспечить его развитие и процветание в XXI веке. Подготовка таких людей- профессионалов своего дела возложена на систему образования. На сегодняшний день нет необходимости убеждать преподавателей в

важности разработки и внедрения в педагогическую практику более совершенных методик обучения, обеспечивающих повышение качества учебного процесса, способствующих активизации познавательной деятельности учащихся, развитие их умственных способностей. Внедрение интерактивных форм обучения -одно из важнейших направлений улучшения подготовки обучающихся на уроках русского языка и литературы. В настоящее время интерактивные методы обучения наполняются новым содержанием с коммуникативной направленностью.

Интерактивный («inter» - это взаимный, «act» -действовать) – означает взаимодействовать, находиться в режиме беседы, диалога с кем-либо. Интерактивные методы ориентированы на широкое взаимодействие учащихся не только с учителем, но и друг с другом и на доминирование активности учащихся в процессе обучения. Место учителя в интерактивных уроках сводится к направлению деятельности учащихся на достижение целей урока. Учитель также разрабатывает план урока из интерактивных упражнений и заданий, в ходе выполнения которых учащийся изучает материал. Цель интерактивного метода состоит в создании комфортных условий обучения, при которых ученик чувствует свою успешность, свою интеллектуальную состоятельность, что делает продуктивным сам процесс обучения, дать знания и навыки, а также создать базу для работы в дальнейшем. Задачами интерактивных форм обучения являются:

- пробуждение у учащихся интереса к образовательному процессу;
- эффективность усвоения учебного материала;
- самостоятельный поиск путей и решений учащимися поставленной учебной задачи, они также вынуждены дать логическое объяснение, почему их путь к решению и само решение является правильным или, по крайней мере, лучшим из имеющихся вариантов;

- установление взаимодействия между учащимися, обучение работать в команде, проявлять терпимость к любой точке зрения, уважать право каждого на свободу слова, уважать его достоинства;
- организация активной мыслительной деятельности учащихся, а не передача педагогом в сознание учащихся готовых знаний;
- создание ситуации успеха, т. Е. позитивное и оптимистичное оценивание учащихся;
- самоанализ, самооценка участниками педагогического процесса своей деятельности.

К интерактивным методам обучения относят: групповое взаимодействие, которое включает в себя учебные дискуссии, решение кейс-задач, выполнение творческих заданий, написание эссе, круглый стол, составление папки -накопителя «Портфолио», использование вербальной и визуальной презентации в Power Point – это далеко не полный список, способствующий оптимальному эффективному обучению. Данные методы преподавания повышают способность обучающихся выявлять и структурировать проблемы, собирать и анализировать информацию, готовить, при необходимости, альтернативные решения и выбирать наиболее оптимальный вариант из ряда альтернатив, как в процессе индивидуальной работы, так и в групповом взаимодействии. Существует также много других видов заданий, которые могут быть интерактивными, все зависит от творчества учителя.

Игра «юридический хоккей». Перед проведением игры участники знакомятся с литературой по заданной теме и готовя пять-восемь заданий. Группа распределяется на 2 команды. В них распределяются роли: нападение, защитники, вратарь. Команда нападения, которой выпало выступать первой, ставит вопрос группе защиты второй команды. Если защитники отвечают правильно. Их команда получает право ставить

вопрос. Если неправильно. Вопрос переходит к вратарю. Если и тот не знает ответа. Команда получает гол. Обеим командам насчитываются баллы. Набранные во время игры.

Тренинг. Форма организации познавательной деятельности, которая предусматривает спланированную последовательность действий, направленных на то, чтобы помочь объекту деятельности научиться эффективно выполнять работу или задание. Для проведения тренинга необходимо подготовить помещение: расставить стулья по кругу, подготовить достаточное количество бумаги, маркеры, скотч. После каждого упражнения необходимо вывешивать итоговые. Данные, чтобы участники видели итоговые данные, чтобы участники видели результаты совместной работы. Тренинг лучше всего начинать со знакомства. Следующий этап-ознакомление с темой, планом, целями и заданиями тренинга. Очень важным элементом тренинга является установление правил, благодаря которым работа в команде будет эффективнее, поможет наладить дисциплину. По окончании тренинга необходимо подвести итоги, обобщить полученную информацию.

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DIGITAL TECHNOLOGIES WHEN WORKING WITH READING IN A FOREIGN LANGUAGE

Azimova Zilola Ismoil qizi

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: Our article provides a theoretical review and analysis of the psychological and pedagogical characteristics of adolescent students from the point of view of teaching a foreign language. This age is characterized by a special selectivity of attention, an increasing role of critical thinking, the importance of the emotional and emotional sphere, and a tendency to disagreements, and objections. The most important educational factor in working with students of this age is the development of soft skills, in particular, independent reading skills using modern information technologies.

Keywords: lexicogrammatical constructions, bird's-eye view, lesson, chat, questionnaire, forum.

Today, during global digitalization, a foreign language teacher is aware of the special need to find new opportunities in the teaching process, as well as to revise existing approaches and methods. The widespread introduction of digital technologies leads to significant changes not only in areas directly related to IT technologies but also in the educational sphere [1].

It becomes obvious that the computer has endowed a person with many universal tools for working with various types of information. Computer programs provide the opportunity to work with visual, audio, and text content in numerous formats, as well as perform calculations and get acquainted with information models, etc. The education system in Russia is trying to take into account these changes and opportunities, but so far this is not happening fully. Subjects of education need to transform traditional views regarding educational outcomes, taking into account the comprehensive role of digitalization in the life

of society [2]. The Internet allows you to use various classical teaching techniques: working with video materials, audio materials of radio broadcasts and podcasts, reading authentic texts, articles, and publications posted on the web, to which students can easily return, having received links to the necessary resources, to re-familiarize themselves with the information they are interested in after the lesson or to do homework, and new specific types of activities [3].

The modern teacher regularly finds new effective ways aimed at improving education. Forms of conducting lessons that differ from traditional ones, for example, when using such electronic resources and manuals on digital platforms such as Notion, Moodle, Coursera, and Stepik, are able to effectively stimulate the cognitive activity of students, as well as maintain a constant interest in the learning process and contribute to better assimilation of the material. Materials posted on the YouTube video hosting site and on various blogs have gained considerable popularity among modern teenagers [4]. The introduction of these "live" stories in the classroom contributes to a significant increase in the interest and motivation of students since many materials are created by young people who are interested in the same situations as Russian teenagers. But, it is important to remember that the teacher should choose such material with special care, taking into account not only the linguistic but also the moral and ethical side [5]. With the help of modern Internet resources, in particular, Skype, Zoom, and Microsoft Teams application tools, the organization of online conferences and teleconferences with representatives of foreign-speaking countries takes place without any difficulties.

Thus, the use of modern technologies in the educational process as a teaching method provides students with the opportunity to learn a foreign language not only using the stories of fictional textbook characters, but also the experience of foreign peers [6].

In addition to films, reports, and videos, you can use webcam recordings in the classroom, broadcasting what is happening on the streets around the world in real-time. This opportunity is provided completely free of charge by the

EarthCam Internet resource. For example, during a class dedicated to the sights of English-speaking countries, students can see what is happening on Westminster Bridge or find themselves in Times Square. It is also interesting for students to get acquainted with interactive photo panoramas (AirPano), with which you can see the cities of English-speaking countries from a bird's-eye view, and the high resolution of the panoramas themselves allows you to see the sights. The interface of the resource allows you to manage a photo panorama and has a soundtrack, thereby becoming a rather fascinating addition to the lesson.

Turning to the issue of the use of digital educational resources in working with reading in the language center, it is important to note that reading foreign language texts is one of the main sources of information about its traditions and culture [7]. The purpose of the student's language training is the formation of communicative competence, which implies fluency in such types of speech activity as speaking, listening, writing, and reading. Teenagers studying a foreign language should easily understand the content of unadapted original texts, be able to refer to and analyze texts of a socio-political and socio-cultural nature, as well as conduct linguistic and cultural analysis, and freely discuss the content of works of art and topics raised by both the author and students during analysis and discussion. Home reading is one of the most important aspects of the language training of students. Moreover, it allows not only to extraction of the necessary information but also serves as a means to master the skills of oral and written speech. During reading, there is an accumulation of language experience, the presence of which is a necessary condition for the correctness of oral and written speech. In addition, home reading contributes to the assimilation of previously studied lexical units and new vocabulary. Thus, reading fiction in the original language can serve as a source of obtaining not only language knowledge, since it contributes to better assimilation of lexicogrammatical constructions, but also contributes to

obtaining information of a linguistic and cultural nature, which is of very high value when learning a foreign language.

The problems raised in the work of fiction become an occasion for discussion, that is, they lead to communication, which is one of the main goals of the "home reading" aspect, and for writing an essay. Also, working with literary works promotes interest and free, creative, and independent communication of students in a foreign language. In general, working with the text of a work of art contributes to a deep penetration into foreign language culture, which makes it possible to form a secondary linguistic personality. Since such a type of speech activity as reading occupies a central place in the methodology of teaching a foreign language and contributes not only to mastering a foreign language that reflects the system of cultural values of the country of the language being studied but also provides value–semantic, personal and cognitive development of students, it is necessary to develop textbooks on home reading, including manuals on digital platforms that will contribute to the formation of communicative, linguistic and linguistic competence. Textbooks on electronic platforms (Moodle, Coursera, Stepik) may include various types of tasks, methodological recommendations for studying topics or performing exercises, explanations for practical tasks, a theoretical resource, a terminological dictionary, and links to the necessary literature. The teacher is in touch with the students and has the opportunity to constantly monitor their activities. The main advantage of electronic manuals is their ease of use by any party in the educational process. Digital programs allow students to set up and edit their accounts, any student can increase or decrease the rate of submission of material, and choose a convenient time of the study.

Electronic resources contain a large set of components for effective information exchange: lesson, chat, questionnaire, forum, etc. In a chat, for example, participants of an online course have the opportunity to discuss various topics, ask for the opinion of classmates and a teacher, exchange files, etc. All the material passed, control papers with teacher comments, and records of each

student are stored in the system [8]. In addition, the advantage of electronic textbooks and online courses is that the assessment of students is as objective as possible, since for the most part, it takes place automatically. In order for students not to forget about upcoming classes and deadlines for homework, an email newsletter is organized from the system. In this virtual learning environment, students have the opportunity to ask any questions they are interested in, as the teacher is constantly in touch with the students. At the same time, the teacher can monitor the activity and time of students' academic work in the network. Another advantage of digital programs is that they check for plagiarism. Students' papers uploaded to the system (for example, essays) are checked for plagiarism, and the teacher receives a link to a report with detailed statistics of matches. Thus, given the wide variety and functionality of currently existing online educational resources, it is important to note the need to integrate traditional educational storytelling and modern computer technologies to improve the effectiveness of foreign language lessons.

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**STUDY READING AS AN ASPECT OF LEARNING A FOREIGN
LANGUAGE IN MIDDLE SCHOOL STUDENTS**

Azimova Zilola Ismoil qizi

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: In modern realities, the life of society is rapidly changing, information and communication technologies are penetrating into almost all spheres of people's life, education is no exception. Today, increased requirements are imposed on the methodological side of foreign language education, the main purpose of which is to master foreign language communicative competence. This fact makes it necessary to apply modern, more complex and practice-oriented methods to teaching reading, which, in turn, is a transitional activity from speaking to writing.

Keywords: analytical, synthetic, translational, untranslated.

Reading as an activity in English lessons quite often becomes a subject for research by many scientists. For example, G. V. Rogova, Z. I. Klychnikova, and E.I. Passov consider reading as a type of cognitive activity of students aimed at processing information obtained from a written fixed text [1]. Reading is a deep internal process involving simultaneous perception and understanding of the text.

The process of reading implies the interpretation of the text, which consists of a substantive, verbal and semantic understanding.

Subject and language competencies are the basis for understanding a foreign language text [2]. In the context of working with reading, it is appropriate to mention the reader's competence as one of the basic components of the process of education and development of the cultural level of the individual, since it is reading that contributes to the enrichment of the system of

knowledge, skills, and abilities that allow a person to navigate in the socio-cultural modern world and various spheres of life. In his research, N. M. Lozhkina notes that it is the reader's competence that allows students to use the advantages of a foreign language written culture without much difficulty, to successfully process the information received, carry out selection, organization, analysis, pay attention to the stylistic features of the text being read [3].

The issue of distinguishing classifications of various types of reading in the context of teaching foreign languages has been dealt with by many methodologists. From the point of view of psychology, the procedural nature of reading is being investigated, there is a tendency in the methodology to teach this type of activity more rationally [4]. Texts are always read differently, the nature of reading is influenced by the purpose, the degree of understanding, and the form of reading. Students can read aloud or to themselves, and a combined type is also possible in some classes. Traditionally, depending on the purpose of the activity, scientists Folomkina S. K., Klychnikova Z. I., etc. the following types of reading are distinguished:

- in the form: about yourself, individual, choral, loud;
- according to the method of disclosure of the content: analytical, synthetic, translational, untranslated;
- at the place of reading: home, classroom;
- by the nature of the organization of activity: prepared, unprepared, training, control.
- according to the target orientation of the activity: introductory (viewing) studying, viewing [5-57];

In her works, I. A. Bredikhina notes that reading, as an activity, is not stable either in the process itself or in terms of results. This is because reading will always act and manifest itself according to a specific kind.

Types of reading are reflected in various classifications. To distinguish the type, it is important to take into account the purpose of reading and the nature of understanding. The nature of understanding implies:

– quantitative characteristics (completeness of understanding);
– qualitative characteristics (adequacy of understanding of the content and intent of the author, as well as the ability to interpret what was read and reason);

Modern methodologists distinguish the types of reading based on the following criteria:

1) psychological attitude (analytical and synthetic types of reading). Analytical reading is more detailed, and the idea, the intention of the author of the text is revealed, with synthetic reading the perception is more holistic;

2) the degree of involvement of the native language (translated and non-translated types of reading);

3) the presence of auxiliary support (reading with a dictionary, unprepared reading, etc.);

4) the form of organization of work with reading (individual, frontal, classroom, or home reading) [6];

5) the amount of material and focus on individual elements (intensive or extensive reading);

6) the purpose of reading and the features of its process (studying, searching, introductory, viewing) [7]. The most detailed and complete is S. K. Folomkina's classification, which is based on the practical need of the student: viewing, familiarization with the content, searching for the necessary details, or a detailed analysis of the content.

Types of reading, according to S. K. Folomkina's classification:

- Study reading is a slow type of reading with a full understanding of the information contained in the text (both basic and secondary). This type of text can be accompanied by pauses, full or partial translation, and critical comprehension of what has been read. The speed during the learning reading is not the most important criterion, but should not be less than 60 words per minute.

• Introductory reading (normal fast/average/survey reading). The essence of this type of reading is to get acquainted with the basic information, the main ideas, and the primary facts. An example of introductory reading is reading fiction. This type of fast reading is often characterized by inaccuracy, and carelessness, often secondary information is overlooked because it is unnecessary. The speed of this type of reading is quite high – at least 200-250 words per minute (for a foreign language) [8].

Note that reading is the most important receptive activity since it improves language proficiency in general. Reading is not only for entertainment purposes, it is necessary to improve writing skills, grammar, and vocabulary.

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**ABOUT THE AUTHORS OF THE TRANSLATION WORK AND
TRANSLATION INTO UZBEK**

Isroilova Madina Rajabali qizi

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Annotation: The study of translation is directed to the studies carried out in translation studies to eliminate the receipts that occur during the translation process by transferring their results. The theoretical significance of the study of this direction in Translation Studies lies in the fact that direct and indirect translations in the literary translation are analyzed in theoretical courses and have a positive effect on future translations.

Keywords: history, principles, principles, poetic means, syntactic figures, stylistic figures.

The authors of the translation work and the translation into Uzbek study the practice of translation, its peculiarities, history, principles, principles, and laws in translation Science, help to choose a work for turning into a translator, take into account linguistic differences and other features characteristic of the original, national literary traditions. Translation Studies in Uzbek literature of the 20th century arose and took shape as a special branch of science. Such skillful translators as Chulpan, and Sanjar Siddiq not only started the translation literature of this period but also the science of translation studies, they finished articles and treatises on translation.

Translation Studies in Uzbekistan as a special science took shape in the second half of the last century. By the end of the century, about 10 candidates in science, and more than 50 candidates in science have grown in this area. Prof. J. Sharipov's studies are mainly devoted to showing the place of translation in the history of our literature, prof. F. Salomov dealt mainly with the issues of modern

translation studies and showed the influence of language and literary traditions on the translation process. N. Komilov, on the other hand, studied translations of classical genres past and present. Uzbek translation studies have developed mainly in the literary direction. Linguistic aspects of translation began to develop later — after the opening of the way to direct translation into Uzbek from many foreign languages.

The discovery of Shakespeare by an Uzbek viewer took place in 1935- the Hamza drama Theater (The Uzbek national Academic Drama Theater) began with its staging. After that, in Uzbek and Russian theaters in Uzbekistan, works by Shakespeare such as Othello, Romeo, and Juliet, Julius Caesar, King Lear, Coriolan, two young men from Verona, oblique girl pouring, strange horses on a summer night were put with great success. In the translation of Shakespeare's works, Gafur Ghulam, Yashin, harmonious, Maqsud Sheikhzade, full of Turab, Q. Mirmukhamedov Writers and translators such as took part. In recent years, Jamal Kamal has translated Shakespeare's works directly from English into Uzbek. And the translation of Hamlet, belonging to the Chulpan Pen, is a royal example of

Uzbek translation art. At this point, it is appropriate to give a special touch to Maqsud Sheikhzade. Because Maqsud Sheikhzadeh (1908-1967) is a talented poet, playwright, literary scientist, translator, and skillful educator who made a great contribution to Translation Studies in Uzbek literature. He was born on October 25, 1908, in the famous Azerbaijani city of Aktosh in the Ganja region in the family of a healer. This young man, whose nationality is Azerbaijan, studied in the 1921-1925 years at the Dorulmulmuallimi in Baku from such famous poets as Abdullah Shoig, and Huseyn Javid. So ng taught in the cities of Derbent, Bynak, and Dagestan and graduated from the correspondence Department of the Baku Pedagogical Institute. In those years, Maqsud Sheikhzade was unjustly accused of nationalism for some of his views, exiled to Tashkent in 1928, and remained there until the end of his life. In this article, an attempt was made to reveal the features of the artistic translation

based on the translation of the word "Romeo and Juliet", carried out precisely by Maqsud Sheikhzade (1946).

Types of means of artistic image and expression in English and Uzbek.

We have shown imagery and emotionality as the most important specific features of artistic language. A vivid representation of what is depicted in a work of art is called "means of artistic image and expression", summarizing the means that serve to vividly express feelings and experiences. Artistic image and means of expression are elements that enhance imagery (imagery) and emotionality, which are not defining features of the artistic language but defining features. It must be said that this concept is also referred to in literary criticism by such names as "poetic means", "syntactic figures", and "stylistic figures". It should also be borne in mind that it is also unacceptable to say that this means is an image, this is a means of expression since fiction describes in a word medium and expresses through this image. That is, in most cases, even the image of one tool itself serves the expression. There are certain means (mas, sound repetitions) that are used only in lyrical works, which serve as a strengthening of expressiveness. Artistic language arises based on the universal language. The writer deviates from the generally accepted norm while using the universal language (that is, he applies the elements of the language in a form, meaning, order, attitude, etc., other than usual) and pursues a certain artistic and aesthetic goal from this "deviation". These different deviations can be observed at different levels of the language, including phonetic, morphological, lexical, semantic, and syntactic levels. Artistic images and means of expression are caused by the deviation of the creator from the generally accepted norm to achieve a certain artistic-aesthetic goal, they serve to make the image vivid and full, to increase expressiveness.

From this follows the conclusion that if the interpretive person does not know the literary text sufficiently, and cannot adequately imagine parts of the work, and their interaction, then his interpretation acquires subjectivity. On the other hand, considering that fiction is thinking through images, and the image is

a product of associative thinking, it is obvious that interpretation does not exist without a subject. Because the content edges of the image created as a product of the associative thinking of the creator and reflected in the work will be able to be recreated only in the consciousness of the subject (that is, based on his associative thinking as well). What has been said is vivid proof that analysis and interpretation are present at all times in the process of understanding. Unlike an ordinary reader, a literary critic, when interpreting a work of art, relies on analysis, the interpretation of which is also considered scientific, since it occurs based on analysis. In this sense, analysis means reading and authenticating a work of art as a researcher.

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**THE USE OF DYNAMIC ASSESSMENT IN TEACHING A FOREIGN
LANGUAGE**

Gulomova Dildora Vahobovna

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Annotation: Methods of developing mnemonics related to intensive methods of memorizing English vocabulary have been developed; - modern methods of assessing the level of lexical competence of students in the process of teaching foreign languages allow us to correctly assess the level of mastery of lexical competence in general, however, the domestic and foreign experience of using these techniques indicates their shortcomings, which do not give grounds for an accurate assessment of lexical competence of students.; - experimental methods of applying dynamic assessment in the practical activities of English language teachers show its high educational potential, but their practical application in the conditions of Uzbek reality has not yet been reflected in scientific and methodological literature.

Keywords: approach, educational process, dynamic assessment, theoretical, proximal development.

The process of learning foreign languages is inextricably linked with obtaining a result, which leads to the need for its objective assessment. However, the question of the acceptability of the standard approach to assessment is increasingly being criticized, due to its focus on the final product as a result of training, and not on the learning process, while modern education should be focused on the multifaceted development of personality and an individual approach to each participant in the educational process.

Standard assessment methods make it possible to assess only the level that has already been achieved, those abilities and skills that have already been

developed, without taking into account the individual potential abilities of students and the inability to influence their development. In this regard, the use of dynamic assessment as one of the alternative approaches to assessment is becoming increasingly relevant [1-589].

The concept of dynamic assessment in relation to the study of foreign languages is not new, there are many approaches and models of dynamic assessment, but the prevailing characteristics are its interactive nature and focus on the process, not the result. The theoretical justification of dynamic evaluation is based mainly on the works of two psychologists: L.S.Vygotsky (Russia) and R. Feuerstein (Israel), however, dissatisfaction with the traditional approach to evaluation was expressed by many researchers already at the beginning of the twentieth century.

Vygotsky founded the theory of sociocultural development and introduced the concept of the "zone of proximal development" (ZBR). According to his definition, ZBR is the difference between the achieved level of development of the student, at which he is able to solve the tasks independently, and the next, potential level, the solution of tasks at which is possible only in interaction with the training party. Thus, "ZBR has a more direct significance for the dynamics of intellectual development and success than the actual level of their development" [2-230], which implies a synthesis of learning and control.

Feuerstein, in turn, developed a model of mediated learning, where the main task of the mediator is to understand and develop the cognitive abilities of the learner, which implies full integration of learning and assessment and assumes the possibility of developing cognitive abilities with the proper intervention [3- 170].

The ideas of dynamic assessment are becoming more and more relevant in the modern practice of evaluating learning outcomes because if we analyze two approaches – standard assessment and dynamic assessment – according to the main criteria, we can conclude in favor of the dynamic assessment. For comparison, the following main criteria can be distinguished: evaluation goals

(with dynamic evaluation, changes are analyzed and potential cognitive functions for development are identified, and with static evaluation, a static result is evaluated, which is compared with the results of others); assessment orientation (dynamic assessment focuses on the learning process and awareness of mistakes, while standard assessment focuses only on the points scored and the learning result); assessment context (dynamic assessment involves assistance from the examiner in the assessment process, and standard assessment is strictly formal and structured); the essence of control tasks (in dynamic assessment, tasks are of a training nature with the active participation of the examiner, in standard assessment, tasks are of a finite nature, where the task of the examiner is reduced to fixing the result). [4-385] If we look at the degree of illumination of the phenomenon of dynamic evaluation in the literature, we can conclude that it is considered in more detail in foreign studies.

According to the definition given by Professor J.G. Elliot of the British University, the term "dynamic assessment" is used to describe "a heterogeneous number of approaches united by a common element, namely, that learning and feedback are included in the testing process and differ based on individual performance". R. Sternberg and E.L. Grigorenko introduce their own similar term dynamic testing and, contrasting this type of assessment with the traditional one, formulate its main features. Summarizing the existing modern approaches and methods of dynamic assessment, they come to the conclusion that "they all share the basic hypothesis that, with appropriate support, cognitive activity should provide the most adequate assessment of educational potential" [5: 232].

Analyzing the use of dynamic assessment as a means of training and control, we can distinguish two formats of its application, called "sandwich" and "cake". The "sandwich" includes three stages: input testing conducted independently and allowing you to determine the level of the test subject. Based on the identified level, training is conducted, which is completed by a final test, according to the results of which a conclusion is made about the success of the training. In the "cake" format, tasks are presented in stages, with assistance

every time difficulties arise. The transition to the next level is made after the successful development of the current stage.

Thus, two fundamental principles of dynamic assessment can be distinguished: firstly, it is a comparison of the result not with a universal evaluation scale, but with the previous results of the same student and orientation not on the level achieved at the moment, but on the prospects in the near future; secondly, the emphasis should not be on fixing the results, and on the training control, that is, the assessment process should be an integral part of the intervention and correction [6-77].

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MEHNAT NIZOLARI TUSHUNCHASI VA UNING TASNIFI

Yusupov Rahimboy Bekbergan o'g'li –

Xorazm viloyati yuridik texnikumi o'qituvchisi.

Jumanazarova Barno Husin qizi –

Xorazm viloyati yuridik texnikumi 2-bosqich o'quvchisi.

Matchonova Mukarrama G'ulom qizi –

Xorazm viloyati yuridik texnikumi 2-bosqich o'quvchisi.

Annotatsiya. Mazkur maqolada mehnat huquqining asosiy tushunchasi hisoblangan nehnat nizolari va uning tasnifi haqida so'z yuritiladi. Shuningdek, mehnat nizolarining asosiy elementlari, mehnat nizolarining subyektiga ko'ra turlari haqida ham batafsil ma'lumot berilgan.

Kalit so'zlar: mehnat huquqi, mehnat nizolari, da'voli nizolar, da'vosiz nizolar, mehnat nizolarining subyektlari, yakka mehnat nizolari, jamoalarga doir mehnat nizolari.

Mehnat nizolarini ko'rish va hal qilish xodimlarning mehnat huquqlarini va qonuniy manfaatlarini himoya qilishning muhim usullaridandir. Taraflar o'rtasidagi kelishmovchilik asosidagi nizoli holat mehnat nizosi vujudga kelguniga qadar paydo bo'ladi. Kelishmovchiliklarning predmeti yangi mehnat shartlarini belgilash yoki mavjud shartlarini o'zgartirish masalalari, mehnat to'g'risidagi qonunlar va boshqa normativ hujjatlar, jamoa shartnomasi hamda mehnatga oid boshqa shartnomalarni qo'llashga oid masalalar bo'lishi mumkin. Aksariyat holatlarda mehnat nizolarini kelib chiqishiga mehnatga oid huquqbuzarliklar sabab bo'ladi. Kelib chiqqan kelishmovchilikni xodim o'zi yoki o'zining vakili orqali ish beruvchi bilan olib borilgan muzokaralar jarayonida hal qilishi mumkin. Agar muzokaralar jarayonida hal qila olmasa yoki muzokaralar bo'lib o'tmasa, mehnatga oid kelishmovchiliklarni yurisdiksiya organida ko'rib chiqish uchun beriladi. Aynan kelib chiqqan

kelishmovchiliklami hal qilish uchun yurisdiksiya organiga murojaat qilingan taqdirdagina mehnat nizosi vujudga keladi. Mehnat nizolari yuridik ziddiyatlarning alohida turi sifatida o'ziga xos tuzilishga ega.

Mehnat nizolari tuzilishining asosiy element (unsur)lari bo'lib quyidagilar hisoblanadi:

- mehnat nizolarining taraf(subyekt)lari;
- mehnat nizolarining obyektlari;
- mehnat nizolarining predmeti;
- mehnat nizosining subyektiv tomoni;
- mehnat nizosining obyektiv tomoni.

Mehnat nizolarining taraf (subyekt)lari bo'lib, mehnat nizosining turidan yoki uning holatlaridan kelib chiqib, shaxsan o'zlari yoxud o'zlarining vakillari (kasaba organlari, tashkilotning rahbarlari) orqali xodim va ish beruvchilar bo'lishi mumkin. Mehnat nizolarining obyektlari sifatida xodim va ish beruvchining manfaatlarini ta'minlovchi mehnat munosabatlarini normal amalga oshirilishi tan olinadi. Mehnat nizosining subyektiv tomoni uning ichki tomonlarini aks ettiradi, ya'ni u taraflarning o'zaro mehnat munosabatlarini amal qilishiga to'sqinlik qilgan hodisa va harakatlarga nisbatan taraflaming motiv va maqsadlarini qamrab oladi. Xodim va ish beruvchining subyektiv mehnat huquqi va yuridik majburiyatlari aybli harakat (masalan, xodim o'ziga o'zi chekish uchun tanaffus e'lon qilib ish joyida 15 minut davomida bo'lmaganligi uchun unga hayfsan e'lon qilingan) yoxud aybsiz harakat (masalan, xodim hafta davomida kasalligi tufayli ish joyida bo'lmaganligini vaqtinchalik mehnatga qobiliyatsizlik varaqasi bilan tasdiqlangan, lekin ish beruvchi u bilan tuzilgan mehnat shartnomasini progul uchun bekor qilgan) yoxud taraflardan birining huquq va majburiyatlarini tushunmaganligi, harakat

(harakatsizligi)ni noto'g'ri qabul qilganligi natijasida bahsli holat vujudga kelishi mumkin.

Mehnat nizosining obyektiv tomoni mehnat nizosining tashqi tomonini aks ettiradi, ya'ni taraflaming ma'lum joyda, ma'lum vaqtda mehnat huquqlarini, majburiyatlarini va manfaatlarini amalga oshirishi uchun to'sqinlik qilgan yuridik jihatdan ahamiyatga ega bo'lgan qilmishlarini qamrab oladi. Mehnat nizolarini mazmuniga, subyektlariga va obyektiga ko'ra tasniflash mumkin. **Mehnat nizolari mazmuniga ko'ra ikki turga ajratiladi: da'voli va da'vosiz nizolar.** *Da'voli mehnat nizolarining* predmetini xodimlar mehnat huquqlarini tan olish yoki uni tiklash tashkil etadi. Xodimning bunday mehnat huquqi avval boshdan qonun yoki boshqa normativ huquqiy hujjatlar, shuningdek, jamoa shartnomasi yoki kelishuvi va mehnat shartnomasi bilan belgilangan bo'ladi. Bunday hollarda xodim o'z mehnat huquqlarini yoki qonun bilan qo'riqlanadigan manfaatlarini qayta tiklashni talab qiladi. *Da'vosiz mehnat nizolari* ish beruvchi bilan korxonadagi kasaba uyushma qo'mitasi yoki xodimlarning boshqa vakillik organlari o'rtasida mehnat shartlarini o'rnatish yoki o'zgartirish kabi masalalarda namoyon bo'ladi. Odatda, bu turkumdagi nizolar tegishli qonunlar yoki boshqa ayrim normativ huquqiy hujjatlar bilan hal etilmagan masalalar yuzasidan kelib chiqadi (masalan, korxonada yangi ishlab chiqarish normasini belgilash haqidagi nizolar). **Mehnat nizolari subyektiga ko'ra quyidagilarga bo'linadi:**

- 1) **yakka mehnat nizolari;**
- 2) **jamoalarga doir mehnat nizolari.**

O'zbekiston Respublikasi Mehnat kodeksining 259-moddasiga muvofiq, yakka mehnat nizolari - bu ish beruvchi va xodim o'rtasida mehnat to'g'risidagi qonunlar va boshqa normativ hujjatlarni, mehnat shartnomasida nazarda tutilgan mehnat shartlarini qo'llash yuzasidan kelib chiqqan kelishmovchiliklardir. Bunday hollarda nizoning xodim manfaatini ifoda etuvchi tarafi bo'lib

xodimlarning vakillik organi ishtirok etishi mumkin. Mehnat kodeksining 218-moddasida: Jamoalarga doir mehnat nizolari (ziddiyatlari) - bu ish beruvchi (ish beruvchilar birlashmasi) va xodimlar jamoalari (xodimlarning vakillik organlari) o'rtasida mehnatning yangi shartlarini belgilash va mavjud shartlarini o'zgartirish, jamoa shartnomalari va kelishuvlarini tuzish, o'zgartirish va bajarish yuzasidan kelib chiqqan kelishmovchiliklar ekanligi belgilab qo'yilgan. Mehnatning yangi shartlarini belgilash yoki mavjud shartlarini o'zgartirish xususidagi jamoalarga doir mehnat nizolarini hal etish tartibi qonun bilan belgilab qo'yiladi. Mehnat to'g'risidagi qonunlar va boshqa normativ hujjatlarni, shu jumladan, ish beruvchi va kasaba uyushmasi qo'mitasi yoki xodimlarning boshqa vakillik organi o'rtasidagi kelishuvga binoan qabul qilingan jamoa shartnomalari, kelishuvlari, lokal hujjatlarni qo'llanish xususidagi jamoalarga doir mehnat nizolari sud tartibida ko'rib chiqilishi lozim. Ish beruvchi va kasaba uyushmasi qo'mitasi yoki xodimlarning boshqa vakillik organi o'rtasidagi kelishuvga binoan qabul qilingan jamoa shartnomalari, kelishuvlari va boshqa lokal hujjatlarni qo'llash xususidagi jamoalarga doir mehnat nizolarini, sudlar, taraflardan birining arizasi asosida ko'rib chiqadilar.

Xulosa o'rnida shuni aytish lozimki, mehnat huquqining asosiy tushunchalaridan biri hisoblangan mehnat nizolari va uning tasnifini bilish har bir huquqshunos uchun foydadan holi bo'lmaydi.

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**Жамоат хавфсизлигини таъминлаш амалиётида психологик билим:
назарий-методологик жиҳат**

*Жамоат хавфсизлиги университети доценти,
Психология фанлари бўйича фалсафа доктори (PhD),
Садриддинов Сухроб Рустамжонович*

Аннотация: Мазкур мақола жамоат тартибини сақлашда психологик модел ва психологик билимлар орқали фуқаролар билан мулоқотга киришиш, жиноятни олдини олиш, турли низоларни бартараф этиш, ҳар хил миллат вакиллари, турли дин вакиллари, ёш кўрсаткичи ва турли хел касб вакиллари билан ижтимоий муносабатга киришишда психологик таъсир ўтказиш йўллари ҳақида назарий ва амалий жиҳатлар ёритилган.

Калит сўзлар: хавфсизлик, адекват, диний-психологик, сиёсий-психологик, махсус ҳимоя, конструктив, когнитив.

Annotation: This article is about ways to communicate with citizens through a psychological model and psychological knowledge in maintaining public order, to prevent crime, to resolve various conflicts, to have psychological influence in social relations with representatives of different nationalities, different religions, age indicators and different professions. theoretical and practical aspects are covered.

Key words: security, adequate, religious-psychological, political-psychological, special protection, constructive, cognitive.

Ўзбекистон Республикаси Жамоат хавфсизлиги концепциясининг биринчи бобида жамоат хавфсизлиги концепциясида жамоат хавфсизлигини таъминлаш соҳасидаги миллий манфаатлар этиб:

- жамиятда ижтимоий-сиёсий барқарорликни таъминлаш;

- аҳолининг ҳуқуқий онги ва сиёсий-ҳуқуқий маданиятини, сиёсий ҳамда ижтимоий фаоллиги, фуқаролик масъулиятини ошириш асосида мамлакатда ҳуқуқий жамиятни барпо этиш ва мустаҳкамлаш;
- ҳуқуқий демократик давлат ва кучли фуқаролик жамиятини қуриш, давлат ва жамият бошқаруви тизимини мустаҳкамлаш, давлат ва жамият ишларини бошқаришда жамоатчилик иштирокини кенгайтириш;
- мамлакатнинг ижтимоий-сиёсий ҳаётида ўзини-ўзи бошқариш органлари, нодавлат ношжорат ташкилотлар, оммавий ахборот воситаларининг фаол ва бунёдкор ролини, жамият ва давлатнинг ўзаро ҳамкорлиги самарадорлигини ошириш;
- жамиятда миллатлараро ва динлараро муносабатларни, диний бағрикенглик маданиятини, дўстлик, ўзаро ҳамкорлик ва гуманизмни ҳар томонлама мустаҳкамлаш;
- дунёда доимий равишда кечаётган ўзгаришлар ва улар билан боғлиқ реал ҳамда эҳтимолий таҳдидлар шароитида жамиятнинг ўзлигини (тили, маданияти, ижтимоий тузилиши, миллий ўзига хослиги ва динини), яъни ўзини-ўзи сақлаб қолиш қобилияти ва салоҳиятини мустаҳкамлаш алоҳида кўрсатиб ўтилган¹.

Жамоат хавфсизлигини таъминлаш соҳасидаги миллий манфаатларни ҳимоя этишда, ходим психологик билимлари орқали фуқаролар билан мулоқотга киришишда, жиноятни олдини олишда, турли низоларни бартараф этишда, ҳар хил миллат вакиллари, турли дин вакиллари, ёш кўрсаткичи ва касб вакиллари билан ижтимоий муносабатга киришади. Бу жараёнда ёш, жинс, этник, касбий ва вазиятни психологик баҳолашга доир ижтимоий-психологик, этнопсихологик, диний-психологик, сиёсий-психологик, ҳуқуқий-психологик, ҳарбий-психологик каби психологик билимлардан амалий фойдаланади. Биз фақатгина сўнггиси, ҳарбий-психологик билимлар ҳақида тўхталиб ўтамизки, у

¹ Ўзбекистон Республикаси Президентининг 2021 йил 29 ноябрдаги ПФ-27-сон Фармонида 1-илова Ўзбекистон Республикаси жамоат хавфсизлиги концепцияси // Қонунчилик маълумотлари миллий базаси, 01.12.2021 й., 06/21/27/1116-сон.

ҳарбий хизматчининг индивидуал-касбий хулқ намунаси мазмунини таъминлаб, хулқни ифода этиш тарзини белгилаб беради. Яъни, касбий хулқ намунасини вужудга келган вазиятни - мудофаага хавф ёки таҳдид солиш даражасини инобатга олиб ифода этади. Онтогенетик жиҳатдан, бу психологик жараёнда биринчи навбатда перцептив жараёнларга таянадиган: идрок, диққат, ҳиссиёт базавий компонент ҳисобланганлиги учун хавф ва хатарга оид бўлган ахборотни идрок этиб², уни салбий таъсирини белгилашда функционал мазмун касб этади. Ахборот мазмуни, мақсади ва объектга таъсир кўрсатиши жиҳатлари билан ажралиб туради³, Ҳарбий хизматчи, хавф ёки хатар манбаининг характеридан келиб чиқиб, касбий хулқ намунасини ифода этади. Бунда:

адекватли хулқ намунаси (жамоат хавфсизлигига таҳдид солаётган ташқи хавф ва хатарнинг манбасини белгилаб, унинг мақсади ва ҳаракатини инобатга олиб касбий мажбурият, бурчи ҳамда вазифаларидан келиб чиққан ҳолда ҳарбий техника, қурол-аслаҳа воситасида онгли ҳаракатларни амалга ошириш сифатида намоён бўлади);

самарали ҳимоя хулқ намунаси (аниқ ҳудуд ва вақт оралиғида ҳудуддаги тинчлик ва барқарорликни барбод этишга қаратилган ташқи хавф ва таҳдидни зарарсизлантириш учун ҳимоя воситаларидан (техника, қурол-аслаҳа ва б.) фойдаланиб, мудофаани таъминлаш мақсадига эришиш учун тезкор жавоб сифатида намоён бўлади);

махсус ҳимоя хулқ намунаси (хавфсизликни таъминлаш амалиётида (алоҳида ҳолатлар, махсус объектларни ҳимоя қилиш, интеллектуал хавфлар ва б.) вужудга келган хавф ва хатарнинг мазмуни ва моҳиятини инобатга олиб, касбий фаолияти доирасида белгиланган тартиб бўйича жавоб тарзида онгли ҳаракатларни амалга оширишда намоён бўлади);

² Самаров Р. Хавфсизликнинг методологик асослари (Монография). – Т.: Akademiya, 2010. 182–183 бетлар.

³ Поздняков А.И. Информационное противоборство в жизни общества и современных войнах: тенденции и перспективы развития. - М.: ВАГШ, 1998.

конструктив химоя хулқ намунаси (хавфсизликни таъминлаш тизимида шахсий-касбий камолотга эришиш давомида ўзлаштирилган билим, кўникма ҳамда эгаллаган малакалардан илгари маълум бўлмаган хавф ва таҳдидларни ўз вақтида бартараф этишда намоён бўлади).

Ҳарбий-психологик нуқтаи назар асосида таъкидлаш лозимки, муҳофаа ва хавфсизликни таъминлаш амалиётида бир қатор амалий ҳарбий-психологик муаммолар намоён бўладики, уларни бартараф этиш учун ҳарбий-психологик тадқиқотларнинг натижасидан фойдаланиш шарт. Булар:

- ижтимоий-психологик (касбий фаолият давомида этник, гендер, ёш ва шахсий-касбий масалалар билан боғлиқ муаммолар);
- сиёсий-психологик (лобби, манфаат гуруҳларининг иқтисодий, сиёсий мақсади, интилишлари ва кутувлари билан боғлиқ муаммолар);
- эргономик (хизматни ўташ жараёнида меҳнат қуроли, хизматнинг ўташ жойи, техник воситаларнинг ҳарбий хизматчини соғлиғига таъсири, функционал ҳолатини таъминлаш билан боғлиқ муаммолар);
- этномаданий (тил (табiiй), қадриятлар, удумлар, урф-одатлар, маросимлар ва инсонларнинг яшаш тарзи билан боғлиқ бўлган муаммолар);
- ижтимоий-ҳарбий (касбий фаолият давомида ҳарбий унвон, лавозим ҳамда қўшин турларини мавқеи ҳамда мутахассисларни яқка тартибда ёки жамоа тарзида ҳаракатларни амалга ошириши билан боғлиқ бўлган муаммолар);
- ҳарбий-техник (амалиётга татбиқ этган янги техника, дастур, қурол ва аслаҳалар, кийим-кечаклардан фойдаланиш, уларни иқлим талаблари, ҳудуднинг географик жойлашувига (тоғ, саҳро, чўл, денгиз ва б.) мос тушиши билан боғлиқ муаммолар);

- касбий таълим-тарбия (ҳарбий хизмат талабларига хизматчининг организмини мос тушмаслиги, интеллект, идрок, диққат, психологик барқарорликни сақлай олмаслик, эгоцентризм, сабабсиз хавотирланиш, янги материалларни ўзлаштириши қийин каби муаммолар) ва бошқалар.

Хулқ намунаси, жамоат хавфсизлигини таъминлаш амалиётида давлат хавфсизлигини таъминлаш, чегарани кўриқлаш, жамоат хавфсизлигини таъминлаш, стратегик иншоотларни кўриқлаш, табиий офатлардан сақлаш ва бартараф этиш, ташқи ҳамда ички хавф ва таҳдидлардан ҳимоя қилиш амалиётларида ўзига хос тарзда ифодаланадики, уларни хусусий ҳарбий-психологик жиҳат тарзида кўрсатиб ўтиш мумкин.

Ҳарбий-психологик билим (ахборот эмас), ҳарбий хизматчиларни шахсий ресурсларини, касбий вазифаларни бажариш давомида – меҳнат (labour) амалиётида амалий қўллаш имкониятини беради. Баъзи манбаларда уни психологик маданият деб кўрсатган⁴. Бизнингча, психологик маданият низоли вазиятларга позитив тус беришда, ғазаб, зўриқишли ҳолатлар ифодаланганда хулқ регуляциясини, ҳимояни амалга оширишда ўз аксини топади. Агарда:

бихевиоризим таълимотининг фокус нуқтаси ташқи муҳитнинг рағбатига, яъни эгалланадиган (шаклланадиган, ривожланадиган) хоссани (хусусиятни) ташқи муҳит томонидан эътироф (рағбат) этилишига;

когнитивизим таълимотининг фокус нуқтаси ички когнитив структурани шаклланиши ва ривожланишига;

гуманистик таълимотининг фокус нуқтаси аффектив ва билиш эҳтиёжларини шаклланиши ва қондирилишига;

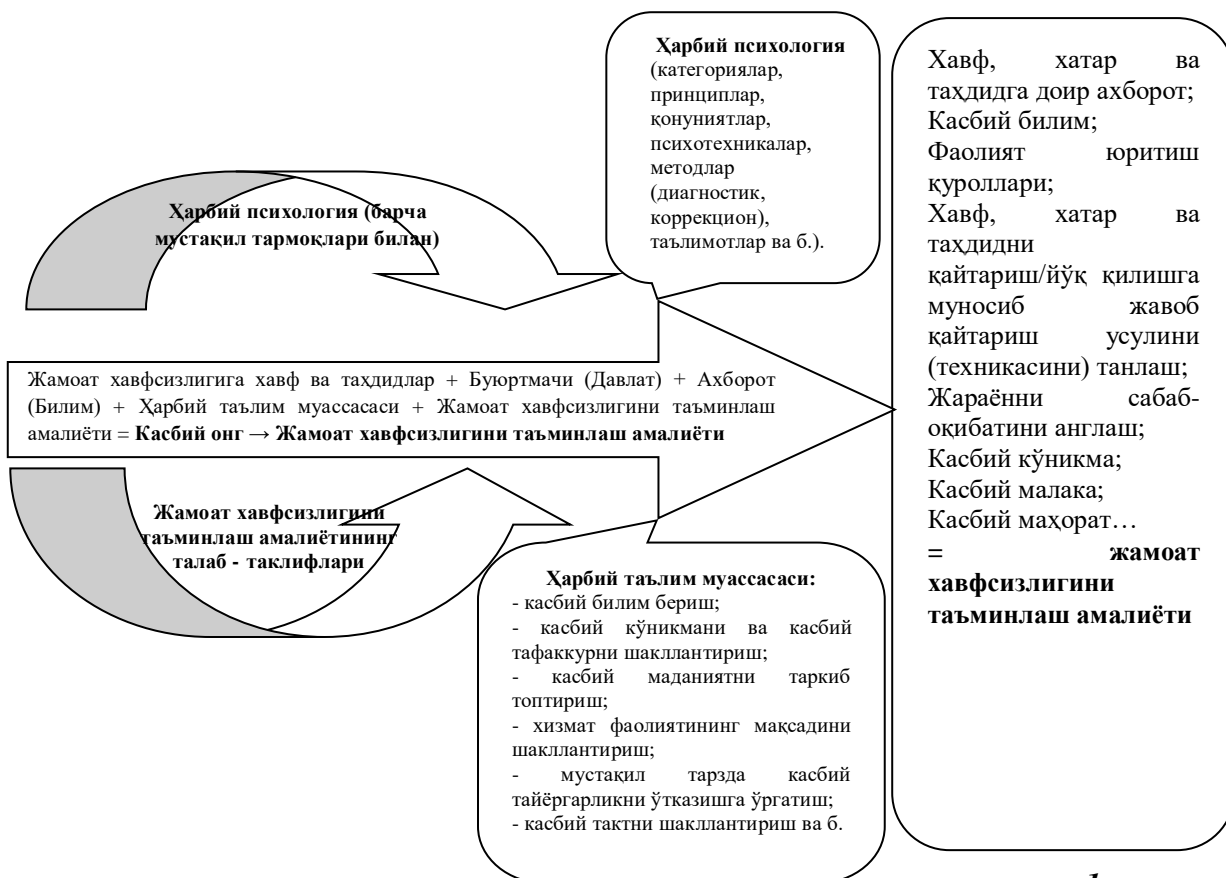
маиший таълимотининг фокус нуқтаси шахсни муҳит билан муносабатларга киришишида шаклланган психик жараёнларни роли ва

⁴ Психотерапевтическая энциклопедия / Под ред. Б.Д. Карвасарского. - СПб.: Питер Ком, 1998. - 752 с., Кулагина Н.В. Психологическая культура как компонент профессиональной культуры учителя. <https://cyberleninka.ru/article/v/psihologicheskaya-kultura-kak-komponentprofessionalnoy-kultury-uchitelya>

ўрнига;

конструктивизим таълимотининг фокус нуқтаси индивид томонидан реалликни тасвирлашига қаратилгандир.

Жамоат хавфсизлигини таъминлаш амалиётида психологик билимни амалий аҳамиятдорлик даражасини англаш учун 1-чизмада компетенциявий таҳлилини келтирамиз. Кўришиб турибдики, ҳарбий таълим муассасасида талаб даражасида ўтиладиган ҳарбий психология жамоат хавфсизлигига таҳдид солувчи хавф ва хатарларни касбий рефлекциясини таъминлаб, базавий ҳарбий-компетенцияларни шаклланишини таъминлайди. Бу ўз навбатида ҳарбий-психология фанидан тайёрланадиган таълимий манбаларни амалий ҳарбий-психологик тадқиқотларнинг натижаси бўйича, жамоат хавфсизлигини таъминлаш контекстидан келиб чиққан ҳолда тайёрлаш мақсадга мувофиқ.



1-чизма.

Ҳарбий-психология фани хусусий тадқиқот объекти, предмети, категориялари, принциплари ҳамда қонуниятларига эга. Шу сабабли:

мамлакатимизнинг ҳарбий таълим муассасаларида ҳарбий психология фанини ўқитишда замонавий ҳарбий тўқнашувлар сабоқларидан ҳамда эмпирик ҳарбий-психологик тадқиқотларнинг хулосаси асосида ўқув қўлланма ва дарсликларни тайёрлаш;

ҳарбий хизмат талаблари йўналишидан келиб чиққан ҳолда, ҳарбий хизматчиларда ҳарбий-психологик компетенциянинг компонентларини шакллантириб, жамоат хавфсизлигини таъминлаш учун ҳарбий хизматчиларда таҳдидбардош хулқни шакллантиришнинг психологик механизмини илмий асослаш лозим бўлади.

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**POSIX – 1003 STANDARTI VA UNING ASOSIY
XARAKTERISTIKALARI.**

Pulatov G'iyos Gofurjonovich

Azamov Shohruhmirzo Alisher o'g'li

Muhammad al-Xorazmiy nomidagi TATU Farg'ona filiali

Annotatsiya: Ushbu maqolada POSIX – 1003 standarti o'rganish va uning asosiy xizmatlarini taxlil qilish tahlil qilingan. POSIX standarti operatsion tizim xizmatlarining standart interfeysi sifatida yaratilgan. Bu standart ko'chirladigan dasturlar yaratish imkonini haqida ma'lumot keltirilgan. Ushbu standart real vaqt rejimlarining o'ziga xosliklari bilan kengaytirilgan. Hozirgi vaqtda RV OT uchun POSIX standarti IEEE Std 1003.n qarindish standartlari oilasi sifatida ko'rib chiqiladi.

Kalit so'zlar: POSIX, OS Definition, Realtime Extensions, Threads, Threads, RTCA, [ARINC-653](#), OSEK/VDX standarti.

POSIX standarti operatsion tizim xizmatlarining standart interfeysi sifatida yaratilgan. Bu standart ko'chirladigan dasturlar yaratish imkonini beradi. Keyinchalik bu standart real vaqt rejimlarining o'ziga xosliklari bilan kengaytirilgan [POSIX]. Hozirgi vaqtda RV OT uchun POSIX standarti IEEE Std 1003.n qarindish standartlari oilasi sifatida ko'rib chiqiladi.

POSIX (Portable Operating System Interface Standard) IEEE tomonidan qabul qilingan OT dasturiy ta'minotini ishlab chiqish standartidir. U odatda POSIX 1003 deb ataladi. POSIX eng keng tarqalgan portativ operatsion tizim bo'lgan UNIX operatsion tizimiga asoslangan. POSIX 1003.1 asosiy OT xizmatlarini, POSIX 1003.1b real vaqtda kengaytmalarni va POSIX 1003.1s parallel ishlov berish kengaytmalarini belgilaydi.

POSIX 1003.1 standarti har qanday POSIX-mos keluvchi UNIX tizimini qo'llab-quvvatlashi kerak bo'lgan kutubxona funktsiyalarini belgilaydi, masalan, ochish, o'qish va vilka. POSIX 1003.1b standart RV OS interfeysini belgilaydi:

tizim chaqiruvi, parametrlar ro'yxati va qo'ng'iroq holati haqida ma'lumot, qaytish kaliti.

Biz 2003 yil nashrida mavjud bo'lgan POSIX standartining eng so'nggi versiyasini ko'rib chiqamiz, uni "uchlik standart" deb atash mumkin, xususan: IEEE Std 1003.1 standarti, Open Group texnik standarti va eng muhimi, xalqaro ISO / IEC standarti 9945.

Ushbu versiyaning yaratilish tarixi quyidagicha. 1998 yil boshida uchta tashkilot vakillari - Elektrotexnika va elektron muhandislar institutining Mobil ilovalar standartlari qo'mitasi, Ochiq guruh va Xalqaro tashkilotning 1-Qo'shma texnik qo'mitasining 22-kichik qo'mitasining 15-ishchi guruhi (JTC1 / SC22 / WG15) Standartlashtirish bo'yicha - tizim xizmatlariga interfeyslar uchun ular nazorat qiladigan standartlarni birlashtirish va ishlab chiqish bo'yicha maslahatlashuvlar boshlandi: IEEE Std 1003.1, IEEE Std 1003.2, Ochiq guruhning asosiy xususiyatlari, ISO / IEC 9945-1, ISO / IEC 9945-2 .

POSIX 1003.1b standarti quyidagi xizmatlarni belgilaydi:

· Parallel vazifalarni boshqarish xizmatlari.

Quyidagi uchta xizmat vazifalar o'rtasida ma'lumot almashish va sinxronizatsiya vositalarini taqdim etadi:

- ikkita semafor;
- real vaqt signallari;

- xabar almashish. Ushbu xizmat eng ustuvor vazifaga birinchi so'rov bo'yicha protsessorni qabul qilish imkonini beradi, ya'ni u hozirgi vaqtda eng muhim vazifalarga eng tezkor javob berishni kafolatlaydi;

- ustuvorliklar bilan oldindan rejalashtirish;

· Vaqt xizmatlari.

Quyidagi xizmat yuqori aniqlikdagi taymer hodisalarini amalga oshirish va SRVda o'lchovlarni amalga oshirish uchun muhimdir

- real vaqtda soat va taymerlar;

Xotirani boshqarish xizmatlari:

- topshiriq orqali xotirani egallash;
- xotira va umumiy xotiraga proyeksiyalangan fayllar;

I/O xizmatlari:

- sinxron kirish / chiqish;
- asenkron kirish / chiqish. Ushbu xizmat protsessorni hisoblash va kiritish-chiqarish o'rtasidagi o'xshashlikni amalga oshirish uchun talab qilinadi.

POSIX 1003.1c standarti POSIX-ga parallel oqimlarning spetsifikatsiyasini qo'shadi, bu dasturga boshqaruvning alohida zanjirlarida (vazifalar) bajariladigan protseduraning bir nechta nusxalarini ishga tushirish imkonini beradi. Bajariladigan dastur o'zining manzil maydoniga ega bo'lgan og'ir jarayondir. Uning ichidagi oqim engil jarayondir.

POSIX terminologiyasida og'ir vaznli jarayonlar oddiygina jarayonlar deb ataladi va engil jarayonlar iplar deb ataladi. Berilgan jarayondagi barcha oqimlar bir xil manzil maydonida ishlaydi.

1003.1a standarti (OS Definition) OT ning bazali interfeyslariga ega – jarayonlarni qo'llash, vazifalarni, signallarni, foydalanuvchilar guruhini, fayl tizimini, faylli atributlarni, faylli qurilmalarni, fayllarni bloklashni, kiritish/chiqarish qurilmalarini, maxsus vazifa qurilmalarini, ma'lumotlarning tizimli bazasini, kanallarni, FIFO navbatlarini boshqarish, shuningdek C tilini qo'llash.

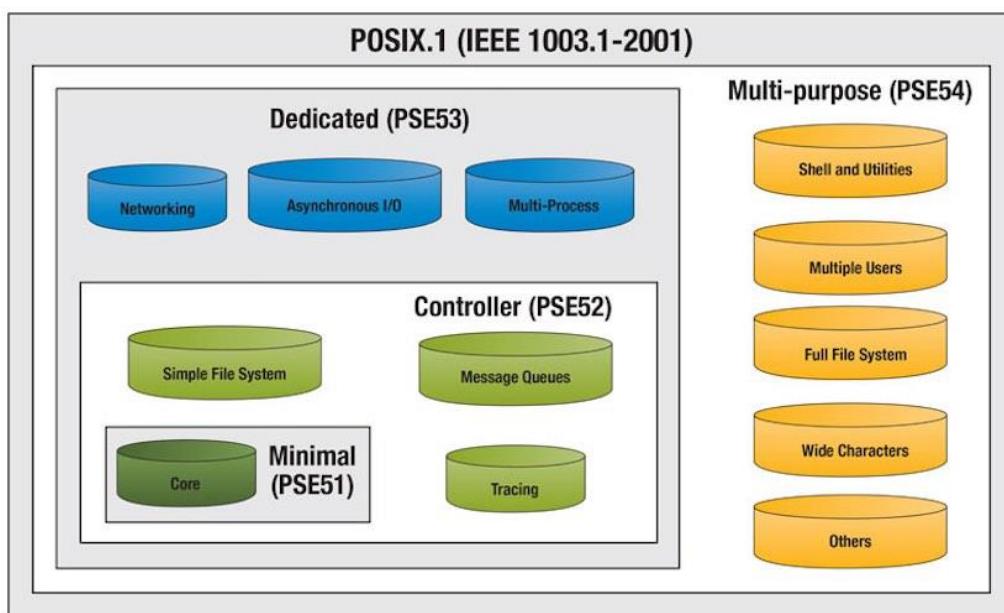
1003.1b stnadarti (Realtime Extensions) real vaqt kengaytmalariga ega – real vaqt signallari, bajarishni rejalashtirish (siklik rejalashtirish, imtiyozlarni hisobga olgan holda)m taymerlar, sinxron va asinxron kiritish/chiqarish, imtiyozlar bilan kiritsh/chiqarish, fayllar sinxronizatsiyasi, xotirani bloklash, bo'linadigan xotira, xabarlar yuborish, semaforlar.

1003.1c standart (Threads) jarayon ichida ko'p oqimli qayta ishlashni qo'llash funksiyasiga tegishli – oqimlarni boshqarish, imtiyozlarni hisobga olgan holda rejalashtirish, sinxronizatsiya obektlari.

1003.1c standart (Threads) jarayon ichida ko'p oqimli qayta ishlashni qo'llash funksiyasiga tegishli – oqimlarni boshqarish, imtiyozlarni hisobga olgan holda rejalashtirish, sinxronizatsiya obektlari.

1003.1d standart real vaqtning qo'shimcha kengaytmalarini qo'llaydi – yangi jarayonlarni yaratish semantikasi (spawn), tasodifiy server rejalashtirish, jarayon va oqimlarning bajarilish vaqti monitoringi, bloklash funksiyalari taymauti, qurilma va uzilishlarni boshqarish.

1003.21 standart real vaqtning taqsimlangan tizimlariga tegishli va taqsimlangan o'zaro ta'sirni qo'llash, ma'lumotlarning buferizatsiyasini tashkil qilish, boshqaruvchi bloklarning yuborish, sinxron va asinxron operativalar, cheklangan blokirovka, xabarlar imtiyozi, xabarlar belgisi va protokollarni amalga oshirish funksiyalarini o'z ichiga oladi.



1-rasm. POSIX standarti qurilishi

DO-178B standarti. DO-178B standarti bort aviatsion tizimlarning DT ishlab chiqish uchun aeronavtika bo'yicha Radiotexnik komissiya (RTCA – Radio Technical Commission for Aeronautics) tomonidan yaratilgan [DO178B].

Tizim tomonidan rad etish jiddiyligining besh darajasi ko'zda tutulgan va ularning har biri uchun berilgan jiddiqlik darajasi hosil bo'lganida butun tizim ishga qodirligini kafolatlashi kerak bo'lgan dasturiy ta'minotga talablar to'plami aniqlangan.

ARINC-653 standarti. ARINC-653 standarti (Avionics Application Software Standard Interface) 1997-yilda ARINC kompaniyasi tomonidan ishlab chiqilgan. Bu standart aviatsiya kompyuteri OT si va amaliy DT orasida APEX (Application/Executive) universal dasturiy interfeysni aniqlaydi. Amaliy DT va operatsion tizim xizmatlari o'rtasidagi interfeysga talablar amaliy DT ga dispetcherizatsiya, aloqa va ichki qayta ishlanadigan elementlar holatini nazorat qilinadigan tarzda aniqlanadi.

OSEK standarti. OSEK/VDX standarti – dastlab oxir oqibat birlashgan ikki alohida konsorsiumda ishlab chiqilgan standartlar kombinatsiyasi. OSEK o'z nomoni tarkibiga yetakchi nemis avtomobil ishlab chiqaruvchilari kirgan konsorsiumning nemis akronimidan olgan - BMW, Bosch, Daimler Benz (endi Daimler Chrysler), Opel, Siemens va Volkswagen, shuningdek Karlsruhe universiteti (Germaniya). VDX loyihasi (Vehicle Distributed eExecutive) PSA va Renault fransuz kompaniyalarining birgalikdagi ishi bilan rivojlantirilgan. OSEK va VDX jamoalari 1994-yilda birlashgan.

SCEPTRE standarti. SCEPTRE standarti (Standardisation du Coeur des Executifs des Produits Temps Reel Europeens) (real vaqt tizimlari asosiga yevropa standarti) 1980 – 90-yillarda ishlab chiqilgan. Standartda sanoat dasturlari uchun ixtisosliklar guruhini ishlab chiqishda muhandislar va tadqiqotchilarning kuchlari birlashtirilgan, RV OT larida ishlatiladigan yondashuvlar va metodlar to'plamiga ta'rif va aniqlanishlar berilgan, RV OT lari bajarishi kerak bo'lgan asosiy maqsadlar aniqlangan.

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**CORBA (COMMON OBJECT REQUEST BROKER ARCHITECTURE)
STANDARTI**

Nabijonov Ravshanbek Muxammadjon o'g'li

Azamov Shohruhmirzo Alisher o'g'li

Muhammad al-Xorazmiy nomidagi TATU Farg'ona filiali

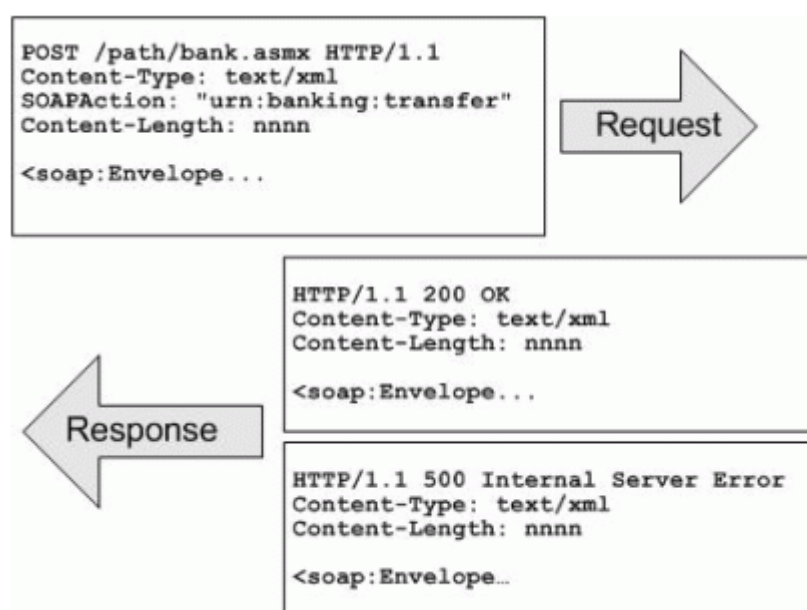
Annotatsiya: Ushbu maqolada CORBA (Common Object Request Broker Architecture) haqida ma'lumotlar keltirilgan. Shu bilan bir qatorda turli xil CORBA ning tashkil qiluvchilari ORB ilovalariga nisbatan mijozlar va ob'ektlarni amalga oshirishning ko'chma qobiliyatlari tahlil qilingan.

Kalit so'zlar: CORBA, SQL, RPC, ORB, IDL kompilyatori, IPC mexanizmlari, OMG IDL, MOM.

CORBA (Common Object Request Broker Architecture) - ob'ekt tipidagi o'rta dastur uchun standart, spetsifikatsiyalar to'plami. Ma'lumki, amaliy dasturiy ta'minotning vazifasi ma'lumotlar almashinuvi uchun dasturiy ilovalarni bog'lashdir. Amaliy dasturiy ta'minotning evolyutsiyasi - ma'lum ilovalar o'rtasida ma'lumotlarni uzatish uchun dasturlardan ma'lumotlarni import qilish va eksport qilish va ba'zi ilovalar o'rtasida ko'priklarni tashkil qilish, SQL, RPC (Remote Procedure Call), TP monitorlari (Transaction Proceesing) orqali yo'l. tranzaktsiyalarni qayta ishlash, Groupware - har xil tuzilmagan ma'lumotlarni (matnlar, fakslar, elektron pochta, kalendarlar va boshqalar) boshqarish va nihoyat, MOM - Xabarga yo'naltirilgan o'rta dastur (server va mijoz o'rtasida asinxron xabar almashinuvi), taqsimlangan kompyuter tizimlarini yaratish. Ushbu tizimlarning elementlari bir xil mahalliy mashinada ham, tarmoq orqali ham bir-biri bilan o'zaro ta'sir qilishi mumkin. CORBA yagona axborot muhitini tashkil qilish imkonini beradi, uning elementlari bir-biri bilan bog'lanishi mumkin, ularning o'ziga xos amalga oshirilishi, taqsimlangan tizimda "ro'yxatga olinishi", platformasi va ularni

amalga oshirish tilidan qat'i nazar. CORBA interoperativlik uchun texnologik platformani ta'minlab, o'rta dastur arxitekturasi uchun pastki qatlamini tashkil qiladi. Ushbu darajadagi ob'ektlarning semantikasi hisobga olinmaydi.

CORBA umumiy xizmatlar va interfeyslarni qo'llab-quvvatlovchi turli ORB ilovalari uchun asosni belgilaydi. Bu turli xil ORB ilovalariga nisbatan mijozlar va ob'ektlarni amalga oshirishning ko'chma qobiliyatiga imkon beradi. ORB global ob'ekt makonining komponentlari o'rtasida o'zaro hamkorlikni ta'minlaydi. Ob'ekt interfeysi ta'riflari Interfeys omboriga ikki usulda kiritilishi mumkin: IDL spetsifikatsiyasi natijasida statik yoki dinamik.



Repozitariy interfeys komponentlarini ob'ektlar sifatida ko'rsatadi va ularga ishlash vaqtida kirishni ta'minlaydi. So'rovni shakllantirishda mijoz dinamik qo'ng'iroq interfeysidan yoki IDL kompilyatori tomonidan yaratilgan stubdan foydalanishi mumkin - unga kirishda berilgan operatsiyani chaqirish uchun mahalliy protsedura.

Mijoz ORB bilan bevosita muloqot qilishi mumkin. Bunday holda, ORB mos keladigan ob'ektni amalga oshirish kodini qidiradi, unga so'rov parametrlarini yuboradi va boshqaruvni uzatadi. Ob'ektni amalga oshirish IDL tomonidan yaratilgan Skeleton orqali ob'ekt parametrlarini qabul qiladi va Ob'ekt adapteri va ORBga kirishi mumkin. CORBA ob'ektini amalga oshirish uchun foydalaniladigan ob'ekt adapterining asosiy vazifasi ob'ekt so'rovi

brokerining xizmatlariga kirishni ta'minlashdir. Ob'ekt adapteri ob'ektni mijozlar bilan bog'lash uchun barcha past darajadagi vositalarni ta'minlaydi.

Ushbu mablag'larga quyidagilar kiradi:

- 1) uzoq ob'ektlarga havolalar yaratish;
- 2) IDLda belgilangan chaqiruv usullari,
- 3) o'zaro hamkorlik xavfsizligini ta'minlash;
- 4) ob'ektlarni faollashtirish va o'chirish;
- 5) uzoqdagi ob'ektlarga havolalar va ob'ektlarning haqiqiy nusxalari o'rtasidagi yozishmalarni o'rnatish;
- 6) ob'ektlarni ro'yxatga olish.

OMG CORBA spetsifikatsiyasi zarur bo'lgan asosiy ob'ekt adapterini belgilaydi barcha so'rov brokerlarida amalga oshirilishi kerak. Asosiy ob'ekt adapteri (BOA) - uzoqdagi ob'ektlarga havolalar yaratish, ob'ektlarni ro'yxatga olish, so'rovlarni avtorizatsiya qilish va ilovalarni chaqirish uchun interfeyslar to'plami. Asosiy ob'ekt adapteri ob'ektni amalga oshirish va so'rov brokeri o'rtasidagi aloqani ta'minlashning asosiy yechimidir. ORB va, masalan, ma'lumotlar bazasini boshqarish tizimi o'rtasidagi o'zaro aloqani tashkil qilish uchun ob'ekt adapteri ishlab chiqilishi kerak.

Skelet - bu xizmatchini ob'ekt adapteriga bog'laydigan server tomonidagi dastur bo'lib, ob'ekt adapteriga so'rovlarni tegishli xizmatchiga yo'naltirish imkonini beradi. Statik qo'ng'iroq usullari bilan IDL kodini kompilyatsiya qilishda skelet hosil bo'ladi. Dinamik bilan - ishlatilmaydi.

ORB tuzilmasida ob'ektlarning ichki ko'rinishini va da'volarni uzatishni ta'minlaydigan yadro va interfeyslari ORBni amalga oshirishdagi farqlarni yashiradigan qo'shimcha komponentlar to'plami ajralib turadi. Yadroning vazifasi dasturlar va turdagi spetsifikatsiyalarning portativligini ta'minlash, shuningdek, taqsimlangan heterojen muhitda komponentlarning o'zaro ishlashiga erishishdir. Mijozlar imkon qadar mobil va IDL-ni mos keladigan dasturlash tiliga xaritalashni qo'llab-quvvatlaydigan har qanday ORB muhitida manba kodini o'zgartirmasdan ishlashi kerak.

Tegishli aloqa mexanizmi mavjud bo'lsa, ORBni mijoz tomonidan ham, ob'ektni amalga oshirish tomondan ham pastki dasturlar to'plami sifatida amalga oshirish mumkin. Usul chaqiruvlari Inter Process Communication (IPC) bilan ishlash uchun tarjima qilinishi mumkin.

Barcha turdagi ma'lumotlarni markazlashtirilgan yig'ish va boshqarishni ta'minlash uchun ORB alohida dastur sifatida amalga oshirilishi mumkin. Birgalikda ishlaydigan ilovalar oddiy IPC mexanizmlari orqali ORB bilan aloqa o'rnatadi.

Ishonchlilikni oshirish, ma'lumotlarni himoya qilish va yaxshi ishlashga erishish uchun ORB operatsion tizimning bir qismi sifatida amalga oshirilishi mumkin. Buning yordamida ob'ektga havolalar doimiy bo'lishi mumkin, bu esa har bir so'rovni qayta ishlash uchun zarur bo'lgan vaqtni qisqartiradi. Operatsion tizimning bir qismi sifatida ORBni amalga oshirishda barcha turdagi optimallashtirishlar mumkin, masalan, agar mijoz va server bitta mashinada bo'lsa, ma'lumotlarni kodlash va dekodlashdan qochish.

Agar ob'ekt kodi kichik bo'lsa va qo'shimcha mablag' talab qilmasa, u holda kutubxona sifatida bajarilishi mumkin. Bunday holda, barcha stublar aslida haqiqiy usullar bo'ladi. Bu shuni anglatadiki, dastur ma'lumotlariga kirish imkoniga ega bo'lgan mijoz ushbu ma'lumotlarni yo'q qilmaydi.

CORBA ning ilovalar bilan o'zaro ishlashi uchun asosiy tamoyillaridan biri shundaki, ob'ekt interfeyslarining spetsifikatsiyasi ularni amalga oshirishdan mustaqildir. Ushbu muammoni hal qilish uchun CORBA standartlari to'plami interfeyslarni aniqlash uchun maxsus tilni - OMG IDL (Interface Definition Language) ni taqdim etadi.

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**KATTA HAJMDAGI MA'LUMOTLARDAN FOYDALANISH VA
ULARNING STRATEGIYALARI**

Pulatov G'iyos Gofurjonovich

Azamov Shohruhmirzo Alisher o'g'li

Muhammad al-Xorazmiy nomidagi TATU Farg'ona filiali

Annotatsiya: Ushbu maqolada hozirgi kunda rivojlanayotgan axborot kommunikatsiya texnologiyalarida katta hajmdagi ma'lumotlardan foydalanish va ularni qo'llanilish usullari haqida ma'lumotlar keltirilgan.

Kalit so'zlar: miqdor, terabayt, Reaktiv dvigatel, zettabayt, Big Data, . SAP CIS, kvintillion bayt.

Ma'lumotlar - kompyuter ishlaydigan va magnit, optik yoki mexanik tashuvchilarda qayd etilgan elektr signallari shaklida saqlanishi va uzatilishi mumkin bo'lgan miqdorlar, belgilar yoki belgilar.

Katta ma'lumotlar vaqt o'tishi bilan eksponent ravishda o'sib boruvchi katta ma'lumotlar to'plamini tasvirlash uchun ishlatiladi. Ushbu hajmdagi ma'lumotlarni qayta ishlash uchun ajralmas hisoblanadi.

Big Data taqdim etadigan imtiyozlar:

1. Turli manbalardan ma'lumotlarni yig'ish.
2. Real vaqt tahlili orqali biznes jarayonlarini takomillashtirish.
3. Katta hajmdagi ma'lumotlarni saqlash.
4. Insights. Katta ma'lumotlar tuzilgan va yarim tizimli ma'lumotlardan foydalangan holda yashirin ma'lumotlarga nisbatan aniqroqdir.
5. Katta ma'lumotlar xavflarni kamaytirishga yordam beradi va tegishli xavf tahlillari yordamida aqlli qarorlar qabul qiladi

Katta ma'lumotlarga misollar

Nyu-York fond birjasi har kuni hosil qiladi 1 terabayt oxirgi sessiyadagi savdolar to'g'risidagi ma'lumotlar.

Ijtimoiy tarmoqlar: statistika shuni ko'rsatadiki, Facebook ma'lumotlar bazalari har kuni yuklanadi *500 terabayt* yangi ma'lumotlar asosan ijtimoiy tarmoq serverlariga fotosuratlar va videolarni yuklash, xabar almashish, postlar ostidagi sharhlar va boshqalar tufayli hosil bo'ladi.

Reaktiv dvigatel hosil qiladi *10 terabayt* parvoz paytida har 30 daqiqada ma'lumotlar. Har kuni minglab parvozlar bo'lganligi sababli, ma'lumotlar miqdori petabaytlarga etadi.

Katta ma'lumotlarning tasnifi

Katta ma'lumotlar shakllari:

- Strukturaviy
- Tarkibi bo'lmagan
- Yarim tuzilgan

Strukturaviy shakl

Ruxsat etilgan formatda saqlanishi, foydalanilishi va qayta ishlanishi mumkin bo'lgan ma'lumotlar tuzilgan deb ataladi. Yillar davomida kompyuter fanlari ushbu turdagi ma'lumotlar bilan ishlash texnikasini takomillashtirishda katta muvaffaqiyatlarga erishdi (bu yerda format oldindan ma'lum) va qanday foyda olishni o'rgandi. Biroq, bugungi kunda hajmlarning bir necha zettabayt oralig'ida o'lchanadigan o'lchamlarga o'sishi bilan bog'liq muammolar mavjud.

1 zettabayt milliard terabaytga teng

Ushbu raqamlarga qarab, Big Data atamasining to'g'riligiga va bunday ma'lumotlarni qayta ishlash va saqlash bilan bog'liq qiyinchiliklarga ishonch hosil qilish oson.

Relyatsion ma'lumotlar bazasida saqlanadigan ma'lumotlar tuzilgan bo'lib, masalan, kompaniya xodimlarining jadvalariga o'xshaydi

Noma'lum tuzilishdagi ma'lumotlar tuzilmagan deb tasniflanadi. Katta bo'lishidan tashqari, bu shakl foydali ma'lumotlarni qayta ishlash va olishda bir qator qiyinchiliklar bilan tavsiflanadi. Tarkibi bo'lmagan ma'lumotlarning odatiy misoli oddiy matnli fayllar, rasmlar va videolarning kombinatsiyasini o'z ichiga olgan heterojen manbadir. Tashkilotlar bugungi kunda katta hajmdagi xom yoki

tuzilmagan ma'lumotlardan foydalanish imkoniyatiga ega, ammo undan qanday foyda olishni bilishmaydi.

Gartner ma'lumotlariga ko'ra, katta ma'lumotlar hajmi, ishlab chiqarish tezligi, xilma-xilligi va o'zgaruvchanligi jihatidan farq qiladi. Keling, ushbu xususiyatlarni batafsil ko'rib chiqaylik.

1. Ovoz balandligi. O'z-o'zidan Big Data atamasi katta hajm bilan bog'liq. Ma'lumotlarning hajmi qayta tiklanadigan qiymatni aniqlashda eng muhim ko'rsatkichdir. Har kuni 6 million kishi raqamli mediadan foydalanadi, bu esa 2,5 kvintillion bayt ma'lumot ishlab chiqaradi. Shuning uchun, hajm ko'rib chiqilishi kerak bo'lgan birinchi xususiyatdir.

2. Turli xillik- keyingi jihat. U tuzilgan yoki tuzilmagan bo'lishi mumkin bo'lgan ma'lumotlarning heterojen manbalari va tabiatiga ishora qiladi. Ilgari elektron jadvallar va ma'lumotlar bazalari ko'pgina ilovalarda ko'rib chiqilgan yagona ma'lumot manbalari edi. Bugungi kunda elektron pochta, fotosuratlar, videolar, PDF-fayllar, audio ko'rinishidagi ma'lumotlar ham analitik ilovalarda ko'rib chiqiladi. Tarkibi bo'lmagan ma'lumotlarning bunday xilma-xilligi saqlash, ishlab chiqarish va tahlil qilishda muammolarga olib keladi: kompaniyalarning 27 foizi to'g'ri ma'lumotlar bilan ishlayotganiga ishonchlari komil emas.

3. Ishlab chiqarish darajasi... Talablarni qondirish uchun ma'lumotlar qanchalik tez to'planishi va qayta ishlanishi potentsialni aniqlaydi. Tezlik manbalardan - biznes-jarayonlardan, ilovalar jurnallaridan, ijtimoiy tarmoq saytlari va ommaviy axborot vositalaridan, sensorlar, mobil qurilmalardan ma'lumotlar oqimi tezligini belgilaydi. Ma'lumotlar oqimi juda katta va vaqt o'tishi bilan uzluksiz.

4. O'zgaruvchanlik ma'lumotlarning ma'lum vaqtlarda o'zgaruvchanligini tavsiflaydi, bu esa ishlov berish va boshqarishni qiyinlashtiradi. Shunday qilib, masalan, ma'lumotlarning aksariyati tabiatan tuzilmagan.

Tovar va xizmatlarni ilgari surish: Qidiruv mexanizmlari va Facebook va Twitter kabi saytlar ma'lumotlariga kirish korxonalariga marketing strategiyalarini yaxshiroq shakllantirish imkonini beradi.

Mijozlarga xizmat ko'rsatishni yaxshilash: Mijozlarning fikr-mulohazalarini o'qish va baholash uchun an'anaviy mijozlar fikr-mulohazalarini bildirish tizimlari yangilari bilan almashtirilmogda.

Xavfni hisoblash yangi mahsulot yoki xizmatni chiqarish bilan bog'liq.

Operatsion samaradorligi: Katta ma'lumotlar sizga kerakli ma'lumotlarni tezroq olish va aniq natijalarni tez yetkazib berish uchun tuzilgan. Katta ma'lumotlar va saqlash texnologiyalarining bunday kombinatsiyasi tashkilotlarga kamdan-kam ishlatiladigan ma'lumotlar bilan ishlashni optimallashtirishga yordam beradi.

Eng yuqori ko'rsatkichlardan biri energetika sohasiga tegishli - tahlilchilarning fikriga ko'ra, Big Data analitik texnologiyalari generator quvvatini taqsimlashning aniqligini 99% ga oshirishga qodir.

Gartner Research kompaniyasining yetakchi tahlilchisi va vitse-prezidenti Avivah Litan shunday dedi: "Tahlil bank tashkilotlariga kompaniya ichidagi ma'lumotlarni yaxshiroq nazorat qilish va firibgarlik belgilarini avvalgidan ancha tezroq aniqlash imkonini beradi".

Katta ma'lumotlarni tahlil qilish texnologiyalarini ommaviy qabul qilish banklar ko'pincha bir-biridan farq qiladigan yoki oddiygina eskirgan platformalardan foydalanishi bilan murakkablashadi. Biroq, axborot xavfsizligi xodimlarining firibgarlik tranzaksiyalarining oldini olganliklari haqida allaqachon misollar mavjud. Mutaxassislarning fikricha, Big Data texnologiyasidan tashqari, foydalanuvchilarni identifikatsiyalashning zamonaviy tizimlarini joriy etish ham firibgarlarga qarshi kurashish imkonini beradi. Bir misol, vaqt o'tishi bilan mijozlarning xatti-harakatlarini tahlil qiladigan doimiy xatti-harakatni identifikatsiya qilishdir. Bu hisobni mobil telefonga ulash orqali amalga oshiriladi.

Katta ma'lumotlar banklarning deyarli barcha asosiy vazifalarini hal qilishi mumkin: mijozlarni jalb qilish, xizmatlar sifatini oshirish, qarz oluvchilarni baholash, firibgarlikka qarshi kurashish va hokazo. bu texnologiyalar banklarga tartibga soluvchi talablarga javob berishga yordam beradi.

Banklar katta ma'lumotlarni tahlil qilish texnologiyalaridan foydalanadigan asosiy vazifalari hisobotlarni tezkor qabul qilish, skoring, shubhali operatsiyalar, firibgarlik va pul yuvishning oldini olish, shuningdek, mijozlarga taklif etilayotgan bank mahsulotlarini shaxsiylashtirish hisoblanadi.

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“KLIENT SERVER” TEXNOLOGIYASINING PROTOKOLLARIDAN FOYDALANISH

Nabijonov Ravshanbek Muxammadjon o‘g‘li

Azamov Shohruhmirzo Alisher o‘g‘li

Muhammad al-Xorazmiy nomidagi TATU Farg‘ona filiali

Annotatsiya: Ushbu maqolada hozirgi «Klent-server» texnologiyasi tez fursatlarda bining turmush tarzimizga kirib kelayotgan texnologiyalardan biridir. Axborot texnologiyalari foydalanuvchilari yangiliklar, kitoblar, badiiy maqolalarni o‘qish, qiziqarli video va filmlarni tomosha qilish, forumlarga borish, ijtimoiy tarmoqlarda "hosil qilish", to‘lovlarni to‘lash, do‘stlar bilan muloqot qilish, tovarlarni sotib olish uchun buyurtmalar va boshqalardan foydalanish bo‘yicha ma’lumotlar keltirilgan.

Kalit so‘zlar: Klent-server, Web-dasturlash, FTAM, OSI protokoli; X.400, CCITT protokoli.

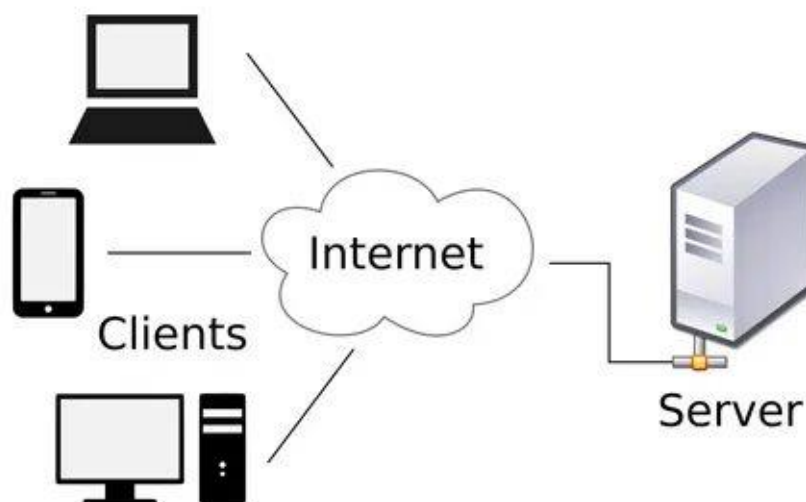
Web-dasturlash texnologiyalarini, dasturlarini asosan ikkita qismga ajratish mumkin: klient tomonidagi dasturlarlash (client-side) va server tomonidagi (server-side). Ushbu texnologiyalarni tushunish uchun avvalo bevosita "klient-server" texnologiyasini tushunish kerak. Web-sahifaning interaktiv dasturi ssenariy deb ataladi. Bunday atama dasturning natijasiga bog‘liq holda vujudga kelgan. Uning asosiy vazifasi Web-sahifasida foydalanuvchi holatiga, harakatiga «reaksiya» berishdir.

Server tomonida bajariluvchi ssenariylar esa Web-server yordamida bajariladi. (1-rasm)

Klient tomonidagi ssenariylar Klient tomonidagi ssenariylar foydalanuvchi tomonidan kiritilayotgan ma’lumotlarni to‘g‘riligini serverga murojaat qilmasdan tekshiradi. Ko‘p hollarda bu ssenariylar JavaScript va VBScript tillarida yoziladi.

JavaScript bu til Netscape va Sun Microsystems tomonidan yaratilgan bo‘lib, Web-sahifaning fo‘unksional imkoniyatlarini orttirish maqsadida qo‘llaniladi. JavaScript yordamida odatda ma’lumotli va muloqot oynalarini chiqarish, animatsiyalarni ko‘rsatish kabi vazifalarni bajarish mumkin. Bundan tashqari, JavaScript-ssenariy ba’zan o‘zi ishlab turgan brauzer va platforma tipini aniqlash mumkin. JavaScript-ssenariylar foydalanuvchi tomonidan kiritilayotgan ma’lumotlarni to‘g‘riligini tekshirishda ham qulay hisoblanadi.

VBScript VBScript tili Microsoft korporatsiyasi tomonidan yaratilgan bo‘lib, Visual Basic tilining bir qismi hisoblanadi. VBScript tili Internet Explorer va Microsoft Internet Information Server (IIS) lar bilan ishlashga mo‘ljallangan tildir. VBScript tilining JavaScript tili bilan umumiy qismlari bir nechta, jumladan u aynan Microsoft Internet Explorer bilan ishlash va uning qo‘llanish sohasini cheklay olish imkoniyatiga ega. VBScript interpretatorli til hisoblanib, Microsoft ning Web- texnologiyalari bilan hamkorlikda ishlay oladi, masalan ASP (Active Server Page) bilan. Shunga qaramay VBScript klient tomonida ishlovchi ssenariy hisoblanadi, ASP esa server tomonida ishlaydi.



1-rasm. Web-server

Mijoz-server - serverlar deb nomlangan xizmat ko‘rsatuvchi provayderlar va xizmat ko‘rsatuvchi mijozlar o‘rtasida taqsimlanadigan

vazifalar yoki tarmoq yuklari taqsimlanadigan hisoblash yoki tarmoq me'morchiligi.

Ko'pincha mijozlar va serverlar kompyuter tarmog'i orqali o'zaro ishlaydi va har xil jismoniy qurilmalar yoki dasturlar bo'lishi mumkin.

Mijoz-server modeli, shuningdek, pochta tizimlariga asoslangan ma'lumotlarni qayta ishlash tizimini yaratishda foydalaniladi. Mijoz-server arxitekturasidan sezilarli darajada farq qiladigan fayl-server arxitekturasida deb ataladigan narsa ham mavjud. (2-rasm)

Fayl serveri tizimidagi ma'lumotlar fayl serverida saqlanadi (Novell NetWare yoki WindowsNT Server) va u ish stantsiyalarida "ish stolidagi ma'lumotlar bazalari", masalan, Access, Paradox, FoxPro va hokazolar orqali ishlov beriladi.

Mijoz-server texnologiyasining afzalliklari

1. Aksariyat hollarda hisoblash tizimini tarmoqdagi bir necha mustaqil kompyuterlar o'rtasida taqsimlashga imkon beradi.

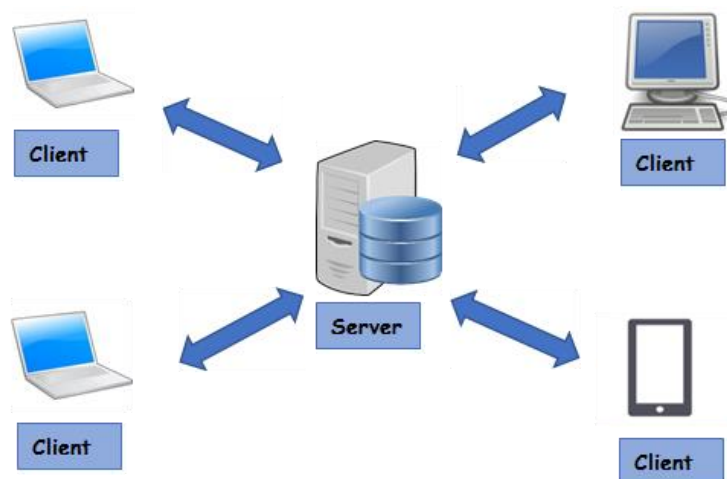
Bu hisoblash tizimiga texnik xizmat ko'rsatishni soddalashtiradi. Xususan, serverni almashtirish, ta'mirlash, modernizatsiya qilish yoki ko'chirish mijozlarga ta'sir qilmaydi.

2. Barcha ma'lumotlar serverda saqlanadi, odatda, aksariyat mijozlarga qaraganda ancha yaxshi himoyalangan. Serverda faqat kirish huquqiga ega mijozlarga ma'lumotlarga kirishga ruxsat berish uchun avtorizatsiya boshqaruvini ta'minlash osonroq.

3. Turli xil mijozlarni birlashtirishga imkon beradi. Turli xil apparat platformalari, operatsion tizimlari va boshqalar bo'lgan mijozlar ko'pincha bitta serverning resurslaridan foydalanishlari mumkin.

Ajratilgan server bilan tarmoq: Ajratilgan serverga ega tarmoq (Client/Server tarmog'i) bu tarmoq qurilmalari markazlashtirilgan va bir yoki bir nechta serverlar tomonidan boshqariladigan mahalliy tarmoq (LAN). Shaxsiy ish stantsiyalari yoki mijozlar (masalan, shaxsiy kompyuterlar) tarmoq manbalariga server (lar) orqali kirishlari kerak.

Ko'p darajali mijoz-server arxitekturasi - bu bir yoki bir nechta alohida serverlarda ma'lumotlarni qayta ishlash funktsiyasi bajariladigan mijoz-server arxitekturasi bir turi. Bu sizga serverlar va mijozlarning imkoniyatlaridan yanada samarali foydalanish uchun ma'lumotlarni saqlash, qayta ishlash va taqdim etish funktsiyalarini ajratish imkonini beradi.



2-rasm. Mijoz-server modeli

Mijoz-server texnologiyasining kamchiliklari.

Server ishlamay qolishi butun hisoblash tarmog'ini ishlamay qolishi mumkin.

Ushbu tizimning ishlashini qo'llab-quvvatlash uchun alohida tizim boshqaruvchisi kerak.

Uskunalarining yuqori narxi.

Qatlamli mijozning server arxitekturasi

Amaliy protokollar – ilovalarning muloqoti va ular o'rtasidagi axborot almashinuvini ta'minlaydi. Ularning ko'p ishlatiladigani va taniqliligi quyidagilardir:

FTAM (File Transfer Access and Management) – fayllarga bog'lanish OSI protokoli; X.400 – elektron pochталarni halqaro almashish uchun

CCITT protokoli; (3-rasm)

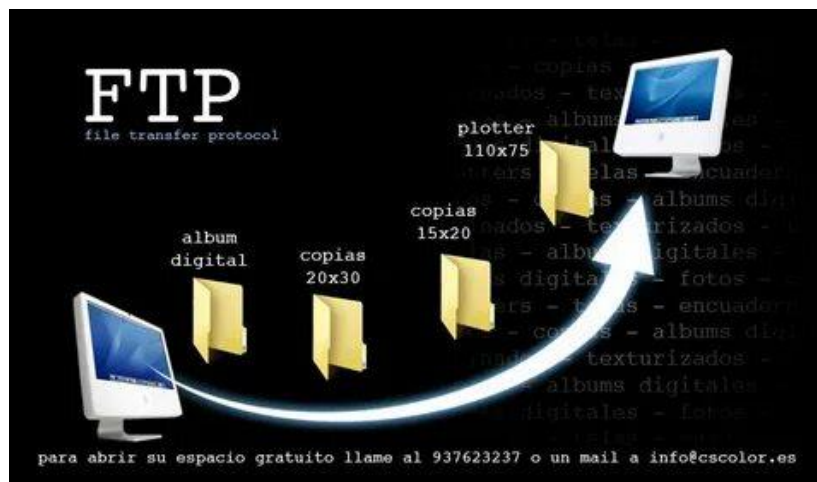
X.500 – bir necha tizimda fayl va katalog xizmati CCITT protokoli;

SMTP (Simple Mail Transfer Protocol) – electron pochta almashinuvi uchun Internet global tarmoq pro-tokoli; FTP (File Transfer Protocol) – fayllar uzatish uchun internet global tarmoq protokoli;

SNMP (Simple Network Management Protocol) – tarmoq monitoringi, tarmoq qismlarini nazorat va ularni boshqarish protokoli;

Telnet – Internet global tarmoq protokoli, u uzoqdagi xostlarni qayd qilish va ularda axborotga ishlov berish vazifasini bajaradi;

TCP/IP: TCP/IP protokol steklari (Transmission Control Protocol/Internet Protocol) bugungi kunda eng ko‘p tarqalgan va fundamentaldir. U har qanday o‘lchamdagi mahalliy tarmoq larda ishlaydi. Undan tashqari protokollardan Internet global tarmog‘ida ishlash imkonini beruvchi yagona protokoldir. TCP/IP protokollar stekiga turli bosqichlarda ishlovchi ko‘p protokollar kiradi, lekin o‘z nomini u ikkita TCP va IP protokollar nomidan olgan.



3-rasm. File Transfer Access and Management

TCP (Transmission Control Protocol) – transport protokoli, TCP/IP protokollar stekidan foydalanib tarmoqda axborotlarni uzatishni boshqarish uchun xizmat qiladi.

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**TO‘LIQ FUNKSIONAL WEB-ILOVALARNI QO‘LLASHDAGI
MASOFAVIY ALOQA USULLARI.**

Nabijonov Ravshanbek Muxammadjon o‘g‘li

Azamov Shohruhmirzo Alisher o‘g‘li

Muhammad al-Xorazmiy nomidagi TATU Farg‘ona filiali

Annotatsiya: Ushbu maqolada to‘liq funksional Web-illovalar bilan tanishtirilgan. Masofaviy aloqa usullarini ko‘rib chiqilgan. Web-ilova - bu shunday ilovaki, server bajarayotgan barcha ishlarini Internet orqali klient qurilmasiga yuboriladi. Ularni qo‘llash uchun Web-browser zarurligi umumiy holatda tahlil qilingan.

Kalit so‘zlar: Web-ilova, ASP.NET, HTML, HTTP, JavaScript, PHP, SSI, ASP.

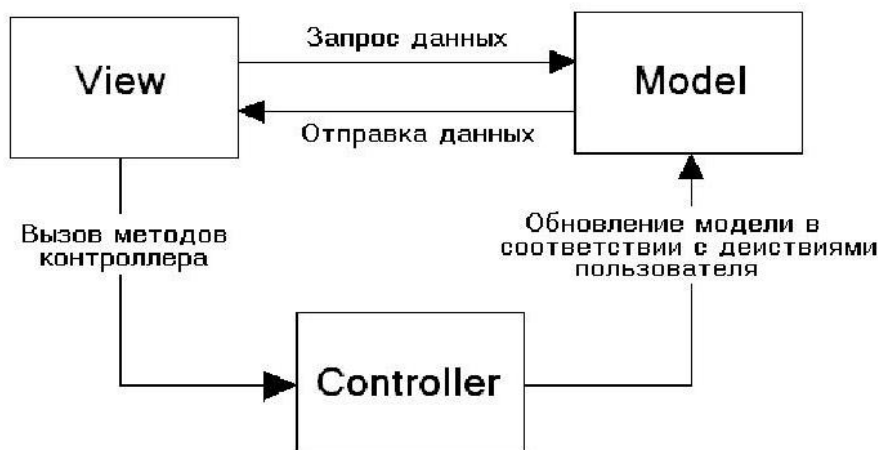
Web-texnologiyalar bilan bog‘liq texnologiya bilan ishlashda turli xil dasturlar mavjud bo‘lib, ular vaqt o‘tgan sayin o‘zgarib, murakkablashib bormoqda. Ya'ni texnika-texnologiyalarining keskin suratda rivojlanishi yangidan yangi dasturlash tillarini o‘rganishni va bilishni talab etmoqda. Hozirgi kunda bu dasturlardan eng zamonaviysi Visual Studio 2013.ASP.NET va berilganlar bazasi SQL Server 2012shular jumlasidandir. Visual Studio 2013- bu dastur yaratuvchi uchun Microsoft platformasida dastur (ilova) yaratish imkonini beruvchi instrumentlar ya'ni uskunalar to‘plamidir. ASP.NET bazasida dasturlash uchun VisualStudio.NET redaktoridan foydalaniladi. ASP.NET ilovasi turli xil dasturlash tillarida yaratilishi mumkin. Odatda bu dasturlash tillari Visual Basic va C# tillari hisoblanadi. Ushbu tizimni yaratish jarayonida nega endi aynan Visual Studio 2013: ASP.NET dan foydalaniladi? degan savolni qo‘yilishi tabiiy.

Chunki web-texnologiyalar bilan ishlovchi, Web-formalarni yaratish imkoniyati mavjud bo‘lgan bir nechta dasturlash tillari mavjud. Aynan Visual Studio 2013: ASP.NET dan foydalaninshning sababi Visual Studio 2013

tarkibiga kiruvchi ASP.NET Web sahifalarni bevosita dasturlash jarayonida yaratish imkonini beradi. Unda web sahifaning HTML kod (Source) va C# da dasturlash orqali amalga oshirsa bo‘ladi.

ASP.NET boshqa web-illovalarni yaratuvchi plotformalardan farqli bir qancha afzalliklarga ega. Eng asosiy afzalliklaridan biri bu - dasturlash uskunakari va Windows serveri bilan integratsiyalashuvidir.

Web-loyihalar bilan ishlash jarayonida ko‘pgina hollarda mavjud bo‘lgan instrumentlar to‘plami kerakli talablarni qanoatlantirmasligi muammosiga duch kelamiz. Web-ilova web-serverni HTML-kodni kliyentga yuborishga majbur qiladi. Bunday kodlar Internet Explorer kabi web-brouzerlarda aks etadi. Brouzerning Adreslar satriga foydalanuvchi URL-adresni kiritganda Webserverga HTTP- so‘rov yuboriladi. HTTP-so‘rov tarkibiga so‘ralgan fayl nomi va quyidagi qo‘shimcha ma'lumotlar kiradi: identifikatsiyalanuvchi kliyent ilovasi, klient tomonidan qo‘llab-quvvatlanuvchi tillar, kerakli so‘rov bo‘yicha qo‘shimcha ma'lumotlar. Web-server Web-brouzer asosida foydalanuvchiga matnli darcha, tugmalar va ro‘yxatlarni ko‘rsatuvchi tarkibiga HTML-kod kiruvchi HTTP- protokolini qaytaradi.



1-rasm. Web ilovalar arxitekturasi.

ASP.NET - bu dinamik web-sahifani server tomonda kod yordamida yaratishga mo‘ljallangan texnologiya hisoblanadi. Bu web-sahifalar Windowsning kliyent dasturlariga o‘xshash turli dasturlar orqali ham yaratilgan

bo`lishi mumkin. Kliyent tizimlarda Web-illovalar uchun ASP.NET ni qo`llash uchun oddiygina Web-brouzer zarur bo`ladi. Bunda Internet Explorer, Opera, Netscape Navigator, Firefox yoki ixtiyoriy HTML ni qo`llab-quvvatlovchi web-brouzer va bunda .NET platformasini o`rnatish zaruriyati yo`q.

Server tizimlari ASP.NET muhitida bajariluvchi bo`lsa u o`rnatilgan bo`lishi zarur. Agar sistemada Internet Information Services (IIS) xizmati o`rnatilgan bo`lsa, Net Fremwork platformasini installyatsiya qilayotgan vaqtda server bajariluvchi ASP.NET muhitni konfiguratsiya qiladi. Ishlab chiqish jarayonida Visual Studio o`zining shaxsiy ASP.NET Web Development Serveriga ega bo`lagani uchun IIS bilan ishlashga hech qanday hojat qolmaydi.

Web-texnologiya sinfsifikatsiyasi. HTML (HyperText Markup Language). Dastlab World Wide Web tizimi matnli ma`lumotlarni va HTML hujjatlarni ko`rishga mo`ljallangan, matnni tahrirlovchi tilga o`xshash tizim bo`lgan. Ayni damda HTML tili WWW dagi eng ommabop tillardan biri hisoblanadi. HTML tilida yozilgan ma`lumotlar o`z ichiga matnli fayllar, grafik ma`lumotlar va boshqalarni oladi.



2-rasm. Web ilovalar qurilish klassifikatsiyasi

Hujjatlar orasidagi aloqani ta`minlash va ma`lumotlarni formatlash vositalari teg (tag) deb ataluvchi vosita orqali amalga oshiriladi.

XML (eXtensible Markup Language). XML tili ham HTML tiliga o`xshash til hisoblanadi. HTML dan farqli tomoni shundaki, XML da dasturchi

o'zining shaxsiy teglarini yaratadi va ular orasiga ma'lumotlar joylashtiradi. XML-teglar harflar katta kichikligini farqlaydi.

XHTML (eXtensible HyperText Markup Language). XHTML tili HTML va XML tillarining birlashmasini tashkil etadi. XHTML tilida yozilgan hujjatning tashqi ko'rinishi platformaga bog'liq (Windows, Mac yoki Unix) ravishda o'zgarib ketmaydi. Shunga qaramay XHTML tarkibida HTML diskriptorlardan foydalaniladi.

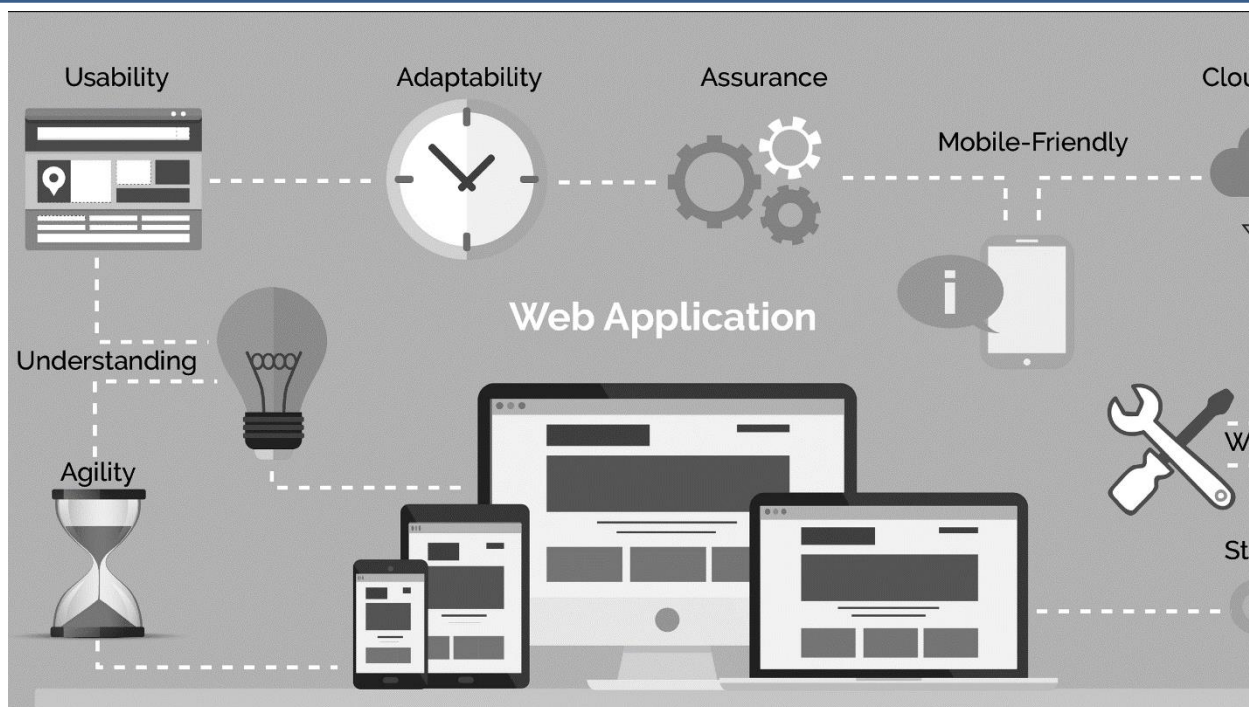
Bugungi kunda mobil aloqa vositalaridan foydalanuvchilar uchun yangi til ishlab chiqilgan bo'lib, u WML (Wireless Markup Language) deb ataladi; CDF (Channel Definition Format) - Microsoft ishlab chiqqan brauzerlarda push-kanal hosil qilishda qo'llaniladi.

Web dasturlash texnologiyalari, ssenariyli tillar "Mijoz-server" texnologiyasi

Mijoz tomonidagi ssenariylar. Mijoz tomonidagi ssenariylar foydalanuvchi tomonidan kiritilayotgan ma'lumotlarni to'g'riligini serverga murojaat qilmasdan tekshiradi. Ko'p hollarda bu ssenariylar JavaScript va VBScript tillarida yoziladi.

JavaScript (Dasturlash tili). JavaScript – bu til Netscape va Sun Microsystems tomonidan yaratilgan bo'lib, Web-sahifaning funksional imkoniyatlarini orttirish maqsadida qo'llaniladi.

VBScript tili. VBScript tili Microsoft korporatsiyasi tomonidan yaratilgan bo'lib, Visual Basic tilining bir qismi hisoblanadi. VBScript tili Internet Explorer va Microsoft Internet Information Server (IIS) lar bilan ishlashga mo'ljallangan tildir.



3-rasm. Web ilovalar ishlash prinsipi.

VBScript tilining JavaScript tili bilan umumiy qismlari bir nechta, jumladan u aynan Microsoft Internet Explorer bilan ishlash va uning qoʻllanish sohasini cheklay olish imkoniyatiga ega. VBScript interpretatorli til hisoblanib, Microsoft ning Web-texnologiyalari bilan hamkorlikda ishlay oladi, masalan ASP (Active Server Page). Shunga qaramay VBScript mijoz tomonida ishlovchi ssenariy hisoblanadi, ASP esa server tomonida ishlaydi.

Server tomonidagi ssenariylar. Server tomonida bajarilishi kerak boʻlgan ssenariylar odatda sayt papkasining ichidagi maxsus papkaga joylashtiriladi. Foydalanuvchi soʻroviga asosan server bu ssenariyni bajaradi. Bajarilgan ssenariy natijasi web-serverga uzatiladi va undan soʻng mijozga uzatiladi. Server tomonidagi ssenariylarni tashkil etish uchun odatda Perl, ASP, PHP, JSP va SSI kabi til va texnologiyalardan foydalaniladi.

Perl interpretatorli tili. Perl tili Web-ilovalar yaratishda eng ommabop tillardan biri hisoblanadi. Matnlarni qidirish va tahrirlash, fayllar bilan qulay ishlay olish qoidalari bilan Perl tili Internetning asosiy tillaridan biri boʻlib qoldi. Perl – interpretatorli til hisoblanadi, shu bois unda yaratilgan ssenariylar ishlashi uchun server kompyuterda Perl-interpretator oʻrnatilgan boʻlishi kerak.

ASP (Active Server Pages). ASP-ma'lumotlar bazalari tashkil etish va ular bilan ishlash vazifalarini bajarishga moslashuvchan, qulay vositadir. ASP vositalari server tomonida ishlaydi va HTML-kod va ssenariylar kabi fayllarni qayta ishlaydi. ASP texnologiyasi VBScript, Java va JavaScript tillarini qo'llab quvvatlaydi. ASP-kod ixtiyoriy HTML-hujjatdan, shu bilan birga boshqa ASP-hujjatdan chaqirilishi mumkin. ASP-kod joylashtirilgan Web-sahifalar fayllari kengaytmasi .asp bo'ladi.

PHP (Personal home page). PHP – bu serverda qayta ishlanuvchi ssenariylar tilidir. ASP kabi PHP kodlar ham bevosita HTML-hujjatni tarkibiga qo'shiladi. Ushbu tilning nomi Personal Home Page Tools so'zlarining qisqartmasidan olingan. PHP da C va Perl tillarida uchragan bir qator muammolar hal etilgan, bundan tashqari, PHP ma'lumotlar bazasi bilan ishlash uchun juda qulay vositadir. Umuman olganda Perl, PHP – ochiq tizimli tillar hisoblanadi va ularni dasturchilar modernizatsiyalashtira oladi.

JSP (JavaServerPage). JSP texnologiyasi o'zining funksional imkoniyatlariga ko'ra ASP ga o'xshashdir. Asosiy farqi shundaki, bunda VBScript va JavaScript bilan birga Java tili ham qo'llanila oladi. Shunga qaramay JSP Java dan oldinroq qo'llanilgan va ushbu texnologiya mukammal Web-illovalar yaratish uchun yetarli imkoniyatga ega.

SSI (Server Side Include). SSI vositasi dastlab HTML-faylni serverda qayta ishlaydi va undan so'ng uni mijozga uzatadi. Dastlabki qayta ishlash vaqtida hujjatga dinamik generatsiya qilingan ma'lumotlar qo'shiladi, masalan joriy vaqt haqidagi ma'lumot. Umuman olganda SSI texnologiyasi HTML-faylning tarkibiga qo'shimcha qo'llanmalar qo'shishga mo'ljallangan HTMLning qismi hisoblanadi.

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**YENGIL ATLETIKACHILARNI FUNKTSIONAL XOLATINI
BAXOLAH ASOSIDA MASHG'ULOTLAR REJASINI
OPTIMALLASHTIRISH**

Buxoro davlat pedagogika instituti

Jismoniy tarbiya va sport nazariyasi va metodika mutasassisligi

2-bosqich talabasi: Saidova Sarvinoz Iskandar qizi

Annotatsiya: Ushbu maqolada, yengil atletikachilarni funktsional xolatini baxolash asosida mashg'ulotlar rejasini optimallashtirish mavzusida ma'lumotlar kelgan.

Kalit so'zlar: yugurish, nayza uloqtirish, atletika, sakrash, ko'pkurash, uloqtirish, musobaqa.

Annoation: This article provides information on the optimization of the training plan based on the assessment of the functional status of athletics.

Keywords: running, javelin throwing, athletics, jumping, all-around, throwing, competition.

Аннотация: В данной статье представлена информация по оптимизации тренировочного плана на основе оценки функционального состояния легкоатлетов.

Ключевые слова: бег, метание копья, легкая атлетика, прыжки, многоборье, метание, соревнование.

Yengil atletika va uning turlari rivojlanishining tarixiy tavsifi. Qadimiy yunon so'zi "atletika" o'zbek tilida kurash, mashq degan ma'noni bildiradi. Qadimiy Yunonistonda kuchlilik va chaqqonlikda musobaqalashgan kishilarni atletlar deb atar edilar. Yengil atletika sportining ayrim turlari (yurish, yugurish, sakrash, uloqtirish, ko'pkurashlardan iboratdir) uzoq vaqtlardan buyon Movarounnahr o'lkasida istiqomat qiluvchilarning shug'ullanib kelgan mashg'ulotlari, xususan, Sarmish (soyidagi) tog'larida eramizdan bir necha asr oldin qoldirilgan rasmlarda yuguruvchi, sakrovchi va nayza uloqtiruvchilarni tasviri qoldirilgan. Buyuk mutafakkir olim Abu Ali ibn Sino bemorlarni

davolashda gimnastika, suzish, kurash bilan birga tez yurish, yugurish, sakrash, nayza otish, tosh ko'tarish mashqlaridan unumli foydalanganligi haqida nazariy ma'lumotlarga ega qilish.

O'zbekistonning jismoniy tarbiya tizimida yengil atletikaning o'рни. O'zbekiston Respublikasi hududida o'tkaziladigan yengil atletika musobaqa qoidalari Xalqaro havaskorlar yengil atletika federatsiyasi (IAAF) qoidalariga asosan ishlab chiqilgan. O'zbekiston Respublikasi sportchilarining hamma rasmiy musobaqalari, Shuningdek chet el sportchilari ishtirokidagi ochiq musobaqalar ham shu qoidalarga binoan o'tkaziladi. Xalqaro rasmiy musobaqalar olimpiada o'yinlari, jahon chempionati, Evropa, Osiyo, jahon kubogi, kontinental hududiy jamoa chempionatlari yoki o'yinlari (bir necha IAAF a'zolari o'rtasida uchrashuvlar) O'zbekiston zaminida IAAF qoidalari asosida o'tkazilishi haqida nazariy ma'lumotlarga ega qilish.

Yengil atletika bo'limlari va ularning turkumlanishi. Yengil atletika besh bo'limdan (yurish, yugurish, sakrash, uloqtirish va ko'p kurashdan) iborat bo'lib, ularning har qaysisi ham xilma-xil turlarga bo'linadi. Yengil atletika turli yoshdagi kishilar uchun ajoyib jismoniy mashqlar hisoblanadi. Yengil atletika shug'ullansa barcha muskullar ishlaydi, organizmdagi yurak-qon tomir, nafas olish va boshqa sistemalar faoliyati kuchayadi, natijada modda almashinishi ortishi va odam organizimiga ta'siri haqida nazariy ma'lumotlarga ega qilish.

Yengil atletika turlari texnikasini o'rgatish. Yengil atletika turlari texnikasini har bir shug'ullanuvchini yugurishning xususiyatlari bilan tanishtirish, kamchiliklarini aniqlash, katta ham, o'smirlar ham o'rganishlari mumkinligi va o'rgatishning asosiy vazifasi yurish, yugurish, sakrash, uloqtirish, kupkurashdan iborat ekanligini tushuntirib beriladi. Yengil atletika texnikasini takomillashtirishda gavda va bosh oyoq qo'l harakatlariga e'tibor berish kerakligi haqida nazariy ma'lumotlarga ega qilish.

Yengil atletika bilan shug'ullantirishda umumiy rivojlantiruvchi hamda maxsus mashqlarini bajarishni o'rgatish. Yengil atletika bilan shug'ullanishda avvalom "Badan qizdirish" mashqlari ketma-ketlikda bajarilish lozimdir. Qaddi

qomatga beriladigan mashqlar, Elka va qo'lgaga beriladigan mashqlar, gavda va qo'lgaga beriladigan mashqlar, gavda va oyoqqa beriladigan mashqlarga, harakat uyg'unligiga va chaqqonlikni rivojlantiradigan mashqlar yordamida olib borilish kerakligi haqida nazariy ma'lumotlarga ega qilish.

Yengil atletika bilan shug'ullantirish va uni o'rgatish asoslari. Yengil atletika mashqlari shug'ullanuvchilarga kuch kelish miqdori, harkatning shakli va xarakteri jihatidan juda ham har xil bo'ladi. Shuning uchun yengil atletikaning har qaysi turida shug'ullanishda jismoniy mashqlar va gigienik rejimga rioya qilish kerak. Yengil atletika shug'ullanish jarayonida, Shuningdek, yana boshqa tadbirlar vositasida yengil atletika va uni o'rgatish metodikasi fanida axloq ruhida tarbiyalash, iroda va harakaterni chiniqtirish, mehnatsevarlikka tarbiyalash haqida nazariy ma'lumotlarga ega qilish. Yengil atletika mashg'ulotlarida qo'llaniladigan metodlarni o'rgatish. Yengil atletika mashg'ulotlarida qo'llaniladigan metodlar o'rgatish va uni takomillashtirish mashg'ulotlar jarayonining tarkibiy qismidir.

Yengil atletika mashg'ulotini o'rgatish metodikasining umumiy asoslari quyidagilardan iborat. O'rgatish metodlari, So'z metodi, Ko'rsatish metodi, Mashqlarni yaxlit o'rgatish metodi, Mashqni bo'laklab o'rgatish metodi va boshqa metodlar. Bu o'rganiladigan metodlar Yengil atletika mashg'ulotlarini samarali olib borishlariga xizmat qilishi haqida nazariy ma'lumotlarga ega qilish.

Ta'lim muassasalarida yengil atletika mashg'ulotlarini tashkil qilish va o'tkazish. Maktabgacha ta'lim muassasalari, umumiy o'rta ta'lim maktablari, akademik litsey va kasb-hunar kollejlari, oliy ta'lim muassasalarida yengil atletika mashg'ulotlarini tashkil qilish va o'tkazish usullari, shakllari haqida nazariy ma'lumotlarga ega qilish. Yengil atletika mashg'ulotlarini tashkil qilish va o'tkazishda asosiy tashkiliy shakli, guruh bo'lib yoki individual yoki undan ko'proq davom etadigan mashg'ulotlar haqida nazariy ma'lumotlarga ega qilish.

Sportcha yurish texnikasini o'rgatish metodikasi. Sportcha yurish texnikasini o'rgatishning nazariy asoslari. O'rgatishning asosiy vazifasi,

sportcha to'g'ri yurish texnikasini o'rgatish, turli xil siljish tezligida ortiqcha yuklama sarflamay, bemaolol yurishni o'rgatish. Bundan tashqari, har qaysi shug'ullanuvchi uchun optimal tezlikni yurish sur'ati va qadam uzunligini bilan oshirish haqida nazariy ma'lumotlarga ega qilish.

Yugurish turlari texnikasini o'rgatish metodikasi. Yugurishni bir qancha turlari mavjud bo'lib bular quydagilardur. Qisqa masofaga yugurish, O'rta masofaga yugurish, O'zoq masofaga yugurish, O'ta o'zoq masofaga yugurish, Marafon yugurish, To'siqlar osha yugurish, turlari haqida nazariy ma'lumotlarga ega qilish.

Sakrash turlari texnikasini o'rgatish metodikasi. Sakrashni bir qancha turlari mavjud bo'lib bular quyidagilar. Xatlab o'tish balandlika, To'lqin usulida o'tish balandlika, Yugurib kelib uzunlika sakrash, Yugurib kelib uch xatlab sakrash, Turgan joydan uzunlika sakrash, Langarcho'p bilan sakrash, sakrash turlari haqida nazariy ma'lumotlarga ega qilish.

Uloqtirish turlari texnikasini o'rgatish metodikasi. Uloqtirish texnikasiga o'rgatish, Yadro itqitish, Disk, Nayza uloqtirish, Granata uloqtirish, Bosqon uloqtirish turlari haqida nazariy ma'lumotlarga ega qilish.

Ko'p kurash turlari texnikasini o'rgatish metodikasi. Ko'p kurash turlariga o'rgatish metodikasi 3,5,7,10 turlarini o'z ichiga oladi uch kurashga 100 metr, yadro va balandlika sakrash turlari. 5 kurashga 60 yoki 100 metr uzunlika sakrash granata uloqtirish balandlika sakrash kross yugurish, 7 kurshaga 100 metr uzunlika sakrash, disk uloqtirish, balandlik sakrash 110 metrga to'siqlar osha yugurish 800 metrga yugurish. 10 kurash 100 metrga yugurish uzunlika sakrash, disk uloqtirish, balandlika sakrash, 400 mertga yugurish 110 metrga to'siqlar osha yugurish yadro uloqtirish, balandlika langar cho'pga sakrash nayza uloqtirish, 1500 mertga yugurish haqida nazariy ma'lumotlarga ega qilish.

Yengil atletika bo'yicha o'quv ishlarini tashkil qilish, rejalashtirish va hisobini yuritish. Yengil atletika bo'yicha o'quv ishlarini tashkil qilish, rejalashtirish va hisobini yuritishda talabalarga o'quv ishlarning hujjatlarini yuritilishi va dars mashg'ulotlarining tashkil qilish darsdan tashqari

mashg'ulotlar jarayonining o'tkaziladigan mashg'ulotlarni rejalashtirish va hisobini yuritish haqida nazariy ma'lumotlarga ega qilish.

Yengil atletika bo'yicha sport inshootlari, jihozlari va ularni ishlatish Yengil atletika bo'yicha sport inshootlari, jihozlari va ularni ishlatishda va ularga qo'yilgan talablar yengil atletikada sport inshootlarning gigenasi jihozlanishi jihozlardan foydalanish bo'yicha foydalanishad va ishlatishda talabalarga jarohatlanishni oldini olish haqida nazariy ma'lumotlarga ega qilish.

Yengil atletika bo'yicha musobaqalarni tashkil qilish va o'tkazish, musobaqalardagi hujjatlar va hakamlik ishi. Yengil atletika bo'yicha musobaqalarni tashkil qilish va o'tkazishda sport turlari bo'yicha talabnomalarning to'ldirilishi musobaqa nizomi har bir sport turi bo'yicha hakamlik qilish haqida nazariy ma'lumotlarga ega qilish.

Amaliy mashg'ulotlarini tashkil etish bo'yicha ko'rsatma va tavsiyalar Amaliy mashg'ulotlarda talabalar turli-xil yengil atletika darsini tashkil qilish va o'tkazishni o'rganadilar. Amaliy mashg'ulotlarda tavsiya etiladigan mavzulari:

1. Yengil atletika turlari texnikasini o'rgatish Yengil atletika turlari texnikasini har bir shug'ullanuvchini yugurishning xususiyatlari bilan tanishtirish, kamchiliklarini aniqlash, katta ham, o'smirlar ham o'rganishlari mumkinligi va o'rgatishning asosiy vazifasi yurish, yugurish, sakrash, uloqtirish, kup kurashdan iborat ekanligini tushuntirib beriladi. Yengil atletika texnikasini takomillashtirishda gavda va bosh oyoq qo'l harakatlariga e'tibor berish kerakligi to'g'risida ma'lumot beriladi.

2. Yengil atletika bilan shug'ullantirishda umumiy rivojlantiruvchi hamda maxsus mashqlarini bajarishni o'rgatish Yengil atletika bilan shug'ullanishda avvalom "Badan qizdirish" mashqlari ketma-ketlikda bajarilish lozimdir. Qaddi qomatga beriladigan mashqlar, Elka va qo'lga beriladigan mashqlar, gavda va qo'lga beriladigan mashqlar, gavda va oyoqqa beriladigan mashqlarga, harakat uyg'unligiga va chaqqonlikni rivojlantiradigan mashqlar yordamida olib borilish kerak liligi to'g'risida bilim berish.

3. Yengil atletika bilan shug‘ullantirish va uni o‘rgatish asoslari Yengil atletika mashqlari shug‘ullanuvchilarga kuch kelish miqdori, harkatning shakli va xarakteri jihatidan juda ham har xil bo‘ladi. Shuning uchun yengil atletikaning har qaysi turida shug‘ullanishda jismoniy mashqlar va gigienik rejimga rioya qilish kerak. Yengil atletika shug‘ullanish jarayonida, Shuningdek, yana boshqa tadbirlar vositasida yengil atletika va uni o‘rgatish metodikasi fanida axloq ruhida tarbiyalash, iroda va harakaterni chiniqtirish, mehnatsevarlikka tarbiyalashdan iboratdir yengil atletika turlari texnikasini o‘rgatish Yengil atletika turlari texnikasini har bir shug‘ullanuvchini yugurishning xususiyatlari bilan tanishtirish , kamchiliklarini aniqlash, katta ham, o‘smirlar ham o‘rganishlari mumkinligi va o‘rgatishning asosiy vazifasi yurish, yugurish, sakrash, uloqtirish, kupkurashdan iborat ekanligini tushuntirib beriladi. Yengil atletika texnikasini takomillashtirishda gavda va bosh oyoq qo‘l harakatlariga e‘tibor berish kerakligi to‘g‘risida ma‘lumot beriladi.

4. Yengil atletika bilan shug‘ullantirishda umumiy rivojlantiruvchi hamda maxsus mashqlarini bajarishni o‘rgatish Yengil atletika bilan shug‘ullanishda avvalom “Badan qizdirish” mashqlari ketma-ketlikda bajarilish lozimdir. Qaddi qomatga beriladigan mashqlar, Elka va qo‘lga beriladigan mashqlar, gavda va qo‘lga beriladigan mashqlar, gavda va oyoqqa beriladigan mashqlarga, harakat uyg‘unligiga va chaqqonlikni rivojlantiradigan mashqlar yordamida olib borilish kerak liligi to‘g‘risida bilim berish.

5. Yengil atletika bilan shug‘ullantirish va uni o‘rgatish asoslari Yengil atletika mashqlari shug‘ullanuvchilarga kuch kelish miqdori, harkatning shakli va xarakteri jihatidan juda ham har xil bo‘ladi. Shuning uchun yengil atletikaning har qaysi turida shug‘ullanishda jismoniy mashqlar va gigienik rejimga rioya qilish kerak. Yengil atletika shug‘ullanish jarayonida, Shuningdek, yana boshqa tadbirlar vositasida yengil atletika va uni o‘rgatish metodikasi fanida axloq ruhida tarbiyalash, iroda va harakaterni chiniqtirish, mehnatsevarlikka tarbiyalashdan iboratdir.

6. Sportcha yurish texnikasini o'rgatish metodikasi Sportcha yurish texnikasini katta ham, o'smirlar ham o'rganaverishlari mumkin. O'rgatishning asosiy vazifasi sportcha to'ri yurish texnikasini o'rganish, turli xil siljish tezligida ortiqcha kuchanmay, bemalol yurishni o'rgatishdir Bunda tashqari, har qaysi shug'ullanuvchi uchun optimal tezlik to'g'risidagi bilimlarini baholash.

7. Yugurish turlari texnikasini o'rgatish metodikasi Yugurishni bir qancha turlari mavjud bo'lib bular quydagilardur. Qisqa masofaga yugurish, O'rta masofaga yugurish, O'zoq masofaga yugurish, O'ta o'zoq masofaga yugurish, Marafon yugurish, To'siqlar osha yugurish, turlari bo'yicha nazariy va amaliy bilimlarini baholash.

8. Sakrash turlari texnikasini o'rgatish metodikasi Sakrashni bir qancha turlari mavjud bo'lib bular quyidagilar. Xatlab o'tish balandlika, To'lqin usulida o'tish balandlika, Yugurib kelib uzunlika sakrash, Yugurib kelib uch xatlab sakrash, Turgan joydan uzunlika sakrash, Langarcho'p bilan sakrash, sakrash turlari bo'yicha nazariy va amaliy bilimlarini baholash.

9. Uloqtirish turlari texnikasini o'rgatish metodikasi. Uloqtirish texnikasiga o'rgatish, Yadro itqitish, Disk, Nayza uloqtirish, Granata uloqtirish, Bosqon uloqtirish turlari bo'yicha nazariy va amaliy bilimlarini baholash.

10. Ko'p kurash turlari texnikasini o'rgatish metodikasi. Ko'p kurash turlariga o'rgatish metodikasi 3,5,7,10 turlaini o'z ichiga oladi uch kurashga 100 metr, yadro va balandlika sakrash turlari. 5 kurashga 60 yoki 100 metr uzunlika sakrash granata uloqtirish balandlika sakrash kross yugurish, 7 kurshaga 100 metr uzunlika sakrash, disk uloqtirish, balandlik sakrash 110 metrga to'siqlar osha yugurish 800 metrga yugurish. 10 kurash 100metrga yugurish uzunlika sakrash, disk uloqtirish, balandlika sakrash, 400 mertga yugurish 110 metrga to'siqlar osha yugurish yadro uloqtirish, balandlika langar cho'pga sakrash nayza uloqtirish, 1500 mertga yugurish bo'yicha nazariy va amaliy bilimlarini baholash.

Xulosa

Xulosa qilib shuni aytish mumkinki, yengil atletikada doimiy mashg'ulotlar shug'ullanuvchiga juda kerakli mashg'ulotlar hisoblanadi.

Yengil atletika turlari texnikasini har bir shug'ullanuvchini yugurishning xususiyatlari bilan tanishtirish, kamchiliklarini aniqlash, katta ham, o'smirlar ham o'rganishlari mumkinligi va o'rgatishning asosiy vazifasi yurish, yugurish, sakrash, uloqtirish, kupkurashdan iborat ekanligini tushuntirib beriladi. Yengil atletika texnikasini takomillashtirishda gavda va bosh oyoq qo'l harakatlariga e'tibor berish kerakligi haqida nazariy ma'lumotlarga ega ekanligini aniqlash va baholash.

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**THE BEST METHODS OF TEACHING ENGLISH AS A SECOND
LANGUAGE**

Usmanova Ruzikhan Bozorovna,

*teacher of the Department of Foreign Languages, Uzbekistan State
University of Physical Education and Sports, Chirchik City, Tashkent region*

Annotations: The article provides The best methods of teaching English as a second language.

Key words: English lessons, teaching, second language, grammar, learning.

Throughout the history of teaching languages a number of different teaching approaches and methodologies have been tried and tested with some being more popular and effective than others. If you're just beginning your TEFL career, it would be beneficial to be familiar with a few of these.

The Direct Method.

If you've ever heard the Direct Method being taught, you may have rightly mistaken it for some sort of military drill, which is not far off as it was first established in France and Germany in the early 1900's to assist soldiers to communicate in a second language quickly. The direct method of teaching English is also known as the Natural Method. It's used to teach a number of different languages not just English, and the main idea of the Direct Method is that it only uses the target language that the students are trying to learn. Its main focus is oral skill and it is taught via repetitive drilling. Grammar is taught using an inductive way and students need to try and guess the rules through the teacher's oral presentation.

Today popular forms of the Direct Method are Callan and Berlitz.

The Grammar Translation Method.

Just like its name suggests, this method of teaching English is grammar heavy and relies a lot on translation. This is the traditional or ‘classical’ way of learning a language and it’s still commonly used when learning some languages. Some countries prefer this style of teaching and the main idea behind this method is that the students learn all grammar rules, so they’re able to translate a number of sentences. This is particularly common for those students who wish to study literature at a deeper level.

The Audio Lingual Method.

The Audio Lingual Method otherwise known as the New Key Method or Army Method is based on a behaviourist theory that things are able to be learned by constant reinforcement. However, just like in the army when someone behaves badly (or in this case bad use of English), the learner receives negative feedback and the contrary happens when a student demonstrates good use of English. This is related to the Direct Method and just like its predecessor it only uses the target language. The biggest difference between the Audio Lingual Method and the Direct Method is its focus of teaching. The Direct Methods focuses on the teaching of vocabulary whereas the Audio Lingual Method focuses on specific grammar teachings.

The Structural Approach.

As the name suggests, the method is all about structure. The idea is that any language is made up of complex grammar rules. These rules, according to this approach need to be learnt in a specific order, for example the logical thing would be to teach the verb “to be” prior to teaching the present continuous which requires using the auxiliary form of the verb “to be.”

Suggestopedia.

This is a behaviourist theory and related to pseudoscience. This method relies heavily on students' belief about the method's effectiveness. This theory is intended to offer learners various choices, which in turn helps them become more responsible for their learning.

It relies a lot on the atmosphere and the physical surroundings of the class. It's essential that all learners feel equally comfortable and confident. When teachers are training to use the Suggestopedia method, there's a lot of art and music involved. Each Suggestopedia lesson is divided into three different phases – 1. Deciphering 2. Concert Session 3. Elaboration.

Total Physical Response.

Total Physical Response, otherwise known as TPR is an approach that follows the idea of 'learning by doing'. Beginners will learn English through a series of repetitive actions such as "Stand up", "Open your book", "Close the door", and "Walk to the window and open it." With TPR, the most important skill is aural comprehension and everything else will follow naturally later.

Communicative Language Teaching (CLT).

The idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that they may find themselves in. This type of teaching involves focusing on important functions like suggesting, thanking, inviting, complaining, and asking for directions to name but a few.

The Silent Way.

The Silent Way emphasises learner autonomy. The teacher acts merely as a facilitator trying to encourage students to be more active in their learning. The main of this way of teaching is for the teacher to say very little, so students can take control of their learning. There's a big emphasis on pronunciation and a large chunk of the lesson focuses on it. This method of learning English follows a structural syllabus and grammar, vocabulary and pronunciation are constantly

drilled and recycled for reinforcement. The teacher evaluates their students through careful observation, and it's even possible that they may never set a formal test as learners are encouraged to correct their own language errors.

Community Language Learning.

This is probably one of the English teaching methods where the student feels the safest as there's a great emphasis on the relationship and bond between the student and teacher. Unlike a lot of the other methods and approaches of teaching English as a Second Language, a lot of the L1 (mother tongue) is used for translation purposes.

Task Based Language Learning.

The main aim of this approach to learning is task completion. Usually, relevant and interesting tasks are set by the teacher and students are expected to draw on their pre-existing knowledge of English to complete the task with as few errors as possible.

The Lexical Approach.

The Lexical syllabus or approach is based on computer studies that have previously identified the most commonly used words. This approach in teaching focuses on vocabulary acquisition and teaching lexical chunks in order of their frequency and use. Teachers of the Lexical Approach place a great emphasis on authentic materials and realistic scenarios for more valuable learning.

Conclusion:

Teaching English as a second language is a valuable and rewarding endeavor. Once you've mastered your skills, you'll find yourself in a fulfilling and meaningful career that will bring you joy on a daily basis. While each teacher has their own style, the above tips will help you establish a good rapport with your students and allow you to set them for success!

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TIMSS XALQARO BAHOLASH DASTURI

*Namangan shahar 31-umumiy o'rta ta'lim maktabi boshlang'ich sinf
o'qituvchisi Namangan davlat universiteti
Maktabgacha va boshlang'ich ta'lim fakulteti, ta'lim va tarbiya
nazariyasi va metodikasi (boshlang'ich ta'lim) yo'nalishi MTTB-AU-21-guruh
magistranti
Ismatillayeva Yodgora Abduvahob qizi*

Annotatsiya: Ushbu maqolada TIMSS xalqaro baholash tizimi, TIMSS tadqiqoti va uning usullari haqida ma'lumotlar berildi.

Kalit so'zlar: TIMMS, tadqiqot, tadqiqot xususiyatlari, natijalar, tabiiy fanlar, matematika

KIRISH

Matematika va tabiiy fanlarni o'zlashtirish sifatini Xalqaro monitoring qilish va baholash tizimi TIMSS (ing. TIMSS -Trends in International mathematics and science study) - 4- va 8- sinf o'quvchilarining matematika va tabiiy yo'nalishdagi fanlardan o'zlashtirish darajasini baholash dasturi bo'lib, tadqiqot ta'lim yutuqlarini baholash xalqaro assotsiatsiyasi (IEA) tomonidan tashkil etiladi.

TIMSS xalqaro baholash dasturida 4- va 8-sinf o'quvchilarining matematika va tabiiy fanlar bo'yicha egallagan bilim darajasi va sifatini solishtirish hamda milliy ta'lim tizimidagi farqlarni aniqlash bilan bir qatorda, qo'shimcha ravishda maktablarda matematika va tabiiy fanlar bo'yicha berilayotgan ta'lim mazmuni, o'quv jarayoni, ta'lim muassasasining imkoniyatlari, o'qituvchilar salohiyati, o'quvchilarning oilalari bilan bog'liq omillari o'rganiladi. TIMSS dasturi o'zining birinchi tadqiqotini 1995-yilda boshlagan bo'lib, 2019-yilga qadar har to'rt yilda 1999, 2003, 2007, 2011, 2015 va 2019-yillarda tashkil etib kelindi. Navbatdagi 8-davriylik 2023-yilda amalga

oshirilishi rejalashtirilgan. Shu bilan birga, 1995-yildan beri uch marta (oxirgimarta 2015-yilda) maktabning oxirgi sinfidagi o'quvchilarning yutuqlarini o'rganishni o'zichiga olgan "kengaytirilgan" tadqiqot (Advanced TIMSS) o'tkazilgan (O'zbekistondabu 11-sinf, AQShda 12-sinf va boshqalar).

ASOSIY QISM

TIMSS xalqaro tadqiqotining asosiy maqsadi boshlang'ich va o'rta maktablarda matematika va tabiiy fanlar bo'yicha ta'lim sifatini qiyosiy baholashdan iborat. Tadqiqotda 4-8-sinf o'quvchilarining ta'limdagi yutuqlari, jumladan, ularning nafaqat bilim va ko'nikmalari, balki fanlarga bo'lgan munosabati, qiziqishlari va o'qishga bo'lgan motivatsiyasi ham baholanadi.

Tadqiqot shunday tuzilganki, uning natijalari 4-sinf o'quvchilari 8-sinfga o'tganlarida, har 4 yilda ishtirokchi mamlakatlarda matematika va tabiiy fanlar bo'yicha ta'lim tendentsiyalarini kuzatib boradi. Shunday qilib, boshlang'ich va o'rta maktab o'quvchilarining ta'lim yutuqlari, shuningdek, boshlang'ich maktabdan o'rtamaktabga o'tish davrida matematika va tabiatshunoslik ta'limidagi o'zgarishlar nazorat qilinadi.

Tadqiqotni o'tkazish va uni ishlab chiqishda dunyoning ko'plab tadqiqot markazlari va professional tashkilotlari ishtirok etadilar: Ta'lim test xizmati (ETS - Educational Testing Service, AQSH), Kanada StatistikaMarkazi (Statistics Canada), Ta'lim yutuqlarini baholash xalqaro assotsiatsiyasi Kotibiyati (IEA, Niderlandiya), Ta'lim yutuqlarini baholash xalqaro assotsiatsiyasining ma'lumotlarni qayta ishlash markazi (DPC IEA — Data Processing Center IEA, Germaniya) va boshqalar. Shu bilan birga, turli mamlakatlar mutaxassislarining sa'y-harakatlarini muvofiqlashtirish uchun dunyoning yetakchi ekspertlaridan iborat maslahat qo'mitalari tuzilgan. Barcha tadqiqotlar Boston kollejidagi TIMSS va PIRLS xalqaro tadqiqot markazi (TIMSS & PIRLS International Study Center, Boston College) tomonidan muvofiqlashtiriladi.

O'zbekistonda ushbu tadqiqot Ta'lim sifatini nazorat qilish davlat inspeksiyasi huzurida Ta'lim sifatini baholash bo'yicha xalqaro tadqiqotlarni amalga oshirish milliy markazi tomonidan tashkil etiladi.

Tadqiqot usullarining xususiyatlari. TIMSS tadqiqot usullarini ishlab chiqish uchun asos sifatida "TIMSS Assessment Frameworks and Specifications" hujjati ishlatiladi. Ushbu hujjatda matematika va tabiiy fanlar bo'yicha ta'lim yutuqlarini baholashga, testla rva test topshiriqlarini ishlab chiqishga umumiy yondashuvlar belgilangan, matematika va tabiiy fanlardan tekshirilishi kerak bo'lgan tarkib, shuningdek, o'quvchilar topshiriqlarni bajarishda ko'rsatishi kerak bo'lgan kognitiv faoliyat turlari ham tavsiflaydi.

TIMSS xalqaro tadqiqot usullariga quyidagilar kiradi:

- ijobiy test natijalari;
- so'rovnomalar (o'quvchilar, o'qituvchilar, ta'lim muassasasi ma'muriyati, ta'lim sohasidagi mutaxassislar, tadqiqot sifatini kuzatuvchilar uchun);
 - uslubiy ta'minot (tadqiqotni tashkil etish va o'tkazish bo'yicha milliy koordinatorlar uchun qo'llanma, maktab koordinatorlari uchun qo'llanma, test o'tkazish bo'yicha qo'llanma, topshiriqlarni bepul javoblar bilan tekshirish bo'yicha qo'llanma, ma'lumotlarni kiritish bo'yicha qo'llanma va boshqalar);
 - dasturiy ta'minot (sinflar va o'quvchilarni tanlash, ma'lumotlarni kiritish uchun).

Xalqaro testlar quyidagi tamoyillar asosida ishlab chiqiladi:

- o'quv va kognitiv faoliyatning sinovdan o'tgan mazmuni va turlarini yetarli darajada yoritish;
- xalqaro testlar mazmuning aksariyat ishtirokchi mamlakatlarda o'rganilayotgan materialga maksimal darajada muvofiqligi;

- testlarning o'zaro aloqasini ta'minlash;
- tekshirilayotgan mazmunning matematika vatabiatshunoslik ta'limini rivojlantirish nuqtai nazaridan ahamiyati;
- o'quvchilarning yosh xususiyatlariga muvofiqligi, test ishlab chiqilgan yutuqlarni baholash;
- ommaviy tadqiqotlar uchun talablarga muvofiqligi.

O'quvchilarning matematika va tabiiy fanlarga tayyorgarligini baholash uchun testlar (harbir variantda) ham matematika, ham tabiiy fanlar bo'yicha topshiriqlarni o'z ichiga oladi.

Natijalarni baholash. 4 va 8-sinf o'quvchilarining matematika va tabiatshunoslik fanlari bo'yicha savodxonligini baholash uchun test topshiriqlari nazariyasidan foydalaniladi. 4-8-sinf o'quvchilari uchun matematika va tabiiy fanlar bo'yicha xalqaro test sinovlari natijalari alohida qayta ishlanadi va tahlil qilinadi. O'rganish natijalarini statistic qayta ishlash natijasida harbir talabaga matematika va tabiatshunoslik fanlaridan topshiriqlarni bajarish uchun alohida 1000 balllik tizimda ball qo'yiladi. 4 va 8-sinf o'quvchilari uchun xalqaro natijalar shkalasi 1995 yilda tadqiqotda qatnashgan barcha mamlakatlarning o'rtacha ballarining o'rtacha qiymati 100 standart og'ish bilan 500 sifatida qabul qilinganligini hisobga olgan holda tuzilgan. Barcha keying tadqiqotlar natijalari 1995 yil miqyosida ko'rsatilgan, bu natijalarni taqqoslash va ularning o'zgarishi tendentsiyalarini aniqlash imkonini beradi.

XULOSA VA MUNOZARA

Xulosa o'rnida shuni aytish joziki, TIMSS – xalqaro baholash tadqiqot tizimi hisoblanadi. 1995-yildan buyon har to'rt yilda tashkil qilinadigan, maktab yoshidagi, 4-8-sinf, o'quvchilarining matematika va tabiiy fanlardan bilimlarini tekshiradigan tadqiqotdir.

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**SOYA O'SIMLIGINING ZARARKUNANDALARI, KASALLIKLARI VA
ULARGAQARSHI KURASH CHORALARI.**

*O'simliklar genetik resurslari ilmiy-tadqiqot instituti. O'simliklar
bioximiyasi va molekulyarbiologiya laboratoriyasi.*

Stajyor- tadqiqotchi:

Jasurbek Normurodovich Jo'rayev.

Annotatsiya: Mazkur maqolada soya o'simligining ahamiyati, uning o'sishiga, hosildorligiga yomon ta'sir ko'rsatuvchi turli-xil zararkunandalar, kasalliklar haqida ma'lumotlar berilgan va ularga qarshi kurash choralari haqida yoritilgan.

Kalit so'zlar: Soya o'simligi, soya doni, dehqonchilik, zararkunandalar, bakterial kasalliklar, virusli kasalliklar, zamburug'li kasalliklar.

Аннотация: В данной статье представлена информация о значении растения сои, различных вредителях и болезнях, отрицательно влияющих на его рост и продуктивность, и мерах борьбы с ними.

Ключевые слова: растение сои, соя, земледелие, вредители, бактериальные болезни, вирусные болезни, грибковые болезни.

Abstract: This article provides information on the importance of the soybean plant, various pests and diseases that adversely affect its growth and productivity, and measures to combat them.

Key words: Soybean plant, soybean, farming, pests, bacterial diseases, viral diseases, fungal diseases.

Soya dunyoning ko'p mamlakatlarida yetishtirilib, u yer yuzida

ekiladigan qishloq xo'jaligi ekinlari ichida oqsil va moydorligi yuqori ko'rsatkichlarga egaligi uchun kundalik ratsionda asosiy o'rin tutadi. «Dunyo qishloq xo'jaligida soya (*Glycine max L.*) eng muhim dukkakli don ekinlaridan biri hisoblanadi va dunyodagi ekin maydoni 121,5 mln. gektarni tashkil etadi»¹. Oziq-ovqat xavfsizligini ta'minlashda dukkakli don ekinlari, jumladan soyaning hosildorligi va sifatini oshirish bugungi kundagi eng muhim vazifalaridan biri hisoblanadi. Qishloq xo'jaligi ishlab chiqarishida yuqori sifatli, yangi va shu bilan birga hosildorligi barqaror, tabiiy omillarga moslashuvchan, ekologik elastik va texnologik afzalliklarga ega tizma va navlar muhim ahamiyat kasb etadi. Soya o'zining ishlatilishidagi universalligiga ko'ra dehqonchilik tizimidagi barcha o'simliklar orasida tengsizdir. Chunki, uning doni tarkibida yuqori sifatli aminokislotalar bilan ta'minlanganlik jixatidan go'sht, sut, tuxum kabi eng muhim oziq-ovqat mahsulotlari bilan tenglasha oladigan 28-52 foiz oqsil, 18-27 foiz ekologik toza o'simlik moyi, ko'plab mineral tuzlarni, darmondorilarni saqlashi bilan alohida ahamiyat kasb etadi. Ayniqsa butun dunyoda oqsil taqchilligi hukm surayotgan bug'ungi kunda, soya donining oqsilga boyligi, oqsili tarkibida inson uchun o'rin almashilmaydigan aminokislotalarning barchasini mavjudligi alohida ahamiyatga ega bo'lib, soya donining ozuqaboplik ahamiyatini yanada oshiradi. Soyaning lizin, metionin, arginin, leytsin va boshqa eng zarur aminokislotalarga boyligi bo'yicha qator oziq-ovqat mahsulotlari bilan tenglasha olishini alohida ta'kidlash zarur. Soya donidagi o'rin almashilmaydigan-noyob aminokislotalarning barchasi to'laligicha mavjud bo'lib, ularning miqdori esa tuxum, suli doni, sigir sutidagi me'yorlardan kam farq qiladi. Tarkibida xolesterin, hayvon eg'larini saqlamaganligi bois ularni iste'mol qiluvchilarni qonlarini triglitseridlardan tozalab, xolesterin miqdorini kamaytirish bilan kishilarda yurak-qon tomir kasalliklarini oldini olishda alohida ahamiyatga ega va inson salomatligi uchun juda muhim hisoblanadi. Soya oqsili suvda yaxshi erishi va inson organizmiga yuqori darajada singishi bilan ham aloxida kadrlanadi.

Soya o'simligiga ham boshqa o'simliklar kabi turli zararkunandalar ziyon keltiradi, turli xil kasalliklarga chalinadi. Biz mo'l hosil olishni istasak albatta bularga qarshi chora-tadbirlarni ham hisobga olishimiz kerak.

Soyaga zarar yetkazuvchi asosiy zararkunandalar.

Ko'p tarqalgan soya zararkunandalari o'rgimchakkana, bitlar, makkajo'xori tunlamlar, soya mevaxo'ri, bargxo'rlar, ko'sak qurti kabilar xisoblanadi.

Ghlozidea armigeza Nibn, beda kurti-Ghlozidae mazitima Gzhsl lar, o'tlaq parvonasi-Loxestegr sticticalis, makkajo'xori parvonasi-Pyzansta nubilalis Hb lar bo'lib, keltirilgan xasharotlarni qurtlari soyaga iyun-avgust oylarida zarar keltiradi. Ular o'simlik barglarini yeb, fotosintez jarayonlarini yomonlashuviga olib keladi, bedava g'o'za tunlamlari bo'lsa soyani dukkaklari va donlarini ham zararlaydi. Ularga qarshi kurash chorasi sifatida: 25% li siraks preparatidan 0,32 litr ni 25% lik Arrivo, 25 SIPI yoki 40% danadim preparatini gektariga 0,5-1 litr, 30 litr suvga aralashtirib ishchi eritmasi tayyorlanib ishlatiladi.

Soya kuyasi. Bu zararkunanda faqat donni zararlab, kapalaklari yosh yashil dukkaklariga, gul qismlariga tuxum qo'yadi. Qurtlar dukkakni teshib kirib, soya urug'lari bilan oziqlanadi, soya asosan mazkur kuyani ikkinchi avlodidan zararlanadi va soyani ekish kechikishi bilan kuyani zarari shuncha ortadi.

Kulrang lavlagi uzun burini-Tanymecus palliates F, qora uzunburun qo'ng'iz- Psallalium maxillosum F lar ham uchraydi. Bu qo'ng'izlar tuproqda qishlab mart – aprelgacha begona o'tlar bilan oziqlananib, so'ng soyaga zarar keltiradi. Soya barglarini, o'simlikni o'suv nuqtasini, yangi maysalarini yeb zarar keltiradi. Qarshi kurash chorasi sifatida, bitlar soni ko'payganda ularga qarshi 57% Fufanondan 0,5- 1,2l-30l suvda eritib ishchi eritmasi tayyorlanadi, yoki 40% Danadimdan 0,5-11 preparat, 57% Omaytadan 1,3l preparatni 30l suvdagi eritmasini bir gektar maydonga ishlatiladi.

O'rgimchakkana. Qo'zg'atuvchisi Tetzanychus atlanticus Ms Gr egor

eng ko'p zarar keltiruvchi hashoratlardan biri bo'lib, so'rib olgan barglarning rangi to'qsimon sarg'ish-yashilga aylanadi (xlorozga o'xshab) va muddatidan avval to'kiladi va don hosildorligini kamayishiga olib keladi. Qarshi kurashish uchun g'o'za ekilgan maydonlaridan uzoqroqqa soyani joylashtirish tut daraxtlari atrofini vaqtida profilaktik ishlov berish talab etiladi. O'simliklarni vaqtida me'yorida oziqlantirishni tashkil etish kerak. Biologik kurash usuli bilan gabrabraqon, oltinko'z, trixogramma kabi foydali hasharotlar uchiriladi. Kimyoviy preparatlardan Detsis 0.3-0.5 l/ga, 57 foizlik Omaytdan 1,3 l, Danadim 0.5-1 l/ga 30 l suvga aralashtirib eritmasi tayyorlanadi va gektariga purkash orqali sepiladi.

Har-xil tunlamlar, qurt (bargxo'r, urug'xo'r, kuzgi tunlam, ko'sak qurti) lar soyani zararlaydi. Ulardan beda tunlami- Chloridea maritime Grhsi, g'o'za tunlami- Chloridea armigra lar ko'p uchraydi. Ularning qurtlari kulrang yashil rangda bo'lib, dastlab o'simliklarni o'sish nuqtasini keyinchalik esa dukkaklarini teshib donni yeydi. Agar 1m² da 8-10 dona tunlam qurt yoki 1 o'simlikda 2-3 ta mevaxo'r uchrasa, ularga tezlik bilan ishlov berishni boshlash kerak. Ularga qarshi kurashish uchun eng avvalo dala chetlariga, tutlarni tagiga ishlov berish kerak, chunki shu yerdan boshqa dalalarga hasharotlar tarqaladi. Kimyoviy preparatlardan Karate 0.4 l/ga, yoki Lambardo 0,5 l/gadan yoki Titan 0.3-0.4 l/ga, preparatlarni 300 litr suvga aralashtirib, ishchi eritmasi tayyorlab bir gektarga sepiladi.

Soya kasalliklari va ularga qarshi kurash usullari.

Soya ko'p kasalliklarga chalinadi, ayniqsa zamburug'li kasalliklarga. Masalan, AQSHda kasalliklar soyaga katta ziyon keltiradi, shulardan 3 xili bakteriyali, 3 xili- virusli va 19 ta zamburugli kasalliklardir. Zamuburug'li kasalliklardan Xitoyda 6 xil, Rossiyada 32 xil, Ukrainada 16 xil uchraydi.

Barcha kasalliklar 3 ta guruhga bulinadi:

1. Urug', o'simta va maysa kasalliklari

2. O'simlikni har-xil organlarini zararlaydigan

dog'lanishlar 3. O'simlikni so'lish kasalliklari.

Soya o'simligi bizda yangi ekin bo'lgani uchun hozircha uning kasalliklari kam uchraydi, hasharotlardan o'rgimchak kana uchraydi, ayniqsa paxtaga yaqin ekilgan dalalarda bu hasharot soya barglarini so'rib tashlaydi. Shuning uchun dalalar oltingugurt kukuni bilan paxtachilikda qanday kurashilsa, soyachilikda ham shu tadbirlar bajariladi.

Bakterial kasalliklar

Bakterial kasalliklar AQSH, Kanada, Hindiston, Yaponiya, Xitoy, Chexiya, Slovakiya, Germaniya, Bolgariya, Rossiya va boshqa soya ko'p ekiladigan davlatlarda keng tarqalgan.

Bakternoz bilan soyaning urug'i va maysasi zararlanadi. Kasallikni *Xanthomonas phaseoi*, *Pseudomonas glycineum*, *P. solanacearum* chaqiradi. Kasallik belgilari: oqchil, sariq qo'ng'ir tusli dog'lar. Urug'lar yaltiroqligini yo'qotadi. Kasallangan urug'lar chiriydi, unib chiqmaydi.

Zangli bakterioz iqlimi issiq hududlarda ko'p uchraydi. Bu kasallikni bakteriyalar chaqiradi. Bargining yuqori qismida alohida-alohida kichkina, oqish dog' paydo bo'ladi. Keyinchalik ular bir-biri bilan qo'shilib, butun barg yuzasini qoplaydi. Bargning pastki qismidagi dog' deyarli ko'zga ko'rinmaydi. Bora-bora barglar sarg'ayadi, kuchli zararlanganlari to'kilib ketadi.

Bakteriyali kuyush -barglarda yarim tiniq qoramtir dog'lar paydo bo'ladi, atrofida sarg'ish-yashil shishlar bilan o'raladi. Asta -sekin dog'lar qo'shiladi va barglar nobud bo'ladi. Kasallik namlik oshib ketgan sharoitda tez rivojlanadi, barglar to'kiladi. Kasallikka qarshi kurashish uchun quyidagi fungitsidlarlar qo'llaniladi: Topsin-M preparatidan 1.0 kg/ga me'yorida, oxak-oltingugurt qaynatmasi (ISO) 0.5-1 kg/ga, 300 litr ishchi eritma bilan ishlanadi. To'yintirilgan oltingugurt 15-20 kg/ga me'yorida sepiladi.

Havorang dog'lar. Bu kasallikni xam bakteriyalar keltirib chikaradi. Kasallik bargda ko'k va jigarrang dog'lar paydo qilish bilan boshlanadi, asosan bargni, kamdan-kam hollarda poyani va soya dukkaklarini zararlaydi. Barglar qizg'ish-jigar rang tusga kiradi va qurib, to'kiladi. Havo quruq va issiq bo'lishi kasallikning ko'payishi uchun qulay sharoit yaratadi.

Bakterial burchakli dog'lar. Bargda burchakli mayda dog'lar paydo bo'ladi. Poya va dukkaklarda cho'zinchoq dog'lar yoki chiziqlar paydo bo'ladi. Dukkakdagi dog'lar jigar rangli, moyli bo'ladi.. Bu kasallik namlik yuqori va xarorat yuqori bo'lmagan sharoitda rivojlanadi. Quruq ob-havo boshlanganda rivojlanishi to'xtaydi, hosil ayrimyillari 20-30% ga kamayadi.

Bakterial so'lish (vilt). *Pseudomonas solanaceurum* Smitx R. *Solanaceum* chaqiradi. Krasnodar o'lkasida 1975 yildan beri keng tarqalmoqda. So'lish kasalligi har xil ko'rinishda bo'ladi: bargida 1 sm uzunlikda dog'lar paydo bo'ladi. Bargning zararlangan joylari ushlab ko'rilganda to'kiladi; zararlangan barglarda yashil-qo'ng'ir dog'lar paydo bo'ladi. Ayrim vaqtlarda dog'larda jigar-rangli hoshiya bo'ladi, ayrim barglar, shoxlar yoki butunlay o'simlik so'liydi. Bakterial vilt bilan zararlangan o'simliklarda poyalari ingichka, nimjon bulib qoladi. Zararlangan o'simliklarda barg tomirlari bo'yicha uzun qo'ng'ir-jigar rangli dog'lar paydo bo'ladi. Zararlangan maysalar o'sishdan orqada qoladi. Bakterialar bittadan yoki juft bo'lib joylashadi, gohida zanjir kabi joylashadi.

Urug'palla bakteriozi. Urug'palla bakteriozi hosilga katta zarar keeltiradi. Shimoliy Kavkazda hosilni 71% nobud bo'lgan. Krasnodar o'lkasida urug'palla bakteriozdan 50% hosil nobud bo'lgan. Bu kasallik urug' orqali tarqaladi. Urug' yuzasida chuqurlashib joylashgan oqish dog'lar paydo bo'ladi. Zararlangan urug'lar bo'rtish jarayonida yelim kabi massaga aylanadi, yoqimsiz hid chiqaradi. Urug'larning unuvchanligi kamayadi. O'simlikni zararlaydigan barcha bakteriyalar maysalarni ham zararlaydi.

Zamburug'li kasalliklar. Soxta un, shudring urug', maysa, barg va dukkaklarni zaralaydi. Dastlab bargning ustki va ostki qismida yupqa g'ubor paydo bo'lib, sarg'ayadi, keyinchalik to'kilib ketadi.

Fuzarioz bilan zararlanganda unib chiqqan maysaning asosiy qismi chirib nobud bo'ladi. O'sish davrida kasallansa o'sish va rivojlanishdan to'xtaydi.

Ildiz chirish kasalligiga chalingan yosh o'simlik ildizi qo'ng'ir rangga

kiradi, yon ildizlari rivojlanmaydi. Ba'zan yetuk o'simliklar ham kasallanadi. Kasallik tarqatuvchi zamburug'lar tuproqda saqlanadi.

Bakteral va zamburug'li kasalliklardan himoya chorasi sifatida bir tonna urug' 2,5 kg 80 TMTD va fentiuram bilan ekishda bir-bir yarim oy oldin dorilanadi. O'suv davrida 80 impeb 0,4,50 fundazol aralashmasi 600m/ga miqdorda purkaladi. Kasallikning tarqalish darajasiga qarab bir yoki ikki marta purkaladi.

Virusli kasalliklar

Virusli kasalliklar barcha soya ekiladigan davlatlarda uchraydi. Uzoq Sharqda virusli kasalliklar juda katta zarar keltiradi.

Mozaika soya ekiladigan hududlarda keng tarkalgan. Bu kasallik bilan zararlangan soya hosilining 84% gacha bo'lgan qismi nobud bo'ladi. Kasallikning birinchi belgilaribarglarda kuzatiladi. Kasal tekkan bunday barglar buralib, bujmayib qoladi, ba'zan rinojlanishdan to'xtaydi. Barcha navlarda bu kasallik turlicha kechishi mumkin. Kasallangach, ba'zi navlarning barglari sarg'ayib, o'simlik tuqimasi kuchsiz bujmayadi, ayrim navlarning esa barglari biroz sarg'ayadi, to'kilib, juda kamayib ketadi. Kasallangan o'simliklar o'sishdan to'xtaydi, barg kichrayadi, dukkaklari kam bo'ladi, urug'lari mayda va dog'li buladi. Bu belgi donining tovar qiymatiga ta'sir qilib, tozalanishini qiyinlashtiradi

Tamakining xaltsasimon dog'lanish virusi. Bu virusni Nicotianavirus 2.v chaqiradi. Soya ekiladigan barcha hududlarda uchraydi. Ilk bor bu kasallik Hindiston, Yaponiya, AQSH, Kanadada topilgan. Rossiyada bu virus tamaki ekiladigan hududlarda tarqalgan. Bu virus soyani zararlaydi. Rossiyada hosilga katta zarar keltirmagan, ammo AQSHda ayrim yillari 100 % hosil nobud bo'lgan. Bu virus Krasnodar o'lkasida Amerikadan keltirilgan navlarda aniqlangan. Kasallik belgilari tezda bilinmaydi, ancha vaqt yashil rangini saqlaydi. Virus urug'da xalqali pigmentlar hosil qiladi. Don soni 50-80 % ga kamayadi. Bu virus soyadan tashqari ko'k no'xat, loviya, sebarga, tamakini xam zararlaydi.

Beda mozaikasi - Medicago virus 2R/1:1,1/16+0,8/160,7/16:v/v:C Ag. AQSH, Yaponiya, Rossiya soya ekinzorlarida qayd qilingan. Sebarga o'simligida qishlab chiqadi va xasharotlar yordamida dukkakli o'simliklar ekinlariga tarqaladi. Barglarda och-to'q sariq dog'lar paydo bo'ladi, goho barg shakli o'zgaradi. Ammo o'simlik yetilishi mumkin. Harorat 50°S bo'lganda virusning faolligi 10 daqiqada tugaydi. Virus 47 oilaga mansub 305 ta ekin turini zararlaydi. Shiralar ko'payganda ularning yordamida boshqa dalalardan soya ekinzoriga virus tarqaladi. Urug' orqali ham tarqalishi mumkin.

Xulosa qilib shularni aytish mumkinki, zararkunandalar bilan zararlanishdan himoya sifatida, bakteral,zamburug'li va virusli kasalliklarni oldini olish uchun eng avvalo, shu kasalliklarga chidamli navlar ekiladi. Almashlab ekishni to'g'ri tashkil qilish kerak. Yuqoridagi kasalliklarga qarshi kurashda pestitsidlardan foydalanib me'yorida kimyoviy ishlov berish yaxshi natija beradi.

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О‘ЗБЕК TILI O‘QITISH MAZMUNI TA‘LIM METODIKASI

Toshkent davlat stomatologiya instituti akademik litseyi

Ona tili va adabiyot fani o'qituvchisi

Saidova Dildora Baxtiyarovna

ANNOTATSIYA: Ushbu maqolada o‘zbek tili o‘qitish mazmuni, ta‘lim metodikasi, zamonaviy pedagogikada muhim tarkibiy qismlar, o‘quvchi va o‘qituvchi o‘rtasidagi o‘zaro munosabatlar tizimi haqida so‘z yuritiladi

KALIT SO‘ZLAR: kommunikativ layoqatlilik, faollik darajasi, ijodiy faoliyat,

“Talaba — ta‘lim — o‘qituvchi” tizimi, to‘g‘ri talaffuz.

KIRISH

Ta‘lim o‘qituvchi va o‘quvchilarning hamkorlikdagi faoliyati bo‘lib, shu jarayonda shaxsning taraqqiyoti, uning ma‘lumoti va tarbiyasi ham amalga oshadi. Til darslarida o‘qituvchi o‘z bilimi, ko‘nikma va malakalarini mashg‘ulotlar vositasida o‘quvchilarga yetkazadi, o‘quvchilar esa mazkur tajribani o‘zlashtirib boradi, oxir-oqibatda esa shu tildan foydalanish qobiliyatiga ega bo‘lib borishadi. Bunda turli hayotiy vaziyatlarda tildan muloqot vositasi sifatida foydalanishlari nazarda tutiladi. Tilni bunday tarzda o‘zlashtirishdagi asos ta‘lim jarayonida egallanadigan bilim, nutqiy ko‘nikma va malakalar bo‘lib, ular yaxlitlikda o‘quvchilarning kommunikativ layoqatliligini tashkil etadi. Tilni o‘rganish jarayonida o‘quvchilar o‘zlashtirishning rang-barang ko‘rinishlaridan foydalanishadi, ya‘ni o‘zlashtirilayotgan ma‘lumotlarni qabul qilish, qayta ishlab chiqish hamda amaliyotga tatbiq etishda ular o‘zlarigagina xos bo‘lgan ayirma va tafovutlarga tayanishadi.

Ta'lim mazmuni masalasi pedagogika tarixida eng qadimiy va ayni paytda eng dolzarb masalalardan biri bo'lib turibdi. Pedagog olimlar jamiyat taraqqiyotining barcha davrlarida "Nimani o'qitish kerak?" degan savolga javob izlash bilan shug'ullandilar va hali-hamon bu savolga to'liq, har tomonlama mukammal javobni topa olganlaricha yo'q. Ta'lim mazmuni bo'yicha berilgan va berilayotgan barcha ma'lumotlar jamiyat va taraqqiyot uchun nisbiyligicha qolaveradi. Chunki odamlar yashaydigan jamiyat doimiy rivojlanishda, takomillashishda davom etadi va ijtimoiy taraqqiyot qonunlari asosida beto'xtov ilgarilab boradi. Ta'lim mazmuni davlat va jamiyat talablariga ko'ra, pedagogik texnologiyalarning eng so'nggi yutuqlari asosida belgilanadi, shakllanadi.

ASOSIY QISM

Ta'lim mazmunini shakllantirish zamonaviy pedagogikada 4 ta muhim tarkibiy qismlar hisobiga amalga oshiriladi:

I. Talabalar egallashi zarur bo'lgan bilimlar tizimi (til faktlari, tushunchalar, qoidalar, ta'riflar tizimi);

II. Tanlangan ilmiy-nazariy bilimlarga muvofiq keladigan amaliy ko'nikma va malakalar tizimi;

Ko'nikma — egallangan tajribalar asosida muayyan faoliyatni amalga oshirish qobiliyati, malaka esa muayyan harakatlarni bajarish va boshqarish jarayonlarining avtomatlashuvidir.

III. Talabalarni ijodiy faoliyat usullariga o'rgatish; faoliyat qayta xotirlash, qisman ijodiy va ilmiy-ijodiy darajada bo'lishi mumkin;

Qayta xotirlash faoliyati — o'qituvchi tomonidan ko'rsatilgan yoki darslikda berilgan namunaga qarab mashq bajarish faoliyatidir. Bu esa o'rganuvchining faollik darajasini chegaralaydi. U izlanishga, kashf qilishga ehtiyoj sezmaydi. Qisman izlanuvchanlik faoliyatida talaba yo'naltiruvchi topshiriqlar yordamida til hodisalarining o'xshash va farqli tomonlari ustida o'ylashi, uni topishi, avvalgi bilimlarni qisman noma'lum sharoitlarda qo'llashi lozim.

Ilmiy-ijodiy faoliyatda talaba hech qanday tashqi yordamsiz, olgan bilimlarini butunlay yangi sharoitda (masalan, kompyuterda) qo'llay olishi, faoliyat uchun zarur bo'lgan, lekin o'zida bo'lmagan bilimlar manbalarini bilishi, ulardan nutqiy vaziyat taqozosiga ko'ra unumli foydalanish usullarini egallashi talab qilinadi. Talabani ijodiy faoliyat tajribasiga qanchalik ko'p asoslanilsa, ta'limning samaradorlik darajasi shunchalik yuqori bo'ladi.

IV. Talaba va o'qituvchi o'rtasidagi o'zaro munosabatlar tizimi. Bu munosabatlar o'qituvchi va talaba o'rtasidagi o'zaro hamkorlikka asoslanmogi lozim.

Ta'lim mazmunining bu tarkibiy qismlari chiziqsimon birin-ketinlikda joylashgan hodisalar emas, balki aylanasimon yaxlitlik bo'lib, bu aylananing boshlanish va tugallanish nuqtasi birinchi va to'rtinchi qismlami, aylana doirasi esa ijodiy-amaliy ko'nikmalarni tashkil etadi.

O'zbek tili o'qitish mazmuni — fonetika, leksikologiya, grammatika (morfologiya va sintaksis), uslubiyat, to'g'ri talaffuz, to'g'ri yozish, so'z tanlash va gap tuzish; ijodiy fikrlash, fikrni to'g'ri, aniq ifodalash, ifodali o'qish (qiroat), matn ustida ishlash va matn yaratish faoliyatlarini qamrab oladi. “Talaba — ta'lim — o'qituvchi” tizimi yangilangan ta'lim mazmunida yetakchi omildir. Bo'lajak ona tili o'qituvchisi metodika fanini chuqur o'rganishi, kommunikativ savodxonlik me'yorlari bo'yicha DTS talablarini yaxshi bilishi darkor. Shuningdek, o'quvchi so'z boyligini oshirish va boyitishning xilma-xil usullarini bilishi, til imkoniyatlaridan unumli foydalanishni o'rganishi, egallangan nutqiy ko'nikma va malakalarni mustahkamlash, rivojlantirish, takomillashtirish, ularni amaliyotga tatbiq etish yuzasidan izchil ma'lumotlarga ega bo'lishi lozim.

XULOSA

O'zbek tili o'qitish metodikasining asosiy maqsadi til imkoniyatlaridan to'g'ri, aniq, o'rinli va unumli foydalanish ko'nikma va malakalarini hosil qilish; mantiqiy-ijodiy tafakkurni rivojlantirish, kommunikativ savodxonlikni oshirish;

milliy istiqlol g'oyasini, sharqona tarbiyani shakllantirish; talaba shaxsini ma'naviy (balog'at va fasohat ilmi bilan) boyitishdan iborat.

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**СОВРЕМЕННЫЕ ТЕНДЕНЦИИ
ОБЕСПЕЧЕНИЯ ПРАВ ЛИЧНОСТИ В УГОЛОВНОМ ПРОЦЕССЕ**

Абдуганиев Улугбек Саидакбар угли,

*Военнослужащий Министерства Обороны,
старший офицер отдела-юрист*

Аннотация: В данной статье уточняются современные направления обеспечения прав личности в уголовном процессе; освещаются проблемные вопросы, возникающие при этом. Анализируются указанные проблемные вопросы; предложено авторское видение того, как их разрешить. Выводы, представленные в статье, основаны на всестороннем изучении позиций других ученых и действующего уголовно-процессуального законодательства.

Ключевые слова: обеспечение прав личности в уголовном процессе; следователь; обвиняемый; потерпевший; принуждение; специальные знания.

Аннотация: Ушбу мақолада жиноят процессида шахс ҳуқуқларини таъминлашнинг замонавий йўналишларига аниқлик киритилади; ушбу ҳолатда юзага келадиган муаммоли масалалар ёритиб берилган. Муаммоли масалалар таҳлил қилинди, уларни қандай ҳал қилиш ҳақида муаллифнинг қарашлари таклиф этилди. Мақолада келтирилган хулосалар бошқа олимларнинг позицияларини ва амалдаги жиноят-процессуал қонунчилигини ҳар томонлама ўрганишга асосланган.

Калит сўзлар: жиноят процессида шахс ҳуқуқларини таъминлаш; терговчи; айбланувчи; жабрланувчи; мажбурлаш; махсус билим.

Annotation: Clarifies the current guidelines for ensuring the rights of individuals in criminal procedure; highlights the problems arising in this case. The author analyzes the above-mentioned concerns and offers his vision of how to resolve them. The findings presented in this article are based on a comprehensive study of the positions of other scholars and criminal procedure law.

Keywords: provision of individual rights in criminal proceedings; investigator; the defendant; the victim; compulsion; expertise.

ВВЕДЕНИЕ

Конституция провозгласила Республику Узбекистан демократическим правовым государством, а человека, его права и свободы — высшей ценностью, указав при этом, что признание, соблюдение и защита прав и свобод человека и гражданина есть обязанность государства.

Очевидно, что вышесказанное касается любой сферы государственной деятельности, в том числе и уголовно-процессуальной, так как при осуществлении права и свободы личности ощутимо затрагиваются, а в определенных законодателем случаях, существенно ограничиваются.

Именно в уголовном судопроизводстве в полной мере применяются меры государственного принуждения, разрешаются вопросы о виновности лица, обвиняемого в совершении преступления и его наказании; кроме того, при осуществлении такого вида деятельности в значительной степени затрагиваются права личности, выступающей со стороны обвинения - потерпевшего, а также других граждан, чьи интересы затронуты, совершенным преступлением.

ОБСУЖДЕНИЯ И РЕЗУЛЬТАТЫ

Несомненно, что права личности нуждаются в надлежащем их обеспечении, причем не только в соответствии с уголовно-процессуальным законодательством Республики Узбекистан, но и с современными требованиями международных стандартов по осуществлению уголовного судопроизводства.

Конституционное понятие «личность», будучи самой обобщенной по уровню абстракции категорией, должно охватывать все разнообразие индивидуумов, чтобы обеспечить надежную защиту их прав и интересов¹. Понятия «личность» и «человек» отличаются друг от друга лишь как научные абстракции. Проводимая между ними грань условна, «ибо характеризует с разных сторон единый (расщепляемый лишь в абстракции с целью более глубокого его изучения) объект - человеческую личность, человека»².

Сказанное позволяет относительно определенно высказаться по поводу категории «личность» в уголовном процессе. Совершенно очевидно, что она применяется для обозначения, в первую очередь, гражданина, вовлеченного в орбиту уголовного судопроизводства, вне независимости от его процессуального положения³. При этом, «личность» выражает общее, что характерно для всех участников уголовного процесса вообще и каждого в отдельности.

Процессуальный статус участников уголовного процесса, несомненно, различается в зависимости от их роли в совершённом преступлении. Поэтому степень охраны, защиты и непосредственное обеспечение их прав, в том числе и процессуального характера разная.

Понятно, что, в первую очередь, нужно обеспечить права лиц, у которых имеется личная заинтересованность в благополучном для них исходе производства по уголовному делу, - потерпевшего, гражданского истца, гражданского ответчика, подозреваемого и обвиняемого.

Но всё же в большей степени нуждаются в защите интересы лица, который обвиняется в совершении преступления, так как именно это лицо может быть ограничено в информации, находится в местах временной изоляции от общества, ограничено в том числе и конституционных, правах.

Вышесказанные обстоятельства можно объяснить следующим образом. Поскольку для обвиняемого существует реальная угроза быть подвергнутым наказанию со стороны государства, тогда именно в отношении обвиняемого с теоретической точки зрения возможно проявление факта высшей степени несправедливости из всех, которые могут иметь место в уголовном процессе, а именно постановление необоснованного, несправедливого и конечно же незаконного приговора суда. Итак, на месте осужденного за совершение виновного, противоправного, общественно опасного и наказуемого деяния оказывается невиновный в его совершении.

В то же время, потерпевший как личность, чьи права нарушены преступлением, интересы которого государство в лице созданных правоохранительных органов не смогло уберечь от преступного посягательства, вправе ожидать от него претензий, направленных на восстановление его нарушенных прав, включая возмещение причиненного преступлением вреда. При этом над потерпевшим, в отличие от обвиняемого, не нависают те угрозы, о которых было сказано выше.

Всесторонний анализ динамично развивающегося, действующего уголовно-процессуального законодательства и существующих в юридической литературе точек зрения позволяет увидеть, некоторые современные тенденции обеспечения прав личности в уголовном процессе⁴, которые сводятся к:

а) уточнению существующих и привнесению в закон новых прав отдельных участников уголовного процесса⁵, в качестве которых и выступает личность;

б) дифференциации процессуальной формы, в том числе и формированию отдельных видов процессуального производства по уголовному делу⁶;

в) признанию процессуального действия принудительным, если оно объективно содержит ограничения прав граждан, независимо от их согласия подвергнуться правоограничению⁷;

г) обеспечению прав личности в сфере уголовно-процессуального принуждения⁸;

д) обеспечению прав личности в уголовном процессе в целом на уровне международных стандартов⁹;

е) совершенствованию основ процессуального контроля и надзора на досудебных стадиях уголовного судопроизводства¹⁰;

ж) улучшению механизма обжалования как формы правовой защиты прав и законных интересов участников уголовного процесса в досудебном производстве¹¹;

з) повышению эффективности и дальнейшей разработке основ использования в процессе расследования и раскрытия преступлений специальных знаний

Не менее важной тенденцией обеспечения прав личности в уголовном процессе является развитие законотворческой деятельности, позволяющей ликвидировать пробелы в правовом регулировании производства по уголовному делу, а также постепенное устранение правовых неопределенностей, неточностей в уже действующих нормах уголовно-процессуального законодательства, которые в своей

совокупности порождают сложности для правоприменителей, ущемляют права личности, представляющие собой стройную, логически завершенную систему.

Такая система есть не что иное, как урегулированная различными по своей юридической силе нормативными актами, включая международные, совокупность возможностей, принадлежащая той или иной личности, вовлеченной в уголовный процесс независимо от статуса и охраняемой государством в лице его органов и должностных лиц, уполномоченных осуществлять уголовное судопроизводство.

Причем, указанные выше должностные лица и органы обязаны не только охранять, но и обеспечивать права личности в уголовном процессе.

При этом под обеспечением прав личности в уголовном процессе понимается совокупность правовых средств и способов, определяющих назначение уголовного процесса, являющих собой единую, логически завершенную систему регулирования правового статуса того или иного участника уголовного процесса.

Это формально определенное уголовно-процессуальным законодательством множество последовательно сменяющих друг друга процессуальных решений и действий, производимых специально уполномоченными на то должностными лицами и органами, осуществляющими уголовное судопроизводство, направленное на соблюдение, недопущение нарушения прав личности, а также, создание благоприятных условий, при которых личность может беспрепятственно реализовывать свои процессуальные права и добросовестно исполнять свои обязанности, выступая в качестве того или иного участника уголовного процесса.

В связи с этим существенное значение приобретает вопрос о круге лиц, относящихся к участникам уголовного процесса и, соответственно,

наделяемых определенными правами, нуждающимися в их обеспечении, который до настоящего времени является дискуссионным.

Не смотря на разнообразие точек зрения, очевидно, что личность, вовлеченная в орбиту уголовного судопроизводства, может выступать в качестве любого его участника - носителя процессуальных прав и обязанностей.

Вместе с тем, предоставление любого процессуального права может превратиться для личности, участвующей в уголовном судопроизводстве в простую формальность, если не будут созданы надлежащие условия для его осуществления.

Например, современный уголовно-процессуальный закон не просто, предоставляет подозреваемому и обвиняемому право на защиту, но и предусматривает неременный механизм его обеспечения, который изначально заложен законодателем в ст. 24 УПК Республики Узбекистан.

Основу уголовно-процессуальной деятельности на досудебных стадиях составляет производство следственных действий, большинство которых связано с ограничением конституционных прав личности.

Именно по этой причине законодатель посредством детально урегулированной процедуры производства следственных действий стремится обеспечить права личности в уголовном процессе, в том числе и конституционные, ограничение которых возможно только на основании судебного решения.

При этом анализ уголовно-процессуального законодательства нашей страны и юридической литературы в целом позволяет выделить ряд мер, способствующих обеспечению прав личности при их производстве. В частности: производство следственных действий возможно только по конкретному уголовному делу, находящемуся в производстве специально уполномоченного на то должностного лица или

органа (следователя или дознавателя компетентного органа); пределы познания и деятельность лица, осуществляющего предварительное расследование не должны выходить за рамки одного определенного события преступления; возможность обжалования, процессуальных действий (бездействия) лица или органа, осуществляющего уголовное судопроизводство; признание доказательств недопустимыми если они получены с нарушениями требований уголовно-процессуального закона.

Указанные выше положения должны исключить по замыслу законодателя ненадлежащее обеспечение прав личности. Однако, при производстве отдельных следственных действий все же возникают проблемные вопросы, вызывающие дискуссию на страницах юридической литературы.

Такая дискуссия развернулась, например, по поводу допустимости применения принуждения, его пределах и основаниях в отношении участников процесса в случаях, когда они отказываются от проведения их освидетельствования.

Таким образом, становится видимой одна из самых сложных и не имеющих однозначного разрешения проблем, связанных с соотношением публичных и частных интересов в уголовном судопроизводстве.

Соответственно, права отдельной личности, вовлеченной в орбиту уголовного судопроизводства, должны быть обеспечены в любом случае; в противном случае уголовный процесс как деятельность перестанет соответствовать своему назначению.

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теоретических идей, высказанных в юридической литературе, нашедших свое воплощение уголовно-процессуальном законодательстве в виде формально определенных предписаний, определяющих процессуально-правовое положение того или иного участника уголовного процесса, либо оставшихся сугубо теоретическими мыслями.

Говоря иначе, это приоритетные направления деятельности должностных лиц и органов, осуществляющих уголовное судопроизводство, направленные на создание максимально благоприятных условий для участников уголовного процесса при которых они могут эффективно пользоваться своими правами и добросовестно выполнять свои обязанности (прим. автора).⁵ Так, в период с 2013 г. по март 2015 г. законодатель существенно упрочил процессуальное положение потерпевшего посредством внесения десяти изменений и дополнений в ст.

⁶ Введение в УПК Федеральным законом от 4 марта 2013 г. № 23-ФЗ Гл. 32.1. Дознание в сокращенной форме. ⁷ *Шадрин В.С.* Обеспечение прав личности при расследовании преступлений: Монография. М., 2000. С. 17.

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**CHET TILI DARSLARIDA USLUBIY MADANIYAT VA
PROFESSIONALLIKNI YARATISH MUAMMOIARI**

Yu. X. Kushakov

Toshkent davlat transport universitei

Astract: This article examines the importance of creating a methodological culture and professionalism in the process of teaching and learning a foreign language at the university level. Effective ways of forming and improving professional skills in foreign language lessons and the results of their implementation in the educational process are considered. The author highlights the main problems in this area.

Key words: assistant, basic, culture, cultural development, English, framework, language, methodic, professionalism, research, success, teaching

Annotasiya: Ushbu maqolada universitet darajasida chet tilini o'qitish va o'rganish jarayonida uslubiy madaniyat va professionallikni yaratishning ahamiyati ko'rib chiqilgan. Chet tili darslarida kasbiy mahoratni shakllantirish va takomillashtirishning samarali yo'llari va ularni o'quv jarayoniga tadbiq etish natijalari ko'rib chiqiladi. Muallif bu sohadagi asosiy muammolarni ta'kidlaydi.

Kalit so'zlar: yordamchi, asosiy, madaniyat, madaniy rivojlanish, ingliz tili, ramka, til, uslubiy, professionallik, tadqiqot, muvaffaqiyat, o'qitish

Hozirgi kunda O'zbekistonning barcha oliy o'quv yurtlarida chet tillarini o'qitishni takomillashtirishga alohida e'tibor qaratilmoqda. Shuningdek, hukumat rahbariyati chet tillarini o'qitish sohasida yuqori malakali mutaxassislarni tayyorlashda har tomonlama yordam ko'rsatmoqda. Bu o'z navbatida o'qituvchilardan chet tillarini, shu jumladan ingliz tilini o'qitish bo'yicha

bilimlarini muntazam ravishda oshirish va takomillashtirishni talab qiladi. Hozirgi vaqtda chet tilini o'qitishning uslubiy madaniyatiga ega bo'lish kommunikativ uslubiy madaniyatni o'zlashtirishga tengdir, garchi chet tilini o'qitish uchun ajratilgan shartlar va soatlar soni ushbu bosqichda o'quv jarayonini samarali boshqarishni oshirishga yordam bermaydi. Zamonaviy ta'lim tizimi doimiy ravishda o'zgarib turadi, ya'ni talaba shaxsiyatining muvaffaqiyatli rivojlanishini ta'minlash uchun kasbiy kompetentsiyalarni o'qituvchi faol ravishda takomillashtirilishi kerak. Mavjud zamonaviy ta'lim va tarbiya texnologiyalarining hech biri o'qituvchiga yordam bera olmaydi agar u ularning barchasidan oqilona foydalana bilmasa. Pedagogik faoliyatini muvaffaqiyatli amalga oshirish uchun o'qituvchi o'z ustida muntazam ishlashi talab etiladi. Albatta ba'zan oliy o'quv yurtidagi o'qish davrida yoki uy sharoitida talabalar notanish ijtimoiy muhitga tushib qolishadi-stressli vaziyat, yangi qoidalar, majburiyatlar. Yangi murakkab kundalik hayot boshlanadi. Faqat kasbiy vakolatlarga ega bo'lgan ustoz mutabbiylargina talabaning murakkab vaziyatdan chiqib ketishiga yordam bera oladi. Uslubiy madaniyatning barcha elementlarini, shuningdek, professionallik darajasini o'zlashtirish o'qituvchi murabbiylarning shaxsiy xususiyatlariga, uning faoliyat uslubiga, qobiliyatiga va xarakter xususiyatlariga bog'liq. Shu munosabat bilan M. L. Vaysburdning fikrlari taxsinga loyiq. "Xorij tillarini o'rganish o'qituvchiga, uning psixologik holatiga, temperamentiga, moyilligiga, tilni bilishiga va talabalarning o'xshash qobiliyatlariga xam bog'liqdir. bog'liq. Bu yerda tanlash o'qituvchiga tegishli va u o'z manfaatlariga ko'proq mos keladigan narsani tanlash huquqiga ega. Ushbu tanlovni oqilona amalga oshirish uchun siz o'zingizning shaxsiy xususiyatlaringiz va qiziqishlaringizga javob beradigan o'zingizning o'qitish uslubingizdan xabardor bo'lishingiz kerak. Agar siz osongina muloqot qilish qobiliyatiga ega bo'lsangiz va boshqalarni jalb qilish, qo'shiq kuylashingiz, raqsga tushishingiz mumkin bo'lsa, og'zaki nutqni rivojlantirish, xor ishlari, ochiq havoda va rol o'ynash o'yinlariga vaqt ajrata bilishingiz tavsiya etiladi"[5]. Agar siz tilni, adabiyotni yaxshi ko'rsangiz,

lingvistik tendentsiyalaringiz bo'lsa, unda chet tilida o'qishni o'zlashtirish, lingvistik faktlarni kuzatish va matndagi informatsion xususiyatlarni ta'kidlash bilan bog'liq maqsadlarni belgilash tabiiyroq bo'ladi. Uslubiy mahoratni aniqlashda, o'qituvchining tashkiliy, kommunikativ, innovatsion, tadqiqot qobiliyatlariga ahamiyat berish muxim xisoblanadi. Tashkiliy ko'nikmalar – bu darsda ishni tashkil qilish qobiliyati xisoblanib, o'qitish uchun maxsus tashkil etilgan jarayondir. M.A. Akimova tashkilotchi sifatida o'zining kuchli va zaif tomonlarini bilish uchun maxsus so'rovnoma tuzdi. Ulardan ba'zilari: “boshqa odamning psixologik xususiyatlari va holatini tezda ko'rish qobiliyati, odamlarga aniq baxo berish qobiliyati, boshqa odamlarga qiziqish va e'tiborning kuchayishi, boshqa odamlarning (jamoaning) qobiliyatiga ishonish, boshqa odamlarning munosabatlarida tezda harakat qilish qobiliyati. Hayajonlangan holatda odamlar bilan munosabatlarda to'g'ri ohangni topish, to'g'ri tanlash qobiliyati ta'sir qilish momenti, talablarni yetarli darajada ifoda etish qobiliyati, odamlarda muhim narsalarni ko'rish va ta'kidlash qobiliyatlari xam uslubiy ahamiyatga ega” [1]. Ammo buning nozik ijobiy va salbiy tomonlari xam bor. O'qituvchining motivatsion ko'nikmalari-bu o'z mavzusining hayotdagi ahamiyatini, ma'lum bir talaba uchun chet tilini bilish muhimligini ko'rsatish istagidir. Talabalarni metodik jixatdan rag'batlantirish orqali o'qituvchi ularga o'z faoliyati uchun zarur bo'lgan energiyani uzatadi; istakni rag'batlantiradi, qiziqish uyg'otadi, irodani faollashtiradi, ehtiyojni anglashga yordam beradi. Tadqiqotlar shuni ko'rsatdiki, talabalarning 97% dan ortig'i qiziqish va xohish bilan 1-kursda chet tilini o'rganishni boshlaydilar, biroq 3-kursda esa talabalarning 86 foizida qiziqish yo'qoladi. Motivatsiya kaliti nimada? E. I. Passov chet tilini tez va oson o'zlashtirishga imkon beradigan qobiliyatlarni aniqlashdan boshlanadigan o'quv jarayonini individuallashtirishni ko'rib chiqadi. Tadqiqotlarga ko'ra, “chet tilini o'zlashtirishga tayyorligi (moyilligi) bo'lmagan deyarli bitta odam yo'q. Asosiy qobiliyatlar ma'lum, masalan: eshitish orqali idrok etish, taqlid qilish, bayonotlar tuzish, nutq madaniyatini o'zlashtirish, nutqning semantik tomonini o'zlashtirish, taxmin qilish, tilni umumlashtirish, til

hodisalarini tahlil qilish, yodlash, matnni mantiqiy tushunish, kombinatorial qobiliyat va boshqalar”[10]. Tadqiqot qobiliyatlari xilma-xil va ularga erishish qiyin. Bu ishtiyoq, muvaffaqiyatsizlikka va monotonlikka qarshilik, muvaffaqiyatga chidamlilik, ishlarning holatidan doimiy norozilik (hech bir xotirjam va xotirjam odam ilm-fan sohasida muvaffaqiyatga erisha olmadi).Pedagogika tarixida kashfiyotchi o'qituvchi va o'qituvchi tadqiqotchi olim sifatida birlashtirilgan ko'plab holatlar mavjud. N. A. Alekseev “bolalar quvonch bilan o'rganishlari kerak, o'qituvchi esa quvonch bilan ishlashlari kerak”[2]. deb hisoblar edi. Quvonch bilan ishlashning asosiy sharti tadqiqot ishidir. Chet tillarinin o'qitishda metodik madaniyat va professinallikni yaratish amaliyoti talabalar va o'qituvchilar o'rtasidagi o'zaro munosabatlarning murakkab jarayoni bo'lib, ular orasida har doim kasbiy xulq-atvor uslublari, o'quv materialini idrok etish usullari, individual xususiyatlar, kommunikativ kompetentsiyani shakllantirish qobiliyatlari va darajalari mavjud. Talabalarniga xorij tillarinini o'qitish tizimini rivojlantirishning hozirgi bosqichi standartlar va dasturlarning yangi mazmunini, yangi rejalarni, yangi yondashuvlar va texnologiyalarni sinab ko'rish bilan tavsiflanadi va oliy o'quv yurtlarida ta'lim mazmunini modernizatsiya qilish jarayoniga alohida e'tibor beriladi. Xozirgi "Biznes ingliz tili" tushunchasi xam barcha turdagi oliy o'quv yurtlari o'quv rejalaridagi yangi mavzu. Ushbu fan uchun o'quv-uslubiy yordamning yo'qligi ushbu fanni universitet va institutlarda o'qitish uchun zarur o'quv-uslubiy rejalarni to'g'ri ishlab chiqishni taqoza qilmoqda. Oliy o'quv yurtlari tizimidagi o'quv jarayonlari o'qituvchilarning kasbiy malakasini oshirishga qaratilgan bo'lib, uning tarkibiga me'yoriy, psixologik va pedagogik, lingvo-didaktik, kommunikativ va profil (o'zgaruvchan) komponentlar kiradi va ular orasidagi ierarxik munosabatlarni o'z ichiga oladi.Kommunikativ kompetentsiyaning ushbu tarkibiy qismlarining shakllanish darajasi oliy ta'lim ta'lim muassasalarida chet tili o'qituvchilarida farq qiladigan ingliz tilini bilish darajasini belgilaydi. Shu bilan birga tilni bilishning bir darajasidan ikkinchisiga o'tishi bir xil til va nutq hodisalariga sifat jihatidan yangi qarashni va ularning

nutqda ishlashini ko'rsatadi. O'qituvchilar yangi bilimlarni o'zlashtirish mezoni sifatida metodik madaniyat va professional tarsda yondoshuvi, o'quv jarayonida kommunikativ yondashuvdan foydalanish orqali berilgan kommunikativ vazifani bajarishning samaradorligi hisoblanadi. Uslubiy madaniyat va professionallik tizimida o'qituvchilarning kasbiy mahoratini oshirish o'quv jarayonining nutq yo'nalishi kabi kommunikativ yondashuv tamoyillari asosida amalga oshiriladi.

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MUSIQA MASHG'ULOTLARIDA MUSIQIY-DIDAKTIK O'YINLAR.

Usmanova Aziza Pardayevna

Jizzax viloyati, Jizzax shahri

Jizzax shahar 32-DMTT musiqa rahbari

Annotatsiya Mazkur maqolada maktabgacha ta'lim tashkilotlarida musiqa mashg'ulotlarini tashkil etish, mashg'ulotda bolalarga musiqiali-didaktik o'yilarni o'rgatishdan maqsad, ularning bolalarni jismoniy va aqliy rivojlanishidagi ahamiyati, ularga o'yinlar orqali musiqani his qilishni o'rgatish haqida so'z boradi.

Kalit so'zlar: Bolalar, maktabgacha ta'lim, musiqiy-didaktik o'yinlar, musiqa, hissiyot, musiqamashg'uloti, qobiliyat.

Musiqiy qobiliyatlarning erta namoyon bo'lishi bolaning musiqiy ta'limini imkon qadar erta boshlash zarurligini ko'rsatadi. Bolaning aql-zakovati, ijodiy va musiqiy-sezgi qobiliyatlarini shakllantirish imkoniyati sifatida yo'qotilgan vaqt qaytarib bo'lmaydigan darajada o'tadi. Shuning uchun tadqiqot sohasi katta maktabgacha yoshdagi bolalarni musiqiy tarbiyalash usuli hisoblanadi. Hozirgi vaqtda bolalarning musiqiy va hissiy qobiliyatlarini shakllantirishga e'tibor qaratilmoqda. Shu bilan birga, Vygotskiy L.S., Teplov B.M., Radinova O.P. kabi taniqli olim va o'qituvchilarning tadqiqotlari istisnosiz barcha bolalarda xotira, tasavvur, fikrlash, qobiliyatlarni shakllantirish imkoniyati va zarurligini isbotlaydi. Tadqiqot mavzusi maxsus tashkil etilgan musiqa darslari bo'lib, ularda musiqiy didaktik o'yinlar va qo'llanmalar yetakchi faoliyat bo'lgan. Shundan kelib chiqqan holda, o'rganish ob'ekti maktabgacha yoshdagi bolalarning musiqiy va hissiy rivojlanishida eng samarali sifatida vizual-eshitish va vizual-vizual usullarni

og'zaki usullar bilan birgalikda qo'llashdir. Albatta, musiqiy didaktik o'yinlardan foydalanishni tashkil etishning o'zi o'qituvchidan bolalarning musiqiy va hissiy rivojlanishining ahamiyati katta ijodkorlik va mahoratni, materialni estetik jihatdan ishlab chiqarish va tartibga solish qobiliyati va istagini tushunishni talab qiladi. Musiqa rahbari bunday qobiliyatlarga ega. Amalga oshirilgan ishlar shuni ko'rsatdiki, musiqiy va hissiy qobiliyatlar uchun o'yinlarning barchasi bolalar uchun eng qiyin o'yin turi ritm tuyg'usini rivojlantirish uchun o'yinlardir. Tadqiqotning asosiy muammosi musiqali va didaktik o'yinlar va qo'llanmalar yordamida bolalarda ritm tuyg'usini rivojlantirishga qaratilgan darslarning parchalaridan foydalanish zarurati edi. Ishning maqsadi bolalarning musiqa olamiga faol kirishiga yordam berish, musiqiy va hissiy qobiliyatlarni rivojlantirishni rag'batlantirish, musiqiy ta'limning vizual-eshitish va vizual-vizual usullaridan foydalangan holda musiqa tovushining xususiyatlarini farqlashga o'rgatishdir. Ishning yuqori natijasiga erishish uchun yangilik elementi kiritildi - ritm tuyg'usini rivojlantirish bilan har qanday musiqiy hissiy vazifaning kombinatsiyasi, Ishning maqsadi aniqlandi va quyidagi vazifalar qo'yildi:

1. Maktabgacha yoshdagi bolalarning ichki musiqiy tarbiyasida musiqiy-didaktik o'yinlar va qo'llanmalardan foydalanish muammosiga bag'ishlangan ilmiy-metodik adabiyotlarni o'rganish va tahlil qilish.

2. Maktabgacha yoshdagi bolalarning musiqiy va hissiy qobiliyatlarini rivojlantirishga musiqiy-didaktik o'yinlar va qo'llanmalarning psixologik-pedagogik ta'sirini aniqlash.

3. Maktabgacha ta'lim tashkilotlarida musiqiy va hissiy ta'lim uchun shart-sharoitlarni aniqlash. 4. Musiqiy didaktik o'yinlardan foydalanish jarayonida mustaqillikni, ijodiy musiqiy faoliyatni rivojlantiruvchi muammoli ta'limning shakl va usullarini takomillashtirish.

4. Yordamchi musiqiy didaktik materialni ishlab chiqish va undan o'quv-pedagogik jarayonda foydalanish.

5. Maqsad maktabgacha yoshdagi bolalarda musiqiy didaktik o'yinlar va qo'llanmalar yordamida musiqiy-sezgi qobiliyatlarini, musiqiy va hissiy qobiliyatlarni rivojlantirishdir.

Maktabgacha ta'lim tashkilotida musiqa va o'yinlar

Bolaning aqliy, estetik va jismoniy rivojida raqs, musiqali o'yin va musiqa bilan harakat katta ahamiyatga ega. Musiqa faoliyatining bu turlari bolaning har tomonlama o'sishiga katta yordam beradi;

Birinchidan, uning musiqa o'quvi, ayniqsa, ritm tuyg'usi va musiqa xotirasi yaxshi rivojlanadi, chunki har qanday harakat turi musiqa ritmi va taktlari ostida bajariladi hamda harakat bilan bog'liq bo'lgan musiqa ohanglari bola xotirasida turg'un saqlanadi.

Ikkinchidan, yuqorida aytganimizdek, raqs va musiqali harakatlar bolada harakatchanlik, chaqqonlikni rivojlantirib, badanni chiniqtiradi, qomatning to'g'ri o'sishiga yordam beradi.

Uchinchidan, musiqa asarlari bolada turlicha emotsional hislar uyg'otadi. Turlicha kayfiyatlar hosil qilib, uning ongida o'ziga xos obrazlar yaratadiki, bular bolaga harakat sxemalarini badiiy ishoralar bilan ifodalashga yordam beradi.

Demak, musiqa bilan harakat bolaning aqliy va estetik qobiliyatini hamda irodasini rivojlantirishda ham alohida ahamiyatga ega. Masalan, marsh musiqalari bolaga g'ayrat va tetiklik bag'ishlaydi. Marsh musiqalarisiz bayram ertaliklari, hatto bog'channing oddiy bir kunlik hayotini ham tassavvur qilish qiyin. Raqs kuylari esa bolada ajoyib ichki his-tuyg'ular, kechinmalar hosil etib, beixtiyor raqsga tushishga undaydi va uni behad zavqlantiradi. Musiqa mashg'ulotlarida bajariladigan harakatlarni, ya'ni asosan ikki turga bo'lish mumkin. **Raqs va xorovodlar.**

Musiqali o'yinlar: o'yin bog'cha yoshidagi bolalar ijodiy faoliyatining eng faol shaklidir. O'yinlarga mo'ljallangan musiqa asarlarining badiiy mazmuni,

xarakteri va ifoda vositalari o‘yinning sujetiga mos tushishi shart. O‘yinning sujeti esa bog‘cha hayotidan olingan bo‘lishi lozim. Unda bolaning ijtimoiy hayot va tabiat bilan munosabati o‘z aksini topishi kerak. Ayniqsa xalq bolalar o‘yinlari katta ahamiyatga ega. Bog‘chadagi musiqali tarbiya metodikasida musiqali o‘yinning asosan ikki turi tavsiya etiladi:

1) cholg‘u musiqa sadolari ostida o‘ynash;

2) ashula aytib o‘ynash. O‘z navbatida cholg‘u musiqali o‘yin sujetli va sujetsiz o‘yinlarga bo‘linadi. Sujetli oy‘inda aniq voqea tasvir etilib, sujetsiz o‘yinda esa turli harakat namunalari vositasida musiqa asarining xarakteri va badiiy shakli tasvir etiladi. Ashula aytib o‘ynash ko‘proq xorovodlar va insenirovkalar bilan bog‘liq. Ular o‘yinning mazmuniga qarab tuziladi. Ba‘zi o‘yinlarda bir bola o‘yin boshlab, boshqalari unga ergasha, boshqasida esa, guruh ikkiga bo‘linishi yoki juft bo‘lib o‘yinga tushilishi mumkin. O‘yinni davra tuzib, ikki guruhga bo‘linib, ijro etish kabi turli shakllarda o‘tkazish tavsiya qilinadi. Musiqa madaniyati darslarida bajariladigan o‘yinlar asosan ikki turga o‘linadi:

1. Qo‘shiqning mazmuniga mos musiqali ritmik o‘yinlar.

2. Raqslar.

Shunday qilib, musiqiy o‘yinlar o‘z maqsad va vazifalariga ko‘ra, didaktik o‘yinlarga mansub bo‘lib, asosan ritmik harakat vositasida ijro etilishi bilan ifodalanadi.

Musiqa ostida jismoniy tarbiyaning ahamiyati

Jismoniy tarbiya – sog‘lom avlod, sog‘lom oila, sog‘lom jamiyat uchun bolalikdan qilinadigan amaliy harakatdir. Jismoniy musiqiy harakat, o‘yinlar, sport bilan shug‘ullanish iroda, chidam, intizom tuyg‘ularini shakllantiradi. Bola o‘z kuch-quvvati, sog‘lomligi, qaddi-qomatining ixchamligi, nafas harakatlarining tog‘riligini sezib turadi va bu bilan faxrlanadi. Bu sifatlar sezilmagan holda didni tarbiyalay boradi, bolani go‘zallik dunyosiga yetaklaydi. Sportchining har

tomonlama uyg'un rivojlangan qaddi-qomati haqiqatdan ham go'zaldir. Jismoniy tarbiya aslida musiqa tarbiyasi bilan uzviy bog'liqdir. Bolalarning jismoniy rivojlanishi va takomillashuvining vositalaridan biri hisoblanadi. O'z imkoni darajasidagi huzur bag'ishlovchi musiqa bolada insoniy qadriyatlar tushunchasini o'stiradi. Masalan, otaonasi yonida ish o'rganib, ularga yordam berayotgan bolakay va qizaloqning o'z harakatidan nechog'lik mamnun bo'layotganiga e'tibor berganmisiz? Ha, huzurbaxsh musiqa bolaga insoniy olamni tushuntira boradi. Bunday musiqani og'ir, toliqtiruvchi, nafrat uyg'otuvchi musiqadan farqlash lozim. Jamiyatimiz bolalarining sog'lom, baquvvat, mehnatsevar yoki nimjon, chidamsiz, og'irroq ishga yaramaydigan bo'lib o'sishlariga befarq bo'la olmaydi. Mana shuning uchun ham bolalar tarbiyasi faqat otaonalarning shaxsiy ishi, vazifasi emas, balki avvalo, bu ularning jamiyat oldidagi burchidir. Ota-onalar bolalarning jismoniy va aqliy jihatdan rivojlanishlari uchun javobgardirlar. Ular bolalarga harakat – uzoq yashash, jismoniy tarbiya va sport, musiqa esa sog'lik, chiniqish manbayi ekanligini bola ongiga singdirishlari kerak. Ilmiy mashqlar: Tongi badan tarbiyani o'tkazish vaqtida bolalarda harakatlanuvchi malakalar mustahkamlanadi, yaxshilanadi va tiklanadi. Yugurish, sakrash, gimnastik harakatlar oddiy va tezlik bilan bajariladi. Tongi badan tarbiya mashg'ulotlarida shunday mashqlar bajariladi. (Unda qo'llarimizni tepaga ko'targan holda, tepaga, yonga, to'g'riga bukiladi). Shunday mashqlar borki, bu mashqlarni oldindan o'rganib olish kerak (to'liq o'tirish, sakrash, buyum bilan, bayroqchalar, cho'p bilan mashq) bunday mashg'ulotlarni kundalik rejaga kiritish shart. Tarbiyaviy mashqlar: Tongi badan tarbiya yordamida biz bolalarni tartibli bo'lishga chaqiramiz. Ularda ijobiy ko'nikmalar hosil bo'ladi. Tongi badan tarbiya xotirani mustahkamlaydi. Diqqat bilan tinglash, tekshirish va yakka holda mashqlarni bajarish, tongi badan tarbiya estetik tarbiyani ham mustahkamlaydi.

Musiqali- didaktik o'yinlar. Musiqa ijodi.

Boladagi estetik zavq olish tuyg'ularini shakllantirish uchun musiqali-didktik o'yinlardan keng foydalanish maqsadga muvofiqdir. Aslida bolaga berilgan

musiqiy ta'lim uning kamolotida o'ziga xos o'rin tutadi. Eng avvalo, kinkintoylar musiqani tinglashni o'rganadilar. Tinglaganda ham shunchaki emas, aksincha uning qaysi qismida baland, yana qaysi qismida esa past ohangda kuylanayotganini farqlay ola boshlaydi. O'zi tinglayotgan har qanday musiqaga hamohang ritmik harakatni ifodalashni o'rganadi. Bu kabi maqsadlarni amalga oshirish uchun esa bevosita musiqali-didaktik o'yinlar ahamiyat kasb etadi. Ammo musiqa rahbarlari o'z mashg'ulotlari davomida har qanday o'yinlardan foydalanaverishlari qa'iyman etiladi. Chunki mashg'ulot jarayonlariga tavsiya etiladigan musiqali-didaktik o'yinlar ko'p jihatlardan mutaxasis va pedagoglar tomonidan o'rganilib, amaliyotga tatbiq etish uchun tavsiya etilgan bo'lishi zarur.

Shuni unutmashlik kerakki, har bir musiqali-didaktik o'yinning syujeti, maqsadi va qonun-qoidalari bo'lib, ular bir-biridan farqlanishi mumkin. Bolalarga tavsiya etilayotgan o'yinlar har jihatdan ularning ruhiy va jismoniy kamolotiga ijobiy ta'sir ko'rsatishi kerak. O'yindagi har bir jismoniy harakat ma'lum maqsadlarga yo'naltirilgan bo'ladi. Misol uchun qaysidir o'yinda ularning topqirligi, zukkoligi va chaqqonligi sinovdan o'tkazilishi mumkin. O'zingiz guvohi bo'lganingizdek, har bir o'yin o'z navbatida ma'lum bir maqsadlarga xizmat qiladi. Ammo har bir o'yinning zamirida eng muhim bo'g'in- musiqa ta'limi ustuvor bo'ladi. Bugungi kunda dunyo ilm fani rivojlanar ekan, aynan maktabgacha ta'lim sohasidagi o'zgarishlar va yangilanishlar jarayonida mashg'ulotlarda bolalar bilan olib boriladigan musiqali-didaktik o'yinlar takomillashib bormoqda. Bolalarning ruhiy va jismoniy rivojlanishiga ijobiy ta'sir ko'rsatuvchi o'yinlarning turlari ko'paytirimoqda. Soha rivoji yo'lida zahmat chekayotgan mutaxasis va pedagoglar zimmasiga yangidan-yangi musiqali-didaktik o'yinlarni maktabgacha ta'lim tashkilotlaridagi mashg'ulot jarayonlariga tavsiya etishdek ma'suliyatli vazifa yuklangan.

Biz yuqorida o'yinlarning maqsad-vazifalariga alohida to'xtalib o'tdik. Ularning g'oyaviy jihatdan ham takomillashgan bo'lishi ayni maqsadlarga mushtarak bo'ladi. Har qanday musiqali-didaktik o'yinlarda to'rt xil asosiy

musiqiy yondoshuvlar(ovozning baland-pastligi, ritmika, tembrning bo'yoq-dorligi va dinamik ranglar) mavjud. Quyidagilarda ularga atroflicha izoh beriladi:

Bolaning eshitish qobiliyatini rivojlantiruvchi o'yinlar – bolalarga o'yin jarayonida jarang sohadigan musiqalarni tinglab, his qilish imkonini beradi.

Boladagi ritmikani his etish qobiliyatini rivojlantiruvchi o'yinlar – bolalarga o'yin jarayonida turli musiqa tovushlarini bir-biridan farqlashi va ularning ritmikasini tushunish va rivojlantirish imkonini beradi.

Boladagi tembrni rivojlantiruvchi o'yinlar – bolalarga musiqadagi tembrni tushunish va rivojlantirish imkonini beradi.

Boladagi dinamik tinglash qobiliyatini rivojlantiruvchi o'yinlar – bolalarga musiqadagi jarangdorlik va kuchni aniqlash va musiqaning xarakterini tushunish imkonini beradi.

Xulosa qilib aytganda, bola boshlang'ich bilimlarni maktabgacha ta'limda oladi. Shunday ekan, har bir tarbiyachi, musiqa rahbari shuni anglagan holda bolalarni har tomonlama barkamol inson qilib tarbiya qilishni oldiga oliy maqsad sifatida qo'ymog'i lozim va shu maqsad sari harakat qilmog'i kerak.

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**JAS BALALARDIŃ INTELLEKTUAL QÁBILETIN
RAWAJLANDIRIWDA MENTAL ARIFMETIKADAN PAYDALANIW**

Aytmuratova Sarbinaz Elmurat qızı

Nókis Jaslar Texnoparki Mentori

Annotaciya: Bul maqalada mental arifmetikanıń balalardıń aqılıy hám dóretiwshilik qábiletlerin bir waqıttıń ózinde rawajlandırıwdaqı áhmiyeti úyrenip shıǵılǵan bolıp, pikir hám usınıslar ilimiy tiykarlap berilgen.

Gilt sózler: mental, arifmetika, abakus, abak, intellekt.

Arifmetika (latinsha arithmos – san) – sanlar hám sanlı toplamlarda berilgen ámeller (qosıw, alıw, kóbeytiw hám bóliw)di úyreniwshi pán bolıp, «Arifmetika» degende san túsiniǵiniń payda bolıwı hám rawajlanıwı, esaplaw usılları hám esaplaw qurallarınıń rawajlanıwı hám hár túrli sanlar menen ámeller orınlaw túsiniledi.

Mentallıq arifmetika - bul aqılıy hám dóretiwshilik qábiletlerin bir waqıttıń ózinde rawajlandırıwdıń nátiyjeli texnikası bolıp, balanıń intellektual hám jaratıwshańlıq uqıplılıǵın tolıq ashıp beriwge járdem beredi [1].

Xalıq-aralıq tájiriyeberge tiykarlanatuǵın bolsaq, maǵlıwmatlar aqılıy arifmetikanıń birqansha abzallıqların kórsetedi. Ullı Britaniya universitetleri 2007-jıl da 7-11 jaslı balalar arasında tájiriyebe ótkizedi. Nátiyjede mental arifmetika menen shuǵıllanǵan balalardıń matematika, sonday-aq basqa pánler boyınsha da kórsetkishleri sezilerli dárejede jaqsılanadı. Mentallıq arifmetika shınıǵıwlarınıń tiykarǵı abzallıqları – sana hám dóretiwshilikti rawajlandırıwshı videolar hám intellektual oyınlar, sonday-aq, miydiń oń hám shep yarım sharlarınıń tolıq islewine qaratilǵan toparlıq hám individual shınıǵıwlar.

Mentallıq arifmetika dáslep Qıtayda 5 mıń jıldan kóbirek waqıt aldın sawda-satıqta qollanılgan bolsa, keyinirek Mısırda, Áyyemgi Gretsiya hám áyyemgi Rimde arifmetik esaplawlar ushin esaplaw taxtaları paydalanıla baslagan. Áyyemgi aqılıy arifmetikanıń rawajlanıwı derlik 3 mıń jıl aldın Yaponiyada baslangan, sol gezde sanaw ushin arnawlı qurılma – abak oylap tabılğan. Rossiyada 15-ásirdiń aqırlarında «russ esaplawları» dep atalatuǵın esaplaw quralları payda etilgen [2]. Ilim-pánniń rawajlanıwı menen mentallıq arifmetikanı úyreniw boyınsha avtorlar tárepinen birqansha kitap, qollanbalar jaratıldı. Máselen, 1997-jıldı Rossiyalı pedagog Eugenie Nekrasova «A Basic Modern Russian Grammar» dep atalgan óziniń dáslepki kitabın shıǵaradı. Amerikalıq izertlewshi A.Benjamin 2006-jılǵa kelip «Secrets of Mental Math» dep atalgan kitabın oqıwshılarga usınıs etedi. Sonday-aq, mentallıq arifmetika boyınsha Bill Handley, Reed Lerner, Sofuoglu Ertash sıyaqlı birqansha pedagoglar erkin izertlewler alıp bargan. Biz bilemiz, jańa bilimlerdi úyreniw procesinde insan miyi iskerligi asadı. Biz miyimizdi qansha kóp shınıqtırsaq, oń hám shep miy yarım sharları arasındaǵı óz-ara baylanıs sonshellı aktivlesedi. Ilimiy tájiriybelerge tiykarlansaq, miydiń eń intensiv rawajlanıw dáwiri 4-12 jas aralıǵına tuwra keledi. Usı jas shegarası dawamında alınǵan bilim hám kónlikpeler tez hám ańsat úyreniledi hám kóp jıllar dawamında saqlanıp qaladı. Mental arifmetika menen shuǵıllanıwdıń dáslepki basqıshlarında házirgi kalkulyatordıń eskishe kórinisi dep táriyp beriletuǵın «abakus» qollanıladı. Waqıttıń ótiwi menen balalar qıyalında esap-sanaqtı ámelge asıradı, yaǵnıy, abakustıń aqılıy kórinisin jaratadı. Xalıq-aralıq tájiriybelerge tiykarlanatuǵın bolsaq, maǵlıwmatlar aqılıy arifmetikanıń birqansha abzallıqların kórsetedi. Ullı Britaniya universitetleri 2007-jıldı 7-11 jaslı balalar arasında tájiriybe ótkizedi. Nátiyjede mental arifmetika menen shuǵıllanǵan balalardıń matematika, sonday-aq basqa pánler boyınsha da kórsetkishleri sezilerli dárejede jaqsılanadı.

Arifmetik máselelerdi sheshiw procesinde balanıń miyiniń eki yarım sharları sinxron tárizde isleydi. Tokioda Nippon medicina mektebinde ensefalografiya járdeminde sinaw ótkizilip kóreledi. Sinawda balalar hám jası

úlkenler qatnasadı. Tájiriybeler nátiyjesinde insan muzika tıńlaǵanda, súwret sızǵanda qurılma tek ǵana oń miy yarım sharınıń aktivligin, al, awızeki matematik usılda esap shıǵarǵanda bolsa shep miy yarım sharı aktivligin kórsetip berdi. Matematik mısallardı abakusta esaplaǵanda bolsa aktivlik bir waqıttıń ózinde eki yarım sharda da kózge taslanadı [4].

Tálimniń ápiwayı texnikalıq qurallarınnan ayırıqsha túrde, mentallıq arifmetika oqıwshılardıǵa kóp sanlı tayın, qatań tańlap alınǵan, tiyisli túrde islengen bilimlerdi usınıw menen bir qatarda, oqıwshılardıń intellektuallıq, dóretiwshilik qábiletlerin, jańa bilimlerdi ǵárezsiz iyelew, túrli axborot derekleri menen islew ilmiy tájiriybelerin rawajlandırıwǵa múmkinshilik beredi. Aqlıy arifmetika shınıǵıwlarınan paydalanıw tómendegi didaktik máselelerdi sheshiwge járdem beredi: Házirgi waqıtta matematikanı úyretiw hám úyreniw úlken áhmiyetli máselelerdiń biri bolıp qalmaqta. Sabaqlar dawamında balalar eki qoldan paydalanadı, bul bolsa olardıń miyiniń rawajlanıwına imkan beredi. Dáslep bala abakustan paydalanadı, waqıttıń ótiwi menen bala abakussız, qıyalına abakus tasların keltirip barlıq matematik ámellerdi bir neshe sekund ishinde orınladı. Abakusta islewdi tolıq úyrenip alǵannan keyin kóp xanalı sanlardı qosıw, kóbeytiw, ayırıw hám bóliw, sonday-aq kvadrat hám kub korendi esaplawı múmkin. Sabaq dawamında siz balalarǵa uran qosıqlar yadlatıp qoysañız da boladı: «Men esaplawdı jaqsı kóremen», «Men sanlardı uslayman hám esaplayman», «Men dıqqatımdı jámley aldım» h.t.basqalar. Waqıt ótiwi menen abak tek ǵana Shıǵısta emes bálkim dúnyanıń kóplep mámleketlerinde de tarqala basladı. Mentallıq arifmetika Shıǵıs Aziyada, Avstraliya, Jańa Zelandiya, Kanada hám Germaniya mámleketlerinde aktiv qollanıladı. Batıs Evropa hám Amerika mámleketlerinde aqlıy arifmetika balalardı aqlıy rawajlandırıw ushın uzaq waqıttan beri qollanılgan hám Yaponiyada baslanǵısh mektepte «Mentallıq arifmetika» májbúriy pánler qatarındı úyrenilip kelinbekte.

Oqıw proceslerinde aktiv, qızıǵıwshań hám qábiletli úyreniwshiler menen bir qatarda oqıwǵa qızıǵıwshılıǵı tómen hám kóbirek islesiwdi talap etetuǵın

oqıwshılar da ushırasadı. Olardı sabaqqa qızıqtıra alıw, balalardıń miyine basım bermesten pánlerdi nátiyjeli úyrete alıw oqıtıwshı aldında turǵan eń birinshi máselelerdiń biri esaplanadı. Oqıtıwshı bul jaǵdayda hár qıylı metodlardan paydalanıp kóredi. Solar qatarında sabaq procesinde mentallıq arifmetika shınıǵıwlarınan paydalanıw kerek.

- matematika páni boyınsha tayansh bilimlerdi ózlestiriw;
- ózlestirilgen bilimlerdi sistemalastırıw ;
- júdá quramalı sorawlarǵa juwap beriwge úyretiw;
- Miydiń oń hám shep yarım sharlarınıń birgelikte islewin rawajlandıradı;
- ózin baqlaw kónlikpelerin qáliplestiriw;
- ulıwma oqıwǵa hám pándi ózlestiriwge motivaciyanı qáliplestiriw;
- shet tillerin úyreniw qábiletin rawajlandırıw;
- Intellektual hám dóretiwshilik qábiletin tolıq ashıp beriw;
- oqıwshılarǵa oqıw materialları ústinde ózbetinshe islewlerinde oqıw-metodikalıq járdem kórsetiw;

Matematika sabaqlarında oqıw informaciyanın bunday usınıwdan maqset — oqıwshılarda qıyalıy obrazlar sistemasın qáliplestiriw esaplanadı. Hár qıylı esaplawlarda sabaq dawamında qızıqlı tálimiy oynılarıń, yaǵnıy, mentallıq arifmetika shınıǵıwlarınıń berip barılıwı sabaqlardıń qızıqlı bolıwın támiyinlew menen bir qatarda matematikanı nátiyjeli úyreniwdiń waqtın qısqartadı. Bunıń nátiyjesinde balalar 4 jılǵa mólsherlengen sabaq materialların 3 jıl waqt ishinde tolıq ózlestiriwi múmkin. Matematikada baslanǵısh esaplardı islewde, 3 xanalı sanlar ústinde qosıw, alıw, kóbeytiw, bóliw, kvadrat korennen shıǵarıw sıyaqlı ámellerdi orınlaǵanda «aqılıy arifmetika» usılınan paydalanǵan qolaylı. Mental arifmetikada balalar abakusta islewdi tolıq ózlestirip algannan keyin quramalı esaplawlardı da qıyalda júdá tez esaplay alatuǵın boladı. Bul bolsa, olardıń eslew qábiletiniń jaqsılanıwı, IQ dárejesi joqarılawına sezilerli tásir kórsetedi.

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**A COMPARATIVE STUDY OF TYPES OF NOUNS IN ENGLISH AND
KARAKALPAK LANGUAGES**

Aytmuratova Tursinay Elmuratovna

KSU 2nd course of master degree

Kalmuratova Ayzada Shamuratovna

English Assistant - teacher , TIUT Nukus branch

Abstract. A noun is a word which is used as the name to person, thing, animal, place, quality, and characteristic, person which is the fact that it is met in everywhere whether in written or spoken language. The present study aims at comparing and contrasting English and Karakalpak noun forms and its types to determine the points where they differ. The results show that there are some distinctive and similar features in both languages.

Keywords: contrastive analysis, noun, Karakalpak language, English language, types, classification.

Introduction. A noun is a word used to refer to people, animals, objects, substances, states, events and feelings. Nouns can be a subject or an object of a verb, can be modified by an adjective and can take an article or determiner. As a consequent, it can be learned by dividing them into groups as the followings:

1. Common nouns

Common nouns in English and Karakalpak languages are used to refer to general things rather than specific examples. Common nouns are not normally

capitalized unless they are used as part of a proper name or are placed at the beginning of a sentence.

For example: English: girl, city, animal, friend, house, food.

Karakalpak: u'y, doslar, haywanat du'nyasi, tağamlar

2. Proper Nouns

Proper nouns in English and Karakalpak include the days of the week, the months of the year, towns, cities, streets, states, countries, and brands. A proper noun which is the name given to something to make it more specific. Proper nouns are beginning with capital letters regardless of where they appear in a sentence in English. However, in Karakalpak the days of the week and the months of the year are written in small letter if they appear in the middle of the sentence.

For example: English: John, London, Pluto, Monday, France.

Karakalpak: Maxset, No'kis, Qaraqalpaqstan, Nawriz MPJ, yanvar, piyshembi.

3. Collective Nouns

Collective noun in English and Karakalpak is a noun that mention to a group of people or things as one unit. Although typically words that recognize more than one person, place, or thing are made plural in the English language, collective nouns are irregularity.

For example: English: staff, team, crew, herd, flock, and bunch etc.

Karakalpak: komanda, ja'ma'a't, sho'lkem, topar

4. Abstract Nouns

Abstract noun in English and Karakalpak languages is a noun that denotes an intangible concept such as an emotion, a feeling, a quality, or an idea. In other words, an abstract noun does not denote a physical object. An abstract noun is the name of a quality, action or state. Abstract nouns refer to ideas that we cannot see or touch.

For example: English: time, happiness, bravery, creativity, justice, freedom, speed

Karakalpak: waqit, quwanish, qayǵı, erkinlik, batırlıq

5. Countable Nouns and Uncountable Nouns

In English and Karakalpak languages, Countable noun is a noun which can be counted whether available in the form of singular or plural.

Examples: English: dog, tree, house, friend, book, orange.

Karakalpak: gu'l, kitap, qoyan, alma, kompyuter

Uncountable nouns are always considered to be singular, and can stand alone or be used with some, any, a little, and much.

For example: English: water, coffee, cheese, sand, furniture, skin, wool.

Karakalpak: suw, go'sh, teri, altin, mebel, qum, sheker, shay.

Conclusion. Taking all into account, it can be stated that the notion and characteristics of noun is the same in both compared languages. However, there are some distinctions in these language systems. This is due to the fact that types of nouns are similar in these languages, just only the difference can be shown in

proper nouns in Karakalpak language. Overall, these two language systems have more similarities rather than differences.

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**OLMA SIQMASIDAN OZIQ OVQAT KLETCHATKAGA BOY
TO'LDIRUVCHILARI OLISH TEXNOLOGIYASI**

Kurbanbaeva Gulshat Sarsenbaevna

QMU asistenti

Annotaciya. Oziq-ovqat va qayta ishlash sanoatini uzoq muddatli rivojlantirishning ustuvor yo'nalishi import o'rnini bosuvchi sanoat tarmoqlarini rivojlantirish; chiqindisiz ishlab chiqarish va minimal ta'sir bilan ishlab chiqarishni ta'minlaydigan ekologiya bo'yicha resurslarni tejovchi texnologiyalarga o'tish. Meva va sabzavotlarni resursni tejaydigan qayta ishlashning ajralmas qismi ikkilamchi xom ashyoni kompleks qayta ishlash texnologiyalari hisoblanadi. Olmani to'g'ridan-to'g'ri presslangan sharbat, konsentrlangan sharbat, pyurega qayta ishlash uchun resurs tejovchi texnologiyaning taklif etilayotgan usuli, pasta va kukunlar bizga ushbu mahsulotlarni funktsional qo'shimchalar sifatida tavsiya qilish imkonini beradi va konserva, non pishirish va qandolatchilik sanoati uchun antioksidantlar va xun tolasiga (pektik moddalar va tolalar) boy oziq-ovqat mahsulotlarini inom etadi.

Kalit so'zlar: olma, resurs tejovchi texnologiya, sharbat, pyure, kukun, pasta, oziq-ovqat tolalar, antioksidantlar.

Kirish. Texnologik jihatdan meva va sabzavotlarni qayta ishlashda muhim vazifa barcha qimmatli narsalarni bosqichma-bosqich ajratib olish bilan ularni kompleks ishlatishdir. Ushbu tamoyilni joriy etish orqali amalda resurslarni tejaydigan, integratsiyalashgan (chiqindisiz) yoki kam chiqindili texnologiyalarni amalga oshirish mumkin. Meva va sabzavotlarni resursni tejaydigan qayta ishlashning ajralmas qismi ikkilamchi xom ashyoni kompleks qayta ishlash texnologiyalaridan - tozalash, artish, bosish, kesish, elakdan o'tkazish, ular ustida qabul qilish hisoblanadi.

Xususan, to'g'ridan-to'g'ri siqilgan olma sharbatini ishlab chiqarishda muhim ahamiyatga ega ikkilamchi xom ashyo miqdori, ayniqsa, sharbat texnologiyasi uchun sharbat miqdori bo'lgan vintli press stakerga bosish o'rtacha 50-60%, bu ko'p jihatdan pomologik xilma-xillikka bog'liq. To'g'ridan-to'g'ri siqilgan olma sharbatini ishlab chiqarishdan olingan pomaza yig'ilish holatida qattiqdir; moddiy iste'mol bo'yicha ular past tonnajli resurslar sifatida tasniflanadi; atrof-muhitga ta'siri zararsiz, lekin yuqori namlik tufayli bu xom ashyo tez buziladi va tez qayta ishlashni talab qiladi. To'g'ridan-to'g'ri siqilgan sharbat ishlab chiqarishdan olma pomasini funktsional va profilaktika yo'nalishidagi oziq-ovqat mahsulotlari texnologiyasida qo'llash imkoniyatini aniqlash uchun ularning biologik faol qiymati o'rganildi.

100 g yangi olma siqmasining biokimyoviy tarkibi

Ko'rsatkichlar	olma siqmasi
Qattiq jismlarning massa ulushi,	18,4 g
Shakarlarning massa ulushi, shu jumladan kamaytirish saxaroza	9,1 g, 7.6 1,5
Organik kislotalarning massa ulushi (molik kislota uchun), g	0,9
Shakar kislotasi indeksi	10.1
Elyafning massa ulushi, g	1,8
Pektin moddalarining massa ulushi, g, shu jumladan: suvda eriydi	2.5 0,6 1.9

suvda erimaydigan	
Yog'lar, g	1,3
Protein, g	0,7
Kul, g	0,4
Antioksidantlar tarkibi (kversetin bo'yicha - tin), mg	30,3
Askorbin kislotasi, mg	22,0
P-faol moddalar, mg, shu jumladan:	64,0
katexinlar	15.0
antosiyandinlar	3.5
flavonollar	45,5
Makroelementlar, mg:	
kaliy	24.2
kaltsiy	49,1
magniy	23,7
fosfor	21.2
Mikroelementlar, mg:	
temir	0,58

Jadval ma'lumotlaridan ko'rinib turibdiki, olma pomasining tarkibidagi qattiq moddalar miqdori 18% ni tashkil qiladi, shundan taxminan 9% shakar,

ular asosan shakarni kamaytiradigan saxaroza bo'lib, shakarning umumiy miqdorining 83,5% ni tashkil qiladi.

Olma pomasi qimmatli xun tolasi manbai hisoblanadi. Ularda tarkibida 1,8% tola va 2,5% pektin mavjud. Shu bilan birga, tarkib suvda eruvchan pektin 0,6% ni tashkil etadi, bu uning umumiy miqdorining 24% ga to'g'ri keladi.

Aniqlanishicha, olma pomasi mineral moddalar qatoriga kiradi. Eng katta miqdorlar kaltsiy, fosfor va magniydir. Kaliy tarkibi past - 24,2 mg / 100 g. Pomaza gematopoetik elementga juda boy.

Antioksidantlar xom ashyoning ozuqaviy qiymatida muhim rol o'ynaydi. Antioksidantlar qobiliyatga ega erkin radikallarning inson tanasiga zararli ta'sirini blokirovka qilish va insonni eng xavfli kasalliklardan (ko'plab epidemiologik tadqiqotlar tomonidan tasdiqlangan) va qarishdan (barcha zamonaviy nazariyalardan) himoya qilishga asoslangan. Proteinlar bilan bir qatorda, uglevodlar va yog'lar, antioksidantlar funktsional, profilaktik va sog'lom ovqatlanishning ajralmas qismi sifatida tan olingan.

Olma pomasining tarkibidagi suvda eruvchan antioksidantlarning miqdori Tsvet Yauza 01-AA qurilmasida amperometrik usul bilan aniqlandi, bu ish yuzasida antioksidant molekulalarning oksidlanishi paytida yuzaga keladigan elektr tokining kuchini o'lchashga asoslangan. Elektrod ma'lum bir potentsialda, kuchaytirilgandan so'ng raqamli signalga aylanadi. Elektr tokining qiymati tahlil qilinadigan moddalarning tabiati va konsentratsiyasiga, turiga va ishchi elektrodning materiali va elektrodiga asoslanib qo'llaniladi.

Olma pomasining suvda eruvchan antioksidantlarining tarkibi kversetin bo'yicha 30,3 mg / 100 g ni tashkil etdi. Quyidagi antioksidantlarning miqdoriy tarkibi aniqlandi: askorbin kislotalar (22,0 mg/100 g) va P-faol moddalar (64,0 mg/100 g).

To'g'ridan-to'g'ri siqilgan sharbat uchun olmani resursni tejoychi qayta ishlash texnologiyasi, konsentrlangan sharbat, pyuresi, pastasi va kukunlari

quyidagicha: Olmalar yuviladi, tekshiriladi, eziladi va hosil bo'lgan pulpa vintga yuboriladi 40-45% sharbat olish uchun bosiladi, keyin diametri 0,8 mm bo'lgan elakdan filtrlanadi, 70 ° C haroratgacha isitiladi, gabsizlanadi, keyin steril qopqoqlar bilan germetik tarzda yopiladi, 20-35 daqiqa davomida 100 ° C haroratda pasterizatsiya qilinadi va shisha idishlarga solinadi yoki quyiladi. 35 °C yoki 70% eriydigan qattiq moddalar miqdorigacha konsentrlanadi, 100 °C haroratda 2 daqiqa davomida pasterizatsiya qilinadi, 25 °C gacha sovutiladi va aseptik sharoitda aseptik idishlarga qadoqlanadi. Vintli pressdan olingan pomaza mikroto'lqinli pechning kamerasiga kiradi, u erda isitiladi elektromagnit to'lqinlar ta'sirida 90 ° C haroratgacha, keyin pomaza 50-60 ° S haroratda 7-8 dan ortiq bo'lmagan qoldiq namlik miqdorigacha quritish uchun quritgichda kukun ishlab chiqarishga yuboriladi. % va 20 ° C gacha sovutish, keyin bolg'acha tegirmonda maydalash, magnit qopqonlardan o'tkazish va qadoqlash uchun yoki elakning ochilish diametri No 1-1,2 mm va 2-0,8 mm bo'lgan qo'sh pyure mashinasida kartoshka pyuresi ishlab chiqarish uchun aseptik usulda saqlanadi: pyuresi 70 ° C ga qadar isitiladi, pasterizatsiya qilinadi. 100 °C da 2 minut, 25 ° C gacha sovutiladi va aseptik idishlarga qadoqlanadi va hosil bo'lgan salftkalar 50-60 ° C haroratda qoldiq namlik miqdorigacha quritish uchun quritgichda kukun ishlab chiqarishga yuboriladi. 7-8% va 20 ° C gacha sovutish, keyin bolg'acha tegirmonda maydalanadi, magnit tuzoqlardan o'tadi va qadoqlanadi. Buning uchun olma pyuresi oldindan qizdirilgan holda olinadi, suvli eritma shaklida 0,5% limon kislotasi, 5% melas qo'shing kraxmal yoki 5% solod ekstrakti, aralash bir hil holga keltiriladi, shundan so'ng tayyor pyure aseptik usulda saqlanadi: 100 ° C haroratda 2 daqiqa davomida pasterizatsiya qilinadi, 25 ° C gacha sovutiladi va aseptik idishga qadoqlanadi.

Ishlab chiqilgan texnologiyaning afzalligi shundaki, pomazani mikroto'lqinli energiya bilan dastlabki issiqlik bilan ishlov berishdan foydalanish fermentning inaktivatsiyasiga olib keladi, bu mahsulot qorayishini oldini oladi va yaxshi organoleptik sifat ko'rsatkichlariga ega bo'lgan keyingi

pyure va kukunlarni olish imkonini beradi. Mikroto'lqinli pechda ishlov berish jarayonida namlikning bir qismini bug'lanishi olma tarkibidagi quruq moddalar miqdorini oshirishga imkon beradi. Shuningdek, sharbat va pyuresi quritish vaqtini kamaytirish bu energiya xarajatlarini kamaytiradi va termolabil antioksidantlarning xavfsizligini oshiradi.

Xulosa. Olmani qayta ishlash uchun resurslarni tejash texnologiyasining taklif qilingan usuli orqali to'g'ridan-to'g'ri sharbat, konsentrlangan sharbat, pyuresi va kukunlarini olish imkonini beradi. Ushbu mahsulotlar konserva, non pishirish va qandolat sanoati uchun antioksidantlarga (E vitamini va P-faol moddalar) va xun tolasiga (pektik moddalar va tolalar) boy funktsional qo'shimchalar va oziq-ovqat mahsulotlari sifatida tavsiya etiladi.

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**СИНТЕЗ ФЛОКУЛЯНТОВ С ИСПОЛЬЗОВАНИЕМ
ПОЛИАКРИЛАМИДА**

Абинова Азиза

*Магистрант Каракалпакского государственного
университета имени Бердаха*

Аннотация. Это исследование направлено на изучение флокулянтов с использованием полиакриламида. Флокулянты синтезировали с помощью полиакриламида в водной среде при 25 °С. Были приготовлены поли(N-изопропил акриламид) (PNIPAAm), статистические сополимеры из NIPAAm и акриламида (AAm) или акриловой кислоты (AAc) и сополимер, состоящий из трех различных мономеров. Эти материалы были охарактеризованы с помощью динамического светорассеяния (DLS), инфракрасной спектроскопии с преобразованием Фурье (FT-IR) и термогравиметрического анализа (TGA). Диаметры полимеров в воде находились в диапазоне от 22 до 42 нм. Соплимеры, содержащие кислотные звенья, демонстрируют резкую реакцию на Т/рН. Полимерные флокулянты были оценены при удалении мути из сильно мутных речных вод и сточных вод (городских и сельскохозяйственных). Были протестированы температура и время окклюзии, а также состав и дозировка полимера. Наиболее эффективными оказались температура и время окклюзии 40°С и 15-25 мин соответственно. Дозировка полимера 0,1 мг/мл достаточна для высокого процента удаления мути (~80%). При 1 мг/мл флокулянта достигалось удаление мути от 23,9 до 99,2% в зависимости от состава полимера и качества воды.

Ключевые слова: водоподготовка, окклюзия, удаление мути, реагирующие полимеры, флокулянты, синтез, полиакриламид.

Введение. Флокулянты широко используются в нескольких областях промышленности (добыча полезных ископаемых, химическая промышленность, пищевая промышленность, очистка питьевой воды и т. д.) для улучшения разделения твердой и жидкой фаз в воде, содержащей взвешенные вещества (Heath et al., 2006, Harford et al. , 2011). В большинстве случаев флокулянты представляют собой полимеры, состоящие из поли акриламида (ПАМ) (Taylor et al., 2002). ПАМ представляет собой полимер с высокой молекулярной массой, синтезированный из акриламида (АМД) и акриловой кислоты/акрилата (АА) (Scott et al., 1996; Caulfield et al., 2002). Использование флокулянтов позволяет повысить скорость рециркуляции технической воды и уменьшить объемы ила и, следовательно, поверхность отстойников. Эти пруды представляют собой открытые системы с возможным обменом с близлежащей водной средой (просачивание воды в почву и водоносные горизонты, просачивание воды в естественные ручьи или реки...), что может привести к распространению флокулянтов в поверхностные и грунтовые воды (Либер и др., 2005 г.)

Поли акриламид и его сополимеры с анионными и четвертичными аммониевыми мономерами используются во всем мире в таких областях, как производство бумаги (наилучшее удерживание), флокуляция городских и промышленных сточных вод и повышение нефтеотдачи [1-3]. Наиболее распространенными продаваемыми флокулянтами на основе акриламида являются анионные и катионные сополимеры, причем последние представляют наибольший интерес с коммерческой точки зрения из-за их более высокой добавленной стоимости. Неионогенные полимеры мало применимы в процессах очистки воды. Анионные флокулянты в основном используются для производства питьевой воды или для флокуляции неорганических дисперсий, тогда как катионные

флокулянты используются для флокуляции осадка и обезвоживания при очистке сточных вод.

Флокуляцию с использованием поли акриламида анализировали путем измерения времени капиллярного всасывания (CST) с помощью таймера капиллярного всасывания типа 304В от Triton Electronics Ltd. Испытание [38] проводится путем обработки ила дозой флокулянта, а затем помещения ила в вертикальный металлический цилиндр или резервуар для ила на стандартную фильтровальную бумагу (бумага CST 7x8 см, Triton Electronics Ltd). Капиллярное всасывание бумаги извлекает жидкость из осадка, смачивающего бумагу. Время, необходимое для того, чтобы фильтрат протекал в радиальном направлении на 1 см, записывают как CST. Чем ниже CST, тем выше эффективность флокуляции полимера. Для каждой серии испытаний 100 г свежего, гомогенизированного и темперированного ила выливали на осадительное стекло. Затем с помощью шприца быстро добавляли определенную дозу раствора сополимера. Смесь перемешивали при 1000 об/мин в течение 60 с, используя Triton WRC Stirrer Timer Type 131 (Triton Electronics Ltd.). После этого али квоту заливали в резервуар для шлама оборудования CST и регистрировали CST. Для дозирования флокулянта разбавленный раствор микроэмульсии с концентрацией 1 г/л готовили непосредственно инвертированием микроэмульсии сополимера, синтезированной над перемешиваемой водой при комнатной температуре. Через 15 минут раствор был готов к использованию. Ил, использованный в тестах на флокуляцию, представлял собой анаэробно сброшенный ил, полученный на муниципальной очистке воды. рН шлама составлял 7,4, а концентрация твердого вещества составляла 3,21% (вес/вес).

Вывод. Результаты флокуляции можно объяснить с точки зрения степени структурированности сополимера и состояния коллапса со полимерных цепей внутри мицелл эмульгатора. Радиусы вращения

сополимеров значительно превышают средние диаметры частиц микро латекса. Поэтому макромолекулярные цепи растут в коллапсированном состоянии. Такое коллапсированное состояние в определенных экспериментальных условиях может способствовать избыточной степени структурирования (разветвленности и/или сшивки) сополимеров внутри- и межмолекулярными водородными связями, реакциям с ненасыщенными группами олеатной части одного из ПАВ (Арлацел 83) и переходу в полимер. Наконец, чрезмерная степень структурирования приводит как к увеличению защиты от катионного заряда, так и к снижению способности сополимера к расширению в водном растворе и, следовательно, к снижению флокуляционной способности сополимера. Точно так же наблюдался сильный дрейф состава при конверсии. В начале со полимеризации макромолекулярные цепи были обогащены Q9, а в конце реакции – АМ. Это приводит к поли дисперсности состава, которая может быть функцией экспериментальных условий и объяснить некоторые «аномальные» вискоз метрические результаты. Точно так же поли дисперсность состава может влиять на эффективность флокуляции, поскольку она связана с катионным зарядом сополимера для данного осадка. Необходимы дополнительные исследования для выяснения влияния поли дисперсности состава как на вискоз метрические характеристики, так и на эффективность обезвоживания.

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O'ZBEKISTON GIPOTERIOZ VA GIPERTERIOZ BELGILARI

Samarqand Davlat Tibbiyot Universiteti Tibbiy

Pedagogika fakulteti 406-gurux talabalari

Anvarova Zarinabonu Nabijon qizi ,

Xafizov Jasur Muzaffar o'g'li

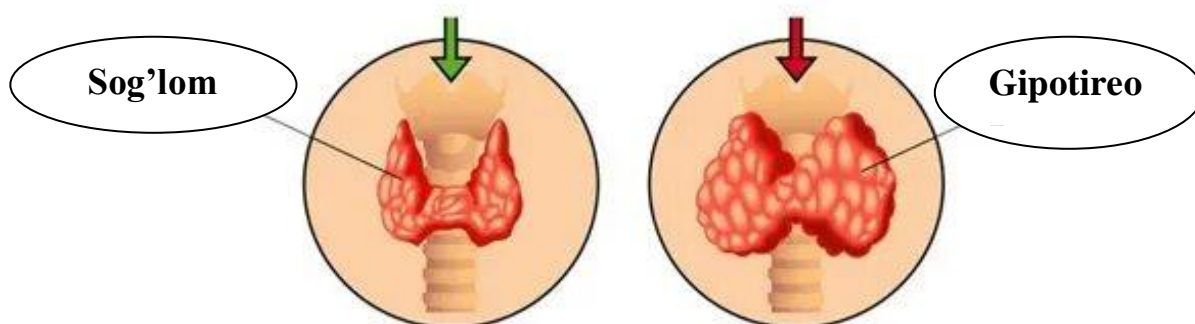
Ilmiy raxbar: Togaeva Gulnora Siddiqovna

Annotatsiya: Gipotireoz (shuningdek, *kam tiroid, past tiroid* yoki *gipotireoz deb ataladi*) - qalqonsimon bezning gormonini ishlab chiqaradigan endokrin tizimining buzilishi. Bunda charchoq hissi, ish qobilayati susayishi, ruhiy tushkunlik kabi alomatlarga sabab bo'lishi mumkin. Vaqti-vaqti bilan bo'qoq tufayli bo'yinning old qismi kattalashishi mumkin. Homiladorlik davrida gipotiroidizmning davolanmagan holatlari chaqaloq yoki tug'ma yod tanqisligi sindromida o'sish va intellektual rivojlanishning kechikishiga olib kelishi mumkin. Dunyo bo'ylab, ratsionda juda oz yod istimol qilinishi gipotiroidizmning eng keng tarqalgan sababidir. Yapon olimi Hashimoto ning tiroiditi yetarli yod istimol qilinmaydigan mamlakatlarda gipotiroidizmning eng keng tarqalishiga sababidir. Kam tarqalgan sabablari radioaktiv yod bilan davolash o'z ichiga oladi, gipotalamus yoki gipofiz bezi oldingi bo'lagi jarohati. Gipotireoz tashxisi, gumon qilinganida, tiroid-stimullovchi gormon (TSH) va tiroksin darajalarini o'lchaydigan qon testlari bilan tasdiqlanishi mumkin. Tuz yodlash ko'pgina populyatsiyalarda gipotireozni oldini oldi. Levotiroksin bilan qalqonsimon gormon almashtirish gipotiroidizm munosabatida. Tibbiy mutaxassislar alomatlar va tiroksin va TSH darajasini normallashtirish ko'ra dozasini moslashtirish kerak.

Kalit so'zlar: Gipotireoz, qalqonsimon bez, homiladorlik davrida gipotiroidizm

Ma'qola mazmuni: Dunyo bo'ylab taxminan bir milliard kishi yod tanqis deb baholanadi. Biroq bu gipotiroidizmga qanchalik tez-tez olib kelishi

noma'lum. Yod yetishmasligi bilan G'arb mamlakatlarida katta aholi o'rtasidagi tadqiqotlar olib borilgan. Aholining 0,3-0,4% gipotiroidizm bor. Ularning ko'rsatkichi 4.3-8.5%, subklinik gipotiroidizm bor. Subklinik gipotiroidizm bilan odamlar 80% davolash uchun Pol sifatida qaraladi 10 mIU/l belgisi ostida bir TSH darajasiga ega. Subklinik gipotiroidizmli bolalar odatda normal tiroid funksiyasiga qaytadilar va kichik nisbat gipotiroidizmni rivojlantiradi (Antikor va TSH darajalari, cho'lyak kasalligi mavjudligi va goiterning mavjudligi).



Ayollar erkaklarga nisbatan gipotiroidizm rivojlantirish ehtimoli ko'proq bo'ladi. Populyatsiyaga asoslangan tadqiqotlarda ayollar erkaklarga nisbatan TSh darajasini 10 mU / l dan yuqori bo'lishiga nisbatan yetti marta ko'p bo'lgan. Subklinik gipotireozli kishilarning 2-4% i har yili gipotireozni orttirishga harakat qiladi. Qalqonsimon peroksidazaga qarshi antikorlarda xavf yuqori. Subklinik gipotireoz taxminan 2% bolalarga ta'sir qilishi taxmin qilinadi. Subklinik gipotireoz qariyalarda uchrab, [kavkazliklarda esa ko'proq uchraydi](#). Qalqonsimon bez kasalliklarining ancha yuqori darajasi mavjud bo'lib, ulardan eng ko'p tarqalgani gipotireoz, [Daun sindromi bo'lgan shaxslarda](#) va [Turner sindromidir](#). Juda og'ir gipotireoz va miksedema komasi kamdan-kam uchraydi. Bu yiliga 0.22 million odamda sodir bo'lishi taxmin qilinadi. Ko'pchilik hollarda 60 yoshdan oshgan ayollarda yoki barcha yosh guruhlarida yuz berishi mumkin.

Klinik ko'rinishlari:

Ich qotishi: Hazm qilishni va ich kelishini buzilishi, kekirish va oshqozon sohasidagi og'irlik gipotireozning keng tarqalgan simptomlari hisoblanadi.

Uyquchanlik: Gipoteriozi mavjud odamlar sutkasiga 12 soat yoki bir necha kun davomida tinimsiz uxlashi mumkin, lekin baribir o'zini charchagan his qiladi. Uyquchanlik va lanjlik xavfli signallar hisoblanadi.

Soch to'kilishi va teri quruqshashi: Gormonal disbalans va moddalar almashinuvini pasayishi natijasida teri va soch tolalarini oziqlanishini buzilishi kuzatiladi. Nursiz ko'zlar, terini oqarib, sarg'ayishi gipotireozning yana bir belgisi hisoblanadi.

Semirish: Sababsiz tana vaznining ortishi uning xar qanday parhez va cheklovlar ta'sirida ham tushmasligi buqoq bezi faoliyati pasayganda kuzatiladi.

Muskullar og'rig'i va poy tortishishi: Gipotireoz natijasida nervlarni zararlanishi va muskullar spazmi, talvasasi va oyoq-qo'llar uyushishi kuzatiladi.

Yurak ritmini buzilishi: Yurak urishlari sonini va arterial qon bosimini pasayishi, shuningdek yurak soxasidagi og'riqlar buqoq gormonlarini pasayishida kuzatiladi.

Parishonxotirlik: Gipotireozga xotira va ish faoliyatini pasayishi, diqqat-e'tibor susayib, axborotlarni qabul qilishni qiyinlashuvi xos.

Shishlar: Tilning yo'g'onlashuvi, unda tish izlarini qolishi, yuz va oyoq-qo'llarni shishi, barmoq bilan bosganda chuqurchalarni qolmasligi giptireozga xos.

Bo'yin sohasidagi discomfort: Buqoq bezining kattalashuvi bemor tomog'iga biror narsa tiqilganini his qilishi va ovozi bo'g'ilishiga sabab bo'ladi.

Oldini olish: Gipotiroidizm odatda ishlatiladigan oziq-ovqatlarga yod qo'shib, populyatsiyada oldini olish mumkin. Ushbu sog'liqni saqlash chorasi bir marta keng tarqalgan mamlakatlarda endemik bolalik gipotiroidizmini bartaraf etdi. Bunday sut va baliq kabi yod boy oziq-ovqat iste'molini targ'ib tashqari,

mo'tadil [yod tanqisligi bilan ko'plab mamlakatlar](#) universal [tuz](#) yodlash (USI) amalga oshirildi. [Jahon Sog'liqni saqlash tashkiloti tomonidan rag'batlantirilgan](#), 130 mamlakat hozir USI bor, va dunyo aholisining 70% yodlangan tuz qabul qilinadi. Ba'zi mamlakatlarda yodlangan tuz nonga qo'shiladi. Shunga qaramay, ayrim G'arb mamlakatlarida tuz olishni kamaytirishga urinishlar natijasida yod tanqisligi qayta paydo bo'ldi. Homilador bo'lmagan ayollarga nisbatan 66% kunlik yod talabini talab qiladigan homilador va emizikli ayollar hali ham yod olishmaydi. [Jahon Sog'liqni saqlash tashkiloti](#) homilador va emizikli ayollar uchun kunlik 250 mkg iste'mol qilishni tavsiya etadi. Ko'p ayollar yolg'iz parhez manbalardan bu erishish bo'lmaydi, deb, [Amerika qalqonsimon uyushmasi](#) og'iz orqali 150 mkg kundalik qo'shimcha tavsiya.

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O'ZBEKISTON HOMILADORLIKDA QANDLI DIABET

Samarqand Davlat Tibbiyot Universiteti Tibbiy

pedagogika fakulteti 407-guruh talabalari:

Juraqulov Jaxongir Berdiqu'l o'g'li ,

Amonbayev Shohjaxon Azizovich.

Ilmiy raxbar: Djurayeva Zilola Aramovna

Annotatsiya: Homiladorlik qandli diabeti - bu homiladorlik paytida rivojlangan uglevod metabolizmining buzilishi. Dastlabki bosqichlarda [uglevod almashinuvining](#) buzilishi aniqlanmagan barcha homilador ayollar 24 dan 28 haftagacha 75 g glyukoza bilan [og'iz orqali glyukozaga talirandlik testini o'tkazadilar](#). Mutaxassislarning fikriga ko'ra, ushbu davr testni o'tkazish uchun eng maqbuldir, alohida holatlarda, har qanday patologiyalar bilan (Homiladorlik qandli diabeti xavfi yuqori, homila kattaligi intrauterin o'sishning ultratovush jadvallariga ko'ra ≥ 75 [persentil](#), ultratovush [diabetik fetopatiyaning belgilaridir](#)), 75 g glyukoza bilan homiladorlikning 32 xaftaligiga qadar amalga oshiriladi.

Annotation: Gestational diabetes is a disorder of carbohydrate metabolism that has developed during pregnancy. All pregnant women who have not been diagnosed with carbohydrate metabolism disorders in the early stages undergo an oral glucose tolerance test with 75 g of glucose for 24 to 28 weeks. According to experts, this period is most favorable for testing, in exceptional cases, with any pathologies (there is a high risk of gestational diabetes, fetal size is ≥ 75 percentil according to ultrasound tables of intrauterine growth, ultrasound are signs of diabetic fetopathy), with 75 g of glucose, carried out up to 32 weeks of pregnancy.

Kalit so'zlar: Gilikoza, Homiladorlik, semizlik, 1-2- tip diabet, JSST|
Keywords: Glycose, pregnancy, obesity, type 1-2 diabetes, who
Ma'qola mazmuni: Homiladorlik qandli diabeti yoki - bu homiladorlik paytida

birinchi marta aniqlanadigan va tug'ilgandan 2-12 hafta o'tgach yo'qoladigan glyukoza bardoshligining vaqtinchalik buzilishi. Homiladorlik qandli diabeti homiladorlik paytida endokrin tizimning eng keng tarqalgan holatidir. Bunday o'zgaruvchanlik ko'p jihatdan o'rganilayotgan populyatsiyaga, tashxis qo'yishdagi farqlarga va alohida etnik guruhlarda II turdagi qandli diabet tarqalishiga bog'liq. Dunyoda Homiladorlik qandli diabeti tarqalishi [semirish](#), prediabet va [2-tip diabet](#) kabi kasalliklar o'sib bormoqda. Xalqaro diabet Federatsiyasi hisob-kitoblariga ko'ra, homiladorlikning taxminan 14 foizi homiladorlik qandli diabeti bilan kechadi, natijada yiliga 18 million bola tug'iladi. Bu bolalarning barchasi semirish va 2-tip diabet rivojlanish xavfi ostida. Aynan bunday bolalarning paydo bo'lishi bilan umuman 2-tip diabet kasalligining ko'payishiga bog'liq. Rivojlanayotgan giperglikemiya ona va bola sog'liq uchun xavf tug'diradi. Xomilaning eng ko'p uchraydigan asoratlari orasida diabetik fetopatiya (makrosomiya, visseromegaliya), og'ir asfiksiya, tug'ilish travmasi, tug'ma nuqsonlar, neonatal asoratlari (yangi tug'ilgan chaqaloqlarning nafas olish qiyinlashuvi sindromi, gipoglikemiya xavfi yuqori bo'ladi). Kelajakda onaning sog'lig'i uchun homiladorlik qandli diabeti ning asosiy xavfi homiladorlik paytida gipoglikemiya va ketoatsidozning tez-tez rivojlanishi, preeklampsiya va eklampsiya, poligidramnioz, o'z-o'zidan abort qilish, erta tug'ilish, siydik yo'llari infeksiyalari va tug'ruqdan keyingi davrda yuqumli asoratlarning rivojlanishi. Shuningdek, 2-tip diabet mellitus tug'ilgandan keyin ham, bolada ham bir muncha vaqt o'tgach paydo bo'lishi mumkin.

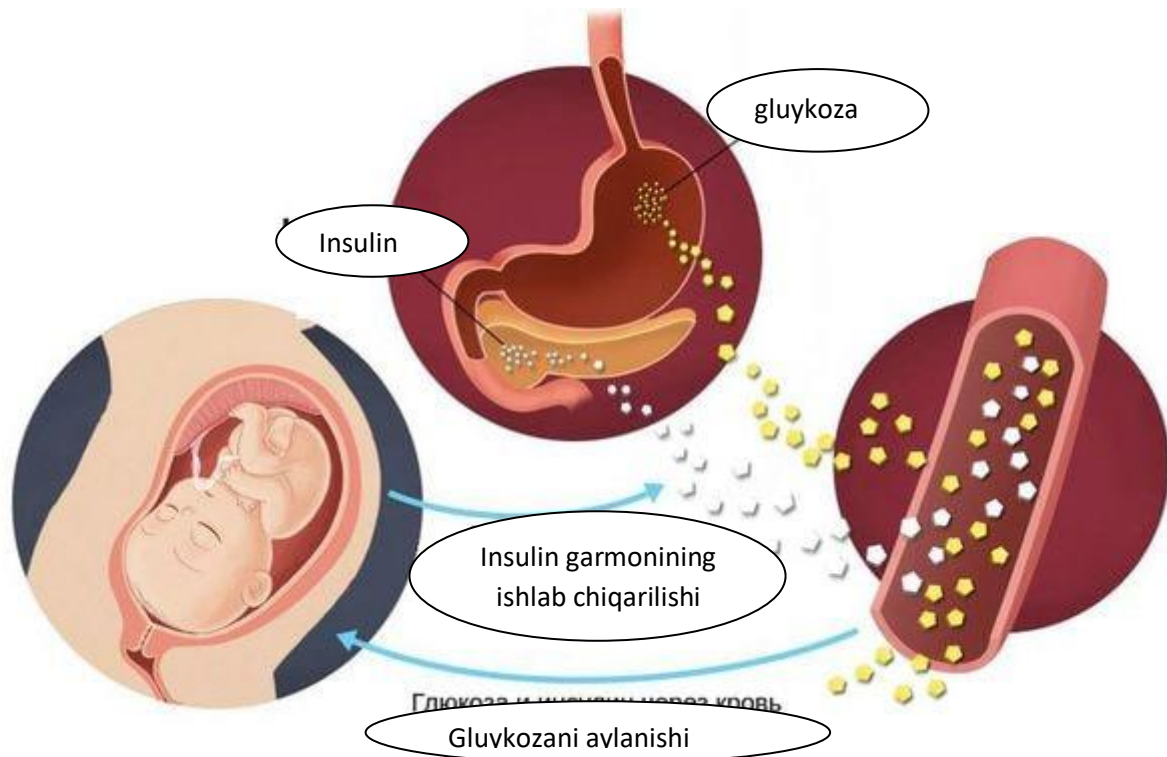
Homiladorlik qandli diabetning patogenezi

Sog'lom homiladorlik paytida onaning tanasi o'sib borayotgan homila ehtiyojlarini qondirish uchun o'zgaradi: yurak-qon tomir, buyrak, nafas olish, metabolik va endokrin tizimlar moslashadi. Insulinga sezgirlik ham o'zgaradi: u ko'payadi, glyukoza ning so'rilishiga va yog ' zaxiralari shaklida to'planishiga yordam beradi. Shu bilan birga, keyinchalik estrogen, progesteron, leptin,

kortizol, platsenta laktogen va platsenta o'sish gormoni kabi ona va platsenta gormonlarining ishlab chiqarilishi ham oshadi. Ular insulin ta'sirini inhibe qiladi va *fiziologik insulin* qarshiligining rivojlanishiga olib keladi — insulinga qarshilik. Natijada qonda glyukoza darajasi biroz ko'tariladi. Ushbu glyukoza platsenta orqali homilaga osongina ko'chiriladi, uning o'sishi uchun zarurdir.

Homiladorlik paytida bunday o'zgarishlar odatda oshqozon osti bezi hujayralarining ko'payishi va neoplazmasi, shuningdek b hujayralari tomonidan ishlab chiqarilgan insulinning asta-sekin ko'payishi bilan qoplanadi. Homiladorlik paytida b hujayralarining disfunktsiyasiga yuqorida sanab o'tilgan ko'plab omillar sabab bo'lishi mumkin (masalan, yog ' to'qimalarining ko'payishi, jismoniy faollikning pasayishi, insulin degradatsiyasining kuchayishi va boshqalar). Har bir xavf omili to'g'ridan — to'g'ri yoki bilvosita buzilgan hujayra faoliyati va/yoki insulin sezgirligi bilan bog'liq-bu organizmdagi uglevodlar almashinuvini tartibga soluvchi gormon. Natijada, homiladorlik paytida giperglikemiya (yuqori qon glyukoza) rivojlanishining asosiy bo'g'ini bo'lgan *patologik insulin* qarshiligi allaqachon rivojlanib bormoqda

Xavf omillari: Ushbu kasallik har bir homilador ayolda homiladorlik qandli diabet ehtimolini sezilarli darajada oshiradigan ma'lum xavf omillari mavjudligi sababli yuzaga kelmasligi mumkin. Biroq, hozirgi vaqtda xavf omillarining to'liq ro'yxati bo'yicha kelishuv mavjud emas. Shunday qilib, Amerika diabet assotsiatsiyasi uyshmasining takidlashicha quydagi omillar: Harakatsiz turmush tarsi, 4 kg dan yuqori bola dunyoga kelishi, Polikistik tuxumdon, Insulin qarshiligining belgilari (akantoz nigrikanlar), Yurak-qon tomir tizimi kasalliklari tarixi, Etnik kelib chiqish xususiyatlari (tubjoy amerikaliklar, ispanlar, osiyoliklarga tegishli) ham homiladorlik qandli diabeti kelib chiqishiga sababchi bo'lishi takidlaydi.



Homilador ayolda homiladorlik qandli diabeti rivojlanish xavfini kamaytirish mumkin, agar u o'z vaqtida tashxis qo'yilsa va uglevodlar almashinuvining buzilishi qoplansa.

Homiladorlik qandli diabeti rivojlanishi genetik moyillik bilan bog'liq. U ko'plab xavf omillari ta'siri ostida " faollashadi "

- homiladorlikdan oldin ortiqcha vazn yoki semirish (Homiladorlik qandli diabeti xavfini 1,77-5,55 baravar oshiradi.
- homiladorlik paytida ortiqcha vazn ortishi;
- G'arb dietasiga rioya qilish — tez ovqat va uglevodlarga, trans yog'larga boy boshqa ovqatlarni iste'mol qilish;
- mikroelementlarning etishmasligi;
- onaning yoshi-asosan patologiya 25 yoshdan boshlab, shuningdek 35 yoshdan keyin va undan keyin birinchi tug'ilishda paydo bo'ladi;
- uglevod almashinuvining buzilishi uchun og'ir oilaviy tarix-2-toifa diabet yoki semirib ketgan qarindoshlarning mavjudligi;
- Bemorning o'zi homiladorlik qandli diabeti tarixi;

- og'ir akusherlik tarixi-polikistik tuxumdon sindromi, o'lik tug'ilish yoki surunkali homiladorlik (homiladorlikning I yoki II trimestrlarida uchta o'z-o'zidan abort qilish);
- makrosomiya (katta bola tug'ilishi) va ilgari tug'ilgan bolalarda malformatsiyalar;
- glyukozuriya-siydik bilan birga glyukozani tanadan olib tashlash;
- homiladorlik paytida chekish (Homiladorlik qandli diabeti xavfini ikki baravar oshiradi) .

Umuman olganda homiladorlik paytida ona organizimidagi o'zgarishlarni hisobiga organizmim segizligi ortib ketadi buning hisobiga juda ko'p kasalliklarga sergirligi ortadi. Har qanday kasallikni oldini oilish uchun eng avalam bor sog'lom turmush tarzini shakilantirish eng muhim chora lardan biri hisoblandi.

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ADRENAL GLAND

Student of Medical Pedagogy Faculty, Samarkand

State of Medical Institute, 407-group Students

Ruziyev Murodjon Asliddinovich

Rusiyeva Muxlisa Asliddinovna

Academic leader: Djurayeva Zilola Aramovna

Annotation: anatomical, physalogue and histalogue structure of the adrenal gland. Connection of the adrenal gland with the kidney. Causes of internal secretory gland penetration. A radical study of the hormones produced by the adrenal gland and their effecti e mehaniz. Blood supply to the adrenal gland and control through the nervous system. This is the prevention and treatment work of the sick.

Keywords: kidney , colds, harmon, gland.

Compliance content: the adrenal gland enters the group of internal secretory glands and performs certain functions in the body. Latin naming – glandula is called suprarenalis. The kidney will pair as yaniy above each kidney. The adrenal gland is covered with a thick layer of fat, which protects it from harhil mehanic influences. T he location of the kidneys has also caused the shape of the adrenal glands to change because they differ from one another. While The Shape of the right adrenal gland took the form of three angles, the left kidney received a crescent shape. There are two brain and cortex parts of the adrenal gland. The structure and function of these parts differ from each other. At the same time developed from them the Harmons to be removed also make a big difference. The cells of the adrenal gland are genitically the scaly part stands very close to the cells of the epetelium. They are made up of three-part spheres, these are: external-kaptokchali sphere, medium – tuft sphere and internal – mesh area. In the cocoon area, mineralocorticoids are scintized. In the smoky area,

glucocorticoids are synthless. The adrenal gland scallop begins to appear at 4-5 weeks of the fetus from the thickened area of the two selomic epithelium based on the inner handle. After that, the gradual evolution of the adrenal gland begins. In this, all vascular, nervous systems begin to appear.

Adrenal cortex part

- ❖ Mineralocorticoids
- ❖ Sexual harmony
- ❖ Glucocorticoids

The Harmons produced from the part of the adrenal cortex make up the above-mentioned groups. Within these Harmons, glucocorticoids carry out great activity.

The functions of the harmonies.

Mineralocorticoids: the effect of Na being stored in the body ,removing K from the body, causing licking.

Sexual harmons: develops secondary sexual signs, normalization of sexual functions. This garmon is important in the adult development of young adolescent organisms. The deficiency of bugarmon slows down the child's maturation.

Glucocorticoids: activation of Vulture, capture of glyucose through tissues, activation of oxidation in muscles, breakdown of lymphociles, separation of antibodies, activation of protein breakdown, anti-inflammatory action, glyconeogenesis, synthesis of proteins in the liver.

Adrenaline and noradrenaline: harmons are produced from the core of the adrenal gland.Both of these Harmons together are known as catecholamines. Harhil maghrez cells are involved in the production of Harmons.80% of catecholamines poured into venous bloodtomrs are adrenaline, while the remaining 20% zi are excreted by other Harmons. These perform the following

functions: expansion of the pupil, hypertension, a ctivation of the work of the heart, hyperglycemia, increase in the energy of the heart, expand the bronchi, perform vital functions such as correction of skin hairs increases. Nowadays, the adrenal gland has also been found to be damaged due to a kidney wind. The consequences of poor nutrition ,non-roia on personal hygiene, such a disease occurs. Each floor of the adrenal gland has its own contractions. Chronic insufficiency of the scaly floor of the adrenal gland is called Adisson's disease. Because of this disease, the scaly layer of this gland ceases to produce Harmons. Birhil occurs in people of all ages and all sexes. Adisson's disease is a disease that remains emerging from an obstacle. Among the people, this is kasalik ,, Bronze disease is referred to by the name'. In the treatment of this disease, drugs are prescribed that replace the Harmons, and they cover the Harmons that are not enough for the body. Symptoms of this disease :1.muscle weakness, weakness symptoms 2.decreased appetite, loss of Vaseline 3.arterial blood pressure rise, fainting 4.there is an increase in extioj to salts and other symptoms. Many colds diseases disrupt the activity of the adrenal gland, which seriously affects the health of a person, being a patient of the body's disease.

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**BOLANI MTTGA MOSLASHISHIDA QIYINCHILIKLAR YUZ
BERGANDA AMALGA OSHIRILADIGAN ISHLARNING NAZARIY
ASOSLARI**

Ismoilova Nozimaxon Yoqubxonovna

Namangan viloyat Kosonsoy tuman 39-sonli DMTT Direktori

Sayfullayeva Maftuna Muzaffar qizi

Navoiy viloyat Navbahor tuman 12-sonli DMTT Tarbiyachisi

Erdonova Gavxar Mustafiqul qizi

Navoiy viloyat Navbahor tuman 14-sonli DMTT Metodisti

To`xsanova Nargiza Raxmatillayeva

Navoiy viloyati G`ozg`on shahar 4-son DMTT tarbiyachisi

Annotatsiya: Maktabgacha yoshdagi bolalarni MTTga moslashishning usullari o`ziga xosligi.

Kalit so`zi: bolaning, tasavvurlari, haqiqatni, to`ldiradi, xorijiy, borliq, hayotdagi.

Bugungi kunda har qanday o'qimishli odam bolalik nima degan savolga bolalik - bu rivojlanish, o'zgarish va o'rganish davri deb javob beradi. Ammo bu paradokslar va qarama-qarshiliklar davri ekanligini faqat olimlar tushunishadi, ularsiz rivojlanish jarayonini tasavvur qilib bo'lmaydi. V. Stern, J. Piaget, I. A. Sokolyanskiy va boshqalar bolalar rivojlanishining paradokslari haqida yozdilar.

Bolalik tarixi muammosi zamonaviy bolalar psixologiyasida eng qiyin muammolardan biridir, chunki bu sohada na kuzatish, na tajriba o'tkazish mumkin emas. Nazariy jihatdan, bolalik davrlarining tarixiy kelib chiqishi masalasi P. P. Blonskiy, L. S. Vygotskiy, D. B. Elkonin asarlarida ishlab chiqilgan. Bolaning aqliy rivojlanish jarayoni, L. S. Vygotskiyning so'zlariga ko'ra, tabiatning abadiy qonunlariga, tananing Kamolot qonunlariga

bo'ysunmaydi. Uning fikricha, sinfiy jamiyatda bolalarning rivojlanish jarayoni "mutlaqo aniq sinfiy ma'noga ega". Shuning uchun u abadiy bolalar yo'qligini, faqat tarixiy bolalar borligini ta'kidladi.

Yuqorida ta'kidlab o'tilganidek, bolalik davrlarining tarixiy kelib chiqishi, bolalik tarixining jamiyat tarixi bilan bog'liqligi, umuman bolalik tarixi, uning echimisiz bolalikning mazmunli tushunchasini tuzish mumkin emasligi haqidagi savol XX asrning 20-yillari oxirida bolalar psixologiyasida qo'yilgan va hali ham ishlab chiqilmoqda.

Maktabgacha pedagogikaning ob'ekti tug'ilishdan maktabga kirishgacha bo'lgan davrda bola. Inson hayotining bu ancha uzoq (6-7 yosh) segmenti ikkita katta davrga bo'linadi - erta yosh va maktabgacha yosh. Biz har bir davrni, o'z navbatida, yana bir necha bosqichlarga ajratamiz: erta yosh - 7 bosqichga, maktabgacha yosh - 4 ga. Bunday "maydalash"nima bilan bog'liq? Avvalo, bolalarning psixofiziologik o'sishi va rivojlanishining o'ziga xos xususiyatlari bilan.

Bolaning hayotining dastlabki 7 yilidagi rivojlanish sur'ati va mazmuni shu qadar tez va xilma-xilki, ushbu rivojlanishni kuzatish va ushbu rivojlanishga mos sharoitlarni yaratish uchun haqiqatan ham ma'lum bosqichlarni va ularning chegaralarini ta'kidlash kerak. Yoshga bog'liq o'zgarishlarni ko'rib chiqish va o'rganishning bunday tafsilotlari shaxsni shakllantirish uchun qulay bo'ladi, chunki bu sizga muhim neoplazmalarni o'tkazib yubormaslikka imkon beradi. Ammo har bir bola "o'z dasturi" bo'yicha rivojlansa-da, bu rivojlanish bo'ysunadigan umumiy qonunlar mavjud: 3 yoshida bola qila oladigan narsa bola uchun mavjud emas, 5 yoshida qiyin bo'lmagan narsa 3 yoshida mumkin emas va hokazo.

Ushbu qonuniyatlarni boshqarish va qandaydir tarzda ularni rivojlanish bilan bog'liq ravishda tartibga solish zarurati yosh davriylashuvining paydo bo'lishiga olib keldi. Inson hayotining butun davri semantik segmentlardan

iborat bo'lib, uning ichida neoplazma va keyingi bosqichga sifatli o'tishni keltirib chiqaradigan to'planish amalga oshiriladi.

Ilm-fanda yosh davriylashtirishga bir necha xil yondashuvlar ishlab chiqilgan. Ularning har birida inson rivojlanishining dinamikasini va uning muayyan, ozmi-ko'pmi tugallangan bosqichlarini kuzatishga imkon beradigan biron bir asosni ajratishga harakat qilinadi.

Bolani maktabgacha tarbiya tashkilotiga qabul qilish uning atrof-muhitining o'zgarishi, kun tartibi, ovqatlanish tabiati, kırıntıların xulq-atvor reaksiyalari tizimi (dinamik stereotip) bilan birga keladi, ijtimoiy aloqalarni o'rnatish, yangi hayot sharoitlariga moslashish zarurligiga olib keladi.

Bolaning moslashish jarayoniga erishilgan aqliy va jismoniy rivojlanish darajasi, sog'liq holati, qotib qolish darajasi, o'z-o'ziga xizmat qilish ko'nikmalarini shakllantirish, kattalar va tengdoshlar bilan muloqot qilish, chaqaloqning o'ziga xos xususiyatlari, shuningdek, ota-onalarning tashvish darajasi va shaxsiy xususiyatlari ta'sir qiladi. Ushbu sohalarda og'ishlarga ega bo'lgan bolalar yangi mikrosotsial sharoitlarga moslashish qiyinroq. Ular hissiy-stressli reaksiyani rivojlantirishi mumkin, bu esa sog'lig'ining buzilishiga olib keladi.

Bolaning moslashish xususiyatiga quyidagilar ta'sir qiladi:

- 1) bolaning aqliy rivojlanish darajasi.
- 2) bolaning onasi bilan munosabati.

Mikrosotsial sharoitlarning o'zgarishiga moslashish davri, shu jumladan maktabgacha ta'lim tashkilotiga kirish – bu bola hayotidagi murakkab, o'ziga xos tanqidiy davr bo'lib, u boshdan kechirgan psixologik va biologik stress bilan belgilanadi. Moslashuv muammosi erta yoshdagi bolalarda, ko'pincha kasal bo'lib, perinatal gipoksiya bilan og'rigan, ular nomukammallik, moslashish mexanizmlari va immunitet tizimining etukligi bilan ajralib turadi. Bunday

bolalarda moslashish ko'pincha "moslashish kasalligi" shaklida aniq xulq-atvor, somato-vegetativ buzilishlar va qarshilikning pasayishi bilan kechadi, bu esa ushbu davrda virusli-bakterial infeksiyalarga sezuvchanlikning sezilarli darajada oshishiga olib keladi.

Shaxsiyat allaqachon maktabgacha yoshdagi murakkab tuzilishdir, uni o'rganish faqat unga kompleks yondashuv mavjud bo'lganda samarali bo'lishi mumkin. Ushbu yondashuvni amalga oshirish uchun bizga turli xil ijtimoiy-psixologik usullar to'plami, shuningdek, qiyin, noqulay sharoitlarda bolaning shaxsiyatining rivojlanish xususiyatlarini tahlil qilishga imkon beradigan bir qator boshqa usul va usullar yordam berdi.

Anamnezning biologik omillariga quyidagilar kiradi:

- * homiladorlik va tug'ish paytida onaning kasalliklari,
- * neonatal davrda va maktabgacha ta'lim tashkilotiga kirishdan oldin chaqaloqning kasalliklari.

Anamnezning ijtimoiy omillariga quyidagilar kiradi:

- * bolaning noto'g'ri kun tartibi;
- * kunduzgi va tungi uyquning etarli emasligi;
- * yomon odatlar;
- * uyg'onishni noto'g'ri tashkil etish;
- * kattalar va bolalar bilan aloqa qila olmaslik;
- * bolaning predmeti va o'yin faoliyati shakllanmagan.

Maktabgacha yoshdagi noto'g'ri moslashuvning oldini olish uchun so'nggi paytlarda turli xil ixtisoslashtirilgan sinflar yaratilmoqda, ularning vazifasi bolada jiddiy psixologik muammolar va maktabdagi noto'g'ri moslashuvlarning oldini olish uchun maktabgacha ta'lim tashkilotiga tayyor va

tayyor bo'lmagan bolalarni tarbiyalashda individual yondashuvni amalga oshirishdir.

Shuning uchun maktabgacha ta'lim tashkilotida bolalarni tayyorlashning birinchi bosqichi potentsial o'quvchilar to'g'risida ma'lumot to'plashdan boshlanishi kerak (bu ma'lumotni bolalar poliklinikasida, pediatriya bo'limlarida olish mumkin), ota-onalar yig'ilishlarini tashkil etish. Bunday tadbirlarda bolani bolalar bog'chasiga qabul qilish bilan bog'liq ko'plab muammolar hal qilinadi: ota-onalar bolalar bog'chasida bolalar hayotini tashkil etish, ovqatlanish tartibi, kun tartibi, o'quv dasturi, bolalarda madaniy va gigiena va o'z-o'ziga xizmat ko'rsatish ko'nikmalarini tarbiyalash, moslashish davrining o'ziga xos xususiyatlari, moslashish ko'rsatkichlari va boshqalar bilan batafsil tanishishlari mumkin.

Xulosa qilib shuni ta'kidlash kerakki, bolaning shaxsiyat turi oilada tarbiyaning ma'lum shartlari, munosabat xususiyatlari, bola bilan muloqot qilish, uning faoliyatini tashkil etish, yaqinlarining baholari tabiati, oilaning turmush tarzi va bolaning undagi o'rni bilan sezilarli darajada belgilanadi.

Maktabgacha yoshda, bolalar bog'chasida tarbiyaning qulay muhiti fonida, atrof-muhitning ta'siri shaxsiyatni rivojlantirish uchun "patogen" bo'lib qoladigan sharoitlar yaratilishi mumkin, chunki u uni buzadi. Shunga o'xshash vaziyat qarama-qarshilik mavjud bo'lgan hollarda yuzaga keladi: tengdoshlarning talablari va bolaning o'yindagi ob'ektiv imkoniyatlari o'rtasida (ikkinchisi talablardan past) yoki bolaning etakchi ehtiyojlari (oilada shakllangan) va tengdoshlar o'rtasida.

Zamonaviy pedagogika fani yosh bolalarni bolalar bog'chasi sharoitlariga muvaffaqiyatli moslashtirish uchun ko'plab usul va usullarni taklif etadi.

Hozirgi vaqtda oila va maktabgacha tarbiya sharoitida yosh bolalarning psixofizik farovonligi muammosi alohida ahamiyatga ega, chunki bu millat

salomatligini saqlash bo'yicha davlat siyosatining muhim tarkibiy qismlaridan biridir. Istak, birinchi navbatda, yosh bolalarni tarbiyalayotgan ota-onalarga keng ko'lamli yordam bilan bog'liq. Agar biz bolalar tashrif buyuradigan maktabgacha ta'lim tashkilotlarini yodda tutsak, unda ularning jismoniy va ruhiy salomatligi muammosini hal qilish, birinchi navbatda, tengdoshlar jamoasida ularning hayoti va hissiy farovonligini tashkil etish bilan belgilanadi.

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**FAVQULODDA VAZIYATLARDA EVAKUATSIYA ISHLARINI
TASHKIL ETISH**

Zafarbek Mamadaliyev Abdujalil o'g'li

*Andijon viloyati Favqulodda vaziyatlar boshqarmasi Hayot faoliyati
xavfsizligi o'quv markazi boshlig'i*

Annatatsiya: Mazkur maqola, favqulotda vaziyatlarda fuqarolar muhofazasi haqida bo'lib umumiy tushunchalar qisqacha keltirilgan.

Kalit so'zlar: jonli tabiat, muttasil ishlashi, tabiiy ofatlar, antropogenik xavf- xatarlar.

Ma'lumki, har bir mustaqil davlat o'zining mudofaa qudratiga ega. Mudofaa siyosatini qay tarzda amalga oshirish imkoniyatlari o'sha davlatning qudratini belgilaydi. Chunki har bir davlat moddiy boyliklarini, texnikalarini, harbiy aharniyatga molik bo'lgan inshootlarini, xalqini himoya qilishda, saqlashda yangi turdagi omillarni yaratadi va ishlab chiqaradi. Shu tariqa davlatlar ichida yangi-yangi qurollar yaratiladiki, bular nafaqat insoniyatga., balki butun jonli tabiatga atrof-muhitga juda katta ziyon yetkazadi. 1990-yilgacha biz dunyoni ikki tizimga (kapitalistik va sotsialistik) bo'lib kelgan edik va har ikkalasida ham umurniy qirg'in qurollari yaratilganligini yaxshi bilamiz. Bunday qurollarni ba'zi birlari ayrim davladar tomonidan sinab ko'rildi ham va hozirgi kungacha ulaming as oratlari to'g'risida eshitib kelyapmiz. Mas alan. 1945-yilda Yaponiyaning Nagasaki va Xerosima shaharlariga AQSHning yadro quroli tashlandi. Keyinchalik Koreyaga, Vyetnamga turli xildagi napalmlar (dirildoq holdagi yondiruvchi modda), oskolkali (parchali), yondiruvchan bombalar tashlandi. Yuqoridagi qurollar yer yuzida mavjud ekan, albatta, har bir davlat bunday qurollardan saqlanish vositalarini izlaydi, omillarini ishlab chiqadi Shuning uchun har bir davlatning mudofaa qudrati asosini fuqarolar muhofazasi

tashkil etadi.

Evakuatsiya ikki xil bo'ladi:

Oldindan o'tkaziladigan evakuatsiyalar;

Shoshilinch (kechiktirib bo'lmaydigan) evakuatsiyalar. Oldindan o'tkaziladigan evakuatsiyalar falokat yoki tabiiy ofat yuzaga kelishi va harbiy harakatlar boshlanishi ehtimoli yuqori darajada ekanligi haqida shoshilinch ma'lumot olingandan keyin o'tkaziladi. Bunga bir necha o'n daqiqadan bir necha kungacha bo'lgan davr orasida FV sodir bo'lishi mumkinligi to'g'risidagi ma'lumot olingandan keyin taxminlashga asos bo'ladi. Shoshilinch (kechiktirib bo'lmaydigan) evakuatsiyalar aholi hayoti va salomatligiga xavf tug'iladigan darajada texnogen yoki tabiiy tUSDagi FV yuzaga kelgan yoki harbiy harakatlar boshlanganda, aholining odatiy kun kechirish sharoiti buzilgan hollarda o'tkaziladi. FV rivojlana borishi va harbiy harakatlarning tavsifiga qarab, evakuatsiya qilinadigan aholi soniga qarab, evakuatsiyalar uch xil bo'ladi:

- Cheklangan evakuatsiyalar;
- Mahalliy evakuatsiyalar;
- Mintaqaviy evakuatsiyalar.

Cheklangan evakuatsiyalar shaharning bir qismi yoki qishloq chegarasidan chiqmagan, ko'chiriladigan aholi soni bir necha ming kishidan oshmagan FV larda o'tkaziladi. Bunday holda ko'chirilgan aholi, odatda, FV hududiga tutash aholi yashash joylariga yoki shaharning shikastlanmagan tumanlariga joylashtiriladi. Mahalliy evakuatsiyalar o'rtacha kattalikdagi shaharlar, yirik shaharlarning alohida tumanlari, qishloq tumanlari FV hududiga tushib qolgan hollarda o'tkaziladi. Bunda ko'chiriladigan aholi soni bir necha mingdan o'n minglab kishigacha yetishi mumkin bo'lib, odatda, FV hududi bilan yondosh xavfsiz joylarga joylashtiriladi. Mintaqaviy evakuatsiyalar shikastlovchi

omillar katta hududlarga yoyilib, yirik shaharlarni ham o'z ichiga olgan, aholisi juda zich joylashgan bitta yoki bir necha mintaqa hududini qamrab olganda amalga oshiriladi. Mintaqaviy evakuatsiya FV yuz bergan hududdan transportda, piyoda olib chiqiladigan aholi o'zlarining yashab turgan joylaridan anchagina uzoqqa ko'chirilishlari mumkin. Aholining evakuatsiya tadbirlari bilan qamrab olinganligiga qarab, ikki turi bo'ladi: yalpi evakuatsiya; qisman evakuatsiya.

Yalpi evakuatsiyada FV yuz bergan hududdan hamma aholi olib chiqib ketiladi. Qisman evakuatsiyada esa asosan mehnatga layoqatsiz aholi, maktabgacha yoshdagi bolalar, maktab, litsey, kollej, texnikum va oliy o'quv yurtlari o'quvchi va talabalari olib chiqib ketiladi.

Aholini, moddiy va madaniy boyliklarni evakuatsiya qilish haqida qarorga kelish huquqi FM boshliqlariga berilgandir. Ular evakuatsiyaning umumiy rahbarligini olib boradilar. Aholini evakuatsiya qilish ishlarini bevosita tashkil etish va o'tkazishga esa viloyatlar, shaharlar, tumanlarning ma'muriyati va aholini evakuatsiya qilish tashkilotlari rahbarlik qiladi.

Aholini, moddiy va madaniy boyliklarni xavfsiz hududlarga evakuatsiya qilish tadbirlarini barcha omillarni hisobga olgan holda rejalashtirishni hamda transport vositalarini, ularning yo'llarini, evakuatsiya qilinadigan aholi boradigan xavfsiz joylarni oldindan tayyorlab qo'yilishini, shuningdek, aholining FV sharoitiga har tomonlama tayyorgarlik ko'rishlarini talab etadi.

Bunday tayyorgarlikni hokimiyat ijro idoralarining va boshqaruv tashkilotlarining fuqaro muhofazasi boshlig'i bo'lgan rahbarlari tashkil etadilar va o'tkazadilar.

Aholini evakuatsiya qilish prinsipi bo'yicha ikki tur xildir:

- ishlab chiqarish-hududiy;
- hududiy bo'lishi mumkin.

Bunda, FV yuz bergan hududdan ishchilar, xizmatchilar, o'quvchilar, talabalar, korxonalar, tashkilotlar, muas-sasalar, o'quv yurtlari bo'yicha, ishlab chiqarish va xizmat ko'rsatish sohasida ishlamaydigan boshqa aholini esa turar joydan foydalanish idoralari, shirkatlar orqali turar joylan bo'yicha transportda yoki piyoda olib chiqilishi nazarda tutiladi.

Muayyan hollarda aholini, moddiy va madaniy boyliklarni evakuatsiya qilish hududiy turiga ko'ra, bevosita aholi yashab turgan joyidan amalga oshiriladi.

Aholini evakuatsiya qilish usullariga qarab, uch turli bo'ladi:

- transportda;
- piyoda tartibda;

aralash holda.

Aralash usuli samarali va eng maqbul usul hisoblanadi. U mavjud transporter yordamida iloji boricha, eng ko'p ishlovchilar bilan bir vaqtda aholining qolgan qismini ham birga qo'shib olib chiqishni nazarda tutadi. Bunda asosan, piyoda yura olmaydigan, yosh bolali ayollar, maktab o'quvchilari va maktabgacha tarbiya muassasalarining tarbiyalanuvchilarini transportlarda olib chiqish rejalashtiriladi.

Bu usul aholini, moddiy va madaniy boyliklarni evakuatsiya qilish tadbirlarini eng qisqa muddatda o'tkazish imkonini beradi.

Evakuatsiya qilingan aholi xavfsiz joylarda maxsus buyruq bo'lgunga qadar vaqtincha joylashtirib turiladi.

Fuqarolar muhofazasi - umumdavlat mudofaa siyosatlaridan biri bo'lib, u har qanday favqulodda holatlarda fuqarolarni, iqtisodiyot tarmoqlarini muhofaza qilishda., ularning muttasil ishlashini ta'rninlashda hamda qutqarish va tiklash ishlarini bajarishda katta ahamiyat kasb etadi. Albatta, fuqarolar mudofaasi

oldiga qo'yilgan yuqoridagi ishlar 1945-yildan to 1990-yillargacha yetib keldi, lekin shu davrgacha yuqoridagi ishlarni bajarish uchun ehtiyojlar bo'lmadi. Afsuski, bu davrlarda (tinchlik davrlarida) tabiiy ofatlar, ishlab chiqarish avariylari, turli xil halokatlar yuz beradiki, xalqimiz, iqtisodiyotimiz bundan jiddiy zararlanadi. Bunday holatlarda biz bir-birimizga yordam berishga tayyor emas edik. Mustaqillik davridagina favqulodda holatlarda fuqarolar muhofazasi tomonidan yetarli ijobiy ishlar qilina boshlandi. Jumladan, mustaqilligimizning dastlabki davrlarida fuqarolarni va hududlarni tabiiy ofatlaridan, turli xildagi avariylardan muhofaza qilish, fuqarolarning mo'tadil hayot faoliyatini ta'minlash borasidagi vazifalarni hal etish uchun O'zbekiston hukumati tomonidan 1991-yilda fuqaro mudofaa tizimi fuqaro muhofazasi tizimiga aylantirildi. Yangidan tashkil etilgan ushbu tizim O'zbekiston Respublikasi Mudofaa vazirligi tarkibiga kiruvchi fuqaro mudofaa va favqulodda vaziyatlar boshqarmasi sifatida tinchlik davrlardagi tabiiy ofatlar, ishlab chiqarish falokatlari va halokatlarning oldini olish va ularning oqibatlarini tugatish vazifalarini bajaradi. Mamlakat fuqarolar muhofazasini rivojlantirishning asosiy konsepsiyasi FVV ning asosiy vazifalari va faoliyat yo'nalishi asosan: favqulodda vaziyatlarini bartaraf etish, fuqarolar hayoti va salomatligini muhofaza qilish, favqulodda vaziyatlar yuz berganda ularning oqibatlarini tugatish hamda zararini kamaytirish sohasida davlat siyosatini ishlab chiqish va amalga oshirish, favqulodda vaziyatlarning oldini olish va bunday hollarda harakatlarni boshqarishning davlat tizimi (FVDT)ni tashkil etish va uning faoliyatini ta'minlash, fuqaro muhofazasiga rahbarlik qilish, vazirliklar, idoralar, mahalliy davlat organlari faoliyatini muvofiqlashtirib borish, maqsadli dasturlarni ishlab chiqish va hokazolarga qaratilgan.

Insoniyat o'zining hayotiy faoliyatida turli ko'rinishdagi: tabiiy, texnogen, ekologik va antropogenik xavf-xatarlarga duch keladi. Birlashgan Millatlar Tashkilotining (BMT) ma'jurnotiga ko'ra, o'tgan asrning 60-yillarida dunyo aholisining 1.6 foizi, 80-yillarda esa 3.5 foizi favqulodda vaziyatlardan aziyat chekkan. Bunday noxushlik bizning asrimizda ham, undan keyin ham kuzatilishi

muqarrardir. O'zbekiston Respublikasi Vazirlar Mahkamasining 1998-yil 27-oktabrdagi 455-sonli «Texnogen, tabiiy va ekologik tushdagi favqulodda vaziyatlarning tasnifi to'g'risida»gi Qarorida mamlakatimiz hududida sodir bo'lishi mumkin bo'lgan barcha turdagi favqulodda vaziyatlar tasniflab berilgan. Favqulodda vaziyat (FV) - ma'lum hududda yuz bergan falokat, halokat va boshqa turdagi ofatlar natijasida kishilarning o'limiga, salomatligiga, tevarak- atrofdagi tabiiy muhitga sezilarli moddiy zarar yetkazuvchi, odamlarning turmush sharoitini buzilishiga olib keladigan holatdir. Favqulodda vaziyatlar xavfining tarqalish tezligiga ko'ra quyidagi guruhlarga bo'linadi:

a) tasodifiy FV - yer silkinishi, portlash, transport vositalaridagi avariya va boshqalar;

b) shiddatli FV - yong'inlar, zaharli gazlar otilib chiquvchi portlashlar va boshqalar;

v) mo'tadil (o'rtacha) FV - suv toshqinlari, vulqonlarni otilib chiqishi, radioaktiv moddalar oqib chiquvchi avariya va boshqalar;

g) Tuman FV - sekin-asta tarqaluvchi xavflar: qurg'oqchilik, epidemiyalarning tarqalishi, tuproqning ifloslanishi, suvning kimyoviy moddalar bilan ifloslanishi va boshqalar.

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**TIJORAT BANKLARI DEPOZIT SIYOSATINI
TAKOMILLASHTIRISH ORQALI RESURS BAZASINI
MUSTAHKAMLASH**

Toshkent moliya instituti 1 kurs magistranti

Nilufar Raxmonova Umedovna

Annotatsiya: Ushbu maqolada tijorat banklari, tijorat banklari depozit siyosatini takomillashtirish orqali resurs bazasini mustahkamlash haqida ma'lumotlar keltirilgan

Kalit soʻzlar: tijorat banklari, iqtisodiy islohotlar, resurslar, depozit, hisob varaqasi.

Respublikamizda amalga oshirilayotgan iqtisodiy islohotlar iqtisodiyotning barcha tarmoqlarida va makroiqtisodiy jarayonlarni tartibga solish borasida amalga oshirilgan jiddiy oʻzgarishlarga sabab boʻlmoqda. Bu esa oʻz navbatida, yangi shart-sharoitlarga mos pul-kredit siyosatini yuritish va uni sifat jihatdan takomillashtirishni hamda bu yoʻnalishda aniq belgilangan chora-tadbirlarning amalga oshirilishini taqozo etadi va bunga imkoniyat yaratadi.

Bankning asosiy vazifalaridan biri boʻsh pul mablagʻlarini mumkin qadar koʻproq jalb qilish va ularni boshqa foyda keltiruvchi optimal aktivlarga joylashtirishdan iborat. Bank resurslari banklar tomonidan amalga oshiriladigan passiv operatsiyalari orqali tashkil topadi va bank balansining passiv qismida yuritiladi.

Bank resurslarini ikki katta guruhga boʻlish mumkin. Bular, banklarning oʻz mablagʻlari va jalb qilingan mablagʻlardir. Jalb qilingan resurslarni ikkiga boʻlinadi – bu jalb qilingan depozitlar, boshqa majburiyatlar va sotib olingan resurlardir. Bu resurslar bankning aktiv operatsiyalarini amalga oshirishda

ishlatiladi, ya'ni bank resurslari daromad olish maqsadida turli xil sohalarga joylashtiriladi. Bankning passiv va aktiv operatsiyalari o'zaro chambarchas bog'lik bo'lganligi sababli passivlarning tarkibi va xarakteri ko'p jihatdan banklarning aktiv operatsiyalarini amalga oshirishda o'z ifodasini topadi. Shu bilan birga resurslar o'z navbatida banklarning kreditlash siyosatining o'zgarishi ham ta'sir qiladi.

Resurslar yordamida banklarning tashkiliy faoliyati amalga oshiriladi, kreditlar berish salohiyati to'lovlar amalga oshiriladi, banklarning daromadlari vujudga keltiriladi. Bank resurslarining shakllanishi va aylanishi uzluksiz jarayonni tashkil qiladi va bu esa o'z navbatida banklar faoliyatini doimiyligiga asos hisoblanadi.

Banklarning jalb qilingan mablag'lari asosiy qismini depozitlar tashkil qiladi. Banklarda maqsadlarni amalga oshirish uchun pul mablag'larini qo'yimalarga jalb qilish operatsiyalari depozit operatsiyalari deyiladi. Depozitlar faqatgina omonatchiga emas, shu bilan birga bankka ham manfaatlidir. Ko'pgina depozitlar orqali bankning ssuda kapitali shakllanadi, keyinchalik esa bank turli xo'jalik sohalarini qulay shartlar asosida kreditlaydi. Depozit va kredit foizlari orasidagi farq bo'sh pul mablag'larini jalb qilish va ssuda kapitalini joylashtirish borasidagi bank marjasi (mukofoti) bo'lib hisoblanadi.

Bank resurslarining muhofazasining ta'minlash maqsadida Markaziy bank tomonidan ham bir qator tadbirlar ishlab chiqilganligini ham inobatga olgan holda, ayrim amaliyotlarga cheklovlarni ham keltirib o'tishimiz mumkin, masalan dahldor shaxslar bilan amaliyotlar hamda bir kredit oluvchiga nisbatan kreditning maksimal miqdorini belgilanishi, hamda kapitalning adekvatligiga qo'yiladilar talablarni ham shu yo'lda qilingan ishlar qatorida olishimiz mumkin.

Bank o'zining depozit faoliyatini amalga oshirishda asosan depozit, kredit va boshqa operatsiyalarini bankning barqarorligini ta'minlashi bo'yicha bog'likligini yanada kuchaytirishga, risklarni kamaytirish uchun resurslarni diversifikatsiya qilinishiga, depozit portfelni turkumlashga, mijozlarni turlari bo'yicha individual yo'nalish olib borishi va xizmatlarning raqobatbardosh bo'lishiga e'tibor qaratishi lozim.

Xulosa qilib aytganda, bank resurslarini tashkil etish muammosi bank faoliyatini bir maromda olib borish uchun birinchi darajali hisoblanadi. Bank resurslari banklar tomonidan amalga oshiriladigan passiv operatsiyalari orqali tashkil topadi va bank balansining passiv qismida yuritiladi. Muddatli depozitlar depozitlarning boshqa turlariga nisbatan bankka barqaror resurs bazasini ta'minlaydi. Shundan kelib chiqib resurslar barqarorligi masalalarini ko'rayotganda omonatlarni kafolatlanishiga ham e'tibor qaratish lozim.

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**TA'LIM JARAYONIDA NEYROLINGVISTIK DASTURLASHDAN
FOYLANISH IMKONIYATLARI**

Murtazoyev Azamat Sunnatula o'gli

BuxMTI axborot kommunikatsiya texnologiyalari kafedrasida o'qituvchisi

Annotatsiya: Bugun dunyoda yoshlarga zamonaviy ta'lim berish va bu orqali mamlakatbarqaror rivojini ta'minlash asosiy muammolardan biriga aylandi. Shiddat bilan rivojlanish kechayotgan hozirgi davrda axborot olish va undan to'g'ri foydalanishni o'rganish yoshlar oldidagi asosiy maqsadga aylangani ayni haqiqat. Bugun raqamli texnologiyalar bilan ta'lim tizimining qurollantirilishi talablarga dars mashg'ulotlarini sifatli o'tilishini ta'minlaydi. Bundan tashqari, raqamli texnologiyalardan foydalanish hayotimizning muhim ajralmas qismiga aylanib ulgurgan.

Kalit so'zlar: dasturlash, neyrolingvistika, neuro, tilshunoslik, xulq-atvor, texnologiya, axborot, innovatsiya.

Annotation Today in the world, providing modern education to the youth and through it the country ensuring sustainable development has become one of the main problems. With intensity It is a fact that in the current period of development, getting information and learning to use it correctly has become the main goal for young people. Today, equipping the education system with digital technologies ensures the quality of classes. Besides, the use of digital technologies has become an important and integral part of our lives.

Keywords: programming, neurolinguistics, neuro, linguistics, behavior, technology, information, innovation.

KIRISH .

Neyro-lingvistik dasturlash amaliy psixologiyaning mashhur va qizg'in muhokama qilinadigan sohasidir. Ushbu mavzuning dolzarbligi bir qator sabablarga bog'liq. Birinchidan, NLP usullari bir nechta fanlarning chorrahasida joylashgan: psixologiya, psixoterapiya, dasturlash va tilshunoslik. Ikkinchidan,

NLP - bu asosan inson hayotida amaliy qo'llashga qaratilgan yangi tadqiqot yo'nalishi. Bundan tashqari, neyro-lingvistik dasturlash ko'pincha akademik hamjamiyat tomonidan tanqid qilinsa-da, ushbu intizom ushbu bo'limning darslarida muhokama qilinadigan juda ko'p foydali va "ishchi" texnikalarni o'z ichiga oladi.

ASOSIY QISM

Neyrolingvistik dasturlashni yaratish bo'yicha qo'shma ish 1960-yillarning oxirida Kaliforniya universitetining bir guruh mutaxassislari tomonidan boshlangan: Richard Bandler, Jon Grinder, Frenk Pucelik, ularning ilmiy maslahatchisi, taniqli antropolog Gregori Beytson boshchiligidagi. NLP tizimi nega ba'zi terapevtlar o'z mijozlari bilan shunchalik samarali munosabatda bo'lishadi degan savolga javob berish uchun ishlab chiqilgan. Muammoni psixoterapevtik nazariya nuqtai nazaridan o'rganish o'rniga, Bandler va Grinder bu psixoterapevtlarning ishining borishini kuzatish orqali qo'llagan usul va usullarni tahlil qilishga kirishdilar. Keyin olimlar o'rganilgan usullarni turli toifalarga ajratdilar va ularni shaxslararo munosabatlarning umumiy naqshlari va odamlarning bir-biriga ta'siri sifatida taqdim etdilar.

Kasbiy tajribasini modelga aylantirishga qaror qilingan mashhur mutaxassislar tanlangan:

- Virjiniya Satir - Oila terapiyasi
- Milton Erikson - Erikson gipnozi
- Fritz Perls - gestalt terapiyasi

Ushbu psixoterapevtlarning amaliy ko'nikmalarini o'rganishning birinchi natijalari 1975 yilda paydo bo'lgan va "Sehrning tuzilishi" asarida nashr etilgan. 1-jild (1975). Keyin modelni o'rganish bo'yicha kengaytirilgan materiallar "Sehrning tuzilishi" kitoblarida taqdim etildi. 2-jild" (1976) va "Oiladagi o'zgarishlar" (Virjiniya Satir bilan hammualliflik, 1976). Ushbu ishning natijasi Meta-model deb nomlangan bo'lib, siz bizning treningimizning birinchi darsidan bilib olasiz. Ushbu model ushbu sohadagi keyingi tadqiqotlar uchun asos bo'lib xizmat qildi va amaliy psixologiyaning butun sohasini yaratishga olib keldi.

Bugungi kunda NLP ochiq metodologiya bo'lib, uni original ishlanmalar bilan to'ldiradigan ko'plab izdoshlari bor.

Xulq-atvorni kuzatishdan kelib chiqqan holda, neyro-lingvistik dasturlash (NLP) shaxsning shaxsiy rivojlanishini rag'batlantirishga qaratilgan texnikalar (dissosiyatsiya, qayta ishlash va boshqalar) va usullarning butun majmuasini belgilaydi. Ushbu maqolada siz NLP nima ekanligini, uning tamoyillari, tarixi, foydalari, mashg'ulotning borishi, qanday qilib NLP mutaxassisi bo'lishni, shuningdek, kontrendikatsiyalarni bilib olasiz.

Neyro-lingvistik dasturlash odamlarning xulq-atvor namunalari asoslanib, ma'lum bir muhitda qanday ishlashi bilan bog'liq. Bir qator metodlar va usullar yordamida NLP insonning o'z atrof-muhitini idrok etish usulini o'zgartirishga yordam beradi. Darhaqiqat, har bir shaxs o'ziga xos bo'lgan va uning e'tiqodlari va shart-sharoitlari bilan tartibga solinadigan dunyo xaritasiga ega. NLP ning maqsadi insonga o'z maqsadlariga yanada samarali erishish uchun ushbu xaritaning o'zgartirishidir. Shuning uchun NLP hayotning barcha sohalarida muvaffaqiyatga erishish uchun yangi potentsiallarni yaratish uchun shaxsiy va tarkibiy o'zgarishlarni amalga oshirish uchun zarur vositalarni taqdim etadi.

Boshqacha qilib aytganda, bu bizni stakanni yarmi bo'sh emas, balki yarmi to'la ko'rishga olib keladi. Muvaffaqiyatsizliklar yo'q, faqat bizni o'rgatadigan va rivojlanishimizga imkon beradigan tajribalar bor.

Asosiy tamoyillari

Neyro-lingvistik dasturlash, birinchi navbatda, "Qanday qilib uni yaxshi ishlashi kerak?" "Nega bu ishlamayapti?" o'rniga. "Bu muloqot paytida qabul qiladigan xatti-harakatlarimizni tan olishni va agar xohlasangiz, o'zgartirishlarni kiritishni taklif qiladi.

- "Dasturlash" bizni e'tiqod va xulq-atvor tizimini o'z ichiga olgan muhitimiz tomonidan shartlanganligimizni anglatadi. Hayotimiz davomida har bir inson ongsiz ravishda ijobiy yoki salbiy o'z reaksiyalari va his-tuyg'ularini tartibga soluvchi dasturlarni o'rnatadi.

- "Neyro" bu dasturlar bizning neyron davrlarimizda kodlanganligini anglatadi.
- "Tilshunoslik" tilga ishora qiladi. Og'zaki yoki og'zaki bo'lishidan qat'i nazar, bu biz haqiqatni o'zimizga qanday ifodalashimizni aks ettiradi.

Neyrolingvistik dasturlashning afzalliklari

Neyrolingvistik dasturlash bilan bog'liq nashrlarni ko'rib chiqqandan so'ng, biz ushbu mavzu bo'yicha juda kam tadqiqotlar mavjudligini ta'kidlashimiz mumkin. Biroq, ba'zi tadqiqotlar biz quyida ishlab chiqadigan ma'lum sohalarda uning samaradorligini tasdiqlaydi.

XULOSA

Xulosa o'rnida aytish joizki ta'limda neyrolingvistik dasturlashdan foydalanish bir tomondan muayyan qiyinchiliklar va muammolarni keltirib chiqarsada boshqa tomondan turli yutuqlarni qo'lga kiritilishiga sabab bo'ladi. O'z sohasida namuna bo'lgan odamlarni kuzatish orqali ular bu odamlarga ushbu mukammallikka erishishga yordam bergan xatti-harakatlarni aniqladilar. Shunday qilib, asboblarni ushbu turdagi xatti-harakatlarni aniq tasvirlash uchun ishlab chiqilgan. Neyrolingvistik dasturlashning qo'zg'atuvchilari boshqa odamlarga bunday xatti-harakatlarga moslashishga imkon beradigan oddiy va tezkor usullarni ishlab chiqdilar. Maqsad, uning kundalik xatti-harakatlarida doimiy o'zgarishlarga erishishdir.

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**BO‘LAJAK TEXNOLOGIYA FANI O‘QITUVCHILARINING
TIKUVCHILIKKA OID KREATIVLIGINI RIVOJLANTIRISHDA
DASTURIY TA‘LIM VOSITALARIDAN FOYDALANISH
METODIKASINI TAKOMILLASHTIRISH**

Baxronova Shahlo Islom qizi

*Buxoro davlat Pedagogika instituti Texnologik
ta‘lim kafedrasida o‘qituvchisi*

Annotatsiya: Ushbu maqolada bo‘lajak texnologiya fani o‘qituvchilarining tikuvchilikka oid kreativligini rivojlantirishda dasturiy ta‘lim vositalaridan foydalanish metodikasini takomillashtirish ko‘rsatilgan. **Undan tashqari bo‘lajak texnologiya fani o‘qituvchisining tayyorlashda omillardan foydalanishning ahamiyati va muammolari haqida qisqacha ma‘lumot berilgan.**

Kalit so‘zlar: dasturiy ta‘lim vositalari, texnologiya, kreativlik, ijodkorlik, yaratuvchanlik, moslashuvchanlik, ravonlik.

Annotation: This article shows the improvement of the methodology of using software in the development of sewing creativity of future technology teachers. In addition, a summary of the content and problems of the use of factors in the training of the future technology teacher is given.

Key words: software educational tools, technology, creativity, creativity, creativity, flexibility, fluency.

Bugungi kunda ta‘lim jarayonida bo‘lajak texnologiya fani o‘qituvchilarning kreativlik qobiliyatlarini rivojlantirish muhim masalalardan biri sanaladi. Shuning uchun ham bo‘lajak texnologiya fani o‘qituvchilarini ijodkorlik ruhida tarbiyalash ijodkor insonlar bilan davra suhbatlarini olib borish har - bir o‘tilayotgan darslarni ijodkorlik bilan tashkil qilish zarur. shu jumladan pedagogik oliy o‘quv yurtlarida Texnologiya fani o‘qituvchilarini

kreativlik qobiliyatini rivojlantirishni rag'batlantiradigan psixologik-pedagogik sharoitlarni yaratish zarur. Bugungi kunda jamiyatning oldiga qo'yayotgan talablari kun sayin ortib bormoqda va bu talablarga to'g'ri yondashgan holda ularni amalda bajarish o'qituvchining vazifasidir. Pedagogik faoliyat inson mehnatining eng murakkab sohalaridan biridir.

Kreativlik tushunchasi (lot., ing. "tsreate"-yaratish, "tsreative"yaratuvchi, ijodkor) ingliz tilidan tarjima qilinganda ijod ma'nosini anglatadi. Kreativlikni: ijodga intilish, hayotga ijodiy yondashish, o'ziga doimiy tanqidiy nazar solish va tahlil etish mumkun. Hozirgi zamon psixologiya va pedagogika lug'atlariga asoslanib o'qituvchining kreativligi deb uning fikrlaridagi sezgilaridagi, muloqotdagi, alohida faoliyat turidagi, ijodiy yondashish, bilish darajasi deb ta'riflash mumkun. Kreativlik insonda mavjud ma'lumotlarni qayta ishlab chiqarish va ularni cheksiz yangi modelini yaratishga javob beradi.

"Kreativlik otasi" nomi bilan mashhur Pol Torrans to'rtta kreativlik konikmasini aniqlagan. Uning olib borgan tadqiqotlari shundan dalolat beradiki, mazkur kreativ ko'nikmalarni shakllantirish va ularni baholash mumkun:

1. Ravonlik. Ko'plab g'oyalarni o'ylab topish ko'nikmasi ko'p degan so'zga asoslanadi.
2. Moslashuvchanlik. Turli g'oyalarni o'ylab topish ko'nikmasi o'zgartirish degan so'zga asoslanadi.
3. O'ziga xoslik. Boshqalarga o'xshamagan, ajralib turuvchi g'oyani o'ylab topish ko'nikmasi noyob degan so'zga asoslanadi.
4. Yaratuvchanlik. G'oyalarni kengaytirish ko'nikmasi qo'shish degan so'zga asoslanadi.

Xorijiy pedagoglar, xususan, Patti Drapeauning fikricha, bir shaxsning ayniqsa o'qituvchining kreativligi boshqalarni ijodiy jarayonini tashkil etishga ruhlantiradi. Shaxsning ijodiy fikrlashi va kreativligini rivojlantirishga yordam beradigan quyidagi shart-sharoitlar mavjud, ijodiy qobiliyatlar va ijodiy motivatsiyaning mavjudligi. Shu bilan birga, agar bu uchta omil bir-biriga

to'g'ri keladigan bo'lsa, ijodiy qobiliyatlarning yuqori darajadagi namoyon bo'lishi mumkin.

1) aniq belgilangan va qat'iy nazoratdan farq qiladigan to'liq bo'lmagan holatlar;

2) kelgusi faoliyat uchun strategiya va vositalarni yaratish va ishlab chiqish;

3) mas'uliyat va mustaqillikni rag'batlantirish;

4) mustaqil ishlanmalar umumlashmalar, kuzatuvlarga e'tabor berish.

Pedagogik dasturiy vositalar – kompyuter texnologiyalari yordamida o'quv jarayonini qisman yoki to'liq avtomatlashtirish uchun mo'ljallangan didaktik vosita hisoblanadi. Ular ta'lim jarayonini samaradorligini oshirishning istiqbolli shakllaridan biri hisoblanib, zamonaviy texnologiyalarning o'qitish vositasi sifatida ishlatiladi.

Pedagogik dasturiy vositalar tarkibiga: o'quv fani bo'yicha aniq didaktik maqsadlarga erishishga yo'naltirilgan dasturiy mahsulot (dasturlar majmuasi), texnik va metodik ta'minot, qo'shimcha yordamchi vositalar kiradi.

Pedagogik dasturiy vositalarni quyidagilarga ajratish mumkin:
1. o'rgatuvchi dasturlar – o'quvchilarning bilim darajasi va qiziqishlaridan kelib chiqib yangi bilimlarni o'zlashtirishga yo'naltiradi;

2. test dasturlari – egallangan bilim, malaka va ko'nikmalarni tekshirish yoki baholash maqsadlarida qo'llaniladi;

3. mashq qildirgichlar - avval o'zlashtirilgan o'quv materialini takrorlash va mustahkamlashga xizmat qiladi;

4. o'qituvchi ishtirokidagi virtual o'quv muhitini shakllantiruvchi dasturlar.

Multimedia dasturiy vositalari dasturiy mahsulotlarning nisbatan yangi sinfi hisoblanadi. U ma'lumotlarni qayta ishlash muhitining o'zgarishi, lazerli disklarning paydo bo'lishi, ma'lumotlar tarmoqli texnologiyasining rivojlanishi natijasida shakllandi. Sun'iy intellekt tizimlari. Bu sohadagi izlanishlarni to'rt yo'nalishga bo'lish mumkin:

— ijodiy jarayonlarni imitatsiya qiluvchi tizimlar. Ushbu yo'nalish kompyuterda o'yinlarni (shaxmat, shashka va h.k.), avtomatik tajima qilishni va boshqalarni amalga oshiradigan dasturiy ta'minotni yaratish bilan shug'ullanadi;

— bilimlarga asoslangan intellektual tizimlar. Ushbu yo'nalishdagi muhim natijalardan biri ekspert tizimlarning yaratilishi hisoblanadi. Shu tufayli sun'iy intellekt tizimlari ma'lum va kichik sohalarning eksperti sifatida tan olinishi va qo'llanishi mumkin;

— EHMlarning yangi arxitekturasini yaratish. Bu yo'nalish sun'iy tafakkur mashinalari (beshinchi avlod EHMlari) ni yaratish muammolarini o'rganadi;

— intellektual robotlar. Bu yo'nalish oldindan belgilangan manzil va maqsadga erisha oladigan intellektual robotlar avlodini yaratish muammolari bilan shug'ullanadi.

Bo'lajak texnologiya fani o'qituvchilarda kreativ fikrlashlarini shakllantirish jarayonida, muammoli ta'lim texnologiyalaridan o'quv, ilmiy va kasbiy pedagogik muammolarni shakllantirish va hal qilishni ta'minlashda foydalanish muhim ahamiyatga ega. Shuning uchun zamonaviy oliy ta'lim muassasalarida o'qitishning barcha tashkiliy shakllari va usullarini bo'lajak texnologiya fani o'qituvchilarning ijodiy tafakkurini rivojlantirish: ma'ruzalar, amaliy va seminarlar, mustaqil va yakka tartibdagi ishlarga bo'ysundirish hamda ularni jalb qilish zarur. Ma'lumki, muammoli ma'ruza talabalarning o'rganilayotgan masalalarga qiziqishini uyg'otadi, qo'shimcha ma'lumot izlashda faollik va mustaqillikni rag'batlantiradi.

Shu bilan birga, o'qituvchi tomonidan taklif qilingan muammolarni hal qilish jarayonida ular tomonidan mustaqil qo'shimcha bilimlar olinadi.

Muammoli ma'ruzalarga quyidagilar kiradi:

ma'ruza-dialog,

ma'ruza-munozara, va boshqalar.

Muammoli amaliy va seminar mashg'ulotlari turli shakllarda o'tkazilishi mumkin, masalan: mavzuning individual masalalari bo'yicha munozaralar shaklida; munozara, debat (qo'shimcha o'quv materialini mustaqil o'rganishni talab qiladigan) shaklida; barcha o'quvchilarning diqqatini faollashtiradigan va dalillarga asoslangan fikrlashni rivojlantirishga hissa qo'shadigan tezislarni himoya qilish shaklida; kelajakdagi o'qituvchilarning nazariy bilimlarini amalda qo'llash ko'nikmalarini rivojlantiradigan kasbiy va pedagogik muammolarni hal qilish shaklida; mutaxassislarni tayyorlashning faol usuli bo'lgan ishbilarmonlik o'yinlari shaklida, chunki ular tadqiqot, o'qitish va ta'limning ayrim shakllaridan foydalanishni o'z ichiga oladi. Bo'lajak texnologiya fani o'qituvchilarning kasbiy tayyorgarligining ajralmas qismi bo'lgan amaliy mashg'ulotlar loyiha usuli asosida tashkil etilishi kerak.

Bo'lajak Texnologiya fani o'qituvchisining kreativligi, bu uning qat'iy chegaralangan yoki sust chegaralangan sharoitlarda har xil haqiqiy g'oyalarni izlab topish layoqatidir. Bo'lajak texnologiya fani o'qituvchisining kreativ bo'lishi uchun kishi ko'proq kreativ insonlar bilan muloqat qilishi va hamisha izlanishda bo'lishi lozim. Har qanday ko'nikmani shakllantirish mumkin bo'lganday, kreativ fikrlash qobiliyati yoki ko'nikmasini ham rivojlantirish mumkin. Buning uchun bo'lajak Texnologiya fani o'qituvchilari doimo o'z ustida tinimsiz ishlar olib borish shu bilan birgalikda kreativ insonlar bilan yaqindan suhbatlar olib borish kreativlik qobiliyatlarini o'zida shakllantirish kerak. Bu bo'lajak Texnologiya fani o'qituvchilari uchun juda muhim bo'lib, kreativlik ustida ishlash bo'lajak Texnologiya fani o'qituvchilariga noodatiy tarzda fikrlashga yordam beradi. Biroq bo'lajak Texnologiya fani o'qituvchilarini ruhlantirish va kreativ bo'lishga undash o'qituvchining qay darajada malakali ekanligiga bog'liq. Shuning uchun ham bo'lajak Texnologiya fani o'qituvchilarini ijodkorlik ruhida tarbiyalash muhim masalalardan biri sanaladi.

Bo'lajak o'qituvchilarda kreativ fikrlash ko'nikmalarini shakllantirishda pedagog alohida o'rin tutadi. Bu jarayonda "pedagogning roli auditoriyada

kreativlik muhitini yaratishdan iborat. Vaholanki, pedagog guruhda bo'lajak o'qituvchilar o'zini erkin seza oladigan va o'z fikrlari, g'oyalari bilan bo'lisha oladigan muhit yaratishi lozim. Bo'lajak o'qituvchilar inson ongida yuz berayotgan jarayonlarni yanada faollashtirish uchun o'rnatilgan qonun qoidalar, standartlardan chetga chiqib, turli savollar berishda erkin harakat qilishlari kerak. Pedagog bo'lajak o'qituvchilardagi kreativlikni noodatiy g'oyalarni o'rtaga tashlash va ularni verbal va noverbal tarzda rag'batlantirish orqali qo'llab-quvvatlaydi.

Pedagogning bo'lajak o'qituvchilar berayotgan kreativ g'oyalari nisbatan to'g'ri munosabati ularning mumkin bo'lgan va mumkin bo'lmagan shartlarni anglashida muhim ahamiyatga ega. Mazkur elementlarning barchasi pedagogtalaba munosabatining muhim qismi bo'lib, bo'lajak o'qituvchilar muvaffaqiyatini ta'minlaydi. Kreativ muhitda ta'lim olayotgan bo'lajak o'qituvchilarda asta-sekin kreativ vazifalarni bajarishga nisbatan qiziqish ortadi, shuningdek, kreativ tafakkurga ega pedagogni kuzatish natijasida kreativ fikrlashga moyil bo'ladi. Kreativlik xarakteridagi o'quv-bilish muhiti bo'lajak o'qituvchilarda ta'lim jarayonida katta ahamiyatga ega bo'lgan tanqidiy va kreativ fikrlash ko'nikmasining rivojlanishiga olib keladi.

Har bir bo'lajak Texnologiya fani o'qituvchisi ijodkor bo'lishi va har bir dars davomida ham ijodkor bo'lishi kerak. Kreativlik bo'yicha olib borilgan tadqiqotlar va kreativlik nazariyachilarining ishlari bo'lajak Texnologiya fani o'qituvchilarining kreativlik ko'nikmasini shakllantirishda qo'llanma sifatida xizmat qiladi. Bu auditoriyadagi muhit, bo'lajak Texnologiya fani o'qituvchilarini fikrlash tarzining shakllanishi, o'qituvchining yondashuv va strategiyalari elementlarini o'z ichiga oladi. Texnologiya fani o'qituvchilarini o'z kasbining bilimdoni qilib tayyorlashda oliy o'quv yurtlaridagi talabalar ilmiy tadqiqot ishlari metodologiyasini yaxshi yo'lga qo'yish katta rol o'ynaydi. Bunday ilmiy tadqiqot metodologiyasi bo'lajak texnologiya fani o'qituvchilarini kasbiy pedagogik faoliyatga tayyorlashning asosiy jihati hisoblanadi.

Bo'lajak texnologiya fani o'qituvchilarini kasbiy faoliyatga tayyorlashda tadqiqotchilik ko'nikmalarining o'рни muhim. Bularga nazariy o'rganish, kuzatish, muammoni qo'ya bilish, faraz qilish, farazdan kelib chiqib reja tuzish, tajriba o'tkazish, tajriba natijalarini olish, farazga nisbatan tajriba natijasini taqqoslash, nazariy tahlil qilish va umumlashtirish, amalda qo'llab ko'rish kabilar bilan bog'liq ko'nikmalar kiradi. Aytilganlarning ba'zilari fan asoslarini o'rganishda, ba'zilari amaliyot jarayonida, yana boshqalari izlanish ishlari orqali shakllanadi. Bo'lajak texnologiya fani o'qituvchilarining faoliyatida, muammoni qo'yish uchun tadqiqot vazifasi birinchi o'ringa o'tishi maqsadga muvofiq, chunki unda bajariladigan ishning maqsadi va unga bo'lgan ehtiyoj o'z aksini topadi.

Har bir bo'lajak texnologiya fani o'qituvchisining o'zini- o'zi rivojlantirishi va o'zini- o'zi namoyon eta olishi bevosita uning kreativlik qobiliyatiga egaligi bilan bog'liq. bo'lajak texnologiya fani o'qituvchisining kreativlik qobiliyatiga ega bo'lishlari pedagogik muammolarni hal qilishga intilish, ilmiy-tadqiqot ishlari yoki ilmiy loyihalarni amalga oshirish va o'zaro ijodiy hamkorlikka erishishlari orqali ta'minlanadi. Bo'lajak texnologiya fani o'qituvchisi o'z-o'zidan ijodkor bo'lib qolmaydi. Uning ijodkorlik qobiliyati ma'lum vaqt ichida izchil o'qibo'rganish, o'z ustida ishlash orqali shakllantiriladi va u asta-sekin takomillashib, rivojlanib boradi. Har qanday mutaxassisda bo'lgani kabi bo'lajak texnologiya fani o'qituvchisining kreativlik qobiliyatiga ega bo'lishlari uchun talabalik yillarida poydevor qo'yiladi va kasbiy faoliyatni tashkil etishda izchil rivojlantirib boriladi.

Bunda bo'lajak texnologiya fani o'qituvchisining o'zini-o'zi ijodiy faoliyatga yo'naltirishi va bu faoliyatni samarali tashkil eta olishi muhim ahamiyatga ega. Bo'lajak pedagog ijodiy faoliyatni tashkil etishda muammoli masalalarni yechish, muammoli vaziyatlarni tahlil qilish, shuningdek, pedagogik xarakterdagi ijod mahsulotlarini yaratishga alohida e'tibor qaratishi zarur. Muammoli masala va vaziyatlarni hal qilar ekan, pedagogning masala

yechimini topishga ijodiy yondashishi unda hissiy-irodaviy sifatlarning rivojlanishiga yordam beradi.[6]

Bo'lajak texnologiya fani o'qituvchilarida boshqa har qanday sifat (fazilat) kabi kreativlik ham birdaniga shakllanmaydi. Kreativlik muayyan bosqichlarda tez suratlarda rivojlantirilib boriladi. Odatda kreativlik bo'lajak texnologiya fani o'qituvchilarida ko'zga tashlanmasada, biroq bu holat kelgusida ijodiy yutuqlarni qo'lga kiritishlarini kafolatlaydi. Faqatgina ular tomonidan u yoki bu ijodiy ko'nikma, malakalarni o'zlashtirishlari zarur degan ehtimolni ifodalaydi. Bo'lajak texnologiya fani o'qituvchilarida kreativlikni rivojlantirishda quyidagilarga e'tibor qaratish zarur:

1) ular tomonidan ko'p savollar berilishini rag'batlantirish va bu odatni qo'llabquvvatlash;

2) bo'lajak texnologiya fani o'qituvchilarini mustaqilligini rag'batlantirish va ularda javobgarlikni kuchaytirish; 3) bo'lajak texnologiya fani o'qituvchilari tomonidan mustaqil faoliyatni tashkil etilishi uchun imkoniyat yaratish;

4) bo'lajak texnologiya fani o'qituvchilari ning qiziqishlariga e'tibor qaratish

XULOSA: Bo'lajak Texnologiya fani o'qituvchilari doimo ijodkor bo'lishi kerak shundagini o'z fanining ustasi bo'ladi. Ta'lim jarayonida ham ularni kreativlik qobiliyatlarini shakllantirishga shart-sharoit yaratib berish kerak.

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**QUROQCHILIK VA KASHTACHILIK HUNARMANDCHILIGI
MAKTABLARI TARIXI, RIVOJLANISHI VA ZAMONAVIY
YO'NALISHLARI**

Hakimova Sharofat Abdusattorovna

*Buxoro davlat Pedagogika Instituti Ta'lim va tarbiya nazariyasi va
metodikasi (texnologik ta'lim) mutaxassisligi 2-bosqich magistranti*

Annotatsiya: Ushbu maqolada quroqchilik va kashtachilik hunarmandchiligi maktablari tarixi, rivojlanishi va zamonaviy yo'nalishlari haqida shuningdek, kashta va quroq tikish san'ati tarixi va rivojlanish bosqichlari to'g'risida keng ma'lumot beriladi. Xalq hunarmandchiligining ahamiyati haqidagi muhim g'oyalar qayd etilgan.

Kalit so'zlar: quroqchilik, kashtachilik, hunarmand, hunarmandchilik, quroq tikish san'ati, kashtado'z, zamonaviy kashtado'zlik, zamonaviy quroqdo'zlik.

KIRISH. Hunarmandchilik insonning ishlab chiqarish faoliyati bilan vujudga kelib, jamiyat rivojlanishi davomida asta-sekin dehqonchilik va chorvachilikdan ajralib chiqdi, turli ijtimoiy tarixiy davrlar doirasida texnika rivoji bilan aloqador holda takomillasha bordi, turli ixtisosliklar (kulollik, duradgorlik, temirchilik, misgarlik, binokorlik, toshtaroshlik, o'ymakorlik, kashtado'zlik, ko'nchilik, tikuvchilik, to'quvchilik, zargarlik, degrezlik, rixtagarlik, zardo'zlik, bo'yoqchilik, kemasozlik, tunukasozlik va boshqalar)ga ajraldi. Hunarmandchilik qanday tabiiy resurslarning mavjudligiga qarab, mas, paxta va pilla bor yerda to'qimachilik, sifatli xom ashyo bor yerda kulolchilik, jun va teri ko'p yerda to'qimachilik va ko'nchilik, shunga qarab kosibchilik, o'rmonlar ko'p yerda yog'ochsozlikgma'danlarga boy yerlarda metall ishlab chiqarish va temirchilik, dengiz va daryo bo'ylarida kemasozlik va boshqa rivoj topgan.

ASOSIY QISM. Olimlarning fikriga ko'ra, quroq tikish san'ati Angliyada paydo bo'lgan. Bunga asosiy sabab go'zallikka intilish emas, balki oddiy iqtisodiyot edi. Gap shundaki, 16-asrda Hindistonning g'ayrioddiy rangbarang va yorqin matolari Angliyada juda mashhur edi. Ammo yuqori narx tufayli ushbu material faqat jamiyatning imtiyozli va boy qatlamlari uchun mavjud edi. Ko'p o'tmay, elita matolarini olib kirishga taqiq e'lon qilindi va bu katta tanqislikka aylandi. Shuning uchun, eng tejamkor uy bekalari modaga moslashish uchun chiroyli matodan iloji boricha tejamkor foydalanishga harakat qilishdi. Shu tarzda bir vaqtning o'zida bir nechta bo'laklarni birlashtirgan, rangi bilan farq qiladigan mahsulotlar paydo bo'ldi. Keyinchalik asl mato buyumlari jamiyatning barcha qatlamlari orasida mashhur bo'ldi - boy va kambag'al insonlar ham ushbu matolardan foydalana olish imkoniyatiga ega bo'ldi. Va endi bu san'at Amerika materigiga tushadi va o'zgaradi, kvilingga aylanadi. Agar quroq tikish san'ati turli o'lchamdagi va rangdagi bir nechta mato bo'laklarini bir qatlamga oddiy tikishni ta'minlasa, unda paydo bo'lgan yangi san'at turli xil tuzilishdagi (kamida uchta) bir nechta qatlamlardan mahsulotlar yaratishni o'z ichiga oladi. Hajmi, dabdabasi va qatlamlari - bu mato mozaikasining Amerika texnikasining asosiy xususiyatlari paydo bo'lishiga sabab bo'ldi. Qoidaga ko'ra, mahsulotlarni bir necha bosqichda - astar qatlami, yam-yashil qatlamli material va ko'p rangli kombinatsiyalardan yig'ilgan rangbarang bezaklar tayyorlash odatiy holga aylana boshlandi.

Quroq tikish san'ati tarixi juda uzoq vaqtlarga borib taqaladi. Masalan, Qohiradagi Buloq muzeyida eramizdan avvalgi 980 yilga oid hayvon terisi bo'laklaridan yasalgan bezak namunasi mavjud. Tokio kostyumlar muzeyida turli matolardan yasalgan naqshlar bilan bezatilgan Edo Mayoma davri (1569 - 1867) kiyimlari namoyish etiladi. Miloddan avvalgi IV - IX asrlarda ma'badga (qadimgi ipak yo'lida joylashgan ming Budda g'origa) ko'tarilgan ziyoratchilar u yerda kiyimlarini qoldirib ketishgan. Ma'badning ruhoniylari ko'p odamlarning ziyoratini eslatuvchi bu kiyim bo'laklardan gilam yasadilar. Ushbu gilam faqat 1920 yilda arxeolog ser Artur Shtayn tomonidan topilgan. Sharq va

sirli Vizantiyaning yumshoq ranglarida yasalgan Petsam monastirida (19-asr) g'ayrioddiy go'zal dekorativ qoplama saqlanadi. 1540 yil may oyida Genrix VIII (ingliz) ning xotinlaridan biri Ketrin Xovard to'y oldidan qirolning marhamati belgisi sifatida qirollik shkafidan 23 ta quroq namunasi tushirilgan libos oldi. Londondagi yorgan muzeyida Amerikaga birinchi ko'chmanchilarning xotinlari tomonidan yaratilgan ajoyib buyumlar mavjud. Sharqda ayollar juda qat'iyatli bo'lib, quroq ishlari Evropaga, ehtimol salib yurishlaridan keyin, ritsarlar Falastindan kubok bayroqlari, bannerlar, gilamlarni olib kelishganida paydo bo'lgan va g'ayrioddiy chiroyli bo'lgan. 18-asrda Angliya, Gollandiya va Germaniyadan kelgan muhojirlar Shimoliy Amerikaga kela boshlaganlarida, ular kelganlarida og'ir ahvolga tushib qolishdi. Unga yangi kiyim yoki mato sotib olishga pul ham yetmagan. Ammo ayollar bu vaziyatlardan chiqish yo'lini topdilar. Eski kiyimlarning yaxshi joylarini yig'ilib, kiyim-kechak, ko'rpa-to'shak, choyshab, gilam va boshqalarni tikishda ishlatilgan. Bunday ish o'z uyidan, ildizidan uzilgan odamlarni birlashtirdi. Va paydo bo'lgan ishtiyoq va ilhom haqiqiy asarlar yaratishga imkon berdi. 13-asrda Asta-sekin quroq tikish san'ati Amerika xalq san'atining ifodasiga aylanadi, turli qoidalar, naqshlar, turlar va usullar paydo bo'ladi. Quroqchilik an'analari nafaqat unutilib qolmadi, balki asosan missionerlar tufayli Osiyo, Kanada, Avstraliya, Hindiston, Gaiti, Gavayi orollariga kirib bordi. Biroq, hamma joyda u sof milliy xususiyatlarga ega bo'la boshlaydi. Rossiyada yamoqli choyshablar X-XI asrlarda paydo bo'lgan. Ko'rpalar har doim eski kiyimlardan tikilganiga qaramay, ular ma'lum darajada hashamatli edi. Axir, tabiiy materiallardan tayyorlangan kiyimlar uzoq vaqt davomida kiyilib, avloddan-avlodga o'tib kelgan.



O‘zbek milliy kashtado‘zlik xalq hunarmandchilik san’atining eng qadimiy turlaridan bo‘lib, u xalqning o‘z turmushini go‘zal qilish istagi natijasida yuzaga kelgan. Kashta kiyimlar va buyumlarni bezashda hamda ro‘zg‘or bezak buyumlari tayyorlashda qadimdan qo‘llaniladi.



2-rasm. Kashtado‘zlik san’ati namunasi

Kashtachiligimiz san’ati nafaqat mamlakatimizda, balki chet ellarda ham shuhrat qozongan. O‘zbek chevar ustalari qo‘llari bilan tikilgan kirpich, so‘zana, zardevor, gulko‘rpa, choyshab kabilar Fransiya, Italiya, Yaponiya, Germaniya, Belgiya, Amerika, Hindiston kabi xorijiy, shuningdek Respublikamizning Farg‘ona vodiysida faqat xonadonlarda emas, balki amaliy san’at muzeylarida ko‘p namunalari to‘planib, doimiy ekspozitsiyaga aylanib qolgan.

Kashtado‘zlik rivojlangan xalqlarda unga tasviriy san’atning ta’siri katta bo‘lgan. XI asrga oid ingliz kashtalarida jang lavhalari aks ettirilgan. XII asrga

mansub rus kashtalarida Vizantiya ikona san'atining ta'siri ko'zga tashlanadi. Xitoyda XIV asrdan "syuxua" (ignali tasvir) nomi bilan mashhur bo'lgan kashtali namoyonlar uslub jihatdan shoyiga tush bilan ishlangan manzara janriga yaqin. Yevropada Kashtado'zlik Uyg'onish davrida yuqori pog'onaga ko'tarildi. Davrning buyuk rassomlari (Perujino, Bottichelli) kabilar kashtado'zlar uchun andazalar tayyorlab berishgan, bu esa kashtalarning badiiyligini oshirgan. Kashtado'zlikda qimmatbaho toshlardan ham foydalanilgan, ip, jun, ipak, zar va kumush suvi berilgan iplar ishlatilgan. XVIII asr da Yevropada aslzodalar kiyimini bezashda kashtalardan foydalanib tayyorlangan. Kashtado'zlik buyumlari keng tarqalgan. XIV-XV asrlarga oid kitoblardagi miniatyuralar Kashtado'zlikning qadimdan keng rivojlanganini ko'rsatadi. Jumladan, Amir Temur saroyida yashagan ispan elchisi Rui Gonzales de Klavixo o'z esdaliklarida saroyda kashta bezaklarini tomosha qilganini yozgan. Behzod "Zafarnoma" qo'lyozmasiga ishlagan "Temur taxtda" miniatyurasida (1467) kashtali chodirni ham aks ettirgan. Kashta choklari, kashta tikish va uslublarining turli-tumanligi o'zbek kashtado'zlarining katta san'atidan dalolat beradi. Masalan Nurota, Buxoro, Samarqand Kashtado'zlik mahsulotlari ko'proq yo'rma chok bilan, Shahrisabzda yo'rma, kandaxayol, iroqi, Toshkentda esa ko'proq bosma chok bilan tikilgan. Ijtimoiy hayotda ro'y bergan o'zgarishlar Kashtado'zlik an'analariga, mahsulotning turlariga ta'sir ko'rsatgan.

XULOSA. O'zbekiston hududida qadimdan shakllangan, jahonga mashhur va ma'lum bo'lgan nafis san'at maktablarining noyob an'analarini avaylab asrash o'rganish, boyitib borish, milliy tasviriy, amaliy, miniatyura san'atining nodir durdonalarini dunyoga olib chiqish va targ'ib qilish, nafis san'atlar sohasidagi ilmiy izlanishlarni ishlab chiqarishga tatbiq etish, zamon talablariga mos badiiy ta'lim tizimini barpo etish, yuqori malakali mutaxassislar tayyorlash, akademik ilmiy tadqiqot ishlarini takomillashtirish maqsadida O'zbekiston Badiiy Akademiyasi tashkil etildi.(1997 yil 23-yanvar). "Xalq badiiy hunarmandchiliklarini va amaliy san'atini yanada rivojlantirishni davlat yo'li bilan qo'llab-quvvatlash chora-tadbirlari to'g'risida"gi (1997 yil 31-mart)

qaror milliy madaniyatni rivojlantirishda xalq badiiy hunarmandchiligi va Amaliy san'atning ahamiyatini oshirish, qo'lda ishlanadigan yuksak badiiy buyumlarni tayyorlash asriy an'alarini va o'ziga xos turlarini qayta tiklash hamda xalq hunarmandlariga davlat tomonidan madad ko'rsatishda muhim ahamiyat kasb etadi.

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**FERMER XO‘JALIKLARIDA QISHLOQ XO‘JALIGI
MAHSULOTLARINI YETISHTIRISHDA YERNING MOHIYATI VA
UNING XUSUSIYATLARI**

A. Tursunov

*magistr – “TIQXMMI” MTU ning Qarshi Irrigatsiya va
Agrotexnologiyalar Instituti*

Annotasiya: Respublikada iqtisodiyotimizning qishloq xo‘jalik sohasini modernizatsiya qilish va islohotlarni amalga oshirish jarayoni qishloqlarimiz taraqqiyoti va farovonligi bilan uzviy bog‘liqdir. Agrar sohaning ko‘pgina omillarga bog‘liq ekanligi, ya‘ni yerlarning cheklanganligi va yer ulkan boylik bo‘libgina qolmay, balki mamlakatimiz kelajagini belgilab beruvchi omil ekanligi, bu borada yerlarni muhofaza qilish, tuproq unumdorligini saqlash, tiklash (qayta tiklash) va oshirish, agrar munosabatlarni zamon talablari asosida shakllantirish vazifalari, hozirgi kunda zamonamizning eng dolzarb masalalaridan biri hisoblanadi.

Kalit so‘zlar: Yer fondi toifalari, boshqaruv, yer resurslarini boshqarish.

KIRISH. Mamlakatimiz inson manfaatlarini, huquq va erkinliklari yuksak qadriyat bo‘lgan ijtimoiy yo‘naltirilgan bozor iqtisodiyotiga asoslangan huquqiy demokratik davlat va fuqarolik jamiyat barpo etish yo‘lidan izchil rivojlanib bormoqda. Iqtisodiyotimizning turli soha va tarmoqlari o‘rtasidagi mutanosiblikning kuchayishi hamda barqaror o‘shish sur‘atlarining ta‘minlanishi natijasida aholi daromadlari, turmush darajasining sezilarli ravishda oshishi ertangi kunga bo‘lgan ishonchimizning tobora mustahkamlanib borishiga zamin yaratmoqda. Yurtimiz ijtimoiy-iqtisodiy taraqqiyotida qo‘lga kiritilayotgan yuksak natijalar, eng avvalo, yangidan-yangi zamonaviy tarmoq va ishlab chiqarish quvvatlarining yo‘lga qo‘yilishi, buning ta‘sirida mamlakatimiz iqtisodiy salohiyatining sezilarli darajada ortib borayotgani, yaratilayotgan mahsulot va ko‘rsatilayotgan xizmat turlarining ko‘payib, sifatining tubdan

yaxshilanib borishi, bir soʻz bilan aytganda, iqtisodiyotimizning yangicha mazmun va mohiyat kasb etib borishida mustaqil taraqqiyot yoʻlining toʻgʻri tanlangani, amalga oshirilayotgan iqtisodiy siyosat strategiyasining har tomonlama puxta asoslangan hamda xalqimizning fidokorona mehnati eng muhim va asosiy omil boʻlib xizmat qilmoqda. Bu omillarning yagona maqsad – yurt tinchligi va ravnaqi, xalqimiz farovonligi yoʻlida jamiyatimizning doimo hamjihat boʻlib kelayotgani oʻta murakkab mustaqil taraqqiyot yoʻlini bosib oʻtishda naqadar ogʻir sinovlardan muvaffaqiyatli oʻtishga imkon yaratdi. Birgina misol, 2008 yilda boshlangan, bugungi kunga qadar salbiy taʼsir va oqibatlari saqlanib qolayotgan, keyingi yillarda rivojlangan mamlakatlarda oʻzining yangi —xurujilni namoyon etayotgan jahon moliyaviy-iqtisodiy inqirozi nafaqat ayrim mamlakatlar, balki dunyoning deyarli barcha qitalarida iqtisodiy siyosatning zaif jihatlarini, ayniqsa, bank-moliya tizimining —moʻrt boʻgʻinlarini oshkor etib qoʻydi. Ana shunday murakkab bir sharoitda mamlakatimiz iqtisodiyoti, bizning ijtimoiy-iqtisodiy taraqqiyot modelimiz yana bir bor hayot sinovidan muvaffaqiyatli oʻtib, oʻzini toʻla oqlagani har qanday eʼtirof va eʼtiborga munosibdir.

Oʻtgan 2011 yil ham mamlakatimiz ijtimoiy hayotining turli jabhalarida yangi yutuq va natijalarga juda boy boʻldi. Prezidentimiz I.A.Karimov 2012 yilning 19 yanvarida Oʻzbekiston Respublikasi Vazirlar Mahkamasining 2011 yilning asosiy va 2012 yilda Oʻzbekistonni ijtimoiy-iqtisodiy rivojlantirishning ustuvor yoʻnalishlariga bagʻishlangan majlisida oʻtgan yil natijalariga atroflicha toʻxtalib, joriy yil vazifalarini aniq-ravshan belgilab berdi.

Usullar.Maʼlumki, yurtimizda jahon moliyaviy inqirozining salbiy taʼsirlariga qarshi koʻrilayotgan chora-tadbirlar samaradorligi Xalqaro valyuta jamgʻarmasi, Jahon banki, Osiyo taraqqiyot banki singari nufuzli xalqaro moliyaviy va iqtisodiy institutlar tomonidan yuqori baholanmoqda. Jumladan, Xalqaro valyuta jamgʻarmasining 2011 yil noyabr oyida mamlakatimizga kelgan missiyasining bayonotida Oʻzbekiston izchil oʻsishga erishgani va global moliyaviy inqirozga qarshi muvaffaqiyatli choralar koʻrayotgani qayd etildi,

shuningdek, o'rtta muddatli istiqbolda iqtisodiy o'sishning yuqori sur'atlari saqlanib qolishi haqida ijobiy prognoz bildirildi.

O'zbekiston iqtisodiyotini isloh qilish va xo'jalik yuritishning bozor mexanizmlarini joriy etish yer munosabatlarini ham izchil qamrab olmoqda. Yer resurslari esa barcha moddiy va nomoddiy aktivlar yig'indisining muhim unsuriga aylanib bormoqda. Ushbu munosabatlarning rivojlanishida yerga bo'lgan talab, uning foyda keltirishi, yer resurslaridan foydalanish, ularga egalik qilish va tasarruf etish huquqlarini boshqa shaxsga o'tkazish imkoniyatining cheklanganligi ta'siri ostida shakllanadigan yer resurslarini boshqarish masalasi alohida ahamiyat kasb etadi.

Munozara. Iqtisodiy jarayonlar mustaqil tarzda kechmaydi, ular yo'naltiriladi, tartibga solinadi va boshqariladi. O'z mohiyatiga ko'ra boshqaruv *«insonning ob'ektlarga va jarayonlarga hamda ularda ishtirok etuvchi insonlarga ongli ta'siri. U iqtisodiy faoliyatni muayyan tarzda yo'naltirish va istalgan natijalarga erishish maqsadida amalga oshiriladi»*. Boshqaruv - *«jamiyatning muayyan sifat xususiyatini tartibga keltirish, saqlab qolish, takomillashtirish va rivojlantirish uchun unga maqsadli ta'sir ko'rsatish»*. Boshqaruv jamiyatning tizimli tabiati, mehnatning ijtimoiy xususiyati, insonlarning hayot faoliyatida, moddiy va ma'naviy faoliyat mahsulotlari bilan almashish jarayonida muloqot qilish zarurati bilan shartlangan. Insonning tabiiy va sun'iy tabiat ob'ektlariga, boshqa insonlarga har qanday ta'sirini boshqaruv deb hisoblash lozim. Bunda boshqaruv faqat ishlab chiqarish va iqtisodiy jarayonlar murakkablashib, ularga jalb etilgan ishtirokchilarning katta qismini qamrab olgan hollarda o'rin tutadi. Boshqaruvda hamma vaqt ikki tomon ishtirok etadi – boshqariluvchi va boshqaruvchi. Boshqariluvchi deb boshqaruv ob'ektlariga, boshqaruvchi deb esa boshqaruv sub'ektlariga aytiladi.

Yer resurslarini boshqarish, uni amalga oshirish yondashuvlari va usullarini o'rganish, buning uchun zarur axborot hajmini aniqlash uchun,

birinchi navbatda, boshqaruv ob'ekti sifatida yer resurslarining o'ziga xos xususiyatlarini ko'rib chiqish lozim.

Yer resurslari boshqa barcha resurslar ichida alohida o'rin tutadi. Yer inson hayot kechirishi uchun zarur shart-sharoit, u yashaydigan joy, qishloq va o'rmon xo'jaligini, sanoat va transportni joylashtirish va rivojlantirish, shuningdek madaniyat sohasidagi faoliyat, dam olish, sayyohlik va hokazolar uchun hududiy makon hisoblanadi. Bundan tashqari, qishloq xo'jaligida yer asosiy ishlab chiqarish vositasi sifatida ishtirok etadi.

Yer ishlab chiqarish vositasi hamda ishlab chiqarish kuchlari va ijtimoiy ob'ektlarni joylashtirish uchun hududiy makon sifatida cheklangan resurs hisoblanadi. Shuning uchun yer bo'yicha taklif amalda doimiy (o'zgarmas) kattalik bo'ladi. Bu yer bo'yicha taklifni unga bo'lgan talabga nisbatan egiluvchan bo'lmasligini shart qilib qo'yadi. Shu bilan birga aholi sonining o'sishi oziq-ovqat mahsulotlari va xomashyo ishlab chiqarish hamda shaharlar va qishloqlarni rivojlantirish uchun zarur bo'lgan yerlarga nisbatan talabning o'sishiga olib keladi. Iqtisodiyotning turli sektorlarida va inson faoliyatida maqsadli foydalanilishidan kelib chiqib, yer sakkizta asosiy toifa bo'yicha tasniflanadi. Yerlarning quyida ajratilgan toifalari ularning foyda keltirishi, ularga bo'lgan talabning o'ziga xos xususiyatlari va ushbu resursning cheklanganligiga barham berish yo'llari bilan tavsiflanadi. Biroq barcha holatlarda yer resurslarini boshqarish inson hayoti va faoliyatining zarur belgisi sifatida ishtirok etib, uning mavjud bo'lishi, pirovardida, yerlardan foydalanish samaradorligining oshishiga olib keladi.

Yer fondi toifalari

Qishloq xo'jaligi-ga mo'ljallangan yerlar

Sanoat, transport va aloqa yerlari

Suv xo'jaligi yerlari

Davlat yer zaxirasi yerlari

Aholi punktlari yerlari

Оʻrmon xoʻjaligi yerlari

Rekratsion yoʻnalishdagi yerlar

Tarixiy-madaniy yerlar

Qishloq xoʻjaligiga moʻljallangan yerlar nafaqat qishloq xoʻjaligi mavjud boʻlishining moddiy sharti sifatida, balki asosiy ishlab chiqarish vositasi sifatida ham ishtirok etadi. Bundan tashqari, ushbu ishlab chiqarish vositasi ham mehnat predmeti, ham mehnat vositasi hisoblanadi. Shu bilan birga yer ishlab chiqarish quroli sifatida faqat ishlab chiqarish kuchlari rivojlanishining qishloq xoʻjaligi ishlab chiqarishi jarayonining oʻzi shakllangan maʼlum bosqichida ishtirok etadi.

Yerning oʻzi mehnat vositasi hisoblanadi. Lekin uning dehqonchilikda mehnat vositasi sifatida faoliyat koʻrsatishi, oʻz navbatida, bir qator boshqa mehnat vositalarini va ishchi kuchining nisbatan yuqori darajada rivojlanishini nazarda tutadi. Boshqa ishlab chiqarish vositalarining va, birinchi galda, mehnat qurollarining taʼsiri ostida ishlab chiqarishning tabiiy quroli sifatida yer xususiyatlarini yaxshilash, inson mehnatining mahsuli sifatida yaratilgan boshqa ishlab chiqarish qurollari bilan oʻzaro hamkorlik qilish uchun ushbu xususiyatlarni yaxshilash jarayoni kechadi. Shuning uchun qishloq xoʻjaligida yer, zahira saqlovchi ashyo sifatida, ishlab chiqarish faoliyati orqali egalik qilish lozim boʻlgan isteʼmol qiymatini oʻzida mujassam etadi. Bundan kelib chiqadiki, yerning tabiiy xususiyatlaridan oqilona foydalanish va ularni yaxshilash bir yer maydonining oʻzidan cheklanmagan miqdorda mahsulot olish imkoniyatini taʼminlaydi. Yer vaqtning barbod etuvchi taʼsiriga boʻysunmaydigan birdan-bir abadiy ishlab chiqarish vositasi hisoblanadi, vaqt hech narsani ayamaydi va barcha ishlab chiqarish vositalarining holatini yomonlashtiradi, faqat yer bundan mustasno. Boz ustiga, agar yer bilan toʻgʻri muomala qilinsa, u doimiy ravishda yaxshilanib boradi. Yerning ishlab chiqarish xususiyatlari yaxshilanishiga jamiyat rivoji hamda fan va texnika yutuqlaridan foydalanish, qishloq xoʻjaligi ekinlariga ishlov berish usullarini takomillashtirish, toʻplangan

amaliy tajribadan foydalanish natijasida erishiladi. Yerdan sug'orma dehqonchilikda eng unumli foydalaniladi. Sug'orish natijasida yerning shu vaqtgacha foydalanilmagan xususiyatlari faolroq ishlay boshlaydi. Bu bilan sug'orish mehnat va sarmoya sarflashning qandaydir boshqa turlariga qaraganda yerning ishlab chiqarish qobiliyatini ko'proq oshiradi. Sug'orish chog'ida ishlab chiqarish vositasiga aylanib ulgurgan yer uchastkasiga yangi kapital qo'yilmalarni kiritib, insonlar yerni ko'paytirishadi.

Qishloq xo'jaligi rivojlanishining ancha yuqori darajasi hisoblangan sug'orma dehqonchilik qator xususiyatlarga ega. Shulardan eng asosiysi yer, sug'orish suvi va boshqa ishlab chiqarish vositalarining qishloq xo'jaligi ishlab chiqarishi jarayonidagi o'zaro aloqasi va o'zaro bog'liqligidan iborat. Shuning uchun faqat asosiy ishlab chiqarish vositalari – yer va sug'orish suvining optimal nisbati ta'minlangan taqdirda sug'oriladigan dehqonchilikni ilmiy asoslangan tarzda tashkil etish mumkin. Ushbu ishlab chiqarish vositalardan samarali foydalanish sug'oriladigan yerlar qiymatining o'sishini nazarda tutadi. Sug'oriladigan yerlar samaradorligini oshirish foydalaniladigan yerlarni meliorativ yaxshilash, ilmiy asoslangan almashlab ekishni o'zlashtirish, ilg'or agrotexnikani joriy etish, o'g'itlarning asoslangan tizimini qo'llash, zararko'nandalar, kasalliklar va begona o'tlar bilan kurashish vositalaridan keng foydalanish, suvdan foydalanishni yaxshilash, qishloq xo'jaligi ekinlarining yangi yuqori hosilli navlarini joriy etish, yalpi mexanizatsiyalash tizimiga o'tish, iqtisodiy va boshqa tadbirlar majmuini amalga oshirish hisobidan ta'minlanadi.

Ishlab chiqarishning intensivikasiya sharoitida ilmiy texnikaviy yutuklarni qo'llash asosida yerdan foydalanishning samaradorligini oshirish uchun muxit yaratiladi. Qishloq xo'jaligi yerlaridan samarali foydalanishni oshirish qishloq xo'jaligining xududiy tashkil qilishni mukammallashtirishning muhim asosi hisoblanadi. Qishloq xo'jaligi intensivikasiyasi jarayonida yerlardan samarali foydalanishni nisbiy o'rganishda dehqonchilik va chorvachilikning asosiy mahsulotlarini yetishtirishda xududiy joylashtirishning

asoslash yo'llari hosblanadi. Bunday taxlil quyidagi savollarga javob berish uchun zarur hisoblanadi: qanday tabiiy sharoitda u yoki bu dehqonchilik yoki chorvachilik mahsulotlarini yetishtirishning xududiy konsentratsiyasi eng samarali xisoblanadi, qachon mamlakat uchun zarur bo'lgan barcha qishloq xo'jaligi mahsulotlarini eng kam xalq xo'jaligi xarajatlarini sarflab yer resurslaridan ratsional foydalangan holda olish mumkin bo'ladi.

O'zbekiston yeri nihoyatda serxosil qulay iqlim sharoitiga mos, dehqonchilikning sug'orishga asoslanganligi respublikada qishloq xo'jaligini qudratli resurs bazasini rivojlantirishga sharoit yaratganligidan dalolat beradi. O'zbekistonning umumiy yer maydoni 447,9 mln ga shundan 27,9 mln ga qishloq xo'jalik yerlaridir. Qishloq xo'jaligida foydalanishda bo'lgan yerning 4474 ming ga (15,9%) xaydaladigan yerlar. Respublikamizning yer fondi foydalanish bo'yicha xilma-xil. Mamlakat yer maydonining 5-6 mln. gektari dehqonchilikda foydalaniladi. Ular sug'oriladigan va lalmi yerlardir. Qolgan xududlar asosan yaylov va qisman tog' o'rmonlaridan iborat.

Lalmikor yerlar maydoni 767 ming ga dan ziyod. Lalmikor yerlarning nisbatan katta maydonlari Qashqadaryo, Samarqand, Toshkent, Jizzax viloyatlarida joylashgan.

Cho'l yaylovlari O'zbekistonda eng katta maydoni 22,8 mln. gani tashkil etadi. Shundan 10 mln ga sur kung'ir tuproqli, qariyib 13 mln. ga qumli yerlar va qumli tuproqlar. Qolgan qismi o'tloqi-taqir, taqir tuproqlar va taqir hamda sho'rxoklardan iborat. Cho'l yaylov joylardagi sug'orishga yaroqli yalpi maydon qariyib 12 mln. gektar.

Mamlakat yer fondlarining eng qimmatli qismi - sug'oriladigan yerlardir. Sug'oriladigan yerlar 4,2 mln. gadan iborat, shundan, 6 mln ga cho'l zonasida qolgan qismi suvli mintaqada. Sug'oriladigan yerlar Farg'ona viloyati Zarafshon vodiysi, Amudaryoning quyi oqimlarida katta maydoni egallaydi. Jami sug'oriladigan maydonning qariyib 3 mln. ga ekinzor. Har bir gektar sug'oriladigan yer, undan to'g'ri foydalanib borilganda, beriladigan mahsulot jihatidan 6-7 gektar lalmi shudgorga, 50 gektar baland tog' yaylovlarga va 100

gektar cho‘l yaylovlarga teng. Shu munosabat bilan, sug‘oriladigan yerlarning qishloq xo‘jaligi aylanishidan chiqarib qolishga yo‘l qo‘ymaslik nihoyatda muhim.

XULOSA. O‘zbekiston Respublikasining yer fondi turli tabiiy xususiyatlari mavjudligi bilan xarakterlanadi. Bu esa o‘z navbatida undan foydalanishning samaradiligini oshirish tadbirlarini ishlab chiqishda ushbu holatlarni hisobga olish zaruriyatlarini tug‘diradi va u yerdan foydalanishni olib borish tizimi ilmiy asoslangan shaklda o‘z aksini topadi. U agroiqlimiy, biologik, texnik, tashkiliy iqtisodiy va ijtimoiy omillar majmuasining tabiiy sharoitga o‘zaro bog‘liqligiga asoslanadi.

Dehqonchilikning tizimi yerdan foydalanishning samaradorligini oshirishga, uning mahsuldorligi doimiy ravishda o‘shishiga yo‘naltirilgan bo‘lib, u o‘z ichiga quyidagi asosiy elementlarni oladi: tuproq eroziyasi bilan kurashish va ularga ratsional ishlov berish tadbirlari; mashina bilan ta‘minlash va o‘g‘itlash tizimi; tuproqni oxaklash, sug‘orish va suvini qochirish; urug‘chilik; asosiy yaylov va pichanzorlarni kultivatsiya qilish; yovvoyi o‘tlar, zararkunandalar va o‘simlik kasalliklari bilan kurashish; tashkiliy-iqtisodiy va ijtimoiy tadbirlar.

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**ОQOVA SUVLAR TARKIBIDAGI SUVO`TLARNING INDIKATOR
SAPROB KO`RSATKICHLARI**

Mustafayeva Mamlakat Ismailovna

Buxoro davlat universiteti, Biologiya kafedrasi dosenti, b.f.n.

O`zbekistonda suv havzalarining sanitar holatini o`rganish A.Ergashev (1978), SH.Tajiev(1984; 1986), X. Olimjanova (2015), Toshpo`lotov Y. (2015) kabilarning ishlarida qayyd qilingan.

Buxoro shahar oqova suvlarni tozalash inshooti biologik hovuzlarining holatini aniqlashda barcha topilgan suvo`tlari o`rganildi. Biz tomonimizdan topilgan 268 ta suvo`tlar taksonidan indikator saproblik xususiyatiga 98 tur va tur vakillari ega bo`lib, ular umumiy suvo`tlar sonini 44,5% ni tashkil etdi. Indikator saprob turlarning hovuzlar bo`yyicha taqsimlanishi 1-jadvalda ko`rsatilgan.

jadval 1

Suvo`tlar bo`limi	Saprob suvo`tlar soni				Barcha saprob suvo`tlar turlar soni
	o	β	α	P	
Cyanophyta	2	5	7	2	16
Bacillariophyta	8	27	9	-	44
Euglenophyta	-	7	-	2	9
Chlorophyta	5	16	5	1	27
Jami	15	55	21	5	96

Izoh: o-oligasaprob, β-mezo-saprob,α-mezo-saprob,p-polisaprob suvo`tlar.

Boshlang'ich biotindirgichda, ikkinchi biotindirgichdan ko'ra suvlarining iflosligi tufayli polisaproblikka xos turlar uchraydi, ularga *Anabaena constricta*, *Oscillatoria lauterbornii*, *O.tenuis*, *Chlorella vulgaris*, *Ch.pyrenoidosa* kiradi. Qish oyylarida al'fa-beta mezasaprob vakillaridan *Oscillatoria tenuis*, *Synedra ulna*, *Phormidium foveolarum*, *Cocconies pediculus*, *C.placentula*, *Cymbella cistula*, *Gomphonema constrictum*, *Cosmarium botrytis*, *Caloneis amphisbaena* lar uchradi.

Birinchi biologik tindirgichda bahor va yoz oyylarida uchragan polisaprob organizmlardan *Anabaena constricta*, *Oscillatoria lauterbornii* ikkilamchi biotindirgichda uchramadi. Ularning o'rnini beta- mezasaprob va oligosaprob organizmlar egallay boshladi. Bu o'z navbatida oqova suvning ijobiy darajada tozalana boshlaganligini ko'rsatib beradi. Biologik hovuzlarda tarqalgan 98 ta tur va tur vakillaridan 16 ta oligosaprob, 52 ta beta- mezasaprob, 23 ta al'fa- mezasaprob, 7 ta polisaprobga mansubdir.

Biologik hovuzlardagi ifloslangan uchastkalar uchun *Oscillatoria tenuis*, *O. lauterbornii*, *Anabaena constricta* xoc bo'lib, ular fikkinchi biologik aerotenktda, ya'ni oqova suvning quyulishi joyyida ham uchradi.

Ikkinchi biologik hovuzning suvi ancha tozalanib qolganligi uchun bu erda al'fa-beta-mezasaprob organizmlardan tashqari oligosaprob organizmlar *Gomphosphaeria lacustris*, *Gloeocapsa turgida* lar uchradi. Aniqlangan 96 ta saprob organizmlardan 16 tasi ko'k-yashil, 44 ta diatom, 9 ta evglena, 27 takson yashil suvo'tlar bo'limlariga xosdir (jadval).

Bahorda saproblik indeksi nisbatan yuqori (1,67), qishda past (1,22), yoz (1,47) va kuz (1,52) oyylarida oraliq ko'rsatkichga ega. Saproblik chegarasiga ko'ra bahorda β^1 -mezosaprob, qolgan fasllarda esa α -oligosaprob (1-jadval). O'rtacha saproblik indeksi 1,47 ga teng, ya'ni β -oligosaprob.

2-jadval

Indikator-saprob suvo'tlarning fasllaridagi saproblik indeksi

Suvo`tlar bo`limlari	Bahor		YOz		Kuz		Qish	
	h	Sh	h	Sh	H	sh	H	Sh
Cyanophyta	23	43	28	52	3	6	0	0
Bacillariophyta	107	143	48	52	108	139	90	115
Pyrrophyta	0	0	3	3	3	3	0	0
Euglenophyta	20	42	29	60	29	60	0	0
Chlorophyta	42	93	61	82	13	29	8	5
Turlar soni	56		45		53		29	
h; Sh	192	321	169	249	156	237	98	120
Si	1, 67		1, 47		1, 52		1, 22	

Bahorgi yog`inlar ta`sirida biologik hovuzga atrofdan turli organik moddalarning tushishining ortishi va haroratning nisbatan pastligi natijasida saproblik indeksi oshgan. Yozda biologik hovuz suvi haroratning boshqa fasllarga nisbatan yuqori bo`lishi (25-26⁰C) suvo`tlar sonining ortishiga (210 tur) olib keldi. Harorat va quyosh nuri jadalligining yuqoriligi suvga suvo`tlar tomonidan ko`p miqdorda kislorod ajralib chiqishini ta`minlaydi. Bu suvdagi organik moddalarning parchalanishini tezlashtiradi. Natijada suvdagi organik moddalar nisbatan kamayadi. Bu indikator-saprob turlarning sonini (45) va uchrash darajasini (169) kamayishiga sabab bo`ladi. Kuzda ham yog`inlarning ko`payishi va suv haroratining (10-12⁰C) nisbatan pastligi indikator-saprob turlar soni va saproblik indeksining oshishiga olib kelgan. Qishdagi past harorat (2-4⁰C) indikator-saprob turlarning rivojlanishini cheklaydi.

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WOMEN'S RULE IN SOCIETY

Sayfullayeva Nigora Jasur kizi

Student of Samarkand State University (Kattakurgan branch)

Sattarova Feruza Rustam kizi

Assistant-teacher of Samarkand State University (Kattakurgan branch)

Annotation: In this article discusses the role of women in today's society, their participation in state management and their contributions to the development of various other fields. In addition, the article mentions that today women are given rights and freedoms than in previous centuries and it is made easier for them to work in the field of their choice according to their wishes and desires, and it is written about their participation in the development of the fields of society through these interests. In addition, the role and duties of women in the family were also discussed.

Key words: entrepreneurship, contribute, chance, rights and freedoms, wives and daughters, proud, the law, equal, solution, progress

Annotatsiya: Bu maqolada bugungi kunda jamiyatda ayollarning o'rni, ularning davlatni boshqarishdagi ishtiroki va boshqa turli sohalarning rivojlanishiga qo'shgan hissalarini haqida fikr yuritiladi. Bundan tashqari maqolada o'tgan asrlarga qaraganda bugungi kunda ayollarga ko'pgina huquq va erkinliklar berilib, ularning o'z xohish va istaklariga ko'ra o'zlari xohlagan sohada ishlashlari uchun qulayliklar yaratib berilgani va ular bu qiziqishlari orqali jamiyatdagi sohalarni rivojlanishidagi ishtiroklari haqida yozilgan. Shu bilan bir qatorda ayollarning oiladagi o'rin va vazifalari haqida ham fikr yuritilgan.

Kalit so'zlar:tadbirkorlik, hissa qo'shmoq, imkoniyat, huquq va erkinliklar, xotin-qizlar, faxrlanmoq, qonun, teng, yechim, taraqiyl etmoq

Today, the development of our country is accelerating. Every industry and profession, small businesses and many businesses are developing and contributing to the development of our country. All members of the society contribute to the development of this industry and business. The role of our women in this development is also incomparable and they are working as various professions in these fields. For example, the role of our women in the development of the of the field of education, agriculture, small entrepreneurship and business, nursing and in addition to this, mainly in the development of child rearing and family relations. In addition, women's contributions are appropriate in the development of our country. Today, women are the basis of our vision and the future of our country. The talent, knowledge, creativity and activity of the women of the present time are really amazing. It is difficult to imagine such tasks as creating a healthy lifestyle, realizing one's identity, raising a mature generation, ensuring the continuity of national traditions and even democratizing society without women and her participation.

In the Middle Ages, many people had only one concept of a woman; that is, they were born to supervise household chores and educate children. But in today's world, wide opportunities are being created for women, this has opened the door to a new opportunity for women to find their place. In addition, a number of promotional activities are being held throughout the country to increase women's literacy. The role of women society is just as important as that of men. They are the backbone of a developed country. Demographically, women make up half of the country's population, and they have equal rights and importance in society. From keeping the house clean and tidy to portraying results at work, a women can do it all. Their opportunities should not be neglected on the basis of their gender and they should be given equal rights to

express their talents.

In addition to managing household chores, women are also engaged in providing work services in banks, airlines, schools and all other areas where possible. It is worth saying that they have presented great projects in their fields and we proudly say that they have set milestones for women in our society by adding their feelings to the importance of development in the world of sports have achieved success for themselves. They are hardworking woman, an efficient housewife, a proud mother and a daughter. It would not be an exaggeration to say that they are one of the main reasons for the development of the nation, which lightens our daily life and the country is proud of. Women have always been essential for society. 50-70years ago, women didn't have their own opinion, voice and freedom. They could not work outside because of the law. Women had to stay at home and do housework and many women were not happy with their lives and they wanted rights and freedom. After that came the second women's rights movement. Finally, women can choose to work outside or stay at home. In fact, women's equal and full participation in all aspects of society is a basic human right. Yet across the world, from politics to entertainment to the workplace, women and girls are largely underrepresented. Building a sustainable future for all means leaving no one behind. It is important to find solutions to the biggest problems facing women and girls today, and to reflect their perspectives and choices for the future and human progress, they need to be heard and valued throughout society.

In our society, women play an important role from birth to death. Despite showing excellence in all their roles, women seem to be behind men in today's modern age. In a male-dominated society, a women's ability is seen as less than a man's. Despite many awareness programs being implemented by the government, the life of a woman has become more complicated than that of a man. If we compare the condition of women today with condition of mythological society, it is clear that there is some improvement in the situation.

Women began to work. Contributing to household expenses in many areas, women have surpassed men. Day by day, women are creating such records that not only the family or society, but the whole country is proud of it.

Conclusion

In conclusion, the role of women in modern society has really changed compared to previous centuries. The changes taking place in the socio-political and economic spheres are increasing the role of women. Also, the actions of many women affected the role change. Women's education, women's protection, women's equal opportunities and social rights is an opportunity created them. Now a woman has her place in society. It includes a women's sufficient participation in decision-making, educational activities for children, creative activities in free time and takes independent work and others.

Appendix

1.Society-the aggregate of people living together in a more or less ordered community;

2.Human right-a right that is believed to belong justifiably to every person;

3.Perspective-a particular attitude towards or way of regarding something;

4.Day by day-on each successive day, gradually and steadily;

5.Own opinion-a view or judgement formed about something, not necessarily based on fact or knowledge;

6.Profession-an act of declaring that one has a particular feeling or quality, especially when this is not the case;

7.Sustainable-able to be maintained at a certain rate or level;

8.Outside-the external side or surface of something;

9.Generation-all of the people born and living at about the same time, regarded collectively.

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EDUCATION SYSTEM IN USA AND UZBEKISTAN

Kholmuminova Shakhrizoda Kholmumin kizi

Student of Samarkand State University (Kattakurgan branch)

Sattarova Feruza Rustam kizi

Assistant-teacher of Samarkand State University (Kattakurgan branch)

Annotation: In this article, it is compared the educational system of the USA and Uzbekistan. In deed, the Uzbek and American educational systems are fundamentally different from each other. Meanwhile in America, kindergartens are considered mandatory that is primary education, In Uzbekistan kindergartens are optional. The evaluation criteria in the educational system of both countries and the university entrance exams are different.

Key words: Compare, mandatory , primary education , optional, criteria, entrance exam.

Annotatsiya: Ushbu maqolada Amerika va O`zbekiston ta'lim tizimini o'zaro solishtiriladi. Ya'ni O`zbekiston bilan Amerika ta'lim tizimi bir biridan tubdan farq qiladi. Darhaqiqat, Amerikada bog'chalar majburiy ya'ni boshlang'ich ta'lim bo'lsa, O`zbekistonda bog'cha ta'limi ixtiyoriy hisoblanadi. Ikkala davlatning ta'lim tizimidagi baholash mezonlari ham universtitetlarga kirish imtihonlari ham turlicha.

Kalit so`zlar: Taqqoslash, majburiy, boshlang'ich ta'lim, ixtiyoriy, mezonlar, kirish imtihoni.

As everyone knows that one of the most developing fields today is Education. Great attention is paid to education in all aspects. In order to develop the education system, various reforms are being carried out in different countries. Today, all spheres of the life of New Uzbekistan have become the

field of deep reforms. In this process, it is impossible not to talk excitedly about the changes in the educational system, which is considered the basis of the social sphere. I am going to talk about American schools. I am taking some advantages being in America the most interesting thing for me is that in American schools students are mixed to every classes juniors seniors are mixed in one class and pass over information to each other Juniors can gather some experience from Seniors while studying together because Junior's or sophomores can imagine how to get prepared for college and most everyone who wants to enter the college should take a ACT test even they fall on exam they can retest the test by paying extra money but anyway there is some opportunity to enter the college. And must everyone who wants to interest the college should take a ACT test even say fail on exam they can the test the test by paying extra money but anyway there is some opportunity to enter the college in our country however in Uzbekistan schools are quite a bit different is it at least 25 students in each classrooms and they are not mixed schools are more strict in class 9th grade and eighth graders study separately but in America there is Advantage side studying together in class however student can share more opinions each other in America and students can discuss the classes more independently than Uzbek students in Uzbekistan every student should wear uniform boys should wear on suits white shirts ties and girls should wear on white shirts and black skirt this causes some I've got in American public school students are not able to wear on uniform and who speak students graduate school 9th grade then the church's Elysium like American high schools in Uzbekistan students take an exam before interesting universities however this all needs interesting University of course they pay attention School greatest but there is one thing if students take a test for entering University and sales then he or she has to wait next year there is no other opportunity. Anyway is the best thing I like studying at Uzbek school is that students don't have to go teacher's classrooms teachers look for students and at Uzbek schools brake longer around 10 minutes between each periods and there is the biggest 40 minutes break at the middle of the day at the time students

can talk with teachers having snacks whatever they do students are Elevate to go out at the period most students say golden black is this one thing I like study at Uzbek school I do like American schools too. In recent years, practical work on organizing all stages of the education system based on modern requirements has entered a decisive stage in our country. According to official sources, about 60 percent of Uzbekistan' s population is covered under the system of education. When viewed in general, the Uzbekistan educational system includes:

- Preschool training (preprimary-from three to six years old)
- General secondary education (from 6 to 15 years old)
- Secondary vocational education (from 15 to 18 years old)
- Higher education (undergraduate and graduate-from 18 years old).

The United States public schools are divided into elementary and secondary education, with a number of variations in how this division is configured, typically decided at the local level. One of three common patterns prevails in most communities:

- Elementary- school middle school (6–8), high school (9–12);
- Elementary -school junior high school (7–9), high school (9–12); and
- Elementary -school high school (9–12)

Children generally begin elementary school with kindergarten at age five and continue through secondary school to age 18. Typically, the elementary school years include kindergarten through grades five or six, and at some schools through grade eight. Secondary schools — known as high schools in the United States — generally include grades nine through 12. The U.S. educational system today comprises almost 96,000 public elementary and secondary schools, plus more than 4,200 institutions of higher learning, ranging from small, Students experimenting with hydraulics in a vocational class. Two-year community colleges to massive state universities with undergraduate and

graduate programs in excess of 30,000 students. The nation's total expenditures for education stand at approximately \$878 billion a year. Organization School attendance is compulsory for students through age 16 in most states. Children generally begin elementary school with kindergarten at age five and continue through secondary school to age 18. Typically, the elementary school years include kindergarten through grades five or six, and at some schools through grade eight. Secondary schools — known as high schools in the United States — generally include grades nine. In Uzbekistan uniform and attendance are more important than your studying for school administration than American schools.

Conclusion:

In Uzbekistan, it is called general secondary education, but this is also divided into two, namely primary and further classes. There is a similar division in many countries, some of which have systems similar to ours, and others that do not. These things vary from country to country. In general, general secondary education and some part of this education is compulsory everywhere, as it is here. As for the differences, the teaching system implemented within the school is different. The issue of freedom... Based on my personal opinion, the only requirement we have starting from school is unconditional obedience. "This is how you should sit! You will wear the uniform we told you! You will behave as we say!" So, what about the quality of education?

APPENDIX

Participation-the action of taking part in something.

Social sphere- a combination of industries serving the basic social needs of the population: education of children and adults, medical support, cultural and sports leisure.

Preschool – relating to the time before a child is old enough to go to school.

Vocational education- is prepares people to work as a technician or to take up employment in as killed craft or trade as a tradesperson or artisan.

Prevail-prove more powerful or superior.

Junior high school-(in the US and Canada) a school intermediate between an elementary school and a high school, generally for children in the seventh, eighth, and ninth grades.

Decisive-setting an issue, producing a definite result.

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Programs U.S Department of state

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PROS AND CONS OF ONLINE LEARNING

Shoymurodova Malika Narzullo kizi

Student of Samarkand State University (Kattakurgan branch)

Annotation: In this article it is highly described about advantages and disadvantages of e-learning. Education is the most important thing for any country to develop and prosper. The conventional education system has many drawbacks and lot of improvements are expected in future days. One of the possible developments in next generation education system is online education [1]. Technologies are used in online learning.

Keywords: Online learning, face-to-face education, pros and cons, technologies, high school education.

Anotatsiya: Ushbu maqolada online ta'limning afzalliklari va kamchiliklari haqida batafsil ma'lumot berilgan. Har qanday davlat taraqqiyoti va gullab-yashnashi uchun eng muhimi ta'limdir. An'anaviy ta'lim tizimi ko'plab kamchiliklarga ega va kelgusi kunlarda ko'plab yaxshilanishlar kutilmoqda. Keyingi avlod ta'lim tizimidagi mumkin bo'lgan o'zgarishlardan biri bu onlayn ta'limdir [1]. Texnologiyalar onlayn ta'limda qo'llaniladi.

Kalit so'zlar: online ta'lim, yuzma-yuz o'qish, foyda va zarar, texnologiya, oliy ta'lim

The phase of online was not very requesting in 1970s and 1980s. Internet was in up growth stage in early 1990s and compared to now and the conventional wisdom about the online courses was distinctive in 1990s than today. We are living in the 21st century where everything is possible and acceptable. For instance, students are studying at home or work place utilizing computer which is called online learning.

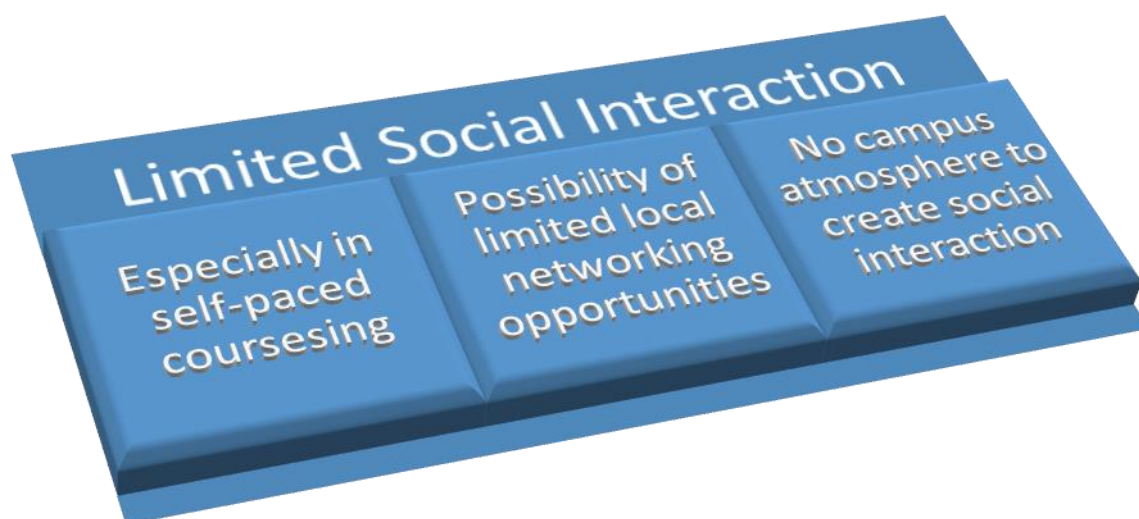
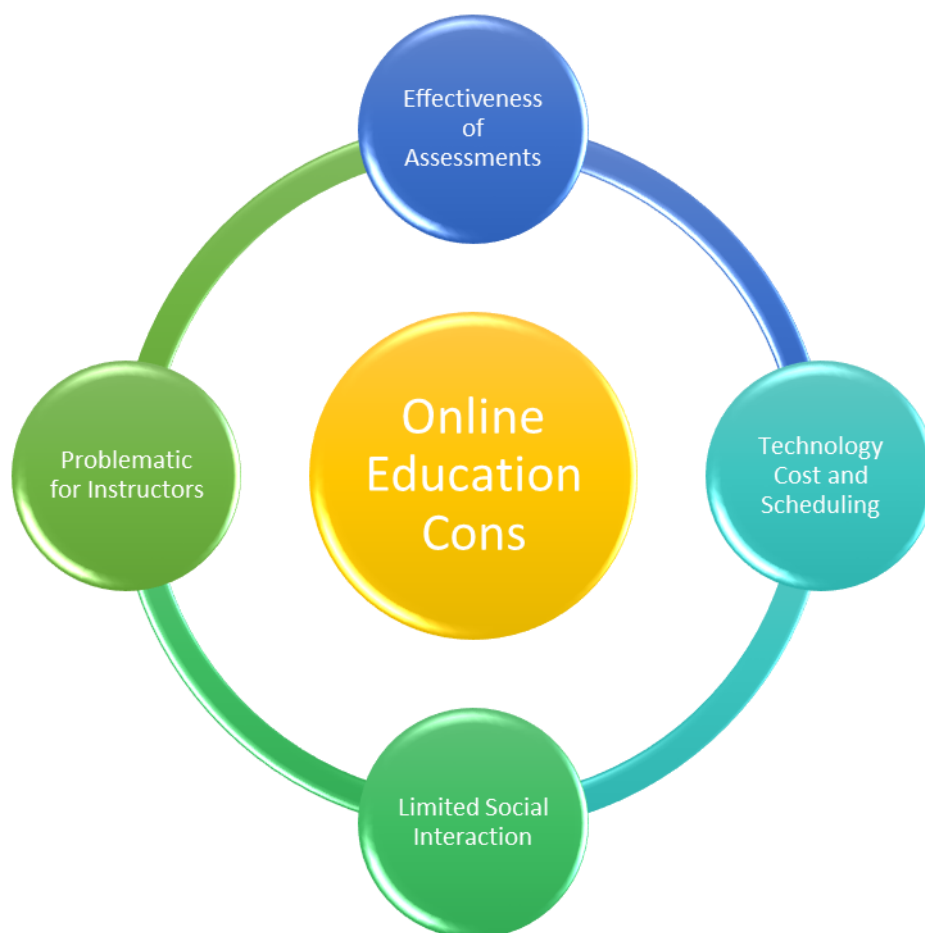
There are several points donating the growth of e-learning containing the following:

- Younger people don't choose traditional learning to begin and advancing their careers.
- Using of modern technologies are increasing rapidly.

E-learning is offered people who want to study by distance. There are both advantages and disadvantages of online learning. The difference between **traditional and non-traditional learning** is that you can study from every where and every time in online, but in traditional lesson you have to go and spend time to go and to learn. So that most students prefer e-learning than face-to-face education. Online learning platform that emerges in a formal context and utilizes a variety of multimedia technologies. Electronic hardware and software support this system either offline or online. A personal computer is usually used for delivering training or computer-enhanced learning related to e-learning². Also, students must know how to work with online platform, they have to have knowledge about platforms. The integration of information technology (IT) in the form of e-learning has resulted in the reduction of students cost while improving the quality of learning and teaching³. It shows that students spend less money and time for studying, also they can rise quality of learning and teaching. It's one advantage of e-learning. Distance learning is an increasingly expanding environment which enable students flexibility to operate outside the barriers of time and place. In higher education, e-learning is explained as learning takes place completely or partially over the internet. It is seen from that two types of education: traditional and distance learning are used in university. For example, in face-to-face education in university everyone has mobile phones, students can use them in an efficient way. After teacher explains the new theme, she or he gives exercises for students by online platform. For instance, Kahoot is one of the online platform. Teacher creates questions which are dependent on the topic. The program must be installed before playing it.

After that teacher takes code from app, and share it with students, they can join only entering the code. When everyone joins, teacher will start the game. It's more attractive and fun for students. It's only one example of the online platforms.

ADVANTAGES AND DISADVANTAGES OF E-LEARNING



Problematic for Instructors

- Traditional instructors believing in lectures and handouts may have tough time in adopting the system and software
- Student must be self-motivated and disciplined to progress through his/her program in a timely manner

Effectiveness of Assessment

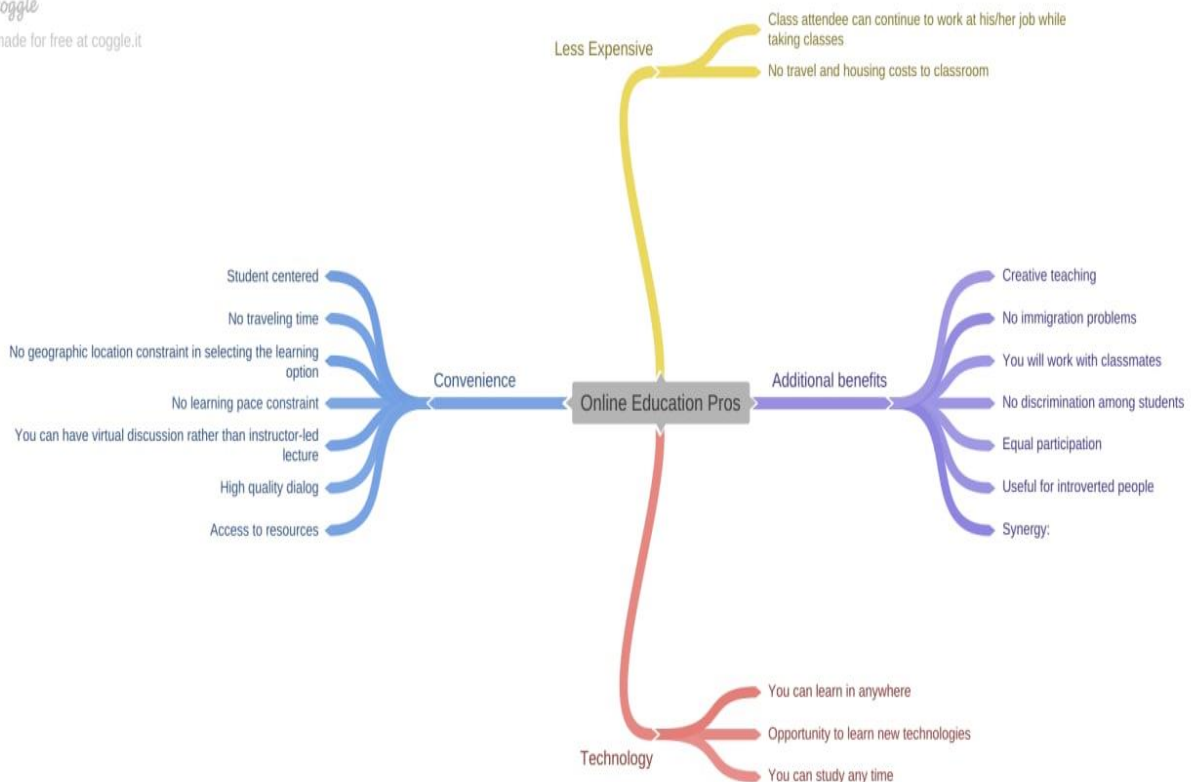
- memory testing
- classroom tools are difficult to apply

Technology Cost and Scheduling

- Computer boot-up time, software programs, and connection to Internet
- Students may be required to learn new or enhanced computer and troubleshooting skills
- Additional cost of high-speed Internet.

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In order to make an informed choice regarding the course of his or her career, students must weigh the pros and drawbacks of several aspects. Students must choose whether they will complete their goals in-person, online, or through a combination of both.

However, in other circumstances, potential students are discouraged from continuing their education due to the hardship of keeping a regular school schedule. It is also true that a person's motivation to learn greatly influences their ability to learn. The work any student puts into their education ultimately affects how much of it they will retain and how useful the experience overall was for their future job.

Appendix:

1. Alternative method – is one that you can use if you do not [want](#) to use another one.

2. Pros and cons – the advantages and disadvantages of something, especially something that you are considering doing.

3. Kahoot – is a program which has different types of questions you can play it online.

4. Face-to-face education – is one in which participants, instructors, and facilitators meet together in the same place and at the same time.

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INTROVERTS AND EXTROVERTS

Rajabova Zarina Laziz kizi

Student of Samarkand State University (Kattakurgan branch)

Sattarova Feruza Rustam kizi

Assistant-teacher of Samarqand state university (Kattakurgan branch)

Annotation: In this article describes the theories of Carl Jung, a scientist who shared several ideas about introverts and extroverts. In addition, it is also mentioned about the signs that can be an introvert and an extrovert. It also provides information on the main differences between introverts and extroverts.

Key words: Introverts, extroverts, Carl Jung, general attitudes, characterize, theories, personality, differences, information's.

Annotatsiya: Ushbu maqolada introvert va ekstrovertlar haqida bir qancha fikrlarini aytib o'tgan olim Karl Yungning nazariyalari va qarashlari tasvirlanadi. Undan tashqari introvert va ekstrovertlarning belgilari ham keltiriladi. Introvert va ekstrovertlar o'rtasidagi asosiy farqlar va xulosalar haqida umumiy ma'lumotlar beriladi.

Kalit so'zlar: hissiyotga berigan kishi, o'zining manfaatini ko'zlaydigan kishi, Karl Yung, umumiy munosabatlar, harakter, nazariyalar, shaxsiyat, farqlar, ma'lumotlar.

Carl Jung was one of the first people to define the terms introvert and extrovert in a psychological context. According to Jung (1910;1923), personality is based on four pairs of opposing types.

He claimed that these types are present in all of us, but one is more dominant than the other, meaning that personality is on four dimensions,

Which are:

*Extroversion / Introversion

*Sensing / Intuition

*Thinking / Feeling

*Judging / Perceiving

Jung described extrovert as preferring to engage with the outside world of objects ,sensory perception, and action. Introverts he described as being more focused on the internal world of reflection, are thoughtful and insightful.

Signs you might be an introverts

*You have a small group of close friends.

*Thoughtful.

*Energized by being alone.

*Enjoy solitude

*Tends to keep emotions private

Signs you might be an extroverts

*Enjoying social setting

*Seek attention

*Energized by being with others

*Are friends with many people

*Sociable

*Outgoing

Introversion is a personality type characterized by traits such as reserve, positivity, thoughtfulness and a preference to keep emotional states private. Introverts are most comfortable interacting in small groups and with one- on-one relationships and are energized by spending time alone.

Extroversion is a personality type characterized by traits such as sociability, assertiveness and cheerfulness. Extroverts seek out novelty and excitement and enjoy being the centre of attention.

Extroversion and introversion refer to where someone gets their energy from . The difference between an extrovert and an introvert is extroverts are energized through socialization and collaboration, whereas introverts receive energy from alone time or in social settings with much smaller groups. For example,after a long work week, an extrovert will typically enjoy spending time

with others at social gatherings. In contrast, an introvert may wish to avoid all social activities and instead go home to decompress alone.

Conclusion

In the simplest terms, introverts gain energy through solitude while extroverts gain energy by spending time with other people. Introverted adults are more prone over stimulation in their daily lives. Overstimulation can come in forms of public speaking, large business meetings or crowded parties.

APPENDIX:

1.Introverts- (psychology) a person who tends to shrink from social contacts and to become preoccupied with their own thoughts.

2.Extroverts- (psychology) a person concerned more with practical realities than with inner thoughts an feelings.

3.Solitude- the state or situation of being alone.

4.Trait- a distinguishing feature of your personal nature.

5.Outnumber- to be greater in number than someone or something.

6.Thoughtfulness - noun.t =he characteristic or habit anticipating and being attentive to the needs and interests of others.

7.Continuum - a continuous nonspecial whole or extent or succession in which no part or portion is distinct or distinguishable from adjacent parts.

8.Stimulation- any stimulating information or event; acts to arouse action.

9.Insightful- exhibiting insight or clear and deep perception.

10.Cheerfulness- a feeling of spontaneous good spirits.

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ENVIRONMENT CONSERVATION

Sobirjonova Laylo Sobirjon kizi

Student of Samarkand State University (Kattakurgan branch)

Sattarova Feruza Rustam kizi

Assistant-teacher of Samarkand State university (Kattakurgan branch)

Annotation: This article discusses environmental protection. The most obvious reason for conservation is to protect wildlife and promote biodiversity. Protecting wildlife and preserving it for future generations also means that the animals we love don't become a distant memory. And we can maintain a healthy and functional ecosystem.

Key words: "conservation," "preservation," "ozone," "saving," "resource" ecology", "save the ecology, "ecosystem".

Anotatsiya: Ushbu maqolada atrof-muhitni muhofaza qilish muhokama qilinadi. Tabiatni muhofaza qilishning eng aniq sababi yovvoyi tabiatni muhofaza qilish va biologik xilma-xillikni targ'ib qilishdir. Yovvoyi tabiatni muhofaza qilish va uni kelajak avlodlar uchun asrab-avaylash biz sevadigan hayvonlarning uzoq xotiraga aylanmasligini ham anglatadi. Va biz sog'lom va funktsional ekotizimni saqlab qolishimiz mumkin.

Kalit so'zlar: muhofaza, saqlash, azon qatlami, saqlash, manbaa, ekologiya, ekologiyani saqlash, ekotizim

Human existence is quite impossible without the presence of a healthy ecosystem. Our environment comprises all living and non-living components and their interactions within a natural habitat. Environmental conservation has become one of the core issues that need to be addressed to battle climate change

and global warming. Sustainable development is the need of the hour that can save mother earth from the repercussions of industrialization. In this blog, we will aim to elaborate upon environmental conservation, its needs and ways of conserving the environment.

Environmental conservation is a practice that opens the door for governmental, organizational, and individual protection of the environment and natural resources.

Human lives are being severely affected by a number of fundamental environmental challenges. All of these problems, including overcrowding, hydrological problems, ozone depletion, and global warming, as well as deforestation, desertification, and pollution, represent a serious threat to humankind's continued survival. It is pointless to anticipate positive progress until environmental protection turns into a powerful mass movement, particularly in the era of digital media, which has the power to spark a revolution and prevent the destruction of our world. One of the oldest and most prestigious international interdisciplinary environmental magazines is Environmental Conservation. Research papers, reports, comments, viewpoints, and subject reviews on environmental natural and social science, as well as environmental policy and practice, are included. These are all based on in-depth investigations at local to global scales. The magazine covers a wide range of topics, including management of coastal areas and human institutions, ecosystem change, resource exploitation, terrestrial biomes, aquatic and marine systems, and ecosystem change. For environmentalists, managers, consultants, agency staff, and scientists desiring to stay up to date on recent advancements in environmental research, Environmental Conservation is vital reading.

Appendix: ECOSYSTEM –biological community of interacting organisms and their physical environment.(in general use) a complex network or interconnected system.

OZONE –a colorless unstable toxic gas with a pungent odour and powerful oxidizing properties, formed from oxygen by electrical discharges or ultraviolet light. It differs from normal oxygen (O₂) in having three atoms in its molecule (O₃).

POLLUTION –presence in or introduction into the environment of a substance which has harmful or poisonous effects.

NATURAL –in accordance with the nature of, or circumstances surrounding, someone or something.

ECOLOGY –the branch of biology that deals with the relations of organisms to one another and to their physical surroundings.

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PAPERBACKS VS E-BOOKS

Sobiraliyeva Zulkhumor Sanjar kizi

Student of Samarkand State University (Kattakurgan branch)

Sattarova Feruza Rustam kizi

Asistant-teacher of Samarkand state university (Kattakurgan branch)

Annotation: In this article it is described about today's advanced time and update innovative books, it is no longer difficult for us to find a book. It will be analyzed advantages and disadvantages of e-books and its being utilized by high percentage people. It can be easily used the book we want whenever we would like. If we do not have a paper book, there are many possibilities of using electronic books.

Key words: technology, print, e-book, smartphone, publishing, industry, publication, magazine, increase, copies, purchase, educate, audio books.

Anotatsiya: Ushbu maqolada bugungi ilg'or vaqt va innovatsion kitoblarni yangilash haqida hikoya qilinadi, endi biz uchun kitob topish qiyin emas. Unda elektron kitoblarning afzalliklari va kamchiliklari va undan yuqori foizdagi odamlar foydalanishi tahlil qilinadi. U biz xohlagan kitobni xohlagan vaqtda osongina ishlatishimiz mumkin. Agar bizda qog'oz kitob bo'lmasa, elektron kitoblardan foydalanishning ko'plab imkoniyatlari mavjud.

Kalit so'zlar: texnologiya, bosma, elektron kitob, telefon, chop etish, sanoat, nashr qilish, jurnal, o'smoq, nusxalar, sotib olmoq, o'qitmoq, audiyo kitoblar.

A book is an endless light that illuminates the paths of life, a source of

happiness that gives meaning to a person's life, a loyal friend that accompanies him in any situation. There is no tool is powerful as a book to ensure the spiritual perfection of a person That is why, from time immemorial, leaders of enlightenment and wise men have invited all mankind to read books and learn the secrets of knowledge and manners from it. Today, technology allows us to read books in different ways. We can easily use printed books or e-books if we want. Printed books are more convenient for people to enjoy and read. The pleasure of reading book and thinking about its content with peers while feeling the unique pleasant smell emanating from a printed book that cannot be found in an electronic edition, and enjoying the mysterious rustling of miraculous pages while turning the pages is unique. We read information. If we are reading a large amount of information or an artistic work, we turn to printed books. This is because if we use e-books for a long time, our eyes begin to ache, and this in turn harms our health. But e-books also has several advantages. For example, we can use e-book on our smartphone whenever and wherever we want. The e-book publishing industry has grown significantly over the past few years. However, print books are not dead either. Print books will never die. The COVID-19 pandemic has been a good opportunity for print publications. Printing Impressions, a publishing industry magazine, according to the data, sellers increased by 8,2% per year and totaled 751 million copies. The reasons for the increase in book purchases were cited as the reasons for more free time and the need to educate children at home and audio books. «*Looking* at my statistics for the last 18 months, about 18% of my sales are e-books," reports Rosamillia level. According to a survey of book formats by the Pew Research Center, traditional print books are still the most popular reading format for adults and children.

Conclusion

The purpose of these studies is to determine the need to read books among people today, to determine how they prefer printed or digital from which

and negative aspects of the pleasure of reading printed conclude that today ,printed books and e-books are equally useful for readers.

Appendix

1.Industry (n) - economic activity concerned with the processing of raw materials and manufacture of goods in factories.

2.Paperback (n) - a book bound in stiff paper or flexible cardboard.

3.Textbooks (n) - a book used as a standard work for the study of a particular subject.

4.Increase (v)- to make greater, as in number, size, strength, or quality; augment; add to: to increase taxes.

5. Educate (v) - to develop the faculties and powers of (a person) by teaching, instruction , or schooling.

6. Audio book (n) - recording of an oral reading of book, often in abridged form.

7. Technology (n) - the discipline dealing with the art or science of applying scientific knowledge to practical problems.

8.Information (n) - a collection of facts from which conclusions may be drawn.

9.Electronic (adj) - of or relating to electronics; concerned with or using devices that operate on principles governing the behavior of electrons.

Used literatures:

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2."E-Books vs. Print Books: What's the Difference?" By Linda

McMaken Updated April 07.2022 Reviewed by Margaret James.

3."Paper Books vs E-books Statistics Trend and Facts Posted" by Rob Errera on 02.18.2022.

4."Print Books are Cheaper than E-Books" for Academic Libra By Laura Newton Miller September 2015.

HOW CAN FOOD BE RECYCLED ALL OVER THE WORLD

Qurbonova Dilfuza Kamol kizi

Student of Samarkand State University (Kattakurgan branch)

Annotation: This article covers the issues of how to process and effectively use food products around the world. And it is also mentioned in which areas it is most used at the moment.

Key words: recycling, waste, landfill, fertilizers, extracts, vegetables, food waste.

Annotatsiya: Ushbu maqolada butun dunyoda oziq-ovqat mahsulotlarini qayta ishlash va undan samarali foydalanish masalalari yoritilgan. Va hozirgi vaqtda qaysi sohadalarda eng ko'p foydalanilish ham aytib o'tilgan.

Kalit so'zlar: qayta ishlash, chiqindi, chiqindilarni yerga ko'mish, o'g'it, ekstraktlar, sabzavotlar, oziq-ovqat chiqindilari.

Currently, the preservation of our nature is an urgent issue. The main reason for this is release of various harmful wastes into the environment every minute. One of these wastes is food waste. Fruits and vegetables have the highest waste rate of any food product. According to estimates by the Food and Agriculture Organization of the United Nations, worldwide 45 percent of fruits and vegetables are wasted along the supply chain. But with a little chemistry, biology, and great know-how, recycled products can be recycled into functional and valuable products. According to scientist, 40 tons of food waste is thrown every second in the whole world. Such a problem is observed all over the world, but also in our country. For example, in 2016-17, we generated 7.3 million units of food waste according to national benchmarks. The majority to

this waste is enormous. According to the World Resources Institute, if the county had food waste, it would be the third largest carbon emitter behind the USA and China. As a solution to these problems, it is necessary to recycled the waste instead of throwing it away. By processing them, we can turn them into valuable products, from pharmaceuticals to building materials, including fertilizers, energy and a range of innovative products. Extracts and oils obtained from food waste booths are also used in valuable cosmetics. Researchers are now studding whether orange peel, one of Australia's cancer. As researchers and industry ways to process food waste is to prevent food waste.

Conclusion: By way of conclusion, the food waste that we throw away as recycled unnecessary and useless can be recycled. But just because waste can be recycled does not mean we have to increase the percentage. Therefore, each of us should increase our knowledge about food waste and read more about it.

APPENDIX:

1.harmfull (adj)- causing or capable of causing harm; injurious: a harmful idea; a harmful habit.

2.supply chain (n)- marketing a channel of distribution beginning with the supplier of materials or components, extending through a manufacturing process to the distributor and retailer, and ultimately to the consumer.

3.benchmark(n)- a standard of excellence, achievement, ect., against which similar things must be measured or judged: the new hotel is a benchmark in opulence and comfort.

4.enormous (adj)- greatly exceeding the common size, extent, etc.;; immense: an enomous fortune.

5.pharmaceutical (adj)- pertaining to pharmacy or pharmacists.

6.percentage (n)- a rate or proportion per hundred.

USED LITERATURES:

1)" A global comprehensive review of literature related to paper recycling: A pressing need for a uniform system of terms and definitions."Authors: Ilpo Eravasti(Aalto University);Ilkka Kauranen (Aalto University); Ruben Miranda (Complutense University of Madrid). Publish : November,2015; Page - 27 .

2) Can manufacturers Institute "Recycling Behavior Literature Review"; Compiled by: Hill+ Knowlton Strategies; Publish :2020 ; Page - 25.

3) " Food waste : Reduce, reuse, recycle, re-think" ; Authors: Isam Mohammed Abdel-Magid (Imam Abdulrahman Bin University) , Faris Gorashi Faris (Infrastructure University of Kuala Lumpur); Publish : December 2014; Page - 19.

4)" Recycling and reuse of materials and their Products" ; Authors : Kishar Kumar Sadasivuni, Abderrahim Boudenne, Yves Grohenis; Publish : July 2012 ; Page -23 .

5)" Recycling Food Waste" ; Authors : Daniel Francois-Joseph, Marion Martin ;Publish : December 2021 ; Page -11 .

MY FAVORITE FICTION CHARACTER

Khushboqova Zulkhumor Zokir kizi

Student of Samarkand State University (Kattakurgan branch)

Sattarova Feruza Rustam kizi

Assistant-teacher of Samarkand state university (Kattakurgan branch)

Annotation: In this article it is described about basic hero of novel's Harry Potter who is eighteen years old boy. He studies in a magic school and he is a wizard. He is distinguished from other characters by the fact that he helps all people through this ability. And faces several obstacles on the way to this goal.

Key words: Harry Potter, brave, magic, Voldemort, philosopher's, Ginny Elder Want, British and so on.

Annotatsiya: Bu maqolada romanning bosh qahramoni 18 yoshli Harry Potter haqida hikoya qilinadi. Harry Potter sehrgarlik maktabida o'qiydigan sehrgarlik qobiliyatiga ega bo'ladi. U bu qobiliyati orqali barcha insonlarga qo'lidan kelgancha yordam beradi. Bu maqsadi yo'lida bir qancha to'siqlarga duch keladi.

Kalit so'zlar: Harry Potter, jasur, sehrgar, Woldemort, faylasuf, Ginny, Elder Want, britaniyalik va boshqalar.

The novel "Harry Potter and the philosopher's stone" was written by J.K. Rowling. This work was published in June 1997. The novel consists of seven books. Each book has its own development of events. The main character of the work is told about the wizard Harry Potter. In addition, as of February 2018, the books have sold more than 500 million copies worldwide, making them the best-selling book series in history and have been translated into more than eighty

languages.

Harry Potter is raised by his aunt and uncle because he was separated from his parents early. His parents are also interested in magic. Harry Potter is invited to Hogwarts school of wizardry. After that adventures begin in his life .he realizes that he has magical abilities .And he realizes that his parents were killed by the wizard Voldemort not by accident. Moreover ,he makes friends at Hogwarts. They were Ron and Hermione. Together they try to reveal the secret of the philosopher's stone. In the second book of the work ,Harry comes across a diary that leads to mysterious memories. And in this part ,he meets Ginny ,Ron's sister. There is warmth between them. But Harry is such a person the does not reveal his feelings .He loves mystery.

The third book describes the escape of the mass murderer Azkaban from the wizarding prison. And its said that he will attack Hogwarts at any moment. Harry fights against him. But she helps him escape after realizing that he is Azkaban's missing father. In addition, in the play he fights with the strongest enemy Woldemort. Woldemort as a negative character is also very skillfully portrayed in the work.

Harry's thoughtfulness And courage to easily solve any complex problem are note worthy.

In the fourth book of the work, Woldemort recovers his strength and escapes from Woldemort .In the fifth book it is called "Harry Potter and the Order of the Phoenix ".In this part ,Harry is seriously injured. The six book Harry and the Half Blood Prince leads us to the death of Dumbledore caused. By Snape , Harry's potion teacher. And the last book is the book "Harry Potter and the Deathly hallows». In this part , it is said that if a person has three things , they will become the owner of the Death .These are the resurrection stone ,the elder want, the invisibility cloak. In addition, Harry will try to kill Voldemort and become the master of the death. Another reason why the work is so loved is

that it pays attention to the details of the clothes and the description of the characters. In addition, character is very important in fantasy works. With this in mind, the writer tried to create attractive characters that are interesting or complex. A literary work consists of characters and main character. Therefore the existence of a literary character is a parasite related to the existence of a man with certain literary functions, but it is not only caused by the specification of these function and it requires certain films that accept a certain existential feature from the readers. Each character performs a specific task in the work. If we take Rowling's "Harry Potter" work, Harry is fighting for justice.

Conclusion

This study shows that the writer Rowling was able to create an attractive and literary type of character in the case of Harry Potter.

APPENDIX

wizard (n)-a man who is supposed to have magic powers

fictional(adj)-fictional people, events etc are imaginary and from a book or story OPP factual

defeat(n)-failure to win or succeed defeat in

hopefully(adverb)-a way of saying what you hope will happen, which some people think is incorrect

straightforward(adj)-simple and easy to understand OPP complicated

aforementioned(adj)-mentioned before in an earlier part of a document, article, book etc

greedy(adj)-always wanting more food money power possessions etc than you need

prominent(adj)-important

heterogeneous(adj)-consisting of parts or members that are very different from each other OPP homogeneous

g)obstacle(n)-something that makes it difficult to achieve something

Used literatures:

1) "Creating fictional characters: The role of experience personality and social process" Aauthors:Marta Maslej and Keith Oatley .First published February 2017

2) "Fictional names fictional characters and persons referred to in narrative fiction" Aauthors:Petr Kotatko First published January 2017

3) "Harry Poter and Philosopher's Stone" Aauthors:J.K.Rouling. year 1997

4) "My favourite fictional character:Hermione Granger" Aauthors:Domis Café published April 9 2021

WOMEN CAN BE BETTER LEADERS

Umidullayeva Gulrukh Farrukh kizi

Student of Samarkand State University (Kattakurgan Branch)

Sattarova Feruza Rustam kizi

Assistant-teacher of Samarkand State University (Kattakurgan branch)

Annotation: In this article , how women were treated in politics at the time and to what extent this has changed to this day . Evidence shows that women can also become capable ministers and presidents. A profile of accomplished female leaders in the UK

Key words: male, prime, government, feminist, traditionally, critics, feminists , politician , gender, throne, power.

Anotatsiya: Ushbu maqolada ayollarga o'sha paytda siyosatda qanday munosabatda bo'lganligi va bu bugungi kungacha qanchalik o'zgarganligi haqida. Dalillar shuni ko'rsatadiki, ayollar ham qobiliyatli ministr va prezident bo'lishlari mumkin. Buyuk Britaniyadagi yetuk ayol yetakchilarning profili

Kalit so'zlar: erkak, bosh, hukumat, ayollik, an'anaga ko'ra, tanqidchilar, feministlar, siyosatchi, jins, taxt, hokimiyat.

For many years, male dominance was virtually total. The number of sovereign states increased and new nations established parliaments, cabinets, president and prime ministers, but male dominance persisted. All presidents and prime ministers were men. There were a few reigning queens, but their positions were hereditary and their role was largely ceremonial , However a change occurred in the last decades of 20th century. Every once in while, a woman would suddenly brighten up the family photo with cheerful colors. There were several women around the turn of the century and by 2010 there were women presidents or prime or prime ministers on virtually every continent. There

weren't many but something had happened nonetheless. Overview by the end of 2010, a total of 73 women were president or prime ministers in 53 countries around the world. Overall, nearly 30 percent of the world's countries had a female head of state or government at some point after World War 2 . Although women were few , the fact that they rose to the top of national governments was a global phenomenon.

The United Kingdom elected Margaret Thatcher its first female prime minister during the queen's reign in 1979 . Thatcher , known as the Iron Lady , ultimately became the longest - serving British prime minister of the 20th Century. Michael Genovese in a new biography remarks that " Thatcher was very adept at sexual style flexing , using a range of other approaches to her femaleness as scenario dictated . " He also comments that she , like Indira Gandhi , was " governing in a ' man's world ' of politics ... forced her to jettison all strands of femininity and " act like a man " " . She confounded her male colleagues because her behavior was " perceived as conventionally female ' and , at the identical time , evidently ' male ' . " Critics and admirers called her , variously , " the best man in the country , " " not a real woman , " the " Iron Lady , " " Her Malignancy , " That Bloody Woman . " She disappointed feminists who had fought for possibilities for women to rise to national leadership roles as Thatcher had done , because Thatcher did not , in turn , adopt her power as a national leader to promote a so - called women's policy agenda or to challenge the male - gendered politics - as - typical international environment by paving the way for more female leaders to follow her into the elite chambers of power .varmints was a global phenomenon." Practically no one on her staff or in her cabinet was female , and she spent her time in the company of males " One justifications for this is that Thatcher thought of herself as a " politician first , " and , at the time she was in power in the 1970s and 1980s , politicians were male . She was cited by British newspaper the Daily Mirror in 1980 asserting : " I don't notice that I'm a woman . I regard myself as ' Prime Minister " .

Moreover , although Margaret Thatcher engaged in a high - powered public career when she was also a wife and mother , she encouraged other British women to " stay at home , raise families and assume classical roles " . John Wilson and Anthea Irwin have noticed that " Thatcher didn't hide ' her gender as such , but she definitely compartmentalized it and disregarded it in her political life " .

Queen Elizabeth II was not the first woman to take the throne . " There have been numerous monarchs in Great Britain and it's interesting that three of the longest reigning but most impactful were females , " Campbell said . Queen Elizabeth I ruled from 1558-1603 and Queen Victoria's reign lasted from 1837-1901 . " But Elizabeth II is , probably , of those three queens , the most completely evolved constitutional monarchy in the sense of having the least power and having to be the most constrained in her views , and I assume that she has managed that very skillfully and for 70 years . "According to Campbell , the Queen's understanding of her role in the U.K. and the Commonwealth is what generated her successful : " I expect that part of it is knowing when to step back and that Britain has lost power , " she said , " She has never been an advocate British power , that's not the point of the role , but she's always been willing to be where it was relevant for her to be and as Britain's role in the world varied between very committed to keeping the Commonwealth together . "

APPENDIX

Dominance – power and influence over others

Inherit –receive (money, property,) as an heir at the death of previous holder

Reign- hold royal office; rules as monarch

Leadership – the action of leading a group of people or an organization

Feminists –is someone who supports equal rights for women.

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2. Women as Political Leaders : Studies in Gender and Governing first published in 2013 from 25 to 27

3. Gender and Women’s leadership: A references handbook copyright 2010 from 112 to 117

4. <https://www.forbes.com/sites/stephaniefillion/2022/09/09/how-queen-elizabeth-ii-also-made-history-for-women-in-leadership/?sh=3ae4c2dc2e6e>

LIFE WAS BETTER WHEN TECHNOLOGY WAS MORE SIMPLE

Rashidova Marjona Akmaljon qizi

Student of Samarkand State University (Kattakurgan Branch)

Sattarova Feruza Rustam qizi

Assistant-teacher of Samarkand state university (Kattakurgan branch)

Annotation: In this article it is highly described about advantages and disadvantage of life with technology. Technology is the most important thing for any country to beauty and develop. Technologies have become a part of human life. Today, none of work is without technology. The production of technologies in every country should be developed more perfectly.

Keywords: technology, laptop, communicate, information, application, network, cell phone

Anotatsiya: Ushbu maqolada texnologiyalarning afzalliklari va kamchiliklari haqida batafsil ma'lumot berilgan. Har qanday davlat taraqqiyoti go'zalligi uchun eng muhimi tenologiyadir. Texnologiyalar inson hayotining bir qismi hisoblanadi. Hozirgi kunda hech qaysi bir ishimiz texnologiyalarsiz bo'lmaydi. Har bir yurtda texnologiyalar ishlab chiqarishni yanada mukammalroq rivojlantirish lozim.

Kalit so'zlar: texnologiya, noutbuk, muloqot, ma'lumot, ilova, tarmoq, mobil telefon

We live in the 21st century and we are surrounded by technology. Is it good or is bad? Let's think about it. The first thing that springs to mind is technology is great. It makes our life easier in many ways. For instance we have a lot of kitchen appliances that help us cook, cut, and wash in less time than 20

years ago. So housing has become much less time consuming. It applies to many other areas of our life.

Technologies help us be connected. Most people have some kind of a smart phone that allows them to stay online, share their news with friends and relatives no matter where they are at the moment. Nowadays we have easy access to information, which help in education and business. There are numerous resources that give people opportunity to study at home or be accepted in a university abroad without leaving their home country.

Of course we need to mention technologies used in medicine. They help save lives or improve lives of those who suffered from accidents or were born with some abnormalities. Technologies help us travel in quicker ways. The list of advantages can go and on.



But does technology have disadvantages?

It definitely does. The speed with which modern technologies develop and our attempts to catch up with it make our lives more stressfull. We have

become more isolated, as more and more people replace real relations with social media ones. We virtually don't need to go out to satisfy our basic needs like food, medicine etc. Technology definitely improves our lives but only when used in moderation.

Have you ever imagined a life without technology? A life without a smartphone to communicate, research information or express our emotion in a social network?

Everybody knows that if we did not have the technology around us, our lives would be completely different at one point that we will have to learn to live without it. Our lives without technology would be similar to in the XX century in terms of real communication, lives in danger and without things that help us every day. In the past did not exist technology to communicate or research information for the homework. They use books to research information, those big ones that maybe you had in your house and you never realize. To communicate, they usually do it by letter. In 1970 according to "Fishgold.net" are a lot of things that change comparing up today. The cars did not have GPS, they had to buy a map or ask for directions to arrive at the place wanted. The reports for the school were written by hand because the computers did not exist, in short they were hours writing the report. Another example is that when they took photos, they could not see them in the camera, cellphone or computer roll and go to a specific place to see the pics.

Show more content... Ferrell Daste (an old man) explain in "live simple Chicago" that the life before technology was much easy for him than now in the XXI century.

It is argued that with the advancement of technology we have created our life more complicated than before. In my opinion, I agree with the statement because, there is a real threat to the contemporary jobs across the globe and

currently people are getting more lazy. The fact argue that in the past life was better compared to the present due to having simple technology.

Used literatures:

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4. https://studymoose.com/Radioplus_Experts_Ltd

APHORISM AS AN OBJECT OF LINGUISTIC RESEARCH.

Urazbaeva Mukhabbat Jalgasbaevna

Uzbekistan State University of Physical Education and Sports

English teacher of the Department of Foreign Languages

Annotation: The article provides aphorism as an object of linguistic research.

Key words: aphorism, people, aphorisms for success, auto- semantics , quotation , rhythmic organization.

An aphorism is a brief saying or phrase that expresses an opinion or makes a statement of wisdom without the flowery language of a proverb. Aphorism comes from a Greek word meaning "definition." The term was first coined by Hippocrates in a work appropriately titled Aphorisms. Aphorisms are often used to teach a lesson while speaking in plain terms. For example, “A bad penny always turns up” is an aphorism for the fact that bad people or things are bound to turn up in life. We just have to deal with them when they do. Interesting, right? The aphorism examples below are all conveying some sort of truth in a direct, sometimes witty, manner that makes this kind of message powerful.[1]

Aphorisms for People.

People are the spice of life. They complicate things and they make things more beautiful. Here are some aphorisms pertaining to the human race:

Actions speak louder than words.

All for one and one for all.

Don't fire until you see the whites of their eyes.

Early to bed, early to rise, makes a man healthy, wealthy, and wise.

Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.

Give him an inch and he'll take a mile.

Give him enough rope and he'll hang himself.

He who fights and runs away, lives to fight another day.

He who hesitates is lost.

If you lie down with dogs, you wake up with fleas.

Laugh, and the world laughs with you; weep, and you weep alone.

You can fool some of the people all of the time, and all of the people some of the time, but you can't fool all of the people all of the time.

You can kill a man but you can't kill an idea.

You can take the boy out of the country, but you can't take the country out of the boy.

You made your bed, now lie in it.

You need to take a bull by the horns, and a man by his word.[2]

Aphorisms for Life.

Aphorisms almost always come from life experience. They're passed on from someone who's "walked the walk." These aphorisms are general remarks on life: the good, the bad, and the ugly.

A barking dog never bites.

Absence makes the heart grow fonder.

All that glitters isn't gold. An ounce of prevention is worth a pound of cure

Children should be seen and not heard.

Doubt is the beginning, not the end, of wisdom.

East or west, home is best.

Eat to live; don't live to eat.

From the sublime to the ridiculous is but a step.

Genius is one percent inspiration and 99 percent perspiration.

Ignorance of the law is no excuse for breaking it.

Imitation is the sincerest form of flattery.

Possession is nine-tenths of the law.

The more things change, the more they stay the same.

The proof of the pudding is in the eating.

The race isn't always to the swift, nor the fight to the strong, but that's the way to bet.

You can lead a horse to water, but you can't make it drink.

You can't fight city hall.

Aphorisms for Success

Everyone wants to be successful, at least in their own way. Since it's a common denominator in the human race, quite a few aphorisms have popped up over the ages regarding hard work and financial fortitude.[2]

A penny saved is a penny earned.

All things come to those who wait.

Don't hide your light under a bushel.

Don't judge a book by its cover.

If you do what you've always done, you'll get what you've always got.

Know which side your bread is buttered on.

He who pays the piper calls the tune.

Measure twice cut once.

"The opposition of universal statements and concretizing (ordinary texts) is supported and determined by linguistic means, such as grammatical categories of the language and specific features (auto- semantics , quotation , rhythmic organization, didacticity, generalization, the presence of the author)". Universal statements perform a specific function in speech: they make it possible to clearly and concisely express a thought, accurately and briefly characterize a phenomenon, situation, a person's attitude, and express one's feelings in an excellent literary form .The cognitive value of universal statements lies not only in the variety of information, in the typification of the phenomena of reality, in the generalization of the rich life experience of the masses, but also in the derivation of general conclusions about the patterns of development of nature and society .Aphorism is a catch phrase. V.G. Kostomarov and E.M. Vereshchagin refer winged expressions, along with words, proverbs and sayings, to the structural units of the language: "<...> if we compare words, phraseological turns and linguistic aphorisms (meaning winged expressions, proverbs and sayings), then they all represent a cliché (reproduced), are signs, may have a motivation for their meaning, may have synonyms and antonyms, have functional similarity (that is , primarily used for nominative purposes), have paradigms (can appear in various cases or conjugate).[3]"An aphorism is a saying (usually in the form of a phrase) expressing some generalized thought; for an aphorism, both completeness of thought and brightness, sharpness of the form of thought are obligatory.A catch phrase, being part of linguistic aphorisms (a linguistic aphorism is understood as "a phrase that is known to everyone and therefore is not created anew in speech,but is extracted from memory". In the Russian language, traditionally, the number of language aphorisms includes proverbs, sayings, popular expressions), acquires, accordingly, such an

indispensable property of language aphorisms as mass reproducibility . A speech (individual) aphorism does not have such a property, and thus, is not a linguistic aphorism. So, among popular expressions, you can find a lot of units that are at the same time aphorisms (sayings), since they have not lost touch with the author. In the above wording, S.G. Shulezhkova emphasizes such an important feature of the popular expression as a connection with the source. For this reason, proverbs and sayings do not belong to the category of popular expressions (they have lost contact with the source), but to the category of linguistic aphorisms (in the titles of works, these types of texts are distinguished, for example, in the title of the dictionary by V. G. Kostomarov and E. M. Vereshchagin " Russian proverbs, sayings and popular expressions). However, O.V. Berkova emphasizes the presence in the dictionaries of winged words (winged words are understood as widespread expressions: a common quotation from a certain written source or a statement from a historical person) units, the source of which has not been established. That is, there is a departure from the main criterion of winged words: if the author of the unit is not known, then it is not a winged word. Rarely proverbs and sayings are classified as winged words (S.V. Maksimov, V.P. Biryukov). The connection of the winged word with the source, with the situation is also emphasized by N.T. Fedorenko and L.I. Sokolskaya : “<...> a winged word, unlike an aphorism, does not seem to have its own independent meaning, it is always associated with the situation in which it arose, otherwise it is incomprehensible. <.> If an aphorism, even one that has just appeared, is always understandable, then a “winged” word becomes only after wide publicity, when people are well aware of the conditions for its occurrence. L.I. Roizenzon also notes two main points that make it possible to combine popular expressions - reproducibility and connection with the author. For a correct understanding of the aphorism, there is no need to refer to the source, the situation, while the popular expression can be correctly understood only if the conditions for its occurrence are known. “Thus, catchphrases are not ordinary linguistic units. [4]

Conclusion:

Possessing a set of differential features inherent in any stable, separate-formed language unit, they differ from “nameless” language units in a kind of semantic appendage: their meanings are “burdened”, “fraught” with genetic memory of the authors who created them, the works from which they were isolated, or historical events that gave rise to them. So, winged expressions or words include statements of historical persons and literary quotations. O.V. Berkova distinguishes between the concepts of a winged word (which means a common quotation from a certain written source or a statement of a historical person) and an aphorism: "If the main features of winged words are" citation "and usage, then the main feature of an aphorism is the depth of the reported thought." It is emphasized that some of the aphorisms are not winged words due to their low prevalence, and some of the winged words are not aphorisms due to the specifics of their content. Thus, statements of historical figures and literary quotations belong to both popular expressions and aphorisms. Relating to the category of popular expressions, these statements reveal such a sign as commonness. Relating to the category of aphorisms, reproducibility is not their indispensable condition, first of all, the depth of their meaning is emphasized.

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**TEACHING CULTURE AS A TOOL TO ENGLISH TEACHING
METHODOLOGY**

Saidova Valida

*3rd year student of the Faculty of Philology
of the Uzbekistan State University of World Languages*

Abstract: Learning a foreign language requires a strong desire, a good memory, regular practice and also patience from the student. In fact, knowing a foreign language is based on certain factors like having a good teacher, being in a real English atmosphere, traveling, learning a new vocabulary, applying learned words to a daily life. These factors help students to learn the language faster, better and more perfectly. The most effective of learning of foreign language is studying the culture of Target Language.

Keywords: language, teaching, culture, English, communication, sociocultural, intercultural, learning.

Learning a foreign language requires a strong desire, a good memory, regular practice and also patience from the student. In fact, knowing a foreign language is based on certain factors like having a good teacher, being in a real English atmosphere, traveling, learning a new vocabulary, applying learned words to a daily life. These factors help students to learn the language faster, better and more perfectly. The most effective of learning of foreign language is studying the culture of Target Language. So Kramersch's keen observation should not go unnoticed:

Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of

their hard-won communicative competence, challenging their ability to make sense of the world around them. [1]

Robert Lado explains the goal of learning a foreign language as “the ability to use it, understanding its meanings and connotations in terms of the target language and culture, and the ability to understand the speech and writing of natives of the target culture in terms of their meanings as well as their great ideas and achievements” [2] He argues that this goal involves both the need to understand what a native speaker means when s/he says something in a particular way, and the need to know what interpretation the native speaker will make when s/he hears something told in a particular way.

What does understanding the culture give to learners? Understanding the culture of Target Language allows learners to use learned words correctly in both oral and written form and to use them effectively. If learners have more knowledge about sociocultural background, they will be able to learn new words easily, make effective use of expressions and also it will change their ways of speaking. It helps students learn the Target Language more deeply. As well as, having more knowledge about the culture of Target Language builds the ability to use the right word depending on the context.

Let's discover the branch Intercultural Communication as a goal of learning a foreign language. In the modern methodology of teaching foreign languages, the knowledge and process of mastering foreign language communicative activity qualifies as Intercultural Communication. [3]

Learning a foreign language without understanding the culture is like eating a meal without salt. Even if a person who eats the meal without salt cannot feel himself or herself hungry, but, he or she cannot enjoy it. Speaking without understanding the essence of the culture of a foreign language is similar to the example mentioned above. There are some concepts that learners can apply very nicely in their native language. Even they can translate the concepts

directly as word for word translation. However, it doesn't give an exact result they expect, it doesn't sound exactly like their native language, it doesn't give the meaning they want to express. That is why it is so important for learners to learn a foreign language through its culture.

Let's see practical approach to teaching English through its culture. It's impossible to teach culture directly, because the aim isn't to teach culture as a subject, but to teach a foreign language making its culture one of tools. So food, holidays, clothing, time, music, money, traditional stories, religion, history, family and other topics can be cultural tools. Such themes are difficult to teach or explain without cultural background information. The following suggestions to teach might be helpful to young teachers or future teacher as me.

Food. Organizing a food fair is one of the best ways to teach the language beyond culture. A teacher can ask to cook or draw the traditional meals or food of English speaking countries for the next lesson. And students bring their creativities to the class. They can make dialogues, ask questions in their foreign language while they see, touch and practice the realia.

Music. Music festival can be motivation activity for learners of English. In today's life most of students have their favourite English singer. A teacher asks learners to create their lovely singers' images (if a student hasn't a favourite one, then s/he can choose) for the following lesson. In the class a teacher makes pupils speak about their images, even sing in English. The activity can improve their listening and speaking skills.

Money. It's good that most of teachers use ICT show foreign countries traditional items. On the other hand, permanent attraction of learners with ICT isn't sometimes possible. It's true that younger generation is fond of hi-techs, but using the same techniques can also be dreary. Instead, when theme is about money a teacher may bring models of bank notes, coins or bills of English speaking countries which are parts of culture. Students have conversations, organize role plays, exchange or do any other activities.

Tomalin and Stempleski, modified Seelye's "seven goals of cultural instruction", and listed the goals of teaching culture as follows:

1. To help students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviours.
2. To help students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.
3. To help students to become more aware of conventional behaviour in common situations in the target culture.
4. To help students to increase their awareness of the cultural connotations of words and phrases in the target language.
5. To help students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
6. To help students to develop the necessary skills to locate and organize information about the target culture.
7. To stimulate students' intellectual curiosity about the target culture, and to encourage empathy towards its people. [4]

From all above, it is evident that, much as the element of culture has gained momentum in foreign language learning, most educators have seen it as yet another skill at the disposal of those who aspire to become conversant with the history and life of the target community rather than as an integral part of communicative competence and intercultural awareness at which every "educated individual" should aim. [5]

Moreover, culture knowledge allows learners to think in another language. Culture is an essential thing when studying foreign languages. Because understanding cultural background-art, literature, lifestyle-helps students reach language proficiency and really live the language while they learn. [6]

To sum up, culture is invisible tool to methodology of English teaching that facilitates and accelerate the process of English learning. Furthermore, it widens students' outlook by giving them chance to learn new practices, traditions, customs and lifestyles. If teachers take cultural issues into consideration while teaching, high results of learners can be expected.

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**THE USE OF EDUCATIONAL TECHNOLOGIES IN TEACHING
ENGLISH AND THEIR RELATION TO LANGUAGE ACQUISITION**

(The possibilities of the "quest" technology in teaching foreign languages)

Maftuna Meliboyeva

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: The article substantiates the possibility of using the pedagogical technology "Quest" in secondary education, gives its detailed characteristics, and describes the quest conducted in the 9th grade of secondary school in English classes and after school hours. It is noted that this technology is quite applicable in teaching foreign languages at school since it is aimed at solving a set of tasks facing domestic education at present.

Keywords: secondary education, teaching foreign languages, pedagogical technologies, project activity, educational quest.

The processes of globalization and the active development of technology significantly affect almost all spheres of life, including school education. In response to these challenges of the time, the education system in Russia, as well as throughout the world, is undergoing significant transformations so that it fully meets the requirements of modern society. In secondary education, there are changes in learning goals, new methods and technologies are being applied, online technologies have a great influence on the essence of the educational process, and the design and content of the educational environment are undergoing transformation [4]. These processes are not the least because at the moment a new generation of young people is studying at school, which is called "centennials" [11]. That is why, according to researchers, changes in the education system should now take place taking into account the social and psychological characteristics of the new generation [6; 7], a methodic search

should be directed to the field of those learning technologies that would correspond to changing students.

In this regard, technologies that, on the one hand, meet the needs of students, and on the other hand, that can provide training for employees capable of designing new types of activities in the modern world, creating successful businesses, solving urgent problems in conditions characterized by a high level of competition, come to the fore in pedagogical research. The school today can no longer simply serve as a transmitter of knowledge: the teacher now becomes an assistant to the student in the independent production of knowledge. To date, direct memorization of previously known material is giving way to critical and creative thinking, group work, and communication to obtain information. In the educational process, the most important are the skills of independent acquisition of knowledge based on search and analysis, i.e. research activity [8]. It seems that these tasks can be solved using the educational technology "Quest". When working with the quest, various disciplines and knowledge are integrated, and the main focus falls on solving a specific task. Such technology is necessary for the adequate formation of the key competencies of a modern young person [3]. Ideologically, the Quest technology correlates with the project technology, which originates in the 1920s in the USA, when it was proposed to build training not on the principle of "from theory to practice", but from the need to solve a certain problem [5]. The essence of the method is that to achieve a given final result, the student is required to apply several interdisciplinary competencies, independent work, reflection, planning of possible results, and much more [9]. Among one the forms of implementation of project activities are the technology "Quest" (English quest – search, including, objects, places, and adventures). This concept existed in English-speaking culture long before pedagogy began to use it as one of the teaching methods. The quest gained particular popularity at the end of the twentieth century, with the advent of the eponymous genre of computer games, which, as a rule, were based on the story of a character who needed to achieve a certain ultimate goal by overcoming

several obstacles and solving riddles and puzzles. The essence of the quest remained unchanged when Bernie Dodge first mentioned it as a learning technology in 1995.

At that time, he created a unique educational project where students, to solve the problem, had to use all kinds of resources, including the Internet, and go from stage to stage, to achieve the final goal [12]. Today, the quest used in education is characterized by the presence of history, role-playing game elements, as well as various tasks, the solution of which is necessary to advance along a given plot [ibid.]. Subsequently, Professor Tom March proposed a more detailed description of this technology, highlighting a special kind of quest, namely, web quest (English web - network, web, and quest – search, research) [13]. The fundamental difference of the web quest is that all the tasks in it are completely based on the selected online platform or website on the Internet, and students can be involved in solving the problem remotely. The presence of the teacher is minimized and limited only by the provision of resources, usually in the form of hyperlinks needed during work. Receiving feedback can also be carried out outside the audience [ibid.].

According to T. March, the web quest has the following key features:

1. The web quest is based on an interesting and original task that has a direct connection with reality - with the phenomena and processes that people encounter in everyday life.

2. The web quest involves intensive intellectual activity (its analysis, synthesis, critical evaluation, etc.), and not just the generalization of information.
3. It is impossible to complete a web quest without active use of the Internet [13]. In Russia, research in the field of quest and web quest technology has been conducted relatively recently, therefore, many interpretations of these concepts can be found.

The main researchers of the quest technology in Russian pedagogy are M.V. Andreeva, Y.S. Bykhovsky, N.V. Nikolaeva, I.N. Sokol, and others. Bykhovsky defines a web quest simply as "a website on the Internet that

students work with while performing a particular educational task" [2]. More precisely, M.V. Andreeva formulates this concept, considering that a web quest is a scenario for organizing students' project activities on any topic using Internet resources [1]

It is known that in their educational activities, students today deal with a large number of research papers, the purpose of which is to search for and systematize information. The quest, in addition, allows students to use their imagination and skills to solve problematic problems. The answers are unknown in advance, and therefore the students performing the quest have the opportunity to create something new and unique. Only by applying creative thinking, students can achieve the final solution to the task assigned to them. At the same time, by studying the problem, students not only assimilate information: when faced with conflicting opinions, they determine their position on a specific problem, formulate their point of view, enter into a discussion, defending their opinion. An analysis of the literature shows that, according to various signs, scientists distinguish the following types of quests: – according to the form of conducting – a computer game, a web quest (when students search and analyze web resources and create a web product - a blog, a note, a website, etc. media quest (for example, photo and video quests), outdoor quests (in the park, in the yard, etc.) and combined quests;

– according to the mode of conducting – in real mode, in virtual mode, and combined;

– by the time of implementation – short-term and long-term quests;

– according to the form of work – individual and group;

– by dominant activity – research quest, information quest, creative quest, game quest, role-playing quest;

– the structure of the plot is linear and nonlinear [10]. Describing the "quest" technology, it should be noted that, like any other project activity, the quest is carried out in several stages, which are implemented in the form of independent work at home and classroom work in the classroom [9].

Within the framework of classroom group work, students distribute roles and tasks among themselves, build execution tactics, and share results at all stages of work on the project. The group is fully involved in the final stage: when discussing the results and evaluation. Independent work is those tasks that each student performs within the framework of his team. The front of work between the students is distributed and everyone is responsible for the result provided to them. As a result, the final result of the entire group depends on the work of each student [ibid.]. The study of theoretical literature on the problem of using the "quest" technology in the educational process, allowed the course of the study to develop a quest called "OscarRace". Based on the presented classifications, this quest can be characterized as a combined, real-time (within the framework of English lessons and after school hours), short-term, group (in groups of 4-5 people) project. The dominant type of activity can be attributed to the creative type of quests, since the result of the work is a project of a special format – a mini-film that schoolchildren should shoot. This quest is designed for students in the 9th grade of a secondary school, but it is possible to implement it in other classes since the complexity of tasks can vary depending on the actual level of foreign language training of students.

The development of the quest pursued the achievement of the entire set of goals (personality-forming and practical subject). The objective is the development of foreign language communicative competence of students at the level of a graduate of the basic school (integrative communicative skills at the A2 level). Educational goals involve expanding the general ideas of schoolchildren about cinema and cinematography, mastering the skills of searching and selecting relevant information, and systematizing it. Educational goals orient students to master the skills to determine the goals and objectives of their educational activities and choose the means to achieve them; to form the skills to plan and evaluate educational activities by the task and the conditions in which it is implemented; to develop the skills to work in a team; as well as to foster a tolerant attitude to the traditions and culture of countries the foreign

language being studied, to maintain interest in learning English. Developing goals allow you to realize a sense of belonging to the fulfillment of a common cause; the importance of assistance in the development of new useful and interesting information; provide conditions for the realization of the creative potential of students, for their self-realization, in general. The plot of the quest "Oscar Race" is dedicated to the famous film company and the Oscar film award, which students can receive for creating their films. The class is divided into mini-groups of 4-5 people. Each group is a film company that prepares its film to subsequently present it as part of the competition program and compete for the Oscar statuette in the Best Film nomination. The quest is divided into three stages.

In the first stage, students form teams, determine the name and logo of their company, and develop the plot and poster of the future film. At this stage, classroom work takes place, during which groups, moving from station to station, perform various tasks. For example, in task 1, students are invited to discuss various variations of the name of their own film company. Task 2 "My favourite movie genre" includes three audio excerpts, where the author briefly describes one of the genres of cinema, without naming it. The task of students becomes to give the name of the given genre and to argue their answer using keywords from the text. In task 3 "Movie poster", students are asked to choose a representative from the team who can or just wants to try their drawing skills. He goes to the blackboard, where he is offered a piece of paper and a marker. At this time, the group is discussing the type of poster of their future film (who is depicted, where, how it looks, and what it does). Next, the group needs to describe their idea to the "artist" so that they get a ready-made poster.

Task 4 "How is the movie made?" assumes that students, using several links provided by the teacher, fill out a table that reflects the main stages of film creation and summarizes the key types of work related to filmmaking. In task 5 "Movie plot", each group is asked to think about the plot of a future film and present it as a short story. The second stage is extracurricular. Students are given

from one to two weeks for it. During this period, using their achievements made at the first stage, the group is working on its mini-film. They are given full creative freedom; the only condition is that the duration of the video should not exceed 5 minutes. The final, third stage, is dedicated to viewing, discussing, and jointly evaluating the film presented by each group. This activity takes place in the classroom when each student (according to pre-determined criteria) gets the opportunity to evaluate the work of his comrades. Based on the results achieved during the performance of the tasks of the first stage, and taking into account the collective assessment given for the film, the winning group is identified, which receives an Oscar statuette as a reward.

The analysis of the quest shows that the goals and objectives set by us have been achieved. This is confirmed by the desire of schoolchildren to participate in a common cause, using their foreign language communication skills, the ability to work in a team (and some also have leadership qualities), and a sense of responsibility for the final result, which was fully manifested in the process of completing tasks. The difficulties that were noted during the testing of the "quest" technology were mainly related to the novelty of this type of activity for students. Group work, although familiar to students, turned out to be an unusual format. The development and testing of the quest have shown that this technology can be used at school. It meets the needs of modern schoolchildren in online technologies as a means of learning and can provide training for employees who can cope with the problems that people face in modern conditions in their activities.

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**THE USE OF EDUCATIONAL TECHNOLOGIES IN TEACHING
ENGLISH AND THEIR RELATION TO LANGUAGE ACQUISITION**

(The use of digital resources in teaching a foreign language)

Maftuna Meliboyeva

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: The article considers the requirements for the personal and professional qualities of future specialists imposed by modern society, their development in the process of teaching foreign languages, as well as the use of digital technologies and Internet resources for this purpose. In particular, the importance of a systematic choice of teaching tools to achieve specific goals set by the teacher is shown.

Keywords: modern education; computerization; digital technologies; choice of learning tools.

In the era of rapid development of information technologies, society demands that future specialists possess the skills and abilities necessary for independent acquisition of knowledge and their application in practice to effectively solve various problems, collect and analyze facts, generalize and make reasoned conclusions [2, p. 257; 6, p. 46], in order to achieve success it is necessary be sociable, work together in different situations, look for a way out of conflict situations; think critically and creatively, finding ways to solve emerging problems using modern information technologies; work independently to improve their own cultural level. The development of the above-mentioned skills and cognitive skills of students in the educational process is due to active learning technologies [4, p. 267]. Currently, the main indicator in the choice of teaching tools is the achievement of the final levels of foreign language proficiency developed by the Council of Europe and representing an effective Pan-European system of information exchange [3, p. 90]. "Language learning

activities should become an exciting, meaningful activity and a real language creativity. Only in this case, the student will turn from a student into a student, gain autonomy and a desire to develop himself in accordance with new educational standards" [1, pp. 21-22].

Currently, global computerization has covered all spheres of human activity, including science and education. The development of the Internet and the emergence of many computer programs that simplify the learning process have significantly changed the study of foreign languages, speeding up and facilitating work with authentic sources. Computer training programs have a number of advantages over traditional teaching methods, being, first of all, means of direct audiovisual interactive interaction. Using them in the classroom together with traditional teaching methods allows you to train various types of speech activity, realize the nature of linguistic phenomena, form linguistic abilities, create communicative situations, automate language and speech skills and ensure the implementation of an individual approach and the intensification of independent work of the student, as well as contributes to improving cognitive activity, motivation and the quality of knowledge of students. Computer communication technologies make it possible to implement methods that activate the creative activity of students in a new way. They can participate in virtual discussions on various educational websites and thematic forums, carry out joint creative projects together with students of various educational institutions. Thus, the use of modern information and communication technologies in the educational process can be considered as one of the active forms of individualization of learning [8, pp. 77-79]. The inherent properties of new technologies, such as their interactivity, polymodality, multimedia, visualization of content, play an important role in learning. Thus, computer visualization of educational content, especially in a playful, interactive form, develops cognitive thinking styles, creativity and mental activity of students, and also has a positive effect on their psychological and emotional state [9, p. 23].

According to N.K. Ryabtseva, "the use of computer technology introduces heuristic novelty into the learning process and creates motivation for productive self-knowledge and self-improvement, and also makes the lesson attractive and truly modern, individualization of learning takes place, control and summing up take place objectively and in a timely manner" [5, p. 456]. According to Tony Prince, academic director of NILE (Norwich Institute for Language Education), when teachers reflect on the use of digital technologies for educational purposes, they most often focus on the question: "Which applications or computer programs should be used to achieve the best result?" [11]. The following pop-up questions are the following: "How to use these technologies?", "What methods of using various applications give the fastest result?", "How to use them during the lesson?", "How to use them for your needs?", "How to update them?", etc. At the same time, it would seem that the primary question is very rarely asked Question: "Why should we use digital resources?". It should be noted that if we want the training to be the most effective, we must reverse the order of consideration of these issues and begin planning the use of technologies by setting the goal we are striving to achieve, i.e., with the question "Why?". When considering the question "What to use?", we will inevitably encounter a huge number of available digital resources, each of which has a large number of admirers who prefer it as the most effective or revolutionary. There are many digital resources, both online and requiring the installation of a science device, implementing the processes of creating a new one or researching an existing one.

These resources can also be presented in the form of various courses (MOOCS, I-tunes Courses), tools (Google Docs, Camtasia, Explain Everything), encyclopedias and other academic sources (Google Search, Wikipedia, offline dictionaries, Microsoft Office) and help to conduct research at various stages: information collection, synthesis, further supervision of the study process and work with the results of the study. As well as the creation process, starting from joining creative groups, planning, and ending with the analysis of the work

carried out. The main difficulty in choosing digital technologies, asking first of all, the question: "What to use in the learning process?" and considering all these applications is that we often do not realize the difficulties that arise when directly using the selected resources due to insufficient awareness of how to apply and use them correctly. The teacher may not have enough time or desire to study in detail all the possibilities and rules for using the selected resources beforehand. In order to use applications and programs most effectively, we must, first of all, ask questions: "Why? What is the main purpose of using computer technology in the educational process?". The reasons may be different:

- to improve the understanding of the studied;
- increase learning time by encouraging students to use educational apps and resources outside of the classroom;
- to increase the level of effectiveness of the teacher's work;
- development of students' independence;
- improving the level of computer technology skills;
- development of students' qualities such as determination and determination in achieving results;
- preparing students for the future life;
- increasing students' motivation;
- reduction of the number of physical resources used, etc. For example, if we want to improve students' understanding of the material or topic being studied, we should consider those resources that will contribute to the awareness of this topic when planning. To do this, you need to look at this problem from different angles. Currently, the Internet and various online resources offer teachers and students extensive access to expert opinions on many issues. A teacher cannot always act as such an expert due to the fact that it is impossible to be fully aware of each area, and also due to the fact that he is often too immersed in the problems and needs of his students to objectively assess a particular issue. Therefore, in order to study a certain topic, it is necessary to get acquainted with the opinion of an expert who has a more complete and modern

vision of the subject of research. To get acquainted with the opinion of experts, such Internet resources as youtube.com and ted.com with the platform ed.ted.com, which allows you to create your own lesson based on the proposed video. The teacher can break the video into thematic fragments and work out the discussion of what he saw in the lesson [11].

The use of Internet resources in teaching foreign languages makes it possible to create conditions for the development of all necessary and relevant to the realities of modernity competencies of students. Methods of joint acquaintance with modern ideas and trends and their further discussion, widely used by teachers at the present time, also have great motivational power when teaching foreign languages. Along with this, the presence of their own computer and digital devices with Internet access for almost every student significantly facilitates the task of the teacher to involve students in the process of learning a foreign language via the Internet [7]. The main issues when choosing a digital technology teacher are: what to use, how to use and, most importantly, why to use this or that resource. It is necessary, first of all, to determine the main goals and objectives of the lesson itself, and, consequently, the use of computer innovations within the framework of this lesson. Then we should already ask ourselves which resource needs to be used to achieve these goals and objectives most effectively, and finally, how the training tool we have chosen functions. A detailed understanding of the above issues can significantly increase the involvement of students in the educational process and the development of their skills and abilities necessary for the successful implementation of future professional activities.

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**TRANSLATION OF WORDS WITH A POLEPREDICATIVE
STRUCTURE IN ENGLISH INTO UZBEK.**

**(Dialogical language is the environment in which a polypredicative unit is
implemented)**

Normatova Aziza Diyor qizi

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: The article is based on conversational language as the environment in which a polypredicative unit is implemented. Based on scientific sources, the artistic text deals with questions about the expression of dialogic language through connections, components of polypredicative units, and their semantic connections. Semantic connections between simple sentences from polypredicative units and questions about the influence of these connections in a communication situation is analyzed. To examine this topic, language, its scientific definitions, and the implementation of linguistic language skills are considered: text and oral speech, a form of communication. The article contains information that the communicator in speech expresses various meanings (meaning), especially emotional ones. These shades are manifested through verbal means, intonation, and other non-verbal means. Any idea of a subjective nature reflects emotions. The emotional side of thinking has a very large semantic meaning (significance). Strong emotional dialogic speech, the presence of special forms, specific intonation, and the inability to speak through previously balanced forms are the main attributes. The author claims that dialogue language reflects various aspects of real life, therefore it has a subjective and objective character, dialogue language has its characteristics from the point of view of syntactic structure.

Keywords: dialogic speaking, polypredicative units, communicative situation, text linguistics, address, text learning, speech theory, applied stylistics, communication theory, language learning, machine translation

The discursive analysis is a branch that explores the relationship between language and text. This direction arose in the 60-70s of the last century as a result of research in linguistics, semiotics, psychology, anthropology, and sociology. The discourse explores the realization of linguistic possibilities – from various texts and oral speech, that is, starting from communication, up to highly institutional conversations. While linguists were analyzing isolated sentences, Z. Harris published an article “Discursive analysis”. Even though the article is far from modern principles of discursive analysis, Harris studies the linguistic elements of the text and the connection of the text with the speech situation. Semiotics and French structuralists also started studying speech, which became a great impetus for the development of this area. In the 60s of the last century Dell

Haymes established the analysis of language in society [1, p. 246]. Linguists-philosophers J. Austin [2, pp. 22-130], J. Searle, M. Grice began to study language as a social phenomenon, began to study the formation of communication and the theory of speech, choosing a pragmatic direction, they began to analyze the meaning extracted from the text. Discursive analysis in Britain had a huge impact on the functional approach of M. Halliday. M. Halliday's scientific works cover the analysis of social functions, the content of language, and official written and oral speech [3].

In addition, linguists Singler and Kulzart have developed an analysis of teacher-student communication based on discursive units, their work includes an analysis of doctor-patient communication, services, interviews, discussions, business communication, and even a discursive analysis of monologues. According to the British tradition, fiction was mainly subjected to discursive analysis.

British scientific theories are based on the principles of structural linguistics, that is, the allocation of units, a set of rules describing perfectly formed units of discourse. American discursive analysis is based on ethnomethodological traditions and scientific research in the process of observing the natural communication of people. At the same time, such types of communication as a story, greetings, and gestures in different cultures are studied. The direction, which in the American tradition is mainly called communicative analysis, is one of the main sections of discursive analysis. In the analysis of communication, due attention is not paid to the linguistic structure, but the main emphasis is placed on factors such as the nature and mood of participants in natural communication. The works of linguists Goffman, H. Sachs, E.A.Scegloff, and G.Jefferson [4, pp. 361-382] are important in the study of communication norms, queue changes, and other forms of speech.

Along with the annalists of communication, and the scientific works of sociolinguists, Labov on retelling increased interest in oral discourse. In America, very broad interpretations of the types of discourses were developed, as well as politeness, and the phenomenon of facial expressions in the process were studied in close connection with the British pragmatic theory. The Prague Linguistic School made a great contribution to the development of discursive analysis, it is worth noting that this school proved the interaction of grammar and discourse. Today, Uzbek substantive linguistics has undergone a stage of research based on the principle of "speech-language". It should be noted that now in the new stage there is a need to study the principle of "language-speech". Proponents of structural, comparative historical linguistics and young Grammaticians considered language as a system, considered an activity, for all these areas the theoretical, methodological basis was the teachings of V. Humboldt, who evaluated language not as an "ergon", but as an "energy" (process, action, activity) [5, p. 182; 6], they separated speech units from creative human activity and studied their components using descriptive, historical, comparative, structural, and typological methods. Whereas, the

realization of language is conditioned by the function of "Vositai orbital olamien" (A means of cognition of the world) (A.Utar) and should reflect human speech activity.

In our science, from the time of Aristotle to this day, no one denies that the realization of language is a process of activity [6, p. 265; 8, p. 4-5], however, until recently, as noted above, almost all currents and directions linguistics were busy describing and analyzing the product of the activity, even in dialectological definitions. Undoubtedly, psychologists and psycholinguists paid more attention to the emergence of speech, and the mental features of its implementation, but they limited themselves to a psychophysiological study of not only the speech process itself but also the appearance of speech, the speech realization of language capabilities [6, p. 17; 9, p.314-370; 10, p. 104]. Thus, linguists viewed the speech as a product of human thinking, and psychologists – psychophysiological aspects of this product, and the speech activity itself, universally recognized by all linguists unanimously, remained outside the field of research. The study of speech as a process can be studied only in terms of communication – discourse (exchange of opinions) between the speaker and the listener, getting an answer to a question. Because of this, at the end of the twentieth century, a new science of linguistics was formed – discursology, which studies speech communication. Researchers are skeptical about the allocation of a paragraph as a separate unit of the speech tier. Since the formation of a paragraph is often subjective, it is connected with the style and graphic rules of the author. In our opinion, such a unit can only be a discourse [7, p. 4]. Discourse by its communicative function is a systematized and adapted speech structure to the communicative situation. In terms of form and function, coordination distinguishes discourse from other units [7, p. 4; 12]. However, the theory of discourse is only being formed, so in this direction of analysis, it is necessary to look for ways to use general linguistic methods.

In science, the first reflections on discourse began to form in the 50s of the twentieth century. In existing sources, this problem was considered as a unit

with a complex syntactic essence consisting of more than one sentence [8]. This phenomenon in linguistics is evaluated as a connection between logical grammar and colloquial speech. In addition, in the 20s of the last century, assumptions were made in linguistics that the phenomenon of discourse refers to oral speech, in the process of speech it is expressed by appeals, introductory words, and introductory phrases, therefore it can be evaluated as a “complex syntactic construction” [9]. In foreign linguistics, the problem of syntactic discourse was touched upon in the 50s of the last century by Z.Harris. By the 70s of the twentieth century, the number of works devoted to this problem has significantly increased. In the studied works, discourse is interpreted as a monopredicative unit of colloquial speech [10]. To date, scientific sources have used the terms textual linguistics, the connection of text research with speech theory, applied stylistics, communication theory, language learning, and automatic translation. One of the most important achievements of syntax in the 70s of the last century is the formation of grammatical discourse in colloquial speech as a separate section of linguistics and the source of a separate study of the problem [11]. In some sources, the authors disagree with the status of discourse in linguistics and the use of this term. In particular, in 1966, the linguist R.Godel notes that the use of the term discourse in linguistics research raises doubts about the possibility of forming concrete conclusions about the phenomena of language and speech, which N.A.Slyusarev notes in his research and provides reasonable, scientific answers about R. Godel's doubts [12]. Scientific sources note that entire scientific conferences devoted to this problem have been held in linguistics [13]. Such scientific research and various opinions on this problem indicate those aspects of dialogic discourse that should be solved in linguistics. Usually, when it comes to dialogic discourse, it is interpreted as “a conversation between two or more personalities.” This may be a one-sided thought. The fact is that if dialogic discourse is considered one of the most difficult parts of the technique of creativity for a creative person, then its syntactic features, pragmatic and discursive content, and structure are of great importance for linguistics. Some

sources have studied the dialogue and its features in the prose and dramatic text of fiction. In such works, it is noted that the dialogue is fixed with the help of writing, that is, writing is a form of life of colloquial speech [14].

The dialogic discourse depicts various aspects of real life. Therefore, it has a subjective and objective character. Objectivity lies in the fact that different values are expressed using different means of an image. Dialogic discourse is distinguished by its syntactic structure. It differs from monological discourse by a syntactic feature.

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**O'ZBEK TILIDAGI INGLIZCHA POLEPREDIKATIV TARJIMANING
XUSUSIYATLARI**

(Polipredikativ murakkab jumla, uning tuzilishi va o'zgaruvchanligi)

Normatova Aziza Diyor qizi

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Annotatsiya: Ingliz idiom iboralarini o'zbek va rus tillariga adabiy tarjima qilishning o'ziga xosligi ularning, birinchi navbatda, semantik, so'ngra leksik va lingvistik mazmunini maksimal darajada saqlab qolish nuqtai nazaridan ochib beriladi. Ma'nolar va tasvirlarni etarli darajada etkazish imkoniyatlari, iboralarni adabiy tarjima qilish mexanizmlari va tamoyillari, shuningdek belgilangan vazifalarga erishish uchun qiyosiy usuldan foydalanish ko'rib chiqiladi. Bundan tashqari, ishda tarjimon uchun iboralar bilan ishlash bo'yicha tavsiyalar mavjud.

Kalit so'zlar: idioma, nutq birligi, adabiy tarjima, semantik tarjima, semantik tuzilish, yaxlit idrok.

So'nggi o'n yilliklarda olimlar ko'p qirrali takliflarga tobora ko'proq e'tibor qaratmoqdalar. "Polipredikativ taklif" atamasi nazariy ishlarda ham, o'qitish amaliyotida ham foydalanilmayapti. Polipredikativ konstruktsiya predikativ birliklardan iborat bo'lib, ular oddiy bashoratning rasmiy va semantik tashkilotiga ega, ammo kommunikativ birlikning asosiy xususiyati — semantik to'liqlikka ega emas. Ushbu xususiyat umuman murakkab taklifga ega, bu uni alohida bayonot sifatida ishlaydigan oddiy jumlagacha yaqinlashtiradi. Yozma nutqda yolg'on jumla, oddiy jumla singari, qo'shni taxminlardan nuqta yoki savol yoki undov belgilari bilan ajralib turadi, ko'ryalar uning alohida aloqa birligini tashkil etishini bildiradi. Og'zaki nutqda murakkab jumlaning

kommunikativ to'liqligi intonatsiya orqali uzatiladi [Beloshapkova, 1991, 811-812].

Polipredikativ jumla-bu murakkab jumla, kooroe bir nechta qismlardan iborat bo'lib, ular [jumlar o'sishi bilan bir xil shaklga ega, ammo ma'no, kontraktsiya va intonatsiya jihatidan bir butunni tashkil qiladi. Polipredikativ jumlaning tuzilishi aznlarga o'xshaydi. Polipredikativ jumlaning qismlari bo'ysunish va kompozitsiyaning ittifoqdosh aloqalari asosida bog'langan, shuning uchun polipedik jumlar murakkab va murakkab jumalarga bo'linadi. Murakkab predlogning qismlari o'rtasidagi bo'ysunuvchi bog'liqlik bir qismning (bo'ysunuvchi gapning) boshqasiga (asosiy gap) sintaktik bog'liqligida ifodalanadi. Ma'lumki, in: soxta bo'ysunuvchi jumla tarkibiy qismlar teng emas: biri asosiy (asosiy jumla), ikkinchisi qaram (bo'ysunuvchi). Bo'ysunuvchi gapning asosiy gapga bog'liqligi faqat funktsional jihatdan uning jumla a'zosining sintaktik foydalanish analogiyasidan va bo'ysunuvchining o'zini jumla a'zosiga aylantirishning amaliy imkoniyatidan kelib chiqadi. Garchi asosiy bo'ysunuvchi gapda ustunlik qilsa-da, bu uning intaktik holatida u asosiy ma'lumotlarga ega bo'lmagan jumlaning asosiy qismi ekanligini anglatmaydi. Murakkab jumlar turli xil doimiy variantlarga ega. Murakkab jumla sintaksisida (konstruktsiyalarni ajratish):

- ergash gaplar bilan qo'shimcha (Object Clauses),
- qo'shimcha aniqlovchi (Attributive Clauses) bilan.
- qo'shimcha holatlar bilan (Adverbial Clauses):
 - a) joylar (joy),
 - b) vaqt (vaqt),
 - C) harakat uslubi (Maimer),
 - D) sabablari (sabab),
 - e) maqsadlar (maqsad).
 - f) natijalar (natija),
 - g) imtiyozli (kontseptsiya) va boshqalar.

Bundan tashqari, murakkab jumlar bitta bo'ysunuvchi (ikki komponentli) va bir nechta bo'ysunuvchi gaplar bilan birga keladi. Ko'p bo'ysunuvchi murakkab jumlar ko'p komponentli, ko'p bo'g'inli, ko'p bo'g'inli deyiladi. Ko'p komponentli murakkab jumalarning aksariyati, binomiallar bilan taqqoslaganda, tubdan farq qiladigan dizaynlarni taqdim etmaydi. Ulardagi qismlar ikki komponentli bilan bir xil rasmiy qoidalarga muvofiq bog'lanadi va bir xil ma'nolarga ega. Polinom jumalari rasmiy va stilistik xarakterga ega bo'lgan ba'zi xususiyatlarga ega, masalan, kasaba uyushmalarining birlashishi (ikkita ittifoq yonma-yon bo'lganda), ittifoqning bir hil qismlarning ikkinchisiga o'tishi va boshqalar. Bundan tashqari, ba'zi hollarda predikativ qismlarning kombinatsiyasi cheklangan [Babaitseva, 1987, 213-217]. Murakkab jumla-bu tarkibiy qismlar chiziqli ravishda ajratilgan va sintaktik jihatdan teng va o'zaro bog'liq bo'lgan kompozitsion birikmalar bo'lgan bir nechta predikativ qismlardan tashkil topgan murakkab jumla. Murakkab jumlaning asosiy semantik xususiyati shundaki, u fikr parvozigaga amal qiladi; shuning uchun har bir keyingi jumlaning mazmuni avvalgisiga bilan bog'liq. Murakkab jumlaning tarkibiy qismlari o'rtasida turli xil semantik munosabatlar mavjud: - birlashtiruvchi (bir vaqtning o'zida, ketma-ketlik, sabab va ta'sir ma'nosi bilan va boshqalar), shu jumladan biriktiruvchi-sanab chiquvchi, biriktiruvchi-tarqatuvchi, biriktiruvchi-samarali, biriktiruvchi-kutish va biriktiruvchi-gradatsiya;

- ajratish (mos kelmaslik, almashtirish, o'zaro istisno qiymati bilan);
- qarama-qarshi (qarama-qarshilik, nomuvofiqlik qiymati bilan);
- qiyosiy va qiyosiy-ekskretator;
- ulanish.

Murakkab jumlar, murakkab jumlar singari, bo'lishi mumkin ular ikki qismdan iborat (ikki bo'g'inli) va ko'p bo'g'inli. Ko'p komponentli, ko'p nusxali va hokazo jumlar: *Then she took him to bed, and the girls helped the other little ones into their nightgowns, and soon the house was still* (Lawrence). Murakkab jumlar bilan bir qatorda kompozitsiya va bo'ysunish bilan murakkab konstruktsiyalar mavjud lingvistik adabiyotlarda kompozitsiya va bo'ysunish

bilan murakkab konstruktsiyalarni anglatuvchi turli xil atamalar mavjud: "murakkab sintaktik konstruktsiyalar", "murakkab turdagi murakkab jumlar", "ko'p sonli qo'shma jumlar". Bunday tuzilmalardagi alohida qismlar o'rtasidagi munosabatlar ko'pgina hollarda murakkab jumlar turlari bilan taqqoslaganda tubdan yangi narsani anglatadi. Shu bilan birga, bunday ko'p sonli qo'shma gaplarning ma'nosini to'g'ri tushunish uchun ularning tarkibiy qismlari o'rtasida o'rnatish imkoniyatiga ega bo'lish muhimdir. Ushbu dizaynlar turli xil tuzilishga ega. Turli mualliflar ularning bir nechta turlarini ajratib ko'rsatishadi. Masalan, V. V. Babaitseva quyidagi turlarni ajratib turadi:

- ittifoqdosh kompozitsion va bo'ysunuvchi aloqa bilan;

- ittifoqsiz va ittifoqdosh bo'ysunuvchi aloqa bilan;

- ittifoq tarkibi va ittifoqsiz aloqa bilan; va nihoyat, ushbu turdagi jumalarning turli xil kombinatsiyalarini o'z ichiga olgan murakkab konstruktsiyalar mavjud [Babaitseva, 1987]. Buning toji shuni ta'kidlash kerakki, kompozitsiya va bo'ysunish bilan murakkab jumlar quyidagi tuzilmalarga bo'linadi:

- minimal tuzilmalar, masalan: *But nothing happens, and you remember that the woman had not even looked up at the train* (Uorren);

- kengaytirilgan yoki kengaytirilgan dizaynlar, masalan: *Then, as I was pushing and shaking him awake to get off his coat, I heard a creaking on the stairs, and my heart sank for I thought it was his mother* (Lawrence). 5 kompozitsion va bo'ysunuvchi komplekslarga ega bo'lgan asl konstruktsiya uchta elementli jumla bo'lib, bitta kompozitsion va ikkita bo'ysunuvchi qismdan iborat, masalan: 1. *Anne Stanton always looked level at you, and you had the feeling that the M'n.v looking at something far away* (Warren). 2. *Duffy's features exhibited the slightest twitch of interest, but the twitch *as dissipated into the vast oleaginous blackness which was the face of Duffy ** repose* (Warren).

Ikkinchi jumla minimal kompozitsiya majmuasi bilan ifodalanadi (*duffy's features exhibited The slightest twitch of interest*), u "but"(lekin)

kompozitsion birlashmasi bilan bo'ysunuvchi konstruktsiya bilan bog'langan (*but the twitch was dissipated into the vast oleaginous blackness which was the face of Duffy in repose*) ikki qismdan iborat. Minimal konstruktsiyalar turli xil elementlar ketma-ketligini o'z ichiga oladi, bu ma'lumotni matn qismlari ichida taqsimlash bilan belgilanadi, masalan:

1. *He would make bets he could catch a fly out of the air with his fingers, and he could* (Warren).

2. *She gave us tea, and scones, and apple jelly, and all the time we listened with delight to her voice, which was musical as bees humming in the lime-trees* (Lawrence).

Birinchi misolda bo'ysunuvchi kompleks bitta predikativ qismdan iborat kompozitsiyadan oldin keladi. Ikkinchi misolda bo'ysunuvchi kompleks kompozitsiyaga amal qiladi. Kompozitsiya va bo'ysunish bilan polipredikativ jumlaning kengaytirish kompozitsiya majmuasidagi qismlar sonini ko'paytirish orqali amalga oshirilishi mumkin, masalan: *He was conscio us that her eyes were fixed on him, but he dared not look back at her, so he pulled his moustache* (Lawrence). Yuqoridagi misolda polipredikativ struktura kompozitsion kompleksning o'ng tomonlama kengayishiga ega. Kompozitsiya majmuasining qismlari bo'ysunuvchi kompleksni ramkalashi mumkin, buni quyidagi misolda kuzatish mumkin:

She climbed a tree with me, and there was a wind, that was why I was getting all the apples, and it rocked us, me right up at the top, she sitting half way down holding the basket (Lawrence). Predikativ konstruktsiyalarda kompozitsion va bo'ysunuvchi birikmalar muhim rol o'ynaydi. Zamonaviy tilshunoslar jumlalardagi bog'lanish turiga ko'ra kompozitsion birikmalar va ittifoqdosh so'zlarni ajratib ko'rsatishadi. Birlashtiruvchi bog'lanish va (va), nor, neither birikmalari bilan ifodalanadi...nor (ni... yo'q), faqat emas... lekin (also) (nafaqat... ammo), kabi yaxshi (shuningdek), masalan: *hazellar ingichka edi, va faqat shu erda va u erda eman daraxti ko'tarildi* (Lourens). Birlashtiruvchi bog'langan polipredikativ jumlaning bir qismining ma'lumotlari boshqasining

ma'nosini to'ldiradi. Gaplardagi bo'linish aloqasi or (yoki), {else (aks holda), or else (yoki boshqa), either birikmalari bilan ifodalanadi... or (yoki... yoki) va ittifoqdosh so'z otherwise (yoki), masalan: qushlarning yiqilishiga sabab bo'lgan, yoki kimdir hosilni yig'ib olgan (Lourens).

Ushbu bog'lovchilar ikki yoki undan ortiq jumalarda bir-birini istisno qiladigan bayonotlar o'rtasida tanlov qilishni anglatadi. Qarama-qarshi munosabatlar but (lekin), while (nima bo'lishidan qat'iy nazar), whereas (holbuki) va quyidagi ittifoqdoshlar bilan ifodalanadi: hech qachon (shunga qaramay), hali ham (hali ham), yet (ammo), bu bog'lovchilar va ittifoqdosh so'zlar ma'no jihatidan qarama-qarshi bo'lgan ikki yoki undan ortiq jumalarni birlashtiradi, masalan: *It used to lead from the Abbey to the Hall; but now it ends blindly on the hill-brow (Lawrence)*

Qarama-qarshi munosabatlar but (lekin), while (nima bo'lishidan qat'iy nazar), whereas (holbuki) va quyidagi ittifoqdoshlar bilan ifodalanadi hech qachon (shunga qaramay), hali ham (hali), yet (ammo), I bu bog'lovchilar va ittifoqdosh so'zlar ma'no jihatidan qarama-qarshi bo'lgan ikki yoki undan ortiq jumalarni birlashtiradi masalan: bu Abbeydan zalga olib borish uchun ishlatilgan; ammo endi bu tepalik-qoshda ko'r-ko'rona tugaydi (Lawrence). * Nedensel munosabatlar kasaba uyushmalari (uchun), so (nozik tarzda) va ittifoqdosh so'zlar bilan ifodalanadi (shuning uchun), kelishuv (shuning uchun), kelishuv (shuning uchun), hence (shuning uchun), masalan: yomg'ir yog'a boshlaydi, shuning uchun u avtoulodvan qochib ketadi va biz o'zimizning ezildik eng mashhurlaridan biri. Nedensel bog'lovchilar predikativ * ' jumalarni birlashtiradilar, shunda ulardan biri sababni, ikkinchisi esa natijani o'z ichiga oladi. 'Birlashma for ifoda etadigan barcha zikr qilinganlardan yagonadir buning sababi polipredikativ jumalarda [Kau shanskaya va boshq., 1973, 279- ;281], masalan: *The moon was bright, and we stepped apprehensively on the shadows thrown from the trees, for they lay so black and substantial (Lawrence)*. * Misollarni tahlil qilish shuni ko'rsatdiki, eng tez-tez ulanish bilan bog'liq tuzilmalar (birlashma va), masalan: u u bilan uyg'unlashadi va, o'zimdand qochish

uchun, men xohlayman (Lawrence). Tanlangan materialni tahlil qilgandan so'ng, biz birlashtiruvchi birlashma va takliflarning umumiy sonining 75 foizida, qarama — qarshi birlashma esa 15 foizida uchraydi, deb ta'kidlashimiz mumkin. Polipredikativ konstruktsiyalar katta tarkibiy xilma-xillik bilan ajralib turadi, shu jumladan minimal murakkab va ko'p komponentli murakkab va murakkab jumlar, shuningdek kompozitsiya va bo'sunish bilan minimal va kengaytirilgan dizaynlar.

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**DISTANCE LEARNING METHODS OF THE ENGLISH LANGUAGE
AS WELL AS THEIR EFFECTIVENESS.**

To'ychiyeva Shahzoda Elmurod qizi

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Annotation: Internet technologies, which are used today to learn the English language, provide an opportunity to correct the way of learning foreign languages. There are 4 effective methods to learn English. But all are now rewritten, revised, and improved by applying various online technologies that make learning English more interesting and effective. The table reflects the use of Internet technologies in the classroom and the tasks that students can complete in class or at home.

Keywords: watching clips, news, TV shows, Skype, conferences, seminars, business games, World Wide Web.

Distance learning is an integral part of the modern educational model, requiring the educational institution and each teacher, in particular, to revise teaching methods and techniques by new standards and technologies. Distance learning technologies using the Internet are used today both for mastering individual advanced training courses for users and for obtaining higher education. Distance lessons, conferences, seminars, business games, laboratory work, workshops, and other forms of training sessions conducted with the help of telecommunications and other opportunities of the "World Wide Web", allow to increase the motivation of students in the discipline and qualitatively improve learning outcomes. The use of remote techniques in the study of foreign languages is widely used in modern higher education. Distance learning of foreign languages involves the use of modern information technologies. And if yesterday linguists around the world tried to create computer programs to study certain aspects of the language, then in modern education, due to the processes

of integration and globalization, the Internet plays the main role among media sources. Thanks to the Internet, millions of people constantly communicate on social networks, various messengers, Internet forums, as well as in video conferencing programs, such as Skype. We are interested in people living in other countries – that's a fact! Learning a foreign language becomes necessary because, without close interaction and understanding of each other, it will not only be impossible to solve the global problems of modern society, but also ordinary communication between people.

Today, the Internet offers a variety of ways to learn foreign languages. The study of English as the main language of communication in the world community is represented by a special variability. This is due to many factors, but that's not what we're talking about right now. What are the methods of teaching English via the Internet to choose at different stages of mastering this language as a foreign language? We will try to analyze the most effective methods of teaching English using some online resources.

Today there are 4 main methods of teaching English:

1. Grammar Translation is a classical method for learning English.
2. Direct Method – direct method.
3. Audio-linguicism is one of the first modern methods.
4. Communicative Language Teaching is a modern standard method.

Each of the methods has its focus and priorities [1]. Today, given the pace of globalization, the use of information technology, and the possibilities of the Internet, it is possible to revise all existing methods to use them to learn English online. Let's consider the options for using existing traditional methods for learning English using information technology. The classical method of learning English is a method of translation from one's native language into a foreign language and vice versa. One of the most traditional methods since the end of the nineteenth century.

It was originally used to teach "dead languages" such as Latin and Greek. The main characteristic of this method is the study of grammatical rules

and their application when translating a text from a native language into a foreign one [2]. The classical method using the Internet is leveled, since the development of translation programs or simply translators, which are very popular among students today, making this method ineffective. In addition to translators, this method also involves watching foreign films first with subtitles, then without subtitles. This method is especially effective when watching your favorite movies. So we pick up a few favorite movies on the Internet that we never get tired of watching – and go ahead, to a new acquaintance in the original language. Watching children's TV shows helps a lot at the initial stages of learning English when the vocabulary is still small, and listening skills are lame. The fact is that the programs for children use the most common words and simple turns of speech, and this is very suitable for international students. Next, it is desirable to immerse yourself in English as much as possible: watching clips, news, TV shows, and listening to songs and audio clips, the main thing is that it all be interesting for you personally. The second method of learning English is also known as "natural", it originated in the early 1900s. as an alternative to the traditional method of translation. The main focus is on good pronunciation, and spontaneous use of language without the use of translation, and little attention is paid to grammar analysis.

This method is based on the student's direct practice in spoken English, and understanding of a foreign language in common everyday situations. For such a method to work, small groups of students will be required, as well as high motivation, because in an artificial environment it is difficult to generate natural situations, as well as to guarantee understanding and sufficient practice for all participants [3]. The Internet now presents huge opportunities for using this method both for distance learning in English, as well as for independent and classroom learning. This method involves the use of webinars and online conferences. Audio-bilingualism method is a method of repeating and memorizing standard phrases. This approach has its roots in the USA when during the Second World War there was a need to train key employees to speak

a foreign language quickly and effectively. At that time, this method was recognized as quite successful, but again, provided work in small groups and a high level of self-motivation. This method is aimed at the formation of a mechanical habit, which is formed by repeating the basic models. The same focus on repetition and memorization of standard phrases completely ignores the role of context in the process of learning a language. Today, this method involves the use of sites such as www.engvid.com, www.manythings.org, and other similar resources. That is, these are the sites where you can study various aspects of the English language, and practice using and memorizing individual words, phrases, and sentences.

The Communicative Language Teaching Method, or communicative learning methodology, is based on the idea that successful learning of a foreign language occurs through learning it in real situations, which, in turn, leads to natural mastery and the ability to use a foreign language. The teacher has two main functions: the first role is to facilitate the communication process between all participants in the classroom, as well as the use of various activities; the second role is to act as the leader of this group, monitor the learning process, and motivate students.

This method involves the use of Skype, and social networks for communication with native speakers to create situational dialogues when the learner is immersed in a conversational environment.

Exercises for organizing work in a foreign language through the use of Internet technologies.

Name of the Internet technology	Topics of exercises
	Giving directions
"Conversation channels" (chat channels)	Find a chat group in the network in which the geographical location of a place in the country is being discussed, and take part in the discussion,

	addressing at least two or three participants. Print out the chat log and analyze it for the presence of specific vocabulary
Audio and video conferences	Discuss with your partner your favorite place in the city, give each other tips on what sights to visit in your city
Social network	Make an entry in your blog about a recent trip and share your impressions of the city or country you like in general. Invite other users to the discussion. Visit other travel blogs in different countries and comment on at least two or three of them
Email	Tell your pen pal about the history of your city. Ask him to tell you about the history of the city in which he lives
Mailing lists	Create a mailing list about interesting places in your city (country). Subscribe to a similar newsletter about the country of the language being studied
Web forums	Create a forum on the topic "Attractions my city" and take part in its work
Newsgroups	Find news for the last year about your city and the cities of those friends you have already met during the web forum

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IJTIMOIIY-MADANIY KOMPETENTSIYA TUSHUNCHASI

Buzrukova Shohida

JDPI Chet tillar fakul'teti 1-bosqich magistranti

Annotatsiya: Maqolamizda chet tilidagi ommaviy madaniyatni o'zlashtirish orqali maktab o'qituvchilarining ijtimoiy-madaniy kompetensiyasini rivojlantirish metodologiyasi tahlil qilinadi.

Kalit so'zlar: kompetentsiya, component, lingvistik, sotsiolingvistik, diskursiv, mentalitet.

Asosiy umumiy ta'limning Davlat ta'lim standartiga muvofiq chet tilini o'qitishning asosiy maqsadi O'quvchilarning kommunikativ kompetensiyasini shakllantirishdir. Kommunikativ kompetentsiya, o'z navbatida, lingvistik, sotsiolingvistik, ijtimoiy, diskursiv va ijtimoiy-madaniy kompetensiyalarni o'z ichiga oladi.

Shunga ko'ra umumiy maqsadga erishish uchun o'qituvchi o'z o'quvchilarida uning har bir tarkibiy qismini ishlab chiqishi kerak. O'quvchilarning chet tilida so'zlashuvchilar bilan madaniyatlararo muloqot va shaxslararo muloqotni amalga oshirish qobiliyati va istagi nafaqat til birliklarini bilish balki o'rganilayotgan til mamlakatining nutqni mantiqiy ravishda qurish va nutq muammolarini hal qilish qobiliyatiga, balki madaniyat, kundalik hayot, urf-odatlar va boshqalarni bilishga bog'liq. Madaniy komponentni bilmasdan tilni bilish, odam suhbatdoshning og'zaki niyatlarini va so'z kontekstini tushuntira olmasligiga olib keladi, ya'ni u faqat so'zlarning ma'nolarini anglatadi, lekin psixologik, ijtimoiy va madaniy subtekstni emas. Shuning uchun ushbu maqolada maktab o'quvchilarining ijtimoiy-madaniy kompetensiyasini rivojlantirish metodikasi batafsil ko'rib chiqiladi.

E. G. Asimov va A. N. Shchukin tomonidan ijtimoiy-madaniy kompetentsiya - bu o'rganilayotgan til mamlakati, ona tilida so'zlashuvchilarning

ijtimoiy va nutq xatti-harakatlarining milliy va madaniy xususiyatlari va bunday bilimlardan aloqa jarayonida, urf-odatlar, qoidalarga rioya qilgan holda foydalanish qobiliyati xulq-atvor, odob-axloq normalari, ijtimoiy sharoitlar va ona tilida so'zlashuvchilarning xulq-atvor stereotiplari belgilab qo'yilgan [Asimov, Shchukin, 1999, s. 275].

Davlat ta'lim standartida ijtimoiy-madaniy kompetentsiya boshlang'ich sinf o'quvchilarining tajribasi, qiziqishlari, psixologik xususiyatlariga javob beradigan mavzular, sohalar va aloqa vaziyatlari doirasida o'rganilayotgan mamlakatlarning madaniyati, urf-odatlari, voqeliklari bilan tanishish deb ta'riflanadi.

Ijtimoiy-madaniy kompetentsiya murakkab va ko'p komponentli tushuncha bo'lib, pedagogika, Madaniyatshunoslik, ijtimoiy psixologiya, chet tillarni o'qitish metodikasi kabi fanlarning diqqat markazida turadi [Shamov, 2013, s. 42].

Safonova V. V. tomonidan belgilangan ijtimoiy-madaniy kompetentsiya-bu o'rganilayotgan tilning mamlakatni, mamlakatning turli jamiyatlari va jamiyatlarini tavsiflovchi turli xil ijtimoiy va madaniy sohalarda bilimlarning mavjudligi va ushbu bilimlarni aloqa aktida etarli darajada qo'llash qobiliyatidir [Safonova,2011,].

Ijtimoiy-madaniy kompetentsiya, P. V. Sysoevning fikriga ko'ra, o'rganilayotgan til mamlakatlarining ijtimoiy-madaniy xususiyatlari haqidagi bilimlar hajmini kengaytirish, ularning nutqi va nutqsiz xatti-harakatlarini rivojlanayotgan ijtimoiy-madaniy faoliyat kontekstining o'ziga xos xususiyatlariga mos ravishda shakllantirish ko'nikmalarini takomillashtirish, shuningdek, rivojlanayotgan mamlakatlarning ijtimoiy-madaniy xususiyatlarini rivojlantirishni o'z ichiga oladi. [Sysoev, 2012, p.83].

N. M. Andronkinaning fikricha, ijtimoiy-madaniy kompetentsiya muayyan mazmun asosini, madaniy-tarixiy, lingvistik-madaniy, ijtimoiy-madaniy va lingvistik (lingvistik) bilimlarni, og'zaki va ma'lum bir tilning paralingvistik vositalarini bilish darajasini bildiradi [Andronkina, 2002, p. 42].

Ushbu atamaning yuqoridagi talqinlarini tahlil qilib, tadqiqot muallifi ijtimoiy-madaniy kompetentsiyani o'rganilayotgan til mamlakat jamiyatining madaniy, sotsiologik va axloqiy xususiyatlari, shuningdek o'quvchilarning ushbu bilimlarni chet tilidagi aloqada qo'llashga tayyorligi va qobiliyati haqidagi bilimlar to'plami sifatida belgilaydi. Ijtimoiy-madaniy kompetentsiyani quyidagi subkompetentsiyalar majmui sifatida ham belgilash mumkin: mamlakatning geografik, siyosiy, ijtimoiy tuzilishi haqidagi mintaqaviy - bilimlar, kundalik hayot, an'ana va urf-odatlar, xalq madaniyati, san'at, milliy taomlar, bayramlar va tegishli tan olish qobiliyatlari haqidagi bilimlar va milliy – madaniy o'ziga xoslikka ega lisoniy birliklardan foydalanish; nutq odobi normalarini, iboralar, notabiiy muloqot shakllari va vositalarini xulq-atvorini bilish va qo'llay olish. Psixologik – milliy mentalitetning o'ziga xos xususiyatlari, milliy xarakterning tipologik xususiyatlari, etnik xususiyatlarga nisbatan bag'rikenglik hissi, xurofotlarni engish haqidagi g'oyalar. Lingvokultural-ijtimoiy va madaniy jihatdan belgilangan leksik birliklarni bilish, ularni so'z mazmuniga muvofiq tanlash qobiliyati.

Muvaffaqiyatli madaniyatlararo muloqot uchun chet tili madaniyatini uchinchi, qiymat darajasida o'zlashtirish kerak, bu bizga mentalitetni shakllantirishga imkon beradi. Shuni esda tutish kerakki, chet tili madaniyati bilan tanishish o'z tili bilan taqqoslaganda amalga oshiriladi. Ushbu maqolaning boshida ijtimoiy-madaniy kompetentsiyani rivojlantirish chet tilining kommunikativ kompetentsiyasini shakllantirish jarayonining ajralmas qismi sifatida belgilandi.

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**NOFILOGIK TA'LIM YO'NALISHLARIDA TALABALARGA
AXBOROT TEXNOLOGIYALARI YORDAMIDA INGLIZ TILINI
O'QITISH METODIKASI**

Rahmatullayeva Shahnoza

JDPI Chet tillar fakul'teti 1-bosqich magistranti

Annotatsiya: Maqolada nofilologik ta'lim yo'nalishlarida talabalarga axborot texnologiyalari yordamida ingliz tilini o'qitish metodikasi tahlil qilinadi. Interfaol yaratilgan darslar va multimediali taqdimotlardan bir necha marta foydalanish mumkin va bu darsga tayyorgarlik vaqtini tejaydi. O'qituvchilar uchun AKTdan foydalanish turli bosqichlarda turli mavzular bo'yicha ishlarni tashkil qilish uchun cheksiz faoliyat sohasini ochib beradi.

Kalit so'zlar: AKT, kompetentsiya, Multimedia, Linco, intellektual

Maktabda ingliz tilini o'qitish o'quvchilar tomonidan asosiy kommunikativ kompetentsiyalarni samarali o'zlashtirishga qaratilgan. Kompyuterlar zamonaviy inson hayotiga qat'iy kirib keldi va ta'lim jarayonini axborot-kommunikatsiya texnologiyalaridan (AKT) faol foydalanmasdan tasavvur qilib bo'lmaydi.

Ta'lim jarayonida zamonaviy texnologiyalardan foydalanishga asoslangan chet tili o'qituvchisining shakllangan ish tizimining mavjudligi murakkab xususiyatga ega bo'lgan vazifalarni amalga oshirishga yordam beradi. Vazifalarning murakkabligi talabalarda bir vaqtning o'zida AKT kompetentsiyasini shakllantirish zarurati, ya'ni har xil turdagi ma'lumotlar bilan ishlashga, uni tanqidiy baholashga va ijodiy foydalanishga tayyorlik, bilim qobiliyati va, albatta, chet tilidagi kommunikativ kompetentsiya bilan izohlanadi. va o'rganilayotgan tilni shaxslararo va madaniyatlararo aloqa vositasi, bilish va o'zini anglash vositasi sifatida ishlatishga tayyorlik[1-260].

O'qituvchining vazifasi har bir talaba uchun amaliy tilni o'zlashtirish uchun sharoit yaratish, har bir o'quvchiga ijodkorlik va faollik ko'rsatishga

imkon beradigan bunday o'qitish usullarini tanlashdir. O'qituvchining vazifasi-chet tillarni o'qitish jarayonida o'quvchining bilish faoliyatini faollashtirish. Shaxsiy moyillik va qiziqishlarga qarab talabalarning vakolatlarini aniqlash va shakllantirishga hissa qo'shishi mumkin bo'lgan innovatsion shakl va usullarni amalga oshirishni ta'minlash uchun mo'ljallangan axborot-kommunikatsiya texnologiyalaridan foydalanish alohida ahamiyatga ega. ingliz tili va boshqa maktab fanlarini o'qitishda. Multimedia vositalari maktabdagi o'quv jarayonini tubdan yangi bosqichga olib chiqishga imkon beradi.

O'quv fanlarini o'zlashtirishda motivatsiya, o'quvchilarning o'qishga bo'lgan kayfiyati katta rol o'ynaydi. Bu, ayniqsa, chet tillariga taalluqlidir, chunki tillarni o'rganish jarayoni talabalardan qat'iyatlilikni, doimiy diqqatni jamlashni va ko'pincha materialni (yangi so'zlar, dialoglar, matnlar) "yodlashni" talab qiladi. Siz turli xil zamonaviy texnologiyalar yordamida jarayonni diversifikatsiya qilishingiz va talabalarni jalb qilishingiz mumkin[2-255].

Zamonaviy sharoitda pedagogik jarayon yangi ta'lim muhitini yaratishni talab qiladi. Talabalarning yuqori motivatsiyasi va faolligiga erishish uchun men har bir talaba muvaffaqiyat va ehtirosni boshdan kechirishi uchun dars qurishga juda ko'p harakat qilaman. Va bu meni ingliz tilini o'qitishning yangi va samaraliroq usullarini izlashga undaydi. Axborot-kommunikatsiya texnologiyalari o'quvchilarning kognitiv qiziqishini rivojlantirishga yordam beradi va mavjud ingliz tili darsliklarini talabalar uchun jonli va qiziqarli materiallar bilan to'ldirishga imkon beradi. Kompyuter va multimedia texnologiyalaridan foydalanish nafaqat darsni yanada qiziqarli qilish, o'quvchilarning motivatsiyasini oshirish, balki turli maktab fanlarini birlashtirishga imkon beradi[3-40].

Va bu erda kompyuter tili laboratoriyasi yordamga keladi. Til laboratoriyasi o'qitishning texnik vositasi sifatida chet tilini o'rganishda alohida o'rin tutadi va uning boshqa o'qitish vositalariga nisbatan afzalliklari quyidagilardan iborat: - ishning tashkiliy shakllarining turli xil usullari (umumiy, bog'langan, guruhli rejimlar);

- o'quv bosqichining maqsadlari, mazmuniga qarab til laboratoriyasining texnik imkoniyatlaridan foydalanish shart-sharoitlarini aniq belgilash;

- ko'nikma va malakalarni shakllantirish bosqichida ham, nazorat bosqichida ham bilish faoliyatini boshqarish; - o'qituvchi va o'quvchilar o'rtasidagi o'zaro munosabatlar xarakteri.

Til laboratoriyasida har bir talaba bosh mikrofonlarni ulash, ovoz balandligini boshqarish, so'zlarni, iboralarni talaffuz qilish va hokazolarga ega bo'lgan individual ish joyiga ega. Til laboratoriyasi o'qituvchiga har bir talabaning mustaqil harakatlari elementlari bilan jamoaviy ishlarni tashkil etish, har bir talabaning ish joyiga ulanish orqali faoliyatini kuzatish yoki sozlash imkonini beradi.

Bizning til laboratoriyamizda o'qituvchilar o'z ishlarida linco v6.5 universal kompyuter dasturidan faol foydalanadilar. Linco V6.5 dasturi o'quv jarayonida multimediyaning barcha imkoniyatlaridan foydalanishga imkon beradi: ovozli fayllar va talabalarning nutqini translyatsiya qilish, veb-kameradan rasmlar, talabalar kompyuterlarida videofilmlarni namoyish etish. O'quv jarayonini kompyuter yordamida nazorat qilish orqali o'qituvchi butun sinfni chalg'itmasdan har bir o'quvchiga vaqt ajratish imkoniyatini qo'lga kiritadi. Materialning o'zlashtirilishi tezroq sur'atda amalga oshadi, takror takrorlashni talab qilmasdan xatolar soni nolga kamayadi[4].

Audiolingualizm metodi standart iboralarni takrorlash va yodlash usulidir. Ushbu yondashuv AQShda, ikkinchi Jahon urushi paytida asosiy xodimlarni chet tilida tez va samarali gaplashishga o'rgatish zarurati tug'ilganda ildiz otgan. O'sha paytda ushbu usul juda muvaffaqiyatli deb tan olingan, ammo yana kichik guruhlarda ishlash va o'z-o'zini rag'batlantirishning yuqori darajasini ta'minlagan. Ushbu usul asosiy modellarni takrorlash orqali hosil bo'lgan mexanik odatni shakllantirishga qaratilgan. Standart iboralarni takrorlash va yodlashga qaratilgan bir xil e'tibor tilni o'rganish jarayonida kontekstning rolini mutlaqo e'tiborsiz qoldiradi. Bugungi kunda ushbu usul quyidagi saytlardan foydalanishni o'z ichiga oladi www.engvid.com, www.manythings.org va

boshqa shunga o'xshash resurslar. Ya'ni, bu siz ingliz tilining turli jihatlarini o'rganishingiz, alohida so'zlar, iboralar va jummalarni ishlatish va yodlash bilan shug'ullanadigan saytlar.

O'qituvchi hozirgi bosqichda til laboratoriyasi va interfaol doska imkoniyatlaridan foydalanib, o'quvchilarga amaliyot natijasida shakllanadigan og'zaki nutq malakalarini rivojlantirishda jadal mashq qilish imkoniyatini beradi. Texnik vositalar o'quv jarayonini tashkil etishga, o'qitish shakllari va usullariga faol ta'sir ko'rsatadi; talabalarning intellektual rivojlanishiga, ya'ni ta'limning rivojlanayotgan va tarbiyalash funktsiyalariga ta'sir qiladi.

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ANTHROPONYMS IN THE LINGUOCULTUROLOGICAL ASPECT

D.Z.Tursunbaeva

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: At the moment there is no single well-established term for significant proper names. In this paper, we will use the terms: "significant anthroponyms" and "talking anthroponyms". Moreover, it is unclear where the boundary between the terms "literary anthroponym" and "significant anthroponym" lies. In our work, by literary anthroponyms, we mean any fictitious proper names from literary works, and by significant ones – only those that have significance.

Keywords: anthroponyms, linguoculturological, onomasticon, connotations.

Language is an integral element of the national culture. Its specifics are closely related to history, religion, and social organization. The concepts fixed in anthroponyms reflect the features of objects and properties of the surrounding world. "The history of anthroponyms is inseparable from the culture and history of the society in which they are formed". Proper names arise within certain social, cultural, and ideological frameworks. From a linguoculturological point of view, names in real life and fiction interact with each other to some extent. Anthroponyms created specifically for the identification of a literary character can go from occasional to usage, as happened with the name of the character of the fairy tale by J. Barry "Peter Pan" Wendy [1], and, conversely, the onyms of the real onomasticon can be used in the fictional artistic space of the work (Berti 2003: 27). In this case, anthroponyms act as components of the text that connect it with a certain culture. Proper names in the work participate in the creation of national color, emotionally and aesthetically affect the reader, and involve him in another, alien to him the cultural world.

Considering anthroponyms in the linguoculturological aspect, special attention should be paid to cultural connotation, which is "the interpretation of denotative or figuratively motivated aspects of meaning in cultural categories. Within the framework of linguoculturological studies, onyms are studied as linguoculturonyms, that is, linguistic units that can either directly or indirectly, in a stylistic form, fully, vividly, and adequately reflect the features of national culture [2]. Because the onomasticon is part of the linguistic system of human society, it can form and define it, thereby differentiating different cultures. First of all, it is worth noting that it is the form of the name, the onomastic norms by which the name is formed, that make us understand to which culture this or that anthroponym belongs [2]. This point of view is vividly illustrated by D. I. Ermolovich in his work on anthroponyms at the junction of languages and cultures. He says that the Russian anthroponymicon is very specific and therefore not always understandable to native speakers of another language. For example, diminutive forms of Russian names (Borya, Borka, Borenka, Boryushka, Boriska from Boris), which are most often perceived by foreigners as completely different names: even if carriers of other cultures understand that these are derivatives of the same name, the emotional assessment expressed by them will remain inaccessible to them or it will be revealed only if there is an appropriate emotionally expressive context.

In English anthroponymy, you can also find diminutive forms of names that are likely to be perceived by foreigners as different names (Bill from William; Al, Bertie, Bert from Albert). Also, an example of the linguistic and cultural features of names can be the presence or absence of feminine or masculine endings. Scientists call this phenomenon a linguistic convention based on cultural tradition. For example, in the English linguistic cultural tradition, we can observe that male and female names have practically no distinguishing features, and some names can be both male and female (Chris – Chris), while in the Russian tradition there is a clear distinction between male and female names, expressed by generic endings (Alexander – Alexandra) [3].

However, the author does not take into account that in Russian some short forms of names are also identical, they can also be both masculine and feminine (Sasha – Sasha, Zhenya – Zhenya). It is worth noting that, D.I. Ermolovich, as well as I. Berti, believe that the form of the name can convey not only cultural information and cause associations with it, but also contain information about the age and social status of the bearer of the name within any culture. For example, addressing by name and patronymic in the Russian tradition will mean that this person is either of mature age or holds a managerial position. In the English tradition, the same function is performed by titular appendices to names, such as Mr. or Mrs. To the above-mentioned features of the cultural onomasticon, And. Berti adds the phonetic form of the word and writes that it can also be a cultural identifier and cause us certain associations with one or another people. As an illustration, the author cites the names "Eric" in English, "Eerik" in Swedish, and "Erkki" in Finnish, which go back to the same prototype.

Among the many types of onyms, linguoculturologists distinguish several anthroponyms that belong to the core of linguistic means of storing cultural information and determine the scale of values of this linguoculture. For example, precedent names, in other words, names known to most representatives of the cultural community, have emotional and cognitive value and the appeal to which is constantly renewed. "The peculiarities of the functioning of a precedent name are closely related to its structure, in which connotations and associations that tend to accumulate and displace the main meaning of the name occupy a special place. Precedent names form field structures within the framework of linguoculture" [4]. Precedent names in the text of a work of art function as allusions to prominent personalities of a certain culture and act as cultural markers in the text (Berti 2003: 220). In the linguoculturological aspect, the national-cultural component of the content is characteristic of proper names to a greater extent than for common names. Such a component is determined by the functional status of the anthroponym in the onomastic system of the language

and the peculiarities of connotations that arise during the cultural and historical development of the name.

Carriers of one culture may perceive the same name as having connotations or allusive, and for carriers of another – it may not have any connotations or have opposite ones. And carriers of the same culture of different ages will pay attention to different aspects of the name, for example, a child will be attracted only by the phonetic and morphological structure of the word, while an adult reader will see a lot of contextual clues contained in this name. Moreover, different readers will perceive the cultural connotation of the name to an extent equal to their own experience and knowledge about this culture. Sanzheeva, in her article on the linguistic and cultural potential of proper names, writes: "The specifics of the semantics of a proper name can manifest itself not only at the national level (for example, in the British and American versions of English) but also at the level of larger and smaller societies (for example, in English dialects)" [5]. That is why the more cultural connotations a name contains, the harder it is to translate it. Thus, the transfer of culturally specific units is a super task for the translator, and its successful overcoming will bring the translation text even closer to the original text, will testify to professionalism, striving for extremely accurate transmission of the original, readiness for non-standard solutions and, as a result, the skill of the translator.

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IMPORTANCE OF EDUCATIONAL GAMES IN TEACHING ENGLISH TO CHILDREN WITH SPECIAL NEEDS

Kuralov G'ayrat Narkulovich.

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Annotation: The process of teaching children with special needs in an inclusive school is discussed in this article. The article analyzed the issue of the development of inclusive education in Uzbekistan.

Keywords: correctional and pedagogical work, social adaptation, the process of teaching children with special needs, conditions, inclusive education, principle.

The disability of a child for his parents is a strong traumatic factor. This is especially characteristic of families with high educational and professional status, in which expectations of increased giftedness of the child are sometimes cultivated. In these cases, the reaction to the fact of the child's disability may be adequate. It can take an extreme form – a complex of one's guilt, which gives rise to overprotection in a relationship with a child [1].

For the full development of children with special needs, much attention should be paid from an early age, since the early sensitive period of the formation of elementary communication skills opens up the opportunity for further development in the process of being in a preschool institution. According to Vygotsky L. S., the main source of mental and personal development in ontogenesis is communication. L. S. Vygotsky's thought means that all learning should be described and presented first of all, in the form of a student and a trainee among themselves. At the same time, the implementation of this provision also ensures the developmental nature of learning, since it focuses not on actual development, but on the zone of immediate development[2]. Therefore, communication skills in teaching children with disabilities are

important for the correction and development of memory, thinking, attention, and speech, which in the future positively affects the development of the personality of a child with developmental disabilities.

One of the reasons is territorial remoteness (because special institutions do not function in all regions of the republic), Insufficient awareness of parents on early detection, provision of correctional assistance to children with special needs, and preparation for further education in preschool and school institutions. Approximately 15% of children remain not covered by non-special as well as general education institutions. To fully cover and successfully address the issue of education of children with special needs, it is advisable to include these children in general education institutions. Inclusive education is widespread and considered relevant all over the world, i.e. the inclusion of children with disabilities, especially non-enrolled children in the general education process, the legal basis for the introduction of inclusive education is the Dakar Decolonization Framework of Action "Education for All" and the Convention on the Rights of the Child, the Law on the Guarantors of Children's Rights and other normative legal acts adopted in Dakar. To this end, inclusive education in Uzbekistan is being gradually distributed and implemented in the Ministries of Public Education in cooperation with the international organizations UNICEF, UNESCO, ADB, and several charitable NGOs. In this regard, there are positive experiences in teaching children with disabilities in general education institutions. An example of this is some general education schools and preschool institutions where inclusive groups of classes were organized.

In such regions as Andijan, Ferghana, Khorezm, Surkhandarya, Navoi region, Karakalpakstan, and the city of Tashkent. Inclusion and education of children with disabilities have yielded positive results. Practice shows that any child with special needs is the same as his healthy peer, but only their abilities are not the same. If purposeful correctional, pedagogical and developmental work is carried out from a very early age, starting from preschool age, they can successfully integrate and study in general education institutions[3].

Questions may arise: what is inclusive education? Inclusive or inclusive education is a term used to describe the process of teaching children with special needs in general education (mass) schools and preschool institutions together with healthy peers. Inclusive education is based on an ideology that excludes any discrimination against children, which ensures equal treatment of all people but creates special conditions for children with special educational needs. Experience shows that some children drop out of any rigid educational system because the system is not ready to meet the individual needs of such children in education. This ratio is 15% of the total number of children in schools and, thus, dropped-out children become isolated and excluded from the general system. It must be understood that it is not children who fail, but the system excludes children. Inclusive approaches can support such children in learning and achieving success, which will give them chances and opportunities for a better life. Inclusive education is the process of development of general education, which implies accessibility of education for all, in terms of adaptation to the different needs of all children, which provides access to education for children with special needs. Inclusive education seeks to develop a methodology aimed at children and recognize that all children are individuals with different learning needs. Inclusive Education tries to develop an approach to teaching and learning that is more flexible to meet different learning needs. If teaching and learning become more effective as a result of the changes that Inclusive Education introduces, then all children (not only children with special needs) will benefit[4].

Education in inclusive schools allows children to acquire knowledge about human rights (although it is not taught to them specifically), and this leads to a reduction in discrimination, as children learn to communicate with each other and learn to recognize and accept differences. The integration of children with disabilities into the general education environment together with their peers contributes to the development of inclusive education in Uzbekistan.

Inclusive education faces the task of adequately meeting a wide range of educational needs within the framework of compulsory education to implement the national action Plan "Education for All", in cooperation with UNESCO, a Resource Center for Inclusive Education was organized at the Republican Center for Education in 2019, the main objectives of which are to unite the activities of state and non-state public organizations, parents, volunteers to provide comprehensive correctional and pedagogical services to children and adolescents with disabilities. Based on positive experience, experimental projects have been developed for the phased development of inclusive education. To carry out this work, educational and methodological literature is being prepared, lectures are being held for undergraduates and antique students, as well as a methodological manual, is being prepared, which is useful for parents and teachers of secondary schools. In Uzbekistan, much attention is paid to the development of inclusive education related to the education of children in need of special assistance, strengthening the material and technical base of educational institutions, improving the quality, content, and effectiveness of education, preparing new textbooks, teaching materials, and improving the qualifications of teaching staff.

The focus is also on creating optimal conditions for the education of children in need of medical care, and in particular, their inclusion in the general system of secondary education and integration into society.

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EXPRESSION OF TEMPORAL UNITS IN DISCOURSE IN ENGLISH

Expression of temporal units in discourse in English

Xoldorova Shahzoda

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: *The relevance of our article is due, on the one hand, to the development of a functional approach to translation in general and audiovisual translation in particular, and on the other hand, to the increased interest in the communicative role and activity of discursive markers not only in one language but also in bilingual communication, which translation is a special case.*

Keywords: *polysemy, discursive, Cognitive–functional, communicative potential, desemantization.*

In the Russian tradition, the study of discursive markers as a separate functional class began later than abroad, namely in the 1990s, within the framework of a joint Russian-French project, the results of which were published the first three monographs on discursive words of the Russian language [1]. Before that, according to the testimony of E.Yu. Viktorova, units traditionally referred to as discursive markers were studied separately and designated by the usual grammar terms (particles, conjunctions, modal and introductory words) [2].

So, in 1993, 1998, and 2003 the staff of the Institute of the Russian Language published the first monographs and collections of articles devoted directly to discursive words. In these publications, the authors note that the key characteristic of discursive words is their connection with the functioning of discourse. Researchers point to two fundamental features of these units. The first sign is their lack of denotation, i.e. the lack of objectivity of meaning, formed as a result of desemantization. According to the researchers, it is the non-obscurety of meaning that determines the need to study discursive words in real use in speech [2].

The second feature of discursive words, according to the authors, is their important role in the coherence of the text, in establishing and maintaining relations between the components of discourse and between the addressee and the addressee, as well as in expressing the addressee's subjective attitude to the content of his utterance, the interlocutor and the communication situation [2]. Thus, both semantic and functional specifics of discursive words are noted in the above studies. The authors of the monographs under discussion also note that discursive units do not constitute a "natural" class of units, since it includes words of different parts of speech. Moreover, this class has no clear boundaries and is constantly being updated [2].

It is also important for linguists that some words become discursive only under certain conditions, while in others they function as representatives of traditional parts of speech. In other words, some discursive words have non-discursive uses (for example, the word truth as a noun). Moreover, discursive and non-discursive uses do not always have a direct semantic connection, i.e. these are not traditional polysemy relations peculiar to full-meaning words, but a pragmatic type of polysemy realized in different types of word usage [2]. The researchers point out that the semantic and functional specificity of discursive words, their differences from full-meaning words, as well as their close connection with the context, require the development of a new method for their study. As such a method, they propose a contextual-semantic description, based on various conditions of interaction between a discursive word and context [3]. As E.Y. Viktorova notes, the above-discussed domestic studies are mainly focused on the description of the semantics of discursive words and the method proposed by the authors is productive for this purpose. Among other achievements of the team of authors, E.Y. Viktorova refers to an exhaustive illustration of the application of the method of semantic analysis on the example of individual discursive words [4].

The mentioned monographs served as an impetus for the study of discursive markers in Russia and are the foundation for many works written

subsequently. Today, the field of research of auxiliary discursive units is experiencing a real rise in Russia. So, many works have been published on individual discursive words of the Russian language [5].

Many Ph.D. theses have been defended on various aspects and spheres of the use of discursive markers [6]. In 2015, M.V. Kamensky's doctoral dissertation was defended (North Caucasus Federal University) on the topic "Cognitive–functional model of discourse markers" [7], and in 2016 - a doctoral dissertation by E.Yu. Viktorova (Saratov State University) on the topic "Auxiliary system of discourse: problems of isolation and specifics of functioning" [4]. When writing this work, we relied largely on the doctoral dissertation of E.Y. Viktorova, in which the researcher not only comprehensively presented the nature and functions of markers but also gave a detailed qualitative and quantitative analysis of the functioning of auxiliary discursive units in oral and written academic discourse and media discourse in Russian and English [4]. We were also greatly helped by S.V. Andreeva's doctoral dissertation "Elementary constructive–syntactic units of oral speech and their communicative potential" [4], in which the researcher compares the main and auxiliary communicative units and highlights the auxiliary role of discursive markers.

Thus, even though studies on the functional class of discursive markers began to appear in Russia somewhat later than abroad, today we can talk about a rich domestic tradition in this field of research. Because many theoretical questions concerning discursive markers, in general, have already been sufficiently developed, Russian linguists, like their foreign colleagues, turn to particular issues of the functioning of discursive markers in different languages and types of texts.

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LINGUISTIC APPROACH TO TRANSLATION STUDIES

Shahnoza Norboyeva

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: Recently, a new field has been rapidly developing in modern linguistics – the linguistics of text. This new linguistic discipline, the object of which is a coherent text – a complete sequence of statements united with each other by semantic connections – has set itself the task of identifying the essence of these connections and the ways of their existence, to discover a system of grammatical categories of the text with its substantive and formal units, to describe the essence and organization of human communication on the material of the text.

Keywords: linguistic research, cognitive linguistics, psycholinguistics, sociolinguistics, text linguistics, macro linguistics.

Translation has a long history, but modern translation studies emerged as an independent scientific discipline mainly in the second half of the twentieth century. Since then, there have been a lot of publications on translation problems, which allow us to judge that modern translation studies are characterized by a wide variety of theoretical concepts and interdisciplinary research using the methods of several sciences. However, due to many objective and subjective reasons, most works in the field of translation theory have a more or less pronounced linguistic basis.

It was linguistic research that made the main contribution to the development of the science of translation. There were several important prerequisites for the successful formation of linguistic translation studies. In the second half of the twentieth century, linguistics significantly expanded the field of its interests. From exceptional attention to the development and structure of language systems, it turned to a wide range of problems that determine the

possibility of using language as a tool of thought and a means of speech communication. The linguists focused on the semantic side of language units and speech works, the connection of language with thinking, real reality, society, and its culture, with other sign systems. New linguistic disciplines and fields of research have emerged, such as cognitive linguistics, psycholinguistics, sociolinguistics, text linguistics, theory of speech acts, etc.

Linguistics has turned into genuine macro linguistics – a whole complex of linguistic disciplines that study the variety of forms, methods, results, and features of the existence of language in human society. Only such linguistics could engage in a theoretical understanding of modern translation activities. It became obvious that the inclusion of translation activities in the sphere of interests of linguists could give a lot to linguistics itself, because translation can be considered as a large-scale natural experiment to compare linguistic and speech units in two languages in real acts of interlanguage communication, and its study makes it possible to detect important features in each of these languages.

Attempts to create a machine translation system and transfer the functions of a translator to a computer capable of doing this work much faster and cheaper also contributed to attracting the attention of linguists to translation activities. The linguistic orientation of translation theories was also associated with changes like translation activities. In the twentieth century, translations of texts of a special nature – informational, economic, legal, technical, etc. - began to occupy an increasingly important place both in terms of volume and social significance. Unlike translations of fiction, where the main difficulties for the translator were associated with the task of translating the artistic and aesthetic merits of the original, in such translations, the language problems themselves came to the fore.

In this regard, it is appropriate to note the contribution of foreign scientists who describe the connection between linguistics and translation in their works. In 1965, the English linguist J. Catford published his book

"Linguistic Theory of Translation", which opened with the words: "Any theory of translation should be based on the theory of language – on a general linguistic theory." He tried to describe the theory of translation from the standpoint of a single linguistic theory, in particular, the rank–level ("rank scale") grammar of Michael Halliday. J. Catford's book is the first attempt in English translation studies to build a complete and complete theory of translation based on certain ideas about language and speech. J. Catford laid the foundation of a tradition that was reflected in many subsequent works on the linguistic theory of translation: to precede the consideration of the actual translation problems of the presentation of the original general linguistic concepts. Then he proceeds to the consideration of translation problems proper: he gives a simplified, but actual linguistic definition of translation as a replacement of text material in the source language with equivalent text material in the target language.

In his work, he pays great attention to the definition of equivalence. He suggests establishing the equivalence of two text segments empirically: analyzing translations that have already been made, or offering an experienced translator to translate a segment of the original text. At the same time, the detected equivalents will not necessarily correspond to each other, that is, they occupy approximately the same place in the systems of I and n. They will not have the same meanings either, since each language has its system of meanings, and therefore, the values of the original units cannot coincide with the values of the translation units. For example, the so-called cultural discrepancies are the subject of research by both many linguists and translation specialists, and in translation, they very often find areas of their application. It is known that the meaning transmitted during translation is almost always contextually conditioned, and the translation process involves a certain degree of "loss" of meaning. Currently, this position is typical for linguistic theories of translation.

Consequently, one of the tasks of the linguistic theory of translation becomes the task of certain translation techniques aimed at identifying cultural differences and studying the relationships they establish between languages. In

general, we can say that the question of the relationship between linguistics and translation practice is still very relevant. On the one hand, modern linguistics provides researchers with powerful tools for analyzing and understanding language, which, of course, should form part of professional translation competence.

On the other hand, these tools often turn out to be more suitable for identifying and diagnosing specific techniques and methods that could be used directly in the translation process, during the development of translation strategies. Therefore, the science of language should not be excluded from the field of view of translation problems, considering it at the same time as one of the ways to solve translation problems.

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**INVESTIGATION OF MODERN TEACHING METHODS AND THEIR
EFFECTS ON LEARNERS' EDUCATIONAL PROGRESS**

Mardanova Nargiza Uktamjon qizi

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Annotation: *The article discusses various approaches to the definition of the concept of integration in the local and foreign pedagogical literature.*

Keywords: *Integration, cooperative courses, pedagogy*

Currently, in modern educational conditions, teaching methods are experiencing a complex period associated with changing educational goals and developing a new generation of state educational standards, built on a competency-based approach. Difficulties also arise because the hours for studying individual subjects are reduced in the base curriculum. All these cases necessitate the search for new pedagogical research in the field of methods of teaching disciplines, innovative means, forms, and methods of teaching and education associated with the development and introduction of modern educational and information technologies into the educational process. The main goal of secondary vocational education is to train a qualified specialist capable of effective professional activity in his specialty, competitive in the labor market.

In the educational process, modern educational technologies are used to carry out the cognitive and creative activities of the student, which makes it possible to improve the quality of Education, effectively use study time and reduce the share of reproductive activity of students. Homework. Modern educational technologies are aimed at individualization, distance, variability of the educational process, and academic mobility of students, regardless of age and educational level. Educational technology is a systematic method of designing, implementing, evaluating, correcting, and subsequent repetition of

the educational process. Educational institutions, in particular, SPE, widely use educational pedagogical technologies used in the educational process. The introduction of modern educational and information technologies into the educational process allows the teacher to develop the depth and strength of knowledge, strengthen skills and abilities in various fields of activity; the development of technological thinking, and the ability to independently plan the activities of one's education, self-education; the education of habits of strict adherence to the requirements of technological discipline in the organization of training sessions. The large-scale application of pedagogical technologies allows the teacher to make the most of his learning time and achieve high results in the acquisition of knowledge by students. The traditional training of specialists aimed at the formation of knowledge, skills, and abilities in the field of science is increasingly lagging behind modern requirements. The basis of education should be not academic disciplines, but ways of thinking and acting. At a high level, it is necessary not only to free the trained specialist but also to introduce him to the stage of developing new technologies, adapting to the conditions of a particular production environment, and independently training. Based on the experience of using innovative methods in pedagogical activity, some of their advantages can be distinguished: they help students in teaching active methods of mastering new knowledge; allow mastering a high level of personal social activity; create conditions in the educational process that students will not be able to learn; stimulating the creative activity of students; helps to bring learning closer to the practice of everyday life, to form not only knowledge, skills and abilities in science, but also an active life position. At the present stage, education is primarily aimed at developing the personality, increasing activity, and creative abilities, and, consequently, expanding the use of methods of independent work of students, self-control, and self-control. active forms and methods of teaching can be achieved only when there is an interest in all this. Cognitive interest is an intellectual and emotional attitude to the learning

process, the student's desire for learning, the fulfillment of individual and general tasks, and interest in the activities of the teacher and other students.

Cognitive activation is a continuous process of motivation for targeted learning. In its activities, a modern teacher should use various methods of activation, introducing innovative pedagogical technologies into the educational process, and combining various forms, methods, and means of teaching that stimulate the activity and independence of students. High requirements are imposed on graduates of secondary specialized vocational educational institutions to enter higher educational institutions or get a job. They need to be able to adapt to the complex modern world: they need not only the knowledge they have received but also the ability to feel like capable people in any field to find themselves, and successfully establish themselves in life. The teacher will be able to achieve success in obtaining knowledge only by increasing his interest in his subject. To do this, it is necessary to use a system of methods aimed at independently mastering knowledge and skills by students in the process of active cognition, and not at providing ready-made knowledge by students, memorizing and repeating them. activity. Some traditional teaching techniques and methods are one of the reasons for this loss of interest. To develop students' interest in the study of science, it is also necessary to use traditional methods of teaching using methods that contribute to motivating students to practical and mental activity; formation and development of cognitive interests and abilities; development of creative thinking, as well as elements of innovative technologies (problem-based, student-oriented educational elements, information and communication technologies, etc.). The success of training and the strength of knowledge is directly proportional to the level of development of students' cognitive interests in science.

One of the important aspects of the lesson for the student is the understanding of the need for personal interest in obtaining knowledge so that students can feel their competencies not only as a result but throughout the entire learning process. the influence of education on the development of the

student's personality. Therefore, a modern lesson should be built in a combination of specially organized classes and ordinary interpersonal ties, therefore, the lesson takes into account the age, and psychological characteristics of students through a personal communication plan: their readiness to expand the circle. communication, sympathy for adult problems, and desire for self-affirmation. Modern educational technologies help to achieve the goals set, for example, technology for distinguishing the level of Education; Group Technologies; computer training technologies; game Technologies; Technology for problematic and research learning; technologies for intensifying training based on schematic and symbolic models of educational material; pedagogy of cooperation. Modern technologies make it possible to form and develop science and educational knowledge and skills in the process of active multi-stage cognitive activity of students in an emotionally favorable environment, to develop positive motivation for learning. At the present stage, the concept of pedagogical technology is actively used in pedagogical practice. However, there are great variations in its understanding and application, as well as many definitions given by different scientists, such as B.T.Likhachev, V.P.Bespalko, I.P.Volkov, V.M. understanding pedagogical technology is a meaningful generalization that embodies the meanings of all definitions. different authors. G.K.Selevko believes that the concept of "pedagogical technology" can be expressed in three aspects:

1) scientific: pedagogical technologies-part of the pedagogical science that studies and develops the goals, content, and teaching methods, and designs pedagogical processes;

2) procedural and descriptive: description (algorithm) of the process, a set of goals, content, methods, and means to achieve the planned learning results;

3) procedural effective: the implementation of the technological (pedagogical) process, the operation of all personal, instrumental, and methodological pedagogical means. Thus, pedagogical technology acts both as a

science that studies the most rational methods of teaching, as a system of methods, principles, and regulators used in teaching, and as a real educational process. Of course, every teacher wants to have a deep interest in his subject in students, so that they can not only write lectures without thinking, but also understand what is being said, think logically, so that each lesson will not be a burden, but will not be a burden to each lesson itself. joy for students and teachers. The teacher speaks, and the student listens and learns, but listening to ready-made information is one of the most ineffective ways to teach. Knowledge cannot be mechanically transferred from head to head (heard - learned). Therefore, it is necessary to make the student an active participant in the educational process. With an interest in science, the student can master information only in his activities. Consequently, the teacher must forget about the role of an informant, he must play the role of the organizer, coordinator of the student's cognitive activity, and organize all kinds of educational and cognitive activities in the lesson for the student. The educational and cognitive activity of the student must correspond to the educational material that needs to be mastered. As a result of the activity, the student must independently come to any conclusion, and receive knowledge for himself. The most important principle of didactics is the principle of independent creation of knowledge, which consists in the fact that knowledge is created by the student, not in a ready-made form, but as a result of a certain cognitive activity organized by the teacher. Consequently, various types of pedagogical technologies contribute to the development of the cognitive and creative interests of students. Systematic work with the active use of innovative pedagogical technologies increases students' interest in science, and educational activity, provides deep and constant assimilation of knowledge, develops students' thinking, memory, and speech, and serves to educate honesty, hard work, and conscientious attitude. educational work also activates mainly the reproductive activity of students. An important feature of the training is the use of knowledge, and the creation of conditions for effective activity in their generalization, and systematization.

Such an organization of the educational process develops students ' thinking skills, makes them attentive, teaches them to analyze, compare, and highlight the main thing, and makes them active participant from passive listeners in the classroom. Thus, different types of technologies contribute to the development of the cognitive and creative interests of students.

However, the introduction of modern educational and Information Technologies does not mean that they will completely replace the traditional teaching methodology, but will be its component. After all, pedagogical technology is a set of methods, methodological techniques, and forms of Organization of educational activities based on the theory of learning and providing planned results. It is very difficult for a teacher to overcome the stereotypes of a lesson formed over the years. There is a great desire to approach the student and correct mistakes, offering a ready-made answer. Students face the same problem: it is common for them to see the teacher in the role of assistant, and organizer of cognitive activity. The modern educational system allows the teacher to choose "his own" from various innovative methods, and to look at his work experience in a new way.

Today, to successfully conduct a modern lesson, it is necessary to understand your position in a new way, understand why and why changes are needed, and first of all change yourself.

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**THE ROLE OF INTERCULTURAL COMMUNICATION
COMPETENCE IN ENGLISH TEACHING**

Senior teacher: Rakhmonova A.U.,

Scientific advisor: Assoc. Ismailov A.R

Yuldasheva Gulnigor Otabek qizi

Samarkand State Institute of Foreign Languages

2nd year master Faculty of Linguistics(English)

Abstract: This article discusses the relationship between linguistic competence and intercultural communication competence and the role of English language teaching in the intercultural communication competence of trainees. The article explores how to develop the intercultural communication competence of English language learners in English language teaching, as well as understanding the important goals of English language teaching.

Key word: Competence, skill, ability, linguistics, communication

If we look at the history of linguistics, the term "competence" was first used by N. Chomsky in the middle of the 20th century, and evaluates it as a set of knowledge, skills and abilities oriented towards activities in the process of language use. Some scientists who are his followers interpreted this concept as a competence approach. In this case, the concepts of competence and competence approach are noted as factors indicating effectiveness in education. Speaking about the competence of intercultural communication, first of all, we should pay attention to the literal meaning of the word competence. Therefore, the concept of "competence" is derived from the Latin word "competere" - to match, and

means "suitable, worthy of one's profession".[1] In addition, this word in a broad sense means the ability to apply existing knowledge and skills in practical experience in solving general or specific comprehensive issues. Therefore, competence is the ability to apply the acquired knowledge, skills and abilities in practice, activities that lead to the expected result.

"Competence" is a description given to the subject and his activity, and it is often used in the lexical-normative literature, which provides various information, as "the knowledge that allows one to think about something, express one's opinion is defined as "deep acquisition". In other words, competence is primarily a knowledge-based level of understanding what is needed to perform a job (achieve a goal). Professional competence is the ability to effectively apply knowledge and skills in practical experience in solving problems related to professional activity. R.P. According to Milrud: "... competence is a special field of activity in which an individual (person) demonstrates a mastered achievement strategy at a high level. Based on experience, existing knowledge, and continuous self-improvement, strategies for how to perform actions in various spheres of the surrounding existence are actions performed in order to acquire skills and practical knowledge. So, competence is the ability to work effectively due to mastering success strategies on the basis of formed skills and acquired practical knowledge [2]. Therefore, the modern understanding of competence includes the ability of a person to use his capabilities and perform certain functions, as well as the existence of mental states that allow him to act independently and responsibly. The problem of applying a competency approach to the educational process It has its own history, and according to its origins, it goes back to the researches of foreign authors such as N. Chomsky, R. White, J. Raven, D. Hymes.

The introduction of the competency-based approach to education in our Republic has led to the improvement of the State Education Standard based on this approach, and changes to the contents of the curriculum and textbooks of all

levels of the continuous education system. The State Education Standard, improved on the basis of the competence approach and approved by the Cabinet of Ministers of the Republic of Uzbekistan on April 8, 2017, specifies the requirements for the formation of basic and special competencies in accordance with the age characteristics of students at the stage of general secondary education. Communicative competence, information processing competence, self-development competence, socially active citizenship competence, national and general cultural competence, mathematical literacy, awareness and use of science and technology innovations are defined as basic competencies. Today, the types of competence are reflected in the State educational standards for all subjects and competences related to a private subject have been developed. In the state educational standards, in particular, the following competencies are defined for teaching foreign languages:

Linguistic competence means knowledge of language material (phonetics, vocabulary, grammar) and acquisition of skills in speech activities (listening, speaking, reading and writing). Sociolinguistic competence is the competence that allows the speaker to choose the necessary linguistic form and expression based on a speech situation, communicative goal and desire. Pragmatic competence refers to the ability to get out of difficult situations by repeatedly asking, apologizing,

It is expected that these above-mentioned competencies will lead to the formation of students' communicative competences in a foreign language. It can be seen that the communicative competence is the main competence that is based on the basic competences and arises from the set of special competences, which serves to ensure competence. In turn, communicative competence includes such competences as linguistic, sociolinguistic, discursive, strategic, socio-cultural and social competences. Nowadays, the main goal of teaching foreign languages is only to convey linguistic knowledge, skills and abilities, and even it should not consist only of studying the information about country

studies as in the brochure. Ter-Minasova's opinion about this is as follows: "...in the pedagogical process, the ability to participate in intercultural communication should occupy the main place. This is especially important now, when "the intermingling of peoples, languages, and cultures is unprecedentedly widespread - to educate tolerance to other cultures, to arouse interest and respect for them, as well as the excesses and deficiencies of other cultures." or coping with feelings of dissimilarity are cross-cutting. It is in this connection that a comprehensive interest in the issues of intercultural communication arose" [3].

In fact, we can say that the socio-cultural context of teaching foreign languages has changed. At the current stage of teaching languages of international communication, knowing the culture of the country whose language is being studied is important in using the language. Learning language together with culture is the main direction of modern language education, and being able to effectively use it in practice leads to great success. Language cannot be studied in isolation from the culture of the society being studied, language and culture are a whole concept that is always used side by side. Because language is a product of society's development and a carrier of its culture. Even when linguistic competence is sufficient or even at a high level, the effectiveness of communication in a foreign language may decrease due to the lack of knowledge about non-linguistic existence.

A.V. Khutorskoy also studies and differentiates between valuable-meaningful, general cultural, educational, informational, communicative, social-labor, and personal self-improvement competencies. The author states that such a list of basic competencies "is based on the main goals of general education, the structural structure of social experience and personal experience, and the main types of activities that allow the student to acquire the skills of social experience, living and practical activities in modern society"[4] notes that.

Another scientist D.F. And Ilyasov includes the following among the main competencies in learning a foreign language as an academic subject:

- social competence - the ability to act taking into account the views of other people in a society;
- subject competence, that is, the ability to understand language as a means of learning and communication;
- informational competence - the ability to acquire information technologies, the ability to work with any type of information and the ability to use information technologies in language learning;
- projective competence - the ability to create one's own product, to make decisions in individual and collective activities and to be responsible for one's decisions;
- socio-cultural competence - the ability to act in accordance with one's own culture and that of others, using universal etiquette, cultural identity and legal knowledge;
- communicative competence, that is, the ability to understand others and be comprehensible to them using means of communication in a foreign language[5].

Development of socio-cultural competence requires socio-cultural adaptation, integration of a person into a new culture.[6] Most researchers interpret socio-cultural competence in relation to country studies and cultural studies. The emergence of the science of linguistics and cultural studies also confirms the emergence of these views.

N.A. Salanovych states as follows that studying the language together with country studies arouses a strong interest in the study of students and allows solving four issues related to language, folk culture, history of country studies, and traditions in modern education in the process of communication. creates[7].

According to the classification of I. A. Zimnyaya and in accordance with the recommendation of the Council of Europe, socio-cultural

competence is a competence related to life in a multicultural society, that is, a group of competences "relating to interactions between a person and the social sphere"[8]. So, socio-cultural competence is inextricably linked with universal and social competences, and it serves as the main factor in the development of intercultural communication competence.

Intercultural communication aims to develop the component:

- achieving competence in foreign culture;
- know their culture and be able to talk about it;
- achieving intercultural understanding that leads to respect for others and tolerance;
- to have the ability to analyze one's own culture and that of others.

We defined the competence of intercultural communication as follows: competence of intercultural communication - a person communicating in a foreign language is aware of the national-cultural characteristics of the social and speech behavior of the speakers, their traditions, rules of conduct, history and culture, and in the process of communication It is the ability to demonstrate the ability to successfully communicate with representatives of other cultures using this knowledge. Again, we must say that the students' mother tongue and the factors in the socio-cultural environment reflected in it are also of primary importance in forming perceptions about the culture of the country where the language is being studied.

Cholevki said, "Linguists do not always pay attention to linguistic difficulties faced by foreign language speakers. However, it is these that can be a decisive factor in studying or getting a job in the country where this language is being studied"[8]. That is why we should pay special attention to this issue in the course of language teaching to cadets, that is, we should eliminate linguistic difficulties.

Thus, the competence of intercultural communication helps to form a sociological component based on information about culture, philosophy, ethnolinguistics, history, literature, geography and country studies. Therefore, this component is based on the generalization of the knowledge obtained from the fields of sociology, linguistics, and country studies, and introduction to ethnocultural universal culture.

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**METHODOLOGICAL FEATURES OF EFFECTIVE READING IN
ENGLISH**

**Organizational and methodological foundations of teaching reading at the
middle stage of training**

Abdullayev Azamat

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: Reading in English as a communicative skill and means of communication is, along with oral speech, a type of speech activity and the most common way of foreign language communication, which school students must master according to the requirements of the current foreign language program. Thanks to reading, which makes any information available, the experience of humanity accumulated in various spheres of labor, creative, socio-cultural activities is transmitted.

Keywords: singly, Modern methodology, diagram, table, analytical, synthetic

Over the past ten years, enough experience has been accumulated in early English language teaching, where much attention is paid to the development of a whole system of teaching reading to younger schoolchildren. There are two main, fundamentally opposite methods of teaching reading: the phonological method and the method of whole words [1-93]. The phonetic approach is based on the alphabetic principle. It is based on teaching the pronunciation of letters and sounds (phonetics), and when the student accumulates sufficient knowledge, he moves on to syllables, and then to whole words. According to the whole-word method, they are taught to recognize words as whole units without breaking them into components. In this method, neither the names of letters nor sounds are taught. The student is shown a word and pronounces it. After 50-100 words have been learned, the student is given a text

in which these words are often found. This method is known as the Glenadoman method. There is also a whole-text method, which is very similar to the whole-word method. The difference is that this method appeals more to the student's language experience. With this method, the student is given a text with a fascinating plot and when meeting unfamiliar words, he needs to guess their meaning using context or illustrations. N. Zaitsev's method is interesting, which consists in working with cubes, with letters written on them. The cubes form warehouses (a pair of consonants and vowels), combinations of syllables, and then words. The technique refers to phonetic methods because a warehouse is either a syllable or a phoneme.

Thus, the child learns to read immediately by phonemes, but at the same time unobtrusively gets the concept of letter-sound correspondences, since on the faces of the cubes he meets not only warehouses but letters "singly" [2-153]. Thus, we can say that there cannot be one universal method of teaching reading in a foreign language. But there may be a common approach: to start learning from understanding the letters of sounds, from phonetics. Reading is a type of speech activity that occupies one of the main places in terms of importance, accessibility, and use. Every century comes up with its methods of teaching children to read. Everyone has their charm.

Next, we will consider the stages of learning to read in an English lesson in stages from the point of view of exercises and tasks used on them. The pre-text stage At this stage, the following tasks are used: – read the title of the text and tell who (what) will be discussed in this text; – look at the drawing and make an assumption about the content of the text; – write (add up) the story using keywords (phrases) in the text [3-74]. At the pre-text stage of the work, the following exercises can be performed:

- 1) read the text and divide it into meaningful parts, selecting the title for each;
- 2) read the text and choose from the proposed annotations reflecting its content;

3) find sentences in each part of the text that conveys the main content;

4) arrange the drawings (photos, parts of the text) in the correct sequence;

5) choose from the suggested headings the one that better reflects the main idea of the text [4-120].

Text stage in the text tasks, students are offered communicative settings, which contain instructions on the type of reading (learning, introductory, viewing, searching), the speed, and the need to solve certain cognitive and communicative tasks in the process of reading.

Objectives: to control the degree of formation of various language skills and speech skills; to continue the formation of appropriate skills and abilities.

Examples of some exercises and tasks:

Find / select / read / connect / insert:

Answers to the suggested questions;

Confirmation of correctness/consistency of statements;

A suitable heading for each of the paragraphs;

Sentences that are appropriate in meaning omitted in the text;

Sentences with the following words /grammatical phenomena;

Description of appearance /place /event /attitude.

Guess:

About the meaning of the word by context;

Which definition /translation most accurately reflects the meaning of the word in This context;

How events will develop in chapter 2 / part of the text.

Post-text stage

At the post-text stage, you can perform the following tasks: choose the correct answer from the submitted answers to the questions (test tasks); –

Fill in the gaps in the text according to the meaning of the text;

Find in the text confirmation that ...;

Connect the beginning and end of these sentences correctly;

Expand the points of the plan to the text;

Describe the main characters, and express your relationship with them;

Prove that ...;

Make an annotation (advertisement) to the read text.

Write a letter (postcard, e-mail) and express your vision of the problem of the text;

Act out the episode in the roles;

Reproduce in the form of a diagram (diagram, table) the main provisions of the text, comment; Make up the questions that you would like to ask the author of the text on this problem [5-60].

To form a stable reading skill, it is important to teach students to recognize or predict the graphic image of letters, then words, to bring this skill to automatism. To do this, at the middle stage of training, you can use such games-exercises for the fairy tale "Teremok" to achieve good results.

Find the words in the chain of letters:

Wolf little house mouse frog hare

Wolf, _____

Lives started climbing crushed climbed knocked lives. _____

In addition, interest in reading in English can be aroused by staging the same fairy tale. Dramatization of the fairy tale "Teremok" in English. Purpose: to promote the disclosure of the creative potential, and artistic abilities of the child, to teach to play dramatizations aimed at dialogical activity, and to form motives for learning English. Actors:

Qurbaqa-a frog, sichqon-mouse, xo`roz-a cock, bo`ri-a wolf, tulki-a fox, ayiq-a bear. A frog "jumps out" at us.

A frog: How it is fine to walk. Yet to walk, yes to walk

I am a little, little frog

Modern methodology understands the reading skill as an automated skill for voicing printed text, involving awareness of the idea of the perceived work and the development of one's attitude to what is being read. Experiments

conducted over the past few years have shown that reading promotes the activation of the thinking process and becomes one of the means of improving the educational process. In methodological science, there are three stages of the formation of reading skills: analytical, synthetic, and automation stage. The path from the analytical stage to the automation stage can be traversed by a child within the framework of primary school, to facilitate this path, a younger student should be offered play exercises since at this stage of his development, play activity prevails over learning. Game exercises allow not only to maintain interest in the process of mastering reading in English and motivation to improve this vital skill but also to develop mechanisms for automating the reading process.

So, in the methodological literature, work with a foreign language text is carried out mainly to enrich the lexical composition, and spread the language base of the student. The methodology of working with English-language texts at different stages of learning English has its peculiarities related to the complexity of texts. For example, the speech of texts intended to obtain basic information should be without significant dialectical features.

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**THE WAYS OF TEACHING READING AND ITS IMPORTANCE FOR
EFL LEARNERS**

Abdullayev Azamat

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: The relevance of this article is due to the need for primary school teachers to substantiate, and develop a methodology for teaching reading in English. This article discusses the methodology of teaching reading in English, which includes the following components: purpose, content, and tools for the formation and evaluation of subject skills of younger schoolchildren. The stages of the formation of subject skills are presented: the first stage of perfect pronunciation: the ability to reproduce the required phoneme in isolation or the simplest syllables, the gradual automation of this skill, its transformation into a persistent skill; the second stage is imprinting: accumulation of vocabulary; the third stage is a transcription: the ability to reproduce the required letter and its sound, the ability to depict given letters on the letter, reading words, phrases, and their transcription; the fourth stage of intensive reading: fixing the reading of transcription, mastering the rules of reading, and various types of work with the text. A set of ways of teaching reading in English lessons is described. The practical material contributes to the development of educational programs in English for younger schoolchildren. The results of the study can be used in the educational process of secondary schools, in consulting work with parents, and in the practice of professional development and retraining of teaching staff.

Keywords: methodology, language education, English, junior schoolchildren

In recent years, interest in foreign languages has increased so much that it has become a mass phenomenon. The number of schools in which children start learning foreign languages from the first-grade increases from year to year,

regardless of the type of educational institution, whether it is a general education school or an innovative type of school (lyceum or gymnasium). Because a foreign language has been introduced into the curricula of primary schools, many researchers have been studying the problems associated with the early teaching of foreign languages to children. The works of E.I. Matetskaya, E.A. Lenskaya, I.N. Borisenko, L.I. Kozlova, E.I. Onishchenko, C.B. Snegova, etc. are devoted to the problems of teaching foreign languages to children of primary school age. Various aspects of early learning of foreign languages are also considered by foreign specialists, in particular French M. Garabedian, R. Cohen, F. Debyser, M. Corbellari, N. Herr, J. Girardet, C. Paccanino, etc.

The younger school age, according to its psychological characteristics, is known to be the most favorable for mastering a foreign language. There has been a discussion in the methodological literature for many years about the advantages and disadvantages of early foreign language teaching. Currently, the search for effective ways of teaching various types of communicative activities in the lower grades is being carried out, and the goals, conditions, and methods of teaching are being discussed. The study of special literature on the problems of early learning, observation of the learning process, and analysis of teachers' work experience indicate that the construction of the initial stage of mastering a foreign language mainly on an oral basis does not justify itself in practice, since the acquired skills are fragile and quickly lost. One of the main reasons for low learning performance is insufficient attention to such a receptive type of communicative activity as reading. The solution to this problem, as it seems to us, is possible with the necessary search for new approaches in teaching both a foreign language at primary school age in general and foreign language reading. Dissertation research in recent years confirms the legitimacy of teaching children to read in a foreign language in the lower grades (E.A.Lenskaya, I.N. Borisenko, S.V. Snegova, etc.).

However, in the theory and practice of teaching early learning of foreign languages, there is still no rational approach to teaching different types of communicative activities in a foreign language in the lower grades.

Questions about the optimal ratio of types of speech activity, about the target dominant of early learning have not been resolved, and the main parameters of a foreign language course in primary school have not been determined: intensity, content, goals, and effective ways to achieve them. The above indicates that the issue of developing a methodology for teaching reading in a foreign language in the lower grades, which ensures the formation of strong technical and communicative reading skills in combination with the development of oral speech, listening, and writing skills, has not found a complete solution both in theory and in practice and can be considered as an urgent task of modern methods of teaching foreign languages, which determined the choice of the topic of this study. Thus, the analysis of the changed requirements for the implementation of the educational process in primary school, for the educational results in a foreign language of primary school graduates, the practice of forming communicative universal educational actions in pedagogical science has revealed a number of existing contradictions: – "at the socio-pedagogical level between the requirements of the federal state general education standard of primary general education in the Russian Federation to ensure the formation of the planned subject results in the field of reading in English lessons and the lack of development of methods of their formation in the educational process of primary school " at the scientific and theoretical level between the need for theoretical understanding by modern researchers of the problem of the formation of subject reading skills at the English and insufficient scientific and theoretical development the content of the stages of this process" – "at the scientific and methodological level between the need of teachers to teach reading in English to younger schoolchildren and the lack of a developed methodology for teaching reading in a foreign language to younger schoolchildren." Awareness of these contradictions and the need to resolve them

allowed us to formulate the problem of research: what are the structural components of the methodology of teaching reading in a foreign language and their essential content? The purpose of the study: is to determine the structural components of the methodology, and to develop and test the methodology of teaching reading in English to younger schoolchildren. The methodology is the normative ordering of actions in any particular activity, as well as its reflection in the form of a description, prescription, or presentation; a special type (special area) of knowledge about the implementation of activities in a particular area. There are different scales of the methodology.

General methodistupny samples of children's fiction. The structure of the planned results is based on a level approach: highlighting the expected level of the actual development of the majority of students and the immediate prospects for their development. This approach makes it possible to determine the dynamic picture of the development of students, to encourage the advancement of students, and to build individual trajectories of movement taking into account the zone of the closest development of the younger student. The English language, which begins in the 2nd grade, makes it possible to form: personal, regulatory, cognitive, and communicative ULA (universal learning activities). is a program of the general organization of the pedagogical process as an interaction between teachers and students? The private methodology is the level of organization of individual components of the process and areas of pedagogical activity. A specific methodology works in specific situations and various forms of organization of the pedagogical process. The structural components of the methodology are target, content, instrumental, operational, activity, and effective components. Reading in a foreign language as a type of speech activity and as an indirect form of communication is, according to many researchers, the most necessary for most people. The reading process is based on the technical side, that is, on skills that represent automated visual-motor-auditory connections of linguistic phenomena with their meaning, based on which there is recognition and understanding of written signs and written text as

a whole and, consequently, the implementation of the communicative reading ability. The practical component of the purpose of teaching reading as an indirect form of communication in a foreign language involves the development of students' skills to read texts with different levels of understanding of the information contained in them.

The Federal State Educational Standard of primary general education is the basis for an objective assessment of the level of education of students at the stage of primary general education. The planned results represent a system of generalized personality-oriented educational goals, they clarify and specify the requirements of the Federal State Educational Standard for the results of the development of the program for each academic subject, taking into account the leading target settings for studying this subject, as well as taking into account the age specifics of students. Also, the main types of planned results in primary school are personal, meta-subject, and subject results. The subject results of mastering the basic educational program of primary general education, taking into account the specifics of the content of the English language, include the acquisition of initial communication skills in oral and written form with native speakers of a foreign language based on their speech capabilities and needs; mastering the rules of speech and non-speech behavior; mastering the initial linguistic concepts necessary for mastering oral and written speech in a foreign language at an elementary level, expanding linguistic horizons; forming a friendly attitude and tolerance to native speakers of another language based on acquaintance with the lives of their peers in other countries, with children's folklore and accessible examples of children's fiction. The structure of the planned results is based on a level approach: highlighting the expected level of the actual development of the majority of students and the immediate prospects for their development. This approach makes it possible to determine the dynamic picture of the development of students, to encourage the advancement of students, and to build individual trajectories of movement taking into account the zone of the closest development of the younger student. The English

language, which begins in the 2nd grade, makes it possible to form: personal, regulatory, cognitive, and communicative ULA (universal learning activities).

Analysis of the results of the experiment showed that after the implementation of the methodology of teaching reading in English lessons, significant changes occurred in the experimental group: the number of students with high and medium levels increased, while the number of students with low levels significantly decreased. In the control group, the number of students with high, medium, and low levels of subject skills practically did not change. This proves that the developed method of teaching reading in English lessons can be considered effective.

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MASTER OF UNIVERSITY TIAME

Classification of robots by use, movement, and components

Muradov Khayot Ilkhom ugli

Abstract. The rapid development of robotics in recent years has given rise to a large number of robotic systems. Devices, as well as reduce the cost of their development. An obvious task at the beginning of development is to specify the parameters of the future robot, in which their classification undoubtedly helps.

Keywords: robotics, classification of robots, overview of components

Introduction

In recent years, robotics continues to gain a leading position in both production and everyday life. Along with the improvement of technologies, the cost of manufacturing robots also decreases, which allows even small groups of students to develop their own robotics projects. In other words, robotics is becoming an applied science that is accessible to groups even with relatively little funding, while enabling the creation of very high-level devices. One of the initial stages in making a classification is to specify the main terms. Robot — an automatic device created on the principle of a living organism, designed to perform production and other operations, which operates according to a pre-set program and receives information about the outside world from sensors (analogs of the sensory organs of living organisms), the robot independently performs production and other operations that are usually performed by humans.

Robotics is an applied science that deals with the development of automated technical systems and is the most important technical basis for the intensification of production.

Industrial robots (PT) are designed to perform motor and control functions in the production process manipulative robot, i.e. an automatic device

consisting of манипуляторами reprogrammable control device with manipulators, which generates control actions that set the required movements of the manipulator's executive organs. They allow you to significantly automate the process of conveyor production, which, in turn, allows you to increase labor productivity, reduce production costs, and also weaken the influence of the human factor, thereby increasing competitiveness. Depending on the type of work performed by robots, there are:

1. Foundry-designed for casting products with molten material, including 3-D printers.

The main technological challenge in development is high melting temperatures.

2. Robots for mechanical processing — used in the processing of products by mechanical action using cutting tools, blacksmithing, as well as pressing and stamping.

3. Assembly-in most cases, these are manipulators that use various tools for both mechanical connection and soldering of electronic components.

4 Painting-used for automatic application of paintwork, as well as subsequent polishing of the product.

5. Construction — designed to automate construction, as well as resource extraction. This includes robotic delivery vehicles for building materials and machines for building various objects.

6. Filling and sorting-used to check the quality of the product, its sorting and packaging. In most cases, this is the last stage of automation on conveyors, not counting the means of delivering products to consumers.

7. Transport - this class includes any robotic means of cargo delivery, the most common of which are conveyor belts.

8. Agricultural robots — robots whose main task is to automate agricultural production, such as sprinklers, combine harvesters, tractors, etc.

Household robot — a robot designed to help a person in everyday life. We distinguish the following classes:

1. Transport robots — used to transport passengers and cargo in automatic mode.

2. Smart home — an intelligent, robotic system whose main task is to automate and coordinate all life support and security systems.

3. Robot assistant — a universal class of robots capable of physical and intellectual assistance to the owner.

4. Robot housewife — a class of robots that perform everyday work in the house, including robot cooks, vacuum cleaners, window cleaners, dishwashers, air purifiers, car feeders, pool cleaners, etc.

A social robot is a robot that can interact and communicate with people in public places or homes in autonomous or semi-autonomous mode.

1. Robots family members — devices that can almost completely "merge" into the family, are able to move around the house, interact with others.

2. Animal robots-devices that replace pets can copy their movements and sounds.

3. Robot toys are entertainment tools for children that help them learn various skills and knowledge.

Medical robot — a robot designed to perform medical manipulations under human control.

There are robot surgeons capable of performing high-precision operations, robot pharmacists delivering medical supplies to patients in hospitals, and a large number of highly specialized robots.

1. Robot surgeons-used for the surgical treatment of diseases and injuries, in addition to performing the role of a surgeon, they can perform the functions of an assistant during operations.

2. Robots-pharmacists-are able to manufacture and distribute medical drugs to patients.

3. Robotic prostheses-designed to replace lost or permanently damaged body parts with artificial robotic devices.

4. Robotic transplants — used to replace damaged or non-functioning organs and tissues with robotic devices that can effectively replace them.

5. Robots-nurses-are able to replace employees of junior medical personnel in the care of patients.

6. Robotic patient simulators-designed for practical training and development of skills of medical specialists.

7. Diagnostic robots-are able to make a diagnosis and prescribe treatment based on anamnesis data.

Research robots are devices for conducting various types of research, including the possibility of using robots to perform various functions. These include numerous devices of both automatic and semi-automatic design.

By usage environment, there are:

1. Space-they are used for conducting research in space conditions, and they can include various research satellites.

2. Ground-based-designed for conducting research on the earth's surface, in the case of conducting research on other planets, robots are called planetohods.

3. Underground-capable of conducting research under the surface of the soil, or directly under the ground, or in caves and grottos.

4. Marine — devices for conducting research in the surface or underwater position.

A combat robot is a multifunctional technical device with anthropomorphic (human-like) behavior that partially or completely performs human functions when solving certain combat tasks. Allows you to replace a person when performing combat tasks, save their life, and perform tasks that are incompatible with their capabilities. By usage environment, there are:

1. Aerial UAVs (Unmanned aerial vehicle) — designed to perform aerial missions, such as surveillance and reconnaissance, coordinate strikes against the enemy, and create wireless communication networks near them.

2. Land-this class includes ground combat vehicles, unmanned military vehicles, intelligence systems, security systems, sapper robots, as well as full-fledged combat complexes.

3. Marine - this class combines robotic devices of surface and underwater type, the main tasks of which are exploration, tracking, patrolling and mine search.

From the definition, you can distinguish that the robot is designed to perform certain operations, depending on the type of which you can select a stationary mobile device type. One of the main criteria for dividing mobile robots into classes is the mode of movement:

1. The wheeled method is the most common method of transportation, which can be divided into subclasses depending on the number of wheels used. The advantage of using a small (from 1 to 2) number of wheels can serve as a simple design and excellent maneuverability, on the other hand, increasing the number of wheels expands the contact area with the surface, which contributes to a significant improvement in cross-country ability.

2. Tracked method — most often used in combat robots, since the use of tracks significantly increases cross-country performance.

3. Walking method - the use of analogs of legs for movement increases the complexity of design, however, modern technologies do not allow achieving stability close to human.

4. Air travel — this includes so-called UAVs, rockets, as well as planes and helicopters equipped with autopilot.

5. Floating method — using propellers or wind forces that can move above and below water for movement, this method includes UAVs (unmanned floating vehicle) as well as ships equipped with autopilot.

To create a full-fledged robot, a large number of components are required, and we have made an attempt to organize them for further use. The "brain" of almost every robot is a microcontroller or a combination of them, where each is responsible for certain functions. On the one hand, the use of

multiple microcontrollers complicates the design, but on the other hand, it allows you to achieve greater reliability of the system as a whole and the duration of its operation due to the possibility of disabling some nodes, as well as the controllers controlling them, if they are not needed at the moment. The key aspects when choosing a microcontroller are: bit depth, number of digital and analog inputs and outputs, size of flash memory, amount of RAM, clock frequency, availability of timers and other peripherals. Operating voltage and power consumption are important criteria for mobile robots.

Actuators are among the most important components of almost any robot, allowing them to perform movements and move in space, in some cases, the drives can be compared to the muscles of a living organism.

Let's look at some of the most common types of drives. One of the simplest solutions is to use an electric servo drive, which is an electric motor with a gearbox installed and a shaft position sensor, thanks to which the drive is precisely moved. A common solution is also to use a stepper motor as a drive: it also uses an electric motor, but without using a shaft position sensor, since the rotation angle is controlled by a controller that knows the shaft deflection angle in advance.

An alternative to DC motors is piezo motors, which use the vibration of piezoelectric legs at an ultrasonic frequency to rotate the rotor. Pneumatic actuators that work with a very simple technology look very similar to real muscles:

in a special shell, which can only increase its volume with decreasing length and increasing thickness, gas is pumped under pressure, which is why the reduction occurs. The transformation of gas energy under pressure is also possible in rotation: for example, pneumatic guns for tightening nuts in production. In addition, pressurized fluids are often used instead of gas — these are so-called hydraulic drives.

They are most often used in industrial manipulators. The main aspect of designing a robot is to provide it with power supply. This is not a critical factor

for stationary robots, but for mobile robots, and even more so for autonomous robots, the task of providing energy for their design comes to the fore. The main criteria are the voltage and the maximum possible amperage that its source can give. In the case of mobile robots, this is the duration of battery life and the ability to recharge.

By creating this classification, we have tried to generalize current ideas about the capabilities, functions, and applications of robotics today. As we can see, this science has penetrated and is successfully used in many areas of life and production. At the same time, robotics is still a very promising science and has huge opportunities and potential for further development. In particular, the modern medical and diagnostic process can no longer be imagined without a technical component-ultrasound, MRI, X-ray diagnostic methods, sensors of medical and biological information, laser and electrotherapy, Holter monitoring and transesophageal electrical stimulation of the heart — the list is endless and in modern surgery, the Da Vinci robotic surgical system is successfully used Da Vinci, with the help of which only the most advanced methods are used. In 2012, 200 thousand were held. successful operations [6]. However, the creation of such systems requires knowledge not only technical knowledge in creating devices, but also knowledge in the field of medicine. This factor determines the need for training specialists in the field of medical robotics, which can be facilitated by the creation of specialized faculties in medical universities.

Conclusion. This classification can be used as the basis of methodological materials for teaching a general robotics course, as well as by third-party developers to specify the parameters of the future robot and will allow you to accurately determine the necessary functions. And components for creating a robotic device, and we, in turn, using this classification as a basis, plan to continue working in this direction.

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GASTRIT KASALLIGI VA UY SHAROITIDA DAVOLASH USULLARI

Siyob Abu Ali ibn Sino nomidagi jamoat salomatligi texnikumi

“Hamshiralik ishi” kafedrasi mudiri:

Eraliyev Obloqul Botirovich,

Hamshirlik ishi fani o‘qituvchisi:

Toshpo‘latova Oysha O‘ralboy qizi

Anatatsiya: ushbu maqolada, gastrit kasligi, uning turlari va uy sharoitida davolash usullari keltirib o‘tildi.

Kalit so‘zlar: Gastrit, epigastral, o‘tkir gastrit, surunkali gastrit, ekzogen, endogen, infektsiya, me‘da devoir.

Gastrit - oshqozon devorining shilliq qavatining yallig‘lanishidir. Gastrit kasalligi odatda ikki turga bo‘linadi: O‘tkir va surunkali gastrit. O‘tkir gastrit, ayniqsa, alkogol, sifatsiz ovqatlar, ba‘zi dori-darmonlarni uzoq vaqt davomida iste‘mol qilish, jigar, buyraklar, metabolik kasalliklar va boshqa kasalliklarda tananing o‘z-o‘zini zaharlanishi bilan bog‘liq. O‘tkir gastritning belgilari odatda infektsiya, to‘yib ovqatlanmaslik, ba‘zi dorilar va boshqalarga duch kelganidan 4-8 soat o‘tgach paydo bo‘ladi.

Epigastral mintaqada og‘irlik va to‘lalik hissi kuzatiladi va ko‘ngil aynish, qusish, diareya, holsizlik, bosh aylanishi yuzaga keladi. Teri va ko‘zga ko‘rinadigan shilliq pardalar oqarib ketadi, til kulrang-oq rangli gullaydi, tupurik yoki aksincha, qattiq quruq og‘iz kuzatiladi. Barmoqlar bilan qorin bo‘shlig‘iga bosilganda, epigastrik mintaqada og‘riq seziladi. Tana haroratining ko‘tarilishi mumkin. Davolashni o‘z vaqtida boshlash bilan kasallikning o‘tkir davri 2-3 kun davom etadi. Oshqozonga kimyoviy moddalar (kislotalar, ishqorlar, og‘ir metallarning tuzlari, etil spirti) kirganda, o‘tkir korroziv gastrit paydo bo‘ladi. Bu og‘izda, ko‘krak suyagi orqasida va epigastral mintaqada og‘riqlar, takroriy qusish kabi alomatlar bilan tavsiflanadi; qusganda - qon, shilimshiq, ba‘zida to‘qima bo‘laklari. Dudaklarda, og‘izning shilliq qavatida, farenks va larinxda

kimyoviy kuyish izlari bo'ladi: shish, giperemiya, oshqozon yarasi. Qovoqqa zararlanganda hirilti va hirilti paydo bo'ladi.

Og'ir holatlarda kollaps rivojlanadi (o'tkir tomir etishmovchiligi, arteriya va tomirlarda qon bosimining pasayishi bilan birga). Odatda og'riqli bo'lgan shishiradi. Gastrit bilan og'riganida, o'simlik yog'i bilan yog'langan naycha orqali iliq suv bilan darhol me'da yuvish kerak. Surunkali gastrit. Surunkali gastrit me'daning surunkali distrofik yallig'lanishi bo'lib, unda me'daning shira ajratishi va harakat qilishi buziladi. Surunkali gastrit ovqat hazm qilish a'zolari orasida yetakchi o'rinni egallaydi.

Etiologiyasi. rivojlanish sabablari ko'p, aksariyat hollarda bir necha sabablarga ko'ra rivojlanishi mumkin:

- ekzogen sabablar
- endogen sabablar.

Surunkali gastritning kelib chiqishida ekzogen sabablarga 1982- yilda avstraliyalik olimlar Varren va Matchkllar spiralga o'xshagan bakteriyaning rolini ta'kidlaganlar. Uning nomi Kampil pilori bakteriyasi deb atalgan. Keyinchalik (NR) deb yuritildi. Oshqozon qavati biopsiya qilib tekshirilganda shu mikroob 100% hollarda topilgan. Ovqatlanishning buzilishi (ovqatlanish me'yoring buzilishi, o'ta to'yib ovqatlanish, to'liq chaynamasdan yutish, qattiq, achchiq, issiq ovqatlar iste'mol qilish va h.k.). Chekish va spirtli ichimliklar ichish, asabiy zo'riqish, kasbga oid zararli moddalardan ta'sirlanish (metall, paxta changlari, kislota va ishqorlar), dori moddalarni uzoq vaqt iste'mol qilish. Gastrit rivojlanishida qatnashadigan muhim omil me'daning harakatlanish vazifasining buzilishi hisoblanadi. U me'da mushak pardasi tonusining yo kuchayishi, yoki keskin pasayishi bilan o'tadi.

Har ikkala holda ham ovqat hazm qilish jarayoni o'zgaradi va me'da shilliq pardasi yallig'lanib, o'zgarib, vaqt bilan surunkali tus oladi. Me'da devori hujayralarida xlorid kislota ishlab chiqarishning buzilishi, harakat va uning evakuator vazifasining, me'da devorida qon aylanishining buzilishi quyidagi me'dada o'zgarishlariga olib keladi:

Ko'p ishlanishi natijasida vodorod ioni ko'payib sulfatazaning aktivligini— susaytiradi, sulfataza me'da shirasi tarkibini buzadi;

harakat va evakuator vazifasi buziladi,

bunda:—

a) og'riq paydo bo'ladi;

b) me'da va ichak dispepsiya simptomlari yuzaga keladi;

d) me'da shirasi buziladi.

Shunday qilib, me'daning harakati va evakuator vazifasining buzilishi, o'n ikki barmoq ichak shirasining me'daga otilishi kuzatilib, unda oshqozon osti bezining shirasi va o't kislotasi me'dada sof vodorod ioni hosil bo'lishini kuchaytiradi. Bu esa me'da shirasi ajralishini susaytiradi, uning vazifasini pasaytiradi, natijada me'da shilliq pardasini tubdan o'zgartiradi. Me'da shilliq osti qavatida arteriya va vena tomirlari orasida qo'shimcha yo'l ochiladi, bu esa me'da devorining kamqonligiga olib kelib, uning regenerator vazifasi buzilishiga olib keladi.

Uyda gastritni muqobil davolash samarali bo'lishi uchun eng avvalo qaysi kasallik turini urganligini aniqlash kerak. O'tkir va surunkali gastritni davolashda farq bor. Agar birinchi holatda tiklanish uchun 3-4 hafta kerak bo'lsa, ikkinchi holatda, davolanish bir yarim yildan ikki yilgacha davom etishi mumkin. Davolash usullarini uch turga bo'lish mumkin: gastritning har qanday shakliga yordam beradiganlar, yuqori kislotalilik bilan gastritni davolashga yordam beradiganlar va past kislotalilik bilan yordam beradiganlar.

Eng ko'p qirrali retsept bu (lekin u kislotaliligi oshishi bilan ham yaxshi ishlaydi): ovqatdan oldin kuniga uch marta (1 stakan qaynoq suv uchun 1 osh qoshiq o't) qaynatmasini iching.

Ovqatdan so'ng 1 osh qoshiq iste'mol qiling. kukunli siyanoz ko'k ildizlari. Bodring spazmlarni engillashtiradi, oshqozon devorlaridagi yaralarni tezda davolaydi, siyanoz konvertatsiya qiluvchi va tinchlantiruvchi ta'sirga ega. Ya'ni, bu retsept gastritni barcha yo'nalishlarda davolashga qodir.

Oshqozonning kislotaliligi oshgan o'tlarni yig'ish: kalamus ildizi, civanperçemi, yalpiz, qichitqi o'ti, romashka gullari - teng qismlarda. Sekretor faolligi pasaygan gastrit uchun o'tlar to'plami: Avliyo Ioanning ziravorlari - 3 qism, chinor barglari, shuvoq, kalendula gullari - har biri 1 qismdan. Ushbu to'plamlarning ikkalasi ham bir xil sxema bo'yicha pishiriladi va olinadi. 1 osh qoshiq pishiring. 1. to'planning yuqori qismi bilan bir stakan qaynoq suv bilan, suv hammomida 15 daqiqa ushlab turing. Ovqatdan 30 daqiqa oldin kuniga 3 marta 1/3 chashka ichiladi. Har qanday kislotalilik bilan har qanday turdagi gastritni davolash uchun universal vositalar va o'tlar: dengiz itshumurt yog'i, kalendula, qichitqi o'ti, cho'ponning sumkasi, civanperçemi, choyshab - bu vositalar oshqozon shilliq qavatini davolashni tezlashtiradi. Zefir, zig'ir urug'i, chinor, anjelika, kalamus (uning ildizidan olingan kukun 1/4 choy qoshiq ovqatdan keyin olinadi) - bu gastritni davolash uchun bu xalq davolari qaynatmalar va infuziyalarni tayyorlashda beradi.

Ko'p miqdorda shilliq qavatni qoplaydigan va himoya qiladigan shilimshiq ovqatdan so'ng oshqozon og'rig'ini yengillashtiradi. Yuqori kislotalilik bilan kartoshka sharbati foydalidir, uni kuniga 2 marta ovqatdan 30 daqiqa oldin 100 g dan olish kerak. Pushti teri bilan gastritni davolash uchun kartoshkani olish yaxshiroqdir. Past kislotalilik bilan aloe sharbati foydalidir, u barmoqlar harakati bilan bargdan siqib chiqariladi va 1:1 nisbatda asal bilan aralashtiriladi. 1 osh qoshiq olinib ovqatdan 30 daqiqa oldin istemol qilinadi.

Uzoq vaqt davom etadigan gastrit rivojlanish xavfini oshirishi mumkin:

- oshqozon yarasi
- oshqozoningizda poliplar (kichik o'smalar)
- oshqozoningizdagi o'smalar, bu saraton bo'lishi mumkin

yoki bo'lmasligi mumkin.

Gastrit kasalligini o'z vaqtida davolash bu ushbu kasallik sababli keladigan boshqa kasalliklarni oldini olish uchun muhim bosqichdir. O'z salomatligingizga befarq bo'lmang.

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**YURTIMIZDA KTZM BILAN BOG'LIQ FAVQULODDA
VAZIYATLARNI OLDINI OLISHNI TAKOMILLASHTIRISH
MASALALARI**

*Namangan davlat universiteti Hayot faoliyati
xavfsizligi kafedrasida o'qituvchisi*

Nasriddinov Jasurbek Muxammadjon o'g'li

*Namangan davlat universiteti Hayot faoliyati
xavfsizligi kafedrasida stajyor-o'qituvchisi*

Nuraliyev Abdulhamid Oybek o'g'li

Annotatsiya: Mazkur maqola yurtimizda yuzaga kelishi mumkin bo'lgan kuchli ta'sir etuvchi zaharli moddalar bilan bog'liq favqulodda vaziyatlarni oldini olishda xorij tajribalarini o'rganish hamda ularni samarali tomonlarini tatbiq etishga bag'ishlanadi.

Аннотация: Данная статья посвящена изучению зарубежного опыта предотвращения чрезвычайных ситуаций, связанных с высокотоксичными веществами, которые могут возникнуть в нашей стране, и реализации их эффективных аспектов.

Annotation: This article is devoted to the study of foreign experiences in preventing emergency situations related to highly toxic substances that may occur in our country and to the implementation of their effective aspects.

Kalit so'zlar: Avariya, favqulodda vaziyat, kimyoviy modda, shaxsiy himoya vositasi, obyekt.

Ключевые слова: Авария, чрезвычайная ситуация, химическое вещество, средства индивидуальной защиты, объект.

Key words: Accident, emergency situation, chemical substance, personal protective equipment, object.

Kirish. Hozirgi kunga kelib, kimyo texnologiyasining takomillashuviga qaramay, kuchli ta'sir etuvchi zaharli moddalar bilan bog'liq bo'lgan avariylarning sodir bo'lish xavfi ortib bormoqda. Statistik ma'lumotlarga qaraganda, ushbu avariylar nafaqat KTZMLar ishlab chiqarish va qo'llash jarayonida, balki ularni saqlash va tashish jarayonida ham sodir bo'lmoqda. Dunyo hamjamiyati ham bunday avariylarga bir necha bor guvoh bo'lgan. Jumladan, 1979 yilning noyabr oyida Ontario (Kanada) viloyatida xlor, stirol, propan, toluol va boshqa zaharli moddalar oratilgan poezd halokatga uchradi. Buning natijasida 6 kun davomida 200 ming kishilik aholini evakuatsiya qilishga to'g'ri keldi.[7]. 1966 yili Gorkiy (Rossiya) shahridagi kimyo zavodida avariya oqibatida 27 t $S1_2$ gazi havoga tarqalganligi natijasida 6000 kishi evakuatsiya qilinib, 1500 kishi har xil dozada zaharlanganligini eslatib o'tish mumkin[4]. Keltirilgan misollardan ko'rinib turibdiki, KTZMning atmosferaga chiqib ketishi juda og'ir oqibatlarga olib keladi. Shu sababli ham so'ngi yillarda KTZM lar bilan bog'liq favqulodda vaziyatlarda aholi havfsizligini ta'minlash tizimini takomillashtirishga ehtiyoj sezilmoqda[3].

Kimyoviy xavfli ob'ektlardagi avariylar: Atrof-tabiiy muhitga kuchli ta'sir qiluvchi zaharli moddalarning (avariya holatida) otilib chiqishiga va shikastlovchi omillarning odamlar, hayvonlar va o'simliklarning ko'plab shikastlanishiga olib kelishi mumkin bo'lgan yoki olib kelgan darajada, yo'l qo'yiladigan chegaraviy konsentratsiyalardan ancha ortiq miqdorda sanitariya-himoya hududidan chetga chiqishiga sabab bo'ladigan kimyoviy xavfli ob'ektlardagi avariylar, yong'in va portlashlar[5].

Bugungi globallashuv davriga kelib, aholini barcha turdagi favqulodda vaziyatlar, jumladan kuchli ta'sir etuvchi zaharli moddalar bilan bog'liq favqulodda vaziyatlardan muhofaza qilish tizimini takomillashtirishga ehtiyoj sezilmoqda. Bunga erishishning eng samarali usullaridan biri bu soha bo'yicha xorijiy davlatlar tajribasini o'rganish hamda ular orasidan eng maqbullarini milliy tizimga joriy etishdir[9].

Rossiya Federatsiyasi tajribasi: Kuchli ta'sir etuvchi zaharli moddalar bilan bog'liq favqulodda vaziyatlarda aholi xavfsizligini ta'minlash bo'yicha, kuchli ta'sir etuvchi zaharli moddalar bilan bog'liq avariya sodir bo'lganda aholini va hududlarni muhofaza qilishning quyidagi chora-tadbirlari amalga oshiriladi [8]:

1. Atrof-muhitning kimyoviy ifloslanishi sodir bo'lishi mumkin bo'lgan kimyoviy xavfli ob'ektlarda favqulodda vaziyatlar xavfi tug'ilganda yuqori tayyorgarlik rejimi joriy etiladi.

2. Rossiya Federatsiyasi favqulodda vaziyatlarni oldini olish va oqibatlarini bartaraf etish yagona davlat tizimining *boshqaruv organi favqulodda vaziyatlarni oldini olish va kimyoviy xavfli ob'ektlar xodimlarini, ularga tutash hududda istiqomat qiluvchi aholini muhofaza qilish bo'yicha takliflarni ishlab chiqadi va zarur qarorlar qabul qiladi, ular asosida "Favqulodda vaziyatlarni oldini olish va oqibatlarini bartaraf etish bo'yicha tadbirlar rejasi" belgilanadi.*

3. Kimyoviy xavfli ob'ektlar va unga tutash hududlar bo'yicha:

navbatchi-dispatcherlik xizmati;

atrof-muhit holatini kuzatish va nazorat qilish vositalari;

ob'ektlarni muhofaza qilish kuchlari;

favqulodda vaziyatlarni bartaraf etish kuchlari va vositalarini yuqori tayyorgarlik rejimiga o'tkaziladi va zarur hollarda bashoratlangan favqulodda vaziyat maydoniga ko'chiriladi.

4. Tezkor xabar berish tizimining shayligi tekshiriladi.

5. FV xavfi to'g'risida aholi xabardor qilinadi. Hudud aholisi shaxsiy himoya vositalari bilan ta'minlanadi. RFVT (RSCHS) boshqaruv organi rahbarining qaroriga binoan aholi oldindan tayyorlab qo'yilgan, germetiklangan binoga evakuatsiya qilinadi yoki jamoaviy himoya inshootlariga yashiriladi.

Belorussiya Respublikasi tajribasi: Kuchli ta'sir etuvchi zaharli moddalar bilan bog'liq favqulodda vaziyatlarda aholi havfsizligini ta'minlash

bo'yicha, kimyoviy xavfli korxonalarda olib boriladigan muhandislik-texnik tadbirlari yuzaga kelishi mumkin bo'lgan avariylar natijasida moddiy va sanitar yo'qotishlarni kamaytirishga qaratilgan bo'lib, quyidagilardan iborat [9]:

1. favqulodda vaziyat yuzaga kelganda kuchli ta'sir etuvchi zaharli moddalarning tarqalishini oldini qurilmalarni (o'chirish klapanlari, yuqori bosimli klapanlar, haroratni sozlash moslamalari va boshqalarni) o'rnatish;

2. kuchli ta'sir etuvchi zaharli moddalar saqlanadigan omborlarni yer ostiga qurish;

3. kuchli ta'sir etuvchi zaharli moddalarni ushbu turdagi moddalarni saqlash uchun moslashtirilgan omborxonalariga joylashtirish;

4. avariya va avariya signallarini aniqlash uchun binolar va sanoat maydonchalarini statsionar tizimlar bilan jihozlash.

Korxonalar xodimlari va aholini o'z vaqtida xabardor qilish talofatlar ehtimolini kamaytiradi. Shu maqsadda, kimyoviy xavfli korxonalarda va uning atrofida, korxonalar xodimlari va yaqin atrofdagi aholi uchun mahalliy xabar berish tizimi yaratilmoqda.

Qozog'iston Respublikasi tajribasi: Kuchli ta'sir etuvchi zaharli moddalar bilan bog'liq favqulodda vaziyatlarda aholi xavfsizligini ta'minlash bo'yicha, aholini kuchli ta'sir etuvchi zaharli moddalar ta'siridan himoya qilishning asosiy usullari [6]:

1. shaxsiy nafas olish organlarini himoya qiluvchi vositalardan foydalanish;
2. fuqaro mudofaasining muhofaza inshootlaridan foydalanish;
3. turar-joy va sanoat binolariga aholini vaqtincha yashirish;
4. zararlanish ehtimoli bo'lgan hududlardan aholini evakuatsiya qilishdan iborat.

Natija va mulohazalar. Barchamizga ma'lumki, favqulodda vaziyatlarning oqibatlarini bartaraf etishdan ko'ra, ularning oldini olish anchayin kam mablag' yo'qotishlar talab qilinadi. Shuni inobatga olgan holda, aholi xavfsizligini ta'minlashning eng samarali usullaridan biri ushbu turdagi favqulodda vaziyatlarni oldini olish hisoblanadi. Tadqiqot olib borish jarayonida xorijiy davlatlarning *soha bo'yicha boy tajribasini o'rganish, o'zimizdagi mavjud imkoniyatlarni tahlil qilish*, sohaga doir milliy va xorijiy adabiyotlar, me'yoriy-huquqiy hujjatlar, internet resurslari, ko'plab ilmiy-amaliy jurnallardan olgan natijalarni tahlil qilgan holda kuchli ta'sir etuvchi zaharli moddalar bilan bog'liq favqulodda vaziyatlarni oldini olish, yuzaga kelgan taqdirda ularning zararlovchi omillaridan aholini muhofaza qilish bo'yicha quyidagi tavsiyalarni berib o'tamiz:

- KTZM bilan bog'liq favqulodda vaziyatlar asosan kimyoviy xavfli ob'ektlarda sodir bo'lib, bunga ob'ektning noqulay joylashuvi asosiy sabablardan biri hisoblanadi. SHuni inobatga olgan holda kelajakda qurilishi rejalashtirilayotgan, o'zida KTZM ishlatadigan, saqlaydigan, tashiladigan korxonalarini shamol yo'nalishini hisobga olgan holda, seysmik faol bo'lgan hududdan holi zonaga qurish, avval qurilgan korxonalarda olib boriladigan nazorat ishlarini yanada kuchaytirish;

- avariylarni avtomatik to'xtatish tizimini joriy etish, shuningdek ob'ektning xususiyatlaridan kelib chiqib xodimlarni favqulodda vaziyatlarda harakatlanishga o'rgatish;

- kimyoviy xavfli ob'ektlardagi avariylar oqibatlarini kamaytirishning eng samarali usuli KTZMni texnologiya uchun eng kam kerak bo'ladigan miqdorga tushirish;

- zaharli moddalar ajralishini texnologik jarayonlarda bartaraf etish. Bunda zaharli moddalarni zaharliligi kamroq moddalar bilan alishtirish yoki umuman havoga zaharli moddalar ajralishi uchun sharoitni qirqadigan yangi

texnologiyalarni joriy qilish mumkin. Masalan, metallarni qo'rg'oshin vannalari o'rniga yuqori chastotali toklar bilan toblash va boshqalar;

- ishlab chiqarish jarayonlarini to'liq mexanizatsiyalashtirish, ya'ni kimyo zavodlarida idishlarni zaharli moddalar bilan to'ldirish, filtratsiyalash va quritish jarayonlarini mexanizatsiyalashtirish. Natijada qo'lda bajariladigan ishlar yo'qolib, korxonada xodimlarining mehnati osonlashadi, havo muhitini yaxshilaydi, ishchilarni zaharli moddalar bilan muloqotda bo'lishini chegaralaydi;

- nafaqat kimyoviy xavfli ob'ektlarni, balki barcha potensial xavfli ob'ektlarni oliy ma'lumotga ega, malakali kadrlar bilan to'ldirish. Xorijiy tillarni biladigan, sohaga innovatsion yangiliklarni olib kirishga intilayotgan hodimlarni rag'batlantirishni yanada kuchaytirish;

- avariyalarda KTZMni ob'ekt sanitar himoya zonasidan tashqariga chiqishini chegaralashga xizmat qiluvchi, jahon standartlariga javob beradigan yangi texnologiyalarni amaliyotga joriy etish;

- xavfli hududlarda istiqomat qiluvchi aholini va kimyoviy xavfli ob'ekt xodimlarini shaxsiy himoya vositalari bilan to'liq ta'minlash maqsadida ularni mahalliy xomashyolar asosida respublikamiz hududida ishlab chiqarishni yo'lga qo'yish. SHunda ularning tannarxi arzonga tushadi, xavfli ob'ektlar rahbariyatida esa yetarlicha SHHVni sotib olish imkoniyati tug'iladi.

Xulosa va takliflar. Bugungi kunga kelib, yurtimizda sanoatning zamon bilan hamnafas rivojlanib borishi va ishlab chiqarish jarayonida turli tuman texnika, texnologiya hamda kimyoviy moddalarning keng qo'llanilishi kuzatilmoqda. Buning natijasida kuchli ta'sir etuvchi zaharli moddalar bilan bog'liq bo'lgan avariylarning sodir bo'lish xavfi ortib bormoqda. Statistik ma'lumotlarga qaraganda, ushbu avariya nafaqat kuchli ta'sir etuvchi zaharli moddalar ishlab chiqarish va qo'llash jarayonida, balki ularni saqlash va tashish jarayonida ham sodir bo'lmoqda[2].

Aholini muhofaza qilish choralari imkon qadar oldindan ko'rilishi, avariya xavfi tug'ilganda esa mumkin qadar eng qisqa muddatda amalga oshirilishi lozim. Yuqoridagilarni inobatga olgan holda quyidagi xulosalarni ilgari surish mumkin:

Birinchiidan, Favqulodda vaziyatlarni bartaraf etish jarayonida sharoit to'g'risida ma'lumotlarni yig'ish va tahlil qilish, yuzaga kelgan vaziyatni oqilona baholash, to'g'ri qaror qabul qilishda muhim ahamiyatga ega. Ikkinchiidan, xorijiy davlatlarning ilg'or tajribalari o'rganilganda, favqulodda vaziyatlar davrida ma'lumotlarni tezkor yig'ish va tahlil qilishni tashkillashtirish shtab boshlig'i va joydagi boshqaruv organlariga barcha tUSDagi favqulodda vaziyatlarda harakat qilishni rejalashtirishda yordam ko'rsatadi.

Uchinchiidan, zaharli gazlar ishlatiladigan sexlardagi eskirgan gazanalizator, signalizator kabi havo tarkibini nazorat qiluvchi asboblarni bosqichma - bosqich zamonaviy tiplariga almashtirish va ularning sozligini doimiy nazorat qilib boorish aholi xavfsizligini ta'minlashda muhim ahamiyatga ega.

To'rtinchiidan, favqulodda vaziyatlar vaqtida boshqaruv tizimiga GATning qo'llanilishi boshqaruv qarorlarini qabul qilish samaradorligini oshirish imkoniyatini beradi.

Beshinchiidan, favqulodda vaziyatlarni bartaraf etish harakatlarini rejalashtirish va qarorlar qabul qilishni tezkorligini ta'minlash, ishlarning samaradorligini oshirishda maxsus dastur tizimini yaratish maqsadga muvofiqdir.

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**СОВЕРШЕНСТВОВАНИЕ СИСТЕМЫ ПОВЫШЕНИЯ
АКТИВНОСТИ СЛАБОУСПЕВАЮЩИХ УЧЕНИКОВ В
НАЧАЛЬНОЙ ШКОЛЕ**

Абдуллаева Насиба Толибовна

Школа 54, г.Самарканд

Учитель начальной школы

Аннотация: в процессе овладения знаниями ведущим фактором считается интеллектуальное развитие учащегося. С учетом интеллектуального развития ученика мы выделяем два взаимосвязанных звена: процесс мышления – анализ, повторное сложение, сравнение, разделение на группы, изучение сущности процессов обобщения. Изучение сущности процессов мышления является одним из основных факторов, ведущих к ассимиляции детей. В данной статье изучается совершенствование системы повышения активности слабоуспевающих учеников в начальной школе.

Ключевые слова: критическое мышление, скорость мышления, знания, навыки.

**IMPROVING THE SYSTEM OF INCREASING THE ACTIVITY OF
UNDERACHIEVING STUDENTS IN PRIMARY SCHOOL**

Abstract: in the process of mastering knowledge, the leading factor is considered to be the intellectual development of the student. Taking into account the intellectual development of the student, we distinguish two interrelated links: the process of thinking - analysis, repeated addition, comparison, division into groups, the study of the essence of generalization processes. The study of the essence of thinking processes is one of the main factors leading to the assimilation of children. This article examines the

improvement of the system of increasing the activity of underachieving students in primary schools.

Keywords: critical thinking, speed of thinking, knowledge, skills.

Усвоенные знания о процессах мышления воспитывают у учащихся в каждом учебном материале их способность различать главные и второстепенные признаки. Ученик, умеющий различать основные и второстепенные признаки учебного материала, может распознать его, то есть изучаемый учебный материал, среди огромного количества тем. Ведь умение различать главные и второстепенные признаки изучаемого объекта также свидетельствует о развитии развитого мышления; воспитание мыслительных качеств у детей – самостоятельное определение его цели в данном образовательном состоянии, критическое мышление, выбор подходящего термина, сокращение или сокращение их мыслей, выражение отношения, скорость мышления и т.д. - являются атрибутами мыслительного процесса.

Квалификация воспитательной работы разнообразна: составление плана (решаемый вопрос, выполняемое упражнение, подготовка плана для письменного заявления или эссе, планирование собственной повседневной деятельности); контроль результатов самостоятельной и другой деятельности или управление воспитательной работой, выполняемой в вычислительных процессах: контроль результатов учебной работы.

Усвоение по своей сути является комплексной проблемой по своему общечеловеческому содержанию и представляет собой явление, связанное с экономическим положением общества, политическим, образовательным, культурным уровнем граждан страны, знанием школьными учителями современных методов, средств обучения, стремлением и интересом молодежи к науке, технике.

Когда наша Родина обрела независимость, она столкнулась с реальным экономическим развитием: из года в год улучшается благосостояние, благосостояние народа, стали заметны позитивные сдвиги в экономических показателях. В результате проведенных мероприятий в деятельности педагогов произошли творческие изменения: педагогическая технология стала занимать достойное место в практической деятельности педагогов, в образовательный процесс вошли интерактивные методы, в опыте передовых педагогов проблема овладения учебными предметами стала хоть и постепенно, но заметной. Например, узбекские дети участвуют в мировых олимпиадах и занимают почетные места, накоплен опыт выделения грантов узбекской молодежи на обучение в вузах развитых стран. Радикальные изменения в экономическом развитии нашей страны, в мышлении членов общества, в педагогических навыках педагогов, в стремлении молодежи к науке и технологиям создали условия для развития технологий.

В общеобразовательных школах дети изучают общие основы современной науки, техники, технологии, мышления, знакомятся с принципами производства. Общее среднее образование является обязательным, хотя и общим для всех учащихся, оно приобретает каждым из школьников на уровне их индивидуальных способностей. Несмотря на однообразие содержания информации, предлагаемой учащимся, и требований к ее изучению, в усвоении детьми появляется разнообразие. Представьте себе: одно и то же сырье, несмотря на одни и те же требования и стандарты, подрывает рыночную деятельность, когда производственные предприятия начинают производить потребительские товары разного качества. Это в конечном итоге приведет к экономическому упадку общества.

В педагогических исследованиях в центре внимания исследователей стоял вопрос о том, как все учащиеся учит с высокими результатами. В

соответствии с этим была предпринята попытка обосновать систему образования, обеспечивающую достижение детьми высоких результатов в овладении.

Пропагандисты метода обучения исходили из того, что разнообразие методов обучения зависит от разнообразия способностей учащихся к обучению. Действительно, в школах одного типа, например, в начальных классах или в общеобразовательных школах, изучается содержание информации одинаковой сложности и сложности, программа и учебники также практически идентичны, выделены одни и те же учебные часы, образовательное обеспечение и гигиенические условия в классном коллективе одинаковы для всех учащихся, продолжительность обучения (например, в США начальная школа состоит из 6 учебных лет), средства и методы, организационные формы. Несмотря на это сходство, знания, умения и навыки учащихся, формирующих классный коллектив, опыт творческой деятельности и эмоциональная оценка явлений природы, общества, сознания различны.

Образовательный процесс: имеющий целостность; обеспечена связь между компонентами; система действий адаптирована к среде освоения; наивысший результат достигается в тех случаях, когда организационные формы управляются по принципам оптимизации.

В дидактических исследованиях, проведенных Ю.К. Бабанским, предупреждение детей от неуспеваемости анализировалось как комплексная проблема. Он разделил учащихся, не успевающих в освоении, на 8 типов: 1-й тип – от переутомления не успевающих; 2-й тип - недостаточно развитые мыслительные процессы; 3-й тип-не овладевшие способами учебного труда; 4-й тип - не обладающие положительным отношением к учебе; 5-й тип - не придерживающиеся сознательной дисциплины; 6-й тип - не усвоившие ранее пройденный учебный материал; 7-й тип - подверженные негативному влиянию семьи, окружающих людей, детей,

встречающихся на улице, 8й тип - воспитанники, не успевающие в вакууме педагогического воздействия.

Ю.К. Бабанский пишет, что дети не успевают усвоить учебные материалы по следующим причинам:

1) дети с явлениями слаборазвитого мышления. 27% дети отстают в обучении, у них менее развиты формы мышления - анализ, сложение, сравнение, обобщение, самостоятельное мышление;

2) дети с крайне низким уровнем навыка учебных задач, слаборазвитые дети составляют 18%. Это проявляется в том, что в деятельности учащихся сильна

склонность к таким негативным качествам, как медлительность, неорганизованность, неуправляемость;

3) 14% учащихся, у которых сформировано негативное отношение к учебной работе, равнодушны к учёбам, выполняемой в классе и дома, к процессам усвоения, к взаимоотношениям ученика и учителя;

4) 13% учеников, которые не могут айти общий язык с родителями в семейных отношениях, с одноклассниками в школе, с окружающими. Такие ученики упрямы, настойчивы во взаимодействии, у них преобладают негативные аспекты;

5) усвоенные знания составляют 11% учащихся со слабой сформированной квалификацией, большим количеством дефектов. К ним относятся слабые, дефектные участки знаний, затрудняющие усвоение последующих тем;

6) ученики с плохим здоровьем, которые быстро устают, составляют 9%. Они быстро утомляются в процессе учебной работы, при выполнении интеллектуальных заданий;

7) недисциплинированные ученики составляют 8%, которые не могут контролировать свои стремления и учебную деятельность, концентрируясь на изучении того или иного предмета.

Очевидно, что для того, чтобы учащиеся овладели учебным материалом, необходимо рациональное использование эффективных методов, а также творческий подход.

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**O'RTA SINIF O'QUVCHILARINI MAZMUNGA ASOSLANGAN
O'QITISH ORQALI INGLIZ TILINI O'RGANISHGA UNDASH**

Yahyoyeva Odinaxon Nu'monjon qizi

SamDCHTI, Xorijiy til va adabiyot yo'nishi magistranti

Annotatsiya Ushbu maqolada umumta'lim maktablarida ingliz tilini o'qitishda innovatsion yondashuvlar o'quvchilarning erkin fikrlashi, nutqiy teranliklari, hozirjavobliklari, til o'rganishga bo'lgan ishtiyoqi, darslarda faol qatnashishlari uchun o'qituvchi muallimlar tomonidan ilgari surilayotgan zamonaviy usullar haqida so'z yuritiladi.

Kalit so'zlar: Innovatsiya, grammatik, leksik birlik, fonetik o'zgarishlar, boshlang'ich ta'lim.

Abstract This article discusses innovative approaches to teaching English in secondary schools, modern methods put forward by teachers for students to think freely, depth of speech, responsiveness, passion for language learning, active participation in lessons. referred to.

Keywords: Innovation, grammatical structure, lexical unit, phonetic changes, primary education.

KIRISH

Bugungi kunda yosh avlodning xorijiy tillarni, ayniqsa ingliz-tilini o'rganishga bo'lgan qiziqishi ortib bormoqda. Shu boyis, umumta'lim maktablarida bu tilni chuqurroq o'rgatish uchun pedagog xodimlardan innovatsion usullardan keng foydalanish talab etilmoqda. Shu sababdan, 2012-yil 10-dekabrda qabul qilingan "Chet tillarini o'rganish tizimini yanada takomillashtirish to'g'risida"gi hamda 2013—2014 yildan boshlab umumta'lim maktablarining birinchi sinflarida xorijiy tillarni uzluksiz o'rgatishning joriy etilishi buning yaqqol isbotidir. Ingliz tili jahon tili sifatida deyarli barcha

sohalarda eng kerakli til sifatida namoyon bo'lmogda, shu sababli nafaqat boshlang'ich sinflarda, iqtisodiy, fan, va madaniy jihatdan rivojlangan davrlarning tillarini o'rganish jahon ilm-fani va taraqqiyoti yutuqlarini egallashning bosh omili ekanligini to'liq anglagan holda yuqori sinf o'quvchilari doirasida ham kasb tanlashlarida albatta tilning ahamiyatiga katta e'tibor qaratilmoqda. Boshqa sohalar singari til o'rganish ham o'quvchi yoshlarning zehni bilan birgalikda yosh davrlariga ham bog'liq.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Kichik yoshli bolalarda til o'rganishga bo'lgan xohish-istak juda yuqori, ayniqsa hozirgi axborot kommunikatsiya vositalari bilan bu holat yuqori ko'rstkichlarni ko'rsatmoqda. Davlatimiz tomonida maktablarda yaratilgan shart-sharoitlar, o'quv xonalarining zamonaviy texnologiyalar bilan johzlanganligi, yosh bilimli kadrlar bilan ta'minlanganligi, maktab drslaridan tashqari mustaqil shug'illanish uchun barcha sinflar uchun online telekanallardagi televizion online darslarning tashkil etilganligi tahsinga sazovordiz. 1 va 2- sinf o'quvchilari tildagi grammatik, leksik, fonetik, birliklarni tushunmasliklari mumkin ammo multfilmlar, o'yinlar, rasmlar orqali tilni a'lo darajada o'zlashtirishlari mumkin. Shunga ko'ra grammatikada asosan ikki xil usuldan unumli foydalaniladi

- Inductive
- Deductive

Induktiv usulda o'quvchilarga avval grammatik qoidalar tushuntirilib so'ngra misollar orqali mustahkamlanadi. Bu usul ko'pincha yuqori sinf o'quvchilari uchun foydali. Masalan zamonlar, predloglar, artikllar yuqori sinf o'quvchilari uchun ma'lum termenlar bo'lib ular gaplarda ega, kesim aniqlovchi, to'ldiruvchi, hol kabi gap bo'laklarini qo'yib gap tuza olishadi. Deduktiv usulda avval ma'lum o'yinlar, mashqlar orqali mavzu tanishtirilib, so'ngra qoidaga bog'lab tushuntiriladi. Boshlang'ich sinf o'quvchilari ega, kesim, fe'l va boshqa birliklar haqida ma'lumotga ega bo'lmaganliklari sababli

ularga o'yinlar qo'shiqlar orqali mavzu tushuntirish samaraliroq. Masalan Can – ingliz tilida “qila olmoq” modal fe'li bo'lib qo'shiqlar handout materiallar orqali o'rgatiladi.

-Can you play football

-Can you phone call

-It is very easy

-Can you do it Nansy?

Psixologlar fikriga ko'ra yoshi katta insonlarga nisbatan bolalarda yangilikka qiziqish, o'qish, o'rganishga bo'lgan ishtiyoq 70-80% kuchliroq bo'lar ekan. Kundalik hayotimizda ham bajara ololmaydigan vazifalarni ham bolalar ogohlantirishlarga qaramasdan bajarib ko'rishga harakat qilishadi. Bir xillikdan juda tez zerikishadi shu sababli pedagog kadrlardan yangicha uslublarda, noan'anaviy tarzda darslarni tashkil etish, o'rganilayotgan xorijiy tilning muhitini to'liq yarata olish talab etiladi. Shunday ekan ustoz-muallimlar interfaol, innovatsion va qiziqarli usullardan foydalanib darslarni tashkil etishlari lozim. O'quvchilar bilan individual tartibda , guruhlarda va juftliklarda ishlashlarini joriy etishi turli musobaqalar ko'rinishida o'yinlar tarzida, rang-barang ko'rgazmali qurollardan foydalanilgan holda dars o'tishlari va har bir darsga albatta alohida tayyorgarlik ko'rib kelishlari talab etiladi. Bunday tipdagi darslaro tilga bo'lgan mehrni, ishtiyoqni oshiradi, nafaol o'quvchilarni faollashtiradi, o'quvchilar o'rtasida sog'lom raqobatni shakillantiradi. Raqobat esa yuksalishning poydevori.

MUHOKAMA

Ingliz tilini o'qitishdagi yana bir muhim jihat shuki o'quvchining qay holatda ma'lumotni to'laqonli qabul qilishini nazorat qilish. Bir guruhdagi bolalarning o'y xayollari, fikrlashi, dunyoqarashi ma'lumotni qabul qilishi turlicha bo'ladi. Shunga ko'ra o'qituvchi har bir o'quvchining xarakteri

xususiyatidan kelib chiqqan holda ta'lim jarayonini olib borishi kerak. Misol uchun, qaysidir o'quvchida ko'z bilan eslab qolish, yana birida eshitish orqali eslab qolish qobiliyati tabiatdan shakillangan bo'lishi mumkin. Shu xususiyatlarga ko'ra ingliz tilini o'rganish asosiy 3 yo'nalishda bo'ladi

- ✓ Visual learning- ko'rish orqali ma'lumotni eslab qolish
- ✓ Auditory learning -eshitish orqali ma'lumotni eslab qolish
- ✓ Kinaesthetic learning- harakatlar orqali ma'lumotni eslab qolish

Yuqoridagi xususiyatlarni inobatga olgan holda o'qituvchi o'quvchilar bilan dars mobaynida, mashqlar bajarishda, rol playlar tayyorlashda, o'yinlar orqali mavzu tushintirilsa yoki tashkillashtirilsa sezilarni natija hosil qiladi va o'quvchida til o'rganishga motivatsiya beradi.

NATIJA

Quyida mana shunday mazmunli dars tashkil etishda darslarda foydalanishimiz muqim bo'lgan didaktik o'yinlar va pedagogik texnologiyalardan bir nechtasini ko'rib chiqamiz.

❖ Kim tezroq-o'yin maqsadi writing-yozish texnikasini rivojlantirish. O'yinning borishi:inglovchilarga gaplar yozilgan kartalar beriladi va kartadagi gaplarning so'zlari notartib joylashgan bo'ladi. Kim birinchi va to'g'ri tartibda joylashtirib yozsa shu o'quvchi g'olib bo'ladi. Bu o'yin ko'proq yuqori sinflarda samara beradi.

❖ Men kimman?- o'yin maqsadi speaking-gapirish texnikasini rivojlantirish. O'yinning borishi: guruhdagi xohlovchi chiqib biror narsa yoki shaxsni nomini aytmasdan tasvirlaydi va qolgan o'quvchilar ta'rifga ko'ra kim yoki nimaligini topishi kerak. Bu o'yin nutqiy savodxonlikni oshiradi. Bu o'yin ko'proq boshlang'ich sinflarga xos.

❖ Davomiy hikoya-o'yin maqsadi vocabulary-so'z boyligini rivojlantirish. O'yinning borishi:sinf 2 guruhga bo'linadi va 2 turdagi hikoyalar yarim tayyor holatda beriladi va guruhlar o'z fantaziyalarigan kelib chiqqan holda hikoyani davom ettirib oxiriga yetkazadilar. Qaysi guruhda ko'proq yangi

so'z ishlatilsa shu guruh g'olib hisoblanadi. Bu o'yin o'quvchilarni bir-birlari bilan hamjihatlikda ishlashga o'rgatadi. Bu o'yin yuqori sinflarda yaxshiroq samara beradi.

❖ Noisy dictation-o'yin maqsadi grammatikani rivojlantirish. O'yinning borishi: Sinfdagi o'quvchilar bir biriga yuzma-yuz qilib joylashtiriladi va vaqt belgilanib bir vaqtda bir birlarini ham eshitib ham ro'parasidagi o'quvchining aytga so'zlarini ilg'ab to'g'ri yoza olishi kerak. Bu o'yin biroz shovqinli bo'ladi va aynan mana shu shovqin ularga hatto shunday vaziyatda ham so'zlarni ilg'ay olishni rivojlantirish imkonini beradi. Listening-eshitish texnikasini oshiradi. Ingliz tilida so'zlar eshitilganidek yozilmaydi, masalan speak-gapirmoq so'zida {ea} diftongi [i] tovushini beradi [spi:k]. Agar o'quvchi so'zlarni to'g'ri anglay olsa demak bu yaxshi natija. Bu o'yin boshlang'ich hamda yuqori sinflarda ham qo'llaniladi.

Xulosa o'rnida ta'kidlash joizki, umumta'lim maktablarida ingliz tilini turli sinflar doirasida o'quvchilarni yosh va psixologik xususiyatlarini inobatga olgan holda, ulardagi chet tilini o'zlashtirishga bo'lgan qiziqish va ehtiyojlarini to'liq qondirishga yordam beruvchi pedagogik innovatsion texnologiyalarga asoslangan zamonaviy dars ishlanmalar yordamida dars o'tish o'quvchilarda tilni o'rganish uchun yuqori samara beradi.

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**QON HAQIDA UMUMIY TASNIF HAMDA UNING BIOLOGIK VA
KIMYOVIY JIHATLARI**

Bahriddinova Zulfizar Bobomurod qizi

Buxoro Davlat Tibbiyot instituti Davolash ishi fakulteti 2- kurs talabasi

Annotatsiya: Ushbu ilmiy ish qon va qon haqida umumiy tasnif shu bilan birgalikda qonning tarkibiy qismlari haqida yoritildi. Bundan tashqari qon bilan bog'liq. Bundan tashqari turli qon guruhlarining bir-biriga mos kelishi kelmasligi to'g'risida ham ma'lumotga ega bo'lasiz.

KALIT SO'ZLAR: gaz almashinuvi, nafas, suvtuz almashinuvi, kislota-ishqor, suyuq qism — plazma (55—60 %), smometr yoki krioskop asboblari, Eritrotsitlar, [hujayra](#)...

Qon — [odam](#) va umurtqali hayvonlarning qon aylanish sistemasida aylanib yuradigan suyuq to'qima; [hujayra](#) va to'qimalarga yetib borib, ularning hayot faoliyatini hamda fiziologik funksiyalarining bajarilishini ta'minlaydi. [Eritrotsitlarning](#) tarkibidagi gemoglobin Qonga qizil rang beradi. Qonning tarkibi, osmotik bosimi va aktiv reaksiyasi (rN) deyarli o'zgarmaydi. Qon organizmda xilma-xil vazifalarni bajaradi: u hujayralarga kislorod yetkazib beradi va karbonat angidrid gazini olib ketadi (nafas funksiyasi); ovqat hazm qilish a'zolaridan oziq moddalarni butun organizmga tarqatadi (oziq moddalarni tashish funksiyasi); moddalar almashinuvi mahsulotini chiqarish a'zolariga (buyrakka) olib boradi. Qon a'zolarining gumoral aloqasini yuzaga chiqaradi, u gaz almashinuvi, nafas, suvtuz almashinuvi, kislota-ishqor muvozanatida ishtirok etadi. Qonda antitoksinlar, lizinlar va antitelolar borligi, shuningdek, leykotsitlar mikroorganizmlar va yot jismlarni qamrab yutish xususiyatiga ega bo'lganligi tufayli Qon organizmni zararli moddalar va yot jismlardan himoya qiladi. U gavda trasini doim bir maromda saqlashda muhim ahamiyatga ega.



Qon

Odamlarda 5,2 l cha Qon bo'ladi. Qon suyuq qism — plazma (55—60 %) va shaklli elementlar (40—45 %) dan tashkil topgan. Qonning shaklli elementlari Qon yaratish a'zolarida ishlanadi; Qon va qon yaratish a'zolari — Qon yaratish sistemasini tashkil etadi.

Qon maxsus mexanizmlar orqali regulyatsiya qilinadi, shuning uchun sog'lom odam qonining tarkibi o'zgarmaydi. Organizmdagi har qanday o'zgarishlarga nisbatan Qon javob reaksiyasi qaytaradi, ya'ni o'z tarkibini o'zgartiradi. Ayrim kasalliklarni, xususan, Qon sistemasini kasalliklarini aniqlashda Qon tarkibining o'zgarishi muhim ahamiyatga ega. Qon plazmasi vitaminlar, fermentlar, tuzlar va moddalar almashinuvining oxirgi mahsulotlarini saqlaydi. Plazmaga erigan oqsillar, jigar hujayralari va retikuloendotelial sistema hosil bo'ladi. Plazma oqsillari transport vazifasini bajaradi, kislota-ishqor muvozanatini tartibga solib turadi.

Qonning shaklli elementlari asosan eritrotsitlar, leykotsitlar va trombotsitlarlem iborat.

Qon tarkibidagi uglevodlarga glyukoza va uning almashinuv mahsulotlari kiradi. Qonda 80-100 mg % gacha glyukoza, shuningdek, glikogen, fruktoza va oz miqdorda glyukozamin bo'ladi. Uglevodlar va oqsillarning almashinuv mahsulotlari (glyukoza va boshqa monosaxaridlar, kislotalar, tuzlar

va suv) ichak kapillyarlaridan oqayotgan Qonga soʻriladi. Glyukozaning bir qismi aʼzo va toʻqimalarga tarqaladi, boshqa qismi esa jigarda glikogenga aylanadi.

Qondagi lipidlar aralashmasi neytral yogʻlar, erkin yogʻ kislotalari va ularning parchalanish mahsulotlaridan, erkin va bogʻlangan xolesterindan, shuningdek, steroid gormonlaridan iborat. Neytral yogʻlar, glitserin, yogʻ kislotalari ichak shilliq qavatidan Qonga qisman soʻriladi. Qon yogʻ emulsiyasini yog toʻqimalariga yetkazadi va u yerda zaxira holda saqlanadi. Qon tarkibida mineral moddalar (asosan, natriy va xlor) ham bor. Organizmning turli patologik holatlarida (kasalliklarida) Qonda qator oʻzgarishlar roʻy beradi, bu muhim diagnostik ahamiyatga ega. Qonning tuzilishi, funksiyalari, kasalliklari va u bilan bogʻliq boshqa masalalarni gematologiya fani oʻrganadi.

Qonning fizik-kimyoviy xossalari

Qonning solishtirma massasi suvnikiga nisbatan bir oz kattaroq — 1,050-1,060 ga teng. Qon plazmasining solishtirma massasi 1,025- 1,034, shaklli elementlarining solishtirma massasi 1,090 ga teng. Maʼlumki, suvning yopishqoqligi 1,0 deb qabul qilingan. Qonning yopishqoqligi 5,0 ga teng. Qonning yopishqoqligi suvnikiga nisbatan yuqori boʻlishi tarkibidagi oqsil moddalar va shaklli elementlar, ayniqsa, eritrotsitlar miqdoriga bogʻliq. Terlash, qusish va ich ketish natijasida odam organizmi koʻp suv yoʻqotsa, qon quyushadi, yaʼni plazmasining miqdori kamayib, shaklli elementlarining miqdori koʻpayadi. Bu esa qonning yopishqoqligi ortishiga sabab boʻladi. Qonning osmotik bosimi 7,6-S,1 atm ga teng. Uning 60 % ini qonda erigan natriy xlorid tashkil etadi. Osmotik bosim osmometr yoki krioskop asboblari yordamida oʻlchanadi. Qonning osmotik bosimi qon bilan h, ujayralar ichidagi va hujayralar tashqarisidagi suyuqliklarda suv va tuzlar almashinuvida muhim rol oʻynaydi. Osh tuzining 0,9 % li eritmasi odam va barcha issiqqonli

hayvonlar uchun fiziologik eritma bo'lib hisoblanadi. Bundan yuqori konsentratsiyali eritmasi qon uchun gipertonik, past konsentratsiyali eritmasi qonga nisbatan gipotonik eritmadir. Agar ozroq qon osh tuzining gipertonik eritmasi bilan aralashtirilsa, eritrotsitlar ichidagi suv eritmaga o'tadi, chunki eritmaning osmotik bosimi yuqori. Buning natijasida eritrotsitlar suvsizlanib, ularning hajmi kichrayadi va burishib qoladi. Aksincha, qon osh tuzining gipotonikeritmasi bilan aralashtirilsa, eritmadagi suv eritrotsitlar ichiga kiradi va ular shirshib yoriladi. Bu hodisa gemoliz deb ataladi. Qon osmotik bosimining nisbiy doimiyliги ayirish organlarining (buyraklar va teri) faoliyati orqali boshqariladi. Odam ko'proq shor'ovqat, tuzli ichimlik iste'mol qilganda, ko'p terlaganda qonning osmotik bosimi oshadi. Lekin buyraklar siydik ajratishi kamayishi tufayli ma'lum vaqtdan keyin qonning osmotik bosimi yana normaga keladi.

Universal donor deb ataladi (boshqalarga qon beruvchi odam donor, boshqalardan qon oluvchi odam retsipient deb ataladi). Ikkinchi guruh qonli odamlar ikkinchi va to'rtinchi guruh qonli odamlarga, uchinchi guruh qonli odamlar uchinchi va to'rtinchi guruh qonli odamlarga qon berishi mumkin. To'rtinchi guruh qonli odamlar faqat shu guruh qonli odamlarga qon berishi mumkin, lekin o'zi hamma guruhdan qon oladi. Shuning uchun ular universal retsipient deb ataladi. Bemorga qon quyish o'ta mas'uliyatli ish hisoblanadi. Agar qon guruhi noto'g'ri aniqlansa, bemor qon guruhiga to'g'ri kelmaydigan qon quyilsa, donor qonining eritrotsitlari bilan bemor qonining eritrotsitlari bir-biriga yopishib qoladi, ya'ni agglyutinatsiya hodisasi ro'y beradi. Bunday hodisa ro'y berganida bemorning ahvoli birdaniga og'irlashadi, rangi oqarib, lablari ko'karadi, tanasi sovub qaltiraydi. Badanida qizil toshmalar paydo bo'ladi, nafas olishi qiyinlashadi. Agar bunda zudlik bilan yordam ko'rsatilmasa, bemor halok bo'lishi mumkin. Buning oldini olish maqsadida keyingi yillarda faqat bir xil guruhdagi qon quyishga o'tish tavsiya etilmoqda.

Turli qon guruhlarining bir-biriga mos kelishi

Quyidagi qon guruhlari boʻlgan odamlar Quyidagi guruhlarga qon berishi mumkin Quyidagi guruhlardan qon qabul qilish mumkin I I.II.III.IV I II II.IV I.II III III.IV I.III IV IV I.II.III.IV Donorlik. Donorlik har bir odamning faxriy burchidir. 18 yoshga yetgan har bir sogʻlom yigit va qiz, ayol va erkak donor boʻla oladi. Mamlakatimizda yuz minglab kishilar donorlardir. Ayniqsa, fashizmga qarshi kurash yillarida minglab. odamlar. ixtiyoriy ravishda qon topshirib, koʻplab yaradorlarning hayoti saqlab qoli-nishiga va ular qaytadan safga qaytishiga hissa qoʻshganlar. Hozirgi vaqtda ham minglab donorlar koʻplab bemorlarni davolashga, ularning hayotini saqlab qolishdek olijanob ishga hissalarini qoʻshmoqdalar. Qadimgi Yunoniston, Misr, Rimda bemorlarni davolashda qonning ahamiyatini bilishgan. Oʻsha davrning tabiblari bemor-larga boshqa odam qonini quyganlar, lekin ularda qon guruhi haqida tushuncha boʻlmaganligi sababl[qonquyish taxminiy bajarilgan. Shl.ning uchun ayrim hollardagina quyilgan qon bemor qoniga toʻgʻri kelib, yaxshi natija bergan boʻlsa, koʻpincha qon guruWari toʻgʻri kelmasligi yomon oqibatlarga sabab boʻlgan. Chunonchi, Rim papa si Innokentiy VIII yosharish maqsadida uchta yigitning qonini quyishni buyurgan. Lekin u qon quyish natijasida halok boʻlgan. Qon guruWari aniqlanguncha qon quyish sohasidagi barcha urinishlar yaxshi natija bermagan.

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**TURKISTON GENERAL-GUBERNATORLIGI TARKIBIDA
SAMARQAND VILOYATIDA MUSTAMLAKA SIYOSIY-MA'MURIY
BOSHQARUV TIZIMNING O'RNATILISHI**

*Qoraqolpoqston Respublikasi
Shumonay tumani 27-maktab
Xojashova Mafruz Umrbaevna
Tarix fani o'qituvchisi*

Annotatsiya Bugungi kunda Vatanimiz tarixiga yangidan va xolisona nazar tashlash, ayniqsa, XIX asr ikkinchi yarmi - XX asr boshlaridagi mustamlakachilik davri tarixi xususan, Samarqand viloyati tarixini o'rganish nafaqat ilmiy jihatdan, shu bilan birga ijtimoiysiyosiy va ma'naviy jihatdan dolzarb ahamiyat kasb etadi.

Kalit so'zlar: General-gubernator, Zarafshon okrugi, Nizom, Harbiy, Boshqarma, Boshqarma

Hozirgi paytda mamlakatimizning uzoq tarixiy taraqqiyoti jarayonida ajdodlarimiz tomonidan yaratilgan boy moddiy va madaniy merosni chuqur o'rganish, ularni asrab-avaylab kelajak avlodlarga yetkazish, yoshlarni vatanparvarlik ruhida tarbiyalash, ularni milliy istiqlol g'oyalari atrofida mustahkam jiplashtirishga alohida e'tibor berilmoqda. Ushbu keng qamrovli vazifalarni izchil amalga oshirishda barcha ijtimoiy-gumanitar fanlar qatori tarix fani ham yetakchi o'rinlardan birini egallaydi. Istiqlol sharofati bilan O'zbekiston tarixini izchil hamda xaqqoniy tarzda o'rganish yuzasidan ko'plab sa'y-harakatlar, turli darajadagi ilmiy izlanishlar va tadqiqotlar amalga oshirilmoqda.

Bugungi kunda Vatanimiz tarixiga yangidan va xolisona nazar tashlash, ayniqsa, XIX asr ikkinchi yarmi - XX asr boshlaridagi mustamlakachilik davri tarixi xususan, Samarqand viloyati tarixini o'rganish nafaqat ilmiy jihatdan, shu bilan birga ijtimoiysiyosiy va ma'naviy jihatdan dolzarb ahamiyat kasb etadi. Bu haqida O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyev alohida to'xtalib, "Samarqand tuprog'ida voyaga yetgan Mahmudxo'ja Behbudiy, Abduqodiy Shukuriy, Hoji Muin, Saidahmad Siddiqiy, Abdulhamid Majidiy singari o'nlab ma'rifat fidoyilarining qoldirgan merosini bugungi kunda ham ma'naviyatimizni yuksaltirishda, yoshlarimizni milliy va umuminsoniy qadriyatlar ruhida tarbiyalashda muhim manba bo'lib xizmat qilmoqda"⁵ deya haqli ta'kidlab o'tgan. Bundan tashqari, Samarqandda - Imom Buxoriy ilmiy markazida hadisshunoslik maktabini tashkil etsak, o'ylaymanki, juda foydali bo'ladi⁶ deb Samarqand diyoriga alohida e'tibor bergan.

Shundan kelib chiqib bugungi kunda O'zbekiston tarixi, shu jumladan, Samarqand viloyati tarixini, uning Turkiston general-gubernatorligida tutgan o'rnini bir yoqlama qarashlar hamda o'tmishni soxtalashtirishdan voz kechgan holda, zamonaviy yondashuvlar asosida har tomonlama xolis va haqqoniy yoritish mavzuning dolzarbligini belgilaydi.

1868-yil 23-iyunda Buxoro amiri Turkiston general gubernatori fon Kaufman bilan sulh tuzib, Rossiyaning vassaliga aylandi. Bu sulhga ko'ra, Buxoro amiri mustaqilligini yo'qotibgina qolmay, Samarqand, Kattaqo'rgon va Zarafshon daryosining yuqori qismidagi yerlardan ham ajraldi. Rossiya imperiyasi tomonidan bosib olingan xududlarda ma'muriy-hududiy birlik, ya'ni markazi Samarqand bo'lgan Zarafshon okrugi tuzildi, uning boshlig'i etib Aleksandr Konstantinovich Abramov tayinlandi. 1867-yildagi "Turkistongeneral-gubernatorligi viloyatlarniboshqarish haqidagi vaqtli Nizom loyihasi" deb atalgan qonunlar majmuasiga ko'ra ko'chmanchi aholigaikki

⁵ Мирзиёев Ш. Самарқанд – Ер юзининг сайқали // Буюк келажакимизни мард ва олижаноб халқимиз билан қурамыз. –Тошкент.; Ўзбекистон, 2017. –Б. 178.

⁶ Мирзиёев Ш. Миллий тараққиёт йўлимизни қатъият билан давом эттириб, янги босқичга кўтарамиз. –Т.; Ўзбекистон, 2017. –Б. 491.

bosqichli (volost va ovullar), o'troq aholiga esa bir bosqichli (oqsoqolliklar) boshqaruv tizimi joriy qilindi. Turkiston general-gubernatorligi tomonidan 1868-yilda tashkil etilgan Zarafshon okrugida stlab Samarqand va Kattaqo'rgon bo'limlaridan iborat bo'ldi. 1871-yilda ularga yangi ma'muriy-hududiy birlik-tog'li tumanlar qo'shildi. U Zarafshon daryosining yuqorisida joylashgan mayda beklklardantuzildi. Turkiston general-gubernatorligini boshqarish bo'yicha dasturiy hujjatlarning ishlab chiqarilishida "harbiy vaziyfa" omili xal qiluvchi ahamiyat kasb etdi. Ana shu omil Turkiston general-gubernatorining 1868yil 19-iyunda tasdiqlangan "Zarafshon okrugini boshqarishning vaqtinchalik qoidalari"da ham o'z aksini topdi. Hujjatning asosiy majmuyi K.P.Kaufmanning bevosita rahbarligida ishlab chiqildi, unda ma'muriy tizim "harbiy-xalq boshqaruvi" debataldi.

1886-yilgi "Turkiston o'lkasini boshqarish nizomi"ga muvofiq, Turkiston o'lkasining ma'muriy-hududiy bo'linishi o'zgartirildi. Bunda mavjud birliklarni unifikatsiyalash prinsipiga izchil rioya qilina boshlandi. Zarafshon okrugi Samarqand viloyatiga aylantirildi⁷. Uningt arkibiga Sirdaryo viloyatining Xo'jand va Jizzax uyezdlari o'tkazildi va keyinchalik Samarqand viloyati Jizzax, Kattaqo'rgon, Samarqand va Xo'jand uyezdlaridan tashkilot topdi⁸.

Shunday qilib, 1886-yilgi Nizomdan so'ng o'lka idorasi markaziy, viloyat, tuman (uyezd), jabha (uchastka), qishloqva shahar boshqaruvi shaklida tashkil topdi. Samarqand shahri viloyat boshqaruvi qarorgohi hisoblangan.

Siyosiy boshqaruvda olib borilgan o'zgarishlar mahalliy boshqaruvdagi tashkilot vakadrlarning shakllanishiga olib keldi. Jumladan, dastlab Zarafshon okrugida Samarqandva Kattaqurgon bo'limlari tashkil etilgan edi. Shu munosabat bilan chor ma'muriyati tomonidan okrug boshqaruv tizimida yangi lavozimlar tashkil etildi. Xususan, Turkiston general-gubernatorining 1869-yil

⁷ История Самарканда. –Т.: Фан, Т. 1.–С. 304.

⁸ Абдурахимова Н.А., Эргашев Ф.Р. Туркистонда чор мустамлака тизими. –Т.: Академия, 2002.

24- oktyabrdagi tasdig‘i bilan Zarafshon okrugi boshqaravi asosan quyidagi lavozimlardan iborat bo‘ldi:

- Zarafshon okrugi boshlig‘i,
- Zarafshon okrugi devonxonasi boshlig‘i,
- Devonxonaish yurituvchisi;

Bo‘limlari bo‘yicha:

- Samarqand Bo‘limi
- Kattaqo‘rgon bo‘limi boshlig‘i,
- Bo‘limyordamchilari (biri ruslardan. yanabiri mahalliy aholi vakilidan)

tarjimonlar va boshqa lavozimlar shular jumlasigakirdi.

“Zarafshon okrugini boshqarishning muvaqqat qoidalari”ga ko‘ra, okrug boshlig‘i izmidaharbiy, ma'muriy, politsiya va sudlov hokimiyati bo‘lgan. Shu bilan bir qatorda, Zarafshon okrugi ma'muriyatigadiplomatik vazifalar ham berilgandi. Ya'ni, Zarafshon okrugi boshlig‘ining vakolatiga qo‘shni Buxoro amirligining beklklari bilan “chegaramunosabatlarini olib borish” hamkirdi.

Okrugni rus armiyasi generallaridan shaxsan podshoning o‘zi tayinlaydigan kishilar boshqargan. Zarafshon okrugi markazi hisoblangan Samarqand shahrida ham shahar boshqaruvi tarkibi quyidagi bo‘limlardan iborat bo‘lgan:

- Okrugda umumxalq ishlari bo‘yicha mudir va shahararxitektori.
- Okrugda sug‘orish ishlari bo‘yichamudir.
- Okrugdagi aksiz soliqlari bo‘yichamudir.
- Shaharhokimi.

Aytish joiz, harbiylashtirilgan byurokratiya okrugdagi (keyinchalik viloyatdagi) boshqaruv tizimining barchaasosiy nuqtalarini egallagan edi. Faqat

volost va qishloqdarajasidagi boshqaruvni tashkil etish go‘yo mahalliy jamiyat ixtiyoriga berilgandi.

1886-yilgi “Turkiston o‘lkasini boshqarish haqidagi Nizom”dan so‘ng Zarafshon okrugi Samarqand viloyati deb o‘zgartirildi va viloyat, tuman, (uyezd), jabha (uchastka), qishloq va shahar boshqaruvi shaklida tashkil topdi. Viloyat boshqaruvi: harbiy gubernator va viloyat boshqarmasidan iborat bo‘ldi⁹. Samarqand viloyat boshqarmasi 3 bo‘limdan iborat bo‘lgan:

-Farmoyishberadiganbo‘lim;

-Xo‘jalik bo‘limi;

-Ssuda bo‘limi;

Samarqand viloyat boshqarmasi harbiy gubernatorgabo‘ysungan. Viloyatni rus armiyasi generallaridan shaxsan podshoning o‘zi tayinlaydigan harbiy gubernatorlar boshqargan. Ular harbiy va fuqaro hokimiyatini o‘z qo‘lidatutgan. Harbiy sohada viloyatdagi qo‘shinlar (diviziya yoki korpus) qo‘mondoni, fuqaro ishlarida esa gubernator huquqiga ega bo‘lgan barchama'muriy, politsiya va sud hokimiyati ham ularning izmidabo‘lgan. Ya'ni, harbiy gubernatorlarga mohiyatan diktatorlik vakolatlari berilgan edi. Bular: volost boshqaruvchilarini lavozimga tasdiqlash yoki saylovlar bekor qilingan taqdirda, ulami o‘z ixtiyoriga ko‘ra tayinlash, xalq sudyalarini va sudyalikka nomzodlarni tasdiqlash hamda ular tasdiqlanmagan taqdirda, yangi saylovlarni tayinlash, o‘z ixtiyorigako‘ra, uyezd ma'muriyati a'zolarini tayinlash va ishdan olish (uyezdboshligi bundan mustasno bo‘lib, ular to‘grisida faqat general-gubernator nomiga taqdimnomayozilardi); uyezd boshliqlari tubaholivakillariga belgilangan jarimani to‘lash yuzasidan kelgan shikoyatlarni ko‘rib chiqqan.

Samarqand viloyatini 1886-yildan 1917-yilga qadar 8ta gubernator boshqargan bo‘lib, o‘rta hisobda ulaning har biriga 3-4 yil muddatdan to‘g‘ri

⁹ Бродовский М. Заметки о земледелии в Самаркандском районе // Туркестанский сборник. –СПб., 1873.– С. 419447.

kelgan. Tarixiy ma'lumotlarbu gubernatorlar - A. Yafimovich, N. Rostovtsev, M. Federov, V. Medinskiy, A. Gasket, A. Galkin, N. Likoshin kabilarning faoliyatigaoid keng ma'lumotlar beradi. Ularning barchasi ma'lumotli, zodagon dvoryanlar bo'lgan. Viloyat harbiy gubernatorlarining maoshi 15ming rublgacha bo'lib, bu markaziy Rossiyadagi gubernatorlamikidan 2 barobar ko'p edi. Samarqand viloyat boshqarmasi quyidagi shtatlardan iborat bo'ldi:

- 1) Viloyat boshqarmasi raisi (shuningdek, harbiy gubernatoryordamchisi);
- 2) Maslahatchilar (Bo'limboshliqlari);
- 3) Ish yurituvchilar;
- 4) Ish yurituvchilaming yordamchilari;
- 5) buxgalter;
- 6) Tarjimon.

Viloyat boshqarmasi raisi shuningdek, harbiy gubernator yordamchisi hisoblangan. U harbiy gubernator tobi qochgan, yo'q bo'lganyoki bo'shatilgan hollarda uning xizmat vazifasini bajargan. Gubernator yordamchisi general gubernator taqdimnomasi orqali ishga tayinlangan. Samarqand viloyat boshqarmasi vazifasiga quyidagilar kirgan:

- viloyatnima'muriybo'lishvatashkiletish;
- hukumatqonunvafarmoyishlarini e'lon qilish;
- amaldorlami ishga tayinlash, ishdan chetlatish vamexnat ta'tili berish, mukofotlarga taqdim etish, nafaqa va maosh belgilash, mansabdor shahslami sudga topshirish:
- chet elliklami fiiqarolikka qabul qilish;
- aholio'rtasidayernitaqsimlash;
- viloyatda obrok Bo'limlariniboshqarish;
- viloyatda yarmarka va bozorlami ta'sisetish;

-viloyatning statistik ma'lumotlarini o'plash mahalliy aholidan soliq va to'lovlarni olish;

-fuqarolik va jinoyat ishlarini suddako'rilishgatayyorlash

-maxfiyhujjatlarinituzish;

-viloyatdagi barcha savdo va pudratlami yurgizish, shartoomalar tuzish.

Bular gubernator devonxonasi, gubernya vrachlik mahkamasi, davlat mulki palatasi, okrug sudlari va hokazo. Shuningdek viloyat tibbiy nazorati viloyat vrachiga yuklangan, u gubernya vrachligi nazoratchisi huquqlaridan foydalangan va bevosita harbiy gubernatorga bo'ysungan. Viloyat boshqarmasi qoshida irrigatsiya ishlarini boshqaruvchi amaldor bo'lib, asosiys ug'orish kanallari, sug'orish ariqlariga qo'shimcha bo'lgan va ulardan ajralib chiquvchi sug'oruvchi kanallar, suvo'tkazgichlarini nazorat qilish, yangi irrigatsiya inshootlari, mavjud inshootlami yaxshi tutish, ta'mirlash va qayta qurishda texnik ko'rsatmalar bergan.

Xulosa qilib aytadigan bo'lsak, XIX asrning ikkinchi yarmida Rossiya imperiyasining Turkiston o'lkasidagi harbiy yurishlari natijasida, Buxoro amirligining Xo'jand, O'ratepa, Samarqand, Kattaqo'rg'on kabi siyosiy jihatdan muhim strategik o'ringa hududlari ajratib olinib, bu hududda dastlab Zarafshon okrugi keyinchalik esa, Samarqand viloyatitashkil etildi. Shundan boshlab, Rossiya imperiyasi ma'muriyati tomonidan o'zining manfaatlaridan kelib chiqib mustamlakachilik siyosati amalga oshirdi. Bu davrda Rossiya imperiyasi sanoat korxonolari uchun zarar bo'lgan paxta maxsuloti yetkazib berish birinchi darajaga ko'tarilib, qishloq xo'jaligida dehqonchilik qilinadigan sug'oriladigan deyarli barcha yerlarga paxta yetishtirish kuchaytirildi. Shu bilan birga viloyatda mustamlakachilik boshqaruv tizimi to'liq o'rnatildi.

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ELEKTRON KUTUBXONALAR

Almasova Jansaya Jayiq qizi

Kallibekova Dilfuza Tayir qizi

O'zbekiston Davlat San'at va Madaniyat instituti

Nukus filiali 3-bosqish talabalari

Annotatsiya: Ushbu maqolada bugungi kunda elektron kutubxonalarning keng qo'llanilayotgani, kutubxona va elektron kutubxona farqi haqida so'z yuritiladi

Kalit so'zlar: Virtual kutubxona, e-kutubxona, e-library, audio, video multimedia xalqaro standartlar, "Infosfera"

KIRISH

Har birimizning hayotimizda axborot olamining ahamiyati tobora kuchayib borayotgani kundek ravshan. «Infosfera» (axborot olami) olis manzillarni yaqinlashtirib, oraliqdagi masofalarni qisqartirmoqda. Mazkur olamda insoniyat tarixining barcha bilimlari jamlangan. Bizdan esa "Infosfera" ning kirish eshigi, undan foydalanish imkonini beruvchi asosiy kalit – internetni bilish talab etiladi, xolos. Bu ma'ruzamiz ta'lim va fan sohasida tobora ahamiyati ortib borayotgan, jahon bilim omborining asosiga aylanayotgan elektron kutubxonalarga dahldor.

Elektron kutubxona deganda nimani tushunamiz? Uning tarkibiy qismlari nima? Xalqaro Tarmoqdagi minglab kitoblarni o'z ichiga oladigan saytlar elektron kutubxonami yoki kutubxona saytlari hammi? Raqamli kolleksiyalarni yaratish uchun qanday bilim va malakalar kerak bo'ladi? Ushbu ma'ruzada shu kabi savollarga javob topishga harakat qilamiz (maqolada

"elektron kutubxona", "e-kutubxona" va "raqamli kutubxona" terminlari bir ma'noda qo'llaniladi).

Elektron kutubxona - Internetning ajoyib imkoniyatlaridan biridir. Bu kutubxonaning elektron shaklidir. Kutubxona deganda, odatda, ko'plab kitoblar terib qo'yilgan, uzun, katta javonlar joylashgan xonalar ko'z oldimizga keladi. Elektron kutubxonada javonlar vazifasini jildlar, kitoblar vazifasini esa Internet saxifalari bajaradi. Bu kutubxona ma'lumotlari elektron ko'rinishda bo'ladi va ular kompyuterda joylashadi. Bu kutubxonadan foydalanish juda qulay. U orqali Siz dunyoning ixtiyoriy nuqtasidagi elektron kutubxona ma'lumotlaridan foydalana olishingiz mumkin. Yana bir qulay tomoni zarur ma'lumot nusxasini ko'chirib olishingiz mumkin. Elektron kutubxonadan foydalanishingiz uchun kompyuter, modem va Internet tarmog'i bo'lishi yetarli.

Faraz qilaylik, biror bir ma'lumot bilan tanishish uchun elektron kutubxonadan foydalanmoqchisiz. Kompyuter va Internet yordamida ma'lumotni bir necha daqiqada topish mumkin. Ma'lumot dunyoning ixtiyoriy nuqtasidan bir zumda sizning kompyuteringiz ekranida tasvirlanadi. Buning uchun Siz kompyuteringiz tugmachasini bosishingiz va elektron kutubxonaga kirishingiz yetarlidir. Bir necha daqiqada ma'lumot ko'z oldingizda namoyon bo'ladi. Bu mo'jizani eslatadi. Bu mujiza virtuallik deb ataladi. Unga faqat kompyuter va maxsus tarmoq orqali erishish mumkin. Bir necha yil avval bir maqolani topish uchun oylab vaqt sarflash zarur edi. Bugun esa bu maqsadni amalga oshirish uchun boshqa shaharga borish va vaqt sarflash zarurati yo'qoldi. Elektron kutubxonalar yordamga keldi. Elektron kutubxonalarni turlicha nomlashadi: **Elektron kutubxona, Virtual kutubxona, e-kutubxona, e-library, digital library.**

Keyingi vaqtlarda virtual dunyo, virtual olam, virtual do'st kabi so'zlar paydo bo'ldi. Virtual so'zining ma'nosi bu tasavvur qilishdir. Virtual kutubxona bu odatdagi kutubxonaning abstrakt ko'rinishidir. Bu kutubxonaning kitoblari, jurnallari va ro'znomalari kitob javonlarida emas, balki kompyuter xotirasida

joylashgan bo`ladi. Bu kompyuterda yoki kompyuter maxsus qurilmalarida raqamli formatda saqlanadigan ma'lumotlar to`plamidir. Bu: bosma audio, video va multimedia ma'lumotlaridir. Ma'lumotlar xajmiga qarab, serverlar bitta yoki tarmoq bilan bog`langan bir necha kompyuterlardan iborat bo`ladi.

G'arb mamlakatlarida, masalan AQShda, kutubxonalarni avtomatlashtirish 60-yillardan boshlangan, kitoblarni kompyuterga kiritish orqali elektron kolleksiyalarni yaratish 1971 yildanoq bajarib kelinmoqda. Bizning mamlakatimizda Internet tarmog`ining 90-yillarning oxiri-2000 yillarning boshidan ommalashishi bugungi kunga kelib bizga elektron kutubxonalarni yaratib, mamlakatimiz aholisi va dunyo ahli bilan alishish imkonini bermoqda. Alisher Navoiy nomidagi Davlat Kutubxonasining kabi markaziy tashkilotlarning loyihalari, Internet tarmog`ida tashabbuskor vatandoshlarimiz tomonidan yaratilgan va yaratilayotgan kolleksiyalar bunga misol. Bu loyihalarning bajarilish darajasi turlicha bo`lib, bu albatta malakali mutaxassislarning bu jarayonlarda zamonaviy bilimlarni qo`llagan holda ishtirok etganlari yoki etmaganlariga bog`liq. Xalqaro standartlar va muvaffaqiyatli amaliyotlar (*best practice*) dan xabardorlik va ko`p hollardagi vaziyatni tubdan yaxshilashi muqarrar. Shu maqsad yo`lida elektron kutubxonalar konsepsiyasi, uning tamoyillari va xorijda to`plangan tajribalar xususida so`z yuritamiz.

AQSh universitetlaridan biridagi "Elektron kutubxonalar" kursi talabalari ilmiy adabiyotdan ushbu atamaning 65 ta ta'rifini to`plab, umumiy xususiyatlarni ajratib olishdi. Unga ko`ra **elektron kutubxona**:

- ma'lum jamoalar yoki jamoalar majmuiga xizmat qiladi;
- yagona ob'ekt bo`lmasigi mumkin (ya'ni qismlar turi domenlar yoki tashkilotlarga biriktirilgan);
- barcha qismlar uchun umumiy bo`lgan mantiqiy tashkiliy strukturaga ega;

- nafaqat erkin foydalanish imkoni, balki ta'limiy komponentlarni o'z ichiga olgan;
- inson va texnologik resurslardan unumli foydalangan;
- tez, samarali va to'siqsiz kirishni ta'minlaydi;
- kirishning turli darajalarini ta'minlaydi (user, contributor, administrator va hok.);
- bepul foydalanishni taklif etadi (ehtimol foydalanuvchilarning faqat ayrim guruhlariga);
- resurslarga egalik va nazorat qilish;
- kolleksiyalar:
 - yirik va uzoq muddatga saqlab kelinadigan;
 - yaxshi tashkillashtirilgan va boshqariladigan (fayllarning mavjud kategoriyalarga to'g'ri kiritilishi, metadata qoidalarga mos shaklda ta'minlanishi va hok.);
- turli xil formatlarni o'z ichiga olgan;
- nafaqat ob'ektlar haqida ma'lumot (abstrakt, bibliografik ma'lumot va hok.), balki ularning o'ziga ham ega bo'lishi (kitob, maqola, jurnal va hok.);
- boshqa yo'l bilan qo'lga kiritib bo'lmaydigan noyob manbalarga ega bo'lishi;
- ba'zi fayllar raqamli shaklda yaratilgan (*ab origine*) bo'lishi mumkin.
- Elektron kutubxona tushunchasining quyidagi ta'riflari alohida e'tiborga loyiq:
 - Elektron kutubxonalar shu turdagi tashkilotlarki, ular raqamli asarlar kolleksiyalarini ma'lum bir jamoalar yoki jamoalar majmuiga oson va iqtisodiy jihatdan qulay holda foydalanish uchun taqdim qiladi; saralash, strukturasini tuzish, intellektual yo'l ochish, talqin qilish, tarqatish,

to'laligicha saqlab qolish uchun zarur resurslar, shu jumladan, ixtisoslashgan xodimlar bilan ta'minlaydi.

XULOSA

Yuqoridagi ta'riflardan ko'rinib turibdiki, tom ma'nodagi elektron kutubxona ko'pchilik fikrlaganidek bir necha o'nlab kitobning elektron versiyasi joylashtirilgan veb-saytdan farqli xususiyatlarga ega. Bu nafaqat tashabbuskor foydalanuvchi yoki foydalanuvchilar jamoasi tomonidan Wordpress, Joomla yoki boshqa ommabop kontentni boshqarish sistemasi (CMS)ning birlamchi versiyasiga joylashtirib chiqilgan elektron matnlar va hokazo fayllar majmui, balki ma'lum tayyorgarlikka ega bo'lgan mutaxassislar tomonidan bibliografik imkoniyatlari keng bo'lgan dasturdan foydalangan holda, resurslarni samarali izlab topilishi maqsadida to'g'ri metadata bilan ta'minlangan, doimiy faoliyat ko'rsatishi uchun muntazam ravishda boyitilib, hamda moliyaviy quvvatlanib kelinadigan butun boshli tuzilma hamdir.

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**AXBOROT XAVFSIZLIGI SOHASIDA SUN'IY INTELLEKTNI
QO'LLASH**

SAIDOV USMON BAXRONOVICH

BuxMTI axborot kommunikatsiya texnologiyalari kafedrası o'qituvchisi

Annotatsiya: So'nggi 3-5 yil ichida kibermakondagi rivojlanish va o'zgarishlar tezligi nafaqat tajribasiz foydalanuvchilar, balki IT va axborot xavfsizligi sohasidagi hurmatli mutaxassislar uchun ham hayratlanarli. Hatto qayta ishlangan ma'lumotlar miqdori, Internetga ulangan qurilmalar yoki ilovalar xizmatlar soni bo'yicha ham emas, balki tushunchalar va texnologiyalarning o'zida ham, har tomonlama raqamlashtirish va ko'pchilik korxonalarining onlayn rejimga o'tishida ham eksponensial rivojlanish kuzatilmoqda. Pandemiya bu tendentsiyani faqat tezlashtirdi.

Kalit so'zlar: sun'iy intellekt, axborot xavfsizligi, konsepsiya, Neyron tarmoq, Noaniq mantiq, raqamlashtirish, AI texnologiyalari, autentifikatsiya, texnologiya.

Annotation: The speed of development and changes in cyberspace in the last 3-5 years is amazing not only for inexperienced users, but also for respected experts in the field of IT and information security. Not even in terms of the amount of data processed, the number of devices or applications connected to the Internet, but in the concepts and technologies themselves, and in the comprehensive digitization and the transition of most businesses online, there is an exponential development. The pandemic has only accelerated this trend.

Keywords: artificial intelligence, information security, concept, neural network, fuzzy logic, digitalization, AI technologies, authentication, technology.

KIRISH

Sun'iy intellektni amaliy qo'llash, shu jumladan axborot xavfsizligini ta'minlash haqida gapirish uzoq vaqtdan beri davom etmoqda, ammo bu

vositalar bozorga bunday mahsulotlarning etukligi ularni korporativ muhitda foydalanishga imkon berganida, ishning aniqligi boshlanganda paydo bo'ldi. ularning narxini oqlash va hujumchilarning imkoniyatlari shunchalik kengaydiki, faqat ushbu texnologiya yordamida ularga samarali va tez qarshilik ko'rsatish mumkin bo'ldi.

ASOSIY QISM

Agar tarixga murojaat qiladigan bo'lsak, sun'iy intellekt kontsepsiyasini yaratish uchun zarur shartlar tirik organizmlar va tabiiy neyronlarni kuzatish asosida sun'iy neyron va neyron tarmog'ining matematik modelini yaratish sohasidagi ilmiy tadqiqotlar edi. 1943 yilda amerikalik neyrofiziologlar Uorren Makkallok va Uolter Pits o'zlarining "Asab faoliyati bilan bog'liq g'oyalarning mantiqiy hisobi" ilmiy maqolalarida tabiiy neyronlarga o'xshash sun'iy neyronlardan tashkil topgan tarmoq mantiqiy va matematik operatsiyalarni bajarishi mumkinligini taklif qildilar. Taniqli ingliz olimi Alan Turing 1948 yilda "Intelligent Machinery" (inglizcha "Intelligent Machinery") maqolasini, 1950 yilda esa "Computing Machinery and Intelligence" (inglizcha "Computing Machinery and Intelligence") asarini nashr etdi. Mashinani o'rganish va sun'iy intellekt tushunchalarini tavsiflovchi. "Sun'iy intellekt" atamasi 1956 yilda amerikalik kompyuter olimi Jon Makkarti tomonidan kiritilgan. Bu tirik organizmni "raqamlashtirish" va tirik mavjudotni tahlil qilish va takrorlash mumkin bo'lgan algoritmlar to'plami sifatida ko'rsatishga qaratilgan birinchi urinishlar edi.

O'shandan beri fan sun'iy intellektni yaratishda sezilarli yutuqlarga erishdi: muhim voqealar qatoriga 1997 yilda IBM Deep Blue superkompyuterining shaxmat bo'yicha grossmeyster Garri Kasparov ustidan qozonilgan g'alabasi va 2016 yilda Google DeepMind kompaniyasining AlphaGo o'yinining professional o'yinchi Li Sedol ustidan qozonilgan g'alabasi kiradi. Shu bilan birga, birinchi g'alaba yaxshi algoritmlangan shaxmat o'yinida erishildi, bu erda g'alaba qozonish uchun barcha mumkin bo'lgan

kombinatsiyalar va harakatlarni bilish kifoya, ikkinchisi - AlphaGo tomonidan o'z-o'zini o'rganish uchun ishlatilgan mashinani o'rganish tufayli. Go o'yini.

Shunday qilib, keling, sun'iy intellekt (AI) bilan bog'liq bir nechta atamalarga zamonaviy ta'riflar beraylik.

✚ Sun'iy intellekt (AI) tirik mavjudotlar intellektiga o'xshab, axborot tizimlari tomonidan qaror qabul qilish va o'rganish vazifalarini amalga oshirishni o'z ichiga oladi.

✚ Neyron tarmoq - oddiy mantiqiy operatsiyalarni bajaradigan, mashinani o'rganish qobiliyatiga ega bo'lgan o'zaro bog'langan sun'iy neyronlar to'plami.

✚ Mashinani o'rganish (ML) - oldindan belgilangan qoidalardan foydalanmasdan taqdim etilgan ma'lumotlar to'plamiga asoslangan axborot tizimini o'rganish usuli, sun'iy intellektning alohida holatidir. Mashinani o'rganishning umumiy vazifasi taqdim etilgan kiritilgan ma'lumotlar va berilgan to'g'ri / kutilgan natijalar asosida algoritm (dastur) yaratishdir - shuning uchun ML tizimining jarayoni taqdim etilgan ma'lumotlar to'plami bo'yicha dastlabki tayyorgarlikka va keyinchalik qaror qabul qilishga bo'linadi. allaqachon o'qitilgan tizim.

✚ Mashinani o'rganishning bir necha usullari mavjud, masalan:

✚ **Nazorat ostida o'qitish** - bu yorliqli ma'lumotlar to'plamidan (tanlangan xususiyatlarga ega tasniflangan ob'ektlar) foydalanadigan mashinani o'rganish usuli bo'lib, ular uchun ma'lum bir "o'qituvchi" (shaxs yoki o'quv namunasi) to'g'ri "savol-javob" juftligini ko'rsatadi. boshqa shunga o'xshash savollarga javob berish algoritmini yaratish uchun talab qilinadi

✚ **Nazoratsiz o'qitish** - bu yorliqli ma'lumotlar to'plamidan foydalanmaydigan, to'g'ri savol-javob juftligini belgilamaydigan va axborot tizimidan ob'yektlarning ma'lum xossalari asosida ular o'rtasidagi turli munosabatlarni topishni talab qiluvchi mashinani o'rganish usuli.

✚ **Yarim nazorat ostida o'rganish** - bu oz sonli etiketli ma'lumotlar to'plamlarini va ko'p sonli yorliqsizlarni birlashtirgan mashinani o'rganish

usuli. Ushbu yondashuv yuqori sifatli yorliqli ma'lumotlar to'plamini olish ancha resurs talab qiladigan va uzoq davom etadigan jarayon ekanligi bilan oqlanadi.

✚ Kuchaytiruvchi ta'lim - bu nazorat ostidagi ta'limning alohida holati bo'lib, unda "o'qituvchi" axborot tizimi tomonidan qabul qilingan qarorlarga qarab qayta aloqani ta'minlaydigan ishlaydigan muhitdir.

✚ Shu bilan birga, mashinani o'rganishda Bayes tarmoqlari, Markov zanjirlari, gradientni kuchaytirish kabi boshqa algoritmlardan ham foydalanish mumkin.

✚ Chuqur o'rganish - bu inson miyasining ishiga taqlid qilish va nutqni qayta ishlash (tabiiy tilni qayta ishlash), tovush (nutqni aniqlash) va vizual tasvirlar (ingliz tilini kompyuterda ko'rish) uchun murakkab ko'p qatlamli sun'iy neyron tarmog'idan foydalanadigan mashinani o'rganishning maxsus holati. Mashinani ko'rish (kompyuter ko'rish) hozirgi vaqtda xavfsizlik tizimlarida, transport va yo'lovchilarni boshqarishda keng qo'llaniladi. Tabiiy tilni qayta ishlash va nutqni aniqlash tizimlari Siri yoki Elis ovozli yordamchilariga foydalanuvchi savollariga javob berishga yordam beradi.

✚ Katta ma'lumotlar (Big Data) - hajmi (hajmi), o'zgarish tezligi (tezligi) va xilma-xilligi (xilma-xilligi) bilan tavsiflangan raqamli shakldagi tuzilgan va tuzilmagan ma'lumotlarning katta miqdori. Katta ma'lumotlarni qayta ishlash uchun Apache Hadoop / Storm / Spark, Kaggle, NoSQL sinfidagi DBMS kabi maxsus dasturiy vositalardan foydalanish mumkin. Katta ma'lumotlardan foydalanishda biznes qiymatini oshirish uchun heterojen ma'lumotlardan tuzilgan ma'lumotlarga, so'ngra bilimga (ma'lumotlarga) o'tish kerak, deb ishoniladi. Tegishli Big Data massividan olingan qayta ishlangan, tuzilgan va etiketlangan ma'lumotlar to'plami zamonaviy tizimlarda mashinani o'rganish uchun zarur (va eng qimmatli qismlardan biri) komponentidir.

✚ Ma'lumotlarni chuqur tahlil qilish (Data Mining) - turli xil va tuzilmagan ma'lumotlar massasidan, shu jumladan Big Datadan foydali ma'lumotlarni tuzish va olish.

✚ Noaniq mantiq - bu sun'iy intellekt tizimlari va neyron tarmoqlaridagi muammolarni hal qilish uchun qat'iy bo'lmagan qoidalar va loyqa javoblarni qo'llash. U inson xatti-harakatlarini modellashtirish uchun, masalan, kontekstga qarab, savolga javob topish shartlarini toraytirish yoki cheklash uchun ishlatilishi mumkin.

✚ Kiberxavfsizlikda sun'iy intellekt tizimlaridan foydalanishning yana bir modeli - bu insayderlar bilan ishlash: foydalanuvchining odatiy xatti-harakatlarini bilgan holda, tizim xodimning ish modelida sezilarli o'zgarishlar yuz berganda (shubhali saytlarga tashrif buyurish, uzoq vaqtdan beri ma'lumotlarga kirish) axborot xavfsizligi bo'yicha tahlilchilarga ogohlantirish yuborishi mumkin. ish kompyuterida yo'qligi, korporativ messenjerda yozishmalarda aloqa doirasini o'zgartirish va boshqalar).

Kompyuter ko'rish va nutqni qayta ishlash bilan jihozlangan xavfsizlik tizimlari notanish shaxslar yoki boshqa birovning ruxsatnomalaridan foydalangan holda xodimlar tomonidan nazorat-o'tkazish punkti orqali o'tishga urinishlar to'g'risida xavfsizlikni o'z vaqtida xabardor qilish, veb-kameralar yordamida xodimlarning ish faoliyatini tahlil qilish, menejerlar va boshqaruvchilar o'rtasidagi muloqotning to'g'riligini baholash imkoniyatiga ega bo'ladi.

Shu bilan birga, sun'iy intellektga asoslangan tizimlar kiberjinoyatchilar tomonidan ham qo'llanilishini unutmasligimiz kerak: firibgarlikka qarshi tizimlarni, soxta ovozlarni aldash uchun Deep soxta (odamning real virtual qiyofasini yaratish) dan foydalanishning ma'lum firibgarlik usullari mavjud. Hujumga uchragan shaxslarning qarindoshlariga pul o'tkazish so'rovi bilan soxta qo'ng'iroqlar, fishing va pul o'g'irlash uchun telefon IVR texnologiyalaridan foydalanish. Zararli dastur, shuningdek, sun'iy intellekt elementlaridan foydalanadi, bu esa tajovuzkorlarga o'z imtiyozlarini tezroq oshirish, korporativ tarmoq bo'ylab harakatlanish, keyin esa ular uchun qiziqarli ma'lumotlarni topish va o'g'irlash imkonini beradi. Shunday qilib, keng omma

uchun mavjud bo'lgan texnologiyalar ham yaxshi, ham zarar uchun ishlatiladi, ya'ni

Sun'iy intellekt (AI) va mashinani o'rganish texnologiyalari allaqachon axborot tizimlarida mehnat unumdorligini oshirish, sotishni ko'paytirish va o'qitish uchun keng qo'llanilmoqda. Ulardan kiberhujumlardan himoyalashda foydalanish axborot xavfsizligining asosiy yo'nalishlaridan biriga aylanib bormoqda. Ayni paytda hujumlar soni ortib bormoqda va tahdidlar manzarasi yashin tezligida o'zgarib bormoqda. Masalan, Kasperskiy mahsulotlari dunyo bo'ylab har chorakda 700 milliondan ortiq onlayn hujumlarni (2019-yilning ikkinchi choragi uchun ma'lumotlar) aks ettiradi va Cisco kuniga 20 milliard tarmoq hujumlarini bloklashni da'vo qiladi (2018-yilda 7 trilliordan ortiq hujum). Ko'rinib turibdiki, bunday katta hajmdagi zararli harakatlar bilan tajovuzkorlar kiberhujumlarni avtomatlashtirish vositalaridan, shu jumladan ularni yaxshilash va o'zgartirish uchun sun'iy intellekt va mashinani o'rganish texnologiyalaridan foydalanish, shuningdek, ma'lum himoya vositalarini chetlab o'tish uchun faol foydalanmoqda. Misol uchun, taniqli troyan Emotet samarali prototip hisoblanadi. Uni tarqatishning asosiy kanali spam-fishingdir va Emotet-ni yaratish ortidagi guruh suhbatlar satrlariga mahalliy tarzda joylashtirish va tabiiy tildagi matn tahlilidan foydalanish orqali hujumni kuchaytirish uchun AI-dan osongina foydalanishi mumkin. Sun'iy intellektni zararli qo'llashning yana bir mumkin bo'lgan sohasi - bu parollarni samaraliroq taxmin qilish yoki ikki faktorli autentifikatsiyani chetlab o'tish. Ikki yil avval tadqiqotchilar AI texnologiyasidan foydalangan holda 90% samaradorlik bilan CAPTCHA tekshiruvlarini chetlab o'ta oladigan bot yaratdilar. Sun'iy intellekt bo'yicha bilimlar bazasini shakllantirish uchun qorong'u Internetdagi juda ko'p turli xil ma'lumotlar manbalaridan foydalangan holda, tajovuzkorlar odamlarga hujumlarni haqiqatan ham samarali qilishlari mumkin. Hujumlarning o'sib borayotgan hajmiga qarshi turish uchun xavfsizlik tizimlarini ishlab chiqaruvchilari real vaqt rejimida kibertahdidlarni aniqlash, bashorat qilish va ularga javob berish uchun sun'iy intellekt, mashinani o'rganish va chuqur

o'rganish (ML/DL) texnologiyalarini faol joriy etishni boshladilar. Umuman olganda, Webroot ma'lumotlariga ko'ra, xavfsizlik bo'yicha mutaxassislarning taxminan 85% tajovuzkorlar o'z hujumlarida AI texnologiyalaridan foydalanayotganiga ishonishadi. Skolkovo jamg'armasidagi hamkorlarimiz, shuningdek, sun'iy intellekt (AI) va mashinani o'rganish texnologiyalari xavflar darajasini va xavfsizlik echimlari talablarini sezilarli darajada o'zgartirishiga amin. Sun'iy intellekt texnologiyalari yuqori tezlikda kiberhujumlarni aniqlash, xavfsizlik intsidentlariga eng yaxshi javobni tanlash, hodisalarning dolzarbligi va oqibatlarini avtomatik baholash va real vaqt rejimida mutanosib javobni ishlab chiqish imkonini beruvchi ancha yuqori samaradorlikdagi yechimlarni yaratish imkoniyatini beradi. Shu munosabat bilan "Skolkovo" jamg'armasining IT-klasterida biz ushbu texnologiyalardan foydalangan holda yangi mahsulotlarni ishlab chiqishga qaratilgan qator tadbirlarni amalga oshirmoqdamiz va bir qator qo'llab-quvvatlash dasturlarini amalga oshirmoqdamiz; Taqdim etilgan tadqiqotlar bozor haqida qimmatli tushuncha beradi va yangi mahsulotlarni ishlab chiqish va kompaniyani rivojlantirish rejalarini shakllantirishga yordam beradi.

— Sergey Xodakov, Skolkovo jamg'armasi IT-klasteri bosh direktori

Axborot xavfsizligini ta'minlashda sun'iy intellektning dolzarbligi 2019-yilda axborot xavfsizligi bo'yicha sun'iy intellekt texnologiyalari global bozori ekspertlar (MarketsandMarkets , Sion Market Research) tomonidan 8 milliard dollarga baholanmoqda, bu 2025-yilda 30 milliard dollarga yetadi va har yili 23 foizga o'sadi. MarketsandMarkets ma'lumotlariga ko'ra, 2019-2025 yillar uchun axborot xavfsizligi sohasida sun'iy intellekt texnologiyalari jahon bozori hajmining prognozi .Xulq-atvorni tahlil qilish va bashoratli tahlil qilish uchun sun'iy intellekt texnologiyalarini joriy qiluvchi tashkilotlar hujumlarni aniqlash samaradorligini oshirish, javob berish vaqtlarini qisqartirish va xavfsizlik xarajatlarini kamaytirish nuqtai nazaridan sezilarli natijalarga erishmoqda. Capgemini tadqiqot instituti ma'lumotlariga ko'ra, yillik daromadi 1 milliard dollardan ortiq bo'lgan tashkilotlarning 64 foizi AI texnologiyalari xavfsizlik

tahdidlarini aniqlash va ularga javob berish xarajatlarini kamaytirishini va taxminan 75 foizi javob berish vaqtini (12 foizgacha) qisqartirishini da'vo qilmoqda.

Tadqiqot uchun biz ommaviy tahliliy hisobotlar, matbuot eslatmalari va ochiq ma'lumotlar bazalaridan (Crunchbase, Owler, Angel List) o'zlarining axborot xavfsizligi mahsulotlarida xatti-harakatlar tahlili texnologiyalari va bashoratli tahlillardan faol foydalanadigan 66 ta sotuvchini tanladik. Ishtirokchilar global mavjudlik asosida tanlangan, mahalliy o'yinchilar (ya'ni, faqat o'z mamlakatida yoki mintaqasida faoliyat yuritayotganlar) tadqiqotda, shuningdek, umuman mahalliy bozorlar hisobga olinmagan. Ishlab chiqilayotgan mahsulotlarga ega ko'plab korxonalar mavjud; ular ham tasnifga kirmaydi, lekin investitsiya tahlilida hisobga olinadi. Umuman olganda, axborot xavfsizligi mahsulotlarida sun'iy intellektdan foydalanadigan sotuvchilar segmenti quyidagi bahoga ega. Startaplar paydo bo'lishining cho'qqisi 2014-2015 yillarga to'g'ri keladi, o'shanda asosiy kutubxonalar paydo bo'lgan va AI texnologiyalari amaliy tizimlarda faol qo'llanila boshlangan. Investitsion faoliyat statistikasi texnologiyani qo'llashning ikkita asosiy to'lqini mavjudligini ko'rsatadi.

Birinchi to'lqin kompaniyalari venchur investitsiyalarning kech bosqichida, asosan ularning ishlanmalari EDR tipidagi. Ikkinchi to'lqin korxonalarini prognozli tahlillar tashqi ma'lumotlarni yig'ish bo'yicha ixtisoslashgan va hali ham venchur kapital qo'yilmalarining boshlang'ich bosqichida yoki dastlabki bosqichlarida. Emotet troyan tarmoq qurtiga aylandi Sun'iy intellekt texnologiyalari bo'lgan mahsulotlarni qo'llash stsenariylari bo'yicha tasniflash Xulq-atvor tahlili va bashoratli tahlil texnologiyalaridan foydalanadigan biz tanlagan kompaniyalarning mahsulotlarini ikki ko'rinishda tasniflash mumkin: funktsional va texnologik turi bo'yicha va foydalanish holatlari bo'yicha. Biz asosiy turlarni sanab o'tamiz:

EDR (Endpoint Detection and Response) - bu ish stantsiyalari, serverlar, har qanday kompyuter qurilmalari (oxirgi nuqtalar) ga hujumlarni aniqlash va

ularga zudlik bilan javob berish platformasi. Sun'iy intellekt texnologiyalari yordamida ushbu toifadagi mahsulotlar noma'lum zararli dasturlarni aniqlashi, tahdidlarni avtomatik ravishda tasniflashi va ularga mustaqil javob berish, ma'lumotlarni boshqaruv markaziga uzatishi mumkin. AI ko'plab qurilmalardan ma'lumotlarni yig'ish orqali to'plangan umumiy bilimlar bazasi asosida qarorlar qabul qiladi. Ushbu turdagi ba'zi mahsulotlar so'nggi nuqtalarda ma'lumotlarni belgilash va ichki tahdidlarni aniqlash uchun ularning harakatini keyingi nazorat qilish uchun AI texnologiyalaridan foydalanadi.

NDR (Network Detection and Response) - tarmoq darajasida hujumlarni aniqlaydigan va ularga tezkor javob berishga imkon beruvchi qurilmalar va analitik platformalar. Tahdidlar haqidagi to'plangan statistik ma'lumotlar va bilimlar bazasidan foydalangan holda, ushbu turdagi mahsulotlar AI texnologiyalaridan foydalangan holda tarmoq trafigidagi tahdidlarni aniqlaydi va tarmoq qurilmalari va shlyuzlar konfiguratsiyasini o'zgartirish orqali ularga avtomatik tarzda javob bera oladi. Ushbu turdagi ba'zi mahsulotlar bulutli provayderlar va ularning infratuzilmasini himoya qilishga ixtisoslashgan. Tarmoq xavfsizligida sun'iy intellektdan foydalanishning qo'shimcha holati bu fishing uchun elektron pochta trafigini tahlil qilishdir.

UEBA (User and Entity Behavior Analytics) - foydalanuvchilar va axborot ob'ektlarining xatti-harakatlarini tahlil qilish tizimlari. Ular noodatiy xatti-harakatlar holatlarini aniqlaydi va ulardan ichki va tashqi tahdidlarni aniqlash uchun foydalanadi. UEBA kabi mahsulotlarda AI texnologiyalaridan foydalanishning asosiy stsenariysi foydalanuvchilar va axborot tizimlarining turli ob'ektlari uchun xatti-harakatlar modellaridagi anomaliyalarni (me'yordan chetga chiqish yoki tahdid namunasiga muvofiqlik) avtomatik aniqlashdir. Aniqlangan anomaliyalar AI yordamida biznes uchun turli tahdidlar va xavflar sifatida tasniflanadi. Anomal xatti-harakatlar kirishni nazorat qilish va boshqarish, mijozlar yoki xodimlar o'rtasida firibgarlikni aniqlash (firibgarlikka qarshi), maxfiy ma'lumotlarni himoya qilish, muayyan qoidalar va qoidalarga rioya qilishni tekshirish uchun aniqlanishi mumkin.

TIP (Threat Intelligence Platform) – bu katta hajmdagi turli ma'lumotlarga (Data Lake) va murosaga kelish ko'rsatkichlariga (IoC) asoslangan tahdidlarni erta aniqlash va javob berish platformasi. Sun'iy intellektdan foydalanish noma'lum tahdidlarni erta bosqichda aniqlash samaradorligini oshirishi mumkin. ; stsenariy SIEM tizimlarining ishlashiga juda o'xshaydi, lekin tashqi ma'lumotlar manbalari va tashqi tahdidlarga qaratilgan.

SIEM (Security Information and Event Management) – axborot tizimlarini kuzatuvchi, tarmoq qurilmalari, axborot xavfsizligi vositalari, IT xizmatlari, tizim va ilovalar infratuzilmasidan real vaqt rejimida xavfsizlik hodisalarini tahlil qiluvchi hamda axborot xavfsizligi hodisalarini aniqlashga yordam beruvchi yechimlar. Ushbu toifadagi tizimlar turli manbalardan katta hajmdagi ma'lumotlarni to'playdi va AI texnologiyalaridan foydalanish evristik usullar yordamida anomaliyalarni aniqlash va ma'lumotlar naqshlari va modellari o'zgarganda noto'g'ri pozitivlarni kamaytirish imkonini beradi. SIEM tizimlarida sun'iy intellektdan foydalanish juda yuqori darajadagi avtomatlashtirishga erishish imkonini beradi.

SOAR (Security Orchestration and Automated Response) axborot xavfsizligi tahdidlarini aniqlash va hodisalarga javob berishni avtomatlashtirish imkonini beruvchi tizimlardir. Ushbu turdagi yechimlarda, SIEM tizimlaridan farqli o'laroq, AI nafaqat tahlil qilish, balki aniqlangan tahdidlarga avtomatik ravishda javob berishga yordam beradi. Ilovalarni himoya qilish vositalari - ilovalarning xavfsizligiga tahdidlarni aniqlashga, bunday tahdidlarni kuzatish va yo'q qilishning keyingi tsiklini boshqarishga imkon beradigan tizimlar. Ilovalarni himoya qilish tizimlarida AI texnologiyalaridan foydalanishning asosiy stsenariysi ochiq manbalarda mavjud bo'lgan zaifliklar, hujumlar va infektsiyalar to'g'risidagi ma'lumotlarni avtomatik ravishda yig'ish va uning natijalari bo'yicha himoya harakatlarini avtomatlashtirish: zaifliklarni skanerlash, veb-saytlarni himoya qilish qoidalarini o'zgartirish. ilovalar, tahdidlarni aniqlash va xavf modelini o'zgartirish.

Antifraud (Antifraud) - real vaqt rejimida biznes jarayonlaridagi tahdidlarni aniqlash va firibgarlik tranzaksiyalarining oldini olish imkonini beruvchi tizimlar. Firibgarlikdan himoya qilish tizimlari o'rnatilgan biznes-jarayonlardan og'ishlarni aniqlash uchun sun'iy intellekt texnologiyalaridan foydalanadi va shu bilan yuzaga kelishi mumkin bo'lgan moliyaviy jinoyatlar yoki jarayonning zaifliklariga tezda javob berishga yordam beradi. Bunday tizimlarda sun'iy intellektdan foydalanish ayniqsa dolzarbdir, chunki u biznes jarayonlarining mantiqiy va turli ko'rsatkichlaridagi o'zgarishlarga tezda moslashish, shuningdek, sohadagi ilg'or tajribalardan foydalanish imkonini beradi. Axborot xavfsizligini ta'minlashda sun'iy intellekt texnologiyalaridan foydalanishni baholash Ma'lumotlar tizimlarining barcha turlari uchun sun'iy intellekt texnologiyalari noma'lum tahdidlarni aniqlash samaradorligini oshirishi mumkin. Aytaylik, SANS ma'lumotlariga ko'ra, xavfsizlik bo'yicha mutaxassislarining taxminan 30%.

Osterman Research ma'lumotlariga ko'ra, sun'iy intellekt mahsulotlarini qabul qilgan kompaniyalarning aksariyati hodisalarni tekshirish, IT xavfsizligi ishchi kuchini boshqarish va tahdidlarni aniqlash va javob berish vaqtlarida yaxshilanishlarni ko'rishadi. Ko'pchilik noto'g'ri pozitivlar sonining kamayishiga ham e'tibor beradi

Ponemon instituti ma'lumotlariga ko'ra, xavfsizlik bo'yicha mutaxassislarining taxminan 60 foizi axborot xavfsizligida sun'iy intellekt texnologiyalaridan foydalanish so'nggi nuqtalar va ilovalardagi tahdidlarni tahlil qilish va aniqlash tezligini oshiradi, deb hisoblaydi.

XULOSA. Axborot xavfsizligi sohasidagi sun'iy intellekt segmentining holatiga umumiy nuqtai nazar quyidagi xulosalar chiqarishga imkon beradi: Sun'iy intellekt zamonaviy axborot tahdidlariga qarshi kurashga katta hissa qo'shmoqda. Xususan, aksariyat hollarda tashkilotning axborot xavfsizligiga AI texnologiyalarini joriy etish muammolarni aniqlash va hodisalarga javob berish vaqtini, shuningdek, xodimlarni boshqarish xarajatlarini qisqartiradi. Operatorlar noma'lum tahdidlarni aniqlash samaradorligi, shuningdek, so'nggi nuqtalar va

ilovalardagi zararli faoliyatni tahlil qilish va aniqlash tezligi oshganini qayd etishdi.

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**CHET TILINI O'QITISH JARAYONIDA TALABALAR SO'Z
BOYLIGINI OSHIRISHDA TIL O'RGATUVCHI ILOVALARNING
AHAMIYATI**

Tursunova Sitorabonu Uktamovna

*Navoiy Davlat Pedagogika Instituti Xorijiy tillar fakulteti Ingliz tili
va adabiyoti yo'nalishi 2-kurs magistranti*

Ushbu maqolada O'zbekiston Respublikasida chet tillariga katta ahamiyat va ularni o'rganish uchun zarur bo'lgan innovatsion texnologiyalar yoritilgan

Kalit so'zlar: Chet tili, o'yin, innovatsion texnologiya, texnologiya ishlab chiqarish, usullar, metodlar

This article analyzes the active use of innovative technologies in teaching foreign languages in the Republic of Uzbekistan.

Key words: foreign language, games, innovative technologies, technological tools, teaching methods.

Mamlakatimiz mustaqillikka erishgandan so'ng, chet tillarini o'rgatishga oshdi va yoshlar uchun ko'plab sotib olinadi. Birinchi prezidentimiz Islom Karimov aytganlaridek, "Hozirgi kundagi tillarni o'rgatishga yurtimizda katta ahamiyat berilmoqda. Bu ham albatta, bejiz emas.

Bugun jahon hamjamiyati o'ziga munosib o'rin egallashga intilayotgan mamlakatlarimiz uchun, chet ellik sheriklarimiz bilan hamjihatlikda, hamkorlikda o'z buyuk kelajagini qurayotgan xalqimiz uchun imkoniyatlar tillarni mukammal bilishning ahamiyatini oshirishning hojati yo'q.

Respublikamizda o'qitilishi, chet tili o'qituvchilarining bilim va ko'CE ishlab chiqarishni chetlashtirishning umumiyevroplari tavsiyanomalari (FR) ga mos ravishdagi yangi usul va talablari ishlab chiqildi. Unga ko'ra umumta'lim maktablari va kasb-hunar kollejlari o'quvchilari uchun darsliklar yaratildi.

Uchtalab talablarga mos ravishdagi o'quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o'rganishga bo'lgan talab ham kundan kunga oshib tekshirish. Chet tilini to'rt aspectga (o'qishish, tinglab olish va gapirish) bo'linib, fayl har biri bo'yicha ma'lumot va ko'rinish berilmoqda. Ta'lim texnologiyalari, bu ta'lim jarayonida zamonaviy axborot texnologiyalaridan unumli jo'natishdir. haqida, ta'lim jarayoniga zamonaviy innavatsion texnologiyalarni olib kirish orqali ta'lim sifati va darajasini nazorat qilishni nazarda tutadi. orqali, chet tilini o'rganishda bunday axborot-kommunikatsion texnoogiyalardan yuklashning bir qancha qabul qilinishidir. Til o'rganish va o'qitishda zamonaviy taxnologiyaning roli beqiyosdir. Texnologik foydalanishdan chet tili o'rganishning har bir aspect (o'qish, yoish, tinglab oshirish va gapirish)ida qo'l keladi. Masalan, tinglab uchun, albatta kompyuter, player, CD diskarsiz bu jarayonni amalga oshirish mumkin emas. Tinglab til o'rganishning eng muhim qismlaridan biridir. Bunda o'quvchi bir paytning o'zida so'zlovchining talaffuzi, grammatika saqlashga rioya qilganligi, so'z boyligi va uning ma'nolariga e'tibor berishi talab qilish. Ta'lim jarayonida zamonaviy texnologiyalardan yuklanishda o'quvchilar ham - kommunikatsion texnologiyalarni yaxshi bilish va ulardan foydalanishga muhim omillar. Chet tilini zamonaviy texnologiyalardan biri o'rganish va o'rganishdan eng samador usullardan. Bu jarayonda: – kompyuterlardan kompyuterda o'quvchi chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multifilmlarni ham ko'rishi mumkin; – chet tilidagi radio eshittirishlar va televideniedagi dasturlarni boshqarish va tomosha qilish mumkin; – ancha an'anaviy usulgan magnitafon va cassetalardan ketish; – CD pleyerlardan yuklab olishingiz mumkin. Bu texnik yordamdan foydalanish o'quvchilarining chet tilini o'rganish jarayonini qiziarliroq va samaraliroq bo'lishini ta'minlash.

Tadqiqotimiz mavzusi Chet tilini o'qitish jarayonida talabalar so'z boyligini oshirishda til o'rgatuvchi ilovalarning ahamiyati

Tadqiqot ob'ekti maktab o'quvchilarining ingliz tilini o'qitishda so'z boyligini shakllantirish va kengaytirishdir.

Tadqiqot usullari:

- nazariy va analitik (uslubiy adabiyotlar tahlili);
- umumiy didaktik (o'quv va uslubiy adabiyotlarni tahlil qilish).

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Bugungi kunda maktablarda interfaol o'yinlar orqali dars o'tish an'anaga aylanib tekshiriladi. Ma'lum, darsning turli xil o'yinlarini o'rganish, o'quvchilarning diqqatini jamlash, bilim va ko'rinishlarini kuzatish va kuchli bo'lishlarini ta'minlash. O'yin quvvatidan foydalanishni o'quvchilarni faollashtirish va jadal faoliyat tashkil etadi. Psixologlarning ta' gramalaricha, o'yinli faoliyatning mexanizmlari o'zini namoyon qilish, hayotda o'zini namoyon qilish, o'zini o'zi boshqarish, o'z jismoniy mashqlarni amalga oshirish fundamental tadqiqotga yordam beradi. Har qanday o'yin zamirida umumiy qabul qilingan ta'lim prinsiplari, taktikasi yotishi kerak. O'quv o'yinlariga o'quv predmetlari asos qilib olish kerak. O'yinlar jarayonida o'quvchilar oddiy darsga bu mashg'ulotga qiziqroq yondashadi va bemalol faoliyat ko'rsatmoqda. Ta' kerak kerakki, o'yin eng avallo, o'qitishning bir usulidir. O'quvchilar o'yinli darslarga qiziqib qatnashadilar, g'alabaga ishlab chiqariladilar, o'qituvchi ular orqali o'quvchiga ta'lim-tarbiya ham beradi. Biz bilamizki, hozirgi ta'lim jarayonida o'quvchi sub'ekt bo'lishi kerak. Bunda ko'proq interfaol metodlarga e'tiborni qaratish ta'limini oshirish. Ingliz tili darslariga qo'yilgan eng muhim talablardan biri talabalarni mustaqil fikrlashga o'rgatishdir. Bugungi kunda ingliz tili o'qituvchilari Amerika Qo'shma Statlari, Angliyaning yordamiga tayangan holda pedagogik innovatsion metodlardan kelib chiqib kelishmoqda: – “Muammoli vaziyat yechimi” (Creative Problem Solving) bu usulni qo'llash uchun hikoyaning o'qib berilgan qanday yakun topishi o'quvchilar, talabalar hukmiga havola qurish; – “Quvnoq topishmoqlar” (Merry Riddles) o'quvchilarga topishmoqlar o'rgatish Ingliz tilini o'rgatishda muhim zarba ega, ular o'zlariga notanish bo'lgan so'zlarni o'rganadilar va o'ylab topishmoq

javobini topadilar; – “Tezkor javob” (Tezkor javoblar) o'tilgan darsni to'ldirishni yordam beradi; – “Chigil yozdi” (“Warm-up exercises”) o'quvchilarni darsga qiziqtirish uchun sinfda har xil o'yinlardan ko'rish [3]; – “Pantomima” (pantomime) bu usul juda qiyin mavzular tushuntirilishi kerak bo'lgan darsda yoki yozma mashqlar bajarilib, talabalar charchagan harakatilsa bo'ladi; – “Hikoya zanjiri” (zanjirli hikoya) usuli o'quvchilarning og'zaki nutqini o'stirishda yordam beradi; – “Rolli o'yinlar” (Acting characters) bu usul darsning barcha tiplarida qo'shish mumkin. Hunarga o'rgatish uchun "Tarjimon", "Tarjimon", "Yozuvchi", "Shoir" kabi kasbdagi kishilar darslarida qatnashib o'quvchilar bilan suhbatlashish mumkin; – “Allomalar yig'ini” U.Shekspir, A.Navoiy, R.Burns kabi shoirlar va yozuvchilarni “taklif qilish” mumkin. Bunday holda ular aytib ketgan hikmatli so'zlardan darsda yuk tashishni komil inson bo'lib tarbiyalanishiga yordam beradi; – “Rasmlar so'zlaganda” (When pictures speak) usuli ancha qulay bo'lib, ingliz tilini o'rgatishda, talaba, o'quvchilarning og'zaki nutqini rivojlantirishda yordam beradi, buning uchun mavzuga oid rasmlardan yuklab kerak; – Kviz kartochkalari (viktorina kartalari) o'quvchilarning soniga qarab kartochkalar tarqatiladi va hamma talabalar bir vaqtda darsda ishtirok etish imkonini beradi bu esa vaqtni tejaydi.

MUHOKAMA VA NATIJALAR

Hodisa va predmet ayni zamonda bir talay fanlarning tadqiqot manbai bo'la oladi, misol uchun, “til” ijtimoiy hodisasini o'z nuqtai nazaridan tilshunoslik (lingvistika), ruxshunoslik (psixologiya), ta'limshunoslik (didaktika) o'rganadi. “Chet til metodikasi” atamasi kishi ongida quyidagicha ya'ni assotsatsiya “bog'lanish” uyg'otadi:avvalambor, tilni o'rgatishga qaratilgan metod va metodik usullar yig'indisi tushuniladi yoki o'qitish metodlari haqidagi ilmiy bilimlar va nihoyat, mustaqil pedagogik fan ko'z oldimizga keladi. Chet til o'qitish metodikasi didaktika bilan uyg'un, o'zaro bog'langan holda rivojlanib kelgan. Barcha o'quv fanlarining o'qitish nazariyalari didaktika faniga asoslanishi, undan ilmiy ozuqa olishi shubhasiz barchamizga ma'lum. Chet til o'qitish ham didaktikaga asoslanadi. Didaktika

ta'limining umumiy nazariyasi, metodika muayyan o'quv predmetini o'qitish ilmi, lingvodidaktika tillarni o'qitish umumiy nazariyasi, lingvometodika aniq bir tilni o'qitish ilmi sifatida qaraladi. "Metod" atamasi bilim, malaka, ko'nikmani egallash, o'quvchilarda dunyoqarashni shakllantirish va bilish imkoniyatlarini yaratish yo'lidagi o'qituvchi-pedagog va talabanning ish usuli ma'nolarini bildiradi. Ushbu tushuncha son –sanoqsiz ta'riflarga ega. Chet tillar o'qitilishida metodlarni tatbiq etish uzoq davrlardan boshlangan, prinsiplar esa nisbatan yangiroq metodik atamalardir. Tarixan metodlar to'rt guruhga birlashtirilib, ularning nomlariga "tarjima", "tog'ri", "qiyosiy", "aralash" deb atash qabul qilingan. Metodlar tarixi atoqli metodist prof. I.V.Raxmanov tomonidan chuqur o'rganilgan. Tarjima metodi asosan ikki ko'rinishda bo'lib, grammatika-tarjima va matn-tarjima metodlari nomi bilan yuritiladi. Grammatika-tarjima metodi nuqtayi nazaridan chet til umumta'limiy maqsadda o'rganilgan. Grammatik mashqlar til o'rganuvchining mantiqiy tafakkurini o'stirish maqsadida bajarilgan. Grammatik bilimlarni bayon etish ta'limning asosiy maqsadi deb qabul qilingan. Bu metodning asosiy prinsiplari quyidagilar:

1. Til o'rganish yozma nutqqa asoslangan.
2. O'rganish predmeti qilib grammatika olingan, leksika ham unga tobe ravishda tanlangan. Grammatik mashqlar bajarish asosiy ish usuli bo'lgan.
3. Oldin, grammatik qoida yod olingan, so'ng esa qoidalar asosida gaplar tuzish tavsiya qilingan.
4. Grammatik shakl va so'zlarning ma'nosi so'zma-so'z tarjima vositasida ochib berilgan.
5. So'zma-so'z tarjima va quruq yodlash yo'li bilan til materiali o'zlashtirilgan.
6. So'zlarni kontekstdan tashqarida, yakka yodlash bilan chegaralanilgan.

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MULTIMODAL ANALYSIS OF PRINTED ADVERTISEMENTS

Ismailova Dildora Ziyadillayevna

*Master student of Samarkand state
institute of foreign languages*

Annotation This article analyses the ways in which visual and verbal elements interact to influence its intended audiences. Discourse analysis of printed texts has traditionally focused on the written word, and has paid little, if any, attention to the role of accompanying images in constructing meaning. However, in increasing numbers of texts, particularly those used in advertising, aspects of visual design, including the use of colour, images, and typography combine with written language to create a semiotic whole. The ways in which texts are perceived by their readers are inevitably influenced by these visual elements: that, indeed, is the purpose of their inclusion.

Key words : multimodal texts, advertising, discourse analysis, broadcast media, imagery.

Аннотация: В этой статье анализируются способы взаимодействия визуальных и вербальных элементов для воздействия на целевую аудиторию. Дискурсивный анализ печатных текстов традиционно сосредоточивался на письменном слове и почти не обращал внимания на роль сопровождающих изображений в построении смысла. Однако во все большем количестве текстов, особенно тех, которые используются в рекламе, аспекты визуального дизайна, включая использование цвета, изображений и типографики, объединяются с письменным языком для создания семиотического целого. Эти визуальные элементы неизбежно

вливают на то, как тексты воспринимаются читателями: в этом и состоит цель их включения.

Ключевые слова: полимодальные тексты, реклама, дискурс-анализ, вещательные СМИ, образность.

Advertising is no longer confined to advertisements, if indeed it has ever been. As advertising has become increasingly persuasive in modern capitalist societies, the extent to which advertisements can and do transcend genre boundaries has also become apparent. It is no longer possible to avoid television advertising simply by getting up to put on the kettle during a commercial break, as the once sharp distinction between programs and commercial has become ever more blurred, with ads by now having thoroughly infiltrated the programs themselves. Popular television shows are sponsored by, or ‘produced in association with’, a particular product; Olympic medal winners are interviewed in front of a wall of ‘official partner’ logos; and product placement in movies and television dramas, although dating from the 1940s, has increased enormously in recent years. Neither is this genre slippage confined to the broadcast media, with the phenomena of infotorials, news articles publicising particular charities and advertorials, commercial messages written in the style of news articles, common in newspapers and magazines. Cook points out that there remain legal and social restrictions on the extent to which advertising can integrate itself into other forms of discourse, yet characterizes its ongoing attempts to do so as ‘a war of attrition... which advertising will eventually win’ [1; p.224]. Not all advertising, of course, is produced with the goal of selling a product or service: alternative functions include recruitment, promotion of public health, and encouraging charity donations. He thus proposes that the defining feature of an advertisement as a discourse genre is that it seeks to change the behaviour of those who view it, whether that change be to buy a new product, stop smoking, or apply for a new job. While product and non-product

advertising may share this underlying goal, other features set them apart as distinct sub-genres; the characteristic discourse features of a job advertisement, for example, will inevitably be quite distinct from those of a washing powder commercial. Yet even within these sub-genres, a degree of crossover may occur: it is entirely possible that a single advertisement may simultaneously target more than one audience and promote more than one behavioral change.

Thus, according to Esposito, ‘any analysis of advertisements presents manifold challenges due to their ability to draw upon various genres usually at the same time, to convey their messages through a combination of language and imagery’ [4; p. 213].

Moreover, Hyland notes that in recent years the pre-eminence of written text in print communication has been increasingly eroded, and that across a wide range of genres, the use of visual images has become an integral part of text production. Thus, all discourse is inherently multimodal, as even a text devoid of explicitly visual features will utilize a specific typeface or style of handwriting and be arranged in a particular way on the page. Furthermore, modern technology now allows anyone with even minimal computer literacy to produce high quality multimodal documents combining language, images and graphics in the comfort of their own home at very little cost. Given that the integration of verbal and visual modes requires the reader to ‘perform different semiotic work, offering different entry points to the page’, it is therefore somewhat surprising that discourse analysts have focused their attentions predominantly on text-based analysis, marginalizing the role of images and graphics in constructing meaning.

Perhaps the reasons are in part practical: as Cook notes, the logistical limitations of textbooks and journals may make it difficult to accurately reproduce multimodal texts. However, this failure to recognise that most discourse is, in fact, multimodal, serves to artificially priorities certain modes at the expense of others; to achieve a ‘fuller view of how humans communicate’, a

broader perspective on discourse is thus required. In the world of advertising, capturing the reader's attention is at a premium, and as a result multimodal texts have long been the norm, with written-mode only texts now largely confined to the Classified Ads section of local newspapers. In the creation of a multimodal text, both images and words may be utilised in order to generate maximum impact. The particular ways in which these are combined will be determined largely by the motives of the author, with key points to consider being at whom the text in question is aimed and for what purposes. Without an awareness of this, coming to an accurate understanding of how and why the text was constructed is difficult, if not impossible.

In conclusion, a detailed consideration of the visual and linguistic features of the advertisement is instructive in revealing both the subliminal goal of the text. While the logo, photograph, and first two paragraphs may be of interest to potential job applicants, it seems probable that the main reason for their inclusion is to attract the interest, and hopefully financial support, of a wider readership. This text, therefore, is aimed at two groups of readers and is seeking to effect two distinct and separate behavioral changes. Yet this is something which would not have been as clear from an analysis of its textual features in isolation: in a multimodal text "all the signs present combine to determine its communicative intent" [6; p. 8] and as such it is only through an integrated analysis of both images and text that the multi-layered communicative function of this advertisement can be uncovered.

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**TEACHING CREATIVE AND CRITICAL THINKING SKILLS
THROUGH LITERATURE**

Rustamova Shakhnoza Ilkhomovna

*Master student of Samarkand state
institute of foreign languages*

Annotation Many traditional approaches to teaching literature depend on lecturing and asking pointed or leading questions which require correct answers. Though such lessons have their value, they do not engage students in earnest and thoughtful discussions of literature. Such methods may be useful for reviewing material, but they are not sufficient to foster critical thinking. The Dialogue Teaching Model evolves in eight phases. It allows students to respond to literature at their own level of understanding by giving students the opportunity to interpret readings on their own.

Key words: Dialogue Teaching Model, evaluation, critical thinking, critical estimations, thinking dispositions.

Аннотация Многие традиционные подходы к обучению литературе основаны на чтении лекций и задавании острых или наводящих вопросов, требующих правильных ответов. Хотя такие уроки имеют свою ценность, они не вовлекают учащихся в серьезное и вдумчивое обсуждение литературы. Такие методы могут быть полезны для повторения материала, но их недостаточно для развития критического мышления. Модель обучения диалогу развивается в восемь этапов. Это позволяет учащимся реагировать на литературу на своем уровне понимания, давая учащимся возможность интерпретировать чтение самостоятельно.

Ключевые слова: Модель диалогового обучения, оценка, критическое мышление, критические оценки, диспозиции мышления.

Using a dialogue approach, the teacher has students make judgments or decisions about their reading which they must explain and defend during a class discussion. The discussion allows students to test the soundness of their decisions by comparing their arguments to those of others. In a later phase of the lesson, students reflect on the strengths and weaknesses of their interpretations. The teacher facilitates the learning process by guiding the discussion and by helping students examine their own thinking. After the dialogue has been completed, students may maintain or revise their initial decisions, depending on how well they were able to defend their positions. Evaluation is an ongoing process in the Dialogue Teaching Model, since the teacher observes and assesses students during the dialogue and reflection phases of the lesson. Students also demonstrate their knowledge and improve their skills through writing and/or speaking assignments at the end of the lesson. Evaluation is viewed as part of the learning process and is not limited to a testing procedure. The Dialogue Teaching Model gives students the opportunity to become more active learners. By considering a number of different viewpoints, students can develop a deeper understanding of both literature and critical thinking. Students are not told what to think; they decide for themselves through discourse and reflection. In the process of teaching literature and critical thinking, the Dialogue Teaching Model encourages effective speech, attentive listening, improved writing skills and autonomy of thought.

Robert Ennis has defined critical thinking as "reasonable and reflective thinking which is focused on deciding what to believe or do". There is more to this simple definition than meets the eye. In the course of our everyday lives we have to make decisions which affect ourselves and others. Our decisions range from such mundane tasks as deciding which products we should buy, to such important issues as which candidate we should support in an upcoming presidential election must make decisions when we analyze and evaluate as well.

Problem solving requires decisions as to what courses of action could be taken to reach a solution?

Judging the strength of different story interpretations in an English class requires decisions as well. Decisions must be made when estimating the merits of an argument, determining what is moral or immoral, or in judging what is true or false in what we read, see, or hear. All of these tasks center on making decisions, but making decisions in and of itself does not constitute what Ennis defines as critical thinking. Critical thinking also means making intelligent decisions about what to believe or do through reasonable and reflective thinking. Critical thinking means being able to skillfully draw inferences, make comparisons, determine causes and effects, recognize the impact frame-of-reference has on judgment, judge the reliability of sources, spot over-generalizations, distinguish between facts and opinions, and employ numerous other abilities.

We may consider how these critical thinking dispositions and abilities come into play in a literature class. When students read literature in the English classroom, they must continually make intelligent decisions. For example, students must make judgments about character motivation, an author's intent, the tone of a story, the nature of a fictional conflict, or any values expressed through a story or poem. As students read a story they often must decide where the plot is going, what the significance of a symbol is, or what the importance of a character or event is to the story as a whole. These and numerous other significant decisions have an impact on the basic concerns of a literature class: student comprehension and interpretation. Literature study can be an effective means of teaching critical thinking. Understanding literature requires intelligent judgments and decisions based upon reasonable and reflective thought. To make such judgments students must become familiar with how literature works. The more students learn about various writing techniques and forms, the better they become at comprehending, interpreting, and judging the quality of the writing.

The student who is familiar with irony, for example, can most likely comprehend and interpret a story which employs a subtle irony better than a student who has little understanding of irony. Examining how a surprise ending is developed in a short story, for example, helps students to grasp how such an ending works. Students who develop an interest in mystery stories sometimes learn to predict outcomes with facility. On the writing end, it would be fair to say that not many English teachers have escaped the story which ends with the narrator emerging from a dream? Indeed, it shows that learning about the structural qualities of stories improves both reading comprehension and the ability to write stories.

Developing better critical thinking dispositions and abilities is also facilitated by an adequate foundation of knowledge. As students begin to develop a critical thinking vocabulary, their perceptions become sharper. It is reasonable to say that applying labels that name processes is helpful since it increases awareness and understanding. Our central challenge as English teachers is to find ways to help students become better critical thinkers through literature instruction. Critical thinking abilities and dispositions are integral to the English instruction. In order for students in an English class to make intelligent judgments and decisions concerning their reading, they need to clarify, recognize evidence, set aside assumptions, organize thoughts, and draw conclusions. To express themselves effectively through the spoken and written word, they must employ these same skills. Students should learn to understand and evaluate the thoughts of others as well as develop and express their own ideas.

Since the study of literature requires students to comprehend and interpret what they read, it can be a means of revealing students' reasoning processes. When students voice an opinion about what motivated a character to act in a certain way, they can be asked to explaining and reasoning. When students make their reasoning explicit, it can then be scrutinized through

questioning and analysis. Considering a character's motivation raises questions about cause and effect. Is the motivation determined by students the motivation behind the character's behavior? Is it the most important cause for a given effect or just the most obvious cause? Students taking part in such a discussion can learn to observe and evaluate their own lines of reasoning when confronted by opinions different from their own by paraphrasing student answers.

In other words, students must look to the evidence in the story that the author develops to create perceptions of a character. At an even higher level, students can begin to make critical estimations about how well an author has developed a character. Would this character really act this way in this situation? While learning to be better thinkers, students learn that authors should make their characters believable. Finally, asking students to explain their reasoning develops good critical thinking attitudes. Students learn through experience that they must be able to adequately support their interpretations. Students begin to develop an important critical disposition: it is not enough to state a point of view, since judgments made about a story must be supported with reasons and evidence. Class discussions centered on literature can improve student writing as well. It has also been found that students of all ages acquire rhetorical knowledge from their reading; reading experience helps writing performance, and the reverse is also true.

In conclusion, studying literature can help students to develop better critical thinking abilities and dispositions. Literature studies can also help students to become better speakers. Finally, the study of literature can help to expand students' rhetorical knowledge and writing abilities. For the teacher of literature, the task is to develop lessons which will meet the objectives of the English literature class and effectively incorporate teaching thinking skills and dispositions. The study of the writing/composing process offers some insights on how classroom dialogue can be used to expand students' knowledge and understanding of both literature and thinking skills.

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CROSS-LINGUISTIC CONCEPT OF SERIAL VERB CONSTRUCTIONS

Mannobova Lola Abdunazarovna

*Master student of Samarkand state
institute of foreign languages*

Annotation Serial verb constructions (SVCs) have been discussed widely in many languages throughout the world. This article gives an overview of the most important generalizations about SVCs that have been proposed and that do seem to hold if a sufficiently restrictive definition of the concept is adopted. The main problem with the earlier comparative literature is that the notion of an SVC has not been delimited clearly, and/or has been formulated in much too wide terms. As a result, some linguists have despaired of finding a coherent cross-linguistic concept of SVC. Serial verb constructions have (most often implicitly) been regarded as natural kinds (universal categories), so that phenomena in additional languages were regarded as SVCs even when they had somewhat different properties. In this article, I propose a very explicit definition of this comparative concept, and I suggest a number of cross-linguistic generalizations that can be made about phenomena that fall within this definition.

Key words: clause combining, mult Clausality, comparative concept, complex sentence, serial verbs, syntactic universals.

Аннотация Серийные глагольные конструкции широко обсуждались во многих языках мира. В этой статье дается обзор наиболее важных обобщений о СГК, которые были предложены и которые, по-видимому, справедливы, если принять достаточно ограничительное определение концепции. Основная проблема с более ранней сравнительной литературой заключается в том, что понятие СГК не было четко

разграничено и / или было сформулировано в слишком широких терминах. В результате некоторые лингвисты отчаялись найти связную кросс-лингвистическую концепцию SGK. Серийные глагольные конструкции рассматривались (чаще всего имплицитно) как естественные виды (универсальные категории), так что явления в дополнительных языках рассматривались как SGK, даже если они имели несколько иные свойства. В этой статье я предлагаю очень подробное определение этого сравнительного понятия и предлагаю ряд кросс-лингвистических обобщений, которые можно сделать в отношении явлений, подпадающих под это определение.

Ключевые слова: придаточное сочетание, многоклаузальность, компаративное понятие, сложное предложение, серийные глаголы, синтаксические универсалии.

Like other grammatical terms, with each extension of the term to a new language, there is a danger that the meaning of the term may change, because the defining properties that were applicable in the original languages have no relevance in the new language. ‘Despite the by now impressive literature on serial verb constructions, there is still surprisingly little agreement on what exactly defines serial verb constructions.’ Foley goes even further: ‘Are there any universal defining properties of serial verb constructions? Probably not, although the term may still prove useful as a convenient descriptive label like reduplication.’

Firstly, serial verb constructions (SVCs) are multiple verbs forming a single predicate in a single clause. Serial verbs do not exhibit syntactic dependency between the verbs. Each of these verbs must occur on its own. For example, the verb ‘*take*’ is one of the common verbs that occur in SVCs, and it tends to grammaticalize following numerous different paths. Yet, there are no studies with a considerable sample of ‘*take*’ SVCs.

Moreover, the polysemy of ‘take’ SVCs has not been explored in detail. Based on Aikhenvald’s functional framework, the present study aims to examine ‘take’ SVCs in 45 languages from 17 language families over four macro geographic areas. The findings reveal a variation of the composition, semantics, and morphosyntactic features of ‘take’ SVCs wider than previously documented, focusing on their rich polysemy. Furthermore, this variation is looked at from a diachronic perspective as well as a contact-induced approach.

Aikhenvald lists three properties that distinguish serial verb constructions from verb-like components and other verb sequences of multicausality, and other properties that serial verbs have, which help recognize prototypical serial verbs. The verbs in a serial verb forms a single predicate. Besides, each verb of a serial verb usually has its own transitivity value. One way to determine their syntactic status is to test whether they share values of verbal categories such as tense, aspect, mood, modality, reality status, evidentiality, illocutionary force, and manner adverbs.

Another way to recognize monopredicative reading in a serial verb can be a negation test. When negating, all verbs in the serial verb are negated. That is, one of its verbs cannot be independently negated.

Therefore, serial verbs with any intervening linkers not indicative of syntactic dependency, e.g., markers of neutral forms and those of dependency, which have lost its function as a result of grammaticalization, are marginalized forms of the constructions, but not problematic to fit the definition. This distinguishes a single clause from covertly and overtly coordinated clauses, complement clauses, converb constructions, or other forms of complex clauses. One of the differences between a monocause and multiclauses is semantics. Therefore, there are differences in how events are associated, depending on whether those events are packaged in a single clause or biclauses.

Of course, a serial verb construction must consist of multiple verbs (two or more), but what exactly counts as a VERB? As in the case of the comparative concept ‘clause’, which is based on the universally found concept of negation, we need a definition of ‘verb’ that is universally applicable. We cannot simply assume that all languages have verbs in the same sense of this word, even though the verb–noun distinction is generally quite salient across languages. There are many languages where property words are expressed in much the same way as action words (e.g. Northern Iroquoian;), so there are good reasons for saying that there is a flexible word class comprising both action words and property words.

As recently discussed in Haspelmath, the only workable criterion for noun, verb and adjective as comparative concepts is the use of an item in a particular information-packaging function without special coding, such as a copula. Thus, verbs are defined as dynamic event expressions that do not have special coding when used in predication function. The verbs of a serial verb construction must express dynamic events. But a more serious issue is the distinction between verbs and functional items such as auxiliaries and adpositions. Many authors writing on serial verbs include constructions where one of the verbs has a grammatical meaning and thus looks more like an auxiliary or an adposition.

We have seen that although serial verb constructions are quite diverse in the world’s languages, it is possible to define the term serial verb constructions (or in other words, to create a comparative concept ‘serial verb construction’) in such a way that a substantial number of interesting and testable generalizations can be formulated about them. The definition proposed and explained in this article may strike some readers as arbitrary and unmotivated. But while I admit that it is (of course) arbitrary (in the sense that I could have chosen a different concept to attach to the label serial verb construction), it is motivated by two

goals: that of preserving the continuity of the research tradition, and that of identifying universal properties of human languages.

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**QISHLOQ XO'JALIGI HAYVONLARIDA UCHRAYDIGAN KUYDIRGI
INFEKSION KASALLIGI
(adabiyotlar tahlili)**

To'raboyeva Diyora Ulug'bek qizi ,

*Talaba Samarqand davlat veterinariya meditsinasi, chorvachilik va
biotexnologiyalar universiteti Toshkent filiali*

Mardonova Muxlisa Ma'murjon qizi,

*Talaba Samarqand davlat veterinariya meditsinasi, chorvachilik va
biotexnologiyalar universiteti Toshkent filiali*

Annotatsiya Barcha turdagi qishloq xo'jaligi ,yovvoyi hayvonlar ,shuningdek odamlar uchun ham o'ta xavfli bo'lgan infeksiyon kasallik –kuydirgi hisoblanadi.Kuydirgi kasalligi fermer xo'jaligiga katta iqtisodiy zarar keltirmoqda,shuningdek insonlar salomatligi jiddiy xavf tug'dirib kelmoqda.

Kalit so'zlar: Baccillus, septitsemiya, anthrax, baccilaceae, GPA, GPQ, ekzotoksin, grammusbat

Аннотация Сибирская язва — инфекционное заболевание, чрезвычайно опасное для всех видов сельского хозяйства, диких животных и человека. Сибирская язва наносит большой экономический ущерб хозяйству, а также представляет серьезную угрозу для здоровья человека.

Ключевые слова: Bacillus, септицемия, сибирская язва, baccilaceae, GPA, GPQ, экзотоксин, грамположительные

Abstract Anthrax is an infectious disease that is extremely dangerous for all types of agriculture, wild animals, and people. Anthrax causes great

economic damage to the economy, and also poses a serious threat to human health.

Key words: Bacillus, septicemia, anthrax, baccilaceae, GPA, GPQ, exotoxin, gram-positive

Mavzuning dolzarbligi. Har yili dunyoda o'rtacha 160 ming kuydirgi o'chog'ida qariyb 2 mln bosh hayvon kuydirgi kasalligi tufayli nobud bo'ladi va 40 mingdan ziyod kishi hayvonlar mahsuloti orqali kasallanadi. Xalqaro Epizootik Byuro ma'lumotlariga ko'ra bu kasallik yer yuzining barcha qismida hayvonlar orasida tarqalgan bo'lib, chorvachilikka katta zarar yetkazadi. Ushbu ma'lumotga asosan yer yuzida ro'yhatga olingan kasallikning 42.6% Yevropa, 18,6 % Amerika , 8,8% Afrika va 30,5% Osiyo qit'alariga to'g'ri kelgan.



Kasallikning iqtisodiy zarari juda muhim , chunki kuydirgining o'lim darajasi 60% dan yuqori , ayniqsa, mayda qoramollar va otlarda 90 % dan yuqori hisoblanadi. Kasallikning iqtisodiy zarari kasal hayvonning o'lishi , kasal hayvonlarni davolash, dezinfeksiya, karantin tadbirlari xarajatlari , sut va go'sht mahsulotlarining yo'qotilishi va keskin kamayishi , qolaversa, buzoq va qo'zi olishning kamayishida namoyon bo'ladi. Karantin tadbirlarini o'tkazishda sut yo'q qilinadi, murdalar va hayvonlarning go'ngi yoqib yuboriladi. Kuydirgining yirik o'choqlari xavfi doimiy ravishda profilaktika tadbirlarini tashkil etish zaruratini tug'diradi, kuydirgi infeksiyasi xavfi esa odamlarni juda qattiq veterinariya-sanitariya tadbirlarini o'tkazishga majbur qiladi.

Kasallikning qo'zg'atuvchisi. Kasallikni organizm va sun'iy ozuqa muhitlarida kapsula, tashqi kislorodli muhitda spora hosil qiluvchi batsilla-Bac. anthracis qo'zg'atadi. Qo'zg'atuvchi o'lchami 3-10x1-1.5 mkm , harakatsiz, tayoqchasimon, grammusbat aerob , Bacillus avlodiga, baccilaceae oilasiga mansub bakteriya . Go'sht-peptonli agarda (GPA) 35-37 C va go'sht-peptonli

qaynatmada (GPQ) 32-33 C da yaxshi o'sadi. Zich oziq muhitda batsillar yirik bo'lib zanjir hosil qilib joylashadi, suyuq oziq muhitda paxta tolasiga o'xshab o'sadi. Kasal hayvon tanasida yorilmagan o'lik hayvonda batsilla spora hosil qilmaydi va 7 soatdan keyin erib ketadi. Spora oddiy spirtli bo'yoqlarda bo'yalmaydi, Truxilo, Peshkov usullari qo'llaniladi. Vegetativ shaklida mikroob 55 C da 40 minutda, 60 C da 15 minutda isitilganda, quyosh nurida bir necha soatda o'ladi. Ammo spora hosil qilgan kuydirgi batsillasi tashqi muhitga o'ta chidamli bo'lib suvda va tuproqda yillar mobaynida saqlanadi. Go'shtni va terini tuzlash, quritish sporaga ta'sir etmaydi. Organizmda batsillalar ekzotoksin, yallig'lantiruvchi va o'ldiruvchi moddalar ajratadi.

Kasallikning kechishi. Kasallikning yashirin davri 1-3 kunni tashkil etadi va kasallangan hayvonning umumiy ahvoli yomonlashadi, tana harorati 2-3 c ga ko'tariladi. Kasallik joylashishiga qarab teri, o'pka, ichak, karbunkul turlarga ajratiladi. Kasallik kechishi:

- o'ta o'tkir
- o'tkir
- yarim o'tkir
- surunkali
- abortive

Kasallik belgilar. Afsuski, o'ta o'tkir holatda hayvonlar sog'lom ko'rinadi, kasallik belgilari namoyon bo'lmaydi va birdan o'lish holatlari kuzatiladi. Lekin kasallik namoyon bo'lsa, sog'lom hayvon birpasda qaltirab, muskullari tortishib 1-2 soatda ichida o'ladi. Agarda kasallik biroz cho'zilsa hayvonlar bezovtalanib, ko'p qo'rqadi, tana harorati 40-42 C gacha ko'tarilib, pulsi tezlashadi. Burun va og'zidan qonli suyuqlik oqadi va bir necha soatda vafot etadi.

O'tkir holatda qoramollarda tana harorati 41-42 C gacha ko'tarilib, kavsh qaytarmaydi, ishtaha yo'qoladi, qaltiroq tutadi, nafas olishi, yurak urushi tezlashadi. Sigirlar sut bermay qo'yadi, bo'g'oz bo'lsa bola tashlash kuzatiladi,

ichi oldin qotadi keyin ich keta boshlaydi, yurishi qiyinlashadi, siydigida qon bo'ladi. Ko'zga ko'rinadigan shilliq qavatlar ko'kara boshlaydi, ularda qon quyulishi kuzatiladi. Tomoq, hiqildoqda va bo'yin, ko'krakosti, qorin terisi ostida shish paydo bo'lishi mumkin. Odatda bu belgilar namoyon bo'lgandan keyin 2-3 kun orasida kasal hayvon o'ladi.

Yarim o'tkir kechishida yuqoridagi belgilar namoyon bo'ladi, ammo sekin rivojlanadi. Ba'zi holatlarda hayvon tuzalayotganga o'xshaydi lekin hayvon yomonlashib 6-8 kunda hayvon o'ladi.

Kasallik surunkali kechganda 2-3 oy davom etadi. Bunda faqat hayvon vazn yo'qotadi. Kasallangan qoramol o'lgandan keyin tabiiy teshiklardan qon aralash suyuqlik oqadi.

Abortiv shaklda hayvonni faqat sezilarsiz harorat bezovta qiladi. Odatda kasal hayvon tuzalib ketadi. Karbunkulyoz shakli o'tkir va yarim o'tkir kechganda kuzatiladi. Asosan bosh, ko'krak yelka, qorin sohasida teri ostida qattiq, issiq va og'riqli karbunkullar ya'ni shishlar paydo bo'ladi, vaqt o'tishi bilan ular sovuq, og'riqsiz va xamirsimon bo'lib qoladi. Keyin shu shish joyida to'qimalar o'ladi va yaraga aylanadi. Ichak shaklida septitsemiya namoyon bo'ladi, harorat ko'tarilib, qorining pastki qismida og'riq boshlanadi va ich qotishi bo'ladi keyin esa ich keta boshlaydi.



O'pka shaklida ko'krakda og'riq boshlanadi, nafas yo'llari tez yallig'lanadi. Hayvonda nafas olish qiyinlashadi, qaltiroq tutadi, burnidan va og'zidan qonli ko'pik chiqishi namoyon bo'ladi. Jumladan, hayvon qusishi, qon bosimi pasayishi ham kuzatiladi.

Профилактика. Kuydirgini oldini olish uchun hayvonlarni vaqtida emlash kerak bo'ladi. Emlash uchun zarur vaksina kuydirgi batsillasining 55 shtammidan tayyorlangan bo'ladi va bu vaksina hayvonlar teri ostiga emlanadi.

➤ buzoqlar 3 oyligidan boshlab 1- marta , 6 oyligidan keyin 2-marta va katta qoramollar uchun har yili 1 marta 1 ml dozada emlanadi.

➤ qo'zi ,uloqlar 3 oyligidan boshlab 1-marta ,6 oydan so'ng 2-marta va barcha yoshdagi qo'y-echkilarga har yili 1 marta 0.5 ml dozadan emlanadi.

Kuydirgi vaksinatsiyasini amalga oshirishda hayvonlar yoshi, semizligi, fiziologik holati hisobga olinishi kerak. Masalan, kasal, gipovitaminoz hayvonlar emlanishi mumkin emas. Emlangan hayvon esa 14 kundan so'ng so'yilishi mumkin bo'ladi.

Kasallikka qarshi kurashish chora-tadbirlari. Ferma , poda yoki aholi punktida bu kasallikka gumon qilinsa , veterinar shifokor tomonidan veterinariya bo'limi va sanitariya epidemiologiya nazorati xodimi xabardor qilinadi. Laboratoriyaviy diagnozda kasallik aniqlansa ferma va aholi punktida karantin joriy etiladi. Ferma , aholi punktidagi hayvonlar tana harorati o'lchanadi va guruhlarga bo'linadi:

- kasal hayvonlar
- kasallikka gumon qilinayotgan hayvonlar
- shartli sog'lom hayvonlar

Kasal hayvonlarga davolash ishlari boshlanadi ,shartli sog'lom hayvonlarga vaksina qilinadi. Shartli sog'lom va kasallikka gumon qilinayotgan hayvonlar suti yaxshilab qaynatiladi, ammo kasal hayvonlar suti yo'qotiladi. Fermada va aholi punktida karantin chora – tadbirlari amalga oshiriladi:

➤ Karantin hududida kasal hayvon , uning mahsulotlari ya'ni go'sht, sut, teri, jun, shox, tuyoq, yog', ozuqalardan esa xashak ,don , transport

vositalarini chiqarish mumkin emas. Jumladan begona shaxslarni kiritish ham taqiqlanadi.

➤ hayvonni so'yish ,uni yorish ,terisini archish,jarrohlik ishlarini amalga oshirish mumkin emas.

➤ aholi punktida molbozor,ko'rgazmalar, sport tadbirlarini tashkil etish taqiqlanadi.

➤ hayvon turgan binolar har kuni dezinfeksiya qilinishi talab etiladi. Dezinfeksiya uchun 10 % li o'yuvchi natriy, 4 % li formaldegid, 10% li bir xlorli yod, 7 % li vodorod peroksid, 2% li glyutar aldegid qo'llaniladi.

➤ o'lgan hayvon va uning oziq ovqatlari ,go'ng va boshqa chiqindilari kuydiriladi.

➤ hayvon o'lgan joy 10 %li o'yuvchi natriy bilan dezinfeksiya qilinadi, hayvon o'lgan joy 15-20 sm kovlanib 25% li faol xlorli ohak bilan aralashtirilib, 2m chuqurlikka ko'milib usti betonlanib "Kuydirgi" belgisi sana yozib qo'yiladi.

Kasallik oldini olish. Kuydirgi infeksiyon kasalligini oldini olish uchun fermer xo'jaligi va aholi punktlarida quyidagi ishlar amalga oshirilishi kerak:

➤ Xo'jaliklarda doimiy ravishda veterinariya-sanitariya tadbirlarini o'tkazish

➤ hayvonlarni vaqtida emlash

➤ fermer xo'jaligi kirish va chiqishni nazoratga olish

➤ hayvonlarni haydash yo'lida, boqish maydonlarini, saqlanadigan xonalarini muntazam nazorat qilish

➤ veterinar shifokorning ruxsatisiz hayvonni so'yib go'shtini sotishni taqiqlash

➤ tuproqdan namuna olib, muntazam bakteriologik tekshiruvlardan o'tkazish

➤ kasallangan hayvonni ko'mish qoidalariga rioya qilish yoki kuydirib yuborish

➤ kasal hayvon ko'milgan joyni ,terilar saqlanadigan omborxonalarni ,hayvonlar mahsulotlari va oziq –ovqatlari saqlanadigan hududlarni dezinfeksiya qilish

Kasallikka qarshi vaksinalar.

➤ kuydirgiga qarshi quruq va suyuq STI (Sanit.Texnika Instituti) 1940-yil N.N. Ginsburg yaratilgan vaksina. Profillaktika va majburiy teri ostiga emlash uchun qo'llaniladi.Immunitet 10 kundan keyin ko'tarilib , 1 yilgacha saqlanadi.

➤ kuydirgiga qarshi “Shtamm -55” vaksinasi.bu vaksina 3 xil ko'rinishda ishlab chiqariladi:liofilizatsiyalangani faqat teri ostiga yuboriladi, ampulada,quyuqlashtirilganiva suyuq'i shisha idishda bo'ladi va faqat teri ostiga yuboriladi.Yo'riqnoma asosida emlash talab etiladi.



➤ Kuydirgiga qarshi zardob. 1895-yil Sklyavo va Marshu tomonidan yaratilgan.Profilaktikada teri ostiga , davolashda esa venaga yuboriladi.Immunitet 14 kungacha saqlanadi.

➤ kuydirgiga qarshi maxsus immunlangan globulin.1939-yil S.G.Kolesov tomonidan tatbiq etilgan bo'lib,profilaktikada teri ostiga , davolashda esa vena qon tomiriga yuboriladi ,agarda hayvon tuzalmasa globulin qayta yuboriladi.Immunitet 14 kungacha saqlanadi.

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**DIKROSELIOZ KASALLIGINING KELIB CHIQISHI VA UNI
DAVOLASH
(adabiyotlar tahlili)**

Daminov Jo'rabek Nodir o'g'li, assistent

*Samarqand davlat veterinariya meditsinasi, chorvachilik va
biotexnologiyalar universiteti Toshkent filiali*

To'raboyeva Diyora Ulug'bek qizi, talaba

*Samarqand davlat veterinariya meditsinasi, chorvachilik va
biotexnologiyalar universiteti Toshkent filiali*

Madaminov Umirbek Maqsud o'g'li, talaba

*Samarqand davlat veterinariya meditsinasi, chorvachilik va
biotexnologiyalar universiteti Toshkent filiali*

Annotatsiya Ushbu maqolada dikroselioz kelib chiqishi, uni qay turlari mavjudligi va qanday og'ir, salbiy oqibatlariga olib kelishi haqida so'z boradi.

Kalit so'zlar: Dicrocoeliidae, Dicrocoelium, lanceatum, trematoda, alben, albenzal

Аннотация В трех статьях обсуждается происхождение дикрооза, типы явлений, которые он вызывает, и серьезные разрушительные последствия, которые он может вызвать.

Ключевые слова: Dicrocoeliidae, Dicrocoelium, lanceatum, трематоды, альбен, альбензал

Abstract Three articles discuss the origin of dichroosis, the types of events it causes, and the serious, damaging consequences it can cause.

Key words: Dicrocoeliidae, Dicrocoelium, lanceatum, trematodes, alben, albenzal

Mavzuning dolzarbligi.

Mamlakatimizda dikroselioz bilan kasallanish asosan tog' va tog'oldi mintaqalarida kuzatiladi. Sababi bu mintaqalarda kasallikning oraliq xo'jayinlari yashashi uchun qulay sharoit mavjud. Bunday hududlarda katta yoshdagi qo'ylar kasallanishi 93 % gacha, 1-2 yoshdagi qo'ylar esa 87 % gacha va bir yoshgacha bo'lgan qo'zilar 66 % ni tashkil etadi. Birinchi oraliq xo'jayinlari bo'lgan molluskalarning zararlanish ko'rsatkichi 5-5.8 % hisoblanadi. Bitta qo'y jigarida parazitlar soni 50 000 tagacha borishi mumkin, bunday holatlar hayvon o'limi bilan tugaydi.



Kasallik qo'zg'atuvchisi.

Dikroseliozni Dicrocoeliidae oilasiga mansub Dicrocoelium lanceatum trematodasi qo'zg'aydi. Ular mayda, lansetsimon, uzunligi 10-15 mm, eni 1.5-2.5 mm bo'lib, rangi jigarrang bo'ladi. Tuxumdon va urug'lari tanasining oldingi qismida, so'rg'ichlari bir-biriga yaqin joylashgan bo'ladi. Tuxumlari mayda, asimmetrik, to'q-jigarrang, o'lchami 0.038-0.045 x 0.022-0.030 mm. Dikrotseliumlar turkumiga mansub parazit yassi chuvalchang (trematoda) bo'lgan lansetsimon chuvalchangning tuxumlari atrof-muhit omillariga juda chidamli. Ular -23 °S (ba'zi hollarda -50 °S) gacha bo'lgan haroratga bardosh beradilar va xona haroratida bir hafta davomida quritishga toqat qiladilar.

Kasallik qo'zg'atuvchisi rivojlanishi.

Dikroseliyalar uchta xo'jayin ishtirokida rivojlanadi.

❖ Definitif xo'jayini – *Helicella* avlodiga mansub molluskalar

❖ Qo'shimcha xo'jayini –Formica va Proformica avlodiga mansub chumolilar

❖ Asosiy xo'jayini- qoramol, echki, ot va boshqa bir tuyoqli va kemiruvchilar

Jinsiy voyaga yetgan trematodalar jigar o't yo'llariga va o't xaltasiga qo'ygan tuxumi o't suyuqligi bilan o'n ikki barmoqqa tushadi va tezak orqali chiqib ketadi. Bu tuxumlar ichida yetilgan mirasidiylar tuxum pardasidan chiqa olmaydi va molluskalar tuxumni yutadi. Trematoda 3-6 oy davomida molluska tanasida rivojlanadi. Molluskalar ichagida mirasidiylar jigarga boradi va u yerda sporosistaga keyin esa serkariylarga aylanadi. Serkariylar yetilgach molluskaning nafas yo'llariga boradi. U yerda 100-300 tadan to'planib, shilliq tugunchalarni keltirib chiqaradi. Natijada nafas yo'llari orqali tashqariga chiqadi va o'simliklarga yopishib oladi. Serkariyalardan iborat tugunchani chumolilar is'temol qiladi. Serkariylardan esa 1-2 oy davomida chumolilarning qorin bo'shlig'ida va bosh qismida metaserkariylar rivojlanadi. Hayvonlar esa zararlangan chumolilarni istemol qilish orqali dikroselioz bilan kasallanadilar.

Kasallik belgilar.

Kasallikning kechishi hayvonning yoshiga bog'liq. Hayvon qancha ko'p yashasa unda shuncha reinvaziya bo'ladi va parazitlar soni esa ko'payib boradi, natijada hayvonning ahvoli yomonlashadi. Bu kasallik belgilari xarakterli emas. Faqat hayvon kuchli zararlangandagina unda ayrim alomatlar namoyon bo'ladi: unda vazn yo'qotilishi, mahsuldorlik kamayadi va ko'krak qafasida shishlar paydo bo'lishi kuzatiladi.

Kasallikni davolash.

Hayvonlarni gijasizlantirish uchun alben (granula yoki tabletkasi), albanzel granulasi tavsiya etiladi.

✚ Panakur qo'y va echkilarga 1 kunda ikki marta 22.2 mg/g dozada oziqa bilan guruh usulida beriladi.

✚ Qoramollarga har biriga 33 mg/kg dozadan 0.5-1 kg omuxta yem bilan qo'shib beriladi.

Politerm, tiabendazol, fazineks kabi preparatlarni qo'llash ham yaxshi natija beradi. Qo'shimcha qilib hayvonlarga albendazolni 20 mg/kg dozada berish mumkin.

Kasallik oldini olish.

✚ Dikroseliozni oldini olishda avvalambor erta bahorda kuzatish ishlari olib boriladi. Tong vaqtida metaserkariyalar bilan zararlangan chumolilarni karaxt holda ko'rishimiz mumkin bo'ladi. Bunday hududlarda hayvonni saqlash mumkin emas. Bu hududlarda parrandalarni boqish orqali molluskalar va zararlangan chumolilardan halos bo'lish mumkin.

✚ Bunday maydonlarga yomg'irdan so'ng har bir gektariga 200 kg dan xlorli kaliy o'g'iti yoki 40-60 kg metaldegid granulasi qo'llash tavsiya etiladi.

✚ Dikroseliozni o'choqlarini kuz oylarida shudgor qilib, donli ekinlar ekish ham maqsadga muvofiq hisoblanadi

✚ Agarda hayvonlarda o'lim holatlari kuzatilsa unda hayvonni bog'lab boqish yoki yaylovni o'zgartirish kerak bo'ladi.

✚ Kasallangan hayvonni davolashda gijjasizlantirish ishlari olib boriladi. Kasallik belgilari namoyon bo'lsa qayta gijjasizlantirish o'tkaziladi.

✚ Dikroselioz bo'yicha kasallangan xo'jaliklar 2 marotaba noyabr va dekabr- yanvar oylarida gijjasizlantiriladi.

✚ fermer xo'jaliklarida maxsus go'ng saqlaydigan joylarni tashkil etish lozim



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**PARRANDALARDA UCHRAYDIGAN NYUKASL KASALLIGI
BELGILARI VA OLDINI OLISH
(adabiyotlar tahlili)**

Daminov Jo'rabek Nodir o'g'li, assistent

*Samarqand davlat veterinariya meditsinasi, chorvachilik va
biotexnologiyalar universiteti Toshkent filiali*

To'raboyeva Diyora Ulug'bek qizi, talaba

*Samarqand davlat veterinariya meditsinasi, chorvachilik va
biotexnologiyalar universiteti Toshkent filiali*

Madaminov Umirbek Maqsud o'g'li, talaba

*Samarqand davlat veterinariya meditsinasi, chorvachilik va
biotexnologiyalar universiteti Toshkent filiali*

Annotatsiya Nyukasl kasalligi parrandichilik nihoyatda katta zarar keltiradigan yuqumli virusli kasallik hisoblanadi..Ushbu maqolada Nyukasl kasalligining qo'zg'atuvchisi, kasallikning alomatlari va kasallikka qarshi kurash chora- tadbirlari haqida so'z boradi.

Kalit so'zlar: Newcastle disease, infeksiyon, persid ,gemodinamika karantin, berkfeld

Аннотация Болезнь Ньюкасла — инфекционное вирусное заболевание, наносящее большой вред домашней птице. В данной статье рассмотрены возбудитель болезни Ньюкасла, симптомы заболевания и меры борьбы с заболеванием.

Ключевые слова: Ньюкаслская болезнь, инфекция, персид, гемодинами-ческий карантин, Беркфельд

Abstract Newcastle disease is an infectious viral disease that causes great damage to poultry.. This article talks about the causative agent of

Newcastle disease, symptoms of the disease, and measures to combat the disease. .

Key words: Newcastle disease, infection, persid, hemodynamics quarantine, Berkfeld

Mavzuning dolzarbligi. Kasallik o'tkir kechgan holatlarda jo'jalar 100 %, ona tovuqlar esa 70-100% gacha nobud bo'lishi kuzatiladi. Kasallangan xo'jalikda esa hayvonlar nobud bo'lishi bilan birga mahsuldorlik keskin pasayib ketadi. Bu esa juda ham katta iqtisodiy zarar keltiradi. Qolaversa, kasallik oldini olish uchun ko'p miqdorda vaksina, karantin chora-tadbirlari uchun katta miqdorda pul kerak bo'ladi. Bularning hammasi parrandachilik xo'jaligiga o'ta katta iqtisodiy zarar keltiradi. Bu kasallik xavfli va tez tarqaluvchi bo'lib, hatto odamlarni ham zararlaydi

Kasallikning qo'zg'atuvchisi. Nyukasl kasalligi – o'zbekcha soxta o'lat, lotincha Morbus Newcastle , inglizcha Newcastle Disease nomlari bilan tanilgan. Bu kasallik o'tkir kechadi va tovuq turkumiga kiruvchi parrandalarning infeksiyon virusli kasalligi hisoblanadi. Bunda nafas olish, ovqat hazm qilish va markaziy nerv tizimining jarohatlanishi orqali kechadi. Qo'zg'atuvchi RNK li paramiksoviridi oilasiga mansub virus hisoblanadi. Virus Zeyts, Berkfeld filtrlaridan o'tadi. O'lchami esa 120-180 nm electron mikroskopda aylana shaklda ko'rinadi.

Kasallik qo'zg'atuvchisi chidamliligi. Virusning fizikaviy va kimyoviy ta'sirlarga chidamliligi yuqori bo'ladi. U past haroratda faol saqlanadi. Masalan, muzlatilgan tovuq g'shtida 6 oy, - 20C da 1 yil faol saqlanadi. 65-75 C 30 daqiqada qaynatishda darhol faolsizlanadi. Tovuuq patlarida virus 18 kun tirik saqlanadi, muzlatgichda saqlanayotgan tuxumda yillab saqlandi. Lekin 2-5 % karbol kislota , formalin, 3% li o'yuvchi natriy orqali bir necha daqiqada faolsizlanadi.

Epizootologik ma'lumotlar. Kasalikka asosan tovuq turkumidagi parrandalar kiradi. Tovuqlar Nyukasl kasalligiga juda moyil bo'ladi. bu kasalikka yosh kurkalar sezgirroq bo'ladi. kasallikning qo'zg'atuvchi manbai bo'lib, kasal va kasaldan tuzalgan tashuvchilar hisoblanadi. Virus secret va tuxumlar orqali kasal parrandalardan ajraladi. Virus kasallik yashirin davrida parranda zararlangandan 24 soatdan keyin ajrala boshlaydi. Virusni tarqatuvchi omillar tuxum, pat ,so'yilgan go'sht ,ozuqa suv xizmat qiladi. Virus bilan zararlangan tuxum inkubatsiya qilinganda, unda septisemiya paydo bo'ladi va o'ladi. O'lgan embrion qizargan va shishgan bo'ladi, bosh va oyoq qismlarida qon quyilishlar kuzatiladi. Kasal parrandalar turgan joydagi ventilyator orqali chiqqan shamol orqali 3-5 km km hududga tarqaladi. Parrandalar respirator , alimentar yo'llar orqali organizmga kiradi. Undagi shilliq pardalar orqali qonga o'tadi va kasallik qo'zg'aladi. Kasalik asosan nosog'lom xo'jalikdan keltirilgan tuxum, parrandalar jumladan kontakt yo'li orqali o'tadi. Yozda kasallik ko'proq nerv tizimini jarohatlashi bilan namoyon bo'ladi. Agarda kasallik shaxsiy xo'jaliklarda chiqsa unda kasallik bir qishloqdan ikkinchi qishloqqa o'tib ketaveradi. Persid kanasida 213 kun faol saqlanadi . Buni esa Yu. Alekperov aniqlagan.

Patogenez. Virus organizmga kirgan joyidagi shilliq qavatlarida ko'payadi va 20 soatdan keyin ko'payadi , butun organizmga tarqaladi. Avvala organizmda septisemiya paydo qiladi. Undan keyin esa nerv tizmi, ovqat hazm qilish va nafas olish tizimini jarohatlaydi. Virus toksinlar hosil qiladi , buni natijasida seroz va shilliq qavatlarda qon quyilishi kuzatiladi. Gемodinamika buziladi , gemoragik diatez namoyon bo'ladi va parrandalar o'ladi. Ichki a'zolar zararlanishi tufayli har xil klinik belgilar namoyon bo'lishi mumkin. Yurak faoliyati buziladi, buyrak, taloq, jigar , oshqozon ichaklar faoliyatida o'zgarishlar kuzatiladi.



Kasallikning belgilari va kechishi. Kasallik bir necha holatlarda namoyon bo'ladi.

- ❖ O'tkir
- ❖ Yarim o'tkir
- ❖ Surunkali
- ❖ Tipik
- ❖ Notipik

Kasallikning yashirin davri 2-15 kun bo'lib , yashirin davr parrandaning fiziologik holatiga , yoshiga, virusning miqdoriga bog'liq.

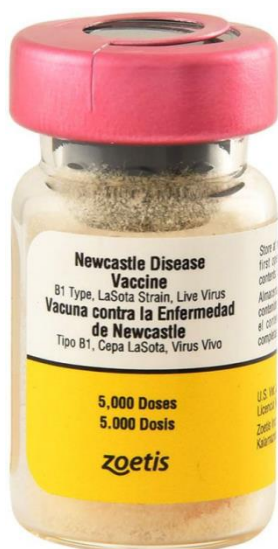
Nyukasl kasalligiga immunitet hosil qilmagan yoki immuniteti past bo'lgan hayvonlarda bu kasallik o'ta og'ir kechadi. Buni ayniqsa yosh jo'jalarda kuzatish mumkin. Misol uchun jo'jalar holsizlanadi, nafas olishi qiyinlashadi, nafas olganda og'zini ochib bo'ynini cho'zadi va o'ziga xos ovozlarni chiqarib boshlaydi. Kasallik tipik kechganda parranda patlari xurpayadi mayus bo'lib, boshini tashlab , ko'zini yumib oyoqlarida tik turadi, tuxum berishi keskin kamayib, ishtahasi pasayib ketadi. Tumshug'ini yarim ochib turishi natijasida nafas oladi va tumshug'idan suyuqlik oqadi. Nafas olishda parranda qiynaladi, unda xirillash eshtiladi, yurak urishi esa tezlashib ketadi, parrandaning tana harorati 43-44C ko'tariladi. Kasallangan hayvonlarning 40-70 % hollarda jig'ildoni kengayadi, og'zidan sassiq hidli suyuqlik oqadi. diareya, axlati suyuq va qon aralash bo'ladi. Kasallangan parranda o'sishda va rivojlanishda keskin orqada qoladi. Tovuqlarda esa qanot va oyoqlari falatlanib ,90-100 % gacha o'lim holatlari kuzatiladi.



Notipik kechganda bunday belgilar bo'lmaydi. Bunda asosan bo'yin qiyshayishi, oyoqlarni falajlanishi namoyon bo'ladi.

O'tkir kechganda septisemiya bo'ladi, bunda bezli va go'shtli oshqozon o'rtasida, ingichka ichakda nuqtali qon quyulishlar: ko'r ichakda 100%, Oshqozonlar o'rtasida 60% holatda kuzatiladi. Jumladan tuxumdonlar, shilliq pardalarda ko'p qon quyulishlar bo'ladi. Bo'yin va ko'krak sohalarda shishlar paydo bo'ladi.

Surunkali kechganda kloaka atrofi patlari axlat bilan ifloslangan bo'ladi. Ichaklarda qon quyulishlar bo'ladi, o'pkaga qon to'lib, shish ham kuzatiladi. Miya qon tomirlari shishadi, qon quyuladi.



Profilaktika. Nyukasl kasalligini oldini olish uchun fermaga inkubatsion tuxumlar, ishlovchilar, ozuqalarni kirishini nazoratga olish kerak bo'ladi. Parrandachilik fermasiga faqat parrandalar va tuxumlar olib kelishda sog'lom xo'jaliklardan olib kelish kerak bo'ladi. Parrandachilik fermalari yopiq holda bo'lishi va unga kiruvchi shaxslar sanitariya qoidalariga amal qilishi, binolarning kirish qismida esa dezogilamlar bo'lishi lozim. Fermalarda muntazam dezinfeksiya, dezenseksiya, deratizatsiya tadbirlari o'tkazilishi talab etiladi, Nafaqat shaxslar balki fermaga kirib chiqadigan texnik vositalar, transport vositalarini ham dezinfeksiya qilish talab etiladi. Ozuqa sexlariga, omborlarga begona hayvonlar, qushlar kirishiga yo'l qo'ymaslik zarur. Jo'jalar tuxumdan chiqarilgan har safar dezinfeksiya qilish lozim, vaksinalarni o'z vaqtida qilish talab etiladi. Fermada esa it, mushuk kabi turli hayvonlar yurishiga yo'l qo'ymaslik kerak.

Kasallikka qarshi chora-tadbirlar. Laboratoriya tekshiruvi orqali nyukasl kasalligi fermada yoki aholi punktida aniqlangach tuman veterinariya

bo'limi boshlig'iga ushbu holat to'g'risida dalolatnoma yoziladi. Natijada qaror orqali zararlangan hudud, ferma karantinga olinadi.

✚ Karantin talabiga ko'ra kasal hayvonlar yo'qotiladi, gumon ostidagi parrandalar go'sht uchun so'yilib, go'shti qaynatiladi.

✚ Sog'lom parrandalar emlanadi. Fermaga daxlsiz kishilar va transport vositalari kirishi taqiqlanadi.

✚ 1.5 % li o'yuvchi natriy, kreolin, formaldegid bilan dezinfeksiya qilinadi. Parrandalar turgan binolar tozalanib, axlati to'planib dezinfeksiya qilinadi. O'lgan parrandalar turgan binolardan yig'ilgan axlatlar kuydiriladi.

✚ Dezinfeksiya uchun 3 % li o'yuvchi natriy, 1 %li formaldegid, 3 % li faol xlorli ohak, 1 % li sirka kislota qo'llaniladi.

✚ Fermada bo'lgan barcha shaxslarda maxsus kiyimlar: xalat, niqob, kombenzon, rezina qo'lqop, rezina etik, himoya ko'z oynak kabilar bilan ta'minlanishi lozim.

✚ Jo'jalar kkasallanganda ular qonsiz usul bilan o'ldirilib kuydiriladi. Qolgan sog'lom parrandalar vaksinatsiya qilinadi. Karantin vaqti olingan tuxumlar 10 daqiqa qaynatilib fermada ozuqa sifatida ishlatiladi.

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**A BRIEF CHARACTERISTICS OF SOIL LAYER IN MIRZACHUL
REGION**

Namazov.X, Khozhasov.A., Gendjrmuratov.,Q., N.Qudaybergenov

Tashkent State Agrarian University

Karakalpakstan Institute of Agricultural Technologies

Master's student Karakalpakstan Institute of Agricultural Technologies

Abstract. In-depth analysis of the current agro-chemical and meliorative condition of main irrigated soils spreading in the area of Mirzachul, to determine the variability of productivity in the soil and to develop scientific basis for its enhancement. It serves as a basis for soil-moistening study of soil agrophysics properties, soil moisture content, soil salinity and irrigation norms, irrigation procedures and land reclamation arrangements with the scientific basis for effective land use. This problem solves the geomorphological, lithologic and hydrogeological conditions of soils, and their genesis and accumulation of salts in the soil layers is scientifically justified.

Key words: soil, anthropogenic, development, salinity, irrigation, structure, grassland, arid zone.

Introduction. Under the influence of anthropogenic factors, the process of evolutionary transformation of soils cover on irrigated soils, identification of the degree of fertility of irrigated soils and drawing up maps of soil quality, as well as the development of a set of measures to maintain and increase fertility.

Creation of productivity models for irrigated soils using technologies of the geoinformation system and development of solutions aimed at preservation and enhancement of soil fertility.

The irrigated soils of Mirzachul known as “Bayaut-1” in Bayaut district, Amir Temur in Gulistan district, Amir Temur in Sayhunabad district and “Malik” in Syrdarya district were evaluated. As a result, maps for soil quality assessment of scales 1: 10000 and 1: 5000 for farms were compiled and maps of soil quality assessment of 14020,6 ha were put into production (Reference of the State Committee on geodesy, cartography and State Cadastre of Land Resources No. 03-05-3475, dated from May 3, 2018). These soil quality maps serve as a scientific basis for determining the single land tax, allocating agricultural crops to the quality of soils, calculating the land value, setting crop yields, and allocating land for non-agricultural purposes.

The mechanical content, humus and nutrient content of irrigated gray-brownish grassland and grassland soil salinity maps have been introduced into the practice of Land Resources, Geodesy, Cartography and State Cadastre of Malik of Syrdarya District, and Gulistan massive of Sayhunobod District in Syrdarya region (Reference No. 03-05-9221 of the State Committee on Land Resources, Geodesy, Cartography and State Cadastre from November 30, 2018). As a result, the data on these digital maps made it possible to improve soil properties and land reclamation in farmlands. The average height of the Mirzachul plains is 250-310 meters above sea level and the highest part lies in the south-east that is near the beginning of irrigation canals with its height of 350 m (Table – 1).

Table 1

Average monthly and annual climatic indicators of Syrdarya region

Indicators	MONTHS												Average annual
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
“Syrdarya” weather station													

Air temperature, °C	-1,8	0,9	7,7	15,1	21,0	25,4	26,7	24,2	18,7	12,4	5,1	0,1	12,9
Precipitations, mm	41	40	59	50	27	6	2	1	1	24	33	40	32,4
Relative air moisture, %	82	79	74	67	56	48	50	55	57	64	75	82	66
Average dusty windy days	0,02	0,02	0,1	0,4	0,9	0,9	0,6	0,3	0,5	0,7	0,2	0,1	5
Soil temperature, °C	-2	1	9	18	26	33	35	31	23	14	5	0,4	16
"Yangier" weather station													
Air temperature, °C	-0,2	2,7	8,6	16,0	22,0	27,3	29,5	27,4	21,7	14,8	7,4	2,1	14,9
Precipitations, mm	37	42	63	59	34	9	3	1	3	24	32	33	34,0
Relative air moisture, %	68	69	67	61	48	33	30	31	35	48	62	69	52
Average dusty windy days	0,1	0,2	0,2	0,3	0,8	0,8	0,7	0,2	0,6	0,8	0,5	0,1	5
Soil temperature, °C	0,1	3	10	18	26	33	36	33	25	16	7	2	18

Also this territory is situated at a height of 230 meters above sea level. The Mirzachul plain decreases northward and to the north-west.

The relative humidity is considerably low, the least relative humidity is recorded in June-August and the average annual air humidity varies from 31% to 48%. In summer the rise of air temperature leads to more moisture evaporation, which is much higher than the average annual air temperature. This appearance of nature leads to salinization of the soil and increases the demand for crops to water.

In Mirzachul area, the main hydrometeorological indicators of the Center of Hydrometeorological Service of Uzbekistan were used to describe the main climatic parameters of plant growth and development, technologies of

cultivation, terms of their cultivation, and data for the last (2006-2008) years of Syrdarya and Yangier Meteorological Stations (Table 2).

Table 2
Average monthly and annual air temperature, °C

Years	Name of the station	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Average annual temperature
2006	Syrdarya	-3,0	5,8	11,3	17,1	23,9	27,1	27,1	25,8	19,7	16,9	9,0	-1,1	15,0
	Yangier	-2,0	7,5	12,0	17,7	24,1	27,4	27,8	27,2	20,5	18,1	10,2	0,4	15,9
2007	Syrdarya	0,3	5,3	8,8	18,3	21,6	27,5	28,5	25,9	20,4	11,4	8,4	1,7	14,9
	Yangier	2,6	6,3	9,2	18,8	21,9	27,8	28,8	26,9	21,3	12,2	10,4	2,8	15,8
2008	Syrdarya	-10,2	-2,1	14,4	17,3	23,7	28,2	29,0	26,9	20,0	14,5	6,9	2,5	14,3
	Yangier	-8,0	-0,2	15,3	17,8	24,1	28,8	29,4	27,7	20,8	15,3	8,5	3,6	15,3

The average annual air temperature was 15-15,9⁰C in 2006, 14,9-15,8⁰C in 2007, and 14,3-15,3⁰C in 2008, with the lowest average air temperature in January of 2008 this figure was minimum 8,0⁰C - 10,2⁰C, with the highest average temperature recorded in summer of 2008 and recorded at 29,9⁰C. (Table 3).

The soil temperature regime is of great importance in agricultural production. The average annual temperature of the soil surface has been around 17-19⁰C (2006-2008) and its average monthly temperature throughout the year is distributed evenly over the same month as the air temperature. The absolute minimum annual soil temperature was recorded in different years (2006, 2008), in Yangier where minus 14-26⁰C, in Syrdarya at minus 17-26⁰C, absolute maximum temperature 67-70⁰C. (Table 3).

Table 3
Average monthly and annual precipitation amount, mm

Years	Name of the station	Months	Annual precipitation
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		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
2006	Syrdarya	64,2	23,3	51,1	33,8	1,6	0,5	5,2	0	2,9	23,4	42,4	43,5	291,9
	Yangier	53,9	27,7	50,7	56,2	9,0	3,0	4,6	0	17,2	12,0	33,3	26,7	294,3
2007	Syrdarya	29,7	49,6	70,1	64,9	39,2	0,8	1,7	0	0	0,3	13,4	72,4	345
	Yangier	15,9	49,2	79,8	82,7	60,7	3,4	0	0	0	0	28,1	44,0	363,8
2008	Syrdarya	32,1	48,6	16,8	30,5	33,4	0	2,7	0	17,0	19,1	33,3	37,8	271,3
	Yangier	21,3	54,8	16,5	27,5	13,3	0	1,8	0,5	3,2	41,6	31,3	32,5	246,5

According to the Center for Hydrometeorology, the average annual precipitation is from 246.5-271.3 mm (2008) to 345.0-363.8 mm (2007), maximum atmospheric precipitation per day.

Mechanical content of the soil, water absorption content of the soil and groundwaters, collector, drainage, irrigation water, general humus, nitrogen, phosphorus, potassium, SO₄⁻ gypsum, CO₂ - carbonates, bases content quantity.

At the same time, the grouping of the soil to the mechanical composition was carried out on the basis of the N.A. Kachinskiy classification, i.e the amount of physical clay (particle size <0.01 mm).

Anion and cations mg-equivalent on the classification of soil salinity N.I. Bazilevich and Y.I. Pankova's soil salinity chemism was determined in accordance to their relativeness. (Table 5).

Table 5

Chemism of soil salinity

According to anion				According to cation			
1	2	3	4	5	6	7	8
<u>Cl</u> SO ₄	<u>SO₄</u> Cl	<u>HC</u> <u>O₃</u> SO ₄	Salinity type	<u>Na</u> Mg	<u>Na</u> Ca	<u>Mg</u> Ca	Salinity type
>2,5	<0,5		Chloride	>1	>1	-	Sodium
2,5-1,0	0,5-1,0		Sulphate-chloride	>1	>1	>1	Magnesium-sodium
<0,2	>5		Sulphate	<1	<1	>1	Calcium-magnesium
1	2	3	4	5	6	7	8
<0,2	>5	>1	Hydrocarbonate-sulphate	<1	>1	>1	Sodium-magnesium
<1	>1	>1	Sulphate-sodium	>1	<1	<1	Sodium-calcium
				<1	<1	<1	Magnesium-calcium
				<1	-	>1	Magnesium

Grouping salinity types on soil salinity level was conducted in accordance to the following perfection scale.

Table 6

Salinity level	Sulphate	Chloride sulphate		Sulphate-chloride		Chloride
	Dry residue	Dry residue	Cl ⁻	Dry residue	Cl ⁻	Cl ⁻
Non-salinated	>0,3	<0,1	<0,01	<0,1	<0,01	<0,01
Weakly salinated	0,3-1,0	0,1-0,3	0,01-0,05	0,1-0,3	0,01-0,04	0,01-0,03
Medium salinated	1,0-2,0	0,3-1,0	0,05-0,2	0,3-0,6	0,04-0,2	0,03-0,1
Strongly salinated	2,0-3,0	1,0-2,0	0,2-0,3	0,6-1,0	0,2-0,3	0,1-0,2
Very strongly salinated	>3,0	>2,0	>0,3	>1,0	>0,3	>0,2

The amount of toxic salts was determined by binding the ions to the hypothetical salts on an aqueous solution. This is the sum of toxic salts and the

percentage of sodium, magnesium, chlorine ions in the acetic anhydrous ions of the aqueous solution.

Evaluation of the one-meter layer of soil on toxic salts was determined by the scale developed and recommended by O.K. Komilov, A.U. Akhmedov and M.I. Ruzmetov in 1998 (table 7).

Table - 7

Evaluation scale on toxic salt reserve of soil salinity

Salinity level	Oscillating amount of salt reserve, t/ha	Amount of salt according to dry residue, %	Quantitative evaluation
Non-salinated	<18	<0,13	Very low
Weakly salinated	18-42	0,13-0,31	Low
Medium salinated	42-90	0,31-0,66	Medium
Strongly salinated	90-150	0,66-1,11	High
Very strongly salinated	>150	>1,11	Very high

The level of mineralization of groundwater is determined by the classification proposed by the Institute of “Central Asian hydro supply system of cotton” (Table 8).

Table 8

Classification of the level of mineralization of groundwaters

No.	Level of mineralization	Dry residue, gr/l
1	Fresh	0-1
2	Very weakly mineralized	1-3
3	Weakly mineralized	3-5
4	Medium mineralized	5-10
5	Strongly mineralized	10-25
6	Very strongly mineralized	25-50
7	Alkaline	>50

There are three large groups associated with the hydro-geological, climatic and lithologic-geomorphologic conditions of Mirzachul area soils: the

first one is zonal soils, the second is hydromorphic moisture-free soils, and the third is a complex of irrigated soils of farming lands. Gray soils are one of the most easily digested and fertile soils of Mirzachul and nowadays the complexity of these soils is decreasing. Most of them are already cultivated in irrigated agriculture, and in time they have become aphid soil, while others are used in dry farming on the edges of irrigated areas. The key farms we have studied are formerly and newly irrigated gray grassland and grassland soils of varying degrees of salinity, which are characterized by alluvial and alluvial-proluvial deposits of origin. Newly irrigated soils in Gulistan farmers; association of Mirzachul district in Syrdarya region were distributed in the open pit areas of Bobur Farmers' Association of Ak Altyn district in Syrdarya region. The complex geomorphological structure of the studied territory, along with complexity of hydrogeological, climatic and soil-ameliorative conditions, has a significant impact on the soil layer as a result of human's economic activities in the area, and the specific soil-specific lands are formed. However, these soils and ground waters are strongly salinated and highly mineralized, sometimes with aqueous suspension alkalinity. Sulfate-chloride and chloride-sulphate type mineralized and diverse watersheds constitute the majority of fields and they have different characteristics depending on the level of mineralization and quality of salts. Generally, all the studied farming associations have a very high mineralization level, which is one of the main reasons for the poor work of the drainage collector networks. As natural and irrigation-economic conditions of the territory differ, they also determine the quantity and quality of salts and their accumulation in soil, degree of salinity and alkaline and general direction of salinity. Salinity at different levels is observed both on soil layers and through distant spaces, where little salinated soils are found at different levels of salinized soils. On the studied soils there are different variants of salinity and type of salinity and the location of salinated horizons. In the samples of the studied soil sections there is occurrence of lowland soils, their absorption capacity is lower than usual soil. Such soils occupy a leading position in the

absorption complex (41-60%), fewer magnesium (31-46%), slightly sodium (5-17%), absorbed in potassium content of about 1-4%.

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ЭКОНОМИЧЕСКИЙ АНАЛИЗ В ДЕЯТЕЛЬНОСТИ АПТЕЧНОЙ ОРГАНИЗАЦИИ

Юлдашева Ойжамол Қосимовна

Преподаватель Андижанского техникума

Общественного здравоохранения Ибн Сино

Аннотация Целью работы является рассмотрение основных экономических показателей деятельности аптечной организации, цели и роль их анализа, способы прогнозирования и планирования. Для достижения поставленной цели необходимо было решение следующих задач: раскрыть понятие каждого из экономических показателей, определить сущность анализа и прогнозирования. На примере реально существующей аптечной организации провести анализ и прогнозирование основных экономических показателей деятельности.

Ключевые слова: аптечная организация, аптека, финансовый анализ, экономические показатели, тип финансового состояния, бухгалтерский баланс, рентабельность, валовая прибыль, чистая прибыль, финансово-хозяйственная деятельность предприятия, система менеджмента качества.

Экономический анализ – это система способов изучения (на основе данных учета, отчетности, планов и других источников) достигнутых результатов и состояния хозяйственной деятельности, возможных вариантов ее улучшения в целях контроля над производством и обоснования управленческих решений, направленных на повышение его эффективности.

Роль экономического анализа состоит в том, чтобы обеспечить защищенность предприятия от кризисных, нестабильных условий в экономической среде, а именно найти решения задач по выживанию в

кризисных ситуациях, а также повысить статус предприятия и его уровень.

Цель экономического анализа – выявление и реализация резервов повышения эффективности деятельности предприятий, увеличения производства или реализации продукции при минимальных затратах труда и средств, обеспечение рентабельной работы предприятия.

Задачи экономического анализа:

1. Изучение и объективная оценка выполнения плана и эффективности производства по предприятию в целом и по отдельным подразделениям.

2. Выявление внутрипроизводственных резервов и путей их рационального использования.

3. Прогнозирование экономических показателей.

4. Определение экономической эффективности использования трудовых, материальных и финансовых ресурсов.

5. Принятие и обоснование оптимальных управленческих решений.

По результатам проведения экономического анализа проводится оценка деятельности организации в целом, устанавливаются конкретные факторы, оказавшие положительное и отрицательное влияние на ее результаты.

В процессе экономического анализа деятельности аптечного предприятия приходится иметь дело с системой показателей. Экономические показатели – это микромоделли экономических явлений, которые отражают динамику происходящих экономических процессов. Они подвержены изменениям и колебаниям и служат для измерения и оценки сущности экономических явлений.

Хозяйственно – финансовая деятельность организации измеряется множеством экономических показателей, которые можно систематизировать по определенным признакам.

1. Стоимостные и натуральные – в зависимости от положенных в основу измерителей.

Стоимостные показатели являются самыми распространенными. Их использование целесообразно в хозяйстве товарного производства, товарного обращения и товарно-денежных отношений. В денежном измерении выражаются оптовый и розничный объем продаж, издержки обращения, прибыль.

Натуральные показатели используют в плановой и учетно-аналитической практике предприятий всех отраслей. Они необходимы для контроля сохранности собственности, рациональным использованием материальных и трудовых ресурсов. В натуральных показателях ведется контроль и за выполнением производителями договоров поставки товаров.

2. Количественные и качественные – в зависимости от того, какая сторона явлений, операций и процессов измеряется.

Количественные показатели используют для выражения абсолютных и относительных величин, характеризующих объем производства и реализации продукции, его структуру и другие стороны работы организации.

Качественные показатели используют для оценки выпущенной продукции, с точки зрения ее соответствия установленным требованиям (стандартам, техническим условиям, образцам), для оценки экономической эффективности трудовых и материальных затрат, а также финансовых вложений.

3. Объемные и удельные – в зависимости от применения отдельно взятых показателей или их соотношение.

Объемные показатели представляют собой изучение экономических явлений и процессов с точки зрения их объема или состава. Объемными показателями являются величины оптовой и розничной продаж, оборотных средств, издержек обращения и дохода.

Экономические явления и процессы выражают в абсолютных и относительных показателях. Абсолютный показатель характеризует количественные размеры явления безотносительно к размеру других явлений. Относительные показатели отражают соотношение величины изучаемого явления с величиной других явлений или с величиной этого явления, но взятой за другой период времени. Относительный показатель получают делением одной величины на другую.

Удельные показатели являются относительными, производными от соответствующих объемных показателей.

Для аптечной организации основными экономическими показателями для проведения анализа являются:

1. Абсолютный прирост
2. Темп роста
3. Темп прироста
4. Абсолютное значение 1% прироста

Абсолютный прирост – это разность между последующим и предыдущим значениями показателя (цепные) или начальным значением (базисные). Цепной абсолютный прирост характеризует последовательное изменение показателей, а базисный абсолютный прирост – изменение нарастающим итогом. Абсолютный прирост показывает, на сколько абсолютных единиц изменился данный уровень по сравнению:

- а) с предыдущим уровнем при цепном способе;
- б) с начальным уровнем при базисном способе.

Между цепным и базисным абсолютным приростом существует взаимосвязь – сумма цепных дает соответствующий базисный абсолютный прирост. За весь период, описываемый рядом, абсолютный прирост выразится как разность между последним и первым уровнем ряда. Абсолютный прирост может быть как положительным, так и отрицательным и обязательно имеет единицы измерения и размерность.

Относительными показателями также являются темпы роста и прироста, характеризующие динамику изменения показателя.

Темп роста – это отношение последующего значения показателя к предыдущему (цепные темпы роста) или постоянному, принятому за базу сравнения (базисные темпы роста):

Цепной способ характеризует последовательное изменение, а базисный способ – изменение нарастающим итогом.

Между цепными и базисными темпами роста существует взаимосвязь – произведение цепных темпов роста дает соответствующий базисный темп роста. Темп роста может выражаться в коэффициентах или в процентах.

Темп прироста показывает, на сколько процентов изменяется данный уровень по сравнению:

- а) с предыдущим уровнем ряда при цепном способе,
- б) с базисным, начальным уровнем ряда при базисном способе.

Темп прироста обычно выражается в процентах и показывает, на сколько процентов увеличился или уменьшился текущий уровень по сравнению с предыдущим (базисным).

Базисным периодом может считаться первый год деятельности организации, предыдущий год, или любой другой.

Абсолютное значение 1% прироста – это отношение абсолютного прироста к темпу прироста, выраженное в процентах. Показывает, сколько единиц необходимо произвести в данном периоде, чтобы уровень предыдущего периода возрос на 1%.

Определить величину 1% прироста можно двумя способами:

1. Уровень предшествующего периода разделить на 100
2. Цепные абсолютные приросты разделить на соответствующие цепные темпы прироста

Наряду с рассмотренными аналитическими показателями, исчисляемыми за каждый год в сравнении с предшествующим или начальным уровнем, при анализе рядов динамики необходимо исчислить средние за период аналитические показатели: средний уровень ряда, средний годовой абсолютный прирост (уменьшение) и средний годовой темп роста и темп прироста. Средние показатели находят путем сложения всех величин этого показателя и деления на их количество.

Каждый из рассмотренных выше показателей имеет определенный смысл и свое значение для контроля и анализа. Если эти показатели рассматривать отдельно, то окажется, что некоторые из них страдают известной ограниченностью. Но экономический анализ предполагает комплексное, системное использование показателей. Только при этом условии можно всесторонне и объективно исследовать хозяйственную деятельность организация в той или иной области и тем более работу организации в целом.

Экономическое прогнозирование – это функция менеджмента, заключающаяся в научном обосновании предстоящих экономических целей развития предприятия и форм хозяйственной деятельности, выбора наилучших способов их осуществления, на основе наиболее полного выявления требуемых рынком видов, объемов и сроков выпуска товаров, выполнения работ и оказания услуг и установления таких показателей их производства, распределения и потребления, которые при полном использовании ограниченных производственных ресурсов могут привести к достижению прогнозируемых в будущем качественных и количественных результатов.

Основная цель прогнозирования – планирование рационального использования финансовых ресурсов.

Задачи прогнозирования:

1. Определение предполагаемого объема финансовых ресурсов в прогнозируемом периоде.

2. Поиск источников формирования и направлений наиболее эффективного использования финансовых ресурсов.

3. Оценка экономических и финансовых перспектив предприятия в прогнозируемом периоде в зависимости от возможных вариантов финансово-хозяйственной деятельности предприятия.

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ХИРУРГИЧЕСКИЕ ИНФЕКЦИИ.

Каримова Гулчехра Турсуновна,

Андижан имени Абу Али ибн Сины

*преподаватель колледжа общественного
здравоохранения*

Аннотация Патологические процессы, возникающие в тканях, различных органах в результате проникновения в них болезнетворных возбудителей (микроорганизмов), требующие применения хирургического вмешательства, и послеоперационные осложнения входят в понятие о хирургической инфекции. Воспалительные заболевания, основой которых является инфекционный процесс, составляют третью часть болезней хирургического характера.

Ключевые слова: хирургия, инфекция, гнойная, анаэробная, гнилостная, спифическая, дифтерия, язва, столбняк.

Хирургическая инфекция имеет следующие источники происхождения: внешний (экзогенный) и внутренний (эндогенный).

Заражение извне происходит несколькими путями:

- через воздух,
- имплантационным,
- через контакты,
- капельным.

Контактная инфекция развивается при бытовых травмах, производственных повреждениях кожного покрова и слизистых, при попадании в них микробов, при контакте с инфицированными животными (царапины) или с повреждающим предметом, а также от остатков инородных тел (щепки или осколки). Может произойти контактное заражение инфекцией в области хирургического вмешательства в

результате использования инструментов (тампоны, шовный материал) с недостаточной стерилизацией.

Имплантационная хирургическая инфекция может развиваться после наложения швов или после установки протезов. Существуют различные состояния организма (переохлаждение, сахарный диабет, ушибы тканей, авитаминоз, переутомление, вирусная инфекция), ослабляющие иммунную систему, которая в таком виде становится дополнительным источником для интенсивного развития воспалительного процесса.

Капельный путь заражения – это попадание микробов на пораженную поверхность с каплями слюны, пота или выделений из носа.

Воздушным путем микробы проникают в рану с частицами пыли в момент проведения операции.

Физические (кровопотеря, низкая или высокая температура, радиационное излучение), химические факторы также способствуют заражению и дальнейшему развитию инфекционного процесса.

Укрепление иммунитета, выявление и ликвидация до начала операции любых очагов внутренней инфекции (например, гнилостные полости или кариозные зубы – эндогенные очаги) являются обязательными условиями для предупреждения возникновения осложнений и развития различного рода инфекций в области хирургического вмешательства.

Данные инфекции по клиническому течению делятся на острую форму и хроническую.

Острая форма, в свою очередь, имеет несколько разновидностей:

- гнойная (аэробная);
- анаэробная (газовая);
- гнилостная;
- специфическая хирургическая инфекция (дифтерия, язва сибирская, столбняк).

К хронической форме имеют отношение:

- неспецифические хирургические инфекции (серозно-гнойная и гнойная);
- специфическая (например, актиномикоз, сифилис, туберкулез).

По форме распространения:

- местная (очаговая);
- общая (сепсис).

По виду микробов (возбудителей):

- стрептококковая;
- стафилококковая;
- гонококковая;
- пневмококковая;
- колибациллярная;
- анаэробная (кlostридиальная и неспорообразующая).

По количеству микроорганизмов:

- моноинфекция (один возбудитель);
- полиинфекция (смешанная форма).

По месту локализации выделяют следующие воспалительные процессы:

- заражение кожного покрова и подкожной клетчатки (флегмона, карбункул, рожистое воспаление, абсцесс);
- воспаление мозговой оболочки;
- поражение костной ткани, суставов (артрит, остеомиелит);
- воспаление железистых органов (лимфаденит, мастит);
- воспаление органов таза;
- поражения в области брюшной полости;
- воспаление слизистых оболочек (легкие, плевральная полость, грудная клетка).

Гнойная инфекция острой формы вызывается кишечной, синегнойной палочками и разнообразными кокками. На проникновение данных возбудителей организм проявляет реакции местного и общего видов.

Для данной реакции характерно покраснение кожного покрова, отек, болезненность в области повреждения, повышение температуры тела. При тяжелой форме в очаге заражения происходит прогрессирование гнойного воспаления.

Параллельно с местной реакцией тканей начинается развитие общей. При высокой степени заражения организма, происходящей в результате отравления выделениями микробов, у больного развиваются следующие симптомы: боль в голове, лихорадка, общее недомогание, затемнение в глазах, учащение пульса, потеря сознания, снижение давления, возбуждение или слабость.

При проведении анализов выявляются изменения в составе крови, обнаруживаются сбои в функционировании почек, печени, которые по клинической картине аналогичны с сепсисом и другими патологиями (бруцеллез и тиф).

Сепсис относится к общей гнойной инфекции и является тяжелым заболеванием с такими клиническими проявлениями, как: температура тела от 40 и более градусов, тахикардия, озноб, возникновение галлюцинаций, желтушность кожи, кожная сыпь, увеличение объема селезенки. В качестве осложнения развивается септический шок.

При несвоевременном лечении сепсис может привести к летальному исходу, поэтому при возникновении перечисленных проявлений следует незамедлительно обратиться к специалисту для проведения комплексного терапевтического и хирургического лечения при стационаре.

Эта форма хирургической инфекции развивается при присутствии в зоне заражения различных инородных тел, нарушений оттока отделений из раны. Развитие процесса воспаления имеет вялое начало, но в дальнейшем способствует спаду работоспособности.

Реакция организма на заражение при хронической форме развивающихся инфекционных заболеваний имеет специфический

характер для каждого из них, что ускоряет диагностирование. При туберкулезе суставов появляются характерные симптомы: мышцы атрофируются, суставы теряют подвижность, появляются свищи. На заражение актиномикозом указывают изменения кожного покрова и образующиеся свищи, содержащие гной.

Помимо внешних симптомов заражения для установления правильного диагноза проводят дополнительные методы исследования:

- Инструментальные (рентгенография и рентгеноскопия, ультразвуковое сканирование и компьютерная томография, диагностические пункции, торакоскопия, лапароскопия) определяют очаг воспаления, его характер, скопление гноя в органах, тканях и внутренних органах; Томография
- Лабораторные (общий, биохимический анализы крови, анализ мочи) позволяют установить глубину нарушений, уровень интоксикации и дают представление о прогнозе развития воспалительного процесса;
- Микробиологические (бактериоскопия мазка, частица ткани, спинномозговая жидкость, моча, мокрота или кровь) идентифицируют возбудителя.
- Иммунологические способы определяют состояние иммунитета пациента.

Диагностика заболеваний инфекционного характера должна проводиться с использованием всех способов исследования в комплексе.

Терапия хирургической инфекции проводится с учетом вида возбудителя, фазы воспаления и индивидуальных свойств организма пациента. Лечебные мероприятия состоят из местного, консервативного, физиотерапевтического, комбинированного и оперативного способов лечения.

Оперативное вмешательство играет основную роль в лечении, так как позволяет ликвидировать гнойный очаг, остановить распространение воспаления, снизить интоксикацию организма.

Избежать заражения и развития острых форм осложнений помогает профилактика хирургической инфекции, заключающаяся:

- в применении асептики и антисептики;
- в дезинфекции, стерилизации хирургических инструментов, постельного белья, перевязочного материала;
- в содержании в чистоте одежды, в соблюдении тщательной гигиены рук медицинского персонала;
- в систематической санитарной обработке палаты пациента, операционного блока и всего хирургического отделения.

Профилактика хирургической инфекции требует обязательного соблюдения всех правил до, во время и после проведения операции.

Так как хирургическая инфекция, особенно в острой форме, подлежит лечению в специализированных отделениях, то подготовка квалифицированного медицинского персонала имеет большое значение. Сестринская помощь при хирургической инфекции заключается в правильном уходе за пациентом и состоит:

- из введения инъекций, раздачи таблеток, выполнения различных процедур (измерение температуры, постановка клизм, перевязки);
- из контроля над соблюдением режима отделения, правил гигиены и режима питания;
- из стерилизации, дезинфекции хирургических инструментов.

Сестринская помощь

Лекция о возможных ошибках, нарушении обязанностей в профессиональной деятельности медицинской сестры поможет избежать проступков в работе и уберезет от уголовной ответственности.

Установлению атмосферы взаимопомощи, доверия, взаимоуважения между членами медицинского коллектива посвящено большое количество лекций на данную тему.

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**QARINDOSHLAR O'RTASIDAGI NIKOHNING SALBIY
OQIBATLARI.**

S.A. Damindjanova

Andijon Abu Ali ibn Sino nomidagi

JST tibbiy biologiya va umumiy

genetika fani o'qituvchisi.

Annotatsiya. Ushbu maqolada qarindoshlik tushunchasining mohiyati yoritilgan va qarindoshlar toifalari tasniflangan, qarindoshlar o'rtasida nikohning asosiy sabablari va salbiy oqibatlari keltirilgan hamda O'zbekistonda qarindoshlar o'rtasidagi nikoh holatlarining oldini olishga qaratilgan ilmiy taklif va amaliy tavsiyalar ishlab chiqilgan.

Kalit so'zlar: qarindoshlar, qarindoshlar toifasi, qarindoshlar o'rtasidagi nikoh, oila va nikoh munosabatlari, nogironlik, genetik ekspertiza.

Oilani go'zal bog'u bo'ston desak, farzandlarni uning qirmizi mevalariga qiyos etgulik. So'lim bog'ni, yetilib pishgan ne'matlarni ko'rganda ko'z quvonadi. Bahri dilingiz ochiladi. Sog'lom oila jamiyatning mustahkam poydevori. Ma'naviyat, salomatlik nuqtai nazaridan aytsak, oila insoniyat naslini pok saqlovchi, sha'ni va odamiyligini ta'minlovchi asosiy vositadir. Oila rishtasining asosida mehr- muhabbat turadi.

“Qarindoshlik” tushunchasi O'zbekiston Respublikasi Oila kodeksining 57- 58-moddalarida [1] belgilangan bo'lib, unga ko'ra qarindoshlik, yot aralashmagan va yot aralashgan qarindoshlik etib ko'rsatilgan. Unga ko'ra, bolalar ota-onasiga nisbatan **to'g'ri shajaradagi** – birinchi, nevara bobosiga, buvisiga nisbatan – ikkinchi, evara katta bobosiga, katta buvisiga nisbatan uchinchi darajadagi qarindosh hisoblanadi.

Aka-uka, opa-singil, ularning bolalari, ota-onaning aka-uka va opa-singillari hamda ularning bolalari, bobo va buvilarning aka-uka hamda opa-

singillari va ularning bolalari hamda shunga o'xshashlar **yon shajara** bo'yicha qarindoshlar hisoblanadi.

To'g'ri shajara bo'yicha qarindoshlar yon shajara bo'yicha qarindoshlarga nisbatan yaqinroq hisoblanadi.

Ikki shaxs o'rtasida qarindoshlikning uzoq-yaqinligini aniqlashda, darajalarning soni yoki shu shaxslardan birining o'zini hisobga qo'shmay turib, undan kelib chiqqan avlodlar soni hisobga olinadi.

Tug'ishgan aka-uka va opa-singillar qarindoshlikning ikkinchi darajasida, amma va xola o'z jiyanlari bilan qarindoshlikning uchinchi darajasida turadilar. Ular **yaqin qarindoshlar** hisoblanadi.

Qur'oni karimning «Rum» surasining 21- oyatida quyidagicha xabar beriladi: Uning oyatlaridan (yana biri) –U zot sizlar hamdam bo'lishlaringiz uchun o'zlaringizdan juftlar yaratishi va o'rtalaringizda oshnolik va mehr-muhabbat paydo qilishidir. Albatta bunda tafakkur qiladigan qavm uchun oyat-ibratlar bordir.

Oila qurish o'ta noziklik bilan puxta o'ylab bajariladigan vazifa! Amir Temur bobomiz kelin tanlash vazifasini davlat ishlari bilan teng qo'yganligini ta'kidlab o'tganlar. Kelajakda baxtni qo'ldan boy bermaslik, atrofdagilarga va o'ziga zahmat yetkazmaslik uchun oilain to'g'ri o'zanga qo'yish muhimdir. Oila mustahkam bo'lar ekan jamiyat mustahkam, oila tinch ekan jamiyat tinch bo'ladi.

Hozirgi kunda ba'zilarni yaqin qarindoshlar bilan quda-anda bo'lishga intilishi kuzatilmoqda. Buning sababi qarindosh-urug'chilikni yanada mustahkamlash va mol-mulkni begonalar qo'lga o'tib ketishidan muhofazalash deb ko'rsatilmoqda. Lekin, tibbiyot olami olimlari yaqin qarindoshlar bilan oila qurishning salbiy oqibatlari ko'pligini ta'kidlashadi. Uning asosiy sababi turli irsiy kasalliklarning kuchayib ketishidir. Uning oldini olish katta ahamiyatga ega. Eng asosiysi qon yangilanadi.

Respublika Sog'liqni saqlash vazirligi ma'lumotlariga ko'ra, hozirgi kunda shaharlarda qarindoshlar o'rtasida oila qurish hollari o'n foyizga, qishloq joylarida yigirma-yigirma besh foyizga yetayotgan ekan.

Olimlarning ta'kidlashicha, yaqin qarindoshlar nikohi tufayli saksonga yaqin kasalliklar kelib chiqishi mumkin ekan. Jumladan, yo'ldosh gematomasi, temir moddasining oshib ketishi, vaznning keskin kamayib ketishi aqliy o'sishda yoki jismoniy rivojlanishida salbiy holatlar yuzaga kelishi kuzatiladi. Amerika genetiklari yaqin qarindoshlar o'rtasidagi nikohda irsiy kasalliklar va tug'ma nuqsonlar qon bir bo'lganligi uchun oila qurganda keskin darajada oshib ketishini ta'kidlashadi. Begonalar oila qurganida esa kuchli gen kuchsiz genni yengadi. Ya'ni immuniteti kuchli bo'ladigan bo'lsa, boshqa tomonni o'sha kasalligiga qarshi tura oladi.

Shu vaqtgacha mingdan ortiq bemorlarning kasallik anketalari bilan tanishdim, yuzlab irsiy kasalliklarga chalingan odamlarning o'zi bilan suhbatlashib, irsiy kasalliklarning tarqalishi bevosita qarindosh -urug'chilikka daxldor ekanligini kuzatdim. Chunki, deyarli o'ttiz yildan beri tashhis apparatida ishlayman, ilmiy tadqiqotlarim ham shu mavzuda. Huzurimga ko'plab homiladorlar keladi. Homilasini skringda tekshirganida, nogironligini aytishganini yana bir marta qaytadan tekshiruvdan o'tish niyati borligini ta'kidlashadi. Ular orasida uchinchi marta mutaxassisga qayta tekshiruvga kelayotganlari ham topiladi. Ular najot, umid istashadi. Ularga rahmim ham keladi. Surishtirsam, ko'pincha yaqin qarindoshlar orasidagi nikoh rishtasi oqibati bo'lib chiqadi. Ba'zi birlari baribir ishonishmaydi. Vaqti soati kelib farzandni dunyoga keltiradi. Ammo.. Uch farzandi voyaga yetmasdan irsiy kasallik tufayli vafot etganlarni bilaman. Lekin, ular baribir umid qilishadi. Yangi oila qurishga majbur bo'lishadi. Shuni ham unutmaslik kerak, yaqin qarindoshlar orasidagi nikoh rishtasi tug'ilajak farzandlarning bo'y va vazn jihatidan pastlab ketishiga ham olib keladi.

Mutuxassislarning aytishicha, yaqin qarindoshlarning nikohi yetti avloddan keyin ham o'z salbiy ta'sirini ko'rsatishi mumkin ekan. Shuning uchun

AQSHning ayrim shtatlarida yaqin qarindoshlar o'rtasidagi nikoh qonunidan ta'qiqlangan.

Hozirgi kunda mamlakatimizdagi barcha oliy o'quv yurtlarida va tibbiy maslahatxonalarda, mahallalarda bu borada olib borilayotgan tushuntirish ishlari yaxshi yo'lga qo'yilganligiga qaramay, salbiy holatlar hamon tez-tez uchrab turibdi.

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**BOLA SHAXSINI TARBIYALASHDA RIVOJLANTIRUVCHI MUHIT
FAOLIYATINI O'RGANISH.**

*Buxoro pedagogika kolleji
Maktabgacha ta'lim kafedrası.
Maktabgacha ta'lim pedagogikasi fani o'qituvchisi:
Ro'ziyeva Nafisa Qurbonovna*

Annotatsiya: Ushbu maqolada, maktabgacha ta'lim tashkilotlarida rivojlantiruvchi muhit faoliyatini o'rganish, qanchalik e'tiborga molik va muhim ahamiyatga ega ekanligi haqida ma'lumotlar berib o'tilgan.

Kalit so'zlar: tematik vazifa, reja, didaktik material, o'yin uskuna, qurilish, syujetli o'yinlar, til, nutq, san'at.

Annotation: This article provides information on how important and important it is to study the activities of the developmental environment in preschool educational organizations.

Keywords: thematic task, plan, didactic material, game equipment, construction, plot games, language, speech, art.

Аннотация: В данной статье представлена информация о том, насколько важным и важным является изучение деятельности развивающей среды в дошкольных образовательных организациях.

Ключевые слова: тематическое задание, план, дидактический материал, игровой инвентарь, построение, сюжетные игры, язык, речь, искусство.

O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev "*Zamonaviy maktabgacha ta'lim sog'lom va barkamol avlodni voyaga yetkazishda muhim o'rin tutadi*" deya ta'kidlaydi.

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to'g'risida"gi qarori hamda, 2016-yil 29-dekabrdaqi PQ-2707-son "2017-2021-yillarda maktabgacha ta'lim tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qaroriga muvofiq Vazirlar Mahkamasining 2017-yil 21-noyabrdaqi 929-son "O'zbekiston Respublikasi Maktabgacha ta'lim vazirligi to'g'risidaqi nizomi maktabgacha ta'limga bolalarni sifatli tayyorlash, maktabgacha ta'lim tashkilotlarida moddiy texnika bazasini mustahkamlash, maktabgacha ta'lim tashkilotlarining davlat va nodavlat tarmog'ini kengaytirish va shu orqali maktabgacha ta'limga bola qamrovini oshirish va sohaga ilg'or xorij tajribalarini tadbii qilish imkononi beradi. Maktabgacha ta'lim tashkilotlarida ta'lim-tarbiya jarayoni ilk va maktabgacha yoshdaqi bolalar rivojlanishiga qo'yiladigan Davlat talablari va "Ilk qadam" davlat dasturi asosida rejalashtiriladi.

Bizning diyorumizda, yosh avlodga to'g'ri tarbiya berish va barcha uchun bolada hurmatni shakllantirish, avvalo o'ziga nisbatan hurmatni bilishi, anglab olishida chuqur e'tibor beriladi. O'zbekiston Respublikasida yaratilgan ko'plab sharoitlar yosh avlod uchun yaratilgani bejiz emas, albatta. Yosh bolaning xotirasi ongi va uning beg'ubor qalbi - hali yozilmagan, varoqlari oppoq bir kitobga o'xshaydi, ushbu kitob yillar o'tib turli hikoyalar va voqeliklar bilan to'ldirilib boradi. Davlatimizda barpo qilinayotgan MTT binolari zamonaviy tarzda qurilmoqda va tashkilotlarga topshirilmoqda. Tashkilotlarga shu yo'nalishni bitirgan oliy toifali ayol-qizlar yoki yigitlarni ishga olishmoqda, ta'lim berish sir asrorlarini, bolalar bilan ijobiy ishlash ruhiyatiga ega bo'lgan mutaxasislarni qabul qilishmoqda. Barcha sharoitlar yosh aka-ukalariz, opa-singillarimiz va suyuqli farzandlarimiz uchun yaratilmoqda.

Maktabgacha yoshdaqi bolalarni tarbiyalashda rivojlanish markazlarini tashkil etishning asosiy sharti pedagogdan tayyor bilim olishdan ko'ra, bolaga rivojlanish markazlarida faoliyatni tanlash imkoniyatini berish, bunda u atrofdagi dunyo haqida bilimlarni mustaqil ravishda egallashi, ko'nikmalari va qobiliyatlarini rivojlantirish, bolaga qiziquvchanlik, mustaqil izlanish, tadqiqot jarayoniga qo'shilish imkoniyatini berishdir. Rivojlanish markazlari ta'lim,

rivojlantiruvchi, o'qitish, rag'batlantiruvchi, uyushgan, kommunikativ funksiyalarni bajarishi kerak. Eng muhimi, ular mustaqillikni rivojlantirish ustida ishlashlari kerak, bolalar va kattalar o'rtasidagi o'zaro munosabatlarning shaxsga yo'naltirilgan ta'limga asoslangan bolaning tashabbusini rag'batlantirishi kerak.

Gurux xonasidan moslashuvchan va o'zgaruvchan tarzda foydalanish talab etiladi. Rivojlanish markazlaridagi tematik, didaktik materiallar bolaning ehtiyojlari va manfaatlarini qondirishga xizmat qilishi kerak. Markazlarning dizayni estetik, bolalar uchun jozibali bo'lishi kerak, va mustaqil faoliyatga bo'lgan istakni keltirib chiqarishi kerak. Guruh xonasida rivojlanish markazlarini yaratishda o'yin faoliyatining etakchi rolini hisobga olish kerak. Rivojlanish markazlaridagi jihozlar xavfsiz va didaktik materiallar bolaga tegishli bo'lishi va bolalarning yoshiga mos bo'lishi kerak. Rivojlanish markazlaridagi didaktik materiallar tematik vazifalarni hisobga olgan holda o'zgarishi kerak. Markazlarni uskunalar bilan ortiqcha jihozlamalik zarur. Rivojlanish markazlari bolalar va kattalar bilan aloqa qilish va birgalikdagi faoliyatni, shuningdek o'z o'zi bilan shug'ullanish imkoniyatini ta'minlashi kerak. Tematik rejalashtirishga ko'ra, pedagog rivojlanish markazlarini didaktik materiallar va o'yin uskunalar bilan ta'minlash ustida o'ylashi va to'ldirishi kerak. Markazlarni bolalar va pedagoglarning birgalikdagi faoliyati va hunarmandchilik mahsulotlari bilan to'ldirish mumkin. Har bir markazning maqsadiga muvofiq haftaning boshida pedagogning tematik rejasiga binoan, materiallar tayyorlanadi va jihozlanadi.

Markazlardagi bolalar faoliyati: o'yin, mustaqil nutq, kognitiv, kommunikativ, kognitiv-tadqiqot, eksperimental, ijodiy, kommunikativ, mehnat, samarali, musiqiy va badiiy.

Pedagogning faoliyati:

- bolalarni tabiat, musiqa va ijod dunyosiga jalb qilish va bolani o'rgatish;

- mustaqil ravishda bilimlarni egallash, bilimga bo'lgan qiziqishni rivojlantirishga, yangi bilimlarni olishga bo'lgan ehtiyoj, o'rganish va rag'batlantirish, shu bilan birga sub'ekt bo'lish;
- Bolalar bilan birga uyushgan tadbirlar tashkil etish;
- qiyinchiliklar yuzaga kelganda, bolaga beg'araz va o'z vaqtida og'zaki va amaliy yordam ko'rsatish;
- bolaning shaxsiy qiziqishini rag'batlantirish;

Rivojlanish markazlarida o'quv va bilim jarayonini tashkil qilish uchun turli xil usullar, uslublar va o'yin shakllaridan foydalanish: suhbat, hikoya, shou, badiiy adabiyot o'qish ensiklopedik adabiyotlarni o'qish, ko'rib chiqish va muhokama, tushuntirish, munozara, video namoyishlarni tomosha qilish, kompyuter taqdimotlarini tomosha qilish, ijodiy faoliyat, tadqiqotlar, [tajribalar](#), tajriba jonli va jonsiz tabiatning sirlari va boshqalardan foydalanish. Bolaning rivojlanishi faqat o'quv faoliyatida emas, balki o'yin tarzida ham amalga oshiriladi. Markazlardagi bolalarning o'yin va kognitiv faoliyati davomida tarbiyachi bolalarning ishini kuzatib boradi, tavsiya etilgan materiallar bolalar uchun qanchalik qiziq, qulay va xavfsiz ekanligiga e'tibor qaratadi. Agar kerak bo'lsa, tarbiyachi didaktik materiallarni to'ldiradi yoki o'zgartiradi. Tarbiyachi guruhdagi barcha bolalar besh kun davomida har bir markazga tashrif buyurishini ta'minlaydi. Kuzatish va tahlil asosida kutilayotgan natija, muammolar, echimlar tarbiyachi har hafta oxirida bolalarning o'z maqsadlariga erishgan yutuqlarini qayd etadi, agar shunday bo'lsa, muammolar pedagogning va bolalarning va uning ota-onalarining shaxsiy ishi bilan belgilanadi. Shunday qilib, rivojlanish markazlarida to'g'ri tashkil etilgan ishlar har bir bolaga o'ziga yoqadigan narsani topishga, uning kuchli va qobiliyatiga ishonishga, kattalar va tengdoshlar bilan o'zaro munosabatlarni o'rganishga, tushunishga imkon beradi va ularning his-tuyg'ularini va xatti-harakatlarini baholashga imkon beradi va aynan shu rivojlanayotgan ta'lim asosida yotadi.

Hozirgi kunda O‘zbekiston Respublikasi maktabgacha ta’lim vazirligi tasarrufidagi maktabgacha ta’lim tashkilotlarida bolalarni sifatli maktab ta’limiga tayyorlashga alohida e’tibor qaratilmoqda. Jumladan:

1. “Ilk qadam” dasturini ta’lim-tarbiya jarayonga tadbiq etish, dasturni to‘laqonli ishlab ketishida metodik ta’minot va metodik yordamning o‘rni belgilab olindi.

2. “Ilk qadam” dasturi asosida barcha yosh guruhlarida mavjud markazlar hamda umumiy guruhda ishlashni tashkil etishda tarbiyachining o‘rniga alohida e’tibor qaratildi.

Ta’lim tashkilotining ishchi o‘quv dasturi tashkilot pedagoglari tomonidan ota-onalarni jalb etgan holda tuziladigan va amaldagi qonunchilik tartibida tasdiqlanadigan qilib belgilandi. Maktabgacha ta’lim tashkilotlarida bolalar “Ilk qadam” davlat o‘quv dasturi asosida 5 ta markazda faoliyat yuritadilar. Bular quyidagilardir:

1. Til va nutq markazi. (Nutq o‘stirish, tabiat, atrof-olam va badiiy adabiyot bilan bog‘liq mashg‘ulotlar)

2. Qurish-yasash, konstruksiyalash va matematika markazi. (Qurish yasash va matematika mashg‘ulotlari)

3. San‘at markazi (Rasm, applikatsiya, loy qurish, yasash mashg‘ulotlari va origami)

4. Syujetli-rolli o‘yinlar va dramalashtirilgan markaz. (Guruh yoshiga mos bo‘lgan syujetli qoidali o‘yinlar)

5. Ilm-fan va tabiat markazi. (Tabiat, atrofi olam bilan tanishtirish mashg‘ulotlari)

Markazlardagi faoliyatlar tahliliga to‘xtaladigan bo‘lsak, til va nutq markazida bolalarning do‘stlari orasida o‘z fikrlarini bera olishlari, mavzu asosida hikoyalar tuzish, savol-javoblar qilish, bolalarga suhbatlar tashkil etish imkoniyati mavjud bo‘ladi. Bola markazda o‘zi xohlagan mavzusida hikoyalar tuzishi ham mumkin.

Qurish-yasash, konstruksiyalash va matematika markazida bolalarda sensor tarbiya, ijodkorlik rivojlanadi. Bola bir vazifani bajarishi orqali ham qurish –yasash ham matematika bilan shug‘ullanish imkoniyatiga ega bo‘ladi. Bolalarni o‘yin jarayonida tinglansa “Menga yashil rang kerak”, “Men yasagan uycha ikki qavatli”, “Seniki kichkina, meniki esa kattakon”, “Meni mashinamga 10 ta odam sig‘adi” degan jummalarni eshitasiz. Demak bolalarning muloqatida qo‘shish, ayirish, taqqoslash, kattalik kabi ilk matematik tasavvurlar kengayib boradi.

San‘at markazida bolalarni kayfiyatini ko‘tarish imkoni mavjud. Bolalarning ijodiy qobiliyatlari qo‘llab-quvvatlanadi. San‘atning rassomlik, haykaltaroshlik, turlariga hammaga ham bir xil iqtidor berilmagan. Shu sababli bunda faqat iqtidorli bolalar ishtirok etadi. Markaz kerakli jihozlar bilan to‘liq ta‘minlansa, yasash, chizish texnologiyalari ertalabki, kechki soatlarda o‘rgatilsa, markaz ishi rivojlanadi. Oilada bolaga bunday sharoit har doim ham yaratib berilmaydi. Markazda ishlasa bolaning mayda motorikasi rivojlanadi. Mayda motorikaning rivojlanishi esa, bola nutqining rivojlanishiga sabab bo‘ladi.

Syujetli-rolli o‘yinlar va dramalashtirilgan markaz bolalar iqtidorini namoyon bo‘lishi, o‘z mahoratini ko‘rsatishi uchun juda qulay muhitdir. Bu markazni bolaning “Men”ini shakllantiruvchi markaz deb ham atash mumkin. Markazdagi barcha jihozlar bolalar hayotida uchraydigan jihozlar bo‘lib, o‘yin jarayonida bola ulardan foydalanishni o‘rganadi, kasblar bilan yaqindan tanishish imkoniga ega bo‘ladi. O‘yinda oila a‘zolarining o‘zaro munosabatlari aks etadi va ular orqali ahloqiy tarbiya olish (tarbiyachi uchun esa oiladagi muhitni o‘rganish) imkoni yaratiladi.

Ilm-fan va tabiat markazida tajriba sinov maydonchasida o‘tkazilayotgan tajribalar bolalarda qiziqish uyg‘otadi va ularni yangi ixtirolar qilishga undaydi. Bu markaz bolalarni tabiat va undagi hodisalarni bilish uchun eng katta imkoniyat markazi hamdir. Markaz faoliyati to‘g‘ri tashkil etilsa bolalar tabiat haqidagi bilimlarning 90%ini o‘zlashtiradi. Markaz nafaqat bolalarda balki

pedagoglarda ham qiziqish uyg'otadi. Hayotimiz davomida ishlatiladigan narsalarni qayerdan kelganligini, ulardan nimalar olinganligi haqidagi ma'lumotlar bolalarning o'z qo'llari bilan urug'larni tuvaklarga sepish orqali unga suv qo'yishi va urug' unib chiqishi bola uchun juda qiziqarli holatlar sanaldi.

Yuqorida izohi keltirib o'tilgan markazlar faoliyati bolani maktab ta'limiga tayyorlashda rivojlantiruvchi muhit vazifasini bajarib, shu o'rinda 6-7 yoshli bolalarning maktabga tayyorgarlik xaritasini ilova qilib o'tishni joiz deb bildik. Zero, mazkur yoshdagi bolaning rivojlanish xaritasi ta'lim jarayonining muvaffaqiyatlilik va samaradorligini aniqlaydi. Masalan boladagi,

1. Jismoniy rivojlanish va sog'lom turmush tarzini shakllantirish
2. Ijtimoiy-hissiy rivojlanish
3. Nutq, muloqot, o'qish va yozish ko'nikmalari
4. Bilim olish (anglash orqali rivojlanish)
5. Ijodiy rivojlanish kabilar uni maktab muhitiga tayyorlovchi asosiy me'zonlar sanaladi.

O'quv yili yakuniga yetgandan so'ng maktabga tayyorlov guruhi bo'yicha o'tkazilgan monitoringa asosan amalga oshirilgan ishlarni kutilayotgan natijalar bilan taqqoslash ishlari o'tkaziladi va bu orqali MTTning keyingi o'quv yiliga mo'ljallangan ustivor vazifalarini belgilaydi.

Xulosa

Maktabgacha ta'lim tizimida har bir bola o'ziga kerakli ko'p ma'lumotlarni oladi, chunki, bola yosh va savollarga boy zabon bo'ladi, u har bir savoliga to'g'ri javob olishi esa uni kelajagiga kata ko'mak bo'ladi. Har bir maktabgacha ta'lim tizimida bolalarni ongini rivojlanishiga, iqtidorlarini ochishga yordam berib, ko'maklovchi resurslar mavjud bo'lishi lozim. Nafaqat rivoji, balki, uning sog'lomligi ham birinchi o'rinda turadi.

Xulosa o'rnida shuni ta'kidlash kerakki, bolalarni rivojlantiruvchi markazlarda faoliyat yuritishlari ularni maktab ta'limiga tayyorlashda har tomonlama yetuk aqliy va jismoniy barkamol bo'lib ulg'ayishlariga, ularda

milliy qadriyatlar va urf-odatlariga sodiq bo‘lib shakllanishlari uchun zamin yaratadi, ularning kasb-hunarga bo‘lgan qiziqishlarini orttiradi.

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**MAKTABGACHA TA'LIM TASHKILOTLARIDA "SYUJETLI-ROLLI
DRAMMALASHTIRISH" MARKAZIDA BOLALAR FAOLIYATINI
TASHKIL ETISH**

Buxoro Pedagogika Kolleji

"Badiiy-ijodiy faoliyat" o'quv amaliyoti o'qituvchisi

Mansurova Dilnoza G'iyozovna.

Annotatsiya: Ushbu maqolada, maktabgacha ta'lim tashkilotlarida "syujetli-rolli drammalashtirish" markazida bolalar faoliyatini tashkil etish.

Kalit so'zlar: maktabgacha ta'lim, o'yin faoliyati, tafakkur, idrok, syujetli-rolli o'yinlar, markaz, tasavvur.

Аннотация: В данной статье рассматривается организация детской деятельности в центре «сюжетно-ролевой инсценировки» в дошкольных образовательных учреждениях.

Ключевые слова: дошкольное образование, игровая деятельность, мышление, восприятие, ролевые игры, центр, воображение.

Annotation: In this article, the organization of children's activities in the center of "plot-role dramatization" in preschool educational institutions.

Key words: preschool education, game activity, thinking, perception, role-playing games, center, imagination.

Bolaning o'sishi va har tomonlama rivojlanib borishi uzluksiz davom etadigan jarayondir. Uning shaxs sifatida shakllanishi, ilk bor olamni atrofidagi ashy ova buyumlar orqali anglab, undan o'zicha ma'no topishiga intilishi, qiziqishi va hissiyotlarining rivojlanishini ular o'ynayotgan o'yinlari orqali kuzatish mumkin. Maktabgacha yoshdagi bola uchun bu - hissiy boyitilgan va idrok etilgan tarzda o'rganish uchun ideal sahnadir. Sahna o'yini bolani har jihatdan rivojlantiradi. Zero, maktabgacha ta'lim yoshidagi bolalar hayotda ko'rgan voqea-hodisalarni kishilarga taqlid qilib o'ynaydilar. Bolalar kishilarga

taqlid qilish orqali real hayotiy muammolarni hal etishga o`rinadilar. O`z kechinmalarini takrorlaydilar, qayta o`ynaydilar va jonlantiradilar. Shu tariqa, sahna o`yini bolaning boshqalar bilan o`zaro hamkorlik qilishga qobil bo`lgan shaxs darajasiga o`sib rivojlanishiga ko`mak beradi.

Sahnalashtirilgan o`yinlarning ahamiyatli tomonlaridan biri shundaki, ular orqali bola badiiy obrazni idrok qila bilishni o`rganadi, personajlar hatti-harakatini kuzatish qobiliyatini rivojlanib boradi. Musiqiy, so`z, ko`rish obrazlaridan foydalangan holda zarur bo`lgan ruhiy sifatlarini (idrok qilish, tassavur qilish, diqqat, tafakkur), ijrochilik ko`nikmalarini (rolga kirish, tasavvurdagi muhitda harakatlanish ko`nikmasi) va sezgilari (mushak va hissiy) rivojlanish iuchun sahna mashqlari o`tkaziladi. Badiiy asarlar bo`yicha oddiy parchalarni sahnalashtirishda bola obrazni aks ettirish uchun unga ma`lum ifoda vositalari (ohang, yuz-harakati, imo-ishora) o`rgatiladi. Har bir bola rol o`ynayotganda avvalo asar qahramoning his tuyg`u holatini sezishi va tushunishi, boshqa personajlar bilan rolni munosabatga kirishishida o`zini tutishi qobiliyatilari shakllantirishi lozim.

Teatrlashtirilgan o`yinlarda obrazli o`yinchoqlardan, loydan, papemashe, plastilindan mustaqil yasalgan o`yinchoqlardan foydalanish maqsadga muvofiq hisoblanadi. Sahnalashtirilgan har qanday o`yin asosida bolaning bilish jarayonida irodaviy – hissiy xususiyati badiiy asardagi go`zallikni his qilishi ko`nikmasini to`g`ri shakllantirib borishga alohida e`tibor qaratish kerak. Masalan, tarbiyachi bolalarga o`qib ertak kitobcha syujetinini o`z so`zlarini bilan hikoya qilgan holda, sahna ssenariysini tuzadilar, unga mos qo`g`irchoqlarni tanlab, ishtirokchilar o`rtasida muhokama qilib, rollarni bo`lib olishadi. Syujetni rollarga kirib, ravon va ifodali qilib aytishi kerak. Syujetdagi qo`g`irchoqlar hatti-harakatini o`zlashtirishi- har bir imo-ishora va mimikasini ko`rsata bilishi kerak. Rollarni ketma-ketlikda bajarish; qo`irchoqlarning birin-ketin chiqishini namoyish etish. Sahna o`yini jarayonida bola bir xodisa bilan boshqasini bog`lashi, g`oyalarni sinab ko`rishi, xatolarini tuzatishi, rejalar tuzishi, uni amalga oshirish ularning aqliy rivojlanishiga olib keladi.

Syujetli – rolli o`yinlar va sahnalashtirish markazi uchun ko`rgazmalar tayyorlash. Guruhlarda xonalarni syujetli rolli o`yinlar va sahnalashtirish markaziga mos holda jihozlash yo`riqnomasi:

1. Shirma
2. Marionetka-qo`g`irchoqlar (ipda o`ynatadigan)
3. Qo`lqopli, barmoqli, tayoqchali, soya teatr ertak kaxramonlari
4. Ertak qaxramonlari liboslari
5. Niqoblari
6. Uycha maketi
7. Mazmunli o`yinchoqlar
8. Rejissyorlik o`yinlari uchun qaxramonlar (odamchalar, askarlar, multfilm personajlari)

9. Sahna uchun jixozlar (turli daraxtlar, tandir maketi va xokazo)

Syujetli-rolli o`yinlar va sahnalashtirish markazlari bolalar iqtidorini namoyon bo`lishi, o`z mahoratini ko`rsatishi uchun juda qulay muhitdir. Bu markazni - bolaning “Men”ini shakllantiruvchi markaz deb ham atash mumkin. Markazdagi barcha jihozlar bolalar hayotida uchraydigan jihozlar bo`lib, o`yin jarayonida bola ulardan foydalanishni o`rganadi, kasblar bilan yaqindan tanishish imkoniga ega bo`ladi. O`yinda oila a`zolarining o`zaro munosabatlari aks etadi va ular orqali ahloqiy tarbiya olish (tarbiyachi uchun esa oiladagi muhitni o`rganish) imkoni yaratiladi. Syujetli-rolli o`yinlar mazmunining o`ziga xosligi uning eng muhim xususiyatlaridan xisoblanadi. Mashhur pedagog va psixologlardan D.B.Elkonin, D.V. Mendjeritskiy, P.E.Samorukova va boshqalarning fikricha, syujetli–rolli o`yinlar kattalarning ijtimoiy hayotidagi rangbarang xatti-harakatlari, ko`rinishlari – bolalar o`yinlarining asosiy mazmuni bo`lib xizmat qilib, kattalar ijtimoiy hayotining namunasini oladigan faoliyat turidir.



Syujetli-rolli o‘yinlarga rahbarlik qilish quyidagi asosiy bosqichlarda amalga oshiriladi.

1 - bosqich. Bolalarning qiziqishlarini, ulardagi syujetli o‘yinlar rivojlanishi darajasini o‘rganishning asosiy vositasi quyidagilar: - bolalar o‘yinlarini kuzatish, - o‘yin rivojining asosiy yo‘nalishlari, o‘yin mavzusi, o‘yin mazmuni, bola o‘yin faoliyatining rivoji, o‘yinda o‘zaro munosabatlarning rivojlanishi bo‘yicha tavsifnoma tuzish; - o‘yinga rahbarlik maqsadini aniqlash.

2 – bosqich. Kattalarning o‘yin mavzui va mazmuniga ta’sir etishi: - o‘yin mavzui bo‘yicha sayohat va maqsadli sayrlar; - suhbatlar; - badiiy asarlar va hikoyalar o‘qib berish; - illyustrativ rasmlar ko‘rsatish; - mavzu bo‘yicha turli mashg‘ulotlar; - tasviriy faoliyat mashg‘ulotlari

3 – bosqich. o‘yinga tayyorgarlik (o‘yin o‘ynash uchun maxsus joy, o‘yinchoqlar va o‘yin materiallari): - tayyor o‘yinchoqlarni tanlash; - qo‘lda yasalgan o‘yinchoqlar. Bunda bolalarning mustaqil shug‘ullanishlari uchun o‘yin zonasini tashkil etish.

4 – bosqich. Bolalarni o‘ynashga o‘rgatish (o‘yin jarayoni va boshqa narsalarni o‘yinda aks ettirish): - o‘yinchoq va uning o‘rnini bosuvchi buyumlar ta’sirini o‘rganish; - o‘yinda xayoliy tasavvurlarni aks ettirishga o‘rgatish; - o‘yinda so‘zlardan foydalanishga o‘rgatish; - o‘yinda harakatlarni hisobga olish malakalarini shakllantirish; - so‘z va harakat; - harakat va o‘yin materiali, - so‘z, harakat va o‘yin materiali o‘yinning tili xisoblanadi.

5 – bosqich. o‘yinda ahloqiy munosabatlarga ta’sir etish, bolalar jamoasi, xulq-atvor, madaniyat, o‘yin faoliyatida o‘yin madaniyatini shakllantirish: - ma’lum o‘yin mavzuiga nisbatan bolalarning his-tuyg‘ularini uyg‘otish; - bolalarga o‘yinni avvaldan rejalashtirish elementlarini o‘rgatish; - o‘yinda rol va o‘yinchoqlarni oqilona tag‘simlashga o‘rgatish; - tengdoshlari bilan ahil o‘ynay olish madaniyatini tarbiyalash;- ahil jamoani shakllantirish: mustaqil o‘ynash va o‘yinni oxiriga yetkazish, o‘yin jarayonidagi kelishmovchilik, bahslarni oqilona hal eta olish malakalarini tarbiyalash; - kattalarning o‘yinga ta’sir etishi – maslahat berishi, tushunchalarini to‘ldirish, o‘yinga to‘lag‘onli yordam berish; - bolalarning o‘yin faoliyatlarini, ahloqiy munosabatlarni baholash.

Xulosa

Syujet - o‘yin faoliyatida asosiy komponent bo‘lib, u personajni, hayotiy vaziyatni, harakat va personajlar munosabatini o‘z ichiga oladi. Syujetli-rolli o‘yinlar o‘z mazmun va mohiyatiga ko‘ra jamoa o‘yini bo‘lib hisoblansada, yakka holda o‘ynalmaydi, degan fikrni keltirib chig‘armasligi kerak. Syujetli-rolli o‘yinlar bolaning aqliy, ahloqiy, jismoniy rivojlanishlarida muhim ahamiyat kasb etib, bunda bola ehtiyoji va malakasi tarbiyalanib, shakllanib boradi.

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**INFORMATIKA O'QITISH METODIKASI UMIMIY
TUSHUNCHALARI.**

QarMII akademik litsey informatika va AT fani o'qituvchisi

Xamitova Ra'no Axmatovna

Meyliqulova Mahbuba Musulmonovna

QarMII akademik litsey informatika va AT fani o'qituvchisi

Doniyorov Ozodbek Davronbek o'g'li

Koson pedagogika kolleji.

Annatatsiya: Mazkur maqola Informatika o'qitish metodikasi ta'lim yo'nalishida o'qitiladigan “Informatika o'qitish metodikasi” o'quv fani bo'yicha tuzilgan bo'lib, bo'lajak fan o'qituvchisi egallashi kerak bo'lgan quyidagi bilimlar va ko'nikmalar majmuini o'z ichiga oladi.

Kalit so'zlar: Axborot texnologiyalari, pedagogika, o'qitish metodlari, metodik tajribalar.

Kirish:“Informatika o'qitish metodikasi” pedagogikaning umumta'lim maktablari, akademik litsey va kasb-hunar kollejlarida informatika va axborot texnologiyalari va shu yo'nalishdagi fanlarini o'qitish qonuniyatlarini tadqiqot qiluvchi bo'limi hisoblanadi. “Informatika va axborot texnologiyalari fanini metodikasi” quyidagi maqsadni ko'zda tutadi:

- bo'lajak o'qituvchilarni informatika va axborot texnologiyalari fanini ijodiy o'qitish va o'zlarining amaliy faoliyatlarida yangi pedagogik va axborot texnologiyalarini qo'llash bo'yicha bilim, ko'nikma va malakalari bilan qurollantirish;
- bo'lajak o'qituvchilarni informatika sohasi bo'yicha turli-tuman shakldagi sinfva sinfdan tashqari ishlarni tashkil etish va o'z ta'limiga tayyorlash;

- bo'lajak o'qituvchilarni ta'lim-tarbiya sohasini axborotlashtirishning yo'llari va ulkan istiqbollari haqida tassavvurlarini rivojlashtirish va hamda chuqurlashtirishdir.

Asosiy qism:“Informatika o'qitish metodikasi” o'quv fanini o'zlashtirish jarayonida amalga oshiriladigan masalalar doirasida informatika va axborot texnologiyalarining ta'lim tizimida tutgan o'rni va roli, Informatika o'qitish metodikasining pedagogika, psixologiya fanlari bilan bog'liqligi, informatika va axborot texnologiyalarini o'qitish metodlari va texnologiyalari tarixi, informatika va axborot texnologiyalari bo'yicha yaratilgan darsliklar, qo'llanmalarning xususiyatlariga doir bilimga; Informatika o'qitish metodikasining matematika va boshqa fanlar bilan bog'liqligi, informatika va axborot texnologiyalarini o'qitish metodlari, texnologiyalari, ularning nazariy asoslari, umumiy o'rta ta'limda informatika va axborot texnologiyalarini o'qitishning maqsadi, mazmuni va vazifalari, o'rta maxsus, kasb-hunar ta'limida informatika va axborot texnologiyalarini o'qitishning maqsadi, mazmuni va vazifalari, informatika va axborot texnologiyalarini o'qitishda didaktik tamoyillar, informatika va axborot texnologiyalarini o'qitishda uning qismlari va boblariga xos xususiyatlari, informatika va axborot texnologiyalari bo'yicha darsdan tashqari ishlarni ko'nikma, informatika va axborot texnologiyalariga o'quvchilarda mehr uyg'ota olish ko'nikmasiga; informatika va axborot texnologiyalarini o'qitishning zamonaviy metod va texnologiyalarini qo'llay olish, informatika va axborot texnologiyalarini o'qitishda ilg'or metodik tajribalarni umumlashtira olish, informatika va axborot texnologiyalari bo'yicha mustaqil tahsil olishga o'quvchilarni yo'llash, informatika va axborot texnologiyalarini o'qitishda o'quvchilarda axborot madaniyatini shakllantirish va rivojlantirish, informatika va axborot texnologiyalari bo'yicha o'quvchilar bilimini baholay olish, informatika va axborot texnologiyalari darslari, tarbiyaviy ishlar bo'yicha talab qilingan barcha hujjatlarni yuritish, informatika

va axborot texnologiyalari darslarini rejalashtirish malakasiga ega bo'lishi lozim.

Xulosa:Fanning o'qitilishida yangi pedagogik va axborot texnologiyalaridan unumli foydalanish ko'zda tutiladi. Nazariy ma'lumotlar amaliyot va ko'rgazmalilik bilan mustaxkamlangandagina, chuqur bilimga ega bo'lish mumkin. Shuning uchun dasturda amaliy-laboratoriya ishlariga katta e'tibor qaratilgan. Talabalarning "Informatika o'qitish metodikasi" o'quv fanini o'zlashtirishlari uchun o'qitishning ilg'or va zamonaviy usullaridan foydalanish, yangi axborot-kommunikasiya va pedagogik texnologiyalarini tadbiiq qilish muhim ahamiyatga egadir.

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**Axborot texnologiyalarida matematik amallarning va formulalarning
ahamiyati.**

QarMII akademik litsey informatika AT fani o'qituvchisi

Xamitova Ra'no Axmatovna

Muminov Safar Jo'raqul o'g'li

QarMII akademik litsey matematika o'qituvchisi

Tuxtavulov Boboqul Tufli o'g'li

QarMII akademik litsey matematika o'qituvchisi.

Annatatsiya: Ushbu maqola matematik ta'limning maqsadi, mazmuni, formasi, metodlari va uning vositalarini matematika darslariga tadbiq qilish qonuniyatlari psixologik, pedagogik va didaktik nuqtai-nazardan bayon qilingan. Matematik ta'limni isloh qilish, kadrlar tayyorlash milliy dasturi va uzluksiz ta'limni amalga oshirish masalalari ham bayon etilgan.

Kalit so'zlar: Metodika, umumiy metodika, xususiy metodika, umumta'limiy maqsad, tarbiyaviy maqsad, amaliy maqsad.

Kirish: Matematika va informatika - ta'lim yo'nalishi - ilm fan va texnika sohalaridagi ta'lim yo'nalishi bo'lib, u fanning turli tarmoqlarida matematikani qo'llashning talablariga va amaliy faoliyatning turli sohalariga matematik usullarning kirib borishini o'rganish, soha istiqbolini belgilash, kasbiy ko'nikmaga, mutassaddilik qobiliyatiga yo'naltirilgan inson faoliyatining bilim vositalari, usullari va uslublari majmuasini o'z ichiga oladi. Ta'lim yo'nalishi bo'yicha bakalavrlar kasbiy faoliyatlarining obyektlari: tajriba - konstruktorlik tashkilotlarida matematik va dasturiy ta'minot; pedagogika va axborot texnologiyalari; matematik usullar va kompyuter texnologiyalaridir.

Ma'lumki, matematika fani mavjud moddiy dunyodagi narsalarning fazoviy formalari va ular orasidagi miqdoriy munosabatlarni o'rganish jarayonida «ilmiy izlanish» metodlaridan foydalanadi. Shuning uchun ham ushbu darslikda ilmiy izlanish metodlaridan kuzatish va tajriba, taqqoslash, analiz va sintez, umumlashtirish, abstraktlashtirish va konkretlashtirishlarni matematika darslarida qo'llanishi ilmiy-metodik jihatidan tushuntirishga harakat qilingan. Matematikani o'qitish jarayonida fikrlash formalarini paydo qilish metodikasi ham yoritilgan, ya'ni hissiy bilish (sezgi, idrok, tasavvur) bilan mantiqiy bilish (tushuncha, hukm, xulosa) orasidagi mantiqiy bog'lanishlar ochib berilgan. Matematik tushuncha va uni o'quvchilar ongida shakllantirish metodikasi, matematik hukm va uning turlari bo'lmish aksioma, postulat va teoremlarni o'quvchilarga o'rgatish metodikalari yoritilgan. Matematik xulosa va uning induktiv, deduktiv hamda analogik turlarini dars jarayonidagi tadbiqlari ko'rsatilgan. Matematika fanini o'qitishdagi didaktik prinsiplarning turlarini o'rgatishga alohida ahamiyat berilgan. Darslikda yangi pedagogik texnologiya asosida o'qitishning an'anaviy va noan'anaviy metodlaridan: ma'ruza, suhbat, mustaqil ish, evristik va muammoli ta'lim metodlarini dars jarayonida qo'llanilishiga katta ahamiyat berilgan.

Matematika darsi, uning tuzilishi va uni tashkil qilish metodikasi, matematika darsining turlari, darsga tayyorgarlik va uning tahlili matematika darsiga qo'yilgan talablar ochib berilgan. Darslikda yana son tushunchasini kiritish va uni kengaytirish, ular ustida to'rt amalni bajarish, maktabdagi ayniy shakl almashtirishlarni o'rgatish, maktab matematika kursidagi tenglama turlari, tenglamalar sistemasi hamda parametrik usulda berilgan tenglamalarni yechish metodikalari ham ko'rsatilgan. Darslik oxirida masala va uning turlarini yechish metodikasi ham ko'rsatilgan. Har bir bob tugagandan keyin o'quvchi talabalar uchun shu bob mavzularining mazmunini ochib beruvchi mantiqiy ketma-ketlikka ega bo'lgan savollar sistemasi, hamda tayanch iboralar keltirilgan.

Asosiy qism: Matematika o'qitishning umumta'limiy maqsadi o'z oldiga quyidagi vazifalarni qo'yadi:

a) O'quvchilarga ma'lum bir dastur asosida matematik bilimlar tizimini berish. Bu bilimlar tizimi matematika fani to'g'risida o'quvchilarga yetarli darajada ma'lumot berishi, ularni matematika fanining yuqori bo'limlarini o'rganishga tayyorlashi kerak. Bundan tashqari, dastur asosida o'quvchilar o'qish jarayonida olgan bilimlarining ishonchli ekanligini tekshira bilishga o'rganishlari, ya'ni isbotlash va nazorat qilishning asosiy metodlarini egallashlari kerak.

b) O'quvchilarning og'zaki va yozma matematik bilimlarini tarkib toptirish. Matematikani o'rganish o'quvchilarning o'z ona tillarida xatosiz so'zlash, o'z fikrini aniq, ravshan va lo'nda qilib bayon eta bilish malakalarini o'zlashtirishlariga yordam berishi kerak. Bu degan so'z o'quvchilarning har bir matematik qoidani o'z ona tillarida to'g'ri gapira olishlariga erishish hamda ularni ana shu qoidaning matematik ifodasini formulalar yordamida to'g'ri yoza olish qobiliyatlarini atroflicha shakllantirish demakdir.

v) O'quvchilarni matematik qonuniyatlar asosida real haqiqatlarni bilishga o'rgatish. Bu yerda o'quvchilarga real olamda yuz beradigan eng sodda hodisalardan tortib to murakkab hodisalargacha hammasining fazoviy formalari va ular orasidagi miqdoriy munosabatlarni tushunishga imkon beradigan hajmda bilimlar berish ko'zda tutiladi.

Xulosa: Bunday bilimlar berish orqali esa o'quvchilarning fazoviy tasavvur qilishlari shakllanadi hamda mantiqiy tafakkur qilishlari yanada rivojlanadi. Matematika o'qitishning tarbiyaviy maqsadi o'z oldiga quyidagilarni qo'yadi:

O'quvchilarda ilmiy dunyoqarashni shakllantirish. Bu g'oya bilish nazariyasi asosida amalga oshiriladi. O'quvchilarda matematikani o'rganishga bo'lgan qiziqishlarni tarbiyalash. Bizga ma'lumki, matematika darslarida

o'quvchilar o'qishning dastlabki kunlaridanoq mustaqil ravishda xulosa chiqarishga o'rganadilar.

Foydaniilgan adabiyotlar ro'yxati.

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Matematika o'qitishning maqsadi va vazifalari.

QarMII akademik litsey informatika va AT o'qituvchisi

Xamitova Ra'no Axmatovna

Xamrayev Almos Amonovich

QarMII akademik litsey matematika fani o'qituvchisi

Aralov Asqar Saidaxmat o'g'li

QarMII akademik litsey matematika o'qituvchisi

Annatsiya: Ushbu maqola matematika o'qitish metodikasining maqsadi, mazmuni, formasi metod va vositalari orasidagi munosabatlar pedagogik, psixologik va didaktik nuqtai nazardan ochib berilgan. Ushbu darslikda keltirilgan barcha nazariy va amaliy mavzularning mazmuni talabalarni matematika o'qitish metodikasi fanidan olidigan amaldagi dasturiga to'la mos kelishi haqida.

Kalit so'zlar: Matematik bilimlar, real olamda, matematik tafakkuri, matematik qonuniyat.

O'rta maktablarda matematika o'qitishning maqsadi quyidagi uch omil bilan belgilanadi:

1. Matematika o'qitishning umumta'limiy maqsadi.
2. Matematika o'qitishning tarbiyaviy maqsadi.

3. Matematika o'qitishning amaliy maqsadi.

Matematika o'qitishning umum ta'limiy maqsadi o'z oldiga quyidagi vazifalarni qo'yadi:

- a) O'quvchilarga ma'lum bir dastur asosida matematik bilimlar tizimini berish. Bu bilimlar tizimi matematika fani to'g'risida o'quvchilarga yetarli darajada ma'lumot berishi, ularni matematika fanining yuqori bo'limlarini o'rganishga

tayyorlashi kerak. Bundan tashqari, dastur asosida o'quvchilar o'qish jarayonida olgan bilimlarining ishonchli ekanligini tekshira bilishga o'rganishlari, ya'ni isbotlash va nazorat qilishning asosiy metodlarini egallashlari kerak.

b) O'quvchilarning og'zaki va yozma matematik bilimlarini tarkib toptirish.

Matematikani o'rganish o'quvchilarning o'z ona tillarida xatosiz so'zlash, o'z fikrini aniq, ravshan va lo'nda qilib bayon eta bilish malakalarini o'zlashtirishlariga yordam berishi kerak. Bu degan so'z o'quvchilarning har bir matematik qoidani o'z ona tillarida to'g'ri gapira olishlariga erishish hamda ularni ana shu qoidaning matematik ifodasini formulalar yordamida to'g'ri yoza olish qobiliyatlarini atroflicha shakllantirish demakdir;

v) O'quvchilarni matematik qonuniyatlar asosida real haqiqatlarni bilishga o'rgatish. Bu yerda o'quvchilarga real olamda yuz beradigan eng sodda hodisalardan tortib to murakkab hodisalargacha hammasining fazoviy formalari va ular orasidagi miqdoriy munosabatlarni tushunishga imkon beradigan hajmda bilimlar berish ko'zda tutiladi. Bunday bilimlar berish orqali esa o'quvchilarning fazoviy tasavvur qilishlari shakllanadi hamda mantiqiy tafakkur qilishlari yanada rivojlanadi. Matematika o'qitishning tarbiyaviy maqsadi o'z oldiga quyidagilarni qo'yadi:

a) O'quvchilarda ilmiy dunyoqarashni shakllantirish. Bu g'oya bilish nazariyasi asosida amalga oshiriladi.

b) O'quvchilarda matematikani o'rganishga bo'lgan qiziqishlarni tarbiyalash.

Bizga ma'lumki, matematika darslarida o'quvchilar o'qishning dastlabki kunlaridanoq mustaqil ravishda xulosa chiqarishga o'rganadilar. Ular avvalo kuzatishlar natijasida, so'ngra esa mantiqiy tafakkur qilish natijasida xulosa chiqaradilar. Ana shu chiqarilgan xulosalar matematik qonuniyatlar bilan tasdiqlanadi.

Matematika o'qituvchisining vazifasi o'quvchilarda mustaqil mantiqiy fikrlash qobiliyatlarini shakllantirish bilan birga ularda matematikaning qonuniyatlarini o'rganishga bo'lgan qiziqishlarini tarbiyalashdan iboratdir.

v) O'quvchilarda matematik tafakkurni va matematik madaniyatni shakllantirish. Matematika darslarida o'rganiladigan har bir matematik xulosa qat'iylikni talab qiladi, bu esa o'z navbatida juda ko'p matematik tushuncha va qonuniyatlar bilan ifodalanadi. O'quvchilar ana shu qonuniyatlarni bosqichma-bosqich o'rganishlari davomida ularning mantiqiy tafakkur qilishlari rivojlanadi, matematik xulosa chiqarish madaniyatlari shakllanadi. O'quvchilarni biror matematik qonuniyatni ifoda qilmoqchi bo'lgan fikrlarni simvolik tilda to'g'ri ifodalay olishlari va aksincha simvolik tilda ifoda qilingan matematik qonuniyatni o'z ona tillarida ifoda qila olishlariga o'rgatish orqali ularda matematik madaniyat shakllantiriladi.

3. Matematika o'qitishning amaliy maqsadi o'z oldiga quyidagi vazifalarni qo'yadi:

a) Matematika kursida olingan nazariy bilimlarni kundalik hayotda uchraydigan elementar masalalarni yechishga tadbiq qila olishga o'rgatish. Bunda asosan o'quvchilarda nazariy bilimlarni amaliyotga bog'lay olish imkoniyatlarini tarkib toptirish, ularda turli sonlar va matematik ifodalar ustida amallar bajarish malakalarini shakllantirish va ularni mustahkamlash uchun maxsus tuzilgan amaliy masalalarni hal qilishga o'rgatiladi.

b) Matematikani o'qitishda texnik vosita va ko'rgazmali qurollardan foydalanish malakalarini shakllantirish. Bunda o'quvchilarning matematika darslarida texnika vositalaridan, matematik ko'rgazmali qurollar, jadvallar va hisoblash vositalaridan foydalana olish malakalari tarkib toptiriladi.

v) O'quvchilarni mustaqil ravishda matematik bilimlarni egallashga o'rgatish. Bunda asosan o'quvchilarni o'quv darsliklaridan va ilmiy-ommaviy matematik kitoblardan mustaqil o'qib o'rganish malakalarini shakllantirishdan iboratdir.

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Matematika o'qitish metodikasi.

Farg'ona viloyati Farg'ona tumani 4-umumiy o'rta ta'lim

maktabi matematika fani o'qituvchisi

Xoshimova Buxojar Shavkatjon qizi

Annotatsiya: Ushbu maqolada matematika fanini o'qitish metodikasi hamda matematika fanini o'qitishda ishlatiladigan zamonaviy texnologiyalar haqida ma'lumotlar berilgan.

Kalit so'zlar: Matematika, misol, masala, metod, raqamlar, innovatsion texnologiyalar, mantiqiy fikrlash.

Matematika fani - abstrakt fan. Uning mazmuni boshidan oxirigacha inson tasavvurining va mantiqiy tafakkurining mahsulidan iborat. Fanning bunday abstrakt tuzilishi, o'zini-o'zi boyitib borishi, ya'ni yangidan-yangi matematik tushunchalar va ularning xossalari ma'lum xossalardan hosil qila olish imkoniyati qadimdan insonning aqliy qobiliyatlarini rivojlantirishga xizmat qilib kelgan. Xatto matematik masalalarni yechish musobaqalari o'tmishda inson aqlini peshlash vositasi bo'lgan. Shundan kelib chiqadigan bo'lsak, matematika fanining eng asosiy vazifasi aynan o'quvchilarni o'ylashga, to'g'ri, mantiqiy fikrlashga va mushohada yuritishga o'rgatishdan iborat ekanligi oydinlashadi. Hech qaysi fan matematika fanichalik o'quvchilarni o'ylashga va fikrlashga majbur qila olmaydi. Matematika darslarida turli tuman masala, muammo va jumboqlarni yechish orqali o'quvchilar to'g'ri fikr yuritish, mantiqiy fikrlashni o'rganadilar.[4]

Matematika - raqamlar va shakllar haqidagi fan ilmiy qilib aytadigan bo'lsak, matematika-sonli munosabatlar va fazoviy shakllar haqidagi fan. Matematika fan sifatida hech qachon bir yerda to'xtab turgan emas. Hayot, tajriba, rivojlanayotgan texnika va boshqa fanlar uning oldiga tobora yangi

vazifalar qo'yimoqda. Ularni yechish uchun eski bilimlar kamlik qiladi. Matematika bizni ortiqcha qayta-qayta sanashlardan xalos etadi. Ma'lum narsa yordamida ilgari noma'lum bo'lgan narsalarni topishimizga yordam beradi. Bunday natijalarga erishish uchun matematika fanini o'qitishning ahamiyati katta.

Matematika so'zi qadimgi grekcha - mathema so'zidan olingan bo'lib, uning ma'nosi «fanlarni bilish» demakdir. Matematika fanining o'rganadigan narsasi (obyekti) materiyadagi mavjud narsalarning fazoviy formalari va ular orasidagi miqdoriy munosabatlardan iborat. [3]

Ma'lumki, matematika fanini o'rganadigan obyekti materiyadagi narsalarning fazoviy shakllari va ular orasidagi miqdoriy munosabatlardan iboratdir. Ana shu shakllar orasidagi miqdoriy munosabatlarni aniqlash jarayonida matematiklar izlanishning ilmiy metodlaridan vosita sifatida foydalanadilar. Matematikadagi izlanishning ilmiy metodlari bir vaqtning o'zida matematikani o'qitishdagi ilmiy izlanish metodlari vazifasini ham bajaradi. O'qitishdagi ilmiy izlanish metodlari quyidagilardan iboratdir. 1. Tajriba va kuzatish. 2. Taqqoslash. 3. Analiz va sintez. 4. Umumlashtirish. 5. Abstraksiyalash. 6. Aniqlashtirish. 7. Klassifikatsiyalash.

Tajriba va kuzatish metodi.

Matematik obyektidagi narsalarning xossalari va ularning o'zaro munosabatlarini belgilovchi metod kuzatish deyiladi.

Misol. o'quvchilarga bir necha figurani ko'rsatib, bu figuralar ichidan o'q simmetriyasiga ega bo'lgan geometrik figuralarni ajrating deb buyursak, o'quvchilar barcha figuralarni ko'rib chiqib quyidagicha xulosaga kelishlari mumkin. Figuralar ichida o'zidan biror o'qqa nisbatan ikki qismga ajragan figuralar bo'lsa hamda ularni ana shu o'q bo'yicha buklaganda qismlar ustma-ust tushsa, bunday figuralar simmetrik figuralar bo'ladi. Ammo boshqa figuralarda o'zlarini teng ikkiga bo'luvchi to'g'ri chiziqlar bo'lmasligi mumkm. U holda

bunday figuralar nosimmetrik figuralar bo'ladi. Biz figuralardagi bunday xossa va ular orasidagi munosabatlarni kuzatish orqali figuralarni simmetrik va nosimmetrik figuralarga ajratildi.[2]

Matematik obyektidagi narsalarning xossafari va ular orasidagi miqdoriy munosabatlarni sun'iy ravishda bo'lak (qism)larga ajratish yoki ularni birlashtirish tajriba metodi deyiladi.

Analiz va sintez metodi.

Noma'lumlardan ma'lumlarga tomon izlash metodi analiz deyiladi. Analiz metodi orqali fikrlashda o'quvchi quyidagi savolga javob berishi kerak: «Izlanayotgan noma'lumni topish uchun nimalarni bilish kerak?» Analiz metodini psixologlar bunday fikrlaydilar: «butunlardan bo'laklarga tomon izlash metodi analiz deyiladi»

Matematika o'qitishning amaliy maqsadi o'z oldiga quyidagi vazifalarni qo'yadi: a) Matematika kursida olingan nazariy bilimlarni kundalik hayotda uchraydigan elementar masalalarni yechishga tadbir qila olishga o'rgatish. Bundan asosan o'quvchilarda nazariy bilimlarni amaliyotga bog'lay olish imkoniyatlarini tarkib toptirish, ularda turli sonlar va matematik ifodalar ustida amallar bajarish malakalarini shakllantirish va ularni mustahkamlash uchun maxsus tuzilgan amaliy masalalarni hal qilishga o'rgatiladi.

b) Matematikani o'qitishda texnik vosita va ko'rgazmali qurollardan foydalanish malakalarini shakllantirish. Bunda o'quvchilarning matematika darslarida texnika vositalaridan, matematik ko'rgazmali qurollar, jadvallar va hisoblash vositalaridan foydalana olish malakalari tarkib toptiriladi.

v) O'quvchilarni mustaqil ravishda matematik bilimlarni egallashga o'rgatish. Bunda asosan o'quvchilarni o'quv darsliklaridan va ilmiy-ommaviy matematik kitoblardan mustaqil o'qib o'rganish malakalarini shakllantirishdan iboratdir.[1]

Xulosa:

O'quvchilarning ilmiy dunyo qarashlarini matematik tafakkurini, matematikaga bo'lgan qiziqishlarini hamda matematik madaniyatlarini shakllantirish uchun, albatta matematika darslarida o'rganiladigan har bir matematik tushunchalar va ular orasidagi qonuniyatlarni atroflicha o'rgatish lozim bo'ladi. Matematika kursidagi har bir matematik xulosa qat'iyatlikni talab qiladi, bu esa o'z navbatida juda ko'p matematik tushuncha va qonuniyatlarni bosqichma -bosqich o'rganishlari davomida ilmiy mantiqiy tafakkur qilishlar rivojlanadi. Matematik xulosa chiraqish madaniyatlari rivojlanadi. O'quvchilar biror matematik qonuniyatni ifoda qilmoqchi bo'lgan fikrlarini belgilar bilan to'g'ri ifodalay olishlari va aksincha belgi shaklida ifoda qilingan matematik qonuniyatni o'z ona tillaridan ifoda qila olishlariga o'rgatish orqali ularda matematik, madaniyat shakllantiriladi.

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**METHODOLOGY OF TEACHING RIDDLES AND TEACHING
FOREIGN LANGUAGES THROUGH THEM.**

Associate Professor, Rustamov Ilkhom Tursunovich,

Tashkent State Transport University

Abstract: This article provides information on teaching foreign languages and methods used in teaching foreign languages.

Key words: foreign languages, English language, education, students, riddles, method, cartoon, modern methods, modern technologies.

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 multi-language films dedicated to culture, world science and technical news with Uzbek subtitles allowed our young people to get to know the past, culture, and science of the peoples of the world. , especially when teaching foreign languages to students 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 really appropriate for younger students. The use of game technologies in education is one of the most effective tools. During the game, their thinking, 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? games like 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. [3]At the stage of displaying a new topic, words and pictures that reflect it appear 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 to find the aspects of the student that are difficult to learn English and to eliminate them. It is possible to organize other educational games aimed at mastering grammar from the second grade. 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 wrongly written words. We know that in the current educational process, the student is the subject. should be 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" to teach 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. "Chigil wrote" (Warm-up exercises) using various games in the classroom to make students interested in the lesson. "Pantomime" (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 It helps in the development of zaki 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. are interchanged and sentences are formed by putting the words in their correct 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.[1]

"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? P2: No, she is not. P1: Is the girl standing? P 2: Yes, she is. He is the leader 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? Students find the same picture and answer: He is skating.[2]

In conclusion, it is worth noting 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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**INGLIZ VA O'ZBEK TILIDA NUTQ ODOBINING MILLIY
MADANIY O'ZIGA XOS XUSUSIYATLARI**

Dilnoza Alimquolova

JDPI Chet tillar fakul'teti 1-bosqich magistranti

Annotatsiya: Maqolada o'zbek va ingliz tilidagi murojatda so'z birikmalarining qo'llanilishi tahlil qilinadi. Ushbu maqolda keltirilgan misollar milliy madaniy va ijtimoiy sohalarda ishlatiladi.

Annotation: The article analyzes the use of Uzbek phrases while addressing in English. These expressions are mainly used in the cultural and social spheres

Keywords: culture, expressions, ethics, education, etiquette

Kalit so'zlar: madaniyat, iboralar, axloq, tarbiya, odob

Shuni ta'kidlash kerakki, insonning nutq odob-axloqi hayotning barcha sohalarida va rasmiy muloqotdan tortib norasmiygacha bo'lgan vaziyatlarda muloqotda muhim rol o'ynaydi. Chunki siz qanday murojat qilsangiz shunday o'zingizga qayta javob olasiz.

Lingvistik lug'atlarga ko'ra, nutq odobi bir-biriga nisbatan ijtimoiy rollar va rol pozitsiyalariga ko'ra tanlangan ohangda muloqotni saqlash uchun jamiyat tomonidan o'rnatilgan barqaror nutq formulalari tizimini ifodalaydi. Nutq odobi turli vaziyatlarda qo'llaniladi: salomlashish, tanishish, xayrlashish, minnatdorchilik, hamdardlik, kechirim so'rash va boshqalar. Ingliz tilida ham, o'zbek tilida ham nutq odobining o'ziga xos milliy-madaniy xususiyatlari mavjud. Odob formulalari xalqning turmush tarzi, milliy an'analari bilan bog'liqdir.[1,26-30]

Madaniy, diniy va til kelib chiqishiga ko'ra turk va o'zbek madaniyatlari bir hil xususiyatlarga ega, ingliz madaniyati esa bu jihatdan farq qiladi va ular bir qarashda ko'proq modernizatsiyalangan yoki g'arblashgandek tuyulishi mumkin. Jumladan, o'zbek madaniyatida yaqin munosabatda bo'lgan

ayollarning yuzidan o'pish odob va hurmat belgisidir. Jamiyatning heterogen a'zolari orasida esa ijtimoiy joylarda bu taqiqlangan ish hisoblanadi. Chunki bu jamiyat a'zolari o'rtasida diniy qoidalarni saqlash bilan bog'liqdir. Ingliz madaniyatida ular salomlashishda yoki bir-birlarini tanishtirishda qo'l siqish yoki quchoqlashdan foydalanishlari mumkin. O'zbek madaniyatida ayol va erkak qo'l berib ko'rishishmaydi, faqat ayol erkakka birinchi bo'lib qo'l uzatmaguncha. Bu murojat odobi hisoblangan. Shuning uchun bu madaniyatlarda xulq-atvor darajasida madaniy bo'shliq mavjudligini ko'rish mumkin. Xuddi shunday, ushbu madaniyatlarda tildan foydalanishda pragmatik bo'shliq mavjud, ular quyida tahlil qilinadi.

O'zbek madaniyatida xushmuomalalik o'zaro muloqotda muhim o'rin tutadi va bu qadimdan odat bo'lib qolganki, yoshlarni ham, keksa avlodni ham hurmat qilish bir-birlari bilan mustahkam ijtimoiy rishtalar o'rnatishning kalitidir. O'zbek va ingliz tili madaniyatida bo'lgani kabi oilada ham qarindoshlarga alohida murojaat mavjud. Bolalar odatda ota-onaga dad-daddy, *dada-dadajon*, mummy-mom, *oyi-oyijon* deb murojaat qilishadi. Suhbat davomida *Sonny-o`g`lim*, *sis-singiljon*, brother –*ukajon*, do`st- og`ayni kabi murojaatlar ham qo'llaniladi. Sevgilim, azizim, azizam(sweetheart), **baby** (bolajonim) ko'pincha suyuqli turmush o'rtoqlarga nisbatan qo'llaniladi. Tadqiqotlar shuni ko'rsatadiki, rasmiy xatlarda murojaat qilish, minnatdorchilik bildirish, biror narsa qilishni so'rashda nutq odobining quyidagi formulalari qo'llaniladi:

- Hurmatli janob Smit. 19-sonli somon taxtalari uchun taklifingiz uchun tashakkur

Fevral...Kelajakda boshqa mahsulotlar talab qilganda, men sizning qat'iyiligingizni yodda tutaman.

Hurmat bilan.

- Dear Mr. Gore. Thank you for your quotation for strawboards dated

February... ..I shall bear your firm in mind when I require other products in the future.

Yours sincerely.

- Hurmatli xonimlar va janoblar! Kompaniyamiz sizga ishonch uchun minnatdorchilik bildiradi va davomiy hamkorlik qilishga umid qilamiz! Samimiyat bilan sizning kompaniyangiz “Samsung”. [2,284]

Rasmiy unvonlardan foydalanadigan bo'lsak. Masalan, shifokorga murojaat qilganda *Doctor White*, professorga murojaat qilganda *Professor Smith* yoki *Kapitan Grant* harbiylar nomidan berilgan harbiy unvon nomi.

Murojaat qilishning ba'zi holatlarida bironing ismini berish nafaqat tinglovchining e'tiborini so'zlovchiga jalb qilish, balki minnatdorchilik bildirish uchun ham qo'llaniladi. Bunday murojaat usullari so'zlar, minnatdorchilik so'z birikmalari, minnatdorlik bildirishning o'ziga xos vositalari yoki minnatdorlik ma'nosini ifodalovchi substantivlashgan sifatdosh shakllari bilan ifodalanadi: “*Assalom aleykum hurmatli Ra'no Yusupova*”, “*Xayrli tong, Janobi Oliyarlari*”(“*Good morning, your Majesty*”).

Hurmat va minnatdorchilik bildirishi mumkin bo'lgan murojaat qilish funktsiyalari bilan tanishadigan bo'lsak, bunday murojaat usullari odatda oliy martabali, hurmatli kishilarga, chet elliklarga murojaat qilganda qo'llaniladi va bunday hollarda u o'ziga xos so'z yoki morfemalar yordamida ifodalanadi: hurmatli, xonimlar, janoblar, azizim, *His/Her Majesty, His/Her Excellency, Dear, Mister, Mistress, Miss* va boshqalar.

O'zbek tilida aynan shu madaniyatga xos bo'lgan iboralar majmui mavjud.

Hatto bu xususiyatlar boshqa tillarda ham mavjud; ularning ingliz tilida aniq ekvivalentlari yo'q. Masalan, o'zbek tilida, boshqa tillarda bo'lgani kabi, siz/ *you* olmoshi asosan eshituvchiga hurmat ko'rsatish maqsadida qo'llaniladi. Bolalar yoshligidanoq bu olmoshni kattalar va oilalarda kattalar va opa-singillar uchun ishlatishga o'rgatiladi, bundan mustasno, kichik birodarlar uchun sen/ *you*

(birlik) . Biroq, do'stlar orasida sen/siz (singular) ko'proq qabul qilinadi, agar ular bir-birlarini uzoq vaqtdan beri bilishsaIar.

Holbuki, ingliz tilida odamlarga hurmat ko'rsatish uchun bunday olmosh yo'q, chunki birlikda ham, ko'plikda ham bitta olmosh mavjud "**siz**" va ular uni barcha holatlarda ishlatishadi. Shunga qaramay, ingliz tilida ularning nutqini yanada muloyim ko'rinishga olib keladigan ba'zi so'zlar va grammatik tuzilmalar mavjud. Misol uchun, agar ular biror narsa so'ramoqchi bo'lsalar, nutqlarini "Iltimos, ...? (*Could you please*), "Istaysizmi"(*Would you like*), "Menga yordam bersangiz yoki iltifot ko'rsatsangiz juda xursand bo'lardim"(*I would be very glad if you could help me or show me your favour*), kabi so'zlar bilan boshlaydilar va bu yanada muloyim tarzda qabul qilinadi. [3,240]

Ingliz tilida shaxsning familiyasi oldidan Mr Mrs. Ms. kabi sharafli so'zlardan foydalanish ba'zi holatlarda hamon trendda, ammo hozirgi kunda odamlar yoshi va ijtimoiy mavqeidan qat'i nazar, bir-birlarini o'z ismlari bilan chaqirishni afzal ko'rishadi. O'zbek madaniyatida esa bunday sharaflar yo'q, aksincha, juda rasmiy holatda; ya'ni rus madaniyatidan qolgan shaxsning ismi va otasining ismi qo'llanilgan, masalan, (*Anvar Rajabovich*) erkaklar uchun qo'shimcha flektiv morfema (-ich), ayollar uchun esa (-(o)vna) kabi (*Dilnoza Zokirovna*).

Bizda buning sof o'zbekcha varianti ham bor, "**Dilnoza Zokir qizi**" (Dilnoza Zokirning qizi) yoki "**Anvar Rajab o'g'li**" (Anvar Rajabning o'g'li) ma'nolarida bo'lgani kabi odamning otasining ismini jinsiga qarab qo'shish kabidir. O'zbek madaniyatida murojaat qilish uchun quyidagi iboralar qo'llaniladi. "Ustoz" o'qituvchilarga, amaki (*uncle*) ota tomonning akasiga, tog'a (*uncle*) onaning akasiga; va buvi (*grandmother*), bobo (*grandfather*), agar ona tomonning aka-ukasi bo'lsa, xola (aunt), agar ota tomonning ukasi bo'lsa, xola (aunt). Boshqa hollarda, odamlar bir-birlarini yaxshi tanimasalar ham, yoshi ulug' ayollarni opa [*sister*] yoki yoshi ulug' erkaklarni yoshiga hurmat ko'rsatish uchun aka [*brother*] deb atashadi.

Hech bo'lmaganda, o'zbek xalqiga nisbatan xushmuomala bo'lib ko'rinmoqchi bo'lsak, (*Dilnoza opa*) yoki (*Anvar aka*) kabi ismga qo'shish orqali "opa" yoki "aka" dan foydalanishimiz kerak. O'zbek madaniyatida ayollar qadimdan eriga ismlarini aytib murojaat qilmaganlar, o'rniga "begim" so'zini ishlatganlar. [begim] "my dear husband" an'anasi hozirgi kunda o'zining madaniy qiymatini yo'qotayotgan bo'lsa-da, ushbu iborani ishlatadiganlar ham yo'q emas va hozirda xotinlarni (oyisi) "child's mother" va (dadasi) "child's father" deb atash urfga aylanganligi hech kimga sir emas.

Misol tariqasida quyida er va xotin o'rtasidagi qisqa dialog keltiriladi:

— Xotin, bolalarni chaqir (Wife, call our children).

— Dadasi, bolalar hali maktabda (Father of your children, children are at still at school).

— Xotin, tez bo'l! Men shoshilib turubman. (Wife, be quick, I am in a hurry!).

— Dodasi, choy tayyor. Uyga kiringiz (Father of your children, —tea is ready (i.e. meal), come in).

— Onasi, raxmat (Mother of your children, thanks). [4,224]

O'zbek tilida "Xush kelibsiz" [*welcome*] kabi odamlarni kutib olish uchun ishlatiladigan iboralar to'plami mavjud – xush kelibsiz! Javob: Xush ko'rdik ya'ni [*It is nice to see you here*] "Sizni bu yerda ko'rganimdan xursandman" degan ma'noni anglatadi. "Salom" so'zi o'zbek tilida yoshlar o'rtasida, yoshi va soatidan qat'i nazar, salomlashish uchun ishlatiladi.

Shuningdek, kechirim so'rash yoki e'tiborni jalb qilishning ba'zi usullari mavjud va ular turli madaniyatlarda farqlanadi. Masalan, o'zbek tilida "Kechirasiz" [*Excuse me*], odamning e'tiborini jalb qilishda yoki qayergadir borishni so'rashda ishlatiladi.

Jumladan, o'zbek madaniyatida uzr so'rash yoki xato qilgan taqdirda uzr so'zi qo'llaniladi. Inglizlar "kechirasiz" [*Sorry*] so'zini juda tez-tez ishlatishadi va uning juda ko'p sabablari va ma'nolari bor, bu inglizlarning yoki Buyuk Britaniyada yashovchi boshqa mahalliy bo'lmaganlarning inglizdek ko'rsatuvchi

mashhur so'zidir. O'zbek xalqi birovga "*Enjoy your meal*" deyish uchun ovqat paytida "*Yoqimli ishtaha*" so'zini ishlatib, oilaning oqsoqol yoki erkak a'zosi tilakdosh bo'lgan yaxshi so'zlarni "omin" deb tugatadi. "Thanks" so'zi ko'p holatlarda "Rahmat" sifatida ishlatiladi, bu erda odam kimgadir rahmat aytmoqchi bo'ladi.

Inglizlar, shuningdek, agar qabul qiluvchiga o'z minnatdorchiligini bildirmoqchi bo'lsalar, "*thanks*", "*thanks a lot*", "*Cheers*" deyishga ustalar va vaziyatlar kontekstga qarab farq qilinaveradi. Bu borada eng e'tiborga molik hodisa shundaki, o'zbek tilida keksalarga yordam ko'rsatilsa, o'z minnatdorchiligini bildirish uchun yordam olgan kishiga "**omin**" deb ko'p yaxshi so'zlarni tilaydilar. Masalan, o'zbek tilida "*Umringiz uzoq bo'lsin*" degani "*May you live long life*" degan ma'noni bildirsa, inglizlar bunday tilaklarni xalqning maxsus tadbirlarida, masalan, tug'ilgan kunlarda aytishadi.

Bundan tashqari, faqat ma'lum bir madaniyatga tegishli bo'lgan ba'zi so'zlar va iboralar mavjuddir. Jumladan, o'zbeklar "**Labbay**" so'zini kimdir qo'ng'iroq qilganda yoki eshitmagan va murojaat qiluvchi tomonidan takrorlanmoqchi bo'lgan vaziyatda ishlatadi. Aslini olganda, bu so'z arabcha Labbay iborasidan olingan bo'lib, "men shu yerdaman" [*Here I am*] deb tarjima qilinadi. Ingliz tilida bu so'zning bunday ekvivalenti yo'q. [5,226]

Xulosa qilib shuni aytishim mumkinki, tillarning pragmatik va xushmuomalalik tizimini o'rganish maqsadli tilni o'rganuvchilar uchun eng muhim narsa hisoblanadi. Biz inson ekanmiz, bizni robotlardan ajratib turadigan tabiiy va mazmunli bo'lgan muloqotga muhtojmiz. Agar biz maqsadli tilni o'rgansak va uni o'z tilimizda bo'lgani kabi to'g'ridan-to'g'ri ishlatsak, qabul qiluvchilarga juda to'g'ridan-to'g'ri va qo'pol bo'lib tuyulishi mumkin va bu noto'g'ri tushunishga olib kelishi va nutq harakatlarining muvaffaqiyatsizligiga olib kelishi ham mumkin. Shuning uchun muloyimlikka qarama-qarshi yondashuv o'quvchilar uchun ham, o'qituvchilar uchun ham, ayniqsa, turli madaniyatlarga ega bo'lgan talabalarga til o'rgatadiganlar uchun juda muhimdir. Tegishli pragmatik kompetentsiyaga ega bo'lish o'qituvchilarga darslarni

samarali o'tkazishga va o'quvchilar o'rtasida iliq va bog'liq muhit yaratishga yordam beradi, shuningdek, madaniyatlararo muloqotda xabardorlikni oshirishga yordam beradi. Xuddi shunday, o'quvchilar uchun solishtirma yondashuv boshqa madaniyatdagi tengdoshlari bilan muloqot qilishda va hayotning turli kontekstlarida mavjud bo'lgan pragmatik kompetentsiyani oshirishda juda muhimdir. Shuni ta'kidlash kerakki, turli xalqlarning nutq odobi ularning madaniy kelib chiqishi, turmush tarzi va dunyoqarashiga bog'liq. Demak, ingliz va o'zbek tillarida nutq odobi o'ziga xos milliy-madaniy xususiyatlarga ega bo'lib, ular ko'p hollarda o'zgarib turadi.

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**INGLIZ VA O'ZBEK XALQ MAQOLLARINING QIYOSIY-
TIPOLOGIK TADQIQI**

Samandarova Nargiza Allamurod qizi

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Annotatsiya: *Maqola ingliz va o'zbek maqolalarida Vatan tushunchasini ifodalashda qarindoshlik bilan bog'liq birliklarning rolini o'rganishga va o'zbek va ingliz tillarida Vatan mavzusidagi maqolalarni qiyosiy tipologik tahlil qilishga bag'ishlangan. Har bir xalqning o'ziga xos qadriyatlari bor. Ushbu qadriyatlar yillar davomida avlodan-avlodga o'tib kelmoqda. Har bir xalqning bunday qadriyatlari ularning maqollari va so'zlarida aks etadi.*

Tayanch so'zlar: *Vatan, maqol va matallar, iboralar, qarindosh - urug' bildiruvchi birliklar, tipologik tahlil.*

Til dunyo xalqlarining o'zaro munosabatlarida yetakchi vositadir. Til millatchilik va xalq madaniyatining ko'zgusi, xalq xazinasidir. Har qanday xalq tilining milliy-madaniy semantikasi u yashaydigan joy tabiatini, iqtisodiy ahvolini, san'ati, adabiyoti, og'zaki ijodi, ilm-fani, tarixi, an'ana va urf-odatlarini saqlab qolish va ularni kelajak avlodlarga yetkazishi zarur.

Ushbu tadqiqotning asosiy maqsadi o'zbek va ingliz tillaridagi maqollarda "Vatan tushunchasini ifodalashda qarindoshlik birliklarining o'rni" ni o'rganish, shuningdek, o'zbek va ingliz tillarida Vatan mavzusidagi maqollarni qiyosiy tipologik tahlil qilishdir. Maqollar har doim ko'p yillar davomida shakllangan va shakllangan millat an'alarini, bu millat mentalitetini, o'ziga xos xususiyatlarini aks ettiradi. Maqollar ajdodlarning hayotiy tajribasini, jamiyatga bo'lgan munosabatini, tarixini, kayfiyatini, axloqiy va estetik tuyg'ularini, ijobiy fazilatlarini o'zida mujassam etgan. Asrlar davomida u ixcham va sodda she'riy shaklga aylanib, xalq orasida mashhurlikka erishdi.

Professor B. Sarimsoqov maqolalarning keng mazmuni haqida gapirganda, o'zining "san'atning asoslari va mezonlari" kitobida maqol misoliga izoh berib: "keling, maqolni olaylik "bug'doyning noni emas, bug'doyi bo'l. "Maqolada ko'p asrlik tajribaga ega odamlarning shirin so'zlari, insonparvarligi, mehribonligi, mehmondo'stligi haqidagi nutqlar mavjud. Agar siz ushbu maqol mavzusida unda ta'kidlangan fikrni ifodalovchi epik, lirik va dramatik asarlar yaratmoqchi bo'lsangiz, o'nlab romanlar, yuzlab hikoyalar, yuzlab she'rlar yoki dostonlar, dramalar yozishingiz mumkin. Shunga qaramay, mavzu va g'oya maqoldagi kabi aniq, ixcham va jonli emas". Ushbu fikr ixcham shaklda, keng tarkibda ifodalangan eng aniq xulosadir. O'zbek xalq maqollari o'zbeklarning, millatimizning qarashlari va an'analarini ham aks ettiradi.

O'zbek xalqi uchun Vatan azaldan muqaddas joy bo'lib kelgan. Shu sababli, u ajoyib onaning roliga mos keladi. Chunki Vatan-bu har bir fuqaro mehribon, himoya qiladigan va har qanday vaziyatda g'amxo'rlik qila oladigan, har doim unga boshpana beradigan joy. Shuning uchun, bolasi uchun jonini berishga tayyor bo'lgan kishi ona va Vatan tushunchalarini taqqoslaydi. Masalan, maqoldan biz sizning Vatanningiz Oltin beshik, inson uchun eng tinch va osoyishta joy ekanligini ko'ramiz. Bizning xalqimiz " Vatan mening kindik qonim to'kiladigan joy" deb aytishlari bejiz emas. Ushbu maqol, shuningdek, Vatanni onasi bilan taqqoslaydi va "Oltin beshik" iborasi eng tinch va osoyishta joyni anglatadi. Bu yerda biz ramziy taqqoslashni ko'ramiz. Yangi tug'ilgan chaqaloq uchun onasi silkitadigan beshik dunyodagi eng bezovta qiluvchi, tinch (oltin) joy, shuningdek, inson uchun eng tinch joy shubhasiz uning vatani bo'lib tuyuladi.

Ba'zi hikmatlar Vatanni shunday muqaddas deb ta'riflaydi bu hamma narsadan chuqurroq degan tushuncha:

"Mother earth is dearer than mother's milk."

Yuqoridagi maqolning mazmunidan shuni anglash mumkinki, Vatanning bir hovuch tuprog'i ona suti kabi aziz va muqaddasdir. Ona suti inson tug'ilgandan keyin o'sishi va rivojlanishi uchun zarur bo'lganidek, inson

yashashi, rivojlanishi va etuk bo'lishi uchun Vatan, ona tuproq suv va havo kabi zarurdir. Ushbu maqolada ham "ona yer" so'zi Vatanga nisbatan ishlatilgan. O'zbek xalq maqollari, shuningdek, vatandagi tinchlik hamma narsadan ustun ekanligini, insonning tinch va osoyishta hayoti u yashayotgan davrdagi tinchlik va osoyishtalik bilan bevosita bog'liqligini ko'rsatadi:

"If your motherland survives, your color will not be straw."

"Peace and tranquility of the homeland."

"Vatanning tinchligi va osoyishtaligi" degan maqoldan anglashimiz mumkinki, avvalo, Vatanning tinchligi hamma narsadan ustundir. Inson har doim tinchlik va osoyishtalikda yashashi uchun u o'z Vatanini himoya qilishga tayyor bo'lishi va uning tinchligi uchun harakat qilishi kerak. Vatan turli millatlardagi turli narsalar bilan taqqoslanadi. Masalan, o'zbek xalq maqollarida eng buyuk inson onaga qiyoslanadi. Bu o'xshatishlarni yuqoridagi misollarimizdan ko'rib chiqdik. Shu nuqtada, " boshqalarning maqollari va so'zlarida Vatan mavzusi qanday ochilgan?"savol tug'iladi. Bu savolga javob topish uchun Vatan haqidagi maqollarni o'zbek va ingliz tillarida qiyosiy tipologik tadqiq qilamiz va uni qiyoslaymiz.

Ingliz tilida bir xil ma'noga ega bo'lgan maqollar mavjud. Masalan:

Anything for a quiet life.

(I will give you what you want in exchange for a peaceful life)

Build one's house upon a rock. (Building a house on a rock.)

Ingliz maqollarida Vatanni o'zbek va ingliz tillaridagi kabi "ona" bilan qiyoslash deyarli mumkin emas. Biroq, maqolalarning mazmuni o'xshashligini tan olish kerak. Bu hikmatlardan mamlakat (davlat) muqarrar ravishda hukmdor bilan bir xil bo'lishi, ya'ni uni Solih podshoh boshqarsa muqarrar ravishda gullab-yashnashi, zolim podshoh boshqarsa muqarrar ravishda tanazzulga yuz tutishi bayon etilgan.

Xulosa o'rnida shuni aytish mumkinki, har bir xalq va uning folklori, ya'ni o'sha tilning maqol va matallari yillar davomida shakllanadi va ular xalqning donoligini aks ettiradi. Ushbu ishda biz ingliz va o'zbek tillaridagi

maqollarning qiyosiy-tipologik tahlilini o'tkazdik. Tahlil natijasida ingliz va o'zbek xalq maqollari o'rtasidagi o'xshashlik va farqlarni ko'rib chiqdi. Ingliz va o'zbek maqollarining o'xshashliklari shundaki, ularning vatani va uning tinchligi birinchi navbatda o'z fuqarolariga bog'liq, mamlakat (davlat) ni adolatli hukmdor boshqaradi, uni Solih podshoh boshqaradi, zolim tomonidan tanazzulga yuz tutishi muqarrar va hokazo. O'zbek xalq maqollarida qarindoshlik bilan bog'liq birliklarning "Vatan tushunchasini ifodalashdagi o'rni. "Jumladan, "ona" bilan Vatan qiyoslanishi o'zbek xalq maqollarida yetakchi o'rinni egallaydi. Ingliz xalq maqollarida esa qarindosh-urug'chilik bilan bog'liq birliklarning ishlatilishi deyarli uchramaydi. Yuqoridagi misollardan shuni aytish mumkinki, ingliz va o'zbek tillaridagi maqollar o'rtasida umumiylik va farqlar mavjud. Shunga qaramay, Vatanga muhabbat va sadoqat har ikki tildagi maqollarda o'z aksini topgan.

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**METHODOLOGY FOR THE DEVELOPMENT OF SOCIOLINGUISTIC
COMPETENCE IN TEACHERS OF THE FUTURE ENGLISH
LANGUAGE SCIENCE**

Saparbekova Dildora Salimdjanovna

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Annotation: Our article is based on the methodology for the formation of sociolinguistic-socio-cultural competence in reading fiction in future English Language teachers. The foundations and stages of the formation of linguistic-socio-cultural competence were determined. The pre-textual, post-textual and post-textual stages show the objectives for the development of this competence. In this process, it is recommended to perform problematic search tasks. Exercise requirements and exercise typology have been identified. When reading fiction, a system of exercises for the formation of linguistic-socio-cultural competence is proposed, which consists of a subsystem of exercises for the formation of socio-cultural, sociolinguistic, and social competencies and a group of exercises for the formation of socio-cultural, sociolinguistic, social knowledge, skills, skills.

Keywords: linguistic-socio-cultural competence, stages of formation of linguistic-socio-cultural competence, management system

The formation of language and socio-cultural competence plays an important role in the training of future English teachers since it provides students with the ability to understand the phenomena of culture in which the language is being studied and to carry out intercultural communication. A. V. Biryuk, I. Y. Golub, N. B. Ishkhanyan, V. V. Safonova, M. Byram, L. however, the analysis of scientific and methodological sources shows that the problem of the methodology for the formation of sociolinguistic competence in reading fiction remains unresolved.

The purpose of the article is to substantiate the methodology for the formation of sociolinguistic competence in future English Language teachers in reading fiction. There is no consensus in methodological sources on the stages of the formation of sociolinguistic competence. We support the idea that since it is a component of communicative competence in a foreign language and, therefore, is formed in an integrative and complex way with the formation of these qualities of each speech and language competence [1]. This sociolinguistic competence is interpreted as "the ability to read authentic texts of different genres and types with varying degrees of intelligence in content under conditions of indirect communication" and integration with reading are generated [1]. Methodological resources distinguish pre-textual, textual, and pictorial stages of reading.

According to the above statements, sociolinguistic competence is formed in integration with competence in reading, we believe that the stages of reading a work of art can also be stages of formation. Thus, the formation of sociolinguistic competence in fiction occurs in three stages: pre-textual, textual, and post-textual.

At each of these stages, a psychological component of socio-cultural, sociolinguistic, social knowledge, skills, abilities, and relationships is formed. Since the formation of skills has passed three stages: the formation of skills, the improvement of skills, the development of skills [2], and the formation of sociocultural, sociolinguistic, and social skills based on relevant knowledge and skills formed in the first two stages, we believe that the formation of socio-cultural, sociolinguistic, social skills is expedient at the post-text stage. At the pre-textual reading stage, the linguistic and semantic difficulties of the text are analyzed; an introduction to the problem is made [1].

At the pre-textual stage of the formation of sociolinguistic competence, with the help of background knowledge, an image of a foreign language reality is created, and mediation is carried out in preparation for Intercultural

Communication. Objectives for the development of competence in the pre-textual stage

* socio-cultural competence-the formation of systematic knowledge about the peculiarities of life in the UK on a particular topic; theoretical information about the culture of this country;

* sociolinguistic competence-explanation of the main formal characteristics of the National Dictionary, semantics present in a particular work, and nationally defined vocabulary;

* Social competence-obtaining information about the features of intercultural communication and its barriers. At the next stage, a communicative task is formed that directs students to a targeted and conscious understanding of Information [1] and provides an independent reading of texts by students outside the classroom.

The purpose of the text stage is to understand the work of art as a whole and to continue the formation of skills. More precisely, this goal includes the following goals:–socio-cultural competence–to teach to identify socio-cultural information in the text, to understand values, and beliefs in the context of stories; – sociolinguistic competence –to teach to identify and correlate the content of a dictionary work with a national label; - social competence-to identify social phenomena of British culture in the work The reading process is completed by the post-text stage, during which the understanding of the text is controlled, the semantic processing of the reading content and text information is analyzed [1]. We clarify the goals of the next stage in the formation of sociolinguistic competence.

- socio-cultural competence-teaching the analysis of the events of the work from the point of view of two cultures, awareness of the peculiarities of the culture of Great Britain; perception of its influence on the events of the work comparison of the phenomena of art, local and foreign culture, use of socio-cultural information in its statements;

- sociolinguistic competence – teaching the comparison of the nationally defined Vocabulary from the context of a work of art, its use in statements following the norms and circumstances of communication; -social competence-teaching the use of social information for intercultural communication, awareness of the barriers of intercultural communication, intercultural communication, the ability of social information to overcome them. In the development of a system of exercises for the formation of sociolinguistic competence N. It is necessary to establish the requirements for exercises based on the requirements proposed by Kol.

Traditionally, three mandatory components of the exercise are identified: the task specified in the exercise what to do; the performance of a task that provides real movements; task control, which means checking the movements. Such requirements as motivation, innovation, and cultural orientation are imposed on the component of the exercise" tasks " [3]. V. V. According to the principle of the predominance of problematic tasks obtained by Safonova for the joint study of language and Culture [4], we have proposed an additional requirement of procreativity of tasks, he says. Problematicity is defined as a specific problem-the communicative form of educational activity for students, which allows them to combine communicative practice with knowledge and value-oriented activities.

Thus, the methodology for the formation of sociolinguistic competence in fiction provides for the formation of this qualification in three stages: pre-textual, textual, and post-textual. At the pre-textual and textual stages, socio-cultural, sociolinguistic, social knowledge and skills are formed, and after - textual-socio-cultural, sociolinguistic, social knowledge, skills, and skills. The system of exercises for the formation of sociolinguistic competence includes socio-cultural knowledge, skills, abilities, sociolinguistic knowledge, skills, abilities, and exercises for the formation of social knowledge, skills, and abilities. The exercises meet the requirements of motivation, innovation, cultural orientation, problematic, determine the degree of controllability of speech

actions, the presence of supporters, the form of the organization, objects, forms, and method of management, and determine the criteria for communication, obtaining or giving information, the presence of speech actions.

We will see the prospect of further research in the development of a model for the formation of sociolinguistic competence in fiction in future English Language teachers.

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**ZAMONAVIY YOSHLAR TARBIYASIDA DINIY QADRYATLARNI
O'RNI VA ROLI**

Andijon Pedagogika Instituti magistranti

Ismoilov Isaqjon Rivojiddin o'g'li

Annotatsiya: Ushbu maqolada diniy qadriyatlar, yoshlar tarbiyasida diniy qadryatlarni órni va roli haqida ma'lumot berilgan.

Kalit soʻzlar: din, diniy qadriyatlar, Qurʻon, hadislar, diniy bagʻrikenglik, islom.

Аннотация: В данной статье представлена информация о религиозных ценностях, месте и роли религиозных ценностей в воспитании молодежи.

Ключевые слова: религия, религиозные ценности, Коран, хадисы, веротерпимость, ислам.

Annotation. This article provides information about religious values, the place and role of religious values in youth education.

Key words: religion, religious values, Quran, hadiths, religious tolerance, Islam.

Insoniyat tarixida din maʼnaviy hayotning tarkibiy qismi boʻlib kelgan. Dunyodagi yirik dinlarda ularning asosiy taʼlimotlarini oʻzida mujassam qilgan muqaddas manbalari mavjud. Ushbu muqaddas manbalar mazkur dinga eʼtiqod qiluvchilarning hayot tarzini muayyan darajada belgilab bergan. Yurtimizning mustaqillikka erishishi milliy va diniy qadriyatlarimizni, ayniqsa, islom dini va undagi bagʻrikenglik madaniyatini xolis oʻrganishga keng yoʻl ochib berdi. Islom dinidagi bagʻrikenglik tamoyillari hamisha maʼnaviy-maʼrifiy omillar

bilan uyg'un holda rivojlanib borgan. Yosh avlodni bilimli, ma'rifatli qilib tarbiyalashda islom dini qadriyatlari muhim rol o'ynaydi. Yoshlar har bir davr va jamiyat uchun, uning kelajagi uchun asosiy bunyodkorlari sifatida qaraladi. Sog'lom e'tiqodli, yuqori bilimli va yuksak axloqli yoshlarni tarbiyalab, voyaga yetkazish bizning vazifamizdir. Shu boisdan ham O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev BMT Bosh Assambleyasida "Ma'rifat va diniy bag'rikenglik" deb nomlangan maxsus rezolyutsiyasini qabul qilishni taklif etganida ma'rifatli islom dinining asl mohiyatini yoshlarga o'rgatishni nazarda tutgan, desak mubolag'a bo'lmaydi. O'zbekistonda fuqarolararo bag'rikenglikni ta'minlash, mehnatni qadrlash orqali insonni ulug'lash, diniy manbalardagi bag'rikenglik g'oyalariga amal qilish uchun ijtimoiy sharoit yaratilmoqda. Bu diniy bag'rikenglik va erkinlikni ta'minlash odamlarning e'tiqod huquqini himoya qilish jarayonida namoyon bo'lmoqda. Ayni paytda "Ijtimoiy hayotimizda ko'plab ijobiy jarayonlar bilan birga, yosh avlodning qalbi va ongini egallashga qaratilgan ma'naviy tahdidlar ham tobora xavfli tus olmoqda".

Shu nuqtai nazardan O'zbekistonning dunyo hamjamiyatini tinch-totuvlikka da'vat etuvchi diniy bag'rikenglik siyosati xalqlar va davlatlar orasida ijobiy hamkorlikni yanada rivojlantirish uchun "Jaholatga qarshi – ma'rifat" ezgu g'oyasi asosida islom dinining insonparvarlik g'oyalarining ezgu maqsadlarga xizmat qilishini targ'ib etish muhim ahamiyat kasb etmoqda. Bugungi kunda yosh avlodini komil inson qilib tarbiyalashda islom dinida bag'rikenglik madaniyatini o'rganish muhim ahamiyat kasb etadi. Islom dinidagi bag'rikenglik madaniyatini o'rganish nafaqat nazariy, balki, amaliy xarakterga ega bo'lgan masalalardan hisoblanadi. Zero, bu islom dinida bag'rikenglik prinsiplarining ustuvor bo'lgan mayllarni aniqlash va ijobiy jarayonlar rivojini ta'minlash imkonini beradi.

Jahonda sodir bo'layotgan voqea-hodisalar, hatto jamiyatning oddiy a'zosiga ham ta'sirini o'tkazmay qolmaydi. Darhaqiqat, bugun islom dinining ichida ham keskin qarama-qarshilik mavjudligini kuzatishimiz mumkin. Shu

munosabat bilan bor kuch va salohiyatimizni safarbar etgan holda, ma'rifatli, bag'rikeng islom diniga musulmonchilikni niqob qilib olib, uning ustidan hukmronlik qilishga urinayotgan jangari, mutaassib kuchlarga qarshi kurashishga yordam beradigan sog'lom g'oyani shakllantirishimiz zarur. BMT Bosh Assambleyasining 2018 yil 12 dekabrda yalpi sessiyasida qabul qilingan "Ma'rifat va diniy bag'rikenglik" to'g'risidagi maxsus rezolyutsiyasi bunga yaqqol misol bo'ladi. Ushbu rezolyutsiya mamlakatimizda qaror topgan bag'rikenglik va o'zaro hurmat, diniy erkinlikni ta'minlash, e'tiqod qiluvchilarning huquqini himoya qilish, ularning kamsitilishiga yo'l qo'ymaslik kabi vazifalarni xalqaro miqyosda amalga oshirish zarurligini kun tartibidagi asosiy masala sifatida qayd etdi. Bu haqida Prezidentimiz Shavkat Mirziyoyev ta'kidlaganidek, "Mamlakatimizda mustaqillikning ilk yillaridan boshlab vijdon erkinligini ta'minlash masalasiga ustuvor ahamiyat berildi. Jumladan, muqaddas dinimiz, milliy qadriyatlarimizni, buyuk aziz-avliyolarimizning xotirasi, merosini tiklash, qadamjolarini obod qilish bo'yicha juda ko'p ish qilindi va qilinmoqda"[2].

Yoshlarda bag'rikenglik madaniyatini shakllantirishga aksiologik-differensial yondashish, unda ijtimoiy-tarixiy tajribalarga tayanish, milliy va umuminsoniy qadriyatlarga hurmat bilan munosabatda bo'lish lozimligi haqidagi fikrlar bag'rikenglik muammolari bilan shug'ullanuvchi ijtimoiy fanlarni yangi g'oya va yondashuvlar bilan boyitadi. Bag'rikenglik madaniyatini rivojlantirish bilan birga, ularni yangi zamon talablariga mos ravishda takomillashtirib borish ham muhim masalalar sirasiga kiradi. Bunday xislatga ega bo'lgan odam hech qachon birovga hurmatsizlik qilmaydi, turli darajadagi g'ayriinsoniy illatlarga hamisha nafrat bilan qaraydi. O'z navbatida bag'rikenglik inson ongi va faoliyatining o'zaro bog'liqligi, o'zaro ta'sir xarakterini ham ifodalaydi. Boshqacha aytganimizda, bag'rikenglik madaniyati nafaqat inson ongining rivojlanish darajasini, balki, uning amaliy faoliyatining

ham ko'rsatkichi hisoblanadi. Bag'rikenglik madaniyati deganda insondagi yumshoqlik, toza qalblilik va dilkashlik xususiyatlari ham tushuniladi.

Diniy bag'rikenglik islom dinida avvalo, Qur'oni karim, hadisi shariflarda hamda sahobiylarning amalga oshirgan ishlari bilan keng targ'ib qilinadi. Xususan, Alloh taolo Qur'oni karimning Baqara surasi, 256-oyatida shunday marhamat qiladi: "Dinda majbur qilish yo'qdir. Batahqiq, haq botildan ajradi"[3]. Shuningdek, Mumtahina surasi, 8-oyatida "Din to'g'risida sizlar bilan urushmagan va sizlarni o'z yurtigingizdan (haydab chiqarmagan) kimsalarga nisbatan yaxshilik qilishingiz va ularga adolatli bo'lishingizdan Alloh sizlarni qaytarmas. Albatta, Alloh adolatli kishilarni sevar" deb marhamat qiladi. Qur'oni karimda ushbu mazmundagi oyati karimalar bir qancha bo'lib, ularning barchasida Alloh taolo o'z bandalarini boshqa din vakillari bilan ahil-inoq yashashga, ularga nisbatan adolatli munosabatda bo'lishga buyuradi.

Xulosa qilib aytganda, yoshlar tarbiyasida milliy va umuminsoniy qadriyatlarning qaror topishida islom dinidagi qadriyatlarning o'rni beqiyos hisoblanadi. Yoshlarda bag'rikenglik ongi, tafakkuri va xulq-odobini shakllantirish nuqtai nazaridan ularni ijtimoiy-axloqiy jihatdan yuksaltirishni tahlil etishga qaratilgan ilmiy-tadqiqotlar muhim ahamiyatga ega.

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**YANGI O'ZBEKISTON TARAQQIYOTI YOSHLARINI MA'NAVIY
VA MARIFIY JIHATDAN TARBIYALASHDA "TARBIYA" FANI
KONSEPSIYASIDAN FOYDALANISH**

Andijon Pedagogika Instituti magistranti

Norinova Dilbaroy Mahammadjonovna

Annotatsiya: Ushbu maqolada "Yangi O'zbekiston taraqqiyoti yoshlarini ma'naviy va marifiy jihatdan tarbiyalashda "Tarbiya" fani konsepsiyasidan foydalanish , yurtimizda amalga oshirilayotgan islohotlar haqida ma'lumot berilgan.

Kalit so'zlar: tarbiya, fan- texnika, konsepsiya, bola huquqlari, yoshlar, hujjatlar

Аннотация: В данной статье представлена информация об использовании понятия «Образование» в духовно-просветительском воспитании молодежи, о развитии Нового Узбекистана, проводимых в нашей стране реформах.

Ключевые слова: образование, наука и техника, концепция, права детей, молодежь, документы.

Annotation: This article provides information about the use of the concept of "Education" in the spiritual and educational upbringing of young people of the development of New Uzbekistan, the reforms implemented in our country.

Key words: education, science and technology, concept, children's rights, youth, documents

Bugungi globallashuv jarayonlari, fan-texnika taraqqiyoti, innovatsion jamiyatga bo'lgan ehtiyoj yoshlar uchun ko'plab imkoniyatlar

yaratmoqda. Ular oldiga tezkor qarorlar qabul qilish, innovatsion tafakkurni shakllantirish, intellektual salohiyatni oshirish bilan birga milliy va umuminsoniy qadriyatlarga sodiq bo‘lishdek hayotiy talablarni qo‘ymoqda. Shu bois, O‘zbekiston Respublikasida “Tarbiya” fani konsepsiyasi mazkur fanni davlatning ta‘lim-tarbiya sohasidagi siyosatini amalga oshirishda mavjud bo‘lgan dolzarb muammolarni hal etishga yo‘naltiriladi.

Konsepsiya yosh avlod tarbiyasidagi ishlarni yangi bosqichga olib chiqishga qaratilgan ustuvor vazifalar, asosiy maqsad va yo‘nalishlarni belgilab beradi. Shuningdek, Konsepsiyada belgilangan yo‘nalishlar mamlakat yoshlarini ma‘nan va jismonan barkamol qilib tarbiyalash, iqtidori va salohiyatini ro‘yobga chiqarish, ularni davlat va jamiyatning rivojiga keng jalb etish, tashabbuslarini yetarli darajada qo‘llab-quvvatlash maqsadida huquqiy asoslar, iqtisodiy imkoniyatlar va tashkiliy mexanizmlarni yanada kengaytirishga xizmat qiladi.

Mazkur Konsepsiya O‘zbekiston Respublikasining Konstitutsiyasi, O‘zbekiston Respublikasining “Ta‘lim to‘g‘risida”gi, “Yoshlarga oid davlat siyosati to‘g‘risida”gi qonunlari, xalqaro huquqning umume‘tirof etilgan hujjatlari, xususan “Bola huquqlari to‘g‘risida”gi, “Bola huquqlarining kafolatlari to‘g‘risida”gi konvensiyalar, Birlashgan Millatlar Tashkilotining “Yoshlar-2030” strategiyasi hamda O‘zbekiston Respublikasining ta‘lim to‘g‘risidagi qonun hujjatlariga asoslanadi.

Yoshlarning bandligini ta‘minlash va ularni tadbirkorlik faoliyatiga keng jalb qilish bo‘yicha ishlarni mutlaqo yangi tizim asosida tashkil etish va amalga oshirish maqsadida “Yoshlar – kelajagimiz” Davlat dasturi qabul qilindi. Yoshlar bilan doimiy muloqot qilish mazkur sohadagi dolzarb muammolarni aniqlash va hal etishda davlat organlari va jamoat tashkilotlari faoliyatining ajralmas qismiga aylanib bormoqda. Konsepsiya asosida yosh avlod ongiga Vatanga sodiqlik va uning taqdiri uchun daxldorlik hissini singdirishga, ularda yot g‘oya va qarashlarning salbiy ta‘siriga nisbatan mafkuraviy immunitetni

shakllantirishga qaratilgan chora-tadbirlarni kuchaytirish. Milliy va umuminsoniy qadriyatlarga sodiqlik, diniy bag'rikenglik va millatlararo totuvlikni mustahkamlash, shuningdek, ekstremizm, terrorizm va boshqa buzg'unchi g'oyalarga nisbatan murosasizlikni shakllantirish yuzasidan davlat organlari va jamoat tashkilotlarining faoliyatini amalga oshirish. O'quvchi-yoshlarning bo'sh vaqtini mazmunli tashkil etish uchun zarur bo'lgan madaniy-ko'ngilochar obyektlar, maktabdan tashqari ta'lim muassasalari, shu jumladan, joylarda turli ijodiy va ta'lim to'garaklari, sport seksiyalarining yetishmasligi bolalarning sog'lom ruhda tarbiyalanishiga va to'g'ri hayot yo'lini tanlashiga ko'maklashish kabi vazifalar belgilangan.

Xulosa qilib aytganda, bugungi O'zbekiston taraqqiyoti yoshlarini ma'naviy va marifiy jihatdan tarbiyalashda "Tarbiya" fani konsepsiyasidan foydalanish katta ahamiyatga ega.

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**ISLOM TA'LIMOTIDA OTA-ONAGA MUNOSABAT VA TARBIYA
MASALALARI**

Andijon Pedagogika Instituti magistranti

Vahobova Ziyodaxon Do'lqinjon qizi

Annotatsiya: Ushbu maqolada oila ,islom ta'limotida ota-onaga munosabat va tarbiya masalalari xususida so'z yuritilgan.

Kalit so'zlar: oila, tarbiya, hadislar, farzand, Qur'on, payg'ambar, burch va majburiyatlar

Аннотация: В данной статье рассматриваются вопросы семьи, отношения к родителям и воспитания в исламском учении.

Ключевые слова: семья, образование, хадисы, ребенок, Коран, пророк, обязанности и ответственность.

Annotation: This article deals with issues of family, attitude to parents and education in Islamic teachings.

Key words: family, education, hadiths, child, Quran, prophet, duties and responsibilities

Oila - bu jamiyatning bir qismi, unda yangi odam tug'iladi; bu kichik ijtimoiy guruh uchun hayotning boshlang'ich maktabi hisoblanadi. Ota-onalar bolaning birinchi ustozlari va tarbiyachisi sifatida birinchi navbatda ruhiy jihatdan tayyor bo'lishi kerak. Har bir ota-ona farzandining bilimli, baxtli, saodatli, istiqboli porloq bo'lishini orzu qiladi va shu maqsadga erishish uchun butun umrini, bor-yo'g'ini sarflaydi. Ayniqsa, bu bolasevar xalqimizning qalbiga singib ketgan fazilatdir. Sharq mutafakkirlaridan biri Abul Lays Samarqandiy "Bo'ston-ul orifiyn" asarida «Ey o'g'il, farzandlaringni

tarbiyalashdan oldin o'zingni tarbiyala, tarbiya ko'rgan oilada baodob, yaxshi fazilatli, bilimli odam voyaga etadi» -yaxshi tarbiya muhimligini ta'kidlaydi. Oiladagi o'zaro munosabatlar madaniyati malakasi tasavvuf falsafasida ham alohida o'rin tutadi. Bu falsafaning yirik vakillari bo'lgan Ahmad Yassaviy, Bahovuddin Naqshband, Najmiddin Kubro tariqatlarida ota va onalar o'zaro munosabatlarning farzandlar kamolotidagi roli, farzandlarning ota-onalarga bo'lgan munosabati mavzui alohida ta'kidlab o'tilganligini ko'ramiz.

Shuningdek, ulug' ulamolar bo'lmish Al-Buxoriy, At-Termiziylarning hadis to'plamlarida, asarlarida ham mazkur mavzuga katta e'tibor berilgan. Qur'ondan keyingi diniy manba – hadislarda Payg'ambarimiz Muxammad (s.a.v.) aytdilar: “Alloh taoloning rozi bo'lishi ota-onaning rozi bo'lishiga va Allohning g'azabi ham ota-onaning g'azabiga bog'liqdir” (Imom Buxoriy rivoyati). Haqiqatdan ham ota-onaga ozor bermaslik, ularning dilini vayron qilmaslik, muloyimlik bilan suhbatda bo'lish, ko'nglini ko'tarish aytganlarini vaqtida bajarish, farzandning ota-ona oldidagi burchidir.

Ey, farzand!

Eng avvalo, onaga juda e'tiborli bo'lish kerak. Uni ranjitadigan so'z va harakatlardan tiyilmoq lozim.

Alloh Muso alayhissalomga shunday dedi:

«Ey, Muso! Bir kishi ota-onasiga qarshi chiqib, tili bilan ularni va yoki ulardan birini xafa qilsa, o'sha kishining tilini kes (tiy, to'xtat)! Har qanday bir a'zosi bilan ularga yoki ulardan biriga ozor bergan farzandning o'sha a'zosini kes!»

Kimki ota-onasini rozi qilib, ularning xayrli duolarini olsa, o'sha kishi uchun jannatdan ikki eshik ochiladi. Ota-onasi rozi bo'lmagan kishi uchun esa jahannamdan ikki eshik ochiladi.

Ota-ona farzandga nisbatan zulm qilsalar ham ularga qarshi turilmaydi, qarshi chiqilmaydi. Chunki Alloh taolo Muso alayhissalomga shunday dedi:

«Ey, Muso! Gunohlar ichra shunday bir gunoh borki, og‘irligi dunyodagi tog‘larning og‘irligicha keladi».

«Allohim! O‘sha qanday gunoh?!» deb so‘radi Muso alayhissalom.

Alloh taolo marhamat etdi:

«Ota-onasi yoki ulardan biri chaqirganda, farzandning javob bermasligi!» Alloh taoloning g‘azabidan qo‘rquvchi kishi ota-onasini ranjitmaydi, qanday qilib bo‘lsa ham ilojini topib, ularning ko‘nglini, roziligini va duolarini oladi. Hatto xafa qilsalar ham, farzand ularga qarshi bosh ko‘tarmaydi, ularning istaklariga, ko‘ngillariga qaraydi. Agar ular yanglish, xato va harom ishni taklif etsalar, ularga buni juda muloyim tarzda bildirishi, ishontirishi va ogohlantirishi lozim bo‘ladi. Ota-ona ozor bersa, ranjitsa, og‘ir so‘z aytsa ham darhol qo‘llarini o‘pib, yumshatish, duolarini olishga kirishish kerak.

Ularga sovg‘alar berish ularni sevintirish va ko‘ngillarini topishning eng qulay yo‘lidir. Ota-ona keksa bo‘lsa, ularga yordam berish va yolg‘iz qoldirmaslik kerak. Boshqalarning ular bilan yengil-yelpi muomalalariga yo‘l qo‘ymaslik, xizmatlarini to‘la ado etish uchun qo‘ldan ne kelsa bajarmoq lozim. Farzand kichik paytida ota-ona unga qo‘l-qanot bo‘ldilar. Yemadilar, yedirdilar. Kiymadilar, kiydirdilar. Kenglik-tanglik, bor-yo‘q, issiq-sovuq demadilar. Xizmatdan qochmadilar. Ota-onaning duoyibadi – yoydan uchgan o‘q, orqaga qaytmaydi. Nishonga tegadi. Vayron qiladi... Ota-onasi rozi bo‘lgan farzanddan Alloh ham rozi bo‘ladi. Ota-ona kechirmagan farzandni Alloh g‘azabiga oladi. Payg‘ambarimiz sollallohu alayhi vasallam bir hadisi shariflarida shunday dedilar: «Jannat – onalar oyog‘i ostidadir». Bu hadisning majoziy ma‘nosi. Payg‘ambarimiz sollallohu alayhi vasallam ma‘noni ummatga ramzli, qisqa, badiiy va go‘zal bir tarzda yetkazmoqdalarki, aqli bor odam buni

anglaydi. Oyoqdan murod – onaning roziligi, jannatdan murod – Allohning roziligidir.

Boshqacharoq aytganda «Onaning rizoligini olsang, Allohning rizoligi (jannat)ga yetgan bo‘lasan!» Jannatga kirishga loyiq bo‘lish uchun ota-ona roziligini olish zarur. Ularni xushnud va xursand qilish zarur.

Xulosa qilib aytganda, oilaning zimmasiga ulkan va zarur ijtimoiy missiya yuklangandir. Bola tarbiyasi eng og‘ir ijtimoiy vazifa ekanligi ayondir. Ota va onaning shaxsiy va ijobiy namunasi solih va soliha farzandlarning kamolga yetishi uchun garovdir. Shuningdek, farzandning ham ota-ona oldida bir qator burch va majburiyatlari bor.

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**UCHINCHI RENESSANS DAVRIDA MA'RIFIY ISLOHOTLAR VA
BARKAMOL INSON TARBIYASI**

Andijon Pedagogika Instituti magistranti

Jabborova Sayyoraxon Abduqodirovna

Annotatsiya: Ushbu maqoladamizda uygʻonish davri, Oʻzbekistonda uchinchi renessans, bu davrda maʼnaviy- maʼrifiy islohotlar va barkamol avlod tarbiyasi haqida maʼlumot berilgan

Kalit soʻzlar: uygʻonish, uchinchi renessans, barkamol avlod, yuksalish, maʼnaviyat.

Аннотация: В данной статье представлена информация о периоде возрождения, третьем ренессансе в Узбекистане, духовно-образовательных реформах и воспитании зрелого поколения в этот период.

Ключевые слова: возрождение, третий ренессанс, зрелое поколение, подъем, духовность

Abstract: This article provides information about the renaissance period, the third renaissance in Uzbekistan, spiritual and educational reforms and the education of a mature generation during this period.

Key words: revival, third renaissance, mature generation, rise, spirituality.

Uygʻonish davri (Renessans) Markaziy Osiyo, Eron, Xitoy, Gʻarbiy Yevropada yuz bergan alohida madaniy va tafakkuriy taraqqiyot davri. “Renessans” atamasi dastlab Italiyadagi madaniy-maʼnaviy yuksalishga nisbatan qoʻllanilgan, uni oʻrta asrlar turgʻunligidan yangi davrga oʻtish bosqichi deb

baholaganlar. Osiyo markazida joylashgan Movarounnahr, Xuroson va Eronda Italiyaga qaraganda bir necha asr oldin ulkan madaniy ko'tarilish yuz bergan, ilm-fan, falsafa, adabiyot kuchli rivojlanib, ilg'or insonparvarlik g'oyalari jamiyat fikrini band etgan, aqliy va ijodiy faollik gurkiragan. Bu davr dunyo ilmida "Musulmon Renessansi" yoki "Sharq Uyg'onishi" nomi bilan atalib kelinmoqda. Yangi O'zbekiston va renessansning uchinchi to'liqini. Bu haqda so'z borganda, avvalambor, xalqaro tajribada jahon siyosiy atamashunosligini yangi tushunchalar bilan boyitadigan davlat va jamoat arboblari kam topilishini ta'kidlash lozim. Shu nuqtai nazardan, O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev "Yangi O'zbekiston" tushunchasini dunyo siyosati lug'atiga kiritgani beqiyos ilmiy ahamiyatga ega. Yangi O'zbekiston - bu ibora davlatimiz rahbari ilgari surgan va bugungi kunda butun xalqimizning qalbidan chuqur joy olgan, umummilliy harakatga aylanib borayotgan ezgu g'oyadir. Bu g'oya zamirida bir tomondan, bugungi va ertangi avlodlarimizning "Uchinchi Renessans" poydevorini qo'yishdek ezgu maqsad-muddaolari; ikkinchi tomondan, milliy tariximizda birinchi va ikkinchi uyg'onish davrlariga asos solgan ulug' ajdodlarimiz, alloma bobolarimizning orzu-intilishlari va armonlari; uchinchi tomondan, bunyodkorlik, yaratuvchanlik, har doim o'qish va izlanishga da'vat o'z mujassamini topgan. Iymonli insonlar Uchinchi Renessans ijodkorlari hisoblanadi. Uchinchi Renessans yaratish bir yoki ikki kishining ishi emas. Uni barpo etish uchun mamlakatning har bir vakili — xoh yosh bo'lsin, xoh katta — barcha barobar harakat qilmog'i lozim. Renessans yaratishga ishonish bilan birga, qattiq harakat ham qilish shart. Bu ham oson kechadigan jarayon emas. Chunki ushbu jarayonni amalga oshirish uchun dastlab ma'naviyatli insonlar qatlamini shakllantirish kerak. Bunday insonlarda tafakkur hissiy ongdan ustun keladi, inson o'zini o'zi idora qila oladi. Ma'naviyat insonni ongli yashash va olijanob xislatlarga chorlaydigan noyob faoliyatdir. Uni yuksaltirish masalasi esa, ko'proq insonning o'ziga va unga ta'sir o'tkazadigan muhitga bog'liq. Iymon inson ongi va dunyoqarashi bilan bog'liq nodir fenomen bo'lib, bu tushunchaga ko'pchilik bir tomonlama, ya'ni diniy

tushuncha sifatida qaraydi. Aslini olganda, iymon nafaqat diniy tushuncha, balki yuksak ijtimoiy-falsafiy ma'noga ega, bugungi kun, davr uchun o'ta zarur ijtimoiy qadriyat hamdir.

Demak, Uchinchi Renessansni qurishga intilgan iymonli insonlar jamiyati qaror topgan bo'lsa, ular millat, irq, din tanlamaydi, aksincha, bir-biri bilan hamkor, hamnafas bo'lib, yangilanishlar yaratishga bel bog'laydi. Vatan uchun, xalq uchun yonib yashaydi. Birgina bugunni emas, kelajakni o'ylaydi. Farzandlar baxtu kamoli haqida qayg'uradi. Bu esa, jamiyat va davlat taraqqiyotiga olib keladi. eng muhimi, o'sib kelayotgan yosh avlod shunday insonlardan ibrat olib, yuksak e'tiqodli bo'lib voyaga etadi.

Iymonni shartli ravishda ikki yo'nalishga bo'lish mumkin. Birinchisi, aniq hayotiy ehtiyojlarni qondirish zarurati asosida yuzaga keladigan g'oya, fikr, mulohaza, taxmin, farazga ishonchdan iborat ma'naviy-ruhiy holat.

Ikkinchisi, muayyan dunyoqarashda ifodalangan g'oyalar, timsollarni haqiqat yoki haqiqat emas, deb qabul qilish asosida ongda, his-tuyg'uda yuzaga keladigan ishonch va ishonchsizlikdan iborat ruhiy holat.

Ma'lumki, har qanday fikr ham g'oya bo'la olmaydi. Uning g'oyaga aylanishi uchun odamlarni birlashtiradigan, o'z orqasidan ergashtira oladigan xususiyat bo'lishi lozim.

Demak, Prezidentimizning “Uchinchi Renessans poydevorini yaratamiz”, degan fikri g'oyaga aylanishi, ro'yobga oshishi uchun, avvalo, barchamiz birdek ishonishimiz, targ'ibot-tashviqot ishlarini olib borib, odamlarning dunyoqarashida ana shu g'oyaga ishonchni, ma'naviy-ruhiy holatni shakllantirishimiz lozim. Chunki muayyan dunyoqarash asosidagi g'oyalar, timsollarni ixtiyoriy yoki an'ana tufayli haqiqat sifatida qabul qilgan hamda muayyan jamoa oldida shu ishonchiga sodiq qolishga ichki his-tuyg'u bilan iqror bo'lgan inson o'sha g'oyalarda nazarda tutilgan munosabatlarning tashuvchisi, qadrlovchisiga aylanib, boshqalarni ham shunga da'vat qiladi.

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**O'ZBEKISTONDA XALQNI ROZI QILISH KONSEPSIYASINING
IJTIMOIY-FALSAFIY ASOSLARI**

Andijon Pedagogika Instituti magistranti

Ma'murova Dilafruz Avazbekovna

Annotatsiya: Ushbu maqolada O'zbekistonning taraqqiyot yo'li, yurtimizda xalqni rozi qilish konsepsiyasining ijtimoiy-falsafiy asoslari haqida mulohazalar keltirilgan.

Kalit so'zlar: O'zbekiston, taraqqiyot, konsepsiya, orzu- istaklar, millat, ma'rifiy ishlari.

Аннотация: Данная статья содержит комментарии о пути развития Узбекистана, социально-философских основаниях концепции нравиться людям в нашей стране.

Ключевые слова: Узбекистан, развитие, концепция, мечты, нация, воспитательная работа.

Annotation: This article contains comments on the path of development of Uzbekistan, the social-philosophical foundations of the concept of pleasing the people in our country.

Key words: Uzbekistan, development, conception, dreams, nation, educational work.

Bugun O'zbekiston o'z taraqqiyotining yangi bosqichiga chiqdi. Buni yangi O'zbekistonning tashqi va ichki siyosatidan tortib, iqtisodiy-ijtimoiy, madaniy hamda diniy-ma'rifiy sohalardagi tub islohotlar misolida ham yaqqol ko'rish mumkin. Mamlakatimizda turli millat va konfessiyalar o'rtasida o'zaro

hurmat, birdamlik va hamkorlik muhitini mustahkamlash, madaniyatlararo muloqotni qo‘llab-quvvatlash hamda tinchlik-totuvlikni ta‘minlashga qaratilgan izchil, puxta o‘ylangan siyosat xalqaro hamjamiyat tomonidan to‘liq qo‘llab-quvvatlanmoqda. E‘tiborlisi, Prezidentimiz Shavkat Mirziyoyev ilgari surgan tashabbus asosida 2018-yili BMT Bosh Assambleyasining 73-sessiyasida “Ma‘rifat va diniy bag‘rikenglik” deb nomlangan maxsus rezolyutsiya qabul qilindi. O‘zbekiston tomonidan ishlab chiqilgan hujjat BMTga a‘zo barcha davlatlar tomonidan bir ovozdan ma‘qullandi.

Rezolyutsiya jahonda ekstremizm, terrorizm muammosi avj olib, turli din va e‘tiqod vakillariga nisbatan toqatsiz, murosasiz munosabatlar kuzatilayotgan bir vaqtda global tahdidlarga qarshi kurashishning samarali vositasi sifatida ma‘rifat, ta‘lim-tarbiya masalasini ilgari surgani bilan ahamiyatlidir.

So‘nggi yillarda barcha soha va yo‘nalishlarda fundamental islohotlar amalga oshirildi. Taraqqiyot strategiyasi mamlakatimizda rivojlanishning yangi bosqichini boshlab berdi. Inson qadrini yuksaltirish va erkin fuqarolik jamiyatini yanada rivojlantirish orqali xalqparvar davlat barpo etish uning birinchi maqsadi etib belgilangan. Iqtisodiyot va ijtimoiy hayotdagi barcha sohalar inson manfaatlarini ta‘minlashga qaratilgan. Xususan, joriy yilning birinchi yarmida yalpi ichki mahsulot 5,4 foiz o‘sgan. Sanoat, qurilish, savdo va xizmatlar sohalaridagi rivojlanish sur‘atlari ham, pirovardida, aholi turmushida namoyon bo‘lmoqda. Shu bilan birga, Xalq qabulxonalari, ijtimoiy tarmoqlar va so‘rovlar orqali soha va hududlardagi muammolar, odamlarning adolatli takliflari o‘rganib borilmoqda. Ular asosida xalqimizni rozi qiladigan qarorlar qabul qilinmoqda. Jumladan, tadbirkorlik bo‘yicha litsenziya va ruxsatnomalarni rasmiylashtirish tartibi soddalashtirildi, muddatlari qisqartirildi. Yil boshidan buyon 50 mingdan ortiq yangi tadbirkorlik sub’ektlari tashkil etildi. Aholi sotib olgan uylarning 28 foizi ipoteka kreditlari hisobiga moliyalashtirildi. 1-sentabrdan boshlab xususiy sektorda ishlayotgan ayollarga ham davlat

budjetidan 2 million soʻmlik homiladorlik va tugʻish nafaqasi toʻlab berish toʻgʻrisida qaror qabul qilindi. Aholi va biznesni qiynab kelayotgan muammolar, ular boʻyicha ilgari surilayotgan taklif va tashabbuslar muhokama qilindi. Asosli takliflarni qanoatlantirish, odamlar uchun qulayliklarni oshirish boʻyicha mutasaddilarga koʻrsatmalar berildi.

Prezidenimiz xalqimizni rozi qilish, tadbirkorlikni rivojlantirish uchun barcha sharoitlarni yaratish barcha rahbarlarning eng ustuvor vazifasi boʻlishi kerakligini taʼkidladi.

Ayniqsa, oʻzining mahobati va Uchinchi Renessans davriga poydevor qoʻyilayotgan yurtimizda ilmiy salohiyati tufayli maʼrifat maskaniga aylanishi kutilayotgan Oʻzbekistondagi islom sivilizatsiyasi markazi xususida alohida toʻxtalib oʻtish joiz. Zotan, xalqimizning boy diniy-maʼnaviy merosini chuqur oʻrganish va dunyoga targʻib etish, yosh avlodni milliy va umumbashariy qadriyatlar ruhida tarbiyalashda beqiyos oʻrin tutadigan mazkur ilm-maʼrifat markazi hozirdanoq oʻz mahobati, amalga oshirayotgan maʼnaviy, ilmiy-tadqiqot faoliyati bilan butun dunyo havasini keltirmoqda. Yurtimiz aholisining diniy-maʼrifiy ehtiyojlarini qondirish maqsadida Oʻzbekiston xalqaro islom akademiyasi hamda bir necha diniy oliy taʼlim muassasalarida “Qurʼoni karim va tajvid” oʻquv kurslari tashkil etilgani yanada ahamiyatlidir. Bu bilan aholining diniy bilimlarni egallashga ehtiyoji toʻlaqonli taʼminlanishiga erishilmoqda. Ayni paytda mazkur kurslarda aholining turli qatlamlari va turli yoshdagi yuzlab tinglovchilar tahsil olmoqda.

Davlatimiz rahbarining qatʼiyati, tashabbusi bilan Haj va Umra ziyorati qayta tiklandi. Pandemiya tufayli ushbu muqaddas diniy amallarni bajarish imkoniyati cheklangan edi. Biroq yurtimizda bu murakkab vaziyatni bartaraf etishdagi saʼy-harakatlar natijasida aholi dinimizning muqaddas amallarini bajarish imkoniga ega boʻldi. Mazkur islohotlar koʻp millatli xalqimiz hayoti, farovon turmushi, yorqin istiqboli, farzandlar kamoloti va orzu-istaklari roʻyobida oʻz ifodasini topmoqda.

Xulosa o‘rnida shuni aytish kerakki, mamlakatimiz rahbarining har bir harakatlari ,har bir qarorlari mamlakatimiz tinchligi, xalqimiz farovonligi yo‘lida shamchiroq bo‘lib xizmat qilmoqda desak mubolag‘a bo‘lmaydi.

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**XOTIN-QIZLAR VA ERKAKLAR UCHUN TENG HUQUQ HAMDA
IMKONIYATLAR KAFOLATLARI**

Faxriddinova Nargiza Shamsiddinovna

Mahalla va nuroniylarni qo'llab-quvvatlash vazirligi bosh yuriskonsulti

Annotatsiya: Ushbu maqolada, Xotin-qizlar va erkaklar uchun teng huquq hamda imkoniyatlar kafolatlari haqida batafsil ma'lumotlar keltirilgan.

Kalit so'zlari: Jins va gender, genderologiya, biologik, ijtimoiy, siyosiy, gender tenglik.

Xotin-qizlarni har tomonlama qo'llab-quvvatlash, ularning oilaviy va xususiy tadbirkorlik, hunarmandchilikni tashkil etishda faol ishtirok etishi, bugungi kunda mehnat bozorida talab qilinadigan kasblar bo'yicha bilim va ko'nikmalarni egallashiga ko'maklashish maqsadida xotin-qizlarni qo'llab-quvvatlash davlat maqsadli Jamg'armasi tashkil etildi.

Mamlakatning siyosiy va ijtimoiy hayotida ayollarning rolini oshirish sohasida:

2019 yil 2 sentyabrda "Xotin-qizlar va erkaklar uchun teng huquq hamda imkoniyatlar kafolatlari to'g'risida"gi O'zbekiston Respublikasi Qonuni qabul qilindi. Qonunda "jins bo'yicha bevosita kamsitish" va "jins bo'yicha bilvosita kamsitish" tushunchalariga ta'rif berildi, normativ-huquqiy hujjatlar hamda ularning loyihalarini majburiy huquqiy ekspertizasi, gender statistikasi yuritilishi joriy etildi. Oliy Majlis Senati raisi rahbarligida Gender tengligini ta'minlash masalalari bo'yicha Komissiya tuzildi. Parlamentning yuqori palatasida Xotin-qizlar va gender tenglik masalalari Qo'mitasi, quyi palatasida Oila va ayollar masalalari Komissiyasi faoliyati yo'lga qo'yildi.

2030 yilgacha bo'lgan davrda Barqaror rivojlanish sohasidagi Milliy maqsad va vazifalarning ijrosini nazorat qilish bo'yicha Parlament komissiyasining tizimli faoliyati tashkil etildi, BRMning beshinchi maqsadi gender tengligiga erishish masalasiga bag'ishlangan.

Oliy Majlis Senati raisi boshchiligida Respublika xotin-qizlar jamoatchilik Kengashi tuzilib, uning asosiy vazifalaridan biri xotin-qizlarni har tomonlama qo'llab-quvvatlash bilan bir qatorda Konvensiya va Pekin harakatlar platformasining qoidalarini amalga oshirish masalalarini muvofiqlashtirishdan iboratdir.

2022 yil O'zbekiston Respublikasi Oila va xotin-qizlar davlat qo'mitasi va uning hududiy bo'linmalari tashkil etildi va uning ustuvor yo'nalishlaridan biri xotin-qizlarni har tomonlama qo'llab-quvvatlash, gender tengligini ta'minlashdan iboratdir.

Xotin-qizlarning muammolarini tizimli hal etish va ijtimoiy qo'llab-quvvatlash bo'yicha Respublika komissiyasi tuzilib, uning asosiy vazifasi hududlarda xotin-qizlarning muammolarini o'rganish, tizimli hal etish, qashshoqlikni kamaytirish va aholi farovonligini oshirish bo'yicha ishlarni tashkil etishdan iboratdir.

2019 yil 25 iyunda O'zbekiston Respublikasining Saylov kodeksi qabul qilindi. Unda fuqarolar jinsi, irqiy va milliy kelib chiqishi, tili, dini, ijtimoiy kelib chiqishi, e'tiqodi, shaxsiy va ijtimoiy mavqei, ma'lumoti, jinsi va mashg'ulot xususiyatidan qat'i nazar, teng saylov huquqiga ega bo'lish mustaxkamlangan.

Ayollarni zo'ravonlikdan himoya qilish sohasida:

2019 yil 2 sentyabrda «Xotin-qizlarni tazyiq va zo'ravonlikdan himoya qilish to'g'risida»gi qonun qabul qilindi, u ayollarni uyda, ish joyida, ta'lim muassasalarida zo'ravonlikdan himoya qilish sohasidagi munosabatlarni tartibga soladi. Qonunda bir qator tushunchalar, «jinsiy zo'ravonlik», «jismoniy

zo‘ravonlik», «iqtisodiy zo‘ravonlik», «ruhiy zo‘ravonlik» «zo‘ravonlik», «tazyiq» kabi tushunchalarga keng ta'rif berilgan.

O‘zbekiston Respublikasi Prezidentining 2021 yil 19 maydagi «Zo‘rlik ishlatishdan jabr ko‘rgan xotin-qizlarni reabilitatsiya qilishga oid qo‘shimcha chora-tadbirlar to‘g‘risida»gi PQ-5116 sonli qarori bilan 1 ta Ayollarni reabilitatsiya qilish va moslashtirish bo‘yicha Respublika markazi, 14 ta hududiy markazlar va 14 ta namunali tumanlararo markazlari hamda zo‘ravonlik qurbonlari murojaat qilishi mumkin bo‘lgan 1146 qisqa raqamli «Call-center» tashkil etildi.

Tazyiq va zo‘ravonlikdan jabrlangan xotin-qizlarga himoya orderini berish, tazyiq va zo‘ravonlik sodir etgan shaxslarni tuzatish dasturlari to‘g‘risida Nizom tasdiqlandi.

Ichki ishlar vazirligi tomonidan huquqiy va ijtimoiy yordamga muhtoj xotin-qizlar bilan ishlash bo‘yicha 360 nafar inspektorlar shtat birligi joriy etildi.

Onalar salomatligi sohasida:

Onalar va bolalar salomatligini har tomonlama mustahkamlashni ta'minlash, sog‘lom avlod tug‘ilishi va tarbiyasi uchun zarur shart-sharoitlarni yaratish maqsadida 2017 yil 25 dekabrda O‘zbekiston Respublikasi Prezidentining "Bolalarda tug‘ma va irsiy kasalliklarni erta aniqlash bo‘yicha 2018-2022 yillarga mo‘ljallangan Davlat dasturi to‘g‘risida" gi qarori qabul qilindi. Qarorda, jumladan, homilador ayollar va yangi tug‘ilgan chaqaloqlarda patologiyani erta aniqlash bo‘yicha davlat tizimini yanada rivojlantirish, bolalarda nogironlikni kamaytirishga doir vazifalar belgilangan.

2019 yil 11 martda "Fuqarolarning reproduktiv salomatligi to‘g‘risida"gi qonun qabul qilindi. Qonun bilan ayollar va erkaklarga reproduktiv huquqlarini amalga oshirishda teng huquq va imkoniyatlar, farzandlarining tug‘ilishi bilan bog‘liq mustaqil qarorlar qabul qilish huquqi belgilandi, xavfsiz va samarali texnologiyalardan foydalanish kafolatlandi.

2019 yil 23 oktyabrda “Ona suti bilan oziqlantirishni qo‘llab-quvvatlash hamda go‘daklar va kichik yoshdagi bolalar oziq-ovqat mahsulotlariga doir talablar to‘g‘risida”gi O‘zbekiston Respublikasi Qonuni qabul qilindi. Qonunda ko‘krak suti bilan boqishni qo‘llab-quvvatlash, go‘daklar va yosh bolalarning ovqatlanishini ta‘minlash sohasidagi davlat siyosatining asosiy yo‘nalishlari, davlat organlarining vakolatlari belgilandi.

Aristotelning fikricha, er-xotin munosabatlari xo‘jayin va cho‘ri munosabatlari bo‘lishi kerak. Ayol va erkak teng mavjudotlar emas. Ayol farzandiga tanni beradi, erkak esa – mohiyatan ustun bo‘lgan jonni beradi. Erkak – hokimlik qiladi, ayol – bo‘ysunadi¹⁰.

Qayd etish kerakki, XXI asrda ham ko‘pchilik tomonidan Aristotelning fikrlariga o‘xshash fikrlar bayon etiladi (Ayniqsa Sharqda). Uyg‘onish davridan bizni utopiyalar qiziqtiradi. Tomas Mor o‘zining “Oltin kitob”i (“Zolotaya kniga”) da ideal davlatni tasvirlagan. Bu davlatda erkak va ayollar faoliyat chegaralari belgilanmagan: jamoat ishlari, diniy faoliyat (Ruhoniy xizmatchi sifatida), xarbiy xizmat (Faqat o‘z turmush o‘rtoqlari bilan) va h.k. Ayollar yuqori mansablarni egallashlari mumkin bo‘lgan. Tomazzo Kampanella “Quyosh shahri” (“Gorod solnsa”) asarida ideal davlatni tasvirlaydi. Unda ikki jins vakillari tengdirlar (xarbiy ta‘limda ham), ularning kiyimlari ham farqlanmaydi. Farq ularning yumushlaridadir: erkaklar ancha og‘ir ishlarni bajarishgan, ayollar esa nasl qoldirishgan. Ammo ular oila qurishmagan, farzand ko‘rish uchun juft tanlashda esa astrologiya yordamga keladi. Erkak va ayollar o‘zlariga juftni o‘zlari tanlashmagan, bu ishni ular uchun boshliqlar triumvirati astrologiya yordami bilan bajarganlar. Jan Jak Russoning (1712-1778 yy.) fikriga ko‘ra erkak va ayol o‘rtasidagi o‘xshashlik bu avvalo, ularning bir biologik tur vakillari ekanidir: ular ko‘p jihatdan tengdirlar – organlar, ehtiyojlar, qobiliyatlar. Biroq, jamiyat a‘zolari sifatida ular teng emas. Bunga sabab, ularning tug‘ma xususiyatlaridir. Erkaklar uchun bu xususiyatlar –

¹⁰ Bendas T.V. Gendernaya psixologiya. – M. 2006, S.11. 12

mustaqillik, rostgo'ylik, dadillik va h.k; ayollar uchun esa uyatchanlik, ayyorlik, o'zgalar fikri bilan hisoblashish va h.k. Russo fikricha, ayollar ancha teran fikr va aqlga egadirlar. Shu sababli, ular o'qib, ta'lim olishlari mumkin. Erkaklar va ayollar o'zlari turmush o'rtog'i tanlagan holda, sevib turmush qurishlari mumkin. Immanuel Kant (1724-1804 yy.) uchun erkak va ayol – boshqaruvchi va boshqarilmishdir. Ya'ni erkaklarning jamiyat siyosiy hayotidagi faoliyati aktiv, ayollarniki – passiv. Kant tomonidan bayon etilgan, gender stereotiplari qatorida turuvchi ushbu fikr, ya'ni ayollarning siyosiy yoki boshqa muhim qarorlar qabul qilishga qodir emasligi bugungi kunda ham ko'pchilik tomonidan e'tirof etiladi. Ko'rinib turganidek, o'tmish arboblari jinslar o'rtasidagi farqlarni qayd etishgan va bu ularning fikricha tabiiy holdir. Bunday gender stereotiplari hech qanday isbotni ham talab etmaydi. Zamonaviy fan esa ularning (o'zgacha) ma'lum isbot va asoslarini talab etadi. Ingliz yozuvchisi Mari Uollstounkraft (1759-1797 yy.) ning fikricha, yuqorida “tabiiy” deya ta'kidlangan hislatlarning asosi tarbiyadadir. Ya'ni, qizlar bolaligidan o'zlariga oro berib, qo'g'irchoq o'ynashsa, o'g'il bolalar boshqacharoq – ko'proq quvvat talab etadigan, kuch talab etadigan, shovqinli o'yinlar o'ynashadi. Fridrix Shlegelning fikrlari zamondoshlari fikrlaridan birmuncha farq qiladi. U “tabiiy” deb atalgan jinslar o'rtasidagi farqlarni qo'ya turib, mukammal – ya'ni o'zida erkaklar va ayollar xizmatlarini birlashtirgan shaxs haqida fikr yuritadi. U erkaklarga o'zlariga yetishmaydigan ayollarga xos hislatlarni (masalan, emosionallik), ayollarga esa erkaklarga xos hislatlarni (masalan,) o'rganishni maslahat beradi. Artur Shopengauyer (1788-1860 yy.) erkaklar va ayollar psixik jarayonlariga e'tibor beradi. Erkaklar uchun – mavhumlik, ayollar uchun – konkretlik (aniqlik) xosdir. Bundan 14 tashqari Shopengauyerning fikricha farzandni dunyoga keltiruvchi erkak va ayol o'rtasidagi sevgi va ehtirosdir. Oila qurish uchun u boshqa omil va sabablarni tan olmaydi. Demak, birinchi bosqich turli olimlarning turlicha qarashlariga boy. Biroq bu davrda gender psixologiyasi alohida soha sifatida shakllanib ulgurmagan, uning muammolariga bag'ishlangan alohida ishlar qilinmagan. Ikkinchi bosqich (XIX asrning oxiri –

XX asr boshlari) – gender psixologiyasining predmeti va ilmiy asoslari ishlab chiqilgan bosqich. Bu davrda ko‘plab g‘arb mamlakatlarida o‘zgarishlar sodir bo‘ldi. Fransiya, Angliya va AQSHda ayollar erkinligi uchun harakatlar avj oldi. Bu harakatlar gender psixologiyasi tarixining bir qismi hisoblanmasa ham ilgari gender psixologiyasi predmetiga kirmaydigan muammolarga olimlar diqqatini tortdi. “Feminizm” so‘zi fransuz tilida XIX asrning birinchi yarmida paydo bo‘lgan (bu so‘z o‘zi anglatgan mohiyatdan keyinroq yuzaga kelgan). 1830 yilda esa “erkin ayol” (“emansipirovannaya jenhina” – lotincha “emancipatio” – erkinlik, ozodlik) termini ham paydo bo‘ldi.

Xulosa qilib ayatdign bo‘lsak, ushbu jamoat harakatining ishtirokchilari ham ayollar, ham erkaklardir. Harakatning maqsadi – ayollarga erkaklar bilan teng bo‘lgan ta’lim olish, iqtisod va saylov bilan bog‘liq boshqa huquqlar uchun kurashishdir.

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THE PRINCIPLE OF OPERATION OF THE OIL SEPARATOR.

*KEEI, Assistant of “Geology and exploration of
Minerals” Department*

Komilov Botir Asqar o‘g‘li

*KEEI, Assistant of “Geology and exploration of
Minerals” Department*

Rabbimov Jaxongir Shodmonkulovich

Abstract Effectiveness is achieved when using proposals for the use of gas turbine power plants as a fuel for obtaining electricity in gas turbine power plants in extracting the latest raw materials from the composition of satellite oil and gas products based on the use of modern technologies.

Key words: concentration, shleyf, deflector, occlusive, nozzle, geometric, bobber, gas impactor.

The loss of light fractions depends on the quality of oil, schemes of collection and separation technology, transportation and storage conditions. With the increase of pressure in the stages of separation, the amount of gas released from oil decreases, and the amount of heavy components in its content increases.

In the process of separating oil from gas, main hydrocarbons and associated gases are separated. In this case, molecular diffusion of hydrocarbons and other components occurs when the pressure is reduced and the temperature of the oil is increased and there is phase concentration above the oil. The process of gas separation occurs in the general path of oil movement: in the well, in the plume, in oil collection collectors and reservoirs in the field and at its outer boundary, and in the transportation of oil by water or rail transport.

The process of separation of hydrocarbons and associated gases in atmospheric conditions is called oil evaporation.

Separators used in oil fields are conditionally divided into six stages:

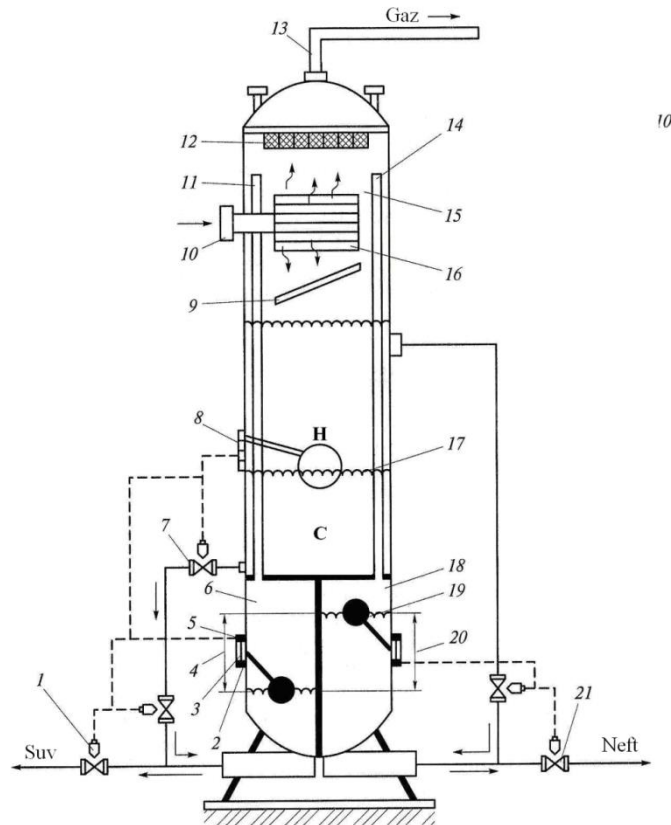
- 1) according to their purpose - it divides to measuring separators and ordinary separators;
- 2) geometric shape and position in space - cylindrical, spherical, vertical, horizontal and inclined;
- 3) according to the order of movement - gravity, inertial (ribbed) and centrifugal (hydrocyclone);
- 4) working pressure - high (6.4 MPa), medium (2.5 MPa), low (0.6 MPa) pressure and vacuum;
- 5) the number of separation stages - one, two, three and more;
- 6) separation into phases - two-phase (oil+gas), three-phase (oil+gas+water).

Any type of oil separator is divided into the following sections: main separator, quencher, liquid collection section, wet grip

The main separator - serves to separate the product of the well into gas and liquid. Product entry from wells is carried out tangentially or normally through a special gas receiver (deflector) structure.

Under the water, the gas released from the product of the well rises up under the influence of additional central forces and as a result of the change in the flow of the liquid, and the gas leaves the separator, and the liquid goes down.

In the precipitator, additional gas bubbles in the occlusive (meaning absorption) state are separated in the oil. In the sediment separation section, when the oil flows through one or more deflectors (flow augers) located at the bottom of the gas separator, gas is separated from the oil. Liquid collection section - serves for liquid collection, ensures complete separation of gas under the influence of pressure and temperature maintained in the gas separator.



**1-rasm. Vertical individual measurement– separation device
combination:**

1-measured water output; 2-extension counter; 3-Counter; 4-section for filtered water; 5-servo valve; 6-water measurement section; 7- water output; 8- float regulator in the water compartment; 9-deflector; 10- input of the product from the well; 11,14-pipe for gas; 12-nozzle; 13-gas outlet; 15-section for gas; 16-gas hammer; 17-water department; 18-section for measuring oil; 19-bobber; 20-section for calibrated oil; 21-measured oil output; 22-oil output; N-oil; S-water.

This section is divided into two: the first section above is for oil; and the second serves for water and ensures the independent release of liquid from the separator. The layer of liquid is held in the section by means of a level holder. The loss of waste in production is related to the development of technology and the growth of production.

Wet trap is located at the top of the separator. It serves to trap liquid particles coming through the gas stream. It is recommended to separate gas from oil in the first step of the horizontal separator.

Vertical separators are designed to separate oil, gas and water. That is why it is also called a divider meter. The establishment of production and consumption of liquefied hydrocarbon gases depends mainly on the resource base of each country. It differs from other separators in that it separates oil from water, and a sectional counter for collecting liquid is installed.

Separation of liquids in gauges and oil-gas separators and reduction of the height of bubbles is carried out by heating the liquid. In the heating process, heating is carried out with the help of a stove installed in the gas separator, and fuel or gas is used for heating.

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**TECHNOLOGY OF PRODUCTION OF LIQUEFIED NATURAL GAS
AND POSSIBILITIES OF ITS APPLICATION IN UZBEKISTAN.**

KEEI, head of the “Geology and exploration of Minerals”

department (PhD) Turdiyev Shahboz SHermamat o‘g‘li

KEEI, 4th year student of “Geology and exploration of Minerals”

department Abdurakhmonov Farrukh ismoil o‘g‘li

Abstract: Effectiveness is achieved when using proposals for the use of gas turbine power plants as a fuel for obtaining electricity in gas turbine power plants in extracting the latest raw materials from the composition of satellite oil and gas products based on the use of modern technologies.

Key words: reforma, import, quvur uzatma, global, suyiltirilgan tabiiy gaz, ko‘mir, tanker.

At the modern stages of the development of the world economy, specific reforms and new trends in the development of the general energy resource structure are emerging. Gas occupies the third place in the world energy balance, and according to an optimistic perspective, it was not put into production at the beginning of 2000. According to press data, it is shown that the demand for gas in European countries will increase by 3% every year, if we consider that the USA is the country that imports the largest volume of gas, there are gaps in the production of gas in the countries of the Middle East, Africa and Australia. it is assumed that it will come out. All this assessment seems to be reinforced today. Over the next 15 years, the share of demand for gas increased by approximately

1.5%, the share of gas in the world market during 2014 was -24.1%, the share of oil - 32.5%, the share of coal - 30.4%.

The development of the world gas industry and marketing has shown that gas reserves will increase by about 1.7 times, and the extraction and consumption will increase by 75%, and the sale of natural gas in liquefied form through pipelines will increase by 30%, of which 10% will be extracted recoverable gas is sold globally in liquid form.

In table 4 below, more than 30% of gas is consumed outside the countries, and in general, the volume of gas production has increased by 1.5-2 times.

Organizations of production of liquefied natural gases (LNG) are carrying out promising work on ensuring the consumption of insufficient oil products with alternative fuels in the energy balance of the country.

In addition, when using natural gas as a fuel, it is necessary to focus on solving two problems of environmental protection: firstly, the issue of reducing atmospheric pollution and secondly, the issue of reducing the greenhouse effect. A quarter of the world's produced gas is liquefied and sold in liquid form to gas consumers from producing countries using special tankers.

1-table

The general situation of gas networks in the world energy balance

Naming	1990	1995	2000	2005	2010	2015
Reserves, trln.m ³	116	140	154	152	165	191
Mining, trln.m ³	2	2,1	2,4	2,8	3,2	3,7
Consumption, trln.m ³	2	2,1	2,4	2,8	3,2	3,6
Cross-border sales, mln.m ³	308	506	651	848	982	1122
To gas transmissions, mlrd.m ³	236	413	508	659	686	721
Liquefied natural gas, mlrd.m ³	72	93	142	189	296	401

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**ЛИТОЛОГО-СТРАТИГРАФИЧЕСКАЯ ХАРАКТЕРИСТИКА
НИЖНЕМЕЛОВЫХ ОТЛОЖЕНИЙ**

Дононов Жасур Уралович

Ассистент: Каршинского инженерно-экономического института;

Ахмедова Дилфуза Азаматовна

Ассистент: Каршинского инженерно-экономического института;

Аннотация: Характеристика коллекторских свойств неокомских (в дальнейшем и для других) отложений дается с запада на восток, от Юго-Западных отрогов Гиссара в сторону Южно-Таджикской впадины. В пределах рассматриваемой области неокомские образования представлены снизу вверх следующими свитами.

Ключевые слова: Кайнарбулак, Окузбулакская свита, Такчинская серия, Кызылташская свита, Альб.

Такчинская серия (комплекс континентальных красноцветных молассовых формаций) отчетливо расчленяется на карабийскую, альмурадскую и кызылташскую свиты.

Карабийская свита в нижней части разреза сложена гидрослюдистыми глинами красных, вишнево-красных и красновато-бурых тонов, а также алевритистыми и песчанистыми. Мощность глин 45-142 м. Верхняя часть составлена песчаниками и алевролитами с прослоями конгломератов красновато-бурых, вишнево-бурых и голубовато-серых тонов. Мощность свиты от 60 до 140 м.



Рис.1.8. Общий вид разреза Карабилской, Альмурадской и Кызылташской свит в кишлаке Дарбанд

Альмурадская свита широко развита в Гаурдак-Кугитанской и Тюбегатан-Лялимканском районах и представлена глинами светло- и красновато-коричновыми от неясно до микрослоистых, местами огипсованными. Наблюдаются маломощные (до 2-3 м) линзовидные прослои гипсов (ангидритов), иногда серых органогенно-детритовых известняков, доломитов и мергелей. На СВ крыле Тюбегатанской структуры отмечаются 3-4 прослоя красновато - и зеленовато-бурых алевролитов. Для глин альмурадской свиты характерно интенсивное ожелезнение, известковистость, огипсованность и обогащенность терригенной (песчано-алевритовой) примесью. Мощность свиты колеблется от 60 м в северной полосе до 100-130 м в южной.

Кызылташская свита представлена алевролитами и песчаниками с прослоями глин и гипсов вишнево-бурых, кирпично-красных, светло-серых, серых и голубовато-зеленых тонов. Общая мощность свиты колеблется, от 15 до 40 м в северных и от 110 до 140 м в северо-восточных и южных районах.

При этом следует отметить, что породы карабилской,

альмурадской и кызылташской свит с юго-запада на северо-восток замещаются сначала песчаниками и конгломератами, а далее, в районе Каратаг, переходят полностью в конгломераты. Поэтому в районах Шаргун, Каратаг в неокомских отложениях эти свиты выделить невозможно.

В южных областях (Кампрек) Юго-Западных отрогов Гиссарского хребта среди неокомских отложений наиболее благоприятные коллекторские свойства у песчаников карабильской и кызылташской свит. Полная пористость их колеблется от 10 до 20%, открытая – от 9 до 14%, полезная емкость – от 4 до 8%, проницаемость – от 1 до 67 мдарси.

В районе Кайнарбулак емкостные и фильтрационные свойства песчано-алевроитовых пород неокомских отложений намного лучше, чем в юго-западных районах. Особенно высокими (до 1579,2 мдарси) фильтрационными свойствами обладают песчаники альмурадской свиты. Полная пористость песчано-алевроитовых пород карабильской и кызылташской свит колеблется от 8 до 38%, открытая – от 2 до 20%, полезная емкость – от 2 до 17%, проницаемость – от 1 до 275 мдарси.

Наиболее высокими емкостными (полная пористость) свойствами в неокомских отложениях отличаются песчаники кызылташской свиты в районе Аулат. Полная пористость их достигает 41-47%, однако открытая не превышает 18%, полезная емкость – 14%, проницаемость варьирует от 9 до 1125,7 мдарси.

В районах Верхний Мачай и Урадарья наиболее пористые и проницаемые песчаники залегают в кызылташской и окузбулакской свитах. Полная пористость их достигает 20-22%, открытая – 15-17%, полезная емкость 3-13%, проницаемость – 124 мдарси.

Средние значения полной и открытой пористости, полезной емкости песчано-алевроитовых пород альмурадской свиты соответственно равны 9, 2, 1%, для кызылташской – 8-10, 5-7, 2-3%.

В Шаргуне и Каратаге относительно хорошие емкостные и

фильтрационные свойства свойственны песчаникам кызылташской свиты. Полная пористость их колеблется от 15 до 20%, открытая – от 14 до 17%, полезная емкость – от 9 до 14%, проницаемость – от 4 до 216 мдарси.

В пределах Южно-Таджикской впадины среди неокомских образований довольно часто встречаются высокопористые и проницаемые песчаники, которые залегают в накоплениях кызылташской и альмурадской свит в северных районах Бабатага. Особенно высокие значения проницаемости установлены в районе опорного разреза Джетыкыр до 8775 мдарси.

Полная пористость песчаников неокома в данных районах варьирует от 7 до 25%, открытая – от 6 до 20, полезная емкость – от 2 до 18%, а проницаемость – от 1 до 8775 мдарси.

Таким образом, в рассматриваемом регионе наиболее благоприятные коллекторы связаны в основном с песчаниками кызылташской свиты и развиты в его северных районах.

Окузбулакская свита в пределах Юго-Западных отрогов Гиссара имеет **двучленное строение**. Нижняя часть составлена глинами, алевролитами, аргиллитами бордово-красных, вишнево-бурых и голубовато-зеленых тонов, с прослоями белых и розовых гипсов, известняков и мергелей. Общая мощность свиты 60—70 м. Верхняя часть представлена **мощной** толщей гипса с **прослоями** (от 5 до 2 м) глин, **алевролитов** и глинистых **известняков**. В северо-восточных и северных районах (Шаргун, Каратаг) мощность гипсов сокращается за **счет замещения глинистых известняков** сильно огипсованными песчано-глинистыми породами. Общая мощность свиты 40—80 м.

На промыслах Комсомольское и Аидыген проводили анализы только по **песчаникам** окузбулакской свиты. По имеющимся данным, полная пористость песчаников колеблется от 2 до 20%. открытая – от 1 до 16%, **полезная** емкость – от 1 до 11 %, а проницаемость – до 17 мдарси.

В восточной части Южно-Таджикской впадины, в районах Акмазар,

Нурек, Булгари, Хингоу, Даштыгурк, Иокунж, Ройка, Хирманджоу, коллекторские свойства неокомских отложений характеризуются пониженной пористостью и низкой проницаемостью. Низкие значения физических свойств обусловлены главным образом плохой отсортированностью и сильной уплотненностью пород. Уплотненность пород-коллекторов обусловлена геостатическим давлением толщ с мощностью, превышающей 3000 м, местами 5000-8000 м.

Апт. Аптские (*калигрекская свита*) отложения в данном регионе составлены подводно- и надводно-дельтовыми и очень незначительно (в северных районах) континентальными (субаквальные осадки опресненного водоема) образованиями. Они характеризуются пачкой чередующихся известковистых алевролитов, песчаников, глин, детритовых и органогенных известняков и реже мергелей, окрашенных в светло-серые, серые, зеленовато-серые и желтоватые тона. В северных и северо-восточных районах увеличивается роль глин, алевролитов и песчаников, окрашенных преимущественно в красные тона.

В районах Шакарлистана, Кайнарбулака, Аулата и Верхнего Мачая песчаники аптских отложений (плотность в среднем 2,20-2,30 г/см³) имеют полную пористость от 4 до 21%, открытую – от 3 до 17%, полезную емкость – от 2 до 12%, проницаемость – от 1 до 60 мдарси.

Сравнительно хорошими емкостными и фильтрационными свойствами обладают песчаники апта в Бабатаге, Джетыкыре, Дасгиряке, Каракузе и Аксу. Полная пористость песчаников колеблется здесь от 10 до 21%, открытая – от 5 до 20%, полезная емкость – от 2 до 15%, проницаемость – от 1 до 175 мдарси.

В Акмазаре емкостные и особенно фильтрационные свойства песчаников апта ухудшаются. Полная пористость в среднем достигает 14%, открытая – 8,71%, полезная емкость – 7,32%, а проницаемость – 1 мдарси.

В северо-восточных районах Южно-Таджикской впадины коллекторские свойства пород аптских отложений еще более

ухудшаются. В Ну-реке, Булгари, Хингоу, Даштыгурке, Ройке полная пористость песчаников аптских отложений, за редким исключением, не превышает 5-6%, открытая – 4-5%, полезная емкость – 2-3%, проницаемость – 1 мдарси. Однако в Ройке наряду с плохими коллекторами встречаются отдельные пласты слабо уплотненных песчаников с открытой пористостью 28%, но с полезной емкостью, не превышающей 9%. Такое резкое различие в значениях полезной емкости и открытой пористости объясняется тем, что поры в этих песчаниках очень мелкие и сообщаются между собой узкими канальцами. Поэтому и проницаемость едва превышает 60 мдарси.

Таким образом, в пределах юго-западных отрогов Гиссара и Южно-Таджикской впадины породы-коллекторы апта литологически представлены песчаниками, обладающими пониженной и низкой емкостью и проницаемостью.

Низкие значения физических свойств пород аптских отложений обусловлены в основном повышенным содержанием в них известковистого и глинистого цемента, а также их относительной уплотненностью.

Альб. Отложения выражены почти исключительно мелководно-морскими фациями, кроме отдельных северных и северо-восточных районов, где наряду с образованиями гидроморфной окраски (темно-серые, серые, зеленые) присутствуют пласты красноцветных песчано-глинистых и грубообломочных пород прибрежно-морского, дельтового и континентального генезиса.

В разрезе альба очень редко встречаются песчано-алевритовые породы, которые могут служить коллекторами для скопления нефти и газа. Имеющиеся прослойки и отдельные мощные пласты песчано-алевритовых пород, за редким исключением, характеризуются низкими емкостными и фильтрационными свойствами.

В отдельных районах (Джетыкыр, Каракуэ, Гарданышты,

Калламазар, Шакарлистана) наряду с коллекторами низкой емкости встречаются пористые и проницаемые горизонты песчаников. Полная пористость их колеблется от 14 до 31%, открытая – от 10 до 23%, полезная емкость – от 8 до 18%, проницаемость – 25-1979 мдарси.

Наряду с высокопористыми и проницаемыми песчаниками в среднем и верхнем альбе часто встречаются плотные (2,24—2,55 г/см³) разности песчано-алевритовых пород. Полная пористость их колеблется от 5 до 13%, открытая – от 3 до 14%, проницаемость – обычно <1 мдарс.

В северо-восточных и восточных районах Южно-Таджикской впадины емкостные и фильтрационные свойства песчаных пород альбских отложений намного ухудшаются. Открытая пористость, за редким исключением, в среднем не превышает 5%, а проницаемость – 1 мдарси.

Таким образом, песчаники альба в пределах Юго-Западных отрогов Гиссара и Южно-Таджикской впадины характеризуются в основном низкими емкостными и фильтрационными свойствами.

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**AXIAL FEATURES OF THE VERB SYSTEM IN ENGLISH
THE EXPRESSIVE-STYLISTIC AND PRAGMATIC POTENTIAL OF
THE TYPE CATEGORY**

Xojiyeva Mohinur Akram qizi

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: In the article, we can conclude that in modern linguistics the category of the species is controversial. In our opinion, the category of time should be considered an integral part of the modern system of the English language. Categories of type and tense describe not only the grammatical aspects of the use of verbs in English but also determine their semantic meaning and methodological application.

Keywords: Indefinite group, perfectivity, imperfective, desemantized, prefix.

In modern linguistics, the category of species is controversial and debatable. This is because grammarians do not have a single point of view on the following questions: which oppositional meanings form the category of the species and whether the category of the species is independent, or it should be considered as an integral part of the species-modern system of the English language. Such scientists as N. F. Irteneva, V. N. Zhigadlo, I. P. Ivanova, and V. D. Arakin do not consider the category of the species independent and define it as a category subordinate to the category of time. Zhigadlo notes that "the view conveys the way and nature of the action in time," so this category cannot be considered outside the category of time [1]. Professor I. P. Ivanova suggests not separating the category of the type into a separate grammatical category of the English language. She believes that "the system of time forms of the modern English language consists of two correlative series of time forms – absolute time forms, to which the Indefinite group belongs, and relative time forms, to which

the tenses of the Perfect and Continuous groups belong" [1]. Here, specific meanings that do not have morphologically expressed formants are combined with temporal meanings. V. D. Arakin believes that the category of a species has a lexico-grammatical character and conveys the characteristics of the course of an action or process indicated by a verb – repeatability, duration, multiplicity, instantaneity of action or effectiveness, completeness– incompleteness, or, finally, the limit, that is, the ratio of an action to its internal limit.

Another group of scientists: B. S. Khaimovich, B. I. Rogovskaya, L. S. Barkhudarov, and G. N. Vorontsova consider the category of species separately from the category of time. For example, B. S. Khaimovich and B. I. Rogovskaya express the following point of view: the categories of tense and verb type should be distinguished since they characterize the action from different points of view.

G. N. Vorontsova considers simple, long, and perfect forms as three types of English verbs because they express the limit of action about a certain point in time [2]. Namely: long forms express a "negative" attitude to the limit since the action does not end at a certain point in time; perfect expresses the limit of the action; simple forms are considered as "neutral" concerning the limit since the expression of the limit and non-limit of the action depends not on the time form, but on the context. Vorontsova believes that "the main difference between long forms and simple forms is that long forms express actions in the course, therefore they serve as a "means of painting", whereas "simple forms" state events" [2].

Professor B. A. Ilyish writes about the "four-term grammatical category of the type in the English language, highlighting:

- a) a long-term form (Continuous), which expresses a specific long-term action,
- b) a general form (Indefinite),
- c) a productive form (Present Perfect) and
- d) effectively-long (Present Perfect- Continuous), transmitting the contact of an action that began in the past with the present moment" [3]

A. I. Smirnitsky considers "the category of the species grammatical and based on the opposition Indefinite / Continuous, where the forms of the Indefinite group are defined as forms of a general form, and Continuous – as forms of a long-form" [4]. L. S. Barkhudarov defines that "the category of the species is represented by the opposition "long form / non-long form". He refers to the Indefinite and Perfect forms as non-lasting forms. And to the long view – the forms are Continuous and Perfect-Continuous. This problem has received new coverage these days. Proceeding from the fact that "species relations indicate one or another character of the course of verbal action in time and space," Professor I. G. Koshevaya defines the category of species as a species-modern grammatical category, which is based on the value of the achieved limit. The category of the species is represented by the opposition "perfectivity / imperfective", where perfectivity is expressed by the forms Perfect (perfect), and imperfective is expressed by the forms Indefinite (general forms) and Continuous (long forms).

The verbs of the Indefinite and Continuous groups convey actions that are unlimited in their course, and unsaturated, and the verbs of the perfect group express ultimate, completed actions. Let's analyze the meanings expressed by the oppositional pairs of verbs: to give (to give) to be giving (to give) to have been giving (to give) to have been giving (to give) an unachieved limit / achieved limit. The given oppositional pairs confirm that the lexical meaning of giving "to give" is preserved in paradigmatic species pairs. Thus, relations are built in these pairs according to the principle of paradigmatic subordination with a centripetal character (a term introduced by Ya. Wackernagel). The question of the period of the formation of the category of species in the history of the English language is also complex and ambiguous.

There are many theories as to whether there was a category of species in Old English, and, if there was, what were the means of expressing it. For a long time, the category of the type of English was identified with the Russian species system (V. Streitberg and his followers: G. Hesse, A. Lorz, etc.) and believed

that it should have the same morphological formant – prefixes. However, Professor A. I. Smirnitsky believes that "the same categories in different languages can be subdivided into non-matching units," which means that the English category of the species may have other morphological means of shaping [4]. The German linguist V. Streitberg believed that "in the Old English language, the desemantized prefix "ge–" served as a means of forming perfect verbs." But, according to Professor V. N. Yartseva, Professor B. A. Ilyish, and Professor I. G. Koshevaya, to talk about the existence of a category of species in the Old English language, it is necessary to have a formalized indicator that has a systemic character. If we assume that the category of the species took place in the Old English language, then there must have been an opposition "prefixed verb / non-prefixed verb". According to Professor B. A. Ilyish, the expression of the prefix "ge–" in the Old English period of the values of the perfect form is not systematic [3]. Professor I. G. Koshevaya cites the fact that the prefix "ge–" was not attached to all Old English verbs, and non-prepositional verbs could express the meanings of imperfect and perfect types depending on the context [5]. Thus, in the Old English language, the category of the species was dependent on the context and could not have a grammatically expressed opposition. However, it should be noted that the Old English prefixes were characterized by the value of the limit.

Thus, the inflectional system is replaced by analytical forms of expression. Perfect forms ("have" + Participle II) appear, which are characterized by the value of the achieved limit. As evidenced by linguists (K. Brunner, T. A. Rastorgueva, B. A. Ilyish), perfect forms appear in the Old English period, but the morphological formation of these forms occurs only in the New English period. The fact that the analytical form of the perfect becomes a grammatical indicator of the category of species in the English language, according to Professor I. G. Kosheva, is not accidental. The auxiliary verb "have" is etymologically derived from the Old English limiting verb "habban", the forms of passive voice participles formed from marginal and non-marginal

verbs will always convey limiting meanings. So, we can formulate conclusions in the following provisions:

1) The category of the type is a grammatical category that conveys the nature of the flow of verbal action in time and space.

2) The categorical value of the type category is the value of the achieved limit.

3) The type category is based on three values: reaching the limit, unachievability, and duration.

4) The category of species in the Old English language had no grammatical form and was expressed contextually.

5) The desemanticized prefixes, which expressed species relations in the Old English language, are replaced by the analytical form of the perfect, which allows the formation of a stable grammatical opposition "achieved limit / unachieved limit".

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**THE ESSENCE OF THE CONCEPT OF "COMMUNICATIVE
COMPETENCE"**

Mamatqulova Gulxayo Baxtiyor qizi

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: Communicative competence is what the federal state educational standard of primary general education focuses on, in terms of the formation of communicative universal educational actions as one of its important components.

Keywords: ethnolinguist, communicative processes, dialogue, adequate, social norms

The first concept of "communicative competence" was introduced by ethnolinguist D. Hymes who defined it as an internal knowledge of the situational relevance of language; as the ability to be a participant in speech activity. He emphasized the need for the correct use of language units of different levels in various kinds of life situations. The concept of communicative competence was formulated in the works of M. M. Bakhtin in 1935. In their research, N. N. Surtayeva and V. V. Okhotnikov consider the close relationship between the concepts of communication, communicative abilities, and communicative competence and cites the hierarchical structure of communicative processes in general activities [1].

Communicative competence, O. A. Budacheva believes, is the possession of a certain amount of information of language material, the ability to correlate language means with the tasks and conditions of communication, as well as the ability to organize speech communication taking into account social norms of behavior and communicative expediency of utterance [2]. In the scientific works of N. A. Pesnyaeva, communicative competence is described as the ability to provide verbal interaction with a partner, and establish dialogical

personal relationships with him, depending on the communication situation. Dobrovich in his research concludes that communicative competence is a constant readiness for contact [3]. According to B. M. Teplov, communicative competence implies the formation of speech skills associated with mastering speech activity, as well as the ability to work in a group, start and conduct a dialogue, express your point of view, and argue it.

A. A. Alekseeva considers it necessary that an individual can establish communication with a partner, so that he can perceive and understand his messages, and respond adequately to them, skillfully using verbal and nonverbal means of communication [4]. Describing communicative competence in his works, S. I. Vinogradov identifies the following elements in it: – psychophysical characteristics of personality: they determine the speech-thinking and communicative ability of an individual; – social characteristics and status of the individual (origin, gender, age, profession, belonging to a certain social group); – the cultural foundation of the individual (encyclopedic knowledge and assigned values);

– linguistic competence, which includes a set of skills and abilities to show the intended meaning in various ways, to extract meaning from what has been said (to recognize linguistically correct statements, to select from a large number of options for expressing thoughts that will correspond to the communication situation and express the personal characteristics of its participants);

– the pragmatic on of personality is a communicative ability that contains communicative knowledge, skills, and abilities, mastery of communicative norms, the ability to start and maintain communicative contact, motivational sphere. [56, p. 113]. In her research, E. A. Bystrova defines communicative competence as mastering various types of speech activity and the basics of the culture of oral and written speech, the basic skills and skills of using language in vital areas and communication situations for a certain age. A

mandatory component of the concept of "communicative competence", in her opinion, are communicative skills and abilities [5].

In her writings, E. A. Bystrova examines the content of the concept of "communicative competence", which includes: speech-related knowledge; speech-related skills and abilities; speech skills and skills; communication skills and skills adequate to the spheres and situations of communication. Speech skills are divided into productive (speaking, writing) and receptive (listening, reading) and involve mastering these types of speech activities. The definition of the concept of "speech skills and abilities" is due to the theory of speech activity described by L. S. Vygotsky, A. N. Leontiev, and S. L. Rubinstein, and involves targeted training in the listed types of speech activity. According to E. A. Bystrova, speech skills should be understood as skills and abilities in the field of understanding and using language and speech units in oral and written forms of speech in the process of unfolding an utterance (text) [8]. Communication skills presuppose an adequate perception of oral and written speech following the situation of speech communication, as well as the creation of oral monological and dialogical statements on topical socio-cultural, moral and ethical, every day, and educational topics following the goals and situation of communication. In the studies of M. I. Lisina and E. O. Smirnova, communication is distinguished as a special type of communicative activity that has its structural components: needs, subject, motives, and means [6]. In the process of communication, according to many researchers (G. M. Andreeva, B. F. Lomov, B. D. Parygin, V. V. Yurchuk, etc.), three sides can be distinguished:

1) communicative (communication as a process of purposeful transmission and understanding of information);

2) perceptual (communication as a process of mutual perception of communicants);

3) interactive (communication as a process of mutual influence of communicants, the mutual interaction of ideas, behavior, and activity of each other). Communication, according to E. O. Smirnova, consists of a set of

consistently performed communicative (or speech) acts that always occur in a particular communication situation. And as a consequence, in each communicative act, participants realize the transfer or exchange of information taking into account all situational factors [7]. Primary school age is the most important period in the life of an individual, as a new leading type of activity appears, the social situation changes, and the number of partners with whom it is necessary to establish contacts increases. I. A. Grishanova in her research concludes that it is for this age period that the most favorable conditions for mastering communication skills are characteristic, this is it is associated with special sensitivity to linguistic phenomena, interest in understanding speech experience, and communication. In his works, K. P. Zaitseva points out that at primary school age, the formation of communicative competence, active training in social behavior, and the ability to communicate is most optimal, communicative speech skills and ways of differentiating social situations are assimilated. Communicative competence is one of the key components of personality adaptation to the constantly changing conditions of the surrounding reality, which is crucial in the mental development and the process of socialization of primary school students. S. G. Batyreva notes in her works that communicative competence presupposes the ability and readiness of a student of junior classes to implement interpersonal and intercultural communication with individuals around him.

In his research, D. A. Ivanov points out that elementary school students may experience certain difficulties in mastering communicative competence. The reasons can be very different: a low level of vocabulary and reading culture, speech development, and speech disorders. Reduced self-esteem, emotional instability, and isolation can also lead to limitations in mastering communicative competence [8]. Relying on one of the main provisions of special psychology and pedagogy that the disturbed development of the psyche is subject to the basic laws in the development of the psyche of a normal child, we will give an idea of the features of the communicative competence of students of junior

classes in the norm. A.V. Mudrik in his writings notes that the students of the lower grades communicate mainly in the game and the activities that they are interested in and which they are engaged in. The composition of groups of children of primary school age is unstable and varies depending on the actual activity, and also on moods and attachments. The positive attitude of primary school students to something is significantly influenced by the teacher's opinion and assessment. O. A. Veselkova was engaged in the study of the communicative culture of elementary school students, manifested in communicative skills. In her research, she obtained results that indicate that the knowledge of values and norms of communicative interaction in these children is following age potential. However, this knowledge most often does not fulfill its purpose and is not realized in life situations. The consciousness of elementary school students is directed to such qualities as kindness, a sense of humor, the ability to make friends, and sociability. According to O. A. Veselkova, the need of primary school students for such qualities as kindness, a sense of humor, and the ability to make friends and communicate is the starting point in the formation of their communicative culture. Students easily identify the opposite states (joy-grief) but have difficulty distinguishing between more vivid feelings (surprise, pleasure, boredom, indifference).

The author concludes that this is a consequence of the lack of systematic work aimed at developing students' emotional sensitivity. The majority of students strive to interact with people around them and are open to communication, but the organization of joint activities in the educational process, and the implementation of mutual assistance to each other depends more on the individual, personal and professional qualities of the teacher. When studying the levels of formation of the communicative competence of students of junior grades, and in particular, the communicative skills that are its main component, L. R. Munirova received data indicating a low level of their development. The author points out in his works that primary school teachers have difficulties in organizing work on the formation of communicative skills.

There is a high need for special methodological developments and recommendations on this issue. In the conditions of dysontogenesis, the process of formation of communicative competence, as well as the process of communication, acquires qualitative originality depending on the structure of the defect. The study of the peculiarities of the formation of the communicative competence of children with mental retardation was carried out by such scientists as: O. K. Agavelyan, M. G. Agavelyan, A. A. Bayborodskikh, D. I. Boikov, O. N. Dianova, E. E. Dmitrieva, O. S. Goldfarb, O. V. Zashirinskaya, N. A. Nikashina, P. O. Omarova, E. S. Slepovich, R. D. Triger, E. V. Khlystova and others. E. E. Dmitrieva in her research concludes that students with ZPR shy away from speech communication. Speech contact is characterized by short duration and inferiority.

L. I. Peresleni determines this by the rapid exhaustibility of messages, a small stock of information for an answer, a low level of vocabulary formation that prevents the formation of an utterance; misunderstanding of the interlocutor. Students lack the desire to delve into the essence of the conversation, in this regard, their responses and reactions are often inadequate and do not contribute to the continuation of communication [8].

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**BO'LAJAK INGLIZ TILI O'QITUVCHILARNING KASBIY
KOMPETENSIYALARINI SHAKLLANTIRISHNING ILMIY ASOSLAR**

Musurmonqulova Gulhayo Xo'jayor qizi

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Annotatsiya: Falsafiy, psixologik, pedagogik va lingvodidaktik adabiyotlarni tahlil qilish, shuningdek chet tillarini o'qitish amaliyotini tahlil qilish bizga kelajakdagi xorijiy til o'qituvchilarining, xususan ingliz tilining kommunikativ va uslubiy kompetensiyalarini shakllantirishning o'ziga xos xususiyatlarini ilmiy uslubiy muammo sifatida ajratib ko'rsatishga imkon berdi.

Tayanch soʻzlar: kompetentlik, kompetensiya, ierarxiya, ta'lim, kognitiv.

So'nggi paytlarda ta'lim natijalarini baholashni "ta'lim", "tarbiya", "umumiy madaniyat" tushunchalaridan "kompetentlik" va "kompetensiya" tushunchalariga yo'naltirish kompetensiyaga asoslangan yondashuv o'quv jarayonini tashkil etishga chaqiriq bo'lib kelmoqda. Bugungi kunda, ko'plab tadqiqotchilarning fikriga ko'ra, har qanday sohada mutaxassislarni tayyorlashga asoslangan yondashuv doirasida yangi kontseptual ishlar asosida amalga oshirilishi kerak. Bu kasbiy ta'limning yangi zamonaviy sifatiga erishishni ta'minlash uchun ta'limni yangilash asoslaridan biri sifatida kompetensiyaga asoslangan yondashuv bo'ladi. [1].

"Kompetensiyaga asoslangan yondashuvning paydo bo'lishi-bu jamiyatning doimiy rivojlanayotgan ehtiyojlariga yaqinlashish yo'llarini izlash natijasida ta'lim tizimining rivojlanish qonuniyatidir. An'anaviy ravishda ma'lum bir kasbning asosi hisoblangan bilim, ko'nikma va qobiliyatlar endi ushbu kasblar doirasida samarali faoliyatga tayyorlikni ta'minlay olmaydi [2]. Kompetensiyaga asoslangan yondashuv g'oyasi va asosiy konseptlar ro'yxati so'nggi yillarda psixologik va pedagogik tadqiqotlarda, ayniqsa chet tillarini

o'qitish sohasida tobora ko'proq amalga oshirilmoqda. Misol uchun E. Ya. Kogan:" O'qituvchining pozitsiyasiga bo'lgan munosabatni qayta ko'rib chiqishni talab qiladi ". Ushbu yondashuv global o'zgarishlarga olib kelishi kerak - ongni o'zgartirishdan uslubiy bazani o'zgartirishgacha bo'lib xizmat qiladi." [3].

Kompetentlik va kompetentsiyaga asoslangan yondashuv (kompetentsiyaga asoslangan ta'lim) asosida o'lchangan ta'lim natijalari xalqaro hujjatlarda tez-tez ishlatilishi tufayli ta'lim tizimida tobora ortib bormoqda. Kompetentlik yondashuvining yangi baholash madaniyatini shakllantirishga ta'siri bilimlarni dominant xususiyat sifatida baholashdan konseptlarni baholashga o'tishni o'z ichiga oladi. I. N. Kuzmin boshchiligidagi bir guruh olimlarning ta'kidlashicha, ertaga egallangan bilim, egallangan ko'nikma, qobiliyat va malakalar sifatini baholashni innovatsion metodologik jihatdan qayta qurish talab etiladi [4]. Akademik va professional oliy ma'lumot darajalarini tavsiflash uchun yagona (izchil) til sifatida talqin etiladi. Kompetentsiyalar tilida ifodalangan ta'lim natijalari akademik va kasbiy tan olinishi va harakatchanligini kengaytirish, diplom va malakalarning taqqoslanishi va mosligini oshirish usulidir. Konsept yondashuv amalga oshirish yagona ta'lim, kasb-hunar, malaka va madaniy qiymatini saqlab qo'shimcha omil sifatida harakat qilishi mumkin [5]. Gap shundaki, yangi texnologiyalar jadal tatbiq etilayotgan zamonaviy postindustrial jamiyatda xodimlarning ijtimoiy-kasbiy funktsiyalari sezilarli darajada o'zgardi. Endi faqat bilimlar yig'indisini o'zlashtirishga va ko'nikmalarni egallashga e'tibor qaratish ishlab chiqarish va muassasalar ehtiyojlari uchun yetarli emasligi aniq.

O. E. Lebedevning fikricha, kompetentlik yondashuvi-ta'lim maqsadlarini aniqlash, ta'lim mazmunini tanlash, o'quv jarayonini tashkil etish va o'quv natijalarini baholashning umumiy tamoyillari majmuidir [6]. G'arbiy Yevropada konsept tushunchasi 1990-yillarning o'rtalaridan boshlab faol qo'llanilib kelinmoqda va bir nechta tartibga solish modellari va usullariga asoslangan. XXI asr Jak Delors "Ta'lim: Yashirin xazina" asarida ta'limga

asoslangan to'rt turini: bilishni o'rganish, qilishni o'rganish, yashashni o'rganish va birgalikda yashashni o'rganish" - bularning barchasi asosiy konseptlarni ifodalaydi. Tadqiqotlarga ko'ra kompetentsiyaga asoslangan yondashuv bilimga yo'naltirilgan komponent bilan tenglashtirilmaydi, balki hayotiy muammolarni hal qilish, professional va asosiy funktsiyalarni bajarish, ijtimoiy rollar va konseptlarga ega bo'lishning yaxlit tajribasini nazarda tutadi. Mashhur olim V. V. Serikov "... ta'limda o'quvchiga faqat qanday material va metodika bilan emas, balki kim kelishi muhimroq degan fikrni to'g'ri ta'kidlaydi. Usulning samaradorligi sezilarli darajada kimning qo'lida bo'lishiga bog'liqligini hamma biladi. Maktab faoliyatini ularga biriktirilgan standartlar va "texnologik paketlar" ishlaydigan o'qimishli odamlarni ishlab chiqarish uchun o'ziga xos ishlab chiqarish liniyasi sifatida taqdim etish istagi ham tarixiy tajribaga zid keladi. Bolaning sub'ektivligi uchun u matnlar, vazifalar va mashqlar bilan emas, balki uning kelib chiqishi bilan shug'ullanishi kerak. Bu pedagogik ishning chuqur mohiyatidir. B. F. Lomovning fikriga ko'ra, rus psixologiyasida shaxsiyat ko'p o'lchovli va ierarxiya bilan tavsiflangan ochiq maqsadli dinamik tizim sifatida qaraladi, unda muallif uchta asosiy funktsional quyi tizimlarni aniqlaydi:

kognitiv jarayonlarni o'z ichiga olgan kognitivlik (idrok, xotira, fikrlash, tasavvur va boshqalar);

* tartibga soluvchi, shu jumladan hissiy-ixtiyoriy jarayonlar va sub'ektning faoliyatni o'zini o'zi boshqarish, boshqa odamlarning xatti-harakatlariga ta'sir qilish qobiliyatini ta'minlash;

* boshqa odamlar bilan muloqot va o'zaro munosabatlarda amalga oshiriladigan kommunikativlik.

Muallifning ta'kidlashicha, faol shaxsning integral xarakteristikasi-bu faoliyatning muvaffaqiyatini belgilaydigan qobiliyatlar, individual psixologik xususiyatlarini aniqlaydi. Shunday qilib, ta'lim tizimi bilim paradigmasidan kompetentsiyaga o'tadi, ular bir-biriga zid emas, balki bir-birini to'ldiruvchi munosabatlarda degan xulosaga kelish mumkin. Shu bilan birga,

kompetentsiyani o'zlashtirish natijasida kompetentsiya inson ma'lum miqdordagi bilimlarni o'zlashtirganida, u zarur ko'nikma va ko'nikmalarni, ma'lum qiymat-motivatsion munosabat va shaxsiyat xususiyatlarini, birgalikda uning tayyorligi va faoliyatini amalga oshirish qobiliyatini ta'minlaganida paydo bo'ladi. Zamonaviy ta'limda kompetentsiyaga asoslangan yondashuvning rolini bunday tushunish uni umuman ta'limni isloh qilish va uning asosiy toifasi sifatida kompetentsiyani tarkibiy va mazmunli to'ldirishning yetakchi uslubiy asosi sifatida ko'rib chiqishga imkon beradi.

S. V. Kirdyankinaning ishida kompetentsiyaga asoslangan yondashuvga muvofiq ta'lim faoliyatini qurish nuqtai nazaridan ko'rib chiqiladi. Shu nuqtai nazardan, kompetentsiyaga asoslangan yondashuvning mohiyati quyidagi xususiyatlarda yotadi:

1. Talabalar va o'qituvchilarga turli xil faoliyat turlarini (o'quv, kognitiv, mehnat, loyiha va boshqalar) o'zlashtirishga imkon beradigan hayotiy vaziyatlarni ongli ravishda yaratishda, bu asosiy konseptlarni shakllantirishga, shuningdek, ijtimoiy tajribaga ega bo'lishga yordam beradi.

2. Asosiy kompetentsiya darajasini namoyish qilishni talab qiladigan kompetentsiyaga asoslangan ta'lim texnologiyalarini joriy etishda. Ta'lim xizmatlari iste'molchilarining so'rovlarini bajarish uchun va uning faoliyati natijalari uchun muassasaning javobgarligi ortib borishi munosabati bilan ta'lim muassasasini davlat va davlat boshqaruvini ta'minlashda.

3. Ta'lim xizmatlari iste'molchilarining so'rovlarini bajarish uchun va uning faoliyati natijalari uchun muassasaning javobgarligi ortib borishi munosabati bilan ta'lim muassasasini davlat va davlat boshqaruvini ta'minlashda.

4. Ta'lim muassasasining ijtimoiy sherikligini ta'minlashda.

5. O'qituvchilarga mutlaq ko'rsatkichlar uchun emas, balki "o'sish nuqtalari" uchun yangi ish haqi tizimini joriy etishda.

6. Ta'lim muassasasi ishining sifatini baholash uchun jamoat ekspertizasini jalb qilishda.

7. Ta'lim tizimida e'lon qilingan ustuvor yo'nalishlarni hisobga olgan holda ta'lim muassasasini boshqarish tuzilmasini takomillashtirishda va boshqalar.

I. Frumin, ta'limda kompetentsiyaga asoslangan yondashuvni amalga oshirishning to'rt jihatini aniqlaydi:

3. asosiy konseptlar;
4. umumlashtirilgan mavzu qobiliyatlari;
5. amaliy fan qobiliyatlari;
6. hayotiy ko'nikmalar.

Birinchi jihat asosiy konseptlarni shakllantirishga qaratilgan. Bularga pedagogik texnikalar va matnlarni tushunish, turli xil ma'lumotlarni qayta ishlash, guruhdagi harakatlar ko'nikmalarini shakllantirish texnologiyalari kiradi.

Kompetentsiya yondashuvini amalga oshirishning ikkinchi jhati umumlashtirilgan sub'ektga xos ko'nikmalarni shakllantirish bilan bog'liq. Bularga odatdagi vazifalar sinflarini hal qilish qobiliyati kiradi. Chet tili uchun bu chet tilidagi nutqni tushunish qobiliyati bo'lishi mumkin. Kompetentsiya yondashuvini amalga oshirishning uchinchi jhati, I. Fruminning tadqiqotlariga ko'ra, barcha maktab ta'limining amaliy xususiyatlarini mustahkamlashdir. Bu yo'nalishda maktab o'quvchilarini yo'l-yo'riqlar haqidagi bilimlarni emas, balki faoliyatning turli yo'llarini egallashga o'rgatish lozimligiga ishonib, faoliyat yondashuvi g'oyalarini amalga oshirishga katta ahamiyat beriladi. Konseptlarning to'rtinchi guruhi " hayotiy ko'nikmalar " dan iborat bo'lib, muallif zamonaviy odamlar har kuni foydalanadigan turli xil oddiy ko'nikmalarni tushunadi. Bularga pulni sanash, oddiy hujjatlarni yozish qobiliyati va boshqalar kiradi. Ba'zan hayotiy ko'nikmalarning butun doirasi funksional savodxonlik deb ataladi. Shunday qilib, kompetentsiya yondashuvining kontseptual sohasini tahlil qiladigan barcha tadqiqotchilar bir vaqtning o'zida uning faoliyatini-amaliy va aksiologik yo'nalishni ajratib ko'rsatishlari shart. Bu ehtimol, bizning tadqiqotimiz sharoitida muhim bo'lgan

kompetentsiya yondashuvining mohiyati-olingani ta'lim mazmunini hayotda va kelajakdagi kasbiy faoliyatda haqiqiy foydalanish uchun yo'naltirish va o'z bilimlari, ko'nikmalari va qobiliyatlarini sotsializatsiya va o'zini o'zi ta'minlaydigan shaxsiy qadriyatga aylantirish- shaxsni realizatsiya qilishdir. L. L. Hetmanning o'z asarida xuddi shunday nuqtai nazarni ishlab chiqadi. Muallifning fikricha, ta'lim jarayoniga kompetentsion yondashuvni joriy etish ta'lim mazmunida, o'quv jarayonini amalga oshirishda va o'qituvchi amaliyotida jiddiy o'zgarishlarni talab qiladi. Muallifning fikriga ko'ra, o'qituvchining amaliy faoliyatida kompetentsiya yondashuvi g'oyalarini amalga oshirish ma'lum o'zgarishlarni keltirib chiqaradi. Birinchidan, o'rganishning maqsadi bu jarayon emas, balki talabalar tomonidan ma'lum natijaga erishishdir. Mavzu ichidagi materialning mazmuni o'qituvchi tomonidan tuzilgan natija uchun tanlanadi. Hozirda baholashga yondashuvlar ham o'zgarib bormoqda baholash protsedurasi aks ettirish, dalillar portfelini yig'ish va talabalar faoliyatini kuzatishni o'z ichiga oladi. Chet tili o'qituvchisining kasbiy kompetentsiyasi o'rtasidagi o'ziga xos farq shundaki, integral funktsiyalarni bajaradigan kommunikativ kompetensiya ushbu tuzilmaning barcha tarkibiy qismlariga singib ketadi, ularni " oziqlantiradi", tuzatadi va shu bilan birga kasbiy bilimlar tizimini rivojlantirish, o'qitish qobiliyatlari jarayonida o'zini yaxshilaydi va shaxsiy kasbiy xususiyatlarni shakllantiradi.

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AXIAL FEATURES OF THE VERB SYSTEM IN ENGLISH

Expressive-stylistic and pragmatic potential of the category of time

Xojiyeva Mohinur Akram qizi

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: The relevance of our article is because the categories of type and time in modern linguistics are controversial and contradictory. All researchers recognize the existence of a temporal system of English verbs, but at the same time understand the essence, functioning, and application of this system in different ways, both in language theory and in practice.

Keywords: non-localization, circumstances, circumstance, species category.

As you know, the modern system of the English verb is one of the most difficult to understand. It should be well understood why such categories as time, type, and pledge are needed in the language to clearly explain the principles of functioning of the corresponding forms. This understanding gives a cognitive approach to language as a system of knowledge representation. The prototypes of aspectual neutrality are the forms of the so-called synthetic species, represented by the forms of the "main" species category, or the species-modern forms of the Indefinite or Simple group (in the foreign linguistic tradition). The grammatical form of the present basic can be considered as a set of the following form usages: actual, multiple, and constant.

Aspectual neutrality in the sphere of the present tense. The present basic – actually serves to denote the uniqueness of an action or states relevant to a given moment of speech, including the latter in the duration of the action. As I. P. Ivanova points out, "the period covered by the present main – actual can have a very diverse duration – from unlimited to coinciding with the moment of speech, and between these two poles lies several transitional ones" [1].

1. In the meaning of the Present Indefinite form – actual – the following main seems are distinguished:

- a) the inclusion of the moment of speech in the duration of the action;
- b) the uniqueness of the action;
- c) localization of action in time, for example, He knows all the women who consort with Americans.

2. To indicate the repeatability of actions relevant to the moment of speech, the present basic–multiple is used. The semes relevant for the present main-multiple are:

a) the inclusion of the moment of speech during the period during which the repetition of the action is possible;

b) multiplicity of action;

c) non-localization of action in time: They are always afraid of seeming to be strange, of seeming. "To realize the meaning of multiplicity, the following conditions are necessary: the presence of lexical means of indicating an indefinite or definite repeatability of actions; correlation with some other action in the context of an utterance; the absence of a point localization of the action in time (the action captures both the area preceding the moment of speech and the area following it)". The circumstances determining the sign of temporary non-localization of the present main multiple includes:

1) circumstances of cyclicity, repeatability of the type: every morning, in the evenings, every winter, etc.;

2) usuality – as a rule, usually, always, often, etc.;

3) sporadicity (randomness, repeatability) – sometimes, occasionally.

[1].

Thus, the actions conveyed by the form of the present simple multiple are multidimensional; they are mostly repetitive, non-localized actions exactly in time, capturing the preceding and following areas.

The specific meaning of the present simple–constant denotes situations, actions, and facts that are always true, including this moment of speech [1].

Contextual conditions for the implementation of the values of the present simple – constant are:

- 1) generality of the subject of the action;
- 2) a compound nominal predicate as one of the means of expressing a constant attribute;
- 3) the general meaning of the statement: The windows are beautiful; Of all things in the world inconstancy is my aversion [2].

"The prototypical meaning of the present – the main category is the transfer of the property, quality, essence of the phenomenon". Due to the unlimited breadth of time frames and the non-necessity of direct correlation with the moment of speech, this form is used to convey permanent or characteristic features of the subject: My stomacher quires a great deal of food. I order double portions and eat the minpeace. At the same time, there are cases of limitation of the time of action arising from the context. In group a), this restriction is since the action is characteristic of an individual who is not a representative of a whole class of homogeneous persons: But what the gods give them quickly takes away [3];

In group b) the restriction is related to specifying in context for a limited period: For five weeks, I allow Rome to be pleasant enough; but beyond that, it is the most tiresome place in the world. In group b), the segment covered by the action may coincide with the moment of speech and be extremely limited: I think you're making a ghastly mistake. There may also be situations when the action does not take place at the moment of speech. In these cases, we are talking about the meaning of an intermittent action that occurs under certain conditions. The repeatability of an action can be expressed by a subordinate clause of time, which includes the conditions under which this action occurs, for example: Really! And where do bad Americans go when they die?

The multiplicity of the same action can be expressed by the corresponding circumstance of the time: *I never know how much you believe of these things you tell us*

The repetition of the action can also be indicated by the nature of the subject if it denotes a generalized subject of the action: *No one who knows Mr. Harding personally accuses him for a moment.*

The actions described by this basic can be arranged sequentially in time and represent one-time acts: *You pay my way and I take you, but I have more choices - things I could do.*

Variants:

1. In the examples below, actions are not single acts. They do not reach completion when there are several verbs in a simple sentence or parts of a compound sentence, the meaning of simultaneity arises:

He bows to her, he habitually addresses her as 'my angel', he carries his canaries to pay her little visits on his cigarettes; he presents her with sugar-plums in return, which he puts into her mouth playfully, from a box in his pocket.

2. Another function of the main present discharge is the ability to transmit an action planned to be performed after the moment of speech. As a rule, in such sentences there are circumstances of time, for example, *they fight tomorrow.*

3. In the case when the predicate of the main sentence is expressed in the form of the future tense, the predicate of the subordinate specifies the time or conditions of the upcoming course of a single action: *If I make the slightest movement, he'll fire.*

Aspectual neutrality in the sphere of the past tense. "The form of the main category in the sphere of the past tense Past Indefinite conveys, as is known, the so-called general-practical specific meaning characteristic of an action that ended earlier than the moment of speech. Thus, the prototypical specific meaning of the form of aspectual neutrality is a narrative function, which is largely actualized by the semantics of this temporal form".

The text can: a) contain an indication of the time: "He thrust himself into an attitude of command and remained for a moment perfectly still or maybe b)

does not contain such an indication or the indication may not be placed at the beginning of the narrative: *They sat side by side and enjoyed the happiness of one another's company; Arthur Burdon and Dr. Porhoet walked in silence. Dr. Porhoet walked with stooping shoulders, his hands behind him* [4].

In addition, the past basic can convey the characteristics of an individual. The transmission of a permanent feature of an individual is limited to a completed period, for example, *it was always muddy, the roadway most uneven, and the lamps few and far between, emitting the feeblest of rays.*

Probably, the prototypical values of the aspectual neutrality of the past basic are the designations of the action as singular, correlative, and multiple. The form of the past basic – singular contains the following basic semantic components of meaning:

a) preceding the moment of speech of the present tense, the generation of discourse (the time distance between the moment of the end of the action in the past and the moment of speech):

After he had drunk his cup of black coffee, he wiped his lips slowly with a napkin, motioned to his servant to wait, and going over to the table sat down and wrote two letters.

b) the uniqueness of the action and the localization of the action in time: *The next night, of course, I arrived at the place again.*

The form of the past main – correlative – action contains the following main components of meaning:

a) preceding the moment of speech;

b) localization of the action in time;

c) expression of a set of simultaneous or consecutive actions: *He slid back the bolt, opened the back door, and stepped into the stifling heat of the evening sun.* The form of the past main multiple actions has the following set of semantic features:

a) preceding the moment of speech: *Although over six years had passed away, the boss never thought of the boy except as lying unchanged, unblemished in his uniform.*

b) the multiplicity of a single action or a set of simultaneous or consecutive actions: *From time to time he glanced at the gold clock on his wine.*

c) non-localization /localization of the action in time: *He never spoke to us [20].*

To make the values of the prototypical aspectual neutrality of the past main multiple relevant, some context conditions are required: the presence of lexical means of indicating cyclicity, repeatability of action (*always, regularly, constantly, usually, often, each time, etc.*)

Aspectual neutrality in the sphere of the future tense. The meanings of the perspective form are expressed using the analytical complex shall / will with the infinitive of the main verb, traditionally classified as a grammatical form of the future tense. As is known, the formation of the future tense in English is the result of the grammatization of combinations of the modal verbs shall and will with the infinitive of the significant verb. The degree of the presence or absence of modality is quite difficult to determine, since objective criteria are not always obvious, and often the definition of modality largely depends on the subjective perception of the researcher. Depending on the context, the meaning of the due may be absent or present. When a statement expresses a voluntary desire or intention rather than a duty, then for the first person we can talk about the absence of modality. There is also no modality when presenting objective facts in the future. The type of perspective view should include those cases when modal words expressing confidence are present in the sentence. Very often, uncertainty, assumption about the future is expressed not by modal words, but by the main sentence, while the verb in the form of the future tense is in an additional subordinate, for example, *I believe that we shall always be ignorant of the matters which it must behoove us to know, and therefore I cannot occupy*

myself with them"; "I don't think you will ever get me to believe in occult philosophy [4]. The fundamental difference between the forms will, shall + V as an expression of time from their modal analogs, according to N. Davidson-Nielson, is that syntactically they are characterized by the following features [2]:

1) they are not used in subordinate clauses of the condition and time;

2) however, they are used in passive constructions, for example: *If any real lynching's going to be done it will be done in the dark, Southern fashion; and when they come they'll bring their masks, and fetch a man along;*

3) the verb shall be used in constructions of indirect speech: *You will see him tomorrow – he says I shall see him tomorrow.*

The type of perspective view should include those cases when there are modal markers in the sentence expressing uncertainty. The form of the future indefinite can function to express the aspectual meaning of the "neutral" future and the assumption in the main sentence with a subordinate condition or time, as well as to express the meaning of "intention" with a personal subject and an indication of a limited period. Thus, summing up this section, we can conclude that the category of tense is the most important component in linguistics in relation not only to English verbs but to grammatical constructions in general.

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**INGLIZ TILIDAGI MAQOLALAR SARLAVHALARINI LEKSIK VA
GRAMMATIK JIHATDAN TARJIMA QILISHDA XATOLARNING
SABABI (Tarjima xatolarining ta'rifi va tasnifi)**

TDTU Chet tillar kafedrası assistenti

F.R.Turg'unova

Annotatsiya: Ushbu maqolamizda quyidagi usullardan foydalanildi: sinov usuli, doimiy namuna olish usuli, miqdoriy hisob-kitoblar usuli, shuningdek qiyosiy usul. Ampirik tadqiqotning maqsadi quyidagi vazifalarni hal qilishni o'z ichiga oladi: tarjima xatosini aniqlash, turli mualliflar tomonidan taklif qilingan tarjima xatolarining tasniflarini ko'rib chiqish, keyingi tadqiqotlar uchun eng mos tasnifni aniqlash, ingliz tilidagi matbuot sarlavhalarini tarjima qilishda tarjimonlar tomonidan yo'l qo'yilgan odatiy xatolarni aniqlash uchun misollar ko'rib chiqiladi.

Tayanch so'zlar: ekvivalent, kontekstual, disinforming, orientatsiya, tautologiya, paronimlar.

Tarjimada xato hodisasi ko'plab mutaxassislar tomonidan ko'rib chiqilgan. Zamonaviy tarjimashunoslikda xatolarni tasniflash bo'yicha olimlar o'rtasida kelishuv mavjud emas. Biroq, xatolikni belgilashda ko'pchilik mualliflar uni "ekvivalentlikning me'yoriy talabidan asossiz og'ish" [1], "tarjimaning asliyatga nomuvofiqlik o'lchovi" [2], "o'quvchiga disinforming ta'sir o'lchovi" [3] deb tushunadilar. "L. K. Latishev tarjima xatolarini asl tarkibni tarjima qilishda va maqsadli tilda matnning mazmuni va shaklini moslashtirishda kamchiliklar sifatida belgilaydi [4]. Ushbu maqolada L. K. Latishev tomonidan berilgan tarjima xatosining ta'rifi ishchi ta'rif sifatida qabul qilinadi, chunki u tarjima qilingan elementning uning tarkibiy tomonini ham birlashtiradi. Ushbu kombinatsiya tadqiqot doirasida unga mos keladi.

Ushbu bo'limda tarjima xatolarining ba'zi mavjud tasniflari ko'rib chiqiladi va ularning asosiy turlari ta'kidlanadi. Tarjima xatolarini tasniflashda

ko'plab yondashuvlar mavjud. M. A. Kunilovskaya xatolarni til nuqtai nazaridan tasniflaydi va farqlashni taklif qiladi [5]:

1. Imlo xatolari;

2. Grammatik xatolar: morfologik va sintaktik (noto'g'ri so'z shakllanishi yoki noto'g'ri jumla tarkibi);

3. Leksik xatolar (so'zning asosiy yoki kontekstual ma'nosidan noto'g'ri foydalanish hamda NJda so'z muvofiqligi me'yorlarining buzilishi)

V. V. Sdobnikov kommunikativ-funksional yondashuvga amal qiladi va matn pragmatikasini hisobga olgan holda xatolarni tasniflaydi. V. V. Sdobnikov xatolarning quyidagi turlarini aniqlaydi [6]:

1. Alohida jumla darajasida aniqlangan asl nusxaning mazmuniga nomuvofiqlik;

2. Tarjima tilining normasi va ishlatilishiga nomuvofiqlik;

3. Asl muallifning kommunikativ niyatining nomuvofiqligi. V. N. Komissarov o'zining "zamonaviy tarjimashunoslik" asarida tarjima qiyinchiliklaridan kelib chiqadigan xatolarni ikki guruhga ajratadi. Birinchi guruhda Vilen Naumovich tarjima qilishda asliyat mazmunidan chetga chiqishni o'z ichiga oladi va ularni quyidagicha ajratadi [7]:

1. Matn ma'nosini to'liq buzib ko'rsatish;

2. Ma'noning bir qismini yetkazmaydigan yoki noto'g'ri etkazadigan, ammo uning mazmunini butunlay buzmaydigan tarjima noaniqliklari;

3. So'zni muvaffaqiyatsiz tanlash yoki noqulay iboralar tuzilishi bilan bog'liq uslubiy qo'pollik va uzatiladigan ma'lumotlarning aniqligiga ta'sir qilmasa ham, tahrir qilishni talab qiladi. Xatolarning ikkinchi guruhida V. N. Komissarov tarjima tilining me'yorlari va ishlatilishidan har xil og'ishlarni o'z ichiga oladi, shu jumladan:

1. Iboradagi so'zlarni noto'g'ri tanlash;

2. Grammatik xatolar;

3. Imlo xatolari.

D. M. Buzadji "tarjima xatolari tasnifiga yangicha qarash" kitobida quyidagi xatolar tasnifini taklif etadi [8]:

1. Matn mazmuni bilan bog'liq ma'no uzatishdagi buzilishlar:

- 1) Asliyatning denotativ mazmunini tarjima qilishda buzilishlar
- 2) Asl nusxadagi denotativ tarkibni noto'g'ri uzatish

2. Asliyatning uslubiy xususiyatlarini ko'chirish bilan bog'liq buzilishlar;

3. Muallifning bahosini o'tkazish bilan bog'liq buzilishlar;

4. Tarjima normasi va ishlatilishining buzilishi, shu jumladan imlo va puntuatsiya normalarining buzilishi, tarjima tilining uslubiy me'yorlari.

A. B. Shevnin xatolarni tarjimaning qaysi bosqichida paydo bo'lishiga qarab tasniflaydi. N. K. Garbovskiyning fikriga ko'ra, "xatoliklarga orientatsiya birligini tashkil etuvchi belgilar ma'nosini noto'g'ri talqin qilish ham, tarjima birligini loyihalash uchun tarjima tilida belgilarni noto'g'ri tanlash ham sabab bo'lishi mumkin" [9]

Bu tamoyilga amal qilgan holda A. B. Shevnin ajratib ko'rsatadi [10]:

1. Ta'sirchan tipdagi xatolar (antonimlar)

2. Ekspresiv turdagi xatolar (paranormal), shu jumladan:

2.1 polisemli so'zning bir necha ma'nolari orasidan biror ma'noni noto'g'ri tanlash;

2.2 haqiqatlarni noto'g'ri uzatish (tepada);

2.3 axborotni noqonuniy ravishda bekor qilish;

2.4 tarjimada so'z tartibini noto'g'ri uzatish;

2.5 so'z muvofiqligi normalarining buzilishi;

2.6 tarjima qilingan matnning janr va stilistik xususiyatlari o'rtasidagi tafovut.

Shuningdek, A. B. Shevnin nomuvofiqliklarni ham ajratib ko'rsatadi:

1. Kognitiv;

2. Til;

3. Lingvokultural.

Xatolarning yana bir tasnifi L. K. Latishev asarlariga asoslangan. Ushbu tasnif tarjima sohasida mutaxassislar tayyorlaydigan universitetlarda keng qo'llaniladi. Ushbu tasnifga ko'ra quyidagi xato turlari ajratiladi:

1. Semantik xatolar - asl tarkibdan funktsional bo'lmagan motivatsion og'ishlar, disinforming ta'sir darajasi bilan farq qiladi:

a. **Distortions**-tarjima mazmunining asliyatdan sub'ektiv ravishda va shartli ravishda chetga chiqishi, natijada qabul qiluvchining xabar mavzusi haqida adashishi;

b. **noaniqliklar**-asl nusxaning mazmunini to'liq buzmaydigan, aniqlashtirishni talab qiladigan og'ishlar; ma'lumotlarning noto'g'ri kamchiliklari yoki qo'shimchalari;

c. **noaniqliklar**-so'z yoki iboralar tuzilishini muvaffaqiyatsiz tanlash tufayli tarjimadagi funktsional va mazmunli kamchiliklar.

2. Normativ-lingvistik va odatiy xatolar – tarjimada asl nusxaning mazmunini moslashtirishdagi xatolar, til normalari va ishlatilishining buzilishi natijasida kelib chiqadi.

a. leksik xatolar – so'zning asosiy yoki kontekstual ma'nosini noto'g'ri ishlatish bilan bog'liq xatolar, shuningdek me'yorlarning buzilishi so'zlarning mosligi. Ushbu guruhning xatolariga tautologiya, paronimlardan foydalanish, ishlatilgan qurilishdan foydalanmaslik va boshqalar kiradi.

b. grammatik xatolar-asl nusxaning ma'nosini buzishga olib kelmaydigan tarjima tilining grammatik me'yorlarini buzish. Ushbu guruhning xatolarini morfologik xatolar, noto'g'ri muvofiqlashtirish / boshqarish, g'ayritabiiy so'z tartibidan foydalanish, shuningdek noto'g'ri tematik bo'linish deb hisoblash mumkin.

c. stilistik xatolar asl nusxaga tegishli bo'lgan matnlarning janr-stilistik xilma-xilligiga funktsional va lingvistik xususiyatlariga mos kelmaydigan so'z, qurilish yoki uslubiy vositalardan foydalanish natijasida yuzaga keladi.

d. Imlo xatolari-so'zlarning imlosidagi xatolar.

Punktuatsiya xatolari- punktuatsiya qoidalariga rioya qilmaslik. L. K. Latishev tomonidan taklif qilingan ushbu tasnif biz uchun eng to'liq bo'lib tuyuladi, chunki u sarlavhaning tuzilishini va uning pragmatik komponentini ham hisobga oladi. Jahon siyosati va iqtisodiyotidagi mavjud vaziyatni hisobga olgan holda, tarjima qilishda asl nusxaning ma'nosini aniq yetkazish kerak. L. K. Latishev o'z tasnifida keltirgan barcha turdagi xatolar e'tiborga loyiqdir. Shu bilan birga, xatolar uchun sarlavhalar tarjimasini tahlil qilishda biz ingliz tilidagi matbuotdagi maqolalarning sarlavhalari imlo va tinish belgilarini hisobga olmaymiz, chunki biz ushbu xatolar asosida respondentlarning leksik va grammatik tashkilotning ma'lum bir xususiyatini sifatli tarjima qilish qobiliyatini yoki qobiliyatsizligini baholash mumkin emas deb hisoblaymiz. Shuning uchun xatolar sinov paytida olingan ma'lumotlarni tahlil qilishda foydalanadigan tasnif L. K. tomonidan taklif qilingan tasnifga asoslanadi. Latishev, shunday ko'rinishda bo'ladi:

1. Semantik xatolar:

- a. buzilishlar;
- b. noaniqliklar;

2. Normativ-lingvistik va odatiy xatolar:

- a. leksika;
- b. grammatik;
- d. uslubiy.

Ushbu tasnif bizga ingliz tilidagi matbuotda maqolalar sarlavhalarining turli xil xususiyatlarini aks ettiruvchi sarlavhalar tarjimalarini batafsil tahlil qilish, shuningdek, bunday sarlavhalarni o'zbek tiliga tarjima qilishda alohida e'tibor berilishi kerak bo'lgan xususiyatlarni aniqlash imkonini beradi.

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**TYPES OF LEXICOGRAMMATICAL TRANSFORMATIONS IN
TRANSLATION OF BELLES-LETTERS AND PUBLICISM**

Lexical and Grammatical transformations

Yuldasheva Sayyora Abdunazarovna

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: The main task of the translator is to holistically and accurately convey the content of the original text, to achieve equivalence (adequacy) of the translation. An adequate translation is a full-fledged translation that determines the correct, accurate, and complete transmission of the features and content of the original, and its linguistic form, taking into account all the features of the structure, style, vocabulary, and grammar, combined with the impeccable correctness of the language into which the translation is being made.

Keywords: Lexical transformations, lexicogrammatical, concretization, generalization, modulation.

Transformations by which it is possible to make the transition from the units of the original to the units of translation in this sense are called translation (interlanguage) transformations. Since translation transformations are carried out with linguistic units having both a plan of content and a plan of expression, they are of a formal semantic nature, transforming both the form and the meaning of the original units. Lexical transformations mean "deviation from dictionary correspondences". This contributes to the specificity of the semantic structure of words in different languages. For this reason, the main thing in lexical transformations is the "replacement of individual lexical units (words and stable phrases) They are lexical units of N, and do not coincide with dictionary values. In other words, equivalents have a different meaning than the units they transmit in translation.

Among the lexical transformations, transliteration, translation transcription, calcification, and some lexicosemantic substitutions can be distinguished (the reception of a holistic transformation, concretization, and generalization).

Depending on the nature of the units of a foreign language that are considered initial in the transformation operation, translation transformations are divided into lexical, grammatical, and lexicogrammatical transformations.

We propose to consider lexical transformations in translation in more detail. The main types of lexical transformations used in the process of translation with the participation of various and include the following translation techniques: - translation transcription and transliteration;

- calculus and lexico-semantic substitutions (concretization, generalization, modulation) [1].

Transcription is a translation technique, the purpose of which is to achieve phonetic proximity to the original. The process of transcription is the transfer of a token in a way that strives for the most accurate transfer of pronunciation using the alphabet. Preference is given to practical interlanguage transcription, which includes elements of transliteration. The transliteration elements in the practical transcription of names from English into Russian include the transfer of double consonants and double consonants (dollar - dollar), the transfer of rafter vowels and g after n (sterling - sterling); the transfer of an unstressed vowel with the corresponding letter (Brixton - Brixton, Nature – Nature, where o and y correspond neutral sound) and some others.

Transliteration is a translation technique based on the transfer of a graphic image of a word. Transliteration is the process of transferring text written using one alphabetic system(s) utilizing the alphabetic system(s). The essence of this translation technique is reduced to borrowing a foreign word, which is represented on the letter by the letters of the translating language, and in oral speech is pronounced according to the pronunciation norms of the NJ. An example of transliteration is the following sentence: Not one stone of your city

will be left. I will make it as Charn, as Felinda, as Sorlois, as Bramandin. – I will not leave a stone unturned from your city, as happened with Charn, with Felinda, with Sorlois, with Bramandin. "Felinda", "Sorlois", and "Bramandin" - these lexical units have no equivalents in the Russian language, as they were invented by the author to designate non-existent countries.

Calcification is a way of translating a lexical unit of the original by replacing its parts – morphemes or words (in the case of stable word combinations) – with their lexical correspondences in the NJ. The essence of calculus is to create a new word or a stable combination in a word that copies the structure of the original lexical unit.

This is exactly what the translator does, translating superpower as a superpower; mass culture as mass culture; green revolution as a green revolution, White House as a white house, and the Fruits of the Enlightenment as the fruits of enlightenment. In some cases, the use of the calculus technique is accompanied by a change in the order of the calculable elements: land-based missile – a ground-based missile; Rapid Deployment Force – rapid deployment forces; A United Nations Organization - the United Nations. Often in the process of translation transcription and calculus is used simultaneously: transnational – transnational; petrodollar – petrodollar; miniskirt – miniskirt. A specific complication when using this method is the need to deploy or collapse the original structure. Thus, "posadnichestvo" is transmitted by a mixed expanded tracing paper "office of Podsednik", and Yuri Dolgoruky – Yuri the Long Hands (not Long-handed), while "Tatar-Mongol invasion" is transmitted by tracing paper in an abbreviated form – "The Tartar Conquest" or "The Mongol Onslaught" [2]. Concretization is the replacement of a word or phrase with a broader subject-logical meaning of words or a phrase with a narrower meaning.

This technique is widely used when translating words such as: **to be, to have, to get, to do, to take, to give, to make, to come, to go**, etc.:

We really did. – Biz rostdan bajardik.

Come on! – Keling

Get up! – Uyg`oning!

Go, go! – boring, boring!

He has only a little French - U frantsuz tilini juda yomon biladi [3].

At the by-election victory went to the Labour candidate- Qo'shimcha saylovlarda leyboristlar partiyasidan nomzodi g'alaba qozondi.

In some cases, the use of concretization is because there is no word with such a broad meaning. So, the English noun thing has a very abstract meaning ("an entity of any kind") and is always translated into Uzbek by concretization: thing, object, case, fact, case, being, etc. Sometimes the generic name in the target language cannot be used due to the discrepancy of the connotative components of the meaning. English meal is widely used in various styles of speech, and Uzbek meal is not used outside of special vocabulary. Therefore, as a rule, when translating a meal, it is replaced by a more specific breakfast, lunch, dinner, etc.

Concretization is often used even when there is a word with an equally broad meaning and a corresponding connotation, since such words may have different degrees of use in I and N. The great use of words with a broad meaning in the English language has already been noted above.

When translating such words, concretization is a very common way of translating. In the novel Ch. Dickens' "David Copperfield" describes the behavior of the hero's mother, frightened by the sudden appearance of the formidable Miss Betsy: My mother had left her chair in her agitation and went behind it in the corner. English verbs with the common meaning to leave and to go cannot be translated here using the corresponding Uzbek verbs to leave and go. The unacceptability of the translation, the mother left her chair and went to the corner for him, is beyond doubt, the Uzbek language does not describe such a specific emotional situation in this way. The best way to ensure the equivalence of the Uzbek translation is to concretize these verbs.

Grammatical transformations

Grammatical transformations are also one of the urgent problems of linguistics. Inconsistencies in the internal structures of the Uzbek and English languages force translators to use this type of transformation. These inconsistencies may be absolute or concern only parts of the utterance. An example of an absolute discrepancy is the absence of a grammatical form in one of the languages.

Sometimes the grammatical category of one language is much broader than another. And there are cases when the category is present, but only partially coincides [4]. There are many classifications of translation transformations. One of them was proposed by Ya.I. Retsker, divides translation transformations into lexical and grammatical. L.S. Barkhudarov noted that "translation transformations are those numerous and qualitatively diverse transformations that are carried out to achieve translation equivalence ("adequacy") of translation despite the discrepancies in the formal and semantic systems of the two languages". V.N. Komissarov argues that "translation transformations are transformations by which it is possible to make the transition from the units of the original to the units of translation in the specified sense.

And, since translation transformations are carried out with linguistic units having both a plan of content and a plan of expression, they are of a formal semantic nature, transforming both the form and the meaning of the original units"[5]. The scientist identifies 3 types of transformations: lexical, grammatical and complex. Let's analyze grammatical transformations in more detail. First of all, I would like to draw attention to the definition of A.L. Semenov, who understands grammatical transformations as "the kind of translational transformations that consist in replacing grammatical forms and structures of units of the source language with forms of units of the target language while maintaining semantic correspondence between them" [6].

Grammatical transformations are widely used in translation. This is largely because the Uzbek sentence does not coincide with the English sentence in its structure. After all, it has a different word order, and a different order of

sentences – main, subordinate, and introductory. Another reason is that in Uzbek, compared to English, some grammatical categories are missing, for example, such as the article and gerund. That is why in the process of translation there is often a need for grammatical transformations and the replacement of some parts of speech by others. Analyzing the structure of the Uzbek sentence, it is impossible not to note its completeness and expansion, which cannot be said about the English language and the conciseness that is characteristic of English sentences. This feature of both languages requires the introduction of additional words and even sentences when translating into Uzbek, and, accordingly, abbreviations when translating back.

Based on this, many authors distinguish 4 main types of grammatical transformations: – permutations – substitutions – additions – omissions. An example of a permutation can be a change in the order of words in a sentence or phrase, the order of a phrase in the structure of a simple sentence, the order of simple sentences in a complex sentence, etc. It is known that the English language is characterized by a direct or fixed word order in a sentence, which cannot be said about the Uzbek language.

Taste is a big factor. – Lazzat muhim omil hisoblanadi.

Soon the market took off again. – Tez orada bozor yana rivojlana boshladi.

Share prices fell dramatically and keep on falling - Qimmatli qog'ozlar narxi keskin tushib ketdi va pasayishda davom etdi.

There are cases when there is no equivalent of a word or phrase in one of the languages. In this case, it is advisable to resort to the replacement method. Word forms, parts of speech, etc. can be replaced. Accepted in Russian Hello! when translated into English, it will be replaced by *Xayrli tong! Xayrli kun! Xayrli kech!*

Salom! - Good Morning! Good afternoon! Good evening!

The phrase Please is usually pronounced in response to a Thank you remark! will be transmitted in English as follows:

You are welcome! Not at all! The pleasure is mine!

Since grammatical transformations are divided into types, the choice of the translator is determined by the element of the language that he translates. Thus, when translating, the main reasons for the use of translation transformations are differences in lexical composition, namely in the conceptual sphere and semantic scope of words of different languages. The translator, at his discretion, selects and replaces words of one language with words of another that are closest in meaning.

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SHOULD ART BE APART OF THE SCHOOL CURRICULMN

Rustamova Munisa Aktamjon qizi

Student of Samarkand State University (Kattakurgan branch)

Sattarova Feruza Rustam kizi

Assistant-teacher of Samakand state university (Kattakurgan branch)

Annotation: In this article, I will tell you that visual arts are very important in schools. For example, after working on various difficult problems, children draw various pictures to relax their brains for cultural recreation. This is a very useful activity for children. Because drawing and visual arts help to expand children's worldview.

Key words: visual, relax, brains, recreation, expand.

Anotatsiya: Men ushbu maqolamda shuni malum qilamanki tasviriy sanat maktablarda katta ahamiyatga egadir. Masalan bolalar turli xil qiyin masalalar ishlayvergandan keyin madaniy hordiq olish uchun turli xil rasmlar chizib miyasini dam oldirishadi ,bu bolalar uchun juda foydali mashg'ulot hisoblanadi.Chunki rasm chizish, tasviriy sanat bolalarning dunyoqarashini kengaytirishga yordam beradi.

Kalit so`zlar: ko'rgazma, dam olmoq, miya faoliyati, ta'sir

All practical and theoretical knowledge in this field is necessary as education to form teachers of fine and applied arts. These are mainly pencil drawing, painting, composition, applied decorative arts, sculpture, art history, and most importantly, mastering the methodological foundations of teaching this knowledge. The future is a means of acquiring this knowledge in the educational contentthe teacher will not only be a master of his field, but will also be able to share the secrets of this art with students and young people. If we expand this abbreviation, we get the following: STEAM is S - science, T - technology, E - engineering, A - art and M - math. In English it goes like this: science,

technology, engineering, art and mathematics. Do not forget that these directions are becoming the most popular in the modern world. Therefore, today the STEAM system is developing as one of the main trends. Based on the application of the STEAM education direction and practical approach, as well as the integration of all five areas into a single educational system. The changes in recent decades are pleasant, but at the same time they make us nervous. With the invention of these new things, there are many new problems that people have not faced before. New job types and even entire professional fields are emerging every day, so modern teachers must consider whether the knowledge and skills they teach are up to date.

Teaching students, forming their skills and competencies is achieved through long creative work during practical training. Therefore, visual art methodology is an effective educational process in pedagogy that determines the content, tasks and methods of teaching students to visual art, studies rational methods in their creative work, and relies on the goals and tasks of education. It is the field of organizing, researching forms and ways. Fine art methodology is divided into general and specific, like other areas of teaching methodology.

STEAM- is S - science, T - technology, E - engineering, A - art and M - math.

Theoretical- concerned with or involving the theory of a subject or area of study rather than its practical application.

Invention- the action of inventing something, typically a process or device.

Professional- engaged in a specified activity as one's main paid occupation rather than as a pastime.

Skill- the ability to do something well; expertise.

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TUPROQ UNUMDORLIGI-HOSILDORLIK GAROVI

Janazaqova Dilbarxon Djumaboyevna

Andijon qishloq ho'jaligi va agrotexnologiyalar instituti assistenti

Bozorboyeva Shodiyaxon Ozodjon qizi

Andijon qishloq ho'jaligi va agrotexnologiyalar instituti talabasi

Annotatsiya: Maqoladan tuproq unumdorligi to'g'risidagi ma'lumotlar va tuproq unumdorligini oshirish uchun olib boriladigan tadbirlar jamlanmasi o'rin olgan. Bugungi kunda tuproq unumdorligini oshiri uchun olib borilayotgan tadbirlar yoritilgan.

Kalit so'zlar: Tuproq, unumdorlik, o'simliklar, oziq moddalar, chora tadbirlar, suv, havo, ozuqa.

Bugungi kunda mamlakatimizda aholi sonining keskin ortib borishi natijasida oziq-ovqatga bo'lgan ehtiyoj ham ortib bormoqda. Insonlar tomonida har kungi iste'mol qilinadigan oziq-ovqat mahsulotlarining ko'pgina qismi qishloq ho'jaligi ekinlari mahsuli hisoblanadi. Qishloq ho'jalik ekinlari hammamizga ma'lumki mavjud bo'lgan yer maydonlariga ekib yetishtiriladi. Ekinlardan yuqori va sifatli hosil olishimiz uchun anashu dalalardagi tuproq unumdorligi muhim hisoblanadi.

TUPROQ UNUMDORLIGI deb — tuproqning o'simliklarni suv, oziq moddalar bilan ta'minlash xususiyatiga aytiladi. Tuproq tog' jinslaridan unumdorligi bilan farq qiladi. Unumdor tuproqlarda insonga asosiy oziq-ovqat mahsulotlarini beruvchi qishloq xo'jalik ekinlari ekib yetishtiriladi. Yer faqat unumdorlik xususiyati tufayli qishloq xo'jaligida ishlab chiqarish vositasiga aylangan. Tuproq unumdorligi tuproq hosil qiluvchi omillar: iqlim, rel'ef, tuproq hosil qiluvchi jinslar, tabiiy va madaniy o'simliklar bilan uzviy bogliq, ammo unumdorlik darajasida, ayniqsa, yerdan foydalanish xarakteri katta ahamiyatga ega. Tuproq unumdorligining eng muhim omillar: o'simlik rivojlanishi uchun zarur oziq moddalar va ular turining yetarli miqdorda bo'lishi; o'simlik

o'zlashtirishi mumkin bo'lgan namning mavjudligi; yaxshi tuproq, aeratsiyasi; tuproqning granulometrik tarkibi, struktura holati va tuzilishi; zaharli moddalar (kislota, ishqor, tuz) miqdori; tuproq reaksiyasidan iborat. Bu xususiyatlar yig'indisi tuproqning madaniylashganlik holati darajasini belgilaydi. Unumdorlikning barcha elementlari bir-biri bilan chambarchas bog'liq. Bu elementlardan birortasining o'zgarishi boshqalariga ham ta'sir ko'rsatadi. Har xil o'simliklarning tuproq unumdorligiga talabi turlicha bo'lganligi sababli va o'simlik biologiyasiga bog'liq holda bir tur o'simlik uchun unumdor hisoblangan tuproq boshqa tur uchun unumdor bo'lmasligi mumkin.

Unumdorlik, asosan, tabiiy va samarali turlarga bo'linadi. Tabiiy unumdorlik tuproqdagi oziq moddalar umumiy zaxirasi bilan xarakterlanadi; uning shakllanishi esa tuproq hosil bo'lish sharoitlari va omillari hamda genezisiga bog'liq. Samarali (sun'iy) unumdorlikning inson mehnat faoliyati bilan, ya'ni yerga ishlov berish, sug'orish, o'g'itlash, sho'rini yuvish kabi agrokompleks tadbirlar bilan boshqaradi. Sun'iy yo'l bilan qumlik, toshloq, botqoqlik kabi unumsiz yerlarda unumdor tuproqlar paydo qilish mumkin. Tabiiy unumdor tuproqlar ba'zan kam samaraga ega bo'lishi mumkin va aksincha yuqori agrotexnika tadbirlarini qo'llash natijasida unumsiz tuproqlarda yuqori unumdorlikka erishish mumkin. Tuproqdagi oziq moddalar miqdori (azot, fosfor, kaliy, kalsiy, magniy, oltingugurt, temir, bor, marganets va b. mikroelementlar) tuproq, hosil qiluvchi jinslar va uning tagidagi yotqiziqlar (tagzamini) tarkibiga hamda tuproq hosil qiluvchi jarayonlarga bog'liq. O'simliklarning mikroelementlarni o'zlashtirishiga tuproq reaksiyasi katta ta'sir ko'rsatadi. Tuproqdagi oziq moddalar zaxirasi mineral va organik o'g'itlar solish bilan boshqarib turiladi. Tuproqda suvda oson eruvchi tuzlar, asosan, natriy, shuningdek, magniy, kaltsiy va boshqa kationlarining ortiqcha miqdorda bo'lmasligi unumdorlikning muhim shartidir. Tuproqda tuzlar miqdorining me'yordan oshib ketishi — tuproqning sho'rlanishi, asosan, noto'g'ri sug'orishdan vujudga keladi, natijada unumdorlik keskin pasayib ketadi. Tuproq qatlamidagi zararli tuzlarni yo'qotish uchun sho'r yerlar yuviladi.

Sho'rlanishning oldini olish uchun esa tuproq xususiyati va tarkibiga karab sugorish rejimi belgilanadi.

Tuproq unumdorligi potentsial va samarali unumdorlikka xam bo'linadi. Potentsial unumdorlik tuproqdagi oziq elementlarining umumiy miqdorini ko'rsatadi. Samarali unumdorlik tuproqdagi o'simlik o'zlashtira oladigan oziq moddalar miqdori bilan belgilanadi. O'simlikni o'sishi va rivojlanishi uchun qulay sharoit yaratilgan, zararli organizmlardan tozalangan tuprok madaniylashgan tuprok deyiladi. Tuproq biologik, kimyoviy va fizikaviy usullarda madaniylashtiriladi. Biologik usul - bunda tuproqdagi organik moddalarning sintezlanishi va chirishini boshqarish, serxosil, navdor, kasallik va zararkunandalarga chidamli, maxalliy sharoitga moslashgan ekin navlarini ekish, almashlab ekishni joriy etish, bakterial o'g'itlarni qo'llash kabi tadbirlar amalga oshirilishi lozim. Kimyoviy usul - bunda tuproqlarga xar xil mineral, bakterial o'g'itlar solinadi, oxak, gips va boshqa moddalar qo'llanilib, tuproqda o'simlik oson uzlashtiradigan xolatdagi moddalar miqdori ko'paytiriladi. Fizikaviy usul - bunda yerga fizik - mexanik ta'sir etiladi, ya'ni yerga xar xil ishlovlar beriladi, tuproqning strukturali bo'lishi va uning xavo, issiqlik, suv va boshqa omillarini boshqarishda o'tkaziladigan tadbirlar majmuasi amalga oshiriladi. Tuproq unumdorligi va madaniylik darajasi undagi chirindi, mikroorganizmlar miqdori, tuproq muxiti, donadorligi, tuzilishi, xaydalma qatlam qalinligi va boshqa ko'rsatkichlarga qarab aniqlanadi.

Qurg'oqchilik tumanlarida, jumladan, sug'orma dehqonchilik hududlarida sugorish tuproq unumdorligini tubdan oshiradi. Tuproq unumdorligining past bo'lishi, ko'pincha patogen organizmlar mavjudligiga ham bogliq. Ularni kimyoviy (xasharotlarni bepusht qilish, fungitsidlar sepish) va agrotexnik tadbirlar (almashlab ekish, tuproqqa ishlov berish) yordamida yo'q qilish tuproqning samarali unumdorligini keskin oshiradi. Tuproq unumdorligini saqlash uchun tuproqqa eroziyaga yo'l qo'ymaydigan usullarda ishlov beriladi, dala ihota o'rmonzorlari barpo qilinadi, daryo va kanallar qirg'og'i mustahkamlanadi.

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**Developing communicative skills in English language through extra-
linguistic sources.**

Turayeva Dilafruz Maxammadjonovna

Master student, FSU.

Abstract The aim of this systematic review is to identify the best available evidence of teaching methods used to prepare student health care professionals. In this article, issues of developing language proficiency through interactions embedded in meaningful contexts are considered. This approach to teaching provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns in isolation. The essence and types of coaching approach in the process education is explained by the concept of communicative “competence” and its content, as well as communicative difficulties in Uzbek and English and ways overcome them. Communicative improving speech competence is important in insuring the personal and professional socialization of students on the basic of the formation of competence creating an integrative learning environment. A central concept of the communicative approach to language teaching is communicative competence: the learner’s ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environments. Therefore, this article is devoted to reveal the mechanism of interdependence and relationships between the elements of the triad language – thinking – speech, the use of the term speech production skills in methods of teaching the English language. Communicative Language Teaching situation, role of material is not only important but also inevitable. In the traditional context of English teaching textbooks are considered the main source of materials. . For the current study, data has been collected on the basis of materials study, and questionnaires.

Key words: communicative competence, types of speech, interpret, language material, knowledge gap, problem-solving, socialization, proficiency, sketches, psycholinguistic, production skills, communication, philological education, interactive tasks, didactic systematization, educational function.

Introduction. Communicative competence in foreign language teaching is the ability to learn the language means to carry out communication in various types of speech activity in accordance with the decisive communicative tasks, understand, interpret and produce coherent speech. Improving a communicative competence of students in creative an integrative learning environment based on a coaching approach a requires a full understanding of the verbal competence .The methods of teaching the native language communicative competence – the ability and a real willingness to communicate adequately targets areas and situations of communication, a willingness to voice interaction and mutual understanding . According to scientific pedagogical and psychological sources, competence is a very complex, multifaceted concept that is common to many disciplines. The concept of competence refers to the competence acquired by a student (for example, a future teacher) in a particular field, a fully formed set of certain qualities . The concept of competence (derived from the Latin *competentia*, *competere* - means "to achieve, win, match, match") means "to have knowledge that allows you to think about something", "to be aware, to be entitled". The definition of competence is similar and complementary, but there is no single definition for the word competence. The concept of competence should be distinguished from the concept of competence. . As a kind of synthesis of substantive content of the term communicative competence perceived definition of belonging M.R. Lvov. In the dictionary-reference book on methods of teaching the English language, he writes: Communicative competence – a term denoting the knowledge of the language (native and non-native), its phonetics, vocabulary, grammar, style, speech culture, possession of these means of language and speech mechanisms – speaking, listening, reading

and writing – in the range of social, professional and cultural needs of the person . One of the most important characteristics of the language is personality. It is acquired as a result of natural speech and as a result of special education.

Teaching methods, the result of which is always the educational products created by students: an idea, a hypothesis, a text work, a picture, an article, a plan of their studies, etc. are called heuristic. The method of empathy means to “feel” a person in the state of another object, “introducing” students into the studied objects of the surrounding world, an attempt to feel and know it from within. In the methodology of world linguistics, various branches of applied linguistics are developing. The study of the methodological specialization of speech in the sociopragmatic aspect, the methodological disclosure and interpretation of the relationship of the addressee and the addressee in the speech acts are relevant in all language styles and cultures. Any methodological approaches are important in improving communicative competence to create an integrative learning environment based on linguistics. Based on our observation of the specific speech competence of linguistic means in the text of the work of art, it is important to study the sociopragmatic aspect of improving the communicative competence of students in creating an integrative learning environment based on coaching approach, both verbal and nonverbal means. One of the modern trends in the methodology of modern linguistics of the world is a special study of the methods of language use, skills of creators. Because the language of each nation develops by improving its communicative competence in creating an integrative learning environment, the communicative competence that is important for language development is studied in terms of imagining this process. For example, get used to the essence of wood, cats, clouds and other educational subjects. At the time of the student, the student asks questions to the object-self, trying to perceive, understand and see the answers at a sensual level. The thoughts, feelings, sensations that are born at the same time are the student's educational product, which can then be

expressed in an oral, written, and pictorial form. In the last year, the definition of "support for research in the development of the English language in our country, the task of international cooperation in this area" shows the importance of research on the promotion of the English language in the Internet. Therefore, there is a need to improve the communicative competence of students in linguistics in creating an integrative learning environment based on the coaching approach, to analyze the semantic, methodological features of language research issues that determine the norms of cognitive, sociopragmatic, linguistic use. Special attention is paid to the use of coaching approach in improving the communicative competence of students, the improvement of medical pedagogical mechanisms for creating an integrated learning environment.

The "Mind-Map" method is a simple technology for recording thoughts, ideas and conversations. The recording is quick, associative. The theme is in the center. First there is a word, an idea, a thought. There is a flow of ideas, their number is unlimited, they all are fixed. We start to write them from the top left and end right below. The method is an individual product of one person or one group. Expresses individual opportunities, creates space for the manifestation of creative abilities of students. The possibilities of using "Mind-Map" When ordering, repeating the material; When working with text; If you repeat at the beginning of the lesson; When you introduce the topic. The basic ways of development of all components of communicative competence: Training is carried out through the following types: communication games (communicative games);

1. Communication games picture gap (the trainees have almost identical pictures, some images are different, and the differences need to be detected with the help of questions, without seeing the partner's picture – matching tasks); text gap (students have similar texts or fragments of the same text – of one student, not in the text of another student, and the lack of information needs to be filled-jig-saw reading) – Knowledge gap (one student

has information that the other does not have, and it needs to be completed with complete-the-table tasks); – Belief gap (trainees have different beliefs, but need to work out a common opinion); Reasoning gap (schoolchildren have different proofs, which are important to gather together and compare).

2. Communicative stimulations in role-plays and problem-solving (communicative stimulation) Role-playing games (assuming a certain number of characters, as well – as a game problem situation, in which the participants of the game act.) Each participant during the game organizes his behavior depending on the behavior of the partners and his communicative goal. – Disputes (it is one of the forms of dispute as a verbal contest, it is an exchange of opinions on an object with the aim of achieving a unified view of the subject.) An obligatory condition for discussion is the existence of a contentious issue. For its successful conduct, participants should have knowledge about the subject of the discussion, have their own opinion on this issue). – Roundtables (it is an exchange of opinions on any issue, a problem of interest to participants in communication.) Participating in the round table, the learner speaks out on his own behalf. The problems discussed at the round table can be very diverse: social, regional, moral Participation in the round table requires the student to have a sufficiently high level of language proficiency and the availability of certain knowledge on the problem. – Sketches (this is a short scene played out for a given problem situation, indicating the actors, their social status, role behavior). In the form of sketches, small scenes related to social and everyday spheres on the topics “Food”, “Shopping”, “City and its sights”).

3. Socialization (free communication) Line-up (students try to line up as quickly as possible in accordance with the proposed feature); – Strip-story (each student gets his / her own phrase and tries to take a faster place in the "story"); – Smile (students approach each other and exchange a cue with an obligatory smile); – Merry-go-round (students form an outer and inner circle and, moving around in a circle, exchange replicas); – Contact (participants approach each

other and start a conversation); – kind words (students say any pleasant words to the interlocutor); – reflection (participants try to imagine what other students think of them); – listening (students listen attentively to the partner, nodding in agreement and agreeing with him) .

In particular, it is important to widely apply the linguistic, sociolinguistic and pragmatic components of improving communicative competence in higher education, to develop a system of preparing students for effective communication. In the world, special attention is paid to the organization of scientific discussions and forums on the development of communicative competence in students on the basis of integrative education (Blended Learning), coaching approach. It is also important to improve the communicative model of education, to identify the specifics of the coaching approach in the process of forming interactive communication skills in students, to develop and effectively use interactive technologies of communication, to improve and radically improve higher education. This requires the development of a model for the formation of communicative orientation to professional activity through the improvement of didactic conditions for the formation of communicative competence in students, the creation of an integrative-facilitative educational environment. In our country, attention is paid to the development of communicative abilities and skills of future specialists, the development of tactical and strategic orientation to professional activity, increasing the social activity of students on the basis of affiliation. At the same time, based on the coaching approach to educational practice, universities require the identification of factors and criteria for improving communicative competence in students, the improvement of the conceptual model and practical-technological system. Defining the concept of communicative competence and its types in the development of proposals and recommendations for a coaching approach to improving communicative competence in teaching English; coaching approach and analysis of its content. Analysis English language

science programs; identify communication difficulties and ways to overcome them; the concept of communicative competence and its types in the use of interactive methods in the development of speaking skills; if the coaching approach and its content are analyzed; The goal will be achieved if the communicative difficulties in English ways to overcome them are identified. Coaching approach and its types are defined, in identifying communicative difficulties in Uzbek and English and ways to overcome them, methodological support for teaching Uzbek and English on the basis of coaching approach to improve the integration of interactive methods. Competence is a social requirement that is preceded by educational preparation for the learner to work effectively in a particular field. The concept of competence is multifaceted and has several interpretations. For example, competence is the acquisition of relevant competencies by the learner, or the minimum personal experience of the learner in the given field, or the learner's set of personal qualities (knowledge, skills, abilities, abilities) in a defined social and personal field. determined by the experience gained in their work

Discussion. In modern conditions it is naive to believe that a full-fledged communication is possible only on the basis of the ability to operate with linguistic material. For a successful communication process, it is necessary to have the total amount of knowledge that students receive by studying other subjects of the sociohumanitarian cycle of the social and humanitarian cycle. English language is a subject whose content is more or less reflected in the subject of the program on a foreign language. Knowledge of regional studies and language history, obtained by students in foreign language lessons, are applied, in turn, in the lessons of the social and humanitarian cycle. Along with the term competence, the term competence is used. These concepts are differentiated as follows: competence – it is complex knowledge, skills and abilities acquired during the course, and which constitutes a substantial component competence; it is the peculiarity of personality, determining its

ability to perform activities on the basis of the generated competence. Communicative competence in foreign language teaching – a combination of knowledge of the language system and its units, their construction and operation in a speech on how to formulate thoughts in the target language and understanding the judgments of others, on the national and cultural peculiarities of the carriers studied language, about the specifics of the different types of discourse; it is the ability to learn the language means to carry out communication in various types of speech activity in accordance with the decisive communicative tasks, understand, interpret and produce coherent speech. The methods of teaching the native language communicative competence – the ability and a real willingness to communicate adequately targets areas and situations of communication, a willingness to voice interaction and mutual understanding. Therefore, its interpretations are diverse, both in size and content, as well as in terms of meaning and logic. The term is also based on concepts such as "efficiency", "flexibility", "achievement", "success", "comprehensibility", "effectiveness", "readability", "hocca", "feature", "quality", "quantity". It is also described. In the descriptions of the concepts of "competence", special attention is paid to the following: the practical application of the set of knowledge; education, qualities, attributes of the person; a measure of readiness for practical activities; ability to solve problems, to achieve the desired results in practice; integrity of knowledge, skills, abilities that ensure the professional activity of the individual; a set of activated (applied) training, knowledge, experiences; the power of a person's goaldirected emotional will. Outcome of the research: Communicative competence of a foreign language is the ability to apply the knowledge, skills and abilities acquired in the studied language in the process of communication.

Conclusions. In short, as the process of globalization accelerates, the study of the methodological side of the Uzbek and foreign languages is becoming a modern requirement. Today, knowing English has become a simple

requirement to be a good professional in any field. "Learn a language quickly, so what's the way to speak it quickly?" .Another way to make learning a language easier is to use ready-made speakers or guides in a foreign language. Therefore, the effectiveness of speech activity of a native speaker is directly dependent on the quality of formation as an intro-subjective and extra-subjective communicative abilities, as the communicative abilities of the recipient, and communicative skills of the author. That is, in these guides you can memorize ready-made sentences used in the language. As a result, you will have the opportunity to speak a foreign language fluently during various trips.

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Address of interesting sites:

1. The Free Dictionary dictionary + idioms, forum, fun games. if, after registration, you become a member, points will be collected for reading articles <http://www.thefreedictionary.com/>

2. Real English conversations in real English with people on the street. Topics are based on separate gathered items <http://www.real-english.com/>

3 days <http://learnit90.ru/> 4. Learn English using songs! Do word translation, subtitles, and tasks http://www.esolcourses.com/topics/learn_english-with-songs.html

4. Learning to read English download the text, select a word or phrase you don't understand from the library, and learn the translation of the word <http://readlang.com/>

5. Vkontakte Ability to download pdf magazines in English every day on the social network <https://vk.com/stopthepress> Methods of using dictionaries (Table 1.4): Sites Sites for learning English № Sites Content of sites Site address

6. British Council sites For children <http://learnenglishkids.britishcouncil.org> For teenagers

<http://learnenglishteens.britishcouncil.org/> For adults

<http://learnenglish.britishcouncil.org/en/>

7. BBC training Ability to get different dialogues and initial information
<http://www.rong-chang.com> Grammar, pronunciation, reading, listening and an
interactive dictionary <http://easyworldofenglish.com> English Daily
<http://www.english-daily.com/> Fluentu <http://www.fluentu.com/> Busuu
<http://www.busuu.com/> Duolingo <http://duolingvo.com>

8. BBC training Pronunciation lessons

<http://www.bbc.co.uk/worldservice/learningenglish/multimedia/pron/> For
beginners [http://www.bbc.co.uk/learningenglish/russian/course/lower-](http://www.bbc.co.uk/learningenglish/russian/course/lower-intermediate)
intermediate General training <http://www.bbc.co.uk/learningenglish/>

9. Working with devices If you write text in a language you can learn,
the program will correct your mistakes <http://lang-8.com/> ISSN: 2776-0979,
Volume 3, Issue 5, May., 2022 2101 Opportunity to meet through
correspondence <http://polyglotclub.com/> ,
<http://www.mylanguageexchange.com/> , <http://www.interpals.net/> ,
<https://www.conversationexchange.com/> Meet up <http://www.meetup.com/>
Verbling <https://www.verbling.com> Italki <http://www.italki.com>

10. Video Learn English with Jennifer

<http://www.manythings.org/videos/jenniferesllessons/> Ororo.tv <http://ororo.tv>
TV411 <http://tv411.org> Video portal <http://gcflearnfree.org/everydaylife> .

**KICHIK FOLKLOR JANRLARIDA TIL O'YINI MEXANIZMLARI
TILNI O'YIN FOLKLOR JANRI SIFATIDA O`RGATISH.**

Nazarova Gulhayo Xoliqnazar qizi

JDPI Chet tillar fakul`tetni 1-bosqich magistranti

Annotatsiya: Maqolada ko'p tilli o'yinlar turli xil turdagi ta'lim muassasalarida bir nechta chet tillarini birgalikda o'rganish tendentsiyasi sharoitida tobora ommalashib borayotgan yangi avlodning didaktik o'yinlarining bir turi sifatida ko'rib chiqiladi. Ushbu turdagi o'yinlar juda yangi pedagogik vosita ekanligi sababli, ushbu turdagi o'yinlar haqida hali nazariy tushuncha mavjud emas: ularning ta'rifi, tipologizatsiyasi, o'quv va pedagogik jarayondagi o'rni tavsifi yo'q. Maqolaning maqsadi didaktik ko'p tilli o'yinlarning umumiy tavsifini berish, ularning asosiy maqsadlari, vazifalari va tashkil etish usullarini "Poliglotlar jangi" interfaol ko'p tilli o'yini misolida bayon etishdan iborat. Ushbu maqsadga erishish uchun ishlatiladigan asosiy usullar orasida bolalar to'rtta tilni (shu jumladan ona va chet tillarini) o'rganadigan umumta'lim muassasasida "Poliglotlar jangi" ko'p tilli o'yinini ishlab chiqish va sinovdan o'tkazish bo'yicha psixologik-pedagogik tajriba mavjud. Maqolada, bunday o'yinlar birinchi navbatda tillararo kommunikativ kompetentsiyaning ajralmas qismi sifatida metall tili strategiyasini shakllantirishga qaratilgan: tildan tilga o'tish, bilim etishmasligi holatlarida til vazifalarini bajarish, tillarni taqqoslash, lingvistik bilimlarni mustaqil ravishda izlash va chet el madaniy vaziyatlarida boshqalar bilan muloqot qilish. Ko'p tilli o'yinning umumiy xususiyatlariga quyidagilar kiradi: bir vaqtning o'zida uch-besh tildan foydalanish, shu jumladan o'quvchilarning ona tillari, o'yinning rivojlanganligi, fanlararo, interaktivlik, ko'p funktsionallik, ko'p qirralilik. Ko'p ruhiy zo'riqish, diqqatni jamlash, bilimlarni uzatish, taxmin qilish va hokazolarni talab qiladigan o'yinlarni o'tkazish tavsiya etiladi, 10 yoshdan oldin yoki o'quv dasturiga ikkinchi chet tili kiritilgan paytdan boshlab o'rgatiladi.

Kalit so'zlar: ko'p tilli o'yinlar, tillarni birgalikda o'rganish, sinfda o'yinlarni tashkil etish usullari, "poliglotalar jangi" interfaol o'yini, metallashgan strategiyalar.

Xorijiy va milliy tillarni o'qitishning samarali pedagogik usullari bo'yicha psixologik-pedagogik izlanishlar ancha uzoq tarixga ega. Ta'lim jarayoni ishtirokchilarining aqliy faoliyatini tashkil etishning ana shunday ommabop usullaridan biri o'yindir. Pedagogik adabiyotlarda o'yin o'quvchilarning aqliy faoliyatini faollashtiradigan, o'quv jarayonini yanada jozibali va qiziqarli qiladigan, ularni tashvishga soladigan va tashvishga soladigan samarali o'qitish vositasi sifatida qaraladi, bu tilni o'zlashtirish uchun kuchli rag'batni shakllantiradi [Asimov, Shchukin, 2009: 74]. Chet tili darslarida o'yinlarni tashkil etish bo'yicha juda ko'plab ajoyib qo'llanmalar mavjud, masalan, ingliz tili [Stronin, 2001], nemis tili [Alferova, 2017], rus tili notabiiy sifatida [Ramazanova, 2011] va boshqalar. Shu bilan birga, o'quvchilar bir vaqtning o'zida o'rganadigan ta'lim jarayonida bir necha xorijiy tillarning paydo bo'lishi o'yinlarning maxsus turini tashkil etish masalasini tug'diradi. Ta'lim amaliyotida ular ko'p tilli deb nomlanadi. Biroq, ularning nisbatan yangi pedagogik vosita ekanligini hisobga olgan holda, ushbu turdagi o'yinlar haqida hali batafsil nazariy tushuncha mavjud emas: ularning ta'rifi, tipologizatsiyasi, ta'lim va pedagogik jarayondagi o'rni tavsifi yo'q. Maqolaning maqsadi didaktik ko'p tilli o'yinlarning umumiy tavsifini berish, ularning asosiy maqsadlari, vazifalari va tashkil etish usullarini "Poliglotalar jangi" interfaol ko'p tilli o'yini misolida bayon etishdan iborat.

1. Didaktik ko'p tilli o'yinlarning umumiy xususiyatlari ta'lim veb-saytlarida o'qituvchilar tomonidan joylashtirilgan bunday o'yinlarning o'ziga xos xususiyatlarini o'rganish [Titova, 2017; ko'p tilli miya-ring o'yini] va kompyuter o'yinlari yaratuvchilari ularning mohiyati haqida bir qator asosiy umumlashmalar qilishimizga imkon beradi. Shu munosabat bilan shuni aniqlashtirish kerakki, keyingi navbatda chet tillarini o'rganish maqsadida sinfda foydalanish uchun yaratilgan ko'p tilli o'yinlar haqida gaplashamiz, ya'ni til

darslarida maxsus tarzda tashkil etiladigan vaziyatli mashqlarning bir turi bo'lgan didaktik (ta'limiy) o'yinlar [Shchukin, 2006: 183]. Bizning fikrimizcha, quyidagi xususiyatlarga ega bo'lgan ko'p tilli didaktik o'yin deyish mumkin:

1. O'quvchilarning ona tillari, shu jumladan, bir vaqtning o'zida uch-besh tillardan foydalaniladi. O'yinda ikki tilning mavjudligi (ona va ona bo'lmagan) o'yinni ko'p tilli deb atashning etarli shartidir. Beshdan ortiq tillardan foydalanish futbolchilar uchun ma'lum psixologik qiyinchiliklarni keltirib chiqaradi. O'yinda ona tilining mavjudligi, bizning fikrimizcha, zaruriy shartdir, chunki uni o'quv jarayoniga kiritish mahalliy va xorijiy ko'p tilli didaktikada ishlab chiqilgan ko'p tilli ta'limning asosiy tamoyillariga javob beradi [Lapidus, 1980; Bim, 1997; Baryshnikov, 2003; Muammolar, 2010]. Bundan tashqari, o'yinga ko'plab tillarning kiritilishini hisobga olgan holda, ona tili ular o'rtasida vositachi va o'yin topshiriqlarini og'zaki / yozma aks ettirish vositasi vazifasini bajaradi.

2. O'yinning reproduktiv tabiati emas, balki rivojlanish. Bunday o'yin talabalar tomonidan takrorlangan mavjud bilim, ko'nikma, ko'nikma, malakalarni aniqlash maqsadida o'quv-pedagogik jarayonning nazorat va baholash elementi emas. Xususan, ko'p tilli o'yinda talabalar barcha tillar yoki o'ziga xos lingvistik hodisalar bilan tanishishlari shart emas. O'yinning intellektual intensivligini oshirish uchun bir yoki ikkita o'rganilmagan tillarni kiritish mumkin. Biroq, o'yinga yangi tillar kiritilganda, o'rganilayotgan tillar bilan tizimli (tipologik) o'xshashliklarga ega bo'lish printsipligiga rioya qilish muhimdir, bu talabalarga, qoida tariqasida, yangi leksik (grammatik) birliklarning ma'nolarini osongina o'rganishga imkon beradi. Futbolchilar orasida ushbu tillar haqida allaqachon tasavvurga ega bo'lgan yoki ular bilan gaplashadigan talabalar bo'lsa, bu yomon emas. Jamoa bilan ishlash sharoitida bunday talabalar vazifa mualliflari, shuningdek mutaxassislar rolini o'ynashlari mumkin. Shunday qilib, ko'p tilli o'yin vazifalarni ishlab chiqishda, o'yinning borishini tashkil qilishda, natijalarni ekspert baholashda va jamoaviy ishni

refleksiv xulosalashda ishtirok etish sharti bilan talabalarning sub'ektiv faoliyatining namoyon bo'lishiga yordam beradi.

3. Muayyan yosh cheklovlari mavjud. Demak, ko'p ruhiy zo'riqish, diqqatni jamlash, bilimlarni uzatish, taxmin qilish va hokazolarni talab qiladigan o'yinlarni o'tkazish tavsiya etiladi., 10 yoshdan oldin yoki o'quv dasturiga ikkinchi chet tili kiritilgan paytdan boshlab. Tajribamiz shuni ko'rsatadiki, bunday o'yinlar uchun boshqa yosh cheklovlari yo'q. Ularni maktab o'quvchilari, talabalar va kattalar zavq bilan ijro etishadi.

4. Hozirgacha ko'p tilli o'yinlarning tipologiyasi haqida gapirish juda qiyin. Umuman olganda, metodistlar chet tili darslarida o'yinlarning bir nechta tasniflarini taklif qilishdi. M. F. Stroninning tasnifi keng tarqalgan bo'lib, u o'yinlarni leksik, grammatik, fonetik, imlo, ijodga ajratadi. Syujetli-rolli o'yinlar chet tili darslarida mashhur [Nazarenko, Xalyavina, 2016]. Ehtimol, vaqt o'tishi bilan ko'p tilli o'yinlar shunga o'xshash tasnifga ega bo'ladi. Biroq, hozirgi paytda aralash xarakterdagi ko'p tilli o'yinlar asosan ta'lim amaliyotida qo'llaniladi. Bir o'yinda lug'at va grammatika, fonetika va turli tillarning imlosi bo'yicha vazifalar bo'lishi mumkin. Turli tillarning lingvistik xususiyatlari bilan bog'liq vazifalardan tashqari, ma'lum bir tilda so'zlashuvchilarning ijtimoiy-madaniy haqiqati bilan o'yinchilarni tanishtirishga (aniqlashtirish, tushunish) qaratilgan lingvistik va madaniy xarakterdagi vazifalar ham bo'lishi mumkin. Siz bitta o'yinda o'yinchilarning turli darajadagi tillar bilan ishlash qobiliyatini oddiydan murakkabgacha printsip asosida shakllantiradigan vazifalarni topishingiz mumkin, ya'ni. bitta so'z darajasidan jumla va matngacha. Ilovaning eng tor versiyasida bu turli tillardagi so'zlarning ma'nosini aniqlash uchun leksik o'yinlar. Ko'p tilli o'yinlar kompilyatorlarining til materialini tanlashga bunday farqlanmagan munosabati bu o'yinlarning bir til uchun tuzilgan an'anaviy o'yinlarga nisbatan birmuncha boshqacha, lekin hali aniq belgilanmagan vazifalari bilan bog'liq. Bunday o'yinlarning zaruriy sharti ularning fanlararo tabiati, o'yin jarayoniga bir nechta tillarni kiritish, shuningdek, tegishli mavzular

bo'lib, ular o'quv jarayonida ulardan foydalanish maqsadiga ta'sir qilmaydi. Keling, ushbu masalaga batafsilroq to'xtalamiz.

2. Didaktik ko'p tilli o'yinning maqsadi mutaxassislarining fikriga ko'ra, chet tili darslarida o'yinlardan foydalanishning oltita asosiy maqsadi mavjud: ma'lum ko'nikmalarni shakllantirish, ma'lum nutq qobiliyatlarini rivojlantirish, muloqot qilishni o'rganish, zarur qobiliyatlarni va aqliy funktsiyalarni rivojlantirish, bilish (xorijiy tillarni shakllantirish sohasida). haqiqiy til), nutq materialini yodlash [Passov, 1988: 204-209]. Bizning fikrimizcha, ko'p tilli o'yin ko'proq darajada talabalar shaxsiyatining ma'lum qobiliyatlari va psixologik imkoniyatlarini, shuningdek fanlararo kompetentsiyalarni rivojlantirishga qaratilgan. Bunday o'yinlarni o'tkazishda turli xil til tizimlarida mavjud bo'lgan o'xshashliklarni aniqlash va ular o'rtasidagi farqlarni aniqlash jarayonida tillarda yangi narsalarni bilish katta ahamiyatga ega, bu boshqa bir qator tadqiqotlar bilan tasdiqlangan [Cherepanova, Dong Yuqing, 2017: 85].

O'rganilayotgan tillarning har birida umumiy va o'ziga xoslikni ajrata olish qobiliyati rivojlanib, tillar umumiy bilim maydonini (ko'nikma, ko'nikma, malakalar) tashkil etishini tushunishga olib keladi, bu o'quvchining shakllangan ko'p tilli shaxsining muhim ko'rsatkichidir. Bundan tashqari, ko'p tilli talaba kerak bo'lganda bir tildan boshqasiga osongina o'tishi kerak. Uning uchun til egallashning avvalgi tajribasini o'rganilayotgan yangi tilga o'tkazish qobiliyati shakllangan bo'lishi muhimdir. Umuman olganda, bunday talaba yuqori bilim qobiliyatiga ega va o'rganilayotgan tillar va madaniyatlarda bilimlarni chuqurlashtirish, shuningdek yangi tillarni ongli ravishda mustaqil o'zlashtirish uchun o'z-o'zini tarbiyalashga tayyor. Ko'p tilli o'yinlarga kelsak, shuni ta'kidlash kerakki, bizning kuzatishlarimizga ko'ra, ular birinchi navbatda metall tili strategiyalarini shakllantirish, rivojlantirish va takomillashtirish uchun javob beradi. Agar kommunikativ kompetentsiyalar asosan o'rganilayotgan bitta til materialiga asoslangan turli xil o'quv faoliyati yordamida shakllansa, unda metall tili strategiyalarini shakllantirish va natijada umuman ko'p tilli o'yinlar bilan osonlashadi. Shunday qilib, ko'p tilli o'yin o'rganilayotgan tillardagi

individual kommunikativ vakolatlarga emas, balki metall tili strategiyasini shakllantirish/rivojlantirishga qaratilgan. Bu esa o'rganilayotgan yagona til vositasida o'tkaziladigan an'anaviy didaktik o'yinlardan sezilarli farq qiladi.

Xulosa qilib shuni ta'kidlaymizki, taklif etilayotgan ko'p tilli interfaol o'yin "Poliglotlar jangi", bizning fikrimizcha, "yangi avlodning ko'p funksiyali, interfaol, modulli kognitiv-rivojlantiruvchi o'yinlari". Bu tipdagi ta'limiy tarbiyaviy o'yinlarning yaratilishi o'zining yangi qiyinchiliklari va imkoniyatlari bilan an'anaviy ta'limning jonli, tez o'zgaruvchan dunyodan torligi va izolyatsiyasini bartaraf etish yo'llaridan biri bo'lib xizmat qilishi mumkin.

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**ЎЗБЕКИСТОНДА АНОРЧИЛИКНИ РИВОЖЛАНТИРИШ ВА
АНОР ПЛАНТАЦИЯ ТУПРОҚИНИНГ ФИЗИК-МЕХАНИК
ХОССАЛАРИ**

PhD, Н.С.Тураев.,

PhD, Э.Э.Абдуназаров

Аннотация. Ушбу мақолада анорчиликни ривожлантириш, етиштириш технологияларини амалда қўллаш, техника воситалари ишлаб чиқариш, анор тупларини кўмиш ва очиш ишлари механизациялаш ҳамда анор етиштириладиган тупроқнинг физик-механик хоссалари бўйича маълумотлар таҳлили келтирилган.

Калит сўзлар: анорзор, механизация, тупроқ, ҳосилдорлик, тупроқ зичлиги.

Ўзбекистон шароитида совуқ уриб кетишининг олдини олиш мақсадида анор туплари кеч кузда тупроқ билан кўмилиб, баҳорда очилади. Аммо махсус техника воситалари ишлаб чиқарилмаслиги сабабли анор тупларини кўмиш ва очиш ишлари механизациялашмаган ва ҳозирги кунгача ҳам қўл кучи билан амалга оширилиб келинмоқда [1,2,3–7]. Бу эса ўз навбатида меҳнат сарфи ва бошқа харажатларни ортишига ва иш унумини камайишига олиб келмоқда ҳамда анор етиштириш, улардан юқори ҳосил олиш ҳамда катта майдонларда анор плантацияларини ташкил этишга салбий таъсир кўрсатмоқда. Яна шуни таъкидлаш ўринлики, анор туплари кеч куз ойларида кўмилишини ҳисобга оладиган бўлсак, қиш эрта келган йиллари қўл кучи билан барча майдонлардаги анор тупларини тўлиқ кўмилишига эришилишмайди ва бунинг натижасида

уларни совуқ уриб кетиш ҳоллари кузатилади. Ушбу таъкидланганлардан келиб чиққан ҳолда институтимизда анор тупларини тупроқ билан кўмадиган машина ишлаб чиқиш ва параметрларини асослашга йўналтирилган тадқиқотлар олиб борилмоқда [8,9–15].

Ўзбекистон Республикаси Президентининг 2006 йил 9 январдаги ПФ-3709 сон, 2009 йил 26 январдаги ПҚ-1047 сон, 2016 йил 12 апрелдаги ПҚ-2520 сон ва 2016 йил 1 июндаги ПҚ-2539 сон Фармон ва Қарорлари янги ва қайта ишланган мева-сабзавот маҳсулотлари ишлаб чиқариш ҳажмларини ошириш, уларни нафақат ички бозор, балки ташқи бозорларга чиқариш масалаларига бағишланган. Шунингдек, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2009 йил 24 декабрдаги «Ўзбекистонда субтропик экинларни етиштиришни ривожлантириш чора тадбирлари тўғрисида» 03-30-68 сонли Қарори билан мамлакатимизда субтропик экинлар майдонини янада кенгайтириш, мавжуд майдонлар ҳолатини тубдан яхшилаш, уларни кўпайтириш ва етиштириш тартибларини илмий асосда ташкил этиш вазифалари белгиланди.

Ўзбекистон президенти Ш.Мирзиёев 2018 йил 12-13 июн кунлари Фарғона вилоятига ташрифи чоғида «Фарғона анорчилик» МЧЖ агрофирма фаолияти билан танишди, анорчилик бўйича Илмий марказ, Фарғона давлат университетида кафедра ташкил этиш, Инновацион ривожланиш вазирлиги билан биргаликда ген технологиясини ривожлантириш зарурлигини таъкидлади, шунингдек Ўзбекистон анори бўйича бренд яратиш, Фарғона вилоятида яқин йилларда анорзорларни 20 минг гектарга етказиш, унинг кўчатчилигини кенгайтириш, данаксиз анор навларини яратиш бўйича топшириқлар берди.

Ш.Мирзиёев Сирдарё вилоятида ҳам анорчиликни ривожлантиришга алоҳида эътибор қаратиб, 4000 га майдонда анорзорлар барпо этиш ва «Анорчилик» агрофирмасини тузиш юзасидан кўрсатмалар берди. Вилоятнинг Мирзаобод, Гулистон, Боёвут туманлари айрим

худудларида анорчилик аҳоли томорқаларида экилиб сифатли ҳосил ва каттагина даромад олиш манбаига айланиб қолган.

Дунё бўйича йилига 1,5 млн. тоннадан ортиқ анор етиштирилади [16,17,18,19]. Эрон давлати анор етиштириш бўйича дунёда биринчи ўринни эгаллайди (705 минг тонна ёки 47 %).

Ҳозирги кунда Ўзбекистонда 8000 гектардан ортиқ анорзорлар мавжуд бўлиб, йилига 160000 тоннадан ортиқ маҳсулот етиштирилади [18,20]. Анорчиликка ихтисослашган фермер хўжаликларидан олинган маълумотлар бўйича 1 гектар майдондаги анор тупларини кўмиш учун 64-72 киши-соат қўл меҳнати сарфланади. Анор тупларини кўмадиган машиналар қўлланилганда бу кўрсаткич 1,8-2,2 киши-соатни ташкил этиб, 33-35 мартага камаяди, минглаб одамлар оғир қўл меҳнатидан халос бўлишади. Шу билан бирга машинани қўллаш анор тупларини мақбул муддатларда сифатли кўмишни таъминлайди. Бунинг натижасида уларни совуқ уришининг олди олинади, анорзорлар сақлаб қолинади ва ҳосилдорлик ортади. Буларнинг барчаси охир оқибатда мамлакатимизда озиқ-овқат хавфсизлигини таъминлашга хизмат қилади.

Юқоридагилардан келиб чиқиб анор тупларини кўмадиган машина кўмувчи корпуслари ишлайдиган тупроқ шароити, тупроқнинг физик-механик хоссаларини ўрганиш бўйича олиб борилган тажриба тадқиқотлари натижалари келтирилган. Анор тупларини кўмадиган машина корпуслари бевосита тупроқ билан таъсирлашишини ҳисобга олсак ушбу тадқиқотларни олиб бориш мақсадга мувофиқ.

Тупроқнинг физик-механик ва технологик хоссалари анор тупларини кўмиш технологик жараёни сифатига сезиларли таъсир кўрсатади [21–24]. Республикамиз шароитида турли фаслларда боғлар тупроғининг физик-механик хоссалари Т.Т.Ахмедов, Х.Кушназаров, Ю.М.Джавакянц, А.Т.Мусурмонов, Х.Б.Утаганов ва бошқалар томонидан

ўрганилган.

Анор тупларини кўмадиган машина иш шароитларини тўлиқ баҳолаш мақсадида анорзорлар тупроғининг физик-механик хоссалари аниқланди. Тупроғининг физик-механик хоссаларини аниқлаш анор тупи марказидан 1 м радиусда ўтказилди.

Тупроқнинг намлиги унга ишлов беришда сарфланадиган энергия миқдори ҳамда бажарилаётган иш сифатига катта таъсир кўрсатади. Тажрибалар 0-40 см тупроқ қатламларида олиб борилди [25,26,27,28].

Тупроқ намлиги термостатик қуритиш усулида аниқланади. Тупроқ қаттиқлиги ВИСХОМ да ишлаб чиқарилган қаттиқлик ўлчаш асбобида ўткирланиш бурчаги 22°30' ва асосининг юзи 1 см² бўлган конуссимон учликни қўллаган ҳолда аниқланди.

Тажрибаларда тупроқнинг зичлиги қуруқ тупроқ массасини намуна учун олинган асбоб (цилиндр) ҳажмига нисбати асосида аниқланди. Тажриба даласида тупроқ намлиги, қаттиқлиги ва зичлигини аниқлаш учун намуналар тупроқнинг 0-10, 10-20, 20-30 ва 30-40 см қатламларидан олинди. Тажрибалар натижалари жадвалда келтирилган.

Жадвал

**Анор тупларини кўмиш даврида анорзорлар тупроғининг
намлиги, зичлиги ва қаттиқлиги (14.11.2021)**

№	Кўрсаткичларнинг номи	Кўрсаткичларнинг қиймати	
1	Тупроқнинг қатлам (см) бўйича намлиги, %:	0-10	19,32
		10-20	18,54
		20-30	17,85
		30-40	17,44
		2	Тупроқнинг қатлам бўйича қаттиқлиги, МПа:
	0-10	0,85	
	10-20	1,14	
	20-30	1,32	
	30-40	1,68	

3	Тупроқнинг қатлам бўйича зичлиги, г/см ³ :	
	0-10	1,55
	10-20	1,32
	20-30	1,18
	30-40	1,04

Маълумотлардан кўриниб турибдики, анорзорлар тупроғининг кўмувчи корпуслар ишлайдиган 0-40 см қатламдаги намлиги 19,32-17,44 фоизни, қаттиқлиги 0,85-1,68 МПа ни ва зичлиги 1,55-1,04 г/см³ ни ташкил этади.

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**ЎЗБЕКИСТОНДА АНОРЧИЛИКНИ РИВОЖЛАНТИРИШ ВА
АНОР ПЛАНТАЦИЯ ТУПРОҚИНИНГ ФИЗИК-МЕХАНИК
ХОССАЛАРИ**

PhD, Н.С.Тураев.,

PhD, Э.Э.Абдуназаров

Аннотация. Ушбу мақолада анорчиликни ривожлантириш, етиштириш технологияларини амалда қўллаш, техника воситалари ишлаб чиқариш, анор тупларини кўмиш ва очиш ишлари механизациялаш ҳамда анор етиштириладиган тупроқнинг физик-механик хоссалари бўйича маълумотлар таҳлили келтирилган.

Калит сўзлар: анорзор, механизация, тупроқ, ҳосилдорлик, тупроқ зичлиги.

Ўзбекистон шароитида совуқ уриб кетишининг олдини олиш мақсадида анор туплари кеч кузда тупроқ билан кўмилиб, баҳорда очилади. Аммо махсус техника воситалари ишлаб чиқарилмаслиги сабабли анор тупларини кўмиш ва очиш ишлари механизациялашмаган ва ҳозирги кунгача ҳам қўл кучи билан амалга оширилиб келинмоқда [1,2,3–7]. Бу эса ўз навбатида меҳнат сарфи ва бошқа харажатларни ортишига ва иш унумини камайишига олиб келмоқда ҳамда анор етиштириш, улардан юқори ҳосил олиш ҳамда катта майдонларда анор плантацияларини ташкил этишга салбий таъсир кўрсатмоқда. Яна шуни таъкидлаш ўринлики, анор туплари кеч куз ойларида кўмилишини ҳисобга оладиган бўлсак, қиш эрта келган йиллари қўл кучи билан барча майдонлардаги анор тупларини тўлиқ кўмилишига эришилишмайди ва бунинг натижасида

уларни совуқ уриб кетиш ҳоллари кузатилади. Ушбу таъкидланганлардан келиб чиққан ҳолда институтимизда анор тупларини тупроқ билан кўмадиган машина ишлаб чиқиш ва параметрларини асослашга йўналтирилган тадқиқотлар олиб борилмоқда [8,9–15].

Ўзбекистон Республикаси Президентининг 2006 йил 9 январдаги ПФ-3709 сон, 2009 йил 26 январдаги ПҚ-1047 сон, 2016 йил 12 апрелдаги ПҚ-2520 сон ва 2016 йил 1 июндаги ПҚ-2539 сон Фармон ва Қарорлари янги ва қайта ишланган мева-сабзавот маҳсулотлари ишлаб чиқариш ҳажмларини ошириш, уларни нафақат ички бозор, балки ташқи бозорларга чиқариш масалаларига бағишланган. Шунингдек, Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2009 йил 24 декабрдаги «Ўзбекистонда субтропик экинларни етиштиришни ривожлантириш чора тадбирлари тўғрисида» 03-30-68 сонли Қарори билан мамлакатимизда субтропик экинлар майдонини янада кенгайтириш, мавжуд майдонлар ҳолатини тубдан яхшилаш, уларни кўпайтириш ва етиштириш тартибларини илмий асосда ташкил этиш вазифалари белгиланди.

Ўзбекистон президенти Ш.Мирзиёев 2018 йил 12-13 июн кунлари Фарғона вилоятига ташрифи чоғида «Фарғона анорчилик» МЧЖ агрофирма фаолияти билан танишди, анорчилик бўйича Илмий марказ, Фарғона давлат университетида кафедра ташкил этиш, Инновацион ривожланиш вазирлиги билан биргаликда ген технологиясини ривожлантириш зарурлигини таъкидлади, шунингдек Ўзбекистон анори бўйича бренд яратиш, Фарғона вилоятида яқин йилларда анорзорларни 20 минг гектарга етказиш, унинг кўчатчилигини кенгайтириш, данаксиз анор навларини яратиш бўйича топшириқлар берди.

Ш.Мирзиёев Сирдарё вилоятида ҳам анорчиликни ривожлантиришга алоҳида эътибор қаратиб, 4000 га майдонда анорзорлар барпо этиш ва «Анорчилик» агрофирмасини тузиш юзасидан кўрсатмалар берди. Вилоятнинг Мирзаобод, Гулистон, Боёвут туманлари айрим

худудларида анорчилик аҳоли томорқаларида экилиб сифатли ҳосил ва каттагина даромад олиш манбаига айланиб қолган.

Дунё бўйича йилига 1,5 млн. тоннадан ортиқ анор етиштирилади [16,17,18,19]. Эрон давлати анор етиштириш бўйича дунёда биринчи ўринни эгаллайди (705 минг тонна ёки 47 %).

Ҳозирги кунда Ўзбекистонда 8000 гектардан ортиқ анорзорлар мавжуд бўлиб, йилига 160000 тоннадан ортиқ маҳсулот етиштирилади [18,20]. Анорчиликка ихтисослашган фермер хўжаликларидан олинган маълумотлар бўйича 1 гектар майдондаги анор тупларини кўмиш учун 64-72 киши-соат қўл меҳнати сарфланади. Анор тупларини кўмадиган машиналар қўлланилганда бу кўрсаткич 1,8-2,2 киши-соатни ташкил этиб, 33-35 мартага камаяди, минглаб одамлар оғир қўл меҳнатидан халос бўлишади. Шу билан бирга машинани қўллаш анор тупларини мақбул муддатларда сифатли кўмишни таъминлайди. Бунинг натижасида уларни совуқ уришининг олди олинади, анорзорлар сақлаб қолинади ва ҳосилдорлик ортади. Буларнинг барчаси охир оқибатда мамлакатимизда озиқ-овқат хавфсизлигини таъминлашга хизмат қилади.

Юқоридагилардан келиб чиқиб анор тупларини кўмадиган машина кўмувчи корпуслари ишлайдиган тупроқ шароити, тупроқнинг физик-механик хоссаларини ўрганиш бўйича олиб борилган тажриба тадқиқотлари натижалари келтирилган. Анор тупларини кўмадиган машина корпуслари бевосита тупроқ билан таъсирлашишини ҳисобга олсак ушбу тадқиқотларни олиб бориш мақсадга мувофиқ.

Тупроқнинг физик-механик ва технологик хоссалари анор тупларини кўмиш технологик жараёни сифатига сезиларли таъсир кўрсатади [21–24]. Республикамиз шароитида турли фаслларда боғлар тупроғининг физик-механик хоссалари Т.Т.Ахмедов, Х.Кушназаров, Ю.М.Джавакянц, А.Т.Мусурмонов, Х.Б.Утаганов ва бошқалар томонидан

ўрганилган.

Анор тупларини кўмадиган машина иш шароитларини тўлиқ баҳолаш мақсадида анорзорлар тупроғининг физик-механик хоссалари аниқланди. Тупроғининг физик-механик хоссаларини аниқлаш анор тупи марказидан 1 м радиусда ўтказилди.

Тупроқнинг намлиги унга ишлов беришда сарфланадиган энергия миқдори ҳамда бажарилаётган иш сифатига катта таъсир кўрсатади. Тажрибалар 0-40 см тупроқ қатламларида олиб борилди [25,26,27,28].

Тупроқ намлиги термостатик қуритиш усулида аниқланади. Тупроқ қаттиқлиги ВИСХОМ да ишлаб чиқарилган қаттиқлик ўлчаш асбобида ўткирланиш бурчаги 22°30' ва асосининг юзи 1 см² бўлган конуссимон учликни қўллаган ҳолда аниқланди.

Тажрибаларда тупроқнинг зичлиги қуруқ тупроқ массасини намуна учун олинган асбоб (цилиндр) ҳажмига нисбати асосида аниқланди. Тажриба даласида тупроқ намлиги, қаттиқлиги ва зичлигини аниқлаш учун намуналар тупроқнинг 0-10, 10-20, 20-30 ва 30-40 см қатламларидан олинди. Тажрибалар натижалари жадвалда келтирилган.

Жадвал

**Анор тупларини кўмиш даврида анорзорлар тупроғининг
намлиги, зичлиги ва қаттиқлиги (14.11.2021)**

№	Кўрсаткичларнинг номи	Кўрсаткичларнинг қиймати	
1	Тупроқнинг қатлам (см) бўйича намлиги, %:	0-10	19,32
		10-20	18,54
		20-30	17,85
		30-40	17,44
		2	Тупроқнинг қатлам бўйича қаттиқлиги, МПа:
	0-10	0,85	
	10-20	1,14	
	20-30	1,32	
	30-40	1,68	

3	Тупроқнинг қатлам бўйича зичлиги, г/см ³ :	
	0-10	1,55
	10-20	1,32
	20-30	1,18
	30-40	1,04

Маълумотлардан кўриниб турибдики, анорзорлар тупроғининг кўмувчи корпуслар ишлайдиган 0-40 см қатламдаги намлиги 19,32-17,44 фоизни, қаттиқлиги 0,85-1,68 МПа ни ва зичлиги 1,55-1,04 г/см³ ни ташкил этади.

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**BOLALARDA MATEMATIK TASAVVURLARNI
SHAKLLANTIRISHDA AXBOROT TEXNOLOGIYALARIDAN
FOYDALANISH.**

Buxoro pedagogika kolleji

"Bolalarda matematik tasavvurlarni shakllantirish" fani o'qituvchisi

Jalolova Shaxnoza

Annotatsiya: Ushbu maqolada, bolalarda matematik tasavvurlarni shakllantirishda axborot texnologiyalaridan foydalanish va tasavvurlarni shakllantirish metodikalari haqida so'z borgan.

Kalit so'zlar: pedagog-tarbiyachi, maktabgacha ta'lim, matematika, ta'limtarbiya, matematik tasavvur, metod, metodika, bilim, faoliyat, tafakkur, anglash, o'yin, o'qitish jarayoni, natija, texnologiya

Annotation: This article talks about the use of information technologies in the formation of mathematical imaginations in children and the methods of imagination formation.

Key words: pedagogue-educator, preschool education, mathematics, education, mathematical imagination, method, methodology, knowledge, activity, thinking, understanding, game, teaching process, result, technology

Аннотация: В данной статье рассказывается об использовании информационных технологий в формировании математического воображения у детей и методах формирования воображения.

Ключевые слова: педагог-воспитатель, дошкольное образование, математика, воспитание, математическое воображение, метод, методика,

знание, деятельность, мышление, понимание, игра, учебный процесс, результат, технология.

Maktabgacha ta'lim sohasi uzluksiz ta'lim tizimining dastlabki bo'g'ini bo'lishi bilan birga keyingi ta'lim tizimida, bolani maktabga tayyorlashda muhim ahamiyat kasb etadi. Bugungi kunda bu ta'lim sohasi davlat siyosati darajasiga ko'tarilishi bejiz emas. Bu borada davlatimiz tomonidan qabul qilingan qator farmon, qaror va farmoyishlar maktabgacha ta'lim tizimini tubdan isloh qilishga yo'naltirilganligi barchaning e'tiboridadir. O'zbekiston Respublikasi Prezidentining 2019 yil 8 maydagi PQ-4312-sonli "O'zbekiston Respublikasi maktabgacha ta'lim tizimini 2030 yilgacha rivojlantirish konsepsiyasi", 2016 yil 29 dekabrda "2017-2021 yillarda maktabgacha ta'lim tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-2707-sonli, 2017 yil 30 sentabrdagi "Maktabgacha ta'lim tizimi boshqaruvini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PF-5198-sonli Farmoni, 2017 yil 9 sentabrdagi «Maktabgacha ta'lim tizimini tubdan takomillashtirish choratadbirlari to'g'risida»gi PQ-3261-sonli qarori, shuningdek, Maktabgacha ta'lim vazirligining 2018 yil 18 iyundagi 1-mh sonli "Ilk va maktabgacha yoshdagi bolalar rivojlanishiga qo'yiladigan davlat talablari" hamda "Ilk qadam" maktabgacha ta'lim muassasasining Davlat o'quv dasturini amalda joriy etish kabi davlat hujjatlarida bu sohaga oid masalalarini hal etish nazarda tutilgan. Prezidentimiz Shavkat Miromonovich Mirziyoev bu tizimni chuqur tahlil qilib, shu paytgacha nazardan chetda bo'lgan eng kichik jihatlarigacha e'tibor qaratdi. Bugungi kunda maktabgacha ta'lim muassasalarining ta'lim dasturlari va o'quv tarbiyaviy rejalariga qo'yilgan davlat talablarini takomillashtirish dolzarb masalaligicha qolayotganligi aniqlandi. Aksariyat maktabgacha ta'lim muassasalarining moddiy- texnika bazasi zamon talablariga javob bermayapti. Bolalarni maktabgacha ta'lim ga qamrab olish ko'rsatkichi hamon pastligicha qolmoqda. Mavjud muammolarni amaliy bartaraf etish

maqsadida «2017-2021 yillarda maktabgacha ta'lim tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qarori qabul qilindi.

Mamlakatimizda ilm-fanni yanada ravnaq toptirish, yoshlarimizni chuqur bilim, yuksak ma'naviyat va madaniyat egasi etib tarbiyalash, raqobatbardosh iqtisodiyotni shakllantirish borasida boshlagan ishlarimizni jadal davom ettirish va yangi, zamonaviy bosqichga ko'tarish maqsadida muhtaram prezidentimiz Sh.Mirziyoyev tomonidan yurtimizda 2020-yilni "Ilm, ma'rifat va raqamli iqtisodiyotni rivojlantirish yili"deb e'lon qilindi. Qolaversa, prezidentimiz o'z nutqlarida: "Biz 2020-yil davomida belgilangan sohalarni ustuvor darajada rivojlantirish va isloh etish bo'yicha keng ko'lamli ishlarni amalga oshirishimiz lozim. Xususan, bog'cha yoshidagi bolalarni maktabgacha ta'lim bilan qamrab olish darajasini joriy yilda 60 foizga yetkazishimiz zarur..." deb ta'kidladilar va maktabgacha ta'lim sohasida faoliyat olib borayotgan kadrlar mas'uliyatini yanada oshirish maqsadida bir nechta vazifalar va takliflar berib o'tdilar. Maktabgacha ta'lim yoshidagi bolalarga matematika o'qitish metodikasida asosiy o'rinni metodik usullar sifatida beriladigan savollar egallaydi. Ular reproduktiv-mnemik, reproduktiv-bilish, produktiv-bilish bo'lishi mumkin. Bunda savollar aniq va ixcham bo'lishi lozim. O'qitish jarayonida bolalar yoshi va o'rganiladigan materialga bog'liq holda reproduktiv va produktiv savollar birligi bo'lishi kerak. Savollar bolalar fikrlishini rivojlantirishni ta'minlaydi.

Bolalarga beriladigan savollar ko'pincha guruhda nazoratni qo'lga olish maqsadida qo'llanadigan savollar bo'lishi mumkin. Ko'pincha qo'llanadigan savollar, bu yopiq deb ataluvchi savollardir. Ularga faqat bir to'g'ri javob bo'ladi va ular bilimni tekshirish uchun qo'llaniladi. Munozaralar vaqtida beriladigan ochiq savollar guruhning faolligini rag'batlantirish va ko'rib chiqilayotgan muammolarni tahlil qilishda muhimdir.

Ochiq savollarni ko'rib chiqaylik. Faraziy savollar. Agar ... bo'lsa, Siz nima qilardingiz, o'ylardingiz? Ular bolalarga u yoki bu vaziyatlarni tasavvur

qilishlariga yordam beradi, fikrlash jarayonini kuchaytiradi. Fikrlashga undaydigan savollar. Bu muammoni yechishda biz qanday yordam berishimiz mumkin? Rag‘batlantiruvchi, qo‘llab-quvvatlovchi savollar. Bu juda qiziq, keyin nima bo‘ldi? Ular bolalarga shaxsiy tajribalari va qarashlari bilan o‘rtoqlashishga imkon beradi. Fikr bildirish savollari. Siz ... to‘g‘risida nima deb o‘ylaysiz?” Bunday savollar bolalarga ularning fikrlari muhim va qiziqarli ekanligini bildirishda qo‘llaniladi. Surishtiruvchi savollar. Nima uchun bunday deb o‘ylaysiz? Hotirjamlik bilan berilgan bu savol ularga o‘z fikrlarini chuqurroq o‘ylab ko‘rishlari va tushuntirishlarini tahlil qilishlariga yordam beradi. Tushuntiruvchi, umumlashtiruvchi savollar. Siz ... deb o‘ylayapsiz desam, men haq bo‘lamanmi? Bola aytganlarini umumlashtirish va uni to‘g‘ri tushunganligini tekshirish, boshqalarni ular shu fikrga qanday munosabatda bo‘lishlarini o‘ylab ko‘rishga undaydi. Rozilikni bildiruvchi savollar. Ko‘pchilik ... ekanligiga rozimisizlar? Bunday savollar munozaraga undash uchun berilishi mumkin. Yoki munozara yakunida, Biz bu qismni tugatdikmi? kabi savollar keyingi mavzuga o‘tishga ruxsat olish uchun beriladi. Ikkilantiruvchi savollardan foydalanmaslikni esda tutishga harakat qiling, masalan “X - haq, shundaymi? Bunday savollar bolaning faolligini susaytiradi. Bir zumda juda ko‘p savol bermang va ikki ma’noni anglatuvchi savollarni qo‘llamang. Savol bilan bolalarni himoyalanihga majburlamaslik kerak, ularda tanlashga imkoniyat bo‘lishi kerak va bu imkoniyatni o‘zlari yaratadi. Ular quyidagicha bo‘lishi mumkin: - reproduktivli-mnemonik (masalan: Bu nima? Bayroq qanday rangda? Bu figura qanday nomlanadi?); - reproduktiv-bilish (masalan: Agar men polkaga yana bittasini qo‘ysam nechta kubik bo‘ladi? Qaysi son katta (kichik): 9 yoki 7?); - produktiv-bilish (masalan: Piyolalar teng bo‘lishi uchun nima qilish kerak? Bu vazifani qanday yechamiz? Qizil bayroq hisob bo‘yicha qandayligini qanday aniqlash mumkin?). Bir zumda juda ko‘p savol bermaslik va ikki ma’noni anglatuvchi savollarni qo‘llamaslik lozim. Savollar bolalarda qabul qilish, xotira, fikrlash, nutqni faollashtiradi. Elementar matematik tasavvurlarni shakllantirishda asosan oddiydan boshlab, predmetlarning aniq belgilarini,

xossalarini, amaliy harakat natijalarini yoritishga yo‘naltirilgan, bog‘lanishlarni, munosabatlarni, aloqalarni, ularni tushuntirish va asoslashni, oddiy isbotlashdan foydalanishni talab etuvchi murakkabroq savollardan ko‘prok foydalaniladi. Ko‘proq bunday savollar tarbiyachi tomonidan namunani namoyish etgandan keyin yoki bola topshiriqni bajargandan keyin beriladi. Masalan, bolalar qog‘oz to‘g‘riburchakni ikkita teng qismga bo‘lganida, ulardan so‘raladi: “Sen nima qilding? Bu qism qanday nomlanadi? Nima uchun har bir bu ikkita qismni yarim deb nomlash mumkin? Qismdan qanday shakl hosil bo‘ldi? Kvadrat hosil bo‘lganini qanday isbotlash mumkin? To‘g‘riburchakni to‘rtta teng qismga bo‘lish uchun nima qilish kerak?” Metodik usul sifatida tarbiyachi savollariga qo‘yiladigan ayrim asosiy talablarni ajratib ko‘rsatamiz: to‘g‘rilik, aniqlik, mantiqiy ketma-ketlik, formulirovkasining har xilligi, o‘rganiladigan materialning bolalar yoshiga mos holda reproduktiv va produktiv savollarning optimal nisbati, savollarning bola fikrlashini uyg‘otishi, rivojlantirishi, o‘ylashga, analiz qilishga, taqqoslashga, solishtirishga, umumlashtirishga undashi, savollar soni uncha katta bo‘lmasligi, lekin qo‘yilgan didaktik maqsadga erishish uchun yetarli bo‘lishi, javobini sekin aytib berish va o‘xshash savollardan qochish kerakligi, qo‘shimcha savollardan mohirona foydalanish zarurligi. Savollarni bolalarning elementar matematik tasavvurlarini rivojlantirishda bilish faoliyatini faollashtirishning samarali vositasi sifatida ko‘rib chiqish hamda ularga javobni o‘ylashga imkon berish kerak. Bolalarni mustaqil holda savollarni shakllantirishga o‘rgatish lozim. Aniq vaziyatda didaktik materialdan foydalanish bilan tarbiyachi ularga predmetlarning soni, o‘lchami, shakli, o‘lchash usullari haqida savollarni qo‘yish taklifini beradi. Bolalar javobiga qo‘yiladigan metodik talablarni ko‘rsatib o‘tamiz: - savol harakteriga bog‘liq holda qisqa yoki to‘liq savollar bo‘lishi; - mustaqil va anglangan; to‘g‘ri, aniq, grammatik to‘g‘ri. Tayanch so‘z va iboralar variantidan foydalanish shaklidagi topshiriqlarni tuzishda interfaol usullarni qo‘llab hal qilinadigan topshiriqlar miqdoriga ham e‘tibor berish lozim. Bu usullarni qo‘llash bolalarning fikrlash qobiliyatini rivojlantiradi, materialni yuqori

intellektuellik darajasida o'zlashtirilishini ta'minlaydi. Tarbiyachi mashg'ulot mavzusidan kelib chiqqan holda ushbu usullarning mosini tanlab olishi lozim. Mashg'ulotda interfaol usullardan foydalanishda quyidagi uslubiy tavsiyalarga amal qilish tavsiya etiladi:

- ishlash uchun joy tayyorlash, bolalarga jismonan qulay sharoit yaratish, ijodiy ish uchun materiallarni oldindan tayyorlash;

- jarayon va reglamentga jiddiy munosabatda bo'lish, bolalar so'z erkinligini hurmat qilish;

- bolalarning guruhlariga bo'linishiga jiddiy e'tibor berish, barchasini ishga jalb qilish, ruxan tayyorgarligiga ko'maklashish, bu borada mashq qilishlar, ularning ishda faol ishtiroki uchun doimiy rag'batlantirishlar, bolaning o'zini namoyon etish uchun imkoniyat yaratish;

- interfaol usullardan foydalanganda guruhda bolalar soni ko'p bo'lmasligiga erishish, tarkibi 4-6 kishidan iborat, kichik guruhlarda samarali ish olib borish, har kimni tinglash, har bir guruhga muammoni bayon etish bilan chiqishga imkon berish. Interfaol usullar tarbiyachi bilan bola o'rtasidagi doimiy o'zaro munosabatlarni ko'zda tutadi.

Ularni noto'g'ri qo'llash bu usullar samadorligini pasaytirish yoki bu haqida noto'g'ri tushuncha paydo bo'lishiga sabab bo'ladi. Pedagogikada bolalarning savollar va javoblar tizimi suhbat deyiladi. Suhbat usuli atroflicha o'ylangan savollar yordamida tarbiyachi bilan bolalar orasidagi suhbatni ko'zda tutib, ularning mustaqil fikrlashini yangi tushunchalarni egallashga olib keladi. Uni qo'llashda savollarni qo'yish, bolalarning javob va mulohazalarini muhokama qilish, xulosalarni shakllantirish, javoblarni tuzatish usullaridan foydalaniladi.

Suhbat davomida tarbiyachi bolalar tomonidan matematik terminlardan to'g'ri foydalanish, nutq savodxonligiga alohida e'tibor qaratadi. Bu turli tushuntirishlar bilan olib boriladi hamda ularning qabul qilishi aniqlashtirilib

boriladi. Masalan, tarbiyachi bolalarni geometrik figuralarni tekshirishga o'rgatadigan bo'lsa, figurani chap qo'lingizga olib, kvadrat tomonlarini ko'rsating (masalan: to'g'ri uchburchak, uchburchak) deb tushuntiradi. Yoki boshqa misol, tarbiyachi bolalarni o'lchashga o'rgatadigan bo'lsa, o'lchovni qo'yadi, keyin o'lchashni qanday hisoblash kerakligini ko'rsatadi va gapirib beradi. Bolalar katta bo'lgan sari ularga beriladigan muammoli savol va holatlar ham kattalashib boradi. Muammoli vaziyatning yuzaga kelishi: dalil va natija o'rtasidagi aloqa birdaniga ochilmaydi, asta-sekin bo'ladi. Bunda savol tug'iladi:

Bu nima? (masalan, turli predmetlarni suvga tushiramiz: bittasi cho'kadi, boshqasi cho'kmaydi);

materialning ayrim qismlarini bayon qilgandan keyin bola taxmin qilishi kerak (masalan, muz erishi, issiq suv bilan tajriba qilish, masalani yechish);

“ba'zan”, “ayrimlari”, “faqat ayrim hollarda” kabi so'zlardan foydalanish o'ziga xos bilish belgilari bo'lib xizmat qiladi;

dalilni tushunish uchun uni boshqa dalillar bilan solishtirib ko'rish, muhokama tizimini yaratish, ya'ni ayrim aqliy operatsiyalarni amalga oshirish lozim (masalan, turli o'lhovlarni qilish, guruh bilan hisoblash).

Muammoli topshiriq usulida aniq vaziyat va qo'yilgan masalaning mohiyatidan kelib chiqqan holda muammoli topshiriqlar yordamida samaraga erishish mumkin. Materiallarni o'zlashtirish, topshiriqlar hamda mashq va masalalar yechimida muammoli vaziyat yaratilishi qo'l keladi. Bunda kichik guruhlar shakllantiriladi, o'quv materiallari guruhlarga alohida-alohida bo'lib beriladi. Yakuniy xulosalar va yechimlar topilgach mavzular guruhlar orasida ayirboshlanadi.

O'quv mashg'uloti jarayoniga tadbiq qilinadigan har qanday pedagogik texnologiya, uning komponentlari mashg'ulot mazmuni, o'quv dasturi, darslik yoki pedagog faoliyati orqali o'tilishidan qat'iy nazar, bolaning erkin va ijodiy

faoliyatini rivojlantirishga qaratilgan bo'lishi talab etiladi. O'qitish usullari o'quv mashg'uloti jarayonining asosiy qismi hisoblanadi, ularsiz pedagogik faoliyatni amalga oshirib bo'lmaydi. Bilimlarni uzatish va qabul qilish harakteriga qarab so'z orqali ifodalash, ko'rgazmali va amaliy usullarga bo'linadi. O'quv mashg'uloti mavzulari mazmunini o'zlashtirishda, tushuntirish-illyustrativ, reproduktiv, muammoli bayon, xususiy qidirish yoki evristik hamda yarim tadqiqot usullari qo'llaniladi. Amaliy usullarda vazifa (maqsad)ni qo'yish, uni bajarish usulini rejalashtirish, bajarish jarayonini boshqarish, tahlil qilish, kamchiliklar sababini aniqlash, maqsadga to'liq erishish uchun o'quv mashg'uloti jarayoniga tuzatish va o'zgartirishlar kiritish ishlari amalga oshiriladi. Amaliy mashqlarni bajarishda bolalar bo'lajak hattiharakatlarini faol mushohada qiladi, o'ziga-o'zi eshittirib gapiradi hamda bo'lajak voqeani sharhlaydi. Erkin fikrlash usuli illyustrativ rasmlar, fotolavhalar kabilar va ularning muhokamalariga bag'ishlanadi. Bu mashg'ulotdan ko'zda tutilgan maqsad bolalarning bilim doirasini, dunyoqarashini kengaytirish, ularni rasmlar, fotolavhalar, kitoblar bilan tanishtirish orqali, ularning bilim olish va qiziqishlarini orttirish, avval o'zlashtirgan bilim, ko'nikma va malakalarini yangi vaziyatlarda qo'llash orqali yangi bilimlarni egallashlariga erishishdir

Topshiriq quyidagicha bo'lishi lozim: hajmi katta bo'lmasligi, lekin mazmunli, o'zlashtirishga, mustahamlashga, takrorlashga, fikrlashga, amaliy jihatiga qaratilgan bo'lishi; guruhda bajarilganga nisbatan oddiy va tushunarli bo'lishi; ayniqsa masala, misol va gaplarni tuzishda, amaliy ishlarni o'tkazishda bolalarning kuzatishlari va fikrlariga bog'liq bo'lishi; uy vazifasining to'g'ri bajarilishi uchun aniq bir ko'rsatmalar berilgan bo'lishi; bolalarning tayyorgarligi va imkoniyatlarini inobatga olib individuallashtirish lozim: tarbiyachi bolalarning intizomi va javobgarligini ta'minlash uchun uy vazifasini uz vaqtida tekshirib turishi lozim.

Xulosa qilib shuni aytish mumkinki, mamlakatimizda ta'lim tizimiga davlat siyosati darajasida e'tibor qaratilmoqda Tarbiyalanuvchilarning matematik faolligi turli-tuman sharoitlarda: teatrlashtirilgan faoliyatda, qurish-yasash o'yinlarida, faoliyat markazlarida o'stirildi. Bolalarning namoyon bo'lgan kuchli tomonlarini bilish nafaqat tahlil uchun muhim, balki ularda kelgusida kasb tanlash, matematik qobiliyatlamini rag'batlantirish istiqbollarini belgilash imkonini beradi. Bolaning namoyon bo'lgan qobiliyatini inobatga olish nafaqat ularni rivojlantirish uchun, balki uning iste'dodini tegishli oqimga yo'naltirish uchun ham zarur. tajribalar shuni ko'rsatdiki, o'yinlar va interaktiv usullar bolalarning matematik qobiliyatini rivojlantirishga ko'maklashadi, matematikada keng mo'ljal olish va matematik taassurotlar zaxirasining to'planishiga sharoit yaratadi, "Ilk va maktabgacha ta'lim yoshidagi bolalar rivojlanishiga qo'yiladigan davlat talablari" vazifalarini muvaffaqiyatli hal qilishga asos yaratadi.

Foydalanilgan adabiyotlar

1. O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyevning 2020-yil 24-yanvardagi Oliy Majlisga murojaatnomasi.
2. O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyevning "2017-2021-yillarda maktabgacha ta'lim tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi 2016-yil 29-dekabrda PQ-2707-son qarori.
3. O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyevning 2017-yil 9-sentyabrdagi "Maktabgacha ta'lim tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PQ-3261-son qarori.
4. O'zbekiston Respublikasi Prezidentining 2017-yil 30-sentyabrdagi "Maktabgacha ta'lim tizimi boshqaruvini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PF-5198-son farmoni.
5. "Maktabgacha pedagogika" F.Qodirova, Sh.Toshpo'latova, N.Kayumova, M.A'zamova.-Toshkent:, Tafakkur nashriyoti.

TASVIRIY SAN'AT-TARIX VA BUGUN

Rustamova Umida Ulug'bek qizi

*Qo'qon davlat pedagogika inistituti tasviriy san'at va muhandislik
grafikasi yo'nalishi 2-kurs talabasi*

Annotatsiya. Ushbu maqolada tasviriy san'at tarixi va buguni haqida bayon qilingan.

Kalit so'zlar: Tasviriy san'at, rasm, milliylik, badiiy fikr, iqtidor

O'zbekiston Respublikasining zamonaviy ijodiy amaliyoti boy va rang-barang. Rassomlar A.Ikramjanov, S.Raxmetov, R.Gagloyeva, X.Xoliqov kabi zamonaviy ustalarimizning ijodiy yutuqlarida vaqt, o'z-o'ziga, plastmassa, qurulish, kompozitsion va boshqa mafkuraviy va badiiy oyatlar haqida chindan ham ijodkorona so'zlarni topish mumkin. Mirzaahmedov, V.Enin, A.Alikulov, grafikalar M.Sadikov, A.Allabergenov, A.Bobrov, A.Ponomarev, A.Mamajanov, V. Apuxtin va boshqalar.

Rassomlar A. Mirzaev, F. Ahmadaliyev, A.Nura, M.Isanov, J.Usmanov, I.Valiqxo'jaev, I.Shin, V.Chuba, J.Salpinkidiy, A.Turin asarlarida dekorativ tendentsiya rivojlanmoqda. Haykal san'atida yuksak mahoratni D.Ruzybaev, M.Mirtadjiev, A.Hatamov, T., Tadjixodjaev, I.Jabborova, B.Muxtarova, M.Borodina, L.Nesterovich va boshqalar asarlarida ko'rish mumkin.

XXI asrda O'zbekiston san'atida insonparvarlik qadriyatlarini izlash milliy o'zlikni anglash, o'zgacha tarixiy va madaniy an'analar, badiiy dunyoqarash va falsafa, Sharqning she'riyatining o'ziga xosligini anglash izlanishlari bilan uyg'unlashtirilgan. Bugungi kunda nafaqat g'arb san'atining

uslublari va tendentsiyalari, balki jahonning turli burchaklarida tushunarli bo'lgan zamonaviy san'atning badiiy ifoda etilishining transmilliy shakllariga aylanib qolgan avangard va postmodernizm tillari orqali tarqatiladi. O'zbekiston rassomlarining asarlarini tomoshabinlar tomonidan respublikadagi ko'rgazmalarda va ko'plab xalqaro ko'rgazmalarda yuksak baholanayotgani tasodif emas.

Shunga qaramay, yaqin kelajakda badiiy ijod sohasida ko'plab muammolar mavjud – mavjud keng qamrovli kolleksiyalar uchun yangi muzey va ko'rgazma ob'ektlarini qurish, ularni nashr etishda ommaviylashtirish, muzey kolleksiyalarini to'ldirish, elektron ma'lumotlar bazasini yaratish va boshqalar.

Hozirgi zamon san'ati rivojlanishiga, rassomning ijodiy izlanishi yangi mazmunli g'oya, insonlarning ma'naiy -ma'rifiy talablarini qondirish bilan bog'liqdir. Shuning uchun kartina kompozitsiyasi yechimi, murakab ruhiy holatini topish, rassomdan kundalik hayotdagi go'zallikni aks ettirish muammolarini, zamondoshlarning ichki his-tuyg'ularini sezishni, to'g'ri chuqur tasavvur etishni talab qiladi.

Rassomlar zimmasiga o'z asarlarida badiiy obrazlarni yaratish vositalarni boyitish, taraqqiy etgan jahon ilg'or rassomlari tajribalari bilan dunyoqarashlari ko'lamini kengaytirish kabi ma'suliyatlar qo'yilgan.

Mustaqillik tufayli boshlangan buyuk tarixiy taraqqiyot yo'lidan og'ishmay olg'a rivojlanib borayotgan O'zbekiston Respublikasi oldida endilikda bir qancha muhim vazifa vamuammolar turibdi.

XXI asrga dadil qadamlar bilan kirib kelgan O'zbekiston respublikasining kelajagi ilm-fan, ta'lim-tarbiya taraqqiyoti bilan bevosita bog'liqdir. 1997-yilda qabul qilingan "Ta'lim to'g'risidagi " qonun va "Kadrlar tayyorlash milliy dasturi" asosida jamiyatimizda ta'limni tubdan isloh qilish tadbirlari amalga oshirilmoqda.

Ilm-fan, madaniyat va ma'rifat har qanday mamlakatni yuksaklikka ko'taradi, uni taraqqiyotini ta'minlaydi.

Darhaqiqat, butun xalqaro hayot, kishilik taraqqiyoti shunday bosqichga kirganki unda harbiy qudrat emas, balki intellektual salohiyat, aql-idrok, fikr ilg'or texnologiyalar hal qiluvchi ahamiyat kasb etadi. Endilikda har qaysi davlat, har qaysi millat, birinchi navbatda, o'zining yuksak madaniyat va ma'naviyat bilan kuchlidir. Kuch - bilim va tafakkurdadir - degan edi O'zbekiston Respublikasining Birinchi Prezidenti Islom Karimov.

Mamlakatimiz kelajagi so'zsiz kadrlar tayyorlashga bevosita bog'liq. Yangicha fikrlaydigan, zamonaviy bilimlarga ega bo'lgan barkamol avlodni tarbiyalash, tashkilotchi va zukko kadrlarga ega bo'lish uchun, ta'lim-tarbiya tuzimini tubdan o'zgartirish, uni davr talabi darajasiga ko'tarish, jamiyatimizning, har birimizning oldimizdagi eng muhim vazifalardan biri bo'lmog'i lozim.

Iroq, Vetnam kabi o'ndan ortiq davlatlardan musavvirlar ishtirok etdi. Ushbu festival yosh mo'yqalam sohiblari orzularini ro'yobga chiqarishga ham hissa qo'shayotir. Unda muvaffaqiyatli qatnashgan yoshlar xorijiy davlatlarda tashkil etilayotgan turli xalqaro ko'rgazmalar, ko'rik-tanlovlar, biyennalelarda ishtirok etmoqda.

Mamlakatimizda yosh ijodkorlarni qo'llab-quvvatlash uchun barcha sharoit yaratilmoqda. Toshkent Fotosuratlar uyi, Xalqaro madaniyat karvon saroyi, O'zbekiston madaniyati va san'ati ko'rgazmasi zali, O'zbekiston Tasviriy san'at galereyasi, Yoshlar ijod saroyi, Milliy san'at markazi singari o'z ko'rgazmalari mavzusi va yo'nalishiga ega ko'plab san'at dargohlari barpo etildi. "O'zbekiston madaniyati va san'ati forumi" jamg'armasi va boshqa bir qator ijodiy va jamoat tashkilotlari bilan hamkorlikda o'tkazilayotgan "O'zbekiston tasviriy san'ati", "Yangi avlod", "Navqiron O'zbekiston" singari festivallar, "Kelajak ovozi" respublika ko'rik-tanlovi, yosh musavvirlarning ijodiy-intellektual saviyasini yuksaltirishga yo'naltirilgan ko'plab ma'naviy-ma'rifiy tadbirlar o'g'il-qizlarning badiiy didi, tafakkurini yuksaltirib, ijodiy mahoratini oshirishga xizmat qilmoqda. Mamlakatimizda tasviriy san'atning taraqqiyotida O'zbekiston Badiiy akademiasining tashkil etilishi muhim

ahamiyat kasb etdi. 1997-yilda O‘zbekiston Badiiy akademiyasining tashkil etilishi respublika madaniy hayotida muhim voqea bo‘ldi. Uning faoliyati badiiy ta’lim, ko‘rgazma ishlarini takomillashtirish va badiiy merosni hamda zamonaviy san’atni targ‘ib qilish istiqbolini ta’minlashga yo‘naltirilganligi bilan juda ahamiyatlidir albatta.

Yevropada badiiy akademiya dastlab Italiyada antik san’at, uyg‘onish davri san’atkorlarining uslublarini o‘rganish uchun to‘plangan rassomlarning erkin uyushmasi tarzida maydonga kelgan (XVI asr).

Birinchi badiiy akademiya Parijda - 1648-yili Qirollik Badiiy akademiyasi, kiyinchalik Vena (1692-yil), Berlin (1694-yil), London (1768-yil)da va Rossiyada 1757 yili tashkil etilgan.1»

Mamlakatimizda tasviriy san’atning taraqqiyotida O‘zbekiston Badiiy akademiyasining tashkil etilishi muhim ahamiyat kasb etdi. 1997-yilda O‘zbekiston Badiiy akademiyasining tashkil etilishi respublika madaniy hayotida muhim voqea bo‘ldi. Uning faoliyati badiiy ta’lim, ko‘rgazma ishlarini takomillashtirish va badiiy merosni hamda zamonaviy san’atni targ‘ib qilish istiqbolini ta’minlashga yo‘naltirilganligi bilan juda ahamiyatlidir albatta.

O‘zbekiston Badiiy Akademiyasi Kumush medali bilan milliy san’at sohasida faol xizmatlari, ko‘p millatli O‘zbekiston san’atining umuminsoniy, milliy qadriyatlarini namoyon etuvchi, vatanparvarlik tuyg‘ularini o‘stiruvchi, an’anaviy va zamonaviy mavzularning yangi qirralarini kashf etuvchi, dolzarbligi bilan ajralib turadigan turkum asarlari, san’at tarixi, nazariyasi, san’at muamolariga bag‘ishlangan ilmiy tadqiqotlari, maqolalari uchun taqdirlanadi.

Foydalanilgan adabiyotlar ro'yxati:

1. S.Abdirasilov, B.Boymetov, N.Tolipov Tasviriy san'at.
2. B.Boymetov, N.Tolipov. Maktabdatasviriy san'at to'garagi.
3. Oripov.Tasviriy san'at vauni o'qitish metodikasi.
4. R. Hasanov. Maktabda tasviriy san'at o'qitish metodikasi.

**ONA TILI VA ADABIYOT FANLARINING TA'LIM SOHASIDA
TUTGAN O'RNI**

Surxondaryo viloyati Denov tumani

61-maktabning Ona tili va Adabiyot fani o'qituvchisi

Haydarova Munira Jumqulovna

Annotatsiya: Ushbu maqolada, ona tili va adabiyot haqida umumiy tushunchalar va undagi umumiy qoidalar haqda so'z yuritilgan.

Kalit so'zlar: integratsiya, integrativ yondashuv, metod, tadqiqot, fanlararo aloqadorlik, yangi texnologiyalar, ona tili, adabiyot, so'z turkumlari

Har bir xalqning, millatning o'z tili va adabiyoti bo'lganidek, o'zbek millatining ham turli ma'no so'zlarga boy ona tilisi va boy tarixga ega adabiyoti mavjud. O'z ona tilini bilmagan kishi o'zligini anglay olmasligi haqida turli xil hikmatli so'zlar ham mavjud xalqimizda. O'zbekiston Respublikasida o'zbek tiliga 1989-yil 21-oktabrda davlat tili maqomi berilganidan boshlab, ona tilimizga bo'lgan e'tibor yanada kuchaydi. O'zbek adabiyoti esa juda katta ma'naviy, tarixiy xazinaga boy hisoblanadi.

Til- millat ko'zguvidir. O'z tilini bilish, o'rganish, izlanish, uning ustida tadqiqotlar olib borish har bir millat farzandining vazifasidir. O'zbekiston Respublikasi "Davlat tili to'g'risida"gi, "Talim to'g'risida"gi qonunlari, "Kadrlar tayyorlash milliy dasturi" hamda "2004-2009- yillarda maktab ta'limini rivojlantirish Davlat umummilliy dasturi"ga muvofiq boshlang'ich sinflarda ona tili fanini o'qitish oldiga yangi-yangi vazifalar qo'yilmoqda. "Ona tili" fanini o'qitishning bosh maqsadi yoshlarimizning ijodiy- mustaqil, o'z fikrini erkin va ta'sirli, mazmunli va mantiqli qilib yozma va og'zaki shaklda ifodalashga, o'zbek

tili qonun-qoidalarini ongli o'zlashtirishga o'rgatish, shuningdek, ularning fikr doiralarini kengaytirishga, ona yurtimizga, avlod-ajdodlarimiz qoldirgan boy ma'naviyatimizga, milliy urf-odatlarimizga mehr-muhabbat ruhida tarbiyalashga qaratilgan. Ma'lumki til o'rganishni boshlang'ich sinflardan boshlab o'rganish juda muhim sanaladi. Ona tilini o'rganish bolajonlarda og'zaki va yozma nutq shakllanib, rivojlanishiga xizmat qiladi. Ona tili fanini o'qitishning bir qator maqsad va vazifalari mavjuddir.

Umumiy o'rta ta'limi muassasalarida ona tili fanini o'qitishning asosiy vazifasi: o'quvchi shaxsini fikrlashga, o'zgarlar fikrini anglashga, o'z fikrini og'zaki hamda yozma shaklda savodli bayon qila olishga qaratilgan nutqiy kompetensiyani rivojlantirish; o'quvchilarda grammatikaga oid o'zlashtiriladigan bilimlarni (fonetika, leksikologiya, so'zning tarkibi, so'z yasalishi, morfologiya, sintaksis, yozuv va imlo, tinish belgilari, nutq uslublari, stilistikaga oid tushunchalarni) rivojlantirish; ona tilining keng imkoniyatlaridan unumli foydalangan holda to'g'ri va ravon bayon eta olishni rivojlantirishga qaratilgan lingvistik kompetensiyalarni shakllantirishdan iborat.

"Adabiyot" so'zi arabcha "adab" so'zining ko'plik shakli bo'lib, u keng va tor ma'noda qo'llaniladi. Keng ma'noda qo'llanilganda "adabiyot" so'zi o'qishga mo'ljallab yozilgan va chop qilingan barcha asarlarni o'z ichiga oladi. Shunga qaramay, "adabiyot" so'zi (termini) tor ma'noda ham juda faol ishlatiladi va bunda so'z san'atiga daxldor bo'lgan asarlar — badiiy adabiyot tushuniladi. E'tiborli jihati shuki, istilohning ayni shu tarzda (tor va keng ma'nolarda) qo'llanilishi rus va boshqa bir qator tillarda ishlatiluvchi "literatura" so'ziga ham xosdir. Zero, bu termin ham "litera" ("harf") so'zidan olingan bo'lib, keng ma'noda umuman chop etilgan mahsulotni, tor ma'noda badiiy adabiyotni anglatadi. Mutaxassislar "adabiyot" so'zining tor ma'nosini ishlatamiz va bunda badiiy adabiyotni nazarda tutamiz.

Demak, adabiyotning o'rganish sohasi — predmeti badiiy adabiyot ekan. Adabiyotshunoslik badiiy adabiyotning kelib chiqishi, rivojlanish qonuniyatlari,

ijtimoiy aloqalarini har jihatdan va atroflicha o`rganadi. Adabiyotshunoslikning predmeti bo`lmish badiiy adabiyotga taalluqli ilmiy muammolar ko`lami juda keng. Ularning bir qismi umumestetik (badiiy san`at sohalarining barchasiga xos) muammolar sirasiga kirs, boshqa bir qismi sof adabiyot muammolari sanaladi.

Ona tili va adabiyot tushunchalari bir-biriga uzviy bog`liqdir. Shu boisdan , bu ikki fan darslari maktablarda kuchaytirilgan holda tashkil etilinmoqda. Til adabiyotning asosiy quroli. Tilning umumxalq (jonli, milliy), ma`lum qoidalarga asoslangan adabiy til, badiiy (poetik) til kabi ko`rinishlari mavjud. Til - badiiy obraz yaratish vositasi. So`z yordamida turli-tuman manzaralar, his-tuyg`ular, fikr va hodisalar jonli, ta`sirchan holda tasvirlanadi. Badiiy asardagi har bir so`z asar mazmunini ifodalashga xizmat qiladi. So`zlarni o`z o`rnida qo`llash yozuvchi va shoirning mahoratiga bog`liq. Ijodkor tilning maxsus leksik imkoniyatlari (sinonim va antonimlar, arxaizm va neologizmlar, dialektizm va jargonizm professionalizm va varvarizmlar) dan shuningdek, monolog, dialog, poliloglardan unumli foydalanadi. Badiiy asar tilining xususiyatlari, nazariy asoslari ilmiy adabiyotlarda yoritilgan.

Adabiyot fani asosan adabiy, badiiy asarlardan tashkil topganligi bois, ularning bir necha xil turlari mavjud. Adabiy tur, adabiy janr, epos, lirika, drama, roman, tarixiy roman, falsafiy roman, qissa, hikoya, ocherk, tragediya, komediya. Adabiy asarlar shakl jihatidan rang-barangdir, bu esa ularni alohida guruhlariga ajratib o`rganishni taqozo qiladi. Adabiyotni birinchi bo`lib Arastu (er.av. 384-322 yillar) o`zining «Poetika» asarida epos, lirika, drama kabi uch turga ajratib ko`rsatgan. Adabiy turlar janrlardan tarkib topadi.

Janr» fransuzcha so`z bo`lib, «tur», «jins» degan ma`noni anglatadi. Adabiy turlar bir- birlaridan, avvalo, voqelikni gavdalantirish usuliga ko`ra farqlanadi. Epos voqeani, lirika inson ruhiy holatini, drama kishi xarakterini gavdalantiradi. Epos so`zlashuv nutqiga yaqin bir tarzda yozilsa, lirika misra, qofiya, bandga asoslanadi. Drama dialog va monologlardan tashkil topadi.

Epos yunoncha soʻz boʻlib, yeros «soʻz», «nutq», «hikoya» degan maʼnoni anglatadi. Epos xalq ijodiyotiga mansub yirik hajmli asar. Masalan, “Alpomish” qahramonlik eposi. Roman, qissa, hikoya, ocherk, feleton epik tur janrlari hisoblanadi.

Lirika (yunoncha soʻz boʻlib, «lira joʻrligida aytish» demakdir). Sheʼriy asarlarda musiqiy ohang, ritm mavjud boʻladi. Gʻazal, ruboiy, tuyuq, fard, muxammas, musaddas, qasida, chiston kabilar Sharq mumtoz lirik janrlari hisoblanadi. Ularda vafodorlik, sevgi-muhabbat, insoniylik, doʻstlik, hayot haqidagi dard va iztiroblar aks ettiriladi.

«Drama» yunoncha «harakat» degan maʼnoni anglatadi. Dramatik asarlar sahna uchun yaratiladi. Ularning ilk namunalarini eramizdan oldin yaratilgan. Tragediya, komediya, opera, balet kabilar dramatik tur janrlari hisoblanadi. Esxil, Sofokl, Evripid, Shekspir singari ijodkorlarning asarlari tragediyaning yuksak namunalaridir. Oʻzbek adabiy otida Behbudiyning “Padarkush”, Maqsud Shayxzodaning «Mirzo Ulugʻbek» tragediyalari maʼlum va mashhurdir. Komediya “Quvnoq kishilar qoʻshigʻi” degan maʼnoni bildiradi. Aristofanning «Chavandozlar», «Burgutlar», Shekspirning «Qiyiq qizning quyulishi», Molerning «Don Juan» kabi asarlar mavjud. Yuqorida adabiy janrlar haqida qisqacha toʻxtalib oʻtildi. Qachonki, oʻquvchi mana shu janrlar haqida va oʻz ona tilisi haqida toʻliq maʼlumotga ega boʻlsagina bu fanlarning tub mohiyatini tushunib yetishi mumkin.

Bugungi kunda taʼlim sohasiga har qachongidan ham koʻproq ahamiyat berilmoqda. Bu esa, oʻz navbatida taʼlimning birlamchi ishtirokchilari boʻlgan oʻqituvchilarga yanada katta masʼuliyat yuklaydi. Chunki bugungi kun oʻqituvchisi har sohada yetuk va bilimdon boʻlmogʻi shart va zarurdir. Oʻqituvchi oʻquvchilarga fanga doir yetarli bilimlarni berish, fanga boʻlgan qiziqishini oshirish bilan birgalikda ularning tasavvurida fanlarning oʻzaro uzviy bogʻliqligini, biri ikkinchisini taqozo etishi toʻgʻrisidagi muayyan tushunchani

hosil qilishi zarur. Bu kabi masalalarda integratsiyaning – fanlararo aloqadorlikning o’rni juda muhimdir.

Ona tili va adabiyot darslarini tashkil etishda integrativ yondashuvdan keng foydalanish – o’quvchilarning fanga doir bilimlarini puxta o’zlashtirishida yetakchi samara beradi. ASOSIY QISM Keyingi yillarda ta’limda integrativ yondashuv jarayonlarini tadqiq qilishda ko’plab izlanishlar olib borildi. Shuningdek, ona tili va adabiyot darslarini integrativ o’qitishning samaradorligi va bu jarayonga xos ta’lim metodlarini ishlab chiqish kabi masalalar ko’ndalang qo’yildi. Xususan, A.G’ulomov, H.Ne’matov, B.Ziyomhammadov, B.Abdullayeva singari olimlarning ishlarida fanlararo integratsiyaning ona tili va adabiyot ta’limidagi o’rni xususida qimmatli fikrlar uchraydi. Til ta’limida integrativ yondashuv xususida U.Musayev, D.Yo’ldosheva kabi pedagoglarning ilmiy izlanishlaridan ham ma’lumotlar olish mumkin. Jumladan, K.Mavlonovanning “Ona tili darslarini adabiyot darslari bilan badiiy matn orqali integratsiyalash masalalari” bo’yicha olib borgan izlanishlari ham alohida ahamiyat ega [1.254]. “Integratsiya” - ayrim bo’laklarning yoki elementlarning bir-biriga qo’shilishi, bir butunga aylanishi, yaxlitlanishidir [1.380]. “Integratsiya” tushunchasi XVIII asrdayoq Spenser tomonidan izohlangan edi. Integratsiyani tafakkur o’stirish omili sifatida qarab, uni fanlararo aloqa va ta’lim shakllarini sintezlash tarzida talqin etish mumkin.

Ma’lumki, o’quv fanlari miqdorini oshirish, albatta, har doim ham ijobiy natija beravermaydi. Chunki bugungi zamonaviy texnologiya son orqasidan quvish emas, balki sifat o’zgarishlarining ham bo’lishini taqozo etmoqda. Bu borada rivojlangan davlatlar tajribasidan foydalanish mumkin. Chunki ular allaqachon o’z ta’lim tizimiga integratsiyani olib kirgan va integrativ fanlarni joriy qilgan. Buyuk Britaniya, Koreya, Shveysariya, Vengriya, AQSh, Rossiya va boshqalar shular jumlasidandir. Bugungi kunda bizning ta’lim tizimimizga ham integratsiyalashish jarayoni kirib keldi. Integratsiya – “butun” degan ma’noni bildiradi, demak, bu tafakkur o’sishi jarayonining turli qism va

elementlarini bitta butunga birlashtirishdir. Bu esa, ta'limda fanlararo aloqadorlikni, fanlarni bir-biri bilan chambarchas bog'liq holda o'qitishni ko'rsatadi. Ta'lim tizimida ona tili darslarini olib borishda bu fanni bevosita adabiyot bilan bog'lab o'qitish yaxshi natija beradi. Masalan, 5-sinf ona tili darsligini olaylik. Ushbu darslikda "Leksikologiya" bo'limini o'rganish uchun 39 soat ajratilgan. Bu bo'lim va undagi mavzularni adabiyot faniga bog'lagan holda badiiy asarlar, hikmatli so'z va maqollar, she'rlar orqali tahlil etilsa, bu ham ta'limiy, ham tarbiyaviy mohiyat kasb etadi. Quyidagi 6-sinf adabiyot darsligidan olingan parcha O'tkir Hoshimovning "Urushning so'nggi qurboni" hikoyasidan olingan bo'lib, o'quvchilar parchada ajratib ko'rsatilgan so'zlarni tahlil qilish orqali, har bir so'zning lug'aviy ma'nosini, salbiy va ijobiylik xususiyatini farqlab, badiiy asarni yanada teranroq anglab yetadi. "Ziqna bo'lmay, o'l! – deb o'yladi xotinini so'kib, – azaldan qurumsoq edi, zamon og'irlashgandan buyon battar bo'ldi". Umumiy o'rta ta'lim bosqichlarida, mavzular oddiydan murakkabga tomon o'sib boradi. Masalan, 9-sinfda o'quvchilar ona tili darslarida badiiy matnning til xususiyatlarini, uslublarini bilishlari, shu orqali o'z nutq madaniyatini rivojlantirishda bajariladigan ish turlaridan biri undan biror til hodisasi yoki uslubini aniqlash va izohlash, nutq uslublarini bir-biridan farqlay olishlari kerak bo'ladi. Buning uchun o'qituvchidan nazariy bilimlarni yetkazib berish va ularni amalda qo'llay olish uchun o'quvchilarda yetarli ko'nikma va malakalarni hosil qilish talab etiladi. Bunda dastlab o'qituvchi nutq uslublari haqida umumiy ma'lumot beradi va o'quvchilarga kerakli manbalarni yozdirib o'tadi. Yangi mavzu bayonidan so'ng o'qituvchi mavzuni bevosita boshqa fanlar bilan bog'laydi. Buning uchun o'qituvchi o'quvchilar qo'lga har xil turdagi matnlar aks etgan tarqatma materillarni tarqatadi.

Xulosa o'rnida shuni aytish joizki, ona tili — har bir elatning, xalqning, millatning o'z tili. Ona tili lug'at tarkibi, asosan, shu tilga mansub xalqning turmushi, madaniyati va an'analarini ifodalaydigan so'z va tushunchalardan

iborat bo‘ladi. Ona tili taraqqiyoti har bir elat, xalq va millatning ijtimoiy rivojlanishi bilan uzviy bog‘liq. Tilni o‘raginish esa adabiyotni o‘rganish bilan bog‘liqdir. Adabiyot fani o‘quvchilarga uzoq o‘tmishdan hikoyalar keltiradi, buyuk yozuvchi va shoirlarning mukammal badiiy asarlarri , badiiy janrlar haqida ma‘lumotlar olishlariga , o‘qib-o‘rganishlariga imkoniyat yaratadi, ona tili darslarini adabiyot bilan uyg‘unlikda olib borish, o‘quvchilarning badiiy-estetik dunyoqarashini yanada boyitadi. Ona tilida darslarida yangi mavzuni tushuntirishda adabiyot darsligida berilgan hikoya, she‘r, maqol, hikmatli so‘zlar va badiiy asarlardan misollar keltirib, darsni integrativ tarzda tashkil etish maqsadga muvofiq bo‘ladi. Bu keyinchalik ularning ilmiy salohiyatini yanada oshirishga, oliy ta‘limda tahlil yuzasidan bilim, ko‘nikma, malakalarga ega bo‘lib, til bo‘yicha nazariy ma‘lumotlarini mustahkamlab borishda yordam beradi.

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Nutqimizni ifodalashda sinonimlardan samarali foydalanish

Ilmiy rahbar:

NDPI Ingliz tili amaliy kafedrasasi o`qituvchisi

Gapparova Mehribon Tulqin qizi

1-kurs talabasi Komilova Shaxlo

Annotatsiya: Ushbu maqolada sinonim so`zlarni ingliz tilida qo`llanishi va ularning ahamiyati haqida fikr yuritiladi va misollar orqali tushuntirib beriladi.

Tayanch tushunchalar: sinonim, sinonimiya, sinonimik qator, dominant so`z, ijobiy va salbiy bo`yoqdorlik.

Dunyoda 7000 dan til mavjud bo`lib, ularning asosini so`z tashkil qiladi. Qaysi tilda ko`proq sinonim so`zlar bo`lsa, aynan o`sha til boy til hisoblanadi. Insonlar nutqini go`zal va betakror bo`lishida ham sinonim so`zlar muhim rol o`ynaydi.

“Sinonimlar-(yunoncha- “synonymos”-bir nomli)-bir umumiy ma`noga ega bo`lgan(denotativ ma`nosi bir xil), qo`shimcha (konnotativ) ma`nosi (ekspressiv, uslubiy xususiyatlari) bilan o`zaro farqlanadigan so`zlar hisoblanadi. Til birliklari bir xil ma`noga ega bo`lish hodisasi esa sinonimiya deyiladi.”¹¹ Shuni alohida ta`kidlab o`tish joizki, ingliz tilida ham sinonimlar o`zbek tilidagi kabi bir so`z turkumi doirasida sinonimlik hosil qiladi. Bir nechta sinonimlar esa sinonimik qatorni tashkil qiladi. Sinonimik qatordagi uslubiy xoslanmagan so`z bo`lsa, bosh so`z ya`ni dominant so`z hisoblanadi.

O`zga tildagi so`zni o`zbek tiliga to`g`ridan to`g`ri tarjima qilish biroz murakkab jarajon hisoblanadi. Chunki bu so`zning ijobiy va salbiy bo`yoqdorligi mavjud. Shu sababli, tarjima jarayoni tarjimondan kata mahorat talab qiladi.

¹¹ Google.uz

Yuqoridagi tushunchalarning misoli tariqasida ingliz tilidagi “determined” ya`ni “qat`iyatli” so`zini ko`rib chiqamiz. Bu so`zning bir nechta ma`nodoshlari mavjud: strong-willed, purposeful, single-minded va hokazo. Ammo bu so`zlar kerakli o`rinda qo`llay bilish til o`rganuvchidan talab qilinadi. Masalan, “obstinate, stubborn, pig-headed” so`zlarining ma`nolari ham “qat`iyatli”. Biroq bu so`zlarda ko`proq “o`jar”, “qaysar” ma`nolari ustunlik qiladi. Bu hodisani yana boshqa so`zlarda ham ko`rishimiz mumkin. Misol tariqasida, “self-assured” so`zini oladigan bo`lsak, uning sinonimi: “self-confident”. Lekin bu so`zning negativ ya`ni salbiy variantlari quyidagilardan iborat: “self-important”, “arrogant”, “full of oneself”. Bu so`zlar ingliz tilidan “xudbin”, “faqat o`z manfaatini o`ylaydigan” degan ma`nolarni anglatadi. Bundan ko`rinadiki, so`zlovchi yuqoridagi so`zlarni qo`llashda nihoyatda ehtiyotkor bo`lishi va o`z o`rnida qo`llashi darkor.

Shuningdek, agar til o`rganuvchi ingliz tili yo`nalishida yuqori natijalarga erishmoqchi bo`lsa, A1 yoki B1 darajadagi so`zlardan voz kechib, bu so`zlarning C1 va C2 variantlariga yuzlanishi kerak. Masalan, “want” ya`ni “xohlamoq” so`zini nutqimizda qo`llagandan ko`ra, uning kuchliroq ekvivalentlaridan foydalangan maqsadga muvofiqdir:

Aspire

Desire

Fancy

Incline

Passionate

Urge

Yearn

Crave

Agar siz biror ish-harakatni qilishni xohlasangiz, “want” so`zini ishlatgandan ko`ra uning yuqoridagi ma`nodoshlaridan foydalansangiz maqsadga muvofiq bo`ladi. Masalan, “I want to buy a new car” (men yangi mashina olishni xohlayman.) emas, balki “I crave to buy a new car” yoki “My

sister wants to be a doctor`` (Mening singlim doctor bo`lishni istaydi) emas, ``My sister desires to be a doctor`` deb nutqingizda qo`llasangiz , hech shubhasiz siz yuqori natijalarga ega bo`lasiz.

Yana boshqa holatlarga to`xtaladigan bo`lsak, “like” (yaxshi ko`rmoq, yoqtirmoq)- biz bu so`zni kundalik hayotimizda juda ko`p foydalanamiz desak adashmagan bo`lamiz. Biroq biz nutqimizda so`z takroriga yo`l qo`ymaslik uchun bu so`zning boshqa sinonimlaridan foydalanishimiz lozim. Like so`zining ma`nodoshlari quyidagilardan iborat:

Love

Adore

Worship

Idolise va hokazo.

Agarda siz o`zingizning yoqtirgan hobbiyngizni yoqtiraman demoqchi bo`lsangiz, yuqoridagi so`zlar sizga qo`l keladi:``I adore swimming``(men suzishni yoqtiraman). Shu o`rinda ``like`` so`zidan ko`ra ``adore`` so`zi sizga ko`proq ball beradi.

Xulosa o`rnida shu ta`kidlab o`tish joizki, qachonki siz sinonimlarni bir-biridan farqlab, qaysi sinonim varianti qaysi holatlarda qo`llanilishini anglab, ularni to`g`ri qo`llay olsangiz, siz o`zga xorijiy tilni hech qiyinchiliksiz o`rganib, kelajakda yetuk kadr bo`lib yetishasiz.

Foydalanilgan adabiyotlar:

1. Google.uz

**Kompyuter texnologiyalarini qo'llanilish sohalari bo'yicha talabalarning
kasbiy kompetentini shakllantirish**

Denov tadbirkorlik va pedagogika instituti

Ta'lim tarbiya nazariyasi va metodikasi

(boshlang'ich ta'lim) yo'nalishi

2-kurs magistranti

Sharipova Zarnigor Zarif qizi

Annotatsiya: Ushbu maqolada bo'lajak talaba yoshlarning zamonaviy axborot- kommunikatsiya texnologiyalari muhitida, kompyuter texnologiyalarining qo'llanilish sohalari bo'yicha kasbiy kompetentlikni shakllantirish borasidagi fikrlar batafsil tahlil qilingan.

Kalit so'zlar: kompetentlik, kompetensiya, axborot, ta'lim, talaba, kompyuter,

Barchamizga ma'lumki, so'nggi uch yilda respublikamizda kadrlar tayyorlash va ta'limni tashkil etishning jahon standartlariga javob beradigan samarali tizimi yaratildi va bugungi kunda oliy ta'limni modernizatsiyalashga davlat siyosatining ustuvor yo'nalishi sifatida e'tibor qaratilmoqda. Xususan, O'zbekiston Respublikasi Prezidentining 2017 yil 20 apreldagi "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida"gi PQ-2909-son qarori¹², 2017 yil 27 iyuldagi "Oliy ma'lumotli mutaxassislar tayyorlash sifatini yanada kengaytirish chora-tadbirlari to'g'risida"gi PQ-3151-son qarori¹³, 2017 yil 9 avgustdagi "Oliy ta'lim muassasalarida pedagogika yo'nalishlarida maxsus sirtqi bo'limlarni tashkil etish to'g'risida"gi PQ-3183-son qarori¹⁴, 2018 yil 5

¹² O'zbekiston Respublikasi Prezidentining 2017 yil 20 apreldagi "Oliy ta'lim tizimini yanada rivojlantirish chora-tadbirlari to'g'risida"gi PQ-2909-son qarori.

¹³ 2017 yil 27 iyuldagi "Oliy ma'lumotli mutaxassislar tayyorlash sifatini yanada kengaytirish chora-tadbirlari to'g'risida"gi PQ-3151-son qarori.

¹⁴ 2017 yil 9 avgustdagi "Oliy ta'lim muassasalarida pedagogika yo'nalishlarida maxsus sirtqi bo'limlarni tashkil etish to'g'risida"gi PQ-3183-son qarori

iyundagi “Oliy ta’lim muassasalarida ta’lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta’minlash bo’yicha qo’shimcha chora tadbirlar to’g’risida”gi PQ-3775-son qarori¹⁵, O’zbekiston Respublikasi Prezidentining 2019 yil 8 oktyabrdagi PF-5847-son qarori¹⁶ O’zbekiston Respublikasi oliy ta’lim tizimini 2030 yilgacha rivojlantirish konsepsiyasi qabul qilindi. Bugungi kunda davlatimiz tomonidan pedagogik jarayonlarda o’quvchi-talabalarni mustaqil va erkin fikrlashga o’rgatish, dunyoqarashini kengaytirish, ta’lim muassasasi rahbarlari va pedagog xodimlar faoliyatini qobiliyatli, tashabbuskor, izlanuvchan, g’ayratli, yutuqlarga intiluvchi va erishuvchi, ma’naviy barkamol shaxsni shakllantirishga yo’naltirish, ya’ni ta’lim tizimining sifat darjasini ko’tarish masalalariga alohida e’tibor qaratmoqda.

Hozirgi davrda dunyo miqiyosida axborot- kommunikatsiya texnologiyalarining yuksak darajada rivojlanib borayotganligining guvohi bo’lib kelmoqdamiz. Shu bois ham olimlarimiz, XXI asrni axborot texnologiyalar asri deb bejiz aytishmagan. Zamonaviy axborot texnologiyalari kun sayin barcha sohalarda rivojlanayotgani, jumladan, ta’lim sohasida ham yangi axborot texnologiyalaridan keng foydalanish an’anaviy o’qitish usullaridan ko’ra samarali va yuqori natijalarga olib kelmoqda. “Kadrlar tayyorlash milliy dasturi” da ko’zda tutilganidek, zamonaviy axborot texnologiyalari, kompyuterlashtirish va kompyuter tarmoqlari negizida ta’lim jarayonini yangi axborotlar bilan ta’minlash rivojlanib bormoqda. Endi shu soxaga oid fikrlar bilan yaqindan tanishamiz. Hozirgi kunga kelib, kompyuter savodxonligi madaniyatning muhim belgisiga aylanib ulgurdi.

Bugungi kunda barcha boshqa sohalar qatorida ta’lim tizimida ham turli fanlarni o’qitishda AKT imkoniyatlarini joriy etish dolzarb masalalardan hisoblanadi. AKT nafaqat talabalarda bilim va malakalarini shakllantirishga, balki ularning kasbiy kompetentligini rivojlantirish, bilishga oid qiziqishlarini

¹⁵ 2018 yil 5 iyundagi “Oliy ta’lim muassasalarida ta’lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta’minlash bo’yicha qo’shimcha chora tadbirlar to’g’risida”gi PQ-3775-son qarori

¹⁶ O’zbekiston Respublikasi Prezidentining 2019 yil 8 oktyabrdagi PF-5847-son qarori

oshirishga va ko'nikmalarini shakllantirishga xizmat qiladi. Keyingi davrlarda ko'plab psixologik va ilg'or pedagogik sohalarda chop etilayotgan maqolalarda, AKT talabalarlarning bilimi, ijodiy tafakkurini rivojlantirishi haqidagi fikrlar ta'kidlanayotganining guvohi bo'lmoqdamiz. AKT imkoniyatlaridan foydalanish ta'lim jarayonida beriladigan axborotlar doirasini boyitish va talabalar tomonidan qiziqish bilan o'zlashtirilishiga yordam beradi. Ta'lim jarayoniga AKTning joriy etilishi bilan zamonaviy axborot muhitiga xos bo'lgan ta'limga yangicha yondashuv shakllana boshladi.

Kompyuterlashtirish yo'li bilan ta'limni tashkil etish, boshqarish, nazorat qilishning yangi - sifat bosqichiga o'tiladi. Unda o'qituvchi va o'quvchi munosabatidagi bog'lanish, aloqalar tubdan o'zgaradi, ta'lim mazmuniga pedagogik ishlov berish uslubiyati yangilanadi, o'quv materialini to'liq o'zlashtirish davri boshlanadi, ta'lim modul xarakteriga ega bo'ladi, teskari aloqa mohiyati jihatidan yangilanadi. Kun sayin rivojlanayotgan davrda talabalarni mustaqil fikrlaydigan qilib tarbiyalash vazifasi esa asosiy maqsadlardan biri qilib belgilangan. Mamlakatimiz ta'lim tizimida kompetensiyaviy talablarga javob beradigan mustaqil va erkin fikrlaydigan, ilg'or texnik-texnologik tajribalarni puxta o'zlashtirgan, raqobatbardosh pedagog kadrlarni tayyorlash tizimi isloh qilinmoqda. Shu o'rnida har bir fan va mavzu yoritilish jarayoni avvalo talaba yuqori darajali bilim olishi va yuqori kasbiy kompetentligini shakllantirishga qaratish ularning kelgusida yuqori salohiyatli va raqobatbardosh kadrlar bo'lib yetishishlariga yordam beradi. Bu avvalo, jamiyatni rivojlantirishga asosiy omil bo'lib xizmat qiladi. Zero, yuqori malakali pedagog kadrlarni tayyorlash avvalo, kelgusida ham ta'lim va tarbiya beradigan OTMlar salohiyatli yoshlar yetishib chiqishini ta'minlaydi.

Talaba oliy o'quv yurtida turli fanlarni o'rganish natijasida unda kasbiy yunallanganlik shakllanadi, ya'ni o'z bilim, tajriba va qobiliyatini tanlagan kasbi sohasida qo'llash uchun shaxsiy intilish paydo bo'ladi. Shaxsning kasbiy yo'nalganligini takomillashtirish istagi, o'z kasbi sohasida mehnat qilib, moddiy va ma'naviy ehtiyojlarni qondirish istagini o'z ichiga oladi. Kasbiy yo'nalganlik

- kasbiy faoliyat maqsad va vazifalarini tushunishni va qabul qilishni o'z ichiga oladi.

Kasbiy yo'nalganlik mazmunidagi ijobiy uzgarishlar bo'lgusi kasb bilan boglik, bo'lib, motivlar mustahkamlanishnda ko'rinadi: ish buyicha o'z majburiyatlarini yaxshi bajarishga iye-tilish, bshshmdon mutaxassis sifatida uzini ko'rsatish, murakkab uquv vazifalarini muvaffaqiyatli bajarishga intilish kuchayadi, ishda muvaffaqiyatga erishish istagi kuchayadi.

Talabalarda kasbiy yo'nalganlikni shakllantirish uchun kasbni egallash imkoniyatlariga ishontirish, bo'lg'usi ishning kelajagiga ishonch hosil qilish, mehnat an'analarini targ'ib qilish, kasbning ishlab chiqarish va estetik tomonlarini, uning ijodiy xarakterini ko'rsatish zarur.

Mamlakatimiz oliy talim tizimida bo'lajak o'qituvchilarining kasbiy kompetentligini shakllantirish borasida qator ijobiy ishlar amalga oshirilmogda, xususan, bu boradagi ishlar sirasiga oily ta'lim muassasalari moddiy texnik bazasining to'liq ta'minlanishi, DTS, dastur va darsliklarning yangi avlodining yaratilishi, o'qitish jarayonida pedagogik va axborot texnologiyalardan uyg'un ravishda foydalanishning tatbiq etilishi, talabalarning bilish faoliyatining mustaqil va ijodiy izlanishlar asosida tashkil etilishi, fan o'qituvchilarini qayta tayyorlash va malakasini oshirish institutlari faoliyatini rivojlantirilishi, "Mahorat maktablari"ning tashkil etilishi kabi ko'plab yutuqlarni aytishimiz mumkin.

Kompetensiya bu-sohaga oid bilim, ko'nikma, malaka, qarashlar majmui, shaxsning qadriyati va sifatlari, kvalifikatsiyasining namoyon bo'lishi yoki ta'sir ko'rsatish qobiliyati hisoblanadi. Kompetentlik atamasi lotincha "copeto" so'zidan olingan bo'lib "erishyapman, munosibman" degan manoni anglatadi hamda ma'lum sohadan xabardorlik va tajribaga ega ekanligini anglatadi. Shuningdek, muayyan lavozimga mos va o'z kasbining mohir egasi bo'lgan shaxsga xoslikdir.

Kasbiy-pedagogik kompetentlikning bosh ko'rsatkichi bu insonga, shaxsga yo'nalganlikdir. Kasbiy-pedagogik kompetentlik pedagogik voqelikni izchil idrok eta bilish va unda izchil harakat qila olish malakasini qamrab oladi.

Bo'lajak mutaxassislarni axborot texnologiyalari muhitida kasbiy faoliyat yuritish kompetentligini rivojlantirish quyidagilardan iborat:

1. Yuridik – zararli axborotlar ta'siridan himoyalanih va axborot xavfsizligiga rioya qilishga doir me'yoriy-huquqiy hujjatlardan foydalanish;

2. Dasturiy-texnik – avtomatlashgan axborot tizimlari va aloqa tarmoqlarida axborot xavfsizligini ta'minlash metod va vositalarini egallaganlik;

3. Me'yoriy-metodik – faoliyat turi bilan bog'liqlikda axborot xavfsizligi sohasida shaxsiy va jamoaviy me'yorlarga rioya qilish;

4. Ijtimoiy-madaniy – jamiyat a'zolari va shaxsiy qadriyatlar tizimiga ta'siri nuqtayi nazaridan axboriy faoliyatni quyidagi jihatlar bilan bog'liqlikda axborot bilan ishlash faoliyatini boshqarish.

Ta'limda kompetentlik bilan yondashuv tarbiyachilarni turli ko'nikmalarni egallash, kelajakda ijtimoiy, kasbiy va shaxsiy hayotlarida samarali harakat qilishga yo'naltiradi. Mamlakatimizda ta'lim tizimiga, uning sifat va samaradorligiga davlatimiz tomonidan qaratilayotgan e'tibor, ta'lim muassasalarini zamon talablari darajasida yangi texnologiyalar bilan jihozlanishi, shuningdek, o'quv jarayonini ilmiy asosda tashkil etish uchun zaruriy sharoitlarni yaratilishi umumiy o'rta ta'lim muassasalari barcha rahbarlarining o'z ustida ishlashi, yangi pedagogik texnologiyalarni joriy etish borasida izlanishlar olib borishini hamda boshqaruv faoliyatini takomillashtirishni taqozo etadi.

Kasbiy-pedagogik kompetentlikning bosh ko'rsatkichi bu insonga, shaxsga yo'nalganlikdir. Kasbiy-pedagogik kompetentlik pedagogik voqelikni izchil idrok eta bilish va unda izchil harakat qila olish malakasini qamrab oladi. Ta'limda kompetentlik bilan yondashuv tarbiyachilarni turli ko'nikmalarni egallash, kelajakda ijtimoiy, kasbiy va shaxsiy hayotlarida samarali harakat qilishga yo'naltiradi. Bolani maktabga tayyorlash jarayonida ularda faoliyatning

yangi turi bo'lgan ta'lim olishga, o'qishga ishtiyoq uyg'otib boriladi. Bu o'rinda bolalarni ruhan ta'lim jarayoniga kirishishga tayyorlash maqsadida, dastlabki o'quv elementlarini o'rgatish lozim. Buning uchun maktabga tayyorlov yoshidagi bolaning rivojlanishi va uning maktabga tayyorgarligi quyidagi ko'rsatkichlari jihatdan ta'lim olishga tayyor bo'lish kerak:

- ✓ jismoniy tayyorgarlik (bolaning mazmuniy jihatdan rivojlanishining fiziologik darajasi);
- ✓ psixologik tayyorgarlik (bola shaxsi tarkibining hissiy, mental (aqliy), irodaviy rivojlanish darajasi);
- ✓ ijtimoiy tayyorgarlik (bolaning mazmuniy jihatdan ijtimoiy rivojlanish darajasi).

Bugungi maktab bolasidan aniq bilimlarga emas, fikrlash ko'nikmasi, kattalar va tengdosh o'rtoqlarini tushunish, ular bilan hamkorlik qilish ham talab etiladi. Shuning uchun bola maktabga qadam qo'yayotganida qanchalik bilimga ega ekanligi emas, balki, uning yangi bilimlarni egallashga tayyorligi, atrof-olamga moslashishi ko'nikmasi, voqea-hodisani mustaqil ravishda tahlil etishi va mustaqil harakat qilishi muhimroq hisoblanadi.

Xulosa o'rnida shuni aytish kerakki, talabalarni kasbiy faoliyatga tayyorlashda zamonaviy axborot va ilg'or pedagogik texnologiyalardan keng foydalanish muhim ahamiyat kasb etadi. Ushbu uslub va vositalarni qo'llanilishi ta'limda erishilgan natijalarni baholash imkonini beradi, talabalarni mustaqil materialni o'rganishga qiziqtiradi, talabalarga egallangan amaliy va nazariy ko'nikmalarni majmuaviy ko'rsatish va bo'lajak mutaxassislarni kasbiy kompetensiyalarini asosli ravishda rivojlantirishga xizmat qiladi. Kompyuter texnologiyalari qaysi sohalarda qo'llanilmasin, avvalo talaba yuqori darajali bilim olishi va yuqori kasbiy kompetentligini shakillantirishga qaratish ularning kelgusida yuqori salohiyatli va raqobatbardosh kadrlar bo'lib yetishishlariga yordam beradi. Bu avvalo, jamiyatni rivojlantirishga asosiy omil bo'lib xizmat qiladi.

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XOTIN-QIZLAR VA ERKAKLAR UCHUN TENG HUQUQ HAMDA IMKONIYATLAR KAFOLATLARI

Faxriddinova Nargiza Shamsiddinovna

Mahalla va nuroniyalarni qo'llab-quvvatlash vazirligi bosh yuriskonsulti

Annotatsiya: Ushbu maqolada, Xotin-qizlar va erkaklar uchun teng huquq hamda imkoniyatlar kafolatlari haqida batafsil ma'lumotlar keltirilgan.

Kalit so'zlari: Jins va gender, genderologiya, biologik, ijtimoiy, siyosiy, gender tenglik.

Xotin-qizlarni har tomonlama qo'llab-quvvatlash, ularning oilaviy va xususiy tadbirkorlik, hunarmandchilikni tashkil etishda faol ishtirok etishi, bugungi kunda mehnat bozorida talab qilinadigan kasblar bo'yicha bilim va ko'nikmalarni egallashiga ko'maklashish maqsadida xotin-qizlarni qo'llab-quvvatlash davlat maqsadli Jamg'armasi tashkil etildi.

Mamlakatning siyosiy va ijtimoiy hayotida ayollarning rolini oshirish sohasida:

2019 yil 2 sentyabrda "Xotin-qizlar va erkaklar uchun teng huquq hamda imkoniyatlar kafolatlari to'g'risida"gi O'zbekiston Respublikasi Qonuni qabul qilindi. Qonunda "jins bo'yicha bevosita kamsitish" va "jins bo'yicha bilvosita kamsitish" tushunchalariga ta'rif berildi, normativ-huquqiy hujjatlar hamda ularning loyihalarini majburiy huquqiy ekspertizasi, gender statistikasi yuritilishi joriy etildi. Oliy Majlis Senati raisi rahbarligida Gender tengligini ta'minlash masalalari bo'yicha Komissiya tuzildi. Parlamentning yuqori palatasida Xotin-qizlar va gender tenglik masalalari Qo'mitasi, quyi palatasida Oila va ayollar masalalari Komissiyasi faoliyati yo'lga qo'yildi.

2030 yilgacha bo'lgan davrda Barqaror rivojlanish sohasidagi Milliy maqsad va vazifalarning ijrosini nazorat qilish bo'yicha Parlament komissiyasining tizimli faoliyati tashkil etildi, BRMning beshinchi maqsadi gender tengligiga erishish masalasiga bag'ishlangan.

Oliy Majlis Senati raisi boshchiligida Respublika xotin-qizlar jamoatchilik Kengashi tuzilib, uning asosiy vazifalaridan biri xotin-qizlarni har tomonlama qo'llab-quvvatlash bilan bir qatorda Konvensiya va Pekin harakatlar platformasining qoidalarini amalga oshirish masalalarini muvofiqlashtirishdan iboratdir.

2022 yil O'zbekiston Respublikasi Oila va xotin-qizlar davlat qo'mitasi va uning hududiy bo'linmalari tashkil etildi va uning ustuvor yo'nalishlaridan biri xotin-qizlarni har tomonlama qo'llab-quvvatlash, gender tengligini ta'minlashdan iboratdir.

Xotin-qizlarning muammolarini tizimli hal etish va ijtimoiy qo'llab-quvvatlash bo'yicha Respublika komissiyasi tuzilib, uning asosiy vazifasi hududlarda xotin-qizlarning muammolarini o'rganish, tizimli hal etish, qashshoqlikni kamaytirish va aholi farovonligini oshirish bo'yicha ishlarni tashkil etishdan iboratdir.

2019 yil 25 iyunda O'zbekiston Respublikasining Saylov kodeksi qabul qilindi. Unda fuqarolar jinsi, irqiy va milliy kelib chiqishi, tili, dini, ijtimoiy kelib chiqishi, e'tiqodi, shaxsiy va ijtimoiy mavqei, ma'lumoti, jinsi va mashg'ulot xususiyatidan qat'i nazar, teng saylov huquqiga ega bo'lish mustaxkamlangan.

Ayollarni zo'ravonlikdan himoya qilish sohasida:

2019 yil 2 sentyabrda «Xotin-qizlarni tazyiq va zo'ravonlikdan himoya qilish to'g'risida»gi qonun qabul qilindi, u ayollarni uyda, ish joyida, ta'lim muassasalarida zo'ravonlikdan himoya qilish sohasidagi munosabatlarni tartibga soladi. Qonunda bir qator tushunchalar, «jinsiy zo'ravonlik», «jismoniy

zo‘ravonlik», «iqtisodiy zo‘ravonlik», «ruhiy zo‘ravonlik» «zo‘ravonlik», «tazyiq» kabi tushunchalarga keng ta'rif berilgan.

O‘zbekiston Respublikasi Prezidentining 2021 yil 19 maydagi «Zo‘rlik ishlatishdan jabr ko‘rgan xotin-qizlarni reabilitatsiya qilishga oid qo‘shimcha chora-tadbirlar to‘g‘risida»gi PQ-5116 sonli qarori bilan 1 ta Ayollarni reabilitatsiya qilish va moslashtirish bo‘yicha Respublika markazi, 14 ta hududiy markazlar va 14 ta namunali tumanlararo markazlari hamda zo‘ravonlik qurbonlari murojaat qilishi mumkin bo‘lgan 1146 qisqa raqamli «Call-center» tashkil etildi.

Tazyiq va zo‘ravonlikdan jabrlangan xotin-qizlarga himoya orderini berish, tazyiq va zo‘ravonlik sodir etgan shaxslarni tuzatish dasturlari to‘g‘risida Nizom tasdiqlandi.

Ichki ishlar vazirligi tomonidan huquqiy va ijtimoiy yordamga muhtoj xotin-qizlar bilan ishlash bo‘yicha 360 nafar inspektorlar shtat birligi joriy etildi.

Onalar salomatligi sohasida:

Onalar va bolalar salomatligini har tomonlama mustahkamlashni ta'minlash, sog‘lom avlod tug‘ilishi va tarbiyasi uchun zarur shart-sharoitlarni yaratish maqsadida 2017 yil 25 dekabrda O‘zbekiston Respublikasi Prezidentining "Bolalarda tug‘ma va irsiy kasalliklarni erta aniqlash bo‘yicha 2018-2022 yillarga mo‘ljallangan Davlat dasturi to‘g‘risida" gi qarori qabul qilindi. Qarorda, jumladan, homilador ayollar va yangi tug‘ilgan chaqaloqlarda patologiyani erta aniqlash bo‘yicha davlat tizimini yanada rivojlantirish, bolalarda nogironlikni kamaytirishga doir vazifalar belgilangan.

2019 yil 11 martda "Fuqarolarning reproduktiv salomatligi to‘g‘risida"gi qonun qabul qilindi. Qonun bilan ayollar va erkaklarga reproduktiv huquqlarini amalga oshirishda teng huquq va imkoniyatlar, farzandlarining tug‘ilishi bilan bog‘liq mustaqil qarorlar qabul qilish huquqi belgilandi, xavfsiz va samarali texnologiyalardan foydalanish kafolatlandi.

2019 yil 23 oktyabrda “Ona suti bilan oziqlantirishni qo‘llab-quvvatlash hamda go‘daklar va kichik yoshdagi bolalar oziq-ovqat mahsulotlariga doir talablar to‘g‘risida”gi O‘zbekiston Respublikasi Qonuni qabul qilindi. Qonunda ko‘krak suti bilan boqishni qo‘llab-quvvatlash, go‘daklar va yosh bolalarning ovqatlanishini ta‘minlash sohasidagi davlat siyosatining asosiy yo‘nalishlari, davlat organlarining vakolatlari belgilandi.

Aristotelning fikricha, er-xotin munosabatlari xo‘jayin va cho‘ri munosabatlari bo‘lishi kerak. Ayol va erkak teng mavjudotlar emas. Ayol farzandiga tanni beradi, erkak esa – mohiyatan ustun bo‘lgan jonni beradi. Erkak – hokimlik qiladi, ayol – bo‘ysunadi¹⁷.

Qayd etish kerakki, XXI asrda ham ko‘pchilik tomonidan Aristotelning fikrlariga o‘xshash fikrlar bayon etiladi (Ayniqsa Sharqda). Uyg‘onish davridan bizni utopiyalar qiziqtiradi. Tomas Mor o‘zining “Oltin kitob”i (“Zolotaya kniga”) da ideal davlatni tasvirlagan. Bu davlatda erkak va ayollar faoliyat chegaralari belgilanmagan: jamoat ishlari, diniy faoliyat (Ruhoniy xizmatchi sifatida), xarbiy xizmat (Faqat o‘z turmush o‘rtoqlari bilan) va h.k. Ayollar yuqori mansablarni egallashlari mumkin bo‘lgan. Tomazzo Kampanella “Quyosh shahri” (“Gorod solnsa”) asarida ideal davlatni tasvirlaydi. Unda ikki jins vakillari tengdirlar (xarbiy ta‘limda ham), ularning kiyimlari ham farqlanmaydi. Farq ularning yumushlaridadir: erkaklar ancha og‘ir ishlarni bajarishgan, ayollar esa nasl qoldirishgan. Ammo ular oila qurishmagan, farzand ko‘rish uchun juft tanlashda esa astrologiya yordamga keladi. Erkak va ayollar o‘zlariga juftni o‘zlari tanlashmagan, bu ishni ular uchun boshliqlar triumvirati astrologiya yordami bilan bajarganlar. Jan Jak Russoning (1712-1778 yy.) fikriga ko‘ra erkak va ayol o‘rtasidagi o‘xshashlik bu avvalo, ularning bir biologik tur vakillari ekanidir: ular ko‘p jihatdan tengdirlar – organlar, ehtiyojlar, qobiliyatlar. Biroq, jamiyat a‘zolari sifatida ular teng emas. Bunga sabab, ularning tug‘ma xususiyatlaridir. Erkaklar uchun bu xususiyatlar –

¹⁷ Bendas T.V. Gendernaya psixologiya. – M. 2006, S.11. 12

mustaqillik, rostgo'ylik, dadillik va h.k; ayollar uchun esa uyatchanlik, ayyorlik, o'zgalar fikri bilan hisoblashish va h.k. Russo fikricha, ayollar ancha teran fikr va aqlga egadirlar. Shu sababli, ular o'qib, ta'lim olishlari mumkin. Erkaklar va ayollar o'zlari turmush o'rtog'i tanlagan holda, sevib turmush qurishlari mumkin. Immanuel Kant (1724-1804 yy.) uchun erkak va ayol – boshqaruvchi va boshqarilmishdir. Ya'ni erkaklarning jamiyat siyosiy hayotidagi faoliyati aktiv, ayollarniki – passiv. Kant tomonidan bayon etilgan, gender stereotiplari qatorida turuvchi ushbu fikr, ya'ni ayollarning siyosiy yoki boshqa muhim qarorlar qabul qilishga qodir emasligi bugungi kunda ham ko'pchilik tomonidan e'tirof etiladi. Ko'rinib turganidek, o'tmish arboblari jinslar o'rtasidagi farqlarni qayd etishgan va bu ularning fikricha tabiiy holdir. Bunday gender stereotiplari hech qanday isbotni ham talab etmaydi. Zamonaviy fan esa ularning (o'zgacha) ma'lum isbot va asoslarini talab etadi. Ingliz yozuvchisi Mari Uollstounkraft (1759-1797 yy.) ning fikricha, yuqorida “tabiiy” deya ta'kidlangan hislatlarning asosi tarbiyadadir. Ya'ni, qizlar bolaligidan o'zlariga oro berib, qo'g'irchoq o'ynashsa, o'g'il bolalar boshqacharoq – ko'proq quvvat talab etadigan, kuch talab etadigan, shovqinli o'yinlar o'ynashadi. Fridrix Shlegelning fikrlari zamondoshlari fikrlaridan birmuncha farq qiladi. U “tabiiy” deb atalgan jinslar o'rtasidagi farqlarni qo'ya turib, mukammal – ya'ni o'zida erkaklar va ayollar xizmatlarini birlashtirgan shaxs haqida fikr yuritadi. U erkaklarga o'zlariga yetishmaydigan ayollarga xos hislatlarni (masalan, emosionallik), ayollarga esa erkaklarga xos hislatlarni (masalan,) o'rganishni maslahat beradi. Artur Shopengauyer (1788-1860 yy.) erkaklar va ayollar psixik jarayonlariga e'tibor beradi. Erkaklar uchun – mavhumlik, ayollar uchun – konkretlik (aniqlik) xosdir. Bundan 14 tashqari Shopengauyerning fikricha farzandni dunyoga keltiruvchi erkak va ayol o'rtasidagi sevgi va ehtirosdir. Oila qurish uchun u boshqa omil va sabablarni tan olmaydi. Demak, birinchi bosqich turli olimlarning turlicha qarashlariga boy. Biroq bu davrda gender psixologiyasi alohida soha sifatida shakllanib ulgurmagan, uning muammolariga bag'ishlangan alohida ishlar qilinmagan. Ikkinchi bosqich (XIX asrning oxiri –

XX asr boshlari) – gender psixologiyasining predmeti va ilmiy asoslari ishlab chiqilgan bosqich. Bu davrda ko‘plab g‘arb mamlakatlarida o‘zgarishlar sodir bo‘ldi. Fransiya, Angliya va AQSHda ayollar erkinligi uchun harakatlar avj oldi. Bu harakatlar gender psixologiyasi tarixining bir qismi hisoblanmasa ham ilgari gender psixologiyasi predmetiga kirmaydigan muammolarga olimlar diqqatini tortdi. “Feminizm” so‘zi fransuz tilida XIX asrning birinchi yarmida paydo bo‘lgan (bu so‘z o‘zi anglatgan mohiyatdan keyinroq yuzaga kelgan). 1830 yilda esa “erkin ayol” (“emansipirovannaya jenhina” – lotincha “emancipatio” – erkinlik, ozodlik) termini ham paydo bo‘ldi.

Xulosa qilib ayatdign bo‘lsak, ushbu jamoat harakatining ishtirokchilari ham ayollar, ham erkaklardir. Harakatning maqsadi – ayollarga erkaklar bilan teng bo‘lgan ta’lim olish, iqtisod va saylov bilan bog‘liq boshqa huquqlar uchun kurashishdir.

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IMPORTANCE OF READING SKILLS IN IELTS EXAM

Tursunova Mokhina Tolibjon kizi

Student of Samarkand State of University (Kattakurgan branch)

Annotation: This article discusses the reading section of the IELTS exam and lists the important aspects of the reading section of the IELTS exam.

Key words: Short answer question, Summary completion, Sentence completion, Matching headings, Matching names, Labeling a diagram

Annotatsiya: Ushbu maqolada IELTS ning o'qish mahorati qismi haqida so'z yuritiladi. O'qish mahoratining IELTS imtihonida muhim jihatlari sanab o'tiladi.

Kalit so'zlar: Qisqa javobli savol, Xulosa to'ldirish, Gapni yakunlash, Mos keladigan sarlavhalar, Mos keladigan nomlar, Diagrammani belgilash.

The question asked in the IELTS reading exam is divided into the following types:

Short answer questions: Answer to such questions will be limited. The maximum number of words that can be written in the answer is clearly written in the question. The most common mistake test takers are not paying attention to how many words can be written. In the situation where you have to write a single word for the answer, even if you write "a car" when the word "car" is the answer, your answer is wrong.

Multiple choice. The answer to such questions is given in the form of an option. The biggest problem the test taker faces is that it may seem like all options are correct all are incorrect or there is more than one correct answer. This is because the test makers are well aware of the "scrambling" methods that the test takers use to reduce the reading time of the text and deliberately give options where each option involves some word or information found in the text.

As a result a test taker who does not fully understand or read the text gets lost.

Summary completion. In such question the examiner usually presented with a brief summary of the entire text. One of the factors that make it difficult to answer these types of question is not reading the text well and not understanding the general content. In order to complete the summary, it is necessary to understand the original text twice as well.

Matching sentence endings. In such question the test-maker is given various incomplete sentences in one column and unfinished sentences in the other. Sentences are written by combining numbers and letters.

Sentence completion. Such questions are similar to summary completion. Only in this case, it is not a short text, but just a sentence, and it is asked to find the omitted words from the text. The speed at which you can find the information you need in the text plays an important role in finding answers to such questions when completing the sentence, it is also necessary to pay attention to the fact that it looks grammatically correct.

True, False, Not given. In this the test-taker is given arguments that is sentences is true, false, or not given in the text.

Matching headings. In such assignments it is usually necessary to put a heading for each paragraph in the text. Keywords do not help with that. Answering the title question requires a very good understanding of the overall content of the paragraph.

Matching names. In this case the test taker is usually given a mixture of the names of the persons mentioned in the text and their characteristics or deeds.

Matching information to paragraphs. This is opposite of the matching headings task. In headings, you will be given a list of headings and you will need to find which paragraph matches the heading you have. When you drop the information into a paragraph, you are give some information and asked to find

the paragraph in which this information is given.

Labeling a diagram. In this you are given a visual representation of a circuit described in the text and usually different parts of that circuit are drawn. Your task is to write down which part is called what or other information. In order to answer each question correctly, it is necessary to understand the text very well, especially the words used in the description.

When preparing for the IELTS exam, remember that the goal should improve general knowledge and skills. If you can easily understand any academic paper, you won't need any other "methods" to answer all 40 questions. If something doesn't seem right ask "Why?" ask and surely find an answer. Only NYUTON was able to ask the question "Why?".

Appendix

-Scramble(v) -to climb or move quickly using one's hands and feet,as down a rough incline.

-Summary(n)- a comprehensive and usually brief abstract, recapitulation, or compendium of previously stated facts or statements.

-Unfinished(adj) -not finished; incomplete or unaccomplished.

-Omitted(adj) -left out or suppressed; not done; mentioned, used, written.

-Original(adj) -belonging or pertaining to the origin or beginning of the something, or to a thing at its beginning.

-Incomplete(adj) -not complete, lacking some part.

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EDUCATION SYSTEM IN USA AND UZBEKISTAN

Kholmuminova Shakhrizoda Kholmumin kizi

Student of Samarkand State University (Kattakurgan branch)

Sattarova Feruza Rustam kizi

Assistant-teacher of Samarkand State University (Kattakurgan branch)

Annotation: In this article, it is compared the educational system of the USA and Uzbekistan. In deed, the Uzbek and American educational systems are fundamentally different from each other. Meanwhile in America, kindergartens are considered mandatory that is primary education, In Uzbekistan kindergartens are optional. The evaluation criteria in the educational system of both countries and the university entrance exams are different.

Key words: Compare, mandatory , primary education , optional, criteria, entrance exam.

Annotatsiya: Ushbu maqolada Amerika va O`zbekiston ta'lim tizimini o'zaro solishtiriladi. Ya'ni O`zbekiston bilan Amerika ta'lim tizimi bir biridan tubdan farq qiladi. Darhaqiqat, Amerikada bog'chalar majburiy ya'ni boshlang'ich ta'lim bo'lsa, O`zbekistonda bog'cha ta'limi ixtiyoriy hisoblanadi. Ikkala davlatning ta'lim tizimidagi baholash mezonlari ham universtitetlarga kirish imtihonlari ham turlicha.

Kalit so`zlar: Taqqoslash, majburiy, boshlang'ich ta'lim, ixtiyoriy, mezonlar, kirish imtihoni.

As everyone knows that one of the most developing fields today is Education. Great attention is paid to education in all aspects. In order to develop the education system, various reforms are being carried out in different countries. Today, all spheres of the life of New Uzbekistan have become the field of deep reforms. In this process, it is impossible not to talk excitedly about

the changes in the educational system, which is considered the basis of the social sphere. I am going to talk about American schools. I am taking some advantages being in America the most interesting thing for me is that in American schools students are mixed to every classes juniors seniors are mixed in one class and pass over information to each other Juniors can gather some experience from Seniors while studying together because Junior's or sophomores can imagine how to get prepared for college and most everyone who wants to enter the college should take a ACT test even they fail on exam they can retest the test by paying extra money but anyway there is some opportunity to enter the college. And must everyone who wants to interest the college should take a ACT test even say fail on exam they can the test the test by paying extra money but anyway there is some opportunity to enter the college in our country however in Uzbekistan schools are quite a bit different is it at least 25 students in each classrooms and they are not mixed schools are more strict in class 9th grade and eighth graders study separately but in America there is Advantage side studying together in class however student can share more opinions each other in America and students can discuss the classes more independently than Uzbek students in Uzbekistan every student should wear uniform boys should wear on suits white shirts ties and girls should wear on white shirts and black skirt this causes some I've got in American public school students are not able to wear on uniform and who speak students graduate school 9th grade then the church's Elysium like American high schools in Uzbekistan students take an exam before interesting universities however this all needs interesting University of course they pay attention School greatest but there is one thing if students take a test for entering University and sales then he or she has to wait next year there is no other opportunity. Anyway is the best thing I like studying at Uzbek school is that students don't have to go teacher's classrooms teachers look for students and at Uzbek schools brake longer around 10 minutes between each periods and there is the biggest 40 minutes break at the middle of the day at the time students can talk with teachers having snacks whatever they do students are Elevate to go

out at the period most students say golden black is this one thing I like study at Uzbek school I do like American schools too. In recent years, practical work on organizing all stages of the education system based on modern requirements has entered a decisive stage in our country. According to official sources, about 60 percent of Uzbekistan's population is covered under the system of education. When viewed in general, the Uzbekistan educational system includes:

- Preschool training (preprimary-from three to six years old)
- General secondary education (from 6 to 15 years old)
- Secondary vocational education (from 15 to 18 years old)
- Higher education (undergraduate and graduate-from 18 years old).

The United States public schools are divided into elementary and secondary education, with a number of variations in how this division is configured, typically decided at the local level. One of three common patterns prevails in most communities:

- Elementary- school middle school (6–8), high school (9–12);
- Elementary -school junior high school (7–9), high school (9–12); and
- Elementary -school high school (9–12)

Children generally begin elementary school with kindergarten at age five and continue through secondary school to age 18. Typically, the elementary school years include kindergarten through grades five or six, and at some schools through grade eight. Secondary schools — known as high schools in the United States — generally include grades nine through 12. The U.S. educational system today comprises almost 96,000 public elementary and secondary schools, plus more than 4,200 institutions of higher learning, ranging from small, Students experimenting with hydraulics in a vocational class. Two-year community colleges to massive state universities with undergraduate and graduate programs in excess of 30,000 students. The nation's total expenditures

for education stand at approximately \$878 billion a year. Organization School attendance is compulsory for students through age 16 in most states. Children generally begin elementary school with kindergarten at age five and continue through secondary school to age 18. Typically, the elementary school years include kindergarten through grades five or six, and at some schools through grade eight. Secondary schools — known as high schools in the United States — generally include grades nine. In Uzbekistan uniform and attendance are more important than your studying for school administration than American schools.

Conclusion:

In Uzbekistan, it is called general secondary education, but this is also divided into two, namely primary and further classes. There is a similar division in many countries, some of which have systems similar to ours, and others that do not. These things vary from country to country. In general, general secondary education and some part of this education is compulsory everywhere, as it is here. As for the differences, the teaching system implemented within the school is different. The issue of freedom... Based on my personal opinion, the only requirement we have starting from school is unconditional obedience. “This is how you should sit! You will wear the uniform we told you! You will behave as we say!” So, what about the quality of education?

APPENDIX

Participation-the action of taking part in something.

Social sphere- a combination of industries serving the basic social needs of the population: education of children and adults, medical support, cultural and sports leisure.

Preschool – relating to the time before a child is old enough to go to school.

Vocational education- is prepares people to work as a technician or to take up employment in as killed craft or trade as a tradesperson or artisan.

Prevail-prove more powerful or superior.

Junior high school-(in the US and Canada) a school intermediate between an elementary school and a high school, generally for children in the seventh, eighth, and ninth grades.

Decisive-setting an issue, producing a definite result.

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**FUQAROLIK JAMIYATI VA DEMOKRATIK DAVLATDA
NODAVLAT TASHKILOTLARINING O`RNI.**

Xolmuminova Shaxrizoda Xolmo`min qizi

Samarqand Davlat Universiteti talabasi (Kattaqo`rg`on filiali)

Sattarova Feruza Rustam qizi

Samarqand Davlat Universiteti yordamchi o`qituvchisi (Kattaqo`rg`on filiali)

Annotatsiya: Ushbu maqolada fuqarolik jamiyati va demokratik davlatda nodavlat tashkilotlarning o'rni haqida bayon qilingan. Avvalambor fuqarolik jamiyati aslida qanday jamiyat, uning qanday vazifalari mavjud, demokratik davlat qanday davlat, nodavlat davlat tashkilotlarining vazifasi nimada degan savollarga javob berilgan.

Kalit so`zlar: Fuqarolik jamiyati, demokratik davlat, nodavlat tashkilotlari.

Аннотация: В данной статье описывается роль гражданского общества и неправительственных организаций в демократическом государстве. Прежде всего, даны ответы на вопросы, что за общество такое гражданское общество, каковы его функции, что за государство демократическое государство, каковы функции негосударственных организаций.

Ключевые слова: гражданское общество, демократическое государство, неправительственные организации.

Mamlakatimiz mustaqillikka erishgach, o'z oldiga erkin, demokratik huquqiy davlat va fuqarolik jamiyatini shakllantirishni maqsad qilib qo'ydi. Mazkur maqsadga erishish jarayonida bosqichma-bosqich fuqarolik jamiyatining tarkibiy institutlarini, xususan, uning muhim bo'g'ini hisoblangan

jamoat tashkilotlarini jamiyat hayotidagi o'рни va rolini mustahkamlash va oshirish borasida tub islohotlar amalga oshirilib kelinmoqda. Zero, islohotlar ko'p qirrali va uzoq davom etadigan jarayon bo'lib, unda ijtimoiy-siyosiy barqarorlik hamda olib borilayotgan islohotlarning sifati va samarasi ko'p jihatdan jamoatchilikning ishtirokiga bog'liq, shu jihatdan, uni shakllantirishda muayyan ijtimoiy institutlarga, xususan, jamoat tashkilotlariga muhim o'rin beriladi. Yurtimizning jahon hamjamiyatida munosib o'rin egallashida fuqarolarning huquq va erkinliklarini ta'minlashga qaratilgan huquqiy davlat va fuqarolik jamiyatini shakllantirishga oid islohotlarning ahamiyati beqiyos. Mamlakatimizda fuqarolik jamiyati institutlarining roli va ta'sirini oshirish, buning uchun ularning huquq va vakolatlari doirasini yanada kengaytirish maqsadida bir qator yangi qonunlar yaratilmoqda, amaldagi qonun hujjatlariga muhim o'zgartish va qo'shimchalar kiritilmoqda. Biroq, bugungi davr bu boradagi islohotlarni yanada chuqurlashtirishni talab etmoqda. Binobarin, samarali faoliyat yuritadigan jamoat tashkilotlarini shakllantirish uchun zarur shart-sharoitlarni yaratish mamlakatimizda demokratik huquqiy davlat va ochiq fuqarolik jamiyatini barpo etish yo'lidagi eng muhim vazifalardan biri hisoblanadi. Fuqarolik jamiyati institutlari faoliyatining davlat tomonidan kafolatlanishi islohotlarni yanada chuqurlashtirish uchun keng imkoniyatlar bermoqda. Albatta, bu o'zgarishlar tufayli fuqarolik jamiyatiga xos bo'lgan qadriyatlardan biri – aholi istaklari va manfaatlarini fuqarolik institutlari orqali ifoda etishga erishildi. Shuningdek, fuqarolik jamiyatiga xos bo'lgan qonunlar qabul qilishning o'ziga xos imkoniyatlari yuzaga keldi. Fuqarolik jamiyati institutlari tomonidan amalga oshiriladigan jamoatchilik nazoratini, avvalo, jamoat tashkilotlari – siyosiy partiyalar, mahalliy o'zini o'zi boshqarish organlari, kasaba uyushmalari va boshqa tashkilotlar faoliyatining muhim yo'nalishi hisoblanadi. Binobarin, hokimiyat organlarining jamoat tashkilotlari orqali xalq bilan muloqoti demokratiyani rivojlantirishda muhim ahamiyat kasb etadi. Fuqarolik institutlari, nodavlat notijorat tashkilotlari hozirgi kundademokratik qadriyatlar, inson huquq va erkinliklari hamda

qonuniymanfaatlarini himoya qilishning muhim omiliga aylanmoqda, fuqarolarning o'zsalohiyatlarini ro'yobga chiqarishi, ularning ijtimoiy, sotsial-iqtisodiy faolligi vahuquqiy madaniyatini oshirish uchun sharoit yaratmoqda, jamiyatdamanfaatlar muvozanatini ta'minlashga ko'maklashmoqda. Mamlakatimizda faoliyat yuritayotgan nodavlat notijorat tashkilotlari milliy qadriyatlar, inson huquq va erkinliklari hamda qonuniy manfaatlarini himoya qilish, fuqarolarning ijtimoiy, iqtisodiy faolligi va huquqiy madaniyatini yuksaltirish, jamiyatda manfaatlar muvozanatini ta'minlashga ko'maklashmoqda. Nodavlat notijorat tashkilotlari va fuqarolik jamiyatining boshqa institutlari «Kuchli davlatdan – kuchli fuqarolik jamiyati sari» tamoyilini amalga oshirish jarayonida muhim rol o'ynaydi. Prezidentimiz Islom Karimov rahnamoligida ishlab chiqilgan mamlakatimizda nodavlat notijorat tashkilotlarini davlat tomonidan qo'llab-quvvatlash bo'yicha mustahkam huquqiy asos va noyob mexanizm bunda muhim ahamiyat kasb etayotir. Nodavlat notijorat tashkilotlari dastlab jamiyatni o'zini o'zi boshqarishi va uni mustaqil ijtimoiy birlik sifatida yashashini ta'minlash ehtiyojlari va manfaatlari asosida paydo bo'ldi. XX asrning o'rtalariga kelib esa nodavlat va notijorat tashkilotlar demokratik jamiyatning muhim va asosiy institutlaridan biriga aylandi. arhaqiqat, inson huquq va manfaatlari ustuvor etib belgilangan «Kuchli davlatdan – kuchli fuqarolik jamiyat sari» tamoyilini yanada izchil amalga oshirish bugungi eng dolzarb masalalardan biridir. Bu esa amalda fuqarolik jamiyati institutlarining butun tizimini rivojlantirish, uning mamlakatni, ma'muriy-hududiy tuzilmalarni boshqarish jarayoniga integratsiyalashuvini taqozo etyapti. Istiqlol tufayli mamlakatimizda fuqarolik jamiyati va huquqiy davlat qurish asosiy strategik maqsad etib belgilandi. Yurtimiz tarixida ilk bor fuqarolik jamiyati institutlari – jamoat birlashmalarining mustaqil faoliyat yurituvchi huquqiy sub'ekt ekanligi tan olindi. Shu bilan birga, respublikada fuqarolik jamiyati va huquqiy davlat qurishning siyosiy va huquqiy kafolatlari milliy qonunchiligimizda o'z ifodasini topdi. Davlat idoralari va mansabdor shaxslarning jamoat birlashmalari faoliyatiga, shuningdek, jamoat

birlashmalarining davlat idoralari faoliyatiga aralashishiga yo‘l qo‘yilmasligi qonun bilan mustahkamlandi. Shu tariqa fuqarolik jamiyatini shakllantirishning huquqiy asoslari paydo bo‘ldi.

Xulosa qilib aytganda, fuqarolik jamiyatida va demokratik davlatda nodavlat notijorat tashkilotlarining o‘rni juda ham beqiyos. Mamlakatimizda olib borilayotgan keng ko‘lamli islohotlar samarasi o‘laroq, huquqiy davlat va kuchli fuqarolik jamiyati barpo etishning konstitutsiyaviy hamda huquqiy asoslari.

ATAMALAR IZOHI

Fuqarolik jamiyati- haqiqiy fuqarolardan, ya’ni uzviy bog‘liqlikda bo‘lgan hamda axloqiy madaniyatga tayanadigan huquqiy va siyosiy madaniyatga ega odamlardan iborat jamiyatdir.

Islohot- ijtimoiy hayotning biron-bir tomoni (tartiblar, idoralar, muassasalar)ni o‘zgartirish, qaytadan tuzish.

Qonun- inson, jamiyat va davlat manfaatlarini nuqtai nazaridan eng muhim hisoblanadigan ijtimoiy munosabatlarni mustahkamlash, rivojlantirish va tartibga solish vositasi.

Mansabdor shaxslar- davlat organlarida, mahalliy o‘zini o‘zi boshqarish organlarida, davlat, munitsipal mu-assasalarida, shuningdek, Qurolli Kuchlarda, boshqa qo‘shinlar va harbiy tuzilmalarda hokimiyat vakili vazifalarini doimiy, vaqtincha yoki maxsus vakolat bo‘yicha amalga oshiruvchi yoxud tashkiliy-boshqaruvchilik, ma’muriy-xo‘jalik vazifalarini bajaruvchi shaxs.

Nodavlat notijorat tashkilotlari- o'z faoliyatining asosiy maqsadi foyda olish bo‘lmagan tashkilotdir. Nodavlat notijorat tashkilotlari fuqarolarning sog'lig'ini muhofaza qilish, jismoniy tarbiya va sportni rivojlantirish, fuqarolarning ma'naviy va boshqa nomoddiy ehtiyojlarini qondirish sohasida

ijtimoiy, xayriya, madaniy-ma'rifiy, siyosiy, ilmiy va boshqaruv maqsadlariga erishish uchun tuzilishi mumkin.

FOYDALANILGAN ADABIYOTLAR:

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TADBIRKORLIK SUBYEKTLARINI SOLIQQA SOLISH.

Andijon shahar Andijon 1-son kasb-hunar maktabi

Biznes asoslari fani o'qituvchisi

SATVOLDIYEVA DILDORA MASHRABOVNA

Annotatsiya: Ushbu maqolada tadbirkorlik hamda tadbirkorlik subyektlarini soliqqa tortish haqida ma'lumotlar berilgan.

Kalit so'zlar: Tadbirkorlik, biznes, soliq, qonun, ekspert, eksport, mehnat faoliyati va resurs.

Tadbirkorlik (tadbirkorlik faoliyati, bu-biznesdir) — bu o'z tavakkalchiligi ostida amalga oshiriladigan, mulkka egalik qilish, tovarlarni sotish, ishlarni bajarish yoki xizmatlar ko'rsatishdan muntazam ravishda daromad olishga qaratilgan mustaqil faoliyatdir sanaladi. Tadbirkorlik faoliyati bilan shug'ullanuvchi shaxslar, agar qonun hujjatlarida boshqacha tartib nazarda tutilgan bo'lmasa, qonun hujjatlarida belgilangan tartibda ushbu lavozimda ro'yxatdan o'tkazilishi kerak[1]. Tizimda foyda keltirmaydigan tovarlarni sotish, ishlarni bajarish yoki xizmatlar ko'rsatishning alohida hollari tadbirkorlik hisoblanmasligi aniq.[1]

Tadbirkorlik faoliyatini yuritish uchun tadbirkorning o'zi tomonidan ham, tashqaridan jalb qilingan mulklar, nomoddiy aktivlari, mehnat resurslari ham qo'llanilishi lozim. Sarflangan mablag'lar o'zini oqlashiga, ishlab chiqarilgan narsa foyda bilan sotilishiga kafolat yo'q. Bu mulkning to'liq yoki bir qismini yo'qotish xavfi bilan bog'liqdir.

Tadbirkorlik faoliyatining samaradorligi nafaqat foyda miqdori, balki korxonaning qiymatining o'zgarishi bilan ham baholanishi mumkin (korxonaning bozor qiymati, yaxshi niyatga ham bog'liq bo'ladi).

Odatda g'oyani shakllantirishning quyidagi bosqichlarini ajratib turadi:

Tadbirkorlik g'oyasini yaratish;

G'oyaning birinchi ekspert bahosi;

Bozor ma'lumotlarini olish (talab va taklif o'rtasidagi bog'liqlikni aniqlash, narxlarni aniqlash va boshqalar);

G'oyani amalga oshirish uchun xarajatlarni hisoblash;

G'oyani amalga oshirish uchun bozor ma'lumotlari va xarajatlarini ekspert baholash;

Tadbirkorlik qarorini qabul qilish, g'oyani amaliy amalga oshirishga tayyorgarlik ko'rish.

Qaror qabul qilish uchun diqqat bilan marketing yoki bozor holatini, raqobatchilar o'rtasidagi munosabatlarni, talab va taklifning mumkin bo'lgan o'zgarishlarining ilmiy prognozlarini, aholining xarid qobiliyatini o'rganmasdan turib amalga oshirib bo'lmaydi. Amaliyot shuni ko'rsatadiki, yangi g'oyalarning ko'plab manbalari mavjud, misol uchun: shartnoma bo'yicha biznes hamkorlar va kontragentlarning sharhlari, raqobatchilarning mahsulotlari, davlat organlarining nashrlari, patent idoralarining ma'lumot varaqlari kabilar kiradi.[2]

Tadbirkorlik faoliyati ko'pincha kichik biznes bilan bog'liq bo'lsa, egasi ham yetakchi hisoblanadi. Katta kompaniyada boshqaruv funksiyalari ko'pincha yollangan menejerlar tomonidan amalga oshiriladi va egalari daromad olishlari hammaga ma'lum. Faqatgina vaqti-vaqti bilan umumiy yig'ilishlarda ovoz berishadi. Ba'zida ijtimoiy tadbirkorlik alohida toifa sifatida ajratiladi.

Soliqlar - davlat tomonidan iqtisodiyotni tartibga solishning eng samarali vositalaridan biri hisoblanadi. Shunga ko'ra, mamlakatimizda mustaqillikning dastlabki yillaridan boshlab barcha sohalar qatori soliq sohasida ham bir qator islohotlar amalga oshirilib kelmoqda. Bu boradagi ishlar nafaqat soliq va

yig'implarni undirish, balki soliqlar va boshqa majburiy to'lovlar bo'yicha qarzdorlikni qisqartirish hisobiga davlat budjeti daromadlarini shakllantirishga ham qaratilgan. Shu munosabat bilan yurtboshimiz Sh. Mirziyoyev mamlakatimizda soliq tizimida amalga oshirilgan islohotlar bo'yicha quyidagilarni ta'kidlab o'tganlar: "Yangi soliq siyosati doirasida ish haqiga soliq yuki 1,5 barobar kamaytirildi. Natijada rasmiy sektorda ishlayotganlar soni yil davomida 500 mingtaga ko'paydi. Qo'shilgan qiymat solig'i stavkasi 20 foizdan 15 foizga tushirildi. Buning hisobidan o'tgan yili soliq to'lovchilar ixtiyorida 2 trillion so'm qoldi. Joriy yilda bu raqam 11 trillion so'mni tashkil etishi kutilmoqda. Bir yilda tadbirkorlar ixtiyorida shuncha mablag' qolishi, albatta, ularga o'z bizneslarini rivojlantirish uchun juda katta qo'shimcha imkoniyatlar yaratadi. Islohotlarimiz natijasida o'tgan yili 93 mingta yoki 2018 yilga nisbatan qariyb 2 barobar ko'p yangi tadbirkorlik sub'ektlari tashkil etildi. Jahon bankining "Biznes yuritish" reytingida 7 pog'ona ko'tarilib, biznesni ro'yxatga olish ko'rsatkichi bo'yicha dunyoning 190 ta davlati orasida 8-o'rinni egalladik va eng yaxshi islohotchi davlatlar qatoridan joy oldik". Ma'lumki, O'zbekiston Respublikasi Davlat budjeti daromadlarining asosiy qismi soliqlar va yig'implar hisobidan shakllantiriladi. Soliqlarning o'z vaqtida va to'liq to'lanishi davlat darajasida amalga oshirilayotgan barcha chora-tadbirlar, ya'ni budjet va maqsadli jamg'armalarning o'z vaqtida sarflanishini moliyalashtirishga xizmat qiladi.[3] Tadbirkorlik subyektlarining iqtisodiy salohiyatini yanada yuksaltirish, ularga kelgusida soliq va yig'implar bo'yicha budjetga tushumlarni ko'paytirish imkonini beruvchi mexanizmni yaratish, korxonalarining investitsion jozibadorligi va moliyaviy barqarorligini ta'minlash, asosli takliflar topish va faoliyatini rivojlantirish, amaliy maslahatlar va aniq yechimlarni ishlab chiqish bugungi kunning eng dolzarb masalalaridan biridir. Bu borada soliq va yig'implarning o'z vaqtida va to'liq to'lanishini ta'minlash muhim ahamiyat kasb etadi. Soliqlarning o'z vaqtida to'lanishini ta'minlash soliq qarzi yuzaga kelishining iloji boricha oldini olish va ular yuzaga kelgandan keyin samarali undirish orqali amalga oshiriladi. Aytish joizki, O'zbekiston Respublikasi

Konstitutsiyasida bu masalaga alohida e'tibor qaratilgan bo'lib, uning 51-moddasida "Fuqarolar qonun hujjatlarida belgilangan soliqlar va mahalliy yig'implarni to'lashga majburdirlar". deb belgilangan. Shu bois soliq to'lovchilarning soliq qarzlari qisqartirish va yangi qarzlarning paydo bo'lishiga yo'l qo'ymaslik, ularni tahlil qilish. Bir qator xorijiy va mahalliy olimlar tomonidan mamlakatimiz moliya va soliq tizimini takomillashtirishning ustuvor yo'nalishlari, jumladan, soliq undirishning ayrim masalalari o'rganildi. Bu borada tadqiqot olib borgan xorijlik olim Margherita Ebraiko mamlakatda soliq va yig'implarni undirishni rivojlantirish va rag'batlantirish bilan birga soliq qarzi bo'lgan soliq to'lovchilarga nisbatan qattiq choralar ko'rish zarurligini ta'kidlagan. Bu undirish bo'yicha soliq qarzlari kamaytirish va ularning yuzaga kelishining oldini olishga ijobiy ta'sir ko'rsatishi ta'kidlangan. Martin Tompsenning so'zlariga ko'ra, so'nggi yillarda yirik kompaniyalarning soliq to'lashdan bo'yin tovlash holatlari ko'payib bormoqda. Bu mamlakatda soliq yukining yuqoriligi bilan izohlanadi. Korxonalarining soliq to'lovlari bo'yicha qardorliklarining mavjudligi ham bevosita soliq yukining yuqoriligi bilan bog'liq hisoblanadi. Masalan, AQShda soliq yuki 29,8 foiz, Buyuk Britaniyada 34,6 foiz, Germaniyada 37 foizni tashkil etadi. Yillar davomida soliq yukining kamayishi kelajakda soliq to'lashdan bo'yin tovlash va soliq qarzlari kamaytirish imkonini beradi. O'zbek iqtisodchilaridan I.Niyozmetov, "QQS va mol-mulk solig'i yuki asosan sanoat korxonalariga zimmasiga yuklanganligi, bu soliq yukining notekis taqsimlanishiga, sanoat korxonalariga nisbatan og'ir soliq yuki tushishiga olib kelishini ta'kidladi. Bu xo'jalik yurituvchi subyektlarning soliqlarni to'lashini osonlashtiradi. Bu soliq yukining shunchalik og'irligidan, soliq to'lovchilarning moliyaviy faoliyatiga umumiy belgilangan tartibda salbiy ta'sir ko'rsatayotganidan dalolat beradi.[4]

Xulosa: Shu bilan birga, A.G'iyosov o'z ilmiy tadqiqotlarida davlat soliq xizmati organlari tomonidan asosiy hisobraqamga qo'yilgan inkasso topshiriqnomasi bir oy muddatda to'liq bajarilmagan taqdirda, xo'jalik yurituvchi

subyektning barcha hisobraqamlariga qaratilishini belgilab qo'yish tartibini joriy etish orqali soliq to'lashdan qochishni oldi olishini hamda soliq qarzdorligi ma'murchiligini takomillashtirish uchun birinchi navbatda soliq madaniyati darajasini oshirishga yo'naltirilgan soliqqa oid qonun hujjatlarining normalarini takomillashtirish zarurligini ta'kidlagan.

Foydalanilgan adabiyotlar:

- 1.A.V.Vahobov soliq va soliqqa tortish Toshkent-2009.[1]
- 2.A.S.Jo'rayev soliq va soliqqa tortish Toshkent-2010[2]
- 3.U.Inayatov tadbirkorlik va iqtisodiyot Toshkent-2004[3]
- 4.www.ziyonet.uz [4]

**O'QUVCHILARNI KASB-HUNARGA YO'NALTIRISHDA XALQ
OG'ZAKI IJODI NAMUNALARIDAN FOYDALANISH**

*Denov tadbirkorlik va pedagogika instituti
Ta'lim tarbiya nazariyasi va metodikasi
(boshlang'ich ta'lim)yo'nalishi 2-kurs magistranti
Avalova Tursunoy Abduraximovna*

Annotation: this article reflects views on the use of examples of folk oral creativity in the orientation of students in the profession.

Keywords: profession, "profession-pride", "profession I love", "Labor glorifies a person", "masters of his profession" honesty, integrity, decency, generosity, loyalty, honor, austerity.

Annotatsiya: Ushbu maqolada o'quvchilarni kasb-hunarga yo'naltirishda xalq og'zaki ijodi namunalaridan foydalanish borasida qarashlar o'z aksini topadi.

Kalit so'zlar: Kasb-hunar, «Kasbim-faxrim», «Men sevgan kasb», «Mehnat kishini ulug'laydi», «O'z kasbini ustalari» halollik, botirlik, odoblilik, saxiylik, vafo, or-nomus, tejamkorlik.

Kirish. (Introduction)

Xalq pedagogikasi qamrovi nihoyatda keng, serqirra va serjilo tushuncha bo'lib, u shu xalqning butun davrini o'z ichiga oladi. Shu bilan birga otabobolarimiz uzoq moziyda yaratgan va ko'z qorachig'iday asrab-avaylab, saqlab kelgan ota-meros, Sharq xalqlarining boy va betakror odobnomasi hisoblanadi. Xalq pedagogikasi asrlar davomida yashab keldi. Avlodlarning axloqiy, ma'rifiy shakllanishi va kamolotida, jismoniy barkamolligida hal qiluvchi rol o'ynadi.

Xalq og'zaki ijodi namunalarining asosiy maqsadi yosh avlodni yuksak fazilatlar egasi qilib tarbiyalashdir. Xalq og'zaki ijodining har bir turida insoniy qadriyatlar va vatanparvarlik, do'stlik va ahillik, yaxshilikning yomonlik ustidan g'alaba qozonishi, halollik, botirlik, odoblilik, saxiylik, vafo, or-nomus, tejamkorlik, mas'uliyat, sog'lom tarbiya va tozalik, tabiat va undagi barcha ne'matlarni e'zozlash kabi masalalar alohida yoritib berilgan.

Xalq og'zaki ijodi umumiy adabiyotning ajralmas bir qismi hisoblanadi. Adabiyotdagi har qanday asar zamirida bola tarbiyasi g'oyasi yotadi. Shuningdek, xalq og'zaki ijodi bolalarning yoshi, saviyasiga qarab muhim ta'lim va tarbiyaviy masalalarni o'z ichiga qamrab oladi. Bolalar uchun har qanday badiiy asar ularning yosh xususiyatlariga to'g'ri kelishidan tashqari bolalarga tushunarli va qiziqarli bo'lishi lozim. Bu o'rinda xalq og'zaki ijodi bizga ko'mak beradi. Xalq og'zaki ijodi namunalariga maqol, topishmoq, matal, ertak, mif, afsona, rivoyat, latifa, doston kabilar kiradi. Xalq og'zaki ijodi namunalari maktab darsliklarida ham o'z ifodasini topgan.

Ma'lumki, ertaklar xalq og'zaki ijodining eng boy va rang-barang janri bo'lib, ularning an'anaviy muqaddimasi va xotimasini o'qishda ohang usullarini o'rganish ham yuksak darajada o'z samarasini beradi. Yosh kitobxon ertakdagi sarguzashtlar olamida yashaydi va har bir qahramonning ruhiyatini his qiladi. Yaxshilikning yovuzlik ustidan g'alaba qozonishi ularning komil inson bo'lishida poydevor bo'lib xizmat qiladi.

Maktab darsliklaridan joy olgan har bir ertakdan so'ng maqollar, hikmatli so'zlar keltirilganligining guvohi bo'lamiz. Bu o'sib kelayotgan yosh avlodni milliy qadriyatlar, milliy urf-odatlar ruhida tarbiyalanishiga poydevor bo'lib xizmat qiladi. Ayni o'rinda bu tarbiyaviy ta'sirni yetkazib berish pedagoglar zimmasiga anchagina mas'uliyatni yuklab qo'yadi. Adabiyot darslarida xalq og'zaki ijodi bilan bog'liq mavzularni o'tish jarayonida zamonaviy metodlardan foydalanish yaxshi samara beradi. Bunday innovatsion metodlarni tanlashda o'quvchilar yoshi va ular dunyoqarashini hisobga olmoq lozim.

Xalq og'zaki ijodida ta'lim-tarbiyaga oid ilg'or pedagogik fikrlar ilgari surilgan.

Xalq og'zaki ijodiyoti asrlar bo'yi mehnat jarayonida insonning orzusi negizida shakllanib borgan barkamol insonga qaratilgan xalq og'zaki va yozma yodgorliklarida, ya'ni ertak, doston, qo'shiq, topishmoq, tez aytish, masal, matal, maqol, rivoyat va hikoyatlarida o'z aksini topgan.

Xalq og'zaki ijodiyoti asta-sekin keng tus olib, rivojlanib borgan. Shu zaylda insonlarda pedagogik madaniyat va merosga ixlos, intilish vujudga kelgan hamda unga amal qilina boshlangan.

Bugungi kunda vatanparvarlik tushunchasi mustaqil O'zbekiston uchun yanada kengroq ma'no va mazmunga ega bo'lib qoldi. Zero, shunday ekan, har bir o'quvchi Vatan muvoffaqiyatidan o'zining shaxsiy xizmati – burchi va mas'uliyati borligini to'la idrok etsin. Kundalik ishlarni shunday tashkil etish lozimki, natijada u respublika mustaqilligi sharoitidagi u muammolarni o'ziniki, singari qabul qila olsin va har qanday sharoitda, qiyinchiliklarga chidam, sabr-bardoshli, matonatli, mumkin qadar Vatanga foyda keltiradigan inson bo'lib ulg'aysin. Buning uchun «Mustaqillik – buyuk ne'mat», «Vatan – yagonadir Vatan - bittadir», «O'zbekiston yoshlari fidoiylardur», «Vatanimiz qomusi», «O'zbekiston va jahon» va boshqa ko'plab shu kabi mavzularda adabiy-badiiy kechalar, mushoiralar, uchrashuvlar, «Mustaqillik, asrayman seni», «Men nechun sevaman O'zbekistonni» mavzularida rasmlar tanlovi, «O'zbekiston – kelajagi buyuk davlat», «O'zbekiston bolalari o'z yurtini sevadilar», Men – kelajagi buyuk yurt farzadiman-, «Kasbim-faxrim», «Men sevgan kasb», «Mehnat kishini ulug'laydi», «O'z kasbini ustalari» “Xalq og'zaki ijodidan” foydalanib o'z qobiliyatlarini ko'rsatishi va shu kabi mavzularda insholar tanlovi o'tkazish mumkin.

Qadimda hunarmandlar o'z kasbining sir-asrorini yozib qoldirmaganlar. Uni faqat shogirdlar bilgan. Shogirdlar usta bo'lganlaridan keyin, ular ham

o'zlariga qarashli shogirdlarga o'rgatganlar. Shunday qilib hunarmandchilik an`ana tariqasida rivojlanib kelgan.

Hunarmandlar shogirdlikka o'z bolasini yoki qarindosh-urug'larining bolalaridan olganlar. Shogirdlikka bolalar 7-8 yoshdan olinib, 10-12 yil hunar o'rganganlar. Ustoz shogirdlari bilan kunduzi ishlaganlar. Kechqurun esa ustoz rahbarligida xat-savod chiqarganlar. Ustozlar har tomonlama yaxshi bilimga ega bo'lganlar. Ustoz shogirdga qattiqqo'l va talabchan bo'lgan. Kasb o'rgatish tekin olib borilgan. Hunar o'rganish uchun sabr-toqat va nozik did talab etilgan. Ustalar shogirdlar uchun maxsus odob talablarini ishlab chiqqanlar. Masalan, ular shogirdan pokizalikni, ish vaqtida chalg'imaslikni, egri va noma`qul ishlarga yaqin yo'lamaslikni, ustoz ruxsatisiz biror ishga qo'l urmaslikni qat`iy talab qilganlar. Usta shogirdiga hunar sirini o'rgatishdan tashqari uy-yumush ishlarini bajarishga ham tayyorlab borgan. Shogird hunarni puxta egallashdan so'ng unga oq fotixa berilgan. Marosimda ustozga shogird bosh-oyoq sarpo in`om etgan. Ustalarining kattasi, ustakalon usta nomini olayotgan shogirdning boshiga sala o'ragan. Cho'pon kiyg'izib, beliga qiyiqcha bog'lagan va unga arra hamda tesha qistirib qo'yilgan. Shundan so'ng shogirdni ustalari va do'stlari tabriklaganlar. Keyin katta usta dasturxondan yopgan non olib shogirdga bergan va uni duo qilgan. Shundan so'ng usta mustaqil ish boshlagan.

Har bir davrda kasb-hunar juda ulug'langan. Xalq donishmandlaridan biri «Ey farzand, agar oqil va dono bo'lay desang, hunarmand bo'lishni o'yla. Hunarmandchilik sababidan izzat va hurmatga erishasan, agar hunardan bebaxra bo'lsang, quruq soyasiz daraxtga o'xshab qolasan. Ey farzand, aqlli, farosatli va ilmu hunarli kishilar bilan do'st bo'l, hunarsiz kishida hosiyat bo'lmaydi. Mehnatdan, ilm-hunar o'rganishdan uzoqlashma», -deydi.

Axloqshunos olim Majid Xavofiy hunarmandchilik to'g'risida shunday deydi: «Kasb va hunarmandlarni e`zozla. Hunarmandchilikka ruju qo'ygan xalqning hurmat va e`tibori oshadi». Juda ko'p ulug'lar hunarmand bo'lganlar, jumladan, Farobiy-bog'bon, Sakkokiy-pichoqchi, Zavqiy-maxsido'z bo'lgan.

Xoja Bahouddin Naqshband miskarlik bilan tirikchilik qilgan. Rus olimi Mendeleev-ajoyib chamadonchi bo'lgan.

Hozirgi davrda yer yuzida 500 mingdan ortiq kasb-bo'lib, barchasi odamlar uchun xizmat qiladi. Yoshlar shu hunardan bir nechtasini o'rganib, el-yurt oldida o'z kasbining ustasi bo'lsa, ularning rizqi butun bo'ladi. Ota bobolarimiz «bir yigitga yetmish hunar oz» deb bejiz aytmaganlar. Chunki, hunarmandning el oldida obro'si baland, iqtisodi yaxshi. Usta Shirin Murodov, Mirvoxid Usmonov, Mo'min Sultonov va boshqalarni xalqimiz ardoqlaydi.

Ularning shogirdlari bugun ulug' an'anani davom ettirmoqdalar. Buyuk Navoiy «Farxod va Shirin» dostonida:

«Hunarni asrabon netgumdir, oxir,

Olib tuproqqamu ketgumdir, oxir», -deb bejiz aytmagan.

Mustaqillikdan keyin yoshlarga xalq og'zaki ijodidan foydalanib, ta'lim-tarbiya berish, kasb-hunar o'rgatish jiddiy masala sifatida kun tartibiga qo'yildi.

Shuning uchun yoshlarni har tomonlama ta'lim va tarbiya olishlarida hamkorlikda xalq og'zaki ijodidan foydalanib ish olib borish, oldimizga qo'ygan maqsadga yetishishimizga yordam beradi.

Agarda biz o'quvchilarga xalq og'zaki ijodidan foydalanib, to'g'ri tushunchalar, maslahatlar, tavsiyalar berib borsak kelajakda quyidagicha ijobiy natijalarga erishish mumkin.

- ilim-ma'rifatli va halol-pok insonlar bo'lish;
- qobiliyati va qiziqishini hisobga olgan holda kasb tanlash;
- har bir kasbning o'z o'rni va mashaqqati borligini oqilona his qilishi;
- o'zi va o'zgalar mehnatini hurmatlash;
- har bir vaqtdan unumli foydalanish;

- o'z-o'zini nazorat va idora qila olishini shakllantirish;
- o'z shaxsiy turmushiga maqsadli yondoshish;
- ularda reja va amal birligi hissini uyg'otish.

Maqsadga erishish uchun quyidagi **vazifalarni** belgilash kerak:

- o'quvchilar bilan xalq og'zaki ijodi haqida suhbat o'tkazish va qaysi yo'nalishlariga qiziqishini aniqlash;
- nima uchun xalq og'zaki ijodi qiziqarli bo'lishi;
- o'quvchilarni alla, topishmoq, rivoyat,dostonlarni, maqollarni qay darajada bilishlarini aniqlash;
- ularga xalq og'zaki ijodidan namunalar olib kelishni va ulardan ijro etib berishni vazifa qilib topshirish.

Xalq og'zaki ijodi asarlarini avaylab-asrash, o'rganish hamda kelajak avlodlarga yetkazish davlat ahamiyatidagi ishdir. Chunki ota-bobolarimizdan qolgan bu muqaddas merosda bizdan avval o'tgan necha-necha ajdodlarning beqiyos ma'naviy va madaniy boyliklari jamlangan bo'lib, ularsiz o'zbek xalqining ma'naviy hayotini va uning rivojini tasavvur gilib bo'lmaydi.

Xalqning ma'naviy ruhini mustahkamlash va rivojlantirish O'zbekistonda davlat va jamiyatning eng muhim vazifasidir.

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Ayollar bosh kiyimlari tahlili asosida modada beretka

Xojiyev Abduraxim Abduraxmonovich

Namangan muhandislik - texnologiya instituti dotsenti

Axmedova Zaynabxon Komilxon qizi

Namangan muhandislik-texnologiya instituti magistratura talabasi

Annotatsiya:

Maqsad: tadqiqot maqsadi ayollar bosh kiyimlari tahlili asosida beretka sifatini yaxshilash, tabiiy va mavsumiy matolardan unumli foydalanishdan iborat.

Usullari: mazkur maqolada Yevropa, Amerika va Osiyo davlatlari bosh kiyimlarining yaralish tarixi, rivojlanishi va ushbu interval mobaynida yuz bergan o'zgarishlar va yo'qotishlar o'rganildi. Turli xil assortimentdagi bosh kiyimlar o'rganilgan bo'lib, ularning matolari fizik-mexanik xususiyatlar sinovidan o'tkazilgan va tahlil qilingan. Trikotaj, plashlik, sun'iy teri, mavsumiy matolarning havo va suv o'tkazuvchanlik xususiyatlari yuqori bo'lgan optimal variantdagi gazlamalardan ayollar bosh kiyimlari ishlab chiqarish uchun dizayn-loyiha konstruktorlik hujjatlari taklif etilgan.

Natijalar: O'zbekiston hududidagi ob-havo sharoiti tahlil qilingan va meditsina tomonidan noqulay ob-havo ta'sirida soch, bosh terisi, teri kasalliklari va belgilari o'rganilgan bo'lib, issiq va sovuq haroratlar hisobga olinib, ayollar uchun salomatlikka salbiy ta'sir ko'rsatmaydigan qulay va mavsumiy bosh kiyim ishlab chiqarishni yo'lga qo'yish rejalashtirilgan.

Xulosa: trikotaj, plashlik, sun`iy teri, tabiiy va mavsumiy matolardan foydalanib beretkani yangicha dizaynda ishlab chiqarishga tatbiq etiladi.

Kalit so'zlar: bosh kiyimlar tarixi, inson salomatligi, soch va bosh terisi kasalliklari, mavsumiy ko'rsatkichlar, turli xildagi trikotaj, plashlik, membrana, teri, sun`iy teri matolari, nam shimuvchanlik, havo o'tkazuvchanligi, qalinlik ko'rsatkichlari, uzayishdagi uzilish kuchi, ergonomik, estetik, gigroskopikligi, sun`iy, mexanik xususiyat, konstruktsiya, texnologiya.

KIRISH

Mustaqillik yillarida yengil sanoat mamlakatimiz makroiqtisodiy kompleksida mustahkam o'rin egalladi. Chet el investitsiyalari va zamonaviy texnologiyalarni keng jalb etish, ishlab chiqarishni modernizatsiya qilish, texnik va texnologik yangilash, kichik biznes va xususiy tadbirkorlikni rivojlantirish bo'yicha amalga oshirilayotgan samarali loyihalar ishlab chiqarish sohasida yuqori ko'rsatkichlarga erishishni ta'minlamoqda [1].

Yengil sanoatni yanada rivojlantirish va tayyor mahsulotlar ishlab chiqarishni rag'batlantirish chora-tadbirlari to'g'risidagi qaror qabul qilindi va xomashyoni qayta ishlash asosida bozor talablariga mos to'qimachilik, tikuv-trikotaj, charm-poyabzal va mo'ynachilik mahsulotlari ishlab chiqarish va eksport qilishning 2020–2025-yillarga mo'ljallangan maqsadli parametrlari tasdiqlandi [2].

O'rta Osiyo va O'zbekiston hududi iqlimi mo'tadil bo'lgani sababli yoz fasli issiq, qishi esa sovuq. Bunday sharoitlarda qulay va zamonaviy kiyimlarning ahamiyati katta bo'ladi. Masalan, hech ham urfdan qolmaydigan ayollar bosh kiyimi - beretka.

Ushbu bosh kiyim ko'rinishining bir nechta versiyalari mavjud. Birinchi versiyada bizning zamonamiz beretining prototipi - Keltlar bosh kiyimi haqida aytilgan. U yaxshi shakllangan Shotlandiya kiyimida saqlanib qolgan va "*tam-o-*

shenters" deb ataladi. O'rtada kichik to'p bilan keng jun matoli beret ko'rinishida ifodalanadi (1-jadval,1-2-rasmlar).

1-jadval



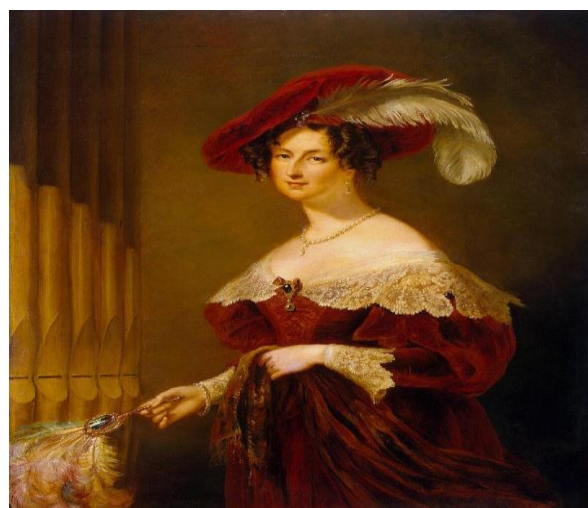
Dastlab, barcha bunday "tem-o-shenters" faqat ko'k ranglarda mavjud edi. Birinchi jahon urushi paytida bu shlyapalar Shotlandiya armiyasining formasiga kirdi. Ikkinchi versiyaga ko'ra, beretning paydo bo'lishi Qadimgi Yunonistonga borib taqaladi. U yerdan rimliklar o'zlashtirib olganlar. Ular birinchilardan bo'lib beretlarni turli xil ranglarda bezashgan va bu boyni kambag'aldan ajratib turadigan tabaqalashuv belgisiga ham aylanib qolgan edi (2-jadval, 3-4-rasmlar).

2-

jadval



3-rasm



4-rasm

15-asrda bu bosh kiyim ruhoniylarning atributiga aylandi va ko'rinishi biroz to'rtburchak shlyapaga o'xshardi.

Shu bilan birga, fransuzlar qimmatbaho toshlar, tuyaqush patlari va turli xil bezaklar bilan bezatilgan beret shlyapalarini kiyishgan. Kiyimning bu atributi mamlakatning deyarli barcha aholisi tomonidan hurmatga sazovor bo'lgan.

Dumaloq beretlar birinchi marta 16-asrda Ispaniyada kuzatilgan. Badavlat shahar aholisi ularga patlar va ortiqcha oro bermay qo'yishdi.

17-asr romantizm asridir. Bu vaqtda beret shlyapa ijodiy odamlar orasida juda mashhur edi. Shunday qilib, italiyalik rassomlar ko'pincha portretlarni chizishganda taniqli shaxslar turli xil rangli shlyapa beretlarda taqdim etilgan.

19-asrda beret shlyapalari uchun moda Rossiyaga keldi. Ular faqat rasmiy kiyimlar bilan kiyishgan. Ishlab chiqarishda faqat eng nozik materiallar ishlatilgan va ular noyob qimmatbaho toshlar bilan bezatilgan. Eng keng tarqalgan yorqin ranglar ko'rib chiqildi: qizil, to'q qizil va yashil.

Ushbu bosh kiyimni nafaqat moda ko'rgazmalarida ko'rish mumkin. Beret shlyapa dunyoning deyarli barcha armiyalarida asosiy kiyim elementiga aylandi. Buyuk Britaniyaning qirollik tank polki birinchi bo'lib beretni harbiy jihozlarida ishlatgan.

Beret sobiq SSSRga 1936-yilda ayol harbiy formasining atributlari ko'rinishida kelganva 1963-yildan beri beret maxsus kuchlarning elementlariga aylandi.

3-jadval



5-rasm



6-rasm

Barchamizga ma'lumki, AQSh Armiyasi maxsus kuchlarining "Yashil beretlari" - bu ularning standart bosh kiyimidir va harbiylarga qiziqqan ko'plab bolalarning ko'ngliga yoqadigan tanlovlardan biridir. Ammo, aslida, 1961 yilgacha Yashil beretlar ham *norasmiy aksessuarlar* edi. 1970-yillarning o'rtalarida va oxirida qizil rangli beretlar va yashil beretlar havo qo'shinlari va armiya maxsus kuchlari uchun maxsus aksessuarlar sifatida belgilandi. Qora Cerberil Ranger qo'shinlari tomonidan birinchi qo'llanildi [18].

O'rta asrlarda bunday bosh kiyimlarni nafaqat rassomlar, balki yozuvchilar ham kiyishgan. Beretlar fransuz kiyimining atributi hisoblanadi, chunki 20-asrning oxirida fransuz qo'shinlari ushbu uslubdagi kiyishni boshladilar.

Shuningdek, 20-asrning oxirida sobiq Sovet Ittifoqi ayollari bosh kiyim kiyishni boshladilar. Bu kiyimning moda atributining butun dunyo bo'ylab keng

tarqalishi bilan kuzatildi. Oradan yillar o'tsada, ularga bo'lgan talab va tanlashdagi qonun-qoida o'zgarishsiz qoldi. XX asrdagi bosh kiyimlar turi hozirda har qanday odamni hayratga solishi mumkin: kloshe, gaucho, tok, feska, kotelok, fedora, trilbi, kanotye, tirol shapka va boshqalar.

XXI asrga kelib ayollarga bosh kiyim tanlashda biroz yengilliklar paydo bo'ldi. Sababi ularning bir necha turi o'z-o'zidan urfdan qoldi. Zamonaviy kuz va qish tasvirlarini beretlarsiz tasavvur qilib bo'lmaydi. Oq, kulrang, qora va qaymoqrang rangdagi beretlar klassik bo'lib, deyarli har qanday kiyim bilan organik ko'rinadi. Ammo zamon rivojlanib, g'oyalar o'zgarishi mobaynida beretlar o'z ko'rinishi va dizaynini kundan kun yangilamoqda (4-jadval, 7-8-rasmlar).

4-jadval



7-rasm



8-rasm

Hozirgi kunda ishlab chiqarilayotgan beretkalar ham zamonaviy ham



9-rasm

qulay va birmuncha modellashgandir. Beretkalar ishlab chiqarishda bir necha vazifalarni bajaradi va ma'lum talablarga javob beradi: insonni noqulay iqlim sharoitidan himoya qilishi va bosh qismda oraliq masofada havo aylanish ko'rsatkichlari bilan aloqador muammolarga uchramasligi lozim (5-jadval,9-rasm) [17]. Inson turli ob havo sharoitlarida bosh kiyim kiyimasligi

oqibatida bir nechta kasalliklar orttirib olishi mumkin. Masalan, qish faslidagi qor, izg'irin sovuq inson tanasida turli o'zgarishlar keltirib chiqaradi.

Bosh kiyim kiyimaslik oqibatida qish faslida bosh va teri shamollashi, allergik qichishtiruvchi toshmalar toshishi, surunkali kasalliklar davomiyligi, bahor-kuz faslida chang to'zonli shamol, yog'ingarchiliklar bosh qismda ishqor bilan reaksiyaga kirishishi oqibatida soch 5-jadval va teri shikastlanishi, sochlarning jilosizlanishi, jazirama yozdagi quyosh nurlarining soch tabiiy ko'rinishiga ziyon yetkazishi, ochiq teri va soch tolalarining kuyishiga olib kelishi, badanda qizarishlar paydo bo'lib, qorayib, teri to'kilishi yoki shu kabi zararli oqibatlarga olib keladi.

Mahsulot iste'molchi va ishlab chiqarish talablariga to'la javob berishi lozim: ekspulatsion, gigiyenik, estetik, ergonomik, fizik-mexanik va hokazolar. Bugungi kunda beretlarning iplardan to'qilgan, trikotaj, mo'ynali, qalin va nafis matolardan turli uslubda konstruktiv bichimli turlari keng tarqalgan. Asosiysi iste'molchilar jinsi va yoshiga qarab dizayn ishlab chiqilishi kerak [9].

Bugungi kunga kelib modadan qolib ketgan bosh kiyimlar yana urfga kirmoqda. Bunday tendensiyani nafaqat podiumlarda, balki shahar ko'chalarida ham uchratish mumkin. Asosan 15 yoshdan 45 yoshgacha bo'lgan ayollarning aksariyati bosh kiyimdan foydalanishni afzal ko'radi. Tanlashda asosan inson yuz tuzilishiga qarab bosh kiyim tanlansa, yanada chiroyli va ko'rk baxsh etadi [19].

Psixologiya, imidjologiya va dizaynga oid adabiyotlar tahlili asosida tashqi ko'rinish, yuz, bosh kiyim tizimlarining nazariy modellari ishlab chiqildi, bu tizimlarning komponentlari bosh kiyimlarni loyihalash usulining axborot ta'minotiga kiritilgani o'rganildi. Bosh kiyimlarning mavjud tasniflari, shuningdek, uning dizayniga turli yondashuvlar tahlili o'tkazildi [20]. Inson boshi va yuzining alohida turlari tasnifini va ularni geometrik kodlash modellarini ishlab chiqish zarurati aniqlandi. Bosh kiyimlarni tanlashni aniqlaydigan eksperimental statistik ahamiyatga ega xususiyatlar aniqlanadi. Bosh kiyim orqali shaxsning uyg'un qiyofasini yaratish uchun inson tashqi ko'rinishining bir qator individual xususiyatlarini hisobga olish zarurligi aniqlangan. Inson boshi va yuzi turlarining individual o'zgarishlaridan iborat *tashqi ko'rinish* tizimiga kiruvchi *Face* tizimini axborot bilan ta'minlash ma'lumotlar bazasi ishlab chiqilgan [12]. Olingan ma'lumotlar bazasi odamning tashqi ko'rinishini (yuz qismini) peshonaning balandligi, burun o'lchami va ko'zlar orasidagi masofa (ko'zning holati) bo'yicha frontal proyeksiyada va peshonaning qavariqligi, yuz burchagi va iyagi bo'yicha profil proyeksiyasida tasniflash imkonini beradi (6-jadval, 10-11-rasmlar)[13,21,22].

6-jadval



10-rasm



11-rasm

Tojning turli shakllari va balandligini, yuz maydonlarning kengligi va xilma-xilligini hisobga olgan holda asosiy bosh kiyimlar tasnifi ishlab chiqilgan va uning asosida dizaynda qo'llaniladigan asosiy shlyapa, beretlarning variatsiyalari matritsasi ishlab chiqilgan [8].

Ayollar uchun bosh kiyim tanlab, uni ishlab chiqarishga tatbiq etishda muhim ahamiyatga ega bir nechta ko'rsatkichlar mavjud:

-mahsulotdan qaysi hududda va qanday mavsumda foydalanish (har bir xalqning o'z mentalitetidan, urf-odatidan kelib chiqib ishlab chiqarish tashkil etilishi);

-har qanday tikuv mahsulotlari ishlab chiqarishda uning materiallari tahliliga etibor qaratish lozim. Mavsumdan, yoshidan, gavda va yuz tuzilishidan va hokazolardan kelib chiqib mato tanlash [7];

-konstruktiv jihatdan muhim ahamiyatga ega ko'rsatkichlarga e'tibor qaratib mukammal loyiha tuzish;

-tanlangan mato va fason ayni paytdagi modaga hamohang zamonaviylik kasb etishi;

-har bir tanlov belgilangan o'lchov standartlariga muvofiq tarzda ishlab chiqarilishi [14];

Mahsuot ishlab chiqarishda uning matosi katta ahamiyatga ega va shu sababli Namangan muhandislik-texnologiya instituti "To'qimachilik" kafedrasida laboratoriya jihozlarida bir necha mato assortimentlari ustida quydagi tajribalar o'tkazildi.

12-rasmdagi uskuna to'qilgan mato, trikotaj mato, noto'qima mato, filtr qog'ozi va sanoat filtrli matolarning havo o'tkazuvchanlik xususiyatini o'lchash uchun ishlatiladi [2].



(12- rasm) YG461E rusumli jihoz

YG461E rusumli matolarning havo o'tkazuvchanligini aniqlovchi jihozdan foydalanib, 3 xil matodan 5 marotaba namuna olindi va ularni o'rtachasini hisoblandi va jadvalda bu haqida ma'lumot keltirildi(7-jadval).

$$1. \text{ Namuna-1} = \frac{1.510 + 1.548 + 1.401 + 1.569 + 1.483}{5} = 1.5022$$

$$2. \text{ Namuna-2} = \frac{0.350 + 0.327 + 0.327 + 0.343 + 0.369}{5} = 0.342$$

3. Namuna-3= $\frac{0.778+0.786+0.773+0.798+0.913}{5} = 0.8096$

7-jadval

Plashlik mato turlarining havo o'tkazuvchanligi



	Plashlik mato turlari	Havo o'tkazuvchanligi (sm ³ /sm ² /s)
	Namuna-1	1.5022
	Namuna-2	0.342
	Namuna-3	0.8096

YG141D rusumli qurilmada mato qalinligini tekshiriladi va to'qimachilik mahsulotlarini qalinligini o'lchash uchun ishlatiladi, shuningdek har xil to'qilgan matolarni, trikotaj matolarni va boshqa nozik materiallarni o'lchash uchun ham ishlatilishi mumkin. Ushbu mashina paxta mahsulotlari, trikotaj mahsulotlari, choyshablar, ro'molcha va qog'oz ishlab chiqarishda keng qo'llaniladi. Shuningdek, YG141D ISO 5084, ISO 9073.2 va boshqalar sinov standartlari talablariga javob beradi (8-jadval, 13-rasm).

Quyida mato qalinligini o'lchovchi jihozda 3 xil plashlik namunalarda tajriba o'tkazildi. Ish jarayonida 5 marotaba namuna olindi va undan o'rtacha qiymatni hisoblandi (8a -jadval).

$$1.Namuna-1 = \frac{0.535+0.551+0.558+0.573+0.558}{5} = 0.5586$$

$$2.Namuna-2 = \frac{0.078+0.076+0.075+0.75+0.077}{5} = 0.0762$$

$$3.Namuna-3 = \frac{0.220+0.216+0.222+0.222+0.223}{5} = 0.2206$$

8-jadval

Plashlik mato turlari qalinligi

	Plashlik mato turlari	Qalinligi(mm)
	Namuna-1	0.5586
	Namuna-2	0.0762
	Namuna-3	0.2206

YG026T to'qimalarni uzishdagi kuchi va uzayishini aniqlovchi jihoz - bu doimiy uzayish tezligi (CRE) sinov mashinasi. U keng ko'lamdagi dasturlarga mo'ljallangan: kuch sinovi, tortishish sinovi, sinish sinovi, payvandlash sinovi, doimiy yuk sinovi, doimiy uzayish tezligini sinash va boshqalar. U iplar, matolar, kiyim-kechak, noto'qima matolarni va boshqalarni sinash uchun ishlatiladi (9-jadval,14-rasm).

Amaldagi standartlar: ISO 13934-1-1999, ISO 13934-2-1999, ISO 9073-4-1997, ISO 13936-1-2004, ASTM D3936, GB / T3917.1, GB / T3917.2, GB / T3917.3, GB / T3923.1 va boshqalar. YG026T qurilmasida matolarning 3 xil namunasi sinovdan o'tkazildi (9-jadval).

9-jadval

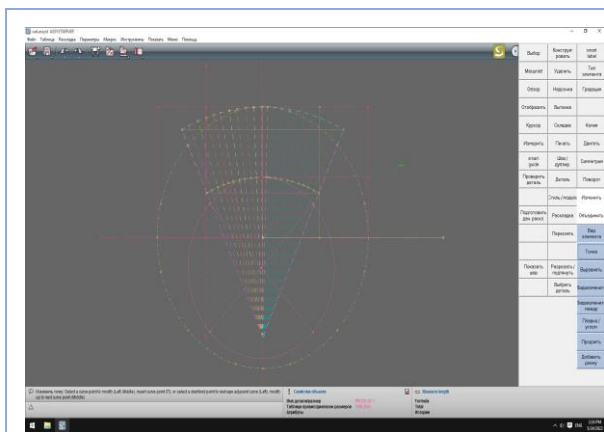
	Indicators	Bo'yiga	Eniga
1- namuna			
	Strength (N)	887	436
	Elongate (mm)	47.2	29.1
	e-rate (%)	23.60	14.55
	b-work (J)	20.5	6.9
	Brk-time (s)	14.18	8.74
2- namuna			
	Strength (N)	435	434
	Elongate (mm)	31.8	41.7
	e-rate (%)	15.90	20.85
	b-work (J)	6.9	8.0
	Brk-time (s)	9.55	12.51
3.Namuna			
	Strength (N)	585	771
	Elongate (mm)	139.5	69.0
	e-rate (%)	69.75	34.50
	b-work (J)	41.9	32.7
	Brk-time (s)	41.87	20.72

TAHLIL VA NATIJALAR MUHOKAMASI

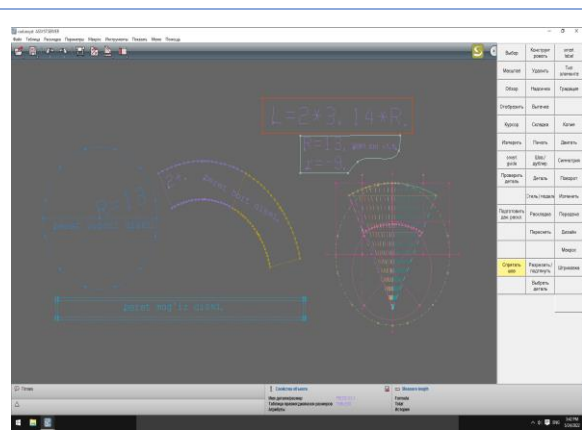
Mazkur matolar Namangan muhandislik-texnologiya instituti To'qimachilik kafedrasida maxsus asbob uskunalari orqali tahlil qilindi. Gigroskopikligi, uzilishdagi kuchi, uzilishdagi cho'ziluvchanlik kabi xususiyatlarni aniqlash uchun tadqiqot o'tkazildi. Matolarda o'tkazilgan tajribalarga asoslanib Namangandagi IDEAL brendi ostidagi "Orzu-ideal textile" erkaklar va ayollar ustki kiyimini ishlab chiqaruvchi korxonada loyihadagi ayollar bosh kiyimlari tikilib, chok mustahkamligi, dizayni va shakl saqlash ko'rsatkichlari tayyor bo'lgan mahsulotda sinab ko'rildi. Tajribalarda aniqlangan mato ko'rsatkichlari va tikilishdagi sifat ko'rsatkichlari bir biriga yuqori ehtimol bilan mos tushdi.

Ayollar bosh kiyimlari uchun tarkibi paxta tolasi ko'p bo'lgan matoni ma'qul deb topildi. Sababi ko'p hollarda sun'iy yoki jun, sun'iy teri, plashlik matoli bosh kiyim kiyganda peshona qismida qichishish, qizarish, toshmalar toshganligini kuzatish mumkin [15]. Ushbu noqulaylikni oldini olish va ekspluatatsiya, estetik talabga javob berib yutuqqa erishishi uchun trikotaj matosini tanlab oldim. Ayollar beretkasi ishlab chiqish uchun quyida foydalanilgan ASSYST dasturi [16] va matematik formulalar ifodalangan namuna rasmlarda mahsulotning konstruksiyasini tayyorlanish jarayonini va tikish texnologiyasidan namunalar ko'rish mumkin (10-11-jadvallar, 15-24 rasmlar) [11].

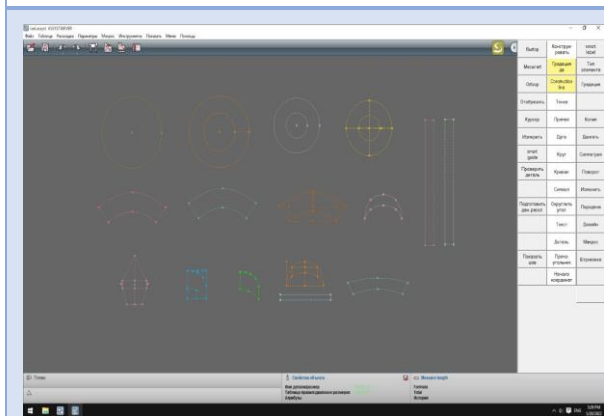
10-jadval



15-rasm



16-rasm



17-rasm

*ASSYST konstruktor-
dizaynerlik dasturida beretka bosh
kiyimini loyihalash jarayoni*



18-rasm



19-rasm



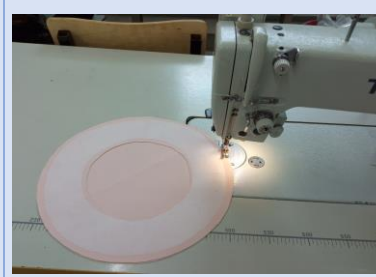
20-rasm



21-rasm



22-rasm



23-rasm



24-rasm

*Beretka bosh kiyimini texnologik
tayyorlash jarayoni*

TADQIQOT METODOLOGIYASI

Tadqiqot jarayonida mavzuga oid statistik ma'lumotlar va nazariyalarni o'rganishda mantiqiy fikrlash, ilmiy mushohada, tizimli yondashuv, statistik hamda qiyosiy tahlil usullaridan foydalanilgan. Statistik tahlil uchun O'zbekiston Respublikasi statistika qo'mitasi hamda "O'zto'qimachilik sanoat" uyushmasi ma'lumotlaridan hamda chet el adabiyotlari va yangiliklari tahlillaridan foydalanib o'rganilgan [6].

Xulosalar. Zamonaviy bozor talabiga mos keladigan mahsulotlar ishlab chiqarishni rivojlantirish uchun korxonalarining iqtisodiy salohiyatini, ya'ni asosiy ishlab chiqarish vositalarini yangilash, xodimlar malakasini oshirish, ularning mehnat sharoitini tubdan yaxshilash, ishlab chiqarish jarayoniga zamonaviy texnologiyalarni keng joriy qilish, bozor talablarini muntazam ravishda o'rganib borish, kadrlar salohiyatidan samarali foydalanishni yo'lga qo'yish kerak [4].

Maxsus adabiyotlar tahlili natijasida ma'lum bo'ldiki, mavjud antropometrik tadqiqot dasturlarining birortasi ham tipik boshning to'liq o'lchovli xarakteristikasini ta'minlamaydi. Bugungacha aholi boshlarini ommaviy antropometrik tekshirishlar o'tkazilmagan [10]. Ayollarning tipik boshlarini tasniflashni va bosh kiyimlarning sanoat dizayni hajmini belgilaydigan o'lchovli standart yo'q. Boshning yuz qismini o'rganish bo'yicha tahliliy tahlil o'tkazildi, tadqiqotchilarning hech biri yuz simmetriyasini o'rganmaganligi, uning yo'qligi bosh kiyim tanlashga ta'sir qilishi mumkinligi va simmetriyani aniqlash bo'yicha tadqiqotlar o'tkazmaganligi aniqlandi [5,8].

Barchasini hisobga olgan holda aniq fizik-matematik, kimyoviy tahlillar asosida bir nechta konstruktsiyalar va texnologik jarayonlar ustida ish olib borildi va maqbul variantlarni tanlab, kerakli tajribaga ega bo'lindi[3].

Foydalanilgan adabiyotlar

1. “Yengil sanoatni yanada rivojlantirish va tayyor mahsulotlar ishlab chiqarishni rag‘batlantirish chora-tadbirlari to‘g‘risida”gi O‘zbekiston Prezidenti qarori. PQ–4453-son, 16.09.2019-y.

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KREATIV FIKRLASH- KELAJAKKA ILK ODIM.

Ergasheva Dildora Abduxalilovna

Namangan davlatuniversiteti

Maktabgacha va boshlang'ich ta'lim fakulteti

Boshlang'ich ta'lim yo'nalishi 1-kurs magistranti

Annotatsiya: Ushbu maqolada umumiy o'rta ta'limning boshlang'ich sinf o'quvchilarini ona tili darslarida kreativ fikrlashga o'rgatish asosida tashkil etishning ahamiyati va dars samaradorligini oshirish, o'qituvchilarga boshlang'ich ona tili ta'limidan yangi tahrirdagi DTS asosida me'yoriy-majburiy talablarni o'quvchilar ongiga singdirish yo'llari haqida ma'lumot beradi.

Kalitso'zlar: Ona tili, sinf, o'qitish, boshlang'ich sinf, kreativlik, zamonaviy ta'lim, mustaqil fikrlash, individ, kreativ fikrlash, kelajak, barkamol avlod.

Annotation: This article discusses the importance of organizing general secondary education in primary school students on the basis of teaching creative thinking in mother tongue lessons and increasing the effectiveness of lessons, teachers on the basis of the new edition of DTS from primary mother tongue education provides knowledge on how to inculcate normative-mandatory requirements in the minds of students.

Keywords: Mother tongue, classroom, teaching, primary school, creativity, modern education, independent thinking, individual, creative thinking, future, harmoniously developed generation.

Аннотация: В данной статье рассматривается важность организации общего среднего образования учащихся начальных классов на основе обучения творческому мышлению на уроках родного языка и повышения эффективности уроков, учителями на основе новой редакции ДТС от начального родного образования предусмотрены знания о том, как внедрить в сознание учащихся нормативно-обязательные требования.

Ключевые слова: Родной язык, класс, обучение, начальная школа, творчество, современное образование, самостоятельное мышление, личность, творческое мышление, будущее, гармонично развитое поколение.

Davlatimiz rahbari prezidentlik faoliyatining dastlabki kunlaridan boshlab yurtimizda innovatsion va kreativ fikrlaydigan, zamonaviy kadrlar tayyorlash, yoshlarni vatanparvarlik ruhida, yuksak ma'naviyat egalari etib tarbiyalash, shu maqsadda ta'lim tizimini takomillashtirish masalalariga alohida e'tibor qaratib kelmoqda. Shuni inobatga olgan holda biz pedagog sifatida barkamol avlodni tarbiyalashda kreativ fikrlashga o'rgatishimiz lozim.

O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasida — mustaqil fikrlaydigan, Vatanga sodiq, qat'iy hayotiy nuqtai nazarga ega yoshlarni tarbiyalash, demokratik islohotlarni chuqurlashtirish va fuqarolik jamiyatini rivojlantirish jarayonida ularning ijtimoiy faolligini oshirish kabi muhim vazifalar belgilab berildi. O'zbekiston Respublikasi Xalq ta'limi tizimini 2030 yilgacha rivojlantirish kontsepsiyasini tasdiqlash to'g'risidagi farmonlari, Vazirlar Mahkamasining 2018 yil 8 dekabrda 997-son — Xalq ta'limi tizimida ta'lim sifatini baholash sohasidagi xalqaro tadqiqotlarni tashkil etish chora-tadbirlari to'g'risidagi Qarorida ham darhaqiqat, shaxs qobiliyati, intellektual salohiyatini rivojlantirishga ona tili faniga alohida e'tibor berilayotgani jamiyat va ilm-fan taraqqiyoti bilan chambarchas bog'liqdir. Yurtboshimizning 2019 yil 29 aprelda — O'zbekiston Respublikasi xalq ta'limi tizimini 2030 yilgacha rivojlantirish kontsepsiyasini tasdiqlash to'g'risidagi Farmonida —...o'sib kelayotgan yosh avlodni ma'naviy-axloqiy va intellektual rivojlantirishni sifat jihatidan yangi darajaga ko'tarish, o'quv-tarbiya jarayoniga ta'limning innovatsion shakllari va usullarini joriy etish maqsadining belgilanishi o'quvchilarning intellektual hamda kreativ fikrlash salohiyatini rivojlantirish milliy tizimini yanada takomillashtirishni taqozo etadi. Chunki globallashtirish sharoitida bolalarda kurtak yozayotgan ilk iste'dod nishonalarini

o`z vaqtida payqash hamda to`g`ri yo`naltirishning qulay va optimal texnologiyasini joriy etish masalasi davr talabidir.¹⁸

Shaxsda kreativlik sifatlarini rivojlantirish uchun dastlab bu tushunchaning mazmunini bilish lozim. Kreativlik inglizcha “create”dan olingan bo`lib, “yaratish” ma`nosini bildiradi. Kreativlik deganda insonning yangilik yaratish, muammolarni yechishga qaratilgan ijodiy qobiliyati tushuniladi. Uning tag zamirida originallik, amaliylik, noodatiylik va erkinlik yotadi. Shuningdek, kreativ fikrlash muayyan masala yuzasidan har tomonlama fikrlash, bir nuqtaga turli rakursdan yondashishni anglatadi. Kreativlik shaxsni rivojlantiruvchi kategoriya sifatida inson tafakkuri, ma`naviyatining ajralmas qismi hisoblanadi, u shaxs ega bo`lgan bilimlarning ko`p qirrali ekanligida emas, balki yangi g`oyalarga intilish, o`rnatilgan stereotiplarni isloh qilish va o`zgartirishda, hayotiy muammolarni yechish jarayonida kutilmagan va noodatiy qarorlar chiqarishda namoyon bo`ladi. Ya`ni, berilgan bilimlarni takrorlash orqali kreativlikka erishib bo`lmaydi, ijodiy fikrlash jarayonida yangi fikr, yangi g`oyaning paydo bo`lishi asosiy shartdir. Ko`pincha noodatiy fikrlar, yechimlar kutilmaganda inson xayoliga keladi. Buning uchun, avvalo, fikrlash jarayonidagi bir xillikka, odatiylikka barham berilishi lozim.

Boshlang`ich ta`lim – bu har bir bolaning hayotida chuqur iz qoldiruvchi ta`lim turidan biri bo`lib, ta`limning bu bosqichida pedagog o`qituvchilarga katta mas`uliyat yuklatiladi. Shu bilan birga shaxsga ta`lim-tarbiya berishda poydevor ham aynan boshlang`ich sinfdavriga to`g`ri keladi. Kelajak avlodni kreativ fikrlashga o`rgatish metodikasi, ya`ni boshlang`ich sinf o`quvchilarining kreativlik qobiliyatlarini rivojlantirish metodikasi hali maxsus o`rganishni talab etmoqda.

O`quvchilar o`z-o`zidan kreativ bo`lib qolmaydi. Uning kreativ qobiliyati ma`lum vaqt ichida izchil o`qib-o`rganish, o`z ustida ishlash orqali shakllantiriladi va asta-sekin takomillashib, rivojlanib boradi.

¹⁸ O`zbekiston Respublikasi xalq ta`limi tizimini 2030 yilgacha rivojlantirish kontseptsiyasini tasdiqlash to`g`risidagi prezident Farmoni. 29.04.2019.

Boshlang'ich ta'limda ona tili fanining bosh maqsadi – og'zaki va yozma nutq ko'nikmasini, to'g'ri va ifodali fikrlash malakasini tarkib toptirishdan iborat. Ona tili darslarida o'quvchilarda ijodiylik, mustaqil fikrlash, ijodiy fikr mahsulini nutq sharoitiga mos ravishda yozma usullarda to'g'ri, ravon ifodalash ko'nikmalarini shakllantirish va rivojlantirish alohida kasb etadi. Chunki bu kreativlikning asosiy mezonidir.

O'quvchilarda kreativlikni rivojlantirishda quyidagilarga e'tibor qaratish zarur:

1) ular tomonidan ko'p savollar berilishini rag'batlantirish va bu odatni qo'llab-quvvatlash;

2) bolalarning mustaqilligini rag'batlantirish va ularda javobgarlikni kuchaytirish;

3) bolalar tomonidan mustaqil faoliyatni tashkil etilishi uchun imkoniyat yaratish;

4) bolalarning qiziqishlariga e'tibor qaratish.

Quyidagi omillar shaxsda kreativlikni rivojlantirishga to'sqinlik qiladi:

1) o'zini tavakkaldan olib qochish;

2) fikrlash va xatti-harakatlarda qo'polikka yo'l qo'yish;

3) shaxs fantaziyasi va tasavvurining yuqori baholanmasligi;

4) boshqalarga tobe bo'lish;

5) har qanday holatda ham faqat yutuqni o'ylash.

Xulosa qilib aytganda, kreativ fikrlaydigan kelajak avlodni tarbiyash har bir fanning va pedagogning ulkan maqsadi bo'lishi kerak. Chunki bu kelajak uchun ilk odim hisoblanadi. Innovatsion pedagogikaning vujudga kelishi, uning ilmiy va ijtimoiy jihatlari, pedagogik innovatsiya mundarijasi vayo'nalishining asosiy negizi, mohiyatlari, o'qish faoliyatining innovatsion tuzilishi, maktab o'quvchilari tarbiyasi, o'qitishning muqobil

vositalari, o'quv yurti turlarining farqi, innovatsion maktablarda tadqiqotlar natijalari ta'riflanadi, pedagogikada innovatsiya va kreativ tushunchalarini texnologiyani ishlab chiqish biz pedagoglarning oldimizga qo'yilgan eng dolzarb muammolardan biridir. Bola o'zining birinchi o'qituvchisiga ishonadi, o'zining butun muhabbatini unga bag'ishlab, undan ham shuni kutadi. Shunday ekan, tarbiyada hamma narsa tarbiyachining shaxsiga asoslangan bo'ladi. Shuningdek, o'quvchilarning kreativ qobiliyatlari rag'batlantirilsa va samimiy muhit yaratilsagina, kreativ fikrlashni odatga aylantira oladilar. Xato qilishdan, muvaffaqiyatsiliklardan cho'chish, haddan tashqari baholarga e'tibor qaratish, tanqidga uchrashdan qo'rqish hissi mavjud o'quvchilarda kreativlik odatga aylanmaydi.

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**MUQOBIL ENERGIYA MANBALARINI TAKOMILLASHGAN
VARIANTINI ISHLAB CHIQRISH**

Xasanov Diyorjon Ramish o'g'li

Islom Karimov nomidagi TDTU Qo'qon filiali 2-bosqich talabasi

Yo'ldashev Muhammadamin Zafarjon o'g'li

Islom Karimov nomidagi TDTU Qo'qon filiali 2-bosqich talabasi

Turg'unova Sarvinoz Muzaffarjon qizi

Islom Karimov nomidagi TDTU Qo'qon filiali 3-bosqich talabasi

Annotatsiya: Maqolada muqobil energiya manbalarida uchraydigan ba'zi kamchiliklarni bartaraf etish va ularning takomillashgan versiyalarini ishlab chiqish.

Kalit so'zlar: Quyosh energiyasi, shamol energiyasi, issiqlik datchiklar, suv nasoschalari, temperatura.

Kirish: So'ngi paytlarda Respublikamizda aholi ijtimoiy va iqtisodiy rivojlantirish aholi turmush sharoitini yaxshilashga xalq ehtiyojlarini qondirishda, aholiga arzon va ekologik toza energiya ishlab chiqarishga va yetkazishga katta e'tibor berilmoqda. Bugungi kunda shahar va qishloqlardagi yo'llarni yoritish tizimisiz tasavvur qila olmaymiz. Urbanizatsiya rivojlanayotgan bir paytda eng avvalo elektr energiyasiga bo'lgan talab juda o'sib bormoqda.

Muqobil energiya manbalarining samaradorligi, ijtimoiy manfaatlar, shuningdek, iqtisodiy jihatdan raqobatdoshligi bilan zarur bo'lgan barcha amaliy maqsadlar uchun quyosh yoki shamolni o'z ichiga olgan energiyalardan foydalaniladi. Tarixga nazar tashlaydigan bo'lsak quyosh va shamol energiyadan unumli foydalanish maqsadida 1954-yilda YUNESKO Hindiston hamkorligida Dehli shahrida xalqaro sempoizem o'tkazildi. 1973-yil Negeryada, 1973-yil

Parijda “Quyosh inson uchun xizmatda” mavzusida xalqaro kongress o‘tkazildi. Bu sempoizemlarning barchasi muqobil energiya olishning boshlanishi bo‘ldi. O‘zbekiston Respublikasi Prezidentining “Muqobil energiya manbalarini yanada rivojlantirish”ga doir chora tadbirlar to‘g‘risidagi 01.03.2013 yil PQ-4512-sonli farmoni va “Xalqaro quyosh energiyasi institutini tashkil qilish to‘g‘risida”gi 01.03.2013 yil PQ-1929-sonli qarorini bajarish doirasida, “Fizika quyosh” ilmiy ishlab chiqarish birlashmasi bazasida quyosh energiyasi instituti tashkil qilindi. Bu O‘zbekistonda muqobil energiyani rivojlantirishga katta yo‘l ochib berdi.

Muammolar: Butun jahonda hozirgi kunda an‘ana usulda elektr tokini olishga bo‘lgan talab juda ko‘payib bormoqda. Lekin, ular atrof muhitga juda katta miqdorda karbanatangedrid (C_2O), is gazilarini (CO) chiqarmoqda. Bular o‘simliklar va hayvonot olamiga juda katta ta‘sir ko‘rsatmoqda. Energiya samardorligi va barqarorligi jihatdan AES, IES, GES lar nisbatan kam bo‘lsada muqobil energiya manbalari bugungi kunda dolzarb mavzulardan biri bo‘lmoqda. Hozirgi kunda shahar va qishloq joylarida elektr energiyasiga bo‘lgan talab juda ortib bormoqda. Bu esa elektr ta‘minotida ma‘lum bir miqdorda yetkazishda muammolar keltirmoqda. Bu esa iqtisodiy rivojlanishga katta ta‘sir ko‘rsatmoqda. Mamlakatimizdagi xususiy biznes va tadbirkorlarning rivojlanishiga ta‘sirini ko‘rsatmoqda.

Yechim: Bizning ushbu qurilmamiz yoz kunlarida qo‘yosh panellarini qizishini oldini oluvchi va qo‘yosh panellarini sovutuvchi va chang holatlari kuzatilganda ushbu chang holatlarni oldini oluvchi qurulma. Bu esa inson kuchi bilan olinuvchi energiya o‘rnini bosadi. Ushbu qurulmani biz quyosh panallarini sovitishga qo‘llashimiz mumkin.



1-Rasm: Qo'yosh paneling isish temperaturasi belgilovchi termo datchik.



2-Rasm: Qo'yosh panelining o'rnatish jarayoni.

Natija: Bizning yuqoridagi ushbu qurilmamiz avvalgi quyosh panellaridan afzallik qismi shundaki unga qo'yilgan sovitish datchiklari temperatura ma'lum bir haroratga yetganda unga o'rnatilgan sovutish bakiga qo'yilgan nasosni ishga tushuradi va ma'lum temperaturaga yetkuncha sovutadi va shu temperatura ushlab turiladi. Buning natijasi yoz kunlarida temperatura ko'tarilib ketganda qo'yosh panellaridan chiquvchi elektr energiyasini nominal holatdan tushub ketmaslikga yordam beradi.

Xulosa: Muqobil energiya yig'ish shuni ko'rsatadiki hozirgi kunda zavod fabrika korxonalar uchun ko'p elektr energiyani ishlatishga yo'l ochiladi. Bu esa mamlakatimiz iqtisodiyotini rivojlantirishga katta yo'l ochadi. Ushbu

qurulmamiz ko'p qo'yosh panellari joylashgan Elektr energiya stansiyalarida, Oliy va o'rta maxsus ta'lim vazirlik binolarida joylashgan energiya stansiyasida foydalanishimiz mumkin. Biz bu orqali atrof muhitni ekalogik tozaligi va iqtisodiy faoliyati bilan ajralib turadi.

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**ASFALTNING KENG QO‘LLANILISHI UNING AJOYIB
GIDROIZOLYATSIYA VA BOG‘LOVCHI XUSUSIYATLARI**

*V.U. Otakuziyeva, PhD., katta o‘qituvchi S.M. Turgunova
Islom Karimov nomidagi Toshkent davlat texnika universiteti*

Qo‘qon filiali 2-bosqich talabasi

Annotatsiya: Maqolada asfaltbeton qoplamali avtomobil yo‘llaridagi mavjud muammolar hamda ekologik muxitni yaxshilashga e‘tibor qaratilgan.

Kalit so‘zlar: Asfaltbeton qoplamasi, bitum, iqtisodiy samaradorlik, polimer va polietilen moddalardan iborat plastik chiqindilar. Qurilayotgan avtomobil yo‘llari aholi manzilgohlaridan o‘tganda mahalliy transport vositalarining harakatlanishini to‘liq yoki qisman cheklash bo‘yicha chora-tadbirlar ko‘rish talab qilinadi. Buning uchun aylanma yo‘llar qurish, vaqtinchalik ko‘priklar solish, turli xil ko‘rinishdagi muhofaza to‘siqlari o‘rnatish zarur bo‘ladi. Odatda, piyodalar harakatlanishini cheklash birmuncha qiyinchiliklarni yuzaga keltirishligi tufayli, ularning bexatar harakatlanishini ta‘minlash uchun qurilishni mumkin. Ko‘rilayotgan barcha chora-tadbirlar shunday tashkil etilishi kerakki, bunda istalgan paytda avtomobil yo‘li bo‘yidagi turli binolarga o‘t o‘chirish va maxsus avtomobillarning kelish imkoniyati ta‘minlangan bo‘lishi shart. Avtomobil yo‘llarida asfaltlar tarkibi juda murakkab va yaxshi materiallaridan iborat bo‘lib, tarkibida 150 tagacha uglerod atomiga ega to‘yingan va to‘yinmagan alifatik va aromatik birikmalar mavjud. Bu neftni qayta ishlash zavodida fraksiyonel distillashdan keyin qolgan oxirgi moddalardan biri bo‘lib, xona haroratida qora yarim qattiq yoki suyuq holatda mavjud. Asfaltdan tashqari, uni kimyoda yoki kundalik hayotda ba‘zan bitumdeb ham atashadi. Juda yopishqoq va qattiq yarim qattiq yarim suyuq qatronlardir. Asfalt - bu qatlamning bir turi bo‘lib, ko‘mir yoki ko‘mir kabi boshqa usullar bilan tayyorlangan qatlamlar mavjud. Suyuqlikka yaqin bo‘lsa

yoki yopishqoqlikni ta'kidlamaydi. Yog'och smolasi karbonlangan yog'ochdan, ko'mir smolasi karbonlangan ko'mirdan, asfalt esa neftdan tayyorlanadi. Ya'ni, qatron va smola bir xil so'z, asfalt va bitum bir xil so'zlar, xususan, neftdan olinadigan qatron (smola) asfalt (bitum) deb ataladi. Yoqilg'i sifatida foydalanish qiyin va olov yoqilganda, to'liq bo'lmagan yonish kuchli va zaharli gaz tez-tez hosil bo'ladi, shuning uchun uni ishlatish cheklangan, masalan, asosan yo'l qoplamasi sifatida ishlatiladi. . Hozirgi vaqtda asfaltning asosiy qismi neft zavodlarida ishlab chiqariladi, ammo asfalt tabiiy sharoitda ham ishlab chiqariladi. Neft yer yuzasiga chiqib, ko'lmak hosil qilganda, uchuvchi moddalarasta-sekin uchib ketadi va faqat qattiq tarkib, ya'ni "bitum" tabiiy asfalt bo'lib qoladi. Qadimda u faqat Suriya va Yaqin Sharqdagi O'lik dengiz kabi cheklangan hududlarda ishlab chiqarilgan va u kemalar uchun suv o'tkazmaydigan material sifatida yoki qurol ishlab chiqarishda yopishtiruvchi sifatida ishlatilgani uchun juda qimmatli savdo buyumi edi. Yo'l qoplamasi va tomning gidroizolyatsiya materiallarida keng qo'llaniladi.

Aniqroq qilib aytadigan bo'lsak, yo'l qoplamasi uchun asosiy material sifatida qum va shag'al kabi agregatlar asfalt bilan aralashtirilgan asfaltbeton ishlatiladi. Asfalt yotqizish - bu ancha murakkab va ko'p vaqt talab qiladigan jarayon, lekin ayni paytda asfaltlashning samarali usuli. Bajarilgan ishlar qatoriga quyidagilar kiradi: qazish, poydevor qo'yish, asfalt yotqizish, obodonlashtirish. Professional darajada bajarilgan ishlar nafaqat ishonchli va barqaror yo'l qoplamasini yaratishga, balki uning uzoq muddatli xizmat qilish muddatini ham ta'minlashga imkon beradi. Barcha moddalar optimal miqdorda tanlanadi va qizdirilgan holatda aralashtiriladi. Aralashmalarning bir qismi bo'lgan shag'al, GOST 8267 va GOST 3344 talablariga muvofiq bo'lishi kerak, hamda u standartlarga muvofiq ishlab chiqarilgan shag'al yoki shag'aldan foydalanishga ruxsat beriladi, ularning sifati belgilangan gost standartlariga mos kelishi kerak. Asfalt-betonni qo'llash doirasi keng: yo'llar, maydonlar, piyodalar yo'laklari, to'xtash joylari, velosipedchilar uchun parklar, aerodromlar, sanoat

binolarida pol qoplamalari va boshqa ko‘plab sohalarni qurish. Bugungi kunda asfalt-beton aralashmalari mineral tarkibiga qarab quyidagilarga bo‘linadi.

- qumli;
- ezilgan tosh;
- Shag‘al.

Har bir turdagi strukturaning o‘ziga xos xususiyatlari bor, ular tanlangan materialdan foydalanish samaradorligini belgilaydi. Shuningdek, asfalt-beton aralashmalari mineral donalarning o‘lchamiga qarab tasniflanadi:

- Yupqa donali - 2 sm dan kam;
- Dag‘al donali - 4 sm gacha.
- Qumli - 1 sm gacha.

Aralashmadagi qattiq plomba miqdori asfalt-beton qaysi guruhga tegishli ekanligiga bog‘liq.

Bugungi kunga kelib, yo‘lni qurish uchun ikkita texnologiya qo‘llaniladi:

1. issiq asfalt yotqizish;
2. sovuq asfalt.

Ularning har biri o‘zining ijobiy va salbiy tomonlariga ega: Issiq asfalt. Aralash yopishqoq va suyuq neft bitumidan tayyorlanadi. Yotish qishda amalga oshirilishi mumkin. Aralashmaning harorati 120 darajadan kam bo‘lmasligi kerak. Asfalt yotqizishdan oldin asfalt-beton aralashmasi qo‘yiladigan yo‘lning bir qismi maxsus jihozlar yordamida quritiladi. Sovuq qoplama. Aralash suyuq neft yo‘l bitumidan tayyorlanadi. O‘rnatish ishlari faqat issiq mavsumda amalga oshiriladi, chunki bu texnologiya suvni quritmaydi. Sovuq asfaltlash ko‘pincha yamoq uchun ishlatiladi. Professional yulka ishlari katta moliyaviy investitsiyalar talab qiladi. Axir, buning uchun maxsus jihozlar va tajribali malakali mutaxassislarni jalb qilish kerak. Ularning tarkibi neft manbasiga qarab

o'zgaradi. Asfalt polimer tipidagi tarmoqqa ega bo'lib, u o'ziga xosdir. Lekin asfalt polimer bo'lmada, bu termoplastik materialdir. U qizdirilganda yumshaydi va soviganida qattiqlashadi. Muayyan harorat oralig'ida asfalt ham viskoelastikdir, ya'ni u yopishqoq oqim va elastik deformatsiyaning mexanik xususiyatlarini namoyon qiladi. Asfalt millionlab yillar davomida xom neftda mavjud bo'lsada, yo'llarni asfaltlash uchun ishlatilganda u abadiy qolmaydi. Harakat ko'p bo'lgan yo'llarda yoriqlarga ko'p duch kelamiz. Asfaltlarning ishlashini turli xil modifikatsiyalash usullari yordamida yaxshilash mumkin. Misol uchun, issiq suyuq asfalt orqali havo puflash ko'proq uchuvchi birikmalarni olib tashlaydi va yuqori yopishqoqlikka ega mahsulotga olib keladi. Ishlatilgan shinalar va boshqa polimerlardan maydalangan kauchuk shaklida polibutadien kabi modifikatorlarni qo'shish ham asfaltlarni qattiqlashtiradi. Kimyoviy jihatdan ular yuqori molekulyar og'irlikdagi yuqori kondensatsiyalangan aromatik birikmalardan iborat. Chiqib ketish qattiqligi moduli, elastiklik moduli va bosim kuchi har ikkala qarish davri uchun o'sish va natijalar bu aralashmalarining qarshilik ko'rsatishini ko'rsatadi og'ir yuklar va shuning uchun qattiq bo'lgan harbiy aerodrom qoplamalarida foydalanish mumkin asfalt aralashmasi va past asfalt miqdori talab qilinadi. Asfalt-beton aralashmalariga piroliz polipropilen qo'shilishi yaxshilanadi doimiy deformatsiyaga, charchoqqa, yorilish va qarishga qarshilik yuqori unumdorlik va chidamlilikka ega va qaysi biri ko'proq bo'lgan egiluvchan qoplama tejamkor 3% piroliz polipropilen bilan olinishi mumkin. Materiallar xarakteristikasining bir xil emasligi va asfalt-beton aralashmasining stokastik xususiyati tufayli ishlab chiqarish, shuningdek, uni yotqizish texnologik o'zgarishlari jarayonning ishlash parametrlari, tarkibi, tuzilishi va turli yo'llarda yotqizilgan asfalt-beton qoplamaning mustahkamligi yulka dolari sezilarli darajada va biroz farq qiladi. Yo'l qoplamasining mustahkamligining yuqori bir xilligi uning tez yomonlashishi tufayli uning yetarli darajada ishonchli emasligini aniqlaydi. Eng zaif bo'limlar; yorilish, qobiqqa tushish yulka chetlari, chuqurchalar, sirpanish, ko'chki va boshqa nuqsonlar yo'lning ekspluatatsiya xususiyatlarini

yomonlashtiradi. Agar bu nuqsonlar bartaraf etilmasa, ular shunga qarab orta boradi. Amaldagi yo‘l asfalt-beton qoplamasini saqlashda ko‘p hollarda uning natijalari buzilish, lekin nuqsonlarning sabablari bartaraf etilmaydi. Asfaltni konsentratsiyasi qattiqroq bitumlarda yuqori nisbatda o‘zgaradi. Asfalt kompozitsiyasi agregatni, biriktiruvchi qoplamaning va biriktiruvchiga kiritilgan aks ettiruvchi zarralarni o‘z ichiga oladi. Turli xil variantlarda bog‘lovchi bir yoki bir nechta shaffof bitum, polimer bilan o‘zgartirilgan bitumdan iborat bo‘lishi mumkin. Asfalt yo‘llarining bog‘lovchi xususiyati polimer bilan aralashtirilgan bitum yuqori yumshatilish nuqtasini ko‘rsatadi pastroq kirish qiymati va yaxshi egiluvchanlik polimer bilan qoplangan bitum bilan aralashtirilgan yuqori bardoshli barqarorlik qiymatini beradi. Asfalt-beton chaqirg‘ich tosh, qum, mineral kukunlar va bitum aralashmasidan iborat qurilish materialidir. Aralashtirishdan oldin ular 100–160° temperaturagacha qizdiriladi. 120° dan past bo‘lmagan temperaturada yotqiziladigan va zichlanadigan bitumli qaynoq asfalt, 40–80° temperaturada zichlanadi. Avtomobil yo‘llariga, sanoat binolari pollariga, tomlarga to‘shash va boshqalar uchun ishlatiladi. Asfaltni tarkibi neft manbasiga qarab o‘zgaradi. Ko‘pgina birikmalar kislorod, azot, oltingugurt va boshqa geteroatomlarni o‘z ichiga oladi. Asfalt odatda og‘irligi bo‘yicha taxminan 80% uglerodni o‘z ichiga oladi; taxminan 10% vodorod; 6% gacha oltingugurt; oz miqdorda kislorod va azot; va temir, nikel va vanadiy kabi metallarning oz miqdorini o‘z ichiga oladi. Asfalt tarkibidagi materiallar nafaqat asfaltlash va yo‘l qurilishida, balki tom yopish, qoplamalar, yopishtiruvchi moddalar va akkumulyatorlar ishlab chiqarishda ham qo‘llaniladi. Asfaltning keng qo‘llanilishi uning ajoyib gidroizolyatsiya va bog‘lovchi xususiyatlariga tayanadi. Yo‘llarning qattiq sirtlari, masalan, asfaltning tosh va qum agregatlarini sementlash qobiliyatiga bog‘liq. Aksariyat asfaltni yorug‘likni mukammal yutuvchidir. Shuning uchun ham ular qora rangda. Asfalt yopishqoq suyuqlikdan, shishasimon qattiqgacha o‘zgaruvchan konsistensiyaga ega bo‘lgan qora yoki neftga o‘xshash material. Asfalt vodorod va uglerod birikmalaridan iborat bo‘lib, oz miqdorda azot, oltingugurt va kislaroddir. Asfalt

polimer tipidagi tarmoqqa ega bo'lib, u o'ziga xosdir. Lekin asfalt polimer bo'lmasa-da, bu termoplastik materialdir ya'ni u qizdirilganda yumshaydi va sovigani qattiqlashadi. Biz bu g'oya orqali yo'llardagi asfaltning tez yemirilishi va ularning uzoq muddatga bardoshlilik past bo'lganligi uchun, hamda hammamizga ma'lum bo'lgan yo'llardagi chuqurliklarni oldini olish, shu bilan birga iqtisodiy jihatdan ham hamyonbop tarzda ishlab chiqarish, avtomobil sohasida ham ijobiyga ta'sirga ega bo'lgan, atrof-muhitimizga foydali ekologik jihatdan ham foydali bo'lgan yangiturdagi innovatsion asfalt yaratishni oldimizga maqsad qilib oldik.

Mazkur asfaltning boshqa analoglardan farqi shundan iborat:

1. Eng birinchi navbatda mahalliy mahsulotlardan ishlab chiqariladi;
2. Hozirgi kundagi dolzarb muammolardan biri bo'lgan ekologiyani asrashga ko'maklashadi. Ekologiyaga salbiy ta'siri mavjud emas;
3. Iqtisodiy jihatdan ham qulay hamda arzonidir;
4. Sifat jihatdan ancha mustahkam;
5. Yuqori temperaturaga chidamli;
6. Uzoq vaqtga bardoshli;

Mahsulot mahalliy chiqindi mahsulotlari ya'ni o'zining tarkibida polimer, polietilen moddalardan iborat bo'lgan chiqindilardan tayyorlanadi. Chiqindi plastmassalardan foydalansh yo'llarning ishlash muddatini oshiradi va shu bilan birga plastik chiqindilar narxi bitumnikida 10-15% kamroq bo'lganligi sababli bunday yo'llarni qurish narxi ham pasaydi. Bitumni plastik chiqindilar bilan almashtirish umumiy harajatlarni sezilarli darajada kamaytiradi.

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**BIOKIMYO ZAVOD CHIQUINDILARIDAN SPIRT – FAOL MODDALAR
OLISH USULLARINI TADQIQI**

Abduganiyeva Moxiraxon Alijon qizi (talaba)

*Islom Karimov nomidagi Toshkent davlat texnika universiteti Qo‘qon filiali,
Qo‘qon shahar, O‘zbekiston,*

Kalit so‘zlar: Spirt, ipak, bug‘doy, ipak.

Annotatsiya: Maqolada biokimyo zavodidan chiqindi sifatida chiqayotgan spirtlarni ushlab qolish yullarini tadqiqi Respublikamizda mavjud bo‘lgan qishloq xo‘jalik mahsuloti hom-ashyolaridan foydalanishning chiqindisiz texnologiyalarini joriy qilish, hom-ashyodan to‘la foydalanish hozirgi kunning muhim muammolaridan biri bo‘lib kelmoqda. Qishloq xo‘jalik mahsuloti pilladan hom ipak, ipakli matolar ishlab chiqarish bugungi kunda respublika iqtisodiyoti uchun katta ta'sir qiladi. Pilladan olinadigan hom ipak va ipakli matolar dunyo bozorida o‘ta xaridorgir mahsulotlar hisoblanadi. Pillani qayta ishlash jarayonini takomillashtirish hamda chiqindisiz texnologik jarayonni yaratish maqsadida biokimyo zavodi chiqindisi sovish moyi qoldiq fraksiyasidan spirt-faol moddalar sintez qilib olindi. Etil spirti xalq xo‘jaligidagi ishlatiladigan muhim kimyoviy moddalardan biri hisoblanadi. Etil spirti kraxmalga boy moddalardan biri hisoblanadi. Etil spirti kraxmalga boy mahsulotlardan olinib, uni eritivchi sifatida va turli kimyoviy birikmalar hosil qilishda dastlabki hom-ashyo sifatida ishlatiladi. Andijon biokimyo zavodida asosan bug‘doydan etil spirt ishlab chiqarishga mo‘jjallangan bo‘lib, hom-ashyo sifatida to‘rtinchi navli bug‘doydan foydalaniladi. Bug‘doy belgilangan jarayonlardan o‘tib, etil spirti ishlab chiqarishga qadar barda-qoldiq fraksiya, sivush moyi, karbonat angidrit, lyuter suyuqligi, ikkilamchi par chiqindi sifatida ajraladi. Bijg‘itish reksiya jarayoni fizik jarayon bo‘lib, unda kimyoviy reksiya ketmaydi. Bijg‘ish jarayonida hosil bo‘lgan achigan massani haydash

va spirtni hosil qilish natijasida uchuvchan suyuqliklar aralashmasidan iloji boricha spirt aralashmasi to'la ajralib olinadi. sintez qilib olingan SFM da yo'qligi hamda 1539 sm⁻¹ dagi NH bog'iga tegishli bo'lgan yutish chiziqlari intensivligi preparatning spektirida kamayganligi modda olish jarayonida gidroliz reksiyasining borganligini bildiradi. 1455-1459 sm⁻¹ chastotadagi SOO-karboksil ioniga tegishli yutish chiziqlarini intensivligi oshib ketgan. Bu esa, bardadagi aminokislotalarning di-, tri-, peptidlar bilan aralashmasi vujudga kelganligini ko'rsatadi. Neytrallangan sistemani trietanolamin bilan ta'sirlashganda to'rlamchi ammoniya tuzlari hosil bolganligini, yangi sintez qilib olingan SFM ning 1072 sm⁻¹ chastotasining yutish chizig'i intensivligi. Barda "qoldiq fraksiyasi"ning 600 sm⁻¹ chastotasidan oshganligidan bilish mumkin. Biokimyozavodi chiqindilarini sintez orqali spirt-faol moddalar tayyorlash bo'yicha quyidagi xulosalar qilish mumkin; IQ-spektroskopik analiz modda tarkibida gidroksil, karboksil guruhlari borligini aniqlab berdi. Bu esa bardadan pillalarni qayta ishlash jarayonida qo'llanuvchi spirt-faol modda olish mumkinligini ko'rsatadi. Etil spirti (sharob spirti, etanol) xalq xo'jaligining turl sohalarida keng qo'llaniladi. Texnik sohalarda texnik etil spirti ishlatiladi, olinadi (etilen tarkibidagi gazlar, yog'och va tsellyuloza ishlab chiqarish chiqindilaridan. Oziq-ovqat sanoati (konserva va vitaminlar, vinochilik, spirtli ichimliklar ishlab chiqarish) oziq-ovqat hom-ashyosi. Etil spirti - o'ziga xos hid va o'tkir ta'mga ega bo'lgan rangsiz, shaffof suyuqlik. U har qanday nisbatda suv bilan aralashadi. Oddiy bosimdagi spirtning qaynash nuqtasi 78,3 ° C, muzlash nuqtasi minus 117 ° C. Etil spirti gigroskopik, havodan, o'simlik va hayvon to'qimalaridan namlikni yutadi, bu esa ularning yo'q qilinishiga olib keladi. Kimyoviy toza etil spirti neytral; oziq - ovqat sanoati tomonidan ishlab chiqarilgan spirt, organik kislotalar borligi uchun ozgina kislotali reaksiyaga ega. Spirtli ichimliklar va uning kuchli suvli eritmaları juda alanganadi va tutunli olovda yonadi. Spirtli ichimliklar bug'lari odamlar uchun zararli, ularning havodagi ruxsat etilgan maksimal kontsentratsiyasi 1 mg/l ni tashkil qiladi. Spirtli ichimliklar portlovchi moddadir.

Foydalanilgan adabiyotlar:

1. Z.Kodirov, A.Yuldashev. Ipak sifatini kompleks baholash yordamida, sifatini yaxshilash tizimini takomillashtirish.
2. A.Yu.Raximov, Sh.Mamadaliyeva. Pilla hosili va sifatiga ta'sir kiluvchi faktorlar.
3. A.A.Raximov, Sh.A.Sulaymonov ,A.Mamatov.Ipak kurti tuximini jonlantirish jarayonlarini pilla sifatiga va mikdoriga ta'sir

**O'ZBEKISTONDA MILLATLARARO TOTUVLIK VA
BAG'RIKENGLIKNI MILLIY QADRIYAT EKANLIGI**

Andijon Davlat Pedagogika Instituti magistranti

Rafikova Dildora Nasrullayevna

Annotatsiya : Ushbu maqolada milliy g'oya, O'zbekistonda millatlararo totuvlik va bag'rikenglikni milliy qadriyat ekanligi to'g'risida ma'lumotlar keltirilgan.

Kalit so'zlar: milliy istiqlol g'oyasi, dinlararo bag'rikenglik, millatlararo do'stlik va totuvlik, MDH, millat, elat.

Milliy g'oya millatlararo totuvlik va milliy, diniy bag'rikenglik g'oyalari bilan o'zaro mushtarak. Shu nuqtai nazardan aytish mumkinki, milliy g'oya bu faqat birgina millatning emas, balki jamiyat taraqqiyotiga, ravnaqiga umumiy maqsad yo'lida baholi qudrat hissa qo'shayotgan mamlakat fuqarolarining millati, irqi, diniy e'tiqodidan qat'iy nazar barchaning maqsad va manfaatlarini ifoda etadi.

Milliy g'oya — barcha sohalarda mavjud millatlar manfaatlarini o'zida ifoda etgan holda orzu qilingan kelajak jamiyatning asosini yaratish, mustahkamlash va rivojlantirish uchun bo'lgan umummaqsad yo'nalishidagi harakatlar majmuini milliy va diniy bag'rikenglikni uyg'otuvchi fikrlar, qarashlarni, g'oyalarni ham o'zida ifoda etadi. Bugungi kunda mamlakatimizda 130 dan ziyod millat va elat vakillari yashaydi. Bu jamiyatimizdagi milliy o'ziga xoslikni ifodalaydi. Millatlararo totuvlik g'oyasi — umumbashariy qadriyat bo'lib, turli xalqlar birgalikda istiqomat qiladigan mintaq va davlatlar milliy taraqqiyotida muhim omildir. Bu g'oya — bir jamiyatda yashab, yagona maqsad yo'lida mehnat qilayotgan turli millat va elatlarga mansub kishilar o'rtasida

o'zaro hurmat, do'stlik va hamjihatlikni qaror toptirish va mustahkamlashning ma'naviy asosidir. Milliy g'oya — har bir millat vakilining iste'dodi va salohiyatini to'la ro'yobga chiqarish uchun sharoit yaratadi va uni Vatan ravnaqi, yurt tinchligi va xalq farovonligi kabi ezgu maqsadlar sari safarbar etadi.

Millatlararo totuvlik va hamjihatlikka rahna soluvchi illat, bu — tajavvuzkor millatchilik va shovinizmdir. Bunday zararli g'oyalar ta'siriga tushgan jamiyat beqarorlik holatiga yuz tushishi muqarrar. XX asrda Yevropa xalqlarini asoratga solgan va ayrim davlatlarning tanazzuliga sabab bo'lgan fashizm yoki milliy xususiyatlar bilan xdaoblashmagan va soxta baynalmilalchilik g'oyasiga asoslangan kommunizm g'oyasi bunga yaqqol misol bo'ladi. O'zbekiston hududida qadim-qadimdan ko'plab millat va elat vakillari bahamjihat istiqomat qilib keladi. Ular o'rtasida asrlar davomida milliy nizolar bo'lmagani xalqimizning azaliy bagrikengligini ko'rsatadi. Shu bois, bugungi kunda mamlakatimizda yashab kelayotgan millatlarni o'zaro hamjihatlik ruhida tarbiyalash maqsadi istiqolol mafkurasining asosiy maqsadlaridan biridir. U xalqimizga bo'lgan olijanoblik va insonparvarlik fazilatlariga asoslanadi. U do'stona munosabatlar ustun bo'lgan sharoitda ijtimoiy taraqqiyotning omili sifatida maydonga chiqadi. Respublika Prezidenti I.A. Karimov bu haqda shunday yozadi: "Jahon tajribasidan millatlar yoki etnik guruhlar o'rtasidagi o'zaro munosabatlarda an'anaviy uyjunlik vujudga kelgan mamlakatlarda ko'p elatlilik omili davlatlarning siyosiy iqtisodiy rivojlanishiga samarali, rag'batlantiruvchi ta'sir etishini ko'rsatuvchi misollarni ko'plab keltirish mumkin. Bu mamlakatlarda etnik guruhlar va irqalar o'rtasida ma'lum muammolar mavjud. Shunga qaramay, ko'p elatlilik omili ularning ijtimoiy iqtisodiy taraqqiyoti yo'lidagi to'g'anoqqa aylanib qolmagan, aksincha, taraqqiyotning jadallashuviga yordam bergan millatlarning va madaniyatlarning birbiriga ta'sir ko'rsatishi bu davlatlarda yashayotgan xalqlarning ijtimoiy-aqliy boyishi uchun yaxshi manbaga aylangan.

Respublikada istiqomat qilib turgan 130 dan ortiq millat va elatning har biri o'ziga xos madaniyatga va ko'p asrlik an'analarga ega. O'zbekiston Respublikasi o'tkazayotgan milliy siyosatning eng muhim ustuvor yo'nalishi barcha millatlarning ravnaqi uchun tinch sharoit va imkoniyat yaratish, millatlararo munosabatlarni uygunlashtirishdan iborat. Bu sohada keyingi yillardagi eng katta yutug'imiz umumiy uyimizdagi tinchlik va barqarorlik millatlararo va fuqarolararo totuvlikdir. Odamlarimiz ongida ana shu qadriyat va uning o'zgarmas ahamiyati tushunchasi kun sayin oshib borayotganligidir deyish mumkin.

Dunyoning qariyb barcha mamlakatlari ko'p millatli. Respublikamiz ham ana shunday boy, turfa madaniyatlar gullabyashnayotgan mamlakatlardan biri ekani har bir o'zbekistonlikka iftixor baxsh etadi. O'zbekistonni o'z Vatani deb bilib, uning taraqqiyoti yo'lida fidokorona mehnat qilayotgan turli millatga mansub yurtdoshlarimizdan har biri buni dildan teran his qshshoqdalar. Olib borilzyotgan oqilona milliy siyosat tufayli respublikamizda k;aror topgan tinchlik ijtimoiy totuvlik o'zaro hamkorlik tobora mustahkamlanib bormoqda. Respublika Baynalminal Madaniyat Markazi (RBMM) va milliy madaniyat markazlari (MMM)ning faoliyati bu yerda yashovchi xalqlarning milliy an'analari, urf odatlari va marosimlarini qayta tiklash, ma'naviyat va madaniyatni rivojlantirish, millatlararo munosabatlarni uygunlashtirishga qaratilgan. Turli millatlarga mansub fuqarolarimizning katta umumxalq bayramlariga tayyorgarlik ko'rish va ularni o'tkazish, mamlakat madaniy turmushidagi shonli voqyealarni nishonlashda faol ishtirok etayotganliklari samimiy sahovat va mehr oqibat muhitini yaratmoqda. Bu muhit bizga yagona oila tuygusini qaytaqayta his etish "O'zbekiston umumiy uyimiz" degan so'zlar zamiridagi chuqur ma'noni anglab olish imkonini beradi.

"Dinlararo bagrikenglik g'oyasi — xilma-xil diniy e'tiqodga ega bo'lgan kishilarning bir zamin, bir Vatanda, oliyjanob g'oya va niyatlar yo'lida hamkor va hamjihat bo'lib yashashini anglatadi"1. Din qadimqadimdan aksariyat

ma'naviy qadriyatlarni o'zida mujassam etib keladi. Milliy va diniy qadriyatlarning asrlar osha bezavol yashab kelayotgani ham ularni birbirilari bilan yaqin mushtarak maqsadlarga egaligidadir. Chunki dunyodagi dinlarning barchasi ezgulik yuyalariga asoslanadi, yaxshilik tinchlik do'stlik kabi fazilatlarga tayanadi. Odamlarni halollik va poklik mehrshafqat va barrikenglikka da'vat etadi. Hozirgi zaminda bu g'oya ezgulik yo'lida, nafaqat dindorlar, balki butun jamiyat a'zolarining hamkorligini nazarda tutadi, tinchlik va barqarorlikni mustahkamlashning muhim sharti hisoblanadi. Masalan, azalazaldan diyorimizda turli diniy ta'limotlar yonmayon yashab kelgan. Asrlar davomida yirik shaharlarimizda masjid, cherkov, xonaqohlarning mavjud bo'lishi, turli millat va dinga mansub qavmlarning o'z diniy amallarini erkin ado etib kelayotgani buning tasdig'idir.

Tariximizning eng murakkab, og'ir davrlarida ham ular o'rtasida diniy asosda mojarolar bo'lmagani xalqimizning dinlararo bag'rikenglik g'oyasiga amal qshgab yashab kelganlaridan dalolat beradi. Hozirgi kunda mamlakatimizda 15 ta konfessiyaga mansub diniy tashkilotlar faoliyat ko'rsatmoqda. Ularning o'z faoliyatini amalga oshirishi va mamlakat hayotida ishtirok etishi uchun hamma shartsharoitlar yaratilgan. Bu boradagi huquqiy asoslar O'zbekiston Respublikasining Konstitusiyasida, "Vijdon erkinligi va diniy tashkilotlar to'grisida"gi qonunda o'z ifodasini topgan. Ana shu asoslar mamlakatimizdagi barcha din vakillarining hamkor, hamjihat bo'lib, ulug va mushtarak g'oyalar yo'lida harakat qilishi uchun imkon yaratadi. Dinlarning umuminsoniy mohiyati, maqsadi bir bo'lib, ular aslida bir-birlariga zid emas. Diniy bag'rikenglikning mohiyati shundan kelib chiqadi. Jamiyat tarixidan turli dinga mansub kishilarning yonmayon yashab kelganligiga ko'plab misollar keltirish mumkin. Bizning mamlakatimiz hududida ham islom, ham nasroniylik iudaizm kabi dinlar yonmayon yashab kelgan, diniy amallar erkin ijro etib kelingan. O'sha davrlarda ham ziyolilar, olimlar birbiridan o'rganganlar, ustozshogird bo'lishgan. Ularning turli dinlarga mansubligi bunday munosabatlarga halal

bermagan. Aytish mumkinki, diniy ong rivojlanib, dinning mohiyatini chuqurroq anglash bilan diniy bag'rikenglik ham rivojlana bordi. Bu hozirgi davrda diniy bag'rikenglikni yanada kuchaytirmoqda. Hozirgi vaqtda O'zbekistondagi turli konfessiyaga mansub diniy tashkilotlar o'z faoliyatini o'zaro teng huquqlilik hamdo'stlik va hamkorlik asosida amalga oshirmoqda. Diniy bag'rikenglik turli dinlarning, turli dinlarga mansub kishilarning hamdo'stlik munosabatlarinigina nazarda tutmaydi, balki e'tiqodidan qat'iy nazar barcha kishilarning tengligi, umumiy ezgu maqsad yo'lida hamkorlikni ham qamrab oladi. Diniy qarashga ko'ra ham, madaniy, jumladan, ilmiy qarashga ko'ra ham inson eng oliy mavjudotdir. U o'ziga berilgan umri davomida yashashga, ma'naviy aqliy jihatdan takomillashib, yerdagi hayot sharoitlarini yaxshilash uchun kurashishga, ijod qilishga haqli. Ma'naviy kamolotga erishish uchun inson yashashi, yaxshi sharoitlarga ega bo'lishi kerak. Demak yerdagi hayotni saqlab qolish, rivojlantirish barcha kishilaryushg umumiy maqsadlaridir. Diniylik dunyoviylikni inkor qilmaydi, u bilan ba'zan yonmayon yashasa, ayrim vaziyatlarda o'zaro yaqinlashadi, dunyoviylikning rivojiga xizmat qiladi. Dunyoviylik ya'ni shu moddiy hayotni rivojlantirishga yo'nalganlik diniylikning ham maqsadlari bilan mos tushadi. Diniylik dunyoviylikka xizmat qilishi mumkin deganda, dunyoqarashning ezgulik yaxshilik halollik tinchlik do'stlik kabi yuksak insoniy fazilatlarni tarbiyalashni nazarda tutamiz. Haqiqatan ham diniy ta'limotlar, u dunyo hayotini tasvirlash vositasida bu dunyoda yuksak fazilatlarga ega bo'lishga undaydi. Diniy bag'rikenglikning qaror topishi, mustahkamlanishi, rivojlanishi barcha kishilarni e'tiqodidan qat'iy nazar milliy g'oya va mafkurani amalga oshirish yo'lida birlashtiradi. U mafkurani va kishilar ongi hamda qalbiga joylashishiga yordam beradi.

Xulosa qilib aytganda, yurtimiz qadimdan millatlararo totuvlik va diniy bag'rikenglik qaror topgan mamlakatdir. Mustaqillikka erishilgandan so'ng esa bu qadriyatlarimiz yanada mustahkamlandi. Bugun O'zbekiston diniy

bag'rikenglik (tolerantlik) va doshlararo murosa borasida faqat MDH davlatlariga emas, balki butun dunyoga namuna bo'lmoqda.

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OGOHI SAMARQANDIY DEVONIDAGI RUBOIYLAR TAHLILI

Abdusharipova Mahliyo Xusnuddin qizi,

Toshkent davlat o'zbek tili va adabiyoti universiteti

Ona tili va adabiyot ta'limi fakulteti 4-bosqich talabasi

Annotatsiya. Ushbu maqolada Ogoh Samarqandiyning ruboiylari tabdili va tahlili amalga oshiriladi. Ogoh Samarqandiyning so'z qo'llash mahorati, falsafiy- didaktik va ishqiy mavzudagi ruboiylari misolida tahlil qilinadi.

Kalit so'zlar: "Devoni Ogoh", ruboiy, qo'lyozma, tabdil va tahlil

Аннотация. В данной статье осуществляется перевод и анализ рубаи Огох Самарканди. Мастерство использования слов Огох Самарканди анализируется на примере его рубаи на философские, дидактические и романтические темы.

Ключевые слова: «Девони Огох», рубаи, рукопись, перевод и анализ.

Abstract. This article translates and analyzes the rubaiyat Ogokh Samarkandi. The mastery of the use of the words Ogokh Samarkandi is analyzed on the example of his rubaiyat on philosophical, didactic and romantic themes.

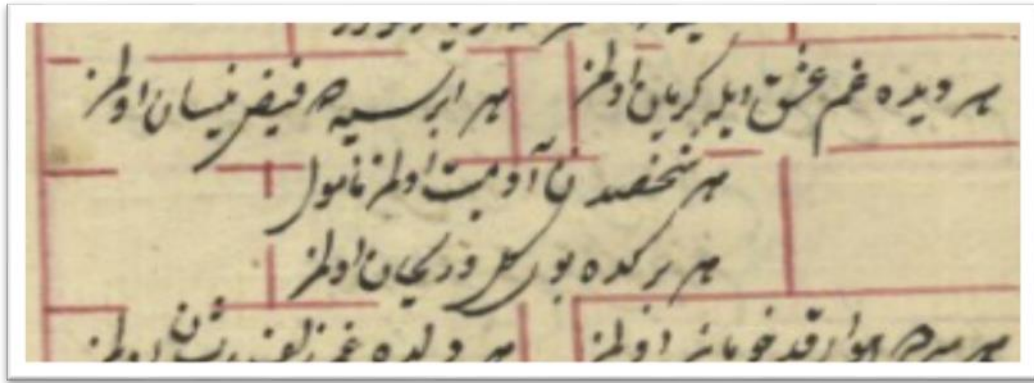
Key words: Devoni Ogokh, rubaiyat, manuscript, translation and analysis.

Insonlar o'z hayotiy falsafalarini, ichki kechinmalarini, tuyg'ularini kim bilandir o'rtoqlashish uchun har xil usullardan foydalanadilar. Rassom ko'rgan manzarasining go'zalligini, yoxud hayotidagi ma'lum voqealarni, o'z botinidagi hislarini qog'ozda ranglar bilan tasvirlaydi. Xaykaltarosh buyuk insonlarning siymolarini, ularda ko'rilgan matonat-u bardoshni, ulug'vorlikni toshlarni o'yib gavalantiradi. Shoirlar o'zlari his etgan tuyg'ularni boshqacha ifoda etadilar, ularga mo'yqalam yoxud tosh kerak emas. Qilichdan o'tkir qalami ila toshday

qalbni teshadigan jummlarni, soʻzlarni ishga soladilar. Oʻz iztirob-u dardlarini, sevgi-yu baxtlarini soʻzlar shodasiga terib, goʻzal baytlar bitadilar. Shunday qalami oʻtkir ijodkorlardan biri, shubhasiz, Ogoh Samarqandiydir. Uning devonidagi gʻazallar-u ruboiylarini oʻqir ekanman, boshqa ijodkorlarda uchramaydigan, oʻziga xos tasvir uslubidan foydalanishiga guvoh boʻldim. Ogohning hayoti haqida maʼlumotlar deyarli yoʻq. U qachon yashagan, kimlar bilan zamondosh boʻlgani aniq emas. Devon tartib bergan bir ijodkorligini, taxallusi - Ogoh, oʻzi samarqandlik boʻlganini bilamiz, xolos hozircha. Ogoh haqida maʼlumot berishi mumkin boʻlgan manba uning devonidir.

Ogoh devoni hozirgi kunda OʻzR FA Beruniy nomidagi qoʻlyozmalar institutida № 998/11 inventar raqami bilan saqlanadi. Kitob qalin koʻk karton qogʻoz bilan muqovalangan. Kitobga yashil rangdagi muqova qoplanib, toʻq qizil rangdagi tasma chiziqlar bilan bezalgan. Hoji Buloq Samarqandiyning qachon yashagani haqida hozircha maʼlumot yoʻq. Mazkur devon 1777-yili (hijriy 1191) Fayzulloh Buxoriy tomonidan nastaʼliq xatida koʻchirilgan. [1]. Ushbu 998/11 inventar raqamli qoʻlyozma bir nechta ijodkor devonlaridan tarkib topgan boʻlib, 1 - 131-betlarida Shavkat Buxoriyning devoni oʻrin olgan. Undan soʻng 3 bet qasidalar bilan toʻldirilib, 135-betdan Ogoh devoniga 3 betlik kirish bilan boshlangan. 139-betda esa, basmala bilan gʻazallari keltiriladi. 182-betida Ogoh Samarqandiyning devoni yakunlangan. [3]

Ogoh Samarqandiy devonida 274 ta gʻazal, 2 ta qitʼa, 19 ta ruboiy mavjud. Biz uning devonidan aniqlaganimiz bir nechta ruboiylarini tahlilga tortmoqchimiz. Devonda kelish tartibi boʻyicha 7- ruboiyning qoʻlyozma matni quyidagicha :



Birinchi navbatda, ruboiy eski o‘zbek yozuvida bo‘lganligi sababli uni hozirgi tilimizga o‘grib, ya’ni tabdil qilib olamiz.:

Har diyda g‘ami ishq ila giryon o‘lmaz,
Har abr siyahda fayzi nayson o‘lmaz.
Har shaxsdin odamiyat o‘lmaz nomul
Har bargda bo‘yi gul-u rayhon o‘lmaz.

Endi esa ushbu tabdil asosida ruboiyni tahlil qilamiz:

Mavzusi: falsafiy mavzuda yozilgan.

Turi: ruboiyi xosiy.

Qofiyalanishi: a-a-b-a.

Radifi: o‘lmaz.

Qofiyasi: giryon, nayson, rayhon.

Vazni:

1-misrasi: hazaji axrabi makfufi solimi abtar. [2]

2-,3-,4-misralari: hazaji axrabi maqbuzi solimi abtar.

Taqtesi: {- - v\v - - v\v - - -\} (1- misra) va {- - v\v - v -\v - - -\} (2-,3-,4-misralar).

Lug‘ati:

diyda- ko‘z[4]

g‘ami ishq- ishq qayg‘usi, ishq g‘ami

giryon- yig‘lab turgan, yig‘lovchi

abr-bulut

siyoh-qora

nayson- yomg'irli.

Nasriy bayoni:

Har diyda g'ami ishq ila giryon o'lmaz.

Ushbu ruboiyning ilk misrasida shoir har ko'z ham ishq g'ami bilan ko'zyosh to'kmaydi degan. Ya'niki, har kimning o'z g'ami bor. Atrofdagilarga o'zingcha hukm chiqarmagin. Haqiqiy oshiqlargina ishq sabab yig'lashi mumkin. Oshiqlik hammada ham topilaveradigan hislat emas. Qalbiga Haq taolo ishq solmagina, inson ishqda yonib-kuyib, o'rtanib ishq g'amini chekadi. Ishq g'ami – kundalik turmushdagi tirikchilik g'amidan ancha yuksakdir. Oshiqlarning darajasi ham oddiy insonlardan ko'ra balanddir. Ular o'tkinchi dunyo matohlari uchun g'am chekmaydilar, ishq g'ami, oxirat g'ami, ma'shuqaning vaslidan yiroqlik g'ami sabab ko'zyosh to'kadilar.

Har abr siyahda fayzi nayson o'lmaz

Keyingi misra esa oldingisini dalillash uchun keltirilgandek go'yo. Har qora bulutda ham fayz-baraka yomg'iri bo'lmaydi. Ertabahorda osmon qora bulutga to'lib yomg'ir yog'sa, yerlarni namlab, ekin ekish uchun tuproqni yumshatadi. Barakali hosil uchun zamin yaratadi. Ammo shu qora bulutdan yog'gan yomg'ir sel bo'lib, ekin tugul odamlarning uy-joyini ham oqizib ketishi mumkin. Har bir narsada chuqur mulohaza yuritish kerak, shoshma-shosharlik bilan xulosa qilmagin, degan falsafiy qarashlar ushbu misrada o'z ifodasini topgan.

Har shaxsdin odamiyat o'lmaz nomul

Nomul(balki nom ul) odamiyat- odamiylik nomiga har shaxs ham loyiq emas. Ushbu misraning mazmuni Navoiyning quyidagi satrlarini esga soladi:

Odami ersang, demagil odami

Onikim, yo'q xalq g'amidin g'ami.

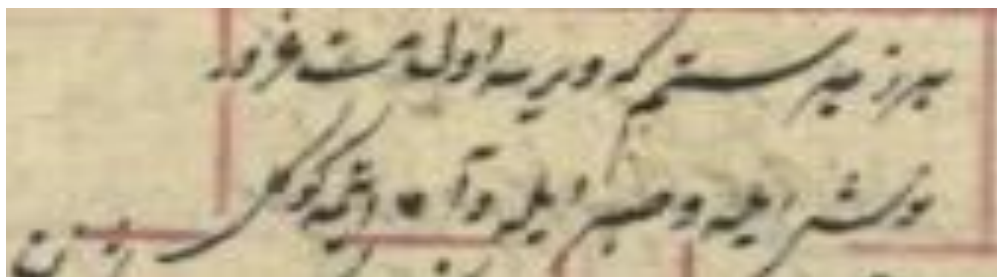
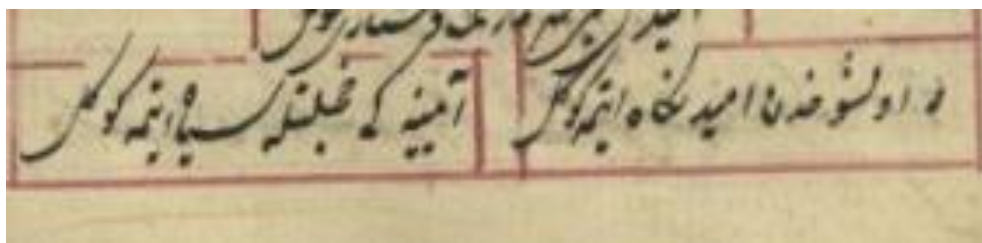
Hamma ham shaxs bo'lar, lekin odamiylik sifatiga, odam bo'lish sharafiga, odamiyat nomiga loyiq bo'lish hammaning ham qo'lidan kelmaydi. Kimki komillik sari intilib, o'zini isloh qilsa, yaxshilik,

oliyjanoblik, saxiylik, mehribonlik, xalqparvarlik kabi insoniy fazilatlarini rivojlantirsagina odamiylik nomiga sazovor bo'ladi.

Har bargda bo'yi gul-u rayhon o'lmaz

Ruboiyning so'nggi misrasi, ya'ni xulosasi shuki, har bargda gul-u rayhonning hidi bo'lmaydi. Turli o'simliklar yoki daraxtlarning bargida turlicha hid bo'ladi. Ba'zi barglar hidsiz bo'lsa, ba'zilari badbo'y ham bo'lishi mumkin. Qo'lingizdagi barg gulning yoki rayhonning bargi bo'lsagina, undan xushbo'y gulni, rayhonni hidi taraladi, xolos.

Devondagi yana bir ruboiyni ham yuqoridagidek tahlilga tortamiz. Tartibi bo'yicha 10-ruboiyning qo'lyozma matni:



Ruboiyni arab alifbosiga asoslangan eski yozuvdan hozirda biz foydalanadigan lotin alifbosiga asoslangan yozuvimizga o'giramiz:

Ul sho'xdin umidi nigoh etma ko'ngil

Oynaki xijolatla siyoh etma ko'ngil.

Har zahm, sitamki versa, ul mast g'urur

No'sh ayla-u, sabr ayla-u, oh etma ko'ngil

Endi esa qilgan tabdilimiz asosida ruboiyni tahlil qilamiz:

Mavzusi: ishqiy

Turi: xosa ruboiy

Qofiyalanishi: a-a-b-a

Radifi: etma ko'ngil

Qofiyasi: nigoh, siyoh, oh

Vazni: 1-2-4-misralari hazaji axrabi makfufi ajabb

3-misra hazaji axrabi maqbuzi makfufi ajabb

Taqte'si: { - - v\v - - v\v - - v\v - } (1-,2-,4- misralar) va { - - v\v - v -\v - - v\v - } (3-misra).

Lug'ati:

No'sh- bahra [5]

Siyoh-qora

Nigoh- qarash, nazar

Zahm- jarohat, ozor, zahmat

Nasriy bayoni:

Shoir ko'ngliga aytyaptiki, u sho'x yorning nigohidan umidvor bo'lma, oynani ham xijolat bilan qora etma, u g'ururidan mast bo'lgan yor qancha jarohat, ozor, sitamlar bersa ham sabr qil ammo oh urma. Bu o'rinda sevgan yigit o'z yorining barcha bergan jabr-u sitamlariga sabr qilishini aytyapti.

Dastlabki – ilk xulosalarimizni bayon qilsak:

1. Ogoh Samarqandiy – an'anaviy mumtoz she'riyat yo'lida ijod qilgan.
2. Uning devoni borligi omili – uning yetuk shoirlardan bo'lgan degan fikrga olib keladi.
3. Ilk tahlildan ma'lum bo'layaptiki, shoir an'anaviy o'xshatishlardan foydalansa ham, mazmun originalligiga (o'ziga xosligiga) erisha olgan.
4. Ogoh Samarqandiy devonini tadqiq etish – mumtoz adabiyotimiz xazinasiga muayyan hissa bo'ladi deb o'ylaymiz.

Muallifi noma'lum turkiy devonlar garchi hali ancha adadda bo'lsa ham[3], Ogoh Samarqandiy devoni nazarimizda adabiyotimizda yangi sahifa bo'lib qoladi deb hisoblashga asoslar bor.

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**ВИКТОРИНА – ҲУҚУҚБУЗАРЛИКЛАР ПРОФИЛАКТИКАСИГА
ОИД КАСБИЙ БИЛИМ ВА КЎНИКМАЛАРНИ МУСТАҚИЛ
ШАКЛЛАНТИРИШНИНГ САМАРАЛИ ИНТЕРФАОЛ УСУЛИ**

*Исамиддин Исмаилов**

*Иван Константинович Колмаков***

** ИИВ Академияси Ички ишлар органларининг маъмурий фаолияти кафедраси бошлиғи, полковник, юридик фанлар доктори, профессор*

*** ИИВ Академияси Ички ишлар органларининг маъмурий фаолияти кафедраси ўқитувчиси, Иван Константинович Колмаков*

Аннотация. Мақолада таълим жараёнида “викторина” ақлий(интеллектуал) мусобақасини қўллаш ўқувчи (курсант-тингловчи)ларнинг мустақил билим олишини таъминловчи энг афзал ва самарали интерфаол усуллардан бири эканлиги ҳақидаги фикр-мулоҳозаларни муаллиф ўз тажрибасиган таянган ҳолда баён қилинган.

Аннотация. В статье изложено мнение автора о том, что использование интеллектуального конкурса “Викторина” в образовательном процессе является одним из наиболее предпочтительных и эффективных интерактивных методов, обеспечивающих самостоятельное получение знаний учащимися (курсантами-слушателями).

Annotation. The article presents the author's opinion that the use of the intellectual contest "Quiz" in the educational process is one of the most preferred and effective interactive methods that ensure the independent acquisition of knowledge by students (cadets-listeners).

* ИИВ Академияси Ички ишлар органларининг маъмурий фаолияти кафедраси бошлиғи, полковник, юридик фанлар доктори, профессор

** ИИВ Академияси Ички ишлар органларининг маъмурий фаолияти кафедраси ўқитувчиси, Иван Константинович Колмаков

Таянч тушунчалар: таълим; интерфаол; викторина; усул; ақлий хужм; мусобақа; мунозара; ролли ўйин; норматив-ҳуқуқий ҳужжат; мустақил ўзлаштириш.

Қонунда ахборот-коммуникация технологияларидан, ўқитиш ва тарбиянинг илғор ҳамда инновацион шакллари ва усулларидан фойдаланиши педагог ходимларнинг мажбурияти эканлигининг, шунингдек ҳуқуқни муҳофаза қилиш фаолияти соҳасида кадрлар тайёрлашнинг таълим олишнинг алоҳида шакли сифатида белгиланганлиги[1] Ички ишлар вазирлиги тизимидаги таълим муассасаларида жамият ва ҳуқуқни қўллаш амалиёти эҳтиёжларидан келиб чиққан ҳолда таълим-тарбия жараёнини ташкил этишни тақозо этмоқда.

Шуни алоҳида қайд этиш жоизки, ўқитишнинг замонавий шакл ва усуллари, энг янги педагогик ва ахборот-коммуникацион технологияларни, шу жумладан ситуацион машғулотларни, масофадан ўқитиш тизимини кенг жорий этиш, таълим олувчилар ва ўқитувчиларни глобал ахборот-ҳуқуқий ва таълим ресурсларидан фойдаланиш имкониятларини таъминлаш, шунингдек идоравий таълим муассасаларида ўқитиш йўналишлари ва мутахассисликларини амалиёт эҳтиёжини ҳамда ички ишлар органларининг ҳуқуқбузарликлар профилактикаси ва жинойтчиликка қарши курашиш борасидаги фаолиятини такомиллаштириш истиқболларини инобатга олган ҳолда тизимли равишда мақбуллаштириш[2], ўқув жараёнини энг замонавий педагогик ва ахборот технологиялари асосида ташкил қилиш[3] кадрларни тайёрлаш, қайта тайёрлаш ва малакасини ошириш тизимини ривожлантиришнинг устувор йўналишлари сифатида белгиланди.

Викторина – турли хил соҳаларга оид билимлар бўйича оғзаки, ёзма ёки электрон шаклда берилган савол ёхуд топшириқларга жавоблар беришдан иборат ақлий(интеллектуал) ўйин. Викториналар асосан бир биридан, *биринчидан*, билимлар соҳаси ва мавзуси, *иккинчидан*, уларни

ўтказиш тартиб ва қоидалари, *учинчидан*, ўтказиш усуллари ва шакллари, *тўртинчидан*, унинг иштирокчилари миқдори билан фарқланади [4].

Бугунги кунда таълим олувчилар учун ахборотлар, шу жумладан касбий билим олиш учун манбалар жуда ҳам кўп ва ранг-баранг бўлиб, уларнинг энг кераклисини ажратиб олиш ҳамда уларни ўзлаштиришни ташкил этиш таълим берувчилардан тинимсиз ақлий меҳнатни, шунингдек ўқувчи-курсант(тингловчи)ни қизиқтирадиган, айниқса зарур билимни мустақил излаб топиш ҳамда ўзлаштиришга ундайдиган, хохиш-истак(мотивация) ўйғотадиган интерфаол усулларни танлаш ва қўллашни талаб қилади.

Интерфаол таълим олиш, хусусан викторина мусобақаси “ўқитувчи – ўқувчи-курсант(тингловчи)” ва “ўқувчи - ўқувчи” “курсант - курсант” ёки “тингловчи - тингловчи” ўртасида ўзаро ҳамкорликка асосланган усулдир. Мазкур усулда ўқитувчи нафақат ўқувчи-курсант(тингловчи)ни таълим олиш жараёнига жалб этади, балки ўқувчи-курсант(тингловчи)ларнинг ўзлари бир-бири билан ҳамкорлик қилган ҳолда ҳар бир ўқувчи-курсант(тингловчи)ни керакли билимни мустақил излаш ва ўзлаштиришга ундайди, уларда хохиш-истак(мотивация)ни ўйғотади.

Интерфаол таълим, интерфаол услублар мунтазам мулоқотга асосланган услублар тизими бўлиб, ёшларнинг ҳамкорликдаги ва фаол иштирокидаги таълим ва услублар тизими ҳисобланади. Бошқача айтганда, ўқитишнинг интерфаол услублари - билиш ва коммуникатив фаолиятни ташкил этишнинг махсус шакли бўлиб, унда таълим олувчилар билиш жараёнига жалб қилинган бўладилар, улар биладиган ва ўйлаётган нарсаларни тушуниш ва фикрлаш имкониятига эга бўладилар. Бу услубларнинг ўзига хослиги шундаки, улар фақат тарбиявий ва мафкуравий ишлар органлари офицерлари ва шахсий таркибнинг биргаликда фаолият кўрсатиши орқали амалга оширилади. Ўқув жараёнидаги педагогик технология — бу аниқ, кетма-кетликдаги яхлит

педагогик жараён бўлиб, ёшларнинг эҳтиёжидан ва техник имкониятлардан келиб чиққан ҳолда бир мақсадга йўналтирилган, олдиндан пухта лойҳалаштирилган ва кафолатланган натижа беришига қаратилган педагогик жараёндир[5].

Викторина бугунги кунда аҳолининг барча қатламларини жалб қилган ҳолда телевиденияда, радиода, ижтимоий тармоқларда энг кўп қўлланиладиган ақлий(интеллектуал) ўйин бўлиб бормоқда. Аслида, ички ишлар вазирликлари томонидан телеграмм каналидаги “Ҳуқуқий ахборот”, “Ҳуқуқий тарғибот” тармоқлари орқали ўтказилаётган викториналарни мисол тариқасида кўрсатиш мумкин.

Таълимнинг интерфаол усуллари асосий вазифалари: *биринчидан*, ўқувчи-курсант(тингловчи)да мустақил ахборот излаш, таҳлил қилиш ва вазиятни тўғри ҳал қилиш бўйича қарор ишлаб чиқиш кўникмаларини; *иккинчидан*, уларни жамоа бўлиб ишлашга ўргатиш, яъни ҳар бир иштирокчида бошқалар фикрини ҳурмат қилиш, бошқача нуқтаи назарларга бағрикенг бўлиш каби фазилатларни; *учинчидан*, ҳар бир иштирокчи ўқувчи-курсант(тингловчи)да аниқ фактларга асосланган ўз мустақил фикрига эга бўлиш ва уни эркин баён этиш каби тажрибани шакллантиришдан иборат ҳисобланади.

Таълимнинг интерфаол усул ва йўллари: а) ақлий ҳужм – кетма-кет савол ва жавоблар, ёки мавзуга оид таклиф ва ғоялар, бунда уларнинг тўғри ё нотўғрилиги ҳужмдан сўнг амалга оширилади; б) кластерлар, қиёсий диаграммалар, бошқотирмалар – аниқ кичик мавзулар бўйича таянч сўзлар ва муаммоларни излаш; в) аудио ва видеоматериалларни, ахборот-коммуникация технологияларини қўллаган ҳолда интерфаол дарс; г) давра суҳбати (баҳс, мунозара) – гуруҳий усул бўлиб, бунда муаммолар, таклифлар, ғоялар, фикр-мулоҳазаларни жамоа ўртасида муҳокама қилади ва биргаликда ҳал этиш йўлини излайди; г) ролли ўйин – бунда ҳар бир қатнашчи у ёки бу вазиятда иштирок этган аниқ бир шахс ролини бажаради [6].

Таълим технологияси – таълим мақсадига эришиш жараёнининг умумий мазмуни, яъни, аввалдан лойиҳалаштирилган таълим жараёнини яхлит тизим асосида, босқичма-босқич амалга ошириш, аниқ мақсадга эришиш йўлида муайян метод, усул ва воситалар тизимини ишлаб чиқиш, улардан самарали, унумли фойдаланиш ҳамда таълим жараёнини юқори даражада бошқаришдир[7]. Викторина таълим технологиялари ва интерфаол усулларни уйғунликда қўллаш имкониятига эгаллиги билан ҳам интерфаол таълимда бошқаларидан ажралиб туради.

Таълимга инновацион (инглизча innovation - янгилик киритиш) ёндашув ғояси таълим мазмуни ва натижаларининг шахсга йўналганлиги, таълим мазмуни, шакл, метод ва воситаларини фан ва техниканинг сўнгги ютуқлари, илғор тажрибалар, замонавий методикалар билан уйғунлаштиришга қаратилганлиги билан анъанавий ёндашувдан фарқ қилади [8]. Викторина мусобақалари илғор педагогик технологиялар ва интерфаол усулларини қўллаш орқали иштирокчиларга биргаликда жамоа бўлиб, ички ишлар органлари соҳавий хизматлари фаолиятининг назарий, ҳуқуқий ва ташкилий асосларига янгиликларни киритиш майдони ҳисобланади.

Мазкур мақола доирасида Ўзбекистон Республикаси ИИВ Академиясида педагогик фаолият олиб боришда тўпланган тажриба асосида таълим-тарбия жараёнида интерфаол усулларнинг энг кўп тарқалган ва самарали бўлган викторинани ташкил этиш ва ўтказиш бўйича фикр-мулоҳазаларни баён қилишга ҳаракат қиламиз.

Биринчи мулоҳаза. Ҳар бир фан бўйича назарий билимларни ўқувчи-курсант(тингловчи)лар томонидан мустақил ўзлаштиришларини таъминлаш аввало улар учун семинар ва амалий машғулотларга саволлар ҳамда топшириқларни шакллантиришда уларнинг иштироки назарда тутилиши, машғулот “викторина” тарзда ўтказилиши методик материалларда кўрсатилиши, шунингдек олдиндан ўқувчи-курсант(тингловчи)лар бу ҳақда хабардор қилиниши шарт. Чунки,

инновацион технологиялар педагогик жараён, ҳамда ўқитувчи ва талаба ўртасидаги ижодий фаолиятига янгилик, ўзгартишлар киритиш бўлиб, уни амалга оширишда асосан интерфаол усуллардан фойдаланилади, чунки таълимда бошқарув ролини ўқитувчи бажаради[9].

Иккинчи мулоҳаза. Семинар ёки амалий машғулоти “викторина” шаклида ўтказилиши учун алоҳида тайёргарлик кўрилиши талаб этилади. Машғулоти ўтказиш учун масъул ўқитувчи олдиндан мавзу саволларига тўлиқ жавобларни берадиган, ҳар бир жамоадаги барча ўқувчи-курсант(тингловчи) фаол иштирок этишини назарда тутувчи “викторина” шартлари ва сценарийсини ишлаб чиқиши ҳамда кафедрада муҳокамасига қўйиши, ундан кейин ўқувчи-курсант(тингловчи)ларни таништириши шарт.

Учинчи мулоҳаза. Таълим муассасаси, кафедра ва машғулоти ўтказиш учун масъул бўлган ўқитувчи машғулоти “викторина” шаклида ўтказилиши учун ўқувчи-курсант(тингловчи)га барча шарт-шароитларни яратиши, уларга амалий ёрдам кўрсатиши ҳамда ҳар бир жамоанинг, уларнинг ҳар бир аъзосининг иштирокини объектив ва холисона баҳолаши шарт.

Тўртинчи мулоҳаза. Викторинани кафедра қошида ташкил этилган иқтидорли ўқувчи-курсант(тингловчи)лар орасида ўқитиладиган фанлар бўйича энг долзарб мавзулар, янги қабул қилинган норматив-ҳуқуқий ҳужжатларни ўрганиш мақсадида, айниқса уларнинг ўзларининг ташаббуслари асосида ўтказилиши қизиқарли ва самарали ҳисобланади. Қизиқарли ва самарали бўлишининг асосий сабаби “викторина” мавзуси, шартлари ҳамда сценарийси ўқувчи-курсант(тингловчи)ларнинг ўзлари томонидан мустақил ишлаб чиқилади. Тўғрақ раҳбари ва кафедра аъзолари “викторина” жараёнини кузатиши, ҳайъат азолари сифатида жамоалар ёки ҳар бир иштирокчининг берилган савол ва топшириқларга жавобини холисона баҳолаши шарт.

Бешинчи мулоҳаза. Жамиятда, айниқса суд-ҳуқуқ, хусусан ички ишлар органлари тизимида ислоҳотлар жараёнида янги қонунлар, фармон, қарор ва идоравий норматив ҳуқуқий ҳужжатлар қабул қилинмоқда. Уларнинг мазмун-моҳиятини тегишли кафедра профессор-ўқитувчилар томонидан фанлар мавзулари доирасида, шунингдек махсус факультатив маъруза машғулотида етказиш, ўқувчи-курсант(тингловчи)ларга уларни ҳар томонлама тўлиқ ва мукамал ўзлаштириш имконини бермайди.

Бундай вазиятда ўқувчи-курсант(тингловчи)лар томонидан мазкур норматив-ҳуқуқий ҳужжатларнинг мазмун-моҳиятини мутақил равишда тўлиқ ва мукамал ўзлаштиришлари бир неча босқичли “викторина” ўтказилиши орқали таъминланиши самарали ҳисобланади. Кафедра томонидан тузилган жадвалга асосан *биринчи босқичда* ҳар бир ўқитувчига бириктирилган ўқув гуруҳлари ўртасида, *иккинчи босқичда* ғолиб ўқув гуруҳлари ўртасида, *учинчи босқичда* эса мутахассислик йўналишлари ёки ўқув курслари ўртасида ўтказиш мақсадга мувофиқ. Албатта бундай бир неча босқичли “викторина”ни ўтказиш кафедра томонидан олдиндан гуруҳлар, мутахассисликлар ёки ўқув курслари ўртасида ўтказилиши бўйича тегишли манфаатдор тузилмалар билан келишилган бўлиши шарт.

Олтинчи мулоҳаза. Бугунги кунда “викторина”лар ўтказишда ахборот коминикация технологияларидан мақсадли фойдаланиш, ўрганилаётган мавзу, норматив-ҳуқуқий ҳужжат, ҳаётдаги, айниқса ички ишлар органлари соҳавий хизматлари фаолиятидаги муаммоларни муҳокама(саҳна)га олиб чиқиш ёки инсон тафаккурини бойитишга қаратилган турли йўналишлар бўйича ақлий(интеллектуал) ўйинлар ўзини самарали натижаларини бериши аниқ. Шунини алоҳида қайд этиш жоизки, агарда “викторина”ни ўтказишни ҳар томонлама тайёргарлик кўриш ва методик талабларга тўлиқ риоя этилган, шунингдек замонавий ахборот-коммуникация технологияларидан фойдаланилган ҳамда ўқувчи-курсант(тингловчи)лардан иборат кенг аудиторияда “томошобин” иштирокида ташкил этилса, унинг самараси яна ҳам юқори бўлади. Чунки,

катта аудиторияда, яъни жамоатчилик фикрини шакллантирувчи “томошабин” иштирокида ўз билимларини намойиш этиш жамоаларга, уларнинг ҳар бир аъзосига бир томондан юқори даражадаги масъулият юклайди, иккинчи томондан “викторина” жараёнида берилаётган ҳар бир савол ва топришиқ на фақат унда бевосита иштирок этаётган жамоа аъзоларини фикрлашга, балки томошабин сифатида иштирок этаётганларни ҳам мустақил фикрлашга, ўйлашга, саволга жавобни ўзича топишга “ундайди”.

Еттинчи мулоҳаза. Ҳуқуқ соҳасида амалга оширилаётган ислохотлар жараёнида қабул қилинаётган ҳужжатларнинг мазмуни ва аҳамияти мансабдор шахслар томонидан етарли даражада ўрганилмаётганлиги, шунингдек, ушбу ҳужжатларни, айниқса, аҳоли ва кенг жамоатчилик ўртасида тушунтириш ҳамда тарғиб қилиш бўйича комплекс чора-тадбирлар мавжуд эмаслиги таъкидланганлиги[10], бўлажак профилактика инспекторларида фаолиятига оид норматив-ҳуқуқий ҳужжатларнинг мазмун-моҳиятини ўрганиш бўйича ўзига хос бир ёндашув амалга оширилди. Жиноятларнинг олдини олиш (ҳозирги Ҳуқуқбузарликлар профилактикаси ва криминология) кафедраси ўз ташаббуси билан илк бор (2006 й.) профилактика инспекторларини тайёрлаш учун ихтисослашган ўқув гуруҳлари ўртасида ички ишлар органларининг мазкур фаолият йўналишини тартибга солувчи норматив-ҳуқуқий ҳужжатларнинг мазмун-моҳиятини ўрганиш бўйича “Викторина” ақлий(интеллектуал) мусобақасини ўтказиш йўлга қўйилди. Кейинчалик Ўзбекистон Республикасининг “Бола ҳуқуқларининг кафолатлари тўғрисида”ги(2008), “Вояга етмаганлар ўртасида назоратсизлик ва ҳуқуқбузарликларнинг профилактикаси тўғрисида”ги (2010 й.), “Ҳуқуқбузарликлар профилактикаси тўғрисида”ги қонунларнинг мазмун-моҳиятларини ўрганиш бўйича кўп босқичли “викторина” ақлий(интеллектуал) мусобақалари ўтказилди.

Мазкур ихтисослик йўналишида ўқиётган тингловчи(ҳозир курсант)лар кундузги таълимдагиларнинг ярмидан кўпини ташкил этилганлигини ҳисобини олиб уларни ўз устида мустақил ишлашга кенг жалб этиш мақсадида кейинчалик (2008 йил) кафедра ташаббуси билан назарий билимлар ва норматив-ҳуқуқий ҳужжатларнинг мазмун-моҳиятига оид билимларини намойиш этишга қаратилган “Викторина” ақлий(интеллектуал) ҳамда жамиятдаги, тингловчи(курсант) ҳаётидаги, ички ишлар органлари соҳавий хизматлари, хусусан профилактика хизматлари фаолиятидаги ва муаммоларни аниқлаш, таҳлил қилиш ҳамда уларни ҳал этиш бўйича ғояларини ўзида акс эттирувчи сахна кўринишларидан иборат “Кувноқлар ва зукколар” мусобақаларининг шартлари мувофиқлаштирган ҳолда тадбирлар ўтказилиши йўлга қўйилди.

Саккизинчи мулоҳаза. Муаллиф кейинчалик ротация бўйича Академиянинг Жамоат тартиби ва хавфсизликни таъминлаш(2014-2017 йилларда Ички ишлар органларида бошқарувни ташкил этиш деб номланган) кафедрасига раҳбарлик қилган даврда ҳам мазкур кафедра ташаббуси билан кундузги таълимда барча мутахассислик йўналиши бўйича ўқиётган курсантлар жалб этилган ҳолда “Мақсад - халқ манфаатларига хизмат қилиш” (2017 йил) ва “Билимли авлод – келажак кафолати” (2019 йил) номли кўп босқичли “Викторина” ақлий(интеллектуал) мусобақалари ўтказилиши ташкил этилди.

Шуни алоҳида қайд этиш жоизки, **“Мақсад - халқ манфаатларига хизмат қилиш”** номли “Викторина” ақлий(интеллектуал) мусобақасининг мақсади бир томондан курсантларни жисмоний ва юридик шахсларнинг мурожаатларига оид янги таҳрирдаги қонун[11] ва унинг ижроси доирасида қабул қилинган норматив-ҳуқуқий ҳужжатларнинг мазмун-моҳиятини мустақил ўрганишга жалб этиш бўлса, иккинчи томондан уларни ички ишлар органларининг мурожаатлар билан ишлаш соҳасидаги муаммоларини аниқлаш, уларни таҳлил қилиш ҳамда ҳал этишга қаратилган ғоялар билан суғорилган сахна кўринишларини намойиш

этиши орқали курсантларни мутақил ахборот излашга, билим олишга, фикрлашга, жамоада ишлашга, мулоқат қилишга ва нутқ маҳоратини шакллантиришга ўргатишдан иборат эди. Ҳайъат аъзолари, мусобақада бевосита иштирок этган курсантлар ва томоша қилганлар ҳозиргача ушбу тадбирни яхши хотиралар билан эслаши унинг самарали бўлганлигини кўрсатади.

Шавкат Мирзиёевнинг “Билимли авлод – буюк келажакнинг, тадбиркор халқ – фаровон ҳаётнинг, дўстона ҳамкорлик эса – тараққиётнинг қафолатидир” ғоясини[12] амалга ошириш мақсадида ички ишлар органлари фаолиятини тартибга солувчи қонунлар, тизимда амалга оширилаётган ислохотларга оид норматив-ҳуқуқий ҳужжатларнинг мазмун-моҳиятини мустақил ўрганиш, шунингдек соҳавий хизматларфаолият йўналишда амалиётда мавжуд бўлган муаммоларни аниқлаш, таҳлил қилиш ҳамда уларни ҳал этиш бўйича таклиф ва тавсияларни ишлаб чиқиш бўйича курсантларда зарур кўникмаларни шакллантириш мақсадида барча ўқув гуруҳлари ўртасида “**Билимли авлод – буюк келажак қафолати**” мавзuida “Викторина” (2019 й.) ўтказилди.

Викторинанинг биринчи босқичи асосий шартига кўра ўқув гуруҳлари кафедра томонидан белгилаб берилган учта норматив-ҳуқуқий ҳужжатни мустақил ўрганиб, уларнинг мазмун-моҳиятига оид саволлар ва жавобларни тайёрлаб, уларни “**Microsoft PowerPoint**” дастурида “Ари уяси” шаклида 1 дан 10 гача бўлган рақамлар ортига жойлаштирилди. Ўқув гуруҳлари томонидан тайёрланган мазкур саволларга рақиб жамоа жавоб беришди. Жавоблар кафедра ўқитувчилари таркибидан тузилган Ҳакамлар ҳайъати томонидан баҳоланиб борилди.

Биринчи босқичда ўқув гуруҳлари ўртасида ўтказилган “викторина” ақлий(интеллектуал)мусобоқасида Ўзбекистон Республикасининг “Ички ишлар органлари тўғрисида”ги, “Жисмоний ва юридик шахсларнинг муурожаатлари тўғрисида”ги ва “Давлат ҳокимияти ва бошқаруви органлари фаолиятининг очиклиги тўғрисида”ги қонунлари, шунингдек,

Ўзбекистон Республикаси Президентининг “Ички ишлар органларининг фаолияти самарадорлигини тубдан ошириш, жамоат тартибини, фуқаролар ҳуқуқлари, эркинликлари ва қонуний манфаатларини ишончли ҳимоя қилишни таъминлашда уларнинг масъулиятини кучайтириш чоратадбирлари тўғрисида»ги ПФ-5005-сонли Фармони ҳамда унинг ижроси доирасида қабул қилинган 8(саккиз)та қарорларининг мазмун-моҳияти юзасидан ўзаро беллашдилар.

Викторинанинг иккинчи бочқичида мутахассислик йўналиши бўйича энг фаол ўқув гуруҳларини аниқлаш мақсадида Ўзбекистон Республикасининг “Ички ишлар органлари тўғрисида”ги, “Жисмоний ва юридик шахсларнинг мурожаатлари тўғрисида”ги ва “Давлат ҳокимияти ва бошқаруви органлари фаолиятининг очиқлиги тўғрисида”ги қонунларининг ижросини таъминлаш юзасидан “Йўл харита”лари тақдимотини тайёрлаб ҳимоя қилишди, шунингдек Жамоат тартиби ва хавфсизлигини таъминлаш кафедраси томонидан “**Microsoft PowerPoint**” дастурида “Ари уяси” шаклида тайёрланган тезкор саволга жавоб беришди. Мазкур беллашув натижалари бўйича “Тезкор-қидирув фаолияти”, “Ҳуқуқбузарликлар профилактикаси” ҳамда “Тергов фаолияти” ва “Эксперт криминалистика” мутахассислик йўналишлари бўйича ғолиб жамоалар аниқланиб якуний “финал” босқичга йўлланма олдилар.

Викторинанинг якуний босқичи 2019 йилнинг 19 апрель куни бўлиб ўтди. Мазкур босқич 2-ўқув курсининг «Тезкор-қидирув фаолияти» мутахассислигининг «Тезкор-қидирув альянси», «Ҳуқуқбузарликлар профилактикаси фаолияти» мутахассислигининг «Юксалиш», «Тергов фаолияти» мутахассислигининг «Элита» ва «Эксперт-криминалистик фаолият» мутахассислигининг «Иқтидорли юристлар» жамоалари (10 нафар курсантдан иборат) ўртасида «Викторина» 4 та шартлар асосида ўтказилди.

Биринчи, «Танишув» деб номланган шартда жамоалар ўзлари таълим олаётган мутахассислигининг ўзига хос жиҳатлари, амалий

фаолиятдаги қийинчилиги, шарафлилиги ҳамда махсус-касбий аҳамиятини назарда тутиб жамоа ҳамда унинг шиори мазмун-моҳиятини акс эттирган ҳолда сахна кўриниши намойиш этишди.

Иккинчи, «Тезкор савол-жавоб» деб номланган шартида куръа ташлаш асосида аниқланган кетма-кетликда ҳар бир жамоа ички ишлар органлари тизимини ислоҳ қилиш борасида қабул қилинган қонун ва қонуности норматив-ҳуқуқий ҳужжатларининг мазмун-моҳияти бўйича ишчи гуруҳ томонидан ишлаб чиқилган 5 та вариантда тайёрланган ҳамда «Ари уяси» ичига яширилган 21 та саволлардан рақам танлаш орқали 10 тасига жавоб беришди.

Учинчи, «Муаммо ва ечим» деб номланган шартида жамоалар ишчи гуруҳ томонидан 5 та вариантда тайёрланган ва конвертга солинган муаммоли вазиятлар бўйича топшириқларни кетма-кетликда танлаб, ҳар бир жамоа бир дақиқа вақт ичида унинг ечимини топиб уни ҳакамларга асослаб беришди.

Тўртинчи, «Уйга вазифа» деб номланган шарти бўйича беллашувда ички ишлар органлари тизимида, шунингдек жамоат тартибини сақлаш, ҳуқуқбузарликлар профилактикаси ва жиноятчиликка қарши курашиш самарадорлигини ошириш бўйича амалга оширилаётган ислоҳотлар ҳамда «Халқ манфаатларига хизмат қилиш»нинг жамият ҳаётига таъсири, бу борада эришилган ютуқлар, фуқароларнинг ҳуқуқлари, эркинликлари ва қонуний манфаатларини ишончли ҳимоя қилишни таъминлашга оид масалаларни назарда тутувчи мавзулар бўйича сахна кўриниши намойиш этилди.

Тўққизинчи мулоҳаза. Барча ўқув гуруҳларини ёки барча ўқув курсларини жалб этган ҳолда бир неча босқичли “викторина” ақлий(интеллектуал) мусобақаларини ўтказиш ўқитувчи ва ўқувчи(курсант-тингловчи)ларга ўқув режасида белгиланган машғулотлардан ташқари алоҳида тайёргарлик учун муайян миқдордаги вақт ва меҳнатни талаб қилади. Афсуски, аксарият ҳолларда таълим

муассасаларида *биринчидан*, бундай тадбирларни ташкил этиш ва ўтказиш учун вақт етарли эмас, *иккинчидан*, кафедралар ташаббуси билан ташкил этилганда улар етарли даражада қўллаб-қувватланмайди, *учинчидан*, ташкилотчи, ташаббускор ва фаол ўқитувчи, айниқса ўқувчи(курсант-тингловчи)ларнинг рағбатлантирилишига етарли эътибор берилмайди.

Хулоса ўрнида шуни таъкидлаш жоизки, “викторина” ақлий(интеллектуал) мусобақаларини таълим жараёнида кенг қўллаш учун керакли шарт-шароитларни яратиш, ўқув режаларини шакллантиришда бундай тадбирлар учун алоҳида вақтларни назарда тутиш, бу борада қилинган ишларни ўқитувчилар юкламасига киритиш, бу соҳада ўқувчи(курсант-тингловчи)ларнинг ва кафедраларнинг ташаббусини қўллаб-қувватлаш, ушбу тадбирларни оммавий-ахборот воситаларида кенг ёритиб бориш, шунингдек фаолларни рағбатлантириб бориш тизимини йўлга қўйиш мустақил таълим олишга мотивацияни оширишга хизмат қилади.

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**INGLIZ TILINI O'QITISHDA BADIY MATNLARDAN
FOYDALANISHNING AHAMIYATI**

Begaliyeva Dildora

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Annotatsiya: Bugungi kunda chet tili darsida badiiy matnlardan dars materialini sifatida foydalanish majburiy emasligi muhokama qilinmoqda. Garchi badiiy matnlar haqiqiy hujjatlar sifatida qabul qilingan bo'lsa-da va tilni o'qitish uchun hech qanday maqsadga ega bo'lmasa-da, ular asosiy til ko'nikmalarini rivojlantirish uchun ishlatilishi kerak bo'lgan ajralmas manbalardir. Bu yerda maqsad nafaqat asosiy til ko'nikmalarini o'rgatishga hissa qo'shish, balki chet tili madaniyatini o'rgatishga hissa qo'shish va o'qitish paytida talabalarga turli xil qarashlarni taqdim etishdir. Shuningdek, badiiy matnlarning lingvistik va grammatik tuzilmalari tufayli ular chet tili sinfida maqsadli til grammatikasini o'rgatish uchun samarali dars materialini sifatida ishlatilishi mumkin.

Tayanch so'zlar: chet tilini o'qitish, badiiy matn, grammatikani o'qitish, kurs materiallari.

Bugungi kunda texnologiya va texnologik yangiliklarsiz o'quv muhitini o'ylash mumkin emas. Darhaqiqat, texnologik vositalar va materiallar yarim asr davomida o'quv muhitida, xususan chet tillarini o'qitishda yordamchi elementlar sifatida ishlatilgan. Ayniqsa, internet bilan, o'quv muhiti endi faqat sinf bilan chegaralanmaydi va u yanada mustaqil bo'lib qoldi. Shu sababli, talabalar ko'proq mustaqil va ko'proq shaxsiylashtirilgan o'quv muhitida turli xil mashqlar va tadbirlar tufayli to'rtta asosiy til qobiliyatlari va grammatika, lug'at, fonetik kompetentsiyalarni sinf muhitidan tashqarida rivojlantirish imkoniyatiga ega bo'ldilar. Til muhitidagi texnologik yangiliklar tufayli bugungi kunda grammatikani o'qitish joyi chet tili ta'limida munozarali mavzu hisoblanadi. Yashirin grammatikani o'qitish ba'zi mutaxassislar tomonidan

ilgari surilsa va grammatikani o'qitish unchalik muhim emas deb hisoblansa, boshqa mutaxassislar grammatikani o'qitishning muhimligini ta'kidlaydilar va ular aniq grammatikani o'qitish chet tili ta'limida saqlanishi kerak deb ta'kidlaydilar. Darhaqiqat, ushbu munozaralarning barchasi va hozirgi yondashuvlar shuni ko'rsatadiki, grammatik o'qitish chet tillarini o'qitishning muhim bosqichi bo'lib, uni ushbu jarayonda o'rgatish kerak, chunki grammatik o'qitish talabalarning tushunish va talqin qilish qobiliyatlarini rivojlantirishda muhim rol o'ynaydi. Talabalarning o'qish va yozish qobiliyatlarini rivojlantirish uchun ishlatiladigan eng samarali dars materiallaridan biri bu haqiqiy hujjatlar sifatida belgilangan badiiy matnlardir.

Chet tili sinfida badiiy matnlardan foydalanish chet tilining turli grammatik tuzilmalarini kontekstda o'rgatish va grammatik qoidalarni o'zlashtirish uchun imkoniyat bo'lishi mumkin. Biroq, chet tillarini o'qitishda adabiyot yoki badiiy matnlardan foydalanish har doim muhokama qilinib kelmoqda. Bugungi kunda mutaxassislar badiiy matnlardan dars materiali sifatida foydalanishni muhokama qilmoqdalar. Ammo hozirda muhokama qilingan bo'lsa ham, chet tillarini o'qitishda badiiy matnlardan foydalanish yangi emas; aslida, ular yigirmanchi asrning boshidan beri dars materiallari sifatida ishlatilgan.

Bundan tashqari, badiiy matnlar chet tili darsning eng muhim ajralmas qismi bo'lgan an'anaviy usul ma'lum grammartranslation usuli doirasida ishlatiladi. Uning nomidan ko'rinib turibdiki, badiiy matnlar bilan o'qish faoliyati va maqsadli tildan ona tiliga tarjima tadqiqotlari usulning asosiy nuqtasini tashkil etadi (Duff & Maley, 1990:3). Ushbu usul yordamida grammatik qoidalar va matndagi so'zlarni badiiy matnlar orqali o'rgatish maqsad qilingan.

Chet tillarni o'qitishda yangi o'zgarishlar bilan yuzaga keladigan yangi usullar oldida grammatik-tarjima usuli o'z ahamiyatini yo'qotdi. Shuning uchun badiiy matnlar ham ushbu usullar bilan chiqarib tashlanadi va bu jarayonda tan olinishni yo'qotdi. Natijada, chet tili darslarida dars materiallari sifatida badiiy

matnlardan foydalanish kamaydi. 1980-yillarda kommunikativ yondashuv bilan asosiy maqsad talabalarga chet tillarini o'qitishda muloqot qobiliyatlarini oshirish va shu maqsadda; har qanday hujjatdan foydalanish mumkin edi. Shu sababli, badiiy matnlar haqiqiy hujjat sifatida yana aloqa va tanqidiy fikrlash qobiliyatlarini rivojlantirishga hissa qo'shish va talabalarning to'rtta asosiy til qobiliyatlari va pastki ko'nikmalarini rivojlantirish uchun muhim ahamiyat kasb etardi.

Shu davr mobaynida chet tillarni o'qitishda adabiy matnlardan foydalanish bo'yicha tadqiqotchilar tomonidan ko'plab izlanishlar olib borildi; Collie & Slater, 1987; Duff & Maley, 1990; Gauer & Pearson, 1986; Hill, 1986; Lazar, 1993; Maley & Duff, 1989; McRae, 1991; Karter & Burton, 1982; Maley & Molding, 1985; Brumfit & Karter, 1986; Uoker & Brumfit, 1989; Karter & Long, 1991; Bassnett & Grundy, 1993; Inan & Y Undakksel, 2013. Ushbu asarlarning umumiy nuqtasi chet tili darsida badiiy matnlardan dars materiallari sifatida foydalanish zarurati bo'lib, talabalar uchun asosiy va sub-til ko'nikmalarini rivojlantirish uchun samarali o'quv material bo'lishi mumkin. Shu sababli talabalar to'rtta asosiy til ko'nikmalaridan samarali foydalanish uchun yetarli grammatik malakaga ega bo'lishlari kerak. Krashen (1982) va Shang (2000) ma'lumotlariga ko'ra, tilni o'qitish asosiy til ko'nikmalarini rivojlantirish maqsadiga erishish uchun haqiqiy va mazmunli ma'lumotlarga e'tibor qaratishi kerak. Shu munosabat bilan aytish mumkinki, grammatikani yaxshi biladigan talabalar boshqa o'quvchilarga qaraganda yozish va gapirish qobiliyatlarida ko'proq muvaffaqiyat qozonishadi.

Hozirgi kunda chet tillarini o'qitishda faqat kitoblardan dars materiallari sifatida foydalaniladigan o'quv-o'qitish muhiti endi amal qilmaydi. Natijada, davr ehtiyojlari bilan texnologik yangiliklar, yangi usullar va texnikalar paydo bo'ldi, dars materiallari sifatida kitoblardan tashqari ko'plab matnlar, vizual, audiovizual hujjatlar va multimedia vositalaridan foydalanishga imkon berdi.

Ayniqsa, 1980-yillardan boshlab, keyingi yillarda chet tillarini o'qitishda kommunikativ yondashuv va harakatga yo'naltirilgan usul paydo bo'lishi bilan

romanlar, jurnallar, gazetalar, she'rlar, qo'shiqlar, postkartalar, gazetalar, jurnal maqolalari, poezdlar, samolyot chiptalari va boshqalar kabi haqiqiy hujjatlar, sinf uchun tayyorlanmagan va kurs kitoblaridan mustaqil bo'lgan, sinfda ishlatila boshlandi. Yuqorida aytib o'tilgan ushbu hujjatlar; "Vizual yoki eshitish, lekin sinf uchun emas, chunki ular aloqa, bilim va haqiqiy til tushunchasini ta'minlash uchun yaratilgan" (Ataseven, 1998:191) haqiqiy hujjat deb ataladi. Chet tili darsida badiiy matnlardan foydalanishni talab qiladigan omillarni quyidagicha sanab o'tish mumkin:

- * Haqiqiy va rag'batlantiruvchi material
- * Talabalarning ijodkorligini faollashtirish
- * Madaniy va lingvistik boylikka egaligi
- * Talabalarning faol ishtirokini ta'minlash
- * Talabalarning tanqidiy fikrlash qobiliyatlarini rivojlantirish
- * To'rt asosiy til ko'nikmalarini va sub-ko'nikmalarini rivojlantirish
- * Hissiy aqlning rivojlanishini qo'llab-quvvatlash
- * Intensiv va keng tarqalgan o'qish odatlarini berish

Kolli va Slater til o'qituvchilarining chet tili darslarida badiiy matnlardan foydalanishining to'rtta asosiy sababini tavsiflaydilar:

- * Asl kurs materiallari
- * Madaniy boylikka ega bo'lish
- * Lisoniy boylikka ega bo'lish
- * Tadbirlarda talabalarning umumiy ishtirokini ta'minlash.

Grammatikani o'qitishda badiiy matnlardan foydalanish to'rtta asosiy til ko'nikmalarining eng muhim tarkibiy qismi sifatida, chet tilini o'qitish jarayonida grammatika mahorati har doim muhokama qilingan. Grammatikani o'qitish 1960-70 yillarda o'z ahamiyatini yo'qotdi, ammo 90-yillardan boshlab u yana kommunikativ usul bilan muhim ahamiyat kasb etdi. Krashenning (1982) tilni egallash nazariyasidan boshlab ba'zi mutaxassislar grammatikani o'qitish unchalik muhim emas va uni yashirin tarzda o'rgatish kerak deb ta'kidlashdi. Aksincha, ba'zi boshqa mutaxassislar chet tilini o'qitish jarayonida

grammatikani o'qitish muhim ahamiyatga ega va uni aniq tarzda o'rgatish kerakligini ta'kidladilar (White, 1987). Larsenn-freeman (1995) grammatika tabiiy jarayonda o'rganilsa-da, uni takomillashtirish uchun grammatika qoidalarini tushuntirish zarurligini ta'kidlaydi. Ko'rinib turibdiki, tadqiqotchilar orasida turli fikrlar hukmron.

Natijada grammatikani o'qitishda badiiy matnlardan foydalanish:

* Grammatik tuzilmalarni o'rganishni qo'llab-quvvatlaydigan mazmunli ma'lumot kiritish mumkin. Demak, ongli o'rganishni amalga oshirish mumkin.

* Maqsadli tilning til xabardorligini oshirish mumkin.

* Talabalar mazmunli muloqot qilishga undashlari mumkin.

* Talabalarning savodxonligini matnni o'qish qobiliyatlari va strategiyalari yaxshilanishi mumkin.

* O'quvchilarning tushunish, tushunish, tahlil qilish va talqin qilish qobiliyatini oshirish mumkin.

* Talabalarning tanqidiy fikrlash va muammoni hal qilish ko'nikmalarini rivojlantirish mumkin.

* Induktiv ta'lim berilishi mumkin.

* Avtonomiyani o'rganish mumkin.

Yuqorida aytib o'tilgan natijalarga erishish uchun avval matnni tanlash mezonlari ko'rib chiqilishi kerak. O'qituvchilar maqsadli tilda juda yaxshi adabiy ma'lumotga ega bo'lishlari kerak. Chet tili bo'limlarida "adabiy matnlar bilan til o'rgatish, adabiyot va til o'rgatish" kabi darslar va boshqalar o'qitilishi kerak va agar shunga o'xshash kurslar mavjud bo'lsa, ularni yanada funktsional bajarish kerak.

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**JON GRISHAM DETEKTIV ROMANLARINING
LINGVOPOETIK TAHLILI**

Arzikulova Gulbahor Abdurasul qizi

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Annotatsiya: Maqola Jon Grishamning romanlarini detektiv janrdagi asarlar sifatida ko'rib chiqishga bag'ishlangan. Maqolada Jon Grishamning trillerlari rasmiy va norasmiy huquqiy terminologiyaning kombinatsiyasi va amerikalik yozuvchiga uyda ham, chet elda ham ulkan mashhurlik keltirgan o'tkir syujet bilan ajralib turishi ta'kidlangan.

Tayanch soʻzlar: huquqiy triller, sud jarayoni, janrni shakllantiruvchi xususiyat

Yaqin vaqtgacha terminograflar va leksikograflarning sa'y-harakatlari bilimlarning tabiiy tarmoqlari: matematika, kimyo, fizika, biologiya va boshqalarning mazmunini ochib berish uchun mo'ljallangan terminologik ma'lumotnomalarni yaratishga qaratilgan edi. Madaniyatlararo aloqalarning jadal rivojlanishi munosabati bilan gumanitar bilimlar sohasiga qiziqish ortdi, bu ham leksikografik mahsulotlarda aks etdi: Ijtimoiy ish, biznes, iqtisodiyot, moliya, reklama, huquq va boshqalar kabi maxsus bilimlarning kichik tarmoqlarini tavsiflovchi lug'atlar paydo bo'la boshladi. Yozuvchi leksikografiyasining hozirgi holatini tahlil qilish shuni ko'rsatdiki, so'nggi paytlarda nafaqat milliy tilda, balki taniqli yozuvchilar asarlarida ham turli mavzulardagi atamalarni ro'yxatdan o'tkazadigan va qayta ishlaydigan sifat jihatidan yangi ma'lumotnomalar paydo bo'ldi.

Ushbu maxsus bilim sohasiga bunday qiziqish huquqshunoslik din, fan, san'at va falsafa bilan bir qatorda madaniyatning ajralmas qismi ekanligi bilan izohlanadi, shuning uchun uni ishlatish doirasi huquqiy nutq bilan cheklanib qolmaydi, undan tashqarida faol foydalaniladi. Shu tufayli huquqshunoslik bu

sohadagi mutaxassislar bilan bir qatorda tilshunoslar va terminologlarning ham e'tiborini tobora ko'proq jalb etmoqda. Ma'lumki, barcha rivojlangan mamlakatlarda huquqshunoslik sohasi katta rol o'ynaydi va zamonaviy jamiyat hayotida alohida o'rin tutadi. Bu haqiqatni ko'plab amerikalik yozuvchilarning huquq va jamiyat o'rtasidagi o'zaro munosabatlar muammolariga murojaat qilishlari tasdiqlaydi. T. Dreiser ("Amerika fojiasi"), H. Li ("Masxarabozni o'ldirish") va boshqalar kabi so'z ustalari o'z asarlarida sud va adolat mavzusiga murojaat qilganlar. Amerika haqiqatining bu xususiyati zamonaviy amerikalik yozuvchi J. Grishamning asarlarida aks ettirilgan bo'lib, ularning aksariyati huquq sohasida to'plangan. Jon Grisham, ehtimol boshqa hech bir yozuvchi singari, "klassik detektiv" unvoniga loyiqdir. Bundan tashqari, uning ishi dunyoning o'nlab mamlakatlaridagi muxlislarining sevgisidan zavqlanmoqda. Bu hali 58 yoshga to'lmagan va yiliga roman yozadigan odam uchun umuman yomon emas edi. Gollivud ustalari - Frensis Ford Koppola, Sidney Pollak, Joel Shumaxer asarlari asosida filmlar suratga olishadi. Film moslashuvlarida bosh rollarni ijro etuvchi aktyorlarning yulduzli aktyorlari esa eng nufuzli xalqaro kinofestivalni o'z ishtiroki bilan sharaflashardi. Jon Grisham o'zining birinchi, O'ldirish vaqtini romanini bir necha yil davomida o'z ishidan vaqt ajratib yozadi. Kitob birinchi marta 1988 yilda kichik hajmda nashr etilgan. Va bugungi kunda, ehtimol, Sandra Bullok va Metyu Makkonaxi ishtirokidagi romanning filmga moslashishini tomosha qilmaydigan ushbu janrning biron bir muxlisi yo'q emas. Zo'ravonlik va irqiy xurofotning noaniq mavzusi o'quvchilarning, keyin tomoshabinlarning keskin reaksiyasini keltirib chiqaradi. Jon Grisham juda tez vaqt orasida ko'pchilikning e'tiborini tortdi va bu "*Ikkinchi kitob*" sindromi deb nomlangan shuhratga da'vogar har qanday muallif uchun klassik sinov edi. Jon Grisham "*Imtihon*" bilan ajoyib tarzda kurashdi: uning 1991 yilda nashr etilgan "*Firma*" romani darhol bestsellerga aylandi va uning filmdagi ulushi huquqlari 600 ming dollarga sotildi. Grisham bir zumda dunyodagi eng ko'p nashr etilgan mualliflardan biriga aylandi va uning keyingi romani, *Pelikanlarning ishi*, 11 milliondan ortiq nusxada nashr etildi. Keyin "*Mijoz*", "*Kamera*", "*Oltin*

yomg'ir", *"Hukm"*, *"Sherik"*, *"Ko'cha huquqshunosi"*, *"Vasiyatnoma"*... va o'ndan ortiq romanlar yozdi, ularning har biri o'z kitobxonlari bilan mashhur.

Bugungi kunga qadar Jon Grishamning nashr etilgan asarlarining umumiy tiraji 225 million nusxadan oshadi; uning romanlari dunyoning 25 tiliga tarjima qilingan va hatto eng taniqli kino yulduzlari ham uning kitoblari asosida filmlarda suratga tushishga rozi bo'lishdan tortinmaydi. Buning ajablanarli joyi yo'q: zamonaviy kino dunyosida "Grisham" nomi avtomatik ravishda "Muvaffaqiyat" tushunchasi bilan tenglashtiriladi [4]. Grisham yozgan janr odatda "Sud detektivi" yoki "Huquqiy triller" deb nomlanadi. Huquqiy triller-bu ayblanuvchini ta'qib qilishni tavsiflovchi va dinamik, keskin rivoyat bilan ajralib turadigan janr. Huquqiy triller matnlarining janr xususiyatlari, shuningdek, boshqa barcha murakkab nutq janrlari mazmuniy, rasmiy va funktsional xususiyatlarga ega bo'ladi. Rasmiy belgilar – dinamizm va keskinlik, shuningdek funktsional belgilar-ko'ngilochar sarguzasht adabiyotining keng tarqalgan paradigmatic belgilaridir va shuning uchun u farqlanmaydi. Sudlanuvchini ta'qib qilish bilan bog'liq mohiyatli xususiyatlar janrni shakllantiradi, aniq ifoda usullarini tanlashni aniqlaydi va matn muallifi va o'quvchilari uchun umumiy bo'lgan haqiqatning ma'lum bir so'z boyligi bilan bog'liq bo'ladi [3]. Jon Grishamning asarlarida prokuratura, sud jarayoni romanning ixtiyoriy mezonlari bo'lgan holatlar mavjud. Shunday qilib, uning huquqiy detektivida "pelikan ishi" ("qisqasi Pelikan") biz qahramonlarni to'g'ridan-to'g'ri sud zalidan tomosha qilmaymiz. Biroq, bu haqiqat ishda ko'plab huquqiy atamalar mavjudligini istisno etmaydi. Birinchidan, matnning boshida u Tulane universitetida, yuridik fakultetida bo'lib o'tadi.

L. A. Vvedenskaya va L. G. Pavlova sudlovning quyidagi nutq janrlarini nomlaydilar: hakamlar hay'atiga rahbarlik qilish, ayblov nutqi, mudofaa nutqi, sud muhokamasi, hukm chiqarish [1]. Sud protsessining nutq janrlari tadqiqotchilari quyidagi xususiyatlarini ajratib ko'rsatadilar: standartlashtirish va ekspresivlik, lingvistik jihatdan standart va hissiy ekspresiv ifoda vositalarining kombinatsiyasi bilan tavsiflanadi. Sud jarayoni lingvistik va vaziyatli aloqaga

asoslangan lingvistik-vaziyatli aloqa bo'lib, sud jarayonining asosiy nutq janrlari bunday aloqaning asosiy shakllari sifatida ishlaydi va ularning belgilari huquqiy triller matnida ikkinchi darajali nutq janri sifatida saqlanib qoladi va uning mazmunining o'ziga xos xususiyatlarini aniqlaydi.

Jon Grishamning "Palata" huquqiy trillerining ko'rib chiqilayotgan matnida ushbu xususiyatlar lingvistik jihatdan quyidagicha taqdim etilgan. Huquqiy triller janri-shakllantirish xususiyatlari birinchi huquqiy atamalar (*witness, executor, dignitary*), uning holatiga yoki harakatlar (County advokat) [4], imperativ va passiv inshootlar asosida bir kishini ifodalaydi [3].

Ekspressivlikning janrni shakllantiruvchi belgisi matn parchalari obrazini yaratadigan metafora va matnning individual eng muhim qismlariga e'tibor qaratadigan, uning hissiy keskinligini oshiradigan takrorlashlar bilan ifodalanadi.

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**YUKSAK O'SIMLIKLAR SESTIMATIKASI HAMDA ULARNING YER
YUZIDA TARQALISHI**

Muhammadiyeva Nozima Adham qizi

Shoimova Shoxida Ro'zimurod qizi

Suyunova Nilufar Ismoil qizi

Raxmatov Jo'rabek Shuhrat o'g'li

*Denov Tadbirkorlik va Pedagogika Instituti Aniq va tabiiy fanlar
fakulteti talabalari (Surxondaryo, Denov)*

Anotatsiya: Yuksak o'simliklar 3000 ga yaqin turdan iborat 9 bo'limni o'z ichiga oladi. Yuksak o'simliklar birorta dengiz Suvo'tlar kelib chiqqan, deb taxmin qilinadi. Yuksak o'simliklarning qazilma qoldiqlari silur davridan ma'lum. Yuksak o'simliklar sestimatik jihatdan quyidagi bo'limlarga bo'linadi: rniotoifalar zoosterofiltoifalar, yo'sintoifalar, plauntoifalar, psilotoifalar, qirqbog'intoifalar, qirqquloqtoifalar, qarag'aytoifalar, magnoliyatoifalar . Yuksak o'simliklar tanasining murakkab tuzilganligi, yerda o'sishga moslashganligi, jinsiy va jinssiz ko'payishi bilan tuban o'simliklardan farq qiladi, jinsiy ko'payish hujayralari ko'p hujayrali tuzilgan. Ularning ayrim turlari suv muhitida ham yashaydi. Yuksak o'simliklar kelib chiqishi bo'yicha yashil suvo'tlarning eng qadimgilaridan hisoblanadi, Ularning kelib chiqishi va rivojlanishi ikki xil yo'nalishda, gametofit va sporofit nasl ustunligida bo'ladi. Yuksak o'simliklarning dastlabki ajdodlari tuban o'simliklar hisoblanadi

Kalit so'zlar: Tallom, rizoid, sporofit, gametofit, riniyatoifa, magnoliyatoia, plauntoifa, to'qima Systematics of higher plants and their distribution on earth

Abstract: Higher plants include 9 sections with about 3000 species. It is assumed that higher plants originated from some marine algae. Fossil remains of

higher plants are known from the Silurian period. The higher plants are systematically divided into the following sections: rhinotypes, zoosterophylls, lichens, plauntophyses, psilotophyses, sedges, sedges, pines, and magnolias. Higher plants differ from lower plants by the complex structure of their bodies, their adaptation to growth on the ground, sexual and asexual reproduction, the cells of sexual reproduction are multicellular. Some of their species also live in the water environment. Higher plants are among the oldest green algae by origin. Their origin and development are in two different directions, gametophyte and sporophyte. The first ancestors of higher plants are basal plants

Key words: Thallum, rhizoid, sporophyte, gametophyte, riniyatoyfa, magnoliatoia, plauntoifa, tissue

Yuksak o'simliklar evolyutsion taraqqiyot natijasida murakkab morfologik tuzilishga ega bo'lgan, tanasi poya va bargga differensiyalangan o'simliklar. Ularda ko'p hujayrali murtak (embirion hosil boladi. Yuksak o'simliklarga xos belgilardan biri jinsiy (gametofit) va jinssiz (sporofit) nasllarning gallanishidir. Yuksak o'simliklar 3000 ga yaqin turdan iborat 9 bo'limni o'z ichiga oladi. Bularga: riniotoifalar zoosterofilitoifalar, yo'sintoifalar, plauntoifalar, psilotoifalar, qirqbog'imtoifalar, qirqquloqtoifalar, qarag'aytoifalar, magnoliyatoifalar kiradi. Yuksak o'simliklar tanasining murakkab tuzilganligi, yerda o'sishga moslashganligi, jinsiy va jinssiz ko'payishi bilan tuban o'simliklardan farq qiladi. Yuksak o'simliklar sporofitida ko'p hujayrali sporangiylar hosil bolib, ularda harakatsiz sporalar yetishadi. Gametofitshxa jinsiy organlar paydo boladi. Sporofit, odatda, barg, poya va ildizga bo'lingan. Ko'pincha Yuksak o'simliklarda o'tkazuvchi to'qima — ksilema va floema rivojlangan. Epidermis, kutikula va bargida og'izchalar bo'lishi Yuksak o'simliklar uchun xos. Yuksak o'simliklar birorta dengiz Suvo'tlar kelib chiqqan, deb taxmin qilinadi. Yuksak o'simliklarning qazilma qoldiqlari silur davridan ma'lum.

Yuksak o'simliklarni quyidagi bo'limlarga bo'linadi:

1. Riniyatoifalar –Rhyniophyta
2. Zoosteriofittoifalar Zoosterophyta
3. Yo`sintoifalar Bryophyta
4. Plauntoifalar Lycopodiophyta
5. Psilottoifalar - Psilotophyta
6. Qirqbo`g`imtoifalar Eqvisetophyta
7. Qirqquloqtoifalar - Polypodiophyta
8. Karag`aytoifalar yoki ochik urug`lilar Pinophyta
9. Magnoliyatoifalar yoki gulli o`simliklar Magnoliophyta, Anthophyta

Yuksak o`simliklar quruqlikka moslashar ekan, tuban o`simliklardan quyidagi belgilari bilan farq qiladi:

1. Tanasining poya, barg va ildizga ajralganligidir. Ammo, bular ichida eng sodda vakillarida (yo`sinsimonlarda) ildiz o`rnida-rizoidlar, tanasi poya, bargga ajralmagan «tallom» tuzilishidagi vakillari xam uchraydi.

2. Yuksak o`simliklarda suv va havo almashinishini (transpiratsiya va fotosintez) boshqaruvchi barg og`izchalarining bo`lishi, o`tkazuvchi to`qimalar, traxeidlar, traxeya, ksilema, floema va yo`ldosh xujayralarning bo`lishi. Keyinchalik mexanik to`qimalarning rivojlanishidir. Morfologik tuzilishi jihatidan esa turli xil moslamalar vujudga kelgan.

3. Bularda jinsiy ko`payish a`zolarining ko`p xujayrali tuzilganligidir.

4. Jinsiy ko`payish azolari: erkakligi-anteridiy, urg`ochiligi-arxegoniydan iborat.

5. Yuksak o`simliklar hayotiy jarayonida doimo nasllar gallanishi-jinsiy nasl gametofitni, jinssiz nasl–sporofit bilan almashinishi kuzatiladi. Yuksak o`simliklardan faqat yo`sintoifalarida gametofit nasl ustunlik qilsa, qolganlarida esa sporofit nasl ustunlik qiladi. Gametofit-jinsiy nasl bo`lib, unda anteridiy va arxegoniy etiladi. Ularni gametalarini qo`shilishi natijasida jinsiy ko`payish amalga oshadi. Gametofit bir uyli ayrim jinsli yoki ikki uyli, bir jinsli bo`lishi mumkin.

Sporofit nasl- jinssiz nasl bo`lib, unda sporolar etiladi. Sporalar sporangiyalarda hosil bo`ladi. Sporalar hosil bo`lishida sporangiyalar ichida reduksion bo`linish yoki meyoza natijasida sporalar gaploid to`plamga ega bo`lgan xromosomalarni hosil qiladi.

6. Yuksak o`simliklarda zigotaning keyingi taraqqiyotida murtak (embrion)ning hosil bo`lishi va uning rivojlanish davomida sporofit hosil bo`lishi kuzatiladi.

7. Yuksak o`simliklardan ochiq urug`li va yopiq urug`li (guli o`simliklar) o`simliklarda spora o`rnida urug` hosil bo`ladi. Shuning uchun ham ularni «urug`li o`simliklar» deb ataladi.

Yuksak o`simliklarning kelib chiqishi.

Yuksak usimliklar kelib chiqishi bo`yicha yashil suvo`tlarning eng qadimgilaridan hisoblanadi, Ularning kelib chiqishi va rivojlanishi ikki xil yo`nalishda, gametofit va sporofit nasl ustunligida bo`ladi. Ularni dastlabki ajdodlari tuban o`simliklar hisoblanadi. Ko`pchilik olimlar, qadimgi (proterozoy erasidagi) yashil suvo`tlari ularni dastlabki ajdodlari deb hisoblashadi. Bunga sabab shuki, qadimgi proterozoy erasida yashab so`ng yo`qolib ketgan yashil suvo`tlarda 2 xivchinli spermatozoidlarning bo`lishi aniqlangan. Shuningdek ular xlorofill, xloroplastlar va boshqa pigmentlarning bo`lishidir. Ba`zi olimlar yuksak o`simliklarning qadimgi ajdodlari deb hozirda bir muncha taraqqiy etgan qo`ng`ir suvo`tlarini ham keltirib o`tadi, lekin uni tasdiqlovchi, dalillar hozircha yetarli emas.

Yer sharining umumiy maydoni 510 mln. km² bo`lsa, shundan 149 mln. km² quruqlik, 361 mln. km² suv muhitiga tug`ri keladi. Suv va quruqlikda hayvonlarning 1,5 mln. dan, o`simliklarning esa 500 mingdan ortiq turlari tarqalgan. Shulardan 200 minggi tuban o`simliklar, 300 minggi yuksak o`simliklardir. Demak, yuksak o`simliklar turlar sonining ko`pligi bilan birga, ularni turli xil geografik va ekologik muhitlarda eng issiq, sernam tropik hududlardan boshlab iqlimi sovuq bo`lgan joylarda ham uchratish mumkin. Bulardan tashqari tekislikdan tortib to tog` va yaylov mintaqalarigacha

tarqalgan. Yuksak o'simliklar asosan quruqlikda yashashga moslashgan. Ularning ayrim turlari suv muhitida ham yashaydi.

Xulosa: Yuksak o'simliklar — evolyutsion taraqqiyot natijasida murakkab morfologik tuzilishga ega bo'lgan, tanasi poya va bargga differensiyalangan o'simliklar. Ularda ko'p hujayrali murtak (embirion) hosil bo'ladi. Yuksak o'simliklarga xos belgilardan biri jinsiy (gametofit) va jinssiz (sporofit) nasllarning gallanishidir. Yuksak o'simliklar 3000 ga yaqin turdan iborat 9 bo'limni o'z ichiga oladi. Bularga: riniotoifalar zosterofilitoifalar, yo'sintoifalar, plauntoifalar, psilotoifalar, qirqbo'g'imtoifalar, qirqquloqtoifalar, qarag'aytoifalar, magnoliyatoifalar kiradi. Yuksak o'simliklar tanasining murakkab tuzilganligi, yerda o'sishga moslashganligi, jinsiy va jinssiz ko'payishi bilan tuban o'simliklardan farq qiladi. Yuksak o'simliklar sporofitida ko'p hujayrali sporangiylar hosil bo'lib, ularda harakatsiz sporalar yetishadi. Gametofitshxa jinsiy organlar paydo bo'ladi. Sporofit, odatda, barg, poya va ildizga bo'lingan. Ko'pincha Yuksak o'simliklarda o'tkazuvchi to'qima — ksilema va floema rivojlangan. Epidermis, kutikula va bargida og'izchalar bo'lishi Yuksak o'simliklar uchun xos. Yuksak o'simliklar birorta dengiz suvo'tlaridan kelib chiqqan, deb taxmin qilinadi. Yuksak o'simliklarning qazilma qoldiqlari silur davridan ma'lum

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**BOSHLANG'ICH TA'LIMDA AXBOROT TEXNOLOGIYALARDAN
SAMARALI FOYDALANISH**

Jo'raqulova Yulduz Jalolovna

Rahimova Madina Davronovna

Hamroyeva Hulkar Amonovna

Buxoro viloyati Kogon tumanidagi 10-maktabning

boshlang'ich sinf o'qituvchilari

ANNOTATSIYA: Ushbu maqolada boshlang'ich sinf o'quvchilariga ta'lim berish jarayonida axborot kommunikatsiya texnologiyalarni samarali qo'llash, dars jarayonida axborot texnologiyalaridan foydalanishning ahamiyati va foydalari haqida so'z yuritiladi

KALIT SO'ZLAR: zamonaviy texnologiyalar, intellektual qobiliyat, elektron qo'llanmalar, "Microsoft PowerPoint", "sanashni o'rganamiz"

KIRISH

Bugungi kun o'qituvchisiga barkamol avlodni tarbiyalab voyaga yetkazishdek mas'uliyatli vazifa yuklangan bo'lib, ta'lim mazmunini takomillashtirishga qaratilgan vazifalarni belgilab olish, zamon bilan ham nafas bo'lib, ta'limning zamonaviy texnologiyalarini joriy etgan holda o'quvchilarda o'z faniga qiziqish uyg'otishlari, hurmat-ehtirom tuyg'ularini shakllantirib borishlari talab etiladi.

Ta'limda ijobiy natijalarga erishish, eng avvalo, yosh avlodga ilmiy bilim asoslarini puxta o'rgatish, ularda dunyoqarash hamda tafakkur ko'lamini kengaytirish, ma'naviy-axloqiy sifatlarini shakllantirish borasidagi ta'limiy tarbiyaviy ishlarni samarali tashkil etish bilan belgilanadi. Bu borada ta'lim-tarbiya jarayoniga ko'plab o'zgartirishlar kiritilmoqda, yangicha yondoshuvlar tadbiq etilmoqda. Shulardan birisi, axborot-kommunikatsion texnologiyalardan

foydalanib dars o'tishda mashg'ulotlar samaradorligini oshirishga erishish hisoblanadi.

O'zbekiston Respublikasi "Kadrlar tayyorlash milliy dasturi"da ta'lim muassasalarining moddiy texnik va axborot bazasini mustahkamlash, o'quv-tarbiya jarayonini yuqori sifatli o'quv adabiyotlari va ilg'or pedagogik texnologiyalar bilan ta'minlash uzluksiz ta'lim tizimini axborotlashtirish masalasi alohida qayd etilgan. Bundan kelib chiqqan holda ta'lim jarayoniga axborot-kommunikatsion texnologiyalarini joriy etish davr talabi hisoblanadi.

ASOSIY QISM

O'quvchilarning fanlarga bo'lgan qiziqishini oshirish, ularning aqliy va ijodiy tafakkurini, intellektual qobiliyatlarini rivojlantirish, fanlararo bog'liqlikni ta'minlash, bugungi pedagogikaning muhim vazifalaridan. Darslarni ilg'or pedagogik texnologiyalar asosida tashkil etish, o'quvchilarni mustaqil ravishda faoliyat ko'rsata olishga, axborot texnologiyalari imkoniyatlaridan oqilona foydalanishga o'rgatish, o'qitilayotgan fanni o'zlashtirish sifatini oshirish ustuvor vazifa hisoblanadi. Bu borada boshlang'ich ta'limni o'qitishda ham turlicha uslublar qo'llanilmoqda. Shulardan biri zamonaviy axborot texnologiyalaridan foydalanishdir.

Zamonaviy axborot texnologiyalarning jadal taraqqiy etib, ta'lim sohasiga jadal kirib kelishi, hayotimizda muhim ahamiyatga ega bo'lib borayotgani bu boradagi bilim va malakalarimizni ham mos ravishda shakllantirishni taqozo etadi. Shuning uchun, boshlang'ich sinflarda kompyuterdan foydalanib dars o'tish tavsiya qilindi. Dars jarayonining muhim yutuqlaridan biri kompyuter texnologiyalari komponentlaridan foydalanishni ta'minlovchi dasturiy vositalarning yaratilishi bo'ldi. Ayniqsa, o'quv jarayonining tashkil qilishda bu dasturiy vositalar alohida ahamiyatga ega. Elektron qo'llanmalarning "Macromedia Flash", "GIF Animation", "Microsoft Front Page", "Adobe Fotoshop", "3D Max", "Microsoft PowerPoint" kabi dasturiy vositalardan foydalanib yaratilganligi qulaylik tug'dirmoqda. Chunki ular harakatli, rangli, ovozli tasvirlar yaratish imkonini beradi. Bu esa

boshlang'ich sinf o'quvchilarining mavzuni tez tushunib olishga, o'zlashtirish sifatini oshishiga yordam beradi.

Boshlang'ich sinf o'quvchilari uchun yaratilgan elektron darslik, qo'llanma va taqdimotlardan o'quv jarayonida keng foydalanilmoqda. O'qish, ona tili, matematika va tabiatshunoslik fanlarini o'qitishda axborot texnologiyalari yordamida turli xil ko'rgazmali slaydlardan dars jarayonlarida foydalanish mumkin. Masalan:

✓ o'qish va ona tili fanlarida katta ekranda harflarni, so'zlarni bir-biriga qo'shib o'qish, so'ngra kichik ertak va hikoyalarni o'qish, harflarni to'g'ri va chiroyli yozish;

✓ matematika fanida oddiy amallardan foydalanib, slaydlar yordamida masalalar yechish, turli xil hisob-kitobli o'yinlar tashkil qilish;

✓ tabiatshunoslik fanidan tabiatdagi hodisalar haqidagi sodda slaydlar yordamida tushunchalar berish mumkin.

Ushbu usullardan foydalanish yosh va bilimga chanqoq o'quvchining og'zaki nutqini rivojlanishiga, og'zaki hisoblash malakasini oshishiga, ijodkorlik, izlanish va fikrlash qobiliyatini rivojlanishiga turtki bo'ladi. Elektron taqdimotlardan darsda namoyish va ko'rgazmali material sifatida foydalanish o'qituvchiga katta yordam beradi. O'quv materialining elektron taqdimotda animatsiyalar shaklida berilishi o'tilayotgan mavzuni tushunishni yengillashtiradi va ko'rgazmalilikni oshiradi. Namoyish slaydlarini o'quvchilarga tarqatma material sifatida ham berish mumkin. Bunga misol qilib, 4-sinf ona tili darslarida foydalanish uchun yaratilgan "Kelishiklar" mavzusidagi elektron taqdimotni aytish mumkin. Elektron darslikdan mustaqil ta'lim olishda va o'quv materiallarini har tomonlama samarali o'zlashtirishda foydalanish mumkin. Elektron darslikda fanning o'quv materiallari o'quvchiga interfaol usullar bilan, psixologik va pedagogik jihatlar, zamonaviy axborot texnologiyalari, audio va video animatsiyalar imkoniyatlaridan o'rinli foydalaniladi. Kitob.uz saytida 1-4 sinf o'quvchilari uchun deyarli barcha

fanlarning elektron darsliklari mavjud. Ammo ular matn va ovoz shaklida taqdim etilmagan. Elektron darsliklarni matn va ovoz shaklida, slayd-shou ko‘rinishda berish maqsadga muvofiq. Audio va video axborotlarning o‘zaro birgalikda qo‘llanishi o‘qitish samaradorligini keskin yuksaltiradi.

Boshlang‘ich sinf o‘quvchilari uchun yaratilgan “Sanashni o‘rganamiz”, “Alifbo saboqlari”, “Aljabr”, “5x5”, kabi elektron dasturlar o‘zining qiziqarliligi, o‘quvchilar yoshiga mosligi, foydalanish uchun soddaligi, intellektual salohiyatni rivojlantirish, mantiqiy mushohada yuritishga chorlashi bilan ahamiyatlidir.

“Sanashni o‘rganamiz” – boshlang‘ich sinf o‘quvchilari uchun matematika fanidan elektron o‘quv vositasi. Mazkur elektron dars ishlanma orqali boshlang‘ich sinf o‘quvchilari 4 amalni bajarish ko‘nikmasini hosil qilish bilan birgalikda kompyuterning “sichqoncha” qurilmasidan foydalanish ko‘nikmasi shakllantiriladi. “Alifbo saboqlari” - 1-sinf o‘quvchilari uchun mo‘ljallangan bo‘lib, Alifbeni o‘rgatuvchi dastur hisoblanadi. Dasturning afzallik tomoni shundaki, o‘quvchilarning og‘zaki va yozma nutqini o‘stirish (harfni talaffuz qilish va yozish, o‘sha harf bilan boshlanuvchi narsalarning nomlarini o‘rganish)ga yordam beradi. Shuningdek, harflar o‘rganilgandan so‘ng, mustahkamlash maqsadida rasm beriladi. Berilgan katakchaga rasmdagi narsaning nomini qo‘yib yozish tushiriladi. Shu yerda o‘quvchining kompyuter orqali yozuv malakalari shakllantirilib boriladi, test bilan ishlashga ham o‘rgatiladi. “Aljabr” - 1-sinf matematika darslarida foydalanish uchun mo‘ljallangan dastur hisoblanadi. Dastur orqali o‘quvchilar 10 ichida raqamlashni, tartiblashni, qo‘shish va ayirish amallarini bajarishni, taqqoslashni o‘rganadilar. Dastur o‘quvchiga og‘zaki misol yechishning avtomatik darajada o‘zlashtirish imkonini beradi. Shuningdek, mustaqil ishlash ko‘nikmalarini rivojlantirishga xizmat qiladi.

“5x5” - 2-sinf matematika darslarida foydalanish uchun mo‘ljallangan bo‘lib, karrali jadvalni o‘rgatuvchi dastur hisoblanadi. Dasturning takrorlash qismida kompyuterning o‘zi tartib bilan 2 dan boshlab 9 gacha karrali jadvalni

o'rgatadi. Imtihon qismida esa o'quvchi mustaqil ravishda jadvalni ishlab chiqadi. Shunisi e'tiborliki, bir xonani bajarmasdan turib, ikkinchisiga o'tmasligi o'quvchini o'z ustida ishlashiga majbur etadi. Dasturni o'qituvchi uchun haqiqiy yordamchi desak bo'ladi. Chunki, sinfnig 30- 40% o'quvchisi karrali jadvalni o'rganishida qiyinchilikka duch keladi. Dastur o'sha o'quvchilarga karrali jadvalning avtomatik darajada o'rganishlarini kafolatlaydi.

XULOSA

Bugungi kun o'qituvchisiga qo'yilayotgan talab, dars jarayonida axborot texnologiyalarni qo'llay olishi, o'quvchilarni komyuterdan erkin foydalanishga, zamonaviy bilimlarni puxta egallashga, ma'nan yetuk shaxs bo'lib yetishiga o'rgatishdan iborat

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MILLIY TIKLANISHDAN – MILLIY YUKSALISH SARI

Abduaxadova Dilnavoz Abdumajid qizi

*Toshkent viloyati Parkent tumani , 5-sonli maktabgacha
ta'lim tashkiloti tarbiyachisi*

Annotatsiya: Mazkur maqolada xalqmizning ko'xna tarixi, boy merosiga ega shonli o'tmishi haqida so'z yuritilib, insoniyatning ma'naviy rivojlanishiga ulkan hissa qo'shgan ikki uyg'onish davriga to'xtalib o'tilgan.

Kalit so'zlar: global o'zgarishlar, yangicha talab, qadriyatlar, globallashuv, milliy uyg'onish.

Bugun dunyoda shiddat bilan kechayotgan global o'zgarishlar, jahon xalqlari va hayotiga daxldor bo'lib, turfa xil qarashlarni vujudga keltirmoqda. Insoniyat tamom-ila o'zgacha muhit, yangicha talab va xavf-xatarlar kuchaygan bir sharoitda yashashga to'g'ri kelmoqda. Bu kabi holatda uzoq vaqt davomida sinovdan o'tgan va hayotning turli qiyinchiliklarida toblangan har qaysi xalq va millat birligi, hamjihatligini yanada oshirib, uning manfaatlariga xizmat qiladi. Bir necha ming yillik tarixga ega bo'lgan yurtimizdagi boy moddiy va madaniy meroslarning mavjudligi, milliy va umuminsoniy qadriyatlarning rivojlanganligi, shuningdek nomlari bashariat svilizatsiyasi tarixiga abadiy bitilgan olim-u fuzallolarni yetishtirgan bu ko'xna zamin azal-azaldan insoniyat tamaddunining beshigi bo'lib kelgan.

Markaziy Osiyo xalqlari o'tgan ming yillar mobaynida xitoy, yunon, arab, mug'ul, rus istilochilari tomonidan zabt etilgan. Istilochilar xilma-xil bo'lsa ham ularning maqsadi o'xshash, ya'ni ko'xna madaniyat va ma'naviyatga ega bo'lgan tub aholini milliy qadriyatlardan begonalashtirish, o'zligini anglashga yo'l qo'ymaslik, tarixini soxtalashtirishdan iborat edi. Shu bois, bizning hududimizdagi biron bir ko'xna shahrimiz, katta – kichik

daryomiz, baland – past tog'imiz yo'qki, u bir necha nom bilan atalmasin. Bu istilochilarning manfur siyosati, o'z xalqining tili va madaniyatini ustun qilib ko'rsatish, mahalliy xalqning tarixi va ma'naviyatini kamsitib, soxtalashtirib yoki inkor etish oqibati edi.

Xalqni o'z ma'naviyati va madaniyatidan judo qilib, xotirasiz manqurtlarga aylantirish, so'nggi qariyb bir yarim asr mobaynida chorizm va bolshevizm mustamlakachilarining ham bosh siyosati bo'lib kelganligi hammaga a'yon. Mazkur siyosat oqibatida biz tilimiz, madaniyatimiz, tariximizga bepisandlik bilan qaradik, o'tmishimizni zo'r berib qoralash va kamsitish yo'lini tutdik, bir necha ming yillik madaniy merosimizni, milliy tariximiz, milliy an'analar, urf odatlarimizni unuta boshladik, jahon xalqlari madaniyatining ajralmas qismi bo'lgan islom ta'limotini ko'r- ko'rona inkor etdik. Dindorlar ma'naviy taxqirlandi, ularning huquqlari cheklab qo'yildi, bayramlar oyoqosti qilindi, tariximiz bir tomonlama va yuzaki o'rganildi.

Mustaqillik tufayli ma'naviy hayotimizda uyg'onish yuz berdi. Xalqimizning milliy ongi, milliy g'ururi, milliy iftixori, ma'naviy dunyosi kundan kunga boyib bormoqda. Bu esa mustaqil davlatimizning ma'naviy asosini yanada mustahkamlashga xizmat qilmoqda, lekin shuni alohida qayd etishimiz kerakki, milliy o'z o'zini anglash, o'zbekchilik — millatchilik degan ma'noni bildirmaydi. Milliy uyg'onish, milliy g'urur, milliy tuyg'uning tiklanishi — bu milliy rivojlanish bilan uzviy bog'liq bo'lgan tabiiy qonuniy jarayondir.

Ota-bobolarimizdan bizga qoldirilgan boy ma'naviy merosni avaylab asrab, uni zamonaviy ilm-fan yutuqlari bilan ijodiy boyitib, kelajak avlodning tafakkuri, dunyoqarashini milliy va umuminsoniy qadriyatlar asosida shakllantirib, ularning bunyodkorlik faolligini oshirish - mustaqillik poydevorini mustahkamlashning asosiy garovidir.

Hech bir xalq o'z o'zini anglamasdan milliy madaniyati, milliy qadriyatlarini avaylab, asrab saqlamasdan turib boshqa xalqlarning

qadriyatlariga hurmat - izzat bilan qaray olmaydi. Shuning uchun milliy qadriyatlarning tiklanishi, umuminsoniy qadriyatlar sari rivojlanishning yakka-yu yagona yo'lidir.

Milliy qadriyatlar umuminsoniy qadriyatlar bilan qancha ko'p uyg'unlashgan bo'lsa, ularning taraqqiy etishiga shu kadar keng imkoniyat ochiladi. Bu hayotiy haqiqatdir. Muxtasar qilib aytganda, milliy tiklanish millat taraqqiyoti tarixining birinchi bosqichida ma'lum bir obyektib va subyektiv sabablar oqibatida boy berilgan salohiyatni qayta millat taraqqiyotiga yo'naltirish bilan bog'liq jarayondir.

Hayotimizning barcha sohalarida amalga oshirilayotgan keng ko'lamli islohotlarmizning samaradorligi, avvalo, xalq ma'naviyatining yuksalishi, boy tarixiy merosimizning chuqur o'rganilishi va tadqiq etilishi, fan va ta'lim rivoji, eng muhimi, jamiyat tafakkurining o'zgarishi va yuksalishi bilan bog'liqdir. Tafakkurning o'zgarishi va yuksalishi o'z navbatida milliy g'oyaning xalqmiz ongi va qalbidan qanchalik chuqur joy olayotganligi bilan o'z o'lchanadi.

O'zbekiston – ulkan tabiiy zahiralar, iqtisodiy va insoniy salohiyatga boy mamlakat. Shuning uchun milliy tiklanishdan – milliy yuksalish sari borishda iqtisodiyotni, butun mamlakatni innovatsion asosda rivojlantirish muhim rol uynaydi.

Bugungi kunda dunyoda innovatsion g'oyasiz, ilm-fan yutuqlarisiz biror-bir soha rivojini tasavvur etib bo'lmaydi. O'zbekistonning eng katta boyligi – bu xalqning ulkan intellektual va ma'naviy salohiyatidir. O'rta asrlar oralig'ida yurtimiz xududidan yetishib chiqqan ulug' alloma va mutafakkirlar jahon ilm-faniga, butun insoniyat tamadduniga beqiyos hissa qo'shgan.

Mamlakatimizda amalga oshirilayotgan keng qamrovli islohotlar va bunyodkorlik ishlari natijasida xalqimizning ongu tafakkuri, dunyoqarashi o'zgarmoqda. Yurtimizda huquqiy davlat, fuqarolik jamiyatini barpo etishda “Milliy tiklanishdan — milliy yuksalish sari” degan hayotbaxsh g'oyaning

ahamiyati tobora ortib bormoqda.

Xususan, ma'naviy-ma'rifiy jarayonlarni tashkil etishda yaxlit tizim mavjud emasligi, xalqimiz, ayniqsa yoshlarni ma'naviy tahdidlardan himoya qilish borasida yetarli darajada tashkiliy-amaliy va ilmiy-tadqiqot ishlari olib borilmayapti, ushbu yo'nalishda davlat tashkilotlari, fuqarolik jamiyati institutlari, ommaviy axborot vositalari hamda xususiy sektorning ijtimoiy hamkorligi samarali yo'lga qo'yilmagan.

Xulosa qilib aytganda, o'z oldiga ulug'vor maqsadlar qo'yib, innovatsion taraqqiyot yo'lga chiqqan O'zbekiston milliy taraqqiyot manzili sari yangi bosqichga qadam qo'ydi. Bugungi kunda yurtimizdagi tub o'zgarishlar, faol konstruktiv yangilanishlar jamiyatimiz hayoti, odamlarning ongu tafakkuri o'zgarishiga xizmat qilmoqda. Zotan , murakkab va serqirra jarayon bo'lmish hayot suratlarning tezlashishi har bir kishidan mustaqil fikirlash, mustahkam irodali bo'lish hamda qat'iy faol fuqarolik pozitsiyasini egallashni talab qilmoqda. Milliy yuksalish har bir fuqaroning shaxsiy rivojlanishi, ularning turmush-tarzi yaxshilanishi bilan uzviy bog'liqlikdagi jarayondir.

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IMPORTANCE OF READING

Umirzokhova Fazilat Shavkat Kizi

*STUDENT OF KATTAKURGAN BRANCH OF SAMARKAND STATE
UNIVERSITY*

Annotatsiya: Ushbu maqola insonlarga o'qish mahoratlarini rivojlantirish, samarali o'rganish va o'z ustida ishlashni o'rgatishga qaratilgan. O'qish so'z boyligini kengaytirishning eng yaxshi usullaridan biri hisoblanadi. Ko'pchilik insonlar IELTS imtihonida yuqori bal olish mahoratini o'qish orqali o'rganadi. O'qish mahorati insonlar uchun juda muhim hisoblanadi, chunki u matnlarni oson tushunishga, turli uslublar bilan ishlashga va eng muhimi, IELTS imtihonidagi jummalarni to'g'ri ishlatishni o'rganishga yordam beradi. O'qish o'quvchilarning so'z boyligini va til ko'nikmalarini rivojlantiradi. O'quvchilar qanchalik ko'p o'qisa, shuncha ko'p so'z o'rganadilar. Ular bu yangi so'zlarni o'rganganliklari sababli, berilgan matnga qarab so'zlarning ma'nosini aniqlay oladi. Shuningdek, o'qish orqali gaplarning tuzilishi va undagi so'zlardan so'zlardan qanday foydalanishni bilib olish mumkin. Bundan tashqari, o'qish stressni kamaytiradi va dam olishni ta'minlaydi. U boshqa hikoyalar dunyosiga qochish va kundalik stresslardan qochish imkonini beradi. Shuningdek, o'qish aqliy jihatdan chiroqlarning nurlari va kompyuter yoki televizorlarning haddan tashqari baland shovqinidan qutulish imkonini beradi. O'qish faoliyati tinchlikda va tezlikda bajariladigan faoliyat.

Kalit so'zlar: O'qish malakasi, lug'at, matn, gap tuzilishi, skanerlash, ko'zdan kechirish, sarlavha, mazmun, sarlavha, tasnif, atoqli otlar, struktura, qism, umumiy ko'rinish, yo'naltirilgan amaliyot, tartib, paragraph, level, texnika.

Annotation: This article focuses on teaching students how to develop reading skills, study effectively, and work on themselves. Reading is one of the best way to expand vocabulary. Most people learn reading skill in order to get

high score in IELTS exam. Reading is considered as important for people the reason why it helps them to understand texts easily, working with different styles and the most importantly enables them to learn how to use different sentences accurately in IELTS exam. Reading improves learners' vocabulary and language skills. The more they read, the more they learn new words. As they learn these new words, they can identify them based on the context of material. They can also learn about sentence structure through reading, which can help improve their writing skills. In addition, it reduces stress and offers relaxation. Reading offers an escape into other story worlds and away from daily stressors. It also offers an escape from the mentally overstimulation of flashing lights and noise of the computer or television. It is an activity that can be done in silence and at pupil' own peace

Key words: Reading skill, vocabulary, context, sentence structure, scanning, skimming, title, contents, heading, classification, system, proper nouns, structure, passage, overview, guided practice, procedure, paragraph, level, technique.

Аннотация: Данная статья посвящена обучению студентов тому, как развивать навыки чтения, эффективно учиться и работать над собой. Чтение-один из лучших способов расширить словарный запас. Большинство людей учатся читать, чтобы получить высокой балл на экзамене ИЕЛТС. Чтение считается важным для людей, потому что оно помогает им понимать тексты, работать с разными стилями и, самое главное, позволяет им научиться правильно использовать разные предложения на экзамене ИЕЛТС. Чтение улучшает словарный запас учащихся и языковые навыки. Чем больше они читают, тем больше узнают новых слов. Когда они узнают эти новые слова, они могут идентифицировать их в зависимости контекста материала. Они также могут узнать о структуре предложения посредством чтения, что может помочь улучшить их навыки письма. Кроме того, он снижает стресс и предлагает расслабление. Чтение предлагает побег в другие миры историй

и подальше от ежедневных стрессов. Он также предлагает избавление от умственной чрезмерной стимуляции мигающими огнями и шумом компьютера или телевизора. Это деятельность. Которую можно выполнять и в собственном темпе учеников.

Ключевые слова: Навик чтения, словарный запас, контекст, структура предложения, просмотр, белгый просмотр, название, содержание, заголовок, классификация, система, имена собственные, структура, отрывок, обзор, управляемая практика, процедура, абзац, уровень, техника.

Firstly, reading activity is “ a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas”. A person may read in order to gain information or verify existing knowledge, to critique a writer’s ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.

Reading activity is one of the most important ways of learning, as it is connected with literacy and civilizational development as well. Especially, it is also essential to read to young children because their reading skills are extensive to their success in school and work. In addition, reading can be a fun and imaginative activity for children, which opens up all kinds of imaginary worlds. Also reading and writing are great ways we use language to communicate. Knowledge is the food for the mind and soul. It encourages pupils to think and helps to make greater their hunger for erudition and thirst to learn more.

Reading has been a great source of knowledge at all times. Today the ability to read is highly valued and very important for social and economic advancement. Knowledge and education are learned, understood by reading and different skills, competences are formed by reading. In ancient times, when people did not know how to read or write, their minds were not as developed as nowadays. Over time, this problem had been solved to a certain extent when

reading and writing appeared. Fortunately, people not only read, but also want to read more and more and catch up with the events taking place around them.

The most common importances of reading from a young are the following:

it is important for a child to look at books every day;

all the family should be involved in sharig books and chidren's reading;

reading to a child for a short time every day from infancy helps prepare a child to learn. They are never too young;

during the early years your child is remembering word patterns and learning the language of books;

shared enjoyment in reading between a parent and child deepens the child's interest in the world of stories and onformation and supports them learning to read;

promotes and teaches them key literacy skills and promotes early language development.

Finding time to read every night can be hard sometimes though. Children have soccer practice, dance practice, or family obligations. The list is endless when it come to reasons we cannot find " find time to read". There is one essential thing to remember though: there is always time to read. It may be 5 minutes in line at the drive-through, or 10 minutes while waiting to pick up pupils' sibling from practice: but we can always find some time to read. The following statistics show us why this is important. As we can see, reading 20 minutes a night is important in becoming a strong reader. We must make time for I and make it a priority.

Appendix

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different

purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts.

Guided practice is interactive instruction between the teacher and students. After the teacher introduces new learning, he/she begins the student practice process by engaging students in a similar task to what they will complete later in the lesson independently.

Overview is a short description of something that provides general information about it, but no details.

Procedure is the plan for how you will conduct your experiment.

A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic.

A technique is a particular method of doing an activity, usually a method that involves practical

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**Maktabgacha ta'lim tashkiloti tarbiyachisining kommunikativ faoliyatiga
rivojlantiruvchi texnologiyalarning ta'siri**

Abduraimova Saboxat Mamaraimovna

GulDU 2-kurs magistranti

Annotatsiya: Maktabgacha ta'lim tashkilotlaridagi tarbiyachilarning kommunikativ faoliyatiga va maktabgacha ta'lim muassasalarida ta'lim – tarbiya olayotgan bolalarga hozirgi zamonda rivojlanib borayotgan texnologiyalar ta'siri.

Kalit so'zlar: “Bolaga yo'naltirilgan ta'lim dasturi”, qiziquvchanlik xususiyati, kompyuter o'yinlari, psixologik-pedagogik ta'sirlar, kompyuter savodxonligi, axloqiy madaniyatini shakllantirish.

YUNISEF tashkilotining “Bolaga yo'naltirilgan ta'lim dasturi”da MTMlarining ta'lim-tarbiya jarayonida yangi pedagogik texnologiyalardan foydalanish dolzarb masala ekanligi ta'kidlangan.

MTM bolalarida kompyuter savodxonligini shakllantirish, ularni kompyuter bilan elementar tarzda muomala qilishga o'rgatish va maktab ta'limiga tayyorlash dolzarb masalalardan biri ekanligini ko'rsatadi. Yosh bolalar tevarak-atrofga, voqea va xodisalarga, narsa va buyumlarga qiziquvchan bo'ladi. Hamma narsani ushlab, paypaslab, yurgizib, harakatga keltirib ko'rishni yoqtiradilar.

Kompyuter o'yinlari tarbiyalanuvchilarning ushbu qiziquvchanlik xususiyatini oshiradi. Natijada, ularning aqliy rivojlanishi shakllana boradi. Multimediali kompyuter o'yinlari tarbiyalanuvchilarning qiziquvchanlik xususiyatini oshirishi quyidagilar asosida namoyon bo'ladi:

- 1) ekranda ko'rsatiladigan o'yin obyektiga animasiya samarasi berilgan bo'lishi va ular doimiy ravishda harakatlanib, jilolanib turishida;
- 2) tovushda;
- 3) musiqada;

- 4) animatsiyada;
- 5) multifikatsiyada.

O'yin davomidagi ushbu "kompyuterli" psixologik-pedagogik ta'sirlar yosh bolalarning faqat qiziquvchanlik xususiyatini oshiribgina qolmasdan, balki bilim olishga bo'lgan ishtiyoqini ham oshiradi. Yuqorida keltirilgan ma'lumotlardan ma'lum bo'ldiki, maktabgacha ta'lim yoshidagi bolalarni tarbiyasini shakllanishida axborot texnologiyalari ya'ni, multimedialardan foydalanish uni MTMLarda samarali qo'llash hozirgi kunning asosiy masalalaridan biri hisoblanadi.

Multimedia vositalarini tayyorlash va bolalarning kompyuter savodxonligini shakllantirish metodikasi shaxsiy kompyuterlar multimedia texnologiyasining asosiy texnik vositasi hisoblanadi. MTMLarning ta'lim-tarbiya jarayonida foydalanishda q'shimcha vositalar – kompakt disklar, turli xil taqdimotlar, slaydlar va hokazolar talab etiladi. Multimedia vositalaridagi ta'lim-tarbiya materiallari dinamik xarakterga ega bo'lib, ular animatsiya bilan berilgan bo'ladi. Ta'lim tizimida foydalanib kelinayotgan an'anaviy ko'rgazmali materiallar statik xarakterga ega. Masalan, tarbiyachi A harfini an'anaviy usulda o'rgatish mobaynida, bolaga uning qog'ozdan yoki kartondan yasalgan shaklini ko'rsatadi (statik vosita). Multimedia vositasida ko'rsatilganda A harfi kompyuter (monitor) ekranida tebranib, bolalarning diqqatini o'ziga jalb etadi (dinamik vosita). Hozirgi kunda turli xil multimediali ta'lim vositalarini ishlab chiqish va ularni ta'lim-tarbiya jarayoniga tatbiq etish jadal rivojlanayapti. MTMLari ta'lim-tarbiya jarayonida ulardan foydalanish metodikasi ishlab chiqilmagani uchun tarbiyachi-pedagoglar multimedia vositalarini multimedia texnologiyasi sifatida qabul qilmoqdalar. Kezi kelganda shuni ham ta'kidlab o'tish kerakki, multimedia vositalarini ishlab chiqaruvchi maxsus muassasadan tashqari, har bir MTM tarbiyachilarining o'zlari tayyorlashi mumkin bo'lgan dasturli va rolly multimedia vositalarini (DVD-disk) qo'llash mumkin. DVD video diski multimedaning texnik vositasi sifatida bir necha afzalliklarga ega. Diskdan foydalanib, o'rganiladigan materialni bosqichlar bo'yicha to'la, ba'zi

hollarda alohida elementlarini ko‘rish mumkin, zarur bo‘lganda material qayta namoyish etiladi. DVD video diskda sxemalar, rasmlar, grafiklar ham joylashtirilgan bo‘ladi. Multimedia texnologiyasining didaktik vositalari ta‘limning didaktik talablariga to‘la mos keladi.

MTMlarida multimediali kompyuterli ta‘limni amalga oshirishning asosiy talablaridan biri - bolalarning kompyuter savodxonligini shakllantirish va ularni kompyuterda mustaqil ishlashini ta‘minlashdan iborat.

Tarbiyalanuvchilarning kompyuter savodxonligini shakllantirishdan asosiy maqsad ta‘lim-tarbiya jarayonini amalga oshirishda kompyuterdan foydalanishga qaratilgani sababli, tarbiyachi o‘zining nazorati ostida "Sichqoncha" yordamida turli ta‘lim o‘yinlarini, matematik amallarni, ekologik topshiriqlarni va shularga o‘xshash vazifalarni bajartirishga o‘tadi. Tarbiyalanuvchilar "Sichqoncha"dan foydalanish bo‘yicha to‘la amaliy malaka va ko‘nikma hosil qilganlaridan so‘ng mustaqil ish bajara boshlaydilar. Bu holda ham tarbiyachi ularning ishini doimiy kuzatib turadi.

MTM tarbiyalanuvchilarida kompyuter savodxonligini shakllantirishning yana bir qulay tomoni shundan iboratki, multimedia texnologiyasidan foydalanish jarayonida tarbiyalanuvchilarning bilimini baholash ham kompyuter xotirasiga kiritilgan test savollari, rasmlar, o‘yinlar, mashqlar, taqdimotlar orqali amalga oshiriladi. Bu holda tarbiyalanuvchilar berilgan savollarga to‘g‘ri javob topishlari shart.

Xulosa qilib aytganda, Kadrlar tayyorlash Milliy dasturida belgilanganidek: “Inson, uning har tomonlama uyg‘un kamol topishi va farovonligi, shaxs manfaatlarini ro‘yobga chiqarishning sharoitlarini va ta‘sirchan mehanizmlarini yaratish, eskirgan tafakkur va ijtimoiy xulq-atvorlarni andozalarini o‘zgartirish respublikada amalga oshirilayotgan islohatlarning asosiy maqsadi va harakatlantiruchi kuchidir” deyiladi.

Ma‘lumki, maktabgacha ta‘limning asosiy maqsadi bola shaxsini sog‘lom va yetuk, maktabda o‘qishga tayyorlangan tarzda shakllantirishdan iborat. Ushbu maqsadni amalga oshirishda hozirgi asr-axborot asri ekanligidan

kelib chiqqan holda maktabgacha ta'lim muassasalarida ta'lim-tarbiya jarayoniga axborot kommunikatsiya texnologiyalarini joriy etish davr taqozasidir.

Bugungi kunda maktabgacha ta'lim muassasalari tarbiyachilarining asosiy vazifalari bolalarda iqtidor va qobiliyatni yanada o'stirish, ularning bilim olish istiqbolini rivojlantirishdan iborat.

Shunga ko'ra, tarbiyachi mashg'ulotlarda turli o'quv pedagogik dasturlardan, elektron qo'llanmalardan, pedagogik o'yinlardan foydalansa tarbiyachi va tarbiyalanuvchi o'rtasidagi to'siq yo'qoladi, bolalarning xarakteri kengroq ochiladi. Bolalarda kuzatuvchanlik, xotira diqqati kuchayadi chunki, mashg'ulotda majburiy bilim berish bo'lmaydi, bilimni ixtiyoriy qabul qilish orqali ijobiy natijaga erishadi. MTMLarda pedagogik va axborot texnologiyalaridan foydalanish kunning dolzarb muammolaridan biri bo'lib hisoblanadi.

Kuzatishlar shuni ko'rsatadiki, 80-90 % bolalar kompyuter o'yinlarini o'ynashga qiziqishar ekan. Bundan dalolat beradiki, yosh bolalarni qiziqishlariga qarab turli xildagi o'yinlar, mashg'ulotlar, rangli tasvirdagi chizmalarni ko'rsatish orqali ularning dunyoqarashini, axloqiy madaniyatini shakllantirish mumkin ekan. Ushbu maqolada mazkur masalalarga oydinlik kiritildi va uning nazariy jihatlarini yoritishga harakat qilindi.

Foydalanilgan adabiyotlar:

- 1.HUSANBOYEVA, HAZRATQULOV, BERD ALIYEVA
“MAKTABGACHA TA'LIMDA BADIY MATN BILAN ISHLASH
METODIKASI”
- 2.“UCHINCHI RENESSANS DAVRIDA MAKTABGACHA TA'LIM
TARBIYANING ROLI” MAVZUSIDAGI RESPUBLIKA
ILMIYKONFERENSIYANING TASHKILY VA DASTURIY QO'MITASI

**O'RTA MASOFAGA YUGURUVCHI SPORTCHILAR
TAYYORGARLIGI VA SPORT AMALYOTIDAGI MUAMMOLAR**

O'zbekiston Davlat Jismoniy tarbiya va Sport Unversiteti

1-bosqich Magistranti

Sapayeva Asaljon Mirza qizi

Yosh avlodni jismonan sog'lom, aqlan yetuk bo'lib o'sishida jismoniy tarbiya va sportning ahamiyati kattadir. Respublikamizda jismoniy tarbiya va sportni rivojlantirishga bo'lgan e'tibor davlat siyosati darajasiga ko'tarilgan. Bu borada qabul qilingan qonunlar jismoniy tarbiya va sport ishlarini rivojlantirishga keng yo'l ochib bermoqda. Sportchilarimiz Osiyo va Jaxon arenalarida yurtimiz bayrog'ini yuqori ko'tarib kelishmoqdalar. Yildan-yilga jismoniy tarbiya va sport sohasida ko'plab ilmiy-tadqiqot ishlari o'tkazilmoqda, sport turlari bo'yicha o'quv mashg'ulotlari va texnikasi hamda o'rgatish uslubiyatlari takomillashmoqda. Boshqa sport turlari qatorida yengil atletikaning bosqon uloqtirish turi ham ancha rivojlanishga ega bo'ldi. Harakatga inson faoliyatining ma'lum usullari sifatida qarash kerak. Masalan, o'quv mashg'ulot guruhining bosqon uloqtirish mashg'ulotlaridagi o'quv faoliyati, ta'lim muassasalari dasturida nazarda tutilgan harakatlar tizimini o'zlashtirishdan tarkib topadi. Yuqori razryadli sportchilar mashg'ulotidagi vazifalar ham boshlang'ich mashg'ulot vazifalaridan iborat, lekin har jihatdan yuqoriroq darajada bo'ladi. Mashg'ulot rejaları yuguruvchilarning shaxsiy xususiyatlari aniqroq nazarda tutib tuziladi; sport natijalarining o'sishi yilma-yil emas, balki mashg'ulotdagi alohida davrlarga mo'ljallab rejalashtiriladi. Odatda haftada 5-6 ta mashg'ulotlari o'tkaziladi. Agarda dastlabki ixtisoslashgan mashg'ulotlar nazarda tutilsa, mashg'ulotlarning soni 10-12 martagacha oshadi. M.Olimov fikricha yuqori razryadli o'rta masofaga yuguruvchilar mashg'ulot yuklamasini ancha katta hajmda bajaradilar. Buning uchun har qaysi mashg'ulotning hajmi

va shu mashg'ulotlarning soni oshiriladi. Ayrim sportchilar bir kunda bemaolol 2 marta mashg'ulot qiladilar. Sportchilarning bir yilda yugurib o'tadigan masofalar yig'indisi hajmi: 800 m ga yuguruvchilarda o'rtacha 1500-2500 km; 1500 m ga yuguruvchilarda 2000-3000 km. Yugurib o'tadigan masofalarning umumiy miqdoridan 30-35 foizi musobaqa tezligida yoki oshiriladigan tezlikda yugurib o'tishlari mumkin. sportchining texnikasi jismoniy sifatlarning rivojlanishi darajasiga, ya'ni kuch, tezkrolik, egiluvchanlik va boshqalarga bevosita bog'liq. Yuguruvchilarning texnik tayyorgarlik darajasi uning harakatlarining samaradorligi va tejamkorligi bilan aniqlanadi. Yugurish texnikasini tahlil qilish asosida, harakatlanish birligi sifatida ikki qadam qo'yish yoki stikl qabul qilinadi. Har bir stikl ikkita tayanch (chap va o'ng oyoq yordamida) davri va ikkita uchish fazalaridan tashkil topadi. Yugurish davomida ichki va tashqi kuchlarning (tashqi kuchlarga muhitning qarshiligi, og'irlik kuchi va tayanch reakstiyasi kiritiladi) o'zaro ta'sirlashishlari natijasida yuguruvchining tanasi doimiy ravishda vertikal va gorizontal yo'nalishdagi tebranishlarni his qiladi. Bundan tashqari, yuguruvchining vazifalaridan biri – harakatlarning to'g'ri chiziqchilikini ta'minlashga qaratiladi, bunda tananing yonga va gorizontal yo'nalishda haddan ziyod tebranishlaridan qochish talab qilinadi. Yaxshi yugurish texnikasi sifatida shunday yugurishni ko'rsatish mumkinki, ya'ni bunda barcha harakatlanishlar samarali ko'rinishga ega bo'lishi, silliq va hotirjam holatda bo'lishi, oldinga intilishning hech qanday keskin tarzdagi shiddatli zo'riqishlarsiz, to'g'ri chiziq bo'ylab amalga oshirilishi qayd qilinadi. Bu holatga sezilarli darajada tizzadan bukilgan oyoqda o'tirish orqali erishiladi. Bunda oyoq kafti oyoq barmoqlarining asosi oldingi qismiga bosiladi va navbatdagi holatda butun oyoq kafti va barmoqlar birgalikda pasaytiriladi. Oyoq kaftlari iloji boricha to'g'ri chiziq bo'ylab qo'yilib, ular tashqariga aylanishlarsiz holatda joylashtiriladi, bunda yonlama tebranishlar sezilarli darajada kamaytirilishi mumkin. Oldinga samarali tarzda harakatlanish uchun itarilish vaqtida barcha bo'g'imlar bo'yicha oqning to'liq rostlanishi muhim ahamiyatga ega bo'lib, bu holat erkin holatda oyoqning oldinga – yuqoriga siltanishi bilan

amalgamaga oshiriladi. Bu holatda son ushbu yugurish turi uchun chegaraviy darajadagi balandlikkacha ko'tariladi. Yugurish masofasi qanchlik uzoq bo'lsa, sonning ko'tarilishi balandligi qiymati shunchalik darajada pastroq bo'lishi talab qilinadi. Boldir sohasi bo'shashgan holatda bo'lishi ta'minlanadi. Yurish mashg'ulot vositasi sifatida ishlatilmaydi. Bir me'yorda yurish ham (tayyorlov davrida) yangi boshlanganlardagiga nisbatan kamroq bo'ladi. Malakali yuguruvchilar buning o'rniga o'zgaruvchan tezlikda yugurishni ma'qul ko'radilar. Haftalik sikllarni rejalashtirishda maxsus chidamlilikni o'stiradigan va tezlikni oshiradigan mashqlarni bir kunga qo'yish har doim ham yaxshi natija bermaydi. Mashg'ulot sharoitlari xilma-xil bo'lishiga alohida e'tibor berish kerak, chunki mashg'ulot yuklamalari va mashg'ulot joyi har doim bir hil bo'laversa, yuguruvchi tezroq charchab qoladi. Yuguruvchining mashg'ulot yuklamasi asta-sekin orta borishi lozim. M.Olimov, F.P.Suslov, N.T.To'xtaboyev, N.Ozolin goh katta yuklamali mashg'ulot o'tkazilib, goho kichik yoki o'rta yuklamali mashg'ulot o'tkazilib turishning foydasi ko'proq bo'ladi. 2-3 hafta zo'r berib mashg'ulot qilgandan keyin, bir hafta kamroq yuklama bilan shug'ullanish yomon bo'lmaydi. Yuqori razryadli yuguruvchilar mashg'uloti o'tkaziladigan yer yumshoq bo'lishi, sport massaji, xilma-xil gigiyena tadbirlarining alohida ahamiyati bor. N.G.Ozolin fikriga ko'ra mashg'ulotlarni yakka tartibda ham, guruh bo'lib ham o'tkazsa bo'laveradi. Lekin guruh bo'lib shug'ullanish afzalroq hisoblaydi. Yuguruvchilarning musobaqalarda ishtirok etishining alohida ahamiyati bor. N.G.Ozolin fikricha o'rta masofaga yuguruvchilar necha marta startga chiqishilari lozim ekanligini ko'rsatgan:

a) 800-1500 m ga yuguruvchilar qishda - 3-4 marta, yozda – 15-20 marta;

b) undan qisqaroq masofalarga yuguruvchilar qishda – 2, yozda -10-12 marta.

Yuguruvchi mashg'ulotning barchi davrlarida 30-50 daq. davom etadigan ixtisoslashgan mashqlarni qo'llab turishi kerak. Mashqlardan sekin

yugurish, o'zgaruvchan tezlik bilan yugurish, umumiy rivojlantiruvchi mashqlar va maxsus mashqlardan foydalanishni tavsiya etadi. Tayyorgarlik darajasini aniqlash uchun quyidagi nazorat mashqlar natijasi ham hisobga olinadi:

1. Turgan joyidan uzunlikka yoki yuqoriga sakrash.
2. Turgan joyidan oyoqdan oyoqqa xatlab o'n marta sakrash.
3. Shtangani siltab ko'tarish.

Bu mashqlarni qanday bajarganiga qarab, yuguruvchining kuch jihatdan tayyorgarlik darajasi bilinadi. Yuguruvchining tezlik sifatini quyidagi mashqlardan foydalansa bo'ladi: 1. Startdan va start oldidan 100 m ga yugurish.

2. 400 m ga yugurish.

Maxsus chidamlilik to'g'risida quyidagi masofalarni qanday yugurib o'tganiga qarab fikr yuritish mumkin:

1. 600 m (800 m ga yuguruvchilar uchun).

2. 1200 m (1500 m ga yuguruvchilar uchun) nazorat mashqi hisoblanadi.

Musobaqalashuv davrining ikkinchi yarmida keskin va mas'uliyatli musobaqalar o'tkaziladi. Shuning uchun bu vaqtda haftalik mashg'ulot rejasi bir necha xilga o'zgarishi mumkin. Haftalik mashg'ulotlarning soni 3-4 martagacha kamaytiriladi. Tehnika takomillashtirish uchun yugurish deyarli o'tkazilmaydi. Maxsus yugurish mashqlari faqat URM vaqtida bajariladi. Bir haftadagi mashg'ulot kunlari sonini kamaytirmasdan sportchining mashg'ulot yuklamasini pasaytirish mumkin. Buning uchun mashg'ulot hajmi kamaytiriladi. Lekin mashg'ulot jadalligi aslicha qoladi. Yuklamani pasaytirish yuguruvchining kuchini to'liq tiklash va markaziy asab tizimining ish qobiliyatini oshirish uchun zarur. Bunda yuguruvchida yana ham "tetik tortib", musobaqaga qatnashish istagi paydo bo'lishi kerak. Mas'uliyatli musobaqalar davrida o'rta masofaga yuguruvchilar mashg'ulotining namunaviy rejasi (haftalik siklda). (8,45) Tayyorgarlik darajasi yuqori bo'lgan o'rta masofaga yuguruvchilarning umumiy chidamliligini oshirish uchun yugurish masofalari 20-30 km gacha yetishi mumkin. Bunda tezlik katta bo'lmasligi kerak, albatta. Bunday mashg'ulotlar haftada 3 marta, eng kuchli stayerlarda esa tayyorlov davrining 3-

5 oyi davomida haftada 6-7 marta o'tkaziladi (Har kuni 20-30 km masofaga sekin va o'rta tezlikda yugurib, yugurish davomiyligini esa sekin asta oshira borish natijasida, o'rta masofalarga yuguradigan malakali yuguruvchilar uchun, umumiy chidamlilikni rivojlantirish tayyorlov davrining ikkinchi oyiga yaqin. Maxsus bazaviy tayyorgarlikka o'tish kerak. Yugurishni umumiy hajmi – haftasiga 130-160 km ni tashkil etadi. Bunday yugurish 3-4 davomida o'tkaziladi, undan ortiq bo'lgan mashg'ulotga o'tiladi). Umumiy yaidamlilik asosan tayyorlov davrida rivojlantiriladi, musobaqa davrida esa faqat saqlab boriladi. Umumiy chidamlilik o'rta masofaga yuguruvchilarning umumiy ish qobiliyati va ularning sog'lik darajasini belg'tlash bilan xizmat qiladi. (49, 56)O'rta masofaga yuguruvchilarning umumiy va maxsus chidamliligini rivojlantirish bo'yicha o'ziga xos farq metodikada qo'llaniladi. U avvalo organlardagi, tizimlardagi va butun organizmdagi yugurish jadalligi va yugurish qancha davom etishiga bog'liq fiziologik xususiyatlar bilan belgilanadi. Bunda kislorodga bo'lgan talabning uni iste'mol qilinishiga nisbatini hisobga olish ayniqsa muhimdir. Ma'lumki, organizmning va ayniqsa bosh miya asab to'qimalarining ish qobiliyatini kislorod bilan ta'minlanishga bog'liq. Kislorod yetishmasa (ayniqsa uzoq davom etadigan ish paytida), ish qobiliyati kamayib ketadi. Shuning uchun ham organizmni kislorod bilan ta'minlaydigan nafas olish va yurak-qontomir tizimlarining faoliyati bilan ifodalanadi. Mashg'ulot metodikasi ko'p jihatdan mana shu tizimlarni takomillashtirishga qaratilgandir. Fiziologlarning fikricha, tez yuruvchilar bilan o'rta masofalarga yuguruvchilarning maxsus chidamliligi ko'p jihatdan organizmning uzoq vaqtgacha kislorodga bo'lgan talab va uni iste'mol qilishda muvozanat saqlay olish imkoniyati ("turg'unlik holati") bilan belgilanadi. Bu yurish, o'rta masofalarga yugurish vaqtida kislorod iste'mol qilish, tomir urish tezligi, qonning minutlik hajmi uzoq vaqt davomida bir hil darajada saqlanishida ham ko'rinadi. Mana shunday "turg'unlik holati"ga qaramasdan, charchoq asta-sekin orta borib, sportchi masofani qattiq charchoq alomatlari bilan tugallaydi. Buning sabablari ko'p, lekin asosiy sabab bosh miyadagi yurish va yugurishni belgilab

beradigan asab to'qimalari faoliyatining vaqtincha susayishidir. Tabiiyki, sportchi yugurishni o'z imkoniyatidan ortiq tezlik bilan boshlasa, charchash tez sodir bo'lib. U tezlikni kamaytirishga yoki yugurishni to'xtatishga majbur bo'ladi. Bunda kislorodga bo'lgan talab iste'mol qilinayotganidan ortib ketadida, muskullargina emas, balki bosh miyaning asab to'qimalari ham kislorod bilan yetarli ta'minlanmaydi. Bu esa sportchining ish qobiliyatini susayishiga olib keladi. O'rta masofalarni yaxshi natijalar bilan yugurib o'tish uchun, sportchi nafas olish va yurak-qon tomir tizimlarining funksional imkoniyatini oshirish kerak. Buning uchun mashg'ulot paytida organizmga ko'proq talab qo'yish va harakat tezligini oshirish natijasida kislorodga bo'lgan talab ortiqroq bo'lganda nisbatan "turg'un holat"ni qolishga erishish zarur. Bunday mashg'ulotga avvalo sportchi ayni vaqtda butun masofa oxirigacha hech kamaytirmay yeta oladigan tezlikka nisbatan 3-4 % ortiqroq tezlikda yugurishni kiritish kerak. Albatta, sportchi bunday tezlik bilan musobaqada yugurib o'tiladigan masofaning xammasini emas, balki bir qismini o'ta oladi. Shuning uchun mashg'ulotda tegishli organ va tizimlarga kuchliroq ta'sir ko'rsatish uchun, jadalligi ko'proq, lekin davom etadigan vaqti kamroq bo'lgan vositalarni takrorlamoq kerak. Bunday jadalroq ishning takror ta'sir ettirish metodlari harxil bo'lishi mumkin. Tayyorgarligi yaxshi o'rta masofaga yuguruvchilar uchun o'zgaruvchan metod foydaliroq. Bunda katta tezlikda qilishni takrorlash aktiv dam olish bilan (atlet kichik tezlikda harakat qilishni davom ettiradi) galma-gal almashtirilib turiladi (o'zgaruvchan metod chet ellarda interval metod sifatida ma'lum). Boshlang'ich davrda aktiv dam olish 1,5-2 daqiqa bo'lishi mumkin. Keyinchalik bu intervalni kamaytirish va unga aniq rioya qilish muhimdir. Bunday yugurishda kuch kelish to'lqinsimon harakterda ekani jami bo'lib, katta hajmdagi ishni yuqori jadallik bilan bajarishga imkon beradi (shiddati oshirilgan yugurishning oxirida pul'sning urish tezligi 3 marta ortadi) va ayni vaqtda yurak-qon tomir, nafas olish tizimlarining va sportchi ish qobiliyatini va harakterini belgilab beradigan asab to'qimalarining ish qobiliyatini ancha oshiradi. Chunki qisqa vaqt nisbiy dam olish paytida yurak-qon tomir va nafas

olish tizimlarining ish darajasi oz miqdorda kamayadi (Pulsning urish tezligi ikki martagacha sekinlashadi). Shunday qilib bu tizimlar yuqori funksional darajada musobaqadagidan ko‘ra ko‘proq ishlagan bo‘ladi. Shuning bilan birga sekin harakat qilish intervallarida markaziy asab tizimi yetarli dam oladi, bu esa yugurishni yuqori tezlikda ko‘p marta takrorlashga, yetarli ish qobiliyatini saqlab qolishga imkon beradi. O‘zgaruvchan metodning ijobiy ta‘sirining siri shundaki, unda yurak-qon tomir va nafas olish tizimlari ishlashning to‘lqinsimonligi kam. Markaziy asab tizimi faoliyatining to‘lqinsimonligi ko‘p bo‘ladi. Maxsus chidamlilikni rivojlantirish uchun, o‘rta masofaga yuguruvchilar qo‘llaydigan yana bir metod – takrorlash metodidir. Sportchi 15-20 daqiqa dam olib takror yugurganda musobaqadagi masofalarga qaraganda qisqa masofalarni bosib o‘tadi. Bunda yugurib o‘tish tezligi musobaqadagiga qaraganda yuqori bo‘ladi. Takror yugurganda kislorod yetishmasligi yaqol kuzatiladi. Demak, organizmga kattaroq talablar qo‘yiladi, organizm esa bunga javoban organlar va tizimlarni takomillashtiriladi, keyin ish qobiliyatini ham oshiradi. O‘zgaruvchan va takroriy metod bilan organizmga yuqori talab qo‘yish asosida erishilgan mashq ko‘rganlik darajasi jadalligi kamroq ishni uzoqroq va osonroq bajara olishga imkon beradi. Lekin faqat shu ikki metod bilan o‘rta masofaga yuguruvchining maxsus chidamliligini to‘la rivoj ettirib bo‘lmaydi. U boshqacha, tezroq sur‘at bilan harakatlanishi ham zarur. Qariyb butun masofa davomida turg‘un holat saqlanib qolishi kerak . Buning uchun mashg‘ulotda nazorat metodidan, ya‘ni musobaqadagi masofadan bir chorak yoki beshdan biricha kam masofani musobaqa tezligida yugurib o‘tish metodidan foydalaniladi. Keyin musobaqada kerak bo‘ladigan tezlik bilan yuguriladigan masofaning uzoqligi sekin-asta ortib boradi-da, nihoyat, chamalab ko‘rishlar musobaqa masofalardagi chamalash mashqlarini qo‘llab boriladi, musobaqada esa to‘la bosib o‘tiladi. Nechog‘lik “turg‘un holat” bo‘lmasin, o‘rta masofaga yuguruvchi ko‘p o‘tmay charchoq asta-sekin ortayotganini seza boshlaydi. Lekin yuguruvchining irodasi, qiyin bo‘lsa ham, sur‘atni pasaytirmasdan, ba‘zan esa yana tezroq sur‘at bilan harakat qilishga intilishi charchoqqa qarshi

kurashning kuchli vositasi bo'lib. Sportda muvaffaqiyat qozonishning garovi bo'lib xizmat qiladi. Shuning uchun ham maxsus chidamlilikning rivojlantirishda qiyinchiliklarni yengish uchun irodali bo'lishi, charchoq sekin-asta ortib borayotganda mashqni davom ettira bilishni o'rganish o'ra masofaga yuguruvchi uchun muhimdir. Bunga avvalo musobaqaga nisbatan uzoqroq davom etadigan, ammo kam jadalroq ish bajarish bilan erishiladi (surat metodi). Shu bilan birga asosiy masofaning $\frac{3}{4}$ - $\frac{4}{5}$ qismini musobaqa tezligida yoki undan sal ortiqroq tezlikda yugurib o'tish tavsiya qilinadi (nazorat metodi). Ammo sportchini uzoq yugurish vaqtida paydo bo'ladigan qiyinchiliklarga bardosh bera olishga, bu qiyinchiliklarni iroda kuchi bilan yengishga o'g'gatishning eng yaxshi yo'li musobaqalarda ishtirok etishdir. O'rta masofalarga yugurish dastlabki 1-2 daqiqa ichida kislorod iste'mol qilinishi keskin ortishi bilan harakterlanadi (musobaqalarda bu start oldi razminkasida ortirilib olinadi). Ko'p o'tmay bu eng yuqori darajaga yetib, ozgina vaqt davomida o'zgarmay turadi. Lekin kislorod iste'mol qilishning miqdorining bunday turg'unlik holati organizm kislorod iste'mol qilishi nihoyasiga taqalib. Bundan ortiq iste'mol qilishning iloji bo'lmagani natijasidir. Shunday qilib, o'rta masofaga yugurishda kislorodga bo'lgan talab uni iste'mol qilish darajasidan ortadi (fiziologik nihoyaga yetgan bo'lsa ham), ya'ni kislorod qarzi hosil qilinadi. Yugurish tezligi qancha yuqori bo'lsa, qarz shuncha ko'payib, charchoq tezroq boshlanadi. Kislorod yetishmasligi bunga nisbatan eng sezgir bo'lgani uchun, birinchi galda markaziy nerv tizimiga salbiy ta'sir qiladi. Bosh miya qobig'ining tegishli markazlari kislorod sal yetishmay qolguday bo'lsa ham seziladi, bu faoliyatni o'zgartiradi va takomillashtiradi. Shuning uchun ham o'rta masofalarga yugurish mashg'ulotlari prosessida sportchinig yurak-qontomir va nafas olish tizimlarining faoliyati mustahkamlanib va yaxshilanibgina qolmasdan, balki modda almashinish prosessi takomillashadi. Kislorod iste'mol qilish koyeffisiyenti yaxshilanadi. Sportchi ataylab kattaroq tezlikda yugurib, organizm uchun yangi funksional qiyinchiliklar tug'diradi va organizmni talabga nisbatan kam kislorodga qanoat qilishga, lekin bor kisloroddan samaraliroq

foydalanishga o'rgatadi. Bundan tashqarib mashg'ulot paytida, kislorodni iste'mol qilish nihoyasidan ham ortib ketadi. O'rta masofalarga yuguruvchilarning asosiy vazifasi – maxsus chidamlilikni yaxshilash, shunga moslab organ va tizimlarni rivojlantirib. Ular funsiyalarini takomillashtirishdan, shuningdek, organizmni kisloroddan tejamli va samarali foydalanishga o'rgatishdir (kerakli darajadagi suratni topib olish, texnika va taktikani takomillashtirish, tezlik “zahirasi”ni oshirishdan iborat). Bunga esa qisqartirilgan masofaga musobaqada ko'rsatmoqchi bo'lgan tezlikdan ortiq tezlikda yugurishni takrorlash bilan erishiladi. Bunday takror yugurishlarda ancha ko'p “kislorod qarzi” hosil bo'ladi, organ va tizimlarga talab ortadi. Yetarli darajada uzoq vaqt mashg'ulot qilib yurgandan keyin, yugurish tezligi yuqori bo'lishi natijasida paydo bo'ladigan keskin charchay boshlashga qarshi kurash qobiliyatini o'stirgan yuguruvchi, mashg'ulotdagidan uzoqroq davom etsa ham, jadalligi kamroq ishni osonroq bajaradi. Tajribada ko'rilishicha, agar yugurish tezligi musobaqadagidan yuqori bo'lsa, o'zgaruvchan yurish 800-1500 m ga yugurish mashg'ulotida ham foydali ekan. Lekin o'rta masofaga yugurishda maxsus chidamlilikni oshirish uchun takroriy usul (masalan, 800 m ga yuguvchilar odatda 400 600 m ga yugurishni, 1500 m ga yuguruvchilar esa 800-1000 m ga yugurishni takrorlaydilar) qo'llaydilar. Takror yugurishlar o'rtasida 15-20 daqiqa dam olgan ma'qul, bu keyingi takror yugurishlarni ham yuqori tezlikda bajarish uchun kerak bo'ladi. O'rta masofalarga yuguruvchilar yugurish vaqtida paydo bo'ladigan qiyinchiliklarga bardosh berishni o'rganishlari, iroda fazilatlarini tarbiyalashlari ham lozimdir(47,53).

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**CUSTOMS AND TRADITIONS, SPORTS AND RECREATIONS OF THE
UK**

Kholmuminova Shakhrizoda Kholmumin kizi

Student of Samarkand State University (Kattakurgan branch)

Sattarova Feruza Rustam kizi

Assistant-teacher of Samarkand State University (Kattakurgan branch)

Annotation: This article describes the traditions and customs of Great Britain, which is considered one of the powerful countries with a very long and rich history, as well as great sports that are recognized in the world arena. Great Britain's values are very wonderful and strange, some are very funny and some are ancient. British people respect and follow their history, values and traditions very much.

Key words: *tradition, custom, respect, recognize, value, follow*

Annotatsiya: Ushbu maqolada juda katta va boy tarixga ega bo'lgan qudratli davlatlarda biri hisoblanadigan Buyuk Britaniyaning urf odatlari ananalari hamda jahon arenalarida tan olinayotgan buyuk sporti haqida bayon qilingan. Buyuk Britaniyaning qadryatlari juda ham ajoyib va g'aroyib ayrimlari juda kulguli ayrimlari qadimiy. Britaniyaliklar o'z tarixini qadryatlarini hamda urf odatlarini juda ham hurmat qilishadi va unga amal qilishadi.

Kalit soʻzlar: *urf-odat, an`ana, hurmat, tan olish, qadrlash, amal qilish*

Great Britain is such a wonderful city. England has a long and rich history. This place has its own customs and traditions. This country has come a long way before it got the name Great Britain. Currently, it is among the developed countries. Britain is a very modern city, where people work only for their future, aspire and of course achieve it. The government attaches great importance to education, culture and of course sports. Sport in the United Kingdom plays an important role in British culture. In the infancy of many sports, the Home Nations, England, Scotland, Wales, and Ireland formed among

the earliest separate governing bodies, national teams and domestic league competitions. After 1922, some sports formed separate bodies for Northern Ireland, though many continued to be organised on an all-Ireland basis. In a small number of sports, these teams are supplemented by high-profile events, featuring a combined team representing one or more nations. The most notable examples of such arrangements are the British and Irish Lions in rugby union, the Walker Cup golf team and Great Britain at the Olympics in relation to sports ordinarily organised on a home nations basis. Overall, association football attracts the most viewers and money, though the nation is notable for the diversity of its sporting interests, especially at the elite level. Great Britain has a special affinity with Olympic Sport as the only nation to win at least one gold medal at every Summer Games, and with Paralympics sport as the birthplace of the modern Paralympics movement in 1948. Major individual sports include athletics, cycling, motorsport, and horse racing. Tennis is the highest profile sport for the two weeks of the Wimbledon Championships, but otherwise struggles to hold its own in the country of its birth. Snooker and darts, too, enjoy period profile boosts in line with the holding of their largest events. Many other sports are also played and followed to a lesser degree. There is much debate over which sport has the most active participants with swimming, athletics, and cycling all found to have wider active participation than association football in the 2010 Sport England Active People survey.

British culture is influenced by a united history of nations; its historical Christian religious life, its interaction with European cultures, the traditions of England, Wales, Scotland and Ireland, and the influence of the British Empire. Although British culture is a distinct entity, the cultures of England, Scotland, Wales and Northern Ireland are diverse, with varying degrees of similarity and identity. British culture customs are so wonderful, some are strange, some are traditional, famous and great. I fell in love with British culture. All the funny, weird and unique traditions that this country celebrates and remembers are

worth sharing with the world. I will now explain to you some of the wonderful customs and traditions of Britain.

Cheese rolling is an unusual British tradition that involves a ball of Double Gloucester cheese and a crowd that is willing to chase it for fun. It takes place on Cooper's Hill in Gloucestershire, England, with a slope so steep the participants have no choice but to stumble their way down to the finish line where, hopefully, the cheese awaits. The cheese rolling event takes place every Spring Bank Holiday Monday of the year.

Morris Dancing. This type of dance is typically performed on specific occasions and seasons such as early summer for Oxfordshire and during Christmas and New Year for Yorkshire. However, Morris Dancing can still be performed in other instances.

Pub culture. The pub culture in the UK is an integral part of British culture. The term pub is a short term for "public house." True to its word origin, a British pub is a place in the neighborhood where people gather for drinks and discussions after the daily grind.

Afternoon Tea is probably one of the quintessentially British things to partake, afternoon tea has become a socially acceptable and rather a delightful excuse to meet people for 'some grub' from 2 until 4 o'clock in the afternoon. The common afternoon tea comprises select teas, traditional scones, simple sandwiches and petite cakes. Complementing the pastries is clotted cream and fruit jams, amongst others.

The Queen's Speech or in a lengthier title the Speech from the Throne, is a speech made by the reigning monarch at the state opening of the Parliament. Here, the queen addresses the legislature and speaks about the government agenda. The speech is usually penned by the monarch's advisors, with the queen having the final decision on its contents.

Boxing day is the day after Christmas, December 26th. It is counted as an official bank holiday in the UK and Ireland. A lot has been thought of to have birthed such unusual British tradition and celebration, one of which is the idea

that this day is allotted for gift-giving to the less fortunate or – simply put – people not of equal ranking. There have been instances that the queen will not be able to deliver her speech for some reason. In the United Kingdom, the reigning monarch can freely choose a delegate to represent her through the speech.

The UK has a rich culture that is influential not only in Britain but also in the international scene. Britain has its own customs, traditions, holidays and way of life. Knowing and appreciating the British culture will give you a deeper and meaningful sense of Britishness on how we do things around the British Isles. It is undeniable that British traditions and celebrations make this little nation worth visiting to experience the true British vibes. British country and British culture is amazing.

APPENDIX

Custom-a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time.

Supplement-a thing added to something else in order to complete or enhance it.

Attached-joined, fastened, or connected to something.

Legislature-the legislative body of a country or state.

Quintessential-representing the most perfect or typical example of a quality or class.

Complement--a thing that contributes extra features to something else in such a way as to improve or emphasize its quality.

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UCH YOSH INQIROZI

SOLIYEVA KOMILA G'AYRAT QIZI

Urganch davlat universiteti talabasi

Annotatsiya: Ushbu maqolada uch yosh inqirozi sabablari, oqibatlarini, bolada bo'ladigan o'zgarishlar va krizisga yechimlar ochib berilgan.

Tayanch tushunchalar: Inqiroz, negativizm, o'jarlik, o'zboshimchalik, agressivlik.

Аннотация: В данной статье раскрываются причины, последствия, изменения в ребенке и пути выхода из кризиса.

Основные понятия: Кризис, негативизм, упрямство, самоуправство, агрессивность.

Abstract: This article reveals the causes, consequences, changes in the child and solutions to the crisis.

Basic concepts: Crisis, negativism, stubbornness, arbitrariness, aggressiveness.

Inqiroz-bolaning ma'lum bir rivojlanish bosqichidan boshqa bir yangi bosqichga o'tish oralig'ida vujudga keluvchi omil. Statistik ma'lumotlarga qaraganda, ushbu holat 2 yoshdan 4 yoshgacha bo'lgan vaqt oralig'ida davom etishi bilan bir qatorda, bir necha hafta yoxud 2-2,5 yil bola psixikasini qamrab oladi. Albatta, bu farzandimizning asab tizimi bilan chambarchas bog'liqdir. Bola 3 yoshga qadam qo'yganida undagi eng muhim sifatlar: fe'l-atvori, atrof-muhitga, o'zgalarga bo'lgan munosabati, xulqi, tafakkur va ong kabi psixik aks ettirishning turli ko'rinishlari shakllanadi. Bularning barchasi farzandimiz ongida qarama-qarshiliklar kurashi asosida namoyon bo'ladi. Bu yoshdagi bolalarning hissiyotlari nihoyatda kuchli bo'ladi, ammo ularda shu hissiyotlarini nazorat qilish, boshqarish ko'nikmasi hali shakllanmagan bo'ladi. Agar farzandingizni qandaydir hissiyot qamrab olsa yoki biron narsaga nisbatan

xohish paydo bo'lsa, u shu istagiga erishmaguniga qadar tinchlana olmaydi. Masalan, bolangiz chanqadi va u sizning oldingizga kelguniga qadar sariq stakanda sut ichishni tasavvur qilib keladi, lekin siz unga oq stakanda sharbat quyib berdingiz. Mana shu paytda bolaning hissiyotlari jumbushga keladi va o'zini nomunosib tuta boshlaydi.

Bu tabiiy holat va bolaning ruhiy rivojlanishi uchun juda ham zarurdir. Bolada krizis 1 yoshda, 3 yoshda, 7 yoshda va o'smirlilikda bo'ladi. 3 yoshli bolalardagi krizis paytida nima qilish kerakligini hamma ota-onalar ham bilavermaydi. Xo'sh, bu krizisning belgilari qanday?

1. Negativizm. Ya'ni farzandingiz hamma narsaga negativ reaksiya qiladi, hattoki o'zi yaxshi ko'rgan taomni taklif qilsangiz ham rad javobini eshitishingiz mumkin.

2. O'jarlik. Farzandingiz o'z aytganida oxirigacha turib oladi. Salqin kunda yupqa kiyim kiyish uchun yoki siz xohlamagan biror ishni qilish uchun jon-jahdi bilan kurashishi mumkin. Bu o'jarlikni qat'iylik bilan aralastirmasligimiz kerak. Qat'iylik yaxshi xulq, ya'ni qat'iyatli bola o'z xohlaganini talab qilishi bilan birga kattalarning fikrini inobatga oladi. O'jarlik esa shunchaki o'zi xohlagan narsa bo'lishini talab qilishdir, tushuntirishlar befoyda.

3. O'zboshimchalik. Bola hamma narsani o'zi bajarishga, o'zi hal qilishga mustaqil bo'lishga intiladi.

4. Agressivlik. Agar farzandingiz bog'chaga borsa, bolalar bilan urishishi, ularni xafa qilishi mumkin. Agar farzandingizni aka-opalari bo'lsa, ularni boshqarishga, aytganini qildirishga urinishi mumkin.

Krizisni boshidan kechirayotgan bola o'z harakatlaridan o'zi aziyat chekadi, lekin o'zini boshqara olmaydi. Bu davr uzoq davom etmaydi. Psixologlarning aksari bu bola rivojlanishi uchun zarur davr deb ta'kidlashadi. Chunki bu davrda bolalar o'z fikrlarini o'tkazishni o'rganishadi. Uzoq davom etmaydigan ushbu davrdan asablarimizni asragan holda, bola

ruhiyatiga zarar bermasdan o'tib olishimiz uchun quyidagilarga amal qilishni tavsiya etamiz:

1. Bu krizis aksar bolalarda uchraydigan **tabiiy holat ekanini tushuning**. Ya'ni, muloyim farzandingizning tarbiyasizligi yuragingizni g'ash qilmasin, farzandingizni to'g'ri yo'lga solaman deb juda ham qattiq qo'l bo'lmang, asabiylashmang, ularni qattiq jazolamang.

2. Farzandingiz **mustaqil nimadir qilishini qo'llab-quvvatlang** va bu ishi uchun uni maqtab qo'ying. Yuqorida aytib o'tganimizdek, bu davrda bola mustaqillikka o'rganadi. Shuning uchun farzandingiz qilmoqchi bo'lgan ishlarda imkon boricha, xavfsiz sharoit yaratib bering. **Natija siz xohlagandek bo'lmasa ham, ishiga aralashmaslikka harakat qiling**. Qayerdir ifloslanar, balki idishlar sinar, eng asosiysi, bola sog'ligi va xavfsizligidir.

3. **O'zingizni xotirjam tutishga** harakat qiling. Halovatingizni yo'qotganingizni ko'rgan farzandingiz sizga yoqmagan ishida davom etadi, agar siz imkoni boricha, uning qilgan ishlariga xotirjam munosabat bildirsangiz, bola ishini takrorlashga qiziqmaydi ham.

4. **Bolaga tanlash imkonini bering**. Bu davrda farzandingiz o'zi xohlaganini qilishga harakat qiladi, ba'zida qilmoqchi bo'lgan ishi imkonsiz bo'lishi ham mumkin. Bunday **hollarda tanlovni oldindan tayyorlab qo'yishingiz mumkin**. Masalan, qizingiz sovuq kunda bog'chaga yupqa ko'ylakchasini kiyishni xohlab qolmasligi uchun, 2 ta qalinroq kiyimni avvaldan tayyorlab qo'ying va undan qaysi birini kiyishni xohlashishini so'rang. Bu davrda **uning fikri bilan hisoblashishingiz** krizis davrini osonroq o'tishiga yordam beradi.

5. **Farzandingizni tinchlantirish yo'lini toping**. Bolalar xarakteri turlicha bo'lgani uchun bu borada umumiy maslahat berish qiyin. Shuning uchun farzandingiz g'alva qilgan vaqtda har xil usullarni sinab koring. Fikrni chalg'itish ham ko'p bolalarda yordam berishi mumkin. Masalan, qayergadir borishni xohlamagan farzandingizga – mehmonga qanday kiyim kiyib borishni xohlashi haqida tanlov berishingiz asosiy masaladan chalg'itishi mumkin. Yoki

qo'lini yuvishni xohlamaganida, qaysi sovun bilan yuvishni xohlashi kabi tanlovlar.

6. Yo'q deyishni ham biling. Yig'lab, o'jarlik qilayotgan bolaga odatda faqat jim bo'lishi uchun hamma narsaga ruxsat berib yuboramiz. Lekin, hatto krizis davrini boshidan kechirayotgan farzandimizga ham asosiy qoidalarni buzmasliklarida qat'iy turganimiz ma'qul, toki u yoshligidan oilaviy qoidalarimizni bilsin.

7. Farzandingizga ko'proq mehr va e'tibor bering. Bizning madaniyatda 3 yosh krizisi davri bolaning aka yoki opa bo'lgan davriga to'g'ri kelib qoladi, natijada ota-ona mehri va e'tibori yetishmasligi krizis davrini o'tishini sekinlashtiradi yoki bola ruhiyatiga salbiy ta'sir ko'rsatadi. Agar sizning tug'ruqdan keyingi depressiya davringiz katta farzandingiz krizis davriga to'g'ri kelsa, o'zingizni qo'lga olib, sokin bo'lishga harakat qiling.

Xulosa qilib shuni aytishimiz mumkinki, Farzandingiz **o'jar va boshqarib bo'lmas yoki**, aksincha, o'zi **hech narsaga intilmaydigan bo'lib qolmasligi uchun uning fikri va xohishi ahamiyatli ekanini** ko'rsating. Kichkintoyning mustaqillikka bo'lgan harakatini baqirish, so'kish, urish orqali to'xtatishga harakat qilmang. Bu tarzda uning o'jarligini sindirmoqchi bo'lishingiz farzandingiz sizni eshitmay qo'yishiga yoki o'ziga ishonchi sinishiga olib kelishi mumkin. Bu o'tkinchi davr farzandingizning alohida shaxs sifatida rivojlanishining birinchi bosqichi. Ota-onalar bu davrda o'zlarini qo'lga olib, har qanday holatda ham ularni yaxshi ko'rishini amalda ko'rsatishi juda muhim deb ayta olamiz.

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ILK BOLALIK DAVRI

QURBANAZAROVA DINORA MUZAFFAR QIZI

Urganch davlat universiteti talabasi

Annotatsiya: Ushbu maqolada go‘daklik davridan so‘ng ilk bolalik davrida bolaning psixologiyasi, ong osti faoliyati, xatti-xarakatlari, nutq va taffakkurning rivojlanishi ochib berilgan.

Kalit so‘zlar: Nutq, senzitiv davr, idrok, tafakkur, “men” rivojlanish davri.

Аннотация: В данной статье раскрывается развитие детской психологии, подсознательной деятельности, поведения, речи и мышления в раннем детстве после младенчества.

Ключевые слова: Речь, сензитивный период, восприятие, мышление, период развития «Я».

Abstract: This article reveals the development of the child's psychology, subconscious activity, behavior, speech and thinking in early childhood after infancy.

Key words: Speech, sensitive period, perception, thinking, period of "I" development.

Go‘daklik davridan so‘ng rivojlanishning yangi davri ilk bolalik (1-3 yosh) davri boshlanadi. Ilk bolalik davri bola xayotidagi eng ahamiyatli, uning kelgusi psixologik rivojini belgilab beruvchi davr xisoblanadi. Bu rivojlanish asosini bolaning to‘g‘ri yurishini, muloqotga kirishini va predmetli faoliyatni egallagani tashkil etadi. Tikka va to‘g‘ri tik yura olish imkoni bolani doimiy ravishda yangi ma’lumotlarni egallashga olib keladi. Bu yoshdagi bola o‘z xatti-xarakatlari jixatdan juda faol va kattalar bilan muloqotga kirishish uchun intiluvchan bo‘ladi. 1-3 yosh bola shakllanishda psixik rivojlanishning nixoyatda ahamiyati kattaligini inobatga olgan xolda ayrim psixologlar inson tug‘ilganidan to etuklik davrigacha bo‘lgan psixik rivojining taxminan o‘rtalari

3 yoshga to'g'ri keladi degan muloxazani beradilar. Bu yoshdan boshlab bolalar predmetlarni o'rganish olamiga kadam qo'yadilar. U endi kattalar bilan nutq orqali muomala-munosabatda bo'la oladi va elementar axloq qoidalariga amal qila oladi. Kattalar bilan bo'ladigan muloqot orqali bola atrof xayot xaqida boshqa yo'nalishlarga qaraganda 10 xissa ko'proq ma'lumot oladi. Nutq bu yoshda nafaqat muloqot balki tafakkurning rivojlanishi va o'z-o'zini shuningdek, bilish jarayonlarni boshqarish vositasi bo'lib xizmat qiladi.

Ilk davridagi bolalarning yetakchi faoliyati predmetlarni o'rganish xisoblanadi. Go'daklik davridagi bolalarga nisbatan ilk bolalik davridagi bolalar narsalarga ko'proq qiziqish bilan qaraydilar. Agar go'dak bola qo'lga ushlagan narsani oddiy xarakatlantirib ko'rsa, 2-3yoshdagi bola shu predmet qismlarini diqqat bilan o'rganganidan so'nggina o'z amaliy faoliyatida ishlatadi. Bolani avvalo shu predmetning ishlatish vazifasi qiziqtiradi va u o'z savoliga javob olish uchun ko'pincha kattalarga «Bu nima?» degan savolni beradi. Predmetli faoliyatga kirishishi bolaning turli layoqatlari va qo'l xarakatlarini rivojlantiradi. Bolaning nutqi u to 1,5 yoshga yetgungacha ancha sekin rivojlanadi. Bu davr ichida u 30-40 so'zdan to 100 tagacha so'zni bila oladi, lekin ularni juda kam qo'llaydi. 1,5 yoshdan boshlab esa uning nutqi jadal rivojlanadi. Endi u nafaqat predmetlarning nomini aytishlarini so'rabgina qolmay bu so'zlarni talaffuz etishga ham xarakat qiladi. Nutqning rivojlanish darajasi juda jadallashadi. 2 yoshning oxirlariga borib bola 300 tagacha, 3 yoshning oxirlagiga borib esa 500 dan to 1500 tagacha so'zni ishlata oladi. Shuningdek so'zlarni ham aniq talaffuz etib, jummlarni to'g'ri tuza oladilar.

Shuni aloxida ko'rsatish joizki 1,6-3 yosh bu nutq rivojlanishi uchun senzitiv davr xisoblanadi. Bu davr aqliy rivojlanish asosini idrok va tafakkur xarakatlarining yangi ko'rinishlari tashkil etadi. 1 yoshli bola xali predmetlarni ketma-ket, sistemali ravishda ko'rib chiqa olmaydi. U asosan predmetning qandaydir bir ko'zga tashlanib turadigan belgisiga o'z e'tiborini qaratadi va predmetlarni shu belgilariga ko'ra taniydi. Keyinchalik yangi idrok xarakatlarini egallanishi bolaning predmetli xarakatlarini bajarishdan ko'z bilan chamalab

xarakat qilishiga o'tishda namoyon bo'ladi endi u predmetning bo'laklarini ushlab ko'rmasdan chamalab idrok eta oladi. 2,5-3 yoshli bola kattalarning bergan namunasi rangi, shakli va kattaligiga ko'ra aynan shunday predmetlarni chamalab idrok etgan xolda to'g'ri topa oladi. Bolalar avval shakliga, so'ngra kattaligiga va shundan so'ngina rangiga qarab ajrata oladilar. Bu jaraenda bola bir xil xususiyatga ega bo'lgan juda ko'p predmetlar borligini tushuna boshlaydi. Lekin bola rasm chizishni boshlaganida predmetlarni rangini e'tiborga olmaydi va o'ziga yoqadigan ranglardan foydalanadi. Tadqiqotlarning ko'rsatishiga 2,5-3 yoshli bola 5-6 ta shaklni (doira, kvadrat, uchburchak, to'g'riburchak, ko'pburchak) va 8 xil rangni (qizil, qovoq sariq, sariq yashil, ko'k, siexrang, oq, qora) idrok etishi mumkin. Rang va shakllarning ishlatilishi jixatidan turli xil narsalarda turlicha bo'lishi sababli bu yoshdagi bolalar ularni idrok etganlari bilan nomlarini aniq bilishlari va o'z nutqlarida ishlata olishlari birmuncha qiyinroq. Kattalarning bu yoshdagi bolalardan shu rang va shakllarni eslab qolishini talab etishlari noto'g'ri bo'lib, buning uchun mos davr bu 4-5 yosh xisoblanadi. Bu yoshdagi bolalar so'zlardagi barcha tovushlarni idrok eta oladilar. Bola 3 yoshigacha o'zlashtirgan so'zlar asosan predmet va xarakatlarning nomlarini bildiradi. Nomlar asosan uning funksiyasini anglatib bu predmet yoki xarakatning tashqi ko'rinishi o'zgarsa ham uning nomi o'zgarmaydi. Shuning uchun ham bola predmetlarning nomlarini ishlatilishini funksiyalariga bog'lagan xolda tez o'zlashtiradi.

Ilk bolalik davrining boshlariga kelib bolada birinchi tafakkur operatsiyalari yuzaga keladi. Buni biz biron bir predmetni olishga xarakat qila olganidan so'ng esa uni sinchiklab o'rganishida ko'rishimiz mumkin. Ularning tafakkurlari asosan ko'rgazmali xarakatli bo'lib, u atrof olamdagi turli bog'liklarni o'rganishga xizmat qiladi. O'zidan uzoqroq turgan koptokni biron bir uzunroq narsa bilan itarib yuborish mumkinligini ko'rgan bola endi mustakil ravishda divan tagiga kirib ketgan koptokni kaltak erdamida olish mumkinligini tafakkur eta oladi. Bu davrdagi bolalar tafakkurida umumlashtirish katta o'rin tutadi. Umumlashtirishda nutq asos xisoblanadi. Masalan, soat deyilishi bola

qo'1 soati, osma soat, shuningdek budilnikni ham tushunishi kerak. Lekin ular turlicha bo'lgani sabab ularda umumiylikni topish bola uchun birmuncha qiyinroq xisoblanib, bu borada fikrlash yordamga keladi va umumlashtirishni tashkil etadi. 2-3 yoshli bolalar ma'lum bir predmetlarning o'rniga ularning o'rnini bosishi mumkin deb xisoblagan boshqa narsalardan ham foydalanadilar. Masalan, o'yin jarayonida bola cho'pni qoshiq yoki termometr o'rnida, yog'ochdan krovat yoki mashina o'rniga foydalanishi mumkin. Bir predmetni boshqasi o'rnida qo'llash mumkinligini bilish bola atrof olamni bilishi, o'rganishidagi ahamiyatli burilish xisoblanadi va u dastlabki tasavvurlarni yuzaga keltiradi. Bu yoshdagi bolalar endi asta-sekinlik bilan kattalar aytib berayotgan ertak, voqea, hikoyalarni, shuningdek rasmda chizilgan narsalarni tasavvur eta oladilar. Ertak eshitish jarayonida bola ertak qaxramonlarini kimgadir o'xshatishga xarakat qiladi, u o'zi mustaqil ertak yoki hikoyalarni to'qiy olishi ham mumkin. Ilk bolalik davrida xotira bilishdagi asosiy funktsiya xisoblanib, u bilishning barcha ko'rinishlarini rivojlanishida ishtirok etadi. Bu davrda bolaning xotirasi jadal rivojlanadi. Bolaning xayotiy tajribalarni o'zlashtirishida avvalo xarakatli, emotsional va obrazli xotira ishtirok etadi. Bu borada xarakatli va emotsional xotira ustunlik qiladi. Xotira bu yoshda asosan ixtiyorsiz bo'ladi. Bu davrdagi bolalarga ko'p kitob o'qib berish natijasida ular uzun ertak va she'r hikoyalarni eslab qoladilar, lekin bunday eslab qolish bolaning umumiy aqliy rivojlanishidan ham, xotirasining individual xususiyatidan ham dalolat bermaydi. Bu ilk bolalik davridagi bolalarning barchasiga xos bo'lgan nerv sistemasining umumiy egiluvchanligi natijasidir. O'zi va atrof xayot xaqidagi voqea va xodisalarda ketma-ketlik borligi uchun ham ularni xali to'liq ravishda xotirasida saqlab qola olmaydi.

Bu davrdagi bolalar asosan o'z xatti xarakatlarini o'ylab o'tirmaydilar. Bu xatti-xarakatlar ularning xoxish va xissiyotlari asosida bo'ladi. Bu yoshdagi bolalarning xatti-xarakatlari juda o'zgaruvchan bo'ladi. Masalan: bolaning yiglashi ham, yig'idan to'xtashi ham juda oson. Ilk bolalik davrda bolada o'z yaqinlariga onasi, otasi, buvi-buvalari, tarbiyachisiga nisbatan muxabbat

shakllanadi. Ilk bolalik davrida bu muxabbat boshqa shaklga o'tadi. Endi bola o'z yaqinlaridan maqtov, erkalash olishga xarakat qiladi. Ota-onalar tomonidan bolaning xatti-xarakatlari va shaxsiy xususiyatlariga beradigan ijobiy emotsional baxolari ularda o'ziga nisbatan o'z layoqat va imkoniyatlariga nisbatan ishonchni shakllantiradi. U o'z ota-onasiga nihoyatda qattiq bog'langan bo'lib, intizomli va itoatkor bo'ladi. Ana shu bog'liqlik sababli bolaning asosiy ehtiyojlari qondiriladi, xavotirligi kamayadi. Onasi yonida bo'lgan bolalar ko'proq xarakat qiladilar va atrof muxitni o'rganishga intiladilar. Bu davrda bola o'z ismini juda yaxshi o'zlashtiradi. Bola doimo o'z ismini ximoya qiladi, uni boshqa ism bilan chaqirishlariga norozilik bildiradi.

Xulosa qilib shuni aytishimiz mumkinki, kattalarning bola bilan qiladigan muomala munosabati uni o'zini aloxida shaxs sifatida anglashining boshlanishiga imkoniyat beradi. Bu jarayon asta-sekinlik bilan amalga oshadi. Kattalarning bola bilan qanday muomala qilishlariga qarab o'z «Men»ini anglay boshlashi vaqtliroq yoki bir muncha kechroq yuzaga kelishi mumkin deb ayta olamiz.

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SIFAT SO‘Z TURKUMI

*Ibodullayeva Zubayda Sherzadovna,
Qadamova Sabina Dilshodbek Qizi
Urganch davlat universiteti talabasi*

Annotatsiya: Ushbu maqolada sifat so‘z turkumining ma’no xususiyatlari, yasalishi va tahlil qilish tartibi yoritib berilgan.

Kalit so‘zlar: Asliy sifat, nisbiy sifat, oddiy daraja, qiyosiy daraja, orttirma daraja, morfologik usul, sintaktik usul.

Аннотация: В данной статье описываются семантические признаки, конструкция и порядок анализа прилагательного словосочетания.

Ключевые слова: Исходное качество, относительное качество, простая степень, сравнительная степень, аккретивная степень, морфологический метод, синтаксический метод.

Abstract: This article describes the semantic features, construction and analysis procedure of the adjective phrase.

Key words: Original quality, relative quality, simple degree, comparative degree, accretive degree, morphological method, syntactic method.

Predmetlaming belgi-xususiyati (rangi, hajmi, shakli, mazasi, xarakteri, holati, vazni, hidi, o‘rin yoki vaqtga munosabati)ni ifodalaydigan so‘zlar turkumi sifat deyiladi. Sifatlar ot yoki fe‘lga bog‘lanib qanday?, qanaqa?, qaysi?, qachongi? so‘roqlaridan biriga javob bo‘ladi: yashil qalam, mitti yulduz, kunbotar tomon, kuzgi tufli, afsonaviy qush, tajang odam, yaxshi o‘qimoq, chiroyli yozmoq. Sifatlar gapda aniqlovchi, kesim, hol bo‘lib keladi: Uning moviy ko‘zlari onasi- Safurani eslatib turardi (F.Azimova). Non aziz, uning ushog‘i ham aziz (Maqol). Chaqmoq telpagini qiyshiq qo‘ndirib olgan (O‘.Hoshimov). Sifatlar otlashganda ko‘plik, egalik, kelishik qo‘shimchalarini

qabul qiladi va otning soʻroqlariga javob boʻladi, ot kabi sintaktik vazifalarni bajaradi. Masalan, ega: Egri ozadi, toʻgʻri oʻzadi (Maqol); toʻldiruvchi: Vafosizda hayo yoʻq, hayosizda vafo yoʻq (Maqol); qaratqich aniqlovchi: Yaxshining soʻzi - qaymoq, yomonning soʻzi – toʻqmoq (Maqol).

Sifatlar maʼno xususiyatiga koʻra ikki xil boʻladi: a) asliy sifatlar; v) nisbiy sifatlar. Predmet belgisini bevosita ifodalaydigan, belgini darajalab koʻrsata oladigan, -roq qoʻshimchasini erkin qabul qiladigan sifatlar asliy sifatlar deyiladi: shirin qovun - shirinroq qovun - eng shirin qovun; katta baliq - kattaroq baliq - juda katta baliq. Predmet belgisini oʻrin yoki paytga nisbatlab, boshqa predmetga oʻxshatish orqali ifodalaydigan, -roq qoʻshimchasini qabul qilmaydigan sifatlar nisbiy sifatlar deyiladi: Nisbiy sifatlar -li, -iy (-viy), -simon, -uk, -gi (-ki, qi), -dagi qoʻshimchalari yordamida hosil qilinadi: mevali daraxt, tibbiy maʼlumotnoma, zamonaviy libos, sharsimon jism, margʻilonlik savdogar, yozgi yumush, qishki kiyim, tashqi hovli, uydagi gap. Nisbiy sifatlar belgini darajalab koʻrsatmaydi. Faqat -ili qoʻshimchasi bilan hosil qilingan nisbiy sifatlarda darajalab koʻrsatish xususiyati mavjud: kuchli - kuchliroq - juda kuchli, aqlli - aqlliroq - juda aqlli. Asliy sifatlarda belgining kuchaytirma va ozaytirma shakllari bor: yashil - yam-yashil, sariq - sap-sariq, qizil - qizgʻish, qora-qoramtir. Nisbiy sifatlarda bunday xususiyat yoʻq. Asliy sifatlarda modal maʼno ifodalanadi: yoshgina, ziyakkina, doʻmboqqina. Nisbiy sifatlarda bunday xususiyat yoʻq. Faqat qoʻshimchasi bilan hosil qilingan nisbiy sifatlardagina modal maʼnolami ifodalash imkoniyati mavjud: aqlligina, chiroyligina kabi. Asliy sifatlar feʼlga bogʻlana oladi: Qiyshiq oʻtirsang ham, toʻgʻri gapir (Maqol). Nisbiy sifatlar feʼlga birika olmaydi. Faqat -iy bilan hosil qilingan nisbiy sifatlar juda kam miqdordagi feʼllar bilan (masalan: zamonaviy kiyinmoq) birikishi mumkin.

Bir predmetdagi belgini boshqa predmetdagi xuddi shunday belgiga nisbatlab farqlash hodisasi sifat darajalari deyiladi. Sifatlarda uch xil daraja mavjud: oddiy daraja, qiyosiy daraja, orttirma daraja. Oddiy daraja sifatleri bir predmetgagina xos belgini ifodalaydi. Ular belgini boshqa belgiga qiyoslamagan

holda anglatadi. Oddiy daraja sifatlarida hech qanday qo‘shimcha yoki yordamchi so‘z bo‘lmaydi. Masalan, katta hovli, chaqqon qiz, yashil durracha, qirmizi olma. Qiyosiy darajada bir predmetning belgisi boshqa predmetdagi xuddi shunday belgiga qiyoslanadi. Qiyosiy daraja -roq qo‘shimchasi bilan hosil qilinadi. Bu qo‘shimcha belgining ortiq yoki kamligini ko‘rsatadi. Masalan: Belgining ortiqligi: Alining kitobi Valining kitobidan qiziqroq. Oltin kumushdan og‘irroq. Belgining kamligi: Bu xona avvalgisidan ham kichikroq. Orttirma daraja shakli yordamchi so‘zlar vositasida hosil qilinadi va belgining me‘yordan ortiqligini ifodalaydi. Orttirma daraja ma‘nosini ifodalovchi yordamchi so‘zlarga quyidagilar kiradi: eng, juda, g‘oyat, g‘oyatda, bag‘oyat, o‘ta, benihoyat, nihoyat, nihoyatda kabilar.

Sifatlar morfologik va sintaktik usulda yasaladi. Morfologik usulda so‘z o‘zak, negiziga maxsus qo‘shimchalar qo‘shish orqali sifat yasaladi. O‘zbek tilida sifatlar quyidagi qo‘shimchalar yordamida hosil qilinadi: -il ot, sifatdosh va ravishdoshlarga qo‘shilib, nisbiy sifat hosil qiladi: aqlli bola, qiziqarli kitob, yeyishli somsa. –siz, otlarga qo‘shiladi va undan anglashilgan ma‘noning mavjud emasligini ifodalovchi sifatlar hosil qiladi: tuzsiz taom, suvsiz quduq. –chan, ot, harakat nomi va ravishdoshlarga qo‘shilib, negiz anglatgan ma‘noning ortiqligini ifodalovchi sifatlar hosil qiladi: talabchan rahbar, ishchan kayfiyat. –chil, otlarga qo‘shilib, belgining ortiqligini anglatuvchi sifatlar hosil qiladi: izchil g‘oya, dardchil odam. -dek, -day, otga qo‘shilib, o‘xshatish ma‘nosini ifodalovchi sifat yasaydi: kundek, oyday, tog‘day. –mand, otga qo‘shilib, belgining ortiqligini ifodalovchi sifat yasaydi: davlatmand, ixlosmand. –simon, otga qo‘shilib, o‘xshashlik ma‘nosini ifodalovchi sifatlar yasaydi: tuxumsimon, odamsimon, sharsimon. Sifatning o‘ziga xos xususiyatlaridan yana biri, o‘zakdan oldin kelib, yangi ma‘noli sifat hosil qiladigan qo‘shimchalarga egaligidir. Ular quyidagilar: ser-, be-, ba-, no-. ser-, otga qo‘shilib, ortqlik ma‘nosini ifodalovchi sifatlar hosil qiladi: serunum, serfarzand. be-, otga qo‘shilib, mavjud emaslik ma‘nosini ifodalovchi sifatlar hosil qiladi: bexabar, besabr. ba-, otga qo‘shilib, belgining ortiqligini ifodalovchi sifat yasaydi:

badavlaty basavlat. no-, otga yoki sifatga qo'shib, negiz anglatgan belgiga ega emaslik ma'nosini ifodalovchi sifatlar hosil qiladi: noinsof, notinch. Sintaktik usul bilan qo'shma, murakkab va juft sifatlar yasaladi. Qo'shma sifatlar birdan ortiq so'z yoki so'z shakllaridan tarkib topib, bir urg'u bilan aytiladi va bir belgini ifodalaydi. Qo'shma sifat qismlari yozuvda qo'shib yoziladi: orombaxsh, rahmdil, tinchliksevar, tezoqar, ertapishar. Murakkab sifatlar bitta murakkab belgini ifodalaydigan, alohida urg'u bilan aytiladigan, birdan ortiq so'z yoki so'z shakllarining birikuvidan hosil bo'ladi. Ayrim murakkab sifat qismlari orasidagi munosabat o'ta zich bo'lmaganligi uchun, ularning o'rnini almashtirib qo'llash mumkin bo'ladi: oq ko'ngil- ko'ngli oq, sochi uzun-uzun sochli, ko'ngli tor-tor ko'ngilli. Juft sifatlar bir umumiy belgi ifodalovchi ikki sifatning teng bog'lanishidan hosil bo'ladi: ochiq-sochiq, qing'ir-qiyshiq, itzun-qisqa, yaxshi - yomon, kattayu kichik, sog'u salomat. Sifatlar tuzilishiga ko'ra sodda, qo'shma, murakkab, juft va takror holda qo'llanuvchi shakllarga ega. Sodda sifatlar bir o'zak morfemadan tuzilgan bo'ladi: go'zal, xunuk, sariq, yashil. Qo'shma sifatlar bir urg'u bilan aytiladigan ikki so'z shaklining qo'shilishidan hosil bo'ladi: ertapishar, sheryurak. Murakkab sifatlar alohida urg'u bilan aytiladigan, bitta murakkab belgini ifodalovchi ikki so'zning birikishidan hosil bo'ladi: to'q qizil, o'tkirzehnli. Juft va takror sifatlar bir umumiy belgi ifodalovchi ikki sifatning teng bog'lanishidan hosil bo'ladi: oq-qora, uzuq-yuluq, kattayu-kichik, pastu-baland, uzun-uzun, og'ir-og'ir, chuqur-chuqur. Sifatni tahlil qilish tartibi:

1. Ma'no turi.
2. Darajasi: oddiy, qiyosiy, orttirma.
3. Tuzilishiga ko'ra turi: sodda, qo'shma, murakkab, juft, takror.
4. Yasama sifatning yasalish usuli.
5. Qaysi so'z bilan bog'lanishi.
6. Gapdagi vazifasi. Masalan, Salima darslarini chala-chulpa tayyorlagan edi. Chala-chulpa—sifat, belgining me'yordan kamligi ma'nosini ifodalaydi, oddiy daraja, juft, chala-chulpa tayyorlamoq, gapda hol vazifasida kelgan.

Xulosa qilib shuni aytishimiz mumkinki, Sifatlar ma'no xususiyatiga ko'ra ikki xil bo'ladi: 1) asliy sifatlar; 2) nisbiy sifatlarga bo'linadi. Sifatlar gapda 6 tur bo'yicha tahlil qilinarkan. Sifatlar morfologik va sintaktik usulda yasaladi. Morfologik usulda so'z o'zak, negiziga maxsus qo'shimchalar qo'shish orqali sifat yasaladi. Sintaktik usul bilan qo'shma, murakkab va juft sifatlar yasaladi deb ayta olamiz.

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МЕДИА ТИЛИНИНГ ЛИНГВИСТИК ХУСУСИЯТЛАРИ

АРЕПБАЕВА Н.М.

Қорақалпоқ давлат университети таянч докторанти

Илмий раҳбар: Оразимбетова З.Қ., филология фанлари доктори

Медиада тилидан фойдаланишнинг асосий хусусиятлари ҳақида гап кетганда, тадқиқотчилар оммавий коммуникациянинг замонавий нутқга таъсири жуда катта ва тизимли равишда синчковлик билан ўрганишни талаб қилади деб ҳисоблашади. Медиа тили тараққиётидаги принцип ва ҳодисаларни таҳлил этишда олимлар баҳоси бой манба бўлиб хизмат қилади. Медиа матнларида келтирилган маълумотлар асосида тадқиқотчилар ундаги ижтимоий ҳодиса қай даражада реал акс эттирилганлиги ҳақида тўғри хулоса чиқариши мумкин.

Миллий тилнинг ривожланишида медиа тилининг роли юқори даражада бўлиб, бу куйидаги жиҳатларни ўз ичига олади:

Биринчидан, жамият тараққиётига ҳисса қўшаётган янгилишларга медиа тили биринчи бўлиб муносабат билдиради, ваҳоланки бу янгилишлар шунчалик тезлашганидан билим хажми ҳар ўн йилда икки баробар ортиб боради.

Иккинчидан, медиа янги ҳодисалар, тушунчалар, номлар ва ҳ.к. ларни кенг фойдаланишга (тиражга) киритмаганда тараққиётнинг қандай боришини тасаввур қилиш қийин бўлар эди.

Учинчидан, аввало, медиа тили орқали тилнинг луғат бойлиги ортиб боради. Луғат бойлиги баъзан шу даражада тез ортиб борадикки, тилнинг ҳар бир грамматик тузилиши, маъжозий маънода айтганда, янги юкламаларга бардош бера олмайди ва бу ҳолат лексика ва грамматика ўртасида зиддиятларга олиб келиши мумкин.

Тўртинчидан, юқорида таъкидланганидек, тилни

демократлаштириш жараёнида (жамиятни демократлаштириш жараёни билан бирга келган ҳолда) унинг таркибига янги тушунчалар билан бирга янгича ахборот етказиш усули, тилдан фойдаланишдаги эркинликнинг ўзига хослигини тилнинг менталлиги билан боғлиқлиги кузатилади.

“Медиа тили” тушунчасининг контекстуал қўлланилишини таҳлил қилиш унинг учта энг кенг тарқалган жиҳатини ажратиб беради. Дарҳақиқат, ОАВ тилини ёзма ва аудиовизуал кодларини ўзида мужассам этган “аралаш турдаги белгилар тизими сифатида кўриб чиқиш, ўз навбатида тилининг ўзига хослигини аниқроқ аниқлаш имконини беради”.

Профессор Д.М.Тешабаева газета материаллари ёзма манба тариқасида ҳар қандай тилнинг ривожланишини ўрганиш, адабий тил имкониятларини, унинг бойлигини юзага чиқариш ва намоёниш этиш, ундан тарғибот-ташвиқот мақсадларида фойдаланиш ҳамда нутқ маданияти ва саводхонликни оширишда муҳим аҳамиятга эгаллигини таъкидлайди.

А.Абдусаидов газета тили ва услуби борасида қуйидаги фикрни билдирган: “ОАВ орасида газета информативлик (ахборот бериш), тарғибот, ташвиқот, тарбиявийлик, ташкилотчилик, реютмалилик, таъсирчанлик вазифаларини ўзига хослик билан бажаради. Бу вазифаларнинг самарадорлиги ва таъсирчанлигини ошириш учун оммавийлик, образлшшк, экспрессивлик, эмоционаллик, аниқлик, ихчамлик, услубий мувофиқлик каби мезонларга амал қилиш муҳим” [1].

Шуни таъкидлаш жоизки, замонавий медиа орасида газетанинг ўрни беқиесдир. Чунки газета матнлари албатта нутқ қоидаларига биноан яратилади. Албатта, бунда медиа нутқи ортида идиологик ғоя ётганини кўпчилик тадқиқотчилар томонидан тан олинади. Зеро, “Медиа ичида газета – янги сўз, термин, ибора, бирикмаларнинг энг сезгир кўзгусидир. У жамият ҳаётининг барча соҳаларида содир бўлаётган ўзгаришларни бошқа ҳар қандай воситалардан тезроқ акс эттиради ...газета жамоатчилик учун

қизиқарли бўлган ва тарбиявий аҳамиятга эга барча мавзулар ҳақида ёзади. Мақолалар мазмун- моҳиятини баҳолаш воситаларига бўлган эҳтиёж ҳам кам эмас, чунки бизда газета янгиликларни хабар қилишнинг ҳиссиз механизми эмас, балки жамият манфаатларини ифодаловчи нашр саналади. Айнан шу позициядан газета ўқувчига ахборот етказди, тарғибот-ташвиқот олиб боради” [2].

Ҳар бир халқ, ўз тилидан ўзича фойдаланади. Тил - маълумот бериш, нарсаларни номлашда алоқа воситасидир. Шу хусусиятига кўра у ўзида миллийликни акс эттиради. Турли миллатларда менталитет ва маданий анъаналарга кўра, сўз ва иборалар мулоқот мақсади ва ҳолатига қараб турлича қўлланилади, тушунилади ва коммуникатив мақсадга йўналганлик ноанъанавий тарзда англашилади. Бундан ташқари, муайян мамлакат, географик ҳудудга қараб аудиторияни ҳам ҳисобга олиш лозим. Турли миллат вакиллари билан мулоқотида исботлаш ҳамда ишонтиришнинг ўзига хосликлари бор.

Медиада тилдан фойдаланиш жамоанинг фаолиятида хулқ ва хатти-ҳаракатлар бирлигини акс эттиради. Миллат менталитети унинг вакиллари нутқида тил воситалари, ўзига хос усулларидан фойдаланиш орқали намоён бўлади.

Миллий жиҳатларнинг яқин узвий боғланиши ҳар бир халқнинг паремияларида ўзгача намоён бўлади. Бу боғланиш турини англаш доимо мураккаб, лекин қизиқ жараёндир, чунки у нафақат ҳар бир халқ учун ўзига хос бўлган анъаналарни, балки ўзаро таъсир натижасида паремияларнинг ғоявий мазмуни ва шаклининг ўзигагина хослигини белгилаб берган этнографик мажмуаларни ҳам ўрганишни талаб этади.

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КУЛЬТУРА РЕЧИ И ЯЗЫКОВЫЕ ПРОБЛЕМЫ

Пердебаева Ш.

*Магистрант Каракалпакского государственного
университети, кафедра Журналистика
Научный руководитель доктор филол.наук*

Оразымбетова З.К.

Культура речи является продуктом человеческого мышления и является важным признаком культурного развития общества и духовной зрелости народа. Сегодня, когда духовно-образовательные реформы объявлены приоритетным направлением государственной политики Узбекистана, вопросы культуры речи актуальны как никогда.

Литературный язык и связанные с ним проблемы, как и все области, постепенно находят свое решение. В частности, похвалы заслуживает работа и исследования наших лингвистов в решении вопросов, связанных с культурой речи. Яркими примерами исследований в этой области являются труды известного языковеда Н.Махмудова «Тил», «Маърифат манзиллари» и Н.Джумаходжи «Истиклол ва она тилимиз».

Каракалпакский народ имеет богатое наследие в области образования с давних времен и воспитал общечеловеческие качества, такие как человечность, смирение, трудолюбие, дружба, доброта, братство, уважение к старшим, уважение к детям. Образовательные труды восточных мыслителей также составляют основу этого богатого наследия. Произведение Юсуфа Хос Хаджиба «Кутудгу билик» («Знание, приносящее счастье») было замечательным памятником XII века. Книга Кайковуса «Кабуснама» может быть ярким примером нашего мнения.

В Законе «О государственном языке», Законе «Об образовании», «Национальной программе подготовки кадров» и других документах нашей республики особое внимание уделяется вопросам духовно-

просветительского воспитания и языка. Потому что любой специалист, прежде всего, должен быть знатоком родного языка. Язык, как и характер, входит в кровь человека и распространяется по его телу и душе, и пренебрежение им всегда вызывает большие трагедии.

Культура речи тесно связана с фонетикой, грамматикой, лексикологией, психологией, логикой, эстетикой, литературоведением и искусствоведением. Слово является одним из главных орудий говорящего, то есть в интеллектуальных конфликтах между говорящим и слушающим, в борьбе за судьбу других и, наконец, в достижении цели. А так же, зеркалом сокровищницы мысли и является для говорящего не только средством выражения мысли, но и главным фактором, активно выражающим предмет. Чем яснее и конкретнее значение слова, тем оно эффективнее и тем легче достичь намеченной цели. Именно поэтому от оратора и от тележурналиста требуется ответственно относиться к слову.

Придание каракалпакскому языку статуса государственного создало большие возможности для ведения государственных дел, образования, обучения, пропаганды в нашей республике на этом языке. Отношение к языку изменилось. Сейчас в больших масштабах ведется изучение всех его возможностей. Но следует помнить и о том, что, к сожалению, недостаточно развита речевая культура, которая является одним из факторов, определяющих уровень социальной функции языка. Поэтому более глубокое изучение области культуры речи считается одним из важных вопросов, стоящих перед нами.

Одним из политических и социальных вопросов, имеющих большое значение, является устранение недостатков в нашей речи, развитие речевой культуры. На этот вопрос должны обратить внимание не только лингвисты, но и представители всех специальностей и проживающих в нашей республике. Потому что, прежде всего, культура речи является составной частью общечеловеческой культуры и определяет высококультурность людей. Во-вторых, мы живем в такое время, когда

идеологическая борьба между социальными группами стала чрезвычайно острой. По этому требуется, чтобы язык, являющийся главным оружием идеологической борьбы, был острее.

Когда говорят о культуре речи, естественно возникает спор об употреблении уместных или неуместных слов, употребляемых в речи. Когда используемая языковая единица называется правильной или неправильной, то несомненно, что она основывается на определенной мере (критерии). Эта мера (критерий) называется нормам литературного языка в языкознании.

Так же, как каждый разговорный язык, каждый медиа текст имеет свои нормы, жаргоны, являющиеся особыми формами речи, также имеют свои нормы.

Конкретные нормы указаны следующим образом:

1. Диалектическая;
2. Норма разговорной речи;
3. Норма жаргонов;
4. Норма литературного языка.

В свою очередь, нормы литературного языка в медиа текстах, в том числе в текстах телепередачей классифицируются следующим образом:

1. Лексико-семантические;
2. Произносительный (орфоэпический);
3. Письменный (орфографический);
4. Фонетический;
5. Акцентологическая (правильное ударение);
6. Грамматическая (морфологическая, синтаксическая);
7. Правила словообразования;

Различают устную и письменную формы литературной нормы языка. Большой вклад в развитие устной литературной нормы внесли пародисты, юмористы, просвещенные народные поэты, а в формировании

письменной литературной нормы была несравнима заслуга письменной литературы.

Что касается нормализации литературного языка, то некоторые ученые считают, что добиться единого, единообразного произношения внутри литературного языка невозможно, что в литературном языке нет единой модели произношения. Такие комментарии напоминают мнение некоторых исследователей о том, что не существует единого направления (рецепта) культуры публичного выступления, конкретные условия определяют, каким будет выступление. Мышление таким образом однозначно односторонне и вредит работе по совершенствованию культуры устной речи.

Для того чтобы требовать от людей речевой культуры, то есть правильно говорить и писать, необходимо определить инструмент, который может быть образцом в устной и письменной речи. Таким инструментом является литературный язык. Невозможно представить речевую культуру без литературного языка. Литературный язык является критерием правильной устной и письменной культуры речи. Но литературный язык не возник откуда-то в готовом виде. По сути, это составная часть национальной культуры, культурный феномен. Именно поэтому языковеды, представляющие научную школу под названием «Пражский лингвистический кружок», называют культуру речи культурой языка, культурой литературного языка. Когда говорят о культуре речи, то понимают прежде всего культуру литературного языка.

Следует также подчеркнуть, что некоторые дефекты и ситуации в нормах литературного языка должны периодически пересматриваться и подвергаться научной оценке.

Итак, культура литературного языка включает в себя три концепта:

- 1) сознательная обработка (нормализация) литературного языка;
- 2) переработанное, т. е. окультуренное, состояние литературного языка;

3) критическая оценка и устранение некоторых негативных ситуаций в нормах культурно-литературного языка.

Из вышеизложенного становится ясно, что есть два явления:

1. Языковая культура, то есть культура литературного языка.
2. Культура речи, связанная с правильным употреблением культурного литературного языка.

Подводя итог, можно сказать, что культура речи – явление, требующее создания литературного языка и соблюдения языковых норм языка в речевой деятельности.

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**ПРОБЛЕМЫ ЯЗЫКА В КАРАКАЛПАКСКОМ ПЕРИОДИЧЕСКОМ
ПЕЧАТЕ**

Оразымбетова Злиха Кдырбаевна

Нукус, Узбекистан

Состояние развития литературного языка на сегодняшний день находит большое отражение в печатных СМИ. Сохранение норм литературного языка, в том числе орфографических, лексических, грамматических и стилистических, наблюдаются в нынешнем газетном языке. Вместе с тем, язык печати обладает свойственными только ему отличительными особенностями:

1. Язык печатных СМИ – это один из видов публицистического стиля письменного литературного языка. Однако своей внешней формой он отличается от других функциональных стилей литературного языка.

2. Печатный язык – свободно функционирующее, энергично меняющееся лингвистическое явление, связанное с происходящими в обществе изменениями.

3. Язык печатных СМИ, помимо ряда родственных признаков в отношении к письменному литературному языку, имеет и некоторые нейтральные свойства. Это видно по разнообразным стилям и формам описания в материалах, опубликованных в газете.

4. Язык печатных СМИ обладает своей грамматической и стилистической экспрессивностью.

5. И в печатном, и в письменном литературном языке, и в устной разговорной речи встречаются характерные особенности стиля

официальных документов, художественного литературного и научного стилей.

6. В печати публикуются главная статья, материалы различного содержания и характера, хроника, постановления и телеграммы и иная информация. Однако они по своему стилистическому, грамматическому и особенностям освещения событий принципиально отличаются друг от друга. Эта особенность обогащает структуру и содержание языка печатных СМИ, создает основу его разнообразия.

7. Главный отличительный признак языка печатных СМИ – использование в нем стандартных словосочетаний и штампов.

8. Если на страницах печатных СМИ дается беллетристический материал, то начинает возрастать его эмоциональность, экспрессивность и образность, в данном случае это считается отличительным признаком языка печатных СМИ [1].

Поэтому, в первую очередь, изучение и научное исследование языка печатных СМИ имеет большое значение для языкознания. В нашем государстве печать рассматривается как средство воздействия на сознание населения, мощное орудие воспитания народа в духе идеи национальной независимости, как организация, объединяющая представителей всех наций и народностей. И поэтому язык печатных СМИ должен быть простым и понятным для всех слоев населения и, по мере возможности, избегать высокопарных слов.

Конечно, язык – это национальная ценность народа, определяющая его неповторимые особенности и духовный мир, он является не только средством общения людей, но, вместе с тем, считается важным орудием воспитания личности человека. Претворить в жизнь уникальные возможности языка, принять участие по развитию, обогащению и его совершенствованию должен каждый сын своего народа и быть

ответственен за его будущее и не оставаться в этом деле равнодушным. Каракалпакский язык, оставаясь национальным литературным языком нашего народа, в то же время является основным средством формирования высокой духовности и культуры, вестником гордости за наши достижения. А это значит, что мы должны его ценить и поддерживать. Если нашей задачей является повышение авторитета литературного языка, то мы должны четко следовать его правилам и нормам.

В обеспечении места каракалпакского литературного языка как языка государственного, пользование им на высоком культурном уровне в печатных СМИ, в общественно-политической, духовно-культурной и экономической жизни нашей республики прослеживается тесная взаимосвязь развития литературного языка с повышением уровня жизни народа и культуры общения людей друг с другом.

Литературный язык – тонкий, чувствительный инструмент и, вместе с тем, он является мощным орудием воздействия на умы и сознание людей. Поэтому его богатыми возможностями необходимо пользоваться правильно к месту. Ответом на этого вопрос стали произведения поэтов и писателей, выступления ученых, преподавателей и журналистов по радио, телевидению, на страницах газет и журналов. В своих многочисленных выступлениях, диспутах, встречах с трудовыми коллективами, студентами и учащимися они излагали свою точку зрения на то, как правильнее использовать художественное слово, грамматические формы языка, новые слова и термины. Особое внимание было уделено языку печатных СМИ, потому что язык печати – это светоч нации, окно духовности и просветительства, важнейшее средство воспитания молодого поколения. Реализации целей и задач по пропаганде возможностей языка, обозначение его места и роли в будущем, строгого соблюдения законов и правил литературного языка, поднятие на более высокий уровень грамотности,

культуры речи и письма большое значение придается средствам массовой информации.

Каракалпакский литературный язык, строго придерживаясь в письме и устной речи своих законов и правил, тем саамам соблюдает нормы литературного языка. Тем самым мы проявляем глубокое уважение к родному языку, языку каракалпакского народа. На работников СМИ, журналистов возлагается большая ответственность в следовании нормам литературного языка, т.к. язык печати – это зеркало культуры каракалпакского языка. В освоении правил литературного языка и четком соблюдении их на практике особое место отводится образовательным учреждениям, печатным СМИ, радио и телевидению. Как мы отмечали выше, печатные СМИ оказывают большое влияние на усвоение норм литературного языка, соблюдению его правил в письме и устной речи. Таким образом, язык печати исполняет роль образца при овладении правилами литературного языка. Поэтому язык печати для всех членов общества является примером при совершенствовании своего письма и устной речи.

Развитие жизни в обществе невозможно без противоречий и преобразований в той или иной сфере. Наряду с вышеперечисленными достижениями в современном языке печати, встречаются некоторые недостатки, создающие проблемы при использовании литературного языка в печатных изданиях. В первую очередь, это орфографические, пунктуационные и грамматические ошибки, а также стилистические недостатки. Особенно много таких недостатков встречаются в районных, ведомственных, а также в некоторых республиканских газетах. Все эти недостатки становятся причиной отставания в развитии культуры письма и разговорной речи. Остановимся на некоторых из них:

1. Недостатки, встречающиеся при замене русских и других заимствованных слов на турецкий, каракалпакский, а также персидско-

арабские языки. В результате этого в наш язык, язык печати вошли слова и термины, ранее не известные населению. Например, вместо «автономная республика» - «мухтар жумхурият», «самолет» - «отарба». Тем не менее, в большинстве случаев были даны разъяснения об ошибочности замены одних слов на другие. В результате многие подобные слова и термины так и не прижились в нашем языке. Однако, в своей работе журналисты до сих пор используют новые слова и термины из других языков. В некоторых случаях они применяются как варианты других слов: *программист – дастурлеуши, секретарь – хаткер, программа – дастур, багдарлама, проект – жойбар* и т.д.

2. При использовании слов в письме встречаются и случаи повтора, и случаи излишеств. Такие ошибки влияют на содержание текста и на его восприятие. Например: *окыу, уйрениу, исеним, сарпланган куш, елдин халыктын, ары ушын умтылыулар, сарпланган мийнет кем-кемнен козге корине баслады.*

3. Иногда применение в газете непонятных слов требуют их разъяснения. Применение таких слов в газете нежелательно: *баклаушылар теракт акыбетлерин турлише баян етпекте. Феромон туткыш койып шыгылып, трихограмма жиберилди.*

4. Неправильное, или излишнее использование синонимов: *тийкаргы Нызамымызга таянып хам суйенип жумыс алып бармактамыз.*

5. Стилистические ошибки в предложении. Например, излишне растянутый текст и из-за этого теряется смысловая связь между предложениями: *Бизлер апамыз корсеткен гилем-курак корпеше, дийуалдагы илдерилген гилем-апамыздын 78ге шыккандагы кол онери ушын керек болар деген дамеди нагыслардын атын сорап жазып алыуға тырыстык.*

7. Язык печати требует точности и конкретики, каждый предмет должен быть назван своими именем. В некоторых случаях в материалах газет допускаются подобные ошибки: *Озбекстан косыклар байрам танлаўынын республикалык баскышында бул жамаат 2-орынды ийеледи.*

8. В результате технических ошибок тексты выходят из печати без смысловой связки: *«Омиринизди калайынша алып барыў, шолкемлестириў, ой-пикиринизди баскарыў сизин ... ңызда!»* В этом примере не пропечатан слог –кол - (колыңызда).

Не следует оставаться равнодушным к ошибкам, перечисленным выше. Безусловно, если мы будем относиться к этим недостаткам равнодушно, то это негативно повлияет на молодое поколение журналистов, их рост как профессионалов, на общую образованность общества и развитие языка печатных СМИ. Среди вышеуказанных ошибок чаще всего встречаются неправильное использование слов, составление текста, стилистическая погрешность предложений. К сожалению, для некоторых газет эти явления становятся обычным, т.к. с каждым днем их становится все больше. Иногда только в одном номере газеты встречаются более десяти ошибок разного вида. Это создает большую проблему для развития языка печатного СМИ.

Язык печатных СМИ – это неотъемлемая часть одного из главных наследий нашего народа – каракалпакского языка, его зеркало, образец грамотности и культуры речи. Вышеназванные недостатки в одних газетах встречаются больше, в других – меньше. Только подлинно творческий подход журналиста к своим обязанностям, искреннее стремление исполнить высокое предназначение профессии может послужить развитию языка печатных СМИ. По нашему мнению, большая ответственность, возложенная на журналистов – это создание таких условий, при которых язык периодической печати всегда оставался бы образцом правильной письменности и разговорной речи.

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SHAXMAT SPORT TURINING TARIXI VA RIVOJLANISHI.

Muzaffar Sodiqov Odiljonovich

O'zbekiston tumani 68-umumiy o'rta ta'lim maktabi Jismoniy tarbiya

Annontatsiya: Mazkur maqola, Shaxmat sport turining tarixi va rivojlanishi va umimiy ma'lumotlari qisqacha mazmunda keltirib o'tilgan.

Kalit so'zlar: Xalqaro musobaqalar tizimi, hukmdordan mukofot, zamonaviy shaxmat.

Shaxmat tarixi bir yarim ming yillik tarixga ega. Farazlarga ko'ra shaxmat hindlarning Chaturanga o'yini bo'lib bu forslar tomonidan o'zlashtirilib o'zgartirishlar kiritilib shatranj deb atalgan! 7-asrda arablar Eronni egallagandan so'ng,shatranj Arab xalifaligiga tarqaldi.Arablar esa shatranjni Yevropaga tarqatishdi. XV-asr oxirlarigacha shaxmatdagi Farzin va Filning o'yindagi xarakatlari cheklangan edi,shu paytdan boshlab esa zamonaviy ko'rinishga ega bo'ldi. O'yin sezilarli darajada o'zgardi,tezlashdi,oqlar o'yinni boshlab bergani uchun o'yinning ilk bosqichidayoq hujumda va joylarni egallashda ustunlikka ega bo'lishdi.



1984-1990-yillarda shaxmat bo'yicha o'n ikkinchi va o'n uchinchi jahon chempionlari **Anatoliy Karpov** va **Garri Kasparov** jahon chempioni unvoni uchun 5 ta o'yin o'tkazishdi.

XIX-asr o'rtalarida dastlab turli shahar va davlatlarning eng kuchli shaxmatchilari o'rtasida o'yinlar shaklida asrning ikkinchi yarmidan esa xalqaro turnirlar ko'rinishida xalqaro musobaqalar tizimi paydo bo'ldi. 1886-yil Vilgelm Steynis Iogann Sukertortni mag'lub etdi va shaxmat bo'yicha 1-jahon chempioni deb e'lon qilindi. Shu musobaqadan keyin shaxmat bo'yicha jahon chempionatlari tarixi boshlandi. 1924-yil Xalqaro shaxmat federatsiyasi (FIDE) tashkil etildi. 1946-yili to'rtinchi jahon chempioni Aleksandr Alyoxin vafotidan keyin keyingi unvon egalari FIDE tomonidan tasdiqlangan qoidalar asosida sportcha tanlov tizimi tomonidan tasdiqlanardi. XX-asr oxirida shaxmatda bo'linish yuz berdi: Jahon chempioni Garri Kasparov va raqibi Naydjel Short FIDE homiyligida bo'lmagan yana bir o'yin o'tkazdilar va 1993-2006-yillarda bir vaqtning o'zida FIDE bo'yicha jahon chempionlari va "Klassik" yo'nalish bo'yicha musobaqalar o'tkazildi. 2006-yildan jahon chempionati qur'a tashlash marosimi birlashtirildi va 2013-yildan beri uni norvegiyalik Magnus Karlsen o'tkazmoqda.

XX-asrning ikkinchi yarmida dunyoda kompyuter shaxmati rivojlana boshladi. 1979-yillarda dasturlar juda zaif darajada o'ynagan bo'lsa, 1997-yilda IBM tomonidan ishlab chiqilgan "Deep Blue" kompyuteri o'sha vaqtda amaldagi jahon chempioni Garri Kasparovni 3,5:2,5 hisobda mag'lub etdi. 20-asrning ikkinchi yarmida dunyoda kompyuter shaxmati rivojlana boshladi. XXI-asr boshlariga kelib shaxmat dasturlarini kuchliligi insoniyat tomonidan tan olina boshlandi.

Hindiston shaxmatning vatani hisoblanadi, chunki miloddan avvalgi VI-asr oxirlarida paydo bo'lgan Chaturanga o'yini (санскр. चतुरङ्ग) shaxmatning to'g'ridan-to'g'ri qadimiy o'xshashidir. Chaturanga 8x8 o'lchadagi taxtada shaxmat donalariga o'xshash donalarda o'ynaladi va o'yindan maqsad raqib shoxini mot qilish edi. Arxeologik va yozma ma'lumotlarga ko'ra shaxmatning kelib chiqishini qadimgi Xitoy va Sosoniy hukmdorligidagi fors davlatiga bog'lovchi ayrim dalillar bor lekin bu dalillar yetarli emas. [1][2][3]

Chaturanga xaqidagi ilk yozma ma'lumotlar qirol Xarshi Bano (VII asr)[4][1] davrida sanskrit tilida yozilgan "Xarchasharita" tarixiy solnomasida yozilgan. Eski fors tilida yozilgan "Chatrang-Namak" ("Shaxmat haqidagi") risolasida shaxmat Hindiston hukmdori shaxanshox Xisrav 1 (531-579) tomonidan sovg'a qilingani hikoya qilinadi. Bu afsona tarixiy asosga ega va Xisrav 1 hukmdorligi vaqtida forslaning chaturanga bilan tanishishi aniqlanadi. Arab tarixchilari shaxmat Hindistonda paydo bo'lgani u yerdan forslarga berilgani haqida tarixiy ma'lumotlar kam berilgan.[4] Bir qator arab tarixchilari shaxmatning paydo bo'lishi haqida har xil afsonalarni yozib qoldirishgan. Afsonaga ko'ra podshox shaxmatni yaratgan odamdan tilagini so'rganda u hukmdordan mukofot o'rniga shaxmat taxtasining har bir keyingi katagida donalarni ikki barobarga ko'paytirganda olinadigan don miqdorini talab qilgan. Ko'p o'tmay podshox bu so'ralgan miqdordagi bug'doy sayyorada yo'qligini tushunadi. ($2^{64} - 1 = 18\,446\,744\,073\,709\,551\,615 \approx 1,845 \times 10^{19}$ ga teng). Bir vaqtning o'zida bir nechta tarixchilar shaxmat kashfiyotchisining ismini Sassa yoki Sissa deb aytishadi. Bu afsona al-Adli, al-Yakubi, al-Beruniy va boshqalarning asarlarida uchraydi.

Chaturangada donalarning ba'zi harakatlari IX-asrda shoir Rudratining "Kavyalankara" dostonida keltiriladi. Asarda yozilishicha butun taxta bo'ylab otning yurishi, farzinning xarakatlari zamonaviy shaxmatda xam bor. Biroq Chaturanganing to'liq qoidalari aniq ma'lum emas.[4][5]

Beruniyning "Hindiston" asarida (taxminan 1030-yil) 8x8 o'lchamdagi taxtada quyidagi donalar bo'lgan ekan: shox, fil, farzin va to'rtta piyodadan iborat to'rtta to'plam bo'lgan.[6] XVIII-asrda ingliz tadqiqotchisi Xayrem Koks 4 kishilik chaturanga 2 kishilik zamonaviy shaxmatning paydo bo'lishiga zamin yaratgan degan. Dulkan Forbes "Shaxmat tarixi" (1860) asarida keltirilgan farazda jon borday. Farazga ko'ra zamonaviy shaxmatning kelib chiqishiga zar o'ynashning din tomonidan taqiqlanishi tufayli kelib chiqqan deyiladi. Garold Myurrey o'zining "Shaxmat tarixi" (1913) asarida keltirishicha Koks-Forbes farazi bir necha ming yillik hind matnlarining noto'g'ri tarjimasini tufayli

chaturanga 4 kishidan iborat o'yin deya atalishiga sabab bo'lgan deydi.[4] Lekin chaturanga 4 kishi tomonidan o'ynalgani xali ham mashxur adabiyotlarda uchraydi.[1][2]

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**MARKAZIY FARG‘ONA TUPROQLARI VA ULARNING
MELIORATIV HOLATI**

*B.f.d., dosent Turdaliyev Avazbek Turdaliyevich,
Farg‘ona davlat universiteti,
magistrant, Obidjonov Xasanboy Odiljon o‘g‘li,
magistrant, Aktamov Muxammadno‘monjon Iqrorjon o‘g‘li.*

Annotatsiya Maqolada Markaziy Farg‘ona hududida tarqalgan sug‘oriladigan shox-arzikli o‘tloqi saz tuproqlarning unumdorligi va meliorativ holati tadqiq etilgan bo‘lib, sug‘oriladigan o‘tloqi saz tuproqlarning agrokimyoviy ko‘rsatkichlari va tuproq eritmasi tarkibi tahlillari natijalari keltirilgan.

Аннотация В статье изучено плодородие и мелиоративное состояние орошаемых лугово-сазовых почв, распространенных в Центральной Фергане, представлены результаты анализов агрохимических показателей и состава почвенного раствора орошаемых лугово-сазовых почв.

Annotation In the article, the productivity and melioration status of irrigated meadow sedge soils distributed in the Central Fergana area were studied, and the results of analyzes of agrochemical parameters and soil solution composition of irrigated meadow sedge soils were presented.

Tayanch so‘z va iboralar: gidromorf, meliorativ, shox-arzik, sho‘rlanish, akkumulyasiya, gips, gumus.

Ключевые слова и выражения: гидроморф, мелиоратив, шох-арзык, засоление, аккумуляция, гипс, гумус.

Keywords and wordexpressions: hydromorph, ameliorative, shokh-arzyk, salinization, accumulation, gypsum, humus.

Kirish. Markaziy Farg‘onada karbonatli, gipsli, shox-arzikli, arzik-shoxli tuproqlar katta maydonlarni egallaydi. Bu hududda tuproqlardagi relik

qoldiqlar, gorizontlar ham landshaftga o'z ta'sirini ko'rsatadi. Sug'oriladigan maydonlardagi sho'rlangan va har xil chuqurliklarida suv va havo o'tkazuvchanligi yomon bo'lgan tuproqlar xususiyatlarini tadqiq etish dolzarb geokimyoviy masalalar qatoridan joy oladi.

Markaziy Farg'onaning tuproq-iqlimiy sharoitlari o'ziga xos bo'lib, unda asosan gidromorf tuproqlar, qumli dahalar va barxanlar shakllangan.

Bunday holatlar Markaziy Farg'onada shakllangan sug'oriladigan, sho'rlangan va har xil chuqurlikda arzik-shoxli qatlamga ega bo'lgan tuproqlarni agroekologik nuqtai nazardan tizimli o'rganishni taqazo etadi.

O'zlashtirilgan yerlarda qishloq xo'jalik ekinlarini hosildorligi ortishi o'rniga hamon kamayib bormoqda, yoki bir xil ko'rsatkichda to'xtab qolgan. Bu yo'nalishda ham ko'p tadqiqotlar [1], [2], [3] va boshqalar tomonidan amalga oshirilgan.

Karbonatli, gipsli, arzik-shoxli, shox-arzikli tuproqlar aksariyat hollarda cho'l mintaqasiga va bo'z tuproqlar kamariga to'g'ri keladi. Bunday tuproqlar, yana dunyoning ko'p joylarida, masalan, Amerika cho'llarida (Int.2001. Lile Leland), Zarafshon vohasida, Turkmaniston va Qozog'istonda tarqalgan. N.D.Kiseleva, O.G.Lopatovskayalar yozishicha Angara daryosining yuqori oqimlarida kembriy davrining nuragan mahsulotlari ustida shakllangan gipsli tuproqlarning alohida guruhi mavjud. Ular adir-tekislik sharoitida hosil bo'lgan, litogen va pedogen negizga ega. Gipsni mavjudligi tuproqqa yuqori zichlik beradi.

Tadqiqot ob'yekti va metodlari. Tadqiqot ob'yektida Markaziy Farg'onaning allyuvial va allyuvial-prolyuvial yotqiziqlari ustida shakllangan, pedolitli qatlamlarga ega bo'lgan, sho'rlangan yangidan sug'oriladigan o'tloqi saz tuproqlar tarqalgan.

Tadqiqotlarning asosiy usuli V.V.Dokuchayev tomonidan ishlab chiqilgan tuproq-genetik, solishtirma geografik usullar bo'lib, bulardan tashqari M.A.Glazovskaya va A.I.Perelmanlarning tizimli pedogeokimyoviy usullaridan foydalanildi.

Tuproq-kimyoviy tahlillar “Методы агрохимических, агрофизических и микробиологических исследований в поливных районах” (СоюзНИХИ Т. 1963, 1977) ва E.B.Аринушкинанинг “Руководство по химическому анализу почв” (1971) asosida olib boriladi. Tuproq va o‘simliklarni element tahlili O‘zbekiston Fanlar Akademiyasi Yadro Fizikasi ilmiy-tadqiqot institutida neytron-aktivatsion analiz usulida olib borildi.

Tadqiqot natijalari. Markaziy Farg‘onada asosan, unumdorligi past bo‘lgan qumli cho‘l, taqirsimon, o‘tloqi saz va boshqa tuproqlar tarqalgan.

“O‘zdaverloyiha” institutining Farg‘ona filiali ma’lumotlariga ko‘ra, bu hududga Farg‘ona viloyatining jami 33,380 ming gektar yer maydonlari kiradi. Shundan 27,627 ming gektari ekin yeri, 1,139 ming gektari ko‘p yillik daraxtzorlar, 454 gektari yaylovlar, 478 gektari o‘rmonzorlar, 2,195 ming gektari suv osti va yo‘llar o‘rni va 1,487 ming gektari qishloq ho‘jaligida foydalanilmaydigan yer maydonlariga to‘g‘ri keladi.

Bundan tashqari, Andijon viloyatining Ulug‘nor, Namangan viloyatining Mingbuloq tumanlarining qisman yer maydonlari ham Markaziy Farg‘ona hududiga kiritiladi.

Ushbu hudud tuproqlarining ball boniteti 39-42 ball atrofida bo‘lib, bu yerlarda yetishtiriladigan qishloq xo‘jalik ekinlarining hosildorligini yetarli darajada qoniqarli deb bo‘lmaydi.

Mintaqaning tabiiy va antropogen omillar ta’siridagi tuproqlarida qator tadqiqotchilar tomonidan ta’kidlanganidek, gumus miqdori ko‘p emas.

Gumus o‘zgaruvchan tarkibli murakkab tizimli modda bo‘lib, uning tarkibi doimiy ravishda o‘zgarib, yangilanib turadi. Bu dinamik holat avvalo, gumussimon moddalar, uglevodlar, organik kislotalar, spirtlar, ulevodorodlar, efirlar, aldegidlar, azotli moddalar va boshqalar bilan birga bevosita gumus moddalari, ya’ni gumin va ulmin kislotalari, fulvokislotalar, gimatomelan kislotasi va boshqalarga tegishli.

Tuproq gumusi va agrokimyoviy ko'rsatkichlarining bunday o'zgarib turishi natijasida yerlarning agroekologik holati ma'lum darajada o'zgarishga uchraydi.

Tuproq hosil bo'lishi dinamikasi uning o'ziga, onalik jinslariga, organik moddalarning har xil darajadagi ta'siri orqali o'tadi, bu jarayon biogeokimyoviy hisoblanadi.

Bu jarayonda birinchi o'rinni mikroorganizmlar egallashi endilikda hech kimga sir emas. Elementlarni, xususan P, S, Fe, Ca, Si, N va boshqalarni aylanma harakatida mikroorganizmlarni buyuk roli qator sobiq sovet va chet el olimlari tomonidan e'tirof etilgan.

Litosferaning eng ustki qatlamini o'zgarishida mikroorganizmlar rolini benihoya katta ekanligi to'g'risidagi g'oyalar ham ilgari surilgan [4]. Litofil organizmlar ta'sirida sodir bo'ladigan nurashni alohida yoritgan.

Organik moddalar tuproqda qanday miqdor va sifatda bo'lmasin, ular o'simliklar uchun karbonat angidridi, oziqa elementlari, energiya manbai rolini o'taydi. Gumus tuproqda bo'ladigan dehqonchilikni turg'unligini oshiradi, tuproqni shakllanishida ko'pchilik funksiyalarni bajaradi. Uning, ya'ni gumusning tuproqdagi optimal miqdori issiqlik tartibotini boshqaradi, qimmatli strukturani vujudga keltiradi, energiya zahirasi rolini ijro etadi.

Markaziy Farg'ona tuproqlarida tabiiy va madaniy o'simliklarning ildiz tizimi tuproqning ustki qatlamlarida joylashadi, shu bois gumus qatlami bu tuproqlarda kichik. Uning zahirasi ham boshqa tuproqlarga nisbatan kam.

Qo'riq yerlarni o'zlashtirish natijasida hamda o'zlashtirilgan yerlarni madaniylashganlik darajasini ortib borishida tuproqdagi gumus miqdori va sifatini o'zgarishi ko'pchilik olimlar [4], [5], [6], [7], [8, 11, 12], [13] tomonidan o'rganilgan va tuproqni madaniylashganlik darajasi ortishi bilan gumus miqdorini dastlab kamayib so'ng ortib borishi aniqlangan. Bu holat har xil chuqurliklarda shox-arzikli qatlama ega bo'lgan tuproqlarda ham o'z kuchini saqlab qolgan [9, 10] (1-jadval).

1-jadval

Markaziy Farg‘ona sug‘oriladigan o‘tloqi saz tuproqlarining
agrokimyoviy xossalari

Kesma t/r	Chuqur- ligi, sm	Gumus , %	C:N	Yalpi, %			Harakatchan, mg/kg		
				Azot	Fosfor	Kaliy	Azot (NH ₄)	Fosfor	Kaliy
8A	0-18	0,810	5,5	0,095	0,110	1,75	14,20	16,20	135,0
	18-33 izlar	-	-	-	0,023	0,91	yo‘q	8,10	55,0
	33-83	0,620	5,6	0,071	0,100	1,65	-	-	-
	83-121	0,310	5,7	0,035	0,050	1,60	-	-	-
	121-157	0,320	6,0	0,035	0,035	1,57	-	-	-
	157-202	0,225	7,9	0,019	0,036	1,50	-	-	-
9A	0-40	1,520	5,5	0,179	0,173	2,45	20,80	27,70	231,0
	40-55	1,410	5,9	0,155	0,155	2,20	9,60	13,40	143,0
	55-89	0,620	5,8	0,071	0,121	1,91	-	-	-
	89-143	0,303	4,9	0,040	0,104	1,65	-	-	-
	143-212	0,200	4,8	0,027	0,030	1,57	-	-	-

Jadvalda keltirilgan ma’lumotlarga tayanadigan bo‘lsak, eskidan sug‘oriladigan (9A) tuproq kesmasining haydov va haydov osti qatlamlarida gumus miqdori 1,52-1,41 % atrofida tebranadi. Bu tuproqlarning keyingi qatlamlaridagi gumus miqdori ham yangi o‘zlashtirilgan yangidan sug‘oriladigan (8A) tuproqlarning o‘xshash qatlamlariga nisbatan yuqori.

Yangidan o‘zlashtirilgan yuza qatlamli shox-arzikli tuproqlarning ustki haydov qatlamlarida gumus 0,81 % dan iborat, shox-arzikli qatlamlarida esa gumusning izlari seziladi holos. Bu qatlamdan keyin yana gumus oz miqdorda bo‘lsada paydo bo‘ladi.

Tuproq gumusi bilan yalpi azot miqdori o‘zaro bog‘liq bo‘ladi, shuning uchun o‘rganilgan tuproqlarda azot miqdorining kesma bo‘ylab o‘zgarish qonuniyati gumusni eslatadi. Tuproqlardagi C:N nisbati esa gumusni azotga boyligini ko‘rsatuvchi nisbiy kattalik bo‘lib, ko‘pchilik sug‘oriladigan tuproqlar uchun xos xususiyat hisoblanadi. Tadqiqotlarga tortilgan tuproqlarda C:N nisbat 4,8-7,9 ni tashkil qiladi.

Yalpi fosfor va kaliy miqdori ham bu tuproqlarda yuqori ko‘rsatkichlarga ega emas. Yalpi fosfor tuproq kesmalarida 0,023-0,179 % atrofida tebranadi.

Yalpi kaliy miqdori 0,91-2,45 % atrofida tebranadi, tabiiyki 0,91 % shox-arzikli qatlamlarga to‘g‘ri kelsa 2,45 % eskidan sug‘oriladigan tuproqlarni

haydov qatlamiga to'g'ri keladi. Harakatchan oziqa elementlarining miqdorlariga ko'ra bu tuproqlar kam ta'minlangan guruhga kiradi.

Bu borada xulosa qiladigan bo'lsak, sayoz shox-arzikli kesma 8A (18-33 sm.) tuproqlarida yalpi fosfor va kaliy miqdorlari ham gumus kabi keskin kamayganligini ko'rish qiyin emas. Bu kabi qatlamlarga ega bo'lmagan 9A kesmaning o'xshash chuqurliklarida yalpi fosfor va kaliy miqdori yuqorida keltirilgan maxsus qatlamlarga nisbatan keskin ko'plikni tashkil etadi.

Cho'l mintaqasida shakllangan tuproqlarni sho'rlanishida, sho'rxoklanishida ishqoriy va ishqoriy yer metallarining tuzlari muhim rol o'ynaydi.

Bizning sharoitimizda, ya'ni arid iqlim mintaqasida, xususan tabiiy zovurlanganlik darajasi juda past tuproqlarda, juda kam hosil bo'layotgan tuzlar ham sekinlik bilan akkumulyasiyalanib boradi va oxir oqibatda katta miqdorlarni tashkil qiladi. Ayniqsa, sug'oriladigan yer bo'lsa unga qo'shimcha ravishda har bir litr sug'orma suv bilan 1-1,5 g. atrofida tuz kelib qo'shib tursa, natijada suvda eruvchi tuzlar akkumulyasiyasi miqdor va sifat jihatidan yanada kuchayadi.

2-jadval

Tuproq eritmasi tarkibi dinamikasi, g/l.

Kesma t/r	Chuqurligi, sm	Na ₂ CO ₃	Ca(HCO ₃) ₂	CaSO ₄	MgSO ₄	Na ₂ SO ₄	NaCl	Jami tuzlar	Jami	
									zararli	zararsiz
1	2	3	4	5	6	7	8	9	10	11
8A	Yangidan o'zlashtirilgan yuza shox-arzikli tuproqlar									
	0-18	0,018	0,013	0,225	0,211	0,021	0,015	0,504	0,265	0,239
	18-33	0,020	0,026	0,391	0,245	0,035	0,013	0,730	0,313	0,417
	33-83	yo'q	0,014	0,327	0,215	0,013	0,013	0,582	0,241	0,341
	83-121	yo'q	0,015	0,341	0,216	0,023	0,016	0,611	0,255	0,356
	121-157	yo'q	0,018	0,401	0,235	0,021	0,014	0,755	0,270	0,419
	157-202	0,031	0,027	0,413	0,245	0,024	0,018	0,689	0,318	0,440
Sizot suvi, g/l	0,410	0,380	4,150	2,685	0,701	0,708	9,034	4,504	4,53	
9A	Eskidan sug'oriladigan suv o'tkazuvchanligi yomon qatlamlari ifodalanmagan									
	0-40	yo'q	0,013	0,220	0,124	0,018	0,015	0,390	0,157	0,233
	40-55	yo'q	0,011	0,251	0,110	0,019	0,015	0,406	0,144	0,262
	55-89	yo'q	0,010	0,331	0,100	0,018	0,015	0,474	0,133	0,341
	89-143	yo'q	0,011	0,276	0,091	0,015	0,021	0,414	0,127	0,287
	143-212	yo'q	0,011	0,220	0,087	0,020	0,031	0,369	0,138	0,231

	Sizot suvi, g/l	0,240	0,080	2,603	2,674	0,104	0,195	5,896	3,213	2,683
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Tuproq eritmasi tarkibiga e'tibor beradigan bo'lsak, yangidan sug'oriladigan va eskidan sug'oriladigan tuproqlar turli darajada sho'rlangan, lekin tuzlarning umumiy miqdori yangidan o'zlashtirilgan → eskidan sug'oriladigan tuproqlar yo'nalishda kamayib boradi (2-jadval).

Jadval ma'lumotlaridan ko'rinib turibdiki, tuproqni madaniylashganlik darajasi ortishi bilan undagi zararli, zaharli (toksik) tuzlar miqdori kamayib borgan.

Sug'orish davri ortishi bilan tuproqda soda hosil bo'lish jarayoni pasayib boradi, gidrokarbonatli tuzlar, Na_2SO_4 va $MgSO_4$ miqdori ham kamayib boradi. O'rganilgan tuproqlarda $MgSO_4$ miqdorining ko'pligi, ayrim hollarda $CaSO_4$ miqdoriga yaqinligi va hatto ortiqligi sizot suvlaridagi bu tuzlarning yuqori miqdorlari va ning mavjudligi bilan belgilanadi.

Xulosa. Markaziy Farg'ona xududidagi sug'orilib dehqonchilik qilinadigan yerlar maydoni qishloq xo'jaligida salmoqli o'rin tutadi. Ushbu yerlarning agroekologik va meliorativ holati past darajada bo'lib, bir qator tuproq unumdorligini, meliorativ holatini oshirishga qaratilgan chora-tadbirlarga muhtoj, ya'ni tuproq tarkibidagi gumus miqdori, agrokimyoviy tarkibini boyitish, sho'rlanish darajasini va sizot suvlari sathini kamaytirish, bu hududga xar tomonlama mos keladigan, tuproq sho'rini kamayishiga va uning unumdorligini ortishiga xizmat qiluvchi madaniy ekinlar va mevali, manzarali daraxt turlarini ekib ko'paytirish va shu kabi bajarilayotgan tadbirlarni yanada rivojlantirishni taqazo etadi. Shu bilan birga, ushbu hudud tuproq-iqlim sharoitlariga mos keluvchi dorivor o'simliklar hamda asal-shiraga boy o'simlik turlarini ekish va plantasiyalarini yaratish xalq xo'jaligini rivojlanishiga asos bo'lib xizmat qiladi.

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**Boshlang`ich sinf ona tili va o`qish savodxonligi darslarida didaktik
usullardan foydalanishning ahamiyati**

Kenjayeva Muhayyo Abdumurodovna

Toshkent davlat pedagogika universiteti

Boshlang`ich ta`lim fakulteti v/b dotsenti, PhD

Almanova Dilafruz Tojinorovna

Termiz davlat Pedagogika instituti

Ta`lim tarbiya nazariyasi(Boshlang`ich ta`lim)

2- kurs magistranti

Annotatsiya Maqolada boshlang`ich sinf o`quvchilarida ona tili va o`qish savodxonligi darslarida ta`lim texnologiyalardan unumli foydalanish va uning ahamiyati, “Ajoyib maktub”, “Xatolarni belgilayman” usullarini qo`llanilish tartibi, usulning tahlili natijasida o`quvchilarning fikr va g`oyalarini erkin bildirishi to`qrisida fikr yuritilgan.

Kalit so`zlar. Ona tili va o`qish savodxonligi, didaktik usullar va ularning ahamiyati, erkin fikrlash.

Bugungi kunda ta`limning sifat samaradorligini oshirish eng dolzarb masalalardan biri hisoblanmoqda. Milliy o`quv dasturi ta`lim tizimini keng isloh qilish, fanga doir bo`lgan kompetensiyalarni rivojlantirish, ta`lim mazmunini tubdan yangilash va ta`lim-tarbiya jarayonining sifatini oshirishda muhim ahamiyat kasb etadi.

Ayniqsa, o`quvchiga tilni o`qitish orqali shu til bo`yicha egallanadigan nutqiy faoliyatning asosiy to`rt turi: nutqni tinglab tushunish, gapirish, o`qish va yozish amallari bo`yicha har bir sinfda taqozo etiladigan malaka va ko`nikmalar me`yorini rivojlantirish, bunda o`qish hamda mehnat jarayonida, oila va jamoat joylarida yuzaga keladigan turli nutqiy vaziyatlarda mustaqil ravishda fikr almasha olish va fikr bayon eta bilish, eshitilgan materialni idrok etish, shuningdek, yozma manbalarni

o'qish orqali axborot olish, voqea-hodisalarga o'z munosabatini bildirish tarzida muloqotga kirish malakasini egallab borish ham nazarda tutilgan.

2020 yil 20 oktyabrdagi PF-6084-son "Mamlakatimizda o'zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'grisida"gi farmonda o'zbek tili nufuzini oshirish va yozma savodxonlikni oshirish bo'yicha alohida e'tibor qaratilgan.

Ona tili va o'qish savodxonligi fani o'quvchilarda fikrlashga, o'zgarlar fikrini anglashga, o'z fikrini og'zaki hamda yozma shaklda nutq sharoitiga mos ravishda to'g'ri va ravon bayon qila olishga qaratilgan nutqiy (kommunikativ) kompetensiyani rivojlantirish; o'quvchida til qurilishiga oid o'zlashtiriladigan amaliy bilimlarni (fonetika (orfoepiya), leksika, so'z tarkibi, morfologiya, sintaksis, yozuv va imlo, tinish belgilari, nutq uslublari, stilistikaga oid tushunchalarni) rivojlantirishdan iborat. Ona tili va o'qish savodxonligi nafaqat leksik va grammatik me'yorlarni o'rgatuvchi, balki o'quvchi nutqiy faoliyatida ixtiyoriy mavzu, fanlar kesimidagi matnlarni tinglab tushunish, to'g'ri o'qish, orfoepik va orfografik me'yorlarni qo'llash salohiyatini rivojlantirishiga xizmat qiladigan fandır. O'quvchining mantiqiy, tanqidiy, ijodiy fikrlashi uchun ona tili darslarida o'qib tushunishga alohida e'tibor qaratiladi. Ona tili va o'qish savodxonligini puxta o'zlashtirgan o'quvchi boshqa fanlarni qoniqarli o'zlashtiradi.

Aynan nutqiy kompetensiyani shakllantirishda yozma nutq malakasini oshirishda quyidagilar:

-o'z fikr va hissiyotlarini imlo, punktuatsion, uslubiy qoidalarga rioya qilgan holda to'g'ri, izchil, ifodalash, shuningdek, ma'lumotni belgilangan hajm talabiga ko'ra yoza olish;

-turli maqsad va har xil o'quvchiga mo'ljallangan matnlarni yoza olish,

xususan, ma'lum narsa-hodisa haqida yozma ma'lumot yetkaza olish;

-materiallarni tartiblash va umumlashtirish, fikr va dalillarni tafsilotlar bilan

asoslab yoza olish;

-yozma nutqining ta'sirchanligini oshirish maqsadida ifoda vositalarni

o'rinli qo'llay olish;

-matnning izchilligini ta'minlash va saviyasini oshirish uchun so'z va

grammatik vositalarni to'g'ri qo'llay olish;

-imlo, uslub va punktuatsion me'yorlarga rioya qilish ta'kidlab o'tilgan.

Ona tilining jamiyatdagi o'z qadri, mavqeyi hamda maqomiga bo'lgan e'tiborni kuchaytirish maqsadida o'rganish va o'rgatishga bo'lgan ijtimoiy ehtiyoj yanada oshirildi. Natijada ta'lim beruvchi va ta'lim oluvchilarning diqqati kerak-kerak emas mavzular bilan chalg'itish emas balki, ona tili ta'limining hayotiy zaruratni oshirish va uni targ'ib qilish ishlari amalga oshirilmoqda. Shu bois o'quvchilarning yozma savodxonligini oshirishda ta'lim texnologiyalardan foydalanishning ahamiyatli jihatlarini yoritishni maqsad qildik.

Ta'lim texnologiyaga asoslangan darslarining an'anaviy darslardan farqi nimada? Bu darsda o'quvchiga erkinlik muhitini yaratib, unga o'z fikrini erkin bayon etish va yozishga imkoniyat berishdir. Bu imkoniyat qanday yaratiladi? Dastlab, boshlang'ich sinf o'quvchilariga yozma savollar berish orqali do'stona munosabatdagi o'quv muhiti yaratiladi. Masalan:

1. Qaysi fasllarni yo`qtirasiz?
2. Oy nomlarini ayting.
3. Gullar nomini bilasizmi?

Ushbu savollar orqali o'quvchilarning qiziqishi va ularning e'tibori jalb qilinadi. So'ngra dars jarayonida quyidagi usullar qo'llaniladi. "Ajoyib maktub", "Xatolarni belgilayman" deb nomlangan usullar o'quvchilarning yozma savodxonligini oshirish va ta'lim jarayonining sermahsul, tartibli o'tishiga ko'mak beradi. Darsning mazkur bosqichida o'quvchilarni g'oyalar va takliflar bilan chiqishga chorlash va shu vaqtning o'zida barcha g'oya hamda takliflarni

yoziq borish lozim.”Ajoyib maktub” usulida o`qituvchi o`quvchilarga o`z fikrini oq qog`ozga tushirib borishda namuna sifatida doskada keltirilgan so`zlarni shoshilmasdan, bo`g`in ko`chirish qoidalariga amal qilgan holda tartib bilan yozishni eslatib o`tadi.

So`z	<i>Vatan,men, qadr, va, ko`z, qorachiq, asra. Onajon, men, qadrli, inson</i>
Gap	<i>Men Vatanimni qadrlayman va ko`z qorachig`imdek asrayman. Onajonim, men uchun eng qadrli inson.</i>
Bo`g`inga ajratish	<i>Men, va-ta-nim-ni ,qadr-lay-man, va ko`z qo-ra-chi-g`im-dek, as-ray-man Ona-jo-nim, men, uchun eng, qadr-li in-son.</i>

Ta`lim jarayoni ta`lim beruvchi bilan ta`lim oluvchi o`rtasidagi ma`lum maqsadlar asosida belgilangan bilim va ko`nikmalarni tarkib toptirishga yo`naltirilgan o`zaro ta`sirlashuv jarayonidir. Bu jarayon bir tizim deb qaraladigan bo`lsa, uni tashkil etuvchi elementlaridan biri baholashdir. Har bir dars jarayonida o`quvchi faoliyatining to`g`ri va adolatli baholanishi uning darsga bo`lgan qiziqishini orttiradi, o`z ustida ishlashga undaydi.

“Xatolarni belgilayman” deb nomlangan usul orqali o`quvchilarning zukkoligi, so`zlar tartibini to`g`ri qo`llay olishi e`tiborga olinadi. Bir necha xato so`zlar ekranda namoyish etiladi. Ularning to`g`ri variantlari o`quvchilar tomonidan doskada bajariladi; **Kitop – kitob, soat- sog`at, daftar – daptar, tabiat –tabiyat, ayna – oyna, stol – ustol, kata - katta, maktab- maktab**

Xulosa o`rnida shuni aytish joizki, o`quvchilarning yozma savodxonligini oshirishda usullardan foydalanish va bu orqali o`quvchilar bilan do`stona munosabatda bo`lish ularning erkin fikrlashini ta`minlash e`tiborga olinadi. Shuning uchun dars jarayonida qay usulda o`qitish, nima asosida ta`lim berish, ta`lim jarayonida qanday vositalardan foydalanish, bu jarayonda o`qituvchi va o`quvchilarning ishtiroki e`tiborga olinadi. Darsda o`quvchining o`zi o`rganishi, o`zi izlanishi, o`zi mushohada yuritishi, mazkur jarayonning

bevosita tashkilotchisi, o'qituvchi esa ushbu murakkab jarayonni mohirlik va idrok bilan boshqarishi lozim.

Foydalanilgan adabiyotlar:

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**НАЧАЛЬНОЕ ОБРАЗОВАНИЕ - СТАРТОВАЯ ПЛОЩАДКА В
МИРОВОМ ОБРАЗОВАНИИ**

Набиева Азиза Гайбилловна

учитель начальных классов,

Школа № 10

Аннотация: в статье определены роль и значение начального звена обучения детей в системе дошкольного, школьного и последующего образования, проведен анализ позитивных и негативных факторов влияния на его качество, методику оценивания достижений, на выбор критериев определения готовности дошкольника учиться в начальной школе. Данные приведены из материалов, относящихся к различным европейским странам.

Ключевые слова: образование, начальная школа, методы оценки достижений.

Начальное образование как объект изучения, исследования и эксперимента занимает особое место; это образовательное пространство, которое принадлежит феномену детства, самоценному периоду жизни, времени неисчерпаемых потребностей ребенка в познании, которые при допущении в раннем возрасте потерь оказываются невосполнимы в полной мере в дальнейшем образовании.

По своим целям современное начальное образование призвано заложить основы знаний, развивать умственно, нравственно, эстетически и физически с учетом индивидуальных и возрастных особенностей детей, позитивной самооценки и ответственности в целях успешного обучения на последующих ступенях общеобразовательной средней школы.

Из целого блока общих проблем развития современного начального образования выделим следующие:

- выбор «правильного» возраста для начала обучения;
- определение критериев готовности к школе будущего первоклассника;
- второгодничество на дошкольной ступени и в начальной школе как способ «выравнивания» показателей успеваемости;
- пути решения проблемы адаптации детей в детском саду и школе;
- формы сотрудничества педагогов детских садов и начальных школ;
- факторы влияния на реализацию права «равенства шансов в образовании» как социально-экономическая и педагогическая проблема.

В подходах к определению целей начального образования и решению проблемы выбора «правильного» возраста начала обучения детей среди специалистов есть серьезные разногласия, заслуживающие внимания.

Сторонники более раннего начала обучения детей выдвигают различные доводы, ссылаясь на новые исследования ученых, на практический опыт воспитания детей в семье и в дошкольных учреждениях, но прежде всего на глобальные перемены в социуме и их отражение в жизни современного поколения.

Изменился облик, интересы и потребности завтрашних первоклассников. Они значительно обогнали своих сверстников прошлых лет объемом и уровнем получаемой информации, владением электронными средствами связи, живут в условиях повышенных требований к образованию. Эти особенности привели к сокращению времени, принадлежавшего ранее беззаботному детству; началу обучения

детей более раннего возраста (малышей 3-5 лет); к попыткам сокращения срока обязательного обучения (от 9 до 13 лет) за счет дошкольного.

Их оппоненты утверждают, что наступление на законные права детей, на «сокращение» времени, принадлежащего детству, происходит:

- во-первых, из-за определения возраста малыша как дошкольного, априори ориентированного на школу, как и на закрепление за ним социального статуса «дошкольника», а не, например, «играющего» или «растущего» («развивающегося») ребенка;
- во-вторых, за счет сокращения в ряде европейских стран возраста начала подготовки к школе на 2 года по сравнению с традиционным возрастом в 6-7 лет;
- в-третьих, из-за более серьезной учебной нагрузки на 5-6-летних детей, что является фактическим переключением на дошкольную ступень прямых образовательных обязанностей начальной школы.

Существенными потерями для развития ребенка оборачивается ограничение или реальное сокращение времени, которое традиционно принадлежало игре, «детской забаве», как специфически детского вида деятельности, признанного во все времена и всеми народами ценнейшим даром. Педагоги констатируют сокращение у детей «свободного» времени, то есть на детские игры, и критически относятся к тому, что все чаще профессионализм воспитателей и учителей начальных школ оценивается не с точки зрения их умения играть с детьми, а умения проводить занятия, приближенные к школьным урокам.

Приводятся следующие доводы: «Читающий и даже пишущий дошкольник становится "моделью" выпускника детского сада»; «Сегодня, стремясь быстрее формировать у ребят предметные знания, школа пытается искусственно стимулировать акселерацию ребенка, его "взросление" путем дошкольного образования, нарушая преемственность в содержании и формах».

В книге «Кризис в детских садах» ученый Е. Миллер рассуждает о кризисе в американских детских садах, вызванном сокращением до минимума игровой деятельности воспитателей с детьми, в чем усматривается угроза их физическому развитию, здоровью и, как следствие, успешному обучению в дальнейшем. [1]

Доминирование подготовительной к школе функции за счет игровой объективно привело к созданию специального связующего звена между дошкольным и школьным образованием, призванного выполнять следующие задачи:

- создать условия для обеспечения детей соответствующим уровнем подготовки для достижения «равного старта»;
- подготовить их на уровне «школьной зрелости» к усвоению первоначальных базовых знаний, умений и навыков для последующего их закрепления и продолжения в начальной школе;
- помочь адаптироваться к новым условиям при переходе из семьи в более регламентированную среду обитания.

Подготовительная ступень в разных странах создавалась в соответствующих им национальных формах. В США функцию дошкольной ступени осуществляют дневные центры по присмотру за детьми, дошкольные классы, детские сады или «школы нянь». В ФРГ, Австрии и Швейцарии «подготовительные группы или классы» располагаются при детских садах или начальных школах в зависимости от степени готовности ребенка к школе. Во Франции используются разные формы интеграции детских и начальных классов, например, детские сады, так называемые «материнские школы», рассчитанные на малышей 2-5 лет, работают в режиме начальной школы. Старшая группа малышей детского сада (4-5 лет), слитая с первым годом обучения начальной школы, является «подготовительным классом». В Финляндии дошкольные группы рассчитаны на детей 6 лет, в Италии - «подготовительный к школе год» в

детском саду («детская школа»), в Польше - нулевые классы при школах или подготовительные группы в детских садах, в Чехии - «материнские школы».

В отличие от зарубежного опыта Министерство народного образования и науки для реализации конституционных прав граждан ставит цель повысить общедоступность дошкольного образования, а не заменять его предшкольным образованием и не предусматривает подобной замены.

Функционирующие в различных странах дошкольные учреждения отличаются многообразием видов, целевой направленности, методик воспитания и обучения, включая альтернативные системы воспитания, соответствующие педагогическим концепциям Дьюи, Пиаже, Монтессори, Френе, Штайнера.

Вальдорфские детские сады (модель Р. Штайнера), нашедшие распространение во многих странах мира, при определении основных задач воспитания исходят из принципа природосообразности, отказываясь от искусственного ускорения развития ребенка и более раннего начала обучения для подготовки к школе.

В Германии и в Австрии подготовительная ступень призвана использовать игровые формы обучения, развивать учебные (речевые и моторные) умения и навыки для последующего обучения в школе чтению, письму, счёту, а также навыки социального поведения.

Имеются также детские сады, где приоритетны какие-либо основные задачи, например, достижение «равного старта» (аспект выравнивания уровня подготовки к школе); ориентация на максимально высокие учебные результаты (образовательный аспект) или акцент на выравнивание (коррекцию) социального поведения и адаптивность к определенным условиям (социализирующий аспект). В Дании

аналогичные задачи осуществляются в рамках концепции «свободного воспитания» с акцентом на развитие самостоятельности и ответственности, что входит в традиции национальной образовательной модели, где в центре внимания - ребенок, его ориентация на детский коллектив, на эмоциональное и социальное развитие.

Продолжительное время педагоги и психологи считали, что критерием определения уровня развития детей 5-6 лет и начала их обучения является природная способность (готовность) к обучению. Позже этот уровень «измерялся» объемом тех знаний и представлений, которые ребенок смог или успел приобрести перед поступлением в школу. Исследовательская мысль была направлена на изучение «круга представлений» детей об окружающей действительности и на определение тех требований, которые предъявлялись им как будущим первоклассникам.

Фактором укрепления преемственных связей путем сближения целей и задач, организационных форм и методов работы на разных ступенях начального образования, а также ускорения процесса их интеграции, становится формирование неоднородных по возрасту и развитию гетерогенных групп. Они проявили себя на практике более эффективно, чем гомогенные группы, как для общего развития детей, так и для их способности адаптироваться к новой среде.

Значительно сложнее, чем определение «правильного» возраста для начала обучения, решается проблема выбора критериев готовности (способности) дошкольника к обучению в начальной школе, «школьной зрелости».

В настоящее время программы подготовительных групп в большинстве стран ориентированы на развитие у детей представлений и

навыков самопознания окружающего их вещественного мира и социального поведения в среде их обитания.

По-разному выбираются приоритеты при определении показателя готовности к школе. В центре внимания может быть изучение родного языка и развитие речевых навыков (Австрия), или развитие интеллекта, наблюдательности, быстроты запоминания, точности выражения мысли, творческого воображения (Болгария).

В ряде скандинавских стран способность детей к обучению коле рассматривается как результат самого обучения, независимо от проявленного ими общего уровня развития ко времени поступления в 1-й класс.

Финляндия находится в числе лидирующих стран по успеваемости (качеству подготовки) учащихся, выявленных в ходе международных исследований (PIZA, TIMSS, PIRLS). В стране не признается дифференцированный подход к детям при определении их способностей при зачислении в школу, а также деление на «слабых»

и «сильных». Принимаются все, включая детей с нарушениями в развитии, и добиваются «равенства результатов».

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**ICHAKBAKTERIYALARI OILASIGAMANSUB MIKROBLAR QORIN
TIFI VA PARATIF QO'ZG'ATUVCHILARI**

Baxtiyorov Asadbek Bobur og'li .

Toshkent tibbiyot akademiyasi

Tibbiy biologiya fakulteti. 4-kurs talabasi.

Annotatsiya: Ushbu maqolada hozirda insonlar o'rtasida juda ko'p uchraydigan Ichakbakteriyalari haqida ma'lumot ularning organizmda turli kasalliklarni keltrib chiqaradi va bu oshqozon ichak sistemasidagi turli organlarga turlicha ta'sir ko'rsatadi bulardan qorin tifi va paratiflar haqida ularning ta'siri yuqush yo'llari va antigenligi haqida maqolada yoritilgan.

Kalit so'zlar: Antropoonoz, Salmonella, laktoza, toksin, virulentlik, fenol, dezinfeksiya, parenximatoz, gem okulturani ajratib olish, identifikatsiya, Vidal reaksiyasi.

Qorin tifi (ich terlama) - og'ir yuqumli antropoonoz kasallik. Tif va paratiflar guruhiga mansub kasalliklar qadimdan ma'lum-Gippokrat (miloddan avvalgi 460-377-yillar) qorin tifini o'z asarlarida bayon etadi. Tif so'zi lotincha «typhos» so'zidan olingan bo'lib, «tutun», «tuman», «alahlash» degan ma'nolarni anglatadi. Qorin tifi qo'zg'atuvchisi (Salmonella-typhi) K.Ebert tomonidan 1880-yili qorin tifidan o'lgan odamning tomog'idan ajratib olgan. Sh.Ashar va R.Bensodlar 1896-yili paratif B qo'zg'atuvchisining sof kulturasini ajratib oldilar. G.Shotmyuller bu qo'zg'atuvchini to'liq o'rganadi. Shuning uchun paratif B ni Salmonella schottmulleri ham deb ataladi. 1898-yili N.Gvin va X.ICayzerlar S.paratyphi A ni kashfetishdi. Turkiyada P.Neukirch 1914-1918-yillarda Salmonella paratyphi C ni ajratib oldi

Xalqaro terminlar qo'mitasi bo'yicha salmonella urug'i 5 ta kenja urug' gabo'linadi. Birinchi kenja urug'ga odamlarda kasallik qo'zg'atuvchi salmonellalarning katta qismi, ya'ni A, B, C, D, E serogruhlari kiradi

Morfologiyasi. Qorin tifi va paratif bakteriyalari morfologiyasi, kattaligi, xivchinlari, bo'yalishiga ko'ra bir-biridan farq qilmaydi. Ular mayda (0,5-1,5 mkm) tayoqchasimon, uchlari birm uncha to'm toq, harakatchan, spora va kapsula hosil qilm aydi, xivchinlari peretrix joylashgan grammanfiy bakteriyalar. Xivchinlar 8 dan 20 tagacha bo'lishi mumkin. Nukleoid DNKsida G+S 50-53%ni tashkil etadi. O'sishi. Tif va paratif bakteriyalari fakultativ anaeroblar, pH 6,8-7,2 bo'lg'an oddiy oziq muhitlarda ko'payadi. Tarkibida safro (o't) bo'lg'an muhit ular uchun optimal hisoblanadi. 37°C ularning o'sishi uchun qulay, biroq 15-^H"Cda ham o'sishi mumkin. Ploskirev, Endo vaG PA muhitlarida o'rtacha kattalikdagi rangsiz, yaltiroq, chetlari tekis, tiniq S-shakldagi koloniyalar hosil qiladi, vismut-sulfit agarda esa qora rangli, yaltiroq, ch etlari tekis koloniyalar hosil bo'ladi. Qiyalatilgan agarli probirkalarda 18-20 soatdan so'ng nam, yaltiroq, rangsiz parda, go'sht-peptonli bulonda esa b ix xil quyqa hosil qilib o'sadi. Salm onella, paratif A Ploskirev, Endo kabi m uhitlarda qorin tifi bakteriyalarining koloniyalariga o'xshash koloniyalar hosil qiladi. Ularni bir kun termostatda o'stirilgandan so'ng uy haroratida bir necha kun saqlaresa koloniya chetlarida shilliq halqachaiar paydo bo'ladi, bu uning asosiy belgisi hisoblanadi. Fermentativ xususiyati. Qorin tifi bakteriyalari glyukoza, mannit, altozalami faqat kislota hosil qilib parchalaydi. Ammo saxaroza, laktoza va mochevinalarni parchalamaydi. Indol, vodorod sulfid hosil qilmaydi. Paratif bakteriyalari esa biokimyoviy xususiyatlariga ko'ra faolroq, shuning uchun barcha uglevodlarni kislota va gaz hosil qilib parchalaydi.

Toksin hosil qilishi. Qorin tifi va paratif salm onellalari asosan endotoksin hosil qiladi. Bu toksin haroratga chidamli, 120°C d a 30 daqiqa qaynatilganda ham o 'z xususiyatlarini o'zgartirmaydi. Antigen tuzilishi. Tif va paratif salmonellalarida uch xil antigen bor. B ulardan birinchisi somatik O-antigen bo'lib, haroratga chidamli, glyusido-lipido-protein kompleksidan iborat, ikkinchisi H-an tig en (yoki xivchin antigeni) - oqsildan tashkil topgan, haroratga chidam siz, uchinchisi V i-antigen bo'lib, bakteriyaning yuza qismida

joylashgan, u faqat virulent mikroblarda bo'lganligi uchun virulentlik antigeni deb ham ataladi. Bu antigeni Feliks va Pittlar 1934-yili virulentli qorin tifi salmonellalaridan topishgan. Seroguruh ichidagi salmonellalarni differentsiatsiya qilishda N -antigenlarning maxsusligidan foydalaniladi. Birinchi yoki maxsus fazada maxsus turga xos zardoblar qo'lanilsa, ikkinchi yoki nomaxsus fazada turga xos zardoblar bilan bir qatorda maxsus guruh zardoblari ham qo'lash mumkin, ya'ni H-antigen ikki fazadagi birfazali maxsus va ikki fazali ko'rinishda bo'lishi mumkin. Bunda birinchi faza lotin alifbosida (a,b,c,d va hk.) belgilansa, ikkinchisi arabo harflarida belgilanadi. Qorin tifi va paratif salmonellalarining antigenlari fizik-kimyoviy omillar ta'siriga chidamliligi bilan bir-biridan farq qiladi. M asalan; O—antigen formalin ta'sirida parchalanadi, ammo fenolga chidamli. H—antigen esa formalin ta'sirida o'zgarmaydi, lekin fenol ta'sirida parchalanadi.

Toksin hosil qilishi. Qorin tifi va paratif salmonellalari asosan endotoksin hosil qiladi. Bu toksin haroratga chidamli, 120°C da 30 daqiqa qaynatilganda ham o'z xususiyatlarini o'zgartirmaydi. Antigen tuzilishi. Tif va paratif salmonellalarida uch xil antigen bor. Bulardan birinchisi somatik O - antigen bo'lib, haroratga chidamli, glyusido-lipido-protein kompleksidan iborat, ikkinchisi H-antigen (yoki xivchin antigeni) - oqsildan tashkil topgan, haroratga chidamli, uchinchi V i-antigen bo'lib, bakteriyaning yuza qismida joylashgan, u faqat virulent mikroblarda bo'lganligi uchun virulentlik antigeni deb ham ataladi. Bu antigeni Feliks va Pittlar 1934-yili virulentli qorin tifi salmonellalaridan topishgan. Seroguruh ichidagi salmonellalarni differentsiatsiya qilishda N -antigenlarning maxsusligidan foydalaniladi. Birinchi yoki maxsus fazada maxsus turga xos zardoblar qo'lanilsa, ikkinchi yoki nomaxsus fazada turga xos zardoblar bilan bir qatorda maxsus guruh zardoblari ham qo'lash mumkin, ya'ni H-antigen ikki fazadagi birfazali maxsus va ikki fazali ko'rinishda bo'lishi mumkin. Bunda birinchi faza lotin alifbosida (a, b, c, d va hk.) belgilansa, ikkinchisi arabo harflarida belgilanadi. Qorin tifi va paratif salmonellalarining antigenlari fizik-kimyoviy omillar ta'siriga chidamliligi

bilan bir-biridan farq qiladi. M asalan; O—antigen formalin ta'sirida parchalanadi, ammo fenolga chidamli. H—antigen esa form alin ta'sirida o'zgarmaydi, lekin fenol ta'sirida parchalatuadi. Qorintifi, paratif salmonellalari yuqori harorat ta'siriga chidamsiz. Shuning uchun 60°C da 30 daqiqa qizdirilganda, qaynatilganda esa bir necha soniyada o'ladi. Dezinfeksiya vositalari 5% li fenol, 3% li lizol va xloramin, xlorli ohak eritmalari ta'sirida 2-3 daqiqada nobud bo'ladi.

Kasallikning odamlardagi patogenezini. Bemor, bakteriya tashuvchi va rekonvalessentlar infeksiya manbai hisoblanadi. Kasallik og'iz orqali yuqadi. Kasallikning yashirin (inkubatsion) davri o'rtacha 10-14 kun. Infeksiya patogenezida 7 davr tafovut qilinadi: 1)organizm ga tushish davri qo'zg'atuvchi og'iz orqali odam organizmiga kirib me'daga tushadi, so'ng 12 barmoq ichakka, keyin ingichka ichakning pastki bo'l im iga yetib boradi va epiteliy hujayralariga birikadi. Bu yerda mikrobu qulay sharoit boiganligi sababli ular ichak devoridagi limfa bezlari ga, so'ngra limfa follikulalariga kirib tezda ko'paya boshlaydi, 2) invaziya davri (kirib olish davri). Bu davrda (7-28 kun) ingichka ichakning p astk i qismidagi solitar follikula va Peyer pilakchalarida yallig'lanishjarayoni rivojlanadi. Bu ikki davr kasallikning inkubatsion davrini tashkil qilib, b u davming oxirida mikrobu ingichka ichakning limfa sistemasidan qonga o'tadi. Bunda bemorda kasallikning klinik belgilari paydo bo'la boshlaydi. Bu davrda qonda juda ko'p miqdorda bakteriya bo'ladi, shuning uchun b u bosqichni bakteremiya davri (3-davr) deyiladi. Qondagi salmonellalar qon bilan butun organizmga tarqaladi. Ular ko'p a'zo va retikuloendotelial to'qimalarda limfa bezlari, talo , jigar, ilik, buyrak va boshqa a 'zolarida ko'payadi. Bu davr 7 kun dav- ometib, kasallikning birinchi haftasiga to 'g 'ri keladi va bu davr a'zolarga tarqalish davri (4-davr) deyiladi. Tif va paratif salmonellalari qonda. Tif va paratif salmonellalari qonda ko'payadi va qonning bakteriotsid ta'sirida bakteriyalar parchalanadi, natijada qonga ko'p miqdorda endotoksin tushadi, u o'z navbatida bemor organizmini zararlaysadi, shuning uchun buni zaharlanish

(intoksikatsiya) davri (5-davr) deyiladi. Bu kasallikning ikkinchi haftasiga to'g'ri kelib, harorat ko'tariladi, yurak, qon, markaziy nerv sistemasi asining faoliyati buziladi, shuningdek, boshqa o'zgarishlar ham bo'lishi mumkin. Bu davrda bemor organizmida salmonellalarga qarshi immun javob rivojlanadi, fagositoz kuchayadi va qonda deyarli mikroblar qolmaydi. Parenximatoz organlar ham salmonellalardan asta-sekin tozalanadi. Lekin ularba'zi odamlarning o'tpufagida saqlanib qoladi. Bu joyda qorin tifi va paratif salmonellalari juda yaxshi ko'payadi, shuning uchun tif bakteriyalari safro yo'llari orqali juda ko'p miqdorda qaytadan ichakka tushadi. Tif bakteriyalarining bir qismi najas orqali tasliqariga chiqariladi, qolgan qismi ingichka ichak devoridagi birinchi bor salmonella ta'sirida sezgir (sensibilizatsiya) bo'lib qolgan Peyer pilakchalari va solitar follikulalarga ikkinchi marta kiradi, ya'ni invaziya ro'y beradi. Natijada pilakchalar va solitar follikulalar yallig'lanadi, shishadi, so'ngra chiriydi, yaralar paydo bo'lib, uning usti parda bilan qoplanadi. Ba'zan bu yaralar yorilib ichakdan qorin bo'shlig'iga «oqmalar» chiqishi va peritonitga olib kelishi mumkin, bunda bemorga zudlik bilan jarrohlik yordami ko'rsatilmasa u nobud bo'lishi mumkin. Bu - kasallikning eng zo'raygan davri hisoblanadi. Bu davrda tif, paratif bakteriyalari buyrak orqali peshob bilan bemor organizmidan tashqi muhitga chiqadi, bu holatni bakteriuriya deyiladi. Kasallik patogenezidagi bu davr mikrobnings tashqariga chiqarilish va allergik davri (6-davr) deb ataladi. Agar organizmning himoya faoliyati patogen omillarni yengsa, unda sog'ayish davri (7 rekonvalessensiya davri) boshlanadi. Bu davrda bemorning harorati normallasadi, umumiy ahvoli yaxshilanadi, zararlangan a'zo va to'qimalar tiklanish boshlaydi. Bu davrdan sog'ayganlarning 80%i ikki haftagacha, 3-5%i bir necha oy va yillargacha, hatto umrining oxirigacha bakteriya tashuvchi bo'lib qoladi. Bakteriya tashuvchilik bemorlar sog'aygandan so'ng qoladigan immunitetning kuchsizligi, o'tpufagi va jigarda yallig'lanish jarayoni paydo bo'lishi natijasida ro'y beradi. Qorin tifi har xil: juda yengil yoki o'g'ir-o'lim bilan tugaydigan shaklda kechishi mumkin. Shuning uchun ayrim hollarda klinik jihatdan qorin tifini paratif va boshqa

kasalliklardan ajratib olish qiyin. Bunda laboratoriya tekshi ruvi o'tkazish muhim ahamiyatga ega. Hozirgi vaqtda qorin tifi va paratiffilar sporadik holda uchraydi, yengil kechadi, asoratlar va letallik kam.

Immuniteti. Qorin tifi va paratiffilardan sog'ayganlarda uzoq davom etadigan turg'un immunitet hosil bo'ladi. Qayta kasallanish va retsivlar juda kam uchraydi.

Laboratoriya tashxisi. Laboratoriya tashxisi kasallikning patogeneziga asoslanib tuzilgan. Shuning uchun kasallikning davriga qarab turli usullar qo'llaniladi. • Gem okulturaning ajratib olish. Kasallikning birinchi haftasida bakteremiyani kuzatiladi, shu sababli bemorni qoni tekshiriladi. Buning uchun bemordan 8-10 ml qon olib, uni safro qo'shilgan yoki Rapoport muhitiga ekiladi va 37°C haroratli termostatga qo'yiladi, 3-5—7 kundan so'ng undan olib differensial muhitlar: Ploskirev, Endo yoki vismut-sulfit agarlarga ekiladi. Qolgan koloniyalardan sof kultura ajratib olinib, uning morfologik, tinktorial, fermentativ xususiyatlari aniqlanadi. Bundan tashqari, polivalent salmonellyoz zardob, ya'ni tarkibida A, B, C, D, E antigenlariga qarshi maxsus agglutininlari bo'lgan zardoblar bilan buyum oynachasida agglutinatsiya reaksiyalari qo'yiladi va mikrobu turi aniqlanadi.

Serologik usul. Kasallikning ikkinchi haftasiga kelib, bemorning qonida mikrobu qarshi ko'p miqdorda maxsus agglutininlar to'planadi, buni Vidal asoslab bergan, shuning uchun Vidal reaksiyasi deyiladi. Uni qo'yish uchun qorin tifi va paratifi A, B diagnostikumlaridan foydalaniladi. Vidal reaksiyasi bemor rekonvalesent va vaksina bilan emlanganlarda ijobiy bo'lishi mumkin. Shuning uchun bu reaksiyani qo'yishda O-va H-antigenlardan foydalaniladi. Emlangan va sog'aygan kishilar zardobida H-agglutinin uzoq saqlanadi. Kasallik avj olgan bemorlarda O agglutininlari ko'p miqdorda topiladi. Bundan tashqari, kasal bo'lgan sog'ayganlar va vaktsina bilan emlanganlarning zardobini 1:100 nisbatda suyultirilgan ham agglutinatsiya hosil bo'lsa, bu ko'rsatkich diagnostik titr deb ataladi. Qorin tifi va paratifi bilan og'rikan bemorlar zardobida bir guruh boshqa bakteriyalarning antigenlariga qarshi agglutininlar ham bo'lishi

mumkin. Shuning uchun 5 -6 kundan so'ng bemordan qayta qon olib, Vidal reaksiyasi qo'yiladi. Bunda agglutininlarning titri oshib boradi, bu esa haqiqatdan ham infeksiya borligini tasdiqlaydi. Eritrotsitar O—, H - va Vidiagnostikumlar bilan Beb GAR ni qo'yish juda yaxshi natija beradi. Kopro va urinokulturalami ajratib olish. Qorin tifi va paratif flaming 3 -h aftasid a bemorning najasi va peshobi bilan ko'p miqdorda qo'zg'atuvchilar tashqariga chiqariladi. Bemorning najasini ekib undan kultura ajratib olish koprokultura , peshobdan kultura ajratish esa urinokultura deyiladi. Bemor najasi va peshobi safroli bulonga, Myuller, Ploskirev, elektiv muhitlarga yoki vismut-sulfitli agarga ekiladi. Ajratib olingan sof kulturalar gemokulturadek identifikatsiya qilinadi. Suvda qorin tifi va paratif qo'zg'atuvchilari kam miqdorda boiadi, ularni aniqlashda suzxichlash usulidan foydalaniladi. Suvdan qorin tifi va paratif salmonellalarni ajratib olish uchun 2-3 l suv m axsus filtrdan o 'tk aziladi, so'ng filtrlar vismut-sulfitli Petri kosachasiga qo'yilib termostada 48 soat saqlanadi. Agar salmonellalar bo 'lsa, shu davr ichida muhit yuzasida qora rangli koloniyalar hosil bo'ladi. Keyin ular identifikatsiya qilinadi. Qorin tifi va paratiflarga laboratoriya tashxisi qo'yishda va avval shu kasallik bilan og'riqligini aniqlashda bakteriologik, serologik usullar bilan bir qatorda qorin tifi va paratif bakteriyalarining Vi-antigenlari bilan teri-allergik sinamasi ham qo'yiladi. K o'pincha bu sinama bemorning sog 'ayish davrida musbat boiadi. Hozir tez tashxis qo'yishda PZR, immunofluoressent reaksiyalaridan foydalaniladi. Davosi va profilaktikasi. Qorin tifi va paratiflarni davolash uchun antibiotiklar: levomitsetin, ampitsillin, tetratsiklin, nitmfijran preparation beriladi. Bular kasallikning kechishini yengi 1 lashtiradi va u uzoq davom etmaydi. Q orin tifi va paratiflarga qarshi umumiy profilaktik choralar: bemorni tezda aniqlab kasalxonaga yo'tqizish , kasallik o'choqlarin I dezinfeksiyalash, bakteriya tashuvchilarni topish va ularni davolash. Ichak kasalliklarida, ayniqsa, qorin tifi va paratiflarning tarqalishida suvning ahamiyati katta, shuning uchun suvni zararsizlantirish, suv manbalarining ifloslanishiga yoki qo'ymaslik, hovli va uning atroflarini toza saqlash, pashsha

(chivin)larga qarshi kurashish, ovqat mahsulotlarini, hoIm evalarni pashshalardan ehtiyot qilish, oziq-ovqat m uassasalari va oshxona xodimlarini doimiy ravishda bakteriologik tekshiruvdan o 'tkazib turish va sanitariya-gigiyena qoidalariga rioya qilish, aholining sanitariya madaniyatini oshirish va hokazolar. Qorin tifi va paratiflarga qarshi emlash epidemilogik ko'rsatkichlarga ko'ra liozir qorin tifiga qarshi o'ldirilgan va kimyoviy vaksinalar ishlatiladi. O'ldirilgan vaksina tayyorlashda qorin tifi bakteriyalari spirt bilan oidiriladi. Kimyoviy vaksina qorin tifi bakteriyasining Vi-antigenidan tayyorlanadi, bu noreaktogen (kuchli reaksiya berm aydigan) vaksina hisoblanadi. U bilan katta kishilar va yosh bolalarni emlash mumkin. A yrin hollarda bemor bilan muloqotda boiganlarga va zararlangan suv, oziq-ovqat, hozi mevalarni iste'mol qilgan kishilarga kasallikning oldini olish uchun kattalarga tabletka holidagi, yosh bolalarga esa salmonellalarga suyuq bakteriofaglar beriladi

FOYDALANILGAN ADABIYOTLAR RO'YXATI.

1. Mikrobiologiya, Immunologiya, Virusologiya I.Muhamedov
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2. Mikrobiologiya va mikrobiologik tekshiruv usullari;
A.B.G'anixo'jayeva 2017 yil
3. Mikrobiologiya laboratoriya mashg'ulotlari SH. R Aliyev,
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**UNIVERSITETLARDA TALABALARNING TA'LIM AVTONOMIYASI
MUAMMOSI VA UNI TAKOMILLASHTIRISH YO'LLARI
(Chet tilini o'qitishda va madaniy sharoitda talabalarning avtonomiyasi)**

Botirova Dilfo'za

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Annotatsiya: Ushbu maqola talabalar avtonomiyasining nazariy tushunchalari haqida qisqacha ma'lumot bo'lib, talabalar avtonomiyasining asosiy mavzularini chet tilidagi ta'limda va madaniy sharoitda globallashtirilgan qurilish sifatida ta'kidlashga qaratilgan. Bu narsalar o'quvchining javobgarligi va mustaqilligi tushunchalariga, G'arb va Sharq uslubida chet tillarini o'qitishda avtonomiyaning ahamiyatiga va talabaning kontsepsiyasida madaniyatning mustaqilligi roliga asoslanadi. Hozirgi tadqiqot shuni ko'rsatadiki, o'quvchilarning avtonomiyasi vositalari o'quvchining o'rganishi uchun mas'ul ekanligi haqidagi tushunchani shakllantirsa-da, talabalar va o'qituvchilar hali ham tilni o'rganish jarayonida o'qitish va o'zlashtirish uchun javobgardir, bu butun jarayon madaniyat doirasida ko'p qirrali va keng muhokama qilinadigan tushuncha sifatida sodir bo'ladi.

Tayanch so'zlar: metakognitiv, kognitiv, ijtimoiy, avtonomiya, antropologiya, bixevioristik.

Til ta'limida talabalarning avtonomiyasi adabiyotda «Talabalar avtonomiyasi», «Talabalar mustaqilligi», «O'zini o'zi boshqarish», «Avtonom ta'lim», «Mustaqil ta'lim» (yoki nemis tilida «Autonomie der Lernenden», «lernende Unabhangigkeit», «Selbstbestimmung») kabi turli xil atamalardan foydalangan holda turli xil talqin etiladi., «Autonomes Lernen», «Unabhangiges Lernen») va bu fikrlarning barchasi o'xshash tushunchalarga hal qilish uchun ishlatilgan. Ba'zi tadqiqotchilarning ta'kidlashicha, avtonomiyaning kelib chiqishi Yevropa qit'asiga borib taqaladi. Aksincha, avtonomiya g'oyasining

o'zi Sharq falsafalarida chuqur tarixiy ildizlarga ega deb da'vo qiladigan tadqiqotchilar mavjud. Pearson (1996: 49-58) avtonomiya va o'z-o'zini tarbiyalash g'oyalari Song sulolasidan boshlangan Xitoy tafakkuridan kelib chiqqanligini ko'rsatadi. Riley (1988: 12-34) avtonomiya g'oyasining tilni o'rganishda madaniy dolzarbligi masalasini ko'targan birinchi tadqiqotchilardan biri edi. Benson (2001) Rileyning xavotirlari avtonomiyani o'z maqsadlari qatoriga qo'shgan yevropa ta'lim muassasalarida yevropalik bo'lmagan talabalarning taqdiri bilan bog'liqligini ta'kidlamoqda. Ushbu masalalar bo'yicha tadqiqotlar olib borildi va milliy madaniyat avtonomiyani mustahkamlash uchun madaniy muhitni ta'minlashda muhim omil ekanligi aniqlandi. Pennikuk (1997: 35-53) o'quvchilarga yo'naltirilgan ta'lim, individualizm va avtonomiya tushunchalari ma'lum bir kontekstdan kelib chiqishini va bu tushunchalar turli madaniy sharoitlarda turlicha tuzilishi va baholanishini tavsiflaydi.

Nazariy tushunchalar haqida

Xolek (1981: 3) bu atamani «O'quvchining avtonomiyasi» «O'z ta'limi uchun javobgarlikni o'z zimmasiga olish qobiliyati» sifatida tasvirlaydi. Xolek va boshqalar tomonidan yevropada til ta'limi sharoitida ilgari surilgan talabalar avtonomiyasi kontsepsiyasi so'nggi yigirma yil ichida dunyoning ko'p joylarida nufuzli maqsadga aylandi. Til o'rganuvchilarda mustaqillikni rivojlantirish foydasiga bir nechta dalillarni keltirish mumkin: masalan, Avtonomiya inson huquqidir (Benson, 2000).; Avtonom ta'lim boshqa ta'lim yondashuvlariga qaraganda samaraliroq (Nayman et.al., 1978) va talabalar mavjud resurslardan maksimal darajada foydalanish uchun, ayniqsa sinfdan tashqarida (Waite 1994: 233-42) o'z o'qishlari uchun o'zlari javobgar bo'lishlari kerak. Bunday tushunchalar yevropada ko'proq mashhur bo'lsa qo'shma shtatlarda til o'rganuvchilar uchun muhim vosita sifatida o'rganish strategiyasini targ'ib qilish sifatida ham tanilgan [Ofxord, 1990; Venden, 1987; Venden, 1991). Benson talabalarning til ta'limidagi avtonomiyasi haqida gapirishning uchta asosiy usulini aniqladi:

1. «Texnik» istiqbol, nazoratsiz o'rganish qobiliyatlari yoki strategiyalarini ta'kidlaydi: «metakognitiv», «kognitiv» «ijtimoiy» va boshqa strategiyalar Oksford tomonidan belgilangani kabi o'ziga xos faoliyat yoki jarayonni baholash (1990);

2. «Psixologik» istiqbol, bu imkon beradigan kengroq munosabat va bilim qobiliyatlarini ta'kidlaydi talaba o'z ta'limi uchun javobgarlikni o'z zimmasiga olishi kerak;

3. «Siyosiy» nuqtai nazar, o'quvchilarni o'qitish mazmuni va jarayonlari ustidan nazoratni ta'minlash orqali ularni kuchaytirish yoki ozod qilishni ta'kidlaydi.

Talabaning avtonomiyasini ifodalovchi turli xil qarashlar bilan bir qatorda, uning doirasi haqida turli xil talqinlar mavjud. Ba'zi mualliflar tilni mustaqil ishlatish bilan shug'ullanadilar; boshqalar tilni mustaqil o'rganishga e'tibor berishadi; boshqalar esa talabaning avtonomiyasini demokratik jamiyatda to'laqonli va samarali fuqaro bo'lish nuqtai nazaridan umumiyroq talqin qiladilar. Masalan, Kandlin (1997) «Tilda, o'rganishda eng avvalo hayotda avtonomiya» ga ishora qiladi. Muxtoriyat haqidagi ushbu qarashlarning xilma – xilligi talabalarda avtonomiyani rivojlantirish uchun mumkin bo'lgan yondashuvlar qatorida aks etadi bu ko'pincha o'quvchilarga yo'naltirilgan ta'limning kengroq g'oyalari bilan bog'liq bo'lgan yondashuvlardir (Tudor, 1997). Avtonomiyaga texnik nuqtai nazardan samarali o'qitish strategiyasini ishlab chiqishni ta'kidlashi mumkin.

Psixologik nuqtai nazardan u ko'proq umumiy aqliy moyillik va qobiliyatlarni rivojlantirishni o'z ichiga oladi (Holec 1981: 3).; «Siyosiy» nuqtai nazar o'quv konteksti o'quvchi uchun qulayroq bo'lishi mumkin bo'lgan usullarni ta'kidlaydi (Benson, 1997; Little, 1996). Bundan tashqari, avtonomiyani rivojlantirishga yondashuvlar texnologiya yoki boshqa manbalarga qaratilishi mumkin. O'quvchining o'zi yoki ta'lim kontekstida qaror qabul qilish zarur (Benson, 2000). Biroq, ushbu atamaning individualistik ma'nolari ba'zi mualliflarni o'zaro bog'liqlikning ahamiyatini ta'kidlashga

undadi: Ta'kidlash joizki o'quvchilarning o'zaro manfaat uchun birgalikda ishlash va o'qishlari uchun umumiy javobgarlikni o'z zimmalariga olish qobiliyati. Bu psixologiyadagi so'nggi ijtimoiy-madaniy nazariyalarga mos keladi (Vyotskiy, 1978) va ikkinchi tilni o'zlashtirishni o'rganishda (Lantolf, 2000), bu orqali o'rganish odamlar o'rtasidagi o'zaro ta'sir va «Qo'llab-quvvatlovchi» o'quv materiallari kabi «Vositachilik ob'ektlari» bilan sodir bo'ladi. (Bruner, 1979).

O'qitishda madaniyat va avtonomiya

Hech birimiz bizni shakllantirgan madaniy binolar va amaliyotlardan butunlay qochib qutula olmasligimiz haqiqat bo'lib tuyuladi, ammo shu bilan birga biz inson universalligi mavjudligiga ishonishimiz mumkin. Rileyning so'zlariga ko'ra (1988: 12-34), bir tomondan antropologiya insoniyat madaniyatlarining o'zgaruvchanligini tushuntirishga, inson tabiatini tavsiflashga va tushuntirishga intiladi; boshqa tomondan, etnografiya ma'lum bir madaniyatning a'zosi bo'lish nimani anglatishini tasvirlash va tushuntirishga intiladi. Madaniyat tilni o'rganish va ta'lim olish uchun juda muhimdir, chunki bu hodisalar madaniyat (yoki turli madaniyatlar) doirasida sodir bo'ladi, bu ularning shakliga ta'sir qiladi (Coleman, 1996), shuningdek madaniyat til bilan uzviy bog'liqligi va shuning uchun til o'rganish va ta'lim mazmunining bir qismini tashkil etadi (Roberts et.al. 2001). Muxtoriyat singari, «Madaniyat» ham ko'p qirrali va keng muhokama qilinadigan tushunchadir; darhaqiqat, ba'zi mualliflar uni qisman milliy stereotiplar bilan bog'liqligi sababli butunlay rad etishgan (Atkinson, 1999: 625-4).

Madaniyat haqidagi qarashlar, qaysidir ma'noda, yuqorida aytib o'tilgan avtonomiya haqidagi qarashlarga parallel kuzatilgan xulq-atvor modellariga e'tibor qaratadigan madaniyatning bixevioristik qarashlari, madaniyatni shaxslar ongida deb hisoblaydigan kognitiv qarashlar, madaniyatni belgilarning ijtimoiy tizimi deb biladigan ramziy qarashlar va madaniyatni kuch tomonidan shakllangan deb hisoblaydigan mafkuraviy qarashlar o'rtasida farq qiladi. Neller madaniyati (1965) ta'rifiga ko'ra, ma'lum bir ta'lim madaniyati quyidagi

elementlarni o'z ichiga oladi: madaniyatni baham ko'radigan jamoa (masalan, jamiyat yoki sinf); ushbu jamoada tan olingan o'qitish usullari (masalan, darslarga qatnashish yoki sayyohlar bilan suhbatda tilni bilish amaliyoti), tegishli rollar bilan (masalan, o'qituvchilar, talabalar, o'quv maslahatchilari); ushbu jamoada ta'limni tuzadigan muassasalar (masalan, maktablar, o'z-o'ziga xizmat ko'rsatish markazlari yoki oilalar); shuningdek, jamoatchilikni o'qitish amaliyotida rol o'ynaydigan vositalar va mahsulotlar (masalan, kompyuterlar, darsliklar yoki o'quvchilarning insholari). Smit (1997) ta'kidlaganidek, yuqorida tavsiflangan adabiyotlarda madaniyat milliy va monolit deb taxmin qilinadi, bu esa umumlashmalarga olib keladi, bu esa muayyan o'quv vaziyatlarida osonlikcha qo'llanilmasligi mumkin. Buning bir misoli, qaysi madaniyatdan ma'lum bir talab paydo bo'lishi, tuyulishi mumkin bo'lganidan ko'ra murakkabroq bo'ladi.

Ushbu maqola yordamida biz o'quvchilarning avtonomiyasini madaniy va globallashtirilgan kontekst doirasida murakkab jarayon sifatida talqin qilish kerak degan xulosaga kelishimiz mumkin. So'nggi yillarda til ta'limida talabalarning mustaqilligini rivojlantirishning ahamiyati mening mamlakatimda, shuningdek G'arb va Sharqda eng muhim mavzulardan biriga aylandi. Uning ahamiyati to'g'risida kelishuvga qaramay, chet tilini o'qitish va o'rganishda uning ahamiyati to'g'risida katta noaniqlik saqlanib qolmoqda.

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**DEVELOPING LEARNER'S COMMUNICATIVE COMPETENCE
THROUGH ORAL AND LISTENING ASSESSMENTS
USING NETWORK SOURCES.**

Husanova Dilafruz Nabi qizi

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: In our article research, by educational Internet resources we mean text, audio, and visual materials, as well as Web 2.0 social services on various topics aimed at the formation of foreign language communicative competence.

Keywords: *Foreign language, Web Quest, photos, maps, stories, facts, quotes, audio clips.*

Almost every researcher dealing with the problem of integrating Internet technologies into the process of teaching a foreign language has addressed the issue of the educational potential of Internet resources. The additional possibility of creating an information-subject learning environment, of course, contributes to increasing the level of foreign language communicative competence of students. The peculiarity of the subject «Foreign language» is that it is both a means and a goal of learning at the same time. In the framework of higher education, in this regard, a foreign language acts as a means of education and self-education. At the moment, the main source of information is the Internet, but network resources are considered in most cases only as additional.

As we have shown above, modern Internet technologies Web 2.0 have great potential in the field of teaching English. The Internet offers an unlimited amount of rapidly changing information, which is not always educational, therefore, at this stage of using Internet technologies in the process of teaching foreign languages, it became necessary to create new methods of teaching English based on educational Internet resources aimed at the comprehensive

formation of components of foreign language communicative competence. In our work, we use P.V. Sysoev's educational Internet resources as a basic definition:

«Educational Internet resources are text, audio and visual materials on various topics aimed at the formation of foreign language communicative competence and the development of communicative and cognitive skills of students to search, select, classify, analyze and summarize information» [1].

The development of educational Internet resources allows you to look at the educational resources of the Internet in a completely different way and begin to perceive them not as additional (although they may be such), but as analog or alternative.

Unlike forms of telecommunications, educational Internet resources are created exclusively for educational purposes. At the moment there are seven formats of educational Internet resources: Hotlist, Multimedia Scrapbook, Treasure Hunt, Insight Reflex, Concept Builder, Sample Subject, and Web Quest. Each resource has its strict structure, namely:

Hotlist «List of links»: a list of annotated text Internet resources on the topic.

Multimedia Scrapbook «Multimedia Collection»: an annotated list of multimedia links on the topic (photos, maps, stories, facts, quotes, audio clips, video clips, etc.). Treasure

Hunt «Treasure Hunt»: an annotated list of links with a set of problematic issues on the content of resources and the final question of a problematic nature.

Subject Sampler «Collection of examples»: an annotated list of links, and questions based on the content of sites and requiring the expression of their attitude to the problem. This format has a personality-oriented character.

Insight Reflector (Insight Reflector) «Essence Reflector»: a list of references, and questions on the personal perception that require written fixation and subsequent writing of an essay-reasoning.

Concept Builder «Idea Builder»: a list of resources, analytical questions to identify the concepts of the topic, and the final problem question.

Web Quest: a list of links, questions for each section, the argumentation of one's own opinion, and a general question of a debatable nature. It involves group work.

From the point of view of use in the educational process, Hotlist and Multimedia Scrapbook can be combined into one format, since they have a grouped list of sites with information of various formats. Therefore, in our study, we will understand the term Hotlist - a grouped list of text and multimedia resources.

The creation of a specific format depends on the goals that the teacher sets for himself. So, it is advisable to use the Hotlist format if your goal is the development of cognitive skills because this format is characterized by the greatest independence on the part of students who individually study the proposed material. The peculiarity of the format is its unfinished nature, i.e. students can continue the list of resources on the topic being studied, conducting an independent search for information, discovering new aspects of the topic being studied, and defining discussion issues.

The form of working with the Hotlist format can be individual (continue the teacher's Hotlist or compose your own on another aspect of the problem), group/pair (compose a Hotlist as a group or compare your Hotlist with others).

The teacher chooses this format if:

1. Students are working with educational Internet resources for the first time.
2. Strictly limited time to study the topic.
3. It is necessary to shorten the stage of searching and selecting information on the topic under study.
4. There is a need for quantitative and qualitative addition (expansion) to the educational material presented in the textbook.

The main task of the Treasure Hunt format is to teach students to find information on their own, and not to receive it ready-made, as is customary in traditional education. This format should be designed in such a way that, as a result of step-by-step completion of tasks, the student acquires a set of basic knowledge on the topic being studied using Internet resources. It is worth noting that the ability to obtain factual knowledge is among the simplest in the hierarchy of mental actions, which is a feature of Treasure Hunt. However, a properly compiled

Treasure Hunt through factual questions leads students to the final question, which should be not only generalizing but primarily problematic. It is advisable to use this format at the beginning of studying a new topic. It exists in two versions:

1. A list of questions that students are looking for answers to on their own.

2. A list of questions to specific sources that are presented to students.

The teacher chooses the Treasure Hunt format if:

1. Students should receive only actual knowledge of the problem being studied.

2. The development of critical thinking is not an end in itself.

3. Internet resources are more relevant, informative, or accessible than traditional sources.

The third format of the Subject Sample aims to study the topic through personal perception. The presentation of factual information is not the main goal. The Sample subject is designed to develop cognitive skills such as the ability to compare and interpret.

The teacher chooses the format of the Subject Sample if:

1. It is necessary to touch the emotions of students.

2. It is necessary to motivate students to further study the topic.

3. The study of the topic is limited by tight deadlines or the availability of a small number of materials.

In the process of learning English, the teacher and students face several topics that cannot be considered from only one position. The Insight Reflector format is suitable for effective work on such topics. This format is an effective means of forming cognitive skills. The leading type of speech activity is writing. The result of the student's work is an essay-reasoning based on the knowledge gained, their own emotions, and experience. When choosing Internet materials, the main criterion becomes unconventionality in the interpretation of the problem or the description of a known fact from a different point of view.

When evaluating the results of assignments in educational Internet resources aimed at improving and controlling the formation of productive foreign language speaking skills, the teacher must have a clear understanding of the evaluation criteria and their preliminary explanation to students. The main criteria are the degree of problem-solving, the organization of the text, interaction with the interlocutor, lexical design of speech, grammatical design of speech, spelling, and punctuation, pronunciation [2].

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**OILAVIY MUNOSABATLAR VA UNDA AYOL KISHINING ÒRNI
FAMILY RELATIONS AND THE ROLE OF A WOMAN IN IT
СЕМЕЙНЫЕ ОТНОШЕНИЯ И РОЛЬ В НИХ ЖЕНЩИНЫ**

Amanbaeva Gulistan Kuvvanishbay qizi

Qoraqalpoq Davlat Universiteti

Amaliy psixologiya 3-kurs talabasi.

Annotaciya: Ushbu maqolada oilaviy hayotta er va hotin orasidagi munosabatlar va ularning bosqichlari, ayol kishining oilada turgan o' rni haqida so' z yuritilgan.

Annotation: This article talks about the relationship of husband and wife in family life and their stages, the role of women in the family.

Аннотация: В данной статье говорится об отношениях мужа и жены в семейной жизни и их этапах, роли женщины в семье.

Kalit sòzlar: oila, oilaviy munosabatlar, oila instituti, romantik sevgi, attrakciya, er va hotin.

Key words: family, family relations, family institution, romantic love, attraction, husband and wife.

Ключевые слова: семья, семейные отношения, институт семьи, романтическая любовь, аттракция, муж и жена.

Oilaviy psixologiya haqida sòz yuritar ekanmiz albatta avvalam bor er-xotinlik munosabati ko' z oldimizga kelishi aniq. Lekin bizning muqaddas diorimizda oila deganimizda er-xotindan tashqari qaynona-qaynota, aka-uka, opa-singil va boshqalar ham tushiniladi. Ular orasidan oilada ayollarning o' rni albatta alohida. Chunki ayollar psixologiyasida oila bu hamma narsa. Ular o' zlarini doimo oilasi uchun bag' ishlashga tayyor.

Yurtimizda oilaga qanchalik katta e'tibor qaratilganini "**Oila institutlarining**" tashkil etilganligidan ham ko'rishimiz mumkun. Oila a'zolari ortasida sodir boladigan murakkab va serqirrali o'z-aro munosabatlar ko'plab olimlar shu jumladan, O'zbekistonlik olimlar (M.Davletshin, G'.Umarov, E.G'oziev, B.Qodirov, X.Karimov, N.Sog'inov, F.Akramova, G.Yadgarova, M.Salaeva, D.Xoliqov va boshqalar) tomonidan o'rganilgan. Ularda ko'proq o'zbek urf-odatlar, udumlar, an'analar nuqtai nazaridan oilaviy munosabatlarning etnopsixologik qirralari tadqiq etilgan.

Oiladagi ijtimoiy muosabatlar va ularning kelib chiqishi qonuniyatlari batafsil monografik tarzda o'rganganlardan biri rus olimi **L.Ya.Gozman** (1987) hisoblanadi. U bu qonuniyatlarni ilimiy jihatdan taxlil etish uchun **attrakciya** tushunchasini ishlatgan. Attrakciya inglizcha **attraction** – tortilish, intilish so'zlaridan olingan bo'lib, u bir insonning ikkinchi bir insonga nisbatan xis qiladigan ijobiy munosabatini anglatadi. Har qanday ana shu zayldagi diadlik, yani, diada – ikki kishi o'rtasidagi munosabatlarning boshlanishi simpatiya, yoqtirish yoki attrakciya bilan bog'liq.

Umuman yosh oilalarda er-xotin munosabatlarning qay tarzda rivojlanishi avvalo shu yosh oilaning yuzaga kelishiga asos bo'lgan nikoh oldi omillarining xarakteriga, shu oilalarning yuzaga kelish shart-sharoitlari bilan uzviy bog'liqdir. Albatta, yosh oila yuzaga kelar ekan, ular bir-birlarini sevib turmush qurishganmi, qarindosh-urug'chilik, tanish-bilishchilik, sovchilik, hisob tufaylimi yoki stereotip bo'yichami, qanday bo'lishidan qat'i nazar nikohning ilk kunlarida ularning bir-birlariga nisbatan bo'lgan o'zaro munosabatlarida, er-xotin o'rtasidagi shaxslararo munosabatlarda emotsional ko'tarinkilik, hissiy rang-baranglik darajasi yuqori bo'ladi. Bir-birlarini ma'lum bir muddat sevishib oila qurgan juftlarda bunday emotsional ko'tarinkilik darajasi nihoyatda yuqori bo'ladi. Chunki ular bir necha yil kutib, intilib yashagan, visol damlariga nihoyat yetishgan bo'ladilar. Bunday juftliklar nikohi boshida er-xotin o'rtasidagi shaxslararo munosabatlarda ko'tarinkilik, bir-birlariga emotsional intilish juda yuqori darajada bo'ladi. Nafaqat sevishib oila qurganlar, balki

deyarli barcha motivlarga ko'ra oila qurgan yoshlarda ham nikohning boshida er-xotin o'zaro munosabatlarida bir-biriga yaqinlik, bir-birini qadrlash, hurmat qilish nisbatan yuqori bo'ladi. Ularning bir-birlariga, o'z nikohlariga, o'zlarining bo'lajak oilaviy hayotlari haqidagi niyat, orzu, umidlari ezgu, ijobiy bo'ladi. Chunki hech kim va hech qachon ertaga bo'lajak turmush o'rtog'im, yangi oilamning yangi a'zolari bilan nizo-janjalga boraman, ular bilan urishaman va oxir-oqibatda oilam buzilib, ajrashib ketaman, deb oila qurmaydi (Ayrim hollarda majburan oila qurganlar bundan mustasno). Inson oila qurar ekan ahil-inoq yashab, murod-maqсадga yetishishni orzu qiladi, nikoh arafasida va nikoh kechasi ham barcha yaqin birodarlar, qarindoshunig'lar, to'yga taklif buyurgan mehmonlar yoshlarga ezgu niyatlar bildiradilar. Shuningdek, yoshlar oila qurish arafasida va nikohlarining dastlabki kunlarida turmush o'rtog'i timsolida, o'zining shu orzu-istaklariga, murod-maqсадlariga yetishishda yordam beruvchi, uni qo'llab-quvvatlovchi, uni har soniya, har onda tushunuvchi o'z tabiatiga yaqin odamini tasavvur qiladi va unga imkon qadar shunday ijobiy, iliq munosabatda bo'lishga harakat qiladi.

Oila barpo bo'lishining asosiy shartlaridan biri bu sevgi. Sevgi bu ikki kishi o'rtasidagi munosabatlarning eng ko'p tarqalgan turi hisoblanadi. Olimlarning fikricha, romantik sevgi – eng kam anglanilgan, odamning biologik ehtiyojlari bilan bog'liq munosabatlarni Bunday munosabatning eng muhim jihati shundaki, ikkala tamon ham bir-birlaridan o'zlari ko'rishni hohlagan sifatlarni qidiradi va ko'radi. Shu bois ham ko'pincha romantik his tuyg'ularga asoslangan munosabatlarning umri qisqa bo'ladi. Chunki real xulq-atvor bilan ideal tasavvurlar o'rtasida ziddiyat, nomutanosiblik paydo bo'lishi mumkin.

L.Kameron-Benjlerning (1993) fikricha romantik sevgi hissining 7 bosqichi bo'lib, unga quyidagilar kiradi:

- 1. O'ziga jalb etish;**
- 2. Mashg'ullik yoki rom bo'lib qolish;**
- 3. Ko'nikish;**
- 4. Kutish;**

5. Ko'ngil qolish;

6. Haddan oshish yoki munosabatlar chegarasining darz ketishi;

7. Munosabatlarning tugashi.

Ya.Gozman, K.Xorni va boshqalarning yozishicha, faqat emocional hissiyotlarga tayangan er va hotin munosabatlari tobora vaqt o'tishi bilan oqilona hamkorlik va do'stlik, qon-qarindoshlik munosabatlarga aylanib boradi. **Yu.Dubrovinning** (2004) ta'kidlashicha, "Ko'pchilik nikohlarni baxtli ham baxtsiz ham deb atash mushkul. Chunki ularda er-xotinlarning bir-birlarini sekin asta tarbiyalab borishlari va taqdir taqozosi bilan bora-bora munosabatlar chuqurlashib, tushinish hissi va do'stona munosabatlar sayqal topib u hattoki romantik muhabbat darajasiga ko'tariladi.

Yuqoridagi fikirlardan kelib chiqib shunday deyimishimiz mumkin o'qilona oilaning mustahkam b'lishining er-xotin orasidagi munosabatlar katta ahamiyatga ega. Ularni chuqur o'rganish orqali esa biz yoshlarga, endi oila qurish arafasidagi yigit va qizlarga tog'ri psixologik maslahatlar berishimiz, va oilalarning davomli mustahkam b'lishiga hissa qo'shishimiz mumkin.

Foydalanilgan adabiyotlar:

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2. Васила Каримова "Оила психологияси", Тошкент – 2007.

**TANBEHNING LINGVISTIK CHEGARALARI HAQIDA VA TIL
HODISASI SIFATIDA TANBEHGA LUG'AT TAMONDAN
YONDASHUV**

I.M.Ataboyev

TDTU Chet tillar kafedrası assistenti

Annotatsiya: Ushbu tadqiqot «Inherent» tanbehlarga bag'ishlangan, ya'ni tilning rasmiy vositalari bilan ifodalangan va kontekstdan tashqarida tilda mavjud bo'lishi mumkin. Ishning maqsadi tanlov mezonlarini izlash orqali o'rganilayotgan til hodisasi chegaralarini toraytirishni, so'ngra ular asosida materialni tahlil qilishni o'z ichiga oladi. Shu bilan birga, kontekstga bog'liqligi sababli til materialining katta miqdori rad etiladi va ishning tadqiqot maydonidan tashqarida bo'ladi.

Tayanch so'zlar: Tilshunoslik, tanbeh, paradigma-pragmalingvistika, paradigm, Reprimand group

Abstract: This article is devoted to "inherent" reproaches, that is, those that are expressed by formal means of language and can exist in a language outside of context. The purpose of the work involves narrowing the boundaries of the studied linguistic phenomenon by searching for selection criteria with subsequent analysis of the material based on them. However, due to contextual dependence, a large amount of language material is rejected and goes beyond the scope of the research area of work.

Keywords: Linguistics, reproach, paradigm- pragma linguistics, paradigm, reprimand group.

Tadqiqot mavzusiga bunday yondashuvning asosi qanday uslubiy va nazariy munosabatlarda bo'lishi va bunday muhim ma'lumotlar massivlarini qanday tahlil qilish mumkin? Ushbu savollarga javob berish uchun biz A. E. Kibrikning «tilshunoslikning umumiy va amaliy masalalari bo'yicha insholar (tilda universal, tipik va o'ziga xos)» monografiyasiga, «Tilshunoslik

chegaralari to'g'risida» bandiga murojaat qilamiz. Ushbu paragraf tilshunoslikda sintetik yondashuvning o'ziga xos pragmalingvistik manifestidir. A. E. Kibrik lingvistik munozarada dalil sifatida «bu tilshunoslik emas» tezisining dogmatizatsiyasiga qarshi norozilik bildiradi va funktsional chegaralar haqidagi mashhur postulatni shakllantiradi: «tilning mavjudligi va faoliyati bilan bog'liq har qanday narsa tilshunoslik vakolatiga kiradi» [1]. Buning ajablanarli joyi yo'q «tilshunoslik chegaralari to'g'risida» paragrafi, ko'pincha tilshunoslik va inson bilimlarining boshqa sohalari chorrahasida joylashgan asarlarda sintetik yondashuv foydasiga bahslashish uchun keltirilgan. Shu bilan birga, paragraf g'oyasi ko'p hollarda so'zma —so'z tushuniladi: yo'q — tilda dogmatizm, yo'q — tilshunoslikning o'zini o'zi cheklashi, ha — fanlararo tadqiqotlar doirasini kengaytirish, ha-nazariy ishlanmalarning integratsiyasi (bu haqda qarang [2]. Ammo bu haqda faqat A. E. Kibrik gapirganmi? Xuddi shu xatboshida biz quyidagi so'zlarni topamiz: «shuni ta'kidlash kerakki, ushbu postulatni qabul qilish... tilshunoslik vakolatining cheksiz kengayishiga olib kelmaydi [1].

Ushbu so'zlar pragmalingvistikani va tilga xos sintetik yondashuvni himoya qilishga qaratilgan edi. «Lingvistik postulatlar» ning birinchi nashri paytida [3] SSSRdagi pragmalingvistika keskin xiralashgan, ammo hali ham kuchli tarkibiy, rasmiy tilshunoslik fonida marginal oqim edi va jon Ostin va Jon Serlning nutq aktlari nazariyasi bo'yicha klassik asarlari [5] hali rasmiy ravishda nashr etilmagan rus tilida. Ilm-fanda o'z o'rnini izlayotgan yangi paydo bo'lgan har qanday bilim kabi yangi yo'nalish himoyaga muhtoj edi.

Yigirmanchi asr sovet tilshunosligidagi vaziyat noyob hodisa emas edi. 1962 yilda Tomas Kun o'zining «Ilmiy inqiloblarning tuzilishi» monografiyasida «Paradigma o'zgarishi» tushunchalarini kiritdi va «Oddiy fan» butun fanning ham, uning alohida sohalarining ham inqiroz davrida yuz beradigan jarayonlarning mohiyatini tushuntirdi. Ilmiy taraqqiyot, Tomas kunning so'zlariga ko'ra, ma'lum bir normal fan davrida olimlarning ongiga ega bo'lgan va uning paydo bo'lishi, gullab-yashnashi va yo'q bo'lib ketishi xronologiyasidan omon qolgan ba'zi bir yondashuv boshqasiga almashtirilgan

paytda amalga oshiriladi. Bu yerda ehtiyotkorlik bilan Tomas kunning paradigma o'zgarishi tushunchasi va italiyalik sotsiolog Vilfredo Paretoning elita o'zgarishi nazariyasi o'rtasidagi o'xshashlik haqida gapirish mumkin [5]. Vilfredo Paretoning so'zlariga ko'ra, hokimiyatga intilayotgan har bir yosh avvalgi eskirgan va buzilgan o'rnini egallaydi, bu kuchni ko'proq ushlab turolmaydi. Yangi elita avvalgisining tsiklini boshdan kechirmoqda — hokimiyatni qo'lga kiritish, gullash, chayqash-va keyingisiga kuch beradi. Ikkala g'oya — ilmiy paradigmalarning o'zgarishi va ijtimoiy elitaning evolyutsiyasi, bizning fikrimizcha, «Lingvistik postulatlar» ni yozish paytida sovet tilshunosligida yuzaga kelgan vaziyatga taalluqlidir. Vilfredo Paretoning elitalari singari, «katta» paradigma — tarkibiy, rasmiy tilshunoslik — bosqichida va muqarrar ravishda paradigma-pragmalingvistikaga yo'l ochishi kerak edi.

Biroq, hozir, deyarli 40 yil o'tgach, 80 - yillarning «Lingvistik elitasi» ning o'zgarishi yigirmanchi asr uzoq vaqtdan beri amalga oshirilgan haqiqat va pragmalingvistikaning sintetik yondashuvi lingvistik tadqiqotlar sonining boshida turibdi, bizning fikrimizcha, A. E. Kibrikning «Bu tilshunoslik emas» argumenti haqidagi so'zlarini yana bir bor eslash vaqti keldi. Hozirgi bosqichda ustun bo'lgan ushbu stereotip, bizning fikrimizcha, hozirgi paytda «Katta paradigma» ga aylangan va tarkibiy, rasmiy tilshunoslik o'rnini egallagan pragmalingvistika doirasida tilga sintetik yondashuv edi. Pragmalingvistikaning yutuqlari va sintetik yondashuvning kuchli tomonlarini kamaytirmasdan, biz zamonaviy davrning ob'ektlari va tadqiqot usullari ba'zan oldingi davrning ob'ektlari va usullariga xos bo'lgan ravshanlikka ega emasligini tan olishga majburmiz. Buning sababini lingvistik tadqiqotlar chegaralarini xiralashtirishda ko'ramiz. Bunday eroziya tadqiqot ob'ektiga sintetik yondashuvning muqarrar natijasidir.

Hatto tilshunoslikning o'zida ham tadqiqot ob'ektining tavsifi eng murakkab va ko'p vaqt talab qiladigan jarayonlardan biridir. Tadqiqot ob'ekti sof lingvistik bo'lishini to'xtatgan va inson bilimlarining ikki yoki undan ortiq

sohalari chorrahasida bo'lishi mumkin bo'lgan zamonaviy davrda uni aniqlash jarayoni tobora sirg'alib bormoqda. Biz ushbu vaziyatning yechimini oldingi tarkibiy tilshunoslikning kuchli tomonlarini til jarayonlarining rasmiy tomoniga va boshqa fanlarning yutuqlaridan foydalanadigan va kontekstga, sub'ekt-ob'ekt munosabatlariga, kommunikativ maqsadga va ekstralingvistik omillarga ahamiyat beradigan sintetik yondashuvning zamonaviy tilshunosligiga e'tibor bilan birlashtirishda ko'ramiz.

Matnlarning ulkan massivlarini qayta ishlashni o'z ichiga olgan va ilgari texnik jihatdan amalga oshirib bo'lmaydigan ushbu vazifa zamonaviy davrda mumkin bo'ladi, chunki 2004 yil 29 aprelda tilshunoslar qo'lida katta hajmdagi ma'lumotlar bilan ishlashga imkon beradigan yangi vosita —tilning Milliy korpusi paydo bo'ldi.

Til hodisasi sifatida tanbehga lug'at tamondan yondashuvi

Har qanday lingvistik hodisaning mazmunli tomoni haqida gap ketganda, har xil turdagi lug'atlarga murojaat qilish tadqiqotning dastlabki bosqichida mantiqiy qadam bo'lib tuyuladi. Shu bilan birga, intuitiv darajada, bu yondashuv halokatli antitezaga asoslanganligi hodisaning o'zi emas, balki hodisaning semantik maydonini ifodalovchi leksik birliklar ko'rib chiqiladi. Vendlerning «Illokutiv o'z joniga qasd qilish» davridan beri bu hodisani chaqiradigan so'zlar har doim ham bu hodisani yetkazishga qodir emasligi, ya'ni nutq aktlari nazariyasi nuqtai nazaridan ishlasak, ijro etuvchi sifatida harakat qilishi aniq bo'ldi. Bu tanbehning semantik sohasi uchun ham amal qiladi. Tadqiqotchilar Ivankova, Makarova, Tolkacheva Paducheva Fedorova va boshqalar bir ovozdan «Tanbeh berish» fe'lini ijro etuvchi ma'noda ishlatish mumkin emas degan fikrga qo'shilishadi.

Umuman olganda, «Tanbeh berish» fe'lining ijro etilmasligi g'oyasi, shuningdek, «Rus tili sinonimlarining yangi tushuntirish lug'ati» kabi nufuzli akademik manba tomonidan tasdiqlangan [6]. Shu bilan birga, lug'atda «Tanbeh berish» hali ham ijro etuvchi yoki unga yaqin foydalanishga imkon beradigan holatlar haqida eslatib o'tilgan. [6]. O'z-o'zidan «tanbeh berish» va «tanbeh»

so'zlari, shuningdek ular bilan sinonim so'zlar, kamdan-kam hollarda ijro etuvchi ma'noda harakat qilishi mumkin, ya'ni «Tanbeh paytida» tanbehni ifoda etishi mumkin: «*Men sizni chekayotganingiz uchun tanbeh beraman*» degan jumla shunchaki klassik «Illokutiv o'z joniga qasd qilishning misoli» va tanbehni ifoda etish vositasi emas, «*Nega chekasiz?*»- tanbehning misoli, garchi uning tarkibida «tanbeh» fe'llari va otlari bo'lmasa ham.

Albatta, tanbehni lingvistik hodisa sifatida o'rganish lug'atlar vakolatiga kirmaydi. Bundan tashqari, yuqoridagi «Illokatsion o'z joniga qasd qilish» misoli [7] «tanbeh berish», «tanbeh» leksemalarining ijro etuvchi rol sifatida past potentsialini va lug'atlarning tanbeh haqida ma'lumot manbai sifatida kutilgan samarasizligini aniq namoyish etadi. Biroq, amaliyot buning aksini ko'rsatadi-lug'atlar ma'lumotlari tanbehning mohiyatini tushunish uchun qimmatli manba bo'lib, ularni e'tiborsiz qoldirib bo'lmaydi.

Ingliz tili uchun A. Vezbitskayaning «Ingliz tilidagi nutq aktlari» asarini eslatib o'tish kerak. «Reprimand group» bo'limini o'z ichiga olgan semantik Lug'at. Yuqoridagi lug'atlarning asosiy xarakteristikasi shundaki, ular nafaqat «tanbeh berish» leksemasining ta'riflarini va u bilan bog'liq bo'lgan sinonimik qatorlarni aks ettiribgina qolmay, balki ularni talqin qilishning puxta tushunchasiga ega, bu jahon darajasidagi leksikograflarning puxta semantik aks etishi asosida tanbehga lingvistik hodisa sifatida lug'at yondashuvini anglatadi.

Shunday qilib, «tanbeh», «tanbeh berish» leksik ma'nosini ifodalovchi so'zlar til hodisasi sifatida tanbehni yetkaza olmasligiga qaramay, har xil turdagi lug'atlarga murojaat qilish va ushbu qator leksemalarini o'rganish til hodisasi sifatida tanbeh to'g'risida qimmatli ma'lumotlarni olishga yordam beradi. Bir tomondan, lug'at yondashuvining kuchli xususiyati tanbehning semantik tarkibiy qismini — leksik ma'no, etimologiya, sinonimik munosabatlar va boshqalarni to'liq o'rganish imkoniyatidir, bu ma'lum darajada hodisaning chegaralarini belgilashga imkon beradi, boshqa tomondan, olingan ma'lumotlarning tabiatining ikkilamchi xususiyatini ta'kidlash kerak, chunki tanbehni lingvistik hodisa sifatida o'rganishning asosiy yo'nalishi «tanbeh»

leksik birliklari emas, shunga o'xshashlarni «Tanbeh berish» va uning shakli va mazmunining birligi uchun o'ziga tanbeh berish. Ishning ushbu qismida biz lug'at yondashuvining kuchli tomonidan chegaralarini uning leksik semantikasini tahlil qilish orqali aniqlashtirishda to'liq foydalanishga harakat qilamiz.

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**JAHON SAVDO TASHKILOTIGA A'ZO BO'LISHNING XALQARO
HUQUQIY TARTIBI: O'ZBEKISTON MISOLIDA**

Xurramov Jaloliddin Otabek o'g'li

Yuridik universitet 3-kurs talabasi

Annotatsiya Mazkur tadqiqotda Jahon savdo tashkilotining qanday tashkilot ekanligi, tashkilotga a'zolikning huquqiy tartibi, tashkilot tomonidan xalqaro savdoning boshqarilishidagi huquqiy normalar tizimi, tashkilotning davlatlar uchun afzalliklari va zararli tomonlari, shuningdek O'zbekistonning ushbu tashkilotga a'zo bo'lishi huquqiy tarafdin o'rganilgan.

Kalit so'zlar: Jahon savdo tashkiloti, a'zolik, antidemping, GATT, GATS, TRIPS, TRIMS, protektsionizm, milliy rejim tamoyili.

Abstract The study examines what kind of organization the WTO is, the legal framework for membership, the system of legal norms governing international trade, the organization's advantages and disadvantages for countries, and Uzbekistan's membership in the organization.

Keywords: World Trade Organization, membership, antidumping, GATT, GATS, TRIPS, TRIMS, protectionism, the principle of national regime.

KIRISH Jahon iqtisodiyotida kechayotgan jarayonlarning tahlil natijalari shuni ko'rsatadiki, tashqi savdoni erkinlashtirish jahon xo'jaligi rivojlanishining asosiy tendensiyalaridan biriga aylanmoqda. Barcha mamlakatlarda bojxona bojlarining pasayishi, ko'plab turdagi cheklashlarning bekor qilinishi kuzatilmoqda. Ko'plab mamlakatlar yashirincha protektsionistik (davlatning o'z ichki bozorini himoya qilish siyosati) chora-tadbirlardan ham keng foydalanmoqdalar. Bunday chora-tadbirlar jumlasiga milliy ishlab chiqarish turlariga dotatsiyalar berish, eksportni subsidiyalash, turli xil me'yorlar va standartlar joriy qilish hamda boshqalarni kiritish mumkin. Jahon xo'jaligida erkin savdo va protektsionizm o'rtasida vujudga kelayotgan ziddiyatlarni hal etishda, xalqaro savdoni boshqarish, uning taraqqiyotiga

bo'lgan to'siqlarni yo'q qilish va erkinlashtirishida xalqaro iqtisodiy tashkilotlar, xususan, Jahon savdo tashkiloti (JST) muhim o'rin egallaydi. O'zbekiston Respublikasi Prezidentining 2017-yil 7-fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida" gi PF-4947-sonli Farmonida 2017-2021 yillarda O'zbekiston Respublikasini rivojlantirishning beshta ustuvor yo'nalishi bo'yicha Harakatlar strategiyasi tasdiqlangan. Mazkur strategiyasining 3.1-bandida makroiqtisodiy barqarorlikni yanada mustahkamlash va yuqori iqtisodiy o'sish sur'atlarini saqlab qolish maqsadida xalqaro iqtisodiy hamkorlikni yanada rivojlantirish, jumladan, yetakchi xalqaro va xorijiy moliyaviy institutlar bilan aloqalarni kengaytirish, puxta o'ylangan tashqi qarzlarni siyosatini amalga oshirishni davom ettirish, jalb qilingan xorijiy investitsiya va kreditlardan samarali foydalanish lozimligi belgilandi. O'zbekiston Respublikasi Vazirlar Mahkamasining 2018-yil 24-dekabrda "Jahon savdo tashkiloti bilan ishlash bo'yicha Idoralararo komissiya tarkibini tasdiqlash to'g'risida" gi 1040-son qarorida O'zbekiston Respublikasining Jahon savdo tashkilotiga kirishi jarayoni tayyorgarlik bosqichi ishlarini samarali tashkil etishni va tizimli asosda muvofiqlashtirishni ta'minlash maqsadida Jahon savdo tashkiloti bilan ishlash bo'yicha Idoralararo komissiya tasdiqlandi.

ADABIYOTLAR TAHLILI VA METOD

Jahon savdo tashkilotining mamlakatlar hamda jahon savdosiga ahamiyati shu paytga qadar salmoqli darajada o'rganilgan. Buning boisi, ushbu tashkilot 1994-yilda tashkil etilgan bo'lsa-da, uning dastlabki shakli bo'lgan GATT 1947-yilda tashkil topgan. Shu sababli, olimlar tomonidan ko'plab ilmiy taqdiqotlar olib borilgan. Xususan, mahalliy olimlarimizdan G.Yuldasheva, M.X.Voxidova; Sh.Xajibakiev, shuningdek, xorijiy olimlardan E. Petersmann, M. Herdegen, I.V.Zenkinlar tomonidan ilmiy taqdiqotlar olib borilgan. Shuningdek, taqdiqot ishida mavzusining spetsifikatsiyasi tizimli-tuzilmaviy, dialektik, mantiqiy, rasmiy-yuridik, qiyosiy-huquqiy, tarixiy-huquqiy va qiyosiytipologik taqdiqot metodlariga murojaat qilishni taqozo etdi. Umum

mantiqiy metodlar – induksiya, deduksiya, analiz, sintez va maxsus huquqiy metodlar qo‘llanildi. Ilmiy adabiyotlar va huquq normalarini sharhlashda grammatik tahlil metodidan ham foydalanildi. Tadqiqotda ilmiy mushohada, tizimli va iqtisodiy-statistik tahlil, taqqoslash va guruhlash usullari qo‘llanildi. 1 O‘zbekiston Respublikasi Prezidentining 2017-yil 7-fevraldagi PF-4947-sonli Farmoni bilan tasdiqlangan 2017- 2021-yillarda O‘zbekiston Respublikasini rivojlantirishning beshta ustuvor yo‘nalishi bo‘yicha harakatlar strategiyasi. Vazirlar Mahkamasining 2018-yil 24-dekabrda 1040-son qarori bilan tasdiqlangan Jahon savdo tashkiloti bilan ishlash bo‘yicha Idoralararo komissiya tarkibi.

MUHOKAMA

JSTga a‘zo bo‘lish tabiatan murakkab bo‘lib, iqtisodiyotning barcha sohalariga ta‘sir qiladi va nafaqat mamlakatning tashqi savdo rejimiga (bojxona stavkalari, texnik reglament, sanitariya va fitosanitariya tadbirlari va boshqalar), qishloq xo‘jaligi (qishloq xo‘jaligini davlat tomonidan qo‘llab-quvvatlash), iqtisodiyot, narxlarni tartibga solish va boshqalar), intellektual mulk, xizmatlar (chet el kompaniyalari xizmatlari), davlat buyurtmalari, iqtisodiyotni davlat tomonidan tartibga solish va boshqalarni tartibga solishga ham o‘zgarishlar kiritadi. Xalqaro hamjamiyat, shu jumladan mamlakatimizning asosiy savdo sheriklari, O‘zbekistonni jahon savdosiga yanada ochiqroq qo‘shilishini qo‘llab-quvvatlaydi va O‘zbekistonning JSTga a‘zo bo‘lish jarayoniga har tomonlama yordam beradi. Xususan, Yevropa Ittifoqi O‘zbekistonning Jahon Savdo Tashkilotiga (JST) a‘zo bo‘lish jarayonini moliyalashtirish uchun 5 million yevro miqdorida grant ajratdi. Tomonlar o‘rtasidagi bitim 2019-yil 11-noyabrda Bryusselda imzolangan va Jahon savdo tashkilotiga a‘zo bo‘lish jarayonida, shu jumladan, zarur hujjatlarni tayyorlashda, o‘zbekistonlik mutaxassislarining JST shartnomalari bo‘yicha bilimlarini oshirishda O‘zbekistonga yordam ko‘rsatishni nazarda tutadi. Mamlakatlarning JST ga a‘zo bo‘lishi ushbu davlatlardagi iqtisodiy rivojlanish hamda mamlakatdagi monopoliyani bartaraf etishning asosiy omil bo‘lib xizmat qilmoqda. O‘zbekiston Respublikasining

JST ga a'zo bo'lish uchun ariza topshirganiga 25 yildan oshiqroq bo'lgan bo'lsa-da, haligacha ushbu jarayon davom etmoqda. Tarixga nazar soladigan bo'lsak, boshqa mamlakatlarni JST ga a'zo bo'lishi 4-15 yilni tashkil etadi. Shu boisdan, O'zbekistonning ushbu mamlakatga a'zo bo'lishiga to'sqinlik qilib kelayotgan muammolarni aniqlash hamda ularni bartaraf etish yuzasidan aniq chora-tadbirlar ishlab chiqilishi lozim. JSTning o'ziga xos xususiyati shundaki, tashkilot o'z a'zo davlatlarining savdo amaliyotini bosqichma-bosqich erkinlashtirish, raqobat va mamlakatlar o'rtasidagi savdo almashinuvining samaradorligi uchun ko'proq imkoniyatlar yaratish orqali savdoni rivojlantiradi. I.A. Xamedov va A.M. Alimovlar ta'kidlanganidek, tashkilot a'zo davlatlar o'rtasida kamsitilmaydigan savdo-sotiqni ta'minlaydi, savdo amaliyotining shaffofligi va bashorat qilinishini qo'llab-quvvatlaydi, shuningdek a'zolar o'rtasida yuzaga keladigan savdo nizolarini hal qiladi. Mamlakatlar Jahon savdo tashkilotiga erkin savdo imkoniyatlaridan foydalanish va JSTning nizolarni hal qilishning yaxlit mexanizmidan foydalanish maqsadida qo'shilishadi, bu esa o'z navbatida bizning davlatimizning ushbu tashkilotga a'zo bo'lishining asosiy sabablaridan biridir.

NATIJARLAR

O'zbekistonning ushbu tashkilotga a'zo bo'lishi natijasida O'zbekiston qonunchilida kutilayotgan o'zgarishlarni tizimli tahlil qilish hamda xalqaro normalar bilan unifikatsiyalash kelajakda vujudga kelishi mumkin bo'lgan nizolarni oldini oladi hamda ortiqchi ovoragarchilikni cheklaydi. JST ga a'zo bo'lish natijasida O'zbekistonning xalqaro huquqiy ahvolidagi o'zgarishlar hamda boshqa mamlakatlar bilan bo'ladigan savdo-sotiq va boshqa turdagi munosabatlarda kutilayotgan o'zgarishlar O'zbekistonning hozirgi avholiga qay darajada ta'sir etishini tadqiq etish kutilayotgan muammolarni oldini olish va bartaraf etishni kafolatidir. Birinchidan, jahon bozoriga beg'araz kirish masalalarini o'rganish kerak. Mamlakatlar JSTga birinchi navbatda JSTning boshqa a'zolari bozorlariga kirish huquqini olish uchun qo'shilishadi, bundan tashqari ular tashkilotning barcha a'zolariga beradigan afzalliklaridan

foydalanishi mumkin, masalan kamsitilmasdan savdo qilish. Ushbu afzallik chegaradagi savdo choralariga ham, mamlakat ichkarisiga ham tegishli. Birinchi holda, bu Jahon savdo tashkilotining barcha a'zolari uchun bir xil import tariflari va bojlari qo'llanilishini kafolatlaydigan va har qanday kamsitishlarga yo'l qo'yilmasligini kafolatlaydigan eng ma'qul bo'lgan tamoyilga o'xshaydi. Holbuki, ikkinchisi, milliy rejim tamoyili, JSTning barcha a'zolarini import qilinadigan tovarlarga nisbatan milliy mahsulotga nisbatan bir xil tartibda qo'llashni majbur qiladi. Biroq, JSTga a'zo bo'lmagan mamlakatlarda chet el tovarlariga mahalliy mahsulotlarga nisbatan unchalik qulay sharoit berilmaydi. Shu sabablarga ko'ra, JSTga qo'shilmasdan, mamlakatlar eksporti ham tariflar, ham mahalliy tartibga solish nuqtai nazaridan unchalik qulay bo'lmagan munosabatga duch kelishi mumkin. Ikkinchidan, X.S. Islomxo'jaev ta'kidlaganidek, JST o'z a'zolarini tashqi savdo bilan bog'liq barcha ma'lumotlarni barcha a'zolarga taqdim etishni va rejalashtirilgan o'zgarishlar to'g'risida oldindan xabardor qilishni majbur qiladigan shaffoflik tamoyilini o'rnatish orqali bashorat qilinadigan savdo uchun shart-sharoitlar yaratishi mumkin. Keyinchalik, a'zolar rejalashtirilgan o'zgarishlarga moslashish uchun ma'lumotga ega bo'ladilar, bu esa savdo noaniqligi va a'zo davlatlar uchun xavflarni kamaytiradi. Savdolarining ochilishi, shuningdek, berilgan imtiyozlar bilan bir qatorda, ichki sanoatga zarar yetkazish xavfini tug'dirishi mumkin, chunki ichki bozor tashqi va ichki bozorlarda qattiq raqobatga duch kelishi mumkin. Xalqaro raqobat mahalliy sanoat tarmoqlarining daromadlari va rentabelligini pasaytirib, ularni o'z bizneslarini optimallashtirishga majbur qilishi mumkin, bu esa ish haqining pasayishi yoki ish joylarining yo'qolishi kabi salbiy natijalarga olib kelishi mumkin. Bundan tashqari, savdoning o'sishi firibgarlik va bozor ulushini olishning axloqiy bo'lmagan usullari ko'rinishidagi nohaq ishbilarmonlik amaliyoti xavfini ham oshiradi. Xalqaro amaliyotda kompaniyalar raqobatbardosh tarmoqlarni bozordan siqib chiqarib, bozor ulushini ko'paytirishning yuqori narxlari, demping va boshqa adolatsiz usullariga murojaat qilganliklari haqida ko'plab misollar mavjud. Ammo, agar

mamlakatda bozorni kuzatish uchun ishlaydigan tegishli qoidalar va institutlar tizimi o'rnatilgan bo'lsa, bunday xatarlarni yengish va ularni minimal ko'rsatkichlarga kamaytirish mumkin. Savdo munosabatlari sohasidagi nizolarning aksariyati buzilish faktidan yoki ushbu qonunbuzarliklarning xususiy kompaniyalar manfaatlariga ta'sir qiladigan oqibatlaridan kelib chiqadi deb ta'kidlashning boshlanishiga asoslanib, shuningdek, kelgusida qo'llanilishi va samaradorligini ta'minlash maqsadida Jahon savdo tashkilotining O'zbekiston Respublikasi uchun nizolarni hal qilish tizimi, savdo aloqalari sohasida davlat-xususiy sherikligini o'rnatish zarur. Hukumat va ishbilarmon doiralarning o'zaro o'xshash tizimi o'rnatilgan AQSh, Xitoy va Yevropa Ittifoqi kabi ilg'or mamlakatlar va assotsiatsiyalar tajribasidan foydalangan holda, savdo vakili institutini yaratish taklifi ilgari surilmoqda yoki faoliyati xalqaro savdo bo'yicha, xususan, JSTdagi faoliyat masalalari bo'yicha tavsiyalar berishga yo'naltirilgan maxsus komissiya tuzish maqsadga muvofiqdir. Bundan tashqari, biz ularga Jahon savdo tashkilotiga a'zo davlatlarning tashqi bozorlarida ko'rilgan choralarning noqonuniyligi to'g'risida shikoyat va takliflarni qabul qilish huquqini berish maqsadga muvofiq deb hisoblaymiz, bu esa davlat organlari va kompaniyalarining harakatlarini muvofiqlashtirish va ularni himoya qilishga imkon beradi. JST shartnomalarining buzilishi to'g'risida o'z vaqtida xabar berish orqali davlat manfaatlarini himoya qilinadi. Ta'kidlash joizki, O'zbekiston Respublikasining ushbu tashkilotga qo'shilish jarayoni juda mashaqqatli va uzoq davom etadi, bu ba'zi jihatlar uchun mavjud tizimlar va huquqiy me'yorlarni to'liq isloh qilishni, ba'zilarida esa davlat savdosini liberallashtirishga qaratilgan tuzatuvchi normalarni joriy etishni talab qiladi. Shu munosabat bilan, Jahon savdo tashkilotining hozirgi pozitsiyasi ko'rib chiqilishga arziyerdahozirda u yerda a'zo davlatlar tashkilotning institutsional vakolatxonasini tubdan o'zgartirish to'g'risida takliflar kiritmoqdalar, tabiiyki, bu bizning davlatimiz uchun bevosita kichik ahamiyatga ega bo'lmaydi. Shu sababli, davlat va umuman uning iqtisodiyoti uchun ijobiy va salbiy oqibatlarga olib kelishi

ehtimolini inobatga olgan holda ushbu tashkilotga qo'shilishning barcha jihatlarini tizimli va har tomonlama tahlil qilish kerak.

Xulosa qilib shuni ta'kidlash kerakki, Jahon savdo tashkilotiga O'zbekiston uchun kirish – bu iqtisodiyotni modernizatsiya qilish va raqobatbardoshligini oshirishga qaratilgan bozor islohotlarini rivojlantirish uchun ko'proq imkoniyat va rag'batdir. Shu bilan birga, ushbu islohotlar tarkibiga import bojlarini pasaytirish, chet el tovarlari uchun ichki bozorni mahalliy ishlab chiqarish bilan teng raqobatlashishi va ko'p tomonlama savdo muzokaralari orqali o'z savdosini erkinlashtirishni davom ettirish majburiyatini o'z ichiga oladi. Shu sababli, mahalliy ishlab chiqaruvchilarning potentsialini kuchaytirish va ularning raqobatbardoshlik ko'rsatkichlarini oshirish zarur. Bu ularning chet el mahsulotlarini qabul qilish sababli ichki bozordan siqilib chiqishiga yo'l qo'ymaslikdir. Shuningdek, faqat shu holatda savdo cheklovlarining kamaytirilishi, shubhasiz, ishbilarmonlik faolligini oshiradi, sarmoyalarni jalb qiladi va mamlakatning xalqaro qiymat zanjirlariga qo'shilishiga yordam beradi, bu esa davlatning iqtisodiy ko'rsatkichlarining keyingi modernizatsiyasi va o'sishida namoyon bo'ladi. Yuqoridagilardan kelib chiqqan holda O'zbekiston Respublikasining JSTga a'zolikka kelajakda qabul qilinishi inobatga olingan holda quyidagilar taklif etiladi: tovar va mahsulotlar bozorga kirish huquqiga ega bo'lishi uchun, JSTga a'zo mamlakatlar GATT – 1994 II moddasi bilan tartibga solinadigan Tariflar ro'yxatida (Schedule of Concession) belgilangan maksimal boj stavkalarini oshirmasligi shart. Bundan tashqari, JST a'zolari, tovar va mahsulotlarni bozorga kirishida miqdoriy cheklovlarni ham qo'llashi qat'iy man qilinadi. Shuningdek, JSTga a'zo mamlakatlar tarifsiz to'siqlari (masalan, bojxona rasmiylashtirish protseduralari) savdoga ortiqcha to'siq bo'lishiga yo'l qo'ymasliklari kerak. Shu sababli, O'zbekiston Respublikasi Bojxona kodeksiga tegishli tartibga qayta ko'rib chiqilishi lozim. Jumladan, mazkur Kodeksning quyidagi miqdoriy cheklovlar belgilash huquqini beruvchi moddalari qayta ko'rib chiqilishi maqsadga muvofiq: 54-moddasi (O'zbekiston Respublikasi Vazirlar Mahkamasi bojxona

hududidan tashqarida qayta ishlash bojxona rejimida tovarlarni qayta ishlashga yo‘l qo‘yishga doir miqdoriy cheklovlarni belgilashi mumkin); 82-moddasi (O‘zbekiston Respublikasi Vazirlar Mahkamasi tovarlarni bojxona hududida qayta ishlash bojxona rejimiga joylashtirishga doir miqdoriy cheklovlarni belgilashi mumkin); 364-moddasi (Tovarni bojxona hududiga olib kirishda tovarning kelib chiqishi to‘g‘risidagi sertifikat muayyan mamlakatdan olib kirilishi miqdoriy cheklovlar (kvotalar) yoki tashqi iqtisodiy faoliyatni tartibga solishning boshqa choralari orqali boshqarib turiladigan tovarlarga majburiy tartibda taqdim etiladi); Bojxona kodeksining Bojxona to‘lovlarini to‘lash bo‘yicha imtiyozlar va tarif preferensiyalari deb nomlanuvchi 43-bobi Eng ko‘p qulaylik tug‘diruvchi rejim tamoyili va Milliy rejim tamoyili asosida qayta ko‘rib chiqilishi maqsadga muvofiq. Antidemping bitimida, shuningdek, JSTga a‘zo davlatlarning tekshiruv organlari antidemping tekshiruviga kirishish va uni amalga oshirishga doir qoidalar batafsil bayon etilgan. Shuningdek, vakolatli organ tomonidan bajarilishi kerak bo‘lgan antidemping tekshiruvi haqida xabardor qilish va tekshiruv natijalarini e‘lon qilish majburiyatlari haqida Antidemping bitimining 12-moddasida ko‘rsatilgan. Bundan tashqari, Antidemping bitimining 13-moddasida mustaqil sudlar, arbitraj sudlari yoki ma‘muriy sudlarning mavjudligi hamda antidemping protseduralarida tekshiruvlarga doir xulosalarni yoki yakuniy xulosalarni ko‘rib chiqishga doir protseduralarning mavjudligini talab qilinadi. Bizning qonunchiligimizda bu turdagi nizolar ma‘muriy sudlar tomonidan ko‘rib chiqilishi belgilangan. Shu boisdan, Antidemping bitimida belgilangan qoidalarni implementatsiya qilish maqsadida antidemping bilan aloqador nizolarni arbitraj sudlarida ko‘rib chiqish tartibini qonunchiligimizda joriy etishimiz lozim. Bundan tashqari, qonunchiligimizda mavjud bo‘lgan investitsion cheklovlarni bartaraf etish choralari ko‘rish, bu maqsadda O‘zbekiston Respublikasining Maxsus iqtisodiy zonalar to‘g‘risidagi qonunidagi investitsiya kiritish man etilgan sohalarni qayta ko‘rib chiqish lozim, shuningdek mamlakatimizdagi investitsiyaviy munosabatlarni tartibga soluvchi normativ-huquqiy hujjatlarni

JST va uning TRIMS bitmi qoidalariga moslashtirish maqsadga muvofiqdir. JST faoliyati to'g'risidagi fikrlar va qarashlarning hozirgi beqarorligi sababli biz ushbu tashkilotga a'zo bo'lishga da'vogar sifatida voqealar rivojlanishining barcha mumkin bo'lgan oqibatlari va natijalarini ko'rib chiqishimiz kerak. Biroq, shu bilan birga, jahon savdosi pozitsiyalarining o'zgarishi munosabati bilan mamlakat savdo tizimini o'zgartirish g'oyasining o'zi savdo-sotiqni tartibga solishning milliy tizimida ijobiy ko'rinishda bo'lishi mumkin.

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ENVIRONMENT CONSERVATION

Sotvoldiyev Sohijjon Madaminovich

Rahmatov Dilshod Isroil ugli

Pirmamatov Ulug'bek Bakhodir ugli

Students of Samarkand State University (Kattakurgan Branch)

Annotation: This article is about saving ecology, air freshly and safely. In addition the condition of present-day environment, problems of nature conservation.

Key words: environment, air pollution, forestry, research, ecology evolution, wildlife habitat, environmentology

Annotatsiya: Ushbu maqola ekologiyani, havoni musaffo va xavfsiz asrash haqida. Shuningdek, hozirgi kundagi atrof-muhitning holati, tabiatni asrash borasidagi muammolar haqida so'z yuritiladi.

Kalit so'zlar: atrof-muhit, havo ifloslanishi, tadqiqot, ekologiya evolyutsiyasi, yovvoyi tabiat yashash joyi, ekologiya

Environment conservation is global problem all over the world. It is very important for everybody who lives in this planet, Earth. Environmental conservation is the practice of preserving the natural world to prevent it from collapsing as a result of human activities, such as unsustainable agriculture, deforestation and burning fossil fuels. Environmental conservation protects wildlife and promotes biodiversity. It is the practice of us humans saving the environment from the loss of species and the destruction of the ecosystem. Conservation is vital in saving and helping both animals and trees as we are all dependent on one another for survival. Lots of people keep various animals even predatory animals in their home to enjoy and for their own entertainment. Such people harm animals by keeping them. Because of people's selfishness unique

animals are disappearing. People's adverse effect to wild life is big. Animals are suffering from this. Each animal and also insects have special, useful functions in nature. For instance, many people don't aware of dragonflies' what to do in nature and don't know what advantages do dragonflies have. They do a lot of useful things in spite of their small size. They eat millions of harmful insects in each day. There is another problem . The number of people in the world are increasing day by day. And also their needs are growing. Of course they are taking up more space. Buildings, skyscrapers are being constructed.

There are problems which human can't control. One of these problems is global warming. Global warming is caused by the increase of the earth's atmosphere temperature and by the moving levels of carbon dioxide. In the last thousand years , the polar ice caps have gradually been reduced to water. The polar ice is melting. Other things have also been caused by melting polar ice such as the ocean rising, droughts, floods, storms. Actually, global warming is caused by people. Because global warming depends on atmosphere (namely air pollution). We should do something about this problem. Otherwise our future will be under dangerous risk. Our civilization may end. We must reduce transportation traffic, greenhouses' gas. Many people are perishing because of dirty atmosphere. Existence on Earth would not be possible without any of natural resources. Many of the natural resources are being used at a faster rate as compared to their speed of production. So, it is essential to conserve these resources in order to retain the environment integral. We think that water is never run out. This is one of the reasons people do not consider much before using it. However if we keep using it at this speed in the near future we may not be left with as much of it. Therefore simple things such as turning off water tube while washing or watering plants can help in this direction. Most countries suffer from air pollution. This is harmful to human organism. So scientists are working on researches to solve these problems. There is short of forestry. Wildlife habitat is being destroyed by people. Environmentology is getting dirty day by day. According to Enric Sala, in the

modern Era the sense of awe and wonder in the face of the works of nature has been abandoned in favour of monetary value.

Nature provides humans all things to live a better life. The ecosystem helps us with agriculture and grow crops, vegetables and fruits. Besides, nature give us an opportunity to watch such wonderful scenery, waterfalls, landscapes. A clean environment is very essential to live peacefully and healthy life. Each of us , each person of the world is responsible for saving nature soft and originally. We must keep the nature, environment evolution to the next generation.

Appendix:

Air pollution -the process of making air dangerously dirty

Forestry - the science or skill of looking after large areas of trees

Research – serious study of a subject , in order to discover new facts or test new ideas

Used literatures:

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LIFE WAS BETTER WHEN TECHNOLOGY WAS MORE SIMPLE

Yakhiyayeva Barno Kholnazar kizi

Samarkand State University (Kattakurgan branch)

Sattarova Feruza Rustam kizi

Assistant-teacher of Samarkand State University (Kattakurgan branch)

Annotation: In this article , it includes the role and importance of the techniques and technologies that have become an integral part of our lives in our social and political life. The situation before and after the introduction of new and advanced technologies is covered in detail.

Key words: technology, intelligence, development, IT, robotics, subject

Annotatsiya: Ushbu maqolada hayotimizni ajralmas qismiga aylanib ulgurgan texnika va texnologiyalarning ijtimoiy va siyosiy hayotimizdagi o'рни va ahamyatini o'z ichiga oladi. Yangi va rivojlangan texnologiyalar kirib kelishigacha bo'lgan davrdagi va yaratilgandan keying vaziyat batafsil yoritilgan.

Kalit so'zlar: texnologiya, razvetka, rivojlanish, IT, robototexnika, fan, outomation

It is irrefutable that technology is growing by the leap in the modern era. It made everyone's life so easy and reduced the effort of manual jobs. Some people believe that our life was too enjoyable prior to the automation introduced. To with begin , our are so integrated with the technologies . What I mean by this , we intend to purchase a new versions. For instance, Apple releases a new version of iPhone each year. As a result , people tend to sell their current phones in order to acquire the latest phone even though the phone condition is better because of insecurity of holding an old

version phone in front of their friends . Therefore , it increases the expenditure and put in debts.

On the other hand , In olden days , human are delightful when they stay away from technology. Perhaps , they used to lead a very simply life in the past. If they wish to meet their friends , they can meet personality visiting their home, which makes happier than meeting in video calls. Because of the technology , moral values are diminishing in rapid face. Children are addicted to digital machinery such as video games and televisions rather than playing with other kids. Due to this , they spend more on the screens which in turn decreases the social activities. Moreover, it does harm they are healthy in a long run like obesity and eye sight.

A good reason why traditional technology was not a better opinion is that it did not fully help to reduce the cost of a consumer . This is because there were not so money inventions of items to make our life hassle-free and easy. As a result , people had to spend money in order to solve their problems. For example, a rice at the mill. After the invention of the science. But, people had to spend money to grind their rice at at the mill. After the invention of grinding and the blender machine , people now do not have to the mill every time that saves their money as well as time.

Another pint is that modern technology makes our life convenient , which was not when technology was simple. The reason is that now, we can communicate with people across the world due to having contemporary technology. Earlier it was utterly impossible for people to connect with a person , who resided in the other parts of the planet. This illustrated by the fact that landline phones or mobile phones could not make us possible to make a video call , but when technology is updated and the internet , Viber, messengers, etc. have been invented , then our lives became better compared to the past.

In conclusion, the role of new technologies in our social life is incomparable. Today we cannot imagine our life without them. Because, these innovative technologies, the field of IT and robotics cannot be abandoned at a time when they are development. In this regard, these new technologies are a great reminder for us. Especially, the fact that they are now widely used in the field of intelligence is an example of this. As new technologies develop, so do we, and our horizons expand. A person should be ready for any news. Because we live in the age of technology.

Appendix:

Technology- is the application of scientific knowledge to the practical aims of human life or, it is sometimes phrased, to the change and manipulation of the human environment.

Subject- the system of knowledge that reveals the laws of development of nature and society and affects the environment with the results it achieves.

Viber- is a cross –platform voice over IP and instant messaging software owned by the Japanese multinational Rakuten, available as freeware for the Google Android, iOS, Microsoft Windows and Linux platforms.

Messengers- are applications for messaging and video and voice calling.(for example: Telegraph Messenger, Facebook Messenger, etc.)

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INTROVERTS vs EXTROVERTS

Sattarova Feruza Rustam kizi

Assistant-teacher of Samarkand state university

(Kattakurgan branch)

Samadova Sitorabonu Qalandar kizi

Student of Department of foreign language and literature

Samarkand State University (Kattakurgan Branch)

Annotation: This article is devoted to the creation of systematic exercises based entirely on psychological and aesthetic standards for students to describe people with different emotions. It is also aimed at applying psychological and aesthetic principles that further develop the ability to speak, listen and see in the study of people's emotional experiences. This research shows that emotion is a malleable emotion and that people can achieve many goals through trust.

Key words: Aesthetic and psychological components, introverts, extroverts, comparison, generalization, emotional dimensions, positions, unique feature, human feelings.

Annotatsiya: Ushbu maqola o'quvchilarga turli xil hissiyotlarga ega bo'lgan insonlarni tasvirlab berish uchun psixologik va estetik standartlarga to'liq asoslangan tizimli mashqlar yaratishga bag'ishlangan. Shuningdek, insonlarning hissiy kechinmalarini o'rganishda nutq, tinglash va ko'rish qobiliyatini rivojlantiruvchi psixologik va estetik tamoyillarni qo'llashga qaratilgan.

Kalit so'zlar: Estetik va psixologik komponentlar, introvert, extrovert, taqqoslash, umumlashtirish, hissiy o'lchovlar, vaziyatlar, o'ziga xos xususiyat, insoniy kechinmalar.

Appendix:

-introvert is a person whose interest is generally directed inward toward his own feelings and thoughts;

-extraversion refers to the tendency to focus on gratification obtained from outside the self;

-generalization is a general statement or concept obtained by inference from specific cases;

-unique feature being the only one of a particular type, single;

- a position is someone's emotional situation.

Body part:

For decades, psychologists of all stripes have tried to understand what makes us who we are. The study of personality is one of the most important parts of this science; and one of his most important discoveries is the difference between different personalities depending on whether they are introverts or extroverts.

According to research on this issue, this dimension of personality affects almost all areas of a person's life. Introverts are happier in jobs other than ideal jobs for extroverts; They behave differently, they form different types of pairs, and in general they show significant differences in almost all their actions. However, many people still do not have clear information about the main characteristics of introverts and extroverts. Therefore, in this article, we will tell you what are the fundamental differences between these two types of personality, so that you can deal with each of these types of people in the most appropriate way.

The most important difference between an introvert and an extrovert is the way each is energized.

The first one needs to be alone and make quiet movements to relax, while the second one is activated when he is with others or when he does something very active.

This translates into many differences between these two personality types. For example, even if an introvert likes to entertain, they get really tired

after a few hours. Conversely, an extrovert in the same situation will become more animated as the night progresses. While there are of course exceptions, extroverts and introverts tend to form very different relationships. The former usually have many friends with whom they have a superficial relationship; On the other hand, the latter prefers to have a smaller social circle, but each of their relationships is deep. Also, introverts have a hard time opening up to people they don't trust much yet, and they tend to open up over time when they get close to someone new.

In contrast, extroverts are able to talk about themselves and open up to almost anyone, whether they know them or not.

Another area where introverts differ most from extroverts is how they decide to spend their time. Those who recharge their batteries in solitude choose hobbies such as reading and writing, surfing or tennis, personal computer activities, or solo travel.

In contrast, extroverts tend to choose hobbies that force them to share with other people, as they need social contact to feel good about themselves. Some of these include team sports, going out drinking with friends and acquaintances, or joining volunteers or associations.

For introverts, you should seriously think about any new information you receive before talking about it. Because of this, most of the thought process of these people is done alone, and the ideas they come up with are usually the ones they are already convinced of. For this reason, they do not like discussions or debates.

On the other hand, extroverts process information better when talking to other people. Therefore, they often talk about topics that are not yet clear to them; talking helps them clarify their thoughts. Therefore, they love arguments very much, besides, they are very good at them. Perhaps because they spend more time processing information, introverts have a lot of trouble accepting any changes. If a major area of their life has changed, they find it difficult to feel comfortable again and often have a hard time in the process.

On the contrary, extroverts are usually not only afraid of change, but they like it. If their lives have been stagnant for too long, these people seek to change their circumstances. In addition, they adapt to new situations very quickly, which does not cause any problems.

Another area where the two personality types differ most is in their attitudes toward their goals. While introverts are able to sacrifice immediate gratification to get what they want for a long time, extroverts have all sorts of difficulties in this regard. Because of this, extroverts are short-lived in relation to their peers with whom they have few friends; but in the long run there is more support in advance.

According to some, the higher quality of happiness in general for extroverts compared to introverts is its ability. The reasons for this are not clear and the matter is still open for debate.

According to some psychologists, the former express their feelings more easily; However, other authors think that it is because our society is designed to accommodate more extroverts. However, anyone, regardless of personality type, can find their strengths and use them to achieve a high level of satisfaction.

The only difference is that an introvert will have to do this in different ways than an extrovert.

Conclusion:

As you can see, the fact that we prefer to be alone or to share with others affects more areas of life than we think.

Nevertheless, it should be remembered that none of these individuals is better than the other in itself; both have advantages and disadvantages.

Fortunately, there is more and more information about both types of people, so it won't be difficult to find a way to take advantage of your personality, no matter what you are.

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**HARRY POTTER IS THE BEST EXAMPLE OF FANTASTIC
CHARACTER**

Mekhriddinova Dilnoza Jamoliddin kizi

Samarkand State University (Kattakurgan branch)

Annotation: This article about “Harry Potter”, the world's most read book by the famous, British children's author Joanne Rowling. It contains the main facts about the work, parts of the work, translations in other languages, opinions of writers about the work.

Key words: adventure novel, fantasy, Voldemort, magic, fantastic.

Annotatsiya: Ushbu maqolada Britaniyaning mashhur bolalar yozuvchisi Jon Roulingning dunyo bo'yicha eng ko'p o'qilgan kitobi “Harry Potter” haqida ma'lumotlar keltirilgan. Bunda asar haqida mashhur faktlar, roman qismlari, boshqa tillarga tarjimalari va asar haqida boshqa yozuvchi fikri bayon qilingan.

Kalit so'zlar: fantastik roman, fantaziya, Voldemort, magl, fantastika

A total of eight Harry Potter books – “Harry Potter and the Philosopher's Stone”(1997), “Harry Potter and the Chamber of Secrets”(1998), “Harry Potter and the Prisoner of Azkaban”(1999), “Harry Potter and the Goblet of Fire” (2000) , “Harry Potter and the Order of the Phoenix” (2003) , Harry Potter and the Half-Blood Prince”(2005), “Harry Potter and the Deathly Hallows”(2007). About 500 million copies of the seven books in the adventure work have been sold so far this year. The final parts of the book were so eagerly awaited by readers that the sixth book called “Harry Potter and the Sorcerer's Prince” sold almost 9 million copies in the first 24 hours of publication. The long-awaited last book “Harry Potter and the Deathly Hallows” sold 11 million copies in 1 day, becoming the fastest selling book in the history of books.

The influence of the work “Harry Potter” is so great that the words discovered by the author of the work, Rowling, were entered into the Oxford English dictionary and entered into public use.

Joan Rowling, the creator of the Harry Potter series, has her own life path, just as everyone has their own life path. Born in 1965, Joanna faces many challenges. Her husband leaves her, she is alone with her daughter, she is unemployed. And then, after writing the first part of Harry Potter, he takes it to the publishers. But they don't print it. Much later, the Bloomsbury publishing house will publish the work. Harry Potter works are among the fastest selling works in the world. Then Joanne Rowling achieved great fame and was recognized by Forbes in 2004 as the first person to become a billionaire by writing a book. Joan Rowling currently writes screenplays and produces films.

This novel has been translated into about 75 languages around the world. Azerbaijani, Ukrainian, Arabic, Urdu, Hindi, Latvian and other languages are among them. The first part of the book was even translated into Latin and ancient Greek. Now the Uzbek language has been added to the languages in which this work has been translated, and it has become possible to read it in the modern Uzbek literary language. The newspaper “The Telegraph” published in Great Britain found the novel “Harry Potter and the Philosopher’s Stone” written by Joan Rowling to be the best work in the history of the country in the last quarter of a century.”Harry Potter” book received a lot of positive reviews in the first period of its publication. The first book published under the name “Harry Potter and the Philosopher’s Stone” was noted by Scottish newspapers such as “The Scotsman” and was called “a true classic”. “The Glasgow Herald” newspaper praises the book as a “magical book”. Soon, English newspapers joined the praises of foreign countries, and the newspapers “The Mail on Sunday” and “The Sunday Times” called the book the best work of fiction published since the time of Roald Dahl. The newspaper “The Times” emphasizes that the works of “Harry Potter” are not only the most sold bestsellers in the history of children’s literature, but also the best literary gifts.

“Vogue” magazine says that J.K.Rowling’s books about Harry Potter will return children’s love for reading books, which had already been forgotten. Rowling was able to create a masterpiece and became famous in an hour. The series of books since the publication of the fifth book called “Harry Potter and the Sorcerer’s Order” has received not only praise but also criticism. Literary scholar and critic Harold Bloom criticized the book as follows: “Rowling’s head is full of dead metaphors and records playing the same tune, so she has no other way of writing.” “While admiring the originality of the first Harry Potter book, I noticed how confused, stylistically simple, imaginatively copied, and morally insignificant it is.”

In our opinion, another achievement of the piece is that they allow the little ones to dream. After all, we all wished we had a magic hat or wand when we were young. We believed that we would find it someday. There are very few people among the world’s children who do not want to fly into the sky on a flying broom. But Harry Potter is not just a children’s book. Another success of his was that adults were also seriously interested in this work. In fact, everyone has hidden childhood dreams. Because of this, sometimes we witness that even the most serious person is watching a cartoon. After all, he really wants to see some magic. But the difference with the children is that he has already convinced himself that this will not happen.

Playing Quidditch in PE classes is becoming a tradition among students at schools in the southern part of Wales, the newspaper “Daily Telegraph” reported. This game, which is very popular among children and teenagers, is associated with the name of Harry Potter, the hero of the work written by Joan Rowling. A physical education teacher at a school made Quidditch much simpler and adapted to real life, played with flying brooms and magic balls. “Unlike in the movie, the teams do not have a player who catches a dwarf flying ball (snitch) and a broom to prevent running, but the competitions are more interesting with the help of participants who act as chasers, goalkeepers and

hunters,” says the pedagogue. . Through this game, it is possible to develop the ability to aim with the eyes, to strengthen the reaction of speed.

The newly adopted program “5x60” aims to increase the number of hours of physical education in all schools in Wales to five hours a week and to make quidditch even more popular.

It is clear that adults are really interested in this book. The creation of such works as “Harry Potter and Philosophy”, “Harry Potter and Science” is a clear proof of this. Adults “justify” their interest by looking for philosophy in the work. Researchers are far from the idea of evaluating the work as a masterpiece. They’re not comparing Joan Kathleen to Shakespeare anyway. Did you know that Mark Twain, evaluating his works, said, “My works are more like water than wine, but water is always drinkable.” It is probably correct to imagine the different assessments and interpretations of the work by experts in the context of these views. There are also places where they interpret the Harry Potter adventures as true philosophy. In one sense this is true. Because the work that leaves children surrounded by questions of why, why, encourages them to know the truths of existence.

“Philosophy begins with wonder,” Plato said. Experts also concluded that the books about Harry Potter deny the laws of science. It is appropriate to quote the opinion that “any sufficiently developed technology is no different from magic”. Because the images created in ancient times, such as a world map with a mirror and a flying carpet, have become reality in the form of television and airplanes after some time has passed. , the laws of science should not be confused with the possibility of denial and dreaming, because today’s dreams may unexpectedly serve this science tomorrow.

“Harry Potter” is certainly not the first work to gain great popularity among older readers. AA Milne’s “Winnie the Pooh”, Roald Dahl’s books and K. Graham’s “The Willow Wind” were also popular in their time. Notre Dame The director of one of the libraries in the university says about such books: “The older part of the population is discovering for themselves what the young people

already know by reading these books. And children are learning that there are many more fun, adventurous works besides Rowling's." Publishers Weekly Children's Editor Diana Roebeck notes that the Harry Potter books are a major influence on other examples of children's literature, particularly fantasy and adventure. 'kidlan passed.

"The Harry Potter books are not mere works, but a world of puns and new discoveries," begins author Jesse Randall in an article in Verbatim magazine. JK Rowling uses Latin, French and German words, stylistic devices and jokes to name her characters, creatures, prayers and objects. For example, the word "muggle" used by Rowling to name the common people in the work was the Old English word for "tail", which was used instead of the word "marijuana" in American slang. When naming the character of Voldemort in the work, the author used a double word game. The word "vole" means "rodent", and the Latin "mort" corresponds to the word "death". In French, there is a phrase "vol de mort", which means "to avoid death". Some of Rowling's names are easy to explain

The work about the magical boy has been translated into about 75 languages and has become one of the favorite books of people all over the world. All seven parts of "Harry Potter" were praised and criticized by famous critics, writers and poets, authors. The reason why the book is loved not only by children but also by their parents and other older readers is explained in different ways.

Appendix:

FANTASY – [Greek. Phantasmal – fantasy, imagination] 1 A person's imagination, imagination; creative imagination, hypothesis

FANTASTIC – [Greek. Phantastike – the art of imagining, the ability] 1 A strange, supernatural event, image, etc. Born in the imagination. K. And their imaginary image.

Marl-Rowling's word for ordinary people in her work. Meaning "tail" in Old English. Later it was used instead of the word " marijuana" in American slang.

Voldemort- vole- rodent," mort"- "death" in latin .

"Harry Potter" – fantastik romanning eng yaxshi namunasi.

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IMPORTANCE OF EDUCATION

Mutalibova Sitora

Student of Samarkand State of university (Kattakurgan branch)

Annotation: This article fully describes the importance of education, the similarities and differences between the education system in America and Uzbekistan. It was also mentioned how much education affects the society.

Key words: summary, synopsis, schedule

Annotatsiya: Ushbu maqolada ta'limning muhimligi, Amerika va O'zbekistondagi ta'lim tizimining o'xshash va farqli jihatlari to'liq bayon etilgan. Hamda ta'limning jamiyatga qanchalik ta'sir qilishi aytib o'tilgan.

Kalit so'zlar: referat, qisqacha mazmun, jadval

Education is important for both men and women as both have an essential role in the development of a healthy smart society. Education is a necessary the most significant way for delivering a brilliant future and the same time performs part in the growth and improvement of the nation. The citizens of the nation are responsible for the greater future and progress of the nation. At the same time, education plays an important role in the development of the country.

The educational system in America and Uzbekistan is fundamentally different. For example, in America, students do not write a summary, they choose the subject they want to study. Studying in America is very expensive and it takes a lot of money to invest in professors. In Uzbekistan, students write a synopsis for each subject, subjects are taught according to a certain schedule, higher education is much cheaper than in America. Education definitely determines the quality of a person's life. Education increases a person's knowledge, skills and abilities, develops personality and outlook. It is worth

noting that education affects people's employability. A person with higher education can probably get a good job.

To say education is important is an understatement. Education is a tool to improve human life. This is perhaps the most important life changing tool. Raising a child begins at home. It is a lifelong process that ends in death. Education definitely determines the quality of a person's life. Education increases a person's knowledge, skills and abilities, develops personality and outlook. It is worth noting that education affects people's employability. A person with higher education can probably get a good job. In this essay on importance of education we will tell you about the importance of education in life and society.

Ta'lim erkaklar va ayollar uchun muhimdir, chunki ikkalasi ham sog'lom aqli jamiyatni rivojlantirishda muhim rol o'ynaydi. Ta'lim porloq kelajakni ta'minlashning eng muhim yo'li bo'lib, ayni paytda millatning o'sishi va rivojlanishida muhim rol o'ynaydi. Millatning buyuk kelajagi va taraqqiyoti uchun fuqarolar mas'uldir. Shu bilan birga, ta'lim mamlakat taraqqiyotida muhim o'rin tutadi.

Amerika va O'zbekistondagi ta'lim tizimi tubdan farq qiladi. Masalan, Amerikada talabalar referat yozmaydilar, o'zlari o'rganmoqchi bo'lgan fanni tanlashadi. Amerikada o'qish juda qimmat va professorlarga sarmoya kiritish juda ko'p pul talab qiladi. O'zbekistonda talabalar har bir fan bo'yicha konspekt yozadilar, fanlar ma'lum jadval asosida o'qitiladi, oliy ma'lumot Amerikadagidan ancha arzon. Ta'lim, albatta, insonning hayot sifatini belgilaydi. Ta'lim insonning bilim, ko'nikma va malakalarini oshiradi, shaxsiyat va dunyoqarashni rivojlantiradi. Shunisi e'tiborga loyiqki, ta'lim odamlarning ish bilan ta'minlanishiga ta'sir qiladi. Oliy ma'lumotli odam, ehtimol, yaxshi ish topishi mumkin.

Ta'lim muhim deyish kamtarlikdir. Ta'lim inson hayotini yaxshilash qurolidir. Bu, ehtimol, hayotni o'zgartirishning eng muhim vositasidir. Bolani tarbiyalash uyda boshlanadi. Bu o'lim bilan tugaydigan umrbod jarayon. Ta'lim,

albatta, insonning hayot sifatini belgilaydi. Ta'lim insonning bilim, ko'nikma va malakalarini oshiradi, shaxsiyat va dunyoqarashni rivojlantiradi. Shunisi e'tiborga loyiqki, ta'lim odamlarning ish bilan ta'minlanishiga ta'sir qiladi. Oliy ma'lumotli odam, ehtimol, yaxshi ish topishi mumkin. Ta'limning ahamiyati haqidagi ushbu inshoda biz sizga ta'limning hayot va jamiyatdagi ahamiyati haqida gapirib beramiz.

Appendix:

Summary – A short statement that gives the main information about something, without giving all the details.

Synopsis – A short description of the main events or ideas in a book, film.

Schedule – A plan of what someone is going to do and when they are going to do it

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HOW CAN FOOD BE RESYCLE ALL OVER THE WORLD?

Maksudova Dilnoza Kamolboy kizi

Student of Samarkand state university (Kattakurgan branch)

Annotation: Food plays an important role in human life. Today, due to the development of agricultural technologies, the re-production of food is developing. This article discusses the advantages and disadvantages of good processing. Also information about the effect on the human body is given.

Answers key: development, agricultural, processing, advantage, disadvantage

Annotatsiya: Oziq-ovqat inson hayotida muhim o'rin tutadi. Bugungi kunda ta'lim texnologiyalari rivojlanmoqda. Ushbu maqolada oziq-ovqat mahsulotlarining qayta ishlab chiqishning afzalliklari va noafzalliklari berilgan, shuningdek, inson organizmga ta'siri haqida ma'lumot berilgan.

Kalit so'zlar: rivojlanish, qishloq xo'jaligi, qaytaishlash, afzallik, noafzallik

Food processing dates back to the prehistoric ages when crude processing incorporated fermenting, sun drying, preserving with salt, and various types of cooking (such as roasting, smoking, steaming and oven baking), such basic food processing involved chemical enzymatic changes to the basic structure of food in its natural form, as well served to build a barrier against surface microbial activity that cause rapid decay. In the late 20th century, products, such as dried instant soups, reconstituted fruits and juices and self cooking meals such as MRE food ration were developed.

Also, there are advantages and disadvantages of food processing. The advantages of reprocessing food products ease the task of storage, marketing and

long-distance distribution and increases the strength of food products. Processed foods are usually safer than fresh foods and more suitable for long-distance transportation when food re-production appeared, food shortages were eliminated and introduced more new foods to the public. Recycling can also reduce food borne illness. Fresh produce and fresh materials such as raw meat contain more pathogenic, microorganisms(e.g Salmonilla)that can cause serious illness. Mass production of food products is much cheaper than individual food production. Therefore, it is of great benefit to manufacturers and suppliers of processed food products. Modern food processing improves the quality of life for people with allergies, diabetes, and others who cannot eat certain common food items.

However, food processing also has its disadvantages. For example, food processing can reduce its nutrient density. For instance, heat destroys vitamin C. Therefore, canned fruits have less vitamins C than fresh fruits.

An unhealthy diet high in fat added sugar and salt, for instance, one containing much highly processed food, can increase the risk for cancer, according to the World Health Organization.

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ROLE OF THE WOMEN IN SOCIETY

Khoshimova Nargiza Ganisher kizi

Student of the department of foreign language and literature (English)

Samarkand State University (Kattakurgan branch)

Abstract: When we say lider, usually the image of a man comes to life in front of our eyes. But the number of women who have made a name for themselves in world politics and business is not small. As soon as the number of women governors reached 6 in Uzbekistan, the topic of women leaders became an object of intense discussion. This article focuses on the opinions that women play an important role in the family, society and even political processes.

Keywords: political processes, economy, leader, president, positive energy, stress, strategy, strategic thinking

Anotatsiya: Lider deganda, odatda, ko'z oldimizga erkak kishining timsoli jonlanadi. Ammo dunyo siyosati va biznes maydonida nom qozongan ayollar soni oz emas. O'zbekistonda ham ayol hokimlar soni 6 kishiga yetishi bilan lider ayollar mavzusi qizg'in muhokama obyektiga aylandi. Ushbu maqola ayollarni oila, jamiyat hattoki siyosiy jarayonlarda ham muhim rol o'ynashi haqidagi fikrlarga qaratildi.

Kalit so'zlar: siyosiy jarayonlar, iqtisodiyot, yetakchi, prezident, ijobiy energiya stress, strategiya, strategik fikrlash

Аннотация: Когда мы думаем о лидере, обычно перед глазами оживает образ человека. Но количество женщин, сделавших себе имя в мировой политике и бизнесе, не мало. Как только количество женщин-губернаторов в Узбекистане достигло 6 человек, тема женщин-лидеров стала предметом бурного обсуждения.

Ключевые слова: политические процессы, экономика, лидер, президент, положительная энергия, стресс, стратегия, стратегическое мышление

The woman performs the role of wife, partner, organizer, administrator, director, re-creator, disburser, economist, mother, disciplinarian, teacher, health officer, artist and queen in the family at the same time. Apart from it, woman plays a key role in the socio-economic development of the society.

Therefore, discussions about women are held at the conferences of many organizations. In an opening speech by Benedetto Della Vedova She reiterated the commitment to promote gender equality, full respect for women's rights and the fight against them at the national and international level at such a difficult historical moment. stressed the need for immediate adoption of affirmative policy guidelines and concrete measures. all forms of discrimination and violence against women". Inspired by the events of that meeting, Elena Bonetti emphasized the need for cultural changes that would allow women not to shoulder the burden of family responsibilities alone. "The pandemic has reminded us that these mainly fall on mothers, wives and daughters," the minister explained, noting that the concept of shared responsibility is indispensable now.

In our society, women play an important role from birth till death. Despite showing proficiency in all their roles, in today's modern era, women seem to be standing behind men. In a male dominated society, the ability of a woman is seen as less than that of a man. Despite the government running many awareness programs, the life of a woman has become much more complicated than that of a man. If we compare the condition of women today with the condition of mythological society, then it is clearly visible that there has been some improvement in the situation. Women have started working. Contributing towards household expenses. In many areas, women have overtaken men. Day by day girls are making such records on which not only the family or society but the whole country is feeling proud.

The Government of India is also not lagging behind in the upliftment of women. In the last few years, many schemes have been run by the government which are helping women to break social shackles and at the same time

motivating them to move forward. Along with closing the old times, the government has banned them legally. The main ones were child marriage, feticide, dowry system, child labor, domestic violence etc. After banning all these legally, the status of women in the society has improved a lot. The woman works for the betterment of others by tying herself in different relationships all her life we have seen women in different forms like sister, mother, wife, daughter etc. Even in urban areas, the situation is not so bad, but in rural areas, the condition of women is worrisome. The condition of women has become pathetic due to lack of proper education system. A woman gives birth to a child and fulfills all her responsibilities towards that child for the rest of her life. She does not ask for anything in return and fulfills her role with patience and without reasoning.

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APPENDIX:

✚ Benedetto Della Vedova - Italy's Undersecretary for Foreign Affairs and International Cooperation

✚ Elena Bonetti - Italy's Equal Opportunities and Family Minister

✚ Alimova Gavhar Zoirovna – Senator and Mayor of Kattakurgan city

APENDIKS:

✚ Benedetto Della Vedova – Italiyaning tashqi ishlar va xalqaro hamkorlik bo'yicha kotib o'rinbosari

✚ Elena Bonetti –Teng imkoniyatlar va Oila vaziri

✚ Aliyeva Gavhar Zoirovna – Senator va Kattaqo'g'on shahar hokimasi

ПРИЛОЖЕНИЯ:

✚ Бенедетто Делла– Министр иностранных дел и заместитель министра иностранных дел Италии,

✚ Элена Бонетти- министр по вопросам равных возможностей и семьи дел Италии

✚ Алимова Гавхар Заировна - сенатор и мэр Каттакоргана

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IMPORTANCE OF EDUCATION

Kattakurgan branch of Samarkand State University

Pupil: Yorkulova Durдона Oybek qizi

Teacher: Sattorova Feruza.

Anatatsiya: Ushbu maqolam O‘zbekiston ta’lim tizimi hamda Angliya ta’lim tizimi haqida ma’lumot berilgan. Qaysi bir davlatning farzandlari bilimli bo‘lsa o‘sha davlat yuksak bo‘ladi. Darhaqiqat inson hayotining deyarli barcha sohalarida xususan ijtimoiy huquqlar bilan bog‘liq holda u yoki bu tarzda ta’lim olish huquqi bilan bog‘liq. Har bir joyda bilimli kishilar ko‘p bo‘lsa, o‘sha joyda yuksalish bo‘ladi.

Annotatsion : This article provides information about the education system of Uzbekistan and the education system of England. If the children of a country are educated, that country will be high. In fact, in almost all spheres of human life, especially in connection with social rights, it is related to the right to education in one way or another. If there are many educated people in any place, there will be progress in that place.

Анотация: В данной статье представлена информация о системе образования Узбекистана и системе образования Англии. Если дети страны образованы, эта страна будет высокой. Фактически практически во всех сферах жизни человека, особенно в связи с социальными правами, оно так или иначе связано с правом на образование. Если в каком-либо месте много образованных людей, в этом месте будет прогресс.

Kalit so‘z: Ta’lim, boshlang‘ich ta’lim, maktab, o‘qituvchi, fan, malaka, jamiyat, ta’lim turi, trimestr xususiy maktab, bosqich, oliy ta’lim

Key words: Education, primary education, school, teacher, subject, practice, society, Private school, stage, higher education.

Ключевое слово: Образование, начальное, школа, учитель, наука, квалификация, джамият, тип образования, частная школа, стадия, высшее образования.

Education is the process of acquiring knowledge, skills and abilities, the main means of preparing a person for life and work. In the process of education, information is obtained and education is carried out. Education means teaching in a narrow sense. But it is not only the process of teaching in different types of educational institutions, but also family, production. and also refers to the process of providing information in other areas. The content and essence of education is determined by the level of material and cultural development of society. Depending on social relations, the need for general information, professional training of people, pedagogical ideas about education, the nature, method, and organizational forms of education have changed at different stages of the development of human society. Education helps to solve important problems of society construction – to create the material and technical base of society, to form social relations, to educate a new person.

Education helps a person gain knowledge and increase confidence in life. This will help you improve in your career and personal growth. An educated person can be a great citizen of society. It helps to make the right decision in life.

The modern, developed and industrialized world runs on the wheels of education. To survive in a competitive world, we all need education as a guiding torch. Below are various features of education which show the importance of education in human life:

Security against crime: An educated person is less likely to be involved in crime or criminal activities. An educated person knows his surroundings well and is less likely to be deceived or deceived.

Poverty Alleviation: Education is essential in alleviating poverty in our society and country. The grip of poverty is very tight and is one of the main

causes of all problems in our society. If a person has a good education, he can get a good job and earn money to support his family.

In Uzbekistan, everyone is guaranteed equal rights to education, regardless of gender, race, nationality, language, religion, social origin, belief, personal and social status. The education system is uniform and continuous and consists of the following types of education:

preschool education and upbringing;

general secondary and secondary special education;

professional education;

higher education;

post-secondary education;

personnel retraining and improving their qualifications;

extracurricular education.

In England, general secondary education is for all children between the ages of 5 and 16. The academic year lasts from September to July and is divided into 3 trimesters:

Autumn trimester: from the beginning of September to the middle of December. It is also called Michaelmas Term (Mikelmes term) (in private schools).

Spring trimester: from the beginning of January to the middle or end of March (depending on the timing of the Easter holidays). At the same time, he received the name Lent Term (Lent term).

Summer trimester: from early or mid-April to mid-July.

A short break (called half term) is scheduled in the middle of each trimester, starting at the end of October, as well as between the middle of February and the end of May.

There are two types of schools in England: public schools and private schools.

Many reforms are being carried out in the education system today. Work is being carried out in cooperation with foreign countries.

Appendix

Education is the process of formation of qualifications and skills, the main means of preparing a person for life and work.

An educational Institution that teaches literacy to the young generation under the leadership of a school teacher.

A teacher-pedagogue, an employee of the secondary and higher education system, is engaged in teaching pupils and students.

A school an institution for educating children.

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**TOG' RAYHON O'SIMLIGINING
XALQ TABOBATIDA QO 'LLANILISHI.**

Farg'ona jamoat salomatligi tibbiyot instituti talabasi

Usmonov Jamshidbek

Ilmiy rahbar: Rahimova Hilolaxon Rustamjonovna

Farg'ona jamoat salomatligi tibbiyot instituti.

"Tibbiy va biologik kimyo kafedrasi" assistenti.

Annotatsiya: Ushbu maqolada tog' rayhon o'simligining tarkibi, uni tabiatda tarqalishi, xalq tabobatida qo'llanilishi va ahamiyati yoritilib berilgan.

Kalit so'zlar: efir moyi, qatron moddalar, triterpin kislotalar, kumarinlar, polifenolbirikmalar, flavonoidlar, revmatizm, falajlik, epilepsiya, bronxit, xolesterin, nevroz.

Inson butun umri bo'yi tabiat ne'matlaridan bahra olib yashaydi, uning hayoti nabotot va hayvonot olamiga mahkam bog'langandir. Biror kasalikka chalinganida ham, yana shu olamdan shifo izlab, undan dori-darmon topadi. Ko'pgina o'simliklarning turli kasalliklarga davo bo'lishi odamlarga juda qadim zamonlardan brei ma'lum. Miloddan oldingi olti mingchi yillarda yaratilgan eng qadimgi yozuv namunalarida ham, o'simliklarning shifobaxsh xossalari to'g'risida ba'zi ma'lumotlar bor.

Oddiy tog' rayhon bo'yi 30-60 sm bo'ladigan ko'p yillik o't o'simlik. Poyasi bir nechta bo'lib, tik o'sadi, yuqori qismi shoxlangan, to'rt qirrali. Barglari cho'ziq tuxumsimon, o'tkir uchli, tekis yoki bilinar-bilinmas tishsimon qirrali bo'lib, qisqa bandi yordamida poyasi bilan shoxlarida qarama-qarshi o'rnashgan. Mayda och qizil gullari barg qo'ltig'ida 2-3 tadan joylashib, poyasi bilan shoxlari uchidagisi ro'vaksimon gulto'plamni hosil qiladi. Mevasi-kosachabarg bilan birlashgan to'rtta yo'ng'oqcha [1].

Iyun-avgustda gullaydi, iyul-sentyabrda meva tugadi. Tog' rayhon Toshkent, Andijon, Farg'ona, Jizzax, Samarqand va Surxondaryo viloyatlaridagi

barcha tog'li tumanlarda mayda toshli,chirindiga boy bo'lgan qo'ng'ir va qoratuproqlarda o'sadi.

Tog' rayhon oshko'k va ziravor sifatidagina emas,balki shifobaxshligi bilan xal orasida mashhur.

Bu o'simlik ,Tojikiston,Qirg'iziston,shuningdek Janubiy Qozog'istonda uchraydi.Qoya toshlar bag'rida va shag'al toshli erlarda o'sadi.[2].

Tog' rayhon o'tida 0,6 % efir moyi,urug'larida 25 % gacha yog'li moy,shuningdek 10,7 % qatron moddalar,0,7 % triterpin kislotalar, 1,35 % kumarinlar,11,6 % polifenol birikmalar, 3,2 % flavonoidlar bor [3].

Xalq tabobatida tog' rayhon qaynatmasi va damlamalari podagrada bo'g'im og'riqlariga davo qilish uchun,nafas organlarining yallig'lanish kasalliklarida,shuningdek har xil nevrozlarda tinchlantiruvchi vosita tariqasida,ishtaxa ochish uchun qo'llaniladi,yiringli yaralarni ,chipqonlarni chayish uchun ishlatiladi.

Zamonaviy tabobatda tog' rayhon o'tidan yo'talga,talvasalarga qarshi,spazmlarni bataraf etadigan,yallig'lanishni kamaytiradigan,ovqat hazmini yaxshilaydigan vosita sifatida keng foydalaniladi.Tog' rayhonning me'da bezlari ishini kuchaytirishi,shuningdek o'tdagi xolesterin miqdorini kamaytirishi tajriba tekshirishlarida aniqlangan [4].

Bu o'simlik markaziy asab tizimini tinchlantiruvchi va uyqusizlikni oldini olish maqsadida ham ishlatiladi.Tog' rayhon revmatizm,falajlik,epilepsiya va turli shamollashda,o'tkir va surunkali bronxitda,oshqozon-ichak kasalliklarida ishlatildi.

Tog' rayhon o'ti ishtaxani ochadi. U toshmalarda aromatik vannalar uchun ishlatiladi.Sochni mustahkamlashda bosh yuvishda maxsus qaynatmasi ishlatiladi.

Tog' rayxonidan quyidagicha damlama tayyorlanadi.10 g o'tdan olib ustiga 1 stakan qaynoq suvga quyiladi.Sovugachach suziladi va kuniga 3 marta ovqatdan 20 daqiqa oldin ichiladi [5].

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О‘ZBEK MILLIY MUSIQASIDA NAMUDLAR MASALASI

Bekboyeva Nargiza Muxammadjon qizi

Respublika musiqa va san’at kolleji o‘qituvchisi

Annotatsiya: Ushbu maqolada o‘zbek milliy musiqasi, xususan maqom ijrochiligida namudlar masalasi o‘rganilib, maqomshunos olim Is’hoq Rajabovning namudlar nazariyasi ustida olib borgan ilmiy izlanishlari keltirib o‘tiladi.

Kalit so‘zlar: Maqom, Safiuddin Urmaviy, Davrlar kitobi, Namud, Shashmaqom, Is’hoq Rajabov, Avj, Namudi Uzzol, Namudi Muxayyari Chorgoh, Namudi Ushshoq, Namudi Navo, Namudi Oraz.

Har bir davlatning, millatning o‘z madaniyati, ma’naviyati, an’ana-udumlari va albatta milliy ruhi bo‘ladi. Bu esa asrlar davomida shakllanib avlod-dan-avlodga an’ana asosida o‘tib, saqlanib kelinadi. Bizning shunday beqiyos milliy boyliklarimizdan biri maqomlarimizdir. Maqom Sharq xalqlarida qadim zamonlardan mavjud bo‘lgan janr hisoblanadi.

Maqom arabcha - “joy”, “makon”, “o‘rin” degan ma’noni anglatib, musiqa istilohida, cholg‘ularda tovush hosil etiladigan joy, ya’ni parda degan ma’noni bildiradi.

Maqomlar sozanda, xonanda va bastakorlar tomonidan uzoq tarixiy-madaniy taraqqiyot jarayonida yuzaga kelgan bo‘lsada, maqom atamasi Sharq xalqlari musiqasida taxminan IX asrlardan qo‘llanila boshlangan. Xususan Safiuddin Urmaviyning “Davrlar kitobi” da “maqom” so‘zi uchramaydi, balki maqom o‘rnida “davr”, “doira”, “shadd” kabi terminlar yuritiladi.

Yaqin va O‘rta Sharq mumtoz musiqa nazariyasida XIII asrga qadar maqomlar soni aniq belgilanmagan. Safiuddin al-Urmaviy maqom nomlaridagi parda tuzilmalarini ilmiy tasniflab, O‘n ikki maqom tizimini ishlab chiqqan.

Ushbu tizim bir muncha takomillashtirilgan holda qariyb XVII asrga qadar qo‘llanib kelingan.

Namudlar Shashmaqomda eng muhim masalalardandir. Namud tojikcha “ko‘rinish”, “namoyon bo‘lish” ma’nosidagi so‘z bo‘lib, muayyan kuy yoki ashula tuzilmasining turli sho‘balar tarkibidagi ko‘rinishi demakdir. Namudlar ko‘pincha maqom sho‘balarining boshlanishidagi kuy jumllaridan olinadi va ular boshqa sho‘balarning avji sifatida foydalaniladi. Mashhur Rajabiylar sulolasining yorqin vakili, yirik maqomdon, tanbur va dutor sozlarida mohir ijrochi Is’hoq Rajabovning 1963-yili nashr etilgan “Maqomlar masalasiga doir” nomli monografik tadqiqotida ilk bor namud atamasini qo‘lladilar hamda namudlarni ilmiy asoslab berdilar. Ustozning samarali izlanishlari o‘laroq maqomlarda o‘ndan ortiq namud va 2 ta maxsus avj (Turk, Zebo Pari) borligi ma’lum bo‘ldi. Shuni aytib o‘tish joizki, Shashmaqomning te’ran imiy-ijodiy asoslarini ishlab chiqishda, hozirgi zamon musiqa madaniyatida tutgan mavqeyini va badiiy estetik qiymatini ko‘rsatishda, maqomlarning tub mazmun-mohiyatini ochib berishda Is’hoq Rajabovning hissasi juda kattadir.

Aytib o‘tganimizdek namudlarning turli ko‘rinishlari mavjud bo‘lib sho‘balarning avji sifatida ham ishlatiladi. Biz oldin avj masalasiga to‘xtalib o‘tsak maqsadga muvofiq bo‘lardi. Avj o‘zi nima? Bu asli arabcha so‘z bo‘lib lug‘aviy ma’nosi “balandlik”, “cho‘qqi” degan ma’noni bildiradi. O‘zbek milliy qo‘shiqchilik-ashulachilik amaliyotida avj asosan uch toifadagi qisman farqli ma’nodoshlikni kasb etadi.

Birinchidan, avj – muayyan musiqiy asarning eng baland, cho‘qqi pardasining lo‘nda ifodasi. Bunday keng ma’no beruvchi avj atamasidan cheklanmagan holda foydalaniladi.

Ikkinchidan, avj deganda rivojlangan musiqiy shaklning yuqori pardalarda gavdalanuvchi davomliroq bo‘lagi, tuzulmasi tushuniladi. Shunisi diqqatga sazovorki, hajman yirik, baland avjli kuy tuzulmalari asosan bastakorlik ijodiyotining maxsuli bo‘lmish ashula, katta ashula, suvora, maqom yo‘llari hamda cholg‘u asarlariga xosdir.

Uchunchidan, avj soʻziga qoʻshilgan holda bir juft maxsus kuy nomi. Ular “Zebo Pari avji” va “Turk avji” deb yuritilib, faqat mumtoz musiqa asarlarida uchraydi. Ushbu noyob kuylar matni mudom baland pardalarda bayon etilib, muayyan asar shaklining avj tuzilmalaridan namoyon boʻlishi mumkin. Xuddi shu boisdan “ZeboPari” va “Turk” kuy nomlari avj soʻzi bilan uzviy bogʻlangan.

Xulosa qilish mumkinki, aksariyat qoʻshiq namunalarida avjlarning birinchisi mavjud. Ashulaning ham ifoda, ham shakllantiruvchi vositalari qatorida birinchi va ikkinchi tushunchadagi avjlar, maqomlarning cholgʻu yoʻllarida ikkinchi toifasi, aytim yoʻllarida esa uchulasi ham muayyan oʻrin tutadi. Namudlarni ham aynan shunday murakkab toifadagi avjlar sirasiga kiritish mumkin.

Namudlarni ajratib olmay turib, maqom yoʻllarining tarkibiy boʻlaklarini, ularning kuy qiyofasini tasavvur etish mumkin emas. Shuning uchun ham namudlar masalasi alohida ahamiyatga egadir. Masalan, Buzruk maqomidagi Nasri Uzzol shoʻbasining boshlanishidagi 3 yoki 4 kuy jumlasini butunicha olinib, boshqa shoʻbalarining tabiatiga, doira usuliga moslashtirilgan holda avj sifatida foydalaniladi va Uzzol namudi deb ataladi. Namudlar maqomlarning shoʻbalarida yakka holda shuningdek, guruhma-guruh qilib ishlatilishi mumkin. Ijrochi-hofizlar oʻz xohishlariga, ovoz imkoniyatlariga hamda tajribasiga qarab, namudlarni maqom ijrosida turlicha ishlatganlar. Masalan, bir hofiz uch-toʻrttagacha namud ishlatib, boshqasi ularning birini butunlay tushirib qoldirib, ijro etishi mumkin. Ular guruh boʻlib kelganda maqom ashula yoʻllarida bir-biriga mos kelishi, ashula ruhi va mazmuniga halal bermasligi kerak.

Namudlar soni oʻndan ortiq boʻlib, ular: Namudi Uzzol, Namudi Muxayyari Chorgoh, Namudi Ushshoq, Namudi Navo, Namudi Oraz, Namudi Bayot, Namudi Dugoh, Namudi Segoh, Namudi Nasrullovi va boshqalardir. Namudlar koʻpincha Talqin va Nasr deb ataladigan shoʻbalardan olinadi. Namudlarning nomlanishidan ham ular maqomlarning qaysi shoʻbasidan

olinganligini bilish mumkin. Masalan, Namudi Ushshoq- Nasri Ushshoqdan, Namudi Dugoh- Dugohi Husayniydan, Namudi Oraz – Orazi Navodan, Namudi Segoh – Nasri Segohdan, Namudi Bayot – Nasri Bayotdan, Namudi Uzzol – Nasri Uzzoldan, Namudi Bayot – Nasri Bayotdan, Namudi Uzzol – Nasri Uzzoldan, Namudi Muxayyari Chorgoh – Nasri Chorgohdan olinganligi ma`lum. Lekin namud sifatida foydalanilgan melodik jumlar sho`balar tarkibida ularning kuy qiyofasi, kuy harakati va doyra usuli xarakteriga moslab olinadi.

Shunday qilib, asosan yuqorida nomlari ko`rsatilgan namudlar maqom yo`llarida keng qo`llaniladi. Ular maqomlarda turlicha ishlatiladi. Yuqorida aytilgan namudlardan tashqari, maqom yo`llarida ishlatiladigan ma`lum ashula qismlarining Zebo pari, Turk deb atalgan avjlar ham uchraydi. Bu avjlar namud deb atalmasa-da, uning funksiyasini bajaradi. Ular ma`lum sho`balardan olinmagan, balki bastakorlar tomonidan mustaqil ravishda yaratilgan. Shuning uchun ularni namud, ya`ni ma`lum maqom ashula bo`lagining boshqa sho`balaridagi ko`rinishi deb bo`lmaydi.

Namudlar qayerdan olingan bo`lmasin, Shashmaqom ashula bo`limlaridagi turli sho`balarda ishlatiladigan ashula avji ko`rinishlaridandir. Shuning uchun maqom yo`llarini tinglash jarayonida ularning avjlarida ba`zi o`xshash unsurlar mavjudligi sezilib turadi va bir ashula yo`lidagi avj qismi bilan ikkinchisi o`xshashdek tuyuladi. Namudlardan ma`lum maqomlarning sho`balarida foydalanishda kuy tuzilishining qonuniy rivojlanishi, kuy yo`llarining ruhi, qiyofasi va lad asosining xos tomonlarini hisobga olish zarurdir. Bu esa namudlarning bir – biriga va sho`balarga bog`lanishida mos kela olishi hamda ashula ruhi va mazmuniga halal yetkazmasligini ta`minlaydi. Masalan, Namudi Oraz Buzrukda va Iroqda, Turk avji esa Rost, Navo hamda Iroqda maqomlarida butunlay ishlatilmaydi. Bunga sabab, o`sha namudlarning u yoki bu maqom yo`llariga har tomonlama mos kelmasligidir. Namudi Uzzol, Namudi Ushshoq, Namudi Segoh va Zebo pari esa namud vazifasi bilan

cheklanmay balki, asosiy kuy va boshqa namudlar orasida vositachi vazifasini ham bajaradi.

Yuqorida aytilganidek, Is'hoq Rajabov namudlarni ilmiy va nazariy jihatdan yoritib berdi. 1966-1975-yillarda Yunus Rajabiy to'plab notaga olgan Shashmaqomning 6 jildlik kitobining 6-jildida Namudlar ko'rsatkichi berilgan bo'lib, bu jadvalda maqom sho'balari va ularda qo'llangan namudlarning nomlari hamda Shashmaqomning 6 jildlik kitobidagi asarlarning taktilar hajmi va betlari kiritilgan. Jadval ostida esa sho'ba va shahobchalarda keladigan namudlarning ijrosi haqida ma'lumotlar ham berilgan. Bu esa namudlarni yanada yaxshiroq tushunish va o'rganishda muhim vositadir.

Umuman namudlar Shashmaqom ashula bo'limidagi sho'balari qiyofasini tushinishda muhim belgilardandir. Namudlarni ajratib olmay turib, maqomlar haqida to'g'ri tasavvur hosil bo'lmaydi. Shunday qilib namudlar, asosan yuqorida nomlari ko'rsatilgan maqom yo'llarining ma'lum ko'rinishidir. Ular maqomlarda turlicha ishlatiladi.

Is'hoq Rajabovning olib borgan tadqiqotlari Namudlar nazariyasida olib brogan ilmiy tadqiqotlari orqali shuni aytishimiz mumkinki, namudlarni bir-biridan ajratib olmay turib, maqom yo'llarining tarkibiy bo'laklarini, ularning kuy qiyofasini tasavvur etish mumkin emas. Shuning uchun ham namudlar masalasi alohida ahamiyatga egadir. Har bir maqom ijrochisidan maqom yo'llarini, maqom sho'balarini mukammal o'rganish uchun namudlarni yaxshi bilish hamda ularni ajrata olish, qolaversa, ijro mobaynida qo'llash uchun katta tajriba talab etiladi. Ma'lum maqom sho'balarida muayyan namudlar guruhi ishlatilar ekan, bunda bastakor-sozandalar kuyning yo'nalishi, uning hissiy ta'siri va ichki qonuniyatlarining xarakteriga mos kelishiga katta ahamiyat berganlar. Bu hol esa, maqom yo'llarida namudlarni guruh qilib ishlatilganligi tasodifiy emasligini ko'rsatadi. Maqom sho'balarida ishlatilgan har bir namud ashulaning kuy rivojlanishida muhim o'rin tutishi, uning shaklini kengaytirib borishi, va hissiy mazmunining chuqurlashishiga katta yordam beradi.

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THE EVOLUTION OF LANGUAGE: INTERNET SLANG WAY.

Kenjayeva Sayyora Khudoyberganovna

*is a lecturer at the Department of Foreign Languages of Uzbekistan
State University of Physical Education and Sports.*

Annotation: The article provides The Evolution of Language: Internet Slang Way.

Key words: English language, internet Slang, platforms, networking website, writing language.

The evolution of languages or history of language includes the evolution, divergence and development of languages throughout time, as reconstructed based on glottochronology, comparative linguistics, written records and other historical linguistics techniques. The origin of language is a hotly contested topic, with some languages tentatively traced back to the Paleolithic. However, archaeological and written records extend the history of language into ancient times and the Neolithic.[1]The distribution of languages has changed substantially over time. Major regional languages like Elamite, Sogdian, Koine Greek, or Nahuatl in ancient, post-classical and early modern times have been overtaken by others due to changing balance of power, conflict and migration. The relative status of languages has also changed, as with the decline in prominence of French and German relative to English in the late 20th century. Old English, the Anglo-Saxon root of the modern English language, is virtually unrecognisable to today's native English-speakers, with the long-separated dialects sharing only about 15% of their words in common.[2]This shows just how much the English language has evolved over time. Languages develop naturally from generation to generation, but in the internet age, English has taken on some strange new forms – almost overnight. Netspeak, or Internet Slang, predates the internet itself. When text messaging first took hold, character

limits and awkward numeric keypads practically forced the English language to morph and distort. Often, the acronyms and shorthand terms employed were indecipherable unless they'd permeated your social group – and this made them more appealing, like a set of codewords. As the fledgling internet developed, chatrooms and instant messaging platforms took the “txtspk” model and expanded it. Number and letter homophones developed into a prominent feature and new acronyms appeared as active phrases, still in use today (LOL, for example). But these phrases, acronyms and word/number hybrids were only the beginning of a shape-shifting new kind of written language, that would slowly make its way into spoken word.[3]

Internet slang (also called Internet shorthand, cyber-slang, netspeak, digispeak or chatspeak) is a non-standard or unofficial form of language used by people on the Internet to communicate to one another.[1] An example of Internet slang is "LOL" meaning "laugh out loud". Since Internet slang is constantly changing, it is difficult to provide a standardized definition.[2] However, it can be understood to be any type of slang that Internet users have popularized, and in many cases, have coined. Such terms often originate with the purpose of saving keystrokes or to compensate for small character limits. Many people use the same abbreviations in texting, instant messaging, and social networking websites. Acronyms, keyboard symbols, and abbreviations are common types of Internet slang. New dialects of slang, such as leet or Lolspeak, develop as ingroup Internet memes rather than time savers. Many people also use Internet slang in face-to-face, real life communication.[4]

As the next generation of mobile phones, chat and messaging services came into being, full touchscreen keyboards had become commonplace. Automatic spelling correction and unlimited character counts largely did away with the need for faster and more compact words. Among younger users, even those who'd grown up in the time of textspeak, the compact, chopped up language born of necessity had somewhat fallen out of vogue. Ironic use of textspeak became fashionable for a time, perpetuated in memes (a topic for

another day), but the shorthand, number-filled words of just a decade ago have been more or less phased out. Other language trends have taken hold since.[5] There was once a time of the acronym, the portmanteau and the suffix, when new words were created every day, and a surprising amount of them stuck. Some even made it into the dictionary (both LOL and OMG are Oxford English dictionary entries). Doggo was already a word (an adverb meaning “still”), but now it has a new meaning. The cutesy new word for dog joins a raft of other words popularised by meme culture. And this is how it tends to go now – a word already widely used takes on new meaning, with no creation, addition or cropping. “Salt” has come to mean displeasure. “Throwing shade”, a term borrowed from drag queen culture, is widely used on social media to describe the hurling of insults. And it’s all still changing. [6]

Conclusion:

These linguistic evolutions happen all over the world, and although it might seem that today’s technology is the driver of these changes, it’s really culture itself. Language evolution is a fascinating avenue of study. Many consider the natural flow of language evolution to be a corruption – bastardisation – of proper, traditional language. This notion is a little ridiculous, when you consider that language has barely sat still since we first opened our mouths to speak. It’s entirely natural for our communication to evolve, just as our bodies do. Without this constant change, we’d still be vocalising in the simplest forms. It’s a linguist’s job to know how things are changing, and how to apply those changes to keep communication both proper and relevant. What’s proper depends on the audience – and what’s relevant depends on the daily changes in cultural weather. Keeping your communications in line and knowing when the language of the internet applies to you can be tough. Translating Netspeak can be even harder. That’s where professional language translation shines: intimate cultural knowledge. A certified translator knows the audience, what will and will not apply to them and even colloquial Netspeak terms. The constant change and evolution of language isn’t just confined to English – the

globally connected time in which we live might have homogenised culture somewhat, but language will always set cultures apart.

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**MULTIMEDIALI ALOQA TARMOQLARIDA AXBOROTNI
XIMOYALASH USULLARINING TADQIQI**

Irgasheva Durdona Yakubdjanovna

*Muhammad Al-Xorazmiy nomidagi Toshkent axborot texnologiyalari
universiteti Kiberxavfsizlik fakulteti, dekani, dotsent*

Shaydullayev Jahongir Qudrat o'g'li

*Muhammad Al-Xorazmiy nomidagi Toshkent axborot texnologiyalari
universiteti Kiberxavfsizlik fakulteti magistranti*

Annontatsiya; *Ushbu maqolada multimediyali aloqa tarmoqlarida axborot xavsizligini haqida fikr yuritilgan.*

Kalit so'zlar; *Telekommunikatsiya tizimlari va tarmoqlarida axborot xavsizligi, yo'nalishi.*

Multimediani uzatish nuqtai nazaridan, real vaqtda uzatiladigan (Real-Time –RT) yoki real vaqtda uzatilmaydigan (Non Real-Time –NRT) sinflarga bo'linishi mumkin. Birinchi turdagi multimedia (RT), paketlarni kechikishiga chegarani talab etadi, xuddi shu vaqtda multimedianing ikkinchi turi (masalan matn va tasvir) bunday chegaralanishni talab etmaydi lekin ularni uzatishda xatoliklar paydo bo'lmashligi uchun qattiq chegaralanishga ega. Multimediali ma'lumotlarni uzatishda xatoliklarni nazorat qilish uchun ikkita asosiy yondashuv mavjud: Birinchisi, yo'qolgan yoki shikastlangan paketlarni uzatishda avtomatik takrorlash (Automatic Retransmission reQuest –ARQ). Bu yondashish transport satxidagi TCP (Transport Control Protocol) protokolidagi TCP/IP protokoli stekida qo'llaniladi. NRT-axborotini xatolarsiz uzatishni talab qiluvchi ilova, odatda aynan shu protokolni talab etadi. Ikkinchi yondashishda (Forward Error Correction –FEC), paketlarni qayta uzatmasdan xatoliklarni aniqlash va to'g'rilash imkonini beruvchi ortiqcha axborot uzatiladi. Bunday yondashuv transport satxining boshqa

protokolida UDP (User Datagram Protocol), TCP/IP protokolinig shu stekida qo'llaniladi. Multimediali ma'lumotlarni almashlovchi, xatoliklarga yo'l qo'yuvchi (RT kabi NRTda ham) ilova, odatda paketlarni uzatishda vaqtni yo'qotishdan xoli bo'lish uchun UDPni qo'llaydi. RT, diskret (Discrete media –DM) va uzluksiz (Continuous media –CM) multimediyaga bo'linadi. Bu asosan ma'lumotlar diskret yoki uzduksiz oqimda uzatilishiga bog'liq. O'z navbaida SM xatoliklarga yo'l qo'yuvchi va xatoliklarga yo'l qo'ymaydigan turlarga bo'linishi mumkin. Birinchi turdagi RT ga misol qilib ovozli va videokonferensiyalarni o'tkazishda qo'llaniladigan ovozli va video oqimlarni olish mumkin. Ikkinchi ilovaga misol qilib esa uzoqdagi kompyuterni ishga tushurishni tushunish mumkin. 1. Multimediali trafik Multimediyali trafik deganda insonning sezgi organlari qabul qilib oladigan turli xil axborotlarni o'z ichiga olgan ma'lumotlarning raqamli oqimi (odatda tovushli va/yoki videoaxborot) tushuniladi. Ma'lumotlarning multimediyali oqimlari uzoqlashtirilgan interaktiv xizmatlarni taqdim etish maqsadida telekommunikatsiya tarmoqlari bo'yicha uzatiladi. Tarmoq foydalanuvchilariga taqdim etiladigan multimediyali xizmatlarining bugungi kunda eng ko'p tarqalganlari videotelefoniya, multimediyali ma'lumotlarni yuqori tezlikda uzatish hisoblanadi. Taqdim etiladigan xizmatlarning turiga bog'liq holda multimediyali trafikning ikki asosiy turi ajratiladi:

Foydalanuvchilar o'rtasida real vaqt miqyosida axborotni uzatish uchun multimediyali xizmatlarni taqdim etadigan real vaqt trafigi. 2. Zamonaviy telekommunikatsiya tarmog'ining an'anaviy taqsimlangan xizmatlari bilan tashkil etiladigan oddiy ma'lumotlar trafigi, jumladan, elektron pochta, fayllarni uzatish, virtual terminal, ma'lumotlar bazasiga uzoqlashtirilgan kirish va boshqalar. Real vaqt trafigini qo'llab-quvvatlovchi xizmatlarga misol sifatida quyidagilarni keltirish mumkin: IP-telefoniya, yuqori sifatli tovush, videotelefoniya, videokonferens aloqa, masofadan turib tibbiy xizmat ko'rsatish (diagnostika, monitoring, konsultatsiya), videomonitoring, keng eshittirishli video, raqamli televideniye, radio va televizion dasturlarni olib

ko'rsatish. 2. IP texnologiyaEthernet –kommutatorlarni ishlab chiqarishni jadal ravishda o'sishi, 100 Mbit/s, 1 va 10 Gbit/s portlarni xosil bo'lishi abonentga ulanishni o'tkazish oralig'ini sezilarli darajada oshirdi va keng polosali ulanish xizmatlarini ta'minlash imkonini berdi. Birinchi navbatda bu 50 Mbit/s gacha tezlikli trafik bitta axborotli foydalanuvchi oqimga generatsiyalanadigan audio va video oqimlarga taalluqli. IP tarmoq barcha axborotli oqimlarga xizmat ko'rsatish imkoniga ega. IP tarmoq orqali VoIP tovush signalini va barcha raqamli formatdagi video tasvirni uzatishi mumkin. Bugungi kunda multiservisli tarmoq deganda faqatgina kanal satxidagi turli servislarni (FR, IP, ISDN, ATM, SDH xizmatlari) yoki tarmoq marshrutizatsiyalarinigina (VLAN yoki VPN) emas, balki axborotli servislarni (ISP, ASP va SSP) ham taqdim etish imkoniga ega. Operatorlik xizmati –bu, foydalanuvchi xizmatlari bilan shartnomali kelishuv va sifat kafolati. Shuning uchun umumiy foydalanishni multiservisli tarmoq operatori uchun xizmatlarni amalga oshirish mezoni ularni sifati va kafolati xisoblanadi. YA'ni sifatni nazorat qilishni samarali mexanizmlari va parametrlarni sozlash, abonent yozilgan barcha xizmatlar paketini kafolatli taqdim etishni mavjudligi. IP-texnologiyasini keng tarqalishi uning bir qator xususiyatlari bilan aniqlanadi. Universallik. Xozirgi kunda IP protokollari barcha tarmoq segmentlarida qo'llanilmoqda, lokal tarmoqlardan magistral tarmoqlargacha. IP texnologiyasi ovoz va vedeo axborot, ma'lumotlar uzatish uchun qo'llaniladi. IP asosida qayd etilgan va simsiz aloqa tarmoqlari quriladi. Mashtablashtirish. Yirik mashtabli tarmoqlar onson rivojlanish imkoniga ega bo'lishi kerak. Ochiqlik. Internet tarmog'i ochiq tizim prinsipiga asoslangan. 3. IP-telefoniya Mazkur servis tarmoqning ikki abonent o'rtasidagi tovush trafigini (nutqni) uzatadi, unda tarmoq trafigi sifatida IP protokol (Internet Protocol) dan foydalaniladi. «IP telefoniya» servisini tashkil etish uchun mahalliy, korporativ, global tarmoqlar, hatto Internet tarmog'i foydalanilishi mumkin. Umumiy foydalanishda qo'llaniladigan

maxsus shlyuzlar yordamida telefon tarmoqlari abonentlari va ma'lumotlarni uzatish tarmoqlari abonentlari o'rtasida IP-telefon aloqasi ta'minlanadi.

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**MULTIMEDIALI ALOQA TARMOQLARIDA XAVFSIZLIK
PROTOKOLLARINING TADQIQI**

Isayev R. I.

*Muhammad Al-Xorazmiy nomidagi Toshkent axborot texnologiyalari
universiteti Telekommunikatsiya injineri kafedrasida professori t.f.n,*

Suyunov M. N.

*Muhammad Al-Xorazmiy nomidagi Toshkent axborot texnologiyalari
universiteti Kiberxavfsizlik fakulteti magistranti*

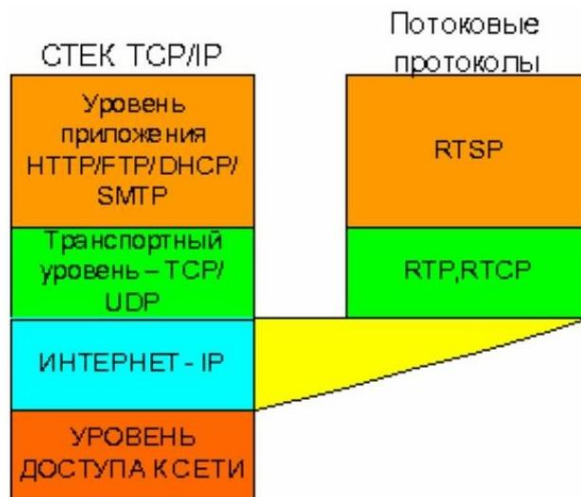
Annontatsiya; Ushbu maqolada multimedialli aloqa tarmoqlarida xavfsizlik protokollarining tadqiqi haqida fikr yuritilgan.

Kalit so'zlar; Telekommunikatsiya tizimlari va tarmoqlarida axborot xavsizligi, yo'nalishi.

Har kuni dunyoda millionlab telefon suhbatlari bo'lib o'tadi, yuz minglab onlayn o'yin obunachilari virtual olamlarda soatlab vaqt o'tkazishadi, ko'p odamlar butun dunyodan video konferentsiyalar o'tkazadilar. Ushbu ilovalar turli xil tarmoq xizmatlariga talablarga ega. Ammo ko'p hollarda ko'plab multimedia ilovalari oxirigacha kechikishga (uzatishni kutish, qayta ishlash va paketni kutish yig'indisi) juda sezgir. Ammo shuni ta'kidlash kerakki, ushbu ilovalar oz sonli paketlarni yo'qotish uchun muhim emas. Buning sababi shundaki, paketning yo'qolishi audio va video ma'lumotlarning ijro etilishida ozgina buzilishlarga olib keladi va ko'pincha yo'qotish qisman yoki to'liq maskalanishi mumkin (masalan, interpolatsiya yordamida). Shuni ham ta'kidlaymizki, multimedia ma'lumotlarini uzatish bilan uni siqish masalasi paydo bo'ladi. siqilmagan video va audio ma'lumotlar juda ko'p tarmoqli kengligi talab qiladi. Ushbu inshoda multimedialli ma'lumotlarini siqish masalalari qisqacha ko'rib chiqiladi, multimedia ilovalari haqida qisqacha

ma'lumot beriladi va multimedia protokollari ko'rib chiqiladi: RTP, RTSP, RTCP, SIP, H.323. Ma'lumotlarni uzatishdan oldin uni siqish kerak, chunki siqilmagan ma'lumotlar ommaviy axborot vositalarida juda ko'p joy egallaydi va o'rtacha vaqt ichida uzatish uchun juda ko'p tarmoqli kengligi talab qiladi. Misol uchun aytishimiz mumkinki, 800x600 pikselli, rang chuqurligi 24 bit va kadr tezligi 30 kadrli siqilmagan video oqimining bir soniyasi uchun 41,2 Mb / s o'tkazish qobiliyatiga ega kanal kerak, ADSL ulanishlaridan foydalanganda oxirgi foydalanuvchi ega bo'lgan maksimal kanal tezligi bilan taqqoslaganda - 1Mbps (8Mbps) siqishni kerakligini ko'rsatadi. Tovush haqida, ovoz yozishda impuls kodining modulyatsiyasi qo'llanilganda misol keltirilishi mumkin; audio CDlarda bu nisbat 74 daqiqalik yozish uchun 650 MB ni tashkil qiladi. Shuning uchun tasvir va ovozni siqish zarurati. Siqilishning o'zi ikki xil bo'lishi mumkin: sifatni yo'qotmasdan (yo'qotishsiz siqish) va yo'qotish bilan (yo'qotishli siqish). Yo'qotishsiz siqishni ishlatganda, tasvir yoki tovushni sezilarli darajada siqish kamdan-kam hollarda bo'ladi. Shuning uchun, yo'qotishli siqishni qo'llaydigan usullar keng qo'llanilgan. Real vaqt protokoli RTP Internetda, shuningdek, ba'zi boshqa tarmoqlarda ham mumkin paketlarni yo'qotish, tashish paytida ularning tartibini o'zgartirish va shuningdek, etkazib berish muddatining juda keng doiradagi o'zgarishi. Multimedia ilovalari juda og'ir yuklaydi transport muhitiga qo'yiladigan talablar. Ushbu talablarni muvofiqlashtirish uchun Internet imkoniyatlari, RTP protokoli ishlab chiqilgan. RTP protokoli (RFC-2205, -2209, -2210, -1990, -1889, -3989, -3952; "RTP: Real-Time ilovalari uchun transport protokoli" H. Schulzrinne, S. Kasner, R. Frederik, V. Jacobson) real vaqt rejimida ma'lumotlarni yetkazib berish uchun mo'ljallangan (masalan, audio yoki video). Bunday holda, ma'lumotlar maydonining turi aniqlanadi posilkalarni raqamlash, vaqt tamg'asi va monitoring yetkazib berish. Ilovalar odatda RTP orqali UDP uchun foydalanadi uning multiplekslash imkoniyatlaridan foydalanish maqsadida va yig'indini tekshirish. Ammo RTP har qanday

holatda ham ishlatilishi mumkin boshqa tarmoq transport vositasi. RTP bir vaqtning o'zida qo'llab-quvvatlaydi multicasting qo'llab-quvvatlansa, ko'p manzillarga yetkazib berish asosiy tarmoq qatlami.



Guruch. 1 TCP/IP protokoli qatlamlari orasidagi aloqalar va multimedia oqim protokollari

Shuni yodda tutingki, RTP o'z-o'zidan ta'minlamaydi o'z vaqtida yetkazib berish va hech qanday darajadagi kafolatlar bermaydi xizmat (QoS). Ushbu protokol ham kafolat bera olmaydi. ma'lumotlarni etkazib berishning to'g'ri tartibi. To'g'ri joylashtirish tartibi yordamida xost tomonidan ma'lumot berilishi mumkin paketlar ketma-ketlik raqamlari. Bu imkoniyat juda muhim.

Audio konferentsiyani tashkil qilishda har bir ishtirokchi bo'lishi kerak manzil va ikkita port, biri audio ma'lumotlar uchun, ikkinchisi RTCP boshqaruv paketlari uchun. Ushbu parametrlar barcha ishtirokchilarga ma'lum bo'lishi kerak konferentsiyalar. Maxfiylik talab qilinadigan joylarda axborot va boshqaruv paketlari shifrlanishi mumkin. Audio bilan konferentsiyalar, ishtirokchilarning har biri kichik yuboradi taxminan 20 ms davom etadigan kodlangan tovush qismlari. Ushbu fragmentlarning har biri RTP paketining ma'lumotlar maydoniga joylashtirilgan va u o'z navbatida UDP datagrammasiga kiritilgan. RTP paket sarlavhasi qaysi turdagi audio

kodlashni belgilaydi qo'llaniladigan (PCM, ADPCM yoki LPC), bu jo'natuvchiga imkon beradi kodlash usulini o'zgartirish zarurati, agar konferentsiya muayyan cheklovlar bilan yangi iste'molchi ulangan yoki tarmoq uzatish tezligini kamaytirishni talab qiladi. Ovozni uzatishda nisbiy pozitsiya juda muhim bo'ladi. O'z vaqtida kodlangan fragmentlar. To'g'ri muammoni hal qilish uchun ijro etish, RTP paket sarlavhalari vaqtinchalik ma'lumotlarni o'z ichiga oladi va seriya raqamlari. Tartib raqamlari nafaqat ruxsat beradi fragmentlarning to'g'ri tartibini tiklang, balki raqamni ham aniqlang yo'qolgan parcha paketlari.

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**DAVLAT XIZMATCHILARINING FAOLIYATI SAMARADORLIGINI
BAHOLASHUSULLARINI TAKOMILLASHTIRISH**

Pozilova Sh. X

*Muhammad Al-Xorazmiy nomidagi Toshkent axborot texnologiyalari
universiteti Axborot ta'lim texnologiyalari kafedrası mudri ped.f.f.d ,PhD,
dotsent*

Qurbonmurodov Bekzod G'ofur o'gli

*Muhammad Al-Xorazmiy nomidagi Toshkent axborot texnologiyalari
universiteti Elektron xukumat tizimini boshqarish*

Annotatsiya: Davlat xizmatchilarining kundalik ravishda amalga oshirilayotgan faoliyati har bir davlatning asosi bo'lib, bu borada ularning faoliyati samarali bo'lishi juda muhim. Zamonaviy tadqiqotlar davlat organlari faoliyati samaradorligini o'rganishga qaratilgan. Samaradorlik masalalarini o'rganishda iqtisodiyot va boshqaruv nazariyasi kabi sohalar alohida o'rin tutadi. Maqolada davlat xizmatchilarining samaradorligini baholash usullari muhokama qilinadi.

Kalit so'zlar: Davlat xizmati, samaradorlik, faoliyat, davlat xizmatchisi.

Bugungi kunga kelib, davlat xizmatchilarining samaradorligini baholash rasmiy ko'rsatkichlarni tahlil qilish shaklida attestatsiyaga asoslanadi. Ushbu shakl davlat xizmatchilari tomonidan ish haqiga ta'sir qilmaydigan rasmiyatchilik sifatida qabul qilinadi. Shu munosabat bilan quyidagilar zarur: - mahalliy va xorijiy tajriba asosida davlat xizmatchilari faoliyati samaradorligini baholash ob'ektlari, usullari va tartiblarini aniq belgilash; - baholash mezonlari va ko'rsatkichlarini belgilash; - samaradorlikni baholash uchun institutsional va me'yoriy bazani yaratish, shuningdek, davlat xizmatchilari faoliyatini baholashning kompleks tizimini qurish. Davlat xizmatchilari faoliyati samaradorligini baholash usullarini ko'rib chiqing. Maqsadlarni boshqarish usuli. Ushbu murakkab usul ko'pincha xorijiy mamlakatlarda qo'llaniladi. U

mahsulotlarni chiqarish bilan bog'liq bo'lmagan faoliyat samaradorligini baholash uchun ishlatiladi. Davlat xizmatchilari tomonidan muayyan davrdagi rejaning bajarilishi (maqsadga erishish) baholanadi va quyidagi elementlardan iborat: - maqsadni aniqlashtirish; - rejalashtirish; - rejaga muvofiq faoliyat yuritish; - natijani tahlil qilish; - og'ishlarni aniqlash. Anketa usuli. Ushbu usul barcha (mehnat, shaxsiy, xulq-atvor va boshqalar) mezonlar bo'yicha savollarni o'z ichiga olgan anketalarni tahlil qilish va tartiblashga asoslangan. Xodimlarning ish faoliyatini baholash sifati maqsadning aniqligi va ushbu maqsadni tahlil qilish imkoniyatiga bog'liq. Majburiy tanlash usuli. Ushbu usul indekslarda hisoblangan xodimning ma'lum ish ko'rsatkichlarini tahlil qilishni o'z ichiga oladi.

Hozirgi vaqtda maqsadlar bo'yicha boshqarish usuli yanada samarali va zamonaviy. Ushbu usul yordamida samaradorlikni baholash tufayli nafaqat ayrim davlat organlarida, balki butun shtatda xodimlarning ish faoliyatini baholash mumkin. Maqsadlar bo'yicha boshqaruv usuli bo'yicha ish faoliyatini muntazam ravishda baholashni o'tkazish vakolatlarni ta'minlash mexanizmini o'zgartirishga olib kelishi mumkin, xarajatlar funktsiya tomonidan amalga oshirilgan faoliyat natijalariga, dasturlarni amalga oshirishga bevosita bog'liq bo'lsa, samarali byudjetlashtirish modeliga olib kelishi mumkin. Va hokazo. Davlat xizmatchilari faoliyatini baholashning boshqa usullari ham qo'llanilishi mumkin. Ushbu usullar samarali bo'lishi uchun davlat organlarining kadrlar bo'limlarini takomillashtirishdan boshlash kerak, chunki ular axborotni to'plash, qayta ishlash, saqlash va tahlil qilish uchun javobgardir. Shuni ta'kidlash mumkinki, davlat organi darajasida xodimlarning samaradorligini baholash usullari bilan yuqori darajadagi butun davlat xizmati samaradorligini baholash usullari o'rtasida bevosita bog'liqlik mavjud.

Ushbu ma'muriy islohotni amalga oshirishda davlat xizmatchilari faoliyati samaradorligini baholash usullaridan foydalanish muhim o'rin tutadi. Bunday baholashlarni attestatsiyadan o'tish arafasida, rahbarni saylash jarayonida, lavozimga ko'tarilish uchun kadrlar zaxirasini shakllantirishda,

shuningdek, hozirgi vaqtda kadrlar almashinuvida o'tkazish fuqarolik jamiyatining ochiqligini ta'minlashda muhim ahamiyat kasb etadi. Xizmat. Har bir xodimning ish faoliyatini baholash orqali individual bonuslarni aniqlash uchun real imkoniyat mavjud, natijada bu davlat xizmatchilari uchun rag'bat bo'lib xizmat qiladi, bu ularga yangi mutaxassislarni jalb qilish va mavjud mutaxassislarni saqlab qolish imkonini beradi.

Davlat xizmatchilari faoliyatini baholash jarayonida har tomonlama yo'naltirilganlik ko'p jihatdan "mezonlarning barqarorligi" tamoyiliga asoslanadi, bu esa, o'z navbatida, davlat organi va uning kadrlar xizmatining vazifalaridan kelib chiqadi.

Davlat xizmatchisining kasbiy faoliyati samaradorligini uning rasmiy maqomidan kelib chiqib baholash zarur.

Turli toifalar va guruhlardagi lavozimlarni egallagan davlat xizmatchilari faoliyatining turli turlarini tahlil qilib, davlat xizmatchilari faoliyatini baholashda turlicha yondashuvlardan foydalanish zarur degan xulosaga kelish mumkin.

Shunday qilib, davlat xizmatchilarining "rahbarlar" toifalari ularning mehnat nizomlarida belgilangan malaka talablariga muvofiq baholanadi. Ushbu yondashuvning o'ziga xos xususiyati shundaki, ularning faoliyati boshqariladigan tizimning holatiga bevosita ta'sir qiladi, ya'ni ular ishlayotgan va ular rahbarlik qiladigan organlar va tarkibiy bo'linmalarda huquqiy oqibatlarga olib keladigan huquqiy xususiyatga ega. Ushbu toifani baholash uchun boshqaruv faoliyati jarayonining o'zi emas, balki davlat organi yoki uning tarkibiy bo'linmasi faoliyatining miqdoriy va sifat ko'rsatkichlari asosida tekshirilgan (haqiqat uchun tasdiqlangan) natijalari muhim ahamiyatga ega. Bular, qoida tariqasida, davlat xizmatining asosiy va yuqori guruhlarini almashtiradigan shaxslardir. Ushbu toifaga ma'lumotlarni to'playdigan, tahlil qiladigan va qayta ishlaydigan, tegishli rahbarlarning qarorlari loyihalarini tayyorlaydigan xodimlar kiradi. Ularning vazifalari doirasiga davlat

boshqaruvining tegishli sohasini ta'minlashning o'ziga xos funktsiyasi bilan bog'liq bo'lgan o'z sohalari kiradi.

Ular o'z sohalariga rahbarlik qiladilar va muayyan davlat funktsiyalari va davlat xizmatining individual ko'rsatkichlari bajarilishini nazorat qiladilar. Bunday holda, faqat mutaxassis mas'ul bo'lgan faoliyat sohasining natijalari baholanadi.

"Mutaxassislar bilan ta'minlash" toifasidagi davlat xizmatining o'rnini bosuvchi davlat xizmatchilarining faoliyati davlat organlari faoliyatini tashkiliy, axborot, hujjatli, moliyaviy, iqtisodiy, texnik va boshqa ta'minlash bilan bog'liq.

Shunday qilib, samaradorlikni baholash xodimlarning bevosita faoliyati natijalariga - aniq masalalar bo'yicha tahliliy materiallarni tayyorlashga, tashkiliy topshiriqlarni bajarishga, shuningdek, kasbiy tajriba va shaxsiy tayyorgarlik darajasiga nisbatan amalga oshiriladi.

Ko'pincha bu toifani bevosita bo'ysunadigan xodimlari bo'lmagan shaxslar tashkil qiladi. Boshqacha qilib aytganda, bular davlat xizmatining yuqori va kichik guruhlarini egallagan davlat xizmatchilaridir.

Ko'rib chiqilayotgan ko'rsatkichlarga e'tibor qaratib, davlat xizmatchilarini baholash usullarini shakllantirish mumkin. Baholash usullarining eng ko'p soni, shuningdek, rasmiylashtirilgan, "qog'oz" yondashuvlarga (so'rovnomalar, testlar), shuningdek, xodimlarni o'rganishda rasmiylashtirilmagan yondashuvlardan foydalanishga qaratilgan usullarga (intervyu, guruh muhokamasi, kuzatish) bo'linadi. Rasmiylashtirilgan yondashuvda raqamli, grafik vositalar qo'llaniladi; rasmiylashtirilmagan yondashuvni qo'llashda baholash natijalarini taqdim etishning og'zaki (og'zaki) vositalari qo'llaniladi. Ikkala yondashuvning ham afzalliklari va kamchiliklari bor. Ko'rib chiqilayotgan vositalarning afzalliklari majmuasi baholash natijalarining sifati va ishonchliligini sezilarli darajada oshirishi mumkin.

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**ИНФОРМАЦИОННЫЕ БЕЗОПАСНОСТЬ В
ТЕЛЕКОММУНИКАЦИОННЫХ СЕТИ СВЯЗИ**

Иргашева Д

*Доцент, декан факультета кибербезопасности Ташкентского
университета информационных технологий имени Мухаммада Аль-
Хоразми*

Октамов Шерзод Бобир ўгли

*Магистрант факультета информационной безопасности в
телекоммуникациях Ташкентского университета информационных
технологий имени Мухаммада Аль-Хоразми*

Аннотация; В данной статье обсуждается информационная безопасность и подключение к телекоммуникационным сетям.

На протяжении ряда лет во всех странах мира наблюдается тенденция стремительного развития корпоративных компьютерных Телекоммуникационных сетей, современных мультимедийных средств и средств автоматизации.

Возникновение всемирной компьютерной сети открыло возможность использования информационных ресурсов и интеллектуального потенциала практически любого предприятия. Использовать открывшиеся возможности это, наверно, самая актуальная задача всех телекоммуникаций.

Это вызвано рядом причин, основными среди которых можно назвать следующие:

- невозможность отрываться от производственного или иного процесса; стремление минимизировать материальные затраты на коммуникации, автоматизацию и управление.

Особую популярность это приобрело в странах, характеризующихся:

- значительными территориями; невысоким уровнем жизни; неустойчивым экономическим положением;

- наличием высокого уровня неудовлетворенного спроса на традиционные телекоммуникации.

Все эти факторы в той или иной степени относятся к Иордании, а иногда и к России.

Анализ опыта исследований и разработок европейских, американских и российских коллег показывает, что во многих странах мира уже много лет успешно развивается технологии, позволяющие, в частности, использовать Интернет для телекоммуникаций предприятий.

Очевидно, что на начальных этапах внедрения в Иордании компьютерных телекоммуникаций, могут возникнуть существенные трудности и помехи, среди которых:

- недостаточно насыщенный компьютерный парк учреждений и индивидуальных пользователей (а, часто и устаревший, без возможностей обновления);

- недостаточное развитие компьютерных телекоммуникационных сетей, их нестабильность;

- недостаточная компьютерная грамотность и информационная культура населения, что создает дополнительные психологические барьеры в развитии передовых телекоммуникаций.

В настоящее время на рынке представлено достаточно большое число программных продуктов, предназначенных для осуществления информационного и программного обеспечения телекоммуникационных сетей. Однако большая их часть не удовлетворяет критериям, предъявляемым к ним с точки зрения защиты информации от несанкционированного доступа.

Другим важным фактором, сказывающимся на сложности непосредственного использования предлагаемого программного обеспечения, является необходимость адаптации функциональных возможностей приобретаемого продукта.

Поэтому разработка информационно-программной среды, учитывающей требования современных иорданских предприятий и государственных сетей, а также особенности состояния сетевых коммуникаций в ее регионах, представляется чрезвычайно актуальной в современных условиях.

Объект исследования - системы телекоммуникаций предприятий в задачах государственных сетей Иордании с малыми скоростями и ёмкостями с использованием синтеза маршрутизаторов и малоразрядных кодов и защита сетей с ними от несанкционированного доступа к информации.

Предметом исследования - является разработка методик и алгоритмов обеспечения защиты информации от несанкционированного доступа в корпоративные и государственные сети Иордании.

Цель работы - решение научно-технической задачи, связанной с созданием комплекса методик для повышения помехозащищенности связи и разработка методик и средств по обеспечению информационной безопасности систем связи и оценки их эффективности.

Для достижения указанной цели в диссертации требуется сформулировать и решить следующие задачи:

1. Выполнить оценку требований к структуре телекоммуникационных сетей предприятий и функциональным возможностям отдельных ее компонентов.

2. Рассмотреть и разработать принципы и методы поиска технических устройств несанкционированного доступа к информации, которые могут быть реализованы при ограниченных возможностях предприятий в рамках государственных сетей Иордании.

3. Разработать методику расчёта эффективности мероприятий по защите от несанкционированного доступа и оценить эффективность информационного канала с учетом защитных мероприятий.

4. Оценить показатели надежности, и уровень технического состояния защищаемого канала.

5. Разработать методики оценки государственных сетей Иордании, использующих итеративные малоразрядные коды.

Методы исследования. При решении поставленных задач использован аппарат математического анализа, теории вероятностей и случайных процессов, теории надежности, теории нелинейных динамических систем, вычислительной математики и программирования.

Основные теоретические результаты проверены путем расчетов и в ходе испытаний и эксплуатации корпоративных систем связи и защите их от несанкционированного доступа к информации.

Научная новизна работы заключается в следующем:

1. Разработаны методики и алгоритмы минимизация маршрутизаторов на этапе проектирования для конкретных предприятий и оценена целесообразность проведения защитных мероприятий с помощью наших расчётных методик..

2. Предложена методика расчета сетей и защиты информации в них и проведен синтез пользовательской структуры для информационной защиты сети для государственных сетей Иордании на основе теорий надежности и Марковских цепей.

3. Проведены математическое моделирование и практические исследования предложенных структур защиты информации в корпоративной системе связи и обосновано употребление кодов с малой разрядностью и рассчитана достоверность функционирования отказоустойчивого запоминающего устройств при информационной защите с итеративным кодом.

4. Разработан алгоритм определения состава комплекса средств защиты информации в корпоративной информационной телекоммуникационной сети (КИТС) для Иордании.

Практическая значимость работы заключается в следующем:

1. Разработаны методики и алгоритмы минимизации маршрутизаторов на

этапе проектирования, что позволяет уменьшить аппаратные затраты более чем в 2 раза и сократить время проектирования сетей.

2. Предложены методики выбора контролируемых параметров по максимальным значениям (с учетом защиты канала), разработан алгоритм и программа по выбору контролируемых параметров по заданному коэффициенту готовности и проведен выбор контролируемых параметров по максимальному значению вероятности безотказной работы после проведения диагностики с оценкой оптимального времени между проведением функциональных проверок информационного канала.

3. Определен выигрыш во времени использования канала за счет уменьшения числа ошибок при отыскании проникновений и защите канала и рассчитан выигрыш во времени (в конкретных внедрениях улучшение составило 70%).

4. Доказано, что использование итеративных кодов с малой разрядностью позволяет улучшить информационную защиту (уменьшить количество попыток несанкционированного доступа в сети) в 2-10 раз при ограниченных возможностях запоминающих устройств.

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**COGNITIVE CHARACTERISTICS OF ENGLISH SCIENCE FICTION
TEXTS (Science fiction and genre theory)**

Djaborov Dilrux Zufarovich

Master's degree in the department of foreign languages

Jizzakh state pedagogical university

Abstract: Science fiction is a relatively young branch of modern humanitarian knowledge, formed in the middle of the XX century. Currently, science fiction is an extensive network of interdisciplinary studies examining the functioning and poetics of fantasy literature, cinema, video games, comics, etc. The search for one's own genre identity – one of the key areas of both academic literary studies and science fiction – is being developed within the framework of genre studies. It historically distinguishes three main approaches: essentialist, structural, and pragmatic. None of them can be called universal, each has its limitations. The first two directions are already traditional for Russian and Western philology, genre pragmatics is a young branch of literary studies, the methodological foundation of which is found in related humanities disciplines: sociology, sociology of literature, cultural studies, and discursology. Their appeal to them allows scientists to solve the basic problems of theoretical poetics, in particular the problem of the genesis of the literary genre. The article proposes to trace the dynamics of the development of genre studies from essentialism to genre pragmatics.

Keywords: science fiction, genre studies, literary genre, essentialist approach, structural approach, pragmatic approach, discursology, marxism, cultural history

Science fiction is a young director of modern humanitarian knowledge, the object of study of which is fantastic literature (science fiction, fantasy, horror novels, etc.), cinema, video games, comics, architecture, sculpture, etc. Science fiction has been most actively studied from the standpoint of Marxist criticism.

It was this methodology that gave rise to a significant number of survey historiographical studies of the genre, and also provided modern scientists with a body of valuable private observations. The origin and development of Russian science fiction are associated with the works of E.P. Brandi's "Jules Verne and the development of the science fiction novel" (1955), G.I. Gurevich's "The Map of the Fantasy Land" (1967), B.V. Lyapunov "In the World of Dreams" (1969), A.F. Britikov "Russian Soviet science fiction novel" (1970), Yu.I. Kagarlitsky "What is this fiction?" (1974), V.I. Bugrova "In search of Tomorrow" (1981). All of these works, with the exception, perhaps, of Kagarlitsky's book, which is similar in spirit to the structuralist methodology, are made in line with the Soviet literary school. In the English-speaking tradition, the formation of science fiction studies is associated with the birth of specialized scientific journals, the first of which – "Extrapolation" - appeared already in the late 50s, and in 1973 scientists D. Suvin and R.D. Mullen opened the journal "Science Fiction Studies". The leading ideologist of the publication, D. Suvin, a representative of the Marxist direction of literary criticism, largely determined the ideological vector of the entire journal. Despite this, the list of authors of the publication was compiled by scientists representing other methodologies, directions, and schools.

Within the framework of the cultural history of science fiction, literary texts are interpreted through their ability to reflect and refract external socio-political and ideological situations, as well as serve as a means of evaluation and criticism from specific ideological positions [1]. Marxism has also developed several separate thematic areas (gender studies of science fiction, feminist criticism, queer studies, etc.), which in their extreme forms lose their analytical focus and become normative and even regulatory. In academic genre studies, there are three historically alternating paradigms: essentialist, structural, and pragmatic [2]. At the beginning of the XIX century, when, thanks to the works of the German philosopher's brothers Schlegel and Hegel, the separation of normative rhetoric and the theory of literature proper (historical and theoretical

poetics) took place, the genre category stood out as a basic tool for interpreting literature, studying its genesis and evolution. Conventionally, three approaches correspond to three levels of language grammar: syntax (essentialism), semantics (structuralism), and pragmatics (pragmatic or communicative approach). The first two is the most influential and well-developed in modern literary studies, while the pragmatic direction is a relatively new branch of genre research. Science fiction in the aspect of genre studies deals with the study of the history of the formation and development of fantasy genres, in particular science fiction. Its development took place in line with the three designated approaches; at the same time, each of them was first formed under the influence of Marxism, and then diligently overcame it already taking into account achievements in the field of cultural studies and sociology.

The history of science fiction in line with existentialism is considered a search for a universal definition of the genre. P. Kincaid eloquently writes: "At the beginning of everything lies the definition. The way we understand science fiction determines the search for its origins. Moreover, the moment at which we place the beginning of a genre inevitably affects the perception of its history, which, in turn, also affects the understanding of the genre. This is a Mobius loop: the definition affects the perception of the origins of the genre, which, in turn, affects the definition" [3]. The classical definition of the genre of science fiction was proposed by D. Suvin: science fiction is "a literary genre, the necessary and sufficient condition for which is the simultaneous presence of detachment and cognition, and the main technique is the image of an invented world alternative to the environment surrounding the author" [4]

1. In the proposed definition, the scientist presents the genre as a combination and interaction of two components:

- 1) cognitive detachment of the reader;
- 2) the effect of the reader's surprise in the face of a technical novelty or innovation ("novum").

The first component of the science fiction genre - cognitive detachment – is both descriptive and evaluative. The evaluation of the definition of Suvin is that it excludes from the number of science fiction many works that traditionally belong to the genre of science fiction, denying them cognition. So, the effect of cognitive detachment will not be found, for example, in novels published in cheap mass science fiction magazines, or the films "Star Wars" and "Star Trek". However, intuitively, the belonging of these works to the genre of science fiction is undeniable. The concept of "exclusion" D. Suvin borrows from V.B. Shklovsky – a representative of the Russian formal school – and B. Brecht² and understands it as an artistic effect that forces the reader to see the familiar empirical reality in an alienated, new way. Cognitive exclusion, according to the theorist, has cognitive value, since it performs the function of a kind of scientific modeling – extrapolation of a certain technical invention (possible within the framework of modern technological progress) into the future to detect its strengths and weaknesses, as well as the consequences of its introduction into life. This ability of science fiction to perform the function of a thought experiment noticeably distinguishes it from other forms of art writing and indicates its special pragmatic (applied, not aesthetic) value. Similarly, the Soviet researcher A.F. Britikov spoke about the predictive functions of science fiction. If a model of social forecasting was developed within the framework of Marxist ideology, then science fiction, according to the scientist, carries out a technological forecast [5].

Such reflections are not only a tribute to the prevailing scientific rhetoric but represent an effective methodological apparatus. Modern researchers talk about the pragmatic (to the extent that it is informative) purpose of science fiction. I.V. Golovacheva sees the pragmatics of science fiction in its ability to "bring the reader into a state of "absence of amazement", without removing the effect of the presence of the "wonderful" 3 (the marvelous). The "miraculous", while remaining such, receives in SF⁴ a "scientific" (scientific and paranientific), but in any case a rational explanation" [6]. And Chicherironai Jr.

describes the cognitive goal of science fiction as "the reader's achievement of a new rational understanding of the social conditions of existence" [7].

Describing the evolution of the genre from these positions, scientists tend, on the one hand, to consider science fiction as a representation of external socio-political and ideological changes, and on the other hand, based on general content and structural characteristics, to arrange texts in syntactic rows. A. Roberts, the author of one of the most significant studies in this direction, *The History of Science Fiction* (2005), argues that the genre as a whole arose at the break of two ideological paradigms: Protestant rational post-Copernican consciousness and Catholic theology and mysticism [8].

Starting from this initial position, the scientist builds a chain of texts representing the genre, and Roberts discovers the cultural roots of science fiction in the literature of Antiquity. It should be noted that the essentialist approach has not yet been directly rejected by modern readers, but is seriously criticized. In particular, essentialism is reproached for turning the actual history of the genre into lists of names of texts [9]. In line with essentialism, many of the most significant works in the history of science fiction have been performed: "New Maps of Hell" by K. Amis (1960), and "Explorers of the Infinite". Moskowitz (1963), "Picnic for a Billion Years" by B. Aldiss (1973), "Science Fiction before 1900" by P. Olkon (2002), "Science Fiction: The Early Years" by E. and R. Bleyer (1990), "The Scientific Novel in Britain, 1890-1950" by B. Stableford (1985). The main achievement and merit of essentialism are that it helped legitimize the genre of science fiction, bring it out of the literary "ghetto" and make it part of the general cultural world context. In the Russian and English-speaking traditions of science fiction, this task was solved in different ways. In the English-speaking world, for a long time it was generally accepted that science fiction originated in the USA in the 20s of the XX century on the pages of cheap literary magazines, that is, it was a genre of popular literature unworthy of the close attention of serious scientists. Essentialism, which connects the history of science fiction with the history of realistic ("mimetic") literature, has

found typological similarities between them and the commonality of the main lines of development. In Russia, since the 30s, science fiction has been discredited because of its apparent uselessness, and impracticality, and therefore the apologists of the genre have attempted to describe and prove its predictive (or pragmatic) capabilities. At the same time, within the framework of Marxist essentialism, the value of science fiction and its right to its history is justified only by the similarities with the samples of realistic literature. As a result, science fiction loses its genre specificity.

Thus, we have presented the characteristics of three relevant approaches in genre science: essentialist, structural, and pragmatic. Essentialist and structural directions are well developed and actively used by modern scientists, pragmatic, on the contrary, is a new branch of research. The ideologically pragmatic approach is interdisciplinary: it borrows methods of analysis simultaneously from philology, sociology, sociology of literature, and cultural studies. The concept of community, or discursive community, valuable for genre pragmatics, which is productively used in sociology, rarely becomes an object of analysis within the framework of classical philology, which traditionally works with an individual reader – explicit or implicit. Nevertheless, this category is useful for studying the dynamic, historically, and contextually determined nature of genres, especially genres of popular literature, which includes science fiction.

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ВИДЫ ТРАВМ

*Каримова Гульчехра Турсуновна,
Андижан во имя Абу Али ибн Сины
преподаватель санитарного техникума*

Аннотация *Повреждением, или травмой, называют воздействие на организм человека внешнего фактора (механического, физического, химического, радиоактивного, рентгеновских лучей, электричества и др.), нарушающего строение и целостность тканей, и нормальное течение физиологических процессов. В зависимости от характера травмируемой ткани различают кожные (ушибы, раны), подкожные (разрывы связок, переломы костей и пр.) и полостные (ушибы кровоизлияния, ранения груди, живота, суставов) повреждения.*

Ключевые слова: *травматология, травма, compressio, vulnus, luxatio, fractura ossis, contusio*

Травматология - наука о повреждениях органов и тканей человека. Она занимается изучением травматизма, его профилактикой, организацией травматологической помощи и лечением травм опорно-двигательной системы.

Травма, или повреждение, - это внезапное воздействие факторов внешней среды (механических, термических, химических и др.) на ткани, органы или организм в целом, приводящее к анатомо-физиологическим изменениям, сопровождающимся местной и общей реакцией организма.

Повреждения в зависимости от приложения силы делятся на прямые и непрямые. Они бывают изолированными - с повреждением одного анатомо-функционального образования опорно-двигательного аппарата; множественными - с повреждением двух и более анатомо-функциональных образований или повреждением сосудов и нервов в различных сегментах конечностей; со-четанными - повреждения

внутренних органов в различных полостях с травмой опорно-двигательной системы - и комбинированными - одновременное наличие у пострадавшего двух этиологически разнородных повреждений (например, перелом плечевой кости и ожоги тела).

Механический фактор может проявляться в виде давления, растяжения, разрыва, скручивающего момента приложения силы или противоудара. При этом сила воздействия внешнего фактора на ткани и органы прямо пропорциональна направлению (прямо или под углом), скорости и продолжительности воздействия, что приводит к различной степени тяжести травмы. К наиболее частым повреждениям относятся ушибы, раны, вывихи, переломы костей, отрывы конечностей, ожоги, отморожения, электротравмы и др.

К **ушибам** (*contusio*) относятся механические повреждения тканей или органов, чаще без нарушения целостности кожи. При этом разрушается подкожная жировая клетчатка и возникают кровоизлияния с нарушением артериального, венозного кровообращения и лимфотока. Возникают отек мягких тканей, повышение местной температуры, покраснение кожи (реактивная гиперемия). При ушибах в области конечностей с вовлечением мышц, сухожильно-связочного аппарата, суставов нарушается опорно-двигательная функция, при ушибах органов (сердца, легкого, головного мозга и др.) нарушаются функции, специфичные для этих органов. Тяжесть ушиба зависит от силы внешнего воздействия и локализации поврежденных тканей и органов.

Сдавление (*compressio*) - повреждение органов или тканей, вызванное давлением извне или со стороны соседних органов или тканей. Серьезную опасность для жизни представляет сдавление головного мозга (гематома, отек, опухоль), сердца (гемоперикард), легких (гемоторакс, пневмоторакс). В отдельную нозологическую группу выделено длительное сдавление мягких тканей конечностей, реже - туловища, при этом

возникает синдром длительного сдавления (раздавливания), или краш-синдром. В его развитии основную роль игра-

ет травматический токсикоз, вызванный продуктами распада и нарушенного обмена сдавленных или размозженных мягких тканей.

Усугубляет тяжесть состояния пострадавших развитие острой почечной недостаточности.

Рана (*vulnus*) - любое нарушение целостности кожи или слизистых оболочек под влиянием внешнего механического воздействия или внутреннего воздействия - отломком кости. Различают поверхностные раны и глубокие - с повреждением крупных сосудов, нервов, внутренних органов.

Вывих (*luxatio*) - полное разъединение суставных концов костей, при подвывихе сохраняется частичное соприкосновение суставных поверхностей, но с деформацией контуров сустава и суставной щели (избыточное расширение, неравномерное сужение и т. д.). Различают переломовывих (внутрисуставной перелом вывихнутого конца кости) и вывих кости с внесуставным переломом. Вывихнутой считается дистально расположенная кость. Вывих считается свежим до 3 сут с момента травмы, несвежим - до 3 нед., застарелым - более 3 нед. По этиологическому признаку вывихи делят на травматические, привычные, врожденные и патологические. *Травматические* вывихи возникают чаще при непрямой травме с форсированным насильственным движением в суставе, превышающем амплитуду его нормальных движений. *Привычный* вывих возникает в основном в плечевом суставе после недолеченного или неправильно леченного первичного травматического вывиха. Повторные вывихи могут возникать с различной частотой вследствие минимальных внешних насильственных воздействий и даже обычных движений в суставе с большой амплитудой. *Врожденный* вывих формируется в результате дисплазии (недоразвития) сустава. Преимущественное поражение тазобедренного сустава было и остается серьезной

ортопедической проблемой. *Патологический* вывих есть результат разрушения сустава каким-либо патологическим процессом (артроз, туберкулез, остеомиелит, опухоль).

Переломом (*fractura ossis*) называется повреждение кости с нарушением ее целостности. Большинство переломов возникают под воздействием механической силы, превышающей прочность нормальной кости. Реже перелом происходит от незначительных усилий (от веса конечности, тела) и считается патологическим (в области опухоли, кисты, воспалительного процесса). Чаще переломы бывают закрытыми, реже (1:10) - открытыми (область перелома сообщается с раной). Если рана возникла от внешнего насилия, то перелом считается первично-открытым. Если кожа перфорирована отломком (осколком) кости изнутри, то перелом считается вторично-открытым. Это деление имеет принципиальное значение, так как при первично-открытом переломе разрушения мягких тканей и микробная агрессия могут существенно повлиять на хирургическую тактику и метод лечения перелома.

Травматизм - социальное явление, в результате которого отдельные группы жителей, находящиеся в одинаковых условиях труда и быта, получают травмы. Различают следующие виды травматизма.

I. Производственный травматизм. 1. Промышленный.

2. Сельскохозяйственный. II. Непроизводственный травматизм.

1. Бытовой.

2. Уличный:

а) транспортный;

б) нетранспортный.

3. Спортивный.

III. Умышленный травматизм (убийство, самоубийство, членовредительство).

IV. Военный травматизм.

V. Детский травматизм.

1. Родовой.
2. Бытовой.
3. Уличный.
4. Школьный.
5. Спортивный.
6. Прочие несчастные случаи.

Производственная травма возникает в результате несчастного случая на производстве при воздействии на рабочих различных производственных факторов. Все работники подлежат обязательному социальному страхованию от несчастных случаев и профессиональных заболеваний.

Причины несчастных случаев на производстве разделяются на объективные и субъективные. К *объективным причинам* условно относят технические и санитарно-гигиенические, к *субъективным* - организационные и психофизиологические.

К *техническим причинам* относятся неисправность оборудования; несогласованное включение электроэнергии и других энергоисточников; отсутствие ограждения опасной зоны и др.

К *санитарно-гигиеническим причинам* относятся плохое освещение; загрязнение воздуха; повышенная радиация и др.

Организационными причинами являются неправильная организация труда; некачественный инструктаж по вопросам охраны труда; допуск неквалифицированных рабочих к работам повышенной опасности.

Психологическими причинами являются усталость и невнимательность при монотонном труде; ослабление самоконтроля; самонадеянность; неоправданный, непромерный риск.

До 80 % аварий происходит в связи с ошибочными или запоздалыми действиями работников. Основной причиной аварий и травматизма является фактор риска. Риск бывает правомерным (допустимым) и непромерным (недопустимым).

Расследование и учет несчастных случаев. Расследованию подлежат все несчастные случаи, которые произошли на производстве:

- во время выполнения трудовых обязанностей, а также действия в интересах предприятия без поручения работодателя;

- на рабочем месте, на территории предприятия или в другом месте работы на протяжении рабочего времени, включая установленные перерывы;

- во время приведения в порядок орудия производства, одежды перед началом или после окончания работы, а также для личной гигиены;

- во время пути на работу или с работы, в том числе на собственном транспорте, используемом в интересах производства;

- во время аварий (пожар, взрыв, обвал) и их ликвидации на производственных объектах.

О несчастном случае, вследствие которого работник, согласно медицинскому заключению, утратил работоспособность на один день и более или возникла необходимость перевести его на другую, более легкую работу сроком не менее чем на один день, составляется акт по форме Н-1.

Руководитель предприятия, получив сообщение о несчастном случае, приказом назначает комиссию по расследованию в следующем составе: руководитель (специалист) службы охраны труда (председатель комиссии), руководитель структурного подразделения или главный специалист, представитель профсоюзной организации, специалист санэпиднадзора (острые отравления), уполномоченный трудового коллектива по вопросам охраны труда.

Владелец предприятия в течение суток утверждает пять экземпляров акта по форме Н-1. Один экземпляр акта Н-1 вместе с материалами расследования хранится в течение 45 лет на предприятии, где несчастный случай взят на учет. Копии акта сохраняются до осуществления всех мер по устранению и профилактике опасного производственного фактора.

Борьба с травматизмом обычно осуществляется по трем направлениям:

- 1) профилактика;
- 2) организация травматологической помощи;
- 3) квалифицированное и специализированное лечение.

Эта проблема до сих пор остается одной из наиболее острых проблем в травматологии, так как травмы ежегодно уносят значительное число человеческих жизней, превращают еще большее число пострадавших в инвалидов и тем самым наносят громадный моральный и материальный ущерб государству.

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**ИННОВАЦИОННЫЕ ПЕРЕДОВЫЕ ОПЫТЫ ПРЕПОДАВАНИЯ
ПРЕДМЕТА “ФИЗИОЛОГИЯ”**

*Абдуллаева Сабохон Азатовна - ассистент кафедры Физиология
Узбекский Государственный Университет физической культуры и
спорта, г. Чирчик, Узбекистан*

*Номозова Гулноза Инатуллаевна - ассистент кафедры Физиология
Узбекский Государственный Университет физической культуры и
спорта, г. Чирчик, Узбекистан*

Аннотация. Одной из главных задач вуза на современном этапе является получение не только знаний и умений, но и раскрытие способностей каждого студента, воспитание личности, которая всегда будет готова к жизни в высокотехнологичном, конкурентном мире. Условием реформирования рынка труда являются социально-экономические преобразования, происходящие в современном мире в различных сферах общества. Они тесно связаны с решением проблем адаптации выпускников вузов к современным условиям их профессиональной деятельности. Эти реформы влияют на образовательный процесс современного вуза.

Ключевые слова. Инновационные методы, модульное обучение, тьюториалы, персонализированное, бригадно-индивидуальное обучение

На сегодняшний день от выпускников высших учебных заведений требуется новое профессиональное мышление, гибкость мышления, осведомленность, терпеливость, толерантность, глубокий анализ получаемой информации, выделение истинного и ложного и др. В связи с этим появляется потребность в формировании условий для развития

критического мышления студентов вуза, являющейся неразделимой частью их профессиональной компетентности [1,3,4].

В зависимости от индивидуальных познавательных особенностей студентов преподаватели зарубежной высшей педагогической школы используют следующие технологии обучения:

- модульное обучение,
- персонализированное обучение,
- тьюторскую систему обучения (тьюториалы),
- бригадно-индивидуальное обучение.

Модульное обучение. Имеет четкую организацию процесса самообразования и групповых занятий. Заключается в том, что студенту предоставляется возможность самостоятельно работать с индивидуальной программой, включающей план действий, банк информации и методическое руководство по достижению целей. Педагог выполняет различные функции: от информационно-контролирующих до консультационно-координирующих. Содержание обучения представлено в виде отдельных учебных пакетов. Студент может самостоятельно комбинировать набор модулей в зависимости от своего индивидуального плана [5,6].

Принципы модульного обучения:

- динамичность, действенность и оперативность знаний;
- гибкость в организации процесса учебной деятельности;
- осознанность перспективы в достижении целей;
- разнообразие методического консультирования;
- паритетность отношений между преподавателем и студентом

[2,3].

Обучающий модуль представляет собой интеграцию различных курсов или учебных тем в структуре одной дисциплины, подчиненных общей учебной цели и поэтапным задачам ее достижения. В модуле формулируются учебные цели и задачи, варианты их поэтапного

достижения; излагаются основные моменты учебного материала, его сущность; предлагаются пояснения к его усвоению на нескольких уровнях сложности; даются рекомендации для дополнительного углубления и расширения изучаемого материала; к каждому блоку материала прилагается список литературных источников; предлагаются теоретические и практические задания (некоторые из них на выбор студента); организуется индивидуализированная обратная связь. Входной контроль, определяя готовность студента к усвоению представленного в модуле материала, позволяет сформулировать рекомендации для организации его последующей учебной деятельности. Промежуточный контроль дает возможность самоконтроля и коррекции учебной деятельности в ходе работы по модулю. Обобщающий контроль также индивидуализирован в зависимости от программы изучения данного модуля и особенностей студента.

Персонализированное обучение (Personal System Instruction) - самостоятельное выполнение студентом работы в индивидуальном темпе по специально подготовленным печатным материалам. Самообучение сопровождается просмотром кинофильмов, диапозитивов, прослушиванием фонограмм, выполнением лабораторных упражнений. Студенты по мере необходимости выборочно посещают лекции, практические или тьюторские занятия (в ряде случаев студенты-старшекурсники являются репетиторами своих младших коллег). Переход к последующему учебному разделу допускается лишь после изучения предшествующего, усвоение которого проверяется путем обычных или тестовых испытаний, а также с помощью технических средств (иногда применяется самооценка или групповая оценка усвоения знаний). Самостоятельная работа сопровождается еженедельными встречами студентов в группе и письменными отчетами.

Суть персонализированного обучения заключается в том, что материал курса разбивается на порции, каждая из которых содержит

подлежащую изучению информацию: примеры и задачи, вопросы для самопроверки, а также необходимые методические указания. Студент самостоятельно изучает материал и, когда сочтет, что овладел данной порцией в совершенстве, обращается к преподавателю и получает «тест готовности». Разрешение на переход к изучению следующей части учебного материала возможно лишь после получения высокой оценки за предыдущую порцию. Изучение курса обычно сопровождается лекциями, но посещение их необязательно. После прохождения всего программного материала по данному предмету студенту выставляют общую оценку.

Тьюторская система обучения (тью-ториалы) - регулярные индивидуально групповые занятия преподавателя-тьютора с несколькими прикрепленными к нему на весь период обучения студентами.

Тьютора следует рассматривать, прежде всего, как наставника. Он наблюдает за успеваемостью и формированием личности студента в процессе его обучения. В традиционной структуре тьюториала выделяют три различные функции. Так, director of studies отвечает за учебу студентов в целом, moral tutor - за их «моральный облик», tutor курирует учебу отдельного студента в течение триместра или учебного года. В Оксфорде эти функции выполняет одно и то же лицо. В Кембридже и в других университетах тьютор ведет практические занятия со студентами и называется supervisor. В его обязанности входит также контроль за успеваемостью студентов, их отношением к учебе, формированием навыков самостоятельной работы [3,7,8].

Бригадно-индивидуальное обучение

- индивидуализированное обучение в малых группах, когда значительное количество отстающих не позволяет преподавать материал всей академической группе одновременно. Данная технология обучения характеризуется жесткой целевой ориентацией.

Принципы бригадно-индивидуального обучения:

- *совершенство в обучении* - овладение каждым студентом

учебным материалом в совершенстве независимо от способностей и достижение таким образом поставленной цели. Более общие требования, вытекающие изданного принципа:

- осознание студентами поставленной цели обучения;
- обеспечение студентов методическими рекомендациями по организации самостоятельной учебной деятельности;
- организация включенности студента в учебный процесс;
- предоставление студентам, имеющим более низкий исходный уровень, дополнительных возможностей;
- *постоянный прогресс в обучении (Continuous Progress)* - гибкость и динамичность процесса обучения.

Студенты распределяются по группам из 4-5 человек. Преподаватель подбирает группы так, чтобы их состав был максимально разнородным во всех отношениях: в группу входят юноши и девушки, хорошо, средне и слабо успевающие, а также (при соответствующих условиях) студенты разного этнического происхождения. Учебный материал разбит на программированные порции-разделы, члены подгруппы работают над различными разделами. Каждый студент прорабатывает материал раздела в собственном темпе в следующей последовательности:

- 1) ознакомление с составленным преподавателем руководством по овладению тем или иным умением;
- 2) проработка серии рабочих планов, каждый из которых посвящен овладению отдельными навыками - компонентами данного умения;
- 3) самостоятельная проверка владения данным умением;
- 4) заключительный тест (placement test).

Члены бригады работают парами, проверяя друг у друга выполнение контрольных заданий по 100-балльной шкале. Если студент добивается 80-процентного или более высокого результата в режиме

самостоятельной работы и взаимопроверки, он проходит заключительный тест по данному умению. Его проводит назначенный преподавателем хорошо успевающий студент (student monitor). К концу каждой недели, исходя из результатов заключительных проверочных работ (тестовых показателей каждого участника и количества тестов, пройденных им за неделю), подводятся итоги работы бригад, составляются бригадные показатели.

В нашем Университете на кафедре “Физиология” используются инновационные педагогические технологии в преподавание студентов, как модульное обучение, кейс –стади, метод проектирование, проблемно-модульное обучение. Эти методы формируют у студентов критическое мышление. Критическое мышление – тот тип мышления, который помогает, критически относиться к любым утверждениям, не принимать ничего на веру без доказательств, но быть при этом открытым новым идеям, методам. Критическое мышление – необходимое условие свободы выбора, качества прогноза, ответственности за собственные решения. Таким образом, в вузе технология обучения педагогических процедур, последовательность операций и действий, составляющих в совокупности педагогическую систему, реализация которой в педагогической практике приводит к достижению конкретных целей обучения и воспитания.

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**ИЗУЧЕНИЯ ФИЗИЧЕСКОГО РАЗВИТИЯ УЧАЩИХСЯ
ПОДРОСТКОВ**

Обзор

Хайдаров Шохрух Тулкин угли,

ассистент кафедры Физиология

Узбекский Государственный Университет физической культуры и

спорта, г. Чирчик, Узбекистан

Асатиллаев Жахонгир Нематжон угли

ассистент кафедры Физиология

Узбекский Государственный Университет физической культуры и

спорта, г. Чирчик, Узбекистан

Сиддикова Мафтунабону Алишер кизи

ассистент кафедры Физиология

Узбекский Государственный Университет физической культуры и

спорта, г. Чирчик, Узбекистан

Аннотация. Важную роль в сохранении здоровья индивидуума играет физическое развитие. Отклонения от его нормального уровня могут скрывать различные заболевания. Недооценка этих отклонений может сказаться на состоянии здоровья подростков не только во время профессионального обучения но и в дальнейшей трудовой деятельности. Своевременное выявление отклонений в физическом развитии подростков и их коррекция повышают уровень здоровья взрослого населения.

Ключевые слова. Физическое развитие, подростки, условия обучения

Изучение состояния здоровья подростков, помимо определения уровня физического развития, включает исследование деятельности ведущих систем организма, особенности функционального и психофизического развития. Физическое развитие детей и подростков отра-

жает уровень здоровья популяции и является надежным информационным показателем санитарно-эпидемиологического благополучия населения. Большинство авторов, изучивших различия в размерах тела детей в Российской Федерации связанные с территориальными факторами, относят физическое развитие к прямым показателям здоровья [8,9,12].

Уровень и динамика физического развития тесно связаны с социально-экономическими и гигиеническими условиями жизни детей и подростков [1,2,7]. Выявлено, что в РФ 24,9% учащихся имеют нарушения физического развития. Среди школьников с негармоничным развитием преобладают дети с дефицитом массы тела (35%) и задержкой физического развития (40,2%). Отклонения в физическом развитии чаще наблюдаются среди учащихся профильных классов ($P < 0,05$) [6].

Показатели физического развития детей и подростков тесно связаны с условиями воспитания и обучения: качеством питания, физической культуры, экологическими факторами. Одним из важнейших направлений фундаментальных исследований в области экологии человека и гигиены окружающей среды является изучение влияния социально-гигиенических факторов на состояние здоровья населения [6].

Имеющиеся данные свидетельствуют о том, что в показателях физического развития детей, принадлежащих к различным народностям, даже родившихся и проживающих в одинаковых климатических и экономических условиях, имеются различия, так как биологические признаки, к которым относятся показатели физического развития, тип телосложения, пропорции тела и другие особенности, обнаруживают некоторое своеобразие [9].

В РФ и РУз изучено состояние физического развития и здоровья учащихся школ и училищ профтехобразования в возрасте 14-17 лет на фоне качественно различного питания. На фоне фактического питания (недостаточное содержания белков животного происхождения,

незаменимых аминокислот, витаминов и кальция) 22% подростков были развиты дисгармонично [3].

Современная методическая база физического воспитания и двигательных режимов в школьных образовательных учреждениях является необходимым условием гармоничного развития детей и сохранения их здоровья.

Динамическое изучение физического развития детей, занимающихся физической культурой по экспериментальной программе, и учащихся учебно-воспитательных комплексов, занимающихся по программе начальной школы и в бассейне, выявило положительные сдвиги в соматометрических и физиометрических показателях. Однако у детей экспериментальной группы средняя прибавка антропометрических показателей была достоверно выше: массы тела почти в 4 раза, экскурсии грудной клетки - в 12 раз, жизненной емкости легких в 2 раза, мышечной силы кистей рук - в 7 раз [9].

Изучены показатели здоровья 330 подростков мужского пола в возрасте 14-17 лет, проживающих вблизи от предприятий нефтеперерабатывающей промышленности. Исследование показало, что большая часть подростков имела отклонения в физическом развитии и относилась ко II группе здоровья – (29,0%). Кроме того, у 20 % установлены астенический и гипертонический типы реакции на дозированную физическую нагрузку; этому способствовали неблагоприятные экологические условия проживания, недостаточное питание и низкая физическая активность [8].

За 20-летний период наблюдения (60 – 80-е годы) с 82,8 до 79,8 % уменьшилось число юношей с нормальным соотношением роста тела с избыточной массой тела (с 10,2 до 6,6 %), в то же время возросло (с 7,0 до 13,6 %) число юношей с низкой массой тела. В 90-е годы увеличивается (на 6,4 %) число подростков, имеющих низкую массу тела. Наряду с уменьшением параметров роста и массы тела отмечается снижение

абсолютных значений физического развития и функциональных возможностей организма [13,15].

Около 40% молодежи призывного возраста по уровню физического и психического развития не в состоянии адаптироваться к нагрузкам военной службы [5].

Анализ физического развития учащихся в учебных заведениях разного типа выявил увеличение числа детей с гармоничным физическим развитием, а также уменьшение числа детей с дисгармоничным физическим развитием. В то же время в классической гимназии на 3% уменьшилось число детей с гармоничным развитием и на 12% увеличилось число учащихся с резко дисгармоничным развитием [3,15,16].

В Республике Узбекистан проводилось изучение особенностей роста и развития детей 7—17-летнего возраста. Установлено, что у школьников, проживающих в областных городах и сельских районах республики, выявленная в 1960—1980 гг. акселерация физического развития детей школьного возраста в 1990—2000 гг. практически приостановилась, и даже выявлено уменьшение значений соматометрических показателей [13,16].

Здоровье является важным условием гармоничного физического развития школьников. Весьма спорным является вопрос о приоритете между физическим развитием, состоянием здоровья и заболеваемостью.

Хронические заболевания, зачастую являющиеся причиной различных нарушений физического развития, особенно у детей и подростков, приводят к уменьшению размеров тела, дефектам опорно-двигательного аппарата (нарушению осанки, формы грудной клетки, ног, стоп). В то же время благоприятные социально-экономические и санитарно-гигиенические условия жизни улучшают физическое развитие, снижают заболеваемость детей и подростков. Основными причинами, негативно влияющими на состояние здоровья людей, в том числе детей и подростков являются снижение уровня жизни значительной части населения, стрессовые нагрузки, снижение общего уровня культуры, в том числе санитарно-гигиенической,

распространение вредных привычек, нездоровый образ жизни. К увеличению заболеваний приводят также неблагоприятная экологическая обстановка, загрязнение атмосферного воздуха [3,6,17,18].

Значительная часть населения, особенно в крупных городах, находится под воздействием повышенных по сравнению с гигиеническими нормативами концентраций вредных веществ. В результате во многих индустриальных городах по-прежнему регистрируется высокий уровень заболеваемости детей бронхиальной астмой, что является чувствительным биологическим маркером загрязнения атмосферного воздуха [4].

Сохранение здоровья и предупреждение заболеваемости подростков становятся задачами не только здравоохранения, но и образования [2,6,9,11,14].

В связи с этим важнейшей задачей здравоохранения и образования в Республике Узбекистан является изучение особенностей физического развития учащихся, связанных с региональными факторами среды обитания. Это позволит разрабатывать и реализовывать региональные программы укрепления их здоровья.

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**BOSHLANG`ICH SINIF MATEMATIKA DARSLARIDA TARIXIY
MATERIALLARDAN FOYDALANISH**

Izetaeva Gulbaxar Kewnimjaevna

Navoiy konchilik instituti "Ijtimoiy va gumanitar fanlar" kafedrasini mudiri.

Jumamuratova Zlixa NDPI magistranti

Annnotatsiya: Ushbu maqolada Boshlang`ich sinf matematika darslarida tarixiy materiallardan foydalanish metodikasi haqida yozilgan b`olib, fikr va mulohazalar ilmiy yoritib berilgan.

Kalit s`ozlar: matematika, matematik dastur, son, algebra.

Matematika kursi o`quvchilar kuchi yetadigan darajada o`quv materialini umumlashtirishni, o`rganilayotgan matematik faktlar asosida yotuvchi qonuniyatlarni tushunishni, qarab chiqilayotgan hodisalar asosida mavjud bo`lgan bog`lanishlarni tushunishni nazarda tutadi. Bu, asosan, amallarning xossalarini, ular orasidagi bor bo`lgan, mavjud bo`lgan bog`lanishlariga taaluqlidir. Nazariya amaliy o`quv va ko`nikmalarni egallashga yordam beribgina qolmay, nazariya va amaliyotning orasida matematik munosabatlarni o`rgatishga matematika o`qitish samaradorligini oshirishga o`quvchilardan yordam beruvchi asosiy vositalardan biridir [1]. Maktabning boshlang`ich sinflarida matematika sohasida dasturda nazarda tutilgan bilimlar o`quv va ko`nikmalarning ma`lum hajmini ongli ravishda va mustahkam egallab olishlari haqida gapirganda yuqoridagi fikrlarni misolga olish kerak.

Matematika mavhum tushunchalarga tayanish bilan boshqa predmetlardan farqlanadi. Uni o`qitish jarayonida raqam, son, o`lchov, fazoviy shakllar kabi tushunchalardan foydalaniladi. O`quvchilar ongiga esa ular hayotdan ajratib olingan tushunchalar sifatida ta`sir etadi. Boshlang`ich sinflarda matematika tushunchalarini hosil qilish qanday amalga oshirilishi mumkin. Ma`lumki, hayot amaliyot bilan bog`liqlik ta`limning yetakchi didaktik

tamoyillaridan biridir [2]. Shuning uchun ham o`quvchilarga hayotiy materiallar asosida tuzilgan misollarni yechish va masalalar tuzishga oid mashqlar muntazam ravishda tavsiya etiladi. Matematik tushunchalar hayotiy zaruriyatlar tufayli yuzaga kelganini bolalarga yetkazish uchun matematika tarixiga oid ba`zi ma`lumotlar bilan ularni tanishtirish, ba`zi holatlarni esa amaliyotda, dinamik harakat jarayonida o`quvchilarga ko`rsatish lozim.

Ayrim mutaxassislar matematika aniq fanlar jumlasiga kiringach yani kiradi, uni o`qitishdan maqsad, fan haqida bilim berishdir, degan g`oyani ilgari suradilar. Menimcha, har bir muallim matematika fanini o`qitishda dars jarayoni va darsdan tashqari o`tkaziladigan mashg`ulotlarda O`rta Osiyolik qomusiy olimlarning ilmiy merosidan foydalanib borsa, o`z ishiga ijodiy yondashsa, matematika darslarida ham milliy iftixor, vatanparvarlik, estetik tarbiyani amalga oshirishi mumkin [3].

Matematikaning tarixiy taraqqiyotining vujudga kelish davri ibtidoiy jamoa tuzulish davridan boshlab eramizdan oldingi VI asrlargacha bo`lgan davrni o`z ichiga oladi. Bu davrda matematika ham alohida fan sifatida o`zining predmeti va metodiga ega bo`lmay, balki matematikadan faqat ayrim faktlar to`plangan, xolos. Matematik tushuncha miqdori esa inson tajribasidan qilingan bo`lib, tajribadan ajratilgan holda mustaqil abstraktlashgan almashtirish metodi doirasiga kiritilmagan [4]. Umuman olganda, bu davr matematikasi ilmiy nazariyasiz amaliy dasturda bo`lgan. Bunda misol tajribasida qadimgi Misr, Bobil, Xitoy va hind matematikasini ko`rsatish mumkin. Eramizdan oldingi VI-V asrlardan boshlab eramizning XVII asrigacha matematika alohida fan sifatida shakllanib, o`zining predmeti va metodiga ega bo`la boshlagan davr elementlar matematikasi davridir.

XVII asrdan XIX asrning ikkinchi yarimigacha bo`lgan davr o`zgaruvchi vujudga kelgan davri bo`lib, bu davrda fransuz ismi Bene Dekart matematikaga o`zgaruvchi miqdorlarni kiritadi va Isaak Nyuton hamda Leybnitslar

differentzial va integral hisobini yaratadilar. Bu davr matematikasi Klassik oliy matematika nomi bilan ham yuritiladi.

Hozirgi zamon matematikasi davri: XIX va XX asrlarda matematik metod bilan tekshiriladigan fazoviy shakl va miqdoriy munosabatlarning hajmi nihoyatda kengayadi. Juda ko'p matematik nazariyalar va undan matematikaning yangi-yangi tajribalari vujudga keladi. Hozirgi zamon matematika fanining shunday boy mazmunga ega bo'lishi uning eng muhim majmuasini qayta qurishga olib keldi.

Ko'p xonali sonlar mavzusini o'rganishi jarayonida o'quvchilar yanada qiziq ma'lumotlarga ega bo'ladilar. Shunday qilib, matematikadan o'tilayotgan mavzuni muntazam ravishda sinfdan tashqari mashg'ulotlar bilan uyg'unlashib, birga olib borish mumkin. Tabiiyki, bolalardan tarixiy ma'lumotlarni eslab qolishni talab etish shart emas. Muhimi, ular matematika fani o'qitish bilan bog'liq ekanligini, mashg'ulotlar esa ishlatilayotgan tushunchalar real hayotdagi predmetlar voqelikni aksi ekanligini tushuntirishga erishish lozim. Shuningdek boshlang'ich sinflarda matematika to'garaklarida olib boriladi. Mashg'ulotlar davomida mavzu yuzasidan amaliy vazifalarni bajarish, qiziqarli va mantiqiy masalalarni yechish hozirjavoblik kabi o'rgatuvchi o'yinlar o'tkazish nazarda tutiladi.

Al – Xorazmiydek ulug' olimning merosi – bashariyat mulkidir. Xozirgi zamon algebrasi algoritmlar nazariyasi, fan va texnikaning ularga asoslangan sonlari katta ilmiy natijalarga erishadi. Sonlarni ustin usulda qo'shish va ayirish al – Xorazmiy asarida batafsil bayon qilingan. Bu qoidalar metodik (uslubiy) nuqtayi nazardan mukammal va o'qituvchiga ham, o'quvchiga ham tushunarli, ravon izohlangan. Masalan, al – Xorazmiy sonlarni qo'shish qoidasini shunday tushintiradi: Agar sen songa sonni qo'shmoqchi bo'lsang, ikkala sonni ikki qatorga, ya'ni birini ikkinchisining tagiga va birlar martabasini birlar martabasi tagiga qo'yib Xar bir martabani uning ustidagi o'z navidagi martabaga. Ya'ni birlarni birlarga, o'nlarni o'nlarga va hokazo [5]. Mabodo, biror martabada 10

yoki o`ndan ko`p son yig`ilgan bo`lsa, ular yuqori martabaga ko`tariladi va har bir 10 yuqori martabada 1 bo`ladi. Agar bu yuqori martabaning o`zida boshqa son bo`lsa, u 1 bilan qo`shiladi agar bu natija 10 yoki 10 dan ortiq bo`lsa, u holda har bir 10 dan 1 hosil bo`lib, yana yuqori martabaga ko`tariladi va xakozo. Agar sondan 10 kichik bo`lgan biror son qolgan bo`lsa yoki sonning o`zi 10 dan kichik bo`lsa, uni o`sha martabada qoldir. Agar sondan 10 dan kichik bo`lgan hech narsa qolmasa, martaba bo`sh qolmasligi uchun kichik doyracha (0 – nol) qo`yib qo`y, chunki u yer bo`sh bo`lib qolsa, martabalar kamayib, sen shu bilan yangilishib qolasan.

Olimning ikki sonning birini ikkinchisidan ayirishni tushintirishi nihoyatda aniq, muallimlarimiz uchun ibratlidir. Hozirgi kunda butun dunyo maktablarida sonlar ustida bajariladigan to`rtta amal (qo`shish, ayirish, ko`paytirish, bo`lish) buyuk yurtdoshimiz al-Xorazmiy qoidalari bo`yicha bajariladi.

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**BOSHLANG`ICH MAKTABLARDA TARKIBIY MASALALARNI
YECHISHNING AHAMIYATI**

Izetaeva Gulbaxar Kewnimjaevna

*Navoiy konchilik instituti "Ijtimoiy va gumanitar fanlar"
kafedراسi mudiri.*

Janzakova Raxima Ismetullaevna

NDPI magistranti

Annotaciya: Ushbu maqolada boshlang`ich maktablarda tarkibiy masalalarni yechishning ahamiyati tahlil qilingan b`olib, fikr va mulohazalar ilmiy yoritib berilgan.

Kalit s`ozlar: matematika, matematik dastur, son, algebra.

O`quvchilarni tarkibli masalalar yechishga tayyorlashda berilganlari yechilmaydigan masalalarni yechish muhim ro`l o`ynaydi.

Boshlang`ich sinf o`quvchilarga sodda masalalarni o`zlashtirib olganlaridan keyin, ya`ni ular shart savolini ajiratisini o`rganib olganlaridan keyin ma`lum va noma`lumlarni qiynalmay ajiratadigan bo`ladilar, yechishning daslabki ko`nikmalarni oladilar, shundan keyin sekin-asta tarkibli masalalar yechishni o`rganib boshlaydilar. Tarkibli masalalarni yechishga tayyorgarlik sodda masalalarni yechishni o`rganib boshlaydilar, bunda tarkibli masala bilan tanishtirish funksiyasini boshqarib qolmay, balki ularning rivojlanishlarga insoniy ta`sir ham ko`rsatadilar [1]. Eng oldin berilgan masala shartiga savol qo`yish bilan bog`liq bo`lgan topshiriqni aytish kerak. Berilgan ma`lumatlarni foydalanib, qanday savolga javob berish mumkinligini to`g`ri aniqlash malakasi tarkibli masala ustida bundan keyin ishlashda muhimdir. Bu masala hamma o`quvchida bir xil va tez shakllanmasligini hisobga olib, bu yo`nalishdagi ishni o`quvchilarning kuchlari yetadigan materialdan foydalanib ya`ni sodda masalalardan foydalanib o`tkizish kerak.

Tarkibiy masala bilan tanishtirishda har xil metodik usullardan foydalanish maqsadga muvofiq [2].

1. Masalani, masalan, birdaniga yechishga kirishish mumkin. Bu metodik usul, halos, o`qituvchi bundan tarkibli masala tushinchasini tushintirish uchun foydalanishi mumkin. Mazkur usuldan foydalanish o`qituvchilardan katta maxorat talab qiladi, albatta. Bu o`yin elementi ham, bu o`quvchilarni masala savoliga javob kilishga o`quvchilarni aktivlashtiruvchi suxbatning emotsional bo`yog`i ham, o`quvchilarni muloxozaga maksimal jalb qilish ham, masala qisqa yozuvni o`qish ham, arifmetik amalni tanishtirishdir. O`tkizilgan ish butinicha tarkibli masalani yechishga yaqinlashtirishga fikr tasavvurini shakllantiradi va o`quvchilar oldin egallay olgan bilimlar, malakalar va ko`nikmalarga tayanadi, shu sababli mazkur ishni o`tkazish butunlay o`qituvchi raxbarligida bo`lishi mumkin. O`quvchilarni tarkibli masala bilan tanishtirgandan keyin tavsiflangan ish usullari o`z axamiyatlarini yo`qotmasliklari kerak. Darslarda tarkibli va sodda masalalarni yechishga tayyorlashda foydalanilgan har yani metodik usullardan xam ijobiy foydalanish kerak [4]. O`quvchilarni tarkibli masalalar bilan tanishtirgandan keyin quyidagi masalani yechish mumkin. Masalan. Bo`yoqchi bir kvartirada 6 ta, ikkinchi kvartirada 4 ta eshikni bo`yashi kerak. U 7 ta eshikni bo`yab bo`ldi. Bo`yoqchi yana nechta eshikni bo`yashi kerak? O`quvchilar e`tiborini berilgan tarkibli masala bilan sodda masalalar orasidagi bog`lanishga qaratish uchun sodda masalalar tekstidan tarkibli masalani ajratish foydali. Mazkur usul tarkibli masalalarda sodda masalalarni ko`rishga yordam beradi. Keyinchalik ba`zi tarkibli masalalarini yechishda tarkibli masalada sodda masalalarni ajratish foydali bo`ladi.

Masalani yechish xar doim uning sharti va unga qo`yilgan savol bilan tanishishdan boshlanadi. Bolalar yetarlicha tez o`qishni o`rganib olgunlariga qadar masala sharti va unga qo`yilgan savolni o`qituvchi gapirib beradi yoki o`qib beradi. Ammo bolalar tez o`qish malakasini egallab olgunlaridan keyin, odatda tarkibli masalalarni yechishni boshlashga qadar ular bu ko`nikmani

egallab olgan bo`ladilar, masalani o`qishni o`quvchilardan biriga taklif qilish, ba`zi xollarda esa hamma o`quvchiga tovush chiqarmay o`qishni taklif qilish mumkin. O`qish jarayoni tarkibiga tekis so`zlarni tovush chiqarib yoki tovush chiqarmay o`qishgina emas, balki o`quvchilar mazmunini shunday tushintirish ham kiradiki, ular har bir so`z to`g`ri va aniq aytilishini mantiqiy urg`u va to`xtalishlar zarur o`rinlarga tushsin, butun o`qish esa aniq va ifodali bo`lsin. Agar masala tekstida bolalarga notanish so`zlar yoki iboralar o`chirasa, u xolda bularni o`qish boshlanishigacha tushintirib berish tavsiya etiladi. Bu ish shuning uchun kerakli, o`qilgan tekstni tanlovchilarning himoyasi butunicha idrok qilishlari lozim.

Tarkibli masalalarni, ayniqsa bir qancha har xil miqdorlar turli bog`lanishda bo`lgan masalalarni yechishdagi qiyinchilik ularga ko`pincha yangi kattaliklarning mavjudligi va ular orasidagi noma`lum bog`lanishlarning bo`lishi bilan tushintiriladi. O`quvchilar bu kattaliklarni yaxshi tasavvur qilishlari va ular orasidagi bog`lanishlarning mazmunini anglab olishlari uchun o`z ichiga bolalarga notanish kattaliklarni olgan sodda masalalarni yechish uchun berish kerak, bu notanish kattaliklar, masalan, harakat tezligi, sarf normasi, mexnat unimi va boshqalar bo`lishi mumkin [5].

Har xil jisimli kattaliklar qatnashgan sodda masalalar ayniqsa muhim ahamiyatga ega, bu xil masalalarni yechish kattaliklar orasidagi bog`lanishlarni o`zlashtirish imkonini beradi va vaqt, tezlik, masofa, mexnat unimi, ish vaqti, umumiy ish unimi va hakazo kattaliklar qatnashgan tarkibli masalalar ustida ishlash uchun yaxshi tayyorlanish bazasi bo`lib xizmat qiladi. Shunday qilib, tarkibli masalalarda kattaliklar orasidagi bog`lanishlarni o`rnatish tayyorlash funksiyasini bajaruvchi sodda masalarni yechish bilan ancha osonlashadi.

Tarkibidagi kattaliklar har xil bog`lanishlar bilan bog`langan bazi tarkibli masalalarning mazmuni bu masalalarni ikkita masalaga ajratish imkonini beradi, bu masalarning har biri boshlang`ich masalalardan ancha oson bo`ladi, chunki ularning matematik strukturasi (tuzilishi) kattaliklar orasidagi bitta yoki ikkita bog`lanishga ega bo`ladi. Matematikada masalalar yechishda mulohozalar

yuritishning analitik va sintetik usullari mavjud. Agar masalani yechishda o`quvchi sof ma`lumotlardan boshlab izlanayotgan ma`lumotga qarab tahlil qilsa, u fikrlashning sintetik usulidan foydalangan hisoblanadi. Agar taxmin qilinayotgan miqdordan ma`lum miqdorlarga qarab olib borilsa, o`quvchi analitik fikr yuritgan bo`ladi.

O`quvchilar tafakkurlarining rivojlanishida va ularda masala yechish malakasining shakllanishiga masalaning yechilishiga har xil yaqinlashish imkoniyatlarini tushinib yetish va bu yaqinlashishlardan eng ratsionalini tanlashning ahamiyati katta. Masalalarni har xil usullar bilan yechishga intilish ham amaliy yo`nalganligini xarakterlaydi, chunki bolalar hayotida uchrashishlari mumkin bo`lgan amaliy masalalar har xil yechilish usullariga ega, matematika darsligada berilgan masalalardan foydalib ularni shunga tayyorlash kerak. O`quvchilarga beriladigan ta`limda masalalar va ularning yechimlari vaqt bo`yicha ham, bolaning aqliy rivojlanishiga ta`siri bo`yicha ham muhim o`rinni egallaydi. Yechilayotgan masalaning roli o`qituvchining u yoki bu masalani yechish uchun berib, undan qanday pedagogik maqsadni ko`zlashiga bog`liq. Natural sonlar, butun musbat sonlar ustida bajariladigan to`rt amal va ularning asosiy xossalari haqidagi tushinchalar, ularga asoslangan og`zaki va yozma hisoblashlarning har xil ko`rinishlarini o`qish davriga to`g`ri keladi. Bundan tashqari matematika uchun dasturlar va Davlat ta`lim standartlarida belgilangandek bu fan mashg`ulotlarida bolalarda tafakkur, diqqat, xotira, ijodiy tasavvur, kuzatuvchanlikni umumlashtirishi ham muhim vazifadir.

Xulosa qilib aytganda masalalar o`quvchilarga ularning bilimlarini to`ldirish, malakalarini egallash, ko`nikmalarini takomillashtirish va puxtalash uchun beriladi. O`quvchining masalani mustaqil yechishdan undan ko`nikma va malakalarning tarkib topishi uchungina emas, balki teskari aloqa o`rnatish (o`quvchi-o`qituvchi) uchun ham foydalaniladi, bu esa o`quvchiga o`rganilayotgan materialni o`quvchi qanday o`zlashtirishini kuzatish va uning muvaffaqiyatlarni tekshirish imkonini beradi.

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TECHNIQUES FOR WRITING POETRY

Makhsetbaeva Guljan Bayrambaevna

NSPI, Foreign language 2nd year master student

Abstract. The given article is about techniques for developing learners' creative writing. Writing poetry plays a great role in teaching English, it is necessary to include a kind of writing that allows the students' creativity and powers of imagination to come into play. In the article we want to present the steps and the language of writing poetry, also some activities for writing poetry.

Key words: poetry, techniques, creativity, feet, metres, rhyme, rhythm.

Traditionally when students write in a foreign language, the purpose of the writing activity is to catch grammar, spelling, and punctuation errors. Under these circumstances, sometimes the only writing students do is to write out grammar exercises. The focus in these types of exercises is primarily on language structure. But today attitudes have changed about the role of writing in teaching English as a foreign language.

There are many different kinds of writing and many different reasons for writing. Writing has come to occupy the prominent role it deserves in foreign-language teaching and learning. Its value is confirmed by the latest research, which shows the classical relevance of writing as a recycling tool in the classroom, the act of writing not only reflects our thinking, but also helps to create new thoughts.

Writing has moved up in the scale of classroom priorities, partly because of the following benefits it provides:

1. Writing reinforces grammar, idioms and vocabulary that we have been working with in class.
2. The effort to express ideas and the use of eye, hand, and brain is a unique way of reinforcing learning.
3. Students have the opportunity to be adventurous with the language, to take risks, to go beyond what has been taught.
4. When writing students become involved with the language, with themselves, and with their audience.
5. Writing and thinking are closely connected. The process of writing enables students to explore a topic fully.
6. Writing helps us discover what we want to say. The writing process is creative. We sit down to write with a definite idea in mind, but as we write new ideas develop.

Teaching English it is necessary to include a kind of writing that allows the students' creativity and powers of imagination to come into play [1;50].

Creative writing opens up new frontiers in the classrooms, not only giving a new context with innumerable linguistic possibilities, but also giving students the opportunities to make full use of their creative potential. Writing reinforces grammar, idioms and vocabulary that we have been working with in class.

Creative writing encompasses poetry, short stories, and plays, while journalistic writing includes interviews, reports on real events, book and movie reviews, and so on. There are the basic assumptions should be understood:

1. Students will not be writing at the sentence level. The aim of all creative writing is to communicate ideas, feelings, and so on. Each piece of writing must fulfill a communicative purpose that is as real as possible.

2. All the activities will emphasize the need for a real- or realistic audience. The writer's motivation comes from knowing his audience and anticipating their needs and their feelings toward the subject matter. One way to provide a real audience is to have a class magazine or a wall newspaper.

3. The process approach to the teaching of writing should be emphasized in the sense that writing is a process and English teachers will be doing the most for their students if they help them improve each step of that process. Techniques from other approaches, such as the models approach, the free-writing approach, and so on, can be used to help students become familiar with the different steps of their own writing processes. [2; 52]

4. Collaborative writing generates peer support and discussions that lead to the emergence of ideas. Therefore, the teacher should design activities to be done individually and in groups during class time. In creative writing the emphasis is done on writing as a means of inventing, of exploring ideas, and of gathering information.

One way to lead the students into the writing of poetry is by giving them a model. The teacher should carefully select a poem that relates to his students' needs, and then work with it in the classroom, exploiting both the semantic and content/ context aspects. After analyzing the poem, students can write their own poems, following a format similar to the original but giving their own views on the subject. A way to vary this activity is for the teacher to present some activity- after reading the poem- through which students discuss related but different subject matter, and later on write their own poems following the original format but on the new subject.

Students interchange poems and comment on their ideas, so does the teacher, who at the same time makes a few comments on the language. Students must be encouraged to revise and edit their poems.

Another way to approach the writing of poetry is by the *image technique*. The students are given a few minutes to concentrate on an image-e.g. happy childhood memories, a wonderful moment in life, a person who made a strong impression on them, and so on- and then in small groups they share these images orally. At this point the teacher asks the students to bring to mind the strongest smell, action, person, or thing related to the topic. The students write these images down as they come to their minds, not worrying about language at all. When they finish, they are asked to rearrange their ideas or images into poetic units.

When students finish, the teacher asks them to work in pairs, to read each other's poems and exchange ideas about the content of the poem.

As a nice follow-up activity the teacher could ask the students to read their poems aloud in small groups and have their classmates suggest possible titles for the poem, explaining their choices.

Here are the steps of writing poems.

1. Study poets that you respect and admire. Make a list of 10 poets that you admire and then read and listen to all of their poetry. Take notes about which poems inspire you the most and try and figure out why.
2. Take some time for you. Find a quiet spot and just let your thoughts come and go. Think about your subject and what you would like to write about. Make a mental note of anything that sparks your mind and makes you want to write further.
3. Focus. Once you have inspiration, figure out what you want your poem to accomplish. For instance, do you want it to inspire or motivate someone? Do you want it to warm their heart? Do you want it to make them think? What exactly do you want your poem to accomplish?

4. Start writing. You should just start writing from the heart. Don't worry if your poem makes sense or not at this point. Don't worry about complicated rhyme schemes or anything like that. Just write as much prose as you can as fast as possible. Write down your feelings about the subject or person that you are writing about.

5. Read it. Read through your written prose and edit it for coherency and uniqueness. Eliminate extra words, replace any weak verbs with stronger ones and make sure that it makes sense. Remember to be as descriptive and original as you can and stay away from clichés because they have no place here.

6. Read it aloud. Next, read your poetry aloud and see how it sounds. Does it accomplish your purpose?

7. Make changes. Review your passages again and make any changes. Once you're done ask someone close to you to review your poem and make changes as well.

You can create a dynamic poem, you simply have to be willing to study poets you admire, take some time for you, focus, start writing, read it and make any changes.

Writing poems require on the side of a student the knowledge of various compositional forms of rhyme and rhythm. There is a special branch of Stylistics – versification, studying the various compositional forms of rhyme and rhythm.

Rhyme is the repetition of identical or similar terminal sound combinations of words. Rhyming words are generally placed at a regular distance from each other. We distinguish full rhymes and incomplete rhymes. *The full rhyme* presupposes identity of the vowel sound and the following consonant sounds in a stressed syllable: might, right; needless, heedless. *Incomplete rhymes* present a greater variety. They can be divided into two main groups: vowel rhymes and consonant rhymes. In vowel rhymes the vowels of

the syllables in corresponding words are identical, but the consonants may be different: flesh-fresh-press. In consonant rhymes the consonants of the syllables are identical: worth-forth; tale-tool; treble-trouble; flung-long. Compound (broken) rhymes are rhymes where two or three words rhyme with a corresponding two or three words: bottom-forgot'em- shot him. Eye-rhyme is a rhyme where letters and not sounds are identical: love-prove; flood-brood; have-grave.

According to the structure there are the following types of rhyme:

1. couplet rhymes – when the last words of two successive lines are rhymed: aa, bb, cc.
2. triple rhymes – when the first, second and third lines rhyme together: aaa, bbb, ccc.
3. cross rhymes – when the first and the third, the second and the fourth lines rhyme together: abab.
4. framing or ring rhymes – when the first and the fourth, the second and the third lines rhyme together: abba.

Another variety of rhyme is called internal rhyme- when the rhyming words are placed not at the ends of the lines but within the line:

I bring fresh *showers* for the thirsting *flowers*. (Shelley).

Once upon a midnight *dreary* while I pondered weak and *weary*. (Poe).

Rhythm exists in all spheres of human activity and assumes multifarious form. The stylistic device of rhythm is a regular alternation of stressed and unstressed syllables in the utterance. Rhythm is a flow, movement, procedure, etc. characterized by basically regular recurrence of elements or features, as beat, or accent, in alternation with opposite or different elements or features. [3]

Rhythm is sometimes used by the author to produce the desired stylistic effect, whereas in poetry rhythmical arrangement is constant organic element, a natural outcome of poetic emotion. *Poetic rhythm* is created by the regular use

of stressed and unstressed syllables or equal poetic lines . The regular alternations of stressed and unstressed syllables form a unit –*the foot* . Rhythm in language necessarily demands oppositions that alternate: long- short; stressed-unstressed; high-low and other contrasting segments of speech.

There are five basic feet and consequently metres in English poetry: iambus, trochee, dactyl, anapest and amphibrach .

1. Iambus is a foot consisting of one unstressed syllable followed by one stressed syllable :

My soul is dark –oh ; quickly string

The harp I yet can brook to here .

2. Trochee is a foot consisting of one stressed syllable followed by one unstressed syllable :

Fare thee well ! and if for ever

Still for ever ,fare the well .

3. Dactil is foot consisting of one stressed syllable followed by two unstressed syllables :

Hail to the Chief who in triumph advances !

Honoured and blessed be the ever –green pine !

4. Anapest is a foot consisting of two unstressed syllables followed by one stressed syllable :

He is gone to the mountain,

He is lost to the forecast.

Like a summer-dried fountain,

When our need was the sorest.(W. Scott.)

5. Amphibrach is a foot consisting of one unstressed syllable followed by one stressed and one unstressed syllable:

The waters are flashing,

The white hail is dashing,

The lightning's are glancing,

The broad-spray is dancing.(Shelley)

Rhythm in verse as a stylistic device interprets the beauty of nature, its stillness, helps to intensify the emotions, especially used in music, dance and poetry.

Thus, we see that teaching English it is necessary to include a kind of writing that allows the students' creativity and powers of imagination to come into play. Writing poetry plays a great role in teaching English, it evokes the students' interest and love to learning English and especially to poetry, enriching their knowledge in literature and generally world view.

Writing poems requires the knowledge of rhyme, rhythm, some information about English poetry, its characteristic features. Writing poems promotes to the development of creative abilities of students, it enriches their imagination and let discover some hidden abilities, sometimes even the talent.

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SHOULD ART BE A PART OF THE SCHOOL CURRICULUM

Qayumova Feruza Ruzimurat qizi

Student of Kattaqôrğon branch of Samarkand state university

Abstract: This article discusses the role of art in human life, why integration of art is so important and its reasons experiences made in this regard as well as achievements

Key words: inventiveness, multi-faceted, ingenious, cardiovascular, dichotomy

Appendix: Dichotomy—a deviation or contrast between two things that are or represented as being opposed or entirely different

Inventiveness—the quality of being inventive, creativity

Ingenious—clever, original and inventive.

Cardiovascular—relating to heart and blood vessels

Multi-faceted—having many facets

Art is important in human life. Research conducted by scientists in recent years shows that art helps children learn difficult subjects easily. Art helps children think positively, speak fluently, and convey their thoughts to others and Improves brain function. There have even been cases of longevity among those engaged in art. Therefore, it should be part of the art school curriculum. Now let's take a look at the benefits of art and 10 reasons why it's important.

1. Working in the arts helps learners to develop creative problem-solving skills.
2. Teaching through the arts can present difficult concepts visually, making them more easy to understand.
3. Art instruction helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness.

4. Visual arts teach learners about color, layout, perspective, and balance: all techniques that are necessary in presentations (visual, digital) of academic work.

5. Integrating art with other disciplines reaches students who might not otherwise be engaged in classwork.

6. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world.

7. The arts provide challenges for learners at all levels.

8. Art education connects students with their own culture as well as with the wider world.

9. A [report by Americans for the Arts](#) states that young people who participate regularly in the arts (three hours a day on three days each week through one full year) are four times more likely to be recognized for academic achievement, to participate in a math and science fair, or to win an award for writing an essay or poem than children who do not participate.

10. A [study of Missouri public schools](#) in 2010 found that greater arts education led to fewer disciplinary infractions and higher attendance, graduation rates, and test scores.

However, in some schools art subjects are not considered very important and they are not taught. This leads to students not being able to learn subjects well and the school level dropping sharply. A current example of arts being viewed as inferior to other subjects at schools is English Baccalaureate (EBacc) – an indicator of school performance first introduced in 2011. As noted by the Department for Education (2015), EBacc focuses on measuring performance in core academic subjects, which include English, Maths, Science, Languages and Humanities. Evidently enough, arts are not included in the list, which is a clear indication that the Department for Education does not view them as core subjects essential for effective school education.

One obvious benefit of promoting arts as a part of the school curriculum is the positive impact it has on the pupils' creativity. As noted by Fleming

(2012), some of the most prominent arguments on favour or arts education focus on this point: it develops the pupils' minds as well as personal qualities and contributes to improving imagination and creativity. Instead of linear patterns of thought usually promoted by the school-level math and science, arts push the pupils to find new ways of solving a given task. Diaz and McKenna (2017) point out that arts promote critical thinking by encouraging and developing the ability to look at the subject from different perspectives, including those that are not immediately apparent. Thus, arts education is particularly crucial for encouraging pupils to find multiple possible ways of dealing with a given task instead of always sticking to the old and familiar ways.

Nowadays, art is neglected in some schools. However, schools that have included art in their curriculum have witnessed that their students' mastery of complex subjects has improved, children's oral speech has improved. Many children feel more comfortable in art lessons because this is a subject where there is no 'right answer'. They are free to explore their ideas without the threat of being wrong, and so become more at ease with the uncertainty of not knowing how something might turn out. As a result, children are more likely to experiment and try out new ideas. They are less likely to give up when they encounter a problem or things don't end up as they had planned. Some children find it difficult to express their thoughts verbally, and this problem can be solved through art. Also, discussing the works of famous artists helps children to look at the world with different eyes. For many children, art is an outlet for releasing the stress and pressures of everyday life. It is a calming activity that they are in control of. For many children, art is an outlet for releasing the stress and pressures of everyday life. It is a calming activity that they are in control of. For many children, art is an outlet for releasing the stress and pressures of everyday life. It is a calming activity that they are in control of. Creativity has been linked with well-being, and the more children are allowed to explore their individual identity and develop their sense of self, the more content they will be within themselves. Does brain have any role in our life? This question may sound to be

irrelevant. So is the question about the importance of art in education. If art is not a part, it is not education because art only trains the brain to be imaginative becomes utmost important in life. We invent/discover things only when we can imagine! Only art teaches imagination. Arts education helps foster a positive culture and climate in schools.

When schools integrate the arts across the curriculum, disciplinary referrals decrease while effectiveness of instruction and teachers' ability to meet the needs of all students increase.

Learning a musical instrument, creating a painting, learning to dance, or singing in a chorus teaches that taking small steps, practicing to improve, being persistent, and being patient are important for children's growth and improvement. Students gain confidence as they try to accomplish things that do not come easily. Learning an artistic discipline helps young people develop character. Students learn habits, behaviors and attitudes that are necessary for success in any field of endeavor.

Art has the role in education of helping children become like themselves instead of more like everyone else.'

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Должно ли искусство быть частью школы

Каюмова Феруза Рузимурат кизи

**Студентка Каттакоргонского филиала Самаркандского
государственного университета**

Аннотация В данной статье обсуждается роль искусства в жизни человека, почему так важна интеграция искусства и ее причины, накопленный в этом отношении опыт, а также достижения.

Ключевые слова: изобретательность, многогранность, изобретательность, сердечно-сосудистость, дихотомия.

Приложение: Дихотомия - разделение или контраст между двумя вещами, которые представляются или представляются как противоположные или совершенно разные.

Изобретательность – качество изобретательности, творчества.

Гениально-умный, оригинальный и целеустремленный.

Сердечно-сосудистые - связанные с сердцем и кровеносными сосудами

Многогранный – имеющий много граней

SAN'AT maktab òquv dasturining bir qismi bôlishi kerak

Qayumova Feruza Ruzimurat qizi

Samarqand davlat universiteti Kattaqörğon filiali talabasi

Annotatsiya: Ushbu maqolada san'atning inson hayotidagi o'rni, nega san'atning integratsiyalashuvi juda muhimligi va uning sabablari, bu boradagi tajribalar hamda erishilgan yutuqlar muhokama qilinadi.

Kalit so'zlar: ixtirochilik, ko'p qirrali, zukko, yurak-qon tomir, dixotomiya

Apendix : Dixotomiya - qarama-qarshi yoki butunlay boshqacha bo'lgan yoki ifodalangan ikki narsa o'rtasidagi farq yoki kontrast

Ixtirochilik - ixtirochilik, ijodkorlik sifati

Aqlli, o'ziga xos va niyatli.

Yurak-qon tomir - yurak va qon tomirlari bilan bog'liq

Ko'p qirrali - ko'p qirrali

Foydalanilgan adabiyotlar:

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O'ZBEK VA INGIZ TILLARIDAGI FE'LLAR IZOHI

Ergashova Farangiz Oybek qizi

SamDU Kattqo'rg'on filiali talabasi

Ilmiy rahbar: Murodova Iroda

SamDU Kattqo'rg'on filiali o'qituvchisi

Annotatsiya Ma'lumki , fe'l juda katta so'z turkumi hisoblanadi. Ushbu keltirilgan ma'lumotlar o'zbek va ingliz tillarida fe'llarning tuzilishi yasalishi va izohini o'z ichiga olgan. Hamda har ikkala tilning o'xshash va farqli tomonlari ham batafsil yoritib o'tilgan.

Kalit so'zlar: fe'l, o'timli, o'timsiz, suffiks,perfiks,leksik-grammatik ma'no.

Shuni ta'kidlash joizki , fe'llar mustaqil so'z turkumi hisoblanadi va harakat-holatni yoki jarayonni ifodalaydi. Fe'lni qauyidagi xususiyatlar asosida mustaqil so'z turkumi sifatida xarakterlashimiz mumkin:

1.Harakat va holat yoki jarayon sifatidagi leksik-, grammatik ma'nosiga ko'ra;

2.O'ziga xos o'zak yasovchi suffikslar hamda perfikslarga va leksik grammatik so'z morfemalarga egaligiga ko'ra;

3.Fe'l boshqa so'z turkumlariga qaraganda bir qancha grammatik kategoriyalarga egaligi sababli boshqa so'z turkumlariga qaraganda so'z yasash va o'zgarish bobida ancha rivojlanganligiga ko'ra;

4.Fe'llar o'ziga xos tarzda bog'lanishiga ko'ra;

5.Gapda har qanday sintaktik vazifada kela olishiga ko'ra;

Fe'l harakat-holat yoki jarayonni ifodalab , aspekt , zamon , mayl , nisbat , perfekt , modallik va boshqa shu kabi grammatik kategoriyalarga ega bo'lgan so'z turkumidir. Fe'llar o'ziga xos morfologik xususiyatlarga ega. Jumladan , fe'llardagi o'timli , o'timsizlik , bo'lishli , bo'lishsizlik , nisbat , zamon , mayl kategoriyalari , fe'lning xoslangan shakllarining mavjudligi,

tuslanish tuzumi , shuningdek, maxsus fe'l yasovchi qo'shimchalar fe'l turkumining morfologik qamrovi kengligini ko'rsatadi.

Fe'llar gap tuzilishiga ko'ra ba'zan otlarga ko'ra ham faoldir. Fe'l gapning tuzilishidagi muhim sintaktik asosidan biridir. Fe'llar gapda ,asosan, kesim bo'lib keladi. Xoslangan shakllarning mavjudligi esa fe'llarning sintaktik qamrovini kengaytirgan. Xoslangan shakllar ham mavjudligi uchun fe'l gapda ega, kesim : **birlashgan** –o'zar.(Maqol.) Aniqlovchi:**kerilganning** to'yini ko'r,To'diruvchi:**qo'rqqanga** qo'sha ko'rinar(Maqol.) kabi vazifalarda keladi.

Ingliz tilidagi fe'llarga to'xtaladigan bo'lsak , ular to'g'ri va noto'g'ri fe'llarga ajratiladi.Bu ingliz tilidagi eng muhim qoidalardan biri hisoblanadi. Umumiy qoidaga ko'ra , **to'g'ri fe'llar** zamonlarda shu zamonga xos bo'lgan qo'shimchalarni oladi ,ya'ni ularga qo'shimcha qo'shilishning bitta to'g'ri shakli bor.Masalan , o'tgan(Past Simple) va hozirgi tugallangan zamomnlarda (Present Perfect Simple) to'g'ri fe'llarga “-ed” qo'shimchasi qo'shiladi.(worked, played, washed, wanted, dusted)

Noto'g'ri fe'llar esa qaysi zamonda qo'llanishiga qarab **shakli o'zgarib turadigan** fe'llardir.Bu fe'llarning qanday qoshimcha yoki shakl olishining yagona qoidasi yo'q. Ularni faqatgina yodlash yo'li bilan o'zlashtirish mumkin.(drive – drove –driven, eat –ate – eaten, do – did – done)

Grammatik qoidalarda fe'lning to'rt shakli qo'llaniladi.

1.Fe'lning noaniq shakli (Infinitive) fe'lning asosiy shakli bo'lib ,zamani va shaxsini ko'rsatmaydi, ya'ni hech qanday o'zgarish yoki qo'shimcha bo'lmaydi.Masalan: to play, to eat, to go, to think, to work.

2.Past Simple (verb II) fe'l shakli faqat o'tkan zamonda qo'llaniladi. Masalan:played, ate, went, thought, worked.

3. Pasr Participle (verb III) - fe'lning o'tgan zamon sifatdosh shakli hisoblanadi va qo'llaniladigan zamonlar va vaziyatlar juda ko'p. Misol uchun:played, eaten, gone, thought, worked.

O'zbek tilidagi fe'llar leksik-grammatik xususiyatlariga ko'ra mustaqil va yordamchi fe'llarga bo'linadi. Mustaqil fe'llar harakatni bildiradi, mustaqil ma'noga ega bo'lgan va gapning bir bo'laki vazifasida kela oladigan fe'llardir.

Masalan: Zafar bugun kun bo'yi o'z ustida ishladi.

Nafaqat o'zbek tilida, balki ingliz tilida ham mustaqil fe'llar qaysi so'z turkumiga xos vazifani bajarishiga ko'ra sof fe'l, harakat nomi, sifatdosh, ravishdosh shakllariga ega hisoblanadi.

Yordamchi fe'llar turli grammatik ma'no ifodalash va boshqa biror vazifalarda qo'llanadi. Yordamchi fe'llarni ham bir qancha xususiyatlarga ko'ra quyidagi turlarga ajratishimiz mumkin:

1. So'z yasashga xizmat qiluvchi va bog'lama fe'l vazifasini bajaruvchi yordamchi fe'llar;

2. Fe'llarga birikib turli qo'shma ma'no ifodalovchi fe'llar.

Fe'llar ikkala tilda ham asosan shaxs faoliyatini ko'rsatib keladigan so'z turkumidir. Buni quyidagi misollardan ham ko'rishimiz mumkin:

Mark and Julia are coming shop.

Zafar kelajakda katta lavozimda ishlamoqchi.

Fe'llarni ingliz va o'zbek tillarida (har qanday tilda) boshqa so'z turkumlari singari morfologik tuzilishiga ko'ra soda, yasam qo'shma fe'llarga ajratishimiz mumkin.

Masalan o'zbek tilida: kelmoq, ketmoq, ichmoq, haydamoq

Ingliz tilida :to come, to leave, to drink, to drive.

Yana shuni ham qo'shimcha qilish kerakki, o'zbek tilida fe'l bo'lmagan so'zlardan yangi fe'l yasash mumkin, ya'ni fe'ldan fe'l yasalmaydi. Ammo ingliz tilida bunday hodisa kuzayilmaydi. Bu degani fe'ldan fe'l yasash mumkin.

Masalan, O'zbek tilida: "-la" qo'shimchasi orqali **arra** so'zidan arrala fe'lini hosil qilish mumkin. Ammo **yugur** fe'lga "-la" qo'shimchasini qo'shib yugurla deb bo'lmaydi.

Ingliz tilida: "-dis" +appear=disappear, "-re"+write=rewrite .

Yuqoridagi ma'lumotlardan shuni xulosa qilib aytish kerakki, har ikkala, ya'ni o'zbek va ingliz tillarida ham fe'llar o'ziga xos tarzda yasaladi, ifodalanadi va aks etadi.

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АХБОРОТНИГ ЁШЛАР ОНГИДА ПСИХОЛОГИК ТАЪСИРИ

Жамаот хавфсизлиги университети

4-босқич курсанти М.Қ.Қаришбаев

Аннотация: Ижтимоий, иқтисодий, маданий ва сиёсий глобаллашув жараёни жадал давом этилаётган даврда, кўпфункционал мазмунга эга бўлган ахборот “қурол”га айланиб бормоқда. Чунки унинг воситасида ижтимоий, маданий, интеллектуал, иқтисодий, демографик каби омилларнинг харакати таъминланиб, кучга айланади.

Таянч иборалар: дискредитация, дезинформация, коммуникация, материя, гегемон, ахборот, ахборотнинг психологик хавфсизлиг,

Аннотация: В то время, когда полным ходом идет процесс социальной, экономической, культурной и политической глобализации, информация с многофункциональным содержанием становится «оружием». Потому что через него обеспечивается движение социальных, культурных, интеллектуальных, экономических, демографических факторов и становится силой.

Ключевые слова: дискредитация, дезинформация, общение, материя, гегемон, информация, психологическая безопасность информации,

Annotation: At a time when the process of social, economic, cultural and political globalization is in full swing, information with multifunctional content is becoming a "weapon". Because through it the movement of social, cultural, intellectual, economic, demographic factors is provided and becomes a force.

Key words: discrediting, disinformation, communication, matter, hegemon, information, psychological safety of information,

Ижтимоий, иқтисодий, маданий ва сиёсий глобаллашув жараёни жадал давом этилаётган даврда, кўпфункционал мазмунга эга бўлган ахборот “қурол”га айланиб бормоқда. Чунки унинг воситасида ижтимоий, маданий, интеллектуал, иқтисодий, демографик каби омилларнинг ҳаракати таъминланиб, кучга айланади. Бу масалани икки жиҳати мавжуд бўлиб, биринчиси бу - ижтимоий-иқтисодий ривожланишни таъминлашга йўналтирилган **маданий жиҳат**. Ва иккинчи – гегемонликни намоён этиш (ёки қўлга киритиш) учун ахборотдан қурол тарзида фойдаланиш, яъни **ҳарбий-сиёсий жиҳат**. Агарда ҳар қандай ахборотнинг яратувчиси, узатувчиси ва фойдаланувчиси борлигини инобатга олсак, ахборотни қуролга айланиши турли шаклдаги муаммоларни келтириб чиқариши эҳтимолдан холи эмас. Шу сабабли, ахборот ва унинг ижтимоий-психологик тавсифидан хабардор бўлиш учун, қуйидаги ҳолатларга эътибор қаратиш лозим:

- материянинг умумий таркибини тавсифловчи – ахборотдир;
- инсон-табиат-жамият орасидаги муносабатларни таъминловчи - ахборотдир;
- ҳар қандай фаолият турини таъминловчи – ахборотдир;
- борликни идрок этишини таъминловчи – ахборотдир;
- тасаввурни шакллантирувчи ва ҳаракат йўналишини таъминловчи – ахборотдир.

Рухий-информацион таъсир асосан қуйидаги усуллар орқали амалга оширилади:

- дискредитация – воқеанинг аҳамиятини пасайтириб бериш;
- дезинформация – ахборотнинг маъносини ўзгартирган ҳолда тақдим этиш;
- тухмат;
- эътиборни чалғитиш;
- фактларни манфаат учун бузиб талқин қилиш.

Рухий-информацион таъсир оммавий ахборот ва глобал коммуникация воситалари орқали амалга оширилади ҳамда давлатнинг ички сиёсатига ишончсизлик уйғотиш, ички ижтимоий-сиёсий вазиятни беқарорлаштириш, муҳолиф кайфиятларни кўзғотиш, ҳаттоки исёнга ундаш каби салбий оқибатларга олиб келиши мумкин.

Ахборот қуроли деганда, аниқ мазмунни қамраб олган ахборотни турли воситалар (каналлар) ёрдамида бошқа бир объектни фаолиятига таъсир кўрсатиш мақсадида узатилиш кетма кетлигини тушуниш лозим. Таъсир кўрсатиш икки хил тарзда кечиши мумкин, фаоллаштириш (такомиллашувини таъминлаш) ёки пассивлаштириш (издан чиқариш, чалғитиш). Чунки куч сифатида фойдаланиладиган ахборот маълум бир ғояларга танган тарзда яратилади. Файласуф-психолог Р.Самаровни кўрсатиб ўтишича “ахборотга оид назарияларнинг ғояларини инобатга олиш лозим. Улар:

- ташқи дунёдан олинган ва унга мослашиш жараёнида мазмуннинг белгиланиши назарияси (Винер);
- энтропияни инкор этиш назарияси (Бриллюэн);
- коммуникация ва алоқа жараёнида бартараф этиладиган ноаниқликларни белгилаш назарияси (Шеннон);
- хилма-хилликнинг узатилиш назарияси (Эшби);
- тизимларнинг мураккаблик ўлчовини белгилаш назарияси (Моль);
- танловни эҳтимоллиги назарияси (Яглом);
- ахборотнинг ҳиссий назарияси (П.Симонов);
- реал борлиқни тасвирлаб берувчи, тизимлаштирилган моддий белгилар (шакллар) мажмуаси назарияси (Р.Самаров)¹⁹ кабилардан иборат.

Ахборот, қуролга айлантирилганда унинг таркибига махсус воситалар (инсонни эмоционал-иродавий, ақлий каби соҳаларига таъсир кўрсатувчи)

¹⁹ Самаров Р.С. Ахборотнинг психологик хавфсизлигини таъминлаш механизми (услугий қўлланма). – Тошкент: Университет, 2015. 31-бет.

киритилиб, турли технологиялар (биринчилик эффекти, ранг, овоз ва образ, раҳи ёки ғазабни келтириш кабилардан фойдаланиб) жамият ҳаётига (бирон бир соҳасига) таъсир кўрсатиш учун йўналтирилади. Жамият ҳаётини танланиши эса, ахборотни яратувчиси ва узатувчисини аниқ мақсади асосида амалга оширилади. Бунда турли соҳалар, жумладан иқтисод (товарларни рекламаси воситасида ишлаб чиқарувчи корхоналарни обрўйсизлантириш ёки нуфузини ошириш), соғлиқни сақлаш (бирон бир касалликни олдини олиш ёки бартараф этиш учун самарали восита фақат шу – дори эканлигини тарғиб этиш), таълим (дунёни машҳур кишилари, олим ва сиёсатчилар шу муассасада ўқиганлигини оммавийлаштириш), муҳофаза (ҳарбийлар ўз вазифасини юқори даражада бажарилганлиги ёки бажара олмаганлигини кўрсатиш) кабилар танланиши мумкин. Манбаларда ёзишича, бу маънодаги ахборотдан қурол сифатида фойдаланишда, мавжуд ахборот тизимига қуйидаги тартиб асосида таъсир кўрсатилиши мумкин:

- объект фаолиятини таъминловчи ахборот тизимига номаълум бўлган янги ахборот(ғояни, қарашни, муносабатни)ни киритиш;
- жараён (воқеа, ҳодиса, баҳо) ҳақида аниқ бўлмаган ахборотни киритиш;
- ахборотни қайта ишлашнинг (эски қоидаларнинг тўғрилигига нисбатан шубҳа келтириб чиқариш йўли билан) янги қоидаларини киритиш;
- қабул қилинган қарор (хулоса, муносабат) хато эканлигини ўқитиш шулар жумласидандир.

Агарда, “ахборот инсоннинг хулқини, маънавий дунёсини ўзгартира оладиган, “ижтимоий куч”²⁰” эканлигини инобатга олсак, бунда ахборотни психологик хавфсизлигини таъминлаш долзарб масала ҳисобланади. Бу мавзуга доир бир қатор тадқиқотлар ва оммабоп манбалар яратилган²¹.

²⁰ Самаров Р.С. Ахборотнинг психологик хавфсизлигини таъминлаш механизми (услугий қўлланма). – Тошкент: Университет, 2015. 19-бет.

²¹ Hobfoll S. E. & Lilly R. S. Resource conservation as a strategy for community psychology // Journal of Community Psychology. 1993, № 21., Теория и практика обеспечения информационной безопасности. - М.: Яхтсмен, 1996., Расторгуев С. П. Информационная война. - М.: Радио и связь, 1998., Джуманов О.И., Инатов А.И. Методы и алгоритмы контроля достоверности передачи и обработки изображений

Уларда ахборот қурол воситасига айланиши, аниқ ғояни мужассам этганлиги, турли восита каналлар) ёрдамида узатилиши таъкидлаб ўтилган. Аммо, ахборотни психологик хавфсизлигини таъминлаш масаласи очик қолган. Чунки ижтимоий муносабатлар доирасида бу масалани ўрганиш анча мураккаб ва нозиклиги билан ажралиб туради. Ва яна бизни ихота этган борлиққа назар солсак, ахборот бизнинг кундалик-маиший фаолиятимиздан тортиб то касбий фаолиятимизгача ҳамроҳлик қилади. Гоҳида унинг ишлаб чиқарувчиси, узатувчиси ёки шарҳловчиси ўзгаради халос. Мисол тариқасида радио, телевидение, интернет ва бошқа нашрий манбаларни кўрсатиб ўтиш мумкин. Улар дунёқарашни шакллантириш, йўналтириш, хабар етказиш, маданийлаштириш ва бошқа функцияларни бажариш давомида ҳамроҳлик қилишади. Агарда бу масалага инсон (шахс) ва жамият хавфсизлигини таъминлаш нуқтаи назари билан муносабатда бўлсак, ахборотнинг психологик хавфсизлигини таъминлашга даражавий ёндашиш мақсадга мувофиқдир. Бунда:

- **биринчи даражада** инсонда (шахсда) ахборотни идрок этиш ва ахборотдан фойдаланиш маданиятини шакллантириш лозим;
- **иккинчи даражада** жамиятда (ишлаб чиқариш жамоалари, маҳалла, таълим муассасалари ва б.) психологик саводхонликни ошириш лозим;
- **учинчи даражада** фуқароларга узатиладиган ахборотларнинг сифатини (янгилиги, доларблиги, аниқ далилларга эга эканлиги, маданий мазмун касб этганлиги, “дейди” ва “экан” каби соф таъкидлардан холи бўлган) таъминлаш лозим. Шу ўринда академик Бахтиёр Назаровни “Яқин-яқинларда “Оммавий маданият” деган ибора бизда ахён-ахён қўлланилгучи эди. Энди бу иборани, ҳаётдан келиб чиқиб, тез-тез ишлатишимизга тўғри келяпти²²” деб ёзганига диққат қаратсак, учинчи даражадаги масалани долзарблашганлигини кузатишимиз мумкин.

непрерывных объектов сложной структуры // СамДУ Илмий ахборотномаси, 2014-йил, 3А-сон (85).

²² Адабиётдаги йўл харитаси // Жаҳон адабиёти журналы, 2018, 1-сон. 126-бет.

Ўтказилган тадқиқотларимизнинг натижасига кўrsa, юқорида кўрсатиб ўтган учта даража доирасида олиб бориладиган ишларимизга эътибор қаратсак, ахборотни психологик хавфсизлигини таъминлашда оммавий тарзда ёндашиш самара бермаслигини кўрсатмоқда. Чунки ахборотни қурол сифатида қўллашда,:

- **биринчидан**, инсон онгига таъсир кўрсатиб, унинг ҳуқида маълум згартиришлар киритилади (афсуски, бу кўпинча оғишли шаклга эга бўлади);

- **иккинчидан**, бирон бир давлатни “халоскор”, “демократия байроғини ташувчиси” сифатида говдалантириб, экспанция (иқтисодий, сиёсий, маданий шаклдаги) ўтказилади;

- **учинчидан**, молиявий манфаат кўриш мақсадида миллий манфаатларга (миллий анъана ва кадриятларга, жорий этилган ижтимоий меъёрлар ва ижтимоий муносабат тарзига) путур етказилади.

Бу ўз навбатида ахборотнинг хавфсизлигини таъминлаш масаласини долзарблаштиради. Ахборотнинг хавфсизлиги деганда, уни техник жиҳати эмас (афсўски жуд кўп манбаларда узатгича каналларини бузилиши, ахборотни компьютердан “ўғрилаш” кабилар назарда тутилади), балки мазмундорлиги жиҳатидан таъсир кучига (у салбий ёки ижобий бўлиши мумкин) эътибор қаратиш назарда тутилмоқда.

Ахборотлашув жараёнида, аборт узатиладиган каналлар (воситаларни) чегаралаб бўлмаслигини англаш қийин эмас. Чунки бирини чегаралаб қўйиш, иккинчисини вужудга келишига туртки бўлади. Ахборот, инсон онгида яратиладиган, турли каналлар воситасида узатиладиган ва жамиятнинг моддий-маънавий бойлигига айланган турли билимларнинг кўриниши бўлиб, алоҳида инсонни, жамоани фаолият йўналишини белгилаб берувчи кучдир. Инсон ахборотни идрок этиш жараёнида, уни “керакли”, “керак бўлиб қолар” ва “керак бўлмаган” - “аҳамиятсиз” ахборот кабиларга ажратади. Ва шу “мезон” асосида ахборотни узатади. Бунда, ахборотни қабул қилувчи учун аҳамиятлилик даражасини инобатга

олиб, ахборотни истеъмолчи учун қулай шаклда етказилади. Ва ахборот билан боғлиқ бўлган барча муаммолар шу жойда яққол ифодаланади. Шу сабабли Лассуэлл–Самаровнинг ахборотнинг психологик хавфсизлигини таъминлаш моделидан фойдаланиш самаралигини таъкидлаб, бу моделни илмий тавсифини келтирамиз. Моделда келтиришича, ҳар қандай ахборот маълум хабарни бирон бир объектга (истеъмолчига) етказишга қаратилгандир. Шу сабабли, биринчи навбатда хабарни ким етказилаётганлигига (компетентли шахсми? аниқ манбами?), хабар қайси канал воситасида етказилишига (расмийми? норасмийми?), хабар кимга етказмоқда (кимга мўлжалланган?), хабарни узатишда қайси эффектлардан (таъсирчанлик даражасини таъминлаш учун раҳм келтириш, ғазабини чиқариш) фойдаланилган, хабар нима мақсадда етказмоқда (ҳарабни тайёрлаганни мақсади нима?), хабарни қабул қилгач, хабар қабул қилувчи қандай ҳаракатларни (шошиб қоладими?, ҳаракатини ёки муносабатини ўзгартирадими?) амалга оширади, амалга оширишган ҳаракатлар кетма-кетлиги нималарга (қандай оқибатга?) олиб келади, салбий (бузғунчи) ҳаракатларнинг олдини олиш учун қандай мазмундаги чораларни кўриш (чегаралаб қўйиш керакми?, бефарқларча иш тутиш керак-ми?) лозимлигини белгилаб беради.

Лассуэлл–Самаровнинг ахборотнинг психологик хавфсизлигини таъминлаш модели, ижтимоий-маданий мазмун касб этиб, турли касбий фаолиятда (шу жумладан ҳарбий фаолиятда, педагогик фаолиятда) ҳаттоки маиший муносабатлар доирасида ҳам қўлланилиши мумкин. Моделни қўллаш атижасида асоссиз айблов қўйиш, шубҳа ва тахминлардан холи бўлиш ҳолати вужудга келади. Илмий фаолиятда эса, тадқиқот мавзуси бўйича фойдаланиладиган манбани бирламчи ёки иккиламчилигини (шарҳланган, кўчирилган) бедгилаш имконини беради. Моделни амалиётда қўллаш натижасида инсонда мураккаб когнетив жараён кечиби, уни тафаккур тарзида ижобий ўзгаришлар қуйидаги тартибда кузатилади:

- инсон, этиладиган хавф – хатарни фаол тарзда идрок этади;

- инсон, хавф – хатарни бетараф тарзда идрок этилади;
- инсон, хавф - хатарни пассив тарзда идрок этилади.

Келтирилган ижтимоий-психологик тасниф инсон ҳаёт-фаолиятида ахборот воситасида етказиладиган хавф - хатарни ўз вақтида аниқлаш ва зарарсизлантириш учун тўғри ўл тутиш ёки аниқ чора – тадбирларга амал қилиш учун имконият яратади. Моделни назарий кўриниши қуйдагича: “Хабарни ким етказмоқда→Қайси канал воситасида етказмоқда→Кимга етказмоқда→Қайси эффект билан етказмоқда→Нима мақсадда етказмоқда→Хабарни қабул қилгач, хабар қабул қилувчининг галдаги ҳаракатлар мажмуаси қандай тарзда кечади→Ҳаракатлар кетма-кетлиги нималарга олиб келади→Қандай мазмундаги чораларни кўриш лозим”²³.

Кўриниб турибдик, моделда ахборотнинг функциясига алоҳида диққат қаратиб, уни таъсир кўрсатиш даражаси инобатга олинган. Чунки ахборот:

- жорий этилган ижтимоий меъёрларга амал қилишни;
- қадриятлар тизимини амал қилиши ва такомиллаштиришни;
- индивидуал ва оммавий онги шаклланиши, ривожланишини;
- фуқароларни маънавий камолотини таъминлашни;
- фуқароларнинг психологик саломатлигини таъминлашни

нафақат бошқаради, балки уни ривожланишни, мазмундорлик даражасини таъминлайди.

Шу сабабли, ахборотни қурол воситасига айланишига йўл қўймаслик лозимлиги аён бўлсада, айрим субъектлар томонидан бирон бир мақсадга эришиш учун ундан қурол воситаси сифатида фойдаланадилар. Шу сабабли ахборот тизими тушунчаси қўлланилади ва у барча соҳаларда турли масалалар ечимини топишда ахборотни ишлаб чиқиш (яратиш), қидириш, жамлаш, сақлаш, узатишни таъминлайдиган мажмуа тарзида идрок этилади. Ахборот тизимидан фойдаланишда компьютер ва бошқа ахборот

²³ Самаров Р.С. Ахборотнинг психологик хавфсизлигини таъминлаш механизми (услубий қўлланма). – Тошкент: Университет, 2015. 19-бет.

ташувчи техник қурилмалар амалий мазмун касб этади. Улар, ахборотни қабул қилиш, сақлаш ва ишлов беришнинг асосий воситаси ҳисобланади, аммо ҳар қандай ахборот инсонни иштирокида вужудга келиши, ишлов берилиши ва узатилишини инобатга олиш мақсадга мувофиқдир. Бунда компьютер технологиялари, ахборот тизими ва ахборотни ишлаб чиқарувчи (инсон) ўртасидаги функционал фарқни ажратиш лозим. Ҳар қандай дастурий восита билан жиҳозланган компьютерлар ахборот тизимлари учун техник негиз, анжом, узатиш ёки сақлаш жараёнини таъминлаш учун восита ҳисобланади. Ахборотга ишлов бериш инсон томонидан амалга оширилади, шунинг учун биринчи навбатда ахборотнинг психологик хавсизлигини таъминлаш, яъни агрессив хулқ намуналарини тарғиб этиш ёки ёт ғояларни эътироф этишга “мажбурлаш”, номақбул ҳаёт тарзини ибрат кўринишида сингдириш кабилардан холи этиш лозим бўлади.

Бугунги кунда ижтимоий хавфи катта бўлган муаммолардан холи бўлиш учун юртимизда ижтимоий тармоқларни ривожлантириш бўйича йирик миллий лойиҳани яратиш зарурияти тобора ортиб бораёпти. Боиси, "Google" компанияси таҳлилларига кўра, Ўзбекистондан кунига «odnoklassniki.ru» сайтига 200000, «Facebook» сайтига 90000га яқин, «Мой мир» сайтига 40000 нафардан ортиқ фойдаланувчи ташриф буюрмоқда. Ваҳоланки, юртимиздаги doira.uz, ziyonet.uz, odnoklassniki.uz, sinfdosh.uz, muloqot.uz каби сайтларда рўйхатдан ўтганларнинг барчаси жамланса ҳам юқоридаги сайтларнинг фойдаланувчилари миқдорига етмайди. Шу боис интернет тармоғини миллий қадрият ва анъаналаримизни ўзида акс эттирувчи веб-сайтлар билан бойитиш, таълим муассасаларини интернет тармоғига улашда одоб-ахлоқ қоидаларига мувофиқ бўлмаган веб-сайтлардан фойдаланишга чекловларни жорий этиш, ёшларда ахборот ресурсларидан фойдаланиш маданиятини шакллантириш бугунги куннинг долзарб вазифаларидан саналади. Бунда аҳолининг холис ва ҳаққоний ахборотга эга бўлишини таъминлаш, ҳар бир фуқаро тафаккурида

мафкуравий иммунитетнинг шаклланишига шароит яратиш, ғоявий таҳдидларга қарши маънавий-маърифий тарғиботни кучайтириш, ахборот хуружларининг олдини олишга қаратилган миллий қонунчилигимизга зарур ўзгартиш ҳамда қўшимчалар киритиш муҳим аҳамият касб этади.

Хуллас, ахборотнинг психологик хавфсизлигини таъминлашда ижтимоий ва иқтисодий жihatлар ифодаланиб, жамиятда кечадиган ижтимоий муносабатларда ифодаланиши мумкин бўлган турли кўринишдаги низоларни, зиддиятларни вужудга келмаслиги таъминланади, мудофаа ва хавфсизликка оид сарф-харажатларни миқдорини ошмаслигига эришилади.

Адабиётлар:

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